4. CURRICULUM LINKS

Mandate for Environmental Education

Excerpts from the New Zealand Curriculum Framework

Education in New Zealand today operates within the context of rapid social and economic change. The curriculum must help students to be adaptable and to play their full part in this changing environment. Some of these changes were highlighted by the education reviews of the 1980s. These include demographic changes, gender and cultural issues, major developments in technology, and environmental concerns....Pg 28

The essential learning areas are broad, recognisable categories of knowledge and understanding. They provide context within which the essential skills, attitudes, and values are developed. Other important areas of study, such as the environment, and culture and heritage, are included in a number of the essential learning areas..... Pg 8

Science/Putaiao

........Active participation in science fosters curiosity. It enables students to develop a clearer understanding of the world around them and beyond: living things, the environment.............

Studies of the environment are an important part of this area of learning. Students will be given the opportunity to explore environmental issues that are important to their community, to New Zealand, to the Pacific, to the wider world, and to future generations. They will learn how and why people conserve and modify their environment. They will develop the knowledge, skills, and attitudes needed to make responsible decisions about the protection and wise use of local, national, and global resources and environments. Students will examine decisions about the use of resources, considering their effects on different groups, and the ethical questions and values underlying these decisions..... Pg 12

Technology/Hangarau

Technology is the creative and purposeful use of human knowledge, skills, and physical resources to solve practical problems. It involves developing objects, systems, or environments........

They will develop an awareness of the impact of technology on the environment and the workplace.

Students will be helped to make informed decisions about the use of technology in relation to society, the environment, and the economy. They will learn to appraise the potential cost and benefits of various technological applications.

Students will develop the capability to design and make, and to improve objects, systems, and environments in order to solve problems...Pg 13

Social Sciences/Tikanga-a-iwi

....Commonly held values, such as concern for ..........., and respect for the environment will be fostered, along with commonly valued attributes, such as individual initiative, effort, and responsibility........

Students will gain an understanding of how people in different places have interacted with the environment, and how they make decisions about, and manage or mismanage resources........ Pg 14

Health and Physical Wellbeing/Hauora
… Health education incorporates and environmental health...Pg 16

Science/Putaiao
Living World:
AO1: Gain an understanding of order and pattern in the diversity of living organisms, including the special characteristics of New Zealand plants and animals.
AO2: Investigate and understand the relationship between structure and function in living organisms.
AO3: Investigate and understand how organisms grow, reproduce, and change over generations.
AO4: Investigate local ecosystems and understand the interdependence of living organisms, including humans, and their relationship with their living physical environment.

Physical World:
AO3: Explore and establish trends, relationships, and patterns involving physical phenomena.

Material World:
AO4: Make informed decisions about the interrelationship of chemical substances and processes, with technology, people, and the environment.

Planet Earth and Beyond:
AO2: Investigate the geological history of the planet Earth and understand that our planet has a long past and has undergone many changes.
AO4: Investigate how people’s decisions and activities change planet earth’s physical environment, and develop responsibility for the guardianship of plant earth and it’s resources.

Social Studies/Tikanga-a-iwi
Place and Environment:
People’s interaction with places and the environment
The ways in which people represent and interpret place and environment.

Resources and Economic Activities
People’s allocation and management of resources.

Health and Physical Wellbeing/Hauora
Strand A: Personal Health and Physical Development
Meet and manage challenges and risks in positive, health-enhancing ways.

Strand D: Healthy Communities and Environments
Understand the interdependence between people and their surroundings and use this understanding to help create healthy environments.

Technology/Hangarau
Technology and Society
AO8: Develop awareness and understanding of the impacts of technology on society and the environment.
Environmental issues can be used as the basis to teach many of the skills required in English, Maori, Mathematics, and The Arts.

School Journals have some excellent stories and articles in them and are extremely useful for working on the Essential Skills involved in the Communication and Information Skill requirements ie: processing information and critical thinking skills.

Although not always in the Achievement Objectives, environmental issues are often highlighted in the processes that are intertwined with the strands of each curriculum area eg. Social Studies: - Inquiry, Values Exploration and Social Decision-Making.