Enviroschools- Thames-Coromandel District Council

Six Monthly Report on the Delivery of the Enviroschools Programme in Thames-Coromandel District for the last six months the 2022/2023 Financial Year

This report provides the Thames Coromandel District Council with an update on the delivery of the Enviroschools Programme for the period from I January 2023 to 30 June 2023.

The Enviroschools Programme supports and empowers children and young people to plan, design and implement sustainability actions that are important to them and their communities. It provides relevant life contexts for learners to be connected with their environment and their communities, and how to be actively involved in social, cultural, economic and environmental change. The programme is guided by Māori perspectives and respect for the diversity of people and cultures is actively celebrated.

Where the programme is embedded, it is resilient in the face of challenges. An Enviroschools journey for schools is not based on linear growth as it can include highs and lows, and sometimes appears to regress followed then by reengagement. Evidence has shown that when the programme is developed as 'Whole School Approach' then these periods of hiatus can bring stronger engagement across the school and community over the long term.

Enviroschools Programme in Thames-Coromandel

Facilitator: Ruairi Kelly

Students reached: 2110

10 Number of Enviroschools

Percentage of schools that are Enviroschools: 45%

Year levels reached through Enviroschools: 1-13

Value of Enviroschools for Thames-Coromandel District

The annual contribution of $14,500 provided by the Thames-Coromandel District Council supports the facilitation of the Programme to achieve a number of outcomes for the district, schools and young people to directly align with the community outcomes for the district, including:

- Cultural, Social and Economic Sustainability
- Waste Reduction & Zero Waste
- Biodiversity & Biosecurity Action
- Water health & conservation
- Kai/Food production & distribution
- Energy conservation & action
- Ecological Building action

Regional Update

- The second Climate Camp for secondary students was held in March Rangatahi given mic on climate change | Waikato Regional Council
- Student Leadership was further strengthened at our first Enviroleaders skills day in May Climate-conscious Waikato youth ready to lead | Waikato Regional Council
- 8 Enviroschools awarded WRC Enviroschools grant funding in March towards school projects that align with the Enviroschools guiding principles.
- We farewelled Ruairi Kelly from the facilitation team and welcomed Jo Buchan who will be facilitating in Hauraki and Thames Coromandel districts.
- Freshwater Detective kits are now available for all schools to carry out stream studies with the support of a facilitator.
- Kauri Protection education programme being planned to launch in Waikato schools featuring Wētā Workshop Kauri model and virtual reality experience Kauri Pou Kaitiaki.

Stories from Thames-Coromandel Enviroschools

Pārāwai investigate Science Living world curriculum through local Stream study

Science Curriculum Living World -Life Processes Levels 1-3 enquiry (Water of Life, Living Landscapes, WRC and Science Learning Hub 'Rivers and Us')

Collaboration with DOC to access stream kit for a term.

- Juniors -L1 &2 'living things need certain things to survive', 'that living things are suited to their habitat' and know 'how natural features are changed and resources affected by natural events and human actions'.
- Middle -L3 & 4 'Understand that living things have common life processes but these happen in different ways', 'Explain how living things are suited to their habitat and how they respond to change, natural and human made' and 'Look into the water cycle and its effect on climate, landforms and life'.
- Seniors - L5 'Observe the stream ecosystem and question/suggest how different living things may be linked/reliant on one another.'

The fieldwork activities at Booms reserve:

- Physical assessment velocity, clarity and temperature allowed the students to understand that the amount of oxygen in the stream was key.
- Visual assessment and pH activities allowed them to connect what other factors were needed for organisms to live in their stream. Macroinvertebrate activity gave the students the proof...by finding 'critters' that are not tolerant to pollution -such as Mayflies and stoneflies.

Waikato Regional Council

Thames Coromandel District Council