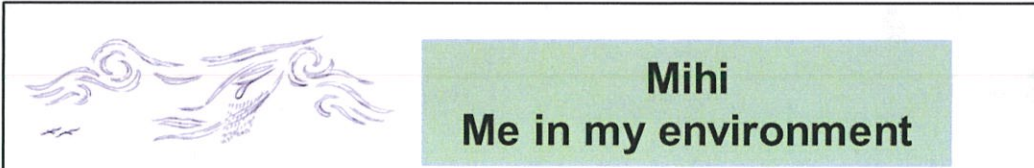





Nā Amanda Dobson - EnviroSchools Facilitator of ECE in Te Whanganui a Tara/Wellington City, Porirua & Kāpiti




Mihi
Me in my environment



**Tēnei au, tēnei au.
Ka mihi ki a Rangi,
Ka mihi ki a Papa,
Ka mihi ki a Tāne,
Kia tau, kia tau, kia tau.**

*This is me (Here I am)
I acknowledge Ranginui
(our Sky father),
Papatuanuku
(our Earth mother),
Tane (Guardian of the Forest)
All of whom hold me safe and at
peace.*



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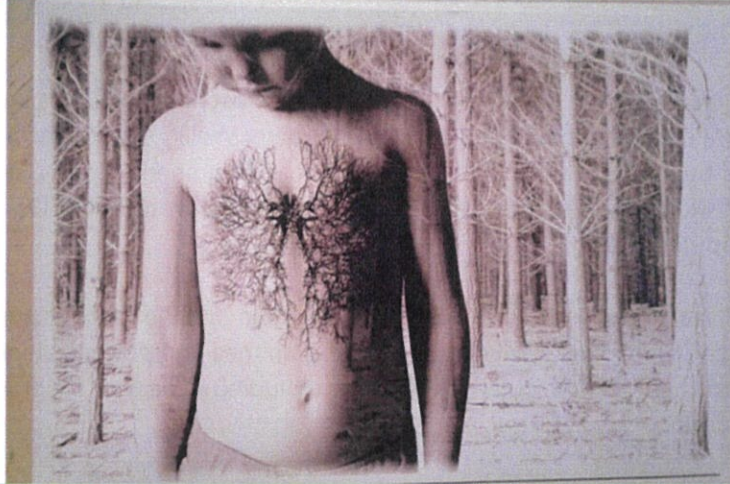
Wā 1pm

We mihi to ground ourselves for the session of time together.

Māori Perspectives is one of the 5 Guiding Principles of Enviroschools, so we always recognise & model appropriate ways to open & close our hui.

This is a great Mihi to use with tamariki IN the environment to set the scene for prior to activity or exploration.

Ko au te taiao, ko te taiao ko au



I am the environment, the environment is me

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He whakatauki : to set the scene with consideration of our inter-relationships & interdependency with Te Ao & universe,

For me this is a touchstone for our responsibility as Kaiako, to nurture the understandings that underpin this consciousness, this way of being, in the young children we work and play with.

Kaupapa Kōrero

- ❖ This workshop will paint a picture of how Enviroschools ECE throughout our rohe of Te Upoko o Te Ika a Māui/ Greater Wellington Region are contributing to creating Sustainable Communities, sharing examples that align with and reflect the **UNESCO Sustainable Development Goal 4, particularly 4.7.**
- ❖ It will include ways diverse ECE have engaged with the Enviroschools Guiding Principles to develop place, programmes and practices in the contexts of their particular communities, including some time for group discussion.

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Efs - Making it Real - I love this framing for today's kaupapa kōrero !
And I'm really excited about the framing of today's hui in relation to the UN SDG's !
This provides us with a great opportunity as Education practitioners to engage with the SDG's to enhance & deepen our understandings & practices.

This is also a great opportunity to represent our Enviroschools o Te Upoko o Te Ika a Māui / Wellington regional team, in terms of sharing a snapshot of the work we do supporting local ECE Enviroschools on their sustainability journeys, ultimately contributing to fulfilling the Sustainable Development Goals .

UNESCO Sustainable Development Goal 4

4 : Quality Education

Ensure inclusive & equitable quality education and promote life long learning opportunities for all.



United Nations
Educational, Scientific and
Cultural Organization



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<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

This document is very interesting reading - I fully appreciate the challenge to make professional reading a priority amongst our busy working lives but I encourage you to engage with this document in terms of it's value.

Education for Sustainable Development Goals: learning objectives; 2017 Pg 1 (Foreword by Qian Tang, Ph.D. Assistant Director-General for Education) :

Education is both a goal in itself and a means for attaining all the other SDGs. It is not only an integral part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of the SDGs.

The Learning objectives document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs. The document is not prescriptive in any way, but provides guidance and offers suggestions for learning topics and objectives that educators can select and adapt to fit concrete learning contexts.

Because the target group is diverse and possible uses of this guidance are manifold, **the learning objectives, topics and activities for each SDG are outlined on a general level.** As general guidance, they are not tailored for any specific learner age groups, learning settings or national/sociocultural context. **They are designed to be relevant for all learners**

of all ages worldwide and to find their application in all sorts of learning settings, while in their concrete implementation they will, naturally, have to be adapted to the national or local context.

The core part of the document summarizes the key competencies for learners to develop in ESD and outlines indicative learning objectives, topics and pedagogical approaches for each of the 17 SDGs.

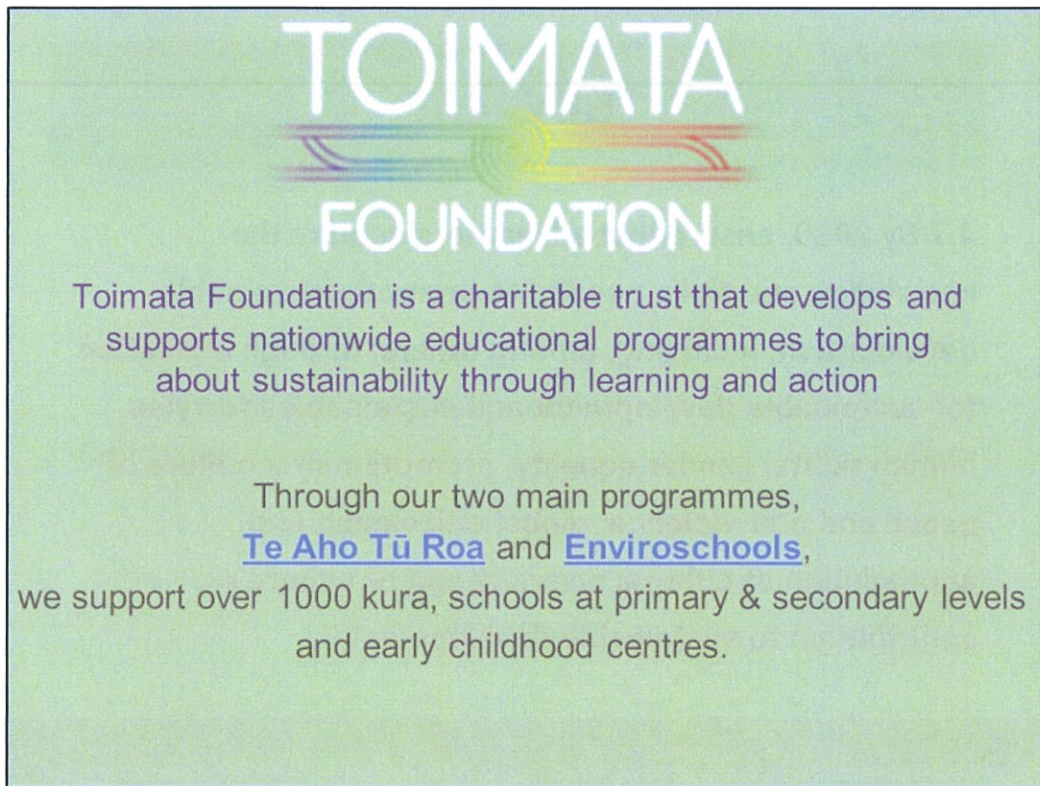
Subsequently, a shorter section provides guidance on implementation at different educational levels and in various settings.

SDG 4.7

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

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More specifically we have been asked to consider and show examples of Enviroschools kaupapa contributing to target 4.7



- > Firstly I will share a Brief Overview of Enviroschools Kaupapa & Guiding Principles - illustrating alignment with SDG's
- > **Refer Handbook : Pgs 6 -7** - Enviroschools evolved as a local response to global issues
 - > Some key National & International legislation references

Our aim:

to foster a generation
of people who instinctively
think and act sustainably.

<http://www.enviroschools.org.nz/about-enviroschools>

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To illustrate the Synergy with SDG's

Education for Sustainable Development Goals: learning objectives; 2017 (Pg 6)

The momentum for ESD has never been stronger. Global issues – such as climate change – urgently require a shift in our lifestyles and a transformation of the way we think and act. To achieve this change, we need new skills, values and attitudes that lead to more sustainable societies.

Education systems must respond to this pressing need by defining relevant learning objectives and learning contents, introducing pedagogies that empower learners, and urging their institutions to include sustainability principles in their management structures.

> Following this link on our website gives further explanation detail of our kaupapa/programme/philosophy.

Enviroschools Kaupapa



... is creating a healthy, peaceful and sustainable world through facilitating action-learning;
where inter-generations of people work with and learn from nature.
It weaves in Māori perspectives, combining traditional wisdoms with new understandings.
Importantly, our kaupapa reminds us to be in connection: to love, care for and respect ourselves, each other and our planet.

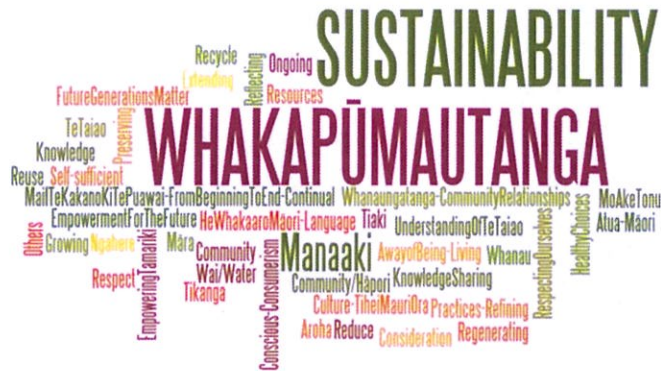
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You can see here that our kaupapa- vision/philosophy as outlined on our website is closely aligned to the SDG 4.7.

- > Refer to our recent Enviroschools Census Doc's
- > Share copies of 1 page overview of 2017 National Census

Sustainability / Whakauka

What does it mean? What does it look like?



> Making it real : Consider what sustainability means to you as a teaching team & as an ECE whānau/community?

This can contribute to creating an Efs Vision statement or touchstone

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From our website link (in slide 9) :

Sustainability has many different interpretations.

To us (Enviroschools) it means living in a country where people work with positive energy to connect with each other,

their cultural identity and their land, to create a healthier, peaceful, more equitable society.

It means the **regeneration of resilient, connected communities** in which people care for each other

and the environment.

It means **valuing indigenous knowledge and celebrating diversity** so that everyone thrives.

We believe this can be achieved if we **learn together in empowering and action oriented ways.**

**This Wordle I created for Te Puna Reo o Ngā Kākano ECE from a team brainstorm - to be the basis for co-creating an Enviro Vision statement.*

Whole Centre(School) Approach



Place | Wāhi
Physical surroundings

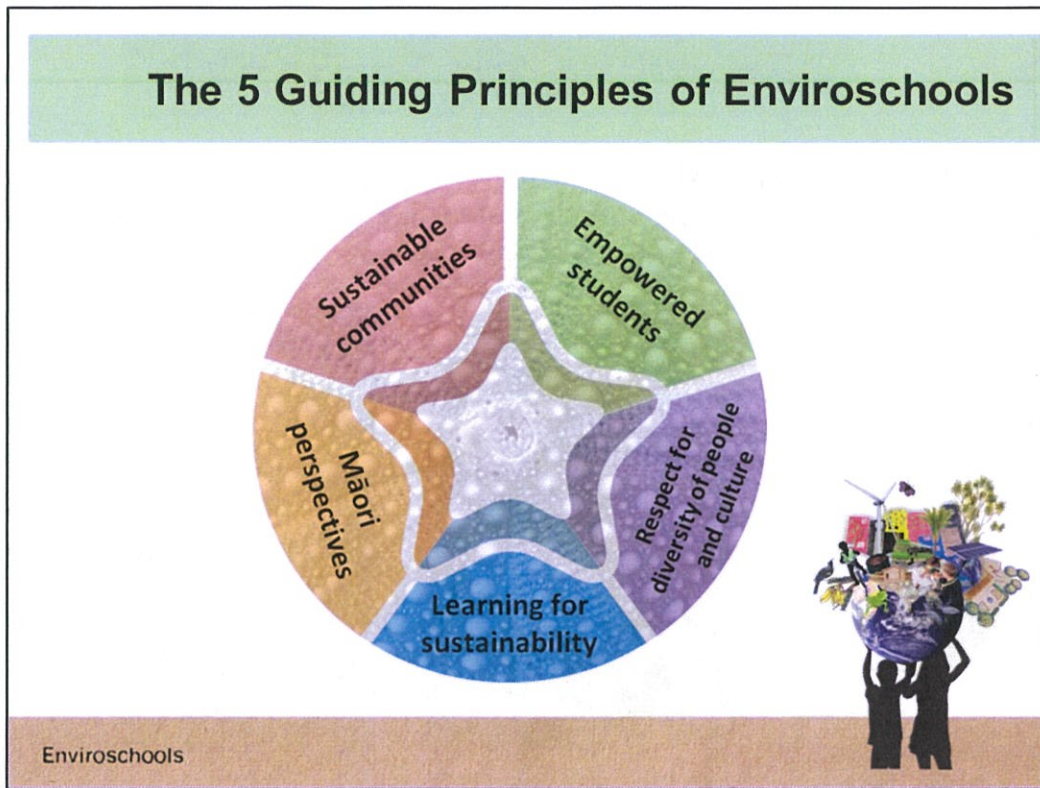
Practices | Tikanga
Operational practices

Programmes | Kaupapa ako
Living curriculum

People and participation | Tangata
Organisational management

We refer to this as the **4P's - Place, Practices, Programmes & People**

- Engages in the physical, social, cultural and political aspects of the environment
- Builds towards being a whole- centre approach - where the place, people, practices, programmes are all included.
- **A whole centre approach incorporates four key areas of centre life that have an effect on sustainability and tamariki learning**



We will look at examples of each of these Guiding Principles in a range of local ECE through our region.
These will demonstrate actions & projects that relate to enacting or promoting aspects of SDG 4.7

Empowered Tamariki

Are enabled to participate in a meaningful way in the life of their centre. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.



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5 mins per GP

Raumati South Kindergarten - teachers created a great tool to support their tamariki to be tour guides for their Green Gold Reflection session, empowering the tamariki to be responsible for sharing their knowledge about a range of their everyday sustainable practices & projects.

<https://www.kapiticoast.govt.nz/Our-District/on-to-it/enviroschools/enviroschools-green-gold-at-raumati-south-kindergarten/>

Daisies ECE following this model, created tour maps with their tamariki for their Bronze Reflection.

Empowered Tamariki



Learning In and About
the Environment.
Taking Action for the
Environment

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Images show three stages of a long term exploration of kaitiakitanga in relation to the local awa, extending to storm water awareness then leading to drain art project. (Te Puna Reo o Ngā Kākano, Te Whanganui a Tara, 2015)

> Case study developed for a Regional Drains are for Rain Resource - downloadable from our website

http://www.enviroschools.org.nz/in_your_region/wellington/resources/water-of-life-wellington-resources

Sustainable Communities

Act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.



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Waikanae Kindergarten - Set up a Terracycle Drop off station not just for their Kindergarten community but also the wider community. Sharing of this story in our Enviroschools network has encouraged other ECE to do likewise.

<https://www.kapiticoast.govt.nz/Our-District/on-to-it/sustainable-communities/waikanae-kindergarten-toothbrush-recycling/>



Paparāangi Kindergarten - Eco Fundraising Fair- largely parent led in support of teachers commitment to joining the Enviroschools programme to strengthen & add value to their sustainability journey. All stall holders had to be promoting sustainable products, many of them made locally. There were a number of sustainability themed activities for tamariki to participate in.

> [add newspaper report link](#)

Te Puna Reo o Ngā Kākano - Fruit Tree Guardians - In partnership with the Sustainability trust & WCC, TPR planted fruit trees at a local community reserve area, making the commitment to maintain & care for them regularly on behalf of the wider community.

http://enviroschools.org.nz/in_your_region/wellington/featured-projects/fruit-tree-guardians

Little Earth Montessori Preschool, Raumati South Kindergarten & Waikanae Kindergarten hosted Hutt Kindergartens for a Road Trip of inspiration, sharing their sustainability journey's, projects & practices. A great example of manaakitanga. We still hope to organise a reciprocal road trip.

http://www.enviroschools.org.nz/in_your_region/wellington/early-years/ece-roadtrip

Other examples to add :

- > Daisies - Clean the Streets
- > Whitby Educare - Potato in a bucket project
- > Polyhigh reuseable wetbags - replacing plastic bags



Māori Perspectives

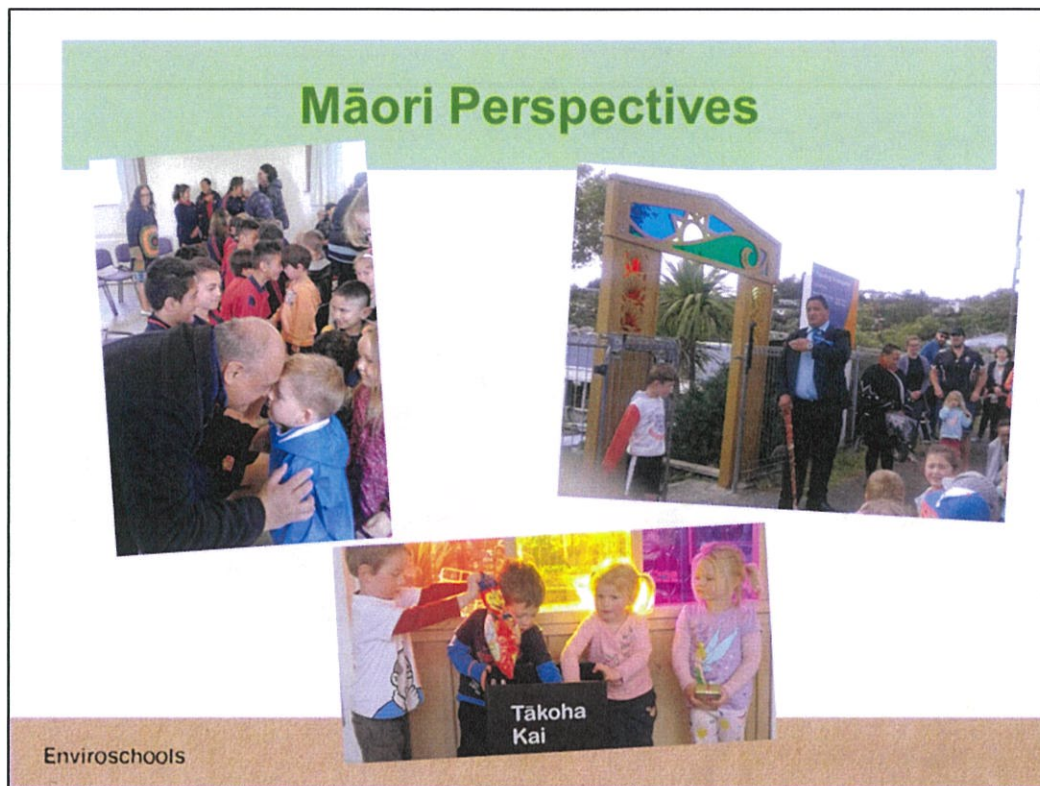
Honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.



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This photo shows a Wānanga Tikanga for Teachers, ECE & Primary, co-facilitated by Enviroschools in partnership with Ngāti Toa Rangatira at Takapūwāhia Marae (2016).

An example of ongoing commitment to Professional Development to enable kaiako to be confident as role models and to uphold responsibilities to nurture Mātauranga Māori perspectives within everyday life of our ECE centres.



Tamariki participating in a whakatau at the local Papakainga- Ngā Hau e Whā o Paparāangi - an Urban Marae in their community - experiencing Whakawhanaungatanga & Manaakitanga in a kaupapa Māori setting.

Paparāangi Kindergarten - Blessing & naming of Waharoa by mana whenua- Taranaki Whānui ki Te Upoko o Te Ika - a significant milestone aspiration on their whānau's Tiriti based journey.

http://www.enviroschools.org.nz/in_your_region/wellington/early-years/waharoa-blessing-at-papar-rangi-kindergarten

Waikanae Kindergarten & Little Earth Montessori Preschool - participating in KCDC Tākoha Kai as a way of enacting manaakitanga as part of Matariki season.

<https://www.kapiticoast.govt.nz/Our-District/on-to-it/enviroschools/t-koha-kai/>

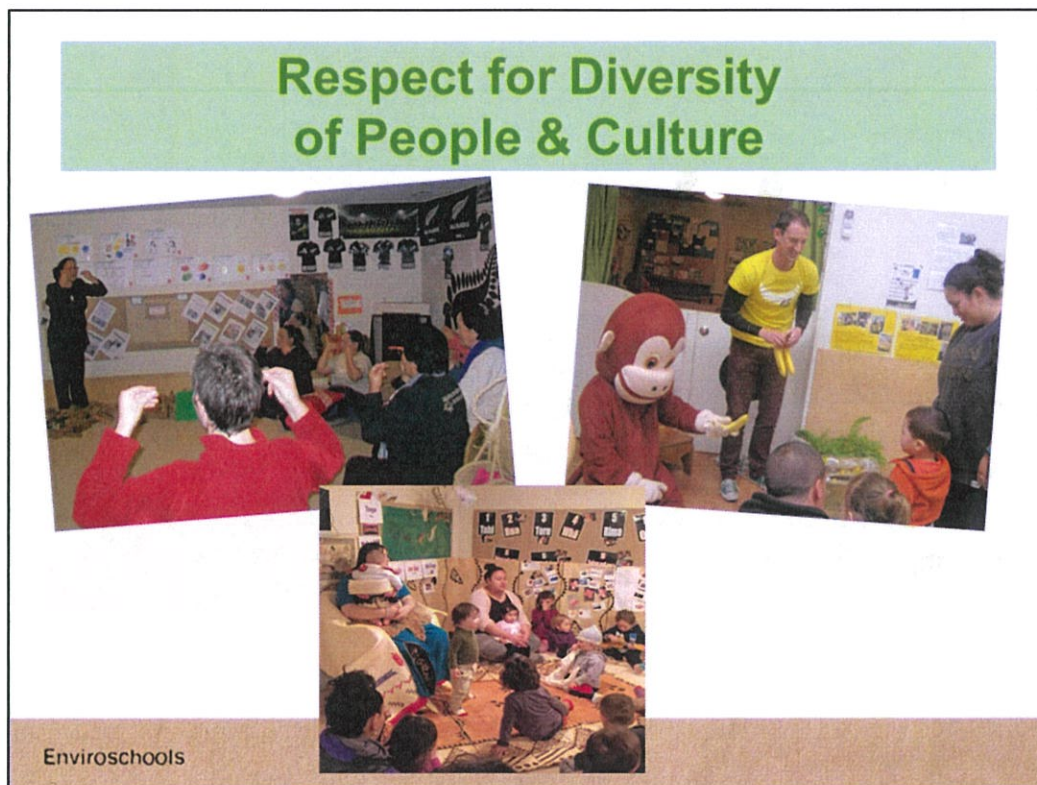
Add : Kaitiakitanga, Pepeha, Place based pedagogy

- Puna Reo - Pepeha, Ahumairangi haerenga - hononga,
- Daisies - Tarikākā maunga haerenga
- Paparāangi & Puna Reo - Tiriti & Kawa examples

Respect for the Diversity of People and Cultures

Acknowledges the unique gifts, contributions and perspectives of individuals and groups, reinforcing the need for participatory decision-making in EnviroSchools.





TPRONK staff & whānau - having a NZSL tutorial as part of NZ Sign week - To strengthen the capacity for including Te Reo Turi / Sign language within the program.

Little Earth, Puna Reo, Peninsula Preschool & Daisies - Made a commitment to becoming a Fair Trade workplaces - annual promotions during Fair Trade Fortnight - Fair Trade Breakfast/Morning Tea for whānau, fair trade baking with tamariki, All Good Banana's visit with Fair Trade Monkey to distribute banana's, * educational resources, Trade Aid speakers at Teacher network hui - Discussing Conscious Consumerism & considering Global Community impacts of consumer choices.

TPRoNK - Recognising & celebrating the cultural heritages of diverse whānau - in this example a Tongan whānau sharing their cultural artefacts & tikanga, acknowledging Te Wiki o Te Reo o Tonga.

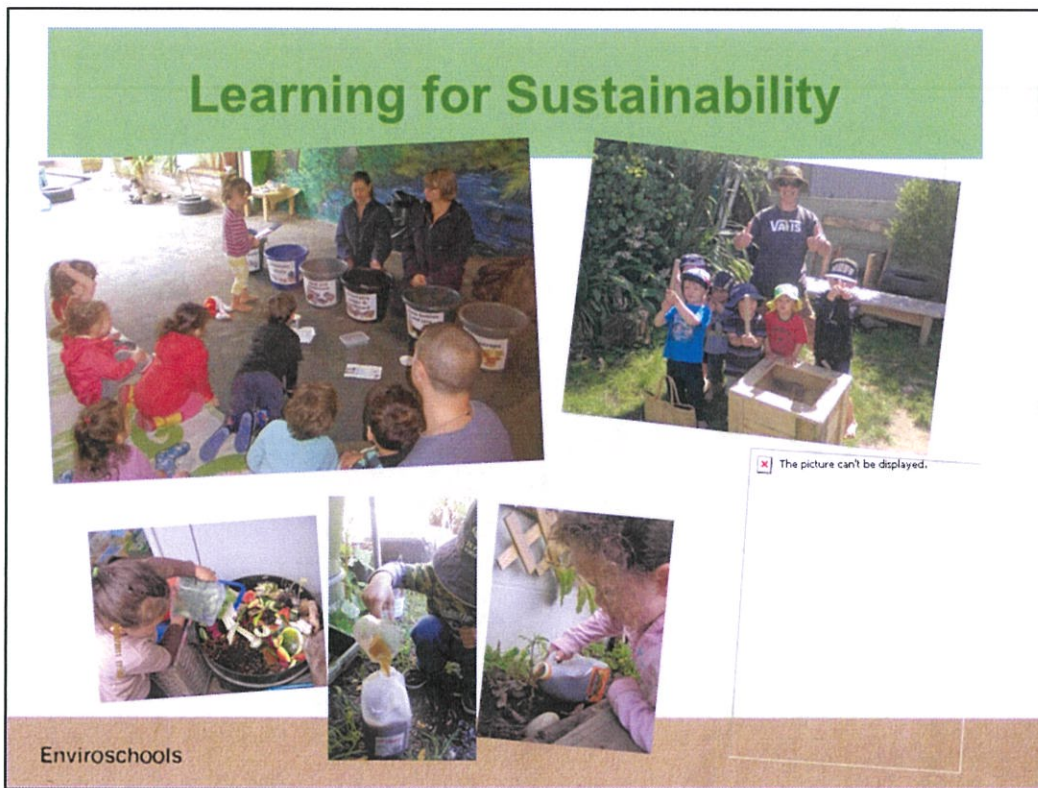
Learning for Sustainability

Recognises the types of teaching and learning that foster student empowerment, decision-making, action and sustainable outcomes.



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Raumati South kindergarten - brewing Comfrey Tea - tamariki showing us & telling us about this sustainable practice for organic gardening during their Green Gold stage Reflection hosting a network hui, teachers shared some of their abundance of Comfrey plants & recipe tips with visiting teachers to establish their own crops & source of organic feed for their gardens * also an example of Sustainable Communities practice



TPRONK - Participated in a **Waste audit** supported by The Sustainability Trust, to give guidance and set goals for deepening their Para Kore/Zero Waste practices.

Repurposing practices - construction with pellets & various plastic items.

Daily practices & benefits of **waste minimisation** processes - Worm farming

Terracycle Oral Waste collection



Embedding Sustainability into Centre life through Care Codes & Vision/Philosophy statements :

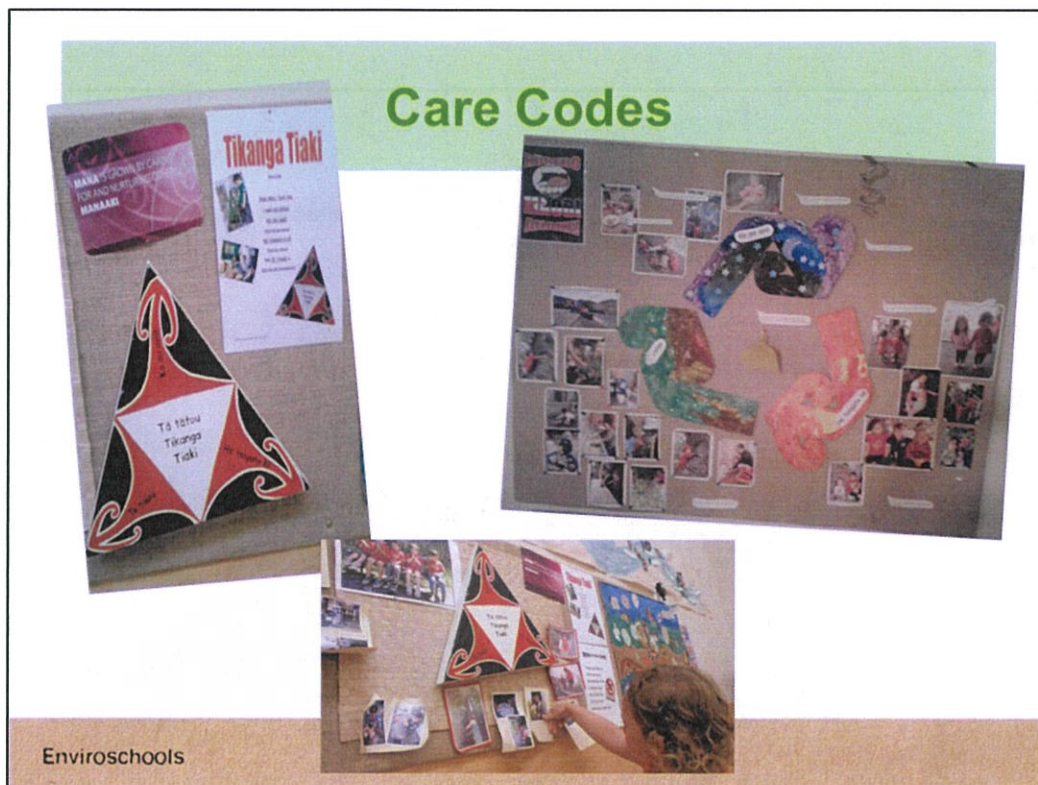
Exemplars -

Heretaunga Kindergarten *Vision statement*

Daisies, *Vision statement*

Little Earth Montessori, *Sustainability statement*

Moriah Kindergarten, *display shows integration of Te Whāriki, Their Jewish Values & Enviroschools*



Te Puna Reo's Tikanga Tiaki was informed by an Enviroschools process for developing Care Codes

It was inspired by other examples in a number of local ECE Enviroschools.

Initially developed at a Rā Kaiako / Teaching Team Day - essentially it is

Tiakina ko au ano - Care for myself

Tiakina he tangata kē - Care for others

Tiakina i te taiao - Care for our environment

A waiata was created by a kaiako - which supports tamariki to have a clear sense of this tikanga,
effective for embedding it for tamariki

As part of their **Enviroschools Bronze stage Reflection** the **Tikanga Tiaki** was **reviewed** with tamariki

Tamariki voice was added



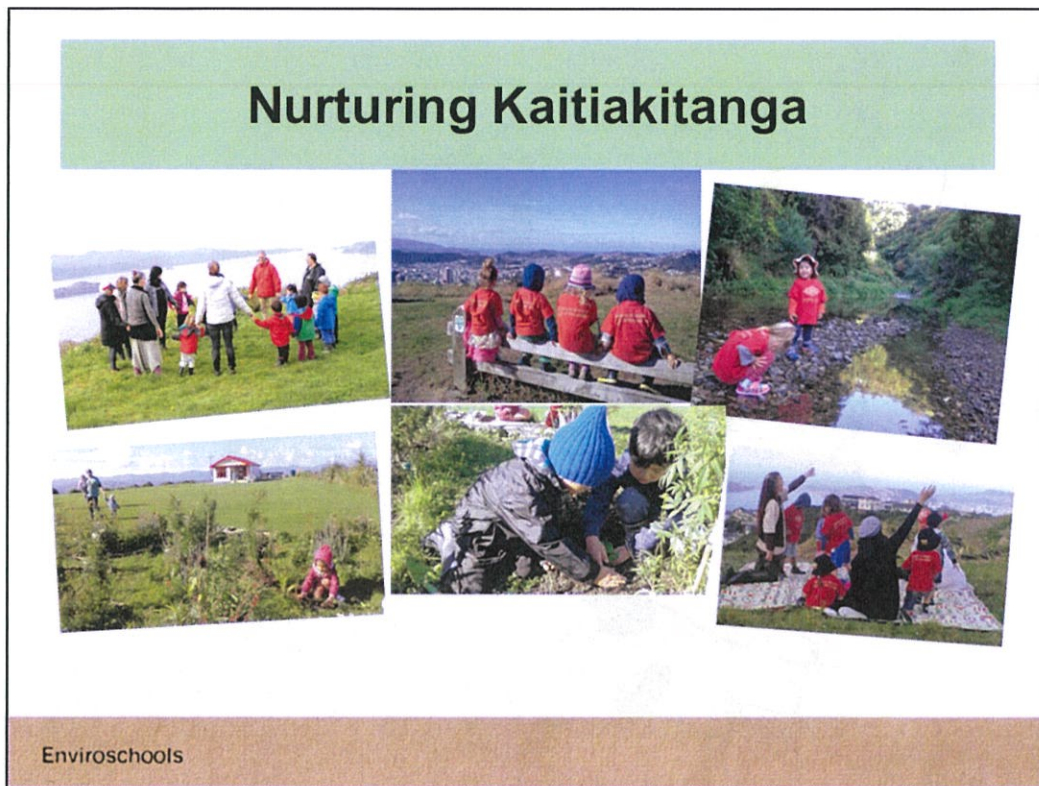
This aspect of EfS (Education for Sustainability) - nurturing of ecoliteracy IN the environment, Place based education pedagogy is particularly close to my heart and I have no doubt in my mind about the significant & critical role that this is playing in shaping young children & their whānau in terms of their ecoliteracy, of which I feel confident will influence their contributions to creating sustainable communities over time.

The three core dimensions of EfS are: Education IN the environment, Education ABOUT the Environment & Taking action FOR the environment.

I believe that ECE's fundamental role is to provide for the Education IN the environment dimension, creating the love connection for tamariki (and their whānau). This in turn leads naturally to the other two dimensions.

Enviroschools Guiding Principles & indeed all of the SDG's are in my estimation, made manifest through ECE programmes that focus on providing regular experiences that nurture nature connection, which in turn manifests in Kaitiakitanga, such as exemplified in the following snapshot of examples.

> [Reference & hand out DoC booklets](#)



I have based this presentation/workshop on the Te Ao Māori concept of Kaitiakitanga - because from my personal view, having a foundational sense of Kaitiakitanga and experience & knowledge of how to enact it, nurtures eco-literacy which forms the basis of participating in creating a sustainable community that encompasses all the aspects outlined in SDG 4.7

A definition of Kaitiakitanga = guardianship, care and responsibility in relationship with all manner of beings and things
 (source - Jenny Ritchie & Mere Skerrett, Ara mai he tete kura, 2018)

If these images paint a picture of our young children's regular experiences, which are increasingly common in not just our local Enviroschools ECE, but also the wider sector, then I believe we are achieving the goal of nurturing the next generation of Kaitiaki, therefore the tide is potentially turning, on it's way to creating the critical mass needed for our society's behaviour change required to secure a sustainable future.

Enabling Enactment of Kaitiakitanga

Te Whāriki :

Matapono/Guiding Principle

Ngā Hononga - Relationships with people, places & things



It's not hard to make connections of our enviroschools Kaupapa to our beautifully holistic Te Whāriki curriculum - there are many !

Our ECE curriculum & Enviroschools kaupapa are a natural fit, which is why as I see it ECE are leading the way in EFS in many ways.

But to highlight one, that in my teaching journey experience has been confirmed as a fundamental baseline of what is essential

it is the Matapono - Ngā Hononga - Relationships, relationships, relationships !!!

As I see it this in turn instills our Mana Atua /Wellbeing & our sense of Mana Whenua/Belonging, which are in themselves critical for enabling Mana Tangata/Contribution, Mana Reo/ Communication & Mana Aotūroa/ Exploration.

NZ National Commission for UNESCO Global Citizenship Education Awards (April 2018)

The Award is guided by [United Nations Sustainable Development Goal 4.7.](#)

- > Tiaki Early Learning Centre, Rotorua (Innovation)
- > Pātea Area school (Education)
- > Generation Zero (Community)



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> <http://www.unesco.org.nz/news-and-events/452-award-in-global-citizenship-education-winners-announced>

I was recently privileged to attend this event ceremony at Parliament.

What stood out for me at this award was that this ECE was being recognised as innovative, which I have no doubt that it is, but in hearing about their programme it struck me that with regards to it's place based pedagogy, manawhenuatanga, connection to community & demonstration of kaitiakitanga, that it really affirms for me the increasing normalisation of many of these practices & ways of being, in an ever increasing number of our ECE programmes & settings.

This was again confirmed for me at the recent NZAEE (New Zealand Association of Environmental Education) conference, with a number of high quality presentations being given by ECE practitioners, sharing their nature connection, place based programmes & journeys to establishing them.

This is regularly affirmed for me when attending ECE hui/conferences which offer a wealth of excellent examples the length & breadth of Aotearoa.

In my experience & awareness ECE is in many ways leading the way by example in the nurturing of kaitiakitanga.

I am particularly excited about the increasing influences of these strong EfS pedagogy based ECE models, on the school communities they are feeding their young children & families into... as whānau take those experiences & influences with them in terms of both their expectations & their contributions to their local school context .

Examples Paparangi school strongly influenced by strong practice @ Paparāangi Kindergarten

Leo Smith's Natureschool NZ ... new business, emerged from establishing a Bush Sprouts programme at Plimmerton kindergarten is now expanding out to establish similar programmes in schools.

Discovery Kindergarten influencing **Discovery Enviroschool** in providing more opportunities for nature exploration outside the classrooms.

Enviroschools I am working with throughout Porirua & Kāpiti are embracing both Play based programmes & Place based education to develop their “ local curriculum”.

In Kāpiti there is a strong ECE & Junior school network established which is a forum which can only be beneficial for children & their families in terms of continuity.

The CoL's / Kāhui Ako is a forum which has the potential for strengthening the development of Sustainable Communities as well as advocating for & integrating eco-literacy as a critical component of the continuity for our tamariki throughout their learning journeys through our entire education system.

Hei mahi / Interactive activity

- ★ The Last Sunflower
- ★ If The Earth was an Apple



> Making it real :

- ★ Share these activities with your teaching team / whānau
- ★ Share with your teaching team an example that you can identify of a practice or project in your centre that demonstrates any aspects of SDG 4.7.
- As a team identify other examples and set some goals to strengthen or extend them.

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> Handout Copies of The Last Sunflower Activity & If the Earth was an Apple

Another opportunity to consider : Identify a Learning story which is an example that demonstrates enacting a Sustainable Development Goal.

Encourage other team members to do so also.

Recommended resources & sources of inspiration

- Natureschool NZ > Leo Smith
<https://www.facebook.com/natureschoolnz/>
<http://www.natureschoolnz.co.nz/>
- Little Kiwi's Nature Play
<https://littlekiwisnatureplay.com/>
- Children & Nature network
<https://www.childrenandnature.org/>



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Some local & international references ...

> Add to ...

Becoming a Friend of Enviroschools

http://www.enviroschools.org.nz/in_your_region/wellington

> Interested in joining the network of Enviroschools in Te Upoko o te Ika a Māui / Greater Wellington Is your school interested in becoming an enviroschool? >[read more](#)

> Starting Out :

Becoming a Friend of Enviroschools Te Upoko o te Ika a Māui

Register here to become a "[Friend of Enviroschools Te Upoko o te Ika a Māui](#)".



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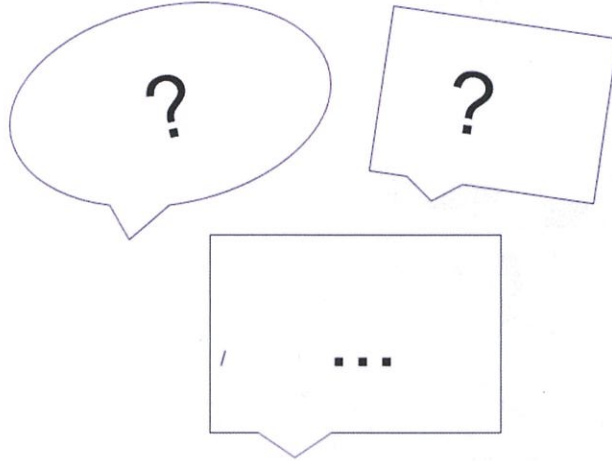
http://enviroschools.org.nz/our_organisation/how-it-works/0_2017_ES_one-pager.pdf

As a Friend, you will receive our regional e-newsletters once a term. These include support opportunities run by Enviroschools and other providers for teachers and for students. They also include links to stories on our website highlighting cool things schools and early childhood centres in the network have been up to and upcoming funding opportunities. You may also be contacted by our facilitators about additional opportunities and invited to attend teacher or student networking opportunities.

> Indicate that Mine & Michelle's contact details are on last slide



He Patai ?? Whiriwhiri Kōrero / Discussion



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10 mins

Hei whakamutu / In closing



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I am absolutely heartened by what I see & hear about happening in our ECE sector across Aotearoa, with regards to nurturing our young children in eco literacy rich environments, both within our Enviroschools network and more broadly.

In my regular experience I am aware of much opportunity & support to continue to grow, develop & deepen this.

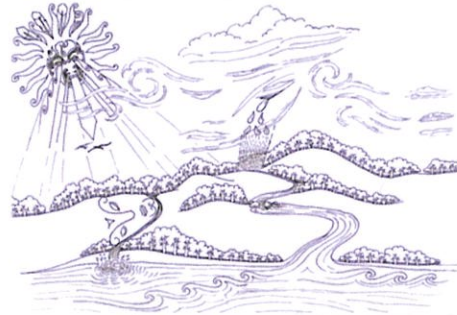
Despite the challenges & reality checks of the global issues of the day, in my work alongside young children in ECE Enviroschools through to rangatahi/youth at secondary school, & the kaiako supporting them by nurturing their eco-literacy,

I am inspired with hope of a sustainable future for my mokopuna's mokopuna.

No reira, tēnā koutou, tēnā koutou, tēnā tātou katoa.

Karakia whakamutunga

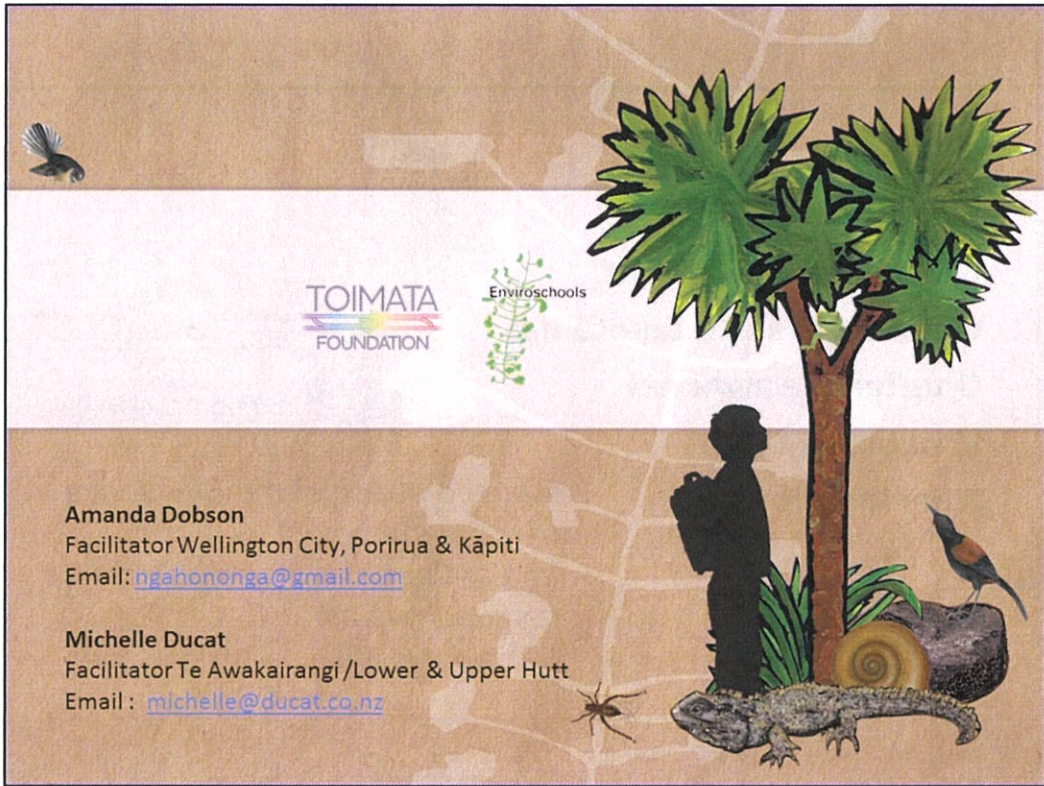
Kia tau te rangimarie
O Ranginui e tū iho nei
O Papatūānuku e takoto nei
O te Taiao e awhi nei
ki runga i a tātou
Tihei Mauriora.



*May the peace of the Sky above
of the Earth below
and of the all embracing Universe
rest upon us all
Behold it is life.*

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Wā : approx 2pm



TOIMATA
FOUNDATION

Enviroschools

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