

Exploring Me in My Environment (MiME) – Leading to creating a Whole School Vision -
Teacher only day – 2 hour Staff Meeting,

	<p>Purpose to:</p> <ul style="list-style-type: none"> Unpack the MiME theme area with the purpose of working towards creating a Whole School Vision. To model some of the activities out of the resource that teachers could use with students to lead to creating a ‘Whole School Vision’ <p>Intended Outcome: Teachers have the confidence, resources and tools to work with tamariki to work towards creating a Whole School Vision</p> <p>Background: This was a new school and had a previous staff meeting exploring the Kaupapa inc Guiding Principles and Action learning Cycle, and unpacking the first section of the Enviroschools kit.</p> <p>Staff: 6 teachers and Principal</p>	<p>Purpose written up on the wall</p> <p>Bring Kai to share</p>
Time	Activity	Resources
9.00	Karakia/Mihi – Use mihi from MiME	Mihi p 109 ES Kit Copy on wall
9.03	Share Purpose (above)	Written up on wall/ whiteboard
9.05	<p>Re-cap Kaupapa - Guiding Principles- ALC Invite teachers to reflect on what we explored in the previous session Remind MiME is about exploring the Current Situation</p>	<p>Mahi from previous session on walls ALC on wall</p>
9.10	<p>Introduce Pool of Knowledge: One of the activities in the kit and one of the outcomes of MiME...</p> <p><i>If we’re going to be getting tamariki to think about ‘Sustainability’ then it’s good to clarify our ideas first...</i></p> <p>What does ‘Sustainability’ mean to you ? <i>Take a moment to think first... Think/Pair/Share - write words or definition on sticky Read out and stick ideas in the middle circle.</i></p>	<p>Pool of Knowledge p 37 ES Kit</p> <p>Large ‘Pool of Knowledge’ on the wall... question written in center circle concentric circles drawn around it Sticky notes Pens</p>

Exploring Me in My Environment (MiME) – Leading to creating a Whole School Vision -
Teacher only day – 2 hour Staff Meeting,

9.15	<p><i>There's a great activity in kit for exploring this more with Tamariki ...</i></p> <p>Model 'If the Earth Were an Apple' Last question Discuss <i>"What sustainable/regenerative things are already happening in your school? Or in younger children's speak How are we nurturing people and nature already? "</i></p> <p>Teachers brainstorm out loud and Facilitator scribes into the second circle ... <i>There will be lots you are doing, we can start this process now and you can add to this later"</i></p> <p>(could introduce Whole School Approach and divide the ripple into the 4 p's)</p> <p><i>Heads up: with tamariki, take the opportunity to get outside and have a walk and talk – What areas are going well – what could we improve – take photos of areas to use later for your vision</i></p>	<p>If the Earth Were an Apple ES Kit p 118</p> <p>Apple/ knife pens</p>
9.30	<p>Digging Deeper into the Enviroschools Kit Remind structure of kit – Look at ALC</p> <p>Unpack Current Situation section of the kit. Highlight relevant material to MiME and Visioning</p> <p>P 13 Case study section - Pukerua Bay Care Code P 31 Learning and Teaching methods - browse P 35 - mapping P 37- pool of knowledge</p> <p>MiME - A theme area (structured like others in the theme area kit/based in the current situation of the ALC) Big Picture fold out – can be used to look at the Guiding Principles/ theme areas P 52 - Outcomes / Key concepts Concepts p 53 to 58 – invitation to return to these later and explore more Learning Guide p 59 Questions from ALC p 60 - 67 - point out activities listed that relate to each question</p>	<p>ALC up on wall ES Kits</p>

Exploring Me in My Environment (MiME) – Leading to creating a Whole School Vision -
Teacher only day – 2 hour Staff Meeting,

	<p>MiME Activities p 69</p> <p><i>These activities are exploring the concepts or questions from the ALC, many can lead to observations that can be layered on to a map.</i></p>	
9.40	<p>Mapping my Place p 73</p> <p>In groups of 3 or 4 you have 10 mins to create a rough map of the school</p> <p>Or create one map altogether</p> <p>Can you add into or identify on your map some of the places which already help sustain people and nature around the school.</p>	<p>Google Maps of school available to look at or use as base.</p> <p>Big sheets of brown paper</p> <p>Coloured pens</p> <p>(Could come with rough map prepped already)</p>
9.55	<p>Word Hunt P 80</p> <p>Cards are spread out on table, each person takes 4 or 5 words back to their group, discuss and place them where you feel the essence of that word on the map.</p> <p>Special Places p 127– heart stickers available to place on areas they consider special to them – share with each other why they are special</p> <p>(if less time groups could do different activities then share)</p> <p>Check out each other's map</p> <p>What did you discover ?</p> <p>Where do you/children spend most and least amount of time ?</p> <p>Any ideas for change ? Record ideas on ripple of POK</p>	<p>Words available on website</p> <p>Heart stickers</p>
10.05	<p>In the Beginning – <i>get comfortable, close your eyes and listen</i></p> <p>Point out pg 91 – read pg 92 (heads up for longer version available)</p> <p>With your students you would go on to ...</p> <ul style="list-style-type: none"> • Discuss 'what does it mean to be related' • Show the whakapapa of Rangi and Papa on p 103 	<p>Prepare Atua worksheets – copied and qualities cut up for matching</p> <p>Atua images from P 103</p>

Exploring Me in My Environment (MiME) – Leading to creating a Whole School Vision -
Teacher only day – 2 hour Staff Meeting,

	<ul style="list-style-type: none"> • <i>Big icons on following pages means they can re-create that whakapapa big for the wall and also create their own family tree (related to 'me')</i> • <i>What are some of the children of Rangi and Papa you are familiar with or remember from the story. Brainstorm names</i> • <i>Family of Rangi and Papa worksheets – hand out and do in map groups or in pairs (5 mins) / Check with p 100</i> • <i>Where do you feel the presence of some of these Atua in your school.</i> • <i>Add Atua to your map</i> 	Also have small images of Atua Wāhine P 108-109
10.20	<p>Pg 144- Enviro-survey Look at or do (if time) ONE 'P' in pairs and report back Share the editable version on the website <i>if you want to make something easier for younger tamariki</i> Discuss: <i>Which aspects did we score highly/low?</i> <i>What feelings did this bring up for us?</i> <i>What are our priorities for change?</i> <i>Anything to add to add to our pool of knowledge?</i></p>	Pool of knowledge – 3 rd ring Bring copies of junior version Highlighters Questions written up on whiteboard
10.35	<p>Vision Mapping: Distilling the Essence p 149 – 150 Mapping a Whole School Vision p 151</p> <ul style="list-style-type: none"> • Pass round examples of Vision Maps • <i>What elements do you see on these maps ?</i> • <i>Explain I'm happy to co-facilitate the creation with a group of leaders and teacher</i> • Read over Top Tips for Vision Mapping sheets from Handbook • <i>Any pātai ?</i> • 	Hand out Top Tips for Vision Mapping P 48 Handbook
	<p>Exploring Alternatives: Mention 'Picture Your Vision' p 180 and 'What If 'p 181 to extend ideas for Vision Map</p>	ES Kit
10.50	Share planning templates of MiME from website and handbook	P 43- 44 Handbook

Exploring Me in My Environment (MiME) – Leading to creating a Whole School Vision -
Teacher only day – 2 hour Staff Meeting,

	<p>Highlight the importance of tamariki exploring and gaining understanding of the MiME concepts before attempting to create a Vision...</p> <p>encourage the use of related books, websites and activities to explore the concepts</p> <ul style="list-style-type: none"> Books eg: Lorax (interconnectedness) /Koroua and the Mauri Stone (Kaitiakitanga) 	<p>MiME planning template website</p> <p>Copies of related resources to look at.</p>
10.55	Any final pātai – offer to come back and support during the process if needed	
11.00	Closing Karakia	