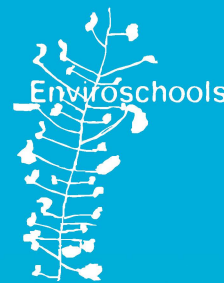


# Enviroschools Ōtakou Newsletter 2 2019



## Enviroschools' kaupapa

Enviroschools aims to foster a generation who instinctively think and act sustainably.

The Enviroschools Programme works to integrate sustainability into the whole of school life. This incorporates four key areas of school life (or the 4 P's). These are:

**Kaupapa Ako** (Programmes - Living curriculum), **Tikanga** (Practices - operational practices), **Tangata** (People and Participation - organisational management) and **Wāhi** (Place - the physical surroundings). This

newsletter showcases some of the ways Otago ECEs and schools integrate sustainability across the whole school. Two things become obvious with these stories; 1. the four key areas are interconnected and the deeper a school's sustainability practices, the stronger those interconnections are, 2. the community becomes involved in the sustainability actions that start at school. Here are some examples of schools embracing the 4 P's.

## Kaupapa Ako / Programmes

*Students learn as they create a sustainable school and community. Sustainability is a core part of the curriculum and student-centred learning is used.*

**Project Wanaka.** Year 4 and 5 students at **Wanaka Primary School** did a ten-week unit on "Connect to My Place: Make a Difference to my Space" in term one. The students wanted to carry on with this theme in term two. The Council (QLDC) had just released the Wanaka Master Plan for consultation and Nik, their teacher, thought this was a great opportunity for students to redesign Wanaka. She introduced the students to the design thinking process. They brainstormed areas to improve, researched the idea they liked best and had council staff talk to them about the planning process. Damian (Enviroschools facilitator) got the students to look at the Big Picture from the Enviroschools kit to help them imagine what a sustainable Wanaka could look like. The students realised that



Modelling the future Wanaka

cars did not have to be everywhere. This realisation unleashed a whole lot of creative thinking. The students got feedback on their ideas from whānau and community then made models, either physical or with Tinkercad / Pixir. Students presented their ideas and models to the community and the council.

**Maheno Kindergarten (Waitaki District)** are working hard on recycling, reusing and re-purposing, which involves maths and science. They started with wondering how they could reuse or re-purpose paper towels and paper. The kindergarten has started manufacturing paper bricks to keep them

warm in the winter. The tamariki have been amazed at how big a bag of shredded paper goes into creating one brick! They also wondered why such a big bag of shredded paper weighs so little. This led to a whole new learning cycle



Tamariki making bricks

on weight, size and types of materials. They are experimenting with drying bricks made with a variety of soak times and a variety of papers. **St. Kevin's College**



Tamariki making bricks

students gave the tamariki advice on adding sawdust to bricks to improve burning. More paper was needed to carry out their experiments, so the tamariki contacted Brackens Office Products Depot in Oamaru and the Oamaru Kindergarten Association Office, diverting their used paper into bricks. The tamariki have become expert brick makers and now do the mahi themselves.

## Nau mai haere mai

Otago Enviroschools have had another very busy term. This has included:

- A hui for Clutha schools looking at energy and one for Central Otago and Queenstown Lakes District schools focused on climate change.

- Secondary students in Dunedin and Central Otago have organised events to share ideas about actions they can take in their schools and communities.

- **Wanaka Primary School, Wanaka Pre-School and Maheno Kindergarten** all reflected on their practice.

- We ran a series of Principals' breakfasts in Dunedin and Clutha and an inter-regional Enviroschools hui in Oamaru for Canterbury, Southland and Otago Enviroschools facilitators.

- Welcome **Grant's Braes School** (Dunedin), **Waiwera South School** (Clutha district) and **Te Kura o Take Karāra**, (the new primary school in Wanaka), to the Enviroschools whānau.

- Daniel Jephson is back on board in Dunedin after six months finding out how other parts of DCC work. Thanks to Jennie Upton for filling his shoes over that time. The School Strikes 4 Climate have created a lot of interest and momentum to reimagine the way we do things.

*Get in touch with your facilitator for support and check out the Enviroschools website to see what other schools are doing*  
[enviroschools.org.nz](http://enviroschools.org.nz)

Robyn Zink  
Regional Coordinator



*Invite your facilitator to your planning meetings to help put a sustainability lens over your teaching.*

## Tikanga / Practices

*School policies and systems support environmentally friendly and sustainable practices, and these are monitored.*

Schools are very busy places with many competing demands. One way to ensure that the school's sustainability ambitions do not get lost in the clamour is to write sustainability into your school's guiding documents. This means your school's sustainability progress is documented and evaluated.

**Goldfields Primary School** (Cromwell) include sustainability in their vision; "Creating a love of learning within a safe, caring, respectful, sustainable environment where individual excellence and diversity is valued". The strategic plan then details how they will work toward a sustainable environment, who will be involved and how this will be resourced.

**Macandrew Bay School** (Dunedin) notes that Enviroschools is one of the things that makes the school special: "We have an Enviro Team called the Macandrew Bay World Savers who lead the school in this area. We have a Vision map and a Care Code for our school which has been created by the children". The annual plan details how the Enviro Team will be supported.

**St. Leonards Primary School** (Dunedin) includes caring for the environment in their values. "Being an Enviroschool means sustainability and thinking about the environment underpins every decision we make from how we teach to setting the school budget".

*Your facilitator can work with the BOT and staff to ensure sustainability has a place in the school's strategic direction.*



The two parts to Macandrew Bay School's watering system.



St. Leonards students, staff, ex-students and community members sharing their stories about the school during their reflection.

## Tangata / People and Participation

*Decisions are made with the involvement of students and there is a sense of belonging and ownership*

**Mornington Primary School** students in Dunedin wanted to respond in a positive way to the March 15th tragedy in Christchurch. The school has a large Muslim and refugee community and staff and students wanted to establish a Peace Garden at the school. They consulted across the school and with their community about what they wanted in the Peace Garden. Bunnings

generously helped the school with advice about shade loving plants for the south facing site, then donated all of the plants. The students got to work planting up the garden and it was officially opened on the day of the 3rd School Strike 4 Climate. The school hopes the Peace Garden will encourage the celebration of diversity and their multi-cultural community.

Waste can be one of those seemingly intractable issues we all struggle with. The Envirogroup at **Wakari School** (Dunedin) have been looking at lunchboxes. Students brainstormed ideas for reducing this waste and found that you could save money while saving waste. Their suggestions are being shared to the wider school community through the school newsletter.

Here is Tip 1:  
We compared the cost of a large packet of veggie crisps with a multi bag of crisps. We found out that:  
1. If you buy the big bag and put the crisps into recyclable containers you save \$1. If you put crisps into your lunch every day, over a year you would save \$40! They weigh the same.  
2. If you only used the big bags, we would not throw away over 400 little bags a year!

*Talk to your facilitator about how to bring students' ideas to fruition.*



Mornington Primary School students planting their peace garden.

## Wahi / Place

*Is there a healthy ecosystem, are the buildings and grounds a learning resource and does the school environment reflect the culture and heritage of its place and people?*

**McCraes Moonlight School (Waitaki District)** has been working on making their place healthy. Bron (Enviroschools facilitator) spent a day with the McCraes Moonlight students discussing compost. The students will collect material for the compost over the next month and a parent is going to help them build their compost pile.

**Terrace School (Alexandra)** went to Central Stories Museum with Anna (Enviroschools facilitator) to find out more about what lives in their place. Learning focused on what can be found in the environment using all the senses. The tamariki enjoyed a scavenger hunt outside, in under and over the plants, rocks and mining relics, story time and adding their own taonga species to the Conservation Week tree. (note the Haast eagles soaring above the tree!).

**Portobello School (Dunedin)** has teamed up with their neighbours at Roselle Farm to study stream health and consider the farm's options for protecting their waterways. The students found out what makes a healthy stream and spent a day assessing a stream; looking at habitat, clarity, temperature, macro-invertebrates and fish (they found some galaxiids).

The following week the school went on a field trip to the local lab to find out about e-coli. They took water samples for testing. They compared their results with those from 2 years earlier and identified what else might be done to improve the stream health. The students hope to get involved in riparian planting on Roselle Farm.

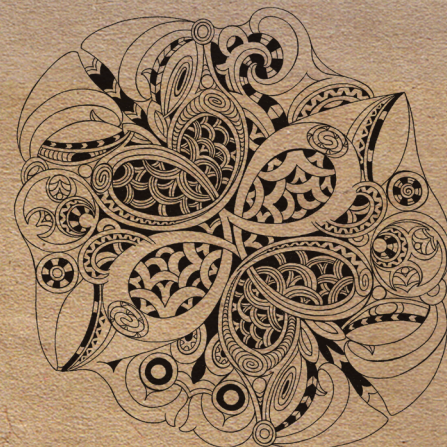
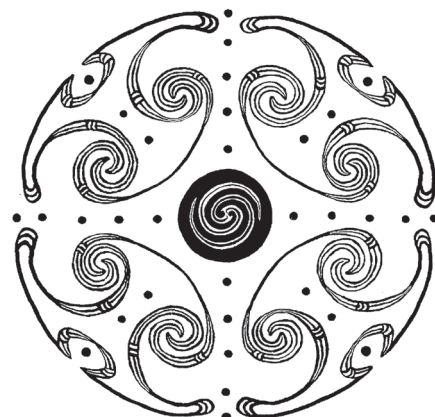


Terrace students finding out more about their place



Getting ready to test the water

*Your facilitator can connect you to expertise and resources needed for creating healthy ecosystems.*



# Holistic Reflection

Schools are busy places and there is always the next thing to move onto. It is easy to forget to share and celebrate achievements, especially when those achievements become 'just what we do here'. The EnviroSchools Holistic Reflection process is a tool that helps you take stock of your sustainability initiatives across the 4 P's and share your stories with everyone at school and the wider community. Reflection also helps schools identify ways to deepen their sustainability practices and learning. **Wanaka Primary School, Wanaka Pre-School and Maheno Kindergarten** all recently reflected. We are always humbled and inspired by the passion and innovative thinking of teachers and students.

**Wanaka Primary** were lucky enough to have the MP Eugenie Sage present the EnviroSchools Reflection Certificate when she was visiting to congratulate Pod 3 students on their advocacy for the tuna / eels in Bullock Creek and Lake Wanaka. Pod 3 students had found out that tuna cannot get back to the sea to complete their breeding cycle because of the Roxburgh and Clyde Dams. The students got busy designing fish ladders for the tuna and writing letters to both Contact Energy, who manage the dams, and the MP demanding action to protect this taonga species. Hon Eugenie Sage said the students' letters had a big impact on her and she has been talking with Contact Energy about what can be done for the tuna.



Wanaka Primary Envirogroup with their reflection certificate



Wanaka Pre-School staff and their reflection rākau



Maheno Kindergarten staff with Bronze Certificate



Eugenie answering student questions



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## Tell us what is happening in your school and community

We love hearing your stories and sharing them on the EnviroSchools Facebook page [facebook.com/EnviroSchoolsOtago/](https://www.facebook.com/EnviroSchoolsOtago/) and the EnviroSchools website [enviroschools.org.nz](https://www.enviroschools.org.nz). If you have a story that you think others will find interesting – even if it seems quite ordinary to you – get in touch. We are happy to write up your

stories and share them. If you want to find out more about anything you see on Facebook or on the Website, get in touch with your facilitator. They can help you turn ideas and passion into action.



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