



# Enviroschools

Key findings from the Nationwide Census

Research conducted October 2014 to January 2015





■ Above image: Urutengangana – Stars, qualities of the first-born, guidance, safety, leadership

# TOIMATA FOUNDATION

*He mihi nui ki a koutou katoa!*

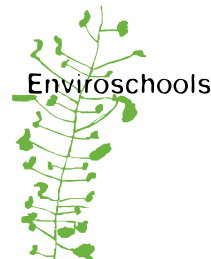
*Creating sustainable, resilient communities involves bringing together many different skills, perspectives and resources.*

Toimata Foundation, in collaboration with our founding partner Te Mauri Tau, works with a large and diverse number of organisations, to support young people to work widely and creatively in the area of sustainability.

Toimata Foundation is a charitable trust, based in Kirikiriroa/Hamilton. Te Mauri Tau Inc. is an educational, environmental and health organisation that draws from the wisdom and knowledge contained within traditional Māori understanding. They are based in Whaingaroa/Raglan.



*Together we hold the vision for the kaupapa of Te Aho Tū Roa and Enviroschools.*



## *Many thanks to all the supporters of the Enviroschools Programme*

**Nationally** – We acknowledge our principal funder the Ministry for the Environment, our partnership with the Department of Conservation, our sponsor Mother Earth and our long-standing relationship with The Tindall Foundation.

**Regionally** – We acknowledge the now 85 organisations that form the regional partner network for Enviroschools. This includes 52 councils and 16 kindergarten associations, as well as various community organisations.



# Foreword from the Minister for the Environment

A thriving and productive environment is vital for our children. Our future citizens need to understand their place in the world, and how to look after it to ensure future prosperity.

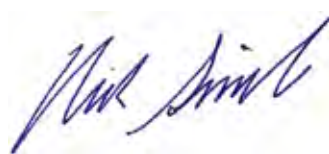
The Enviroschools network includes some 250,000 children nationwide. They are committed to educating children about the environment. The network is growing with fantastic results.

Achievements include planting of 86,859 trees (including twenty km of planting along river margins in 2014), participation of students in waste minimisation, biodiversity activities, food production, food distribution and water conservation or quality protection.

This report details information gathered from a comprehensive survey of Enviroschools. I applaud the efforts and outcomes of those involved who are making a difference in local communities throughout New Zealand.

**“A thriving and productive environment is vital for our children.”**

Enviroschools efforts are commended by the Government. The network supporting schools, teachers, students and communities are assisting in helping real environmental change for a better future.



**Hon Dr Nick Smith**  
Minister for the Environment



# Message from the Toimata Chief Executive



*Ka mihi ki a Papatūānuku, ki a Ranginui*

*Ka mihi ki te ngao o te wheiao.*

*Ka mihi kau atu ki a koutou katoa!*

The Enviroschools national team and all of us at Toimata Foundation are delighted and excited to present the results of the first ever Enviroschools census – the largest Education for Sustainability survey ever conducted in New Zealand.

The scale of environmental action being taken by the schools and early childhood centres involved in Enviroschools is significant – it amounts to thousands of projects, creating best practice examples and a healthier environment. These practices are becoming embedded in schools, they are empowering young people and they are supporting changes in families and communities.

The contribution that participants believe Enviroschools is making to a range of other outcomes is deeply heartening – outcomes such as community environmental awareness, healthy eating, cultural understanding, motivated learners and community participation.

We present this report to you, the students, teachers, schools and early childhood centres who are achieving these wonderful results. You responded to the survey in huge numbers and with such passion, commitment and detail that we were overwhelmed with the amount and depth of content.

We present this report to you, the staff and managers of the 85 regional partner organisations, who have been supporting your schools and centres through the Enviroschools Programme for many years, helping them to be on a sustainability journey that empowers young people and helps schools to be catalysts for change in their communities.

And we present this report to you, the national organisations that make the running of our foundation possible, and who work alongside us to achieve nationwide change for a generation that instinctively thinks and acts sustainably.

The Enviroschools national team and all of us at Toimata Foundation acknowledge and thank all involved in the work, including the many friends, families and supporters of Enviroschools who believe in the kaupapa of creating healthy, peaceful more sustainable communities.

Enjoy this report as a celebration of what we are achieving by working together!

*Ngā mihi nui ki a koutou, otirā,  
ki a tātou katoa.*

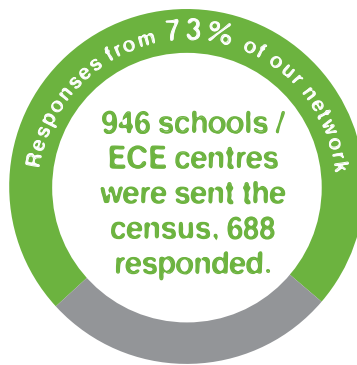
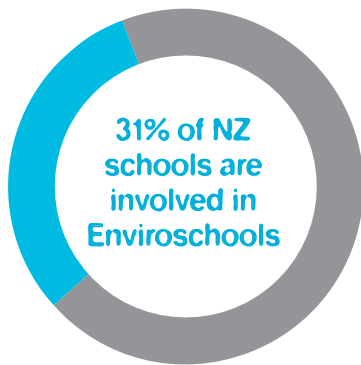
A handwritten signature in black ink, which appears to read 'Heidi Mardon'. The signature is written in a cursive, flowing style.

**Heidi Mardon**

Chief Executive, Toimata Foundation

# Summary of findings

## Participation in Enviroschools



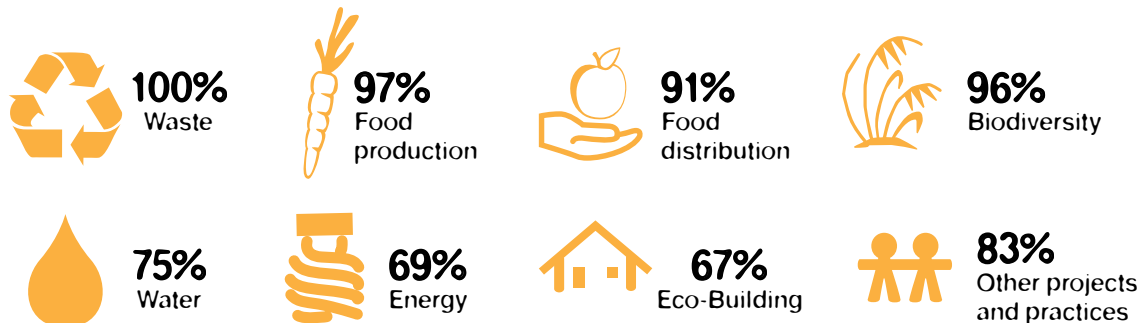
**100,000**  
children and young people actively participating

**9,000**  
teachers, managers and support staff actively participating

**85**  
partners across every region

## Environmental actions and practices

Proportion of schools / centres engaging in each of the Enviroschools theme areas



*Dargaville Intermediate School students working in their nursery which supplies plants for riparian planting to the Integrated Kaipara Harbour Management Group.*

## Broader outcomes of Enviroschools



**Citizenship and ecology** such as global connection, connection with nature, interdependence, community responsibility.



**Educational** such as curriculum, engagement, motivation, whole person development.



**Social** such as healthy eating and physical activity, community, caring, ethics.



**Cultural** such as connection with tangata whenua, integrating Māori perspectives, pronunciation.



**Economic** such as financial savings, financial literacy, shifting patterns of spending.

## Why Enviroschools works

- Collaborative, scalable model
- Facilitated, long-term approach
- Community participation
- Flexible, adaptive framework
- Engaging learning model
- Whole school / centre approach
- School / centre vision

### Highlights from the census

- Depth of practice in Enviroschools increases with time.
- Collaborations with the community are linked deeper levels of practice.
- Enviroschools works for all deciles.
- The level of support for Enviroschools within the school or ECE centre is linked to increased outcomes.



Above – Children are part of the Enviroschools silver reflection process at Aspiring Beginnings Early Learning Centre.

Below – Christchurch secondary students racing an electric vehicle they designed and built at the Evolocity Challenge.





■ Above image: Ranginui raua ko Papatūānuku – earth and sky, qualities of parents: generative, nurturing, and protecting, with enduring and unconditional love.



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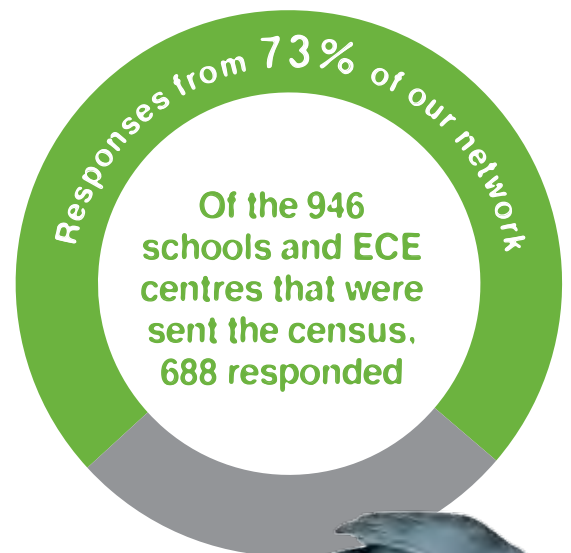


# Introduction

A nationwide census was undertaken from October 2014 - January 2015 of all the schools and early childhood education (ECE) centres that are part of the Enviroschools Programme.

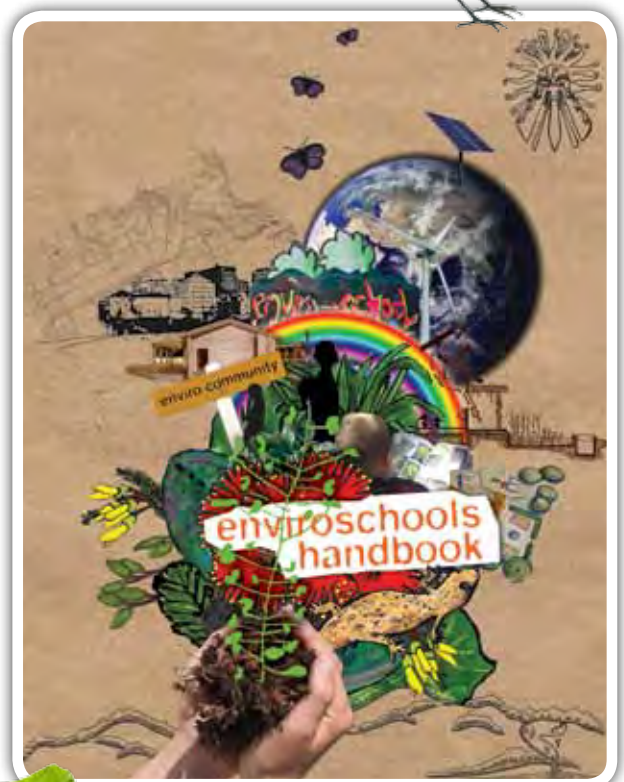
The aim of the census was to ascertain a clear picture of Enviroschool activities and related outcomes. In addition, it lays a foundation for wider research and comparison to track the progress of Enviroschools regionally and nationally.

This report presents an analysis of the data from the census. Where text is shown in quotes is it verbatim comments made by census respondents. Where graphs are shown, the 'n=' indicates the number of respondents to that question in the census.



## The census sought to answer the following questions...

- Who is participating in the Enviroschools Programme in the school or centre?
- What environmental actions are schools and centres doing, and in what depth?
- What outcomes are schools and centres observing?
- Who are they working with – is there evidence of spread of practice into the community?
- Who supports the programme?
- Is there a relationship between length of time in the programme and increased outcomes?
- Does the programme work better in a particular decile school or in particular regions?
- What do participants believe is the most valuable change resulting from being an Enviroschool and what would be different if they hadn't been?





## Enviroschools aims to:

**Empower students** through their schooling and beyond to make decisions and take action on issues relevant to them, their communities and planet in the 21st century.



**Integrate all aspects of sustainability** – social, cultural, economic, environmental.



**Weave Māori perspectives** throughout, as a foundational base for development in this country.



**Enable long-term, sustained involvement** of participants over many years.



**Be a scalable model** that enables localised learning and solutions to be applied nationwide.

■ *Papatūānuku – Earth Mother, qualities of nurturing, sustaining life and enduring.*

# Participation

- Children and young people
- Teachers, managers and support staff
- Families / whānau
- Community organisations
- Partner organisations



## Who is participating in Enviroschools?

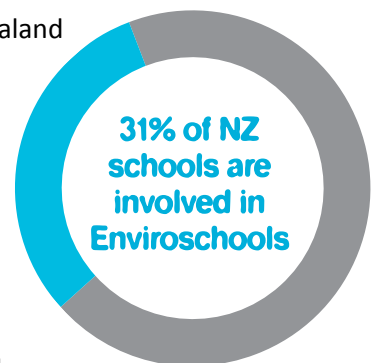
The Enviroschools Programme is reaching a large number of people of all ages nationwide - students, school and centre staff, families and community members.

Enviroschools has been designed to weave into the educational journey of young people in this country from early childhood through primary, and on into their secondary schooling.

At the time this report went to print there were nearly 1,000 Enviroschools in New Zealand, around 800 schools and 200 ECE centres.

Since its nationwide launch in 2001, the Enviroschools Programme has steadily gained a

presence in the New Zealand education landscape. In mid-2015, 31% of all schools and 5% of the large early childhood sector are participants in Enviroschools.



Within the school sector, Enviroschools is well represented in each group. The graph below shows how participation has grown over time and highlights the current percentage participation of each part of the sector in Enviroschools.

% Participation in Enviroschools by schooling level / type over time

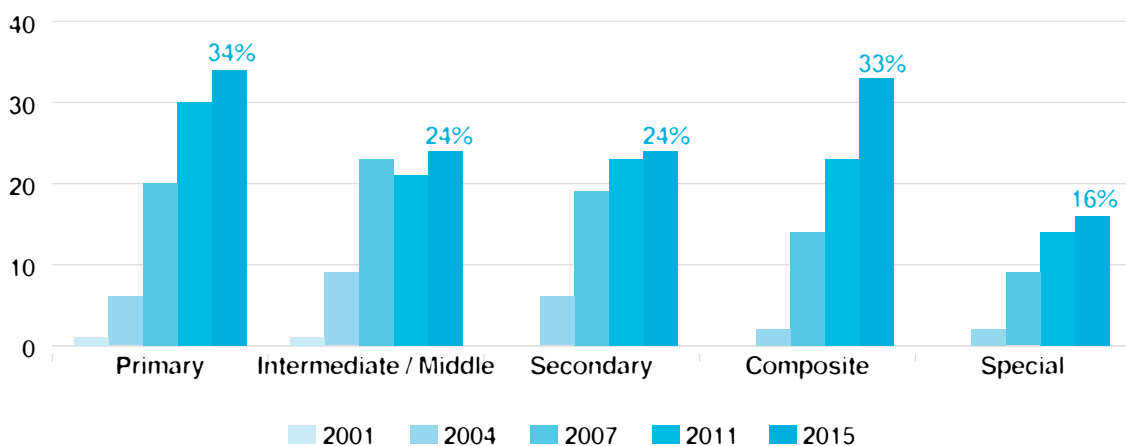




Image left: Rongomātāne – Garden crops, qualities of peacefulness and order, provision, cultivation.

## Children and young people

- The Enviroschools network embraces **250,000 children and young people** on the rolls of the schools and ECE centres in the programme
- We estimate\* **over 100,000 students** are actively participating in Enviroschools across a wide range of environmental actions.

## Teachers, managers and support staff

- The Enviroschools network includes an estimated\* **16,000 teachers** and **7,000 support staff** working at schools and ECE centres in the programme.
- And we estimate\* around **9,000 teachers**, management and support staff are actively participating in the Enviroschools Programme across a range of actions.
- **80% of Enviroschools** report the programme is supported in their school/centre from a moderate to a high degree – Enviroschools is about more than just one teacher.

## Families / whānau

- “[There is] increasing awareness throughout the community of environmental issues - changes have happened at home due to children taking their learning home.”
- “Initiatives are now part of everyday life of school and therefore sustainable. Transferring knowledge from school to home.”

## Community organisations

- **82%** of schools/ECE centres said that the Enviroschools Programme helped them **foster community connections**. Enviroschools are working with councils, businesses, iwi and a range of community groups.

## Partner organisations

- There is a long-term support base of regional organisations funding and working with Enviroschools.
- **85 partners across every region** of New Zealand are currently part of the nationwide network.

\*Estimates have been obtained by extrapolating the participation levels reported by the 73% of respondents, up to the entire Enviroschools population.



# Environmental Actions and Practices

- Waste minimisation
- Biodiversity restoration
- Food production and use
- Water conservation and care
- Sustainable energy use
- Ecological buildings
- Other projects and practices

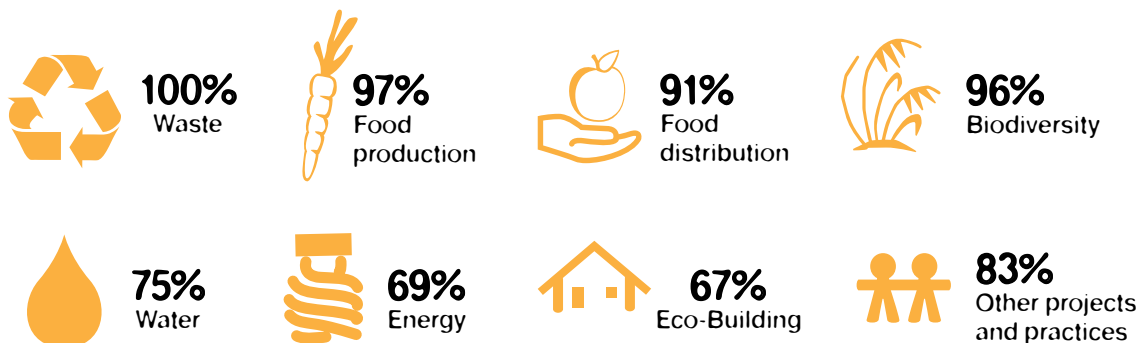
A wide variety of environmental actions are being undertaken in EnviroSchools, including waste minimisation, biodiversity restoration, food production and use, water conservation and care, sustainable energy use and eco-building.

The EnviroSchools Programme was designed to enable schools and ECE centres to take action on issues relevant to them and their communities. Through the EnviroSchools approach, children and young people are involved in the exploration, decision-making, design and implementation of projects.



*Student designed and built electric vehicle in the Evolocity Challenge*

## Proportion of schools / centres engaging in each of the EnviroSchools theme areas



Nearly all EnviroSchools are involved in waste minimisation, food production and biodiversity actions.

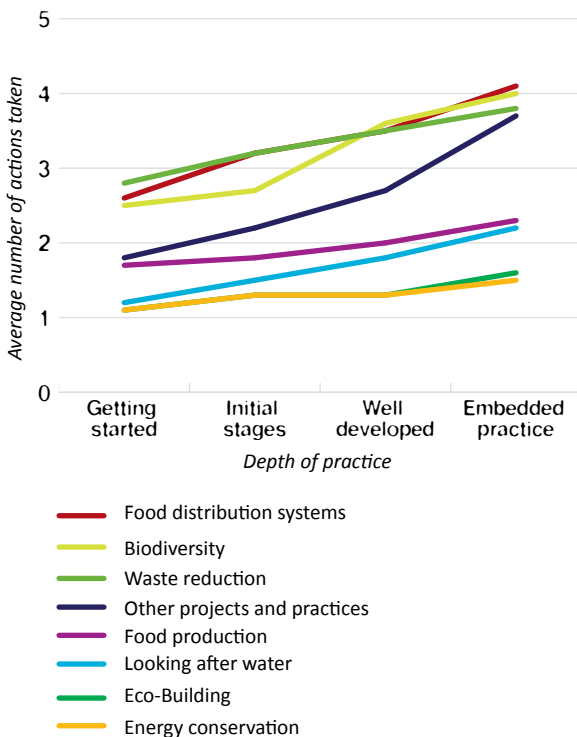


Enviroschools was developed to enable children and young people to explore, design, make decisions and take action on issues relevant to them and their communities

Image left: Tānemahuta – The forest and all that dwells in it. Qualities of growth, strength, shelter, diversity of life.

The average number of actions Enviroschools undertake in each area rises as the depth of practice deepens.

Average number of actions that Enviroschools take relative to depth of practice



Photos above – Students at Queenstown Primary School design, prototype, then build a new compost bin system.

# Waste minimisation is widespread

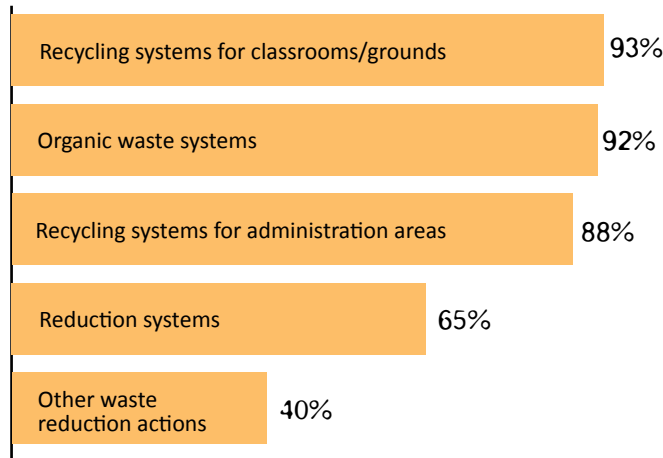


**100%**  
Waste

Almost all (686 out of 688) Enviroschools reported they were reducing waste in a range of ways. Actions

included purchasing decisions to reduce packaging and other waste, various systems to recycle organic waste into nutrients for gardens, and recycling in classrooms, playgrounds and administration areas.

% of Enviroschools undertaking waste reduction actions and practices (n=686)



On average each Enviroschool was engaged in **3.4 different waste reduction practices**



Above – Bottling ‘worm wine’ at Pirinoa School.  
Bottom left – compost helpers at St James Kindergarten.  
Bottom right – reducing waste and saving money with a clothes swap at Westlake Girls High School.







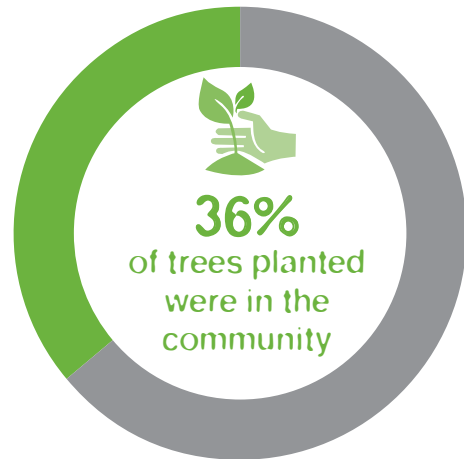
# Biodiversity restoration projects are well developed



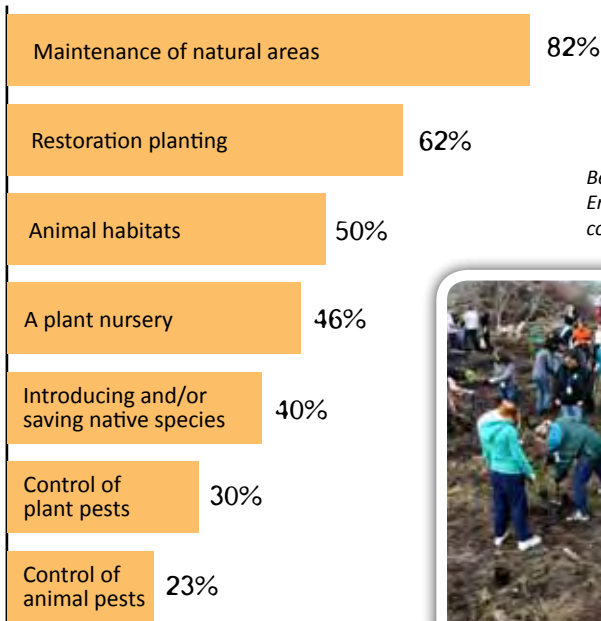
**96%**  
Biodiversity

Amongst the 96% of schools and ECE centres undertaking biodiversity projects, a range of projects were undertaken, many with links into the wider community. In 2014 alone, schools and centres within the Enviroschools Programme **planted 86,859 trees**, of which **74,444 were natives**.

On-going maintenance of natural areas is the most widespread action, which highlights the long-term approach of Enviroschools. While undertaking a one-off planting project will have some environmental and educational value, the benefits are much greater when there is the commitment to maintain these areas over time.



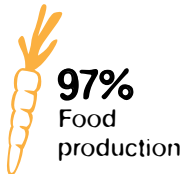
% of Enviroschools undertaking actions for biodiversity (n=661)



Below – Students at an Enviroschools Youth Jam support a community planting project by Lake Rotorua



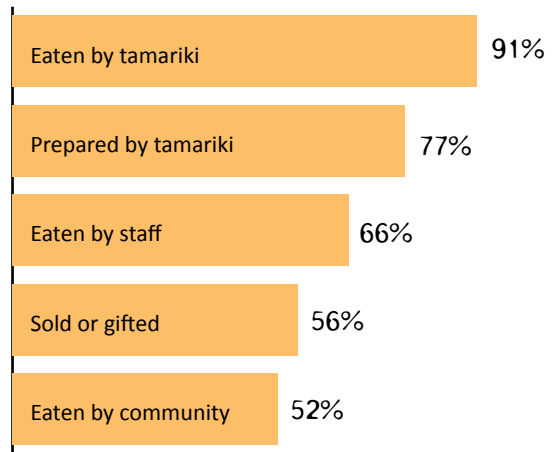
# Food production and use is occurring widely



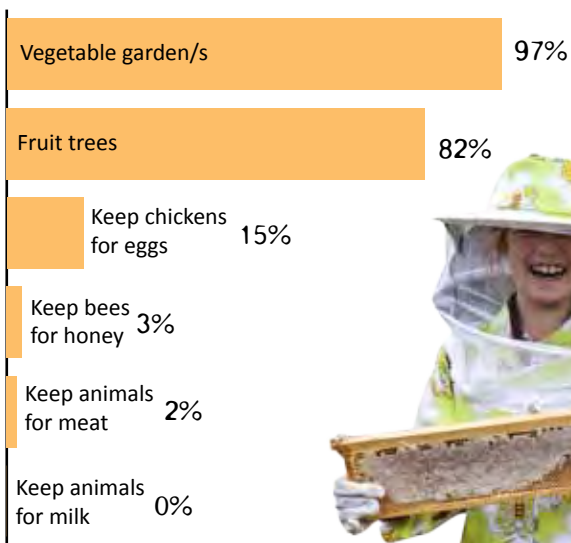
Almost all EnviroSchools undertake food production actions and distribute their food in a range of ways throughout their school/centre and wider community.

“Children [are] enjoying working outside in the gardens and realising all are capable and welcome. [They are] tasting and picking fresh foods for the first time.”

% of EnviroSchools with food distribution systems (n=624)



% of EnviroSchools undertaking food production actions (n=664)



Far left – Hukanui School student harvests honey from the school beehive.  
Left – Naenae School students harvesting from their school orchard.

# Water conservation and care is undertaken by three quarters of Enviroschools



**75%**  
Water

The most common actions by Enviroschools to look after water are harvesting rainwater, using systems to reduce water use and improving natural water quality.

In 2014 alone, **19,264 metres of riparian planting** was done by Enviroschools.

On average, **each participating school completed 163 metres of riparian planting** along local waterways.



Above – Canterbury students measure water flow  
Left – Drains marked at Cambridge Primary for stormwater awareness

% of Enviroschools undertaking water conservation and care actions (n=661)

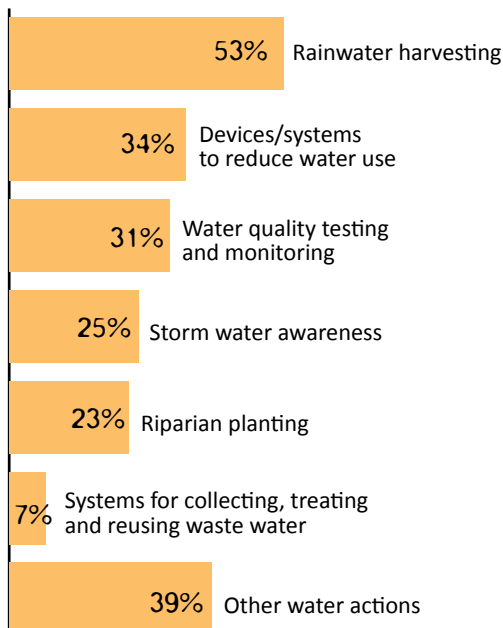


Image right: Tangaroa – Sea and fish; rhythmic, tidal surging, calm.



# Sustainable energy use is an increasing focus

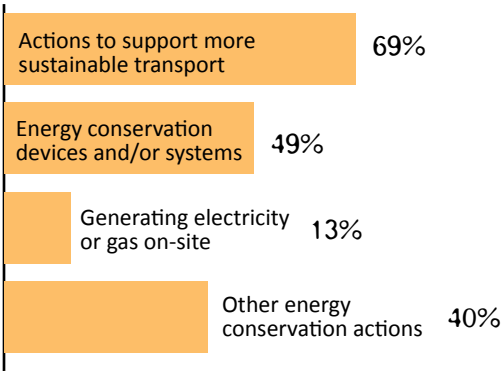


**69%**  
Energy

Taking action around energy use can be more challenging for a school or centre compared with actions around waste, biodiversity and food. Schools and centres tend to move into this area further along their Enviroschools journey, so while only 36% of respondents at the “getting started” stage were active in this area, 86% at the “deep and embedded practice” stage were undertaking energy projects.

Travel planning that includes car-pooling schemes, walking school buses etc. is the most widespread action. Schools and centres are also reducing their on-site energy use in a range of ways, and some are generating their own electricity.

## % of Enviroschools undertaking sustainable energy actions (n=474)



■ Top image: Tāwhirimatea – Wind, qualities of changeable, gentle, fresh, brisk and stormy.



*Without Enviroschools*  
“Our power bill would be bigger!!”



Above – Cambridge Primary bike and scooter parking.  
Below – Celebrating active travel at Greytown School.



# A range of ecological building practices are evident

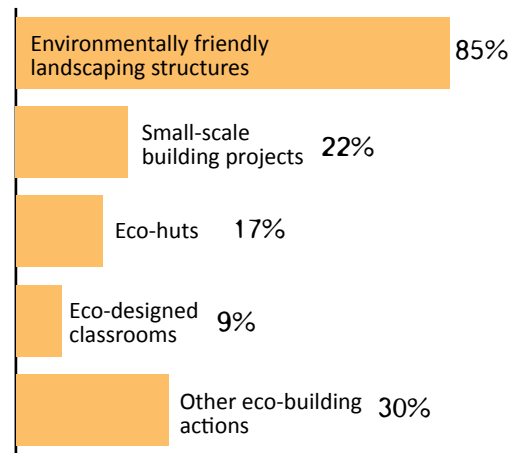


**67%**  
Eco-Building

Eco-building is probably the most challenging area for schools and centres to

take meaningful action involving children and young people, so it is significant that 67% of EnviroSchools have projects in this area. They range from simple structures in the landscape to eco-designed classrooms.

% of EnviroSchools undertaking eco-building actions (n=459)



*Below – Student designed and built eco-huts from the EnviroSchools Eco-Hut Challenge.*



# Other projects and practices



**83%**  
Other projects  
and practices

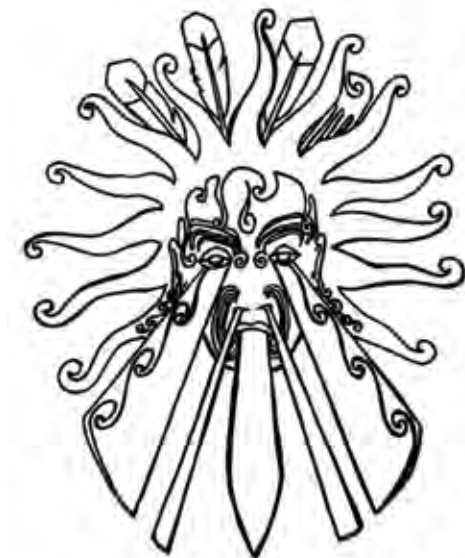
Participants were asked about any other projects and practices in addition to those

around waste, biodiversity, food, water, energy and buildings. 83% of Enviroschools reported a range of other projects and practices, many of these incorporate social and cultural aspects of sustainability into school and centre life.

*The most valuable change from being an Enviroschool is...*

*...“A change in student attitudes. A strong move toward: sharing, caring for the environment, respect for people of diverse cultures, living ‘sustainable’ lives. Using sustainable practices. Solving disputes by restorative justice - peaceful discussions and problem solving.”*

% of Enviroschools undertaking other projects and practices (n=570)



■ *Tamanuiterā – sun, qualities of radiance, light and energy.*



Top – Fanshaw Road School students perform at an Enviroschools event. Left – Point Chevalier School reach out to communities in Christchurch. Bottom – Kaitaia College students investigating biodiversity by checking fish traps in Tangonge wetland.



# Broader outcomes of Enviroschools

- Caring, ethical society
- Empowered, motivated students
- Integration of Māori perspectives
- Network of support and shared learning
- Culture change in schools, centres and families

In addition to the wide range of environmental actions, practices and outcomes, Enviroschools contributes to a broad range of other outcomes including:



**Citizenship and ecology** such as global connection, connection with nature, interdependence, community responsibility.



**Educational** such as curriculum, engagement, motivation, whole person development.



**Social** such as healthy eating and physical activity, community, caring, ethics.



**Cultural** such as connection with tangata whenua, integrating Māori perspectives, pronunciation.



**Economic** such as financial savings, financial literacy, shifting patterns of spending.

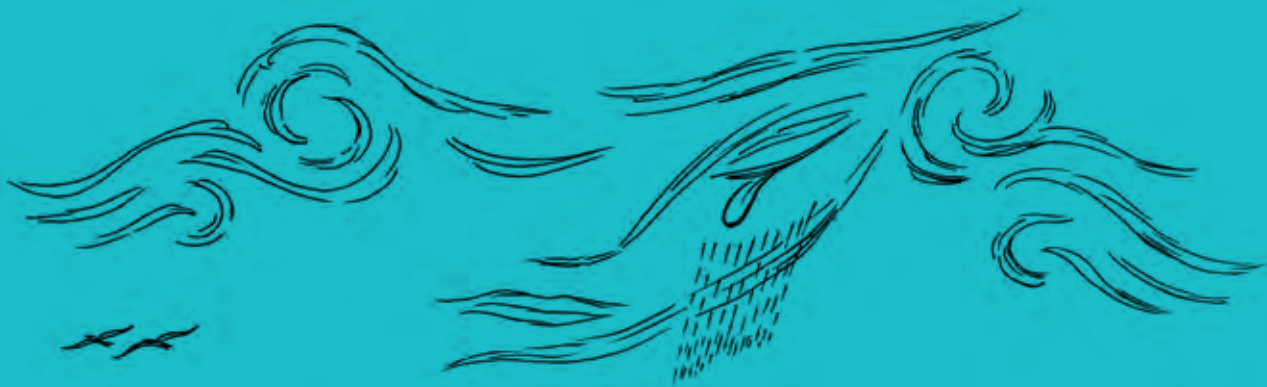


Left – Rhode Street School students having fun in nature.



Right – Produce from the school gardens has been made into chutney to fundraise for a new wheelbarrow at Hukanui School.





■ Ranginui – sky father, tears of love

Participants rated on a score of 1-5 the contribution that they believe EnviroSchools is making to a range of outcomes. The table (below) shows the extent to which participants rated the contribution of EnviroSchools as either “moderate”, “considerable” or “high”, scores 3, 4 and 5 on the 5-point scale\*.

Average proportion scoring moderate to high impact on outcomes

Citizenship and ecology	78%
Educational	71%
Social	71%
Cultural	65%
Economic	42%

\*The scale participants used in assessing the extent to which EnviroSchools Programme contributed to a range of outcomes ranged from: 1 Not at all, 2 Limited degree, 3 Moderate degree, 4 Considerable degree, to 5 High degree, with an option for Don't know.



Right – secondary school students learn fencing skills as part of EnviroSchools Northland's WaiRestoration.

“A good word to describe the change might be more **interconnectedness!** **Everything related to everything else** whether it be environment or the relationships developed between people. Better interactions and more student empowerment in areas that are wider than just pure class based learning.”



# Caring, ethical society

**Enviroschools** is contributing to the creation of a caring, peaceful, more ethical society.

*The most valuable change from being an Enviroschool is...*

*"The children growing an understanding of being a NZ citizen, caring for themselves, others, future people. Understanding the consequences of their actions. The children are really empowered."*

*"A change in student attitudes. A strong move toward: sharing, caring for the environment, respect for people of diverse cultures, living 'sustainable' lives. Using sustainable practices. Solving disputes by restorative justice - peaceful discussions and problem solving."*

# Empowered, motivated students

**Enviroschools** is empowering and motivating students to learn, make decisions, and think about their community and future.

*The most valuable change from being an Enviroschool is...*

*"Student initiated change is leading to embedded practices that are being sustained by students. Some older students beginning to identify issues and areas for development and initiating action independently."*

*"Child directed and instigated learning and actions. Emphasis is put on the "whole" development of the child. Opportunities for leadership, responsibility and relationships with the community."*

*"Children are interested in their school and immediate surroundings. They feel empowered to make decisions that affect the future. They are proud of the outcomes they have achieved and feel more connected to their environment."*



# Integration of Māori perspectives

Enviroschools is supporting integration of Māori culture, knowledge and wisdoms.

*The most valuable change from being an Enviroschool is...*

*“Knowledge of the local area and local issues. Greater links with the local community in particular local iwi.”*

*“Student ownership of learning. Māori perspective. Appreciation of diversity.”*



*Without Enviroschools...*

*“We would not have developed our integrated curriculum linked to the land based clearly on the principles of the Treaty of Waitangi.”*

*“Māori perspective would not be as evident. Whānau would not be involved as much with environmental issues, e.g. gardening, cooking. We would not be specifically planning for environmental activities and learning outcomes.”*

*Left and below – Māori perspectives are evident in the physical environment at Rhode Street School in many ways.*



*Whakatauki: Pirongia te Maunga, Waipa te Awa, Tuheitia te Taniwha, E mihi kau ana ki nga hau e wha  
Welcome: Pirongia our Mountain, Waipa our River, Tuheitia our Taniwha, We greet you the four winds.*

# Network of support and shared learning

**Enviroschools** is creating a network of support and shared learning for schools, centres and communities.

*The most valuable change from being an Enviroschool is...*

*“A 'sense of community' – learning together. Also supporting each other/ childrens' learning. Finding out how each person has knowledge to share empowering children.”*

*“A unity of vision between students, staff, whānau and community for us as a sustainable and vibrant learning environment as a school. The inclusion of the five [Enviroschools Guiding] Principles across all school programmes and practices. Enviroschools process has informed our whole school inquiry process for every term.”*

*“Networking through cluster group - adopting ideas after seeing them in action.”*

*“Networking in our local community - getting to know other educators within Enviroschools programme and sharing thoughts and ideas.”*



*Dargaville Intermediate student shows his school's plant nursery to the Tauraroa Area School caretaker at an Enviroschools Caretaker workshop.*

# Culture change

Enviroschools is supporting a culture change in schools, centres and families.

*The most valuable change from being an Enviroschool is...*

*“Initiatives are now part of every day life of school and therefore sustainable. Students are aware. Promotes leadership. Transferring knowledge from school to home.”*

*“Increasing awareness throughout the community of environmental issues - changes have happened at home due to children taking their learning home.”*

*“The shift in teachers’ thinking about sustainability. It is now a natural thinking pattern, rather than something to be thought through. Our vision is now embedded in our philosophy and through this tamariki, whānau and some of our wider community have joined us to continue this journey.”*

*“Families being involved and following through with learning at home.”*



*Top – The Gisborne Mara Kai Masterchef event saw ten school teams cooking produce from their own gardens. The event was held at the local marae and participants also helped out in the marae gardens. Bottom – A car pooling scheme for parents is actively supported at Papamoa Coast Kindergarten.*



# Why Enviroschools works

- Collaborative, scalable model
- Facilitated, long-term approach
- Community participation
- Flexible, adaptive framework
- Engaging learning model
- Whole school / centre approach
- School / centre vision

Moving to a sustainable world requires creativity, diversity and wide involvement. Changing attitudes and ways of living requires people to be involved in a range of projects and processes over time. Enviroschools was intentionally designed back in the late 1990's to effectively contribute to this kind of change.

The Enviroschools Programme was designed to be a long-term journey supported by a collaborative network. The census results highlight seven key attributes that are **why Enviroschools works**.

*Below – Hukanui School's produce sharing table*



*The most valuable change from being an Enviroschool is...*

*"A philosophy to follow, network a shared journey with other schools, students deeper understanding of their connection with the environment."*

*"The interaction, sharing and developing a culture of caring for our environment of today for tomorrow."*

*"The overall embedding of sustainable practices within the school and the school community. This has resulted in school and community pride that we are an Enviroschool."*





■ Tūmatauenga – qualities of strength, determination, courage, strategy, focus and discipline



Top left – EnviroSchools resources, Top right: Hands on learning for teachers at an Otago EnviroSchools workshop.  
Bottom – Participants at the 2014 EnviroSchools Energiser Hui



# Collaborative scalable model

**Enviroschools works because...** there is a collaborative, scalable support model that has wide reach and enables regional diversity.

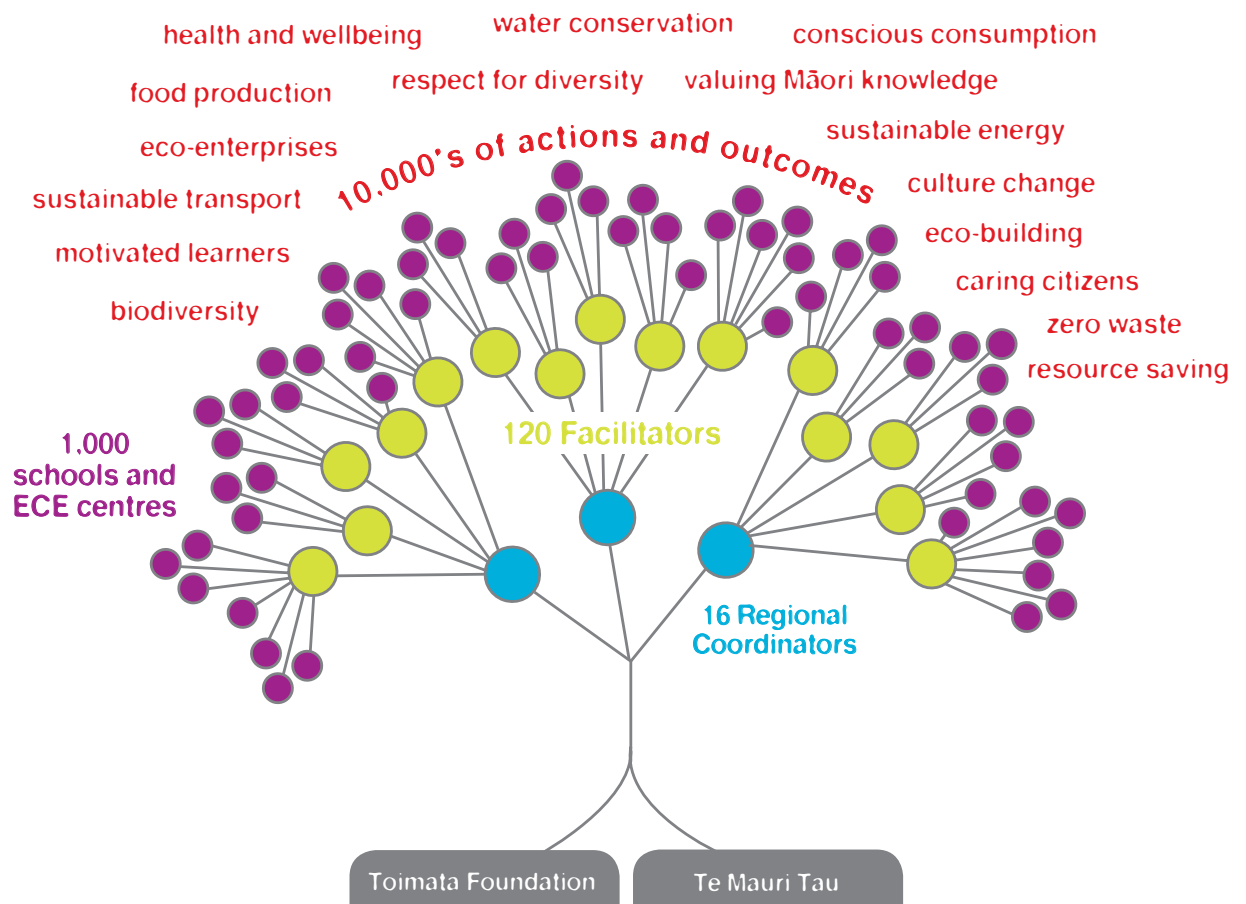
Enviroschools has a three level, multi-sector model that is scalable, cost effective and enables wide reach. With 6 national partners and 85 regional partner organisations the programme is able to reach **nearly one third of New Zealand schools** nationwide and a growing representation from the large ECE sector. There is also steady growth in the number of new Enviroschools each year.

The Toimata Foundation national team works closely with the 16 Regional Coordinators, who in turn support teams of Facilitators. Each Facilitator supports a group of schools and/or centres. The Regional Coordinators and

Facilitators are employed locally by our partner organisations. This enables Enviroschools to evolve in regionally specific ways.

There are collaborative relationships both between the levels and within each level. The partnership between Toimata and Te Mauri Tau is the foundation of the model. Regional Coordinators support each other in a range of ways. Facilitators work as a team in each region, and link up with their colleagues in other regions. Clusters enable schools and centres to share and support each other.

This model leads to a large number of diverse actions and outcomes.





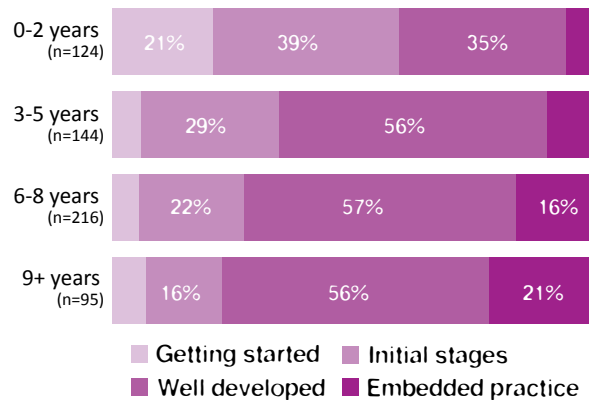
# Facilitated long-term approach

**Enviroschools works because...** it is a facilitated programme that engages schools and centres on a long-term journey.

Every Enviroschool commits to a long-term journey and works with the support and guidance of an Enviroschools Facilitator. This model requires long-term funding and commitment. **77% of council partners in the regions have been involved for 7 years or longer, and over half the schools and ECE centres have been participating in the programme for more than 6 years.**

The longevity of participants and supporters enables depth of practice to increase over time, a key factor in achieving change. Wide reach of support means wide involvement and large numbers of actions and practices to learn from.

Depth of practice increases with time (n=579)



Below – Ōmanu School and Gwen Rogers Kindergarten join together to celebrate their journey to be Green-Gold Enviroschools.



*“When we think about Enviroschools and what’s been most valuable we don’t think about change but rather how the programme motivates us to continually develop and strengthen what we are doing.”*



# Community participation

**Enviroschools works because...** it increases community participation, helping to deepen practice and increase outcomes.

The Enviroschools Programme encourages activities where schools and centres can connect with the community and so can draw in experts as needed.

By collaborating with a range of external stakeholders such as councils, community restoration groups, Department of Conservation, Iwi, businesses and private landowners, the Enviroschools Programme leverages a wide range of expertise to bring to bear on environmental and societal issues. Students have exposure to a wide diversity of ideas and are supported to develop their own thinking around issues and solutions.

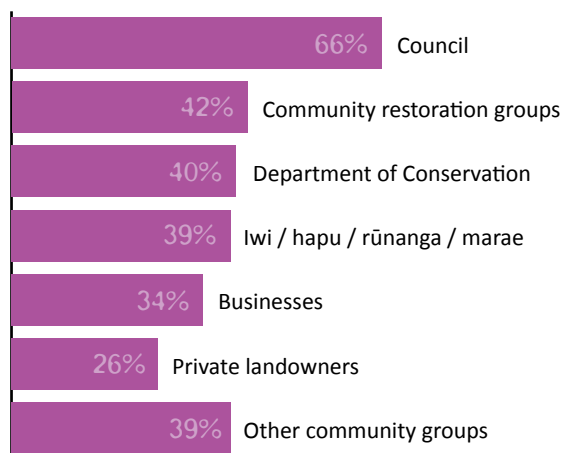
82% of respondents were working with organisations or groups in the community as part of their Enviroschools journey. The graph below shows these groups and the extent of engagement.



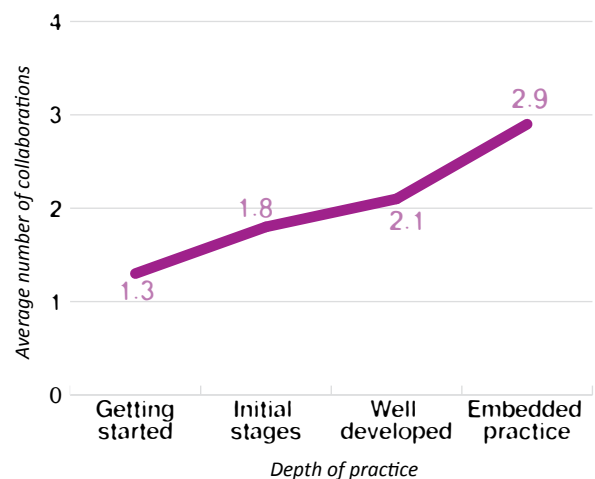
*Oromahoe students and community members at a riparian planting day on the banks of Lake Owhareiti.*

Working with community has a positive impact on outcomes in all areas, and as schools collaborate with more groups their depth of practice increases.

% of Enviroschools working with different groups in the community (n=566)



Average number of collaborations is related to depth of practice



# Flexible, adaptive framework

**Enviroschools works because...** it provides a flexible adaptive framework that helps schools and centres design their own pathways and bring projects together.

The Enviroschools framework supports schools and ECE centres to do the projects they want to do and integrate them together into a long-term journey of change. There is no one formula for being an Enviroschool and the programme evolves in a unique way in each school or centre.

**The most valuable change from being an Enviroschool is...**

*"We were doing lots but had no vision or direction to move forward – [the] Enviroschools programme has given us inspiration, social network, shared learning support - vision to achieve our goals to celebrate what we have done."*

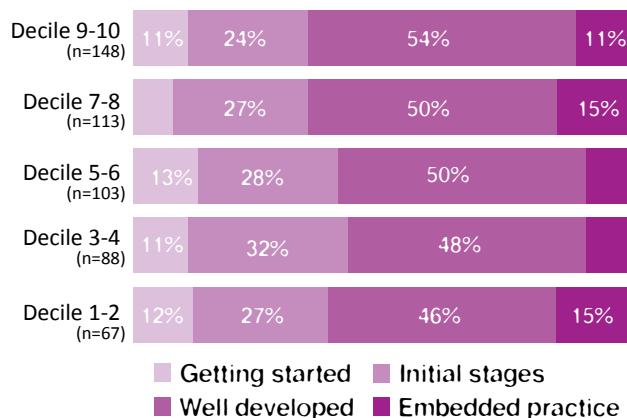
*"A cohesive plan showing where we've been and what we are planning. Principles that keep you on track."*

*"Affirming current good practices, highlighting the importance of a consolidated approach including teaching staff, children, whānau and the wider community. Fabulous access to resources and networking. Broadened our view of what "sustainability" is."*

*"Valuable professional development which has led to new projects, educational resources and differentiated methods. A unifying vision and planning tools."*

*"The programme has provided us with a focus/framework. Teachers have developed increased knowledge and skills along with rich language about education for sustainability. The Enviroschools Kit has provided us with lots of inspirational ideas and practical ideas. The facilitators are reassuring, affirmative and supportive."*

**Depths of practice are consistent across all deciles** (n=519)



A highlight of the results is the high levels of consistency of depth of practice across the regions and across deciles.

# Engaging learning model

## Enviroschools works because...

there is an approach that engages students and children in authentic learning that involves enquiry, practical action, and emotional connection.

## Without Enviroschools...

*"Our learning environment would be smaller and more classroom based. Some children who find classroom learning difficult may not have been acknowledged without their participation outdoors."*

## The most valuable change from being an Enviroschool is...

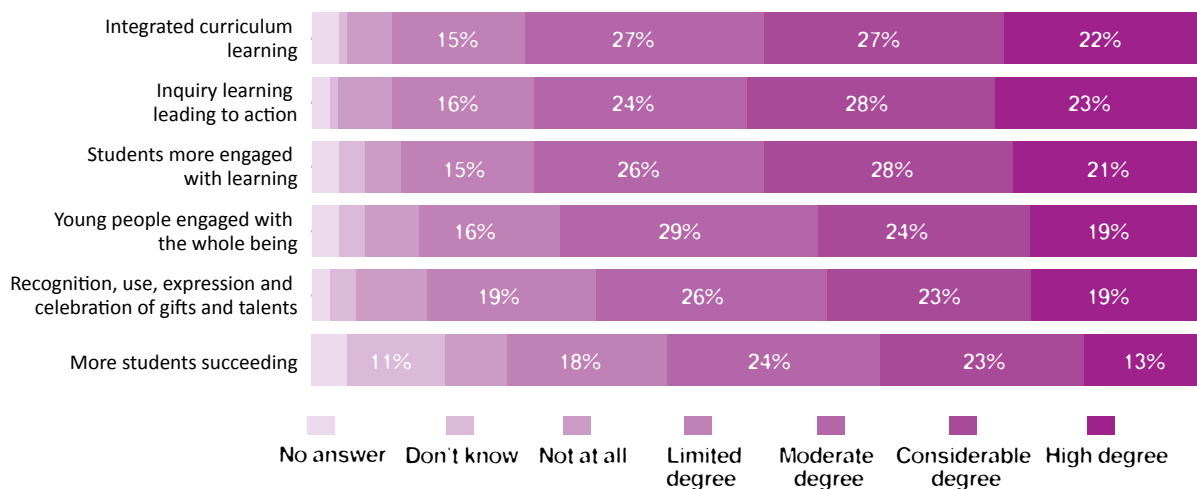
*"...the integration of enviroschool themes into everyday learning experiences. [It is a] Real world context for learning."*

*"Student voice – students being at the centre of making decisions about their learning."*

*"Enviroschools is the perfect structure to drive learning in our school."*

*"Practical, hands on learning of skills that can be transferred to other areas of life."*

Overall, to what degree would you say the Enviroschools Programme is contributing to the following educational outcomes in this school / ECE centre and its wider community?



Base: Census survey - All respondents n=688

Note: where percentages are less than 10% the numbers are not shown

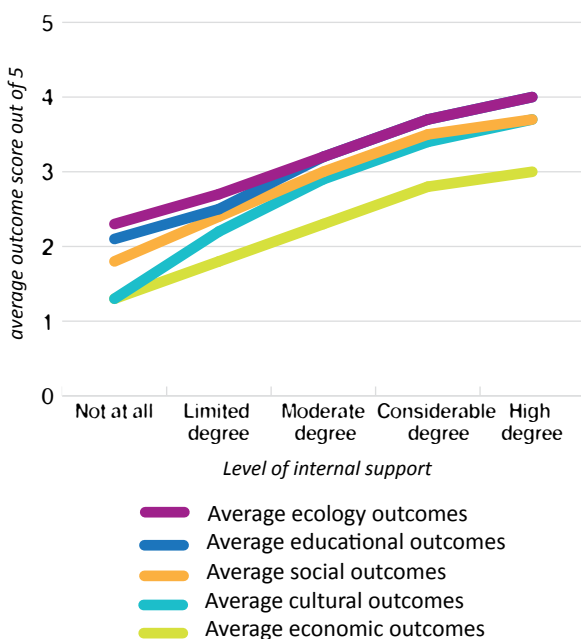
# Whole school / centre approach

**Enviroschools works because...** it has a whole school approach which helps to increase the level of support in the school and integrate action and practice across all areas.

The whole school/centre approach supports the integration of sustainability into the:

- **Place/Wāhi** – the physical surroundings including buildings and grounds
- **People & Participation/Tangata** – how decisions are made, how people relate to each other
- **Practices/Tikanga** – day-to-day operations
- **Programmes/Kaupapa Ako** – the curriculum

Level of internal support is related to increased outcomes



As well as learning through the formal curriculum, learning happens in a range of other ways through what students experience, such as what the school/centre grounds feel like, how the buildings are built and what people do. In an Enviroschool, the whole school/centre approach enables all aspects of school/centre life to be threads that strengthen the learning experience.

The whole school/centre approach also encourages the engagement of a range of staff members in addition to teachers – property, administration, support and management staff all play a role in the success of Enviroschools.

The level of internal support is positively related to increased outcomes. Also, schools and centres with ‘high’ or ‘considerable’ support were more likely to have ‘well developed’ or ‘embedded’ depth of practice than Enviroschools with less support.

**The most valuable change from being an Enviroschool is...**

*“Awareness and ‘buy-in’ from students and staff. Senior Management Team and caretakers active support of initiatives. Developing positive change in mindset.”*



Natural play-scape at Papamoa Kindergarten incorporates children’s ideas and has changed the ‘tone’ of the centre.

# School / centre vision

**Enviroschools works because...** it encourages participants to develop a vision, which supports wide participation and student empowerment and helps to embed practice.

An active vision is positively related to deepening environmental practice and also to increasing ecological, educational, social, cultural and economic outcomes.

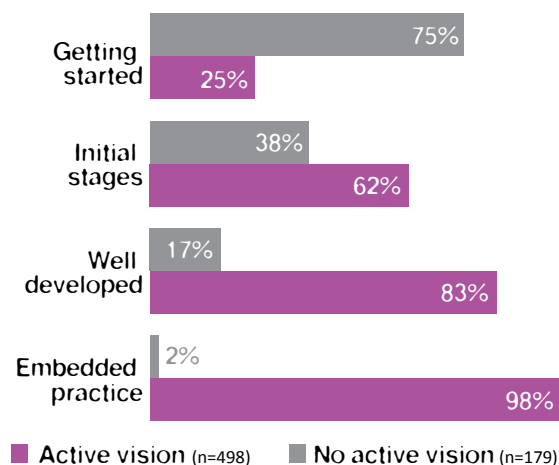
Schools and centres express their vision in a number of different ways, including vision maps, vision statements, care codes, and strategic plans. These different expressions of the vision can represent the engagement of different groups of people in the school/centre, i.e. students, teachers, management, board etc. The number of ways the vision is expressed was linked to deepening practice.



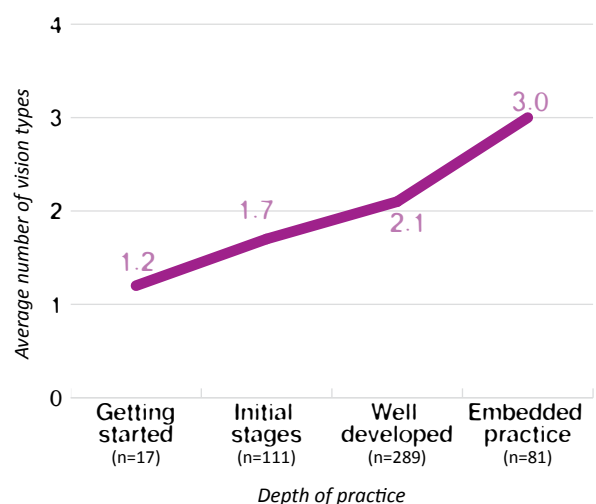
*“The vision map was great and really got students thinking about their own responsibilities and feelings about ‘their’ school.”*

*“The ideas reflected in Enviroschools have become an integrated part of our school vision and our teaching and learning. The learning, reflecting and actioning ... of environmental issues is embedded in our practice.”*

## An active vision is related to depth of practice



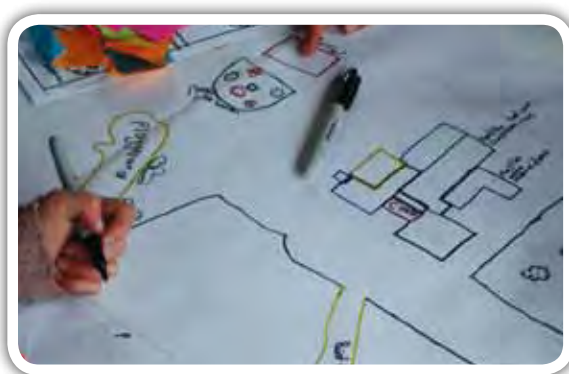
## Average number of vision types is related to depth of practice



## Why Enviroschools works



Students at Cambridge Primary School (above) and Te Ranga School (below) share their vision maps.



Schools and centres express their vision in a number of different ways, including vision maps, vision statements, care codes, and strategic plans.

# Methodology and Acknowledgements

## Research methodology

### Purpose of the Census

The purpose of this census was to build a picture of the actions and outcomes of the EnviroSchools Programme in schools and ECE centres nationwide. These results will provide a baseline for comparison with future surveys to track progress on a regional and national scale.

### Development of the questionnaire and approach

The questionnaire was pre-tested in May 2014 and piloted extensively from June to July with ten schools initially and then a further 24 schools to trial both the content and distribution/return process.

### Fieldwork

In October 2014 questionnaires were distributed to all schools and ECE centres currently registered as an EnviroSchool – a total of 946. The forms were hard copy and sent by post. The distribution, receipt and collation of the survey was managed by Reid Research – a market research company.

EnviroSchools Regional Coordinators and Facilitators were asked to support their schools/centres to complete and return the census forms. Toimata Foundation staff also followed up via email to check forms had been received and provide reminders.

### Response rate and quality of responses

We received 688 responses within the fieldwork period – achieving a high response rate of 73%. Responses received up until 19 January 2015 were included in the analysis.

There was high engagement with the census and 70% of questionnaires were filled out by a group of people from each school or ECE centre. The questionnaires returned were, in almost all instances, completed fully, and we obtained a rich depth of qualitative feedback.

Analysis of the non-respondents confirmed that the reasons for non-response included staff absence, low engagement with the programme, and schools/centres being too busy to complete the questionnaire.

### Analysis of data and findings

We brought together an Advisory Group to review the methodology used for the census, to review the data obtained, and to give feedback on the interpretation of the data. The group comprised Dr Chris Eames – The University of Waikato, Dr Niki Harre – The University of Auckland, Debbie Goodwin – Evaluation Researcher at DBZ Consultancy Ltd and Wendy Boyce (M.Phil) social scientist and collaboration specialist. They made a number of suggestions that have been incorporated into the findings presented here.

A one-day session was also held with the EnviroSchools Regional Coordinators as part of the sense-making process that has informed this report.





# Acknowledgements

This census has developed from the knowledge and expertise of many people who have been involved in various stages of writing and production.

The team from Toimata Foundation who have led this evaluation project - Heidi Mardon, Jan Cox, Kristen Price, and Anke Nieschmidt - would like to acknowledge the support of:

- The **Enviroschools Regional Coordinators and Facilitators** who helped to achieve the high response rate and assisted with the sense-making hui around the findings in the data.
- The **688 schools and ECE centres** who participated so generously in the survey.
- **Kinnect Group**, who were commissioned to undertake the evaluation, led by Kate McKeeg with support from Judy Oakden, Alicia Crocket and Richard Temoananui.
- **Reid Research**: Ngaire Reid, Akansha Maharaj, and Sina Iupati who undertook the mechanics of the survey distribution and data editing, coding and data development.
- **Sean Weaver** from Carbon Partnership, who contributed to the development of the overall evaluation framework.
- **Kyla Saunders** from Simple Designs, who designed this report.



■ *Hine Pūtehuehue – Hue, and the sounds that can be made with hue. Qualities of soothing, settling, calming.*

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**TOIMATA**  
  
**FOUNDATION**

PO Box 4445  
Hamilton 3247  
New Zealand

Phone: +64 7 959 7321  
Fax: +64 7 959 7326  
Email: [info@toimata.org.nz](mailto:info@toimata.org.nz)  
Website: [www.toimata.org.nz](http://www.toimata.org.nz)

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