

FORMAT		
1. Name of resource	Pūtātara – a call to action	
2. Location	https://putatara.education.govt.nz/#/home	
3. Alternative location		
4. Author[s]	S. Chiaroni (editor) and S. Hopkinson	
5. Publisher/producer/host	Cognition Education developed for the Ministry of Education, New Zealand	
6. Year	2019	
7. Suggested citation	Chiaroni, S. and S. Hopkinson (2019), Pūtātara – a call to action, https://putatara.education.govt.nz/#/home	
8. Languages in which available	English	
9. Geographic area resource relates to	Aotearoa New Zealand	
10. Does the resource relate to a specific time frame?	No	
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	
	Other	Yes, videos
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Types of collections/disciplines the resource covers	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X

	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can support the development of learning curricula incorporating sustainability and inquiry-based learning. The three broad principles that underpin the resource for learning of place-based approaches, participation for change and integrated, and inquiry-based learning could be applied/adapted to collecting institutions.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		

Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		
1954 Protection of Cultural Property in the Event of Armed Conflict		
1970 Fighting Against the Illicit Trafficking of Cultural Property		
1972 Protection of the World Cultural and Natural Heritage		
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		X
2005 Protection and Promotion of the Diversity of Cultural Expressions		X
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)		X
AIMS AND CONTENT		
20. What issues does the resource aim to address?	<p>“Pūtātara encourages schools and teachers to create learning opportunities that expand learners’ understanding of complex issues and take action for change. The resource is aligned to best practice in local curriculum design, education for global citizenship, and environmental education (best practice as outlined in the Local Curriculum Design Toolkit, Guidelines for Environmental Education in New Zealand, the Learning Framework for 2030 as being developed by the OECD, and UNESCO’s work in global citizenship education).” (About this resource)</p>	
21. Intended audience of resource	Schools and teachers	
22. Process of development	<p>“Cognition Education developed Pūtātara for the Ministry of Education in 2019, working in close collaboration with a group of expert thought leaders, a teacher advisory group, and the NZ-at-Expo-2020 team from New Zealand Trade and Enterprise.” (About this resource)</p>	
23. Organisation/structure/contents	<p>Home About this resource Toolkit Expo 2020 Dubi Tūrangawaewae Kaitiakitanga Whakapuāwai Te Tiriti o Waitangi Inquiry learning Curriculum links</p>	

	My pātaka
FRAMEWORKS	
24. Framework structure	<p>“Pūtātara explores three concepts: tūrangawaewae (understanding where I stand), kaitiakitanga (caring for people and place), and whakapuāwai (flourishing ever forward) [that can be considered as a framework]. These concepts coalesce themes from global citizenship and sustainability while honouring Aotearoa New Zealand’s unique heritage. They can be used exclusively or in concert with one another.” [About this resource]</p> <p>Pūtātara helps teachers and students to explore these three fundamental concepts (tūrangawaewae, kaitiakitanga, and whakapuāwai) from te ao Māori. For each, it provides two pathways that support students’ inquiry learning and active responses, and a smorgasbord of suggested activities. They require both cognitive and emotional responses, encouraging learners to wrestle with and resolve the layered issues of sustainability and global citizenship. Each pathway also provides a Kaleidoscope of stimulating resources for you and your learners to draw on for inspiration and information as you work through your inquiry.</p> <p>Kaleidoscopes offer links to support resources, and you can save these and activities to your own pātaka, or storehouse. There are also links to Expo 2020, where New Zealand is showcasing its approaches to sustainability and global citizenship.</p>
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	

North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is closely linked to SDG 4.7 (Education for Sustainable Development), notably by drawing on Māori cultural perspectives. It can support SDG 4.4 (staff skills), as well as SDG 6.B (involving local communities in the sustainable management of water), 12.8 (information and awareness for sustainable development and lifestyles in harmony with nature) and 13.3 (climate change education and awareness). Ensuring collecting institutions are effective in empowering people to learn in and from their own culture supports SDGs 4.5 (removing barriers in education) and 10.2 (promote universal social, economic and political inclusion).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p>

	<p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>

<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.B Support and strengthen the participation of local communities in improving water and sanitation management</p>	<p>Collections development to support sustainable water management and sanitation for all.</p> <p>Number of programmes for local communities directed towards water quality improvement and sanitation management.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>

SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning		Plans in place to enhance positive contributions to addressing climate change through use of collections Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	