

SUBMISSION

New Zealand Curriculum draft for consultation 2006

(1) Introduction

- 1.1 We are Public Health health promoters contracted to promote and protect the health of the public within an identified boundary through a number of statutory and promotional activities.
- 1.2 Health promotion is a key discipline within public and the World Health Organisation¹ states that key health promotion principles are to enable, advocate and mediate action to; build healthy public policy; develop personal skills; strengthen community actions; create supportive environments and reorient health services

(2) Address for Service

- 3.1 Any comments on this submission or requests for further information should be addressed to: Greg Morton, 896 Tauwhae Rd RD 4 HAMILTON.
- 3.2 The consultation document has been reviewed and the following comments are provided:

(4) Submission

- 4.1 There are a number of factors that effect the health of the population these are often described as the “determinants of health”, these include but are not limited to education, employment, housing and cultural factors, for example, access to cultural resources such as marae.
- 4.2 The draft Curriculum aims to encourage schools and their communities to recognise and affirm all students’ identities, cultures, languages, and talents, thereby achieving excellence through the affirmation of diversity and achievement of equity². We support this aim.
- 4.3 Working to decrease inequalities in health is a key priority Public Health. Equity issues and addressing inequalities in education also

¹ World Health Organisation, http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf

² It is assumed that ‘culture’ is broadly defined and includes ethnicity, religion, disability, sexual orientation and gender identity.

appears to be a focus of the Ministry of Education, we support initiatives that address inequalities.

- 4.4 The Draft Curriculum is to be commended for its expectation that schools will develop their programmes in ways that "take account of the diverse learning needs of their students and expectations of the communities"³. Also welcome is the increased opportunity the Draft Curriculum offers to teachers to apply their professional knowledge, to develop innovative teaching approaches and to engage students in rich and authentic learning experiences⁴. It is encouraging that a planned and coherent pathway is intended from early childhood through the draft Curriculum to tertiary competencies.
- 4.5 Significant themes related to the principles, values and key competencies include: **Sustainability** with consideration of long term impact of social, scientific, technological, economic, or political practices and consideration of alternatives that may prove more durable for the economy, for society and for the environment. **Citizenship** learning about becoming active, responsible, informed and responsible citizens, contributing positively to the well being of the society in which they live. **Enterprise** exploration of what it is to be innovative and entrepreneurial. **Globalisation** exploration of what it means to be part of the global community and learning about connecting to other cultures. We are encouraged that these themes emerge from the Draft Curriculum as they reflect strategic areas of interest to Public Health.
- 4.6 There are clear synergies between the thematic values and principles and literacies outlined in the draft document and Public Health and Health Promotion key values and principles (Examples include equity and contributing to the wellbeing of society).
- 4.7 Health-related frameworks that link to these themes include: World Health Organisation's Bangkok Charter 2005; Professor Mason Durie's Te Pae Mahutonga 1997; 'Health is Everyone's Business - Working Together For Health and Wellbeing (NZ Public Health Advisory Committee).

Te Pae Mahutonga Model of Public Health Action provides a framework to determine issues, take ownership, incorporate indigeneity and cultural diversity, enable participation of all groups from the planning stages to determine actions.⁵ Te Pae Mahutonga provides a framework for schools to engage with communities for input into areas such as curriculum development, school community values and ethos

³ Howard Fancy: *NZ Curriculum Draft 2006* Foreword

⁴ Hon Steve Maharey: Introductory Letter

⁵ Public Health Advisory Committee June 2006 *Health is Everyone's Business Working Together For Health and Wellbeing* A report to the Minister of Health on the implications of a changing context for public health in New Zealand Wellington, New Zealand

and whole school community contributions to improved learning and health and well-being for students whānau and caregivers.

Frameworks such as Te Pae Mahutonga and Health Promoting Schools adopt a whole school approach, are holistic and embrace many of the core principles of the Draft Curriculum. They can strengthen links to quality and reflective curriculum delivery and professional development that actively involves students, staff, whānau and other community groups and agencies in teaching and learning.

- 4.8 The *Mission On* initiative (Ministry of Health) for nutrition and physical activity for children and youth links with the Draft Curriculum in particular the key learning area, Health and Physical Education. Important issues raised are collaboration and alignment, learning outcomes focused, ownership and sustainability with holistic approaches across the curriculum.

Programmes such as home economics are based on personal skills and understanding of factors that influence well-being of individuals and families within the home and community and actions people take to enhance and sustain those environments. Programmes in school settings need to be strengthened to reflect the link between personal skill and knowledge and participation and community action.

Included in *Mission On* there are new Nutrition Curriculum-related Guidelines and a Nutrition Framework for schools with options to provide and promote healthy food, to implement food and nutrition guidelines and to apply the food and beverage classification system with a mechanism to share good practice. Health and Education will need to work together to achieve these goals and the Draft Curriculum could reflect this need for collaboration as outlined in the Tripartite Agreement⁶ between Ministry of Education, Ministry of Health and SPARC (Sport and Recreation)

- 4.9 There are four areas where alignment against health frameworks needs to be strengthened in the Draft Curriculum:
- Inform school programme providers/agencies of effective pedagogy for school programmes that make connections with students, provides multiple learning opportunities to learn, facilitates shared learning and creates a supportive learning environment
 - Acknowledge the role and responsibility of other sectors (e.g. Health) and the respective strengths that they can bring to curriculum teaching and learning.
 - Recognise the broad impact of globalisation, urbanisation and technology as an underlying principle and not just linked to specific Learning Areas

⁶ Tripartite Agreement (2003) (Check date?)

- Recognise frameworks (E.g. Te Pae Mahutonga) that support the curriculum key values, principles and key competencies.
- 4.10 The Treaty of Waitangi is barely mentioned in the Draft Curriculum⁷. This is in contrast to the current NZ Curriculum Framework⁸. As a minimum the Treaty should be reinstated⁹. We understand that the Treaty will be embodied in *Te Marautanga o Aotearoa*, the Māori medium curriculum, due for release in 2007¹⁰. While this is encouraging, the inclusion of the Treaty in the Māori Curriculum gives the incorrect impression that the Treaty is significant only to Māori.
- 4.11 The Draft Curriculum appropriately recognises Te Reo Māori as a ‘source of our nation’s self knowledge and identity’ and prioritises New Zealand Sign Language (NZSL) as the language of Deaf New Zealanders. It is positive also to see emphasis on Pacific Languages in this Learning Area. We commend the Draft Curriculum for this recognition.
- 4.12 A statement in the *Cultural Heritage Principle* should be included that indicates all students having the opportunity to experience a curriculum that reflects and values te ao Māori, thereby strengthening their identity and belonging as New Zealanders. It is well noted the value of all New Zealanders gaining knowledge of reo and tikanga Māori¹¹. Include *Māori concepts and content* through all learning areas at all levels. Encourage the curriculum and schools, where possible, to provide opportunities in support of community efforts to teach their *heritage languages*.
- 4.13 The study of English has been created as a separate and additional learning area. The right to literacy is a core element of the right to education. The emphasis of the draft Curriculum on raising English literacy levels will contribute to the realisation of full human potential and sense of dignity and self worth.

If another official language, Te Reo Māori, is not recognised at the highest level, however, it is likely to be disadvantaged in areas such as budget allocation, resource development, teacher education, and timetable priorities. This in turn will have an impact on equity.

⁷ Apart from a mention in Social Sciences, Level Five, where students are to understand that “the Treaty of Waitangi is responded to differently by people in different times and places”

⁸ New Zealand Curriculum Framework, 1993:

The New Zealand Curriculum recognises the significance of the Treaty of Waitangi. The school curriculum will recognise and value the unique position of Māori in New Zealand society. The school curriculum will acknowledge the importance to all New Zealanders of both Māori and Pakeha traditions, histories, and values.”

⁹ A State Services Commission survey found that 57 percent of New Zealanders agreed that ‘greater knowledge about the Treaty of Waitangi would help many New Zealanders have a better understanding of our country and its history’ Treaty of Waitangi Awareness Research - A Qualitative and Quantitative Study (UMR Commissioned by the State Services Commission, 2004)

¹⁰ Hon Steve Maharey (Questions to the House, 12.09.06)

¹¹ <http://www.hrc.co.nz/report/actionplan>

(5) Concluding Comments

5.1 We support intent of the Draft Curriculum Statement 2006

5.2 We have highlighted a number of areas where alignment against the Treaty of Waitangi and public health key principles requires strengthening with respect to the Draft Curriculum.

5.3 We would welcome the opportunity to provide further feedback if required.

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