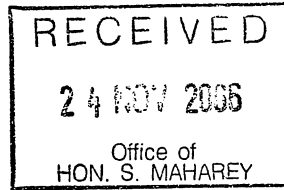


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14 DEC 2006
Curriculum Project



Dear Steve,

An opportunity exists for us, as a greater family and community to share for the Greater Good of Our Children.

Enclosed is a letter that I have also sent to the Ministry of Education in relationship to the Curriculum Draft for Consultation 2006.

Let me know how I can be of service to you, I am contactable by email careymary22@yahoo.com

In Love and Truth,

std comm.

Carey

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DATE REQUIRED			
PRIORITY 1-10 WORKING DAYS			
PRIORITY 2-20 WORKING DAYS			
REPLY / REPORT		SPECIFIED DATE	
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The New Zealand Curriculum Draft

Excerpts from the proposed "Curriculum Draft for Consultation", 2006

Values:

Values are **deeply held beliefs about what is important and 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.

New Zealand students are encouraged to value:

Excellence, innovation, enquiry, creativity, diversity, respect for themselves, for others and human rights, equity, which means fairness and social justice; community participation; care for the environment; integrity, which involves being honest, responsible, and accountable, acting ethically.

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, make ethical decisions and act based off of them

The Opportunity exists to contribute and bring insight in relationship to the proposed Draft of **The New Zealand Education Curriculum**.

I am a daughter of the Heavenly Creator, born to biological parents of New Zealand descent, whose lives are centred and dedicated to the schooling and education ministry. Knowing this as the basis of my upbringing and in later years myself taking a role in teaching outside of the public school domain, I was shown some of the dynamics we as a humanity face in meeting the true needs of our children.

Teaching in the Wellington region, I was witness to the contradictions of mental spaces, and the boundaries of different values which met and were exchanged in the relationships of people coming together within the system of schooling. I saw too the confusion and separation this can cause within the children.

We provided an environment in which the children were able through the arts to find, explore and express who they are, yet this contradicted many of the ways they were shown within other environments of their life.

If all parts of the whole; the children, parents, the greater community, the systems and structures that people are identified with are not supported by or supporting the same value system, what are we truly seeing reflected in society.

I saw many children taken from one class to another, some there because they were genuinely inspired to the subject, yet many were fulfilling the desire of another for them to be there. I witnessed many children unable and simply not having the tools to access and know self motivation, direction and how to be responsible for what was alive in them. There was a dependency on feedback and of relying on another to inform them of their next action.

What does it prove that a child can do what it is told by externals, other than building a false confidence and identity based on an external sustainer. Thus creating feedback loops of learned behavioural patterns which are perceived to fulfil a sense of purpose and belonging in the world. However they can often create actions which breed competition, greed, control and individualism.

Watching these things inspired in me the asking of the following:

What is truly needed for the children?

How do we support them to be the best person they can be and find a means of expression in this world we have all inherited?

I had to acknowledge that whatever it was at that time was not fully alive in me, and children need living examples.

I asked for Truth to be revealed for the Children.

I asked on behalf of the child, innocently caught in games of compromise, not knowing or finding a place of true expression and identity; I asked on behalf of the parent, the guardian and those in roles of teaching lost and seeking the means to provide and gift a true environment for the children to grow and flourish.

I asked a Source internally that answered me. Some may say I was talking to the four winds, others may call it God, some may be more comfortable culturally with the word AIO and others may simply recognize it as a force that responds energetically to the thoughts and questions of the heart. Regardless by which name an individual chooses to relate to it, I asked The Source, Greater and Higher in Mind and Love than that of any human understanding and limitation.

And in ITS Absolute 100% loyalty I was answered. The call to leave the world of teaching and all I had been shown and told, revealed Truth. I journeyed for many years and answers were shown in the form of many experiences and revelations, too many to share in this one letter.

I asked on Your behalf and these are some of the answers, the essence of what was revealed for The Greater Good of us all.

Our Children need to know and recognise the difference between Universal Values and Normative Behavioural Values.

To be able to discern true values from behavioural.

The Children need to know Truth, the true purpose and meaning of life.

To know who they are, along with the means of coming to know this.

To recognize the real cause and effects of happiness and peace, and to know the consequences of their thoughts and actions.

This is the true foundation of any system.

Fundamentally a strong foundation of values and identity needs to be established before anyone can come to a place of truly giving in and to this world.

Without Universal Values and the acknowledgment of The Source of these Values, any system or curriculum is only temporarily sustaining and reflecting human behavioural patterns.

VALUES

NORMATIVE VALUES:

Normative Values are based from a set of boundaries and behaviours developed through fear and reward conditioning. They are patterns of behaviour where individuals are entrained to react and feedback to an external source, separated from the Source of Universal Values.

They are held beliefs and thought processes.

UNIVERSAL VALUES:

Universal Values come straight from the Universal Source, they are directly sustained and accessible through the acknowledgment and relationship with The Father-Mother of All Creation.

They are Spiritual Values.

They are beyond any mental boundary of social, cultural, racial, and religious behaviour.

They are beyond the behavioural values of honesty and respect, moral codes of conduct. One can be honest yet not living in Truth.

Things to explore within 'community', the greater family:

- The true meaning and role of education.

- The implications of perpetuating normative values. What is truly being cultivated?

- Universal Values, The Source of these Values and the means of relating them.

-The implications of allowing Universal Values to be precedent, the ruling force that is reflected in our community; of children being an expression of Values in Action. Values being the sustainer, not value or the act of being valued sought in the performance of an action.

-How to open the way for exploration and relationship with The Universal Creator to be acknowledged and apart of schooling, beyond structures and identity of religion, in the lives of individuals freely willing to choose.

-How to explore these dimensions when we are touching on the depths of human sovereignty and a personal relationship with The Creator. A God who within some human minds has become distorted and limited, seen through the eyes of many behavioural systems and values.

A Reference to Higher Education:

According to Melchizedek of Nebadon in The Urantia Book, Urantia Foundation. Development of the State, 7. Education, pg. 806)

Education

...The purpose of education should be **acquisition of skill, pursuit of wisdom, realization of selfhood, and attainment of spiritual values**...In the ideal state, education continues throughout life, and philosophy becomes the chief pursuit of its citizens. The citizens of such a commonwealth pursue wisdom as an enhancement of insight into the significance of human relations, the meanings of reality, the nobility of values, the goals of living, and the glories of cosmic destiny.

Education will jump to new levels of value with the passing of the purely profit-motivated system of economics. Education has too long been localistic, militaristic, ego exalting, and success seeking; it must eventually become world-wide, idealistic, self-realizing, and cosmic grasping.....Teachers must be free beings, real leaders, to the end that philosophy, the search for wisdom, may become the chief educational pursuit.

Education is the business of living; it must continue through out a lifetime so that mankind may gradually experience the ascending levels of mortal wisdom, which are:

1. The knowledge of things
2. The realization of meanings
3. The appreciation of values
4. The nobility of work-duty.
5. The motivation of goals-morality.
6. The love of service-character.
7. Cosmic insight-spiritual discernment.

And, then by means of these achievements, many will ascend to the mortal ultimate of mind attainment, God-consciousness.

In "Values in the NZ Curriculum - A Literature Review" pg 14, King (2003) includes that New Zealand is a special place, God's Own.

New Zealand holds key potential and responsibility as a nation of people to stand in integrity to its pledge and prayer to The One Living God, of living freely as a nation of people.

Men of every creed and race
Gather here before Thy face
Asking Thee to bless this Place
God defend our Freeland
From dissension, envy, hate and corruption guard our state
Make our country good and great
God defend New Zealand...

...Guide her in the nations van
Preaching Love and Truth to man
Working out Thy Glorious Plan
God defend New Zealand.

There is need within the community to support with the availability of living examples, the means and accessibility to true Universal Values.

The schooling environment, being a pivotal time in a child's life and in this day and time plays a key role and responsibility within society to nurture and support this foundation.

Where is the means? Is there the means, the accessibility for those who are living examples and expressions of Truth, those who hold the keys, the liberation of our children and society. Those who have given their lives to the service of humanity and are moving free of agendas and institutions to come freely into and assist, to work together within these structures for the Greater Good.

I have been blessed to meet many like hearted and minded people who asked if not the same then very similar questions and were moved to witness to Truth.

We have been brought together to grow and share deeper into these realities of existence and are available to share freely with you and the children, our lives and testimonies, that which is known to be Truth and of value for us all .

Let the children be free to execute their ministry naturally.

The way for us all is revealed in the acknowledgment of The Creator and the accessibility given for each to fulfill what God calls them to in each moment.

I speak to you free from any religious, organizational or national identity, rather as a daughter of The Living God who's life and commitment is for not only those of this land Aotearoa, but for our Greater Family of humanity.

I am appealing to the Mercy of God within the hearts of all to guide us as a community, a larger family for the greater good of Our Children.

The Spirit of God is calling His People to order and integrity, to the responsibility given for the good of our young.

I am the child that speaks to you and the parent that listens,

I am the faithful witness.

Let me know how I can be of service to you, I can be contacted by email

careymary22@yahoo.com

New Zealand National Anthem: a song of loyalty and devotion, a pledge of allegiance.

God Defend New Zealand

God Of Nations at Thy feet
In the bonds of Love we meet
Hear our voices we entreat
God defend our Freeland

Guard Pacifics Triple Star
From the Shafts of Strife and War
Make her voices heard afar
God defend New Zealand

'Men of every creed and race
Gather here before Thy face
Asking Thee to bless this Place
God defend our Freeland
From dissension, envy, hate and corruption guard our state
Make our country good and great
God defend New Zealand

Peace not war shall be our boast
But should foes assail our coast
Make us then a mighty host
God defend our Freeland

Lord of Battles in thy might
Put our enemies to flight
Let our cause be just and right
God defend New Zealand

Let our Love for Thee increase
May Thy blessings never cease
Give us plenty, give us Peace
God Defend our Freeland

From dishonour and from shame
Guard our countires spotless name
Crown her with immortal fame
God Defend New Zealand

May our mountains ever be
Freedoms ramparts on the sea
Make us faithful unto to Thee
God defend our Freeland

Guide her in the nations van
Preaching Love and Truth to man
Working out Thy Glorious Plan
God defend New Zealand.