

# A Whole School/ Centre Approach

In Enviroschools, sustainability is integrated into the whole of school or centre life, by 'walking our talk' and generating learning opportunities on the collective journey towards a healthy, peaceful and sustainable environment - kia toitū te ao.

**A Whole School/ Centre Approach covers four key areas (the 4 P's):**

**Place – Wāhi**

**Practices – Tikanga**

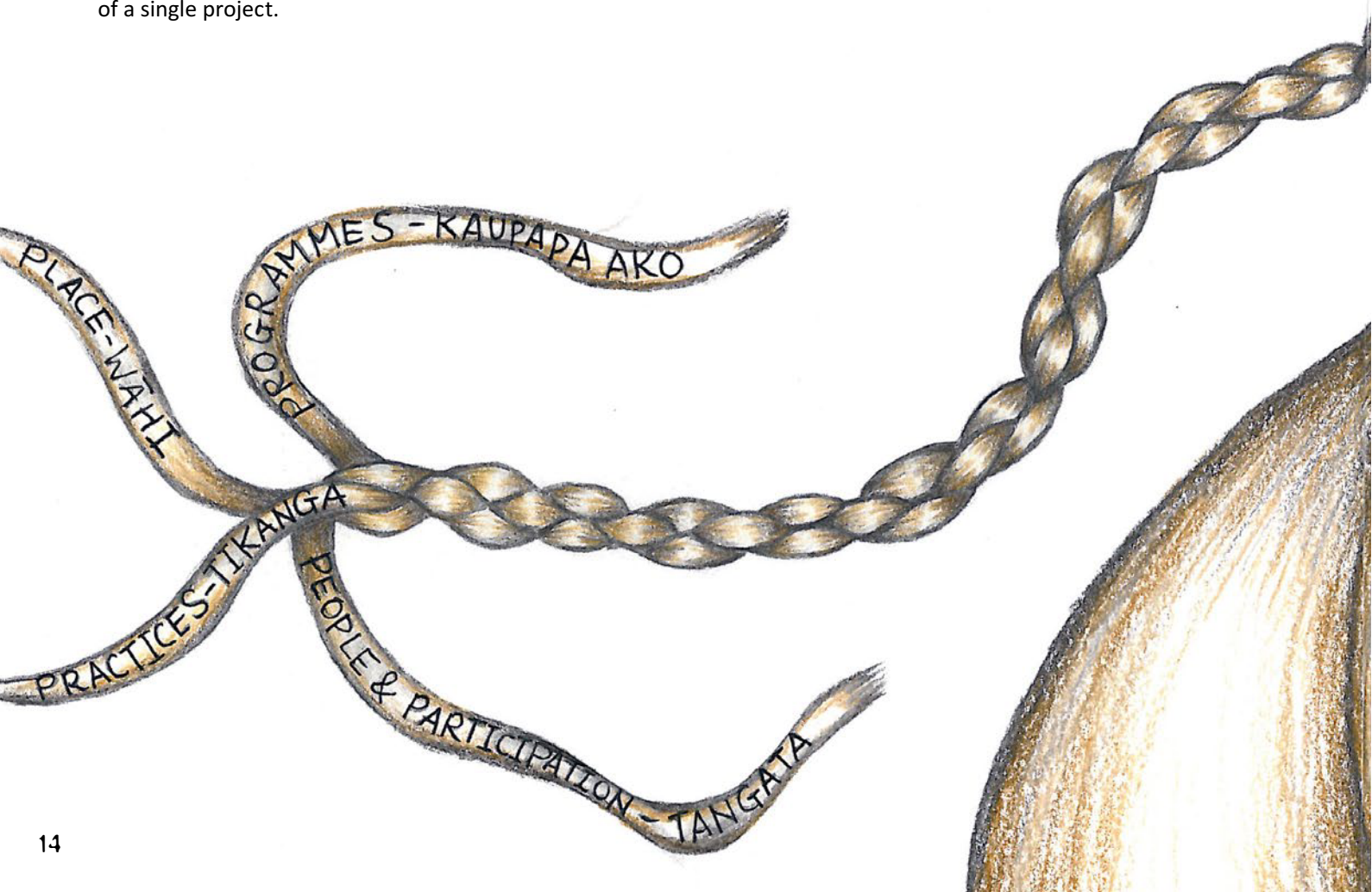
**Programmes – Kaupapa Ako**

**People & Participation – Tangata**

Within schools there is a strong focus on what students learn through the formal curriculum. This includes gaining skills, knowledge and competencies in subject areas, through formal curriculum work. In an early childhood setting, children learn through guided participation, exploration and reflection. However, young people also learn through knowledge and experience that they gain from other aspects of school/ centre life, such as what the grounds feel like, how the buildings are built and what people do. This is sometime referred to as the hidden curriculum.

A Whole School/ Centre Approach aims to make visible what is currently hidden and enable all aspects of daily life to be threads that strengthen the learning experience. In this approach to sustainability, the physical surroundings, the people and their practices are all an integral part of the living curriculum. Schools and centres become the practice ground for taking action, the model for showing a sustainable world, and a reflection of the learning being undertaken. The entire school or centre is a resource for learning and a demonstration of sustainability.

A Whole School/ Centre Approach implies that ultimately sustainability will be part of every aspect of Enviroschool life and involve every person in the community. However, this journey may start from small beginnings. The approach can be applied initially by incorporating the four keys areas into the planning, design and implementation of a single project.





## PEOPLE and PARTICIPATION - TANGATA

### Participatory and inclusive processes

Decisions are made with the involvement of young people, staff, whānau and community members.

The Enviroschool has a Whole School/ Centre Vision for sustainability. In schools, there is a student Envirogroup that represents classes and steers towards the whole school sustainability goals. Students work with the school management and the Board of Trustees to develop policies and plan budgets, and then monitor and reflect on progress. In early childhood centres, the entire staff and management take part in shaping the direction of the Enviroschools journey, informed by children's unique perspectives and input. In centres and schools, whānau and community members are invited to participate in major decisions and in creating the vision.

There is a sense of belonging and strong partnerships with tangata whenua. Schools and centres draw on the combined wisdom of their multi-cultural communities and consider equity and diversity when making decisions.

## PRACTICES - TIKANGA

### Sustainable practices in the day-to-day running of the school/ centre

School/ centre policies and systems support environmentally-friendly and sustainable practices, such as green purchasing, waste minimisation, water conservation and wise use of energy.

Sustainability is a fundamental part of new staff recruitment, and all teaching and support staff are aware of the Enviroschool's kaupapa and sustainability practices.

Sustainability guides school/ centre budgeting. Practices are monitored and evaluated, to document progress being made towards environmental goals.

## PLACE - WĀHI

### Ecological design and action in the natural and built environment

The school/ centre grounds demonstrate how ecosystems work, and provide young people with opportunities for experiencing their interconnection with nature and engaging with Papatūānuku, Ranginui and their children.

The school/ centre buildings are designed to work with natural systems, enhancing flows of water, energy, and nutrients, and providing healthy ecosystems and habitats for all living things.

The buildings and grounds are a learning resource and a site for action, where young people can design and re-create their places. Students learn how buildings and landscapes inter-relate to support each other.

The whole school/ centre environment reflects the culture and heritage of its place and people. This strengthens young people's identity and connection to the whenua and their community.

## PROGRAMMES - KAUPAPA AKO

### A living curriculum with sustainability modelled and integrated into all learning and action

Young people learn as they co-create a sustainable school/ centre and community. Students take action on real issues in their school and wider environment. Actions are not carried out in isolation; they are integrated with the learning inside and outside the classroom.

Sustainability is a core part of the formal curriculum. There is a whole school curriculum plan, that includes cross-curricular learning for sustainability projects and infusion of sustainability into all curriculum areas. Early childhood centres weave sustainability through their programme, projects and documentation, strengthening children's sense of belonging and their relationships with people, places and things.

Learner-centred approaches are used, and young people gain competencies by directing their own enquiries. Tamariki provide the lead for shaping the programme focus. Older students can research, design and implement their own sustainable projects, drawing on role models and experts in the school and community.

The 'teacher' role becomes one of facilitating learning and enquiry. As in the concept of ako, learners are also teachers. Tamariki share their learning; tuakana (the older or more experienced) become mentors and leaders for teina (the younger and less experienced), and for other groups in the community.