

Enviroschools

HAWKE'S BAY OUR REGION OUR WORLD

SEPTEMBER 2016



Haere mai, nau mai!

We are an
Enviroschool
and we are creating a
sustainable future

Enviroschools is a nationwide programme supported by Toimata Foundation and in this region by

We are on an Enviroschools journey

HAWKE'S BAY REGIONAL COUNCIL **Wairarapa Kaitiaki Take Kōwhiri** **Nina Brathwaite Trust** **TOIMATA FOUNDATION** **PAN PAC**

Bronze Enviroschool 2006 2013 **Silver Enviroschool** 2008 **Green-Gold Enviroschool** 2010

Enviroschools sign



Reflection Day at Haumoana School

Welcome to spring and the end of term 3

Once again student voice features in this issue, we hear from two students. Mollie Lord talks about waste free Wednesdays at Eskdale School and Connor Jane reports on tracking pests at Tikokino School.

This month we celebrated a Bronze Reflection with Haumoana School and next month with Hastings Central School. Reflecting on your Enviroschools journey is good way to take stock. It allows you to reflect on how far you have come and think about next steps you want to achieve.

Would you like an Enviroschools sign for your school entrance? These are a great way of letting your school community know that you are an Enviroschool. The signs are designed so that when you reflect a Bronze, Silver and Green/Gold sticker can be added. If you drive past Havelock North Central Kindergarten they have two. Their property runs around a corner and they decided they wanted both sides covered. In this issue we hear from Frances Blake who is the lead teacher at Havelock North Central Kindergarten.

We welcome Sherwood School in Central Hawke's Bay and Mayfair School in Hastings to our Hawke's Bay Enviroschools whanau.

Noho ora mai

Sally Chandler

Enviroschools Regional Coordinator



BRONZE

Initial steps being taken, opportunities identified, laying foundations, committed to the journey

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 / Ngā Mātāpono 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 exploring options and finding some ways to take action for a sustainable future. We can already show some changes from what we have done. There are some students and staff actively involved, and we've taken steps to let everyone else in the school know about what is going on. The people in our school and community know that we are an Enviroschool.





VISION MAPPING

Nuhaka School is revising its Vision Map this term. Students had a good look at the current Vision Map and considered where their ideas might go next, using the activity on p. 180 of the kit, "Picture Your Vision". They also rated their ideas using the process on p. 190, "Exploring Project Ideas".

The result was that they wish to enhance their local awa, the Nuhaka River, which flows near the school. Locals enjoy this popular swimming spot and they want to see it remain safe to swim in and gather food from.



Respect for Diversity of People and Cultures a senior's class at Nuhaka has been concentrating on this guiding principle. After exploring a variety of Myths and Legends during their Literacy programme they have been designing and creating clay tiles. There has been plenty of discussion about how they can show the relevant culture that is represented in their tile. The topic has led to a wider understanding of the characters, the purpose of myths and legends, and respect for their influence on our cultures.

Kayla's tile below shows Tāne climbing to gather the kete of knowledge. The kete-aronui which held all the knowledge that could help mankind. The kete-tuauri which held the knowledge



of ritual, memory and prayer and the kete-tuatea which contained knowledge of evil or makutu, which was harmful to mankind.



Tattie & Michael working on their tiles

The stones, or whatukura held the power of knowledge and added mana to the teaching of knowledge.

Tāne became known as Tāne-te-wānanga-ā-rangi

At Mohaka School their Vision Map is taking shape with input from all students. The Juniors have been dreaming of what they would change in their school environment.



The picture shows an example of their aspirations ... more trees for birds, bird feeders, new bark for the playground, new playground, new sand for the sandpit, new vegetables in the gardens.

The seniors have been drawing maps and considering what else they could do to enhance their environment. They scattered to various places such as the orchard, bike track, flax hedge and fields to measure and plan.

Soon they will have created a map to display key features. It will show what exists now and what they are planning for their next projects.

ENVIRO TEAM Marewa School - Napier



A solid team of committed students, B.O.T parent help and the principal make for a fantastic combination for the Marewa School Enviro Team. This year they have constructed a shade house. The first seedlings, germinated in the shade house, have just gone into the Maara Kai/ Vegetable Garden. Also this year they have designed a student led, koru path through a newly planted native area.

The results of their Vision Mapping during a Bronze Reflection in 2015 has helped them grow ideas into projects. The students love projects and wholeheartedly embrace the Enviroschools kaupapa and guiding principle 'Learning for Sustainability' in their actions.



New Shade House at Marewa School





IN THEIR VOICE

Waste Free Days at Eskdale School By Mollie Lord Year 8 student

Waste Free Wednesdays at Eskdale School are a mixture of ideas from every student in our Enviro squad. Waste Free Wednesdays are a little step towards being waste free school wide. We have little velcro cards we put over the holes in the bins so no rubbish can get into the bin by mistake.



Being a Green Gold Enviro School it is important to have as little waste as possible. We started doing Waste Free Wednesdays last year before we earned our Green Gold status. It's been pretty cool being part of the enviro squad for the past two years and seeing the significant difference Waste Free Wednesdays make.

The whole idea of Waste Free Wednesday is basically to bring whole foods, unprocessed foods and basically no

rubbish or wrappings, and if you do bring rubbish to take it home with you. We are sometimes asked the question, if you bring rubbish home, doesn't it just go to the same place? All rubbish goes to the landfill. If your parents are giving you heaps of plastic and rubbish then they will see the amount that comes home on Wednesday and think, "That's a lot of rubbish!" Maybe they will change their habits and not put so much packaging



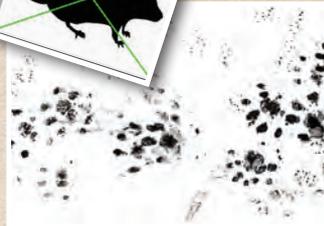
in the lunchboxes. Over the time that we have been having Waste Free Wednesdays we have audited the amount of rubbish we get and it has dropped dramatically.

The Enviro Squad is always looking to improve our environment and improve our waste practices. We are now including waste free weeks into our term timetable, taking baby steps towards a waste free environment.



Tikokino School

By Connor Jane - On Thursday 31st March, five Tikokino students attended the Enviroschools Hawke's Bay Children's Day at Pukemokimoki Marae in Napier. A group of students made their own pest trackers, some more successful at tracking pests than others.



A decision was made to purchase professional pest trackers from 'Gotcha Traps' and these were much more successful. So far we have had prints from rats, mice, hedgehogs and cats.

Presently we are working on weta boxes for our school, because the old one broke. In the future we hope to look into insect pests that destroy

gardens all over New Zealand and ways to combat these organically in our own school garden.

Tikokino Pest Detectives have even designed our own logo. Pest detectives is a great idea for any school to undertake.

Connor is part of the **Pest Detective Team** at Tikokino School. A group of students ranging from year 2 through to year 7. They have been experimenting with homemade pest trackers. Placing them in different locations around the school with different lures including peanut butter and chicken necks. With these they have found mice tracks and a male hedgehog tracks. The tracks were identified using a book kindly donated by Gotcha traps called "What made these tracks".

They have now received professional trackers from Gotcha Traps to put around their school. The Pest Detective team check them every week.

Diaries are kept on what tracks are discovered and what bait was used. The ink prints are taped onto information sheets.

During the school holidays three students took the trackers home. They also kept diaries on where the trackers were placed, what was used for lures and what tracks were discovered. The tracks included rats, mice and even little cat prints.





Havelock North Central Kindergarten

By Frances Blake

Havelock North Central Kindergarten is utilising the power of Tamanuiterā to help generate renewable energy by going solar!

Solar is far more beneficial and cost effective for kindergarten than homes. Energy generated by solar power is at its peak around midday in summer. We use our power during daylight hours at kindergarten (while residential demand is at its highest about 6pm on winter evenings.) We don't need to buy any more at night. This means generation and demands are aligned perfectly for a kindergarten. We also put in a timer for our hot water so it peaks while we are here and during sunlight hours. A local company Hillmac Electrical, gave us a generous discount thus supporting their community.

Havelock North Central Kindergarten has been involved in Enviroschools for a few years now and became a bronze Enviroschool last year. I completed the facilitator training at Te Mauri Tau, Raglan in 2012. The training supported the upgrading of our environment. We used the action learning cycle and concepts from the book 'Natural Playscapes' by Rusty Keeler.

Our garden development was a very big part of the children's daily learning. We could all see and be part of the whole process from concept, design, set up ground preparation then the building etc.

The journey used a holistic approach and 'kaitiakitanga', utilising values from the past and the future. As well as incorporating values of sustainability and care for the environment. We invited whanau and the extended community to contribute thoughts and ideas; from memories of their childhood and garden play.

We incorporated Māori perspectives and the dispositions of atua into the plan. These have included Tūmatuenga - strategy, focus and determination. We planted different grasses so we could see (Tāwhirimatea) the wind dancing through them. We had a formal garden area (Rongomatane) and let wild plants grow up (Haumietiketike) where they naturally wanted to grow. Tamariki even came up with

how to incorporate Urutengangana, (stars) and we mosaicked into concrete. We created peaceful, quiet and mindful spaces. It's been a long process but our front garden is now complete and working well.



Science Alive: Check out how to make amazing things from plastic like a working lung model - www.youtube.com/user/ScienceAlive2012. produced by ScienceAlive in Christchurch.



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