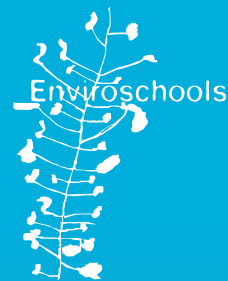


Enviroschools Ōtakou Newsletter 1 2019



Enviroschools' kaupapa

Enviroschools aims to foster a generation who instinctively think and act sustainably. For us sustainability means 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 Enviroschools kaupapa is based on five

guiding principles / Ngā Mātāpono. The five guiding principles are: Sustainable Communities, Empowered Students, Learning for Sustainability, Respect for Diversity of Peoples and Cultures and Māori Perspectives. This newsletter showcases some of the ways the five guiding principles are integrated into learning and action.

Sustainable communities

act to nurture and maintain the health and viability of our environment, society, culture and economy.

Lots of schools are getting on board with making beeswax wraps – the 'new gladwrap'. The Envirogroup at **Bayfield High School** in Dunedin recently had a working bee to make 150 wraps – all of which were pre-sold to school whanau.



Bayfield High School Envirostudents making beeswax wraps with their key teacher

Clyde Primary students have spent the last two years finding out what lives and grows in their neighbourhood. As well as birds and skinks, they found a lot of predators in their tracking tunnels. The school recently spent a day working together with Enviroschools and whanau to build 65 trap boxes which are now spread around Clyde backyards. The students are continuing their monitoring work to see what impact their trapping is having on predator numbers.



Queenstown Primary students getting their apricot jam ready for market

Queenstown Primary School gathered excess apricots from the school orchard and the students had a great day making jam. They worked out a marketing plan, designed labels and then sold the jam at the school fair. The PTA will use the money to buy things the school most needs.

Nau mai haere mai

The year is whizzing by and Otago schools are doing amazing mahi around sustainability. Since our last newsletter Enviroschools has run seven student hui / teacher workshops ranging in topics from water to climate change and visioning to reflection. Four schools and one early childhood centre have gone through the holistic reflection process.

Daniel Jephson, one of the Dunedin facilitators, has taken a six-month role with the DCC Parks Department and Jennie Upton is stepping in to take his place. Many Dunedin teachers will remember Jennie from when she was in the role from 2011-2016. She is hugely experienced in supporting schools and communities on their sustainability journeys.

A big welcome to **Green Island Primary School**, which recently became an Enviroschool. We would also like to welcome the new key teachers that have stepped into the role of championing sustainability in their centres and schools and supporting students to act on issues that matter to them. Enviroschools wouldn't happen without the support of key teachers.

Your facilitator will work with all teachers in your school. If anyone needs support with putting a sustainability lens on their inquiry topics or wants support with student action, please get in touch with your facilitator – they are your best resource for all things sustainability.

Robyn Zink
Regional Coordinator



Empowered students

are enabled to participate in a genuine way, from their own perspectives.

The student climate strikes show the power of standing together to highlight the urgency of action required on climate change. It was inspiring to see young people exercising their citizen muscles by organising such a positive nation-wide event.

Students take action on a whole range of levels. **Sawyers Bay Primary** students recently learnt where their storm-water drains go and that everything that gets washed into the storm-water drain goes straight into the harbour. They decided to paint fish on drains to remind everyone that what goes down the drain effects the fish in the harbour. They also picked up rubbish on the streets around the school so it did not end up in the harbour.

Queens High students took the opportunity during Sea Week to clean up the beach near their school.

Otago Girls High School students are thinking big and have applied to the School Gen programme for school solar panels! As they said, *"What better place for solar panels than in SUNEDIN!!!!"*



Dunedin student climate strike



Sawyers Bay students taking up the storm water challenge

Learning for sustainability

recognises teaching and learning that fosters student empowerment, decision-making, action and sustainable outcomes.

Waitati Primary School recently had solar panels installed at their school. When the school knew the panels were they coming they *"dismissed whatever we had planned on the curriculum document to teach and said, 'Look, let's do solar – it's purposeful, it's pertinent,' and so we did,"* said principal, Stacey Honeywill. Students are learning about the science and technology of solar power, the sun's importance in other cultures, as well as monitoring their own power usage. They have already made changes, so they use power when the sun shines. Find out more about what has happened since Waitati School got solar power at <https://gazette.education.govt.nz/articles/schools-solar-panels-create-power-for-the-community/>

Oamaru Intermediate School have done their first waste audit. The students want to find ways to reduce the amount of waste created at school and make sure as much as possible is being recycled or composted. Waste audits are great for getting students working together as well as gathering, recording and analysing data. Now they know what waste the school is generating, they can



Oamaru Intermediate students with the results of their waste audit

research strategies to reduce that waste and work out how to get the rest of the school on board to do the right thing with their

waste. Once they have made some changes the students will do another audit to see the difference their changes are making.

Respect for diversity of peoples and cultures

is integral to achieving a sustainable environment that is fair, peaceful and co-operative

Along with many schools, **Weston Primary School**, wanted to find a way to support Oamaru's Muslim community in March. The students decided to write messages of support and joined these together in a long chain before giving the chain to the Muslim community.



Weston Primary School students with their letters of support for the Oamaru Muslim community

Māori perspectives

honours the status of tangata whenua and enriches the learning process.

These impressive panels were created by children at **Hawea Flat School** and stemmed from their inquiry 'looking at what stories can tell us'. The children looked at Waiata, Haka and carving - exploring the different ways you can communicate. Working together in Tuakana-Teina partnerships the children led the research choosing their own topics. The children developed their designs, then they created the boards with each Kowhaiwhai telling a story. Working with their teacher, Raihania Chadwick, they also included the school's Pepeha, referencing their Rohe, with a mural related to the area.

Little Earth Montessori in Queenstown have been working to integrate Māori perspectives into their teaching practices. This has led them to building a whare at the centre. Children use the whare as a meeting and sharing space. The children put excess food from their garden and fruit trees in the whare to share with whanau and community members. Daren Rewi supported the centre through the process of designing and building the whare. He blessed the whare during the Centre's recent Green-Gold reflection



Hawea Flat Primary School's Kowhaiwhai panels and pepeha



Little Earth Montessori students blessing their whare



Holistic Reflection

"It's definitely been a very rewarding process, and outcome...it was one of the most unifying things we've ever done. We're all feeling very proud." (A teacher talking about their recent reflection).

Holistic reflection is about celebrating and affirming your centre / school's achievements and imagining the future. It involves the whole school or centre.

"It was a very affirming process and wove together our philosophy, our learning priorities, Enviroschools guiding principles and centre procedures and processes." (An ECE centre manager reflecting on the process).

Clyde Primary and Portobello Primary

Schools recently re-reflected at Bronze and Silver respectively. Re-reflecting is a great option if it has been five or six years since your school last reflected or if there has been high staff turn-over. **Tarras Primary School, North East Valley Normal Primary School** in Dunedin and **Wakatipu High School** all reflected at Bronze at the end of 2018. **Purakaunui Primary School** in Dunedin and **Little Earth Montessori in Queenstown** both reflected at Green-Gold. Congratulations to everyone involved in these reflections. Get in touch with your facilitator if you want to find out what is involved in the reflection process or to set a date for your school's reflection.

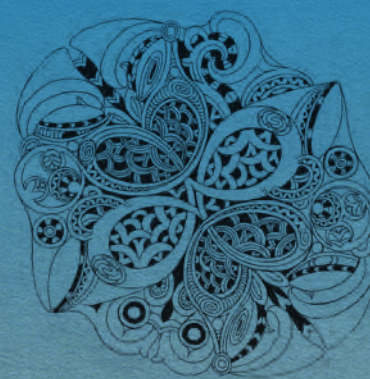


Purakaunui School's kereru cloak telling their sustainability story

Check out the new website

Be inspired by what students are doing around the country. There are lots of teaching resources and tools for turning ideas and passion into action.

enviroschools.org.nz



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Keep in touch

Keep in touch and share what is happening in your schools via the Otago facebook page www.facebook.com/EnviroschoolsOtago

Welcome Jennie

Jennie Upton says it is great to be back with the Otago Enviroschools whanau. Education for Sustainability has always been a passion of hers along with hands on experiential learning – at all ages. She believes resilient, practical and 'outside the box' thinking communities is the way forward in an ever-changing climate. She is looking forward to sharing and learning with you all.



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