

## Enviroschools Vision Mapping @ Rhode Street School

Utilising the *Participation Cycle* students, staff, and whanau reflected on our own personal practice, collective actions, learning outcomes (including sustainability) and progress towards sustainable goals developed in 2007.

After identifying and critically questioning the current situation, we explored sustainable alternatives, set our objectives and took action. After evaluating the effectiveness of our achieved goals, we then continued the cycle into 2008, where our **whole school approach** developed a school-wide *Vision Map* to document and articulate what we wanted to achieve this year.

We considered after much consultation with all stake holders in our school their feelings and perceptions of the environment at school (and the sustainability of the projects already under way). We also assessed the health and quality of our wider school environment and raised issues that we could directly influence and that were important to our students.

Teachers and support staff identified what was happening with environmental education at our school with the support of our Enviroschools Facilitator, Pine Campbell from [Environment Waikato](#).

Taking on board the revised [NZ Curriculum](#) as our model for delivering the clearly defined local curriculum wishes of our school community, the staff developed clear inquiry learning goals (utilising our own inquiry learning model: *Waka Matauranga*) to improve:

Questioning, Problem Solving and Critical Thinking Skills; through the enviroschools five guiding principles of:

- Sustainable Communities
- Environmental Education
- Genuine Student Participation
- Maori Perspectives
- Respect for the Diversity of People and Cultures

**A whole school approach** incorporates four key areas of school life that have an effect on sustainability and student learning. To integrate all four areas a range of people in the school need to be involved. Our school may never have every single person involved, but people from every school group are included and we discovered the greater the participation the easier it was to create a sustainable school.

The four identified contexts for learning were incorporated into our school's strategic plan and therefore filtered down into our annual curriculum delivery plans. They are:

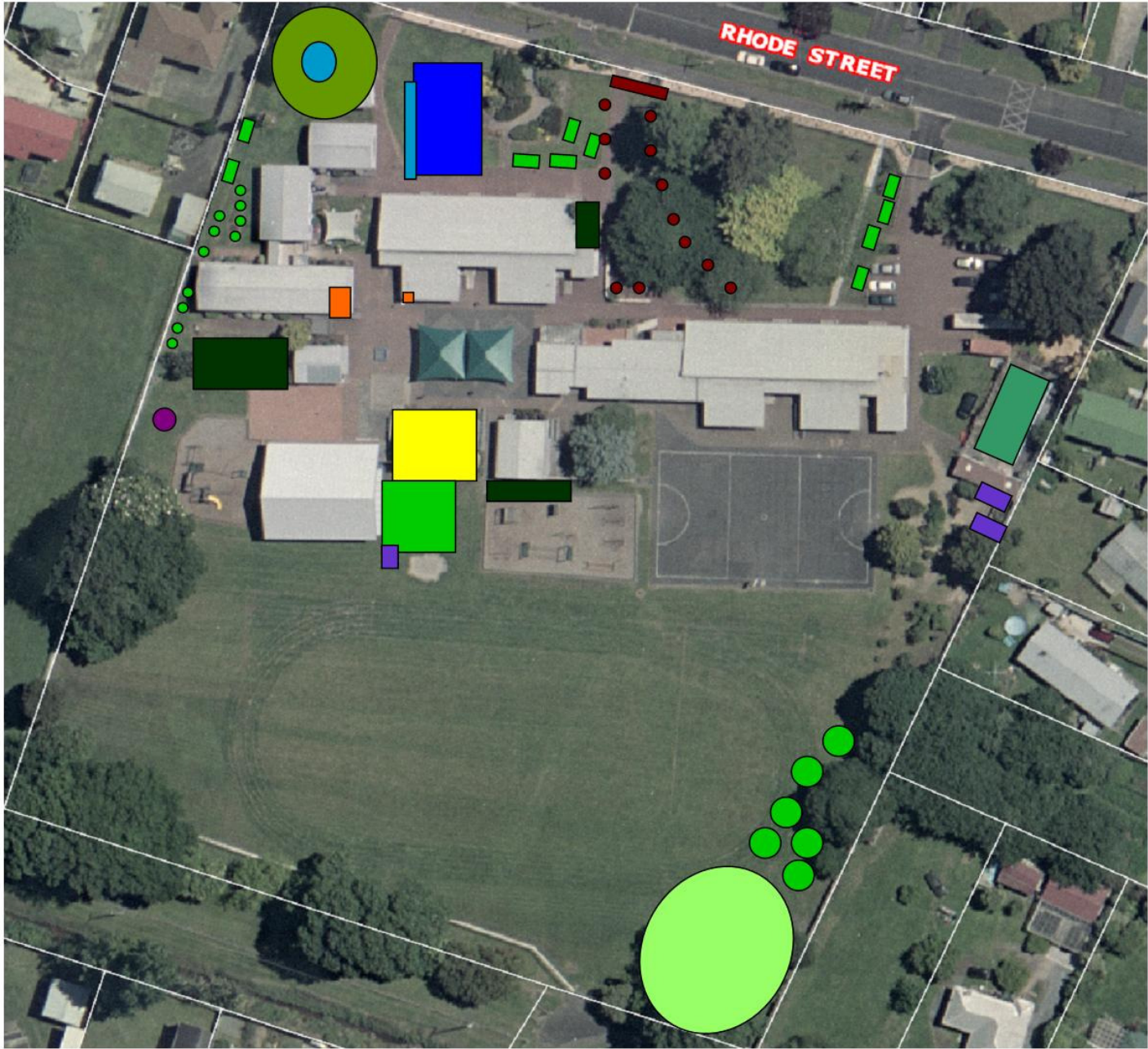
- Physical surroundings
- A living curriculum
- Organisational management
- Operational practices

The *Vision Mapping* instigated and developed by our students school wide was facilitated through the school's Enviro Agents. These students represented every class in the school and communicated the dreams and aspirations of their classmates to the bigger team.
















Through our inquiry learning, a scenario was presented to the students each term challenging them all to brain storm, mind map, research, analyse, debate, critique, redefine and present.

For 2009 it is planned to guide our inquiry learning from within the students own reflections and develop scenarios from the student mind rather than just the teachers.

Enviro Agents 2008.



**Key to Enviroschools Vision Plan 2008**

-  Hydroponics Tunnel House
-  Fruit Trees and Natives
-  Vegetable Gardens
-  Sustainable Kids Kitchen
-  Radio Station  
Weather Station
-  New Library / Media Centre
-  Recycled Garden
-  Sensory Garden (TBE)
-  Totara and Cabbage Tree Grove
-  Worm Farms / Composting
-  Cultural Diversity Pou
-  Wind Turbine
-  Water Feature (Solar Powered)
-  Water Tanks
-  Waharoa