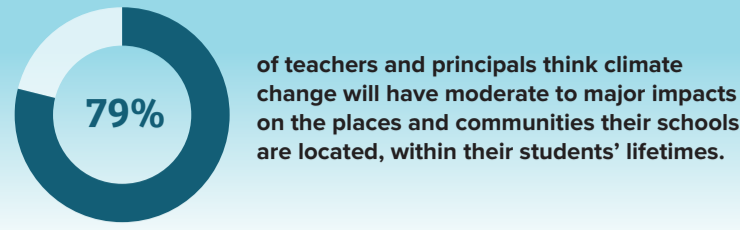


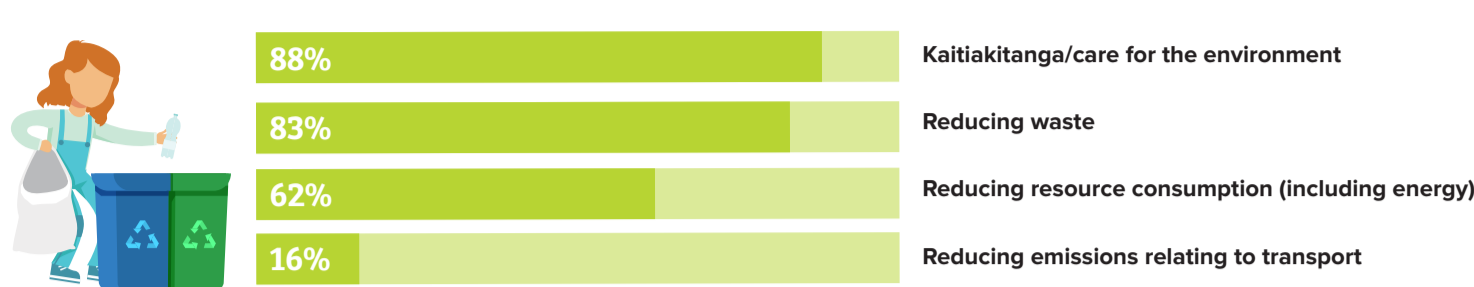
Education for a changing climate

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

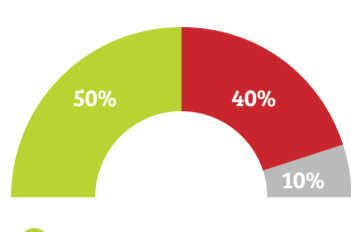
We asked primary and intermediate teachers and principals about climate change and sustainability in their schools



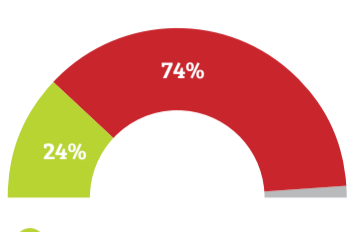
School-wide focuses reported by principals



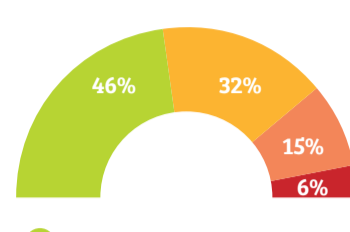
"We support students who choose to take part in protests or school strike action about climate issues"



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



Enviroschools or student involvement in environmental or gardening projects is:



Connections and support

42%

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

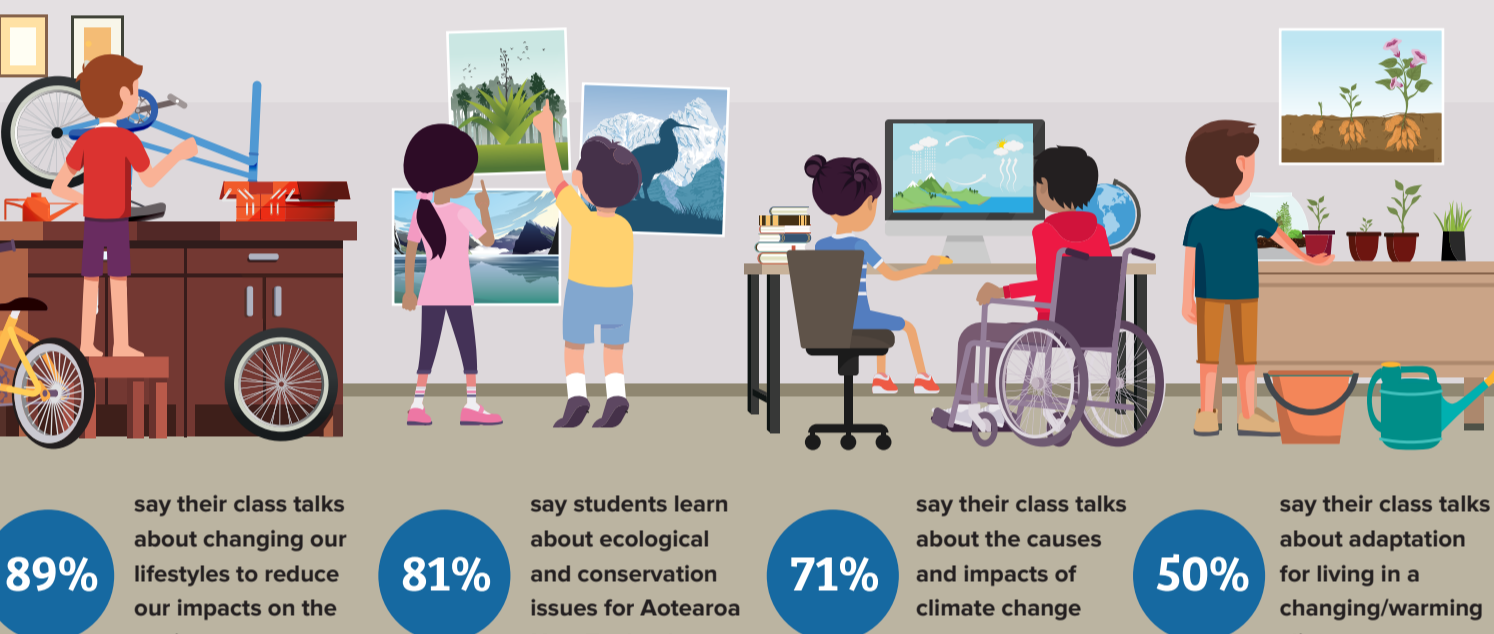
58%

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



Students taking action in their learning



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.



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



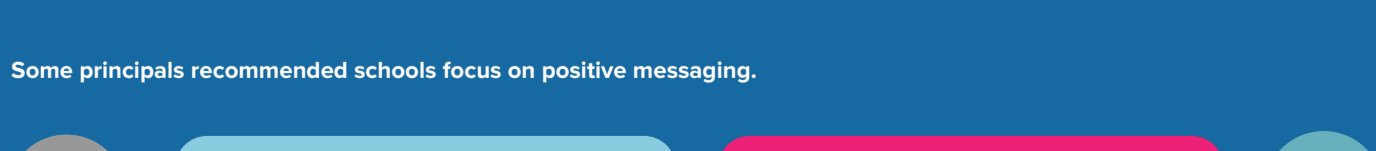
18% referred to strengthening curriculum. Some mentioned the importance of teaching science, critical thinking, problem-solving, creativity, and innovation.



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.



Some principals recommended schools focus on positive messaging.



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

