

Te Whakatika

The Aotearoa New Zealand Professional Practice
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unrelenting pursuit to enhance our
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***Te Whakatika* Purpose statement**

Sitting at the nexus of academic inquiry and educational practice, *Te Whakatika* seeks to create a space to share good practice, innovative ideas, and critical engagement in outdoor and environmental learning.

In doing so, *Te Whakatika* seeks to:

- Provide access to the space between academics and practitioners, to connect these spaces.
- Encourage academics to make their work accessible to practitioners through practical application
- Encourage practitioners (teachers and other education providers) to share good practice and innovative ideas from their work through writing articles.
- Encourage strong connections between theory, research, and practice
- Encourage and support high quality learning and teaching in outdoor and environmental contexts.



Te Whakatika – Editorial Issue 42

Autumn 2024

Dr Maureen Legge

***He iti hau marangai e tū te
pāhokahoka.***

***First comes the light wind,
carrying rain
then comes the rainbow***

Be positive, look on the bright side (Trad.)
(Grace & Grace, 2003, p.58).

It is always a thrill to see a rainbow. The brilliant colours of the spectrum illuminate the world near us in beautiful hues. It is no wonder the whakataukī suggests the rainbow coming after the wind and rain is a positive note. In this issue, a range of articles that add to the bright side of our growing body of knowledge about environmental and outdoor education practices in Aotearoa New Zealand. The first article exemplifies utilising Mātauranga Māori, science, community resilience, and sustainable food practices in Te Kauwhata to create a platform for teaching, learning and working together for the environment.

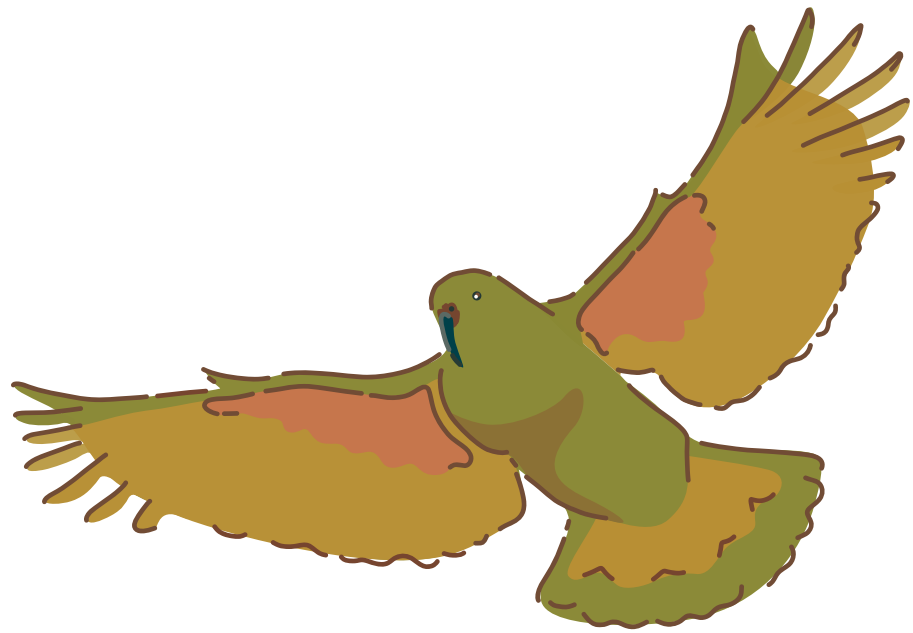
Tracey-Lee Dalton, through the Healthy Active Living programme, illustrates how two schools have created local curricula that embrace the environment and outdoors. In one school, hands-on experiences with outdoor cooking, harakeke and woodcraft created

improved student engagement. In the other example, at the request of the students, there is now a wider use of the limited onsite space for students to explore the environment and engage in more physical activity.

Have you ever wondered what being a holiday programme facilitator is like where child-centred practice leads the activities? Anne Bieleski's fly-on-the-wall description takes you there. Anne will let you know what happens and some outcomes.

Chris Eames and his colleagues explain and analyse the impact of marae-based conservation kaupapa for beginning educators who participate and mentor small groups of students. Māori ways of knowing and interacting with the environment are the medium for learning.

Being in the outdoors is a challenge, Kate and Gareth Oliver discuss interpersonal conflict that can occur as children contend with participation alongside others. This article brings you to the moment when examples of Non Violent



Communication turn conflict management from a drama to empowering moments for facilitators and children.

Tragically venturing into the outdoors can be fatal. Mike Brown describes the importance of developing a fatalities prevention mindset. Mike tells us that analysis of case studies shows that almost all the fatal incidents were preventable. EONZ facilitates Fatalities Prevention Mindset courses, information about them is found at the end of this article.

Have you ever driven near Cambridge and seen the sign to Sanctuary Mountain Maungatautari? Phil Margetts is an educator in the Manu Korokii Profile Group Education Centre. His article describes the sanctuary as a resource, how it works and the opportunities for learning and teaching in the area. In two other resource-orientated articles, David Hill provides information on recent literature about learning and teaching in the outdoors with linked articles to read and compare in the world of outdoor and environmental education. Similarly, Becky McCormack and Sophie Hoskins have identified, described

and linked a wealth of online information to connect ideas and resources. I am always amazed at the depth and range of information they make available with each issue.

I hope you enjoy this issue. I know we are all busy but time out for professional reading can help manage the busy as you find an idea or compare others' practice. I enjoyed the stories the authors of this issue had told when they first crossed my desk. We are a huge community and I encourage you to take the step to contribute. We are happy to assist and guide your writing. Letters to the editor are welcome as are articles. Key points are identified here but look for the next call for papers for the Spring Issue 2024 as this will be more detailed. This information will be posted on the EONZ and NZAEE websites.

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Te Kauwhata Community Compost Hub:

Community collaboration and Education

Paul Murray

Figure 1: (Back row, L to R) Paul Murray (Para Kore), Richard Wallis (Inventor of CarbonCycle Hot Composters) Rhonda Irvine (Compost Hub Manager), Tania Nepe (Kaiako, Te Kauwhata Primary), Russel Watson (Caretaker, Te Kauwhata Primary), Pam Murtagh (Matawhaanui)

In a world fraught with environmental challenges, social inequalities, and food insecurity, imagine a scene where communities thrive with healthy, equitable, nutritious kai borne out of localised solutions. Imagine hapū, iwi, schools, early childhood centres, community groups, local councils and businesses all collaborating to divert organic waste from landfill, reducing their greenhouse gas emissions while creating a plentitude of nutrient-dense soil - soil full of microbial life, at scale - furnishing local food growing schemes and producing an abundance of kai for the community. This is not just a pipe dream but a tangible reality already in progress through the creation of community compost hubs.

At its core, the hot compost hub embodies the convergence of science, environmental education, Mātauranga Māori, community resilience, and sustainable food practices. It serves as a platform for immersive learning, where soil science comes to life, revealing the intricate web of living systems that make life - and food - possible for us. It reminds us of our place within the interconnected web of life, that the health of any one system is entirely dependent on the health and wellbeing of all others.

Background: Oranga Taiao, Oranga Marae, Oranga Whānau

Para Kore Marae Incorporated is a kaupapa Māori, not-for-profit sustainability education organisation whose work contributes to building soil and kai sovereignty, which in turn supports climate justice and action. The mission of Para Kore is to educate and advocate from a Māori worldview to strengthen the connection to Ranginui and Papatūānuku. Their programmes support marae, whānau, hapū, iwi, learning and education centres, and a wide array of community groups and entities to design out and reduce waste.

Te Kauwhata Primary School is in the very centre of the northern Waikato town its name shares. The school has been on its enviro journey for well over a decade and has already experienced the perks of interacting and working collaboratively with the community. The school gardens, a centre of learning, have also been a centre of income over the years through the carefully nurtured relationships with local businesses by way of selling their produce and by raising crops specifically as fundraisers. Rhonda Irvine, now retired, was the green-thumbed, enviro-enthusing teacher-aide whose classroom was ever and only the garden, through which all 12 classes were circulated for practical, hands-on learning.

“Those first kids had so much pride in the gardens and for themselves because they had a hand in building them and then they became our future garden leaders, teaching others all they had learnt, from seed saving to plate.” Rhonda Irvine, Community Gardener, Compost Hub Manager.

Post retirement, Rhonda now leads the newly established Te Kauwhata Community Gardens located right across the road from Te Kauwhata Primary School on land provisioned by the Waikato District Council. Just a few doors down, is one of several early childhood centres in the town, Te Kauwhata Childcare & Learning Centre. Not far up the road is Te Kauwhata College.

The Problem

Food waste going into landfill is a big problem for several reasons: Greenhouse gas emissions, resource waste, landfill space, economic costs, food (in)security, food equity, and the impact on natural systems and biodiversity to name a few. Schools on the Ka Ora, Ka Ako - Healthy School Lunches Programme often face increased volumes of food waste going to landfill but schools, like marae, community centres, and early childhood centres, do not qualify for kerbside food scrap collections that run in bigger centres. Rural communities know about feeding their food scraps to pigs and chooks, but what about everyone else, like in Te Kauwhata, for example?

The Solution

This is the story of a project undertaken by Para Kore Marae Ltd, in collaboration with Te Kauwhata Primary School, the CarbonCycle company, and funded by the Waikato District Council to establish the first community compost hub in the district.

“The process has linked to our inquiry topics as we look at how we can look after our environment in our local histories curriculum.” Alice Kapoor, Enviroschools Lead Teacher, Te Kauwhata Primary School.

The idea of a Community Compost Hub is to link up as many community entities as possible via a shared and collaborative resource that benefits everyone - a hot compost unit. If you can also set up one of CarbonCycle’s vermin-proof, hot composting units central to a marae, a community centre, a high school, some primary schools, early childhood centres, or any other community entities, then you have the beginnings of a community compost hub. Note: Everyone would ideally be located within the range of a food-scrap-carrying cargo bike.

The CarbonCycle Company has established up to 70 community oriented compost hubs in Aotearoa New Zealand, nine of which are situated in schools as community hubs, with a further 60 schools having CarbonCycle systems that are used for education and food growing in the school. The inventor of this model of hot composting, the CarbonCycle composter, sums it up with this statement:

“Eliminate food miles, waste miles and compost miles. Good for the atmosphere, good for the planet, good for the people.” Richard Wallis, Inventor, CarbonCycle Composter.

Why throw away your best resource for growing more food? Why drive it away somewhere else when it can be used to rebuild soil to grow more food right where you are? Doesn’t that make sense?

Education at the community level

The connections to environmental learning are clear. Composting leads to climate

change actions, reducing emissions, waste minimisation, ecosystem support, and landscape restoration.

“Our success was simple from new entrants to the seniors. They liked doing it, it was outside the classroom, the tasks were simple: digging, planting seeds, watering, weeding, and chatting about gardening. On wet days, it was researching topics they chose; beekeeping, watering systems, water sources, and fertilisers to use.”

Rhonda Irvine.

Te Kauwhata Primary School became the host for a new CarbonCycle hot composting system funded by the Waikato District Council with the aim that the nearby college, other neighbouring schools and early childhood centres will also contribute. As part of the proposal, the project budgeted for quarterly wānanga sessions at the compost for the first full year cycle of the compost-making process. The wānanga are offered to all stakeholders and participants in the project. However, the true winning factor in the ongoing success of maintaining a community compost hub is having a compost manager - someone to oversee and coordinate the maintenance of the hot compost system lest it become a dumping ground.

The Para Kore project proposal included the provision to employ a compost manager two hours per week for the first year, including multiple days of paid training with the CarbonCycle compost experts on site. The goal of setting up a community compost hub is that the knowledge, skills and ownership of the community composting system are fully handed over to the community. The job of Para Kore is to support the establishment of the hub, but the true success of the project is seeing the learning, the understanding, and the actions of running a community compost taken over by the community.



“The compost hub wouldn’t be possible without Rhonda. We need heaps of ‘Rhondas’. I believe they are already in every community. Imagine collaborative funding for roles like this everywhere.”
 Ngakau Harris-Peke, kaiārahi Para Kore (Te Rarawa, Ngāpuhi, Ngāti Tamaterā, me Ngāti Hauā).

The idea of everyone being involved is fully embraced by Te Kauwhata Primary. The tamariki have been involved in every stage of this project, not only hands-on but hands-deep in the compost. Under the expert facilitation of the CarbonCycle crew, not a moment was lost to learning. The building of the compost structure itself and the establishment of the first compost box were opportunities to learn about microbiology,

Figure 2: (L to R) Alice Kapoor (Lead Enviro Teacher, Te Kauwhata Primary School (behind student), Pam Murtagh (Matawhaanui Trust), Marlene Raumati (Waikato District Councillor), Tania Nepe (Kaiako, Te Kauwhata Primary) and the Te Kauwhata composting kids.

soil life, and the experiences of building and establishing effective compost systems. At the next wānanga, the first turning of the compost, we learned more about the soil food web, the soil sponge, and healthy soil indicators. This is science in real life. Science is in our hands, in our senses, in our physical memory banks. The smells and feels of healthy soil. The soil that grows our kai. The science of how to feed ourselves. Here, the cycles of nature are not just studied but are actively participated in, as food waste is transformed into fertile soil in front of our very eyes, nourishing community gardens and closing the loop of consumption.



“Overall, the kids participate because they can see the end result of zero food waste from the school and we have talked about the benefits of compost going back into the school gardens.” Rhonda Irvine, Compost Manager.

Mātauranga Māori clearly articulates the inseparable connection people have to the whenua, the land, to Papatūānuku. We whakapapa to the land. We come from and return to the land. But in our living years, the land also grows the food that sustains our bodies. If we feed and nurture the land, the land feeds and nurtures us. The health of the soil is the health of our food which is the health of us. We are inseparable. Composting our food waste honours the taonga we have taken and

Figure 3: Te Kauwhata Primary students learning about the soil food web. Credit Tim Bowater (The CarbonCycle Company)

used, in this case, the nutrients from the soil, the plants, and the animals that fed our bodies, the leftovers of which, the ‘scraps’, ultimately become nutrients in return to regenerate the soil. This is an act of giving back and of keeping the story going, full circle.

“I don’t know if they understand how huge of a project this is, and how big this step is to normalise this kaupapa. What they’ve done is planted a seed for the tauira and this is going to continue growing.” Ngakau Harris-Peke, kaiārahi Para Kore (Te Rarawa, Ngāpuhi, Ngāti Tamaterā, me Ngāti Hauā).

As part of Māoritanga, respecting the sources of our provision, acknowledging our older tuakana siblings of the natural world, those aspects of the living world that were here before us, will be here after us, and which are providing for us and making all this possible - this is our motivation to take care of the source, to ensure the legacy of the abundance we have received from our tūpuna, is also there for our mokopuna and their mokopuna. Composting is another way of being a good ancestor.

*“Riro taonga mai, hoki taonga atu.”
We receive valuable resources from
Papatūānuku, we return valuable
resources to her. Tuaiwa Rickard, (Ngāti
Koata, Ngāti Toa, Tainui, Taranaki).*

The scene is already looking more hopeful. Children are looking after the soil, watching it grow kai. We are driving less, buying less, and sharing more. We can all experience the abundance that local food growing projects offer. We have less waste and are making less of a mess. We're learning to live in a relationship with the natural world around us, te taiao

About the Author

Nō Ngāti Pākehā, Kānata (Canadian), Kōtarani (Scottish), Airihi (Irish) hoki a Paul Murray. Paul has been working in the discipline of 'Zero Waste Education' for 13 years, first as an educator with Xtreme Zero Waste, then as a kaiārahi for Para Kore. Coming from a teaching background, he works mostly with schools, early childhood centres and community organisations in the Waikato. More recently, he has become involved in the education programmes at Para Kore. Kei Te Awamutu ia e noho ana. As a manuhiri to Aotearoa, Paul is keen to ground his mahi in mātauranga Māori and Te Ao Māori, and to empower these to become the framework of understanding and tikanga for kaitiakitanga o te whenua, te wai, te taiao.

Kaitiaki Development - Connection to Nature and Crafting Skills at Dawson Primary School.

Dr Tracey-Lee Dalton

Introduction

Dawson Primary School in Ōtara, South Auckland has used innovative thinking to step outside the square of the classroom to meet the needs of tamariki. The Dawson School population is 95% Pasifika and Māori, and post COVID 19 a common educational concern across local schools was raised - how to increase student engagement and wellbeing?

Vision

The students' voices expressed the lack of physically active opportunities for learning and experience, often citing parental safety concerns. The students wanted hands-on learning using practical skills such as working in the garden when studying plants. A wider school community hui was held where the vision of a 'crafting curriculum' was born. The board thought it was a way to bring the community together and learn by doing and experience. There was general support amongst the community and board to extend beyond computers and provide practical authentic learning that utilised the school's cultural capital by adopting a kinaesthetic hands-on approach.

This was the starting point for the school's localised 'Kaitiaki Curriculum', based on being guardians of the land and treasuring what the land has to offer by utilising it in a crafting curriculum, to ensure learning is connected to the real world and involves hands, heart and head. The Kaitiaki Curriculum utilises school community strengths and unique school ground features. Dawson School has a large pā harakeke (flax stand) on site that helps to make flax work, carving and other cultural crafts a major component in learning.

Implementation

Fire also resonates with traditional modes of cooking within the community. The development of an outdoor classroom and purpose-built fire pit was a key innovation. This consists of the 'Piwakawka', a roofed working area, and a raised hearth with surround seating; supported by a shipping container for storing outdoor materials. An underutilised area was transformed through creative planning into an interactive learning space to enable encounters with nature (harvesting materials), learning through fire (cooking, making charcoal pencils) and providing a dry space to work with natural materials (flax work and whittling) to increase engagement and strengthen the wellbeing of students. This outdoor classroom has drawn the wider school community in with whānau cooking around the fire during Hauora day, and intergenerational engagement as grandparents/tūpuna teach mokopuna to make flax flowers.

The Kaitiaki curriculum creation came with challenges, including finance and expertise. Tu Manawa Active Aotearoa funded the purchase of resources, tools and equipment including repurposing of existing structures and use of container storage. Challenges were also overcome by the successful collaboration between Dawson School, and CLM Community Sport through the Healthy Active Learning initiative and Auckland University of Technology (AUT) Sports and Recreation department. The Dawson School initiative was championed by Deputy Principal Nic Hennephof who had a vision of a 'Forest School in the city'; he worked closely with experts in Outdoor Education - Tracey-Lee Dalton (Healthy Active Learning Advisor) and Mark Jones (Senior AUT Lecturer).



Figure 1: Cooking, flax craft and construction

Expert knowledge was shared with staff through professional development. Dawson's vision for utilisation of the outdoors aligned with the doctorate study of Mark Jones, exploring the constraints and affordance of a 'pedagogy of the local', using outdoor education activities and overnight camps on the Dawson school grounds. Throughout 2023 AUT provided weekly outdoor education teacher training; supported by the Healthy Active Learning initiative which provides staff professional development to enable active recreation and play. This collaboration is an example of organisations united by a common vision working together to meet the unique needs of Dawson School.

Outcomes

The kinaesthetic learning enabled by this outdoor area was designed to improve student engagement, achievement, and wellbeing through fostering connections to:

- The physical environs – increasing student commitment towards 'looking after their place 'Kaitiakitanga'.
- Traditional skills – in firefighting, flax work and whittling- to develop greater practical wisdom.
- Self - students being less dependent on social media for self-image.
- Fellow students - opportunities to help and be helped, collaborate, and share meaningful experiences.
- Other curriculum areas - real-world culturally responsive learning opportunities.

Positive change is evident in the utilisation of the outdoor classroom. Nic (DP), observed a notable decrease in aggressive playground incidences. The kinaesthetic hands-on approach is popular with students, with positive flow-on benefits, as the bookwork of these students reflects a stronger engagement



Figure 2: The Piwakawaka shelter

with academic learning. The power of kinaesthetic learning to engage students with their classroom studies is recognised and displayed on classroom walls in the form of flax flowers, kites, photographs, and student writing.

Several students who are challenged when learning in classrooms show learning improvement in the outdoor spaces used for teaching and learning. For example, an autistic student said “...it is time for me to go outside” a place where he takes part in activities, is calm and not overstimulated – his happy place where he engages in learning and with classmates. This supports the research that time in nature is especially therapeutic for people who have learning challenges (Sigman, 2019).

Teachers at Dawson School have reported improved student engagement and academic achievement through kinaesthetic learning with an increase in oral language and understanding. Students are more willing to participate in activities and try new things. Student creativity has flourished allowing students to express themselves more. The Kaitiaki curriculum has introduced a transformative change by addressing teaching and learning experientially and practically. This approach is valued by the board and the community with parents saying, “I wish this

was around when I was at school.” Student impact was evident both at school and home, with students commenting:

“In class, it’s always a big deal when the internet goes down and everyone’s making it a commotion. When we’re outside I just feel there’s, nothing left to worry about.”

“We usually just stay inside because we’re all obsessed with our gadgets.... After it (outdoor classroom), I’ve been spending more time outside with my brothers.”

These comments reflect the students’ engagement and that they are motivated to be more active at school and in their home environment which enhances their wellbeing.

Sustainability:

This story of change is a journey with new challenges to face, including the question of sustainability. Currently, the following has been utilised to promote sustainability:

- Tikanga is followed to harvest sustainably and promote reciprocity between the students and the taiao/ natural world so they are acknowledging the environment they are utilising and giving back to nature.
- A similar collaborative approach is being adopted with the partnerships of Healthy Active Learning and AUT modelling, mentoring and providing professional learning for staff.
- The provision of resources and lesson plans has been part of the collaborative approach.
- Kaitiaki curriculum alignment to school values and the strategic plan.
- In addition, collaborative Dawson staff meetings, focused on sustainable practice, have explored the following options:



Figure 3: Creative flax craft, cooking and fire lighting

- Student leadership model to utilise break times with flax activities and basic tools being made available.
- Tuakana teina, a Māori cultural practice with the older children assisting the younger children in the outdoor classroom – helping with crafting.
- To work from a strength base and utilise the successful existing Garden-to-Table programme, by incorporating the outdoor classroom. Classes break into smaller groups and rotate between the garden and kitchen with an additional group cooking with fire as part of the rotation.

Conclusion

Time will tell if these and other measures will be implemented to assist in sustainability. What we do know is that the Kaitiaki Curriculum has made a positive difference to students. The Kaitiaki Curriculum has enabled kinaesthetic learning opportunities for students that improve student engagement and enhance wellbeing through connection to nature in the outdoors outside of the traditional four-

walled classroom. This has inspired other South Auckland schools as they can see the potential. Through vision and collaboration, positive change is possible.

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About the Author

Tracey-Lee enjoys active recreation in the outdoors, sharing this joy with her husband and children. She is passionate about education, wellbeing /hauora and actively empowering life-long learners by connecting with nature. During her career, she has worked in New Zealand and abroad across the different sectors of education. After completing a doctorate, she became a Healthy Active Learning Advisor.

Stories from the front line

Anne Bieleski

I work for Everyone Out, it is my dream job. I am the lead educator of a holiday programme for children aged 5 to 13. We spend all day outside, summer and most of the winter (though horizontal Wellington rain and wind do send us indoors). The ethos behind Everyone Out is to get children outside and learning from play activities that are freely chosen, personally directed and intrinsically motivated. For example, the photographs represent a play activity where the field is this many rubber bands long.

I am dictating this as I stand on the edge of the field. Our location does not look special. It's just a field that looks a lot like council land – sometimes mowed, sometimes not. The field is similar in size to that of an average school field and is bounded by steep banks on three sides – two go up to bits of mostly native bush. One of which is mostly too steep for the kids to play in, (though a zip line often pops up in there) and one is up to a ridge that is so well used that there is very little undergrowth - it is more a network of tracks and slides with some trees poking out. The third side is a bank with steps down to the 'river' and has a bunch of bamboo growing in one corner – known to the kids as the 'bamboo base'. We define our perimeter by little sticks sticking out of the ground with pink paint on them, mainly for our health and safety paperwork as the boundaries are so naturally defined by gorse, blackberry, and slope. Behind me on the fourth side is a massive turning circle of tarmac that the kids use as a canvas.

There are three adults here to make sure no one drinks the tea that has feet in it (respect themselves and others), that the kids practice



safe saw usage (look after our equipment), they don't harvest all the apples at once (respect our environment) or do something that ruins someone else's game (respect each other's play). These are our only 'rules'. We always have one adult who is still at school. Who better for the kids to learn from than someone close in age, someone you can imagine being? We also have some volunteers. These are kids who used to come but are now 'too old', yet still kids. They help us by showing that playing is still fun and that being tied up and taken to jail by a bunch of stick-wielding kids is still what they want to be allowed to do.

There are 30 kids here, there are always some that are 5 years old. Lots of the kids come with notes – ADHD, Autism, and others. This is mostly hard to tell as we have the space to move away from loud kids, to find some game you can join, or to find your own space and there isn't anyone telling you what to do. The kids change every day, sometimes they come with friends but mostly it doesn't seem to matter. We had one group of kids who after watching them work together building a raft and carrying it all together down to the river I assumed knew each other. It was like a textbook team building exercise, but no, they met that day and didn't even know each other's names, or ages (kids seem to ask this first). They gave jobs to each other that reflected the age and stage of the child, no idea was made out to be stupid, they took each other's ideas and made them bigger. It was beautiful. The raft sunk and fell apart, but they all took it as a success. We have many kids who have been coming for years and have friends here they don't see anywhere else. I have seen many grow up and have noticed they often keep working on the same ideas that must



have an important meaning to them. One of the kids who has been coming for years even brings 'homework'.

As this is a holiday programme I am freed from 'teaching' the kids anything, so I just get to watch the children learn what they want. Usually, by 10:30 a.m. the kids are in flow and don't need anything from the adults. From where I stand, I can see a kid, (approximately 10ish), that I know has a full-time learning assistant at school (due to Autism) under the 'climbing tree'. She has a group of kids around her as she is 'making clay.' This involves digging up hunks of dirt, pounding them with a mallet, putting the results through a sieve and collecting it in a pot, banging them some more, re-sieving and finally adding a little water.

Later, this activity turns into a full-on market of clay shops springing up. Bamboo leaves tend to be the currency of the day. I can get a cup of Kawakawa tea for three leaves, I could have some Tarata leaves added for extra if I wanted, I never want the onion weed. Sometimes I get tea for free as I am the hot water fetcher, but today instead I can get some clay for five leaves. We have tried hardening the clay over the fire – the kids are usually happy with the results and take them home. Most of the mud that goes home goes home on their butts. During all but summer we have naturally occurring mud! We had this one kid who loved mud so much she would sit in it and just rub it on herself. Kids even put it on their faces... When there are puddles there is almost always someone who tests the ability of their body to slide across the puddle.

There are a couple of bases today – it's sunny and the bush provides shade. Bases is a game a lot like making house, but outside, complete with shelves, tables, beds etc. Bases is a game which often leads to some kind of spying on other bases, base raiding and full-on battles with bamboo swords and the need for a treaty. This conflict is so important for learning how to get along and the kids work so hard at producing and then resolving these conflicts. We adults just keep out of it. We only have to help if there is a child who has not been allowed to learn these skills and is used to an adult sorting things out in ways adults do. Kids ideas of justice are so different, but they accept them better and it makes them happier when it's fair according to their standards.

This morning, I had to reassure the kids that the flying insects were ants (it is summer), so nothing that could bite them. The sceptics came to me later, and I showed them the picture in our well-thumbed insect book. I overheard some kid giving other kids the juicy gossip about ant lifecycles, there is often a kid that knows more than I say I know. Someone found an ant nest while they were digging for clay today, so the cones came out and that area was fenced off. We have seen a Ngahere gecko before. That was a health and safety master class - standing and pointing, sealing off the area with cones and ropes, and the excited kids who found it became the expert guards and made sure the others were quiet and careful around the gecko.

We don't need to call the kids to anything interesting as there seems to be some kind of kid radar for anything unusual. I even learnt something today -the Willow tree has red blister-like things on its leaves, so a kid and I pulled them apart and found a caterpillar-like insect. At home, I downloaded an excellent app on my phone (Aotearoa Species Classification) that said it was a Willow Redgall Sawfly. I will tell him tomorrow if he is there. There are kids whose focus is more on the natural world. I can see one of them being a perfect fit for DoC. I have seen kids in near tears over a branch break, feeling that any damage to the environment hurts them too. Some trees get 'bandages', 'crutches' and the odd plaster (only when "we had to pull out a nail"). We have had several funerals – birds, a branch and even part of a mouse (Cutie Bum Bum) – it gives you an idea of what bit of the mouse). The kids take these very seriously. Possibly the only device



used in play has been loud funerary music. I can see some kid has gone around with a clipboard and has got a list of ten names (10 kids = 1 adult) who want to go blackberry picking and they are heading my way, so off we'll go. I think I will make ink out of the yucky blackberries and some bamboo calligraphy pens when I get back, someone will see me having fun doing this and want to do it too, surely?

This place is like so many others, it's not a pure piece of nature (you can hear the rubbish truck and sometimes the trains) but when I arrive in the morning, I watch the Kākā fly overhead, and I feel at home and even though I know I am at work I feel free which is what I hear and see from the kids. They love it here, they keep coming back, they name the parts, they learn its qualities and we all just play. We are not here to be in nature or to 'learn' however you cannot separate us from the space, it is part of our games, and we make it ours together, we are learning, and it is fun.

About the author

Anne Bieleski was brought up on a diet of outdoors and science. She is an ex-primary school teacher and now a homeschool teacher of one. She is currently doing her master's in education while volunteering as a hut warden to make sure her child is outside. She will soon be seen cycling around the motu on a bike built for two and pretending not to grow up, living her one-and-only life. Every school holiday you will find her at Everyone Out fetching stuff, telling bad jokes and even worse cautionary tales, and chatting to her little friends. You can check out some of Anne's educational journey on WordPress at <https://homeschoolery.nz> Learning, should be enjoyable, add to one's life and as much as possible done OUTSIDE so we don't go crazy with NDD (nature deficit disorder).

Kiwi Forever: How a marae-based conservation programme impacts beginning teachers

Associate Professor Chris Eames, Janina Suppers and Leigh-ana Beard

Introduction

Imagine you are a teacher/educator at the beginning of your career, and you are offered the opportunity to immerse yourself in a week-long marae-based conservation programme working with the type of students you would like to teach. The marae-based programme will be infused in te ao Māori, guided by the wisdom of kaumatua and local conservationists, and drenched in experiential learning. How might such an opportunity influence a beginning teacher?

For one week in March each year, for the past 18 years, the Kiwi Forever Programme has been held at Tirorangi Marae near Ohakune. This incredible event has brought together 18-20 senior high school students from the central North Island to learn about conservation through a te ao Māori lens. A group of 3-5 secondary teacher education students from the University of Waikato also attend the programme. These students are undertaking their one-year long teaching qualification, and their role is to act as mentors to the school students, taking responsibility for a small group during the camp, and guiding them through the learning programme. These beginning teachers get a camp experience, an opportunity to work with secondary students in a great setting, and to build their knowledge and skills in conservation and outdoor learning.

Kiwi Forever developed with the support of the Untouched World Foundation who had previously set up similar, conservation-themed programmes all over Aotearoa New Zealand. The programme is led by a unique combination of local iwi and secondary teachers, conservationists including the Department of Conservation, and the energy company Genesis

Energy, who provide a setting for learning about conservation and sustainability through a te ao Māori lens. The programme focuses on the worldviews of Ngāti Rangi, the local iwi, in relation to conservation of kiwi and whio/blue duck in the local forests, and the use of local waterways by Genesis Energy to generate electricity.

After the Programme, the beginning teachers return to the University to complete their studies and then enter the teaching workforce. The goals of the Kiwi Forever Programme have been described by Keith Wood, Ngāti Rangi kaumatua and programme leader as developing confidence and understanding of te ao Māori, engaging with it through experiential learning within the natural environment, developing skills as a teacher, and to foster a sustainability outlook. We were interested to know if the pre-service teachers felt that they were achieving these goals.

Background

There is much evidence to suggest that our planet and its inhabitants are under stress due to human activities. These stresses range from local pollution and biodiversity losses to species extinction, ecosystem collapse and climate change. It is clear, that today's young people and their children's children will bear the biggest burden of coping with and addressing these challenges. It is also clear that in Aotearoa New Zealand, many, if not all, of these challenges have been influenced by colonisation, and that decolonising approaches such as the revitalisation of te reo and a focus on learning from te ao Māori are important pathways to a more sustainable future.



Figure 1: Lake Rotokura, a sacred site for Ngāti Rangi and a key place of learning during the Kiwi Forever Programme

It makes sense then that our beginning teachers need opportunities to gain knowledge, attitudes and skills to help prepare our young people for this environmentally-stressed, decolonising world. Studies have shown that while beginning teachers generally acknowledge the importance of gaining those attributes, most feel under-prepared to engage with these issues with their students (Yates et al., 2018). Where opportunities have been provided, these teachers have indicated that gaining knowledge has been important, but insufficient if not accompanied by experiential components that enable emotional connections (Walshe & Tait, 2019). Teacher education activities that promote critical reflection which can challenge the teachers' underlying beliefs and assumptions have been argued to be particularly powerful (Birdsall, 2022). Equally, our beginning teachers need opportunities to develop culturally-responsive teaching practices in partnership with local

indigenous communities (Fickel et al, 2018). Engaging with local iwi and their te ao Māori lens enables a place-based approach for teachers to ground teaching and learning for their students. This can foster the kind of relational connections that see people and the environment as co-habitants (Penetito, 2009). With these ideas in mind, our research question was: What has been the impact of an iwi-based conservation programme on beginning teachers' future practice?

Research design

To explore our research question, we engaged in conversations with 14 stakeholders of the Kiwi Forever Programme through virtual semi-structured interviews. We interviewed 9 beginning teachers/mentors, all former students at the University of Waikato, who attended the Kiwi Forever Programme during their initial teacher education. We



Figure 2: The research team at Lake Rotokura – Dr Chris Eames, Janina Suppers, Leigh-ana Beard, and Keith Town

also interviewed 5 leaders involved in the Kiwi Forever Programme (Ngāti Rangi kaumatua, two conservationists, Genesis Energy representative, and a local high school teacher). During interviews we asked mentors and leaders about their experiences of the programme, the influence of te ao Māori, conservation and being a teacher, and how the programme impacted mentor teachers' future, particularly in terms of their teaching. Furthermore, we visited Lake Rotokura, an important taonga in the programme, with Matua Keith Wood to immerse ourselves in the kaupapa of the programme.

We transcribed, coded and analysed our interviews using thematic analysis (Braun &

Clarke, 2022) and the qualitative data software analysis programme NVivo to identify key themes on the impact of the Kiwi Forever Programme on the beginning teachers' future practice. Ethical approval for this research was gained from the University's ethics committee.

Findings

We identified three key themes: (1) Mentor teachers gained an enhanced appreciation of te ao Māori, (2) Mentor teachers increased their appreciation of the role of relationships in teaching, and (3) The Kiwi Forever Programme strengthened mentor teachers' confidence in engaging in environmental education.

Beginning teachers gained an enhanced appreciation of te ao Māori

Many of the beginning teachers we interviewed developed an increased personal understanding and appreciation for te ao Māori:

I learned a lot about te ao Māori. And it was – what, a week? Five days or something? And that (...) was more I'd learned in my entire life.

Isobelle, Mentor

The Kiwi Forever Programme appeared to encourage this learning and appreciation through a range of experiences. Both mentors and leaders mentioned the significance of the noho marae included in the programme. While 5 of the 9 beginning teachers we interviewed expressed an initial nervousness about staying at the marae, all expressed positive sentiments about the experience by the end of the programme:

(...) it was quite a formal experience, all of the welcoming on and speaking at the marae and knowing about the local... some of the kawa about using the marae, that space, the photographs on the wall and learning about the history of the people who are affiliated to the marae. And by speaking ourselves, we are able to sort of participate with that marae experience.

David, Mentor

A particularly powerful moment in the Kiwi Forever programme appeared to be a guided visit to Lake Rotokura and a Ruapehu stream which was mentioned by 5 beginning teachers and 2 leaders. During this visit, participants were asked to sit in silence for 10 minutes to form a connection with the nature around them. This appeared to help beginning teachers deepen their understanding of te ao Māori by experiencing belonging to and being of the land:

We did a sit up on Ruapehu by a mountain stream. And he [Matua Keith] just said, you know, just kind of sit next to the water and listen for like 10 minutes, or whatever. And I just remember thinking... ah... a theme for the whole week. But if you look at it from the Western viewpoint, this is a resource. I can calculate the flow rate, I could calculate the oxygen saturation, I could calculate all this stuff. But that idea that mentality leads you potentially and very easily to an exploitative, 'hey, let's make some hydro-thermal power out of this....whereas the Māori world view is, 'hey, this is actually a taonga, not a resource...we should just let it be because it's also home for animals and fishes [sic].

Max, Mentor

Being given clear explanations of tikanga was a further powerful tool, described by beginning teachers, that helped them to develop an understanding and appreciation of te ao Māori:

A lot of the karakia that they did, like before we went into the forest or when we got to the lake and all that sort of stuff... [Matua Keith] would do the karakia and then he would explain to us, like what he said and like what he's acknowledging. And, yeah, you just kind of feel very welcome in that, in that sense.

Samantha, Mentor

In addition to gaining an enhanced appreciation of te ao Māori, 5 out of the 9 beginning teachers we interviewed reported that they directly included teaching about te ao Māori in their classrooms following the programme. Beginning teachers mentioned including pepeha, karakia and purakau into their teaching practice. Some teachers also mentioned teaching units regarding te ao Māori. Of the remaining 4 beginning teachers, 3 teachers expressed circumstances outside of their control that limited their ability to

apply their learning about te ao Māori in their classrooms such as having to teach about international contexts in history or challenges with student interest:

We're trying to really integrate a lot of te ao Māori and mātauranga Māori into our programme, and just build their understanding of, of different connections to the land and, and why those connections exist, and what's the purpose of them and how that makes areas significant. Especially because we have a lot of Māori and Pacific students at the moment who... struggled to connect to their identity.
Aaron, Mentor

My practicum teacher let me choose any sport, like movement, that we could do. So, I chose... a sport that's like based in Māori. And yeah, just making sure I was using the basics of the kupu and try and get the students to understand the pūrakau of the sport, the game. It was, unfortunately, at a much more of a surface level than I would have liked because we just ran out of time, there was just so much going on. But having my own class, I definitely would have got a bit more deeper into the... we could have gone, like, atua.
Isobelle, Mentor

One of the key, sort of, takeaways from Kiwi Forever was te ao Māori is so much more than language... it really allowed me to help my department (because I'm the only Māori teacher here in IT) kind of say, well, how are we going to look at a te ao Māori worldview about IT, more than just throwing in token language items. Rose, Mentor

Beginning teachers increased their appreciation of the role of relationships in teaching

Most of the beginning teachers developed a deeper appreciation for the importance of strong professional relationships in teaching:

But knowing that, you know, having something to connect with the kids and also knowing that I am able to connect with kids in a way and how important that is. Cheryl, Mentor

Our findings suggest a range of aspects of the Kiwi Forever Programme that supported this appreciation of relationships. One aspect mentioned by beginning teachers was that they learned how to set boundaries which was described by mentors and leaders.

I think the main thing that they get out of the camp is that, and this is the key to teaching, is the development of relationships. And learning to set the boundaries between teacher-student relationships, and also developing rapport with students that they've never come across. Meredith, Leader

A piece of feedback that all of the student teachers got given at the end of it, because we all got given like a written report on what we've done, was, you know, your boundaries with the students were insufficient. All five of us got that piece of feedback. 'You needed to have more boundaries, you needed to keep more of yourself hidden from the students'.
Rose, Mentor

Beginning teachers learned about setting boundaries through their own experiences of managing a group of students but also through feedback on their practice from the programme leaders. Beginning teachers' appreciation of the significance of relationships in teaching

was also developed through their experience of helping students in challenging situations:

On placements, there were lots of times where students would be reluctant to try, either because they hadn't done it before or they weren't confident in themselves. And it really brought me back to camp and us. It was just great to be able to know that, 'Okay, sure, you feel like this way now. But if we just keep trying to do little things, make little improvements. Just keep working, basically. You eventually will come to the spot. Isabelle, Mentor

Beginning teachers also mentioned that the Kiwi Forever Programme helped them learn about and through activities that fostered relationships:

I think we came back and had some food and every night we finished with a discussion where everybody would be sitting around where the sleeping area [was] in the wharenuī and we were encouraged to speak and introduce ourselves, explain a bit about ourselves as well. David, Mentor

Finally, beginning teachers discussed that they experienced a welcoming and inclusive environment which appeared to help them gain an appreciation for the importance of this type of environment for learning:

Once the kids kind of felt safe to be themselves, they really thrived. Samantha, Mentor

The Kiwi Forever Programme strengthened mentor teachers' confidence in engaging in environmental education

Most of the beginning teachers gained confidence in engaging in environmental education and went on to teach this with their classes or in extra-curricular groups after the programme. Beginning teachers' confidence in this area has been particularly

strengthened through having emotionally impactful experiences during the Kiwi Forever Programme. Participants mentioned three such emotional experiences during the programme. Firstly, beginning teachers visited sacred Māori sites that have been affected by hydro production which appeared to challenge their previous conceptions:

One of them was learning about the dam and understanding what happens around hydroelectricity and around how hydro is not as sustainable as what some people think. And it was quite interesting to see some of the rivers and how the hydro has affected that. So that was quite a strong impression. Cheryl, Mentor

Secondly, beginning teachers described the moment kiwi and whio were released during the programme which raised emotional responses in them:

So we released the whio. But it was just awesome. Like, it was just so special. And so sort of pivotal, like, I can still remember like standing down in the river, like watching it kind of unfold. Just yeah, it was such a nice moment. Aaron, Mentor

Finally, beginning teachers described discussions and debates as key moments for developing environmental awareness. These debates were particularly impactful because they experienced the passion of programme leaders during their korero:

Genesis spoke, the iwi spoke, DOC spoke, and it was all this balance of perspectives. And they had the students' debate...one of the kids that there had lost several dogs to 1080. So, he understood that there was the perspective of, it's an important tool when we deal with conservation, especially with kiwi conservation, but at the same time, he had that personal hurt that had really affected him. Rose, Mentor

In addition to these emotional experiences, beginning teachers appeared to benefit from the opportunity for hands-on experiences:

Mostly getting involved. So, spending time in the ngahere and near te awa was, like, the basis of it all. So, actually being present. And then, yeah, just understanding how we can impact those resources. Isobelle, Mentor

I think being able to do something that's actually practical and you see can work is quite powerful. John, Mentor

Overall, all 9 interviewed beginning teachers expressed a strong interest in teaching conservation practices in their classroom while 8 beginning teachers had already engaged in direct environmental education in their teaching. This teaching included delivering units about environmental education, leading environmental groups at their schools and arranging EOTC excursions.

- Being given responsibility to mentor secondary school students under the supervision of leaders and being given feedback about their practice
- Inclusive and welcoming environment
- Explicit teaching about tikanga and conservation
- Emotional experiences e.g. kiwi and whio release
- Practical hands-on activities

Overall, we recommend that place-based programmes which actively involve iwi and other partners should continue to be offered to pre-service teachers. We recommend future research to understand the impact of the Kiwi Forever Programme on the secondary students who attend the programme as participants.

Implications

The Kiwi Forever Programme has had a range of positive impacts on beginning teachers' practice, including an increased appreciation of te ao Māori, strengthened confidence in providing environmental education, and an increasing appreciation of the significance of relationships in their teaching practice. Our findings suggest that beginning teachers' appreciation and confidence in teaching and particularly teaching about te ao Māori and environmental education which they have developed during the programme, has also translated into their teaching practice. Aspects of the Kiwi Forever Programme that have been significant to achieve this impact include:

- Being immersed in te ao Māori e.g. noho marae
- Creating powerful moments e.g. silence at stream to experience belonging to the land

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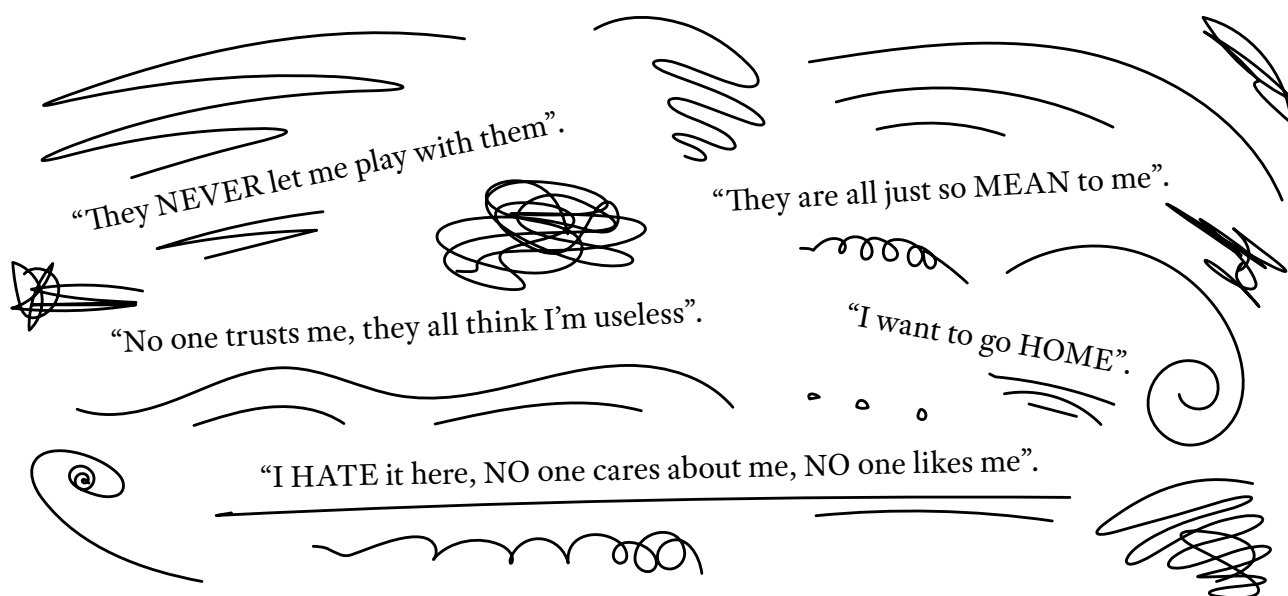
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About the Authors

Associate Professor Chris Eames and Dr Janina Suppers are teacher educators at Te Whare Wānanga o Waikato, University of Waikato, specialising in sustainability education and social sciences education respectively. Leigh-ana Beard has just completed her Bachelor of Teaching and is now teaching at Ruapehu.

Conflict and big feelings: Navigating the challenges of big feelings and conflict amongst children using Non Violent Communication (NVC) *Katie and Gareth Oliver*

The big emotions of children and conflict in outdoor learning sessions can lead to feelings of frustration and helplessness for educators, facilitators and parents.



Yet, being in nature can offer the perfect environment, time and space that is so needed to take these unpleasant moments and turn them into opportunities to help develop a child’s interpersonal skills and resilience. With it being widely reported and known that the emotional and mental wellbeing of young people is on the decline (<https://mentalhealth.org.nz>) emotional resilience is becoming ever more important. Resilience is not shutting up, being quiet, not complaining, stopping the tears quickly, getting on with things or being able to laugh about the situation. Resilience and emotional intelligence are grown through being able to express emotions, *all emotions*, both pleasant and unpleasant. And to be able to recognize, one’s own and other’s needs.

My question is:

“How comfortable are you at guiding a child through difficult situations so they feel empowered and understood?”

Life is full of challenges and let's face it, most challenges and incidences that occur out in the field, out adventuring, in the workplace or in-session have to do with another person/s. In our view, it is the adults' role to up-skill themselves in navigating these challenging situations, so we can best prepare our children with important interpersonal skills such as conflict resolution, communication, empathy, leadership, adaptability, social etiquette and assertiveness. All of these are essential skills that will serve them through all areas of life at home and work.

In this article, we will dive into how to navigate these conflicts and big emotions with more understanding so that as facilitators we can guide younger people more confidently. I will begin by bringing attention to three automatic responses to challenging scenarios and outline the possible negative long term consequences of these. You will then be guided through, a method of how to respond to big emotions and conflict using the four components of Non Violent Communication (NVC). Non-Violent Communication (Rosenberg, 2015) is a way of communicating with others that deepens connection and understanding of self and another because it allows our natural compassion to flourish. Marshall Rosenberg, a psychologist, was the creator of NVC which guides us to "express ourselves with honesty and clarity, while simultaneously paying others a respectful and empathic attention" (Rosenberg, 2015. p.3).

What not to say/do:

Although we may be caring in our intention, approach and tone, we can bring awareness to our habitual and automatic reactions and their possible consequences. I wonder if you regularly lean on any of the following strategies?

1. Do you tend to resolve the problem?

Let's imagine a child comes to you and they are really sad and upset that no matter how hard they have tried, no one will offer up their shovel for the child to use. They are now clearly distressed and express that they wish to go home. A common approach would be for an adult to solve the situation, by suggesting or instructing that another child gives the upset child a turn with the shovel. By doing this we are perpetuating two victims in this situation and creating a possible belief that they are powerless to get what they want. We are also simply diving in to resolve someone's tension, (mainly ours, because we don't like seeing others sad and want to fix this as quickly as possible). This disempowering strategy also contributes to the reliance on adults or people in authority, to resolve or control the situation for them. These are not helpful learnt behaviours for our adult lives.



A long time waiting for a shovel

2. *Do you use distraction?*

In this situation, a child's frustration is getting louder and louder and more erratic, because the bow and arrow that he has made, is not firing the way that he imagined it would. The moaning, whingeing, and throwing things around are hard to watch. An automatic response may be to take them away from the situation, make the task easier, or distract the child with another task or even with food. By removing or distracting the child we are not only robbing them of the persistence to keep trying in the face of adversity but also the feeling of satisfaction, pride, and fulfilment that comes once they have succeeded. By taking action on their behalf the child's sense of capability can be stripped from them, eroding their self-esteem. If this is a repeated strategy it could also create an unhealthy relationship between unexpressed emotions and comfort eating/ distraction. I'm sure most of us can relate to diving into the cupboard at the end of a long hard day for the chips, sweets, or a rosy glass of wine. Or perhaps distracting ourselves through screens, being a workaholic or constantly being busy.

3. *Do you redirect them to the positive?*

A girl expresses desperate statements that aren't true like "NO one cares about me, NO-one likes me, they are all just so MEAN to me". She is visibly upset and shaken because she has been left out of play by a group of boys and told to "GO AWAY". We may default to making light of the situation or pointing out the positive. "Take no notice. They are just silly boys that do stupid things sometimes". "It's not true that no one likes you, you have lots of friends that like you here". Both joking and denying them their experience is shutting their emotions down, and reduces trust in their relationship with you and trust within themselves.

Although the above responses can work, what we don't realise is that the child may now be shut down. It confirms to them that they are not heard nor understood. Their feelings are then repressed and most likely come out in another moment where they feel emotionally safer to express, probably at home and may look like:

- Fighting with a sibling.
- A meltdown over how the sandwich was cut.
- Diving straight onto the computer games as soon as they get home without talking.
- Raiding the cupboards for sugary food.
- The four components of NVC

If feelings remain unexpressed over time they may present themselves as illness or pain.

The following are four components to support reaching a satisfactory resolution or support towards a child with big emotions.

1. *Observe without judgement/evaluation* *"I notice...."*

During a situation, observe what others are saying or doing, without adding in any positive or negative judgments. For example: Instead of saying "Great job for giving it another try" or "There's no need to make such a fuss" you could say with neutrality "I am noticing that you are getting very frustrated whenever the arrow is fired and it goes a short distance".

2. *Identify the feelings "I'm guessing..."*

We can help children find the words to describe how they are feeling. I like to start with "I'm guessing that you are feeling..." because this is a gentle I-statement that invites the child to either agree or express themselves more truthfully. For example: "I'm guessing that you are feeling sad and lonely when the other children don't let you play with them? Can I also guess that you felt *dejected* and perhaps *embarrassed* when they said "Go away! Girls suck!"?

3. *Identify the needs “I’m wondering...”*

It is now time to connect the child to what it is that they are **NEEDING** at that moment but not focusing on what they **DON’T** want. So instead of saying “So you don’t want to be left out?” Rephrase to what she does want to happen. For example: “I’m wondering if you have a **NEED** to belong to the group and have *fun*?” I’m wondering if you also **NEED** to be *included* and spoken to *respectfully*?”.

4. *Make a request “Are you willing...”*

Once feelings have been empathised with and needs identified, only then can you move to the problem solving stage or have enough clarity to make a request. Again, this may need role modelling for the child at first, remembering to focus on what they **DO** want rather than what they don’t want. For example: “*Are you willing* to give me the shovel when you have finished?” “Could you tell me when that will be?”

Action steps

When we can see through a child’s behaviour and words to understand that there are unexpressed emotions and unmet needs, we will not see children’s behaviour and emotions as something that has to be managed, controlled and changed. Rather, we will see them and ourselves in our humanness and will grow our capacity to support them with empathy and compassion. The invitation is that during your teaching and/or parenting you become aware of when you respond by fixing, distracting, offering food, joking, and redirecting to the positive. Perhaps you will also gain insight into your coping mechanisms. Begin to role model empowering communication by;

- **Notice** and **narrate** what you hear and see, like a video camera.
- Identify the feelings and if they need help, take a **guess**.
- Recognise their needs in the moment.
- Request what they **DO** want, not what they don’t!

This will develop true resilience which as Stone and Rose, (2022) describe, and should not look like “a forced hard toughness, like a nut in a hard shell” but instead more like “bamboo, pushed over by a big storm, springing back up to its true and flexible strength” (p.11). Shifting a child from their unpleasant emotions into happiness is **NOT** the objective. The objective of our support and guidance is to truly listen and hear, so the children become flexible, strong and resilient.

About the authors

Katie and Gareth Oliver are Co-creators of True in Nature, in Southland, New Zealand, offering learning in Nature opportunities for children and families. Gareth specialises in outdoor education and running Duke of Edinburgh for homeschooled families and Katie specialises in communication and healthy emotional development. She also works with families as a parent mentor and delivers online training. Katie Oliver 1st class BA HONS in Physical Education; BTSM.

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Use of the outdoors in the unrelenting pursuit to enhance our Hauora. *Dr Tracey-Lee Dalton*

Introduction

In this fast-paced changing world education must be responsive and forward-focused. It is too easy to falter by focusing on the barriers rather than exploring the opportunities. Kauri Flats Primary School (opened in 2017 amid high-density housing in Takanini, Auckland) is forward-focused, with a 'can do' attitude that explores opportunities. This was recognised at the 2023 Recreation Aotearoa Awards where Kauri Flats School working with Healthy Active Learning at CLM Community Sport received a Merit Award for 'Outstanding Community Recreation Programme: Unrelenting Pursuit to Enhance our Hauora.'

Vision

The vision was simple, to enhance the Hauora – Wellbeing of the Tamariki in a real way throughout the school using the outdoors as the medium. Principal Matt Williams and Deputy Principal (DP) Ezra Feau say they noticed a significant increase in student needs around wellbeing with evidence of Tamariki being risk adverse. Urbanisation with a lack of green spaces in homes together with the impact of COVID provided the catalyst for Kauri Flats to prioritise hauora across the school to meet the needs of students.

"We found kids ... had no skills. Nothing. They were afraid to walk around and jump on things. Just that lack of risk-taking started appearing... not wanting to leave their comfort zone. We felt like that was our duty to make sure we provide as many opportunities to our kids to learn and to develop their holistic wellbeing."

DP Ezra Feau

In a day and age in which Hauora/Wellbeing has grown in importance as is evident by the extensive media coverage, Kauri Flats has adopted an innovative 'can do' attitude that

makes supporting Hauora an everyday reality. The philosophy of Kauri Flats according to the principal is "Just do – make it happen."

Action

Kauri Flats worked collaboratively with the Healthy Active Learning advisor Dr Tracey-Lee Dalton, utilising her doctorate expertise in the area of wellbeing, (Dalton, 2019) to co-develop a localised Hauora curriculum that is integrated into core curriculum activities and is constantly evolving. The school adopted the philosophy of experiential learning in the outdoors and outdoor play to enhance hauora. They named their approach the Hauora Curriculum where play is an integral part of learning and teaching. Loose parts and mucky play experience in outdoor mud kitchens are used to develop creativity and spontaneity. Learning through play and movement is an engaging way to deliver the core subjects while developing foundation skills for formal learning including balance, and gross and fine motor skills.

Classes use resources outside to learn new skills such as rope making with harakeke to teach values such as respect by following the correct protocols before harvesting and resilience by persisting with the task and learning through trial and error to produce a rope. Learning experiences involve weaving and firelighting to connect learners with nature. Outdoor learning experiences can enhance the child's ownership of their holistic well-being through the personal connection with nature that allows them to create and explore. The Hauora curriculum helps foster independence, and develop initiative and lifelong skills.

Communication is key to reaching a shared understanding of hauora across the school, utilising the outdoors as an essential medium.

“The Board knew what was going on – videos, pictures that came through, speaking with the kids, speaking with the staff”. Principal Matt Williams.

The key is sharing “little and often,” DP Ezra confirms, to keep everyone in the loop. One communication tool is the student management system ‘HERO’ which captures ongoing student voice in real-time. In HERO, four hashtags relate to the pillars of hauora using Durie’s (1984) *Te Whare Tapa Whā* health and wellbeing model (taha hinengaro – mental health and emotions; taha wairua – spiritual health, taha tinana – physical health, and taha whānau – social), which ākonga and kaiako tag to posts. These can then be responded to by the teaching community and whānau.

“That is then transferred to our board at our meetings so we can be like ‘...oh yeah, you can see in this class we’ve got 16 posts that relate to te taha wairua’ and so the next few weeks they’ll be focused on te taha tinana,” DP Ezra Feau

Whānau has also been a central part of the development of the Hauora Curriculum. Given the large number of English as Second Language (ESOL) students at Kauri Flats – having effective communication is vital and a real effort is made to ensure that this is an inclusive voice with separate cultural hui, including cultural games so families can have fun together. Feedback is also sought in-person and online to engage and ensure that everyone has a voice. HERO is an essential part of this communication. Wider school community input is evident by the participation in whānau events such as school camps (hosted at school and other venues offsite) and Hauora whānau have-a-go day. The systematic alignment of the Hauora Curriculum throughout the school makes the hauora focus a living reality in Kauri Flats. Effective communication and

alignment of the overall Hauora Curriculum to Kauri Flats School’s strategic plan ensures that everyone has a shared understanding and is on the Hauora journey together. The essential connection to nature through the outdoors was imperative to enhance Hauora, the question was how?



Overcoming Barriers

The barriers to....? were huge, starting with limited outdoor space as Kauri Flats was still under construction. Therefore, for 500 students the only green space was less than the size of a rugby field, which for much of the year was flooded. In addition, the school had a car park, paved areas, and ornamental gardens, with one small playground and overcrowded courts. However, the greatest asset the school had was a desire to get their students active in the outdoors despite the barriers, so the possibilities of their cramped campus were explored. Such a positive mindset allowed for innovative outdoor activity.

Ornamental narrow gardens were transformed into interactive wilderness trails complete with insect hotels, made possible through the assistance of Youth Search and

Rescue (YSAR) and Healthy Active Learning volunteers working on a weekend side by side with school staff. Shovels, chainsaws and wheelbarrows were used to create accessible outdoor spaces and repurpose underutilised school spaces. Despite Principal Matt Williams having a broken hand, he still contributed by cooking the BBQ and providing sustenance to the 50 volunteers, plus staff. The muddy troublesome area of the school had wooden outside kitchens installed and was reborn as a designated mud kitchen becoming a place of destination by choice rather than an eyesore and problem area.

Gravel paths provided accessibility to previously underutilised spaces. Vegetable and sensory gardens took shape, complete with colourful scarecrows. The following week the reward of the mahi was evident as previous dead spaces of the school came alive when tamariki took delight in creating mud pies, smelling the rosemary, and balancing on logs and half rounds as they explored the wilderness garden trails, and observed the residents in the insect hotel. The pressure was relieved on the overcrowded playground as the tamariki explored the new accessible outdoor spaces that had been created.

Other areas of the school have been repurposed with creative thinking. The use of cones allows the carpark to be blocked off and utilised for bikes, scooters, and skateboards. Each week students look forward to Wacky Wednesday Wheels Day. Pallets from the construction site are upcycled enabling the teaching of woodwork skills to become deck furniture, while other offcuts were made into bag storage areas.

The barrier of finance was overcome with the assistance of Tū Manawa Active Aotearoa funding from CLM Community Sport which has enabled outdoor spaces to be maximised for play and recreation. Stark concrete areas were upgraded into interactive play spaces, using colourfully painted markings to create games. Students enjoy physical activity, playing games and socially interacting. Outdoor fitness

apparatus has been installed in tiny spaces to offer students physical challenges while utilising every available space. Portable games are used outdoors to enable student play, cornhole, skittles and giant Jenga. In addition, each classroom has a kete of resources to enable learning through movement outdoors. Kauri Flats assisted by Healthy Active Learning professionals and Tū Manawa funding has also enabled tamariki to explore outdoor opportunities beyond the school, such as tree-top adventures and orienteering. Even the barrier of COVID was overcome as the students experienced socially distanced sailing and biking.

Outcomes

Kauri Flats, having made the outdoors accessible, has made the use of outdoor elements sustainable so that the changes will not be a passing fad, but instead continue to be utilised throughout the years as an integral part



of the delivery of the Hauora curriculum.

“Our Hauora sits in everything we do. It’s part of our strategic plan. Our annual plan, our strategic goals, everything. It’s the embodiment of the school,” Principal Matt Williams

The result of this outdoor connection to strengthen hauora is that Kauri Flats is a thriving growing school with attendance defying the national norm as tamariki want to come to school.

“If they’ve got a learning programme that they want to come to school for, they are going to come to school,” Principal Matt Williams

In the Kauri Flats learning community, authentic and personalised opportunities for tamariki to dive into daily challenges are provided that stretch and strengthen the four disciplines of their Hauora curriculum. An abundance of evidence shows that this is achieved through student voice, student writing, and student actions. It is seen daily by the smiles and willingness of tamariki to come to school and communicated through HERO. Kauri Flats is alive with movement, students actively engaged in play and recreation throughout the day, including at break times - enhancing student wellbeing that is reflected in fewer behavioural incidents.

“I think when you have a healthier child – they want to be at school. They love being at school and they realise ‘oh I’m not just here for my writing, and reading, and math. I’m here for everything’. That’s the type of environment we are trying to create here.” Principal Matt Williams

Kauri Flats wants to connect children to the world outside their physical four walls to enhance their four pillars of hauora and by doing so has attracted increasing student numbers. School leadership attributes a key contributing factor to this achievement is the utilisation of the outdoors throughout the localised Hauora Curriculum.

Conclusion

At Kauri Flats barriers are seen as potential opportunities to explore innovative ideas; a building site and dead zones of the school were utilised to create recreational and play spaces for all. The school remains forward focused always exploring new ways to utilise the outdoors for teaching and learning. Using their ‘can do’ attitude Kauri Flats is currently looking at marking up vertical walls to create more court area and exploring the use of



the waterway on the school’s perimeter as another outdoor teaching space. The school communicates and makes connections with wider community organisations (such as Youth Search and Rescue (YSAR), Maraetai Sailing Club, and Counties Manukau Orienteering) to assist on the hauora journey. All are united by a common cause to enable young people to recreate, play and learn through outdoor experience. The school walks the talk, it is committed to enhancing Hauora in its strategic plan and through the innovative integrated Hauora Curriculum, Kauri Flats commits to Hauora in action each school day. With the “Just do” approach, Kauri Flats makes it happen. The very title of the initiative sums up Kauri Flats, “Unrelenting pursuit to enhance our Hauora” – designed to be relentless, the school will not give up but persevere, as hauora is not a destination but a journey.

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About the Author

Tracey-Lee enjoys active recreation in the outdoors, sharing this joy with her husband and children. She is passionate about education, wellbeing/hauora and actively empowering life-long learners by connecting with nature. During her career, she has worked in New Zealand and abroad across the different sectors of education. After completing a doctorate, she became a Healthy Active Learning Advisor.



Developing a fatality prevention mindset

Associate Professor Mike Brown

Introduction

Since 2000 there have been 22 fatalities in outdoor settings involving school students/staff in Aotearoa New Zealand. The vast majority of teachers or outdoor educators will never encounter a fatality so cannot rely on personal experience to understand how fatalities might be prevented. When a death occurs it is often assumed that it was due to a freak accident. This is a natural assumption given the sector has operated under various risk management regimes for decades. However, a detailed analysis by Andrew Brookes reveals that “few OE deaths prove to be caused by misfortune alone. Most involve failures to learn from the past” (Brookes, 2018, p. 1). To learn from the past we can review reports of previous fatalities; by doing so we may avoid the situation where newer educators repeat old behaviours (Brookes, 2011). The purpose of this paper is to highlight the importance of developing a Fatality Prevention Mindset.

Above: Evidence highlights the need for extra vigilance around water-based activities

What is a Fatality Prevention Mindset?

A Fatality Prevention Mindset requires us to understand that while a fatality might be considered rare, it is of such a magnitude that the need to develop expertise in prevention becomes a non-negotiable. Fatality Prevention requires educators to distinguish between situations where a poor decision could be relatively inconsequential and those in which it could be deadly. Developing a Fatality Prevention Mindset requires familiarisation with the events that led to previous fatal incidents with the view to building expertise as to the cause(s).

Prevention does not require fore-knowledge of exactly when and where a tragedy will occur – it is sufficient to know under what conditions fatal incidents could occur, in order to deploy precautions just in case. (Brookes, 2018, p. 11)

When developing a Fatality Prevention Mindset it is helpful to avoid judging an individual based on what they could or should have done in the past. Instead, prevention is better served by considering what *any* individual could do in a similar situation and how they can be equipped, in the broadest sense, to take appropriate action (Brookes, 2018).

The Prevention Perspective

Fatality Prevention is firmly focused on the most immediate causes of an incident - those which an informed person can act upon to prevent future occurrences. It does not seek to go down the 'rabbit hole' of identifying every possible cause and then looking for the sequence of events that influenced or surrounded that cause (ad infinitum). Put simply, it looks for the 'but for' or 'what if' line of questioning.

The Three Foundations of Fatality Prevention

The following points are drawn from Andrew Brookes' extensive research in this area.

1. There must be strict aversion to fatal incidents. This means consistently making Fatality Prevention the overriding priority. As Brookes(2018) has noted,

As in almost any industry or community sector, production pressure and financial constraints are in constant tension with fatality prevention. Fatality prevention can require programs to be modified,

delayed, or cancelled. It occupies staff time and effort in ways that do not contribute to the primary goals of the organisation. It requires constant, active attention, because if precautions are neglected usually nothing happens. A bell doesn't ring, at least not until and unless tragedy ensues. (p.226)

2. There has to be a competent decision maker who understands local hazards, observes conditions, and can take action. Deaths have occurred because leaders were unaware of a potentially deadly circumstance or hazard. Incidents occur in specific places with unique features. Knowledge of specific places must be gained from direct experience and sources such as maps, forecasts, weather/flood records, and local knowledge holders. The importance of place-specific knowledge, gained from experiences in a variety of seasonal conditions, is often underappreciated in outdoor education. The importance of place knowledge, from both a safety and pedagogical perspective, has been well articulated (Brookes, 2018; Wattchow & Brown, 2011). Place-responsive outdoor

education, rooted in familiarisation visits, encourages active consideration of potential sites of fatal incidents. Unfortunately, staff lacking local knowledge and experience figure repeatedly in fatal accident cases (Brookes, 2018). As Brookes (2018) has pointed out,

The most common systematic problem in the OE field by far; based on fatality cases, is a tendency for organisations to deploy staff with insufficient expertise, and to over-rely on procedures, rules, and written guidance. (p.26)

3. Key individuals must have knowledge of past fatal incidents. Deaths have occurred because those responsible for programme design and delivery failed to envisage what could go wrong or how the situation was developing here and now. Those responsible for others in the outdoors must be familiar with past cases, discuss incidents, and put the learning from past tragedies into action. All participants in the delivery, management, and governance of outdoor education need to take responsibility for ensuring that a Fatality Prevention Mindset permeates their organisation. This is referred to as 'defence in depth' (Brookes, 2021). While the school Principal or Board Chair may not have familiarity with individual incidents they should understand the absolute importance of Fatality Prevention and have policies in place that enable operational staff to gain Fatality Prevention skills.

How does Fatality Prevention differ from Risk Management?

Risk Management and Fatality Prevention are not the same thing. Risk Management attempts to identify and imagine all risks

that might be encountered (e.g., equipment loss, damage to an organisation's reputation). Fatality Prevention uses case studies, to learn from previous incidents, with a specific focus on preventing death. A Fatality Prevention approach does not negate the need for risk management policies and processes – however, it acknowledges that these are insufficient to prevent a death. A strict aversion to fatality approach requires that risk management processes are complemented with a thorough understanding of the causes of previous fatalities in outdoor education to ensure that mistakes are not repeated.

Case-based learning and the development of expertise

Fatality prevention has a specific focus on using case studies to identify specific circumstances that have led to deaths. It is about developing the knowledge to recognise patterns of events/ circumstances that contribute to expertise in decision making. Workshops draw on Coroner, Worksafe, and Maritime NZ reports.

Case-based Fatality Prevention does not require that every uncertainty or possible oversight is identified - only those which are 'but for' and can lead to deadly outcomes. The more cases that are studied the more you will develop a recognition of patterns. Being familiar with previous cases will help you to develop, "expert intuition that recognises when, where, and how to intervene. Cases point to how to prevent deaths in the outdoors, and also provide insights into how individuals or organisations can fail" (Brookes, 2018, p. 2). Case-based learning can take time and effort but is required if we are seeking to develop expert intuition.

Concluding thoughts

Following a death on an outdoor trip schools and parents may understandably ask, “How can I know that my child/student will come back alive?” The research helps us to respond: “Your child/student will be supervised by a competent leader who is fatality averse, who understands the causes of past fatalities, and who knows the programme and specifics of the location well enough to apply that understanding” (paraphrase of Brookes, 2021).

Analysis of previous fatal incidents reveals that almost all “freak accidents” are preventable. Most outdoor educators, schools, or providers will not encounter a fatal incident but let us not confuse probability with possibility. Adopting a Fatality Prevention Mindset allows us to learn from the loss, pain, and anguish of others to avoid playing out an old script. If we wish to continue running quality outdoor programmes with young people we need to ‘shift the dial’ and take on board lessons from the past. Failure to do so risks another preventable death. Engaging with case studies aligns with outdoor education’s strong advocacy of ‘reflection on experience’ as a valuable way of learning – we can walk confidently into the future if we look to the past for guidance.

Further information. If you are interested in hosting or attending a Fatality Prevention Workshop please contact Jo Hayes at EONZ (admin@eonz.org.nz).

About the author

Mike is an Associate Professor of Outdoor Learning at AUT and has written extensively on teaching and learning in outdoor education.

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A group of people, seen from behind, are hiking along a path through a lush, dense forest. The forest is filled with tall, slender trees and large, vibrant green ferns. Sunlight filters through the canopy, creating a dappled light effect. The hikers are wearing backpacks and casual outdoor gear, suggesting a guided walk or hike.

Sanctuary Mountain® Maungatautari

Phil Margetts

Sharing the mauri and the mana of the maunga - is what Sanctuary Mountain Maungatautari has been doing since 2001, when the Maungatautari Ecological Island Trust (MEIT) was formed. This coming together of landowners, local iwi and community had the aim of restoring and protecting the precious forest ecosystem covering Maungatautari a 797m mountain that is about 30km east of Te Awamutu and south of Cambridge. In 2007 the last known mammalian predator was removed within the 47km of fence line that protects 3,400 hectares of forest. Since then, precious taonga species such as kiwi, takahē, kōkako, hihi, tīeke, kākā, giant wētā and tuatara have been reintroduced.

One way the MEIT shares the mauri and mana of the maunga is through our Education Programme. This has gone from strength to strength and has benefitted hugely from the completion of the Manu Korokii Profile Group Education Centre in 2023. The facility consists of a spacious classroom, just outside the fenceline, that allows us to host up to 60 students at any time. Using this beautiful space, students gain a deeper understanding of conservation in Aotearoa before heading out for a hīkoi in the ngahere (or staying dry and warm inside and learning some authentic conservation skills should the weather be less favourable). Visiting us on the maunga is a chance for students to experience a mature and intact conifer/broadleaf forest. This functioning

Opposite: Students strolling through
Te Tūi a Tāne (photo credit Blake NZ).

ecosystem is as close to the pre-human New Zealand environment as it's possible to find. It's also an example of what the future holds if **Predator Free 2050** is successful.

Our programme can be co-constructed with educators to meet the needs of any class. Whether it's the students' first experience hiking in an ancient forest or a chance to collect data for a specific research project or NCEA standard. We have a plethora of links to the science curriculum but have also worked towards achievement objectives in the areas of social sciences, health and physical education and geography. Many local students whakapapa to the maunga and visiting with their class is a great way to make whakapapa connections. For all students, a trip is a chance to hear the local stories of the maunga and gain an understanding of its history and importance for mana whenua and the local area. When students head out into Te Tūi a Tāne (the largest of our three enclosures which translates as 'the weaving together of all things under the realm of Tāne') they can see giant rimu and pukatea while kākā can sometimes be seen swooping overhead and pītoitoi/North Island robins follow the students looking for bugs on the track. The students can then have a rest in The Clearing, where we often see numerous birds, before heading up the 16m tall tower to get a view from within the canopy layer of the forest.

Our education team has enjoyed hosting local and international students ranging from five-year-olds to college students. Teachers who have visited us recently have shared their reflections on their class experience with us:

The educators were great at reading the room and including the students in what was being shared. Having attended three of the sessions, I saw that things were adapted to the group. The interactive nature and being able to touch furs

engaged a lot of the group. It was able to stimulate good questions from students. The balance between in class and on the walk was great. Even in the session where we could not do the walk, both educators being able to adapt on the spot was engaging for the students.

Our Tamariki had time to process information, we were welcomed in and given a hands-on experience. Anything that could not be answered was later brought back and answered in a better context.

At Sanctuary Mountain[®] Maungatautari we aim to ensure all students leave us inspired to look after and learn more about our unique plant and animal species, whether that be in their backyard, at school, in their communities or as part of future studies and careers in conservation. For schools who cannot viably visit us in person, we also offer virtual sessions where our educators will join your class via your preferred digital platform.

Please Note:

If you'd like to find out more about Sanctuary Mountain[®] Maungatautari you can get in touch by emailing education@maungatrust.org.nz or visit our website <https://www.sanctuarymountain.co.nz/home>

About the author

Phil Margetts is the Education Team Leader at Sanctuary Mountain Maungatautari. After completing a degree in Zoology in Nottingham, England he found himself teaching in a Primary School. After moving to Aotearoa and getting another decade of teaching experience under his belt, he made the shift to work in an area that reflects his passion for conservation and the environment.

Research News

Check out some of the latest cutting-edge research and news from the **Journal of Adventure Education and Outdoor Learning**.



The Impact of Artificial Intelligence on Adventure Education and Outdoor Learning: International Perspectives

North et al, 2023, various countries.

This paper collects insights from experts in 10 countries about the influence of artificial intelligence on outdoor and adventure education. It showcases a variety of responses to the challenges and promises of AI. The goal is to inspire educators and practitioners to thoughtfully harness AI's potential in their field. [Link here](#)



From McDonaldization to Place-based Experience: Revitalizing Outdoor Education in Ireland

John Pierce and John Telford, 2023, Ireland.

Outdoor education in Ireland often lacks a deep connection to the cultural significance of its locations, leaning more towards a standardised ("McDonaldized") experience than a place-based one. This paper delves into the historical and cultural relationships with the land and how the modern perception of place affects outdoor education. The authors advocate for a teaching approach that recognises the educational value of places, believing it can enrich learning experiences. [Link here](#)



'Who am I?': Professional Identity in Mature Outdoor Professionals

Peter White and Matthew Groves, 2023, Scotland.

This study delves into the professional identities of 13 experienced outdoor professionals using semi-structured interviews and grounded theory. The findings reveal that these professionals craft their own identities with shared traits of their perception of an outdoor professional, suggesting that these identities form through a process of doing, watching, and belonging. [Link here.](#)



Energy Balance During Outdoor Education Winter Training: A Pilot Study

Thomas Birkedal Stenqvist and Geir Øvrevik 2023, Norway.

This study examined the energy intake and expenditure of 20 university students during a 24-hour winter mountain course in Norway. Despite being educated on energy needs beforehand, students experienced a significant energy deficit, which could increase the risk of exhaustion and injury, and potentially hinder learning due to challenging conditions and sustained stress. [Link here.](#)



Digital Technology and Environmental Pedagogies in Tertiary Outdoor Education: Linking Digital Spaces to More-than-human Places

Scott Jukes & Johnathan Lynch, 2023, Australia.

This paper explores the evolving relationship between digital technologies and outdoor and environmental education (OEE), moving from viewing technology as a hindrance or tool to seeing it as deeply entwined with society and OEE experiences. The authors argue that new materialism, a theory recognising this entanglement, can be beneficial for understanding and integrating technology in OEE, and share examples to illustrate this approach. [Link here](#)

Coming up in 2024

We have a special issue coming out on [Digital Technology and Networked Spaces](#) so watch this space for the next issue. Thinking of publishing an article in 2024? [Check out the link here](#) and stay in touch with us for all the latest research in Adventure Education and Outdoor Learning.

Written by David Hills on behalf of the JAOEL editorial team, Pat Maher, Barbara Humberstone, Chris North and Jelena Farkic. The Journal of Adventure Education & Outdoor Learning is an official publication of the [Institute for Outdoor Learning](#) and has a 25-member editorial board from 12 different countries. The main purpose of the journal is to provide a central point and place of reference for the publication and dissemination of research and scholarship on adventure and the outdoors as media for learning as well as recreation. Countries are listed by the primary affiliation of the first author.

Support for Educators: Resources, Providers and PLD

Becky McCormack and Sophie Hoskins

We're here to help you access relevant and effective resources, support and professional learning opportunities. Both EONZ and NZAEE receive funding through the Networks of Expertise initiative, with a focus on peer-to-peer delivery to build capability and support kaiako throughout Aotearoa.

In this section we outline and provide links to the support available from our organisations and highlight some recommended resources to read, watch and listen to.

New Zealand Association for Environmental Education

Visit our website www.nzaee.org.nz to find resources and support for teaching environmental and sustainability education including:

— Resource Catalogue

Find teaching resources for all levels, across a range of learning contexts, with a focus on environmental and sustainability teaching and learning in Aotearoa. You can search using keywords, or use the filters for education level, context and region.

— Professional Learning resources

Access research, articles, webinars, books and guides to support your personal and professional learning. These are updated regularly and include collections related to current issues or priorities, such as local curriculum and climate education.

— Providers Database

With over 300 listings for organisations, programmes and groups around Aotearoa, you can filter by location and learning context to find support near you.

— Spotlights: Stories and Curated Collections

We also share inspiring stories and highlight providers and resources related to seasonal events and other relevant themes.

— Events

We have a dedicated space to promote events that are relevant for educators, including online and in person opportunities. Please get in touch if you would like us to share your event (contact@nzaee.org.nz)

To stay in the loop about new content and upcoming webinars or networking events, you can sign up to our newsletter through our website or follow us on Facebook:

<https://www.facebook.com/NZAssociationforEnvironmentalEducation>

Education Outdoors New Zealand

EONZ Website

On the EONZ website, you can access a range of wonderful resources including:

EOTC templates and tool kits; gender equity in the outdoors; materials to support revisioning school camps; video interviews sharing good practice stories; EOTC research; Te Ao Māori; Unit Standard assessment materials; and much more.

Visit <https://eonz.org.nz/> to sign up for Professional Learning Development (PLD), access resources and find details of how EONZ can support you with all things relating to education outside the classroom.

We offer a range of Professional Learning Development (PLD) opportunities including:

— Revisioning School Camps and DIY camping

Our popular 'Revisioning school camps' (RSC) and 'DIY camping' DIY PLD have now been rolled into one PLD package. During the RSC workshop you will learn about four important concepts that will help your school to develop localised, place-responsive, and student-centred school camps. The DIY workshop brings the ideas shared in the first workshop to life.

— EOTC and Effective Safety Management Systems

The PLD supports school staff to understand and implement good practice processes in EOTC and to embed the processes in programmes and school-wide safety systems.

— Mātauranga Māori in Outdoor Education

This PLD is for Outdoor Education teachers wanting to develop their understanding of mātauranga Māori. It has a focus on exploring significant local places, their history and pūrakau along with gaining a deeper understanding of some Te Ao Māori concepts. Support is given to help with planning programmes to intertwine mātauranga Māori and Outdoor Education.

— Embedding Good Practice Systems for EOTC

This 1-Day workshop drills down and critiques participant schools' EOTC processes using self-review and the sharing of practice. There is a strong focus on three key areas: Testing your system; Refining your system; Supporting your system

What We're Reading...

A Classroom Without Walls: New Zealand's nature schools emphasise mud over maths

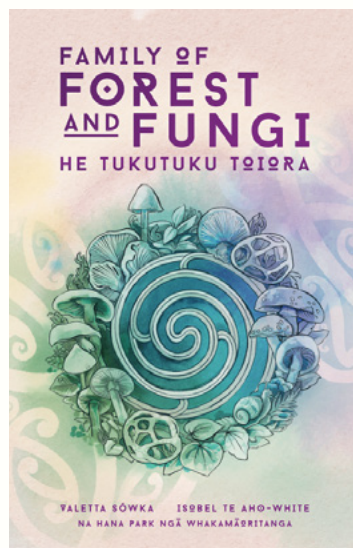
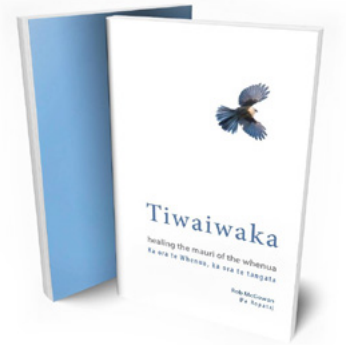
by Eva Corlett, *The Guardian*, Dec 2023

This article explores the benefits and joy of free play and learning outside, with stunning images and examples from Nature School NZ in the Wellington area.

Tiwaiwaka: Healing the mauri of the whenua

by Robert McGowan/Pa Ropata

Tiwaiwaka is a set of Principles and a collective of people committed to restoring the mauri of the whenua. Learn about the 6 Tiwaiwaka Principles and a way forward for the survival of our species in tune with Papatūānuku and the world of which we are a part.



Family of Forest and Fungi | He Tukutuku Toiora

by Valetta Sówka, with te reo Māori translations by Hana Park and artwork by Isobel Te Aho-White.

This new book explores the role of fungi in connection with the world around us and includes a glimpse into te ao Māori, a Māori perspective of interacting with nature.

Concepts such as kaitiakitanga, mauri and maramataka are explored alongside advice about the uses and types of fungi. With beautiful illustrations and activities to complete this is a book to treasure for educators and learners of all ages

What We're Watching...

Kupu Māori in Te Taiao

Watch these short recordings (15 - 20 minutes) featuring EONZ kaiārahi Amorangi Apaapa unpacking one of our new resources, which includes a printable PDF you can download and use on your next haerenga. This is a great way to learn kupu Māori, either for yourself or your ākonga.

Follow this link and scroll down to find the videos:

<https://eonz.org.nz/resourcespublications/te-ao-maori/>

About the authors

Becky McCormack, NZAEE Learning and Content Curator

Becky finds and curates resources and stories on the NZAEE website, with a focus on seasonal and relevant content to inspire and support educators around Aotearoa. She also facilitates online professional learning, including webinars, communities of practice and NZAEE's national . With a background in secondary science and biology education (nine years) and environmental education (seven years), Becky brings a wealth of experience and knowledge to her role. She loves books, connecting with nature and sharing stories of integrated, place-based learning.

Sophie Hoskins, EONZ Kaiārahi

Since 2018 Sophie has provided curriculum support and advice to kaiako for education outside the classroom and outdoor education. Sophie has expertise in curriculum design and is passionate about helping find pedagogical solutions to support kaiako to make strong connections and networks to engage with local places. Sophie is also a secondary school teacher of outdoor education and has been involved with the NCEA change programme as part of the Outdoor Education Subject Expert Group. She is excited to be involved with quality PLD for kaiako in this subject.



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EONZ is committed to fostering and advocating for quality outdoor learning experiences that can educate for a sustainable future.