

28th. November 2006

Draft NZ Curriculum Feedback,  
Ministry of Education,  
P. O. Box 1666,  
Wellington

Dear Feedback Team,

The Peace Foundation attaches its submission on the Draft New Zealand Curriculum, 2006. In preparing its submission, the Peace Foundation has consulted with its staff, with members of its board, and with Peace Foundation members. During the process of preparing the submission, it has also been working with other Human Rights NGOs and the Human Rights Commission, and this collaboration has also contributed to the suggestions made.

It has presented most of its suggestions by including these as identified text within the substance of the Draft Curriculum which is downloaded from the Ministry of Education website. Where we make no suggestion for change, we support the statements as written in the Draft Curriculum Statement.

The Peace Foundation would like to explain the background to a number of comments it has made in relation to the draft document.

**1. Conflict Resolution**

Unless the overriding curriculum document for New Zealand schools clearly expresses the requirement for institutions to teach conflict resolution skills, this important area could be overlooked when developing individual school programmes. We therefore believe that references to conflict, to conflict resolution and to affirmative practices should be clear in the Curriculum Statement.

The Peace Foundation has had a long involvement with the Peer Mediation Programme in primary and secondary schools ("Cool Schools"). To date, it has worked with more than 2000 schools across New Zealand. This initiative is mostly funded by the Ministry of Education (under Innovations funding) and the Ministry of Health. However, many schools which are not eligible under the funding criteria, choose to take on "Cool Schools" training and programme, and fund it themselves.

In many New Zealand schools, there have been rising levels of bullying and violence over the past several years. This reflects a similar rising level of violence across New Zealand society. There is now clear research evidence to show that when students are taught mediation skills (both as mediators, or those using the mediation process), the level of bullying and violent incidents drops dramatically. The skills taught to young people in the "Cool Schools" programme – which is promoted as a whole school programme – serve them in good stead in life beyond school as they move into adult life.

## **2 Schools as Human Rights Communities.**

On Human Rights Day, 2004, the United Nations General Assembly proclaimed the World Programme for Human Rights Education and the draft plan of action, which focuses on primary and secondary schools, has called on all states to implement Human Rights Education.

New Zealand is, of course, a member of the United Nations, and actively participates in many of its activities. The development of a new school curriculum statement provides the opportunity to include an emphasis on Human Rights Education across the curriculum, and in the overriding vision, principles, and values as well as in particular learning areas.

Our comments, which we have highlighted throughout aspects of the draft, are to highlight the need for the curriculum statement, to emphasize human rights education in appropriate places, and to build on the fundamental human rights philosophy which underlies the draft.

## **3. The Social Sciences Curriculum**

We believe that there should be a strand running through some levels possibly entitled "Conflict and its Management". Modules could include the costs of international conflict to New Zealand's national development, the nature of religious differences past and present, workers and their bosses – class and industrial conflict in New Zealand; the rule of law and protection of minorities; the historical struggle for universal suffrage; means of settling conflict at home and abroad.

## **4. Treaty of Waitangi**

We wish to express the concern shared by other submitters that the Treaty of Waitangi, as a founding document of this country, needs to be clearly recognised as such in the curriculum, feature in the Principles on page nine and have content relating to the Treaty in all learning areas at all levels.

We look forward to seeing the finalised curriculum document.

Sincerely,



Marion Hancock (Director)

# PEACE FOUNDATION SUBMISSION ON THE NEW ZEALAND CURRICULUM – DRAFT FOR CONSULTATION 2006

## A Vision

Education has a vital role to play in helping our young people to reach their individual potential and develop the 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 its economy. Education is the key to sustaining our nation's development and to its successful transformation into a knowledge-based society. *Such a society requires people with inquiring, independent minds readily able to think for themselves.* Education empowers our young people to stand tall as New Zealanders, seize opportunities, overcome obstacles, and make a difference.

Our young people will be...

### **Confident**

Positive in their own identity

Motivated and reliable

Entrepreneurial

Enterprising

Resilient

*Compassionate*

### **Connected**

Able to relate well to others

Effective users of communication tools

### **Lifelong learners**

Literate and numerate

Critical and creative thinkers

Active seekers, users and creators of knowledge

Informed decision makers

### **Actively involved**

Participants in a range of life contexts

Contributors to the well-being of New Zealand – social, economic, and environmental

*Accepting of their role as active members of a global community*

## **Principles**

### **Excellence**

All students are empowered to learn and achieve to the best of their abilities and to seek personal excellence regardless of their individual circumstances.

### **Inquiry**

All students experience a curriculum that enables them to become active, confident, creative, *compassionate, idealistic* and innovative learners and thinkers.

### **Cultural heritage**

All students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society. Students who identify as Māori have the opportunity to experience a curriculum that reflects and values te ao Māori.

### **Equity**

All students' identities, cultures, languages, and talents are recognised and affirmed. Their learning needs are identified and addressed.

### **Connections**

All students experience a curriculum that makes connections with their lives and engages the support of their families and communities. *Students learn about other societies and are aware that they are part of a global community.*

### **Coherence**

All students experience a curriculum that provides a range of coherent transitions and pathways to further learning.

## Values

Values are deeply held beliefs about what is important or desirable. They are expressed in the ways in which people think and act.

Every decision relating to curriculum or programmes and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values outlined in this curriculum are those that the New Zealand community supports because they enable us to live together and thrive in a diverse, democratic society in the twenty-first century. As well, they enable students to see themselves in the context of a global community.

New Zealand students are encouraged to value:

**excellence**, by aiming high and by persevering in the face of difficulties.

**innovation, enquiry, and curiosity**, by thinking creatively, critically, and reflectively;

**diversity**, as found in our different cultures, languages and heritages;

**respect** for themselves, for others, and for human rights;

**equity**, which means fairness and social justice;

**community and participation** for the common good;

**care for the environment** (the Earth and its interrelated eco-systems);

**integrity**, which involves being honest, responsible, and accountable and acting ethically.

*Compassion, for themselves, for others in the school, for people in the community, for New Zealanders, and for members of other world cultures and societies*

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Through their learning experiences, students will learn about:

- their own values and those of others;
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values;
- the values on which New Zealand's cultural and institutional traditions are based;
- the values of other peoples and cultures.

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

- express their own values;
- explore, with empathy, the values of others;

- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values and negotiate solutions;
- make ethical decisions and act on them.

## Key Competencies

Key competencies are the capabilities people need in order to live, learn, work, and contribute as active members of their communities, *local, national, and global*. Competencies are more complex than skills. Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes, and values.

Opportunities to develop competencies occur in social contexts. People adopt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

Competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged to develop their competencies in contexts that are increasingly wide-ranging and complex.

The New Zealand Curriculum identifies five key competencies:

- managing self
- relating to others
- participating and contributing
- thinking
- using language, symbols, and texts.

### Managing self

Managing self involves self-motivation, a “can-do” attitude, and the ability to establish personal goals, make plans, and set high standards for oneself. It is about students knowing who they are, where they come from, and where they fit in.

Students who can manage themselves are enterprising, resourceful, reliable, and resilient. They act appropriately and are aware of the effects that their words and actions may have on others. They have strategies for meeting challenges and know when and how to follow someone’s lead or to make their own, well-informed choices.

### Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. The competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. *It also includes having the skills and processes to enable students to resolve conflict peacefully.*

Students who relate well to others are likely to be open to new learning and able to take different roles in different situations. They know when it is appropriate to compete and when it is appropriate to co-operate.

## **Participating and contributing**

Participating and contributing is about participating actively in local, national, and global communities.

These communities may be based on kinship, interest, or culture and may be drawn together for purposes such as learning, work, or recreation.

The competency includes a capacity to respond appropriately as a group member, to make connections to others, and to create opportunities for including people in group activities.

Students who have developed ways of belonging in a range of contexts will have the confidence to participate and contribute actively in new roles. They understand the importance of balancing rights, roles, and responsibilities and of contributing *actively* to the quality and sustainability of social, physical, and economic environments.

## **Thinking**

Thinking is about using creative, critical, metacognitive, and reflective processes to make sense of and question information, experiences, and ideas. These processes can be applied to research, organisation, and evaluation for all kinds of purposes – developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. *It will remain incumbent on education providers to recognize that every student possesses an innate curiosity awaiting development. That realization requires active partnership with parents, caregivers and extended family.*

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, and challenge the basis of assumptions and perceptions.

*As students develop higher levels of thinking skills they will progress from knowledge to understanding which further leads to wisdom and new ways of looking at the world.*

## **Using language, symbols and texts**

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, spoken, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of languages and symbols can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language and symbol affect people's understanding and the



ways in which they respond to communications. They use ICT confidently to overcome barriers to communication, access information, and interact with others.

*Students will learn the complexities of body language in its social, emotional and cultural context. Students will learn that inappropriate body language can be a cause of conflict and can affect relationships between people and groups.*

Each learning area has its own language or languages. By learning to use them, students become able to think in different ways, access new areas of knowledge, and see their world from new perspectives.

Mathematics is one of these languages. By learning it, students are able to discover, express, and explore the relationships to be found in quantities, space, and data. Numeracy is the ability to understand and communicate information and ideas using this language.

For each learning area, students need specific help from their teachers as they learn:

- the specialist vocabulary associated with that area;
- how to read and understand its texts;
- how to communicate *feelings*, knowledge and ideas in appropriate ways.

The English language is the medium for most learning in the New Zealand Curriculum, which means that the importance of literacy in English cannot be overstated.

## **Learning areas**

### **Social Sciences**

#### **What are the social sciences about?**

The social sciences learning area is about how people participate in society and how society operates. It has significance for people in their everyday interactions as citizens and members of communities in New Zealand and the world.

#### **Why study the social sciences?**

Through the social sciences, students engage critically with societal issues. They gain knowledge, skills, and experience that help them to understand, participate in, and contribute to the communities in which they live and work. *They will develop an understanding and appreciation of their own rights and responsibilities as citizens of New Zealand, and the human rights of themselves and others within a global context.* The focus of the curriculum is on New Zealand contexts: its people, places, cultures, histories, and economic world. Students explore the unique nature of New Zealand society and its bicultural heritage. This enables them to identify their place and that of others in relation to their heritages and in relation to New Zealand's multicultural society and its global context.

#### **How is the learning area structured?**

Four conceptual strands provide the framework and achievement objectives for social studies levels 1–5 and create a foundation for the separate social sciences disciplines offered in the senior secondary school. The achievement objectives at levels 1–5 integrate the four strands to show the interconnections, and provide learning progression from the simple to the more complex concepts.

*This includes an understanding of human rights issues, both at a personal, local, national and global level.*

In the Identity, Culture, and Organisation strand, 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 impact of these on the participation of groups and individuals.

In the Place and Environment strand, 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.

In the Continuity and Change strand, 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. *Before long, students will learn from past events, within their own country and abroad, that deeply held values may clash to produce conflict. They will learn that conditions of peace are not always just, and that the search for justice is not always peaceful. These are*

*difficult but vital questions that offer ample scope for written and oral expression. Students will relate, compare and discuss the nature of differences, and how to manage them.*

In the Economic World strand, students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They use this knowledge to understand their place in the economic world.

By integrating achievement objectives with the social inquiry process, students develop understandings of people's roles and identities as citizens of New Zealand and other societies.

Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Students ask questions, gather information, and examine societal issues, ideas, and events. They explore people's values and perspectives and participate in social decision making.

They learn how societies work and how people, including themselves, can participate and take social action as critical, active, informed, and responsible citizens, *both nationally and internationally.*

At levels 6–8, students are able to specialise in one or more social science disciplines, depending on the choices offered by their schools. Achievement objectives are provided for social studies, economics, geography, and history but the range of possible social science disciplines in schools

is much broader, including, for example, classical studies, sociology, psychology, and legal studies.

## **Effective Pedagogy**

Teachers use their expertise to establish a supportive learning environment, identify their students' learning needs, and make decisions on what to teach and how to teach it. In doing this, they draw on everything they know about their students, about the curriculum, and about good teaching practice and they work in partnership with families and communities.

*Teachers exemplify human rights in practice. By their relationships with students, by responding appropriately and fairly to students from a range of backgrounds and with different needs, by showing respect and understanding of other cultures, and by using mediation skills to resolve disputes which can disrupt learning and lead to loss of self-esteem, teachers provide role models for their students and create a peaceful environment which maximizes learning opportunities.*

Teaching is a complex and creative enterprise. Teachers work every day with groups of students from diverse backgrounds and cultures. They must continually respond to the needs of individuals while ensuring that their other students are constructively engaged in learning.

For example, new learners of English require specific kinds of help as they adapt to learning through the medium of English. Their teachers must combine the teaching of content with the explicit teaching of English vocabulary, word forms, sentence and text structures, and language uses and must clarify the specialist language used in each learning area.

Current research shows that students learn best when teachers:

- encourage reflective thought and action;
- make connections;
- provide multiple opportunities to learn;
- facilitate shared learning;
- enhance the relevance of new learning;
- create a supportive learning environment.

### **Encouraging reflective thought and action**

Students need to develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively.

Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action.

As they become increasingly reflective, students develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking).

### **Making connections**

Students need to be able to integrate new learning with what they already understand. When teachers deliberately build on what their students know, they maximise the use of

learning time, anticipate students' learning needs, and avoid unnecessary duplication of content. Teachers can help students to make connections across learning areas as well as connections to home practices and to the wider world.

### **Providing multiple opportunities to learn**

Students need sufficient time and opportunity to engage with, practise, and transfer new learning.

This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. In providing multiple opportunities to learn, teachers plan coherent programmes that sequence their students' learning experiences over time and allow them to monitor their progress.

### **Facilitating shared learning**

Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers can facilitate this process by designing learning environments that foster learning conversations and learning partnerships, and where challenges, support, and feedback are readily available. As they engage in reflective discourse with others, students build the language that they will need as they take their learning further.

### **Enhancing the relevance of new learning**

Students need to understand what they are learning, why they are learning it and how they will be able to use their new learning. Effective teachers design learning experiences that stimulate the curiosity of their students, that require them to search for relevant information and ideas, and which require them to use or apply what they discover in new contexts or in new ways.

### **Creating a supportive environment**

Learning is inseparable from its social and cultural context. All students need to be able to accept one another, form positive relationships with both students and teachers, and become active, visible members of the learning community.

Effective teachers foster positive relationships within a caring, inclusive, non-discriminatory, and cohesive classroom environment. *They ensure that conflict is identified, and that their students are provided with conflict resolution skills that minimize negative behaviour and lead to peaceful and fair solutions.* They also build positive relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

## **E-learning and pedagogy**

Information and communication technology (ICT) has transformed the world in which young people live and e-learning (that is, learning supported by or facilitated by ICT) has similar potential to transform classrooms. *These advantages will sharpen an appreciation of the advantages of literacy and regular access to the printed word through properly resourced school libraries.*

Using ICT, students can:

- enter and explore new learning environments, overcoming barriers of distance and time;
- join or create communities of learners that extend well beyond the classroom;
- experience customised learning that allows for individual, cultural, and developmental differences;
- use a range of tools to save them time and allow them to take their learning further.

Schools should explore not only how ICT can supplement traditional ways of teaching, but also how it can open up new and different ways of learning.

## Designing a School Curriculum

While the New Zealand Curriculum sets the national direction for learning for all students, each school will design and implement its own curriculum in ways that will engage and motivate its particular students. Schools have considerable freedom in deciding exactly how to do this.

School trustees, principals, and teachers work closely with one another and with students and other members of the school community to plan the school curriculum. Careful planning results in a school curriculum that is connected, coherent, and balanced and that reflects the particular needs and interests of the school's students and community.

Curriculum design usually starts with the shared values and beliefs of the community or with an assessment of the learning needs of the students. It builds on existing good practice, interests, and strengths and utilises local opportunities, resources, and community support. Setting priorities and designing strategies to achieve the prioritised outcomes is an important part of the process.

Different schools will organise their learning programmes in different ways. Some will organize them in ways that integrate understandings, key competencies, and values across a number of learning areas. Others will organise them by learning areas but look for opportunities to link learning across the boundaries between those areas. The knowledge, skills, and attitudes that students need for addressing real-life issues and in real-life contexts are seldom found within a single learning area.

Significant themes offer schools opportunities for engaging students and integrating learning across the key competencies and the different learning areas. Such themes include:

- **Sustainability:** students investigate the longterm impact of social, scientific, technological, economic, or political practices and consider alternatives that might prove more durable for the economy, for society, and for the environment.
- **Citizenship *and human rights*:** students explore what it means to be a citizen. Through their participation in learning experiences in the school or community, they learn how to become active, informed, and responsible citizens who know how to contribute positively to the development and well-being of the society in which they live, *and to the wider global community*.
- **Enterprise:** students explore what it is to be innovative and entrepreneurial. Through their learning experiences, they develop the understandings, skills, competencies, and attributes that equip them to be innovative. They can identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves.
- **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 the peoples and cultures of Asia. Such studies can encompass both the diversity of the Asian

region and the diversity of people from Asian backgrounds living in New Zealand.

- Critical literacies such as financial literacy, in which students build personal financial capability so that they are able to contribute to New Zealand's future economic well-being.
- *Understanding of incompatibilities: Students will gain an understanding that incompatibilities can and do exist among these objectives; achieving this awareness is a critical component of the learning experience. Sustainability, human rights and globalization, for example, may not prove consonant.*

### **Some considerations**

The following section (pages 28–33) highlights a number of considerations for schools when designing strategies to achieve the desired outcomes:

- Planning with a focus on outcomes
- Planning for the development of the key competencies
- Planning for purposeful assessment
- Planning for coherent pathways
- *Planning for appropriate resourcing*
- *Planning for appropriate monitoring and feedback*



## Planning with a Focus on Outcomes

Note that the vision, values and principles are embedded in the key competencies, the learning areas, and the daily life of the school.

A focus on outcomes provides clarity for curriculum design. Clearly identified and prioritised outcomes give schools frames of reference to view the many ways in which resources (including staff, finance, time, and property) could be allocated. Prioritised outcomes give teachers guidance when developing programmes for their students.

Students are more task-oriented and motivated when they understand the outcomes they are working towards and know why these are important. Teachers, students, and parents find it easier to recognise, measure, and discuss progress when they have a shared understanding of the desired outcomes. *This three-way partnership of teachers, parents and students requires constant attention and involvement.*

The curriculum assumes that all students can learn and succeed, but not necessarily on the same day, at the same time, or in the same way. It assumes that schools influence many of the conditions that directly affect the learning of their students. It imposes no limits on how many students can be successful, on how much they can learn, or how rapidly they can advance.

The learning time and effort needed when working towards achievement objectives varies. Influencing factors include students' prior learning, the learning context, and the complexity of the achievement objective. Some achievement objectives relate to discrete skills or understandings, while others are more complex. As a generalisation, the broader and more complex an outcome, the more significant it is likely to be for a student's learning.

In outcomes-focused programmes:

- *Principals, teachers, students, parents and the community have a shared vision of the school as a community where the rights of all are respected, and the curriculum reflects that shared vision both in design and in practice*
- Principals and teachers can articulate what it is that they want their students to achieve and how their curriculum is designed to achieve this. Schools can explain their curriculum priorities.
- All students are given appropriate and sufficient opportunities to learn. They are encouraged to build on their existing learning and take it to a higher level. Students with special needs experience quality learning opportunities that enable them to achieve, and gifted and talented students are given acceleration and/or enrichment challenges.
- The long view is taken: each student's ultimate learning success is more important than the covering of particular achievement objectives.

## Planning for the Development of the Key Competencies

The key competencies provide a framework for designing learning environments and experiences. By using this framework, schools can ensure that their focus is on preparing their students for ongoing learning and successful living.

The beginnings of the competencies can be seen in very young children as they learn how to relate to others and make sense of their immediate world. As children use them, they continue to develop them. The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved.

In developing the competencies, as in all learning, “success breeds success”. The challenge for teachers is to design learning experiences that will take students on from where they are. Such experiences may be built into units of work or arise out of the ways that classroom and school environments are structured, *and by creating supportive and peaceful environments which optimize learning opportunities.*

The learning areas provide unlimited contexts for such experiences. Whatever tasks the students are engaged in, teachers can observe their progress in developing the key competencies at the same time as they observe progress on other aspects of their learning.

Information and communication technology (ICT) gives students access to a vast range of information and real-life contexts that have meaning for them and that can be used as a basis for learning experiences. Schools need to consider how they can use the opportunities offered by ICT as means for developing their students’ competencies.

In practice, the key competencies are most often used in combination. For example, when researching an issue of interest, students are likely to need to:

- set personal goals, manage deadlines, and reflect and respond to the ideas they encounter (managing self); interact, share ideas, and negotiate with a range of people (relating to others);
- call on a range of communities for information and use that information as a basis for action (participating and contributing);
- formulate a range of possible approaches to the issue at hand (thinking);
- create texts that communicate ideas, using language and symbols appropriate to the relevant learning area(s) (using language, symbols and text).
- *receive encouragement through varieties of support and mentoring*

Students need ongoing feedback and encouragement as they develop and use the key competencies in increasingly complex situations. *They also need to learn from their mistakes, to accept responsibility for their actions, and to deal with disappointment and failure in a positive way.*

The competencies should be assessed in the context of tasks that require students to use their knowledge and skills in new ways. Students demonstrate the competencies when they adapt what they know and can do to meet the challenges presented by such tasks.

Where possible, students should be involved in gathering evidence and making judgments about their own progress (for example, through the use of learning stories, portfolios, reflection, or self- or peer assessment).

## Social Sciences

### Level One

#### Identity, Culture, and Organisation

Students learn about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact 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 to understand the relationships between people and the environment.

#### Continuity and Change

Students learn about past events, experiences, and actions, and their changing interpretation over time, to understand about the past, the present, and possible futures.

#### The Economic World

Students learn about the ways in which people participate in economic activities and about consumption, production, and distribution and use this knowledge to understand their place in the economic world.

#### Social Inquiry

Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events, explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action. *They also learn that differences between people are something to value.*

Through this process, and in a range of settings, students understand that:

- people belong to groups for particular reasons;
- individuals and groups have social, cultural, and economic roles and responsibilities;
- the past is important to people;
- places in New Zealand are significant for individuals and groups;
- the cultures of people in New Zealand are expressed in their daily lives.

### Level Two

Through this process, and in a range of settings, students understand that:

#### Social Studies

- people have different roles, rights, and responsibilities as part of their participation in groups;
- people and groups make choices to fulfil their needs and wants;
- cultural practices reflect and express peoples' customs, traditions, and values;
- time and change affect peoples' lives;
- places influence people and people influence places;

- particular people make significant contributions to New Zealand's society;
- the role of Māori as tangata whenua is significant for communities in New Zealand.

### **Level Three**

Through this process, and in a range of settings, students understand that:

#### **Social Studies**

- formal and informal groups make decisions that impact on communities;
- cultural practices vary but reflect similar purposes;
- people have different perspectives on places that affect their use of those places;
- people make decisions about access to and use of resources;
- people remember and record the past in different ways;
- the migration of tangata whenua is significant for people in New Zealand;
- the movement of people affects cultural diversity and interaction in New Zealand.

### **Level Four**

Through this process, and in a range of settings, students understand that:

#### **Social Studies**

- leadership of groups is acquired and exercised in ways that have consequences for communities and societies;
- people pass on and sustain culture and heritage for different reasons and this has consequences for people;
- exploration creates opportunities and challenges for people, places, and environments;
- events have causes and effects;
- producers and consumers have rights and responsibilities;
- New Zealand has particular local and national systems of government;
- people participate individually and collectively to respond to community challenges and issues in New Zealand.

### **Level Five**

Through this process, and in a range of settings, students understand that:

#### **Social Studies**

- nations develop systems of government that affect people's lives and reflect different types of decision making;
- *New Zealand is part of the world community, and plays an important role in international affairs*
- *New Zealand is a signatory to important international declarations such as the Universal Declaration of Human Rights*
- cultural interaction impacts on cultures and societies;
- people move between places, which has consequences for the people and the places;
- economic decisions impact on people, communities, and nations;

- the way people manage resources has impacts for environmental and social sustainability;
- the Treaty of Waitangi is responded to differently by people in different times and places;
- ideas and actions of people in the past have had a significant impact in shaping people's lives and identities in New Zealand's developing society;
- people in New Zealand seek and have sought economic growth through business, enterprise, and innovation.

## **Level Six**

Through this process, and in a range of settings, students understand that:

### **Social Studies**

- individuals, groups, and institutions work to promote social justice and human rights;
- cultures adapt and change, and this has consequences for society.

### **History**

- there are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society;
- people have different perspectives about past events that are of significance to New Zealanders.

### **Geography**

- natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns;
- people interact with their environments in particular ways.

### **Economics**

- as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society;
- the different sectors of the New Zealand economy are interdependent.

## **Level Seven**

Through this process, and in a range of settings, students understand that:

### **Social Studies**

- communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts;
- different cultural beliefs and ideas can lead to conflict and tension.

### **History**

- historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders;
- people have different interpretations of events that are of significance to New Zealanders.

### **Geography**

- natural and cultural patterns and processes change over time and vary in scale and from place to place;

- perceptions of and relationships with natural and cultural environments differ and have changed over time.

### **Economics**

- economics provides an understanding of contemporary New Zealand economic issues;
- economic issues in New Zealand are interrelated.

## **Level Eight**

Through this process, and in a range of settings, students understand that:

### **Social Studies**

- ideologies shape society, and individuals and groups have different responses to these beliefs;
- the rights, roles, and responsibilities of individuals and communities are influenced by and impact on the nature of reform.

### **History**

- the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and contested;
- trends over time reflect social, economic, and political forces.

### **Geography**

- natural and cultural environments are shaped by interacting processes that occur at differing rates and scales;
- people bring diverse values, perceptions, and responses to the environmental, social, and economic choices, constraints, and consequences of planning and decision making.

### **Economics**

- well-functioning markets are efficient, but governments may need to intervene where markets fail to deliver efficient or equitable outcomes;
- there are many influences on the nature and size of the New Zealand economy.

## **HEALTH AND PHYSICAL EDUCATION.**

Specific points under specific headings.

### **Level One**

#### **Interpersonal Skills.**

Students will express their own ideas, needs, wants and feelings clearly *and confidently using "I" statements*. They will listen to those of other people.

### **Level Two**

#### **Interpersonal Skills**

Students will express their ideas, needs, wants and feelings appropriately *using "I" statements and through peer mediation*. They will listen sensitively to other people and *be able to* affirm them.

### **Level Three**

#### **Identity, Sensitivity and Respect**

Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, *for example in relation to bullying, gender stereotyping, students with specific needs, messages about body image, cultural differences, fair play, and inclusiveness during work, play and games*.

#### **Interpersonal Skills**

Describe and demonstrate assertive communication skills and processes *such as "I" statements, active listening and peer mediation* that enable them to interact appropriately with other people.

### **Level Four**

#### **Identity, Sensitivity and Respect**

Students will recognize instances of discrimination and act responsibly to support their own rights and feelings and those of other people, *for example in cases of bullying, harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play, or discrimination on the basis of chronic illness, mental illness, or cultural difference*.



### **Interpersonal skills**

Students will describe and demonstrate a range of assertive communication skills and processes, *such as peer mediation as a form of peaceful conflict resolution*, that enable them to interact appropriately with other people.

### **Rights, responsibilities and laws: People and the environment.**

Students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community, *for example, by introducing a peer mediation programme to help resolve conflicts peacefully within the school community*

### **Level Six**

#### **Interpersonal Skills**

Students will plan strategies and demonstrate interpersonal skills and processes *such as peer mediation* to respond to challenging situations appropriately.