Te Tāhuhu o te Mātauranga
Ministry of Education

On Our Way

Empowering change through transport. Picture a future where every step, pedal or wheel makes a positive impact.

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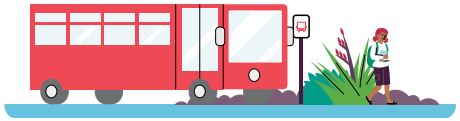

The climate

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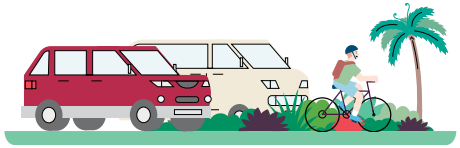

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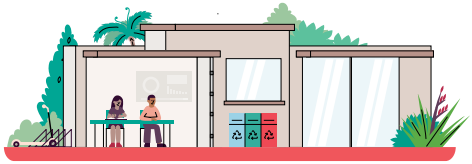

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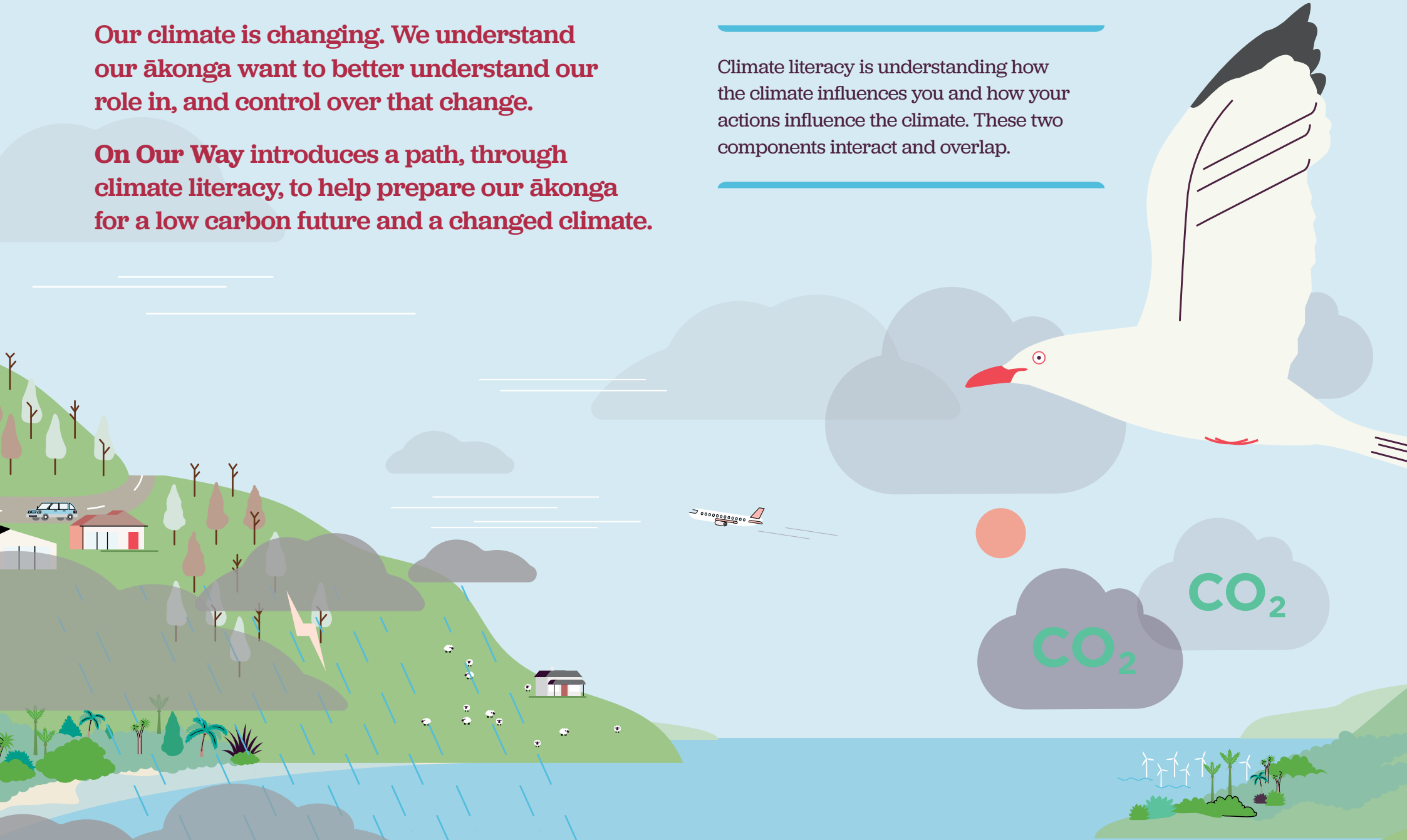
The climate

Our climate is changing. We understand our ākonga want to better understand our role in, and control over that change.

On Our Way introduces a path, through climate literacy, to help prepare our ākonga for a low carbon future and a changed climate.

Climate literacy is understanding how the climate influences you and how your actions influence the climate. These two components interact and overlap.

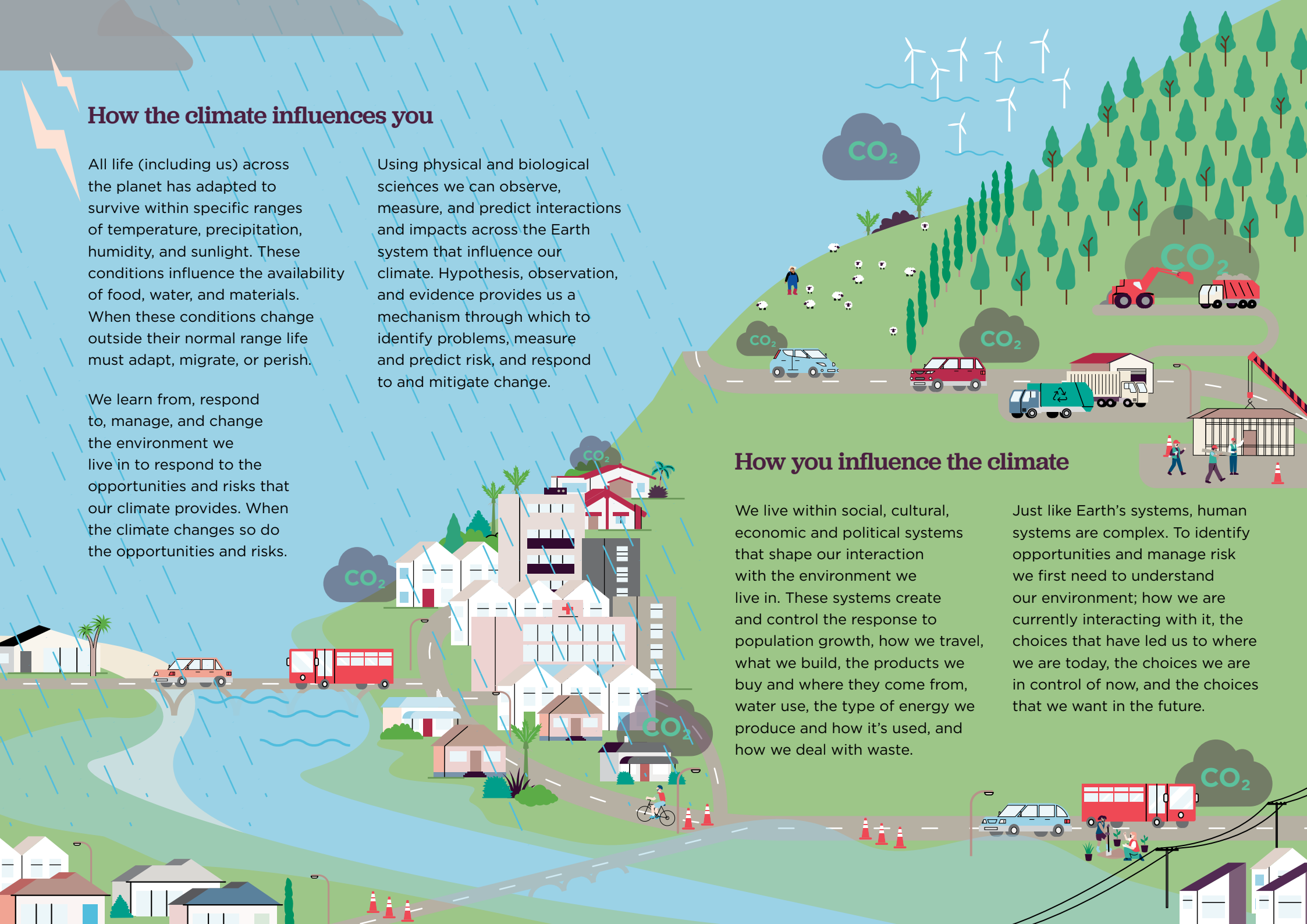


How the climate influences you

All life (including us) across the planet has adapted to survive within specific ranges of temperature, precipitation, humidity, and sunlight. These conditions influence the availability of food, water, and materials. When these conditions change outside their normal range life must adapt, migrate, or perish.

We learn from, respond to, manage, and change the environment we live in to respond to the opportunities and risks that our climate provides. When the climate changes so do the opportunities and risks.

Using physical and biological sciences we can observe, measure, and predict interactions and impacts across the Earth system that influence our climate. Hypothesis, observation, and evidence provides us a mechanism through which to identify problems, measure and predict risk, and respond to and mitigate change.



How you influence the climate

We live within social, cultural, economic and political systems that shape our interaction with the environment we live in. These systems create and control the response to population growth, how we travel, what we build, the products we buy and where they come from, water use, the type of energy we produce and how it's used, and how we deal with waste.

Just like Earth's systems, human systems are complex. To identify opportunities and manage risk we first need to understand our environment; how we are currently interacting with it, the choices that have led us to where we are today, the choices we are in control of now, and the choices that we want in the future.

Our past

How we got to school in 1924

There are 236,566 ākonga in 2,574 primary schools and 165 secondary schools. A significant portion of the primary schools are rural, catering to small, local communities.

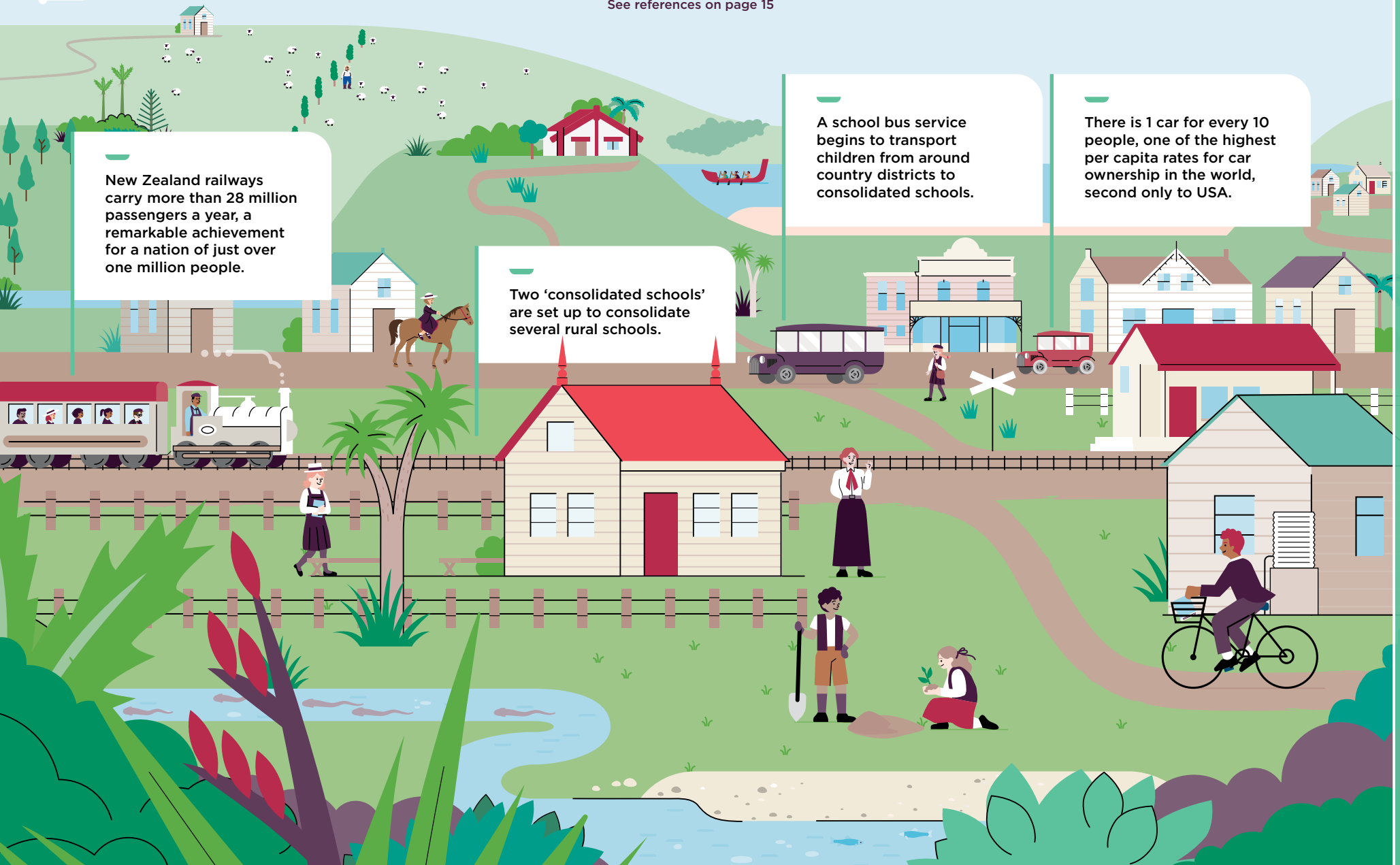
See references on page 15

New Zealand railways carry more than 28 million passengers a year, a remarkable achievement for a nation of just over one million people.

Two ‘consolidated schools’ are set up to consolidate several rural schools.

A school bus service begins to transport children from around country districts to consolidated schools.

There is 1 car for every 10 people, one of the highest per capita rates for car ownership in the world, second only to USA.



CO_2

Transport carbon footprint 1924

Our present

How we get to school in 2024

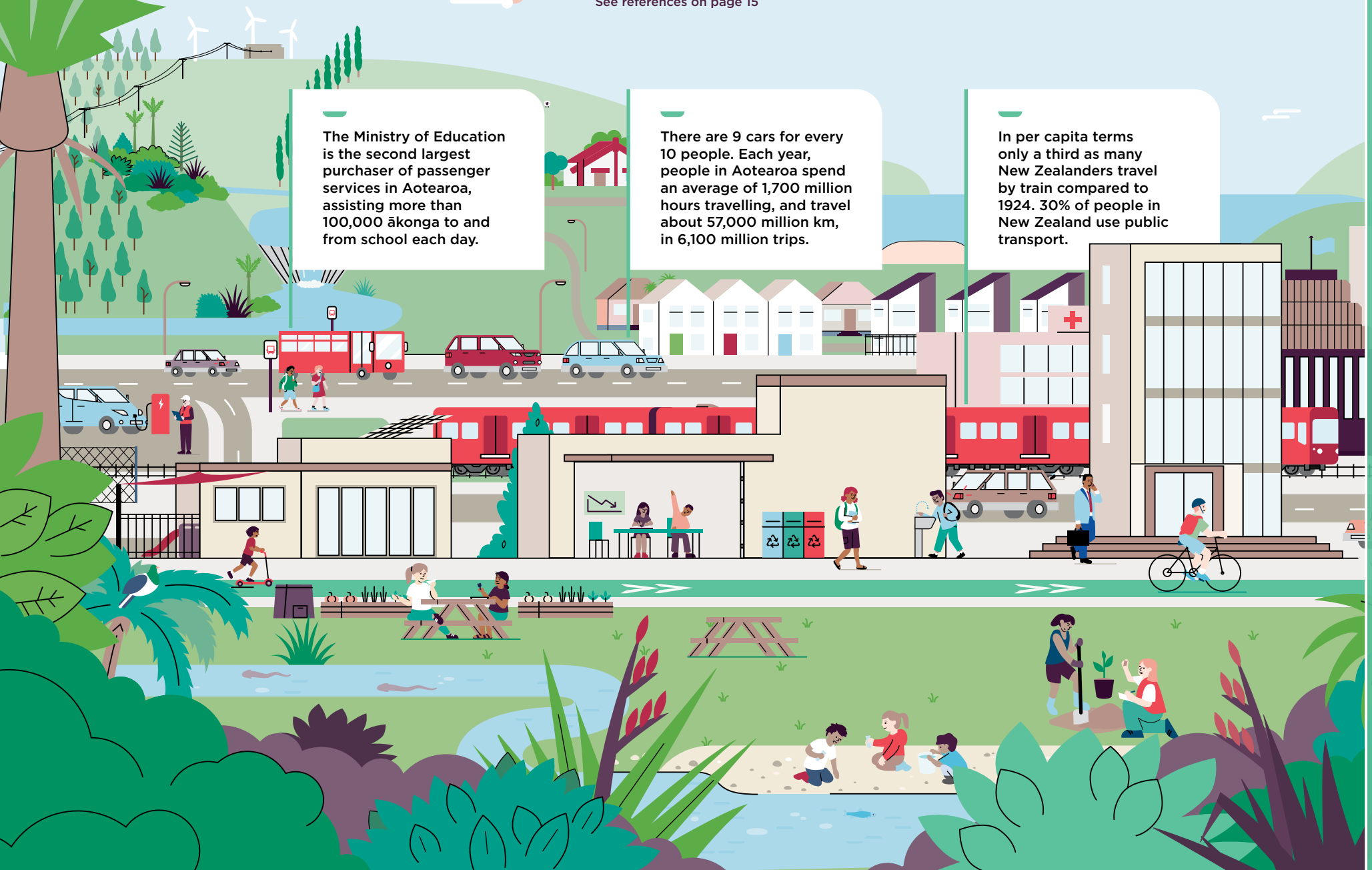
There are 831,038 ākonga in 1,935 primary schools, 193 composite, 374 secondary and 36 specialist schools.

See references on page 15

The Ministry of Education is the second largest purchaser of passenger services in Aotearoa, assisting more than 100,000 ākonga to and from school each day.

There are 9 cars for every 10 people. Each year, people in Aotearoa spend an average of 1,700 million hours travelling, and travel about 57,000 million km, in 6,100 million trips.

In per capita terms only a third as many New Zealanders travel by train compared to 1924. 30% of people in New Zealand use public transport.



Our future

How we might get to school in 2050

The future is up to us, we are on our way. Let's decide what it looks like.

See references on page 15

Transport carbon footprint 2050

The opportunity

There are many pathways on a climate literacy journey; On Our Way is one of them. Come join us and find out what this pathway has to offer.

The Ministry of Education undertakes carbon reporting on behalf of all state schools and kura annually as part of the Carbon Neutral Government Programme. The result is a carbon footprint for each state school. Your school's footprint provides a representative picture of your school's emissions and a powerful starting point to explore your school's climate impact.

On Our Way offers a unique all-of-school opportunity to build and develop climate literacy skills for ākonga. It uses the same process businesses, councils, governments, and international bodies undertake to measure, predict, and respond to climate change. Your school can explore and participate in discovering your transport environment, how it has changed over time, what you use it for, the climate impact of that use, what choices are currently available, and what that transport could look like in the future. This starts with understanding your school's carbon footprint, carrying out data collection and analysis, and teaching that provides a climate literacy view of transport across the components of your school curriculum.

On Our Way is proudly supported by **Sport NZ**. Sport NZ's purpose is to contribute to the wellbeing of everybody in Aotearoa by leading an enriching and inspiring play, active recreation and sport system. The Ministry of Education and Sport NZ share a joint action under Aotearoa's Emission Reduction Plan to make school travel greener and healthier.

Each school has their own transport story to tell, responding to local and national demand, infrastructure, and economic opportunity. **On Our Way** is designed to help your school uncover, assess, and respond to your school's transport story.

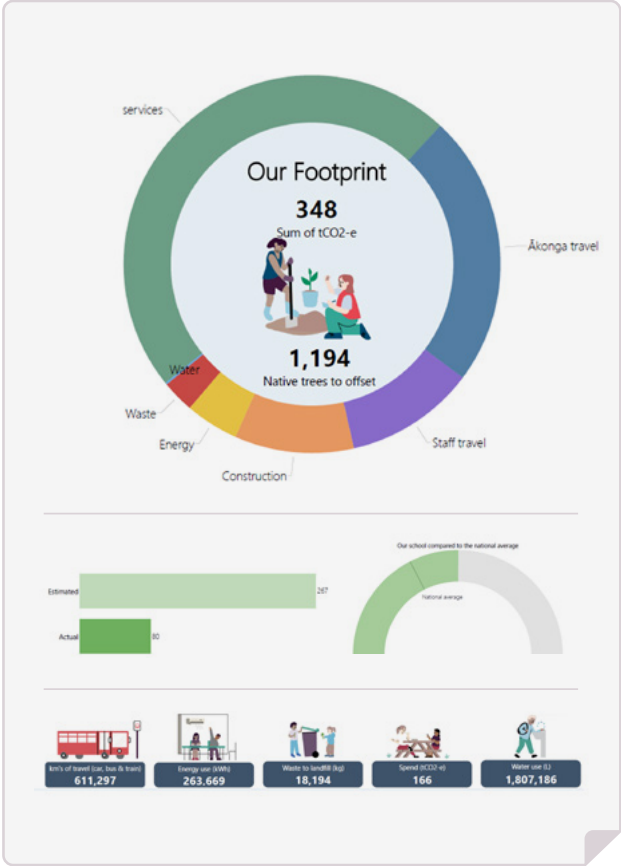
Your footprint

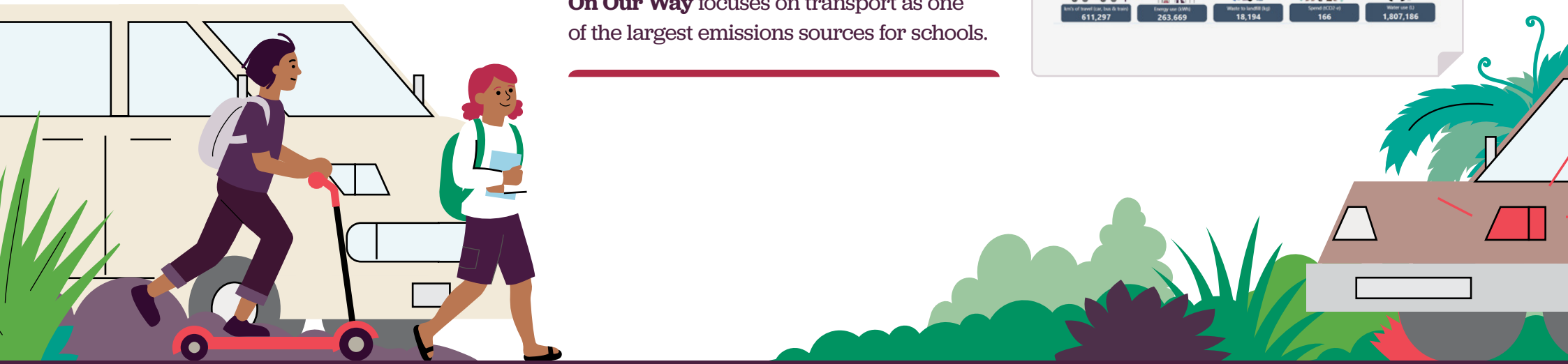
Your carbon footprint is the first step on your climate literacy journey. It provides a way to measure your impact by calculating how much global warming is expected from the release of greenhouse gases generated by the activities that your school undertakes. This measurement is known as CO^2e – carbon dioxide equivalent.

Your footprint covers all emissions generated at your school at a high level, giving you an idea of where your biggest emissions sources are. The data behind the footprint is a combination of actual, estimated, or partially estimated, and in some places shows how your school stacks up against the national average.

On Our Way focuses on transport as one of the largest emissions sources for schools. Our reporting breaks down your school's transport emissions by number of ākonga, distance travelled, transport mode and resulting CO^2e impact.

Your carbon footprint provides your school with a tool to measure your impact and influence over our changing climate. **On Our Way** focuses on transport as one of the largest emissions sources for schools.





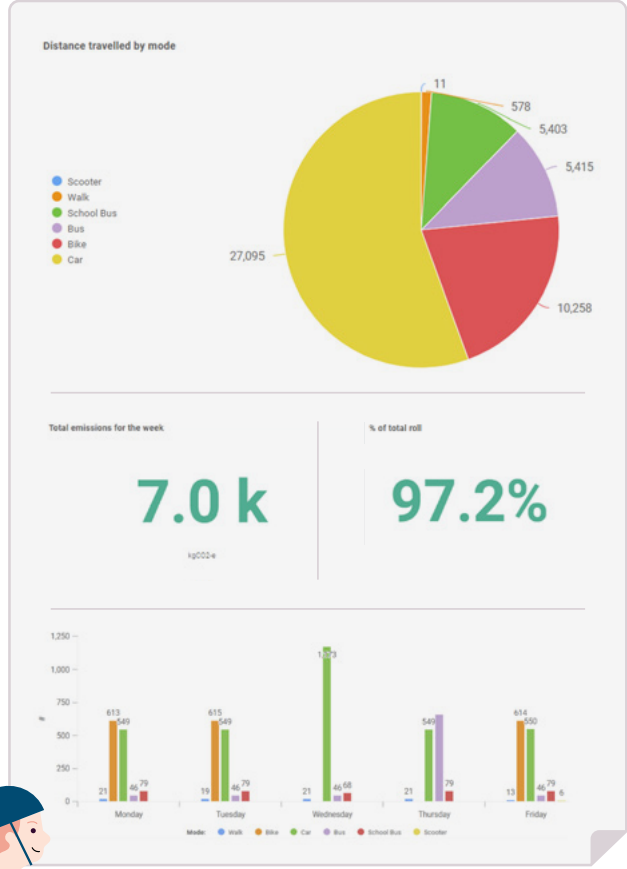
Your data

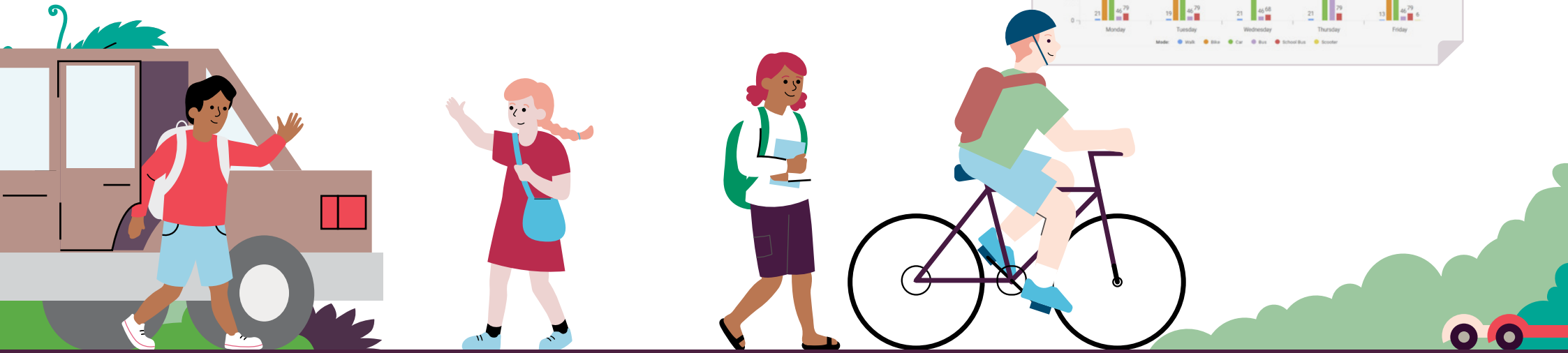
Your next step is a closer look at the data that underpins your carbon footprint allowing you to test, improve and respond to your footprint.

To critically analyse and improve the data that sits behind your carbon footprint your whole school will undertake data collection providing locally sourced evidence of your transport environment and the choices available to ākonga. This process will allow ākonga, staff, and your school community to understand and recognise your transport environment through data and evidence, exploring the power that data has to help us understand choices, calculate impact and explore and plan options for change.

To bring that data collection to life, **On Our Way** includes reporting and analysis that allows you to see and visually share detailed data about your school – helping you, your ākonga, kaiako, and school community understand and respond to your school's transport emissions.

Collecting your own transport data allows your school to apply climate science principles to test the accuracy of the assumptions that underpin your footprint, and set realistic emission reduction targets and track change over time.





Your classroom

The final step is the wider lens. Our curriculum units are designed as a packaged deal, bringing kaiako and ākonga together across subjects and year levels, providing an all-of-school approach to climate literacy.

These units are grounded in subject specific skills, allowing kaiako to draw on existing strengths and apply those strengths to climate literacy. **On Our Way** encourages schools to teach these units in a cohesive and co-ordinated manner, ensuring kaiako and ākonga are provided the best opportunity to connect their learning across subjects and year levels, and to view your school's transport environment through different perspectives, improving your school's climate literacy outcomes.

At primary and intermediate school there is
1 x 4 lesson integrated unit per curriculum phase (Year 1–3, Year 4–6, Year 7–8)

At secondary school there is
1 x 4 lesson units per learning area for Year 9–10 (English, Maths, Science, P.E and Health, Technology, Social Studies)

1 x 4 lesson unit per learning area for Year 11–13 (English, Maths, Science, P.E and Health)

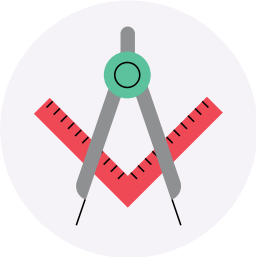
All ākonga will have multiple learning opportunities across different subjects, together creating a multidisciplinary view of climate literacy through transport.

Curriculum

Subjects

ENGLISH

Communicating the choices available to the range of voices in a school and community is essential to ensure the most equitable solutions.



MATHS

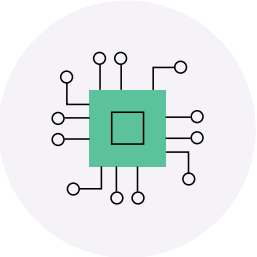
Maths provides a unique way to describe and understand carbon emissions. By drawing on available data and mathematical tools, ākonga can explore, define, and evaluate pathways to a low carbon future.

SCIENCE

Climate science will impact the lives of all ākonga and is a growing industry and research focus. Science gives ākonga the knowledge, tools, and skills required to understand the role of carbon in their day-to-day lives, and its impact on their communities.

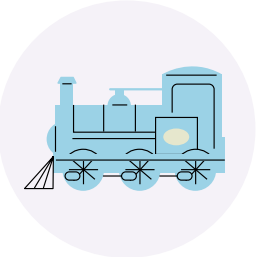
P.E & HEALTH

P.E and Health provides ākonga with physical, mental, and emotional tools to help them lead successful lives. By understanding their needs and those of their community, ākonga will be empowered to explore the connections between carbon reductions and their community's wellbeing.



TECHNOLOGY

The Technology curriculum supports ākonga to deepen their understanding of intervention by design. This will support ākonga to explore the need to adapt to our changing world by understanding our impact and ensuring changes meet peoples' needs.



SOCIAL STUDIES

Social Studies offers a unique opportunity to explore the historical context and current solutions for managing carbon emissions. The Social Sciences are central to ensure equitable outcomes are identified and enacted.

Curriculum

Progressions

YEAR 1–3

Ākonga understand and bond with their environment, learning to include the environment in the construction of their reality, their identity, and their relationships. This develops their understanding of the interdependence between people and the natural world, and their role as kaitiaki and tiaki.

YEAR 4–6

Ākonga are provided with opportunities, through activities and projects, to experience their environment in different ways, and how their environment has and can be adapted. Ākonga are guided as they explore their personal impact on the environment and capacity for change.

YEAR 7–8

Ākonga are supported to begin developing their understanding of the connections between themselves and everyone who impacts the environment. Ākonga are encouraged to consider the future they would like to work towards, and the skills they will need to achieve this change.

YEAR 9–10

Ākonga further develop their personal conception of the future they aspire to and its connection to place, seeing its potential, and identifying the changes that would be needed to allow this potential to be realised. Activities and projects encourage student reflection and conceptualisation.

YEAR 11–13

Ākonga develop the technical skills and communication strategies that support taking ownership and action. Students can take their skills beyond the classroom, relying on the base of knowledge they have built to mobilise their climate literacy and use it within society.

Your commitment

1 A whole school approach to teaching the curriculum material and ensuring all kaiako are supported and prepared to do so.

2 Collecting and recording the mode of transport for all ākonga a minimum of three times during a term-long period, utilising the tools and guidance provided, to enable accurate emissions calculations. Each time collecting transport information for a weeklong period.

3 Nomination of a dedicated kaiako to take on a Ministry-funded, within-school role, to work with Sport NZ to implement the programme in your school.

This On Our Way Lead role will be for 30 hours over a two-term period and remunerated through the RRR payment.

For primary schools	For secondary schools
$1,375	$2,000

Te Tāhuhu o te Mātauranga
Ministry of Education

References

Our past

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