



Summary of Evaluation/Feedback

Kapiti Teachers GO WILD: Kaitawa Reserve Outdoor Classroom Teacher PLD 10 March 2020

Heart	Head	Hand
<p>Please share an aha! moment - something that touched your feelings - something you had affirmed.</p> <ul style="list-style-type: none"> • To care about it you have to love it and experience it first. • Kids/humans need to know we <u>are</u> nature and nature is us. • Giving students time to slow down and connect. • Slow down. It allows you to notice and builds curiosity. • The learning that comes from spending quiet time in nature. • We are on the right track with our kids enjoying the environment & getting the love. • Mooch ... Go deep, not far, retell yourself the story of your time. 	<p>Please share particular experiences you are inspired to share with your students.</p> <ul style="list-style-type: none"> • All! And with our staff. • I loved the sensory experiences & sorting through invertebrates with microscopes etc. • Senses walk • Senses - colour, texture, evidence of life, Find your own space - what do you feel? • Sensory - touching plants etc, listening to the environment around them, closing eyes to listen, taking off shoes to feel. • Mooching • Knowledge of local plants, using your senses. • Find a leaf, Kahu & Rapeti, collecting colours & textures 	<p>What opportunities can you see coming up in your school/centre where these activities might be used?</p> <ul style="list-style-type: none"> • Many - encouraging our tamariki to take the time to touch, smell and look closely at nature & the environment. • Using our native garden as a space to connect. • Linking with our Parihaka values and being able to work cross curricular (which never happens?) • Cross-curricular opportunities with English, social science & sciences. • We come weekly so with expertise on offer it will enrich experiences.

- Has made me think how I can make nature work in class life.
- Being outside is Great. Best place for kids to learn - it's right on our doorstep!
- Natural environment around us. Birds singing, insects, sense of peace and tranquillity.
- Do what you can do - what is your edge?
- Being able to use the local environment to cover a huge number of curriculum ideas. Native plants for a range of subjects.
- The sign that said 'Classroom' & was talking about the bush reserve.
- There is hope- connection is the key.

- Observation (collection activity) ...I wonder why this is this colour, texture, shape ...
- Find your leaf blindfolded, mooching, nets in river/sampling, taking leaves from ground.
- Bush walk - senses, Mountain to sea river study for our local river.
- Connecting with their natural environment in authentic contexts.
- The awa & how it feeds & supports the water life, trees, birds, bugs - it tells a similar story to our awa in Paekākāriki.
- I am arranging with Tony to visit the kids & will ask M2SW to chat to kids.

- Rongoā weekly sessions already exist so an extension of this.
- Enviroschools Envirogroup
- Developing relationship to Waikanae river.
- 2 x visits to Kaitawa this term, Afternoon sessions in our grounds.
- In the project I'm leading called 'Ngā Honongā ki a Papatūānuku all of today is relevant.
- Our full school focus on sustainability in Term 2.
- Sustainability unit possibly.
- Sustainability unit.