

# PROPOSED UPDATE OF THE EDUCATION ACT 1989

5 OCTOBER 2016

## ESTABLISHING ENDURING OBJECTIVES FOR CHILDREN AND YOUNG PEOPLE IN EDUCATION

- The Education Council champions and supports teachers to deliver education that supports children and young people to reach their potential and prepares them with the values, knowledge and skills to lead full satisfying lives and contribute to the wellbeing of our communities and New Zealand as a whole.
- We support the proposal to have an overall vision for New Zealand's education system for early childhood and compulsory schooling.
- As the modes of education become more varied (COOLs, partnership schools, trade academies), it is important that they have a common vision.
- We are pleased to see some of the proposed objectives include aspects of the vision statements from our national curriculum documents. These vision statements have been comprehensively consulted on and receive considerable support across the education sector and the teaching profession.
- We suggest the proposed enduring objectives need further refining to ensure the essence of the curriculum vision statements is sufficiently incorporated.
- Like all vision or goal statements, we suggest adding a review date to ensure they are still relevant.
- We also suggest a statement that articulates the aim of "equitable outcomes" for all is included.

The Bill proposes objectives for education that involve:

As set out in the Bill	Education Council comments and suggestions
<ul style="list-style-type: none"> <li>• helping each child and young person attain educational achievement to the best of their potential; and</li> </ul>	<p>We support the principle of supporting children and young people to achieve their potential, however we consider it is too narrow by focusing on '<i>attaining educational achievement to the best of their potential</i>'. This suggests assessing educational achievement using measurable standards (ie National Standards, or NCEA) which potentially excludes learners in ECE settings.</p> <p>This objective doesn't fully incorporate the aim for equity of outcomes in our education system. (see below)</p>
<ul style="list-style-type: none"> <li>• equity of outcomes is missing</li> </ul>	<p>We suggest an explicit objective focusing on equity, e.g "aiming for equitable outcomes for all children and young people"</p>
<ul style="list-style-type: none"> <li>• promoting the development of:</li> </ul>	<p>We support this prefacing statement.</p>
<ul style="list-style-type: none"> <li>– resilience, determination, confidence, and creative and critical thinking</li> </ul>	<p>We support this objective but would like the concept of "promoting children and young people to be life-long learners" which is drawn from the NZ Curriculum and was a favoured concept in the submissions to the Ministry of Education on the update of the Education Act.</p>

We support the proposal to have an overall vision for our education system for early childhood and compulsory schooling.

We suggest a statement that articulates the aim of “equitable outcomes” for all is included.

As set out in the Bill	Education Council comments and suggestions
<ul style="list-style-type: none"> <li>- good social skills and the ability to form good relationships</li> </ul>	<p>We support the intent, but we suggest it could be more aspirational – ie...</p> <p><i>“Strong social skills and the ability to form positive relationships”</i></p>
<ul style="list-style-type: none"> <li>- participation in community life and fulfilment of civic and social responsibilities</li> </ul>	<p>We suggest this needs to be broader than just “responsibilities” which is rather passive and limited to what we “have to do” and instead incorporates contributing to the broader wellbeing of New Zealand, as is set out in the vision of the New Zealand Curriculum (p.8), ie...</p> <p><i>“Active participation in community life, fulfilment of civic and social responsibilities and contributing to the wellbeing of New Zealand – social, cultural, economic and environmental”.</i></p>
<ul style="list-style-type: none"> <li>- preparedness for work</li> </ul>	<p>We suggest this is broadened to preparedness for “life”, success in further education and that the term “the world of work” is used which encompasses a broader concept of work, rather than preparing for a specific job.</p> <p>The wording would therefore be:</p> <p><i>“the knowledge, values, skills and competencies to enable them to succeed in further education, live full satisfying lives, both personally and in the world of work.”</i></p>
<ul style="list-style-type: none"> <li>• to instill an appreciation of the importance of:</li> </ul>	<p>We support the use of the term “appreciation” as it suggests valuing, respecting, having high regard for and treasuring. However it should not just be limited to “having an appreciation of <i>the importance</i>” of the following aspects of society. We want our children and young people to be active participants in supporting these important tenants of our society, not just passively acknowledging their importance. Suggest the initial sentence is shortened, and each dot point describes the intent more fully.</p> <p><i>“To instill an appreciation of the importance of and to actively promote:”</i></p>
<ul style="list-style-type: none"> <li>- the inclusion within society of different groups and persons with different personal characteristics</li> </ul>	<p>This wording is a little awkward. “Different from whom? The New Zealand Curriculum (p.9) describes inclusion as being...<i>“Non-sexist, non-racist and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed”.</i></p> <p>Suggest the following:</p> <p><i>“An inclusive society where all people are valued and are supported to participate in ways that honour and value diversity”.</i></p> <p>We would also like to see a statement which incorporates “addressing injustice”.</p>
<ul style="list-style-type: none"> <li>- the diversity of society</li> </ul>	<p>Making the above change would incorporate “diversity of society” sufficiently.</p>

As set out in the Bill	Education Council comments and suggestions
<ul style="list-style-type: none"> <li>- cultural knowledge, identity and the different official languages</li> </ul>	<p>We support this statement, though could be further refined, drawing on the phraseology used in the New Zealand Curriculum.</p>
<ul style="list-style-type: none"> <li>- the Treaty of Waitangi and te reo Māori</li> </ul>	<p>We support the explicit inclusion of Te Tiriti and te reo Māori. We suggest this could be rephrased, similarly to the New Zealand Curriculum (p.9):  <i>“An understanding of the Treaty of Waitangi and the bicultural foundations of New Zealand and the opportunity to acquire knowledge of tikanga and te reo Māori”.</i></p>