

The New Zealand Curriculum Draft for Consultation 2006
**Orewa College Business Department Submission to Ministry
of Education November 2006**

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Introduction

The Draft New Zealand Curriculum has been considered by Orewa College Business Department staff and our particular concerns are

- Accounting is no longer specifically included in any of the Eight Learning Areas covered in the document despite the document making reference to financial literacy
- Business is not included in any of the Eight Learning Areas at all. It is acknowledged that Technology could be used as a learning area to cover the teaching of Business however in the real world few if any schools take the Technology approach to the teaching of Business

We have a strong preference for the creation of a new learning area which would encompass Accounting, Business, and Economics. These three areas would incorporate Enterprise and Financial Literacy (Both of these are explicitly referred to throughout the draft document).

This 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 and that 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 and Business in the draft curriculum document,
- whilst recognising where these subjects currently sit in the New Zealand Curriculum framework
- rationalises the placement of Economics into a new learning area alongside other areas of study

The Current New Zealand Curriculum

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).

Business does presently fit within the Technology area (for example p23 of draft refers to "generating ideas, developing briefs, and organising and managing resources and time"), however this is an artificial and academic fit rather than a meaningful understanding of Business and how it is taught within state secondary school.

Both Accounting and Business have been recognised and validated by NZQA by the development of NCEA Achievement Standards and unit standards which reflect present school practice regards teaching and learning in these areas

Economics is already recognised within the Social Sciences learning area.

Accounting and Business 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 and Business address this vision in the following ways:

Accounting and Business provide learners the opportunity to be enterprising by developing financial understanding for personal, business, and international requirements. Accounting and Business inculcates enterprising qualities in people who study the subjects 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.

Business is based around the concept of *enterprise* and involves the development of *entrepreneurial* skills, both of which are explicit in the vision. It requires students to be lifelong learners and helps to develop their decision-making skills

Principles

Accounting and Business develop 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.

Business has by its nature the requirement of excellence (profits equals excellence), the connection between the students experience of Business and their lives is all encompassing, provides a pathway to further learning that is slowly gaining recognition (new unit standards).

Values

Accounting fosters 'excellence and integrity'. It provides an awareness of professional ethics as developed by the New Zealand Institute of Chartered Accountants. The international accounting standards that governs the preparation of financial statements demands excellence in financial reporting.

Business relies on students to be innovative, enquiring and curious. The interactions between businesses (profit and non-profit) and the community is based upon the need for integrity, equity, community and participation, care for the environment in terms of sustainable use of productive resources. Furthermore the diversity that exists in the business world encourages students to learn.

Key Competencies

Accounting and Business (and the implied enterprise and financial literacy) provide opportunities for students to develop capabilities in a social context:

- Business and being enterprising is based upon the principle of managing self and a "can do" attitude. Business models are based upon the ability to relate to others, and how business can contribute to the community's well being economic and otherwise.
- Accounting allows 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 them to strive for financial security. Students develop a specialised language and use symbols to communicate and develop knowledge in a range of knowledge.

- Both Accounting and Business requires the use of thinking skills and the use of Information Communication Technology to process and communicate information.

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

Business or more correctly enterprise and financial literacy consistently appear through out the draft document however in the learning area it is restricted to one small area of Social Studies Level Five. It is acknowledged that the Technology learning area is incomplete however as previously outlined the Technological approach to Business is not an approach widely used if at all schools.

Economics is already outlined in Social Studies however it would sit easily alongside Accounting and Business if a new Business learning area were to be created

Recommendation

That a new Learning area called Business is created that incorporates Accounting, Business and Economics. These three areas would incorporate Enterprise and Financial Literacy.