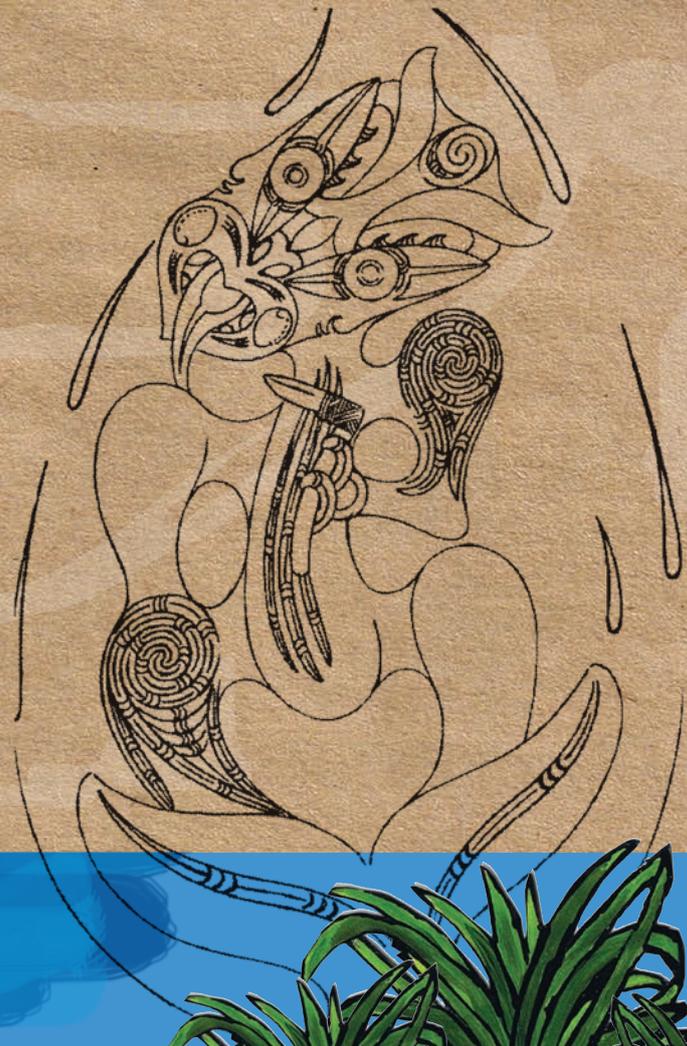




Enviroschools Snapshot 2018

Horizons Region

MANAWATŪ-WHANGANUI



Mihi



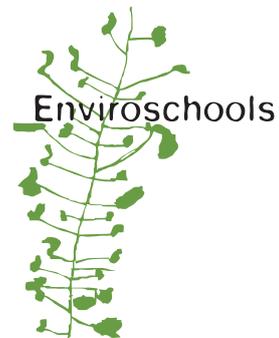
Tēnā koutou

This is a snapshot of the Enviroschools programme in the Horizons (Manawatū-Whanganui) Region. It celebrates and highlights all the mahi happening in early childhood education (ECE) centres, schools, and the community involved in our programme.

Delivering Enviroschools would not have been possible without the support of our funding partners, and the community organisations and individuals who work with us.

A big mihi to you all.

Sarah Williams
Regional Coordinator
Horizons Regional Council



The Enviroschools Programme

The Enviroschools programme aims to foster a generation of people who instinctively think and act sustainably.

When we talk about sustainability, we mean;

- Living in a country where people work with positive energy to connect with each other, their cultural identity, and their land, to create a healthier, peaceful, more equitable society.
- The regeneration of resilient, connected communities in which people care for each other and the environment.
- Valuing indigenous knowledge and celebrating diversity so that everyone can thrive.

Enviroschools operates nationwide as a collaboration between school communities, Toimata Foundation, local and central government, with additional community partners.

Nationally over 1,100 ECE centres, primary, intermediate and secondary schools are part of the Enviroschools network. This is a third of all schools and 6 per cent of the large ECE sector.

It is specifically designed to meet multiple local government outcomes and is supported by over 80 per cent of all councils in New Zealand.





Ngā Matapono Guiding Principles

The Enviroschools kaupapa is based on five guiding principles. ECE centres and schools are encouraged to integrate these five principles in all the learning and action they undertake.

1. Empowered Students are enabled to participate in a meaningful way in the life of their ECE centre or school. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.

2. Learning for Sustainability recognises the types of teaching and learning that foster student empowerment, decision-making, action and sustainable outcomes.

3. Māori Perspectives honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.

4. Respect for the Diversity of People and Cultures acknowledges the unique gifts, contributions and perspectives of individual and groups, reinforcing the need for participatory decision-making in Enviroschools.

5. Sustainable Communities act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

A Whole School/ Centre Approach

Enviroschools fosters an approach where the whole school or ECE centre is involved in the programme as this is how real progress, learning and action can occur. This approach incorporates four key areas of school life.

Place | Wāhi

Physical surroundings

Practices | Tikanga

Operational practices

Programmes | Kaupapa ako

Living curriculum

People and participation | Tangata

Organisational management

Theme Areas

The programme has five theme areas (sustainability topic areas) with supporting resources that schools and ECE centres can delve into. These offer an opportunity to deepen tamariki and students' understanding of a specific focus through investigation, exploration, decision-making, action and reflection.



Ecological Building



Living Landscapes



Energy!



Zero Waste



Water for Life

What our Enviroschools do

In depth facilitation

Enviroschools Facilitators work with all participating schools and ECE centres to motivate, advise, support and guide their vision for a sustainable future.

Enviroschools are highly engaged in a wide range of environmental actions and sustainability practices such as waste, biodiversity, transport and social justice.

In order to maintain, grow and deepen their sustainability practices, each EnviroSchool undertakes a 'holistic reflection' at least every three years which involves students, staff and community members. As part of the process, schools and centres decide if they are a Bronze, Silver or Green-Gold EnviroSchool. It is an inclusive and effective process that helps build internal momentum within the school/centre and celebrates successes with their community.



Quotes from teachers

(taken from EnviroSchools National Census 2017)

"It provides a solid foundation to support the structure of our school curriculum which enables the school to embed practices and learning for the environment and its people."

Teacher – St Johns Hill School

"It is a valuable programme for inquiry and meaningful authentic contexts which are very important at our school. Breeds leadership, ownership of school."

Teacher – Apiti School

What We Do

Events for teachers

Staff from all Enviroschools are invited to district and region-wide networking and professional development events which support them to:

- Learn about specific sustainability topics,
- Embed sustainability across the school/centre curriculum, and day to day practices,
- Connect with their community, and
- Energise teachers.



Events for students

Students from different schools share their mahi with each other and learn from experts. These events form a platform from genuine student-led action.



Connecting schools with mana whenua

The Enviroschools team supports schools/centres to build reciprocal relationships with mana whenua and explore Māori perspectives of the environment.



Connecting Enviroschools with other education for sustainability providers and community groups.

The Enviroschools programme helps schools/centres to connect with organisations local to them.



Quotes from teachers

(taken from Enviroschools National Census 2017)

“To help build Kaitiaki of our world. To learn respect and value for the environment.”

Teacher - Gail's Childcare Centre

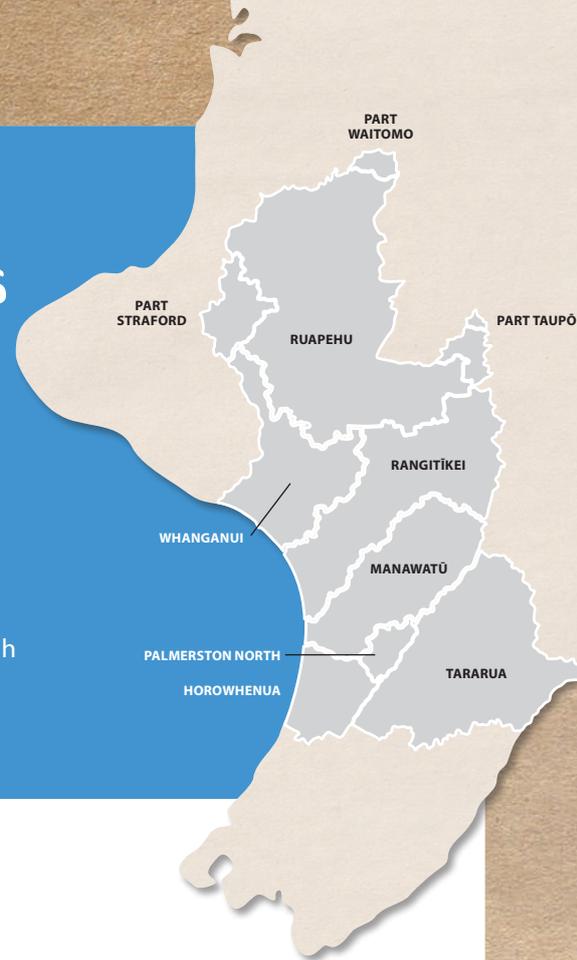
“We love the PD and opportunities we have being an Enviroschool. The benefits and positive learning outcomes for children have increased.”

Teacher - Parkland Kindergarten

History of Enviroschools in the Horizons Region

Progress since 2009

The Enviroschools Programme was introduced in the Manawatū-Whanganui Region in 2001, with a Regional Coordinator in place at Horizons Regional Council. In the beginning, schools were supported by facilitators from Massey University employed through School Support Services.



2009



First Green Gold Enviroschools in region (Kimbolton School and St Johns Hill School)

2013



Whanganui District Council, Manawatū District Council and Tararua District Council become the first territorial authorities to fund Facilitators for Enviroschools in their respective districts.

18 Enviroschools in the region

2014



27 Enviroschools in the region

- Palmerston North City Council became a funding partner.
- Ruahine Kindergarten Association signed a partnership agreement with Toimata Foundation and Horizons Regional Council.

2015



36 Enviroschools in the region

- Rangitikei District Council became a funding partner.

2016



41 Enviroschools in the region

- Ruapehu District Council has been a funding partner

In 2016, six territorial authorities now fund Enviroschools in the region.

2017



47 Enviroschools in the region

2018



57 Enviroschools in the region



Manawatū

12 Enviroschools

7 schools



5 ECE



Blessing of pou at Manchester Street School

In exploring different atua in the Māori world, students from the Mātauranga Māori group wanted to design and paint some pou. They selected Rongomātāne, atua of cultivated crops and Haumiatiketike, atua of uncultivated crops. The school has a strong focus on growing plants and veges and have a huge annual plant sale which is a big fundraiser. A dawn blessing of their pou was done by a kaumātua from the local iwi, Ngati Kauwhata.



Reducing waste at Gail's Childcare Centre

The action learning cycle is central to the Enviroschools programme. How can you take action on something if you haven't first identified the current situation? One of the first areas the tamariki looked at when they started their Enviroschools journey was their waste. The centre collected a week's worth of waste, which weighed nearly 12kgs, all of which went to landfill. Following the action learning cycle, they completed a waste audit to work out their current waste streams. This involved the teachers and tamariki sorting through the rubbish into different piles such as cans, paper, plastics, food scraps, and non-recyclables such as nappies and baby wipes. Approximately 2kg of waste was found to be compostable or recyclable so the centre installed recycling and compost bins. The remaining waste was made up of disposable nappies. They are exploring using cloth nappies with their families to see if they can reduce the amount of rubbish that goes to landfill.



83% of Enviroschools are involved in biodiversity and biosecurity actions.*

Combining long term weedbusting and hands on science at Kimbolton School

Removing weeds from their local reserve was not quite enough for the students at Kimbolton School - they wanted more. With mentoring input from Horizons Regional Council, they developed a project which looked at what happens to the native bush when the weed tradescantia (wandering willie, wandering jew), is removed. Students set up plots in the reserve, with some plots kept free of weeds and other plots left untouched to highlight the difference between native plant growth when weeds are not removed. Over the past five years, students have visited the plots up to four times a year to collect data such as how long it takes to weed the plot, to identify the native trees growing, and to measure the height of those trees. Results have shown that in the plots which were weeded, there was an increase in new native tree species and a decrease in the percentage weed cover overall. The time taken to weed each plot has also decreased over time, with the students learning that weed control is a long-term activity. The project has provided the students with meaningful hands-on science; including investigating and analysing results, drawing conclusions, and researching to further develop understanding. Being given the opportunity to showcase their work and share the importance of grass roots projects where experimental learning in a real-life context is second to none.



Rongomātāne, atua of cultivated crops

* All statistics are from regional data (not district).

Rangitikei

8 Enviroschools

5 schools



3 ECE



New fitness track at South Makirikiri School

The playing field at South Makirikiri School gets especially wet and boggy in the winter, leaving it unusable by the students. This limits the space available for outdoor activities and play. In 2015, three school community members had a conversation that sparked an idea about a possible track around the field for the community to exercise on, play on and enjoy. Over the past three years, multiple community working bees have transformed the schools' field into a fitness track. A boardwalk was constructed, fitness stations installed and native plantings added along the length of the track to encourage birds and insects into their school grounds. It has been a long project but finally it was officially opened in November 2018.

The school received a community grant of \$3,000 from the Horizons Regional Council to buy native plants.



Creating sustainable communities at Bulls Kindergarten

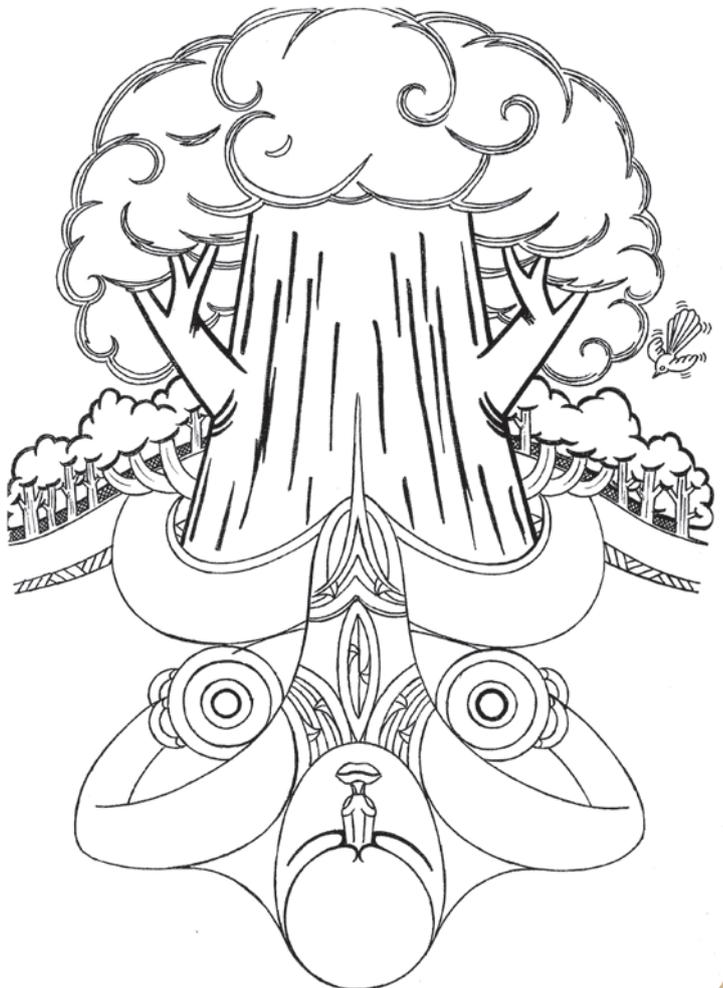
Creating sustainable communities is one of the five guiding principles of the Enviroschools programme. Bulls Kindergarten have always shared vegetables which the tamariki have grown with their families and whānau. They decided to take this one step further and set up a sharing cart with the purpose of encouraging not just excess fruit and vegetables but other items to be shared between families such pre-loved clothing. The kindergarten has a worm farm for recycling food scraps so worm tea, which is an awesome fertiliser, is always readily available on the cart for families to take away for use on their own gardens.



100% of Enviroschools are involved in waste reduction actions and practices.*

Developing the outdoor space at Marton Childcare Centre

To develop their outdoor space in a sustainable way, Marton Childcare Centre looked to use recycled and reclaimed materials. Old pallets have been transformed into an fantastic playhouse and a strawberry planter wall. Tamariki helped with digging and laying old bricks that were collected from a nearby farm to create a path.



Tānemahuta, atua of the forest and all the things that live in it

* All statistics are from regional data (not district).

Ruapehu

6 Enviroschools

6 schools



Enterprising students making extra money at Tokirima School

Dynex sleeves are the sleeves that go around poplar poles to protect them from grazing animals as they grow. One way that hill farmers are able to help keep the soil on the land and out of our waterways, is to plant poplar poles, which have big roots to hold the soil in and stabilise the land. As the poplar poles grow the sleeves split in half and fall on the ground.

Tokirima School have been earning themselves extra money by collecting Dynex sleeves and returning them to Horizons Regional Council for recycling. To date they have collected over 1000! At 50 cents per sleeve that's a good amount of money the students have been able to use on action projects around the school.



Growing vegetables in a plastic bottle greenhouse

Waiouru School students have green fingers and have created some gardens. However, sometimes the challenging Waiouru weather plays a part in stopping vegetables, like tomatoes, growing to maturity. Introducing the plastic bottle-constructed greenhouse; a great way of extending the growing season, while showing students opportunities to re-purpose rubbish. A call out to their community for plastic bottles inundated them, and a Horizons Regional Council Enviroschools grant of \$300 paid for the wooden frame.

So what next? The students have discussed other ways to use the greenhouse in their curriculum. For example, in biology, students are going to sprout seeds to see if the process is quicker in the greenhouse in mid-summer; in technology and science, the senior students are going to design and set up a hydroponics system. The school is also in the process of installing a La Crosse weather station, where one of the sensors will be in the greenhouse so they can monitor the temperature inside compared to outside. A great link to the maths, statistics and science curriculums.





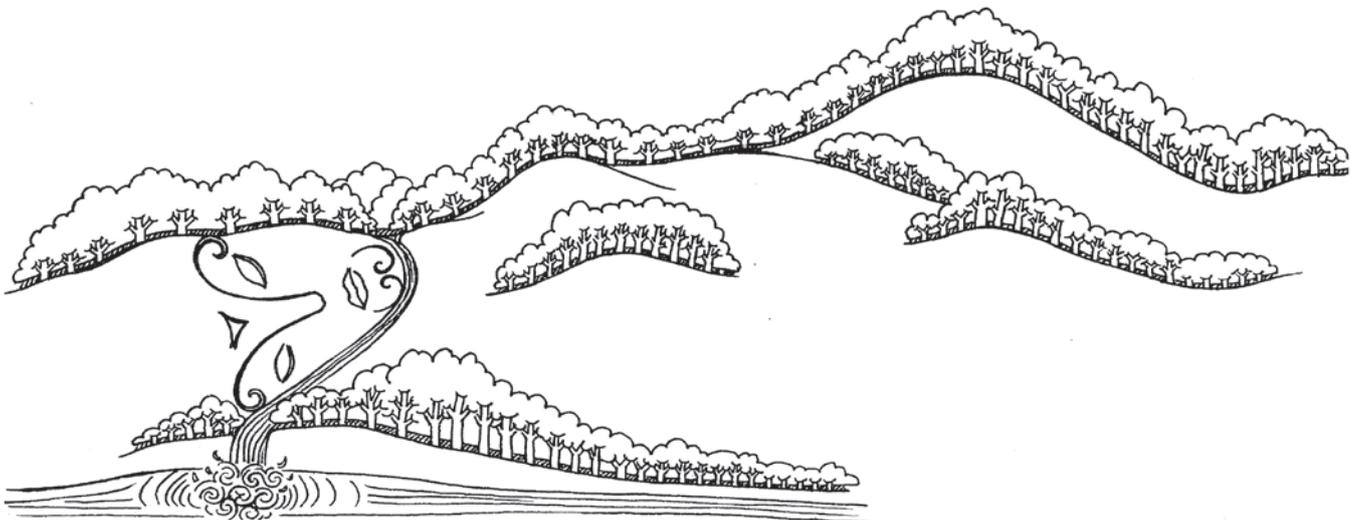
83% of Enviroschools are involved in biodiversity and biosecurity actions.*

National Park School developing partnerships in their community

New Zealand has lots of invasive weeds which threaten our native species. Tongariro National Park is covered with one such weed, heather. This was introduced in 1912 as food and cover for a game bird called grouse which the English migrants bought with them to hunt and shoot.

While the grouse failed to establish, the heather thrived. Heather beetles are used by the Department of Conservation (DOC) as a biological control as they only eat heather. Students from National Park School

have teamed up with DOC to collect hungry heather beetles from small populations that have flourished which are then taken to new areas of heather. The beetle collection was surprisingly easy, helped by the fact there were so many beetles on the plants at the active 'wave' of their infestation. As a school community they are passionate about their unique environment living up on the Central Plateau. They want to hand it over to successive generations in great shape.



Papatūānuku, earth mother

* All statistics are from regional data (not district).



17 Enviroschools

7 schools 

10 ECE 

Water conservation at Linton Kindergarten

Water play is a common activity for tamariki to do in early childhood centres. We've had some hot, dry summers and last summer families that rely on piped water from the reservoir were told by the City Council to limit their water use as the reservoir was getting low. This prompted the kindergarten to look at preserving water as it is a precious resource and not to be wasted. So how could the

tamariki continue to have water play in the summer? Families got on board and fundraised all year to buy a water tank to harvest the rainwater from their shed roof. This meant that the tamariki could continue using water in the sandpit in contrast to the more traditional way of allowing the hose to run. They also know once it's gone, it's gone, until Ranginui fills the tank up again.



Integrating Māori Perspectives at Parkland Kindergarten

Te Reo Māori is embedded into kindergarten life. During mat time at the start of the day, all the tamariki sing their kindergarten waiata, which was specifically written for them. They also introduce the day with a karakia which they all say together, and the children share their mihi in Te Reo Māori and in NZ sign language. They finish with 'He taonga ahau o te Parkland Kindergarten' which translates as 'I am a treasure of Parkland Kindergarten'.



75% of Enviroschools are taking action for economic sustainability, e.g., product creation & green enterprise, conscious consumption, green purchasing practices, upskilling for sustainability-based jobs.*

Everyday environmentalism conference at Palmerston North Girls High School

Bringing likeminded students together to talk about how to take action on issues important to them was the message that members of the PNGHS Enviro-Group wanted to achieve when they held their first Wero Student Conference in August. 45 students from four secondary schools in the Manawatū District attended. They heard from a range of speakers, made reusable bags from old t-shirts for opportunity shops to use in place of single use plastic bags, and spent time in their individual school teams planning a wero to take action in their own schools and communities.



From small beginnings into an Enviro Academy at Ross Intermediate School

Ross Intermediate School have been an Enviroschool for a few years and have a vibrant Enviro-Group who worked on their school vision for sustainability. However, all that changed when the number of students wanting to be part of the group increased. They decided to launch the Enviro Academy giving more status to this group and so allowing more students to join.



* All statistics are from regional data (not district).



Whanganui

11 Enviroschools

9 schools



2 ECE



Weaving in the sustainability kaupapa at St John's Hill School

The vision at Green-Gold Enviroschool St Johns Hill School is to have 'confident, happy, lifelong learners, and caring citizens who contribute positively to a sustainable world'. They have been an Enviroschool for over 10 years and the kaupapa of the programme is woven into everything they do. So much so that when new students join in Year 7 they are introduced to the tikanga which the school has in place as a sustainable school. Each class has an Earth Kids team representative who attend weekly meetings where environmental issues are discussed and fed back to the class. Each class adopts a native tree which can be found in their school grounds, and they have class gardens where they grow and use the food in their 'garden to table' programmes during Discovery Time. With school wide practices of reduce, reuse, rethink, recycle, the 4R values are embedded within school culture. They have solar panels that generate some of their power, and power use is monitored so they can think about ways they can conserve energy. Their pool is also heated by solar panels.



Aberfeldy School building an outdoor environment

Students at Aberfeldy School are in the midst of building an outdoor learning environment. This was dreamed up and planned by students past and present and will include features such as a labyrinth, sensory gardens, sandpit, pizza oven, bike track, music wall, butterfly mosaics, water features, raised garden beds, a sun dial and a willow tunnel. Students have been involved throughout the planning process, however it is the Ministry of Education that is helping to fund and manage the project through to completion. Construction started in Term 4.

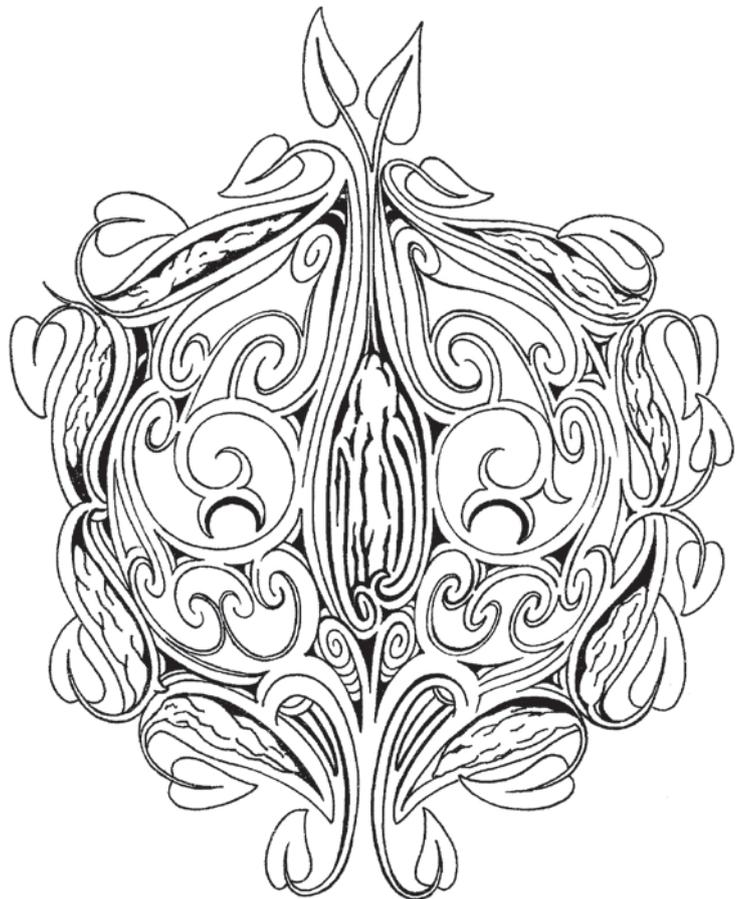




94% of Enviroschools are producing food and have systems to distribute it to their community.*

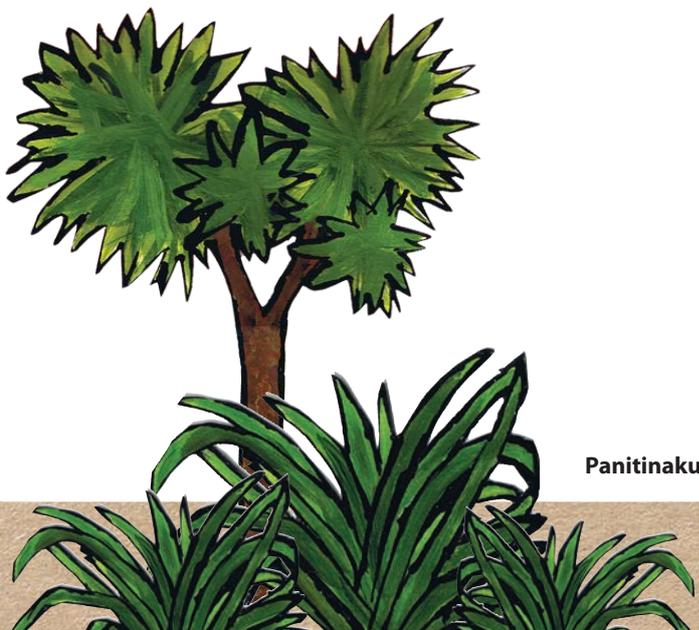
Growing Kūmara at Whanganui Intermediate School

Kūmara was one of the staple food groups for early Māori. It is a great crop to grow over the summer break at schools/centres as it does not require much watering or attention. An added bonus is most children love kūmara, whether it's roasted, mashed, fried or even made into kūmara chips. But there is tikanga to learn in laying kūmara beds. Students at Whanganui Intermediate School recently began learning how to grow theirs for the first time. Firstly they sprouted kūmara to produce tipu (shoots) in a tapapa (kūmara seed bed). The students used ice cream containers as their tapapa which were filled with a mix of sand and sawdust. These are currently being kept warm on a windowsill or in a greenhouse for a couple of months for the tipu to grow. Once the kūmara have sprouted, each will be planted in the garden and given a single cup of water. Kūmara like it dry and hot, so after the glorious summer we had last year hopefully they can check the size of the kūmara in late March and see if it is ready for harvest. Kūmara require about five months of summer heat to grow well.



Panitinaku, gave birth to the kūmara

* All statistics are from regional data (not district).



Tararua



3 Enviroschools

2 schools



1 ECE



Reducing waste at Country Kids

Country Kids have had a successful reducing waste campaign with reusable washable bags. These 'dry bags' are used to send home wet clothes, rather than using plastic bags. The centre purchased a large number of these bags, and their use by parents and caregivers has grown. This has reduced their plastic bag usage by at least 75 per cent. Excitedly, in their latest waste audit, there was only a small box of rubbish to sort through. The centre's next focus is to encourage parents to provide waste-free lunches, with a plan to hold whānau workshops on making beeswax wrappers later in the year. The Centre have continued to work really well at being sustainable with waste, water and resources.



Glossary

Atua: Deity responsible for all aspects of the world

Hui: Gathering, meeting, assembly, conference.

Karakia: Prayer, incantation

Kaumātua: Elder

Mahi: Work, activity, function, exercise.

Mana whenua: Refers to the mana held by local people who have local tribal or sub-tribal authority over land or territory in a particular area.

Mātauranga Māori: Māori knowledge

Mihi: To acknowledge, greet, thank.

Pou: post, upright, support, pole, pillar, goalpost, sustenance

Tamariki: Children

Tikanga: Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol – the customary system of values and practices that have developed over time, and are deeply embedded in the social context.

Waiata: Song, chant

Wero: Challenge

Whānau: Family

How to get involved in the Enviroschools programme



There are two options available to schools/ECE centres wanting to join the Enviroschools network.

You can become a Friend of Enviroschools where you are able to try out the programme unofficially before committing to the programme. Support available includes access to some Enviroschools teacher professional development events and some support on

your sustainability projects from the Regional Coordinator.

If funding is available in your area, you can apply to become an official Enviroschool. In addition to being able to attend professional development events, your school/centre would be supported by a Facilitator who would work with you on a one to one basis on your sustainability projects.

If you are interested in learning more about the Enviroschools programme, please contact the Regional Coordinator at education@horizons.govt.nz or free phone **0508 800 800**.



