

# KiwEE News 34 (May 2021)

Kia ora koutou

Welcome to our first edition of KiwEE News for 2021. I hope that this year has begun well for you, your whānau and learners.

Your National Executive have had a very busy start to this year. I have very exciting news to share. We applied for Networks of Expertise funding and were successful. This means that our Association now has money that we can spend on delivering professional learning and development to our teachers and other educators throughout Aotearoa New Zealand. It is a substantial amount of money and we will finally be able to re-organise and update our website so it will become a repository of resources; provider details and information; and information on how to carry out best practice evaluation and assessment of education and sustainability education programmes – a website that is far more useful and user friendly. Also, we will be able to run regular webinars, host national hui and organise a national conference. We are hoping we will be able to grow our networks and membership of our Association.

As part of this mahi, we are working to develop a more updated Vision and Mission Statement for our Association, along with reviewing our structure. We will be asking for your feedback so please get involved and respond to any emails from us.

One of our roles is to advocate for environmental and sustainability education. In this role, we made a submission as your National Executive to the Climate Change Commission about the necessity and importance of including climate change education in our formal education sector, from early childhood to tertiary levels. You might have seen the template we sent out to members and maybe you made an individual submission about the importance of education as well.

Other contributions have been made by the National Executive to educational matters. We were invited to give feedback to the internal audit of the Climate Change Learning Programme that is available on TKI: <https://nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-sustainability/Resources>. We have also been invited to be ‘critical friends’ during the process of the writing of the Social Sciences part of the Curriculum Refresh.

You might be aware that the New Zealand Council for Education Research publish a journal called SET: Research Information for Teachers, and their third issue in 2020 focused on climate change, education and a sustainable future. If you are interested in reading about current research and thought in our field, this issue is well worth reading. See <https://www.nzcer.org.nz/nzcerpress/set/set-2020-no-3>.

Finally, our National Annual General Meeting is being held on 31 May at 6pm via Zoom. I encourage you all to attend to keep in touch with what is happening in our Association.

Noho ora mai rā  
Sally Birdsall  
Senior Co-chair

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### **Re-visioning NZAEE**

The NZAEE National Executive is developing a strategic plan to re-invigorate NZAEE. There is a consensus that maintaining the way our Association is going is not an option. Now is the time for change.

To kick start our thinking we engaged Billy Matheson, who you might remember as a keynote speaker at the 2018 conference, to facilitate an initial workshop and point us in the right direction.

It was clear that to 'step up' our Association requires a leader to facilitate our way through the process and having people involved in this process with the energy to drive it. The Executive have committed 3 hours a week to the process, over an initial six month period.

We are working on multiple areas to help make best of the time available.

- Gathering member contributions.

In late 2020 we asked our members for input into what they wanted to see from NZAEE. This has guided our initial thinking, and we will continue to seek feedback and contributions as our thinking develops.

- Resetting a vision and mission for NZAEE.

We are in the process of clearly setting out why we exist, who we are, what we want to be and how we will deliver on our mission.

- Considering alternative structures

We need a structure that will support the enactment of the vision and mission. We have reviewed a number of alternative structures and the Executive is considering a range of recommendations around how to set ourselves up for success.

- Seeking funding to enable delivery of services

We've applied for Network of Expertise funding to allow NZAEE to build our network and to offer a range of professional development programmes.

You can keep up-to-date with how this mahi is progressing via the *KiwEE newsletter* and Executive Meeting updates on the NZAEE website.

We will continue to check in with members as our thinking evolves so that you can all engage in this process of change. We welcome your comments, feedback and ideas so that we can ensure that our Association has a clear vision and

purpose, enabling us to continue our work into the future.

Anita Anderson

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### **National Curriculum Refresh**

NZAEE representatives were able to attend a Subject Association Forum hosted by PPTA over the recent holidays. There were a range of speakers over two days, many from the Ministry of Education outlining the numerous workstreams that are underway to transform the education system in Aotearoa New Zealand.

A key workstream of relevance to all NZAEE members is the national curriculum refresh work that will look at revising the New Zealand Curriculum and Te Marautanga o Aotearoa. At the centre of the work is the need for learners and whānau to see themselves in the classroom. The refresh work is coming from the perspective that you attend first to wellbeing, and that learning must be bicultural and inclusive. The curriculum must also be clearer and easier for teachers to use.

The intention is to better integrate the front of the curriculum to the back areas. Principles and key competencies are expressed in learning areas (not subjects) and there will be thought given to points where learning areas overlap or connect in a meaningful way. It will be especially important for us as environmental education for sustainability is such a multi-disciplinary learning area.

Learning areas will move from levels to a progression model which aims to provide clarity about the direction of learning and the key outcomes that matter. Learning is set out in three sections:

1. Understand: The big idea (content)
2. Know: The context
3. Do: Practice to build learning (inquiry directions)

As a trial for the new layout, the draft curriculum content for the Aotearoa New Zealand Histories and Te Takanga o Te Wā is set out in the new format, which can be viewed through this link:

<https://www.education.govt.nz/assets/Documents/Aotearoa-NZ-histories/ANZH-A3-English-v2.pdf>

The National Curriculum Refresh is due to be completed by 2025, and the Ministry will be consulting with various subject areas through that time. When the main work programme is complete, the intention is that the revised documents will remain draft for some time, and there will be some flexibility in its implementation. It will be 'Digital by Design' so don't expect a printed and bound document that sits on a shelf and doesn't get looked at for another long period of time. As a predominantly digital document it will continue to evolve and have parts that will be reviewed when needed. It will also enable teachers to 'dive deep' through the use of hyperlinks to resources and exemplars.

There is the intention that the refresh is a 'collaborative process of co-design' and teachers and kaiako will have opportunities to provide input and feedback. We will be watching this space and connecting with the Ministry to make sure that teachers of EEfS get an opportunity to provide advice and test materials.

More detail about the National Curriculum Refresh can be found at the Ministry pages here:

<https://www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/>

Chris Montgomerie

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### **Otago EENews**

We are very lucky in the southern region to have many scientists and community groups willing to work alongside schools in the environmental education space.

NIWA has been working with schools on monitoring air quality. Otago has a number of 'hot spots' of bad air quality, especially in the winter. Last year, NIWA provided schools in Cromwell with mobile air quality monitors. Students placed these in their classrooms, in the school grounds, in their homes and at some strategic sites around Cromwell.

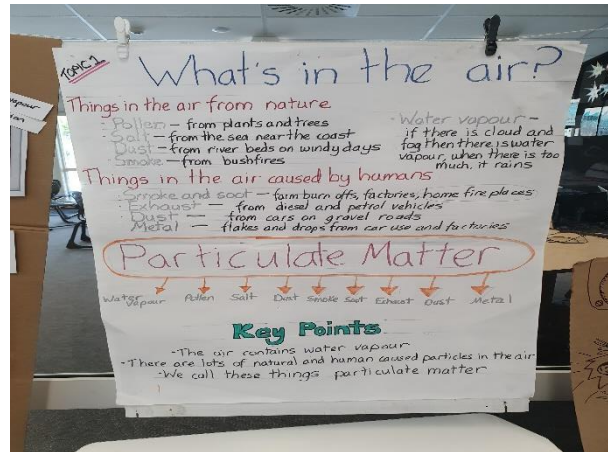
One of the things students at Cromwell Primary school were interested in is the CO<sub>2</sub> levels in the classroom. Their new classrooms have air quality sensors which would occasionally turn red, but the students didn't know what this meant. So they wanted to know how people could be in the room before the sensor turned red and what effect the sensor turning red had on students.

They measured the CO<sub>2</sub> with no students then let one student into the room every 10 minutes and watched the CO<sub>2</sub> level rise from 523 ppm with no students to 2000 ppm with 13 students. The sensor turns red at 1528ppm of CO<sub>2</sub>. They noticed that the room became hot and stuffy at 1528ppm of CO<sub>2</sub> and that they were starting to get headaches at 2000ppm of CO<sub>2</sub>.

The students concluded that there should be no more than 4 people in the room if there is no ventilation. If there is ventilation then it was fine to have 14 people in the room. The students concluded that they needed to open the windows on a regular basis to make sure they have a healthy learning environment, but this is tricky in Cromwell in the middle of winter.

The teacher said this was an incredible learning inquiry that engaged some of the more difficult children with the real life issue being discussed. The maths involved in collating data and analysing data, as well as controlled science experiments that were done with the guidance and support of NIWA, made this well worth doing.

The children also enjoyed having zoom meetings with schools in America that were doing a similar study. They had the top NIWA scientists guiding them throughout the project which was pretty awesome. The school intends to continue to work with NIWA again in Term 2 this year to continue what they began last year; monitoring outside air quality of Cromwell during winter.



*Investigating sources of pollution*

**Canterbury EENews**

The year started off with a hiss and a roar with many NZAEE branch members participating in the annual community festival, Estuary Fest, run by the Mt Pleasant Community Association and The Estuary Trust. Members representing local councils, not-for-profit groups and government agencies provided interactive displays that helped children, and older people, learn and understand more about our precious estuarine and wetland areas.



*stuary Trust team engaging with families about the godwit .*

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A parade of painted godwit cut-outs took place later in the afternoon.

Estuary Fest was the precursor event to Seaweek, which was one of the best held in Canterbury over the years.

This year Timaru District Council organised a number of events, engaging their communities with issues such as:

- Marine plastics
- Storytimes at the libraries
- Fun-fact scavenger hunts
- Art shows

A team of scientists and community folk over in Akaroa organised a marine science night as well as a fun event entitled ‘Local stories of our big blue backyard’.

In Christchurch city a number of organisations and businesses created truly engaging events including:

- evening talks
- beach clean-ups
- the launch of the exciting premier of short documentary on *The Kororā – The white flippered penguins of Banks Peninsula.*
- Black Cat Cruises worked with song writer Michal to present a new song about Hector’s dolphin

The song was launched with a morning cruise for pre-schoolers and their families.

All and all it was a busy, busy week that raised the profile of our coastal and marine environments here in Canterbury. Thank you to all who took part either as participants or organisers of events.



*Eugenie Sage helped with our beach clean up*

Leading into Term 2, our branch is working with Sustainable Ōtautahi-Christchurch and Environment Canterbury to again provide the opportunity for young people to Speak 4 the Planet through formal speech making, Spoken word poetry, visual art, impromptu drama and TikTok video art.

The competition is open to all Year 7-13 students plus early years tertiary with the live event playing out of Friday June 11th at Tūranga, our central library. We are grateful for our prize sponsors Earth Sea Sky Clothing, Orana Wildlife Park, Ara Institute and Trees for Canterbury. Formal entries must be made before May 31st. More details can be found on the Sustainable Ōtautahi website: <https://sustainablechristchurch.org.nz/speaking-4-the-planet-2021/>

Whilst our branch rarely meets face to face, our members are engaged in numerous planet enhancing work. Once the national executive has completed its reflection process, our branch will seek to hold a meeting to look at the structure and how we may wish to operate across Canterbury. There is much work to do within the EEfS space and a number of the LTP in this region highlight the importance of environmental and civics education. We must proceed forward united for all our futures.

Nā, Jocelyn Papprell,  
Branch coordinator.

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### **Wellington EENews**

“When we walk like (we are rushing), we print anxiety and sorrow on the earth. We have to walk in a way that we only print peace and serenity on the earth... Be aware of the contact between your feet and the earth. Walk as if you are kissing the earth with your feet.”

– Thich Nhat Hanh

We did just this at Zealandia for our Wellington Region Environmental Education Forum (WREEF) hui - connecting with nature. We slowed down and connected with nature through the 5 pathways to nature connection. Great learning - great networking as always. 5 pathways to Nature is based on research from Miles Richardson at the University of Derby in England. Connection through senses, beauty, compassion, meaning, emotion.

Here is a link to the Department of Conservation website that [explains the 5 pathways](#) and has some teacher resources. Our session was led by Liana Stupples from Re-wild Yourself, Becky from Porirua Harbour Trust, Ben from DOC education and Karin from Zealandia. I feel really privileged to work with so many beautiful passionate colleagues in places that can refresh me and inspire curiosity.



*Listening - viewing - feeling - smelling - connecting  
in with nature at Zealandia in Wellington.*

Our next WREEF hui will be in Term 2 continuing our discussions about enabling students to connect with nature and what connecting with nature looks like in an Aotearoa context. WREEF hui are for environmental educators to connect, network, and learn from each other leading to supportive and collaborative relationships.

Gill Stewart  
Wellington Branch

### **Fernridge School and sustainability**

Mahuri - the junior hub (Yrs 0 -2) at Fernridge school in the Wairarapa were thinking, learning and inquiring about different aspects of sustainability. Here is their learning and their promise:



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### **Hauraki Gulf Monitoring Project 2021**

The Hauraki Gulf Monitoring Project (HGMP) is back in full swing for 2021! Sally Carson from the NZ Marine Studies Centre takes the lead once again this year with educator Teresa Morrell and support from Shanthie Walker and MERC. Teresa grew up West Auckland and has spent a lot of time on and in the waters of the Hauraki Gulf. In addition to her role with the HGMP, she is doing a PhD studying the effect of the chemicals associated with microplastics on the reproduction of small, but important, fishes.



An absence of interfering lockdowns has, so far, meant that the HGMP can go ahead as intended. With the first shore surveys just completed, and the second data collection sessions booked for August, the intertidal community of the Hauraki Gulf is being investigated by environmentally conscious and scientifically minded schools of Auckland. Of the 8 schools involved, 3 are secondary level, 5 are primary level. And 5 of the schools have been involved in previous years, so will be able to investigate how their site has changed over time.

For further information about the project, go to <https://www.mm2.net.nz/get-involved/hauraki-gulf-monitoring-project>



*An interesting find by students at Wentworth College, a hairy trumpet shell!*

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## **Seaweek 2021**

From Whangārei to Rakiura, people of all ages came together for Seaweek 2021 to celebrate connecting to our seas. Over 140 public events across NZ were advertised on our new website which we launched early March.

Organisations, community groups, schools, individuals and businesses alike joined together to organise a wide range of events. On our website and social media we showcased opportunities to immerse yourself in the sea, to do snorkelling, paddling, sailing, seashore monitoring and more! There was even sea-themed writing, photography and painting workshops - or you could choose to participate in clean-ups, attend film screenings, lectures or webinars!

In summary, Seaweek was more like 'Seamonth' this year – a few days before the kick off on 6 March, Auckland was in Alert Level 3 and several events were postponed. We didn't let that rain on our parade though! There were several online events and giveaways that helped us maintain engagement with our nationwide audience over Seaweek.

Our first ever Facebook Live event and the Bill Ballantine Memorial Lecture, which was held on zoom this year, were two highlights for us that we are quite proud of.

We were also very excited to receive 26 video entries into the Ocean Champion Challenge for which we had new categories and sponsors supporting this year. The winners will be announced soon via our social media channels so stay tuned.

*Sara Kulins - Seaweek National Coordinator Lead and Education & Outreach Manager at Sir Peter Blake Marine Education & Recreation Centre*



*Young people enjoying a ride on a giant Stand-up Paddleboard at the annual Sea MERC Day. (Sara Kulins)*

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### **Submission to the Climate Change Commission**

The New Zealand Association for Environmental Education (NZAEE) National Executive recently made a submission to the Climate Change Commission Draft Advice. The focus of our submission was Climate Change Education (CCE). We see CCE as fundamental to the way society addresses the climate-impacted world that is now upon us. CCE is based on knowledge of climate science, environmental, social, cultural and economic impacts, and most crucially, how people can respond in an informed and empowered manner. It envisions a flourishing planet where humans and non-humans co-exist in sustainable ways.

Our submission acknowledged the positioning of education in the CCC's Advice to date, then pointed out some further considerations that the CCC should take into account, and some specific advice as to how these considerations could be achieved. This is summarised below:

1. Current positioning of education in the CCC Draft advice.

The Draft Advice has acknowledged the role of education in a number of ways:

- To move to a low emissions economy, education is recognised as a key force for change
- A whole of government approach across multiple agencies is required to effectively address climate change
- Climate change is a wicked problem, and therefore young people require an education that is interdisciplinary and that fosters innovation to solve as yet

unforeseen problems.

- Integrated planning is required and educational institutions need to be included in a system-wide design for a climate-altered world
- The Advice recognises the role of social justice in the challenges that climate change presents and that all voices need to be heard.
- Education is critical for future generations to be able to address the unfolding climate crisis (Bolstad, 2021).

## 2. Further considerations of CCE for the CCC Draft Advice

We strongly encourage the CCC to consider inclusion of these points in their Draft Advice:

- That all learners in the early childhood through to tertiary sectors have access to CCE in age-appropriate ways.
- That this CCE addresses climate change knowledge, emotional responses, and strategies for taking action.
- That learners are supported to take action for change in their communities.
- That the current emphasis in the Advice on vocational education, which recognises the opportunities and challenges that a climate-altered future presents, needs to be strengthened.
- That New Zealand has a commitment to the United Nations Sustainable Development Goals and this needs to be clearly recognised in the report. Specifically, Goals 4 and 13 address Quality Education for all learners and Climate Action respectively.
- That CCE is required across all sectors of society including formal, informal and non-formal education. This fosters consistent messaging and approaches to CCE and empowers communities to support youth and to make informed lifestyle choices to bring about change.

## 3. Specific Advice to the CCC

In order to address these considerations, we provide advice for specific educational initiatives and strategies across the broad spectrum of educational structures and sectors of society. These included:

- Educational Leadership
- School Education
- The Curriculum refresh
- National Certificate of Educational Achievement (NCEA reform)
- Education for Leadership Positions in Society
- Education for Communities
- Practising and Initial Teacher Education

For further information, please contact Chris Eames ([c.eames@waikato.ac.nz](mailto:c.eames@waikato.ac.nz), 07 838 3457).

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## Events and Resources

**NZAE AGM (Virtual)**  
6pm , 31 May 2021

**Join Zoom Meeting**

<https://us02web.zoom.us/j/85135633094?pwd=M1B1akhqK28xZU85aFAzU2hmV2t3Zz09>

Meeting ID: 851 3563 3094  
Passcode: 305531

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# Outdoor Classroom Day

20 May 2021



## *Learning in nature*



Research tells us learning in nature

- is good for our wellbeing and health
- keeps tamariki active
- increases attention and academic outcomes
- improves social skills



## NEW RESOURCES

activity cards to teach outside

Download now - [www.doc.govt.nz/teachoutside](http://www.doc.govt.nz/teachoutside)

Be in to win - post your photos #TeachOutsideNZ



Department of  
Conservation  
*Te Papa Atawhai*  
New Zealand Government



SPORT  
NEW ZEALAND  
IHI AOTEAROA



Healthy Nature  
Healthy People

Outdoor Classroom Day on 20 May 2021, is part of a global movement to make time outdoors part of every child's day. Be in to win one of our prize packs by joining the movement.

Go to: [www.doc.govt.nz/teachoutside](http://www.doc.govt.nz/teachoutside)

## Make our birds count



**26 June to 4 July 2021**

We need you to help make a difference

The New Zealand Garden Bird Survey takes place between **26 June and 4 July 2021**. It's a fantastic reason to spend time outdoors, and you'll be doing your bit for science.

Healthy bird populations can indicate that the environment is healthy. We know lots about endangered native birds in the bush, but we don't always know what's happening in the populations of all the birds around us, particularly in urban and garden environments.

That's why we need you to help us count them.

What we learn from information about the birds in your garden collected by you and your fellow citizen scientists helps our researchers make decisions to protect our environment. It also tells us if what we are doing in areas such as predator control is working.

Go to <https://gardenbirdssurvey.landcareresearch.co.nz/> to get involved.

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### Resource

The North American Association for Environmental Education has produced a series of free downloadable EE guidelines for each level available at: <https://naaee.org/eepro/publication/guidelines-excellence-series-set>

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### Your 2020- 2021 NZAEE National Executive

Please feel free to contact your national executive members at any time.

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