



Government House, Wellington, official residence of the Governor-General of New Zealand

New Zealand's Governor-General

Representing our King and our Country

An Educational Resource



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Students from Wellington College perform a haka to at the State Welcome for the President of Ireland.
Image: Government House

Introduction

The Governor-General invites you and your students to visit Government House, Wellington. Come and learn about the role of the Governor-General and Government House in the history of New Zealand, our constitutional monarchy and New Zealand today.

The Governor-General is the New Zealander appointed to represent our Head of State and Sovereign, King Charles III. This resource explores the Governor-General's role and the history and current use of Government House. We recommend visiting Government House, Wellington, either in person or through a online (zoom) tour, as part of this study. During the visit, students will explore the Visitor Centre before touring the House and grounds. The visit will be supported by expert staff.

The resource provides ideas for curriculum-aligned learning experiences and includes teacher and student support materials. It is targeted at levels 3, 4 and 5 of The New Zealand Curriculum. It is aligned to the learning areas of social sciences and English. You are encouraged to adapt the activities to suit your requirements. If your students' needs aren't supported by this resource, we will tailor our resources and programme.

Aim of this resource

The overall aim of the resource is for students to understand that:

- New Zealand has changed over time from a colony to an independent nation and Government House reflects cultural changes in our national identity story.
- The roles of the Governor-General and Sovereign have changed within New Zealand's system of government.
- Government House plays a significant part in supporting the role of the Governor-General.

A visit to Government House can be tailored for all age-groups and learning needs. Our Visitor Centre staff will work with you to plan your visit.



Pou inside the official entrance, Government House, Wellington. Image: Government House

Links to The New Zealand Curriculum

Context for learning **What is the significance of the roles of the Governor-General and Government House to New Zealand’s system of government?**

- Key concepts**
- social organisation (constitutional system of government)
 - continuity
 - change
 - importance of place
 - citizenship (belonging and participating).

- Vision**
- The resource focuses on students being:**
- lifelong learners by thinking critically and creatively about their culture and heritage
 - connected (to the heritage of Government House and to New Zealand’s democracy)
 - actively involved (in New Zealand’s system of government).

- Principles**
- This resource supports the principles of:**
- future focused theme of citizenship, encouraging students to consider the future by exploring changes to our system of government over time
 - community engagement and what this means to students.

- Values**
- This resource models and explores the values of:**
- innovation, inquiry and curiosity
 - community and participation for the common good, such as exploring concepts of democracy.
- Through their learning experiences, students will learn about:**
- the values on which New Zealand’s cultural and institutional traditions are based.
- Through their learning experiences, students can critically analyse values about our constitutional monarchy and its place in New Zealand society.**

- Key competencies**
- This resource fosters in students the key competencies of:**
- thinking – students will use creative and critical processes to make sense of information, experiences and ideas
 - using language, symbols and texts to interpret and communicate information, experiences and ideas
 - participating and contributing – students will be actively involved in their community.

Achievement objectives

The following are achievement objectives, relating to the resource, from the social sciences and English learning areas of the curriculum.

While this unit does not focus on the learning areas of arts, mathematics and statistics, and technology, aspects of these learning areas can be incorporated into learning activities where relevant. For example, have students design and create their own Coat of Arms.

Social Sciences (Social Studies)	Conceptual Strands:
	Identity, Culture and Organisation Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.
	Place and Environment Students learn about how people perceive, represent, interpret and interact with places and environments. They come to understand the relationships that exist between people and the environment.
	Continuity and Change Students learn about past events, experiences and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.
Level Three (Years 5–6)	Students will gain knowledge, skills and experience to: <ul style="list-style-type: none">understand how people view and use places differently.
Level Four (Years 7–8)	Students will gain knowledge, skills and experience to: <ul style="list-style-type: none">understand how the ways in which the leadership of groups is acquired and exercised have consequences for communities and societies.
Level Five (Years 9–10)	Students will gain knowledge, skills and experience to: <ul style="list-style-type: none">understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.

Achievement objectives

English	<p>Speaking, Writing and Presenting</p> <p>Creating meaning for themselves and others.</p> <p>Students understand, use and create oral, written and visual texts of increasing complexity.</p>
Level Three (Years 5–6)	<p>Speaking, Writing and Presenting: Ideas</p> <ul style="list-style-type: none">• Select, form and communicate ideas on a range of topics. <p>Speaking, writing and Presenting: Language features</p> <ul style="list-style-type: none">• Use language features appropriately, showing a developing understanding of their effects.
Level Four (Years 7–8)	<p>Speaking, Writing and Presenting: Ideas</p> <ul style="list-style-type: none">• Select, develop and communicate ideas on a range of topics. <p>Speaking, Writing and Presenting: Language features</p> <ul style="list-style-type: none">• Use a range of language features appropriately, showing an increasing understanding of their effects.
Level Five (Years 9–10)	<p>Speaking, Writing and Presenting: Ideas</p> <ul style="list-style-type: none">• Select, develop and communicate purposeful ideas on a range of topics. <p>Speaking, Writing and Presenting: Language features</p> <ul style="list-style-type: none">• Select and use a range of language features appropriately, showing an understanding of their effects.

Pedagogical approach

The pedagogical approach used in this resource is social inquiry. The social inquiry approach is used to examine social issues and significant aspects of human society.

In Section 4:

My research inquiry: Students will complete a student-led inquiry. Teachers can decide at what stage of the overall topic they introduce and carry out this inquiry. Steps in the previous sections of this teaching resource provide support to assist with this inquiry.

Using a social inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues;
 - explore and analyse people's values and perspectives;
 - consider the ways in which people make decisions and participate in social action;
 - reflect on and evaluate the understandings they have developed and the responses that may be required.
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Assessment

This resource supports formative assessment. Ongoing reflection occurs in this unit through relating new content to what the students first understood about Government House and the role of the Governor-General. After students have completed individual activities or the entire unit, allow them time to reflect on their learning; identify ideas that need further work; and review key points. These reflections are to encourage students to think independently about how and what they have learned from the activities. They provide valuable formative assessment data.

Developing conceptual understanding

During the unit, build student understanding of concepts related to the study. Share the social studies achievement objective(s) and key concepts. Encourage the students to define the new terms in their own words and to post these on a 'concept wall'. Students may refer to the 'concept wall' to assist their reading and writing during the unit and in their digital story presentation.

Possible learning experiences

The following learning experiences may be taught sequentially. However, you are encouraged to select and adapt the activities that meet the learning context relevant to your students, their specific needs, interests and experiences.

Links to a social inquiry approach	Learning Experiences	What you need
	Motivation	
	<p>To engage the students' interest prior to the start of the unit, create a wall display of a selection of images of the King, Governors-General (past and present), the different roles of the Governor-General, Government House and artefacts, such as medals.</p> <p>Place questions around the display, such as:</p> <ul style="list-style-type: none">• Who are these people?• What is the connection between these people?• What is happening?• Where is this place?• Who lives here?• What happens here?• Could we visit here?	<p>Useful images:</p> <p>https://gg.govt.nz/image-galleries/archive</p> <p>https://gg.govt.nz/image-galleries/official-portraits</p> <p>https://dpmc.govt.nz/our-programmes/new-zealand-royal-honours/honours-image-gallery</p>
	Getting started: What do we know?	
Finding out information What do we know about Government House and the Governor-General?	<p>To establish students' prior knowledge about Government House, the Governor-General and the role of the Governor-General, have each student fill in the first and second columns (K and W) of Graphic Organiser A: KWL chart. Keep the charts, as students will add to them during the activities and fill in the remaining column (L) after they have worked through the activities.</p>	<p>Graphic Organiser A: KWL chart</p>

Section 1: Our constitutional monarchy

Focus achievement objective: Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.

Links to a social inquiry approach	Learning Experiences	What you need
Activity 1: New Zealand's system of government		
<p>Finding out information</p> <p>What is a constitutional monarchy?</p> <p>What is a democracy?</p>	<p>Tell students that New Zealand's system of government is a constitutional monarchy and a democracy. Discuss with students what they know about the terms 'constitution', 'democracy' and 'monarchy'. Have them find out about these terms and then have them explain them in a verbal, dramatic, visual or written format. Add these terms to the concept wall.</p> <p>Parliament's website has excellent information on New Zealand's system of government. It is important to remember that while the King (represented by the Governor-General) is our Head of State, the decision-making for New Zealand rests with the elected government through the parliamentary process.</p> <p>Read through the information with your students and use it to co-construct a class diagram to explain New Zealand's system of government.</p> <p>Display this diagram on the classroom wall.</p>	<p>Websites:</p> <p>https://www.parliament.nz/en/visit-and-learn/educators-and-students</p>
Activity 2: Heads of State		
<p>Finding out information</p> <p>How do other systems of government work?</p>	<p>Explain that there are many different systems of democratic government. All systems have a Head of State and a Head of Government. Some countries, such as New Zealand, separate the two roles, whereas some, such as the United States of America, combine the two in one office. Some countries have the role of the Head of State shared between a number of people.</p> <p>Discuss with the students the difference between a Head of State and a Head of Government.</p> <p>Have students investigate the role of the Head of State of New Zealand (represented by the Governor-General). Give students the Head of State – New Zealand factsheet. Use the factsheet, including the website links at the end, to identify and record the key facts about the New Zealand Head of State on Graphic Organiser B: Description retrieval chart – Heads of State.</p> <p>Either select, or have the students select, another country with a democratic government and investigate their Head of State. This could be a country that is currently in the news. Have students identify the functions of the Head of State and the democratic system in the selected country. Have them record the information in their description retrieval chart.</p>	<p>Factsheet:</p> <p>Head of State – New Zealand</p> <p>Graphic Organiser B:</p> <p>Description retrieval chart – Heads of State</p>

Activity 3: Similarities and differences

Reflecting and evaluating

What is the same and what is different about democratic governments?

Have students use the information in their description retrieval chart to record the similarities and differences of the two democratic systems and the Heads of State on Graphic Organiser C: Differences and similarities.

Divide the class into groups according to the country they have selected. Have the students discuss the following questions:

- Are the two democratic systems more alike or more different?
- What is the key difference between them?
- What conclusions can be drawn?

Graphic Organiser B:

Description retrieval chart – Heads of State

Graphic Organiser C:

Differences and similarities

Activity 4: Advantages and disadvantages

Considering responses and decisions

What are the advantages and disadvantages of a constitutional monarchy?

Have the students use the information from the previous activities to discuss the features of New Zealand's current arrangements as a constitutional monarchy.

- What are the advantages of this system to us as New Zealand citizens compared with some of the other ways nations organise their constitutional arrangements?
- What are the disadvantages?
- What changes could be made to address these disadvantages?

Students could present their findings as a poster, brochure, PowerPoint presentation or an opinion piece.

Section 2: The Governor-General of New Zealand – Te Kāwana Tianara o Aotearoa

Focus achievement objective: Understand how the system of government in New Zealand operates and affects people's lives, and how it compares with another system.

Links to a social inquiry approach	Learning Experiences	What you need
Activity 5: What are the roles of the Governor-General in New Zealand's constitutional monarchy?		
Finding out information What do we already know about the roles of the Governor-General?	<p>Have the students share what they already know about the Governor-General. Have the students add to the 'L' column of their KWL chart. Ask: "What is a Governor-General? Who is the current Governor-General? Where does the Governor-General live? What does the Governor-General do?"</p> <p>Explain that the Governor-General has four important roles/functions in New Zealand's constitutional monarchy: 'constitutional', 'ceremonial', 'international' and 'community'. Discuss with students what they know about each of these terms. Add these terms to the concept wall.</p> <p>Create a graffiti wall with four sections, one for each of the roles. Divide the class into groups of three and give each group four sticky notes. Explain that they are to discuss and write what they think the Governor-General does in each of the roles and stick the notes on the graffiti wall. Then give each group a selection of images. Have the groups decide which role each image shows. Ask each group to explain why they have placed the example in a particular role.</p> <p>Tell the students that they will revisit the wall after researching the roles to check how accurate their initial responses were.</p> <p><i>Note: this activity could be used as a formative diagnostic assessment.</i></p>	<p>Graphic Organiser A: KWL chart</p> <p>Large space for graffiti wall</p> <p>Sticky notes</p> <p>Image pack of Governor-General's roles from image gallery: https://gg.govt.nz/image-galleries/archive</p>

Activity 6: The roles of the Governor-General

Finding out information

How is the Governor-General's leadership exercised?

So what?

What does this mean for us/our community?

Tell the students that they are going to research the roles of the Governor-General to answer the following questions:

- How does the way in which the Governor-General shows leadership have consequences for New Zealand? Discuss what the term 'leading by example' means in both a positive and negative sense.
- Why is it important that the Governor-General acts on the advice of the New Zealand Government?
- How does the Governor-General promote and support community organisations?
- What is the Governor-General's role in celebrating excellence, achievement and service to the community?

Divide the students into four groups (their home group) and letter them off A, B, C and D. Have Group A form an expert group about the Governor-General's constitutional role; have Group B work on the ceremonial role; Group C on the international role; and Group D on the community role.

Each group fills in their section of Graphic Organiser D: Roles of the Governor-General – retrieval chart. If the expert groups are larger than four people, break the expert groups into two smaller expert groups and have them work as a team. The groups will research their assigned role, using the internet and library, to find information and images that describe what the role is. They will then return to their original home groups and share their information.

As the 'experts' are presenting their information to their group, the other students make notes on their retrieval chart so that they have information on all four of the Governor-General's roles.

Revisit the graffiti wall and check the placement of the images and sticky notes under each role.

Have the students use the information on their retrieval charts to write a short report or a group presentation on the roles of the Governor-General. They can find images to illustrate each role on the Governor-General website.

Governor-General's roles:

<https://gg.govt.nz/office-governor-general/roles-and-functions-governor-general>

<https://www.parliament.nz/en/get-involved/features/the-governor-general-what-you-need-to-know>

<https://dpmc.govt.nz/our-business-units/cabinet-office/supporting-work-cabinet/cabinet-manual/1-sovereign-governor-2>

Graphic Organiser D:

Roles of the Governor-General – retrieval chart

Useful images:

<https://gg.govt.nz/image-galleries/archive>

Links to a social inquiry approach	Learning Experiences	What you need
Activity 7: The Governor-General of New Zealand – Te Kāwana Tianara o Aotearoa		
Reflecting and evaluating What qualities are needed to be the Governor-General?	<p>Ask: “What do you know about the current Governor-General?” After students have shared their knowledge, ask: “How do you become the Governor-General?”</p> <p>Have students think-pair-share what qualities are needed to be a leader at school or in the local community. Ask: “What qualities would be required for the Governor-General?” Write students’ responses on a board or chart for students to refer to.</p> <p>You can use information from the Governor-General’s biography and swearing-in-speech on our website.</p> <p>You might also like to print off the biographies of some recent Governors-General. Students can read these to identify qualities or experiences that may have led to that person’s appointment.</p>	<p>Biography of Dame Cindy Kiro: https://gg.govt.nz/biography-rt-hon-dame-cindy-kiro-gnzm-qso</p> <p>Swearing in speech: https://gg.govt.nz/publications/dame-cindy-kiro-swearing-ceremony-parliament</p> <p>Former Governors-General: https://gg.govt.nz/office-governor-general/history/former-governors-general-0</p>
Activity 8: The changing role of the Governor-General		
Finding out information How has the role of the Governor-General changed over time?	<p>Explain that Governors and Governors-General used to be appointed by the Queen or the King on the recommendation of the British Government. This has changed over the years starting with Sir Bernard Freyberg (1946) who was the first Governor-General to be recommended by the New Zealand Prime Minister. Now, the King always appoints the Governor-General on the recommendation of the New Zealand Prime Minister.</p> <p>Discuss how the role and the kind of people selected as Governor-General have changed over time and what changes could occur in the future. Use the images and information on the history timeline to discuss changes in the people chose as Governor-General.</p> <p>During their time in office, many of the Governors and Governors-General have been faced with social change in New Zealand and the world. What changes would a Governor-General from 1900 see in New Zealand today?</p>	<p>Former Governors-General: https://gg.govt.nz/office-governor-general/history/former-governors-general-0</p>

Activity 9: Coat of Arms (Armorial Bearings)

The role of the Governor-General continues to evolve with time and with New Zealand and world events. Carved Coats of Arms (Armorial Bearings) for each Governor and Governor-General of New Zealand are displayed in Government House. Early Governors and Governors-General would have inherited a family Coat of Arms. Later ones had their own created, with designs increasingly reflecting New Zealand elements. The designs give an insight into what is important to each Governor-General.

Discuss what symbolism means and how it is used. Explore some common examples of symbolism. Then, choose two or three Coats of Arms from the image gallery on the Government House website. Note: the first reference to New Zealand appears on Sir Newall's 1941-1946. It is a small fern.

Ask the students to think about whether there are symbols of New Zealand in any of them? When did the first Māori symbols appear? Think about other ways people can show their identity or family story. These might be through other types of carving and symbols, images, story or dance. As a contrast look at the pou at Government House which were presented during Sir Paul Reeves' time as Governor-General.

Get students to select a Governor-General and look at their Coat of Arms. We **strongly** recommend using ones from 1962 onwards. Ask the students to predict: "What do you think the Coat of Arms says/represents about the person, their background and their beliefs?" After they have researched the person, have students check the accuracy of their predictions.

Have students investigate who designs and creates the Coats of Arms and how the changing characteristics of Governors and Governors-General are depicted in their Coats of Arms.

Changing characteristics of Governors and Governors-General:

<https://gg.govt.nz/office-governor-general/history/new-zealands-governor-general-historical-perspective>

Pou:

<https://gg.govt.nz/image-galleries/6449/media?page=0>

Coats of Arms:

<https://gg.govt.nz/image-galleries/government-house-carved-coats-arms>

<https://gg.govt.nz/government-house-wellington/artwork-and-artifacts/carved-coats-arms/nz-elements>

<https://www.dpmc.govt.nz/our-programmes/new-zealand-royal-honours/new-zealand-royal-honours-system/new-zealand-herald-arms>

Activity 10: The roles of the Governor-General

Exploring values and perspectives

How important is the role of Governor-General?

Explain that people see the roles of the Governor-General from different viewpoints and values. Have the students ask several people, either in their families/whānau or local communities, about:

- What they know about the job of the Governor-General in New Zealand.
- Their viewpoints on the role of the Governor-General in today's society
- why they hold these viewpoints (i.e. their values).

Have students record their responses on Graphic Organiser E: Explaining values and viewpoints.

Facilitate a class discussion about the level of understanding among the people they interviewed about the Governor-General's roles. Discuss the similarities and differences between the values presented by the responses.

Graphic Organiser E:

Explaining values and viewpoints

Activity 11: Revisit KWL

So what?

So what do we now know about the Governor-General?

Hand out the KWL charts and have the students fill in the third column (L) – What have I learned about the Governor-General's role?

Once students have filled in the chart ask: "Do you have any unanswered questions? Is there anything else that you want to know?"

Record these questions. These questions can be used for the student-led inquiry.

Graphic Organiser A:

KWL chart

Section 3: Government House

Focus achievement objective: Understand how people view and use places differently.

Links to a social inquiry approach	Learning Experiences	What you need
Activity 12: What/where is Government House?		
<p>Exploring values and perspectives</p> <p>Why do people value places differently?</p>	<p>Explain that the Governor-General lives at Government House and that there is more than one Government House. Ask: “Why do you think Government House (the official residence) is located in Wellington? Why is there is more than one Government House?”</p> <p>Have the students locate Government House, Wellington, and Government House, <u>Epsom</u>, Auckland on a map of New Zealand. They may like to use google maps. Have them use the Government House web page to locate information and images about Government House, Wellington.</p> <p>Have the students discuss their initial thoughts about Government House. How do they view the place? What do they think it is used for? How and why might other people view Government House differently?</p> <p>Have students ask several people, either in their families/whānau or local communities, how they view Government House. Have them report their findings to the class. Is there a common viewpoint?</p>	<p>Location maps of Government Houses:</p> <p>https://gg.govt.nz/contacts/government-house-visitor-centre-wellington</p> <p>Google maps – Government House, Glenfell Place, Auckland</p> <p>Government House, Wellington:</p> <p>https://gg.govt.nz/government-house/government-house-wellington</p> <p>Government House, Auckland:</p> <p>http://gg.govt.nz/government-house/other</p> <p>Historic Government Houses:</p> <p>https://gg.govt.nz/government-house/other-government-houses</p>

Activity 13: How important is Government House?

Finding out information

How important is Government House?

We suggest you concentrate on Government House Wellington, as it is the main residence of the Governor-General.

Ask: “How is Government House important to the role of Governor-General? Is Government House important to the people of New Zealand? How is Government House used in different ways? Why is Government House (Wellington) designed like it is?”

Have the students revisit the four roles of the Governor-General (Activity 5 and Graphic Organiser D: Roles of the Governor-General – retrieval chart) and select one of the ceremonies identified (such as the credential or the investiture ceremony, or the appointment of the new Government) that would take place at Government House.

Have the students investigate the ceremony and where it would take place at Government House. Can they explain why the ceremony is held at Government House? Have them report back to the class, either as an oral, dramatic or digital presentation, about how this ceremony illustrates the importance of Government House to the role of the Governor-General?

Suggestions for further inquiry:

If your inquiry includes a visit to Government House Wellington, we are happy to include a re-enactment of ceremonies, including investitures, as part of your visit.

If anyone you know has visited Government House for a ceremony or event, ask them about the experience and what meaning it had for them.

Graphic Organiser D:

Roles of the Governor-General – retrieval chart

Credentials ceremony:

<https://gg.govt.nz/office-governor-general/roles-and-functions-governor-general/ceremonial-role/credential-ceremonies>

Investiture ceremonies:

<https://gg.govt.nz/office-governor-general/roles-and-functions-governor-general/ceremonial-role/investiture-ceremonies>

Appointment of the new Government

<https://gg.govt.nz/image-galleries/appointment-new-ministry>

Activity 14: Our national heritage

Considering responses and decisions

What has been done to look after Government House Wellington?

Exploring values and perspectives

Is it important to preserve this aspect of New Zealand's heritage?

Ask: "What does national heritage mean to you? What does it mean to 'preserve our national heritage'? How do we decide what should be preserved and who decides what should be preserved?" (Whose viewpoints and values are reflected in decisions?)

Discuss why heritage buildings are preserved. Explain that Government House is a Historic Place Category 1 – it has "special or outstanding historical or heritage significance or value".

Explain that from late 2008 through to early 2011, Government House, Wellington, was closed while the building was repaired and renovated inside and out and was seismically strengthened. Significant changes were also made to the internal layout of the House and to the layout of the grounds.

Ask: "Why do you think this work was done? Who benefited from it?"

Have students survey people in their families/whānau or local communities about what they think national heritage means and whether they see value in preserving our national heritage.

Have them report their findings to the class. Is there a consensus?

Suggestion for further inquiry:

Looking local: Are there heritage areas near your school that are preserved or could be preserved?

Do you feel your community/school/family/culture values its own heritage? Why or why not? Do we place equal value on the heritage of all cultures? Why or why not?

Websites:

<https://gg.govt.nz/government-house/government-house-wellington>

Historic Places Trust:

<https://www.heritage.org.nz>

Activity 15: Revisit KWL

So what?

So what do we now know about this?

Hand out the KWL charts and have the students fill in the third column (L) – What have I learned about how peoples' viewpoints about Government House and its preservation differ?

When students have filled in their chart, ask: "Do you have any unanswered questions? Is there anything else that you want to know?"

Record these unanswered or new questions. These questions can be used for the student-led inquiry.

Graphic Organiser A:

KWL chart

Section 4: My research inquiry

Links to a social inquiry approach	Learning Experiences	What you need
Activity 16: My inquiry		
<p>Now what?</p> <p>What more do I/we want to learn about?</p>	<p>As a class or individually (with teacher guidance), either select a research question from one of the unanswered questions from the KWL charts or construct a rich social inquiry question for a student-led inquiry. The research inquiry question should enable students to use all aspects of the social inquiry approach, especially ‘exploring values and perspectives’ and ‘considering responses and decisions’.</p> <p>Use either Graphic Organiser F: My inquiry planning template to construct the student-led social inquiry.</p> <p>Explain that they will use a variety of information sources, and visit Government House (if this has been arranged with an online (zoom) tour or physical visit) and present their inquiry in a format of their choice.</p>	<p>Graphic Organiser A: KWL chart</p> <p>Graphic Organiser F: My inquiry planning template</p>
Activity 17: Digital storytelling		
	<p>Use the Teacher notes: Digital storytelling factsheet and work through the stages of the digital storytelling process.</p> <ul style="list-style-type: none"> Pick the topic/issue and develop a rich social inquiry question. Create a storyboard or story map of your story/inquiry. Research and gather information – make sure that you have explored a range of values, decisions and responses. Evaluate information gathered already – What else do I need? What else do I need to find out? What images do I need for the digital story? What information/ images should I look for on the visit? Visit Government House, Wellington (and collect additional information and appropriate images). <u>Photography is allowed at Government House but not filming (except by permission). There are also lots of downloadable images on our website.</u> Evaluate information from the research and visit. Have students complete either the reflection section of Graphic Organiser F: My inquiry planning template or the Now what? section of the social inquiry planner. Review/revise the storyboard. Set up the digital story. Revise/edit the digital story. Proof all the images and text (and pick fonts, colours and words carefully). Share your presentation (school website, YouTube). 	<p>Factsheet: Teacher notes – Digital storytelling</p> <p>Digital technology</p> <p>Access to internet and library</p> <p>Graphic Organiser F: My inquiry planning template</p> <p>Graphic Organiser G: Storyboard template</p>

Links to a social inquiry approach	Learning Experiences	What you need
Activity 18: Evaluate		
<p>Now what?</p> <p>What else do I want to know? How can I find out?</p>	<p>Evaluate the inquiry presentation using either/or:</p> <ul style="list-style-type: none"> • self or peer assessment • teacher assessment from co-constructed criteria. <p>Have students review their KWL charts. Do they have any unanswered questions? Discuss with them how and where they will find answers to these questions.</p>	<p>Graphic Organiser A:</p> <p>KWL chart</p>

Graphic Organisers



Waka and tukutuku panel. Government House Wellington.

A: KWL chart

	What I know about...	What I want to know about...	What I have learned about...
Governor-General			
Government House			

B: Description retrieval chart – Heads of State

New Zealand	Key facts	Other:_____
	What is the system of government?	
	Who represents the Head of State?	
	How are they chosen?	
	How long is the term of office?	
	What powers does the Head of State or their representative have in governing the country?	
	What are their main roles or duties?	

C: Differences and similarities

Differences	
New Zealand	Other:_____
Similarities	

D: Roles of the Governor-General – retrieval chart

Constitutional	Ceremonial
Community	International

E: Explaining values and viewpoints

<p>Name: _____</p> <p>I know that...</p> <p>I think...</p> <p>Because...</p>	<p>Name: _____</p> <p>I know that...</p> <p>I think...</p> <p>Because...</p>
<p>Name: _____</p> <p>I know that...</p> <p>I think...</p> <p>Because...</p>	<p>Name: _____</p> <p>I know that...</p> <p>I think...</p> <p>Because...</p>

F: My inquiry planning template

	Planning
<p>What is my inquiry question?</p> <p>What is my idea?</p> <p>What do I want to know?</p> <p>What do I want to find out?</p>	
<p>My research questions</p> <p>Are they open questions that will help to answer my inquiry question?</p>	
<p>Where can I get the information I need?</p> <p>What key words will help me find information? Where will I look?</p> <p>Have I confirmed the reliability of the information?</p>	
<p>How will I communicate what I have learned?</p> <p>What is the best way to present my information?</p> <p>What media will I need?</p>	
<p>Reflection</p> <p>Have I answered my question?</p> <p>Do I have other questions?</p> <p>What could I do next?</p>	

G: Storyboard template

A storyboard visually tells the sequence of your digital story panel by panel. This helps to organise and visualise how the images, audio and text come together to tell your story. In each box do a quick sketch of what will appear at this point of your digital story or paste an image and write a short description of what you need, such as images, text, information, titles, captions, audio or video.

Name(s): _____ Story Title: _____

Resources



Government House, Wellington, official residence of the Governor-General of New Zealand

Head of State – New Zealand

Who is the Head of State?

New Zealand is a constitutional monarchy. This means that our Head of State is a King or Queen, although our government is democratic and led by the Prime Minister. The Prime Minister, who is the Head of Government, must be a Member of Parliament. King Charles III is currently our Head of State.

The New Zealand Governor-General is the King's representative in New Zealand. He or she exercises most of the powers of the King in relation to New Zealand. Unlike the Head of Government, who belongs to a particular political party, the Governor-General is a neutral figure. Another way of saying this is that the Governor-General is non-partisan.

How is the Head of State chosen?

New Zealand is a constitutional monarchy. This means that the King's oldest child will become New Zealand's next Head of State when the King dies. King Charles III is the oldest son of Queen Elizabeth II (Queen from 1952-2022). The Governor-General is appointed by the King on the recommendation of New Zealand's Prime Minister.

Selecting a Governor-General for recommendation is an important task for the Prime Minister and it is done very carefully. They look for a special person who will have the respect of other New Zealanders and who is a person of great integrity. The Governor-General is usually appointed for a term of five years.

What does the Governor-General (as our representative of the Head of State) do?

As the King's representative, the Governor-General has many duties. These fall within the following four main roles:

- **A constitutional role.**
This means he or she exercises a number of formal powers. For example, after an election the Governor-General appoints the new Prime Minister and Ministers. The Governor-General also signs into law all the bills passed by the House of Representatives. Like the King, the Governor-General is advised by the Prime Minister and Ministers. The King (represented by the Governor-General) reigns; the Government rules.
- **A ceremonial role.**
The Governor-General takes part in ceremonies such as the opening of Parliament and holds investitures (medal ceremonies) for people who have been awarded honours. The Governor-General also welcomes visiting Heads of State from other countries and receives foreign diplomats.
- **An international role.**
At the request of the Prime Minister, the Governor-General represents New Zealand to other countries, meeting foreign dignitaries in New Zealand and travelling to other countries to represent New Zealand.
- **A community role.**
This is often the busiest role for the Governor-General. The Governor-General travels throughout the country and meets and talks to thousands of New Zealanders, at community events, marae, businesses, schools and charities.

More Information:

- The Governor-General of New Zealand: <https://gg.govt.nz/>; <https://gg.govt.nz/office-governor-general/roles-and-functions-governor-general>; <https://www.parliament.nz/en/get-involved/features/the-governor-general-what-you-need-to-know>
- New Zealand's Parliament: <https://www.parliament.nz/en/visit-and-learn/educators-and-students>

Teacher notes – Digital storytelling

Digital stories can be a whole-class, small-group or individual project.

What is a digital story?

Digital stories use images, graphics, text and audio to tell a story or present an inquiry study.

Digital storytelling

- encourages research – students learn how to use key words and use a range of resources to find information
- fosters critical thinking skills by helping students to think clearly about the content, how to sequence the information using a storyboard and how to present the information to an audience
- promotes creativity and student writing, revising, editing and proofreading skills as the students are writing for a purpose and a particular audience
- encourages effective communication skills by promoting classroom discussion
- helps students to make a connection between the world and what they are learning in the classroom, as well as helping students to retain knowledge about the subject
- promotes digital literacy – the ability to use digital technologies is essential for the 21st century learner.

How to create a digital story

- Select the topic for the story. This could be an inquiry question selected from current learning or a co-constructed rich social inquiry question for the student-led inquiry. Use either the student inquiry template to help with planning.
- Create a folder where you can file images, research and other relevant information.
- Create a storyboard or story map of the story/inquiry.
- Research and gather information, video, images and audio – ensure students explore a range of values, decisions and responses.
- Evaluate the information – what else is needed? What information/images should I/we look for during the visit to the Visitor Centre and Government House?
- Gather all of the information from research and the visit. Review the storyboard and evaluate the information. If necessary, revise the storyboard.
- Create the digital story adding text, images and audio.
- Review, revise and edit the story.
- Proof the digital story – check all images and text (and pick fonts, colours and words carefully).
- Share the digital story (classroom, school website, YouTube).
- Evaluate and gather feedback about how the story could be improved or expanded. The story could also be a formative or summative assessment using co-constructed success criteria.

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