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METIS Information Sheet – Referred Correspondence

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Subject:	ORIG - 171525 - Comments on the draft curriculum.
Date of letter:	
Referred for record/action from:	Hon Steve Maharey
Date Received in MO:	
Date Received in MU:	28/11/2006 4:30:00 p.m.
Linked Ministerial[s]:	
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REMINDER: Contact your support officer if a cancellation or extension is required.	Approver Signature:
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Submission to Hon Steve Maharey, Minister of Education

Draft New Zealand Curriculum

PART ONE: INTRODUCTION

The mission of Connected Media Trust is *to promote awareness of sustainability through media.*

The Trust, which was founded in 1993, advances its mission principally by developing and distributing films and related resources covering a comprehensive range of sustainability issues.

(www.connectedmedia.org)

Connected Media is the New Zealand partner of the international Television Trust for the Environment (TVE), which was established in 1984 by the United Nations Environment Programme (UNEP) to facilitate the free-flow of information and ideas on sustainability issues.

With the support of more than 60 donors, including major UN agencies, TVE has produced and co-produced about 1000 films, including the ***Earth Report*** and ***Life*** series which are broadcast on BBC World.

(www.tve.org)

Connected Media distributes TVE films in New Zealand to the formal education sector, both secondary and tertiary.

The Trust is guided in its work by a philosophy of media empowerment. We believe that New Zealand will benefit hugely by growing a generation of young people who are literate not only in their use of sustainability ideas and information but also in their use of creative skills and communication technologies.

Connected Media Trust sees the curriculum review process as a significant opportunity to promote the connections between education, visual media and sustainability.

Young people in the twenty-first century are both active consumers and creators of visual media. Communication technologies are central to their world - their means of engaging with people and events at a national and global level. The emergence and advances of digital media are allowing young people to express themselves with a confidence and freedom not previously enabled by conventional media or educational institutions.

At the same time, young people live in an increasingly unstable and changing world. Climate Change, energy crises, the pollution of land, air and waterways, collapsing fisheries, forest destruction, wasteful consumption, war, poverty, inequality, and the abuse of human rights are very real threats to the quality of their futures.

Ensuring a future which is socially, environmentally and economically sustainable requires that young people are empowered to deal with these issues actively and positively.

Competent communication through visual media is crucial to that purpose. The power to express oneself is fundamental to one's ability to make a positive contribution to the world.

Teachers across all curriculum subjects therefore have a vital role to play in facilitating media awareness, media critique and media literacy in order to assist young people to participate in creating a sustainable world.

It is Connected Media's belief that the New Zealand curriculum should encourage an educational world that promotes sustainability and strengthens the linkages between media and education.

We submit the following changes and additions to the draft New Zealand Curriculum, and trust they will contribute to a document of substantial validity and relevance to the teaching and learning of New Zealand's youth for years to come.

David Jacobs – Director, Connected Media Trust
Nicola Easthope – Education Consultant
24 November 2006.

PART TWO: SPECIFIC FEEDBACK ON THE DRAFT NEW ZEALAND CURRICULUM

Both media and sustainability issues are covered here, either individually or together, as appropriate. Recommendations for changes to the draft New Zealand Curriculum are highlighted in **bold**.

2.1 Vision

'Education has a vital role to play in helping our young people to reach their individual **and social** potential and develop competencies they will need for further study, work, and lifelong learning. It is by developing these competencies that they are equipped to participate fully in New Zealand society and contribute to the growth of **a sustainable economy, society and environment**'.

'Our young people will be...

Inter-connected

Able to relate well to others, **and local and global environments**

Effective users **and creators** of communication tools

Actively Involved

Contributors to the well-being of New Zealand – social, **cultural**, economic and environmental'.

2.2 Principles

Excellence:

'All students are empowered to learn and achieve to the best of their abilities and to seek personal **and community** excellence regardless of their individual circumstances, **and celebrate the success of others**'.

Learning to learn:

'All students experience a curriculum that enable them to become active, confident, creative and innovative learners, thinkers **and participants**'.

Cultural Heritage:

'All students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society. **All students** have the opportunity to experience a curriculum that reflects and values te Ao Maori **and the Treaty of**

Waitangi, thereby strengthening their identity and belonging as New Zealanders'

Connections:

'All students experience a curriculum that makes connections with their lives and engages the support of their families and communities, **and helps them to understand their interdependence with the natural world.'**

Sustainability:

'**All students experience a curriculum that gives them the opportunity to learn in holistic, interdisciplinary ways that provide them with the knowledge, skills, attitudes, values and tools to equip them for a sustainable future.**' (recommended as an additional principle)

2.3 Values

New Zealand students are encouraged to value:

Respect:

'Respect for themselves, for others, for human rights, **and for all living things;'**

Equity:

'Equity, **through** fairness and social justice **for all;'**

Sustaining the environment:

'Sustaining the environment **for the benefit of future generations, including** the Earth and its interrelated ecosystems;'

Through their learning experiences, students will learn about:

'Difference kinds of values, such as moral, social, cultural, aesthetic, economic **and environmental** values;'

Through their learning experiences, students will develop their ability to:

'make ethical decisions and act on them **for the benefit of themselves, their community, and their natural world.'**

2.4 Key competencies

Second paragraph:

'Opportunities to develop competencies occur in social, **environmental, cultural and economic contexts.**'

Managing Self:

'**Managing self is about making good decisions whilst recognizing that we are part of a wider, interdependent world.**'

'They act appropriately and are aware of the effects that their words and actions may have on others **and on the natural and built environment. They take responsibility for their actions.**'

Relating **with** others:

'Relating **with** others is about interacting effectively with a diverse range of people.'

Participating and contributing:

'They understand the importance of balancing rights, roles and responsibilities **and take action to ensure** the quality, **wellbeing** and sustainability of social, physical and economic environments.'

Thinking:

'Students who have well-developed thinking and problem-solving skills are active seekers, users and creators of knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, **draw connections** and challenge the basis of assumptions and perceptions **in a changing world. Their thinking contributes to a sustainable future.**'

Using language, symbols, and texts:

'They use ICT **and digital media** confidently to overcome barriers to communication, access information, and interact with others.'

Additional Key Competency –

Living Sustainably:

'Living sustainably is about the ability to act in ways that support the health and well-being of all living things of the Earth for present and future generations.'

Students will understand the interconnectedness between lifestyle choices and their impacts on others and the environment.

Students engaged in sustainable living practices will develop the knowledge and skills to:

- **conserve and enhance biodiversity;**
- **become informed and responsible consumers;**
- **recognise that the need to maintain the quality of natural resources can be opportunities for innovation and enterprise;**
- **understand the links between a sustainable environment and a sustainable economy;**
- **analyse how decisions are made and become involved in the decision-making process;**
- **plan and design innovative built environments that nurture people and nature;**
- **communicate and share sustainable living ideas to others via verbal and visual media.**

Living sustainably encompasses the values of social justice, peace, wellbeing, human rights, living within the means of the natural environment, and an equitable sharing of resources across the globe. Students will develop competency in this area by thinking holistically, creatively and collaboratively to find practical solutions for a sustainable world.'

2.5 Learning Areas

Discussion point:

Promoting sustainability through visual media has direct relevance to all subjects, most particularly English, Media Studies, Art, Technology, Geography, Science, Economics, Social Studies and Health. As suggested below, in 2.7, teachers and students of each Learning Area should maximise the opportunities available to engage with visual media for the benefit of a sustainable world.

Technology

Why study technology?

'To develop such a literacy, students need to experience and explore a wide range of technologies in a variety of contexts. These include control, food, communications **and media...**'

2.6 Effective Pedagogy

E-learning and pedagogy

'Using ICT, students can:

- **use and create media to promote sustainability across local, national and global communities.'**
(an addition)

2.7 Designing a School Curriculum

Discussion point:

Sustainability, and the media as a tool to explore and promote it, needs to be recognised as a key thread running throughout the Learning Areas and Curriculum Design. However, in the draft curriculum, the language to promote cross-curricular, integrated themes clearly suggests this is optional.

The curriculum needs to be validated with models that show how the themes in this section can link into other aspects of delivery and application.

We recommend that:

- the **Designing a School Curriculum** section be placed immediately before the **Learning Areas**
- a diagrammatic model of how ALL sections of the curriculum can be thematically integrated across levels (including secondary), using sustainability as an example
- the use and creation of media is incorporated as an important feature across all Learning Areas
- the language around integrated teaching implies it is an expectation, not an option

Globalisation:

In studies of Asia, for example, students explore what it means to be part of the global community as they learn about and connect with peoples and cultures of Asia. **Such studies should include critical analysis of the positive**

and negative consequences of globalisation, for the social, economic and environmental well-being of Asian nations.

Critical literacies:

Critical literacies such as media literacy, in which students build media capabilities so that they are able to use and create media content which contributes to New Zealand's social, economic and environmental wellbeing.'

PART THREE: BEYOND IMPLEMENTATION

The *Environmental Education Guidelines for New Zealand Schools* (Ministry of Education, 1999) are now out of date. In their place, Education for Sustainability Guidelines need to be developed that:

- Demonstrate how sustainability can be woven into the Vision, Principles, Values, Key Competencies and Learning Areas;
- Highlight the successes of a variety of case studies along with existing school activities to be used as models. Support with in-service teacher training, interactive workshops and pre-service training that includes principals, senior management and heads of department;
- Include assessment guidelines and models, especially for NCEA;
- Provide guidance to Boards of Trustees and communities on their roles and potential input;
- Highlight opportunities and pathways to future careers based on sustainability principles.
- Promote media awareness, media critique and media literacy in order to assist young people to participate in creating a sustainable world.
- List resources and expertise available for teachers and students from sustainability and media educators and organisations such as Connected Media Trust.

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With the support of more than 60 donors, including major UN agencies, TVE has produced and co-produced about 1000 films, many of which have gone on to win the most prestigious international awards in the television industry.

Connected Media distributes TVE programming in New Zealand and Australia, including the *Earth Report* and *Life* series which are broadcast on BBC World. Details of the programmes can be found at www.tve.org and www.connectedmedia.org

From 2001 the Connected Media Trust was supported first by the **Ministry for the Environment**, then by **The Body Shop** to develop documentaries promoting public awareness and education around sustainability issues in New Zealand.

The outcome of that support was *Middle-earth Reports*, a series of three half-hour documentaries broadcast on BBC World in early 2005. The *Middle-earth Connection*, a version for New Zealand television, was broadcast on TV One in late 2005.

That documentary trilogy was a co-production partnership between Connected Media Trust, TVE and TVNZ. It was enabled through production funding from the **Ministry for the Environment, The Body Shop, New Zealand On Air and Forest & Bird.**

In 2006 **The Body Shop** has renewed its sponsorship of the Connected Media Trust. The Trust is also entering into a two-year partnership with the **Development Resource Centre** to promote sustainability education, public awareness and empowerment.

The first partnership project is **From Middle-earth To Your Global Doorstep**, a sustainability education kit with Geography and Social Studies curricular links. It will contain the three Middle-earth documentaries on DVD plus a 52 page teacher's resource booklet with supporting information and classroom activities. The kit will be distributed to New Zealand secondary schools in early 2007.

Another current project is ***Maximising Educational Value From Life***, which has been funded by NZAID's Global Education Fund. The project will relate all of the films in TVE's *Life* series to New Zealand's secondary school curriculum and Development Studies courses in tertiary institutions.

Finally, the Trust has been commissioned by the **Parliamentary Commission for the Environment** to develop television coverage of sustainability issues and events in March 2007 marking the Commission's 20th anniversary.

August 2006