



Draft Curriculum Feedback
Ministry of Education
PO Box 1666
Thorndon
WELLINGTON

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28 November 2006

Dear Sir/Madam,

Please find attached a submission to the Draft Curriculum on behalf of the Auckland Branch of the New Zealand Commerce and Economics Teachers Association (NZCETA). The branch currently represents 280 teachers of Accounting, Economics, ICT, Legal Studies and Business Studies, and the following document represents perceptions held by a large percentage of these members.

Before producing the submission branch members were surveyed and their responses formed the basis of a draft document. Once the draft had been circulated responses were sought, have since been received and incorporated into this final version.

Alongside this summary, individual teachers and schools have sent their individual submissions.

I look forward to hearing the results of our submission, and am happy to be contacted if you need further clarification.

Kind regards

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Auckland Chairman
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**New Zealand
Commerce and
Economics Teachers
Association Inc**
(Affiliated to Business Educators Australasia Inc)

significantly **ceta** different

Submission to Ministry of Education November 2006

New Zealand Commerce and Economics Teachers Association (Auckland Branch) Draft New Zealand Curriculum Document

Introduction

The Draft New Zealand Curriculum has been considered by Auckland members and feedback has been sought and received in relation to the document. Particularly of concern to members is that Accounting is no longer specifically included in any of the Learning Areas covered in the document.

As far as we are aware the Draft New Zealand Curriculum development did not involve input from Accounting teachers – which is disappointing. As other subject specialists have been involved in this process, this may be the reason for the lack of Accounting in the Draft Curriculum.

Ideally, members have a strong preference for the creation of a new learning area which would encompass Accounting, Business, Enterprise and Financial Literacy. This, however, would be a significant shift from the current curriculum and we are aware that wider consultation would be needed to occur for this to become a reality for 2008. We would like this to be a consideration in any future review of the New Zealand Curriculum. NZCETA, as an organisation that represents teachers of Accounting, Economics, Business Studies, Legal Studies and ICT would be an appropriate contributor to any consultation.

This submission addresses the lack of Accounting in the draft curriculum document, recognising where the subject currently sits in the New Zealand Curriculum framework and then creates an option for policy makers where Accounting can seamlessly be entered into a final curriculum framework.

The Current New Zealand Curriculum

The New Zealand Curriculum Framework 1993

Accounting is currently included in this document under the Mathematics Learning Area (page 11) “Mathematics is found in many subjects of the school curriculum, wherever there is a need for calculation for estimation, quantitative research, measurement, decision making, for precise communication through symbols for graphs. In addition to mathematics programmes, the following subjects contribute to students' mathematical development: science, graphics and design, home economics, workshop technology, economics, history, geography, and accounting.” and the Appendix Level Achievement Objectives (Level 6 - 8).

Accounting Curriculum Document (NZCETA)

The New Zealand Curriculum Framework requires each subject to follow curriculum statements. As a result of this, Accounting developed the above curriculum document in 1998 (later revised) which has been recognised and validated by NZQA by the development of NCEA Achievement Standards which reflect this curriculum document.

Following this an Accounting Teachers Guide was developed (later revised) to assist teachers in the implementation of the Accounting Curriculum Document.

Summary of Feedback from Auckland members of CETA to the Draft New Zealand Curriculum

- Strong disapproval of Accounting not specifically mentioned in the document (80% of responses)
- Strong views that Accounting supports the over-riding vision, principles, values and key competencies of the documents. See below for further clarification.
- Concerns that there has been a lack of consultation with Accounting teachers in the initial development of this document (as mentioned above)
- Concerns over the need for Accounting to be taught at secondary school level and the possibility, if left out of the curriculum document, that the opportunity for student learning may not be made available to many students.
- Concern over the effect this change in curriculum will have on New Zealand secondary students. At present there are approximately 16,500 who sit external NZQA examinations in Accounting at Levels One, Two, Three and Scholarship. There would also be a significant number that currently study it within junior programmes of secondary school (Years 9 and 10).
- Teachers are aware of the nationwide government support for the improvement of financial literacy for all citizens especially the younger generation. There is a real need for New Zealanders to control their income and spending better to enable them to reduce debt levels and save for retirement.
- Accounting is the basis for developing financial literacy across a range of contexts (individual, households, businesses, community organisations) and real-life situations to enable students to be more effective citizens.
- Teaching Accounting at the secondary school level contributes to students learning at a tertiary level by building on the knowledge and skills that they currently have to enable the key competencies to be further developed. Tertiary institutions report that, although there is no prerequisite need for students to have completed Accounting at secondary schools, having

completed the course at school gives students an excellent platform from which to launch a lifelong career in business and enterprise.

- Accounting contributes to the financial success of enterprise. This is now recognised by many senior executives as vital. This is supported by Bruce Plested, ACA, Founder Chairman, Mainfreight - Letter to the Editor in a recent publication in The Business supplement to the New Zealand Herald. Accounting offers life-long skills for students to apply in any working situation.

Accounting in relation to the Key Elements of the Draft New Zealand Curriculum Document

The draft curriculum, as per Hon Steve Maharey's letter of support generated with the draft, recognises that, as students' move into the senior secondary school that the New Zealand Curriculum needs to allow for depth and breadth to allow for specialised learning at this level.

The following information has been gathered to support the key elements of this document.

Vision

The vision of the NZ Draft for consultation 2006 sets direction for learning for all students while at school to be lifelong learners and for living in a world of continual change. Accounting addresses this vision in the following ways:

Accounting provides learners the opportunity to be enterprising by developing financial understanding for personal, business, and international requirements. Accounting inculcates enterprising qualities in people who study the subject and allows them to be confident in dealing with financial issues.

Accounting is used by individuals in most facets of life. It is a unique language that involves financial literacy and financial numeracy. Accounting involves 'analysis and interpretation' that develops critical and creative thinkers in encouraging students to measure business performance, compare it to benchmarks that have resulted from decision making. It allows students to diagnose weaknesses in business policy and actively seek solutions to financial problems.

Communication tools are effectively used as Accounting provides life skills and is connected to the business world whilst using Information Technology thereby allowing learners to be 'connected' and 'actively involved' whilst contributing to the well being of the individual, community and country.

Principles

Accounting develops the principles outlined in the NZ Draft for consultation 2006 in the following ways:

In order to succeed in Accounting one has to strive to present information to a level of excellence. Students gain a 'learning to learn' attitude and they embrace the subject with vigour and generally show an insatiable appetite to progress. All students experience a curriculum that makes connections to their lives by developing an awareness and financial knowledge that impact on everyday life. Students are provided with the opportunity to study a family business or a local organisation.

Values

Accounting fosters 'excellence and integrity'. It provides an awareness of professional ethics as developed by the New Zealand Institute of Chartered Accountants. International accounting standards, which govern the preparation of financial statements, demand excellence in financial reporting.

Key Competencies

Accounting provides knowledge, skills, attitudes and values allowing learners to self manage their financial resources. By living within their financial means and setting future financial goals they will plan and implement high standards allowing themselves to strive for financial security. The skills and knowledge taught in Accounting are required by individuals and in demand nationally and globally. Students develop a specialised language and use symbols to communicate and develop knowledge in a range of knowledge. It requires the use of Information Communication Technology to communicate information for stakeholders.

Learning Areas

Accounting, as recognised in the NZCETA Accounting Curriculum, links to many of the learning areas i.e. mathematics, social sciences, technology and English.

It is currently specifically included in the Mathematics learning area in the New Zealand Curriculum.

It is not currently specifically included in any of the learning areas in the Draft New Zealand Curriculum document.

Recommendations

- That Accounting is specifically included in the new New Zealand Curriculum.
 - ❖ Accounting could be included in the Social Sciences Learning Area in a similar manner to Economics as it has strong ties to society issues. Reasons supporting this recommendation can be found in the Appendix. Accounting could be specifically included in the final paragraph on page 22 of the Draft. A suggested model for this inclusion can also be found in the attached Appendix.
 - ❖ Alternatively this inclusion could be included in the Mathematics Learning Area (as currently) as it has strong ties to exploring and expressing relationships in data.

- Consultation should be sought from Accounting Teachers regarding any future national curriculum changes to incorporate the possibility of a separate Business Strand within the Social Science Learning Area.

Appendix

Reasons for Inclusion in the Social Science Learning Area

The four strands that embody this learning area incorporate Accounting in the following manner:

- Identify, Culture and Organisation
Students learn about the function and management of organisations in a variety of contexts and focus e.g. community organisations, business
- Place and Environment
Students learn about how people in organisations perceive, represent, interpret and interact with the variety of places and environments that the organisation is involved in. For example the identification/processing/ reporting of financial information and its impact on professional ethics, sustainability of resources
- Continuity and Change
Students learn about past events, experiences and actions in relation to the financial and non-financial information utilised by entities and through this enabling future predictions/recommendations/ consequences of decisions.
- Economic World
Students' learn about the ways in which people participate in economic activities which needs to be expressed in a financial context to further develop an understanding of the economic world. Accounting is a cornerstone of building financial literacy so students can succeed in the Economic World.

Suggested Method of Inclusions

Last paragraph (page 22)

“Achievement objectives are provided for economics, geography, history and accounting”

Achievement Objectives (back supplement - as supported by current curriculum document)

Level Six

Provides the development of knowledge and understanding of the fundamental assumptions, systems and controls required to ensure the accurate processing of financial information for individuals and organisations.

Introduce reporting and interpreting financial information to enable decision-making.

Level Seven

Application of assumptions, systems and controls required for organisations in a variety of contexts.

Developing the reporting, analysing and interpreting of financial information to enable effective decision-making.

Level Eight

Simulation of assumptions, systems and controls required for national organisations in a diverse range of contexts.

Develop critical thinking skills in the reporting, analysing and interpreting of financial information to enable evaluations and effective decision-making in a diverse range of contexts.