

# Holistic Reflection

Exploring the  
evolution of practice

Enviroschools





# Purpose of our session

- To look at where have we come from and where are we at now
- Unpack the core **process** of Holistic Reflection
- Explore resources and new layout of team area
- Hear about some regional explorations
- Celebrate our network





# Evolution of Holistic Reflection

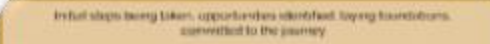
Over the last few years, we have reflected on our collective experiences and learning in order to:

- consolidate what is important
- shift away from things that no longer feel tika
- adapt language and practices that better reflect our kaupapa.





what we do :)



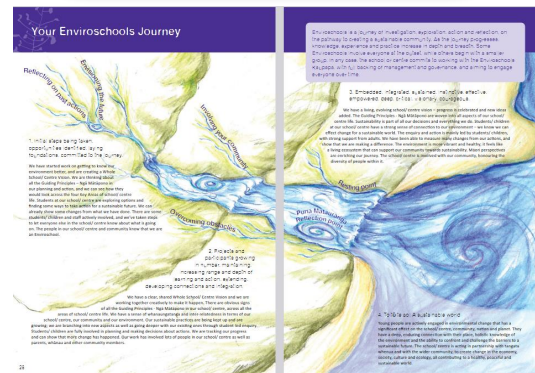
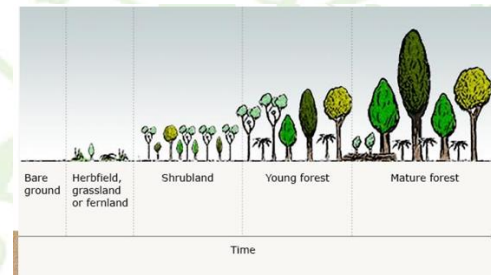
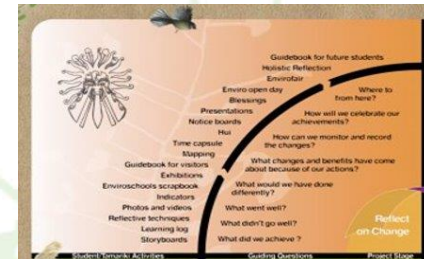
We have started work on getting to know our environment better and are creating a whole school vision. We are thinking about all the Guiding Principles that inform us in our planning and action, and we can see how they would look across the four key areas of school life. Students at our school are working actively on finding some ideas to take action for a sustainable future. The car already shows some changes that are we have made. There are some students and staff actively involved, and we've shared ideas at an open evening at the school to let about what is going on. The people in our school and community know that we are an Eco-school.

## 1108 李健、王世林

Projects and participants growing in number, maturing, increasing scope and depth of learning and action, extending, developing connections and migration

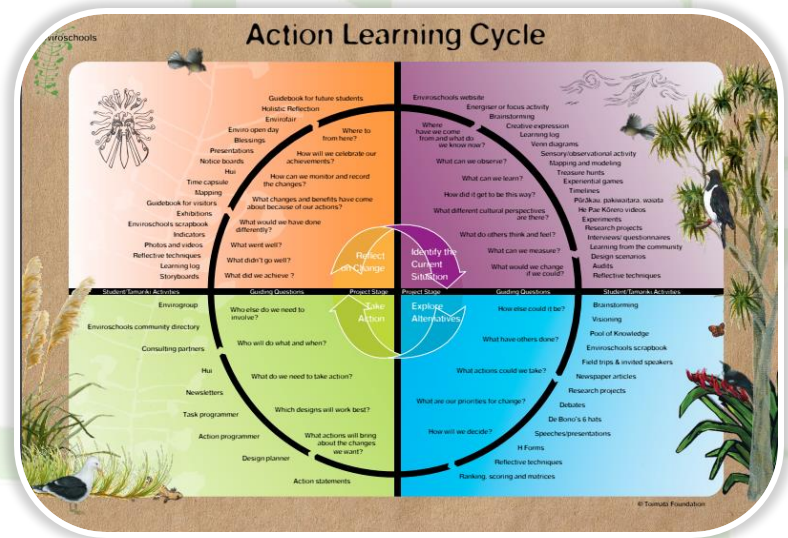
Yes, there's a close, intimate relationship and we are working together consistently to make it better. There are many signs of it at the Shady Side School and Hilltopside in our school, across the city and in our lives. We have a number of volunteer opportunities in terms of our school, our community and our environment. The volunteer practices are being held out and are growing, so are teaching the next generations as well as giving students self-esteem through student inquiry. Students are involved in planning and giving lessons about activities. We are looking for projects and can show the most change has happened. Our work has involved lots of people in our school as well as parents, volunteers and other community members.

Embedded, integrated, sustained, inductive, effective, empowered,  
deep, critical, voluntary, courageous.

[illegible]

*“Reflection is an integral part of the learning cycle, helping us to make sense of our experiences, deepen our learning and gain direction for the journey ahead. Reflection is the step that completes a loop of the learning cycle and launches us into our next round of observing, learning, exploring, deciding and acting.”*

*- Enviroschools Kit*



*“Enviroschools Holistic Reflection is a process that all **Enviroschools** undertake when they pause to consider the past, the present and the future of their **Enviroschools** journey. It is an inclusive and effective process for all **Enviroschools** to help deepen practice and maintain internal momentum.”*

*— Enviroschools Holistic Reflection Kit*





# Where are we at now?

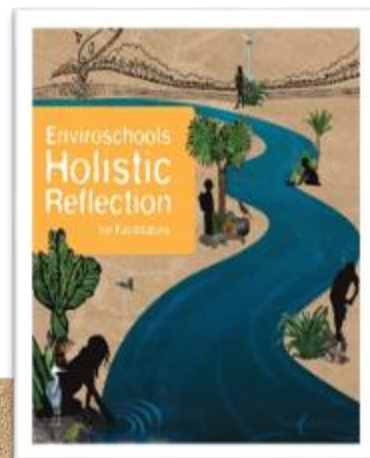
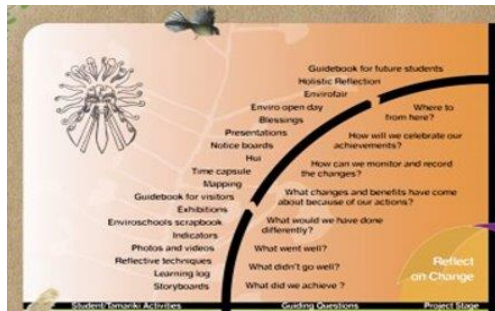
- Acknowledgment of the long journey....
- Our network continues to deepen understandings and develop different approaches that align with our kaupapa.
- Great facilitation of Holistic Reflections continues with many ākonga-led sharing days, celebrations consolidation, affirmation and ID of next steps.





# Our Key Resources

1. **The Enviroschools Kit** (Reflect on Change section)
2. **Handbook**
3. **The Facilitators HR Kit** (the purpose of the last iteration of the ESHR Kit was to empower facilitators in the holistic reflection process)
4. **Enviroschools website team area**







# Explorations, innovations, shifts & offerings

- Collaboration across sectors within communities
- Online sharing and decision-making sessions!
- Cluster approaches and senior leadership collegial approaches
- Discussions about re-energising the approach around reviews
- Broader sharing and celebrating with community, neighbouring Enviroschools & supporting organisations
- Innovations and explorations that further embrace a regional perspective.







# Explorations with RCs

## RC hui Ōtautahi 2022

What could ES HR look like in our region/  
nationally? What do we like, not like from  
the current situation?

RC's took questions back to their regions for  
further exploration.

## RC hui Kirikiriroa 2023

Shared updates and current  
situation and thinking, check in,  
reflect.





# Key messages from the network



- Process is strong and key outcomes relevant
- An essential part of our ALC & process and everyone values it
- The HR kit is too big and overwhelming
- Sense of moving away from competition/ box ticking/ GG is the end/final destination
- Remove expectations around consuming documentation, being judged by others, 'have we passed' sentiment.
- Language is evolving - in particular a move away from labels (Bronze/ Silver/ Green-Gold) that can contribute to a competitive and inorganic focus.



# So what?



Return to the core of what Reflection is.

Emphasising progress towards embedding the GP's and whole Enviroschools community through values, qualities (essence words).

**Continue to move in the direction of celebratory, affirmative, participatory approaches that bring people together to acknowledge and re-affirm the kaupapa.**

Develop more ecologically grounded language: - grounded in te ao Māori, nature connection/ taiao, hauora, localised for stages/ continuum, paragraphs and essence words.

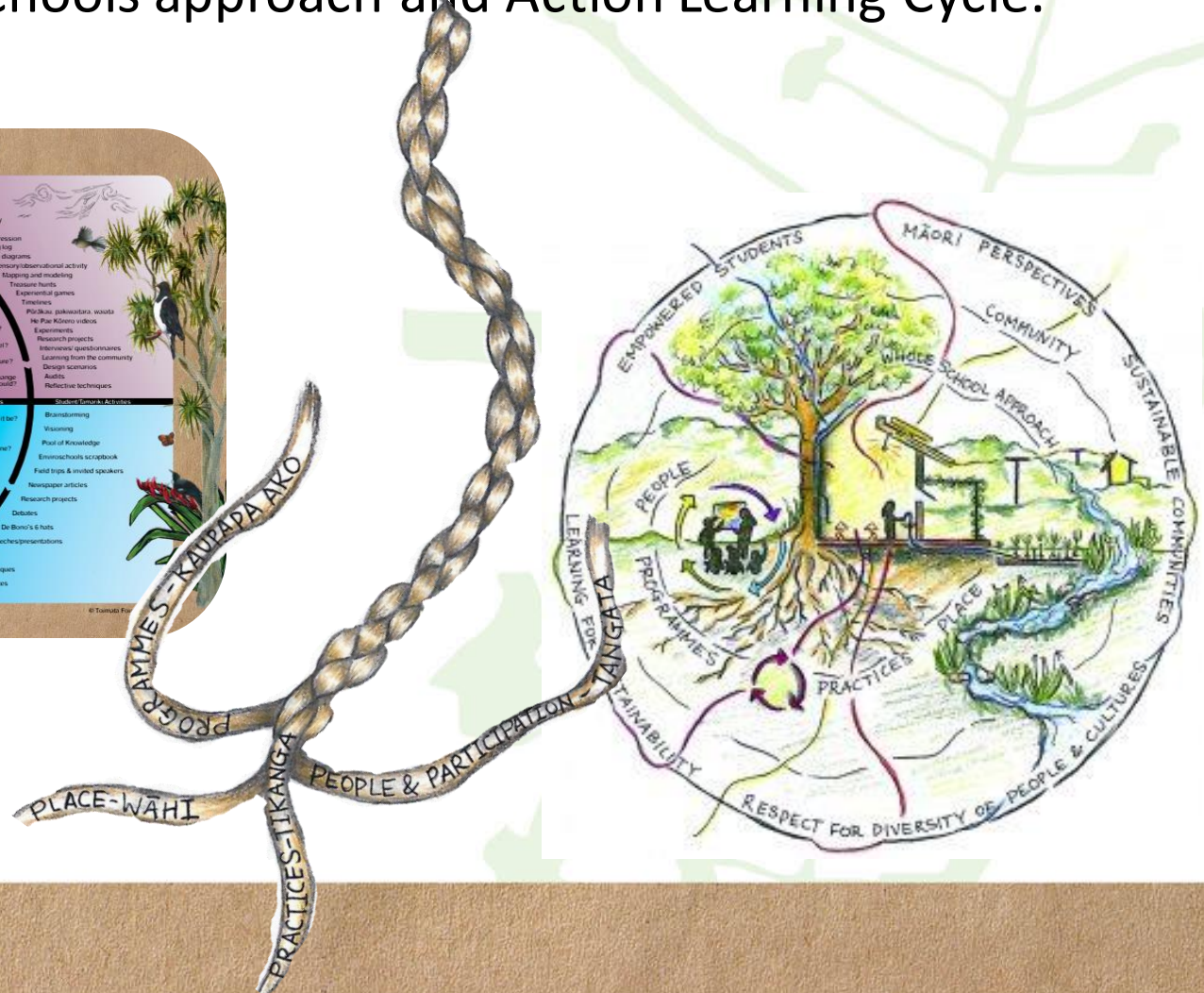
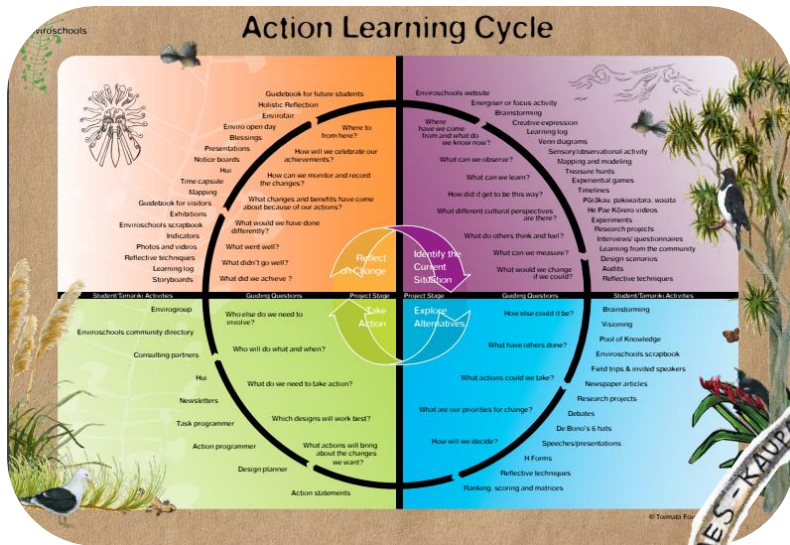
Recognise that some regions will continue to explore, delve deeper

Inter-regional collaboration for HR - empowers facilitators

Move forward in a way that respects and holds the mana of the previous iterations of Holistic Reflection, draws on the wisdom of our past and current network and invites innovation.

# The Core of Holistic Reflection

This is consciously held within the context of the Guiding Principles, Whole EnviroSchools approach and Action Learning Cycle.

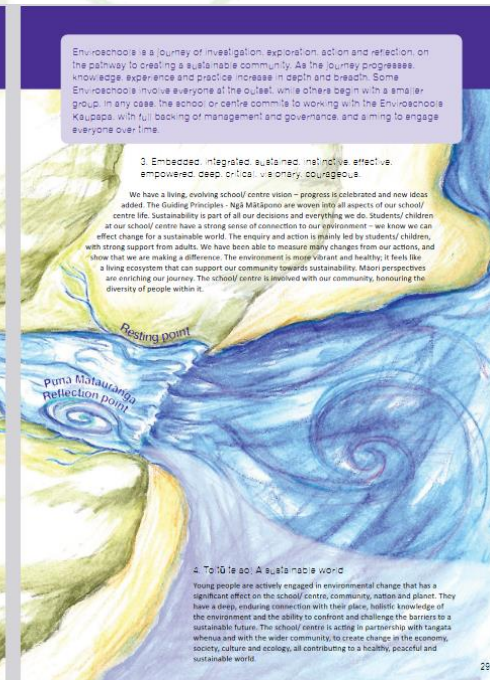
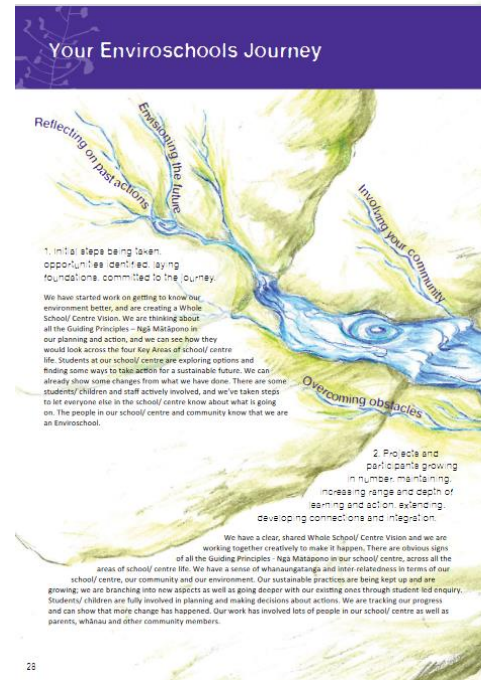


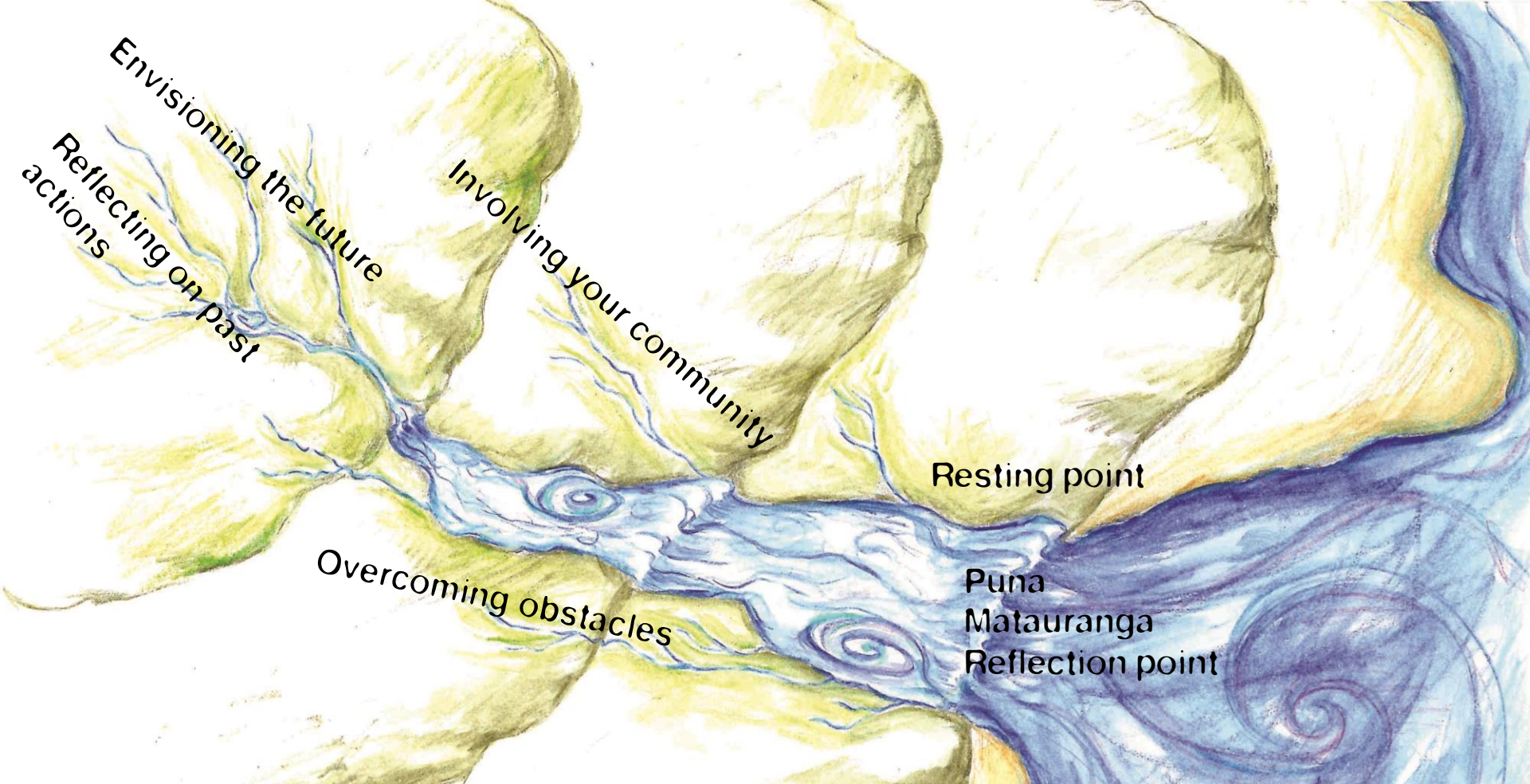


# Your Enviroschools Journey

This Awa image (and essence/ key words) help to describe points in a journey... where you may be at, may land at for a time, move past, come back to...

The awa is  
describe a journey.  
Some regions  
different ways  
each stage that  
relevant.





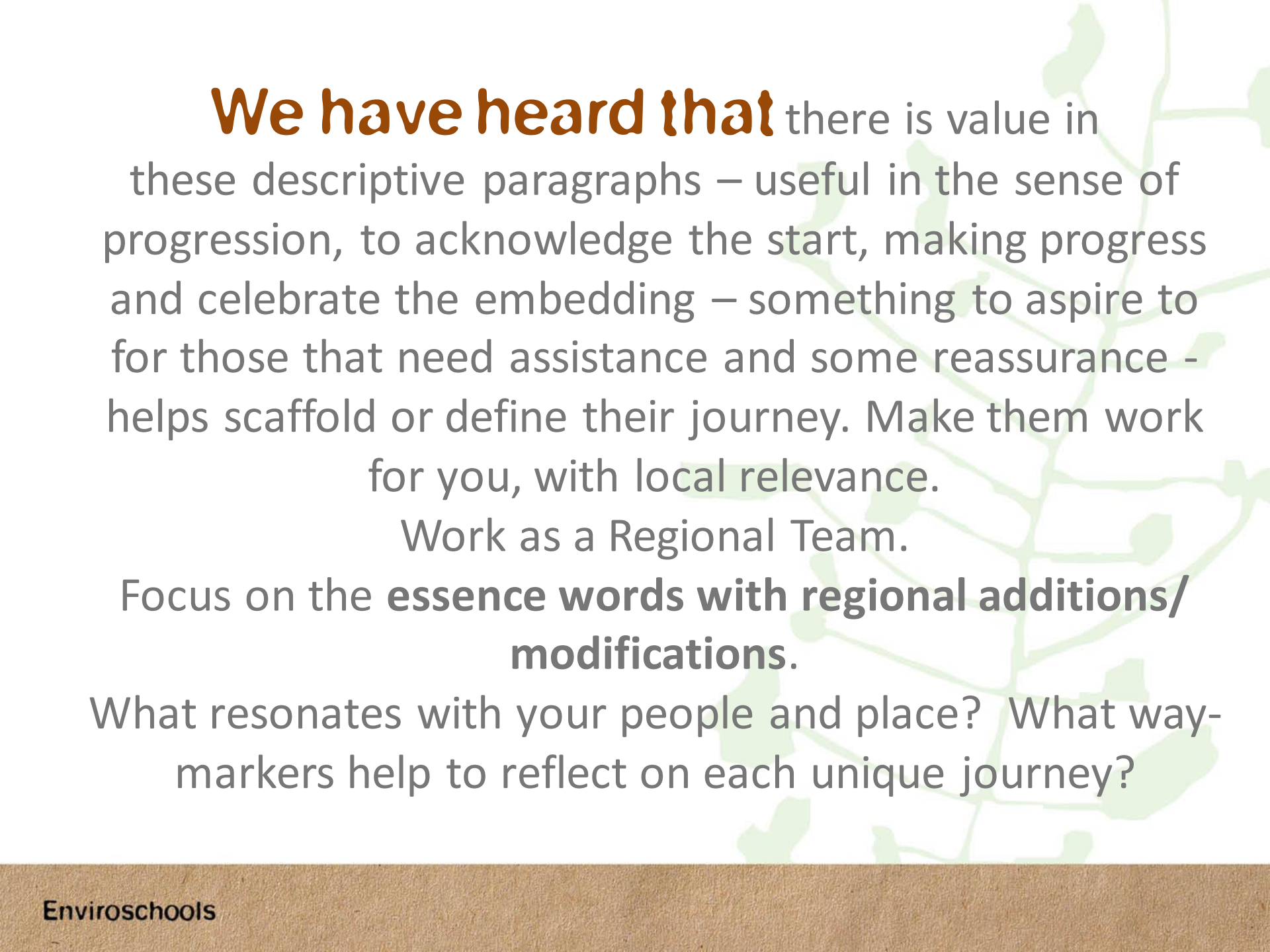
**Break out rooms, using your Handbook:**

Look at essence words described at each stage.

How do these help reflection? How are the Guiding Principles woven through these stages?

Share insights into the chat when you come back :)



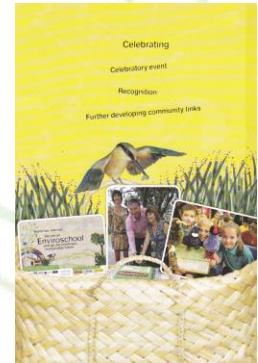
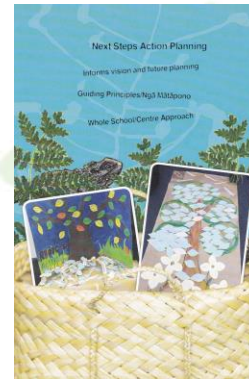
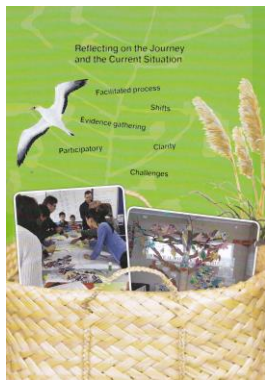


**We have heard that** there is value in these descriptive paragraphs – useful in the sense of progression, to acknowledge the start, making progress and celebrate the embedding – something to aspire to for those that need assistance and some reassurance - helps scaffold or define their journey. Make them work for you, with local relevance.

Work as a Regional Team.

Focus on the **essence words with regional additions/modifications.**

What resonates with your people and place? What way-markers help to reflect on each unique journey?

[illegible]

1. Building a Shared Understanding
2. Reflecting on the Journey and the Current Situation
3. Sharing and Decision-making
4. Next Steps Action Planning
5. Celebrating



# Key questions from the Reflect on Change resource (and sub questions that might help conversations)

1. What have we done and what have we achieved?
2. How have our projects gone?
3. What changes and benefits have come about because of our actions?
  - What is the difference we are making?
  - What have we learnt along the way?
  - How can we best describe/ show/ share the changes we have measured over time and accomplishments/ achievements so far?
  - What aspects of our vision are we advancing?
    - What challenges have we overcome?
    - How have the Guiding Principles been woven into our Enviroschool life?
    - What can we say about the way we think and feel about being an Enviroschool?
    - Who and what are we grateful for?
4. How will we acknowledge, honour and celebrate our achievements?
5. Where to from here?
  - What are our aspirations for the future?
  - Where are we at with our vision now?





# Exploring in regions

Sharing examples of innovation and exploration from two regions:

- Te Upoko o te Ika a Māui
- Manawatū
- Taranaki





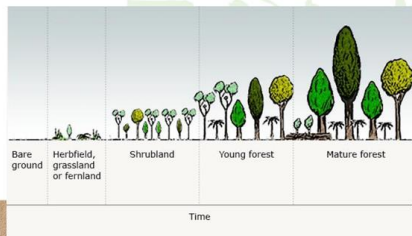
# Te Upoko o te Ika a Māui - A Ngahere Model of Reflection

Drawing on the wisdom embedded in the ngahere to uncover growth in an Enviroschools journey

- Inspired and developed initially by Arihia Latham-Coates
- Trialing a pilot while still developing
- Journey of reframing language and connection

## Ways to describe how a ngahere regenerates

As an ecosystem regenerates, it progresses from **Ururua** scrub, brushwood, fresh growth, undergrowth, to **Ngaruru** the growth stage in a young establishing forest, to **Waoku** dense established forest, a mature ecosystem.



## Ngā tohu

We have identified three potential tohu to affirm growth as a school/centre deepens expression of the Enviroschools Guiding Principles

Empowered Learners  
Te Ao Māori

Regenerative Communities  
Respect for Diversity of People and Cultures

Learning for Sustainability

**Mānuka** A tohu of  
an emerging ecosystem



**Ponga** A tohu of  
an establishing ecosystem



**Tōtara** a tohu of  
a mature ecosystem



## Qualities and ways of being associated with Mānuka



# Why the Ngahere Narrative?

The EnviroSchools Holistic Reflection Process provides a powerful means of connecting communities, affirming growth and identifying a forward pathway.



The competitive nature of “Bronze, Silver and Green-Gold” that has been used in the past is not a great fit with the collaborative nature of the EnviroSchools kaupapa or with Te Ao Māori. ***We want to use language appropriate to Aotearoa that is regenerative, invitational, welcoming, motivating, inclusive*** and relates easily to terms and concepts schools are already using.

We want to look to ***our biggest mitigators of climate change – our forests*** - to lead the way as we evolve the language and approach embedded in our Holistic Reflection Process.

We believe the ***qualities of a mature ngahere ecosystem*** are also the qualities that will be present in a school or centre that embodies the EnviroSchools Kaupapa.

There are likely to be other ecosystem models that could work well. However, ***we have chosen the ngahere*** as something appropriate to our region.



# Manawatū Whanganui

We take a whole team approach for Reflections.

- Reflection dates sent to the whole team and any of them are able to attend (I budget for this)
- It supports facilitators/ facilitation practice.
- We have quite a few new facilitators who have not run reflections before so it helps them see the different approaches to the process.
- Plus they are curious and they always have ideas to take way to their own ES and can contribute to ideas for next steps etc.

We have also started inviting other ES (teachers and students) along to Sharing Days

- This supports those who are thinking of planning their own reflections so they can see what's involved
- It also deepens students understanding of the connections of their action projects to the kaupapa of Enviroschools,
- Plus they can collect heaps of ideas for their own school.
- The visiting students can tautoko those sharing and contribute their ideas for next steps





# Taranaki

## Approaches taken for Green School Holistic Reflection

- Used their heart and hands pedagogy to co-design and run day
- Student led
- Other schools from area invited
- Other regional facilitators invited
- A day of Celebration
- They did not want a green-gold label

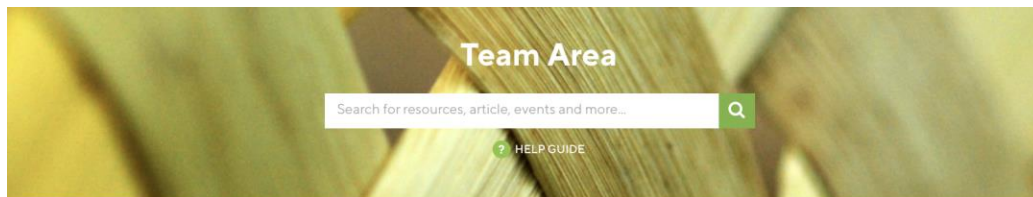






# Resources in the Team Area

[www.enviroschools.org.nz](http://www.enviroschools.org.nz)



ENVIROSCHOOLS > TEAM AREA

## Nau mai haere mai – welcome to the Enviroschools Team Area

A place for kaiako and facilitators to access key resources, tools, activities and plans to help grow and deepen the Enviroschools kaupapa. Explore the category areas or tags below, or use the search function above. Please reach out if you'd like to share a resource, or see a gap! Ka nui te mihi!



# In summary

1. The core is available online to support facilitators and kaiako in understanding the basics of HR.
2. The HR Process is there as a guide for Facilitators, and there is a toolbox of activities both online and hard copy.
3. We are encouraging regions to innovate and develop, and we are here to support.





# Celebration & next steps

- We love to share celebratory articles from schools and regions on the website!
- National Team to continue to support regional exploration, run PDL and keep website updated and useful.



## Strategic Planning supports Enviroschools Kaupapa at Cromwell Primary

June 2, 2021

Cromwell Primary School in Otago has recently become a Green-Gold Enviroschool. Becky Dove, in her role as Facilitator Support for the National Enviroschools team, visited this school for a Sharing...

[READ MORE >](#)



EMPOWERED STUDENTS LEARNING FOR SUSTAINABILITY

## Deeply embedded commitment to Enviroschools kaupapa affirmed

Students at Te Miro have an immense pride in their place and take responsibility in caring for their school and community. Reflecting on their Enviroschools journey has provided an opportunity to gain insights into how things have developed towards the vibrant learning environment that they now have. This story, from Facilitator, Alex, tells how students led their holistic reflection process.

[READ MORE >](#)

## Etahi o ngā mahi!

Throughout the nationwide Enviroschools network we are seeing thousands of innovative and inspiring ways to care for our planet, learn creatively and live healthy, sustainable lives. One tool in Enviroschools is the puna mātauranga/ pool of knowledge – a visual representation of collective learning. Welcome to this, our online puna mātauranga, where we can pool our learning and actions to help spread ripples of hope, kaitiakitanga and connection as widely as possible.

Share your stories at #Enviroschools and add your drop to our growing pool of knowledge!

Find your region



# Kia pai te rā e te whānau!

