

MiME staff workshop- 3 hours

Session 1.

Welcome- Purpose of the morning.

- *Understand Enviroschools programme and Kaupapa*
- *Explore where Enviroschools fits in the curriculum*
- *Embed the programme in the curriculum through the MiME unit*
- *Create a process for a vision and action for and in the school*
- *Give you the resources and confidence to deliver the programme*

Warm up/ Scene Setting – My connection with the environment- Regional map

Refresher of the ES programme, quick 10. (HB)

1-4. What do the 4 P's stand for?

5-6. Name 2 of the Guiding Principles of Enviroschools

7-8. Theme areas are part of the Enviroschool curriculum, name two of them

9-10. Have a go at drawing the Action Learning Cycle and labelling the parts.

Enviroschools= Sustainable Communities.

Identify the ES Programme.

1. ES is about engaging students in their environment in a meaningful way. How do we learn? Our associations and connotations. Preview the word game. Our learning style and who we are. (Psychological tests- DOPE, Myers Briggs)

2. ES is also about taking students in the outdoors to experience the environment to create meaningful learning (pg 38). Pg 49 HB. A reminder of what participatory learning is.

3. ES is about using a great model that helps students to become competent learners. Pg 58,59 ALC

4. ES is about exploring the guiding principles Pg 29

5. ES involves a whole school approach looking at the 4 P's- Pg 32 HB, example

6. 7. ES weaves through the curriculum and links EFS, EE and Enviroschools as one sustainable system
Unit planner example which you will see later in morning

Session 2. Identify and begin to explore. Our Environment, getting in touch

Go out into the environment and find a quiet place. After a few minutes, come back inside and think down about you saw, heard, and how it made you feel.

Was there a place in your school that made you feel more connected with the environment? Why?
Remember that feeling.

Maori perspectives, step into another world, step into another perspective

Introduction- Pepeha (HB)

Note difference between a pepeha and a mihi

Atua and family tree activity

Look at the Me in My Environment resource. Talk about the ways in which Māori perspectives play a key place in this programme and in this unit.

Whakapapa exercise. Introduce each Atua and their qualities.

Family tree- we are all connected. Draw your family tree back to one set of your grandparents. Choose one person in that family tree and write some words around them that describe their qualities- what Atua do you think represent and why?

Ask them to share this with the others in the group. Ask them how this could work in a class setting and what it might achieve.

Afternoon tea, karakia

Session 2 Explore with the students.

Me in My Environment-The resource, the activities and the vision

The resource.

Look at the Key Concepts of the MiME unit and expand on these.

1. Get each teacher to read one of these concepts and report back on the main part of what they read.
2. As a group look at the learning guide pg 59, 60 kit and show how resource is structured
3. Get teachers to work in pairs to look at pages 62,63,64,65 kit and ask them to read the key concept and then choose the activity/activities that they think best fits their age group.

Explore activities

The last Sunflower (take *sunflower seeds*).

The world in a lunchbox (take *packed lunchbox*).

Do activities, ask how this might work in class environment and how you might change it and expand on it

Putting it all together- what will it look like in our school and in my class? MiME unit planner example 39. 40. 41` handbook

(If time- if not time go straight to Reflection)

Session 3. Take Action –a vision for our future.

- **Creating a vision for our future. The purpose of the MiME is to help students gain the knowledge, skills and understanding to create a collective vision map for the future. And to form an Envirogroup to help lead the vision forward**

Activity. What's our staff vision? B pg 43/44

N.B We suggest a staff meeting as a refresher before you do this with your class.

We can also support up to two teachers for a half day release to pull all the vision maps together or we can come in a model this with you and also fund the release time. (Examples of vision map case studies)

Creating your staff vision

On a large piece of paper get someone to draw an outline of our school (or divide group into 4 and get them to draw a quadrant of the school)

Next each of us chooses an area that we really feel connected with in the school now and mark that with a blue notelet and why we like it

Next choose something that we are passionate about that we would like to see happen at the school. Mark this with a green notelet. Tell your story as to why you want to see this as a priority in your school.

Add each of yours together and see what it looks like. Are there any themes you see developing?

Now decide as a staff what you see as your first actions to create your vision and who is going to do it. What process did you use and how did this make you feel? MiME pg 134

Remember the Top tips questions. These are really key as they are deep thinking questions.

Session 4. Reflection and evaluation

Reflect on the process. Awa reflection to finish. Where are we at now? (Blue *sheet*)

Remember.... You set the pace and the progress, and we help on the journey.

Barrack Obama Quote

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change we seek”.

\\S....M:(0GM&agm)is(4MDC)Normal.dot Saved 20/04/2023 11:42:00