



# **Incorporating Environmental Studies Across our Kura**

**Whanganui Intermediate School  
2023**



MANAAKITANGA



AKO



WHANAUNGATANGA



# Whanganui Intermediate School

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Urban

~530 Students

Decile 4\*

Whanganui Median  
Household Income \$60k

40%+ Maori & Pacific

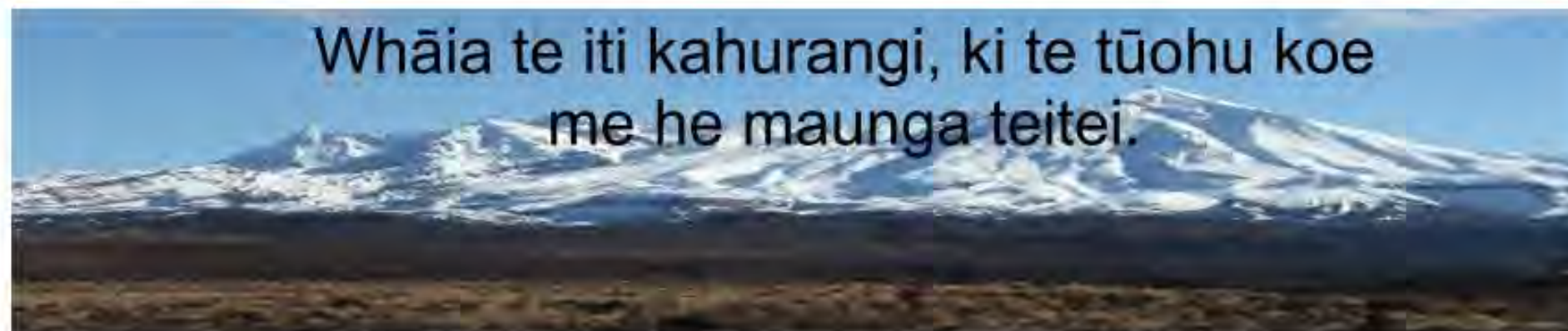




# Whanganui Intermediate School Charter 2021-2023: Introduction



## Ki Te Taumata



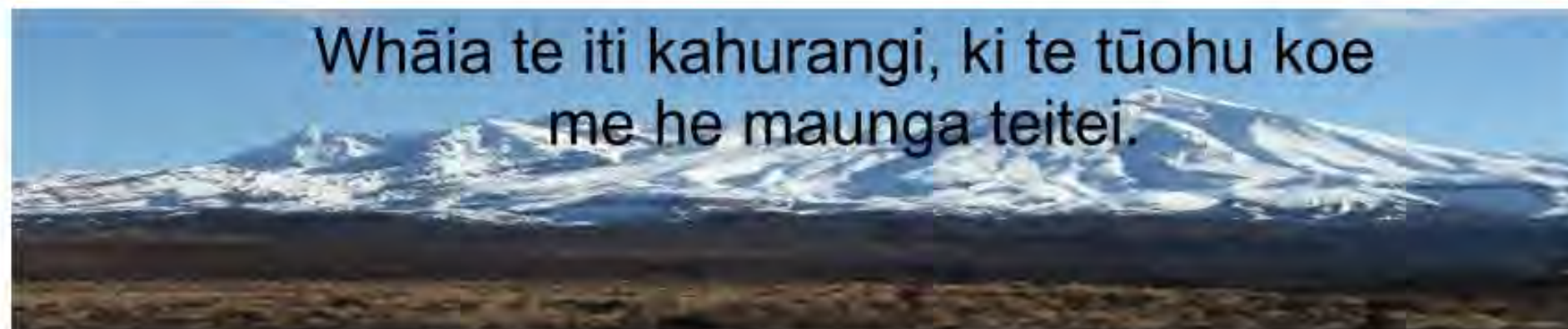
Our School:	Whanganui Intermediate School was established in 1933 and is proud of its long history of student success and remains firmly focused on continuing this into the future. Our students represent a full cross-section of our community and we celebrate the diversity and strength this brings. With a roll of around 560 students, Whanganui Intermediate is the second largest school in the city, and as such, we are able to offer a broad curriculum to ensure our students have the very best educational experience. We are committed to ensuring equity and excellence for all those who learn, teach and participate at our school.
Our Vision:	<b><i>Inspiring and empowering every learner to be creative, confident and successful.</i></b>
Our Mission:	To ensure every student at our school can: <ul style="list-style-type: none"> <li>• Be proud of who they are and where they come from</li> <li>• Achieve success in their learning</li> <li>• Experience a variety of learning opportunities that are new, exciting, relevant, and will prepare them for the future</li> <li>• Have the ability to contribute to the creation of a better community</li> </ul>
Our Values:	<b><i>Whanaungatanga</i></b> <b><i>Ako</i></b> <b><i>Manaakitanga</i></b>
Cultural Diversity:	Whanganui Intermediate School recognises the importance of Aotearoa New Zealand’s bicultural heritage and our responsibilities under Te Tiriti o Waitangi. In developing our policies and processes, we reflect New Zealand’s cultural diversity and provide learning opportunities in Te Reo and Tikanga for all students. We seek to work in partnership with iwi, hapu and whānau to acknowledge dual roles and shared responsibility for educational success as ngā Iwi.



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# Whanganui Intermediate School 2021–2023 Strategic Overview

DOMAIN:	STRATEGIC GOAL:	CORE STRATEGIES FOR ACHIEVING GOALS 2021-2022
<b>AKO —LEARNING</b>	<i>To develop and implement a WIS curriculum, embedded in Whanganuitanga, that is relevant, innovative, exciting and enables all students to accelerate their learning.</i>	<ul style="list-style-type: none"> <li>• Continue to review and improve the school wide structure maintaining a focus on: Class sizes maintained at 24-26 students and Specialist Teaching</li> <li>• Embed an Integrated Curriculum and Collaborative models of teaching and learning</li> <li>• Monitor student progress and achievement using assessment that identifies individual learning needs for targeted intervention</li> <li>• Provide PLD for staff that effectively supports student achievement</li> <li>• Continued support of L3 (school-wide) Te Reo Māori immersion with a focus on 'Whanganuitanga'</li> <li>• Follow the plan to embed the Digital Curriculum</li> </ul>

## Strategic Plan 2021 - 2023

Strategic Goal	2021
<b>AKO / LEARNING:</b> <i>To develop and implement a WIS curriculum, embedded in Whanganuitanga, that is relevant, innovative, exciting and enables all students to accelerate their learning.</i>	<p>Continue to review and improve the school wide structure maintaining a focus on: Class sizes maintained at 24-26 students and Specialist Teaching</p> <ul style="list-style-type: none"> <li>• Maintain minimum and maximum class sizes established in accordance with 2019 review</li> <li>• Continue to develop the presence of 'Ako' as a school value</li> <li>• Incorporate the 'Forest School' into our Specialist programme to ensure school-wide access to this style of learning</li> </ul> <p>Embed an Integrated Curriculum and Collaborative models of teaching and learning</p> <ul style="list-style-type: none"> <li>• Fully introduce the WIS Integrated Curriculum embedded in Māori tikanga and a strengthening of our "Enviroschools" status</li> <li>• Continue to support collaborative teaching and learning across the school with time allocations set aside for focused collaboration</li> <li>• Embed the Gifted and Talented Education (GATE) programme with a greater focus on extending all students</li> </ul> <p>Continued support of L3 (school-wide) Te Reo Māori immersion with a focus on 'Whanganuitanga'</p> <ul style="list-style-type: none"> <li>○ Review the hours being delivered at Level 3 Te Reo Māori – school wide</li> </ul> <p>Embed an Integrated Curriculum and Collaborative models of teaching and learning</p>

“It's about what's good for the kids. Does it boost their learning? Then we'll do it.”



# Cross-Curricular Approach to Environmental Studies

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## FOREST SCHOOL

Every 5 weeks students go to the ngāhere with their homeroom class.

Learning Assistant dedicated to Forest School

1 Lead Teacher  
6 Trained Forest School Kaiako.

## TE AO HURI HURI

Year-long subject area.

Meets 2 x per week for 90 min.

Taught by Cluster Leader or other kaiako from their cluster.

## EXTRAS

Environmental Action Club.

Therapeutic Gardening Groups.

Waste Monitors.





# Te Ao Hurihuri



**SCIENCE**

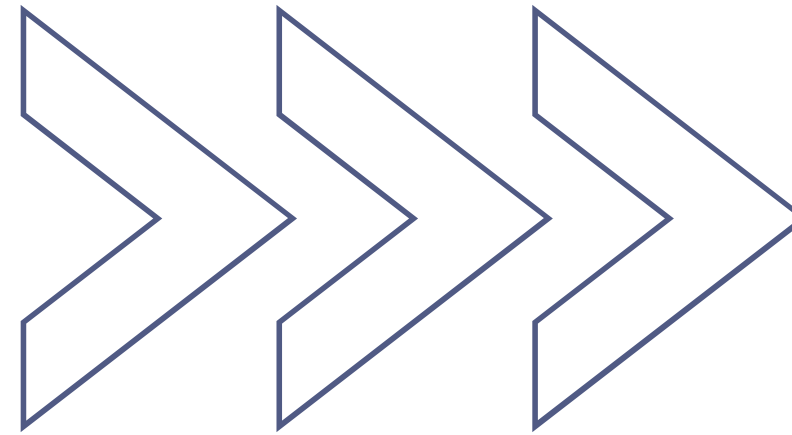
**GLOBAL CITIZENSHIP**

**TE REO ME ONA  
TIKANGA MĀORI**

**ENVIRONMENTAL  
STUDIES**

**NZ HISTORIES**

**4 TEACHERS  
2 X WEEK  
1 TERM**

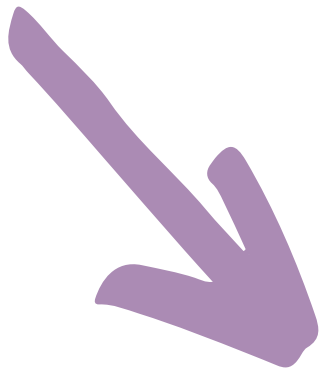
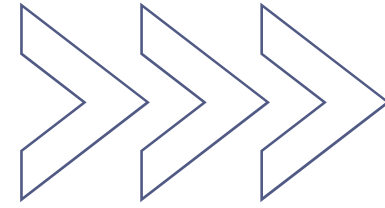


**TE AO  
HURI HURI**

**1 TEACHER  
2 X WEEK  
FULL YEAR**



**SCIENCE**  
**GLOBAL CITIZENSHIP**  
**TE REO ME ONA  
TIKANGA MĀORI**  
**ENVIRONMENTAL  
STUDIES**  
**NZ HISTORIES**



**WHAKAMAHERE  
MAHI**

**KO WAI  
AU?**



**NGĀ HĪTORI O  
AOTEAROA**



**KAITIAKITANGA**





# GOALS

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## CHILD LENS

- Too many new teachers
- Too many different rules
- Not enough time - as soon as I'm interested we are moving on
- Make it less boring

## KAIAKO LENS

- Make learning relevant to them and their world
- Have time to get to know the students and allow them to explore their interests
- Encourage them to build relationships with each other and the world around them
- Find a way to have an integrated curriculum within a timetable that is specialized
- In the future - To integrate more into maths and English planning







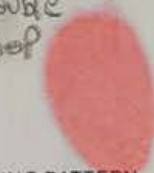

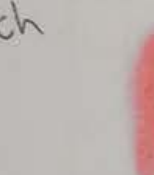

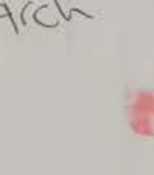

# OUTCOMES SO FAR

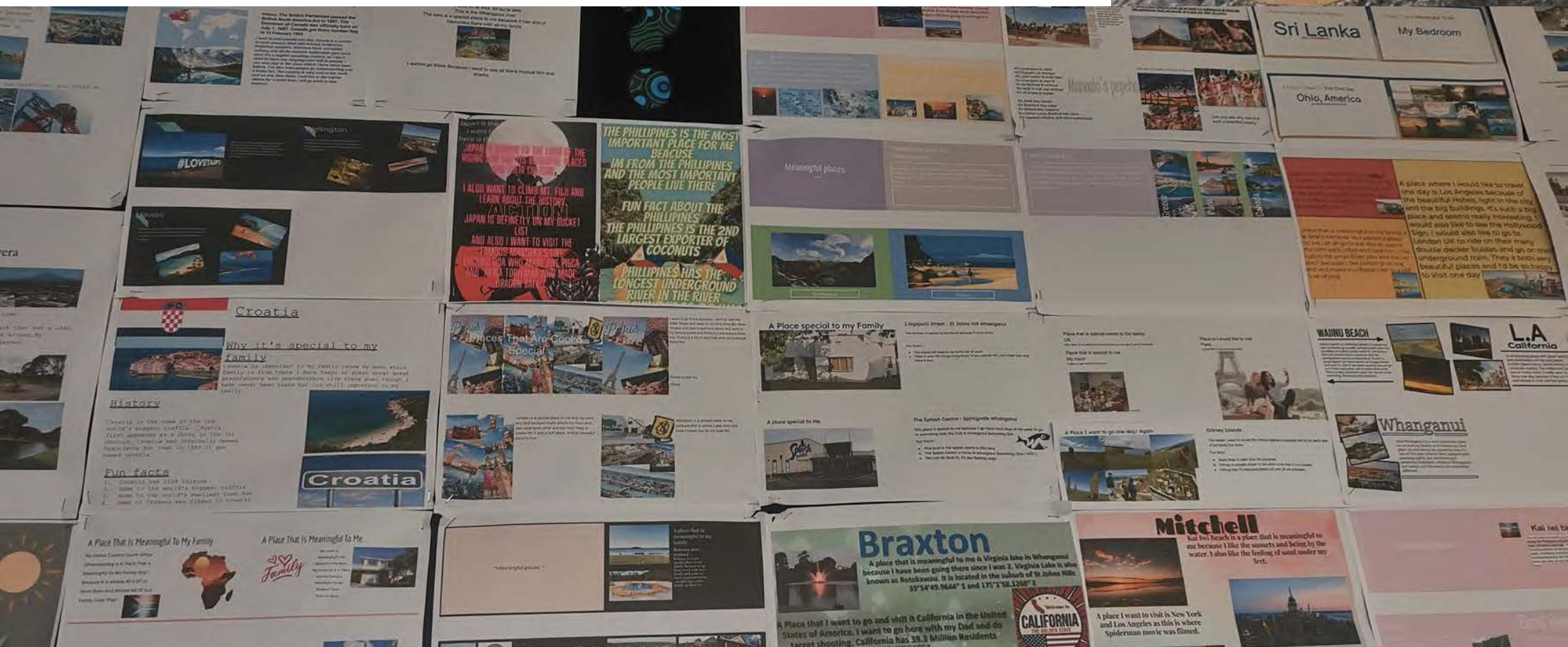
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- improved behaviour – much better relationships to teacher
- becoming more inquisitive as learners, especially lower level learners
- hands on- so much opportunity for hands on learning
- room for kids to follow their own interests
- making clear links to movies and games in their world

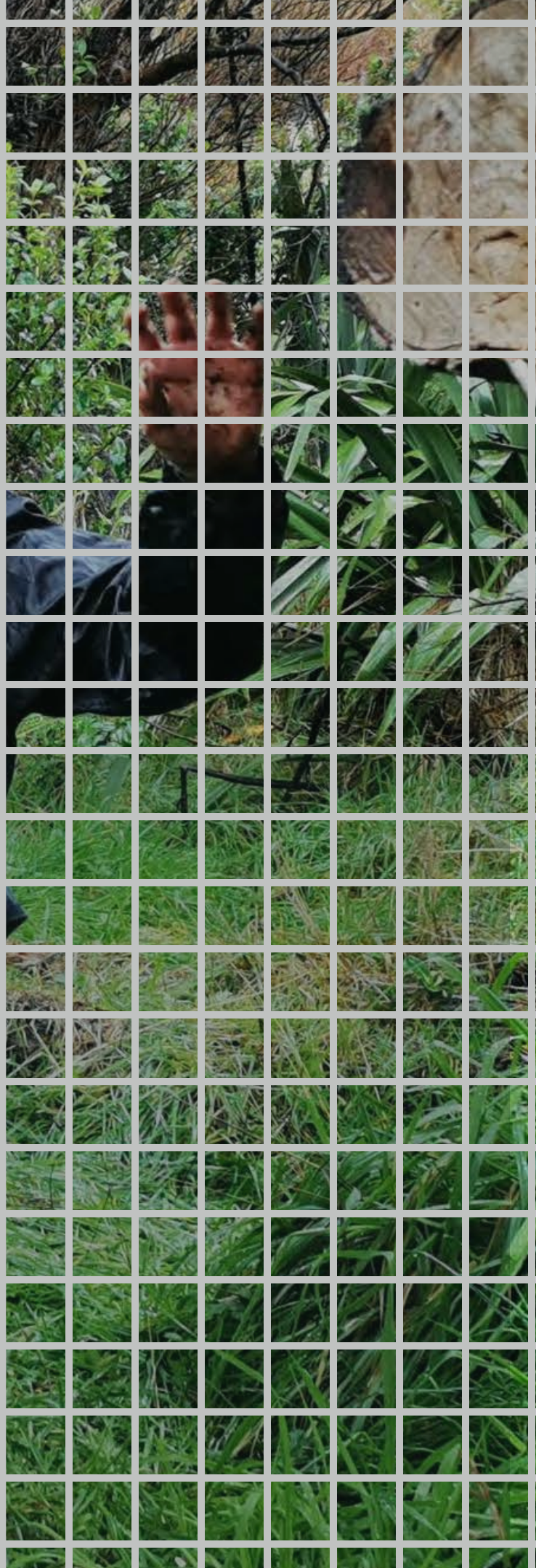


**FINGERPRINT IDENTIFICATION TEMPLATE**

FINGERPRINT IDENTIFICATION CARD			
SUSPECT NAME <i>Ethan</i>		DATE <i>27/03/2023</i>	
NOTES			
LEFT HAND		RIGHT HAND	
Arch 	Arch 	Arch 	Arch 
INDEX PATTERN	MIDDLE PATTERN	INDEX PATTERN	MIDDLE PATTERN
Arch 	Arch 	double loop 	right loop 
RING PATTERN	LITTLE PATTERN	RING PATTERN	LITTLE PATTERN
Arch 		Arch 	
THUMB PATTERN		THUMB PATTERN	







# Forest School



# Forest School

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## NATURE

Repeated exposure to the same natural environment over time allows children to establish a deep connection to nature.

Children are better learners in nature. Nature has a healing and calming effect.

## RISK

Risk is an essential part of learning.

There is a connection between physical risk taking and academic risk taking.

## WONDER

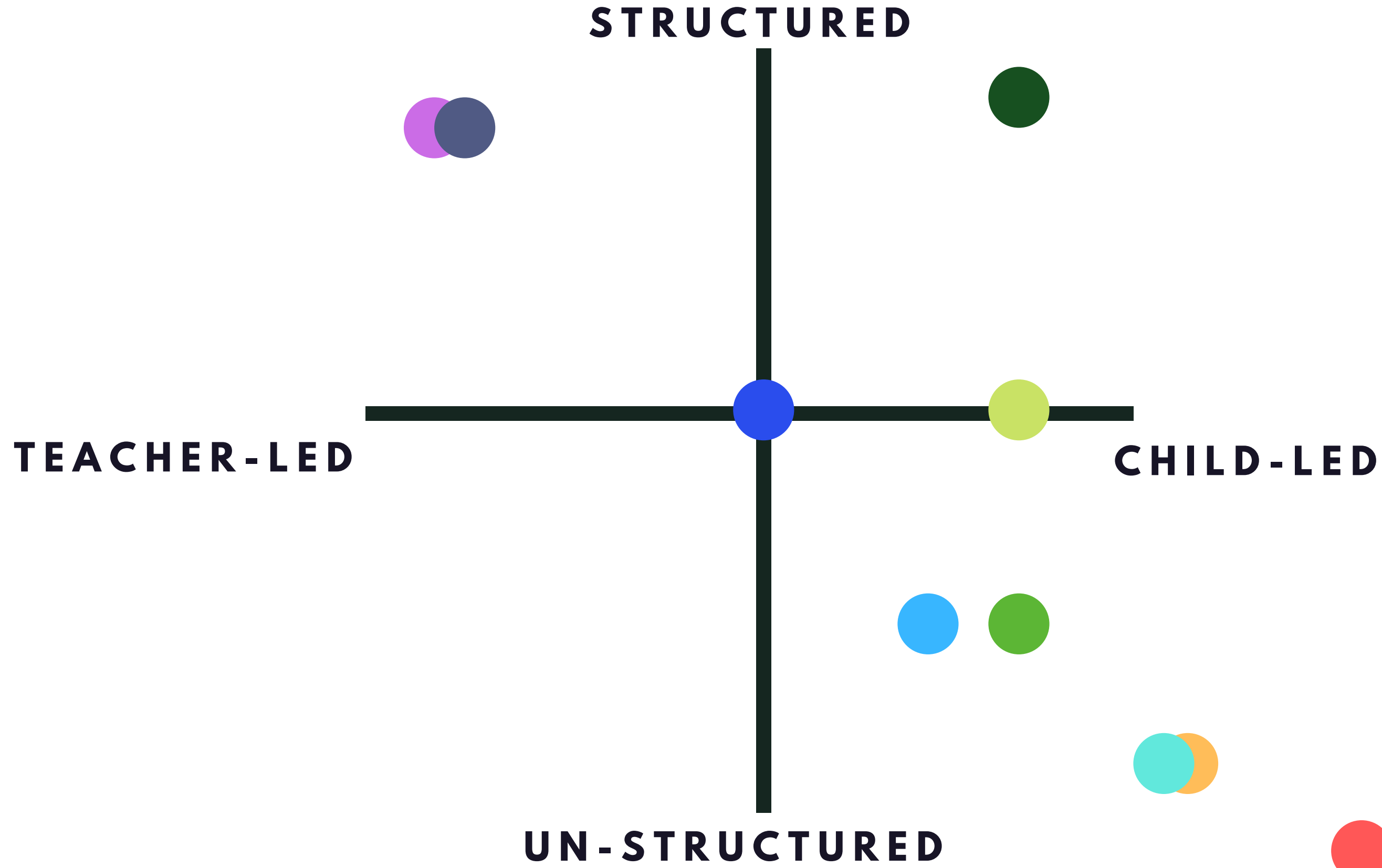
Learning is child-led.

Our goal is to promote inquiry and to empower learners to view themselves as capable.



# WHAT DOES IT ALL MEAN?

- Integrated Curriculum
- Project-based learning
- Inquiry
- Discovery
- Play-based Learning
- Montessori
- Reggio Emilia
- Steiner/Waldorf
- Forest Schooling
- Unschooling





		Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight
Theme/ skill/ tool		Cordage/ Secateurs	Knots/ Fixed Blade Knife	Harekeke & Marshland	Harekeke & Marshland	Fire	Whittling / Knives	Music	Bull Roar / Saw
Morning Circle: 20 min Te Reo immersion	Greeter, Karakia, Waiata, Pepeha or Whakataki, Check in, Journal Time	Journal Prompt: Ako, Kaiako, Whakaako	Journal Prompt: Paepae system. Who are you going to be today?	Journal Prompt: Growth	Journal Prompt: Responsibility	Journal Prompt: Standing Strong	Journal Prompt: Lightness	Journal Prompt: Carving away the hard exterior, letting your inner beauty shine	Journal Prompt: Term reflection
	Farm Chore	Feed & Water Chickens	Feed & Water Chickens Plant broccoli	Feed & Water Chickens Weed broccoli	Feed & Water Chickens Weed broccoli Milk goats	Feed & Water Chickens Turn Compost Milk goats	Feed & Water Chickens Weed broccoli Milk goats	Feed & Water Chickens Turn Compost Milk goats	
Learning Time	Bushcraft invitation	Journals, Cordage, Name Charms Harvesting Harekeke	Knots	Kopere	Harekeke Dolls, crowns, birds, baskets	Bow Drill	Whittling	Whistles/ Flutes/ Drums/ parenehua	Supplejack Rings/Balls
	Art invitation	Watercolours	Wool for friendship bracelets & crochet	Watercolours	Harekeke / Making Dough	ECO Art	Whittling	Charcoal	Mandalas
	Science invitation	Species inventory	Plant ID	Riparian Zone	Riparian Zone	Tree ID	Bird ID	Soil Type	rangoa
Lunch	Wash Hands, Circle Up								
	Fire/ Cooking	Nests & Striking	Nests & Striking Popcorn	Nests & Striking Potatoes	Nests & Striking Buns	Nests & Striking Bowdrill Buns	Nests & Striking Bowdrill Crumble	Bread	Marshmallows
Learning Time	Group Initiative	Warp Speed	Build Basket Swing or Cargo net	Tree Care or planting in Riparian Zone	Gabion Basket	Game/ Initiative	Build Tipi	Drum Circle, Vocal Jam Circle	
Closing Circle: 20 - 40 min Te Reo immersion	Karakia, Waiata, Check in, Journal Time Meditation/Reflection								
	Parakau	Maui slows the sun	Maui slows the sun (Te Reo)	Rata & the Totara tree	Rata & the Totara tree (Te Reo)	Mahuika	Mahuika (Te Reo)	Tataeoporopora	Tataeoporopora



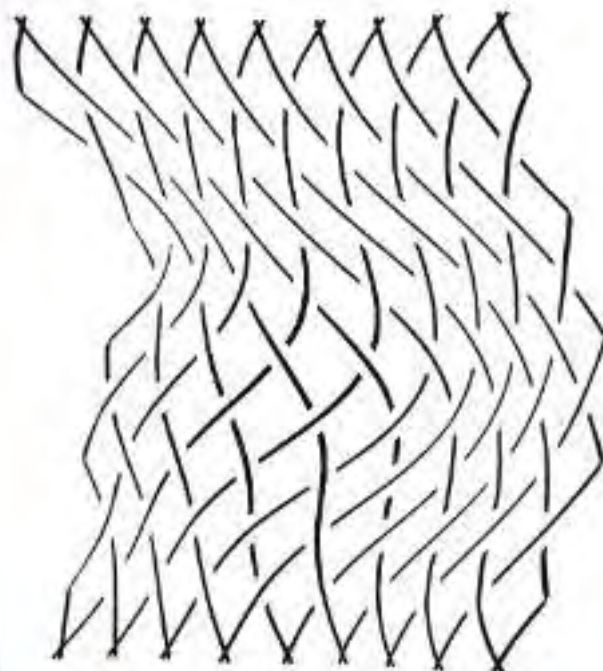
# WIKI TUARUA - NGAHURU

WAIATA - He Ripo

PŪRĀKAU - Kupe me te Wheke



## AKORANGA



## WHAKAARO



Tie 2 knots correctly

ID 2 edible plants

Make a zipline

Hang a hammock

Make a spear

Draw an insect you see

Weave a crown or putiputi

## WHAKAPIKI TŌ REO

Ponaia te ruru. - Tie a knot.

Whakakoia te ihu. - Sharpen the point

Karawhiua! - Give it your all! Let it fly!

Kaua e tapahi i te rito. - Don't cut the center.

Tapahia iho ki waho. - Cut down towards the outer edge.

Kaua e tū i te harakeke. - Don't stand on the harakeke.

Kia tupato me te naihi. - Be careful with the knife.

Komohia te naihi ki te pūkoro. - Put the knife in the sheath.

Whakamaua te karapu. - Put on your glove.

Tiakina ngā taputapu - Take care of the tools.

## KETE TAPUTAPU



Books  
Pukapuka



Ropes  
Tāwai



Hammock  
Moenga



Paints  
Peita



Saw  
Kani



Secateurs  
Katikati

Hand Drill  
Wiri



## TAPU TAPU HOU



★ Knife  
Naihi



Fire Striker  
Whakamāpura



Pulley  
Tauru



**Provides  
genuine  
opportunities  
for  
collaboration  
and problem-  
solving.**





**Builds  
resilience.**





**Inspires  
wonder in  
the natural  
world.**





**Invites  
appropriate  
risk-taking.**





**Encourages  
kaitiakitanga.**





# Explores ako and kaiako





**Makes  
literacy  
and  
numeracy  
accessible  
to all  
learners.**





**Eliminates  
\*most\*  
behaviour  
challenges.**





**Its  
really  
really  
fun.**

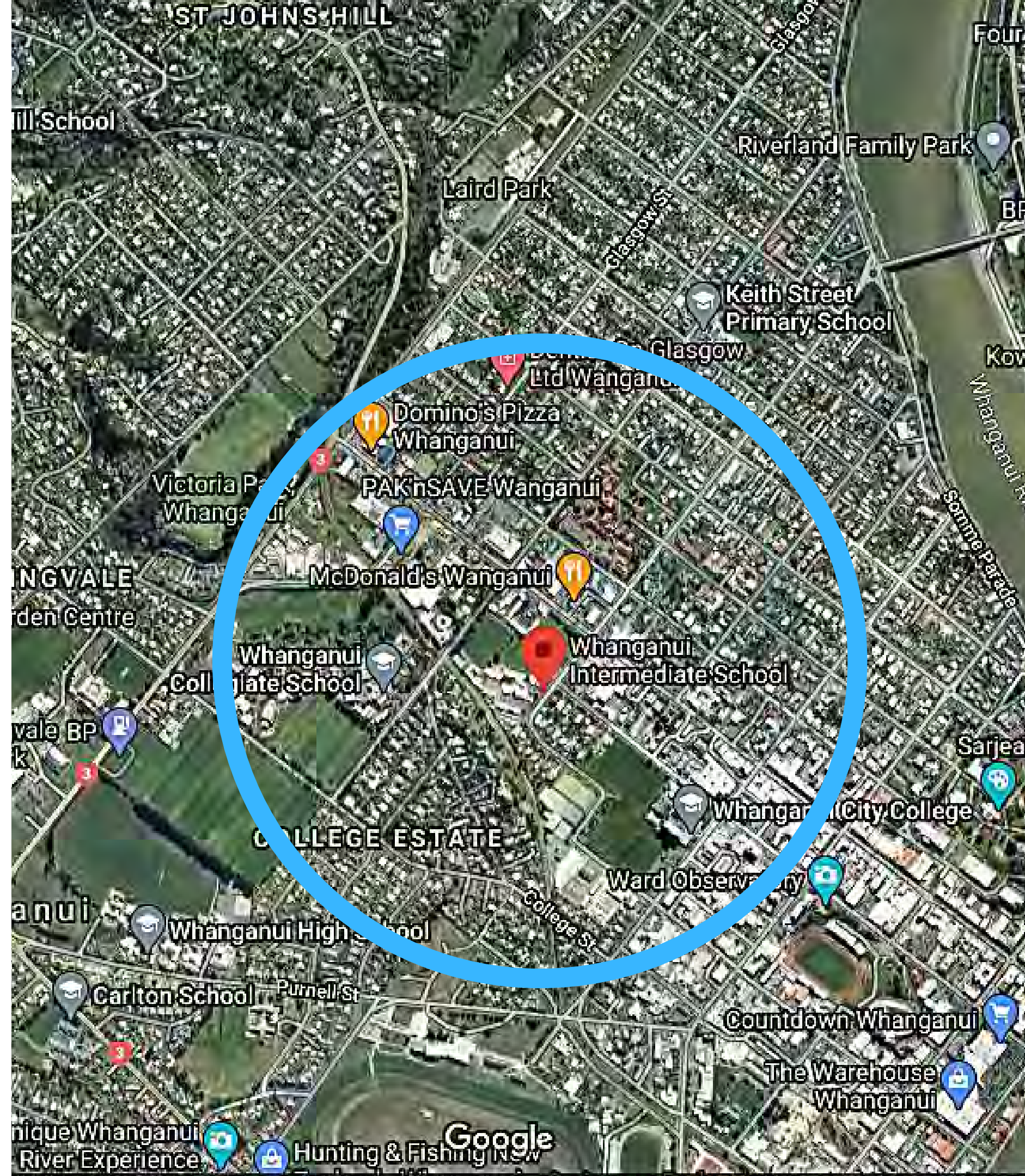




# Context & Constraints

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- Urban setting - not much walkable
- Specialist Subject Teachers (Scheduling is complicated)
  - 4 clusters with 6 teachers each
- 1 school van
- Board and Principal very supportive of innovative and progressive teaching
- Large school means that TA time can be more easily found
- Significant number of students with high social needs









































**YEAR ONE**

# SELECT STUDENTS

- 12 students + TA
- Students who were struggling in the classroom + uplifters
- Integrated curriculum
- High focus on key competencies
- Separate from their classroom learning
- 1 x week for 1 term





# OUTCOMES

- Reduced Truancy
- Reduced Behavioural Incidences
- Increased Engagement in Writing
- Pathway back to school



## YEAR TWO

# WHOLE SCHOOL

- 22 students + TA + whānau
- Specialist subject (Global Citizenship)
- Paired with Te Reo & Tikanga Māori and double blocks of lit/math
- Still only 1 vehicle (shuttle)
- 1 off-campus session per fortnight for 1 term





# OUTCOMES

- Reduced Truancy
- Reduced Behavioural Incidences
- Increased whanaungatanga amongst class
- Relationship building with trusted adults



**PRESENT**

# WHOLE SCHOOL & RANGATIRA

- 27 students + TA + whānau
- Stand Alone Subject Area that coordinates with Te Ao Huri Huri and Māori Roopu
- 2 Vans!
- Full year program – all students go out every 5 weeks
- Forest School Rangatira apply at the end of previous year to be leaders.





# OUTCOMES

- Behaviour & Truancy
- Improved relationships with students and adults
- Ownership of "their" space
- Students recognizing their own & others' learning
- Amazing leadership



# DAILY REFLECTION

FOREST SCHOOL

DATE:

I WAS THINKING...

this should work if my angihis right



WHAT WAS I DOING?

being prepared to see if it works

AKO

WHANAUNGATANGA

KAITIAKITANGA

MANAAKITANGA



LEARNING

OR

PERFORMING

WHAT DID I LEARN:

the fancier the worst



how to make a water proof tie out of flax

WHAT'S NEXT FOR MY LEARNING?

If you could have the powers from 3 native animals (or more), which powers would you choose?  
Draw your answer:

Bo

eel can go on land and breath and go into salt water and smell fan tail and flying nice tail and swasp make nest and stinger



AKO  
I LEARN WHEN I'M FOCUSED

LEARNING MATHS *Portogese*

MUAY THAI

ECO-SCHOOL

BACKFLIP

SIBLINGS  
NEICES NEPWS

COUSINS

KAI AKO

RUGBY

LEADERSHIP

## DAILY REFLECTION

FOREST SCHOOL

DATE: Week 1

I WAS THINKING...



WHAT WAS I DOING?  
Making harakke blab

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AKO WHANAUNGATANGA  
KAITIAKITANGA MANAAKITANGA




LEARNING OR PERFORMING

WHAT DID I LEARN:

How to tie

How to work a hand drill

Tying knots



WHAT'S NEXT FOR MY LEARNING?

How to do it by myself

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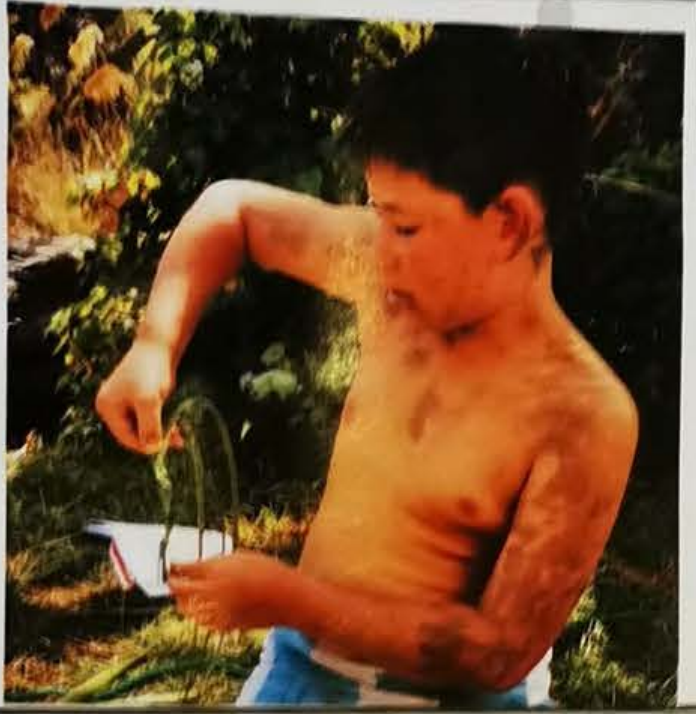
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DATE:

I'M SO GOOD AT  
PIATTING



WHAT WAS I DOING?

I WAS PIATTING  
THE HARAKEKE I HAD  
HARVESTED

AKO

WHANAUNGATANGA

KAITIAKITANGA

MANAAKITANGA



LEARNING  
OR  
PERFORMING

WHAT DID I LEARN:

HOW TO PIATT



WHAT'S NEXT  
FOR MY  
LEARNING?

~~GET~~ ~~GET~~ LEARN NOT TO  
SWEAR

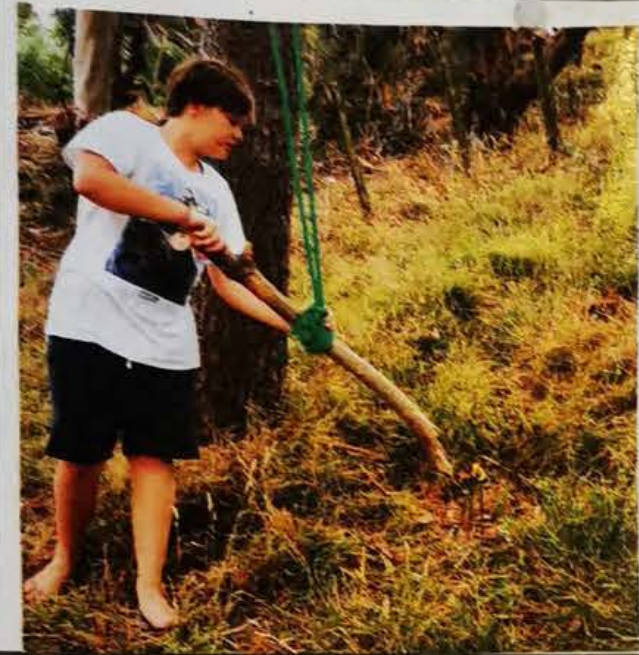
# DAILY REFLECTION

FOREST SCHOOL

DATE: 3-3-20

I WAS THINKING...

what is this?



WHAT WAS I DOING?

Poking at a poisonous  
plant. Asked Dani  
what it was. It was  
Aram Lily. I was going  
to eat it I would have  
burned my mouth.

AKO

WHANAUNGATANGA

KAITIAKITANGA

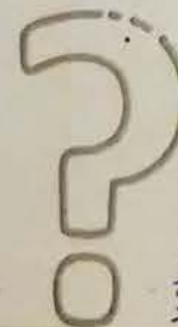
MANAAKITANGA



LEARNING  
OR  
PERFORMING

WHAT DID I LEARN:

It is called Aram Lily.  
It is poisonous.  
The sap will burn your skin.  
It is good to pull them  
out before they make more



What am I  
wondering?

WHAT'S NEXT  
FOR MY  
LEARNING?

what new adventure awaits?

Are there other poisonous  
plants?

maybe rub them on your body.  
Take out the juices and put them on  
another plant



# But What About the Risk?

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# RAMS

*How do I manage (eliminate) the risks with this activity?*

v.

# RISK BENEFIT ASSESSMENT

*How do the benefits of engaging in the activity compare to the likelihood and severity of the risk*

**READ ALL ABOUT IT:**

Balancing Risk and Benefits in Outdoor Learning and Play

<https://outdoorclassroomday.com/wp-content/uploads/2016/08/OCDay-Balancing-Risks-and-Benefits.pdf>



**THE KEY  
INGREDIENT TO  
A HAPPY DAY IS  
KEEPING  
EVERYONE  
WARM AND DRY**



**BUT  
HOW?**

No cotton. No puffers. No jandals. No jeans.

Get gear you can trust. Lions clubs, Rotary Clubs, Grants, Local Businesses.

Teach your community that colds come from germs.

Collect spare gear from your community.

Become a confident shelter-builder.



