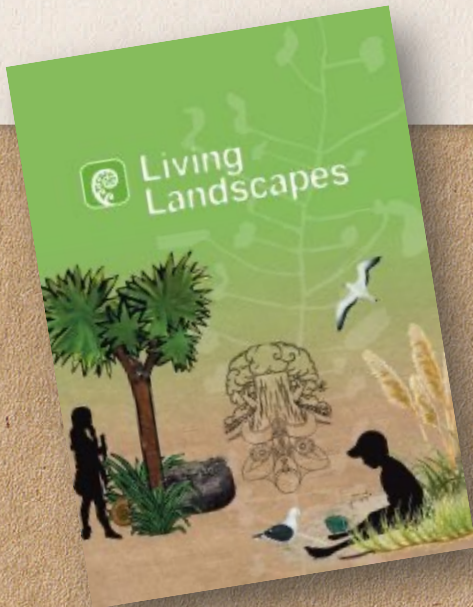


# Connecting to Enviroschools 'Living Landscapes' Theme area in an ECE context

TOIMATA  
FOUNDATION

Enviroschools





# He mihi

Mauriora ki te rangi  
Mauriora ki te papa  
Mauriora ki ngā kaiora  
Mauriora ki te tangata

*This mihi invokes life, health and wellbeing to the sky, to the earth, to our food and to the people.*

Nau mai. haere mai

## Welcome to the Enviroschools Living Landscapes Theme Area

*Mauriora ki te rangi  
Mauriora ki te papa  
Mauriora ki ngā kaiora  
Mauriora ki te tangata.*

Papatūānuku – our Earth Mother – forms our living landscape. She is a constant presence in our lives, and our time on this Earth is our opportunity to co-create with her.

Papatūānuku, earth, whenua, soil, ground, – no matter what we call the land, it is our home. It provides us with our kai, our trees and flowers, our medicines, materials to make our homes and goods, and a place to play and have fun – in all these ways, we depend on the land for our well-being. It is also home to a myriad of species, so many of which are completely unique to this country. We can provide spaces for all of these creatures, and sustain ourselves and our wider whānau as well. It's all about creating and caring for a Living Landscape in our Enviroschool and community.

This resource supports you with:

- A guide to learning and action that can help your Enviroschool make connections with, and revitalise your Living Landscape
- Tools and activities to assist you in identifying the current situation with your landscape
- Powerful learning experiences – about key concepts, and in your local environment
- Ways to design for a Living Landscape, and to monitor your progress as you go

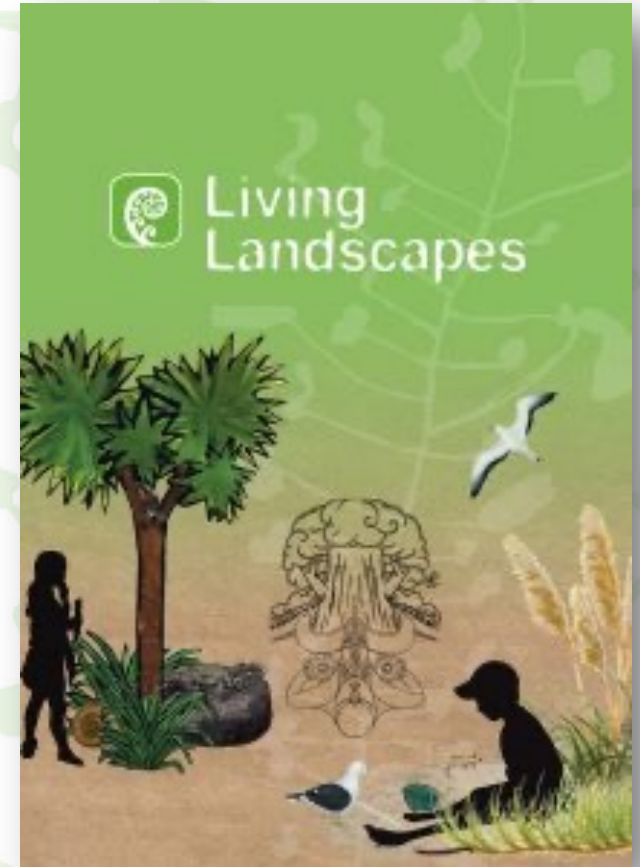
**Toitū te whenua – toitū te ao! Sustain the land – sustain our world!**





# Objectives of this PLD Zoom:

- Unpacking the Living Landscapes Theme Area
- Sharing some activities within the resource
- Sharing some of the inspiring ECE stories found on the Enviroschools website



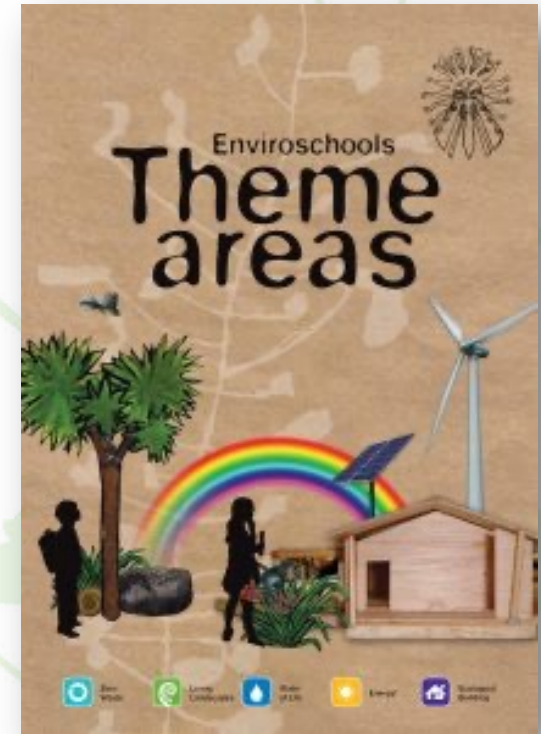
\*A copy of this powerpoint and the zoom recording will be available on the Enviroschools website later this week 😊



# Each resource contains:

- Key concepts
- Focus questions
- Activities
- Case studies

....and utilises the **Action Learning Cycle** to guide exploration and assessment of the environment.





# Enviroschools Theme areas Key Concepts

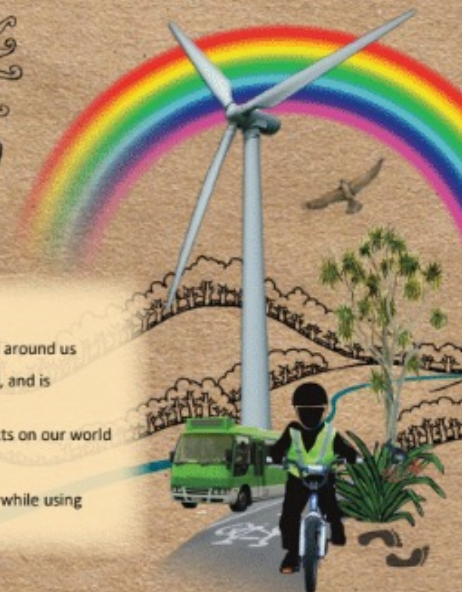
## Me in My Environment

- Everything is connected: Inter-relatedness, Whanaungatanga, Whakapapa
- Natural systems sustain life in a dynamic balance
- We have a past and a future – our choices and actions make a difference
- Kaitiakitanga – respecting all that is around us
- We are part of a community
- Sustainable designs harmonise with nature



## Energy!

- Energy is everywhere - within us and all around us
- Energy is neither created nor destroyed, and is continuously transforming
- Our uses of forms of energy have impacts on our world
- Synergy arises from collective energy
- We can enjoy the abundance of energy while using different forms of energy wisely



## Living Landscapes

- Habitats are places to live; Living Landscapes have spaces for all the children of Ranginui and Papatūānuku
- Our Enviroschool is part of an ecosystem
- Whenua is the land that nourishes life
- People value and change landscapes in different ways
- Co-creating and caring for Living Landscapes



## Zero Waste

- Waste is a modern human product
- Looking after Papatūānuku – how our current waste management creates problems
- Designing for Zero Waste

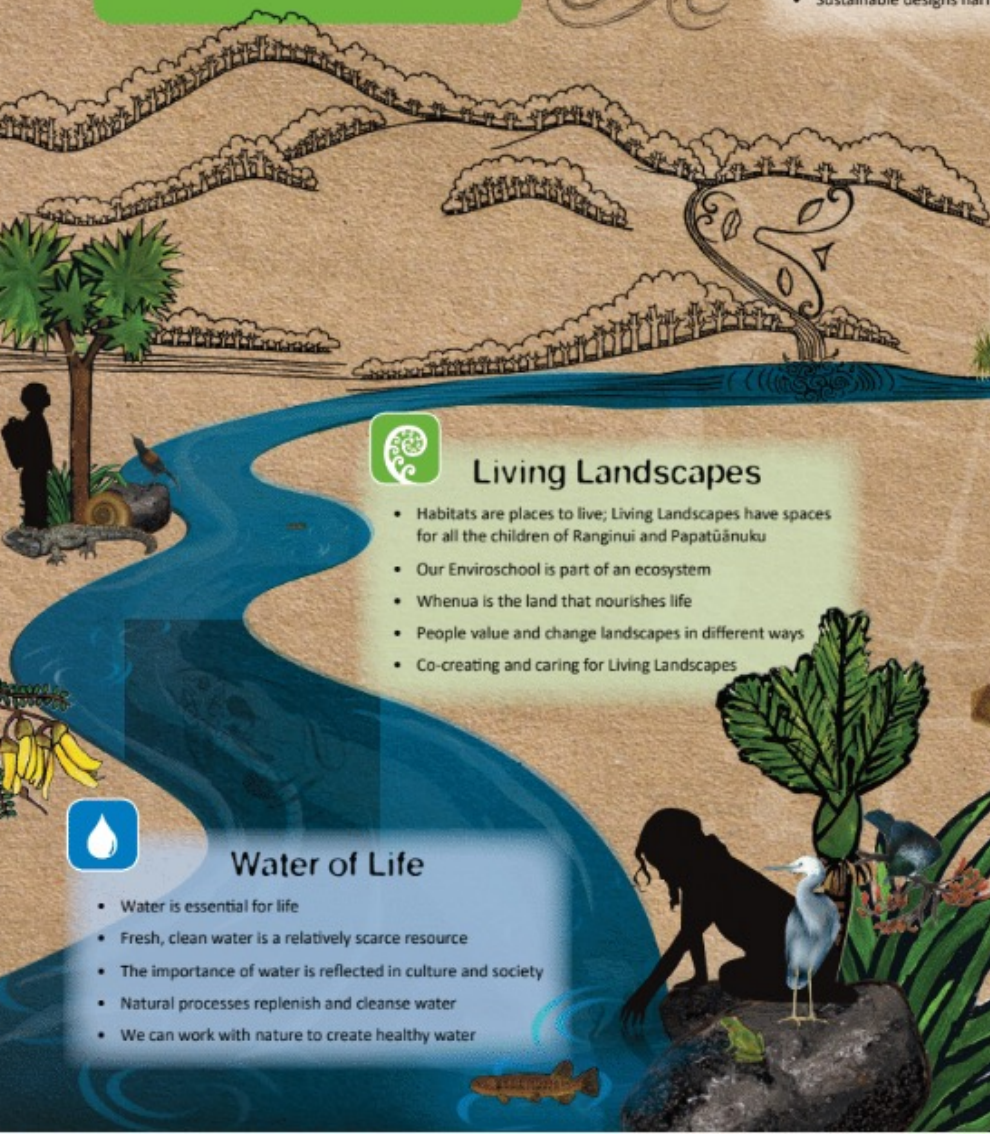


## Ecological Building

- Building expresses people's culture and relationship with nature
- Buildings come from nature, and return to nature
- Ecological Building means working with nature to enhance the health and well-being of the whole community
- Ecological Building is a co-creative process, with principles we can apply to everything we make

## Water of Life

- Water is essential for life
- Fresh, clean water is a relatively scarce resource
- The importance of water is reflected in culture and society
- Natural processes replenish and cleanse water
- We can work with nature to create healthy water





# Objectives of the Living Landscape Theme Area

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**Awareness and Sensitivity:** to the different elements that make up the EnviroSchool landscape and how the landscape is used.

**Knowledge and Understanding:** of productive and natural ecosystems and people's effect on them.

**Skills:** to assess the health of the landscape and its capacity to support our community's well-being, and to envisage alternative futures.

**Attitudes and Values:** of care and concern for the EnviroSchool as a place that supports life.

**Participation and Action:** in creating an EnviroSchool landscape that nurtures people and nature, and enables play, curiosity, learning and adventure.

---



# Connecting with the Key Concepts

- Start your mahi exploring 'Living Landscapes', by first reading and discussing the **Key Concepts** (pg. 10-17).
- What resonates with you? How might these concepts and values be explored deeper within your ECE Enviroschool?
- What is already happening? Think about what you know about living landscapes in your ECE Enviroschool.





# There are five Key Concepts in Living Landscapes to explore:

- a) Habitats are places to live; Living Landscapes have spaces for all the children of Ranginui and Papatūānuku
- b) Our ECE Enviroschool is part of an ecosystem
- c) Whenua is the land that nourishes life
- d) People value and change landscapes in different ways
- e) Co-creating and caring for Living Landscapes



# a) Habitats are places to live; Living Landscapes have spaces for all the children of Ranginui and Papatūānuku

- The Earth provides habitats for an incredible array of microscopic life, insects, plants and animals which make up our 'biodiversity' – the variety of life.
- Once species become extinct, we can never get them back.
- In a Living Landscape, all of the children of Tāne – plants, birds and invertebrates, have places to live.





## b) Our ECE Enviroschool is part of an ecosystem



Balclutha Kindergarten

- Understanding Living Landscapes means looking at our local environment as part of a natural ecosystem.

## c) Whenua is the land that nourishes life

- In Te Reo Māori, the same word, whenua, means the land and also the placenta.
- Whenua is a source of abundance, which we can share with others.
- The basis for a Living Landscape is soil.
- Soil is also the great recycling station of nature.



Arohanui Early Learning Centre



## d) People value and change landscapes in different ways



Motueka Kindergarten

- People were often drawn to a place in Aotearoa because of the resources it offered.
- Our choices will determine what sort of landscape we leave behind.

## e) Co-creating and caring for Living Landscapes

- By working with nature we can co-create and care for Living Landscapes.
- An Enviroschool landscape is a great place to learn.
- A Living Landscape can provide for a diverse range of values.
- People will often enjoy a landscape more when it requires as little work as possible to maintain it.

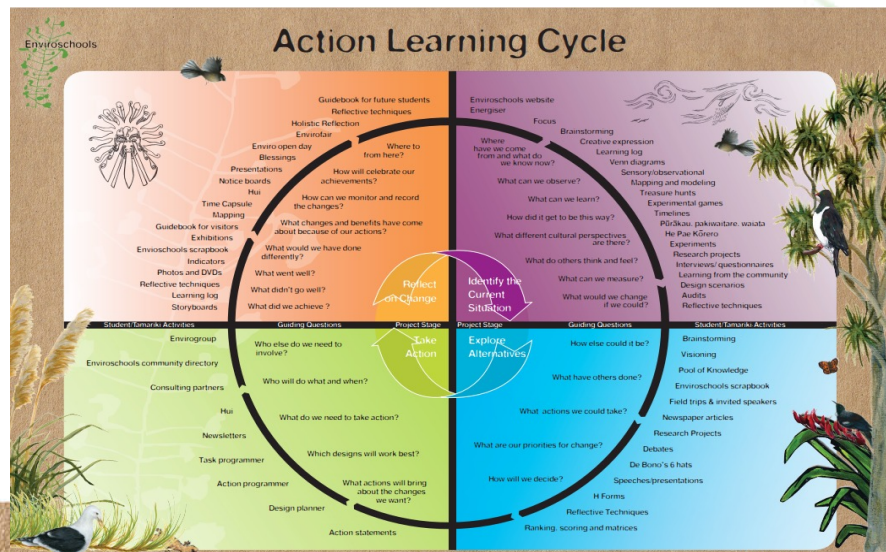


Whakamarama Kindergarten



# How to use this Theme Area

- Each Enviroschools Theme Area is an **enquiry-based learning resource** for Enviroschools journey.
- Based on the Enviroschools **Action Learning Cycle (ALC)** and focus on the first part of the cycle: **Identify the Current Situation**.
- The **key questions** from this part of the ALC will help you to identify the current situation with your enquiry.





# Identify the Current Situation

## Living Landscapes learning guide

### Key Questions:

- Where have we come from and what do we know now?
- What can we observe?
- What can we learn?
- What can we measure?
- What would we change if we could?
- What would we change if we could?

Identify the Current Situation				
Guiding Questions	Purpose	Key Questions	Activities	Reflective Questions
Where have we come from and what do we know now?	To determine our understanding of landscapes and begin building our collective knowledge.	What do we know and feel about landscapes?	• Mapping the land	Were there many different connections here (and)? How do place names express people's connections and experiences?
What can we observe?	To build on our current knowledge of landscapes through careful observation in our surroundings.	What is happening in landscapes in and around our Enviroschool?	• Children of Time, Range and Haumea	How healthy and alive do you think your landscape is?
What can we learn?	To explore the Key Concepts in Living Landscapes and relate them to our Enviroschool's situation.	a) Habitats are places to live; Living Landscapes have spaces for all the children of Ranginui and Papatūmāku b) Our Enviroschool is part of an ecosystem c) Whenua is the land that nourishes life d) People value and change landscapes in different ways e) Co-creating and caring for Living Landscapes	• Who am I and where do I live? • Site elements and habitat zones • Knowing the local ecosystem • Whenua • Healthy soils, healthy plants, healthy people • Where does our kai come from? • Kūmara • Expressions of land • The changing land • Design scenarios	What are some of the ways that animals and plants are adapted to their habitat? Does your Enviroschool landscape reflect your local ecosystem? What have you learned about the connection between people and whenua? What are all the values people have for the landscape? What do you value about your place?
What can we measure?	To conduct a detailed survey of the landscape in our Enviroschool.	What elements can we measure to tell us how healthy and alive our landscape is?	• Landscape survey	Do you feel ready to design your own Living Landscape, one that will be good for people and nature? How do you feel about the amount of living and non-living spaces in your Enviroschool?
What would we change if we could?	To recap and summarise our learning about landscapes in and around our Enviroschool.	What do our Map and Pool of Knowledge tell us about the landscape in our Enviroschool? Is this how we want it to be?	• Making a bigger difference • Distilling the essence	Which features of your landscape do you want to retain? Which would you like to change? What will you need to create?
Further exploration: develop your ideas and plan your next steps by looking into the Enviroschools Kit to complete the Action Learning cycle				
Expand Awareness				
To expand the range of possibilities and options for our actions towards Living Landscapes	How else could it be? What have others done? What are all the actions we could take? What are our priorities for change? How will we decide?	How else could it be? What have others done? What are all the actions we could take? What are our priorities for change? How will we decide?	• Picture your vision • What if... • Exploring Enviroschools Scrapbooks and website • Developing criteria • Ranking, scoring and matrices • PMI	How do our ideas contribute to our sustainability goals and reflect the qualities we have set out in our vision? Which projects come up as priorities?
To plan, design and create our Living Landscapes actions!	What actions will bring about the changes that we want? Which designs will work best? What do we need to take action? Who else do we need to involve?	What actions will bring about the changes that we want? Which designs will work best? What do we need to take action? Who else do we need to involve?	• Action statements • Indicators • Action and design planners • Task programmer	What are we going to do? What people and skills do we need? How do we communicate with others about our project/s?
To look back on what we have achieved, how it went, and what difference we have made.	How did the project go? What changes and benefits have come about because of our actions? How will we celebrate? Where to from here?	How did the project go? What changes and benefits have come about because of our actions? How will we celebrate? Where to from here?	• Big picture reflection • Photo shoot • Reflecting on Guiding Principles and Whole School/Centre Approach • H forms • Sustainable celebrations • Next steps	How did taking the time to reflect and celebrate make us feel? Which aspects of our Vision are we advancing?





# Identify the Current Situation

Each of the key questions has activities to help you build up a **Pool of Knowledge / Puna Mātauranga** that tracks your collective learning.

Create a **Map** of your Enviroschool as part of your **Pool of Knowledge** to spark site-specific discussions and visually share the learning gained from the activities.

**Pool of knowledge** is a visual display that shows the collective development of ideas and understandings. It can be used to collect thoughts, feelings, responses, facts and figures, photos and understandings gained after completing the activities.

**Map** is a key element in a Pool of Knowledge, expressing perceptions of your current situation. It can be used to present vision for the future. It also generates ideas, helps people to share and learn from one another and is a great way to spark discussion about your ECE Enviroschool environment.





# 1. Where have we come from and what do we know now?

## Consider

- What do you associate with the word land? What impression does it give you?
- What experiences have you had with land and landscapes?
- What names and stories do you know for different places in your area? What information has already been collected about your ECE Enviroschool landscape?
- What do you know about the area?
- What do others think and feel about the area?
- What do you like and not like about it – what are its special qualities?





# Suggested Activity

## Mapping your landscape p.30

### Reflection/ Pūmahara

Where did you feel a strong connection?

What landscape features really identify your place?





## 2. What can we observe?

### Consider

- What other life shares this place with you?
- Which of the children of Tāne, Rongo and Haumie can you observe?
- What are people, plants and other creatures doing in the landscape?
- Do they use the same parts of the landscape?







Where did you experience the presence of atua most strongly?

What feelings did this bring up for you?

How do atua interact within your environment?

How do you see things differently after doing this?



### 3. What can we learn?

**Key concept a) Habitats are places to live: Living Landscapes have spaces for all children of Ranginui and Papatūānuku**

#### Consider

- What are the characteristics of a habitat?
- How do different habitats meet the needs of different members of the whānau of Ranginui and Papatūānuku?
- How many different habitats are there in your landscape?
- Are there some kinds of life only found in certain habitat types in your landscape?
- What about habitat for tāngata (people)? What are our needs?
- Where are the best habitats for us? How can we adapt to our habitat?







# Suggested Activity

Site elements and habitat zones p.50-52





### 3. What can we learn?



#### Key Concept b) Our Enviroschool is part of an ecosystem

##### Consider

- How is your Enviroschool connected to the local ecosystem?
- Which birds and insects spend time here and move on?
- Which plants and animals used to be here before people came?
- What still exists of the original ecosystem?
- What has been lost or is under threat now?
- What new elements have been added?







### 3. What can we learn?

Key concept c) Whenua is the land that nourishes life

#### Consider

- What is whenua?
- How does the whenua nourish you?
- How does the soil recycle?
- How can you care for your soils?
- What kinds of soils do you have in your landscape?
- What foods, and other useful things are produced in your Enviroschool landscape and local community?



# Suggested Activity

Where does our kai come from? p.61







### 3. What can we learn?

**Key Concept d) People value and change landscapes in different ways**

#### Consider

- Who has settled in your local area?
- Why did they consider this place to be special?
- How have they changed the place?
- What did they bring with them?
- How has your ECE Enviroschools landscape changed?
- Who made the decisions?





# 3. What can we learn?

## Key concept e) Co-creating and caring for Living Landscapes

### Consider

- What features of a Living Landscape do you need to build into a design?
- How can you create designs for your landscape that work well for nature and for people?
- How can you create a Living Landscape that is easy to care for?
- How can you create a Living Landscape that you can enjoy learning in?
- What things will you need to consider?
- Which people?
- What are the natural cycles and processes you can learn from and enhance?
- Where can the children of Tāne, Rongo and Haumie thrive?
- Which unsustainable features of landscapes can you change or avoid?
- What information do you have already that might be useful?
- What other information will you need to collect?
- What are all the ways you could express your design to share it with other people?





# Suggested Activity

## Design scenarios p.72-73

**What if...?**  
**Your playground was**  
**made from natural**  
**materials?**  
What would it look like?  
How could you still climb,  
slide, and jump?

<p><b>What if...?</b></p> <p><b>Your Enviroschool grounds were a resource for your whole community?</b></p> <p>What could you grow or provide?</p> <p>What spaces could people use?</p> <p>What for?</p> <p>What would be in your ideal landscape?</p>	<p><b>What if...?</b></p> <p><b>You could build huts, make stuff and play imaginary games in your Enviroschool grounds?</b></p> <p>Where would be good places?</p> <p>What plants and trees would be growing?</p> <p>What other natural and recycled materials would be fun to use?</p> <p>What would be in your ideal landscape?</p>
<p><b>What if...?</b></p> <p><b>Your Enviroschool could become home to as many different native birds as possible?</b></p> <p>Where would they live? What would they eat?</p> <p>How would they stay safe from predators?</p> <p>What would be in your ideal landscape?</p>	<p><b>What if...?</b></p> <p><b>Every part of your Enviroschool grounds was beautiful?</b></p> <p>How would it look and feel and smell?</p> <p>What would you do in it?</p> <p>What would be in your ideal landscape?</p>
<p><b>What if...?</b></p> <p><b>You had to do artwork without paints, crayons or felts, using only things you find in the grounds?</b></p> <p>What colours and textures do you like to make pictures with?</p> <p>Where do colours come from in nature?</p> <p>What other materials can you use?</p> <p>Where would you want to see art in your Enviroschool landscape?</p>	<p><b>What if...?</b></p> <p><b>Your playground was made from natural materials?</b></p> <p>What would it look like?</p> <p>How could you still climb, slide, and jump?</p>
<p><b>What if...?</b></p> <p><b>You could make a special present for someone from what was in the landscape?</b></p> <p>What plants could you have in your landscape that you could make a present from?</p> <p>What sort of materials could you craft something from?</p> <p>What skills would you need (like weaving or carving)...?</p>	<p><b>What if...?</b></p> <p><b>Your Enviroschool grounds were a place you could really connect with the atua?</b></p> <p>Which atua would you find?</p> <p>How might you interact?</p> <p>What might a playground for an atua have in it?</p>



## 4. What can we measure?

### Consider

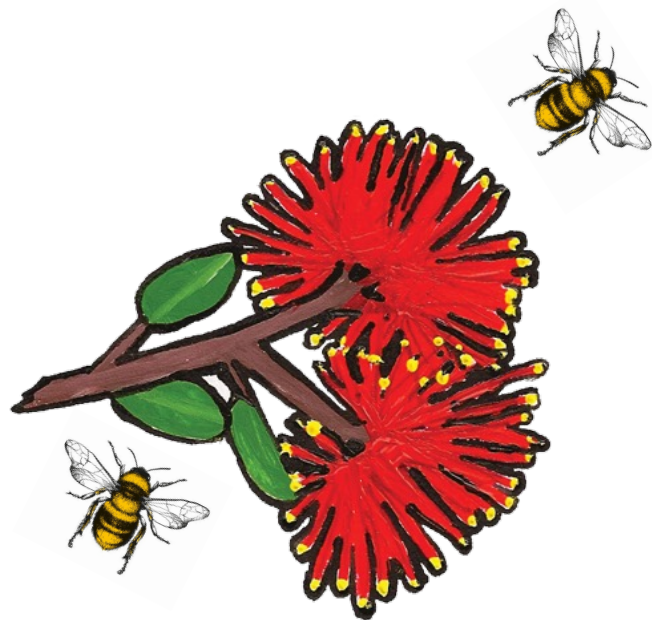
- How much of your ECE Enviroschool area is shaded?
- What is the proportion of living and non-living spaces?
- How much of the non-living area is sealed (impermeable) versus unsealed (permeable) surfaces?
- Which species of plants and animals are present and how abundant are they?
- Which types of soils are present over how much area? How much clay, silt and sand is in them?
- Are there other things in your landscape you can measure?
- Which things tell you how healthy and alive your landscape is?





# Suggested Activity

Landscape survey p.74

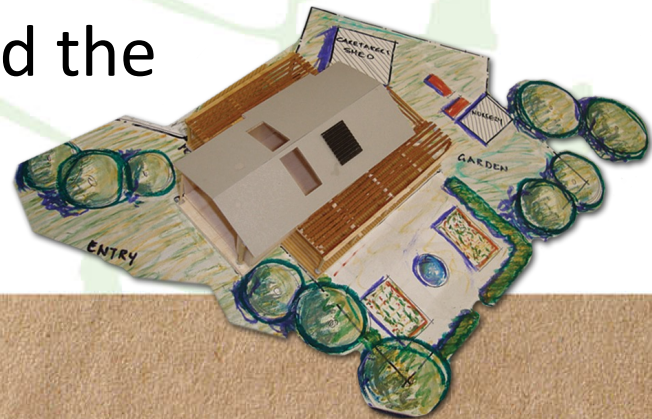




## 5. What would we change if we could?

### Consider

- What can you tell about your landscape from your Pool of Knowledge/ Puna Mātauranga and your Map?
- How could you communicate your findings to others?
- How do you feel about your ECE Enviroschools Living Landscape?
- What learning activities did you find the most useful?







# Suggested Activity

## Distilling the essence p.78



# Inspirational examples from the Enviroschools website



LIVING LANDSCAPES RESPECT FOR DIVERSITY

## Metamorphosis of young minds

At Clevedon Kindergarten creating a wildflower garden and being involved in protecting the Monarch chrysalises and butterflies is part of a conscious effort to provide a learning environment that nurtures inquisitive minds and a kaupapa of respect and empathy for all living things.

[READ MORE >](#)



EMPOWERED LEARNERS LIVING LANDSCAPES

## Lucas and the moth plant pods

This story follows Lucas as he participates in the local East Auckland moth plant pod collection and eradication project, supported by Enviroschool Cascades Kindergarten and whānau. Lucas has been instrumental in sharing knowledge of the moth plant pest and collecting pods for destruction.

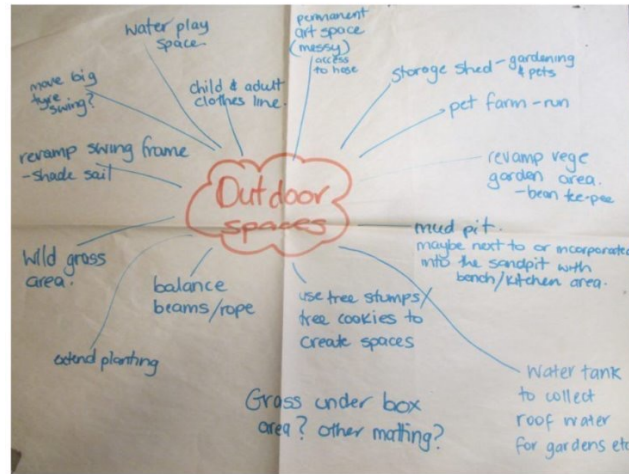
[READ MORE >](#)



# Cambridge Kindergarten



## Exploring alternatives



## Taking action



## Reflect on change



With a massive wish list of potential outdoor area changes, the **Enviroschools Action Learning Cycle** was utilised to guide and capture voices and visions from teachers, tamariki and whānau from start to finish. A great tool to literally see the growth of ideas flourish from pondering possibilities to realising the potential! (*Full story in link below*).



# Picton Kindergarten

An exploration of te ngahere and how to care for the native flora through pest control, led to a wonderful exploration of learning all about wētā after one of the tamariki recognised from a photo at kindergarten that she had a wētā whānau in her woodshed!

Read the full story (link below) as tamariki unpacked their learning and discovered how to make their very own wētā habitats.





# KINZ Mission Heights

Created an Exploration Garden where tamariki can have authentic hands-on experiences. The inspiration for this mahi was given impetus through engaging in the National Environment Targeted Rate (NETR) project, with a focus on creating an awareness of their existing biodiversity and enhancing it. *(Full story in link below)*



*The plant placement plan for the garden prior to planting up.*

"It's a shared space of māra kai for us and our fauna."



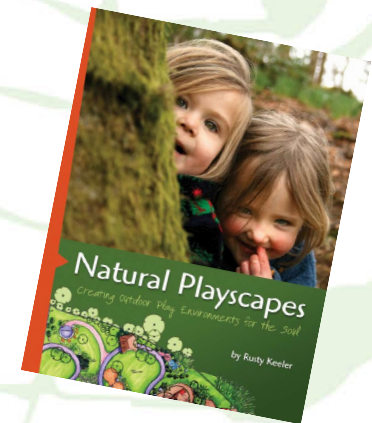
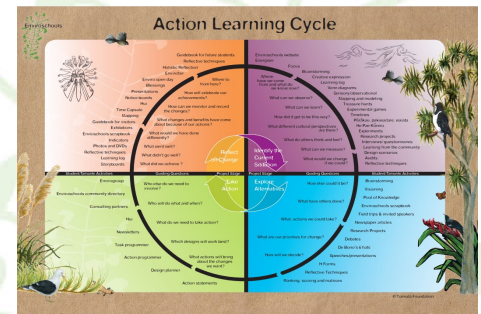


# Havelock North Kindergarten

The EnviroSchools Action Learning Cycle and Māori Perspectives (now Te Ao Māori) Guiding Principle informed the kindergarten's process (as well as concepts from the book 'Natural Playscapes' by Rusty Keeler) and planning as they created a revitalised space. *(Full story in link below).*



"After' photo of the outdoor environment transformation"





# Havelock North Kindergarten's 'OOOOBY'

The 'OOOOBY' (Out Of Our Own Backyard) area is filled with surplus from whānau, the kindergarten garden and the community. This variety of produce adds to the success of the OOOOBY pātaka. Being small, manageable and at the sign-in desk, families see it every day. It is in a lovely basket or wrapped, often with personal notes about where it is from. Each contribution has a story. *(Full story in link below)*







East Harbour Kindergarten

February 27, 2023 · 🌐



Today in our ngahere kai/food forest we harvested some of our Taewa/Māori potatoes that we planted last winter. They take around 150 days in the soil to produce a crop so it was very exciting to finally unearth their beautiful purple goodness hiding under the ground. What a magical experience it was to scoop our hands under the soil and discover the little taewa treasures - what miraculous wonders they are!

We enjoyed preparing them for roasting and then sharing them together. It was a new taste sensation for many of the tamariki and the majority voted them delicious!

One of our goals as an enviroschools is to empower tamariki to grow, harvest, prepare, and share great kai, which attunes them to the seasons and the cycles of te taiao. They learn about the importance of healthy, living soil through hands on experiences, and that there really is a universe beneath our feet! We aim to nurture and care for our environment and leave a footprint that is gentle. ^jc

He kai kei aku ringaringa - there is food at my hands.

*Massive mihi to East Harbour Kindergarten who caught our attention on #enviroschools from a post on Enviroschools Te Upoko o Te Ika a Māui FB page. Intrigued we couldn't help but check out their FB posts, to which we found this magic!*

#enviroschools







*Another gold nugget from East Harbour Kindergarten on #enviroschools from a post on Enviroschools Te Upoko o Te Ika a Māui FB page.*



**#enviroschools**



**East Harbour Kindergarten**

February 9 at 3:55 PM · 🌐



BEES! We have noticed lots of these busy little pollinators in the Kindergarten marā and at home. Through observational drawing, conversation and books, we have been deepening our knowledge and learning how important they are for us all. We are finding ways to be kaitiaki - guardians for them like, saving them from the water trough and planting more bee friendly flowers. Next we plan to make signs using our drawings to put with the flowers that are only for the bees and not for picking 🌻🐝



# #Enviroschools

#Enviroschools is 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!



Collaboration, networking and sharing all provide knowledge and inspiration about Enviroschools in New Zealand.  
Share your learning and actions at [#enviroschools](#) »

#Enviroschools



**Any pātai?**