

Appendix 1: Curriculum approaches to civics and citizenship education

		Level 1 (Y1-2)	Level 2 (Y3-4)	Level 3 (Y5-6)	Level 4 (Y7-8)	Level 5 (Y9-10)
Theme 1: Processes of decision making and government	Achievement objectives in the NZC Students will gain knowledge, skills, and experience to:	Understand how belonging to groups is important for people. Understand how people have different roles and responsibilities as part of their participation in groups.	Understand that people have social, cultural, and economic roles, rights, and responsibilities .	Understand how groups make and implement rules and laws . Understand how people make decisions about access to and use of resources .	Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. Understand how formal and informal groups make decisions that impact on communities.	Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system. Understand how people define and seek human rights .
Theme 2: Belonging and living together in Aotearoa NZ		Understand how the cultures of people in New Zealand are expressed in their daily lives.	Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.	Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities. Understand how the movement of people affects cultural diversity and interaction in New Zealand.	Understand how people participate individually and collectively in response to community challenges .	Understand how cultural interaction impacts on cultures and societies. Understand how the Treaty is responded to differently by people in different times and places. Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
Processes of social inquiry that lead to deep learning, active participation, and transferable knowledge	Key questions to explore (derived from the achievement objectives)	In what ways do people experience belonging and participating ? How do we recognise the special status of tangata whenua in Aotearoa New Zealand? What roles and responsibilities can we take to help people feel like they belong and can participate? How do people play their part (roles, rights, and responsibilities) in sustaining and shaping their communities? What are the roles, rights, and responsibilities on a marae and within a hapū? What roles and responsibilities do we have beyond our shores, including the Pacific?		How are decisions made within different communities and contexts in Aotearoa New Zealand and the Pacific? How do hapū and iwi make decisions about access to and use of resources ? How are rules and laws developed and exercised within hapū and rūnanga? How have decisions, rules, and laws affected people and communities in different places and times? In what different ways is leadership acquired and exercised within different communities and contexts in Aotearoa New Zealand and in the Pacific? How can we determine whether a rule or law is just or unfair? What can we do if we think a rule or law needs to be changed? How do rules, laws, and decision making enable diverse communities in Aotearoa New Zealand to live together? What challenges exist? How can people, including children and young people, participate in response to challenges in order to effect change?		How has our system of democracy been influenced by the ideas and actions of people in the past? How could it change in the future? How do mechanisms and structures within our system of democracy function to accommodate difference and enable change? What challenges exist within this system? What changes do we need to make to become a society based on genuine te Tiriti partnership? How do we resolve situations in which rights are in conflict (for example, rights of the environment, rights as tangata whenua, rights of the government , rights of groups and organisations, rights as private individuals)? What impacts has cultural interaction had in Aotearoa New Zealand and the Pacific? How can recognising the needs, rights , and aspirations of tangata whenua in Aotearoa New Zealand be strengthened? How can recognising and valuing the contributions of diverse communities in Aotearoa New Zealand be strengthened?
	Finding out information	Finding out information about social issues/ideas and developing background knowledge and understandings. Using concepts to develop questions about society. Identifying reliable sources. Processing and communicating ideas effectively.		Undertaking research into social issues/ideas and developing background knowledge and understandings. Making connections between concepts while undertaking research. Identifying and critically evaluating reliable sources. Processing and communicating ideas effectively to different audiences.		Undertaking research into social issues/ideas and developing in-depth background knowledge and understandings. Understanding how concepts can be interpreted differently. Identifying and critically evaluating reliable sources and examining potential bias or distorted reporting in the media in order to critique and understand its potential impact. Using appropriate social science conventions to process ideas and communicate effectively to different audiences.
	Exploring values and perspectives	Explaining their own values and the values of others. Considering why people hold different values and perspectives. Learning to listen to and talk about other people's views.		Explaining their own values and the values of others, including groups and organisations. Considering why people hold different values and perspectives and examining how these impact on the decisions they make and the actions they take. Considering whose perspectives are left out. Practising strategies for listening to and discussing different views, values, and perspectives.		Explaining their own values and the values of others, including groups and organisations. Considering why people hold different values and perspectives and examining how these impact on the decisions they make and the actions they take. Considering whose perspectives are left out, and why and what could be done about this. Practising effective strategies for listening to and discussing different values, views, and perspectives.
	Considering responses and decisions/ Reflecting and evaluating	Considering their own and others' responses and decisions about a social issue or community challenge. Establishing a process for evaluating possible solutions. Working together to take social action in response to a social issue or community challenge. Persevering in the face of challenges in creating change.		Considering their own and others' responses and decisions about a social issue or community challenge. Evaluating the effectiveness of possible solutions. Working together to take social action in response to a social issue or community challenge and evaluating its effectiveness. Persevering in the face of challenges in creating change.		Considering their own and others' responses and decisions about a social issue or community challenge and considering the intersection of local and global processes and responses. Evaluating the effectiveness of possible solutions. Working together to take social action in response to a social issue or community challenge and reflecting on the strengths and limitations of a social action. Persevering in the face of challenges in creating change.
Examples of learning experiences that develop civics knowledge and contribute to the development of critically-informed citizens		Students could: <ul style="list-style-type: none"> identify actions and attitudes that create a sense of belonging explore the importance of place in relation to a sense of belonging identify the ways that rules and laws can protect and breach people's rights and the rights of the environment identify roles and responsibilities within whānau, school, and/or community groups develop a class treaty identify shared beliefs and values that underpin cultural expressions and practices (for example, the importance of whānau, caring for the environment, valuing traditions) explore ways to honour the status of tangata whenua within school and wider communities strengthen the ways that the contributions of diverse cultures within school and wider communities are valued and recognised. 		Students could: <ul style="list-style-type: none"> explore the ways people can participate in political decision-making (for example, lobbying, taking direct action, emailing an MP, creating a petition) explain the roles and functions of local, regional, and central government and ways to participate in these explore how laws are made and how people, including children and young people, can contribute to the legislative process explain how democratic elections function to elect leaders in Aotearoa New Zealand explore the processes groups use to make decisions (for example, consensus, majority rules, adhering to guiding principles, etc.) investigate actions that people have taken to change rules and laws that are perceived as flawed and/or unjust explore the ways tangata whenua make decisions about access to and use of resources in their rohe, including the extent to which tangata whenua have an active role in this process compare and contrast ways to attain and exercise leadership in different cultural contexts explore the way nations interact within the realm of the Pacific, including the relationships between Aotearoa New Zealand and other Pacific communities and how these relationships have changed over time identify treaties and other international agreements that Aotearoa New Zealand is a signatory to, along with the events and contexts that led to these agreements. 		Students could: <ul style="list-style-type: none"> explore the responsibilities the Crown and tangata whenua have to each other as Treaty partners; identify ways that the Crown has breached and made steps towards meeting its obligations; identify the ways that te Tiriti o Waitangi is applied through laws in Aotearoa New Zealand describe Aotearoa New Zealand's constitutional arrangements, including debates about potential transformation of these; explain the role of te Tiriti o Waitangi in Aotearoa New Zealand's constitution explain the three branches of government (the Legislature, the Judiciary, and the Executive); identify their respective functions (making and passing laws, interpreting laws, administering laws); justify the importance of separating power in a democracy explain the features of our government electoral systems (local and central), including how MMP works and the history and purpose of Māori seats; explore political parties, including how they are formed, the values that underpin them, and the policies they promote compare and contrast other systems of government such as autocracy, oligarchy, totalitarian democracy, and theocracy explain the ways people can contribute to political decision-making, the role of criticism of government, the right to peaceful protest in a democracy, and applications of the New Zealand Bill of Rights Act 1990 analyse factors that shape the historic and contemporary relationships Aotearoa New Zealand has with other nations, particularly in the Pacific recognise and explore the ongoing impacts of colonisation in Aotearoa New Zealand explain the role, function, and limitations of organisations such as the Human Rights Commission and the Waitangi Tribunal explain the role of transnational agreements, relationships, and systems of governance such as the UN, Pacific Island Forum, IPCC, and APEC.