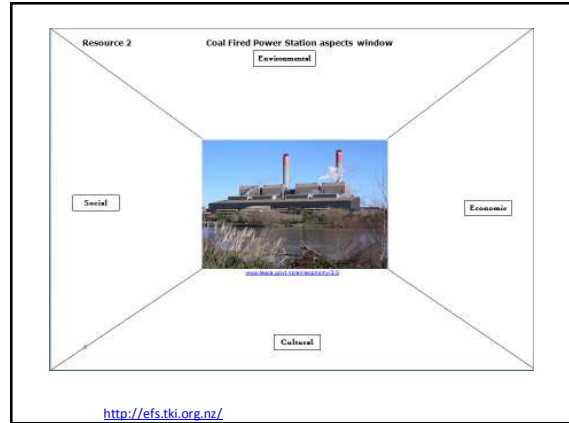


**Mō tātou te Taiao ko te Atawhai  
Mō tātou te taiao ko te Oranga**  
*It is for us to care for and look after the environment to ensure its wellbeing  
In doing so we ensure our own wellbeing and that of our future generations*

**Toitū te Ao was designed by Raukura Gillies (NEFS).**

| Education for Sustainability Matrix |      |         |      |
|-------------------------------------|------|---------|------|
| Level 1                             |      | Level 2 |      |
| 1.1                                 | 1.1  | 2.1     | 2.1  |
| 1.2                                 | 1.2  | 2.2     | 2.2  |
| 1.3                                 | 1.3  | 2.3     | 2.3  |
| 1.4                                 | 1.4  | 2.4     | 2.4  |
| 1.5                                 | 1.5  | 2.5     | 2.5  |
| 1.6                                 | 1.6  | 2.6     | 2.6  |
| 1.7                                 | 1.7  | 2.7     | 2.7  |
| 1.8                                 | 1.8  | 2.8     | 2.8  |
| 1.9                                 | 1.9  | 2.9     | 2.9  |
| 1.10                                | 1.10 | 2.10    | 2.10 |

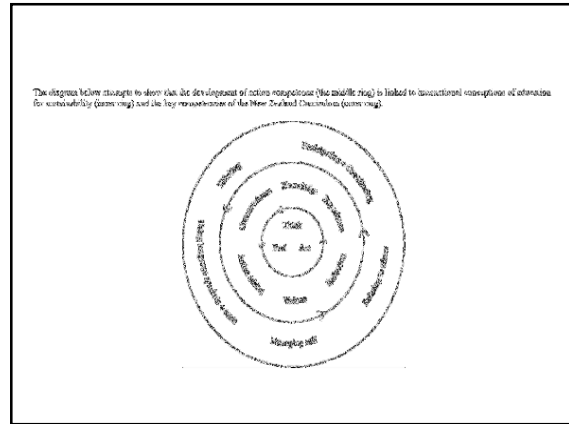
- EN 3 EFS Achievement Standards
- A sustainable future requires the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations (of all living things) to meet their own needs.
- A sustainable future requires consideration of:
  - all four aspects of sustainability: environmental, social, cultural and economic. The underpinning aspect will always be the environment as all life on Earth is dependent on it.
  - Māori concepts of the environment. These concepts will vary between hapū and between iwi. It is expected that the local Māori community be consulted on how these concepts are to be expressed.
  - systems thinking, that is holistic between and across healthy ecosystems, social and cultural structures, and economic systems.
  - how ecosystem health is maintained for the protection and enhancement of biodiversity, and the quality of resources that ecosystems provide to support life.
  - a steady state economy that consumes resources at a renewable rate and reduces environmental impacts and, improves human well-being and social equity.
  - a fair distribution of resources and opportunities for all peoples across nations and between generations.
  - knowledge about sustainability issues in order to make informed decisions for the future.
  - attitudes and values both of ourselves and others in relation to sustainability issues.
  - personal and social responsibility for taking actions and changing behaviour that will contribute to a sustainable future.



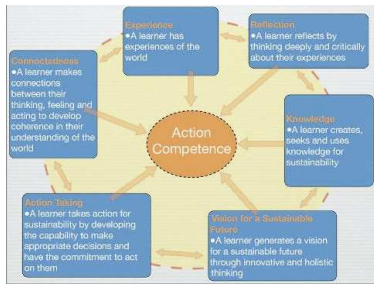
## Action Competence

- In education for sustainability six aspects that support the development of student action competence have been identified through [research in New Zealand Schools](#). These are:
  - experience
  - reflection
  - knowledge
  - visions for a sustainable future
  - action-taking for sustainability
  - connectedness.

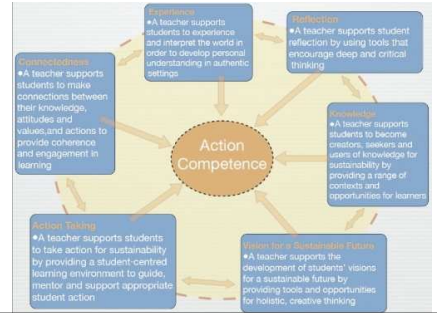
<http://www.ttri.org.nz/ttri-research/research-completed/school-sector/investigating-relationship-between-whole-school>



### Framework for students developing action competence:



### How a teacher can support their students to develop action competence:



| Achievement Standard   |   | Number  | Version   | Page 1 of 3 |            |                        |                             |  |   |  |
|--|---|---|---|-------------|------------|------------------------|-----------------------------|--|---|--|
| <b>Subject Reference</b> Education for Sustainability 2.1<br><b>Title</b> Plan, implement and evaluate personal action that will contribute towards a sustainable future<br><b>Level</b> 2<br><b>Credits</b> 6<br><b>Assessment</b> Internal<br><b>Strand</b> Science<br><b>Domain</b> Environmental Sustainability<br><b>Status</b> Registered<br><b>Status date</b> 18 December 2007<br><b>Planned review date</b> 23 February 2010<br><b>Date version published</b> 18 December 2007  |   | <b>Subject Reference</b> Education for Sustainability 2.1<br><b>Title</b> Implement a personal action that contributes towards a sustainable future<br><b>Level</b> 2<br><b>Credits</b> 6<br><b>Assessment</b> Internal<br><b>Strand</b> Science<br><b>Domain</b> Environmental Sustainability<br><b>Status</b> Proposed<br><b>Status date</b><br><b>Planned review date</b><br><b>Date version published</b> |   |             |            |                        |                             |  |   |  |
| This achievement standard involves implementing a personal action that contributes towards a sustainable future.   |   |   |   |             |            |                        |                             |  |   |  |
| <b>Achievement Objectives</b>  |   |   |   |             |            |                        |                             |  |   |  |
| 1 Plan, implement and evaluate personal action that will contribute towards a sustainable future.  | 2 Plan, implement and evaluate personal action that will contribute towards a sustainable future. | 3 Plan, implement and evaluate personal action that will contribute towards a sustainable future.   | <table border="1"> <thead> <tr> <th>Competence</th> <th>Achievement with Merit</th> <th>Achievement with Excellence</th> </tr> </thead> <tbody> <tr> <td>Implement a personal action that contributes towards a sustainable future.</td> <td>Implement in depth a personal action that contributes towards a sustainable future.</td> <td>Comprehensively implement a personal action that contributes towards a sustainable future.</td> </tr> </tbody> </table> |             | Competence | Achievement with Merit | Achievement with Excellence | Implement a personal action that contributes towards a sustainable future. | Implement in depth a personal action that contributes towards a sustainable future. | Comprehensively implement a personal action that contributes towards a sustainable future. |
| Competence   | Achievement with Merit  | Achievement with Excellence   |   |             |            |                        |                             |  |   |  |
| Implement a personal action that contributes towards a sustainable future.   | Implement in depth a personal action that contributes towards a sustainable future.               | Comprehensively implement a personal action that contributes towards a sustainable future.  |   |             |            |                        |                             |  |   |  |
| <b>Explanatory Notes</b>   |   |   |   |             |            |                        |                             |  |   |  |
| 1 This achievement standard is derived from the Domains for Environmental Education in New Zealand Schools Learning Areas Ministry of Education, 1999.   |   |   |   |             |            |                        |                             |  |   |  |
| 2 This achievement standard is based on Level 2 of the New Zealand Curriculum Framework including Learning Outcomes from the Science, Social Science, Health & Physical Education, The Arts, and Technology, curricular objectives.  |   |   |   |             |            |                        |                             |  |   |  |
| 3 A sustainable future requires the development of skills of thinking and acting to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainability includes, but is not limited to: <ul style="list-style-type: none"> <li>environmental, economic, ecological, and social systems</li> <li>equity and justice</li> <li>the distribution of resources and opportunities</li> <li>meeting current needs without compromising the ability to satisfy the needs and interests of future generations</li> </ul> |   |   |   |             |            |                        |                             |  |   |  |

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|--------|---|--|---|-------------|
| 4      | Implement means intends the planned action as far as possible, and mostly and <b>effectively</b> necessary.   | Implement in depth a personal action that contributes towards a sustainable future involves: |   |             |
| 5      | The personal action may be conducted as a group or individual activity. Evidence of individual work must however, be provided. This action may be an extension of action begun in previous years by the student or by another group/organisation. This is done with teacher guidance and involves the student in reflective practice.   |  |   |             |
| 6      | An environment refers to a definite area such as a stream, wetland, bush, urban community, national park, business, home or farm. Students will be expected to visit the environment that they are taking action for and/or work with appropriate organisations. On-line experiences are important in order for students to engage with an issue of sustainability.   |  |   |             |
| 7      | Action towards a sustainable future incorporates the dimension of Education for the Environment as outlined in the Guidelines for Environmental Education in New Zealand Schools Learning Areas Ministry of Education, 1999 (2.4), and acknowledges the reciprocal relationship of people with the environment. It reflects the notion of sharing responsibility for our choices and decisions and sustainable ecological positive actions that lessen our impact on environments. Action taken for a sustainable future could be preventative, remedial, or restorative. |  |   |             |
| 8      | Each student should evaluate the action taken in terms of at least one aspect of sustainability – environmental, social, economic and cultural – and/or labor concepts. The expression of the labor concepts will vary between high and between low. It is expected that the local labor community be consulted on how these concepts will be expressed.  |  |   |             |
| 9      | All action-oriented approaches typically involve the involvement of Environmental Education in New Zealand Schools Learning Areas, Ministry of Education, 1999 (p. 16) or modified versions such as those from the Environmental Toolkit or Regional Council resources that can be accessed from <a href="http://www.epc.govt.nz">http://www.epc.govt.nz</a>  |  |   |             |

### Learning Areas

**English** – literacy gives students access to.... participate fully in the social, cultural, political and economic life of NZ- text purposes and audiences

**The Arts-** transform peoples creative ideas into expressive works that communicate layered meaning-communicating and interpreting

**Health and phys ed-** concern for other people and the environment... Social justice- healthy communities and environments

**Languages-** link people locally and globally... And play a role in shaping the world

**Mathematics**- use situations that are drawn from a wide range of social, cultural, technological, health, environmental and economic contexts- *stats*

**Science**-use scientific knowledge and skills to make informed decisions about the communication application... as these relate to the sustainability of the environment- *NOS, living world, planet earth and beyond*

**Social sciences** -students engage critically with societal issues and evaluate the sustainability of alternative social, economic, political and environmental practices- *place and environment*

**Technology**-students learn to critique the impact of technology on societies and the environment- *tech practice*

- <http://www.tlri.org.nz/tlri-research/research-completed/school-sector/investigating-relationship-between-whole-school>

- <http://efs.tki.org.nz/>

Despite scattered attempts to impute progress on climate change to the U.N. summit in Rio de Janeiro in June 2012, the consensus persists that it produced lots of gaseous talk and no significant action—leaving, according to one cartoonist, Rio's statue of Christ the Redeemer gasping for purer air.

