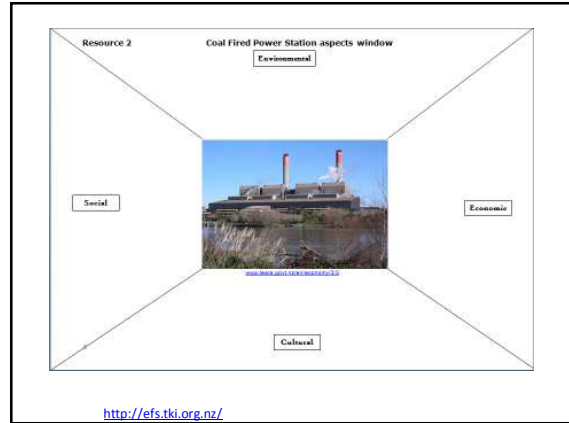
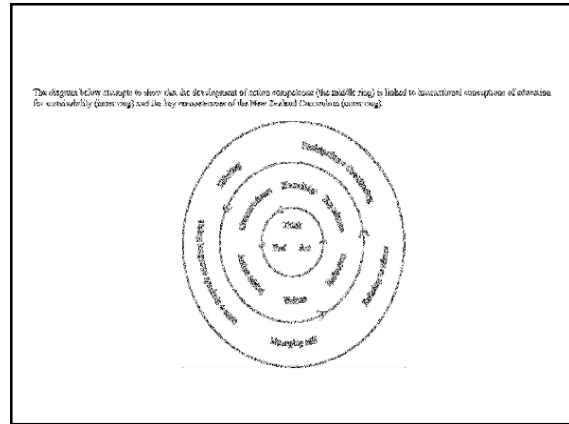


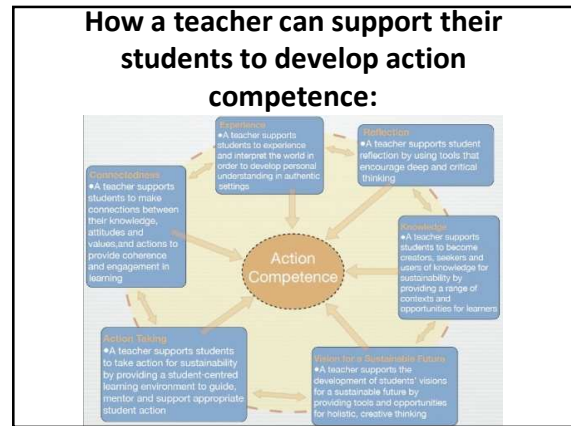
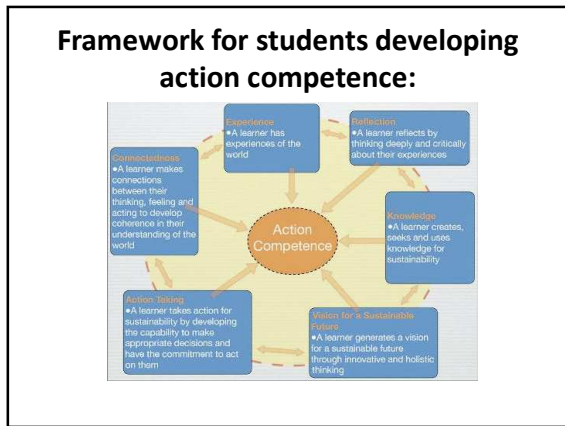
Level 1		Level 2		Level 3	
EN3-1-1 Explain the consequences of human activity within a biophysical environment in relation to a sustainable future.	4 credits	EN3-2-1 Explain how personal values have implications for a sustainable future.	4 credits	EN3-3-1 Explain initiatives that contribute to a sustainable future.	4 credits
EN3-1-2 Explain the consequences of human activity within a biophysical environment in relation to a sustainable future.	4 credits	EN3-2-2 Explain initiatives that contribute to a sustainable future.	4 credits	EN3-3-2 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits
EN3-1-3 Explain the consequences of human activity within a biophysical environment in relation to a sustainable future.	4 credits	EN3-2-3 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits	EN3-3-3 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits
EN3-1-4 Explain the consequences of human activity within a biophysical environment in relation to a sustainable future.	4 credits	EN3-2-4 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits	EN3-3-4 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits
EN3-1-5 Explain the consequences of human activity within a biophysical environment in relation to a sustainable future.	4 credits	EN3-2-5 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits	EN3-3-5 Develop a strategy for an organisation that will contribute to a sustainable future.	5 credits

- EN 3 EFS Achievement Standards
- A sustainable future requires the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations (of all living things) to meet their own needs.
- A sustainable future requires consideration of:
 - all four aspects of sustainability: environmental, social, cultural and economic. The underpinning aspect will always be the environment as all life on Earth is dependent on it.
 - Māori concepts of the environment. These concepts will vary between hapū and between iwi. It is expected that the local Māori community be consulted on how these concepts are to be expressed.
 - systems thinking, that is holistic between and across healthy ecosystems, social and cultural structures, and economic systems.
 - how ecosystem health is maintained for the protection and enhancement of biodiversity, and the quality of resources that ecosystems provide to support life.
 - a steady state economy that consumes resources at a renewable rate and reduces environmental impacts and, improves human well-being and social equity.
 - a fair distribution of resources and opportunities for all peoples across nations and between generations.
 - knowledge about sustainability issues in order to make informed decisions for the future.
 - attitudes and values both of ourselves and others in relation to sustainability issues.
 - personal and social responsibility for taking actions and changing behaviour that will contribute to a sustainable future.



- ### Action Competence
- In education for sustainability six aspects that support the development of student action competence have been identified through [research in New Zealand Schools](#). These are:
 - experience
 - reflection
 - knowledge
 - visions for a sustainable future
 - action-taking for sustainability
 - connectedness.
- <http://www.ttri.org.nz/ttri-research/research-completed/school-sector/investigating-relationship-between-whole-school>





Achievement Standard		Number	Version	Page 1 of 3
Subject Reference Education for Sustainability 2.1 Title Plan, implement and evaluate personal action that will contribute towards a sustainable future Level 2 Credits 5 Assessment Internal Domain Environmental Sustainability Status Registered Status date 18 December 2007 Planned review date 23 February 2016 Date version published 18 December 2007		Subject Reference Education for Sustainability 2.1 Title Implement a personal action that contributes towards a sustainable future Level 2 Credits 5 Assessment Internal Domain Environmental Sustainability Status Proposed Status date Planned review date Date version published		
This achievement standard involves implementing a personal action that contributes towards a sustainable future.				
Achievement Criteria				
Criterion 1 Plan, implement and evaluate a personal action that contributes towards a sustainable future.	Criterion 2 Plan, implement and evaluate a personal action that contributes towards a sustainable future.	Criterion 3 Plan, implement and evaluate a personal action that contributes towards a sustainable future.		
Explanatory Notes				
1. This achievement standard is assessed from the Domains for Environmental Education in New Zealand Schools Learning Areas. Ministry of Education, 2008. 2. This achievement standard is based on Level 2 of the New Zealand Curriculum Framework including Learning Outcomes from the Science, Social Science, Health & Physical Education, The Arts, and Technology, and Creative Industries. 3. A sustainable future requires the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainability includes, but is not limited to: • environmental, economic, and social dimensions and the system systems • the distribution of resources and opportunities • having respect for the consequences of actions to ensure ethical, values and inter-generational equity and social responsibility.				

Number	Version	Page 2 of 3	Number	Version	Page 2 of 3
4	1	2	4	1	2
Implement means intends the planned action as far as possible, and mostly and effectively necessary. • Learners make the decision or current situation is appropriate that is autonomy • Learners are able to identify the current situation and the planned action. • Learners are able to identify the current situation and the planned action. • Learners are able to identify the current situation and the planned action. • Learners are able to identify the current situation and the planned action.			Implement in depth a personal action that contributes towards a sustainable future involves: • identifying a detailed time-frame and several steps of action within the plan • identifying their own personal response to the action and taking conclusions as to whether they change their own attitudes or behaviours in relation to the aspects of sustainability identified above • comparing their own personal response to the action and discussing whether it has changed their attitudes or behaviours in relation to a report of sustainability.		
5 The personal action may be conducted as a group or individual activity. Evidence of individual work must however be provided. This action may be an extension of action begun in previous years by the student or by another group/organisation. This is done with teacher guidance and involves the student in reflective practice.			5 The personal action may be conducted as a group or individual activity. Evidence of individual work must however be provided. This action may be an extension of action begun in previous years by the student or by another group/organisation. This is done with teacher guidance and involves the student in reflective practice.		
6 An environment refers to a definite area such as a stream, estuary, bay, urban community, national park, business, home or farm. Students will be expected to visit the environment that they are taking action for and/or work with appropriate organisations. On-line experiences are important in order for students to engage with an issue of sustainability.			6 An environment refers to a definite area such as a stream, estuary, bay, urban community, national park, business, home or farm. Students will be expected to visit the environment that they are taking action for and/or work with appropriate organisations. On-line experiences are important in order for students to engage with an issue of sustainability.		
7 Action towards a sustainable future incorporates the dimension of Education for the Environment as outlined in the Guidelines for Environmental Education in New Zealand Schools Learning Areas Ministry of Education, 1999 (2.4), and acknowledges the reciprocal relationship of people with the environment. It reflects the notion of sharing responsibility for our choices and decisions and sustainable ecological positive actions that lessen our impact on environments. Action taken for a sustainable future could be preventative, remedial, or restorative.			7 Action towards a sustainable future incorporates the dimension of Education for the Environment as outlined in the Guidelines for Environmental Education in New Zealand Schools Learning Areas Ministry of Education, 1999 (2.4), and acknowledges the reciprocal relationship of people with the environment. It reflects the notion of sharing responsibility for our choices and decisions and sustainable ecological positive actions that lessen our impact on environments. Action taken for a sustainable future could be preventative, remedial, or restorative.		
8 Each student should evaluate the action taken in terms of at least one aspect of sustainability – environmental, social, economic and cultural – and/or labor concepts. The expression of the labor concepts will vary between high and between low. It is expected that the local labor community be consulted on how these concepts will be expressed.			8 Each student should evaluate the action taken in terms of at least one aspect of sustainability – environmental, social, economic and cultural – and/or labor concepts. The expression of the labor concepts will vary between high and between low. It is expected that the local labor community be consulted on how these concepts will be expressed.		
9 An action-oriented approach typically involves the involvement of Environmental Education in New Zealand Schools Learning Areas, Ministry of Education, 1999 (2.4) or modified versions such as those from the Environmental Toolkit or Regional Council resources that can be accessed from http://www.epc.govt.nz			9 An action-oriented approach typically involves the involvement of Environmental Education in New Zealand Schools Learning Areas, Ministry of Education, 1999 (2.4) or modified versions such as those from the Environmental Toolkit or Regional Council resources that can be accessed from http://www.epc.govt.nz		

Learning Areas

English – literacy gives students access to.... participate fully in the social, cultural, political and economic life of NZ- text purposes and audiences

The Arts- transform peoples creative ideas into expressive works that communicate layered meaning-communicating and interpreting

Health and phys ed- concern for other people and the environment... Social justice- healthy communities and environments

Languages- link people locally and globally... And play a role in shaping the world

Mathematics- use situations that are drawn from a wide range of social, cultural, technological, health, environmental and economic contexts- *stats*

Science-use scientific knowledge and skills to make informed decisions about the communication application... as these relate to the sustainability of the environment- *NOS, living world, planet earth and beyond*

Social sciences -students engage critically with societal issues and evaluate the sustainability of alternative social, economic, political and environmental practices- *place and environment*

Technology-students learn to critique the impact of technology on societies and the environment- *tech practice*

- <http://www.tlri.org.nz/tlri-research/research-completed/school-sector/investigating-relationship-between-whole-school>

- <http://efs.tki.org.nz/>

Despite scattered attempts to impute progress on climate change to the U.N. summit in Rio de Janeiro in June 2012, the consensus persists that it produced lots of gaseous talk and no significant action—leaving, according to one cartoonist, Rio's statue of Christ the Redeemer gasping for purer air.

