

The New Zealand Curriculum

Update



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Welcome to *The New Zealand Curriculum Update*

Curriculum Updates support school leaders and teachers as they work to design and review their school curriculum, in line with the New Zealand Curriculum and with current knowledge and understandings about effective classroom teaching.

Curriculum Updates are published in the *Education Gazette* and are available online at http://www.nzcurriculum.tki.org.nz/curriculum_updates

This Update looks at the New Zealand Curriculum's principle of future focus and at resources to support its implementation.



The future focus principle

Future focus is one of eight principles in The New Zealand Curriculum that provide the foundation for decision making in schools.

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. **page 9**

By international comparisons, most New Zealand students have good understandings about civics and citizenship (Lang, 2008). However, many school leaders and teachers are less sure of what the future focus principle encompasses (Education Review Office, 2011). Schools tend to concentrate on one issue, such as sustainability, or on helping students to become "twenty-first century learners".

While such approaches are important, the curriculum has a broader intent. The future focus principle is about supporting students

to recognise that they have a stake in the future, and a role and responsibility as citizens to take action to help shape that future.

Some of the resources available to support school leaders, teachers, and students to explore future focus and the future-focused issues are described on the following pages. There are also short case studies of schools tuning in to future-focused issues as "a rich source of learning opportunities" (*The New Zealand Curriculum*, page 39).

Guiding questions He pātai

- What do we understand the future focus principle to mean?
- How does this understanding inform the curriculum at our school?

Citizenship

Citizenship can be defined as “the relationship between a person and their community” (*Belonging and Participating in Society*, page 5).

The *New Zealand Curriculum* provides a framework within which young New Zealanders gain the knowledge, competencies, and values to be successful citizens in the modern world and understand how they can contribute to the development and well-being of society. These opportunities arise across the curriculum and within and outside the classroom. The social sciences learning area has a particular focus on how societies work and how students can participate as critical, active, and informed citizens.

Citizenship education

<http://education.citizenship.govt.nz>

This Department of Internal Affairs website offers teaching and learning resources at curriculum levels 2 (primary) and 5 (secondary) that build understandings about citizenship and related social sciences concepts. The resources are aligned with the values, principles, and competencies of the *New Zealand Curriculum*.

Tax education and citizenship

<http://www.taxcitizenship.tki.org.nz>

The theme of citizenship can be embedded within a wide range of learning contexts, including taxation, which is one of the obligations of citizenship. The social studies units on this site use a social inquiry approach to relate tax and citizenship to young people in years 7–10. They include cartoons, animations, and interactive activities.

Sustainability

The curriculum envisions young people:

... who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country. page 8

Sustainability is a key science and social sciences concept. However, all learning areas provide opportunities for students to explore the impact of social, scientific, and economic practices on society and the environment and to evaluate alternatives.

Many New Zealand schools approach sustainability through a focus on the environment. While this is important, it is vital for students to see and discuss sustainability as a broad concept. For example, the revival of tikanga and te reo Māori can be seen as about the sustainability of a whole culture.

Education for sustainability

<http://efs.tki.org.nz>

This website helps teachers to engage students in learning about sustainability and to encourage them to act sustainably and contribute to New Zealand’s well-being. It makes connections between the learning areas, vision, principles, values, and key competencies of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.

Education for sustainability can be offered as a subject specialisation at curriculum levels 6–8. The secondary portal (<http://secondary.tki.org.nz>) links to the senior secondary curriculum guide Education for Sustainability, which schools can use to design innovative cross-curricular learning programmes. Levels 2 and 3 NCEA achievement standards in education for sustainability will become available on the National Qualifications Framework in the next two years. The draft standards can be viewed at <http://www.tki.org.nz/e/community/ncea/alignment-standards.php>

Futures thinking tool

<http://www.sciencelearn.org.nz/thinking-tools/futures-thinking-tool>

The futures thinking tool uses thinking frameworks to help teachers and students consider how society and the environment may be shaped in the future. Each thinking framework can be examined from personal, local, national, and global perspectives:

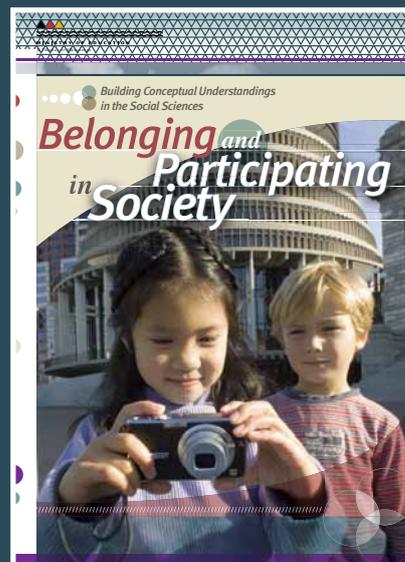
- Existing situation: What happens now and why?
- Trends: How does this differ from the past and why?
- Drivers: What is causing the changes and why?
- Possible futures: What might happen in the future?
- Preferable futures: What do you want to happen in the future and why?

Building Conceptual Understandings in the Social Sciences (BCUSS)

This series helps teachers to support their students’ conceptual learning in social studies levels 1–5. The texts are available as PDF downloads from <http://ssol.tki.org.nz>

Belonging and Participating in Society

This BCUSS book examines the two social sciences concepts in its title. If students are to learn to *participate* in society as citizens, they need to feel that they *belong*. The book describes two approaches to building these conceptual understandings: choosing effective learning contexts and teaching a process of social inquiry. It provides unit outlines linked to the curriculum that are adaptable to the needs of your students and communities.



Financial literacy

Look out in term 1 2012 for a new BCUSS book focused on financial literacy. It will examine concepts related to behavioural economics, including needs, wants, the consumer, and the producer, and link these to the concept of citizenship.

Enterprise

Enterprise involves “exploring what it is to be innovative and entrepreneurial” (*The New Zealand Curriculum*, page 39). The curriculum intends a broad definition of the concept that includes examining what it means to be an enterprising person and why enterprise is important to our future as a society. This is expressed in the vision for young people to be “creative, energetic, and enterprising” (page 8) and in the values of innovation, inquiry, and curiosity.

Education for, about, and in enterprise connects students to real issues in their community. It is cross-curricular, but has particularly strong connections to the social sciences. At levels 1–5, the concept of enterprise is most strongly related to the Economic World strand of the social sciences learning area. At levels 6–8, students can explore it within disciplines such as economics and business studies.

Guiding questions *He pātai*

- How do members of our school community interpret the concept of ‘education for enterprise’?
- What opportunities and learning environments do we provide for students to gain entrepreneurial skills?
- Who in our school community has the expertise we need to foster these skills?

> CASE STUDY

Onehunga High School: Growing tomorrow’s leaders

Onehunga High School’s Business School has a vision to “provide a learning culture where secondary school students can develop the knowledge and skills to become tomorrow’s leaders in business or other areas of their lives”.

If our young people leave our schools able to think outside the square, able to think in creative ways, able to present themselves [as] confident with all sorts of different approaches – and this is what entrepreneurial thinking is all about – then we have young people who are ready to contribute successfully and positively to the future.

Deidre Shea, Principal

In 2002, the school set up a Business School, offering courses for years 9–13. An enterprise board, made up of former students who are successful entrepreneurs, governs the Business School. It provides students with practical hands-on learning opportunities as well as a sound grounding in business theory and ethics. This is made possible through the relationships the school nurtures with local business people and tertiary institutions.

Student Rebekah Ngatae is working towards a Certificate in Business and Entrepreneurship:

We are definitely not confined to the classroom – we are getting out there. We are talking to people in the business industry – we are organising events. We are really working hard. We are not just putting pens to paper – it’s a very hands-on business.

Education for enterprise

<http://education-for-enterprise.tki.org.nz/about-E4E>

The Education for Enterprise Community on Te Kete Ipurangi (TKI) provides information and resources that will help your students develop the values and competencies they will need to participate and contribute locally and globally and meet the demands of a rapidly changing world.

Business studies

Business studies sits at one end of the education for enterprise continuum. The senior secondary teaching and learning guide for business studies can be found at <http://seniorsecondary.tki.org.nz/social-sciences/business-studies>

The guide includes useful information for schools designing effective programmes for Māori students of business studies, who have a unique cultural advantage in this learning area, and for all students who are using a Māori business as a case study.

NCEA achievement standards for business studies levels 1, 2, and 3 are registered (level 3 on 30/11/11) for use in schools in 2012. Use the NCEA search page to find a level or levels of business studies at <http://www.nzqa.govt.nz/ncea/assessment/search.do>

The school uses expertise from within the Business School across other subject areas. For example, students in the Construction School do a small business course and undertake projects in the role of a small construction company, preparing them for possible future careers as tradespeople.

Student Katie Hirst is adamant about the value of developing business knowledge and skills:

We’re in a changing world, and you’ve got to be that one step ahead of everyone else to actually get somewhere. We’ve had so many developments over the last decade and we’ve just got to keep developing and to keep on top of the world. I think New Zealand just has to be up there in business; it’s definitely the way of the future.

Read more about the Onehunga Business School at <http://education-for-enterprise.tki.org.nz/E4E-in-action/Digital-stories/Onehunga-High-School>

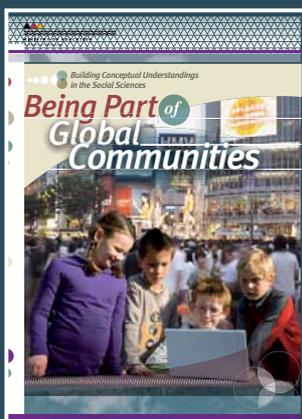
Globalisation

Globalisation is “a series of processes that have caused human activities to become more interconnected and interdependent across the world” (*Being Part of Global Communities*, page 2). It is a consequence of rapid economic, social, political, and environmental changes, largely driven by information and communication technologies (ICT), and is also an accelerant of further change.

Globalisation is a contested concept with perceived positive and negative effects. Students need opportunities to think critically about the issues associated with globalisation and how it affects their participation in society and responsibilities towards others.

Being Part of Global Communities

This title in the BCUSS series presents flexible unit outlines that exemplify some of the contexts within which teachers and students could examine the concepts of being part of global communities and globalisation.



> CASE STUDY

New Lynn Primary School: An “Asia aware” school

Asian awareness is part of New Lynn Primary School’s strategic vision. Students engage in a range of cross-curricular activities with an Asian focus. The whole school takes Chinese language classes and students learn about Asian culture and customs through, for example, music and tai chi performances and Chinese painting and calligraphy classes. The school’s Future Problem Solvers raise funds to cover the educational and medical expenses of a student in India. The principal and several teachers have been awarded study grants to travel to Asian countries.

The Asian focus is supported by the school’s strategic partnerships with community organisations, including the Asia New Zealand Foundation (<http://www.asianz.org.nz>) and the Confucius Institute (<http://ci.ac.nz/>).



> CASE STUDY

Tawa Intermediate School: Embracing global change

Students at Tawa Intermediate have many opportunities to inquire into globalisation, focusing on Asia and the Pacific. For example, students in one syndicate spent a term exploring telecommunications emerging from Asia and the implications they have for New Zealand and our participation within the international community.

The school is embracing the technological change that has contributed to globalisation. They are using e-portfolios (digital portfolios) to support students, teachers, and school leaders to manage life-long learning. This includes creating online environments where users can record, organise, showcase, and reflect upon their learning and link with others to share their progress. This enables users to create connected learning pathways across a multitude of contexts.

You can find references and other useful resources for this Update in the online version at http://nzcurriculum.tki.org.nz/Curriculum_updates

Guiding questions He pātai

- How does globalisation affect our students?
- What might our students do to act positively as global citizens?
- What community resources can we use for understanding globalisation?
- What role could ICT play in supporting our students’ exploration of future-focused issues?

> References and other useful resources

Aitken, G. and Sinnema, C. (2008). *Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education.

Education Review Office (2011). *Directions for Learning: The New Zealand Curriculum Principles and Teaching as Inquiry*. Wellington: Education Review Office. Retrieved from [http://www.ero.govt.nz/National-Reports/\(year\)/2011](http://www.ero.govt.nz/National-Reports/(year)/2011)

Lang, K. (2008). *What Do New Zealand Students Understand about Civic Knowledge and Citizenship? Results from the International Civic and Citizenship Education Study*. Wellington: Ministry of Education. Retrieved from <http://www.educationcounts.govt.nz/publications/series/iccs-international-civic-and-citizenship-education-study>

Ministry of Education (2008). *Belonging and Participating in Society*. Building Conceptual Understandings in the Social Sciences series. Wellington: Learning Media.

Ministry of Education (2009). *Being Part of Global Communities*. Building Conceptual Understandings in the Social Sciences series. Wellington: Learning Media.

Ministry of Education (February 2011). Digital portfolios – guidelines for beginners [draft], available at <http://myportfolio.school.nz/artefact/file/download.php?file=187483&view=24719>

Onehunga High School digital story, available from the Education for Enterprise website at <http://education-for-enterprise.tki.org.nz/E4E-in-action/Digital-stories>

> New ERO report on enterprise learning

Education Review Office (2011). *Enterprise in The New Zealand Curriculum*. Wellington: Education Review Office. Retrieval from <http://www.ero.govt.nz/National-Reports/Enterprise-in-The-New-Zealand-Curriculum-August-2011>

In 2011, ERO evaluated how seven secondary schools approached enterprise. The resulting report examines how these schools explored what it means to be innovative and entrepreneurial, and how teachers encouraged students to look to the future. It also shows the challenges and benefits of enterprise as an authentic approach to teaching and learning.

The report emphasises how enterprise learning can engage students of varying abilities. Undertaking projects with a business partner challenges the creativity of able students, while those less able are more likely to be motivated by learning that has a clear purpose.

The report also finds that school leadership is crucial to developing enterprise learning in secondary schools.

> Additional websites

Asia New Zealand Online

<http://www.asianz.org.nz/>

The Asia New Zealand Foundation (Asia:NZ) is a non-partisan, non-profit organisation that aims to build New Zealanders' knowledge and understanding of Asia.

Future Problem Solving New Zealand

<http://www.fpsnz.co.nz/>

Future Problem Solving is an international educational programme that aims to develop students' thinking skills in years 1–13. Students consider global and community issues to identify problems and create positive solutions.

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