

Enviroschools

TE TAI POUTINI WEST COAST



Kia ora koutou

The theme for this Term 3 newsletter is **Empowering Children**. I've been struck by the motivation and enthusiasm of your Envirogroups and students this term. Find in this newsletter some inspiring case studies and top tips for ensuring your children are participating in a genuine way.

Nga mihi nui,
Zoe Watson

*"Achieving empowered students requires adults to treat young people's opinions seriously & to employ student-centred teaching & learning strategies such as enquiry learning, action research & experiential learning." p.9
Enviroschools Handbook*



Teachers Kristine Hickford and Jennith Oakley perusing the new Theme

Revised Theme Area Launch

New Resources explored Coast Wide

Enviroschools have revamped the **Theme Areas** and have a new Kit to house them all. **Zero Waste & Water of Life** are the first off the press with **Living Landscapes, Energy! & Ecological Buildings** to come. Much care, collaboration and consideration has gone into these gems. Each theme area has an easy-to-use lift out booklet and follows with inspiring case studies (featuring two West Coast schools!) at ECE, primary, and secondary level.

The Theme Areas support the 'Identify the Current Situation' part of the Action Learning Cycle. This is the main tool to help plan and carry out a student-led project. Voila!
Student empowerment!



Above: Envirogroup children mucking in at Barrytown.

Regional Envirogroup Action Day Taking Action for Biodiversity

During May, the inaugural West Coast Regional Envirogroup Action Day was held at the Conservation Volunteers NZ (CVNZ) site in Barrytown. There were over 80 participants, including the Envirogroup, teachers, and parents from 7 West Coast Enviroschools. The theme for the day was biodiversity. Tai Poutini Polytechnic (TPP) second year outdoor education students and CVNZ staff conducted supporting activities to this topic. While planting over 520 native trees, children learnt the skills necessary to propagate, plant, and look after native plantings. TPP students ran experiential activities in three different eco-zones - the nikau scenic reserve, a wetland, and a coastal area. The afternoon was spent planning how to apply what they've learnt back at their school and in their community.



"I learnt so much. I couldn't believe that over 90% of our Wetlands have been drained."

- St Canice's student



Native Nurseries for Schools

Forming Partnerships

A successful application to WWF has allowed Conservation Volunteers New Zealand (CVNZ) to construct native tree nurseries at 4 West Coast Enviroschools. Zoe is working with these schools to find ways to make the most of this opportunity – finding links to the NZ Curriculum, integrating with the newly revised Enviroschools Living Landscapes & Water for Life theme areas, and working with the Envirogroups to use the Action Learning Cycle to plan, design, and implement the best nursery design for their school. CVNZ will support schools with the gathering of seed, propagation, planting, and maintenance of native plants in their local environment. Selected schools have attended an initial cluster meeting to plan how to empower students, and integrate and embed this learning. Construction of nurseries will commence in Term 3.



Above: CVNZ Nursery at Reefton Area School

In the Environment Series

DOC Education Resources

The next three resources in the **Department of Conservation** series are available online. These are user friendly and full of great ideas to support your tamariki to engage in their local environment. The three new topics are **native trees**, **plants pests** and **animal pests** adding to the previous resources on **exploring your local environment**, **birds**, and **invertebrates**. Check them out and share with your staff. doc.govt.nz/get-involved/conservation-education/resources/



Treemendous School Makeover

Reefton Area School (RAS)



Audio file of "Dawn Chorus with Tu in the foreground".
Department of Conservation
<http://www.doc.govt.nz/Documents/conservation/native-animals/dawn-chorus-46-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000>



Funding Applications

Need some dosh to bring some of your vision map projects to life? There are some great funding pools - check out this list on the Enviroschools website.

enviroschools.org.nz/in_your_region/wellington/funding-opportunities

Reefton Area School's Envirogroup recently put together a top-notch application for a **Treemendous School Makeover** - you can check it out here.

drive.google.com/RASfundingapplication

Kokatahi-Kowhitirangi School

Project: Recycling Bins

This article was written by Envirogroup students, Olivia & Emily.

As an Enviro School, we have decided to create some recycling bins for each class. We are going to do this by using tyres, and posters. These recycling bins will help with saving money and the environment. Here is a summary of how and why we will do it.

We are designing a recycling bin instead of buying one. The way we are doing it is using the tyres to create a bin and the posters are for telling people what can go in the bins.

We've recently created a roster for our compost, so if you're the monitor then you have to sit beside the compost bin to make sure people are putting the correct food scraps in. There has been a letter that has gone out about the recycling programme for parents. This is to ask parents to volunteer to take the recycling into town with them.

Below: Kokatahi-Kowhitirangi Envirogroup geared up for action!



Term 3 Calendar

Sustainability events and actions to support



Predator Control

July/August

Learn about existing predator control methods in your area.

predatorfreenz.org

doc.govt.nz/our-work/predator-free-new



Fair Trade Fortnight

4 - 17 August

Trade up your staff room coffee and tea for ethical options.

fairtrade.org.nz/en-nz/get-involved/our-campaigns/fairtrade-fortnight



Junk to Funk

Closes 11 Aug, Hokitika

The theme for this year's arty extravaganza is rain. Check out their Facebook page for more details facebook.com/hokitikajunk2funk/



World Rivers Day

27 September

A great excuse to pull out the new 'Water for Life' theme area and get busy!

worldriversday.com/resources

doc.govt.nz/nature/habitats/freshwater



Conservation Month

September

A great way to follow on & strengthen your learning from the Envirogroup Action Day.

doc.govt.nz/getting-involved/conservation-activities

teara.govt.nz/en/conservation-a-history



Habitat Heroes 2017

18 April to 29 September

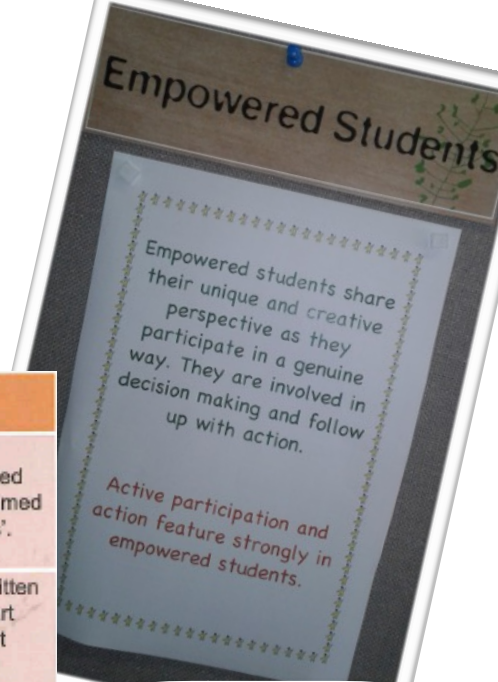
Habitat Heroes encourages young people to explore a local natural environment and think about how they can make a difference. For information, teaching & learning resources, and to enter the competition visit

www.doc.govt.nz/habitatheroes

Different Types of Participation by Children

You can find this table on page 49 of the Enviroschools Handbook. This is great to get up on the wall of the staffroom and to reflect on regularly with staff with where you are at. Ask the kids too!

	Type	Description	Example
Non - Participation	Manipulation Deception	This is the lowest and least form of participation. It is characterised by adults using children in order to achieve their own goals and purposes without informing or involving children in anyway.	Adult designed and organised gardens planted by children and then claimed to be 'children's gardens'.
	Decoration	In this situation children are often decorated either in costumes, clothes or banners, to promote a cause or message. Or they are used to decorate a situation that they have no understanding of by simply being present.	A child reads a poem written by somebody else as part of a performance without understanding the issue being promoted.
	Tokenism	At this level children usually have a high profile and appear to be involved. However, the reality is that the projects are adult designed and run with no scope for children's views to contribute to the process. Tokenism is often carried out by adults who want to involve young people but have not yet considered all the factors.	Students being selected for children's council by teachers and not given the opportunity to consult with their peers, but they are expected to represent student opinion.
Participation /Non-	Assigned and informed Social mobilisation	Young people are used to carry adults' messages, but they are informed of the message and feel ownership. Their participation should be voluntary. International development agencies often used this approach.	'Clean up the world' days where adults address and organise children, who then clean up a section of highway.
	Consulted and informed	Young people are invited to participate in a decision-making process where they have no input into the design and implementation, but they understand the process, the issues and participate willingly. Their opinions are treated seriously.	Surveying for student opinion on the need for a new park or playground and what the park might include.
Participation	Adult-initiated, shared decisions with children	Children are involved, to some degree, in the entire process of a project that is set up by adults. Discussion about the limitations of the project is made clear early on so children fully understand why certain options are not available.	Design and implementation of a worm farm or compost bin by students in a school to deal with organic waste.
	Child-initiated and child-directed. Children in charge	Children initiate, direct, make decisions and determine the outcomes for an activity. Children work co-operatively and collaboratively to implement an activity and continue to make the 'rules' and decisions that govern others' participation in the activity.	Children making a house under trees and bushes, or indoors with tables, chairs and blankets.
	Child-initiated, shared decisions with adults	Children initiate an action or activity and as part of their process seek adult support and/or collaboration to achieve their goal. Here young people have sufficient trust with adults to believe that their views will be respected and be given useful feedback. Children in this situation understand and value the opinions of others to aid their decision-making processes.	<ul style="list-style-type: none"> • Caring for an injured animal that they have found and seeking adult advice on treatment. • Developing codes of behaviour for an area e.g. a playground or reserve.
	Shared decision-making	Activities initiated by either children or adults that are then developed co-operatively and collaboratively with all participants having equal decision-making power. Effort is made to include all community members without one group dominating over another.	<ul style="list-style-type: none"> • Design and implementation of gardens. • Layout and organisation of a classroom. • Prioritising environmental projects.



Spotted!

Hokitika Primary School staff are refreshing their understanding of the Guiding Principles. This snap was taken in their staff room and shows their group definition of Empowered Children. Make sure you build this vocabulary and understanding with children also.

He taonga te mokopuna, kia whangaia, kia tipu, kia rea

A child is a treasure, to be nurtured, to grow, to flourish.