

Engaging Learners in Society Through Economics

Nā James Weston

Ko wai au

Ko Hāmene te whakapaparangamai
Engari ko Raumati te whenua tupu
Inaianei ko Waikanae e noho nei au

Ko Arlo taku tama
He Kaiako ahau i Te Kura
Manawaroa o Pipitea



Overview:

- ❑ Riding the education pendulum.
- ❑ What is it all for?
- ❑ Finding the sweet spot.

Riding The Education Pendulum

LONG-SEATED DICHOTOMIES IN EDUCATION

Teaching	Learning
Knowledge	Skills
Teacher-directed learning	Student-led learning
Global	Local

Phonics	Whole language
Mathematical formulas	Whole number
Condemnation	Praise

Dichotomous pedagogies can harm the very people whose interests they claim to serve.

Dr Bronwyn Wood - He Rā Kāhui Ako 2023 (Alexander, 2008, p. 73).

Increased polarization and politicization, and impending change

Progressive / constructivist

- Inquiry learning / 21st century skills
- Open curriculum
- Focus on skills rather than content

Traditional / evidence-based

- Explicit instruction
- Knowledge-rich
- Increased accountability



Dr Nina Hood - He Rā Kāhui Ako 2024

Enter Teaching

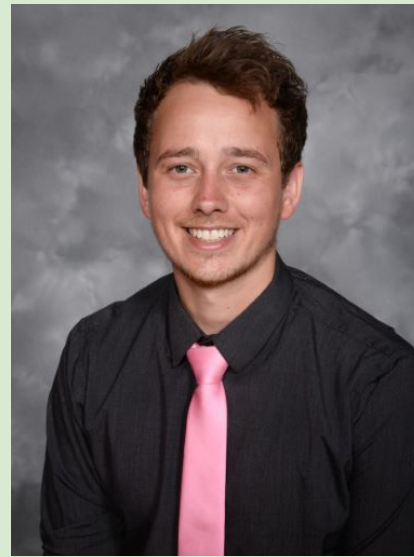
“Is this worth credits?”

“What do I need to get
excellence/merit/achieved?”



“We want more games and practice
exam questions”

“I wish we did more exam questions
that you give us feedback on.”



“Monday Funday” : “Textbook Tuesday”

“Detailed Double for Excellence”

Weekly exam Qs, marked, with
feedback.

Scarcity in NCEA

— Consumer Choice Questions —

NCEA Analysis Level Excellence

QUESTION ONE: CONSUMER CHOICE

Dane is 19 and currently studying towards a trade. He works part time at an indoor trampoline park to help pay for his course fees and living costs. He also uses the trampoline park for both fitness and enjoyment. Dane also enjoys spending time with his friends. He often has to make choices between the different activities.

- (a) Refer to the material above to fully explain how and why Dane's choices result in an opportunity cost. In your answer, link limited means, scarcity, choice, and opportunity cost.

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And the results were...

Two classes getting only Merit or
Excellence in their D.G tests.

Round of applause from students on
the last day of the term.

Positive!



A.I Generated

Positive?

“How will I memorise all three standards?”

“You didn’t teach us that *question*”

“What are substitutes?” from a Year 12 student who got straight Es in Year 11.

“I don’t want to think ... I just want to know what to write”



E

M

A

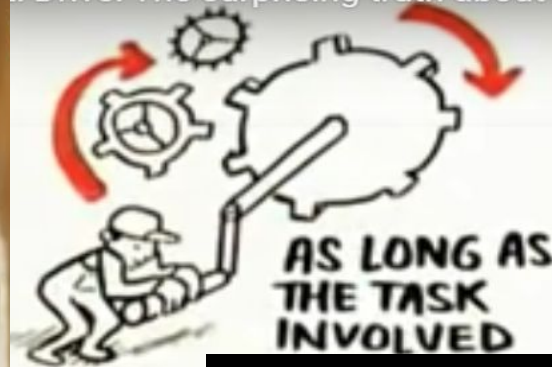
MEDIUM

REALLY
☆☆☆
WELL

MEDIUM
☆☆
WELL

PRETTY
☆
WELL

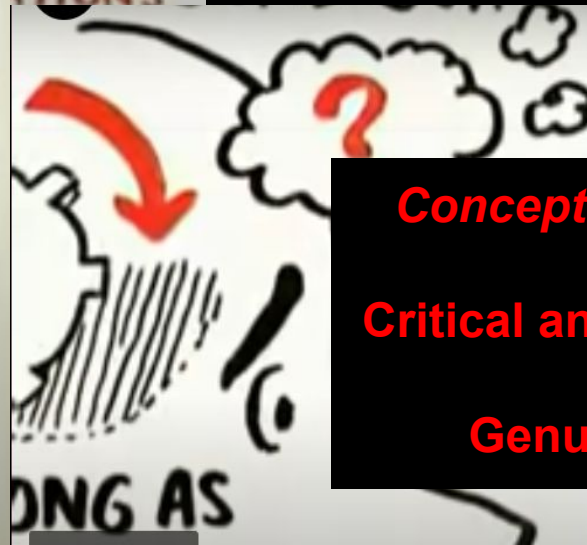
[Dan Pink - Drive - The Surprising Truth About What Motivates Us.](#)



Memorisation

Using grades as a 'carrot' motivator = more motivation for memorising tests.

But leads to poorer performance in terms of thinking and understanding.



Conceptual Understanding

Critical and Creative Thinking

Genuine Application

Emotions, executive functions, and motivation



- Emotions impact our ability to learn at any given movement



- Students learn best when they experience strong social connection and a sense of belonging



- Executive function skills – cognitive flexibility, working memory, inhibitory control and self-regulation – influence learning across the life course



- Motivation influences learning and is influenced by learning
 - Competence
 - Relatedness
 - Autonomy

Planning

```
graph TD; Planning[Planning] --> Purpose[How do we enable students to find Purpose In their learning beyond grades?]; Planning --> Mastery[How do we enable students to sense Mastery In their learning beyond grades?]; Planning --> Autonomy[How do we enable students to build Autonomy In their learning process?];
```

How do we enable students to find

Purpose

In their learning beyond grades?

How do we enable students to sense

Mastery

In their learning beyond grades?

How do we enable students to build

Autonomy

In their learning process?

Ocean floor survey of Auckland's Hauraki Gulf finds signs of 'ecosystem collapse'

Government announces billions in spending, with roads the big winner

TUE, FEB 2 • SOURCE: 1 NEWS



'The Government will not hold back': Jacinda Ardern on how NZ could go zero carbon ▶

Meat tax 'unnecessary' when primary sector already making emission cuts, farming industry says



Free lunches for school kids, Government announces

Who are NZ's homeless? Thousands of Kiwi kids and it could be getting worse, expert warns

Shock fall in unemployment to 4.9 per cent

Tom Pullar-Strecker · 14:33, Feb 03 2021



Wellington's water woes blamed on funding problems



Coronavirus could come at 'catastrophic cost' to New Zealand's economy

In 12 Eco - we will learn about...

Economic Models:
Circular Flow Model, AD/AS,
Business Cycle, Labour
Market, MVPQ, PPF etc.

Economic Concepts:
Unemployment, Inflation,
Resources, Confidence,
Measuring Living Standards,

Which we will use to analyse current events and government policies

To see how they impact ***living standards*** across society

NAME:



Wellington Girls' College
Commerce Department

ECONOMICS LEVEL TWO

Achievement Standard 91227 v2

“Analyse how government policies and contemporary economic issues interact”

SUSTAINABLE ECONOMIC DEVELOPMENT

Credits: 6



Achievement	Achievement with Merit	Achievement with Excellence
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Student instructions

Introduction

In this assignment, you will take on the role of central government and propose **two** government policies aimed at contributing to **sustainable economic growth** in Aotearoa.

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And the results were...

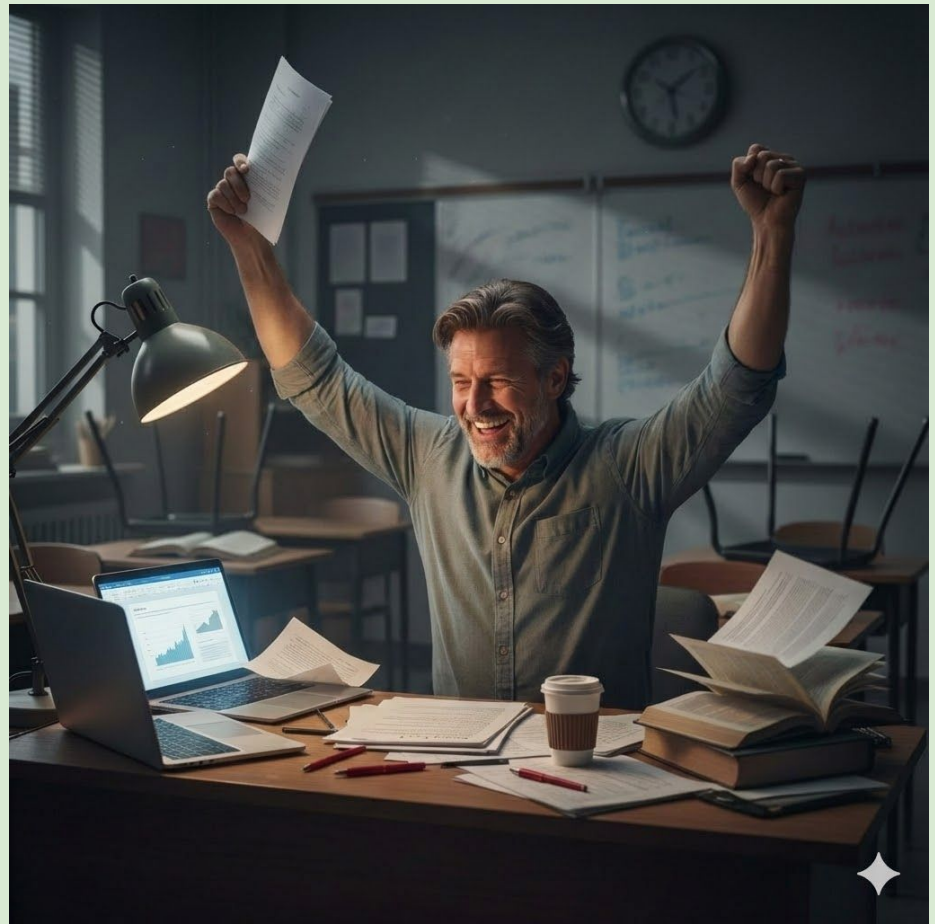
Far less anxiety and stress in the classroom.

Better engagement in learning and contexts.

“Hey Mr. did you hear that...”

Economic understanding was much better, students reported the exams felt easy - even pointed out errors in the exam!

Positive!

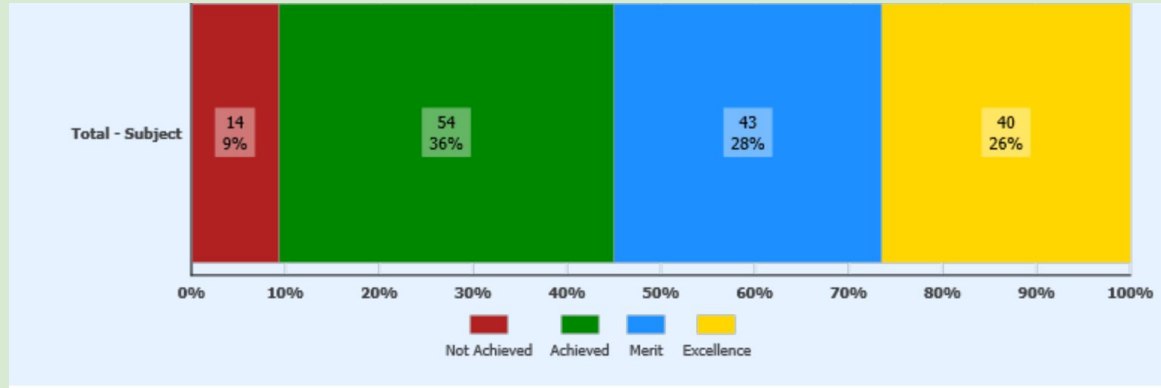


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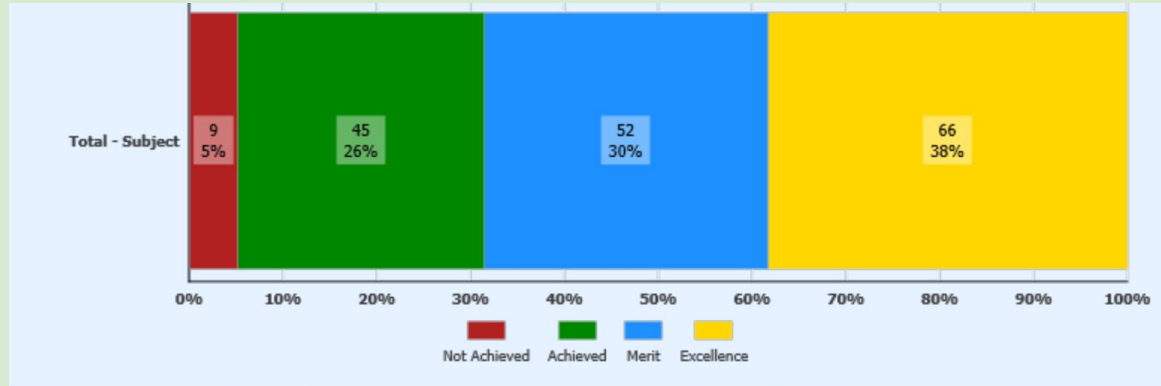
Summary of
all results for
all standards
assessed in
year 12
economics.

Includes
externals and
internals all
years.

Balance of
internal and
external
assessment
remained
unchanged.



2018



2019

So we went further... to this

A	B	C	D	E	F	G	H	I	J	K
Models/Concepts										
AD/AS			C	I	G	X	M	Showing Events	Using to Explain	
			confident	unsure	OK					
Circular Flow			Identify Sectors	Identify Flows	Describe Flows	Injections	Withdrawals	Analyse GDP	Use to Explain	
			confident	OK	confident	OK			unsure	
MV = PQ			M	V	P	Q	Short Term	Long Term	Use to Explain	
PPF			Consumer Good	Capital Goods	Output (Dot)	Moving Dot	Capacity	Shifts	Combinations	
Business Cycle			Stages	Confidence	Impact C	Impact I	AD / AS	MVPQ	Inflation	
Inflation			Key Terms	Measuring Inflation	Basket of Goods	Households	Producers	Government	Managing Inflation	Interest Rates



And the results were...

Huge increase in anxiety in the classroom, drop in engagement.

Some students dropping the class as they weren't sure what to do.

Level of learning and interest dropped.

Where did it all go wrong?

Negative!



A.I Generated

What is it all for?

What are we hoping to achieve in economics education?

Teacher

- Engage students in economics.
- Achieve deep, genuine learning enabling students to tackle society's grand challenges.
- Earn an income.

Students

- Do well in their assessments to gain qualification/endorsement
- Have fun/do and learn interesting stuff.

So how do we achieve this?

Finding the sweet spot

Striving to gain the best of both worlds

1. Build trust through early, open dialogue around approach and assessment.
2. Incorporate whole class routines, teacher led explicit instruction, and regular reflections on progress against set, clear indicators.
3. Teach *context* simultaneously and equally to *content* - helping students find their passion/interests and therefore purpose for learning.
4. Give autonomy to students for the context of their assessments (internals) and the mode of presentation (where it adds value).

Building Trust

MONEY IS A MOTIVATOR

FACT

PEOPLE
WON'T

BE MOTIVATED

PAY PEOPLE

ENOUGH
TO TAKE
THE ISSUE
OF MONEY
OFF THE
TABLE

IF YOU
DON'T
PAY ENOUGH...



YOU
GET
THAT

GETS MORE
IT REQUIRES
UAL, CREATIVE



What are our roles in this team?

Me

- Understand the requirements of the assessment really well.
- Design learning experiences and tasks that prepare you for these.
- Bring relevant current events/issues into our learning.

You

- Fully engage in class discussion, listening, thinking, questioning.
- Complete all set tasks, respond to feedback.
- Explore the news, find your interests, broaden your horizons.

Class Routines, Explicit Instruction,
Teaching both Context and Content

International Trade, Tariffs and Market Efficiency

Understanding current geopolitical tensions and the debate between free trade and protectionism.

Goals for this topic:

- ❑ Define Key Terms:
 - ❑ Imports and Import Payments, Exports and Export Receipts, Tariffs,
- ❑ Accurately show the impacts of international trade using the *price taker model*.
- ❑ Explain how international trade impacts consumer and producer surplus, and allocative efficiency.
- ❑ Accurately show the impacts of tariffs on the price taker model.
- ❑ Explain how tariffs impact consumer/producer surplus, government revenue, and allocative efficiency.

Key Terms.

Key Terms - Copy into your book.

Imports: Goods and services brought in from another country for sale in NZ.

Import Payments: The **money** paid for imported goods and services.

Exports: Goods and services produced in NZ which are sold to international consumers.

Export Receipts: The **money** received for selling goods and services overseas.

Tariffs: A tax on imported goods.

New Zealand signs free trade agreement with United Kingdom

Thomas Manch

March 1, 2022 · 7:20am

Comment (78) Share



PM announces trade deal with the UK

New Zealand has inked a major free trade deal with the United Kingdom that promises to remove tariffs on all exports within 15 years.

The free trade agreement, signed in London overnight Tuesday by Trade Minister Damien O'Connor, has been touted as offering an up to \$1billion GDP boost for New Zealand by cutting tariffs, raising quotas, and liberalising rules in a trading relationship that was worth \$6b in the year to March 2020.

Todd McClay describes first round of FTA talks with India as 'constructive'

3:01 pm on 14 May 2025

Share this



Photo: AFP

Trade Minister Todd McClay has called last week's conclusion of in-person negotiations for a comprehensive India-New Zealand free trade deal "an important step forward".

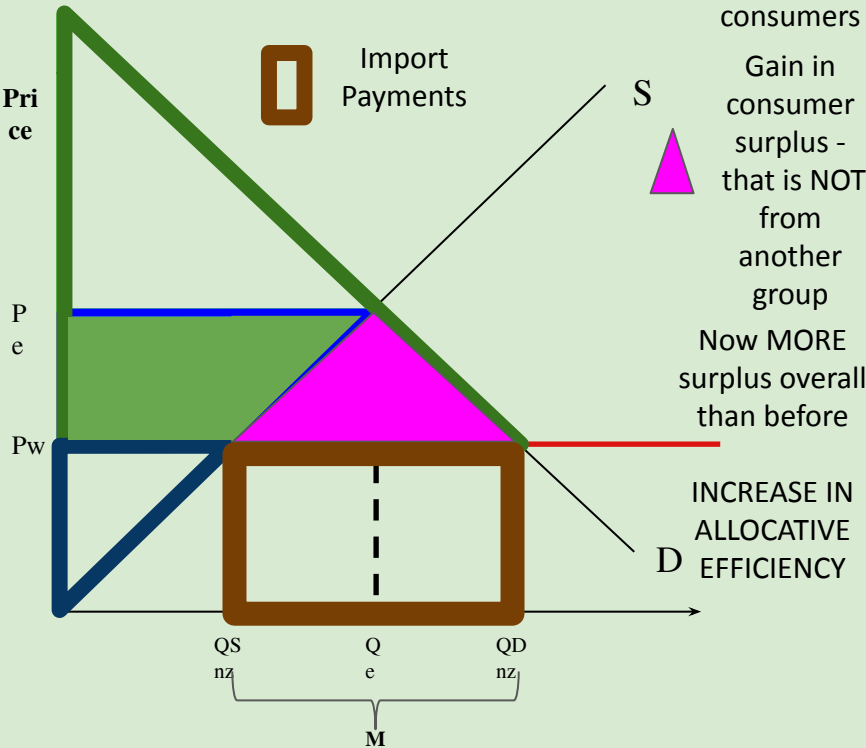
Following significant remote engagement over the past month, the [first in-person round of negotiations](#) were held in India last week.

Why is there such strong cross-political
party support for Free Trade Agreements
in Aotearoa?

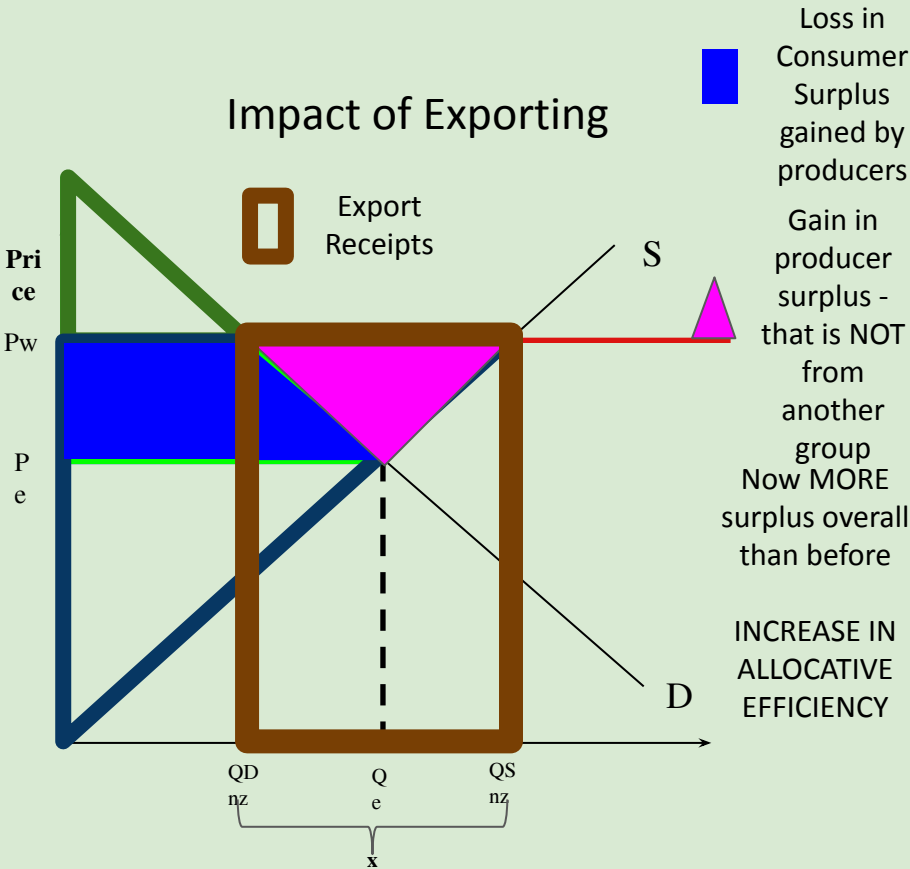
Showing the Impacts of International Trade - The Price Taker Model

Conclusions

Impact of Importing



Impact of Exporting



Tariffs

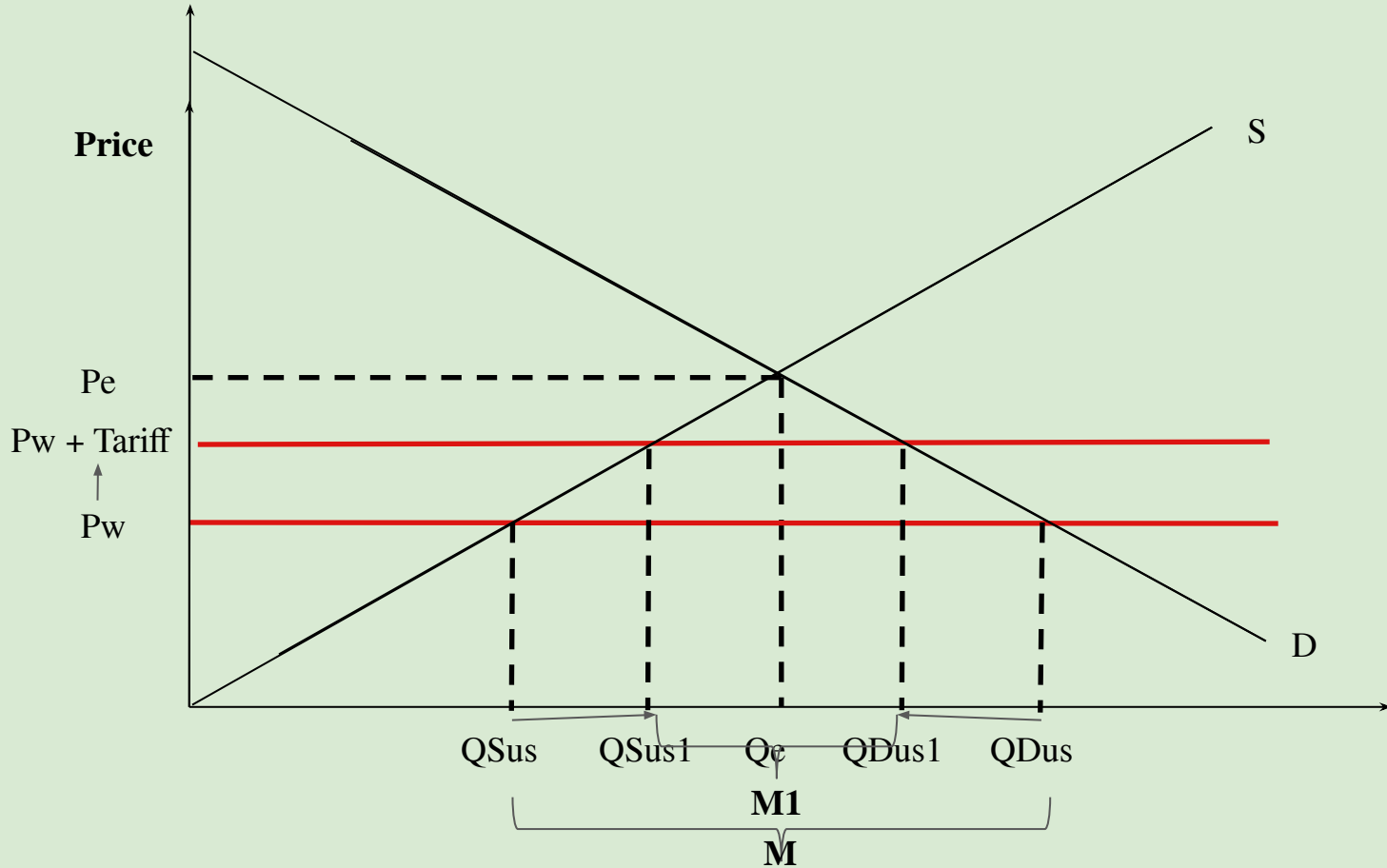
Tariffs and 'Trade Wars'



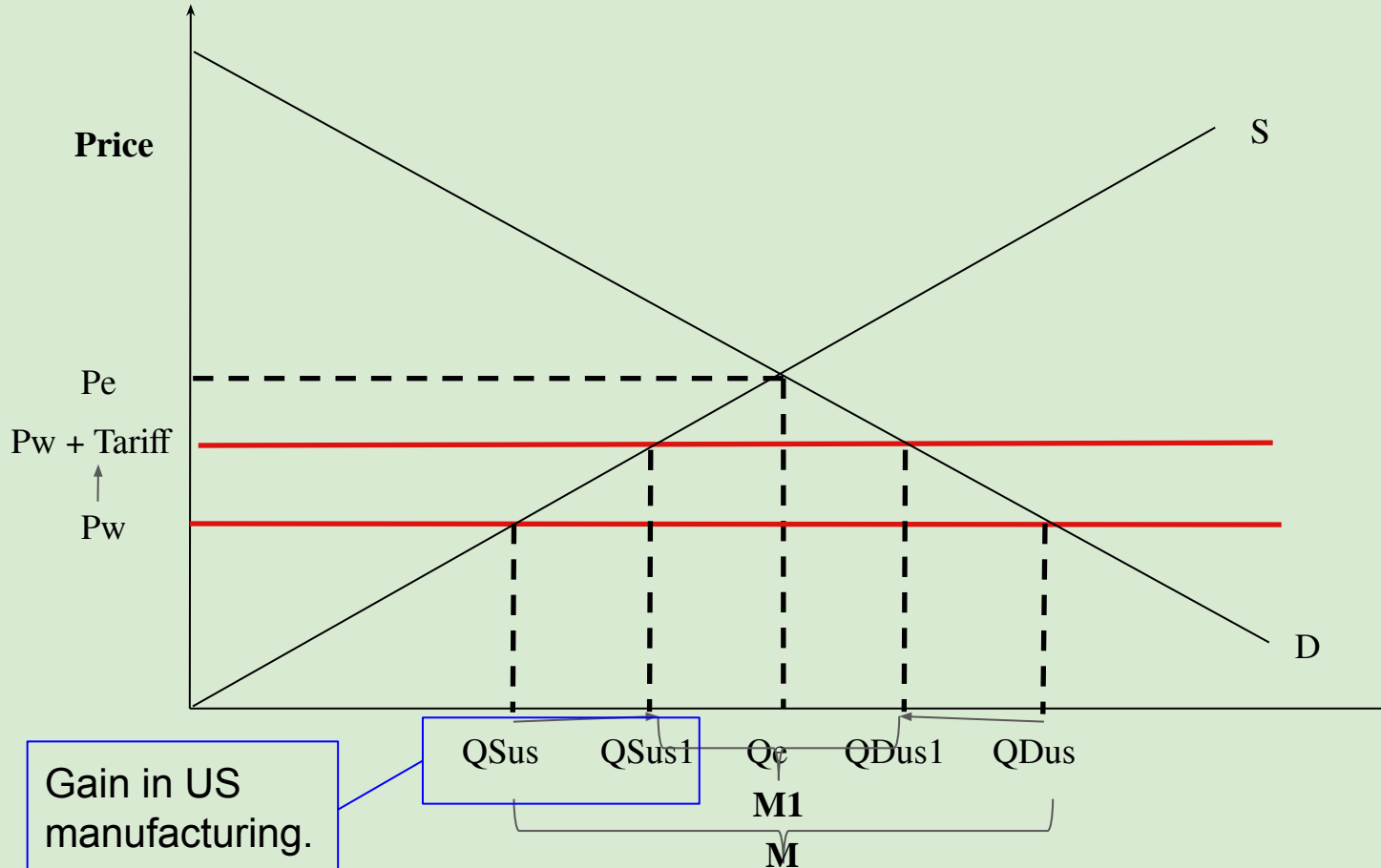
However...



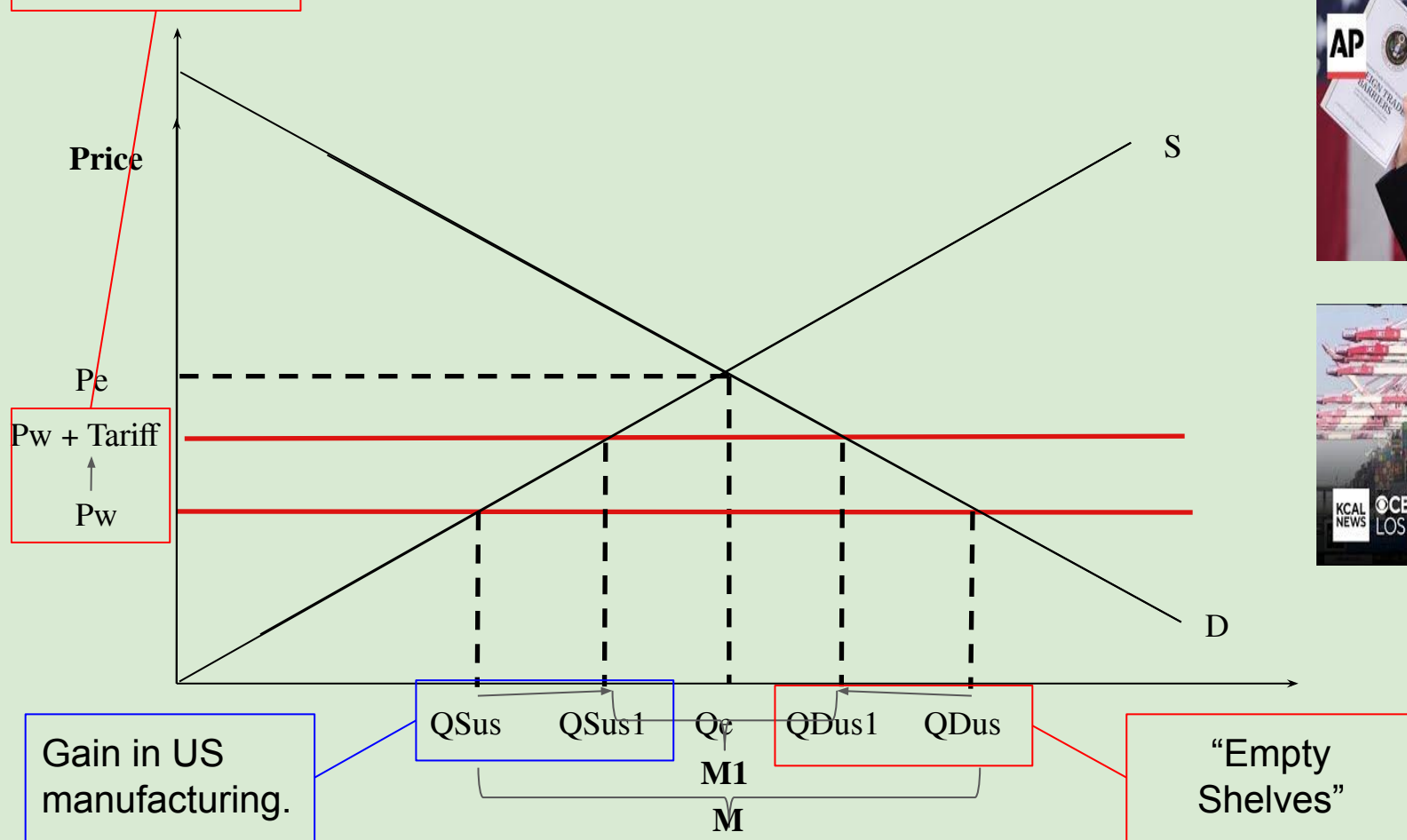
Tariff on Imported Goods



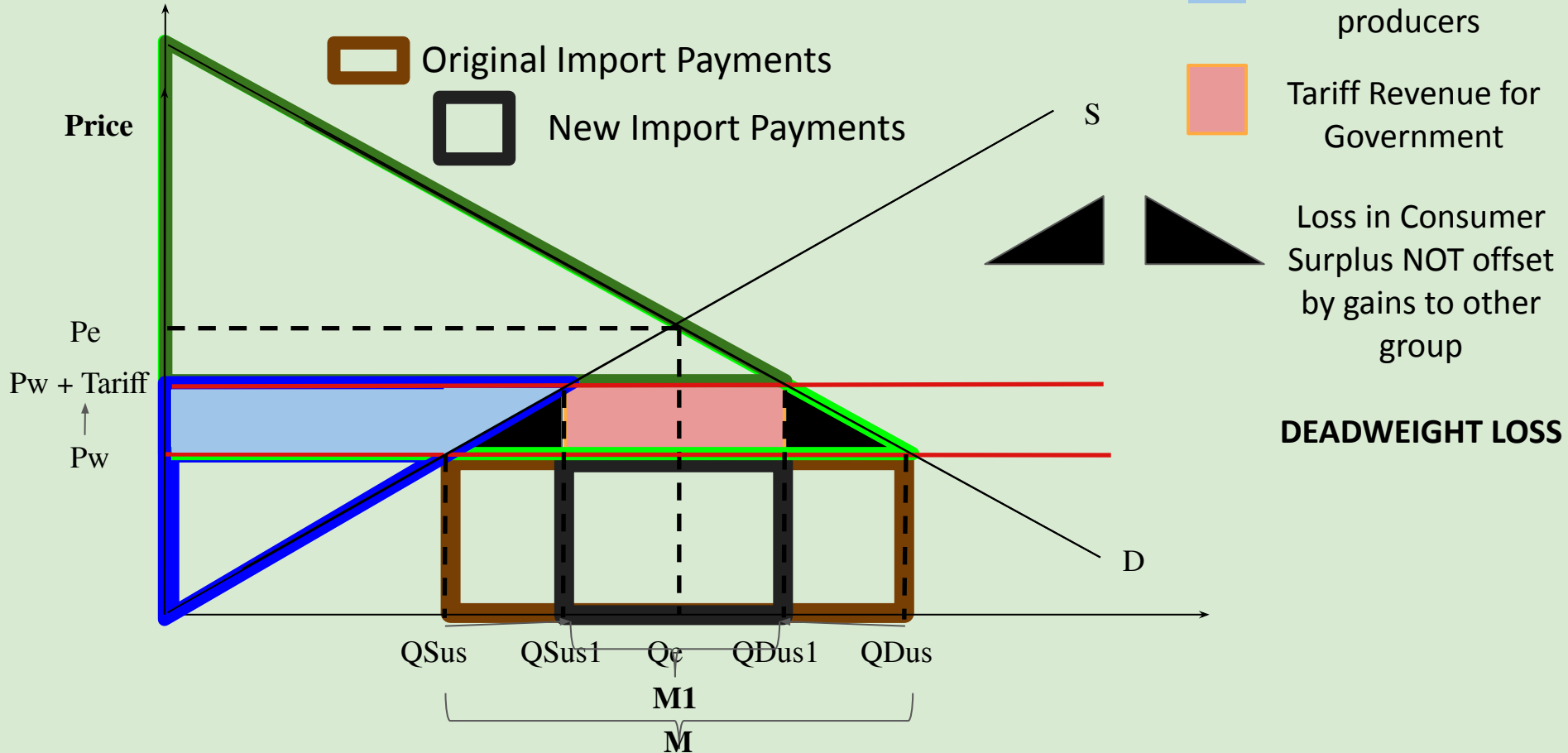
Tariff on Imported Goods



Tariff on Imported Goods



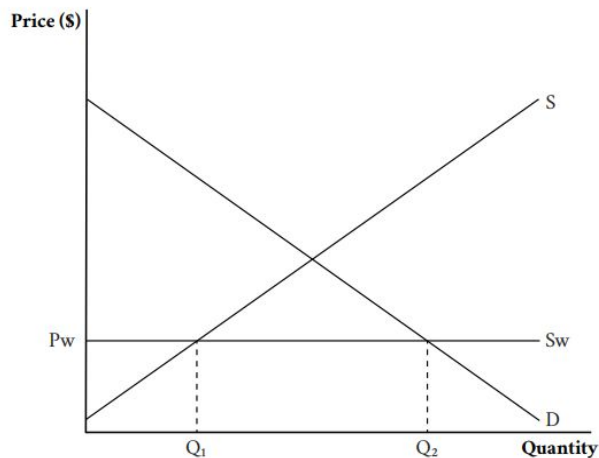
Tariff on Imported Goods



1

The Trump administration has announced sweeping tariffs on goods from many countries, aiming to increase US manufacturing and jobs. Critics worry this will harm consumers through higher prices.

Graph Three The US market for meat.



- (a) On Graph Three above, show the effect of imposing a tariff on the market for meat by:
- indicating with dotted lines the new quantity demanded (label Q_d) and the quantity supplied (label Q_s)
 - shading the:
 - new consumer surplus (grid pattern)
 - new producer surplus (vertical lines)
 - tariff revenue (horizontal lines)
 - deadweight loss (diagonal lines)
 - labelling all changes.

Refer to Graph Three, the resource material, and the changes you made in (a) on page 6 in your answer to part (b) below.

- (b) Explain the impact of the tariff on the market for meat clothing on the following:

Consumers

Producers, including any difference in impact on US farmers and importers, of meat



Economics in One Meme

24 December 2019 · 🌐

...

Price gouging laws work for everyone except for the people you think you're helping. Or anyone else except politicians who need to look like they're doing something. <http://bit.ly/2wdDzgu>

**WANTS TO BUY GAS
BEFORE HURRICANE**

**GAS SHORTAGE BECAUSE
OF "PRICE GOUGING" LAW**



5



Like



Comment



Share

What economic concept supports the point of this meme?

- Law of Supply

What model would illustrate this?

- Demand/Supply model with a maximum price.

Is there anything missing that would challenge the point of this meme?

- Elasticity of Supply - in this timeframe could be perfectly/relatively inelastic.

Autonomy in Context

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No reira...

- Establish trust first.
- Find the sweet spot between autonomy and teacher led instruction.
- Teach context alongside content.

So we can...

- Prepare students for tackling grand challenges.

Please reach out anytime you wish to collaborate/share resources.

james.weston@wgc.school.nz