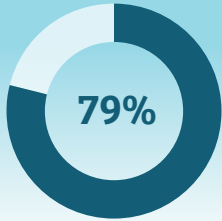


# Education for a changing climate

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

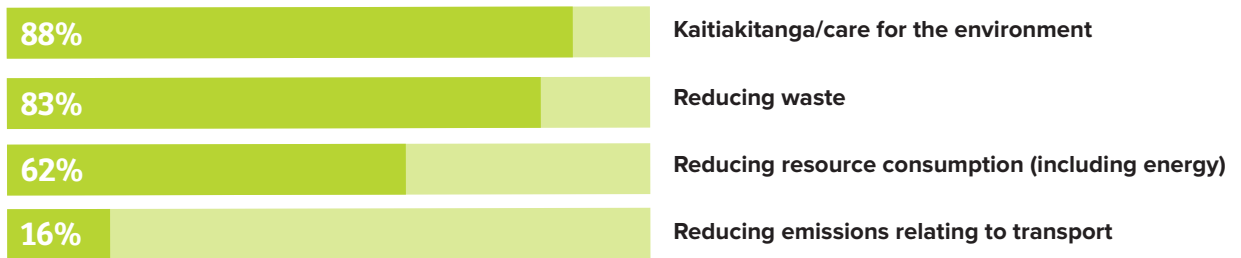
We asked primary and intermediate teachers and principals about climate change and sustainability in their schools



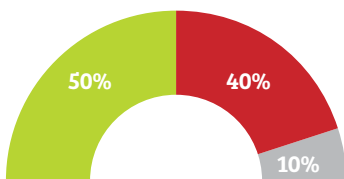
of teachers and principals think climate change will have moderate to major impacts on the places and communities their schools are located, within their students' lifetimes.



## School-wide focuses reported by principals



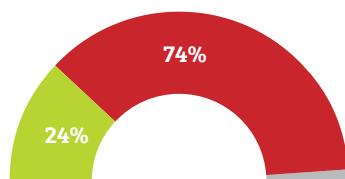
*"We support students who choose to take part in protests or school strike action about climate issues"*



- Principals agreed
- Principals disagreed
- Principals did not answer



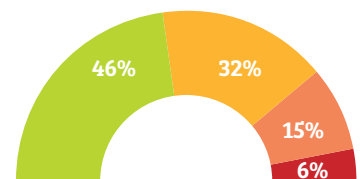
*"Our buildings are energy efficient and have low environmental impact."*



- Principals agreed
- Principals disagreed
- Principals did not answer



Enviroschools or student involvement in environmental or gardening projects is:



- Well embedded
- Partially embedded
- Exploring
- Not a focus



# Education for a changing climate

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## Connections and support

42%

of principals say their school connects with local and/or regional organisations that take action on climate change



58%

of teachers say they have good access to resources/people/organisations to support education about climate change in Aotearoa New Zealand

32%

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

## Classroom practices reported by teachers



89%

say their class talks about changing our lifestyles to reduce our impacts on the environment

81%

say students learn about ecological and conservation issues for Aotearoa New Zealand

71%

say their class talks about the causes and impacts of climate change

50%

say their class talks about adaptation for living in a changing/warming climate

## Students taking action in their learning

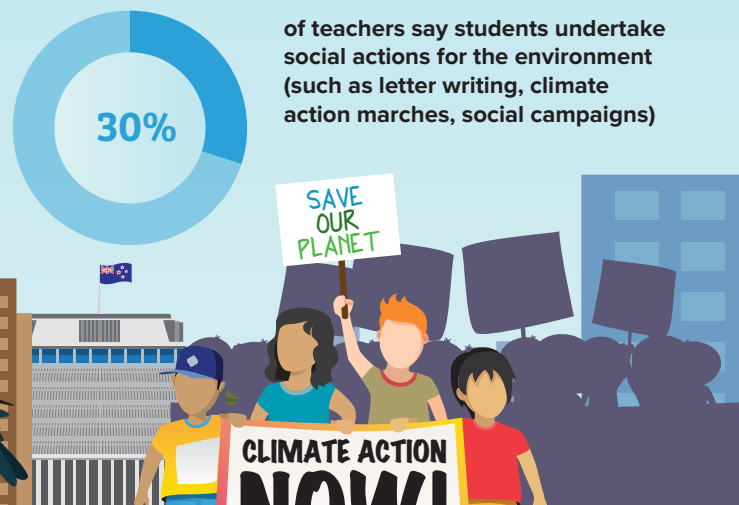
of teachers say students undertake direct actions for the environment (such as tree planting, reducing plastic use, monitoring waterways, pest control)

78%



of teachers say students undertake social actions for the environment (such as letter writing, climate action marches, social campaigns)

30%



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## What kinds of systemic changes do principals think are needed?

**40%** of the principals we surveyed commented on changes or transitions the whole education system might need to make in response to climate change. Of those who commented:

**60%** 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 efficient. This will need to change.

[More] funding for solar power, power usage monitoring, and re-use of water.



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



All schools could have a better focus on looking after the school and local environment.

[We'd like] more interactive ways of sharing information related to our region with students.



**18%** referred to strengthening curriculum. Some mentioned the importance of teaching science, critical thinking, problem-solving, creativity, and innovation.



Focus on our environment and our impact on it as a major valuable focus. We have moved away trying to cover everything [in our curriculum].

We need to continue to develop critical thinking skills so that the children can make sensible conclusions based on available information.



Some principals emphasised the importance of making climate change and sustainability a consistent priority for all schools, and embedding it in all aspects of school life.



Ensuring our charter goal and school directions are including climate change education and focus so every school is learning and collectively championing for the planet.

It is important—we tend to do it in 'patches' rather than consistently.



Some principals recommended schools focus on positive messaging.



Negative, doom and gloom messaging is unhelpful—kids need to believe in a worthwhile future.

Ensure that we present opportunities and optimism.



Some principals said it was important to engage students, families and whānau in determining what kinds of local changes can be made.



Involve students in exploring concepts around climate change and deciding next steps for our school.

Give students a voice, encourage families to lead in this area.

