

NZAEE Webinar

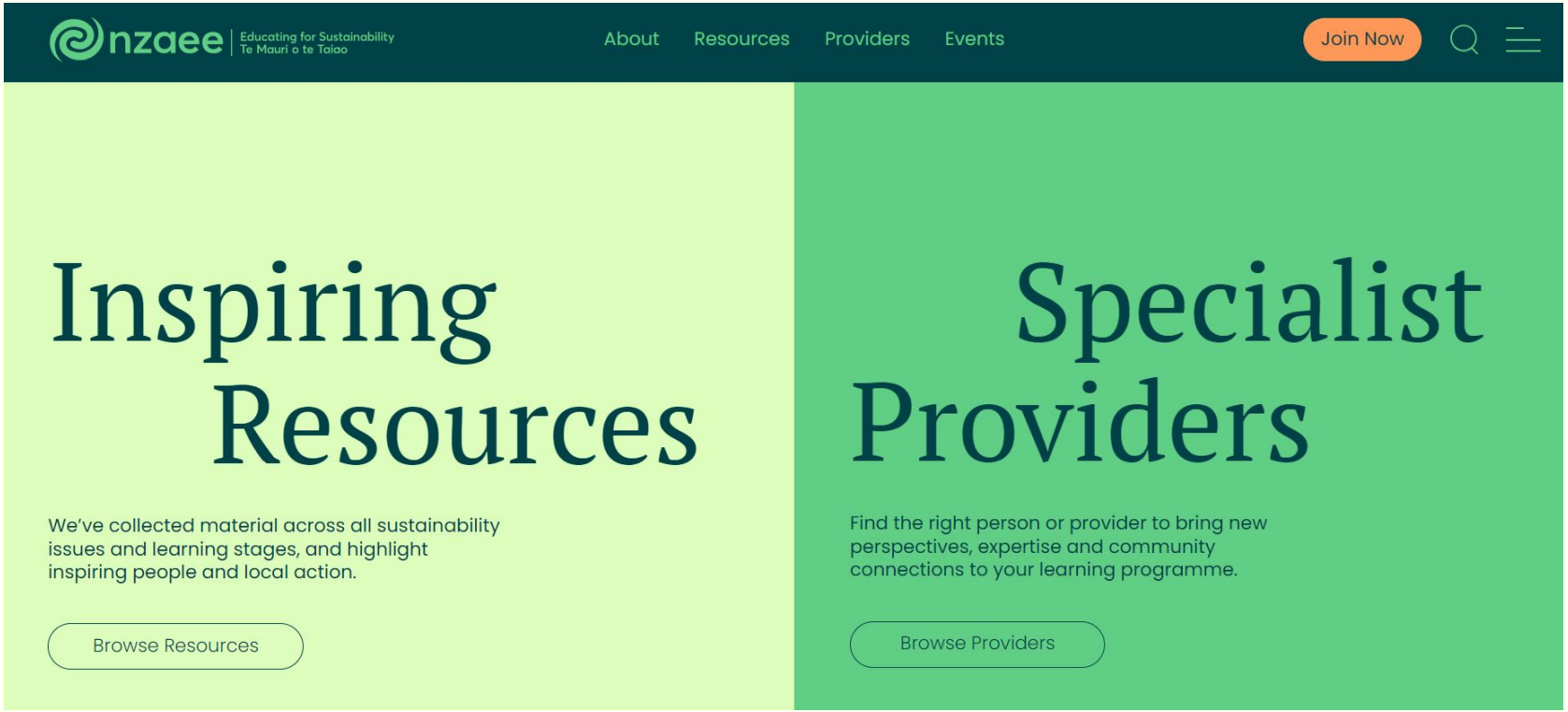
Exploring Possibilities for EfS in the Phase 4 Curriculum

Tuesday 10th November 4-5pm

nzaee | Educating for Sustainability Te Mauri o te Taiao

NEX NETWORKS OF EXPERTISE

www.nzaee.org.nz



Purpose of this webinar

- Unpack the final Phase 4 (Yr 9 - 10) curriculum
- Highlight opportunities for EfS / EE within subjects
- Celebrate and share examples:
  - for some students to be involved
  - for everyone to be involved
- Brainstorm and share creative ideas and solutions
- Cross-curricular connections and themes





What's the current situation?

- **NZC Te Mātaiaho** and **Te Marautanga o Aotearoa** gazetted on Nov 5th
  This includes: **Overall framework and Year / Tau 0 – 10**
  Note: some content / structure changes were made to most learning areas
  It does not include: Phase 5 (11 - 13) subjects

- Current government expectations / timelines:
  Yr 9 - 10 to use full new curriculum from start of 2027
  New national qualifications from 2028 onwards

- Labour / Green / Opportunity Party messaging:
  Pause implementation (English / maths continues for now) and establish an independent council for curriculum and assessment.

Implementation and transition dates

Schools must prepare and implement a transition plan that ensures full implementation of the Education (The New Zealand Curriculum and Te Marautanga o Aotearoa) National Curriculum Statement 2026 as set out below.

Te Tāhuhu o te Mātauranga
Ministry of Education

Managed transition

Implementation is phased over several years to give schools time to prepare curriculum programmes, staffing, and timetables. Schools must implement as soon as practicable after implementation is required to begin. As schools fully implement each part of the curriculum, they need to start using it to monitor and report student progress and achievement in line with reporting regulations.

What schools need to do each year

2027	• Continue to implement Years 0–10: English, Mathematics and Statistics, Te Reo Rangatira, and Te Pāngarau. • Begin implementation of Years 0–8: Science, Social Sciences, Te Pūtaiao, and Te Pūmanawa Tangata. • Begin implementation of frameworks for NZC and TMoA. • Implement Years 9–10 across all learning areas and wāhanga ako. • Year 2 Maths Check and Tau 2 Pāngarau Check become mandatory.
2028	• Complete full implementation for Years 0–8 Science, Social Sciences, Te Pūtaiao, and Te Pūmanawa Tangata by the end of the year. • Implement Year 11 updated curriculum content.
2029	• Begin implementation of Years 0–8: Health and Physical Education, The Arts, Technology, Learning Languages, Te Waiora, Toi Ihiihi, Hangarau, Te Reo Pākehā, and Ngā Reo. • Implement Year 12 updated curriculum content.
2030	• Complete full implementation for the remaining Years 0–8 learning areas and wāhanga ako by the end of the year. • Complete full implementation of frameworks for NZC and TMoA. • Implement Year 13 updated curriculum content.

Schools adopt either the New Zealand Curriculum or Te Marautanga o Aotearoa pathways. In some cases, schools may draw on both as set out in the statement. Schools affiliated with NKAI or TRN have some specific requirements, as set out in the statement.

Years 0–8

- A two-year transition period applies when a learning area or wāhanga ako first becomes required.
- Schools can work towards full implementation over those two years.
- Full implementation is required by the end of the transition period.
- Progress markers are in development for all other learning areas and wāhanga ako for use in assessment once full implementation is required.

Years 9–10

- Focus on teaching the curriculum content during 2027.
- Progress markers are in development for use in assessment for 2028.
- Schools can phase in delivery throughout the year using existing staffing and timetabling arrangements.
- If staffing or timetable changes are needed for full implementation, these can be prepared to take effect for the 2028 school year.

Years 11–13

- Final teaching content is being released to support planning, progress and assessment is in development.
- The subjects will be added to the curriculum statement in a future amendment.

Current Timeline: Curriculum and Assessment Changes

Te Mātaiaho

2026

Yr 0 - 10
English & Maths

Others: Continue to use NZC

Final curriculum:
Aug: Science / SS
Sept: HPE, Tech, Arts, Languages
Phase 5: Oct?

Changes to assessment in primary but not secondary yet.

Election in November

2027

Yr 0 - 8
Eng, Maths
ADD: Science, SS

Yr 9-10
All learning areas
use new curriculum

Secondary:
No changes to assessment or qualifications yet.

2028

Yr 11
Use new curriculum

Proposed new Foundational Certificate
replaces NCEA

2029

Yr 0 - 8
All learning areas
use new curriculum

Yr 12
Use new curriculum

Proposed new NZCE qualification

L2 Education for Sustainability no longer available.

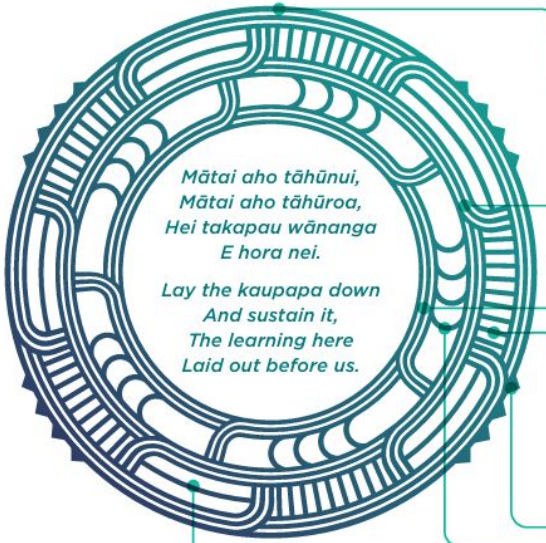
2030

Yr 13
Use new curriculum

Proposed new NZACE qualification

L3 Education for Sustainability no longer available.

Te Mātaiaho: The New Zealand Curriculum



Te Mātaiaho is the whakapapa (the fundamental structure) that organises the curriculum framework for The New Zealand Curriculum.

Elements of the whakapapa

Mātairangi **The guiding kaupapa**	Students are taught a curriculum that covers a common set of knowledge, practices, and capabilities, and that reflects the Crown's obligations under te Tiriti o Waitangi/the Treaty of Waitangi as set out in section 32 of the Education and Training Act 2020 – *supporting every student to achieve their highest educational potential.*
Mātainuku **Foundations for teaching and learning**	Students experience quality teaching and learning that is grounded in the science of learning and other evidence about how learning develops – *enabling all students to access the curriculum, make progress within it, and succeed.*
Mātaitipu **Growing students as learners and people**	Students develop highly valued capabilities that help prepare them for future learning, employment, citizenship, and participation in their communities – *empowering each student to contribute to positive futures for themselves, their whānau, and wider society.*
Mātairea **Supporting progress**	Students have their learning progress noticed, recognised, and responded to through timely and evidence-informed assessment – *supporting progress, growth, and success for all students.*
Mātaiaho **Learning areas and subjects**	Students are taught a common set of knowledge and practices through learning areas and subjects that clearly define the content for each year level – *providing clarity about curriculum expectations and learning over time.*
Mātaioho **School teaching and learning programmes**	Students experience coherent teaching and learning programmes that are deliberately designed and informed by evidence – *bringing the curriculum to life for students in ways that support access, progress, and success.*
Mātaiahikā **Relationships with the community**	Students learn and use knowledge and practices in contexts that make meaningful connections to people, places, communities and the changing world – *enriching learning, connecting to communities, and expanding horizons.*

'mātai', meaning to observe, examine, and deliberately consider.

Te Mātaiaho - November 2026 Version

The Guiding Kaupapa (closest thing to the Vision now) - Pg 5

The delivery of teaching and learning programmes that enable each student to attain their highest possible standard in educational achievement in an inclusive and supportive environment.

When they leave school, students will be:

- knowledgeable about New Zealand and the world
- **creative, innovative, inquisitive** learners who embrace new knowledge, ideas, and opportunities
- equipped to use knowledge, skills, and technologies responsibly to **contribute to a sustainable social, economic, and environmental future**
- confident working collaboratively with others to achieve shared goals, valuing the contributions of diverse cultures to national and global society.

Junior Secondary in 2027 Yr 9 - 10

The importance of community context (Pg 6 of each learning area document)

Teachers enrich the teaching sequence and give it meaning by connecting it to directly relevant and visible examples from the local context: **people and places, te ao Māori, and the lives of students and their communities.**

It is important to note that while the teaching sequence includes prescribed knowledge and practices, examples and contexts that include an 'e.g.' are illustrative. These examples are intended to provide guidance but not to mandate what is to be taught.

Provided the intended knowledge and practices are taught, teachers may substitute alternative examples that better **reflect local environments, community, hapū and iwi connections, student interests, teacher expertise, or emerging issues** relating to the discipline.

Yr 9 - 10 SOCIAL SCIENCES

Social Inquiry / Action is sort of back, within the Practices of some strands:
Ask questions, process information, identify values/perspectives, communicate findings, **Design, implement and evaluate social actions.**

Strongest EE links are within Geography and Civics strands, with some in History.

Geography: Interaction and sustainability

Human-environment interactions create both opportunities and challenges for places.

- **Yr 9 Sustainable tourism; NZ Coasts** - global warming, adaptation and coastal restoration.
- **Yr 10 Urbanisation** - sustainability (not local); **Global inequalities** (sustainability, climate change)

Civics: Democracy processes and International cooperation

People and countries can work together through democratic and cooperative processes to influence decisions and solve challenges.

- **Yr 9 Local government** submissions and policy engagement
- **Yr 10 Global citizenship** includes SDGs, Paris Agreement and UNDRIP (Indigenous rights)

Yr 9 - 10 SCIENCE

Nature of Science has only been integrated explicitly within Yr 0 - 8, not at Yr 9-10 (but it is in Yr 11?).
Mātauranga Māori is not given equal status, with only token references.
Climate change is not included meaningfully included despite needing to build into Yr 11 Science.

Strands and Elements: Very siloed approach - look for opportunities to integrate

Ecosystems Resilient ecosystems are dependent on connected processes and material cycles.
- **Yr 9 Indigenous / mātauranga** (tohu), **investigate** and monitor over time (flexible contexts / habitats)
- **Yr 10** "Humans can support **ecosystem regeneration through conservation, restoration**, and long-term management of resources." Practices: **local investigations, tohu, kaitiakitanga**, (e.g. kina barrens, coral reefs, rainforests, predator free sanctuaries).

Organism diversity An organism's survival and characteristics are influenced by biological systems, genetic information, and environmental factors.
- **Yr 9** plants cells, microbes, fungi (e.g. myrtle rust)
- **Yr 10** genetics and connection with environment (e.g. tuatara)

Life Processes **in Yr 9** includes photosynthesis and cellular respiration

Earth and Space **in Yr 10** includes the water cycle, energy transfer (potential links to climate literacy)

Yr 9 - 10 HEALTH & PHYSICAL EDUCATION

PE now has **Outdoor Education** knowledge & practices in “Active Participation” element.

Phase 4 Overarching concept: Outdoor experiences involve planning, leadership, risk management, and **active stewardship of people and environments**.

Year 9

Responsible care for outdoor places can emerge from understanding the ecology, culture, and values of those places (e.g. local species, ecosystems, seasonal patterns, local hapū and iwi knowledge, pūrākau, mana whenua expectations, appropriate ways to act).

Year 10

Reciprocity describes a two-way relationship between people and the environment, where people benefit from outdoor places, and give back through actions that demonstrate **tiakitanga** (stewardship) (e.g. protecting habitats, reducing impact of activities, planting native species, clearing tracks, pest management, advocacy, removing rubbish).

Yr 9 - 10 TECHNOLOGY

Overarching concepts for Phase 4 include **sustainability and environment**:

Design, Make & Innovate; Materials Technology

Technologists use specialised knowledge, evidence, and stakeholder perspectives to develop innovations that respond to complex opportunities and challenges. They balance fitness for purpose with ethical, cultural, **environmental, and future-focused** considerations.

Responsible material practice requires informed decisions that balance performance, quality, longevity, **sustainability**, ethics, and context.

Food and Processing technology

Informed and responsible processing balances functionality, safety, quality, **sustainability**, and the needs of users and communities.

*Knowledge and practice statements are stronger in Yr 10 than Yr 9 for sustainability concepts

What we are already doing - all students are involved in some way



Service



Junior representation in school leadership teams

PBL



Impact Projects



Enviroschool



Impact projects



Compulsory course

Integrated unit



Fairtrade School





What we are already doing - where involvement is only for some

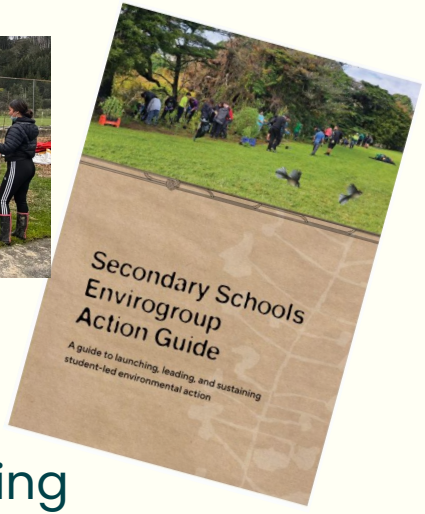


Secondary under the Spotlight

[NZAEE secondary spotlight]

[Enviroschools secondary hub]





The secondary sections of both these websites showcase secondary school stories where EE/EFS is being successfully implemented.

Climate Change Learning Programme

Comprehensive climate education aimed at Yr 7 - 10

New resources ready soon to specifically support deliver at Yr 9-10



Classroom teacher access from:

www.nzaee.org.nz/resources/climate-change-learning-programme

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Te Mauri o te Taiao

Discussion Time and Questions

Any other creative ideas?

What stories can we share?

Who do we currently collaborate with?

What support can NZAEE offer?



Yr 9 - 10: Opportunities for Integrated EE?

	Science	Social Science	HPE Outdoor Ed	Technology	The Arts	Context Ideas
Yr 9	**Ecosystems** Tohu o te taiao Monitor / investigate **Plants** Fungi	**Coastal Geography** Global warming Climate adaptation Coastal restoration **Civics:** Local government submissions	**Responsible care** Ecology, culture & value of places Mana whenua Pūrākau	**Responsible design** Environmental impacts - Food - Materials	**Visual Arts:** Indigenous art - connections to whakapapa and community knowledge	**Coastal communities** **Seasonal changes** **Climate change** **Indigenous Solutions** **Sustainable development**
Yr 10	**Kaitiakitanga Regeneration** Local ecosystems and actions **Water cycle**	**Urbanisation** Sustainability **Global inequalities** Climate change Sustainability **Global Citizenship** SDGs	**Tiakitanga Reciprocity** E.g. Planting Pest control Advocacy	**Sustainability** **Responsible design** Environmental impacts - Food - Materials	**Drama:** Respond to environmental issues through storytelling. **Visual Arts:** Intergenerational knowledge whakapapa, environmental values; Connecting artists to land, community.	**Water: Freshwater & Urban** **Indigenous Solutions** **Kaitiakitanga / Tiakitanga** **Sustainable development**