

Civics and Citizenship Education

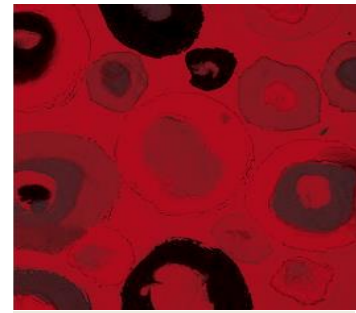
Feedback on discussion documents: Teaching and Learning Guide, Exemplar and Progression Tables

Introduction

1. Thank you for the opportunity to provide feedback on the Civics and Citizenship Education discussion documents.
2. We are very excited about the potential inclusion of civics and citizenship education as part of a curriculum based, social inquiry process. This includes ensuring the primacy of Te Tiriti o Waitangi within the proposed framework.
3. The Teaching and Learning Guide, Exemplars and Progression Tables provide useful background information and links, especially around the requirements for successful and effective civics and citizenship education, and the awareness and importance of responding to power relationships and structures and teaching the Te Tiriti.
4. Please find below our feedback regarding the discussion documents.

Targeted Year/Learning Level

5. The associated survey indicates that the Teaching and Learning Guide is intended for Year 7 – 10 teachers. This has since been confirmed following direct contact with the MoE.
6. However, after reading the guide and supporting documents, the intended year level is confusing, as is how each document supports the other. For example:
 - The guide does not specifically mention it is intended for students from year 7 only;
 - The levels appear to jump around with no clear link;
 - The Guide refers to learners from Level 1/age 5 (pgs. 1, 2, 10, 14) and page 1 of the Exemplar document;
 - The first two exemplars refer to year 1 -6 students;
 - The activities are targeted at year 11-13 students;
 - The progression tables refer to levels 1-5.
7. Following on from this, the UN Convention on the Rights of the Child (the Children's Convention) and associated rights are for children and young people aged 0-18. By only targeting students from Year 7, the resource not only excludes two thirds of children with the same rights as those referenced on page three of the guide but limits their opportunities to become learned and engaged in civic and citizenship education until year seven.
8. The progression maps and two of the exemplars highlight the interest and ability for younger children to be involved as does the OCC 'Education Matters' report referenced on page seven. Experience



The OCC represents **1.1 million** people in Aotearoa New Zealand under the age of 18, who make up 23 per cent of the total population.

We advocate for their interests, ensure their rights are upheld, and help them have a say on issues that affect them.

For more information, please contact:

Sian Carvell
Senior Advisor (Child and Youth Voices),
Strategy, Rights & Advice

M: 027 777 5477

indicates that children under Year 7 are both keen and able to be involved in civic and citizenship education and it is within their rights to do so.

SUGGESTIONS:

- The guide and associated resources be extended to include all Levels, including Early Childhood Education. This could be done as one package or in modules e.g. EARLY CHILDHOOD EDUCATION; PRIMARY: early/middle/ upper and SECONDARY: Year 9-10/NCEA.
- If this is not possible, clearly indicate that the guide and supporting resources are intended for students from year 7 only. This should include an explanation on why and how children and teachers of younger students can be supported

Teaching and Learning Guide – Supporting both Primary and Secondary School Teachers

9. Page 1 of the Guide describes it as a resource that ‘supports primary and secondary school teachers to develop their understanding and practice in relation to effective civics and citizenship education in Aotearoa New Zealand’. However, although full of engaging and relevant civic and citizenship education information, it strongly reflects and supports Secondary school learners/learning, often using Secondary school specific examples and references to ‘young people’ rather than ‘children and young people’.
10. This approach runs the risk of alienating primary teachers/educators. As discussed on page 2, many already ‘don’t recognise the citizenship goals of the social studies curriculum and don’t emphasise or prioritise them in their planning and learning.’ If teachers can’t clearly see themselves and their learners in the resource, they may continue to lack the understanding and confidence to teach and make relevant to their learners, civics and citizenship education.

SUGGESTIONS:

- As the resource is intended for both primary and secondary teachers/students, provide equal reference to primary/intermediate examples/anecdotes and when and where possible reference learners as children and young people rather than just young people;
- For example: Pg. 2, second paragraph, include an example of children as well as ‘youth’ e.g. [VIDEO: Engaging with children](#). *In partnership with the OCC, Regenerate Christchurch showed best practice when they engaged with children aged five to twelve years old in the engagement and planning process for the Ōtākaro Avon River Corridor regeneration.*
- Page 3 under ‘Contrasting approaches’, provide examples of primary based approaches
- All the exemplars are based in the North Island. We suggest including at least one South Island example

‘Know your rights’: Education and awareness

11. It is great to see reference (pg. 3) to the United Nations Convention on the Rights of the Child – ‘the Children’s Convention’. However, it is recommended that the Guide should include an opportunity to know all rights, not just some articles as they are interrelated and indivisible.

SUGGESTIONS:

- Include a section on 'Knowing your rights', including more information about children's rights and how they link with human rights;
- **Children's Convention education resource:** In 2018, the Office of the Children's Commissioner developed and piloted a resource called '[Rights: Now!](#)', a level 3-4 mini inquiry. The now published resource introduces children and their teachers to children's rights and the Children's Convention. The resource has a specific focus on a child's right to have their say, participate and be heard on issues that affect them and includes hands on activities and the 'Every Child Has Rights' poster written and designed for children and young people.
- We strongly encourage 'Knowing your rights' education and awareness for children and young people nationally and would like to see the [Rights: Now!](#) resource adopted nationally.
- However, if the Rights: Now! resource doesn't directly align with the civics and citizenship initiative, **we would also be interested in working with you to develop a similar national children's rights module** that does support the civics and citizenship initiative.

What works well for effective civics and citizenship education? /Being aware of power relationships and structures

12. As outlined on pages 5-7 of the guide, specific conditions are required for effective civic and citizenship education. Creating an environment where students feel safe and encouraged to share their thoughts and ideas is paramount. But what does 'a culturally responsive pedagogy of relations' where 'power is shared between self-determining individuals within non-dominating relations of interdependence; where culture counts, where learning is interactive, dialogic and spirals; where participants are connected to one another through the establishment of a common vision for what constitutes excellence in educational outcomes' look like?

SUGGESTIONS:

- Throughout the guide and exemplars, include 'snapshots' that refer to existing resources, examples of schools/groups etc doing it well. As it is now, although intended to be a 'users guide' it could be made to be more 'user friendly' i.e. supporting the interesting and relevant research with practical resources and examples of how and what that looks like.
- **For example** Children's Convention education resource: In 2018, the Office of the Children's Commissioner developed and piloted a resource called '[Rights: Now!](#)', a level 3-4 mini inquiry. The now published programme introduces children and their teachers to children's rights & the Children's Convention. The resource has a specific focus on a child's right to have their say, participate and be heard on issues that affect them and includes hands on activities and the 'Every Child Has rights' poster written and designed for children and young people.
- **For example:** [UNICEF NZ: For each and every child: 'For Each and Every Child'](#) is a bilingual picture book explaining the Children's Convention in child-friendly language and illustrated by notable New Zealand artists produced in collaboration with Learning Media.

Other matters

13. The resource should be tested with children and young people themselves. Ideally co-designed but at least evaluated. The importance and value of this is highlighted in the referenced OCC 'Education

Matters' report, especially #4 'Teach me the way I learn best', #5 'I need to be comfortable before I can learn' and #6 'It's my life, let me have a say'.

14. Ensure the resource is inclusive of and responsive to various needs e.g. disabilities, cultures, backgrounds etc. The importance and value of this is also highlighted in the referenced OCC 'Education Matters' report, and ['What makes a good life'](#).
15. The resource should make mention of the UN Sustainable Development Goals and how both teachers and children should be learning them. Particularly relevant is SDG target 4.7 -

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"

Conclusion

16. Thank you for the opportunity to provide feedback on the Civics and Citizenship discussion documents. We look forward to seeing how the resource and approach develops and how potentially, we can work together and support you with this important work.