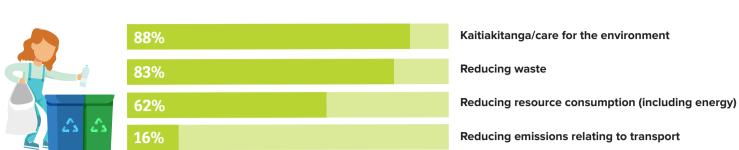
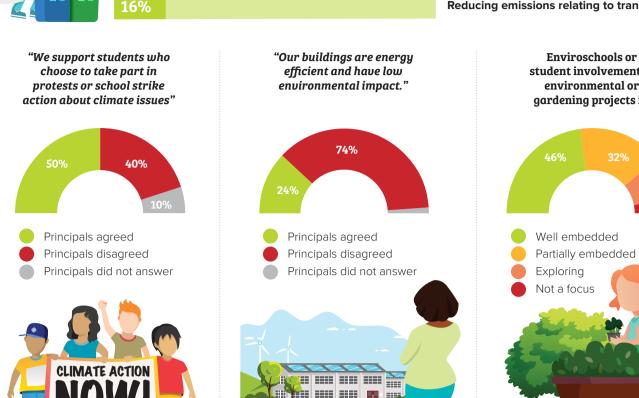
Education for a changing climate

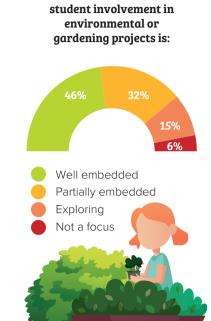
A snapshot from the NZCER National Survey of primary and intermediate schools 2019



School-wide focuses reported by principals







Connections and support

of principals say their school connects

that take action on climate change

with local and/or regional organisations

of teachers say they have good access to resources/people/organisations to

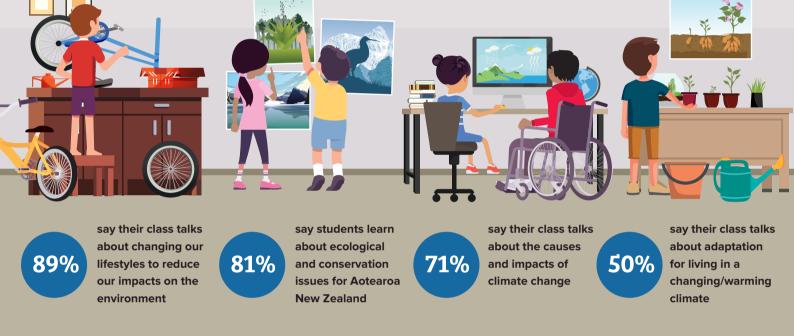
support education about climate change in Aotearoa New Zealand

of teachers say they find it challenging to address climate change issues in their

classroom programmes

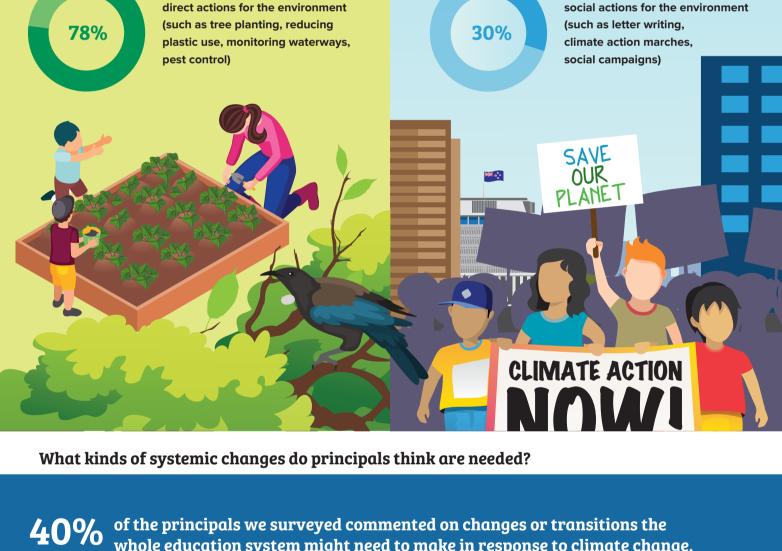
of teachers say students undertake





of teachers say students undertake

Students taking action in their learning



whole education system might need to make in response to climate change. Of those who commented:

efficient. This will need to change.

All schools could have a better focus

on looking after the school and local

Focus on our environment and our

education and focus so every school is

learning and collectively championing

Negative, doom and gloom messaging

is unhelpful-kids need to believe in a

for the planet.

environment.

indicated the need for national/system-level support and/or resourcing. The most common subtheme included improving the energy efficiency of school property. Schools are not designed to be energy [More] funding for solar power, power

mentioned local responses, such as caring for the local environment, and having better localised **19%** information about climate change.

> referred to strengthening curriculum. Some mentioned the importance of teaching science, critical thinking, problem-solving, creativity, and innovation.

usage monitoring, and re-use of water.

[We'd like] more interactive ways of

We need to continue to develop critical

'patches' rather than consistently.

Ensure that we present opportunities

and optimism.

sharing information related to our

region with students.

thinking skills so that the children can impact on it as a major valuable focus. We have moved away trying to cover make sensible conclusions based on everything [in our curriculum]. available information.

all schools, and embedding it in all aspects of school life. Ensuring our charter goal and school directions are including climate change It is important—we tend to do it in

Some principals emphasised the importance of making climate change and sustainability a consistent priority for

Some principals recommended schools focus on positive messaging.

worthwhile future.

changes can be made. Involve students in exploring concepts Give students a voice, encourage around climate change and deciding families to lead in this area.

Some principals said it was important to engage students, families and whānau in determining what kinds of local



next steps for our school.