# **Tourism Level 2 Course Outline 2**

# Guide to aid kaiako planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help kaiako and schools understand how the Significant Learning from the Learning Matrix and Achievement Standards can be structured within a year-long teaching and learning programme.

# Context: Aotearoa New Zealand, the Pacific, and the World

* Tourism honours people and places through manaakitanga, whanaungatanga, kaitiakitanga, and tino rangatiratanga.
* These tourism values are woven through and are implicit in Tourism teaching and learning.
* Tourism values are the wairua running through tourism
* Mauri ora underpins the wellbeing and life force of tourism
* Tourism is a force for good.

Throughout the year, assessment for learning happens often. Evidence may also be collected for or towards summative assessments.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration** Total of 32 weeks |
| Examine and understand the structure and business of tourism    Explore and understand the values, perspectives, psychology and behaviours, and relationships of various stakeholders in the tourism industryUnderstand the importance of culture and indigenous people in connection to tourism  Understand how whakapapa with the natural world underpins values from te ao Māori and the pacific Build knowledge about mauri ora as an indigenous, holistic, and intergenerational approach to wellbeing  Inquire into the elements and significance of the visitor experience, behaviours, and psychology    | Introduction to Tourism**Whanaungatanga activities** Establish prior knowledge – general knowledge and understandings, knowledge that is specific to Achievement Standards (such as whānau connections to industry), experience(s) of tourism.Check with ākonga about connectivity, technology issues, and digital citizenship.Establishing class and online routines/expectations. Regenerative tourism becomes a real community activity that enhances participants’ connections with the land and each other. This adds to their sense of belonging in their area, whether they are locals or from overseas who may never return or may not return for another 10 years.**The Business of tourism*** Overview of fundamental elements of the structure of tourism including:
	+ tourism systems and components
	+ industry
	+ relationships between stakeholders.
* Explore the fundamental elements of tourism including:
	+ what tourism is
	+ who is involved
	+ how they interact and relate.

Create a diagram that shows the fundamental elements of the structure of tourism* Explore a tourism model and discuss the role stakeholders play in the industry and how they interconnect. Draw a diagram showing these interconnections – add to the diagram as the year progresses when new information comes up or is discovered.

Examine why structural changes occur in tourism over time. What did, does, and will tourism look like in the past/present/future. Consider:* how it is taught in a context (local curriculum contexts)
* the historical context of tourism.

**The 3Rs, the tourism values, and mauri ora** Explicitly explore and unpack the 3 R’s (regeneration, responsibility, revitalisation), tourism values (manaakitanga, kaitiakitanga, whanaungatanga, tino rangatiratanga), and mauri ora. Ākonga should investigate and present (in an appropriate form) their findings and discoveries of each of the above. They should keep in mind the following question throughout their investigation: Why are these values and approaches important to tourism and the subject of Tourism? Activities should be carried out to build understanding around the above.Teaching examples are:* Kaitiakitanga – Explore the Māori or a Pacific creation story to understand whakapapa with the natural world (discussions can be based on animations such as ‘The story of Ranginui and Papatuanuku’ ([The Māori Creation Story - The Te Reo Māori Classroom (thetereomaoriclassroom.co.nz)](https://www.thetereomaoriclassroom.co.nz/2019/07/the-maori-creation-story/), or written versions of Vatea (sky father) and Papa (earth mother) in the Cook Islands. For this activity, any creation story from the Pacific nations is appropriate.)
* Manaakitanga: Inclusiveness and accessibility for all. Is this possible? Where is it being done/not done? – Investigate a local site and assess it through the eyes of a person with accessibility needs.
* Whanaungatanga – investigate the way visitors are catered to in a specific location. Is there expectation of reciprocal behaviours? Are these adhered to? With pleasure, with reluctance, with openness? You may choose to use a virtual environment in which the ākonga can study these behaviours and assess them.
* Tino rangatiratanga – Explore how much input local people and mana whenua have had in a specific tourist development in either your local area or a national or international setting. How would you propose input is given and received when a challenge is faced by a tourism development?

This type of activity should be carried out for each of the concepts and values. Findings can be presented in a way that will inform later investigations.  | 9 weeks  |
| Explore and understand the values, perspectives, psychology and behaviours, and relationships of various stakeholders in the tourism industry Inquire into the elements and significance of the visitor experience, behaviours, and psychology  Investigate the development of tourism and its positive and negative impacts on environments, the pacific region, indigenous communities, and culture through a variety of perspectives  Understand how colonisation has shaped and continues to shape, how indigenous people experience tourism  Explore how tourism connects with international conventions Investigate how the tourism industry is trying to rectify and mitigate the negative impact of the tourism industry  Investigate how innovation and emerging technologies can provide opportunities to create measurable social, environmental, and economic benefits for all through tourism Build knowledge about mauri ora as an indigenous, holistic, and intergenerational approach to wellbeing    | Perspectives and ethics **Case Studies**Explore the development of tourism in Aotearoa New Zealand and the Pacific through an in-depth examination of a range of case studies. Explore a variety of traveller types then focus discussion of concepts on a particular case study (such as accessible tourism). Culture must not outweigh money and money must not outweigh culture in business.Identify a range of different perspectives. Ākonga engage in inquiry (in pairs/small groups) to investigate different perspectives such as tourists, employees, owners/operator, community, government, or any other stakeholder group, and then identify their perspective on issue(s). Ākonga use the tourism values to see how these can underpin or influence different perspectives and responses to tourism development.Ākonga work in groups to investigate case studies of operators who are having positive impacts on the environment while also building relationships with their local community and mana whenua – one example is Kohutapu Lodge. Ākonga will examine the outcomes of decisions made by the operators and consider the process of ethical decision-making. Ākonga should research data to support findings.Examine a variety of case study materials exploring the impact of colonialism and the ensuing tourism on Indigenous peoples and cultures. A good starting point is the writings of Haunani-Kay Trask who outlines the commodification and appropriation of Hawaiian culture. Investigate Indigenous tourism in a variety of destinations. Using the headings of social, cultural, and environmental, explain one benefit and one cost to Indigenous people and link them to the tourism values of manaakitanga, whanaungatanga, kaitiakitanga and tino rangatiratanga – can be applied universally. Explain the power dynamics/process that has shaped tourism development in Indigenous communities. This may include the role of politics, foreign investment, international conventions, and so on. In what ways do Indigenous people practise manaakitanga and whanaungatanga in tourism and tourism hospitality? Is this changing over time as tourism develops? How has tourism challenged Indigenous peoples' practices associated with kaitiakitanga? Has tourism impacted self-determination for Indigenous people? Explain.Ākonga can familiarise themselves with:* UNSDG’s (United Nations Sustainable Development Group) <https://tourism4sdgs.org/tourism-for-sdgs/tourism-and-sdgs/>
* United Nations Declaration of the Rights of Indigenous People (UNDRIP)
* International Convention on the Elimination of All Forms of Racial Discrimination (CERD)

Research what regenerative tourism looks like in an actual location. How can this approach rectify and mitigate negative impacts? Investigate an Aotearoa New Zealand or Pacific operator who is acting in a way that is bringing regenerative tourism to life. It is also possible that ākonga may choose to investigate a case study where this is not being done – and thus, can formulate a proposal to embed regenerative practices into the case study. This allows ākonga to see and understand ‘how’ regenerative practices can be implemented into an existing enterprise. Post-research discussion: How does regenerative tourism challenge existing or historical perspectives? Discuss why some operators have embraced regenerative tourism and others have not. This could be carried out in the form of a debate or Socratic Seminar. **Technology and tourism**Investigate to what extent developing technologies are assisting operators and tourists to experience tourism? Begin by looking at the aviation industry which has some examples of emerging technologies that can be linked with wider global issues – <https://www.iata.org/en/programs/environment/sustainable-aviation-fuels/>Research and discuss: * what role might emerging technologies play in supporting positive tourism development such as information and communications technology (ICT) in giving local communities and mana whenua a voice and platform upon which to educate manuhiri and share their stories?
* organisations from around the world that use technologies to support positive tourism experiences.

You could look at technology’s role in increasing access to Māori storytelling and how that has had a positive impact on tourism. Examples of this:  <https://www.ajpark.com/insights/a-modern-take-on-maori-storytelling/> Manea Footprints in Northland[Placenames-edited-to-upload.pdf (waitangi.org.nz)](https://www.waitangi.org.nz/wp-content/uploads/2020/09/Placenames-edited-to-upload.pdf?msclkid=dc0c9bbbb9f911eca826d0b7cb3682c4)  [Oral Tradition - Maori Storytelling (weebly.com)](https://maoristorytelling.weebly.com/oral-tradition.html)**Opportunity for Assessment – 2.2 – Demonstrate understanding of tourism development through a range of perspectives** | 9 weeks+Assessment |
| consider and compare tourism's development regarding ethical dimensions, diversity, inclusion, and accessibility Understand how tourism can empower and enrich communities whilst applying a tourism value or concept Interpret basic tourism data to inform decision-making  Explore ‘strategic thinking’ and ‘problem solving’ by critiquing past and present policy and approaches to tourism  | Mauri ora and systems**Tourism models**Define ethical dimensions: what is meant by ethical dimensions? How do these connect to tourism? What is the importance of their inclusion?Explore how the values of tino rangatiratanga and kaitiakitanga can inform ethical decision-making in a tourism context in a case study.Explore and understand models such as:* [Matunga (1993) Mauriora Systems Framework](http://www.journal.mai.ac.nz/sites/default/files/MAI_Jrnl_2020_V9_3_Matunga_2.FINAL_.pdf) or Morgan’s [Mauri Model](https://www.maurimodel.nz/) Assessment and how they can be employed to inform ethical decision-making
* Butlers Destination Lifecycle
* Plog’s Tourist Typology (allocentricity **and** psychocentricity **and** mid-centric) <https://tourismteacher.com/plogs-model-of-allocentricity-and-psychocentricity/>
* Recreational succession
* Maslow Hierarchy of needs <https://tourismteacher.com/maslows-hierarchy-of-needs/#:~:text=The%20holiday%20needs%20to%20include,%2Desteem%20(esteem%20needs)>.
* Supply and Demand

Tourism can play fabulous roles in people’s lives, be it through careers, personal development through travel, or via friendships and learning. * Doxey’s Irridex <https://tourismnerd.com/2019/01/23/doxeys-irridex-44-years-on/>
* Supply chain models
* Distribution

**Tourism development**Carry out a comparison study of two tourism developments in a local, regional, national, or global setting. Compare as many aspects of the tourism development as you are able to identify. You should also explore inclusive processes being implemented within the tourism industry in these developments. Ākonga should seek case studies within which they will identify bias, reliability, gaps in the narrative, authorship, and issues. Also consider the role of Te Tiriti o Waitangi in supporting the expression of tino rangatiratanga in a tourism development context.**Codes of Ethics** Ethics in tourism <https://www.unwto.org/global-code-of-ethics-for-tourism> Apply the framework to a particular destination (city, town, resort, country...)Compare different Codes of Ethics created by independent tourism organisations or operators and United Nations World Tourism Organization (UNWTO). Consider the similarities and differences. Consider examples from Aotearoa New Zealand and the Pacific and how they differ in who their focus is eg, Tiaki ([Tiaki - Care for New Zealand - Tourism New Zealand](https://www.tourismnewzealand.com/tools-for-your-business/tiaki-care-for-new-zealand/?msclkid=abfc708ab9fc11ecb0dc1450979a09d4)) being visitor dominated compared to UNWTO. [The Year Ahead: harnessing the power of tourism to build a better world | UNWTO](https://www.unwto.org/archive/global/press-release/2017-01-04/year-ahead-harnessing-power-tourism-build-better-world)**Data**Explore an Aotearoa New Zealand Tourism data set <https://www.mbie.govt.nz/immigration-and-tourism/tourism-research-and-data/tourism-data-overview/> to interpret arrivals and departures Explore tourism arrivals in a particular region <https://teic.mbie.govt.nz/dataRelease/tects/> to include sector (accommodation, food and beverage, transport, activities, and so on…)Tourism NZ Insights <https://insights.tourismnewzealand.com/>Investigate, using case studies, a variety of approaches to understand past development policy, such as Mexico’s Fonatur and the World Bank compared to NZ post-Covid funding for Destination Development plans from Regional Tourism Organisations (RTO)**End of Term 3 - Opportunity for Assessment – 2.1 – Explain ethical decision-making in tourism development** | 8 weeks+Assessments |
| Examine and understand the structure and business of tourism   Interpret basic tourism data to inform decision-making   | Make links and connections between different factors that have been taught over the year to see where they would fit in the Structure of Tourism and revise mauri ora approach learning. Identify how stakeholders are connected and interconnected.**Preparation for:****2.3 CAA - Explain the application of a mauri ora approach to tourism development****2.4 External Examination – Demonstrate understanding of the fundamental elements in the structure of tourism** | 3 weeks |
| The learning carried out in this Course Outline can support ākonga in following pathways into the tourism industry. Some examples of tourism-specific careers are:* Digital and Social Media marketing executive
* Tourism operations manager
* Visitor experience specialist
* Events and destination management
* Customer services representative
* Visitor information assistant
* Owner/operator
* Travel agent/adviser
 | * Ship's master/deckhand
* Tour bus operator
* Tour guide
* Ski instructor
* Flight attendant/helicopter pilot
* Event organiser/manager
* Outdoor recreations guide/instructor
* Local and national government connection to tourism businesses
* Adventure tourism booking agent.
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