Enviroschools Holistic Reflection for Facilitators
Tūmatauenga – qualities of strength, determination, courage, strategy, focus and discipline.

Urutenganga – stars, qualities of the first-born: guidance, safety, leadership.
He Mihi

Ka mihi ki a Papatūānuku, ki a Ranginui
Ka mihi ki te ngao o te wheiao.
He mihi nui ki a koutou katoa!

We dedicate this Enviroschools Holistic Reflection Kit to Jan Cox, our dear friend, colleague, mentor, Enviroschools National Manager (Nat Man) and champion of the Enviroschools kaupapa. Jan was the Queen of Reflection in Enviroschools. Over the past five years Jan championed the Holistic Reflection Process fully demonstrating the qualities of Tūmatauenga, as she developed this part of our kaupapa using strategy, courage and determination. Jan’s amazing energy and passionate resolve has shaped this empowering process for Enviroschools and their communities.

Jan was a wonderful friend to so many of us. Her beautiful words of encouragement, thoughtful questioning and cheeky smile will be forever remembered and the moments we all spent with her cherished. Thankyou Jan for the legacy you have left us all. May you find peace and adventure.

Me te aroha tino nui xx

Acknowledgements from Jan to the Enviroschools whānau

Toimata Foundation is extremely grateful to everyone who has contributed to the development of the Enviroschools Holistic Reflection Process over many years. We mihi to the tamariki, students, teachers, Senior Management, whānau, Enviroschools Facilitators and Regional Coordinators who have taken part in hundreds of holistic reflections and are helping to grow the Puna Mātāuranga/Pool of Knowledge and further the kaupapa of Enviroschools.

This third iteration of this Reflection Process is the result of further long and deep reflections and the collaboration of teachers, students, Facilitators, Regional Coordinators and national team members.

From the initial holistic reflections undertaken between 2008 and 2010, to the subsequent trial of facilitative processes that led to further development, to the current form now, this pack is a learning journey all in itself.

The Holistic Reflection Process is grounded in the Enviroschools kaupapa of life-long learning, genuine student involvement and long-term, personal and community-based behaviour change.

The commitment and dedication of our Enviroschools whānau helps create and support a wonderful community of learners. Long may the process continue!

We acknowledge Urutengangana for the qualities of guidance, safety and leadership, and Tūmatauenga for the qualities of strategy, courage and determination. All of these qualities that we draw upon as we take part in the Holistic Reflection process.

Nō reira, tēnā koutou, tēnā koutou, tēnā tatou katoa

Jan Cox
Ranginui raua ko Papatūānuku – earth and sky, qualities of parents: generative, nurturing, and protecting, with enduring and unconditional love.
Section 1. Introduction

Kia ora whānau. Welcome to this third version of the Enviroschools Holistic Reflection Process.

Enviroschools Holistic Reflection is a process that all Enviroschools undertake when they pause to consider the past, present and future of their Enviroschools journey. It is an inclusive and effective process for all Enviroschools to help deepen practice and maintain internal momentum. It ensures a considered understanding of what it means to be an Enviroschool, as well as providing an opportunity to celebrate achievements and identify next steps.

The Enviroschools Facilitator, working with the school or centre, holds a key role and responsibility in guiding the process. This resource has been written in order to support the Facilitator in developing an understanding of the Holistic Reflection Process, and to provide a range of tools that can be used to build a well facilitated process of Holistic Reflection in each school or centre. We trust that this process will honour the Enviroschools kaupapa and Guiding Principles/Ngā Mātāpono as well as reflect the uniqueness of the particular community in which the Facilitator is working.

A collaborative approach underpins all Enviroschools processes. The Facilitator will be working alongside staff, tamariki/ students and community members and will be supported by other Facilitators and the Regional Coordinator. This resource clarifies the role the Facilitator has in the Holistic Reflection Process as well as outlining available support and lines of communication.

Celebrating Green-Gold at Witherlea School in Marlborough

Reflection awa at Pukerua Bay Wellington

Recording evidence and next steps around the Guiding Principles/Ngā Mātāpono – Hillcrest Normal School, Waikato
1.1 Structure of the Enviroschools Holistic Reflection resource

Section 1: Introduces the Enviroschools Holistic Reflection Process.

Section 2: Provides you, the Facilitator, with an understanding of how the Enviroschools Holistic Reflection Process works, the benefits of this process, and what your roles are.

Section 3: Covers the five parts of the Enviroschools Holistic Reflection Process. A colour-coded A3 fold-out chart overviews all parts of the process, and suggests tools and activities to use.

3.1 Building and Sharing an Understanding of the Enviroschools Holistic Reflection Process
3.2 Reflecting on the Journey and the Current Situation
3.3 Sharing and Decision-making Session
3.4 Next steps Action Planning
3.5 Celebrating

Front pouch: Enviroschools Holistic Reflection Facilitator and Key Teacher Planning Template. Make copies of this Template for each Enviroschool that reflects: one for you and one for the Key Teacher.

This icon links you with the white pages found in each section of this resource. The white pages contain the activities to use with Enviroschools, as well as examples from regions.

This icon is a link to the Enviroschools website, in particular the Facilitator Tools section where you can find additional resources and activities.
1.2 Key Enviroschools Resources that support the Holistic Reflection Process

It is essential that Facilitators who are guiding schools and centres through the Enviroschools Holistic Reflection Process have a thorough knowledge and understanding of the fundamental aspects of the Enviroschools kaupapa, and the resources that support the programme. Knowing these well and deeply reflecting on the many inferences they contain, helps Facilitators approach all aspects of their role, including the Reflection Process, with confidence.

The Enviroschools Kit:

- **Enviroschools Programme Kaupapa** – A3 fold-out
  - The Enviroschools Guiding Principles/Ngā Mātāpono ‘These guide the whole journey so that students participate in a genuine way, indigenous wisdom within Māori perspectives and other cultural traditions is honoured, and action-based learning becomes the basis for sustainable communities’
  - The Whole School/Centre Approach – incorporating the four Key Areas of Enviroschool life that have an effect on sustainability and student learning. Place – Wāhi, People and Participation – Tangata, Practices – Tikanga and Programmes – Kaupapa. Encouraging Enviroschools to be a resource for learning and a model of sustainability.

- **The Action Learning Cycle (ALC).** This central tool is used to help plan and carry out many aspects of Enviroschools processes, for example, student-led projects, curriculum inquiries, programmes for workshops, hui and team meetings. It is also the main tool for Facilitators to guide their work and their reflective practice in supporting schools to achieve Enviroschools outcomes. It is vital that Facilitators model, as well as use, the ALC.

- **Me in My Environment Section**
  - Drafting the Vision Statement and Guiding Principles workshop, p157–160

- **Reflect on Change Section**
  - A Reflection Guide, p249 and activities to support the Reflection Process
  - The Holistic Reflection Process itself, outlined on p286–299
  - The “Questions for Enviroschools Reflection” matrix (orange A3 foldout at the back of the Enviroschools Kit) is extremely valuable in explaining what the Guiding Principles might look like/be like in the Key Areas of centre or school life. It sets out how these two fundamental aspects of the kaupapa intersect. In this way it supports Facilitator understanding of these in real settings. The matrix questions often help illuminate aspects of practice, areas of challenge, and develop insight into areas of strength/gaps so that next steps can be considered.
Enviroschools in The Early Years:
Many pages in the Early Years resource have well-explained, relevant topics. For example Creating a Whole Centre Vision/He Mahere Toimata Taiao, p28–29.

The Enviroschools website:
www.enviroschools.org.nz There is a wealth of information available on the Enviroschools Website. Check out the Facilitator Tools section for activities and reflection session examples, as well as the Teachers Area for Māori Perspectives examples and ideas.
Section 2. The Enviroschools Holistic Reflection Process and roles and responsibilities

2.1 What is Enviroschools Holistic Reflection?

Enviroschools Holistic Reflection is a process that Enviroschools undertake when they pause to consider the past, present and future of their Enviroschools journey. The centre or school community considers how they got to where they are, what changes have been made/are being made and how this informs next steps.

Holistic Reflection includes honouring the past vision, mahi/work, influences and contributions. It recognises and acknowledges changes and shifts, as well as opportunities, and the challenges to be faced. It allows people to make informed choices for the future based on past experiences. As a result of the Holistic Reflection Process, commitment to the Enviroschools Guiding Principles/Ngā Mātāpono is strengthened throughout the four Key Areas of school/centre life (Whole School/Centre Approach). It provides an opportunity to celebrate success and deepen sustainable knowledge and practices.

Holistic Reflection is an essential part of an Enviroschools journey and allows a decision to be made about a centre or school having a close fit to a particular Enviroschools Reflection Stage.

This Holistic Reflection Process is facilitated and collaborative. It is a robust process of reflection, discussion and future planning based on evidence of the centre or school’s journey so far, the current situation, and a deepening understanding of, and commitment to, sustainability. The centre or school considers what changes and shifts have occurred since the Enviroschools journey began or since the last Holistic Reflection. Using the evidence gathered, the centre or school’s shifts in practice and strengths are discussed by the chosen reflection team. There is honesty about areas that present opportunities for growth or indicate gaps in practice. Celebrating this mahi, and planning for the next steps on the Enviroschools journey are integral parts of the Enviroschools Holistic Reflection Process.

Reflections over time enable the centre or school community to share the myriad of collected evidence, tell the associated stories of changes and express the deepening commitment to the Enviroschools kaupapa.
2.2 Evidence

‘Evidence’ is much more than describing an action or activity. What is being looked for is the depth of understanding and the depth and breadth of practice. Evidence shows the changes being made, the differences from past practices, the reasons for decisions made and who was involved in the decision-making, planning and action. It’s the back story and it needs to be heard.

The existence of a worm bin by itself tells us nothing except it exists. A worm bin surrounded by children, eager to tell you why they have built it, how they manage it and what happens routinely, is where the magic is. This may happen spontaneously or need gentle coaxing from Facilitators or teachers.

Questions that could build the back story include: “So tell me about this... what prompted you to start? Who was involved? How did you know what to do? What difference has it made? What happened next?”

Being able to express and demonstrate the links between practices and processes with the bigger picture of sustainability is an indicator of deepening levels of understanding. Can members explain why they do what they are doing, and why they changed particular behaviours?

As a Facilitator you are guiding the Enviroschool community towards identifying and articulating the connections being made in all aspects of the Enviroschools programme, as well as teasing out the purposes behind the actions and daily practices.

Activity examples (on white paper at the end of Section 3.1)

→ Building an Understanding of Evidence (3.1.6.i)

What constitutes evidence of the depth of practice? In this activity participants are encouraged to look for the shifts in depth and breadth in a range of examples.

Evidence of changes in the physical environment may include:

- Measurements of environmental changes. Includes baseline data and subsequent measurements e.g. in waste systems, water use or quality, energy consumption
- Documentation about the number of trees planted and the provision for their on-going care on and/or offsite (e.g as part of a wider community initiative)
- Comparison of photographs before and after a garden has been made and planted
- The building of ecological structures.
Evidence of **behaviour changes** may include:

- The formation of groups e.g. culture, social justice or environmental groups. More student representation on committees
- Photographs over time showing reductions in things like graffiti, solid waste
- Incidence records at the school showing a reduction in bullying
- Changes in parents/caregivers behaviour at home as the result of children taking their learning home e.g. families developing waste systems and gardens
- Qualitative evidence of student involvement in decision-making.

Evidence of change may also be found in:

- Documentation such as: changes to vision statements, strategic plans, planning processes, operation plans, care codes, changes in policies, adoption of a centre or school-wide care-code, students’ mahi, minute books of meetings, journals/diaries, centre or school scrapbooks, blogs
- What people say – the ‘Student Voice’, the ‘Teacher Voice’, the ‘Community Voice’, conversations held or overheard, interviews or surveys
- The wording in recruitment advertisements for staff, for example, applicants are now required to have a commitment to sustainability practices
- The ways in which resources are allocated (e.g. class time is now available for the Envirogroup to meet, and management units are provided for the Enviroschools lead teacher)
- The big increase in numbers of children wanting to participate in the Envirogroup
- Observations of people’s action and behaviours, for example, commitment to daily use of te reo and tikanga Māori, karakia before kai, being mindful of electricity use and water conservation
- Photo comparisons that highlight physical change
- Unit/curriculum plans that show deliberate links of classroom learning to the whole school/centre vision or other responses to student decision-making.
- Structures – for example welcoming signs, entrance-ways, murals
- Strengthening of student empowerment
- Responses to nation-wide census or other recurrent reviews.

Gathering evidence of changes from a variety of sources:

- Helps builds the picture of the current situation
- Enables broad and considered reflection of the relevant Descriptive Paragraph
- Allows informed suggestions for next steps.
2.3 Enviroschools Reflection Stages

There are three Enviroschools Reflection Stages: Bronze, Silver and Green-Gold. The Descriptive Paragraphs for each of these stages express the increasing breadth and depth of the Enviroschools journey (see p289–290 of the Enviroschools Kit for the Descriptive Paragraphs for both early childhood and schools). Inspirational and aspirational paragraphs have been included in the Enviroschools Kit to challenge schools and centres as they continue the Green-Gold journey.

The Guiding Principles and Whole Centre/School Approach are inherent in these paragraphs, with the expectation that these will be more obvious and woven into the culture of the centre or school, as the journey progresses.

Bronze, Silver and Green-Gold reflections and the first Green-Gold review follow the same process. An Enviroschool community may choose to review their journey at the same stage as a previous reflection to affirm and set next steps. The review process is of particular relevance to those schools at Green-Gold stage.

Initial steps being taken. opportunities identified. laying foundations. committed to the journey
We have started work on getting to know our environment better and are creating a shared vision. We are thinking about all the Guiding Principles/ Ngā Mātāpono in our planning and action, and we can see how they would look across the four Key Areas of centre life. Children at our centre are exploring options and finding some ways to take action for a sustainable future. We can already show some changes from what we have done. There are some children and staff actively involved, and we’ve taken steps to let everyone else in the centre know about what is going on. The people in our centre and community know that we are an Enviroschool.

Projects and participants growing in number. maintaining. increasing range and depth of learning and action. extending. developing connections and integration
We have a clear, shared vision and we are working together creatively to make it happen. There are obvious signs of all the Guiding Principles/ Ngā Mātāpono in our planning and action, and we can see how they would look across the four Key Areas of ECE centre life. We have a sense of inter-relatedness/ whanaungatanga in terms of our ECE centre, our community and our environment. Our sustainable practices are being kept up and are growing; we are branching into new aspects as well as going deeper with existing ones through child-led enquiry. Children are fully involved in planning and making decisions about actions. We are tracking our progress and can show that more change has happened. Our work has involved lots of people in our centre as well as parents, whānau and other community members.

Embedded. integrated. sustained. instinctive. effective. empowered. deep. critical. visionary. courageous
We have a living, evolving vision - progress is celebrated and new ideas added. The Guiding Principles/ Ngā Mātāpono are woven into all aspects of our centre life. Sustainability is part of all our decisions and everything we do. Children at our centre have a strong sense of connection to the environment - we know we can effect change for a sustainable world. Children mainly lead the enquiry and action, with strong support from adults. We have been able to measure many changes from our actions, and show that we are making a difference. The environment is more vibrant and healthy; it feels like a living ecosystem that can support our community towards sustainability. Māori perspectives are enriching our journey. The centre is involved with our community, honouring the diversity of people within it.
There is now a rich and growing understanding within the Enviroschools network of the beneficial and empowering impacts that reflections have on centre or school life.

There are many benefits including:

- As a result of the Holistic Reflection, commitment to the Enviroschools Guiding Principles/Ngā Mātāpono is strengthened throughout the four Key Areas of the Whole School/Centre Approach
- It is a thorough process that adds more layers to each centre or school’s collective Puna Mātāuranga/Pool of Knowledge
- The deepening of sustainable practice in the centre or school is affirmed in a joyous way
- It empowers the people involved through participation, recognition and acknowledgement of progress
- It documents and affirms the value of intergenerational connections and community partnerships
- The Sharing and Decision-making Session acts as a catalyst in generating meaningful ‘Next Steps’
- It is an energising, inspiring and satisfying way that an Enviroschool can acknowledge, celebrate and purposefully continue its journey
- Staff, students and members of the community not yet engaged may become inspired to join and actively contribute to positive change
- Transition of students and knowledge through sectors is enhanced and relationships are built. There are opportunities for learning and support and collaboration across all sectors within a community
- It documents the contributions that Enviroschools and their partners are making to address the pressing global issues of our time
- Connections between the past, present and future are made explicit; the journey is given cohesion
- Inter-regional sharing provides valuable insights into the continued development and the outcomes of the Enviroschools Holistic Reflection Process nationwide
- Celebration write-ups in regional newsletters, local papers etc. lead to more people beyond the immediate community hearing about the mahi and the connections made by the Enviroschool.
### 2.5 Key parts to the Enviroschools Holistic Reflection Process

There are five key parts to the Enviroschools Holistic Reflection Process.

| 3.1 Building and Sharing an Understanding of the Enviroschools Holistic Reflection Process | 3.2 Reflecting on the Journey and the Current Situation | 3.3 Sharing and Decision-making Session | 3.4 Next Steps Action Planning | 3.5 Celebrating |

**Building and sharing an understanding of the Enviroschools Holistic Reflection Process** is a facilitated process. It looks at the stages of the centre or school journey and stages of Enviroschools, talks about and highlights the benefits, outcomes, and expectations, and ensures that support is given. Understanding the Enviroschools Guiding Principles/Ngā Mātāpono and the Whole School/Centre Approach is critical.

**Reflecting on the journey and the current situation** involves gathering evidence through honest, open, objective, participatory, inclusive consideration of the culture of the centre/school and looks for shifts, creates challenges, and allows insights.

**The Sharing and Decision-making Session** is facilitated, and requires a dedicated decision-making team to engage in pooling of evidence and discussions. It needs to be honest, identifies shifts, and provides insights. The team is making a decision about a close fit to the appropriate stage Descriptive Paragraph. This requires recognition of mahi done and people involved, it is inclusive, and it helps identify next steps. At its end, if there is a close fit and the team sees the stage is reached, there is often an instantaneous clamour of celebration, and a rush to spread the good news throughout the Enviroschool.

**Next Steps Action Planning** is when ideas are generated as the process evolves, then are pulled together into a cohesive plan. This informs the vision and future planning and is linked to the Guiding Principles/Ngā Mātāpono and Whole Centre/School Approach.

**Celebrating** is when the certificate and sign presentation takes place at a planned for event. It is an opportunity for public recognition and provides opportunities for promoting success and developing ties.

Section 3 explains and gives examples for each of these parts.
2.6 Facilitators’ essential understandings needed prior to introducing the Holistic Reflection Process

Before you attempt to share the Holistic Reflection Process and facilitate elements of it, ensure that you are familiar and comfortable with these essential understandings:

- The Enviroschools Guiding Principles/Ngā Mātāpono – see Section 1.2
- The Whole School/Centre Approach – see Section 1.2
- The Action Learning Cycle – see Section 1.2
- The purpose/benefits of Holistic Reflection and the types of quality evidence that show a close fit with the appropriate Descriptive Paragraph – see Sections 2.2, 2.4
- The Enviroschools Holistic Reflection Process (as outlined in Section 2 of this document, the Enviroschools Kit Reflect on Change section and the Facilitator Tools section of the Enviroschools website)
- The Bronze, Silver, Green-Gold paragraphs and key words (p293–295 Enviroschools Kit) – appreciating any differences.

There are activities and tools that you can use and model for developing your own and others’ understanding of the Guiding Principles/Ngā Mātāpono and the Enviroschools Holistic Reflection Process (examples can be found in the white-coloured sections of this document). Support is also available through the Enviroschools network.

The Enviroschools Kit, Early Years Guide and Enviroschools website are valuable resources in this knowledge building, as is this document. Experienced Facilitators in your own or other regions and your Regional Coordinator (RC), will be able to guide you.
2.7 Roles and responsibilities in the Enviroschools Holistic Reflection Process

In order to be an effective Facilitator you and others participating in this process need to have a clear understanding of the different roles and who has responsibility for various aspects of the Holistic Reflection Process. This will help create clear communication, purposeful meetings and actions, and a valuable centre/school community reflection process that maintains the integrity of the programme nationwide.

The Facilitator roles and responsibilities include:

- Being familiar with the essential understandings relating to the Enviroschools kaupapa and the Holistic Reflection Process – see Section 2.6
- Facilitating the centre/school through the Enviroschools Holistic Reflection Process (using a range of tools and skills that moves them through the process at a co-constructed pace)
- Modelling sustainability, inclusiveness and empowerment
- Being a critical friend – honest, sincere, encouraging, inclusive, supportive and clear
- Tracking progress of the Process (see Facilitator and Key Teacher Planning Template inside the front cover of this folder)
- Keeping lines of communication open with the Key Teachers (and when necessary other centre or school personnel and tamariki/students)
- Conveying information, proposed dates, progress and challenges with the RC and when appropriate the regional facilitation team. This could include photos and documents of process, tools and activities
- Seek relevant support and training or mentoring (from Enviroschools National Team, RC and regional facilitation team members).

The Key Teacher’s roles and responsibilities include:

- Leading within the Enviroschool, contributing to the Holistic Reflection Process alongside the Facilitator and participating in all parts
- Keeping lines of communication open with the Facilitator (and when necessary other centre or school personnel and tamariki/students)
- Tracking progress of the Holistic Reflection Process for the Enviroschool.

The Regional Coordinator roles and responsibilities include:

- Developing Facilitator knowledge through organising regional and/or inter-regional mentoring and professional development opportunities for the Facilitator (which includes facilitation techniques and building knowledge of, and confidence in delivering, the Holistic Reflection Process). This might involve arranging for Facilitators to participate in reflections in or out of their region or for more experienced Facilitators to support others through email, phone and/or skype conversations
- Ensuring Facilitators are clear about the essential understandings of the Holistic Reflection Process, as well as about regional aspects/requirements
- Being available for a debrief/support meeting with the Facilitator as requested – this might be a phone call, email, a confidential/individual meeting, or part of a team meeting discussion depending on the Facilitator’s request/issue. It might include contact with another Facilitator
- Organising and/or providing support for regionally appropriate celebrations, including organising signs/reflection stickers, possibly certificates and/or Green-Gold flags
- Ensuring a regional Puna Mātāuranga/Pool of Knowledge is built around the Holistic Reflection Process and shared with the Enviroschools network.
The National Enviroschools Team roles and responsibilities include:

- Continuing to reflect on and fine-tune the Enviroschools Holistic Reflection Process in ways that retain integrity and build on best practice and innovation in the regions
- Responding to feedback from RCs and Facilitators about Holistic Reflection Process implementation, about developments in regions, and about the Holistic Reflection Process as a whole
- Ensuring that the network has the tools and support needed to implement the Process. This includes developing and providing resources, ensuring professional development is provided at national and regional hui and supporting individual Facilitators when needed
- Designing and providing the templates for certificates and signs
- Assisting Regional Coordinators with queries about aspects of the Holistic Reflection Process when necessary.

Open information-sharing contributes to the Puna Mātāuranga/Pool of Knowledge in your region, thereby contributing to the ever-evolving Holistic Reflection Process for the kaupapa nationwide.
2.8 Process possibilities within Enviroschools Holistic Reflection

Typically, an Enviroschool is on a journey where practices and processes strengthen and deepen over time, and the Enviroschool reflects at Bronze, Silver, Green-Gold and then continues to review. Sometimes for a variety of reasons, this is not the case.

The Holistic Reflection Process provides flexibility while maintaining the integrity and rigour of the process. Here are three examples of how the Holistic Reflection Process strengthens particular Enviroschools journeys.

2.8.1 Reviews for continuing the Green-Gold journey

The Green-Gold review process is about having an appropriate process for each Green-Gold Enviroschool’s unique situation, experience and depth of practice, whilst maintaining consistency, integrity and authenticity.

First time for Green-Gold review:

• The Green-Gold Enviroschool reflects on the Green-Gold Descriptive Paragraph in the same manner that a first time Green-Gold reflection would proceed. As part of this reflection the community may also be ready to consider deeper understandings and different ways of thinking.

• p296 of the Enviroschools Kit includes some questions to help with the process.

Future Green-Gold reviews:

• Some Enviroschools will need/wish to reflect again on the Green-Gold paragraph to help them scaffold and to rebuild their journey. The Facilitator/RC needs to identify these Enviroschools and support them to recognise this situation also. Honesty, as always, is the key.

• Some Enviroschools need a different process that centres on their deeper understandings and different ways of thinking, and where the sharing session is not a showcase.

The reflections on a third Green-Gold review at such a school/centre are shared by an Auckland Enviroschools Facilitator on the following pages (2.8.1.i).

Process

The Enviroschool, RC and Facilitator discuss the specifics of what the school wants to reflect on. The details of the actual reflection content are specific and relevant for each centre or school, e.g. they may agree that the Holistic Reflection will be around aspects from the inspirational/aspirational paragraphs on p298–299 of the Enviroschools Kit. It may also include specific parts of the Green-Gold paragraph.

The Reflection starts with any relevant aspects of the previous Green-Gold review record. The Enviroschool and Facilitator discuss the actual Reflection Process that will be followed, as with all reflection processes.

The top of p296 of the Enviroschools Kit lists five questions that support this process.
Sharing Conversation

The group involved may include others from within the region, other regions and nationally who want to learn from this journey and experience of ever-deepening sustainability.

The purpose of the session is to share and have a conversation about the unique experiences of the Enviroschool in their reflection journey and what they have learned from that. It is also an opportunity to share ideas for where to next as an Enviroschool.

The sharing session is about building a deepening understanding of what is meaningful for the Enviroschool, a conversation about directions they are focused on, and how they continue to grow. It is not a showcase, nor is it about deciding on the fit of sentences and a paragraph.

There is an expectation that there will be a shared record of the looking forward. This can be used to focus the journey and also as a starting point for the next review.

\[\text{Above: p298 and 299 from the Enviroschools kit}\]
2.8.2 Same or previous stage reflections at Bronze or Silver

There are many reasons why an Enviroschool may wish to reflect again at the same or earlier stage than the previous reflection. Their Enviroschools journey may have continued, with some aspects/initiatives maintained and sustained, yet they may not have strengthened their implementation of the Guiding Principles/Ngā Mātāpono and deepened and broadened their learning and action for sustainability. One common reason is that the key teacher or students, other staff or community with the knowledge and understanding have moved on.

An Enviroschool community that has previously reflected at Silver may feel that another reflection at the Silver stage will be empowering and valuable, that it will re-direct and invigorate their journey. Alternatively they might choose to look at the Bronze paragraph to confirm that they still have the basic understanding of, and commitment to, the Enviroschools programme.

The key is to be honest about the current situation and clear about next steps to get back on track. This is very valuable and often cathartic.

2.8.3 Combined Cross-sector Enviroschools Holistic Reflections

When there are strong partnerships and collaboration between sectors within an Enviroschools community there are opportunities to combine reflections. This has many benefits including strengthening connections within the sustainable community and supporting the transition of children and students from one sector to another.

An example of a Combined Sector Sharing and Decision Making Session can be found in Section 3 (3.3.1iii).

Ōmanu School and Gwen Rogers Kindergarten Bay of Plenty reflect and then celebrate their double Green-Gold success together.
Section 3.
Facilitating the Enviroschools Holistic Reflection Process

This section guides Facilitators through the five parts of the Enviroschools Holistic Reflection Process.

### 3.1 Building and Sharing an Understanding of the Enviroschools Holistic Reflection Process
- Facilitated process
- Guiding Principles/ Ngā Mātāpono
- Whole School/ Centre Approach

### 3.2 Reflecting on the Journey and the Current Situation
- Facilitated process
- Evidence gathering
- Participatory
- Clarity
- Shifts
- Challenges

### 3.3 Sharing and Decision-making Session
- Facilitated process
- Pooling evidence
- Decision-making team
- Close fit to paragraph
- Next steps

### 3.4 Next Steps Action Planning
- Informs vision and future planning
- Guiding Principles/ Ngā Mātāpono
- Whole School/ Centre Approach

### 3.5 Celebrating
- Celebratory event
- Recognition
- Further developing community links

Each of the above parts in Section 3 are colour coded and align with a tabbed section where you will find ideas and suggestions for facilitating each part of the Enviroschools Holistic Reflection Process. Within each part there are examples of tools and activities (on white paper) that can help you to build and share an understanding of the Reflection Process with centres and schools.

The Facilitator and Key Teacher Planning Template can be found inside the front cover of this folder and on the Facilitator Tools section of the Enviroschools website. We encourage you to make copies of this Template to use with each Enviroschool.
Tamanuiterā – sun, qualities of radiance, light and energy.
Enviroschools Holistic Reflection Process

This chart lays out the Holistic Reflection Process and identifies what happens at each part. It also identifies the tools that are available in this folder and in other Enviroschools Resources.
## The Enviroschools Holistic Reflection Process

**Parts of the process**

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**Key Points (What, How)**

- The Enviroschools Guiding Principles and the Whole School/Centre Approach
- The Action Learning Cycle
- The Enviroschools Holistic Reflection Process
- The types of strong, quality evidence
- The Bronze, Silver and Green-Gold paragraphs and key words

**Who, Where, When (Logistics)**

- Regional Workshops  
  - Centre/school based workshops and meetings involving the Facilitator and Key Teacher/s, other staff, Envirogoup, BOT, Management, community

**Tool Box**

- **Holistic Reflection Folder Section 3.1**
  - 3.1.1: Building an understanding of the Guiding Principles and/or Whole School/Centre Approach using words/photos
  - 3.1.2: Building an understanding of the Guiding Principles using the Big Picture (Doughnut activity)
  - 3.1.3: Building an understanding of the Guiding Principles and Whole School/Centre Approach (Waka Activity)
  - 3.1.4: Exploring the Enviroschools Holistic Reflection Stages
  - 3.1.5: Unpacking the Enviroschools Holistic Reflection Process
  - 3.1.6: Reflection Pool Picture
  - 3.1.7: Building an Understanding of Evidence
  - 3.1.8: What Constitutes Effective Evidence of Depth of Practice?
  - 3.1.9: Reflection for Progress Workshop Outline
  - 3.1.10: Holistic Reflection Process Workshop Outline

- **Enviroschools Website**
  - Facilitator Tools section
  - Examples of Reflection Workshop Outlines
  - Photos of Enviroschools journeys

- **Enviroschools Kit:**
  - Reflect on Change section
  - p263 Matrix Sort
  - p258 What’s Like Our School/What’s Not?
  - p258 – 267 Reflection Activity

- **Planning Template p3**

**ENVIROSCHOOLS TOOLS AND RESOURCES TO SUPPORT THE HOLISTIC REFLECTIVE PROCESS**

- **Planning Template p2**

**Use the Facilitator and Key Teacher Planning Template throughout all parts of the Holistic Reflection process.**
3.1 Building and Sharing an Understanding of the Enviroschools Holistic Reflection Process

Facilitated process - Guiding Principles/Ngā Mātāpono - Whole School/Centre Approach

3.1.1 Introduction

Enviroschools that are considering or have begun the Holistic Reflection Process need to be familiar with the essential understandings (outlined in 2.6). Some of these are part of the kaupapa and ongoing journey of Enviroschools – the Guiding Principles/Ngā Mātāpono, the Whole School/Centre Approach and the Action Learning Cycle. Other essential understandings are specific to the Holistic Reflection Process.

There may be an initial discussion about these understandings and their implications with the Key Teacher, before introducing the Holistic Reflection Process to the rest of the staff.

Your familiarity with these understandings and your role in building them throughout the centre or school is pivotal to a successful reflection process.

**Essential Understandings:**
- The Enviroschools Guiding Principles/Ngā Mātāpono and Whole School/Centre Approach
- The Action Learning Cycle
- The types of good quality evidence
- The Enviroschools Holistic Reflection Process
- The Bronze, Silver and Green-Gold paragraphs and key words

At this introductory stage, it is also vital that the Facilitator outlines the benefits of undertaking Holistic Reflection to all staff at the centre or school. The benefits are outlined in Section 2.4.

The following tools and activities will help you facilitate these aspects of the process, that is, familiarity with the essential understandings, as well as being aware of the benefits of the process for the centre/school as a whole.
3.1.2 Engaging with the Enviroschools Guiding Principles/Ngā Mātāpono and Whole School/Centre Approach

Understanding the five Enviroschools Guiding Principles/Ngā Mātāpono and the four Key Areas that make up the Whole School/Centre Approach is of central importance. The consideration of the depth and breadth of the kaupapa needs to be an integral part of the ongoing development of the centre or school. The Holistic Reflection Process is an opportunity to engage with, and to explore more deeply, these aspects of the kaupapa and to really reflect on how deeply they are embedded at the Enviroschool.

Activity examples (on white paper at the end of Section 3.1)

When choosing activities, consider the purpose and the target audience - is it tamariki? students? staff? community? a mix? There are electronic versions in Facilitator Tools on the Enviroschools website so you can adapt the ones you choose to use to suit your needs.

→ Building an Understanding of the Guiding Principles and/or the Whole School/Centre Approach using words/photos (3.1.2.i)
→ Building an Understanding of the Guiding Principles using the Big Picture (3.1.2.ii)
→ Building an Understanding of the Guiding Principles by creating a waka with 5 paddles (3.1.2.iii)
→ Building an understanding of the Whole School/Centre Approach (3.1.2.iv)

3.1.3 The Action Learning Cycle

The Action Learning Cycle (ALC) is the main Enviroschools tool for facilitating action. It is at the centre of the programme encouraging a student-directed process of exploration, decision-making, action and reflection. It is valuable for Facilitators to not only model the use of the Action Learning Cycle, but to actively use it to guide their own work/mahi. For each stage (Identify the Current Situation, Explore Alternatives, Take Action and Reflect on Change), there are questions to guide your role.
3.1.4 Becoming familiar with the Enviroschools Holistic Reflection Process, the Descriptive Paragraphs and the stages of an Enviroschools journey

Refer to Sections 2.3 and 2.5 of this resource and p293–295 in the Reflect on Change Section of the Enviroschools Kit to ensure you are familiar with these aspects of the process and then consider which activities below will suit the setting/audience.

Activity examples (on white paper at the end of Section 3.1)

→ Exploring the Enviroschools Holistic Reflection stages using an awa (3.1.4.i).

This is an example of a quick and powerful activity, useful at workshops and staff meetings, to help centres or schools engage with the different stages of the Enviroschools journey and identify the appropriate stage for them to be reflecting at. It uses the metaphor of an awa (river), the Key Words and the Descriptive Paragraphs to explore the shifts along an Enviroschools journey. It quickly reveals where there are differences in people’s impressions as to the stage they are at, and encourages valuable discussion about all aspects. It also helps identify which stage the centre or school is at and might generate next steps.

→ In-depth Exploration of the fit with the appropriate Descriptive Paragraph – Bronze to Green-Gold (3.1.4.ii)

Sentence-by-sentence in-depth exploration of how each sentence in the appropriate paragraph applies to the Enviroschool. Includes recording relevant actions that people have noticed at their centre or school and what they would like to investigate further.

3.1.5 The Enviroschools Holistic Reflection Process

This section provides the tools to help Facilitators understand and explain the Enviroschools Holistic Reflection Process to centres and schools, to ensure that everyone has sufficient knowledge of the Process, and the kaupapa, to engage meaningfully.

Activity examples (on white paper at the end of Section 3.1)

→ Unpacking the Enviroschools Holistic Reflection Process (3.1.5.i)

This activity explains and opens up discussion about what constitutes, and who contributes to, each part of the process.

→ Reflection Pool Picture (3.1.5.ii)

This picture shows the centre or school pausing during their journey to undertake Holistic Reflection.
3.1.6 Evidence activities

‘Evidence’ is much more than describing an action or activity. What is being looked for is the depth of understanding and the depth and breadth of practice. Evidence shows the changes being made, the differences from past practices, the reasons for decisions made and who was involved in the decision-making, planning and action. The back story needs to be heard and discussed. Appropriate questions need to be asked to draw out ‘evidence’ information.

Asking “So What?” type questions. For example:

- So how and why did you choose this action?
- So what effect has this change had on your Enviroschool? Your community? Your place?
- What contribution is this (action/process/initiative) making in addressing a global issue?
- What learning was required before you were able to make a decision and take action?

Activity examples (on white paper at the end of Section 3.1)

- Building an Understanding of Evidence (3.1.6.i)
  What constitutes evidence of the depth of practice? In this activity participants are encouraged to look for the shifts in depth and breadth in a range of examples.

- What Constitutes Effective Evidence of Depth of Practice (3.1.6.ii)

3.1.7 Holistic Reflection Process workshops

Many regions introduce the Holistic Reflection Process through a regional or inter-regional workshop. These workshops enable valuable cross-Enviro schools talk, can act as a reality check for some centres or schools and strengthen participants’ knowledge and information that they can then share with their own Enviroschool colleagues.

The workshops also provide excellent opportunities to outline any region-specific aspects/processes and enable the Facilitators and Enviroschools staff to discuss particular situations. Taking this information back to the centre or school is much easier if more than one staff member has attended. Key Teachers and Principals are important attendees and all staff are welcome at such workshops.

Regional Coordinators have examples of Enviroschools Holistic Reflection Process workshops and Reflection Process guidelines in the Regional Implementation Guide (RIG): Section 3.4.4

Activity examples (on white paper at the end of Section 3.1)

- Reflection Process workshop outline Auckland (3.1.7.i)
- Reflection Process workshop outline Wellington (3.1.7.ii)
3.2 Reflecting on the Journey and the Current Situation

Facilitated process - Evidence gathering - Participatory
Clarity - Shifts - Challenges

3.2.1 Introduction

This section provides background information and tools to help you guide the school or centre as they:
• recollect what the journey has involved
• gather evidence about the current situation
• reflect on the changes they have seen since their Enviroschools journey began or since the last Holistic Reflection.

As their Facilitator, you will be encouraging the centre or school to engage as many people from the wider Enviroschools community as appropriate and possible to participate in and contribute to this part of the Reflection Process.

Current Enviroschools staff, tamariki and students will also be reflecting on how the Enviroschools Guiding Principles/Ngā Mātāpono are becoming embedded in their processes and practices across the four Key Areas that make up the Whole School/Centre Approach.

There need to be many discussions with tamariki/students, staff and the community over this time so that the life of the centre or school is fully explored and represented.

There are useful tools in the Reflect on Change section of the Enviroschools Kit that contribute to building an overall centre or school picture (p258 – 267) including activities to build an understanding of the Guiding Principles. Remember to use the Facilitator and Key Teacher Planning Template at the front of this folder to help guide and record progress during the reflecting.

This part of the process has been divided into two aspects:
• Recording and reflecting on the centre or school journey
• Developing initial impressions and choosing areas to reflect on in depth

3.2.2 Recording and Reflecting on the centre or school journey

Enviroschools have found the process of creating a visual representation of their journey most useful. The process of generating or adding to this visual representation is in itself a key part of the Holistic Reflection. Such a record lets everyone, together, view changes, progress and opportunities so they can be discussed and pondered over. Groups/individual’s foresight and actions can be known and appreciated by the current community.

The journey can be added to, or supplemented, in the future. The metaphor/depiction used to represent the journey (such as an awa, a maunga, a pool) symbolises important aspects of place for each Enviroschool. For example, if an awa is used, rocks could represent challenges, a tributary more people becoming part of the journey, and bridges might show links to other partners.

It might be useful to share photos of metaphor/stories about examples from other Enviroschools with your reflecting centre or schools for inspiration.
To begin the record of the journey, or to add to an existing one, the Enviroschool will need to chart important developments, for example key changes/challenges and major milestones. It is most useful if they can think in terms of what has happened both at their Enviroschool and in its associated community and consider:

- when projects began
- which (if any) projects have stopped and which have continued long-term (sustained, maintained)
- changes in practices
- relevant curriculum studies and resulting action
- significant people/groups’ involvement and new partnerships
- significant physical or social changes
- staff, student, tamariki and/or community changes in values, attitudes and behaviour
- whether such changes are now embedded in the likes of policies, charters, strategic plans and care codes, as well as in curriculum plans.

The richness of the journey’s representation is enhanced when recollections from as many people as possible are included. Engaging past as well as current staff, students, tamariki and community members will inform the creating/updating of the journey so far.

Referring to notes and next steps from previous reflections provides an opportunity to acknowledge depth of practice at that time, and to track the changes.

There are many ways of recording journeys. For example, a long sheet marked with years and using shapes or images to represent aspects of the journey could be used.
3.2.3 Developing initial impressions and choosing areas to reflect on in depth

From your facilitated sharing of the Holistic Reflection Process, most people will have formed an impression of the appropriate stage in their Enviroschools journey. Drawing these impressions together can help the Enviroschool select areas to focus on in more detail. You can also use probing questions to help an Enviroschool identify that they are not at the stage that they thought they were at and that now is not the time for Holistic Reflection.

On p296 of the Enviroschools Kit there are questions to help you in this part of the Reflection Process.

Areas where a great deal of evidence already exists might be identified. There is no need to spend much time exploring or documenting them further. There may be other areas where people do not have much evidence readily available, and these are ones to concentrate on. You may find some aspects that are not as strongly developed as previously thought and people might decide to do more work in this area before embarking further on their reflection.

If there appear to be gaps in evidence, for example a lack of evidence of a particular Guiding Principle, you might encourage the Enviroschool to explore one or two of the relevant questions from the matrix *Questions for Enviroschools Reflection* at the back of Section Four, Enviroschools Kit. Remember, you are looking for evidence of this aspect, not just examples of activity or action.
The value of the matrix questions is to delve into current practice, learning and action through prompted discussion. Teachers and students need to be honest about what/how/why these are evident in the Enviroschool and community life. If the questions help identify weaknesses they can work towards a relevant way to embrace this Guiding Principle.

In this part of the Process, it is vitally important that everyone

• has a strong understanding of the appropriate Descriptive Paragraph
• is confident about their readiness to continue this Holistic Reflection at this time
• is aware of opportunities for further work/mahi that may have been revealed in discussions

For example, do you, as their Facilitator, get the feeling that this Enviroschool is working at the chosen level? Are the Key Words (e.g. Bronze – initial steps taken; opportunities identified; laying foundations; committed to the journey) sounding like this Enviroschool?

The following activities support and guide development of initial impressions and highlight areas for purposeful, in-depth reflection.

During this part of the process, staff and students will gain clarity about the centre or school achievements, and about its current situation.

Activity examples (from the Enviroschools Kit and on white paper at the end of Section 3.2)

→ **What’s like our school, what’s not?** (See Big Picture Reflection Activity p258 of the Enviroschools Kit, Section 4, Reflect on Change)
  This activity helps students to consider what’s happening and what’s not happening in their school and gets their ideas about next step/s or areas to strengthen. This is useful for working with both students and staff.

→ **Using Questions for Enviroschools Reflection (the Matrix Questions) 3.2.3.i**
  The matrix questions at the back of the Enviroschools Kit, Section 4, Reflect on Change are a very useful tool to identify areas that are strong, to start collating evidence towards recognition of this, and to challenge aspects of the learning and practices of a centre or school that may need further development.

→ **Matrix Sort** (See p263 of the Enviroschools Kit, Section 4, Reflect on Change)
Evidence from a range of people, documented in a variety of ways, will be gathered throughout the Process and is shared at the Sharing and Decision-making Session.

Quality evidence, as described in Section 2.2 and unpacked in Section 3.1.6, will have been gathered throughout the Process. It shows where the Enviroschool has come from, what has happened over time, and enables all to know the depth of the practices and understandings. This evidence-gathering will happen during any of the activities as you build and share an understanding of the Enviroschools Holistic Reflection Process and reflect on the implications of the journey.

Remember – what is being looked for is the depth of understanding and the depth of practice. We need to keep asking the “So What?” type questions: So what effect has this change had on our Enviroschool? How has it improved what goes on here? Who has been involved? What learning needed to happen before you knew what to do?
Rongomātāne – Garden crops, qualities of peacefulness and order, provision, cultivation.
3.3 Sharing and Decision-making Session

Facilitated process - Pooling evidence - Decision-making team - Close fit to paragraph - Next steps

3.3.1 Introduction

The purposes of the Sharing and Decision-making Session are to:

- Connect as a Sharing and Decision-making Team and to confirm our role as decision-makers who are representing the centre or school community
- Share and affirm the journey the Enviroschool is on
- Suggest some Next Steps
- Check in if we have a close fit with the relevant Descriptive Paragraph and so affirm that we are a Bronze, Silver or Green-Gold Enviroschool
- Agree upon a process for where to from here...

The Facilitator and the centre or school Key Teacher plan this Session collaboratively with input from others (students, staff, community). The Regional Coordinator may contribute to the planning (more likely at Green-Gold or Silver or with new Facilitators). Although each Enviroschool’s Session/s will be unique, there are key aspects to include (see below).

This section explains what needs to be done prior to the Session. It guides you through how to run each part of the Session itself (3.3.4) Examples of how others have run different parts of the Session are included, as well as templates and checklists to help you prepare for and run a Session. Refer to this part of your Facilitator and Key Teacher Planning Template at the front of this kit.

Facilitators need to be familiar with the different parts of a Sharing and Decision-making Session well in advance so that each can be timetabled, planned and prepared for.

The parts of the Sharing and Decision-making Session from p292 Enviroschools Kit, Section Four, Reflect on Change
3.3.2 Prior to the Session

Detailed planning needs to happen with the Key Teacher and any other key members of the Sharing and Decision-making team. This includes:

- Who needs to be there? (See p293–297 Enviroschools Kit)
- What kind of welcome is appropriate for the Enviroschool and the occasion? What responses might be needed? e.g. waiata, speeches, koha
- How will already-gathered evidence and next steps be presented in meaningful/achievable ways during the Session?
- Which projects/areas will you focus on to share?
- Who are the appropriate tamariki/students to take groups around and to talk at the tour stops?
- What are appropriate ways for the students/tamariki to share their ideas e.g. are they comfortable brainstorming or might group work and writing down ideas be more appropriate?
- Who is responsible for leading and supporting each part of the Session? (includes planning, resource-making, facilitation, recording, timekeeping)
- As part of the collaborative nature of the Process, it is important that the centre or school is given opportunities to lead some aspects, for example, the welcome and the tour.
- The Facilitator/s will lead some parts of the Session especially the Reflecting on what we have seen and heard part.
- Be clear about who undertakes the role of noting down all next steps to create a succinct Next Steps list (usually a visiting facilitator)
- Check if community members who are not attending the Session would like to contribute before the day (capturing community voice). This may be added to your image/symbol prior to, or during, the Session.

Session examples (on white paper at the end of Section 3.3)

→ Bronze Sharing and Decision-making Session (3.3.1.i)
→ Silver Sharing and Decision-making Session (3.3.1.ii)
→ Green-Gold Sharing and Decision-making Session (3.3.1.iii)
→ Green-Gold Review Sharing and Decision-making Session (3.3.1.iv)

Organising tools

There are some key tools to get ready in advance and some considerations for the Session. Most important for the Session is having an image/symbol that helps you gather all of the pieces of evidence that you’ve all been seeing and hearing about. This helps show clearly to everyone the areas that have strong evidence as well as areas that might need more gathering of information or that need to be considered further to fit the Descriptive Paragraph.

There are lots of different images/symbols that Enviroschools have used to organise and make sense of their collected knowledge or evidence during the Sharing Session. Using something that is meaningful to a particular Enviroschool is strongly encouraged. Successfully used images include: a tree/rakau, a reflection pool, sea/moana, lake/roto, a stone wall, harakeke bush, a stream/river/awa. The Guiding Principles need to be depicted on this large recording symbol. So too can the words and sentences from the Descriptive Paragraph.

The evidence is then recorded on an appropriate shape for this symbol (leaf, water droplet, etc) and the next steps can be noted on something in keeping, such as a fruit, footstep, wave – talk this through well before the Sharing and Decision-making Session so that the Sharing and Decision-making Team has input, and enough resources are prepared.
Some schools/centres like to prepare these themselves as it gives them greater ownership of this part of the process and makes it relevant to them. Check before the Session that these tools are ready, and if not, offer your support.

Other organising tools such as brain storms, continuums, and bus stops can help expand and connect pieces of evidence (see “Making a decision” in 3.3.4, and the Reflect on Change Section of the Enviroschools Kit).

Have all these ready prior to the Session.

Considerations for the Session

- Be conscious of the timeframe required to give due consideration to each part of the Sharing and Decision-making. Reflection length - Bronze is often completed in a morning; Silver takes most of a day; Green Gold is usually a whole day with the afternoon set aside for the sorting of evidence in relation to the Guiding Principles, generating additional next steps and decision-making.
- Having Reflections in the second part of year often means that there are more students/adults holding the knowledge of what has gone on in the recent past. In the first part of the year, the recent departure of seniors, especially Envirogroup seniors, can alter the group dynamics as well as the pool of knowledge.
- Have a good representation of tamariki/students and adults. Bring in people from the recent past at some stage – students, key teachers, support people.
- How will students be empowered through the different parts of the Session?
- How will you vary aspects of the Session? For example, will there be individual, small group and whole group parts? Where might you need energisers to break up deep-thinking activities and what could these be? (Have a few spares at hand).
- Consult with the centre or school about what image/symbol will be used to organise the evidence. For example a tree, needs to be ready before the Session. As well, its leaves (or other parts) need to be prepared.
- Organise a comfortable working space that gives room to spread out material including your reflecting image/symbol.
- Kai and drink – who is doing what when?
3.3.3 Immediately prior to the Session

The space that is to be used for the Session needs to be set up in advance. Often, the centre or school plans and arranges this space. There might be times when it’s clear that support from the Facilitator would helpful. These arrangements can include checking the technical aspects, clearing the walls if space is needed, making sure there are seats for everyone, that it’s clean and bright etc.

Use the Checklist for Sharing and Decision-making Session in the Facilitator and Key Teacher Planning Template with relevant staff/students well before the Session.

3.3.4 Running the Sharing and Decision-making Session

Who is responsible for running each part of the Session will have been discussed and agreed in the Session-planning stages (see 3.3.2).

Welcome and Introductions and purpose

The welcome is where the tone of the Session is set. Encourage schools / centres to use their own tikanga to plan an inviting and anticipatory welcome. If a formal pōwhiri is to be used the centre or school needs to check with local iwi (well in advance) that their proposed tikanga is appropriate. The centre or school usually organises and leads this part. Visitors need to be made aware of the appropriate responses needed.

Once the Sharing and Decision-making Team has settled into the working space there needs to be an opportunity for everyone to introduce themselves. This may be led by the Envirogroup, teacher or Facilitator.
Check-in

This part includes ensuring all participants understand the Session is a safe place to share honest thoughts and beliefs about the mahi undertaken, the future, and to share their knowledge etc. This part is often led by the Facilitator. The tone needs to be cheerful, inclusive and affirming.

The Facilitator needs to check with ALL team members that everyone understands the purpose and plan of the Session. Check that everyone (adults and students) understands that they have a role in making the decision about a close fit to the Descriptive Paragraph. It’s a quick check!

Clarify the understandings and language of the Guiding Principles/ Ngā Mātāpono, the Whole School/ Centre Approach and the Descriptive Paragraph (this should be just a checking in of understandings, as building such understandings occurs in depth in the Reflecting on the Journey part of the Process well before the Sharing and Decision-making Session).

Be clear that everyone understands the words and sentences in the relevant Descriptive Paragraph, and the Key Words. Visual prompts around the Session space can support this understanding. If students have written their own definitions of the Descriptive Paragraph or the Guiding Principles these need to be displayed prominently.

Explaining the reflection image/symbol

Introduce the large symbol/image prepared and the method of recording snapshots of evidence throughout the sharing to start this part of the process. E.g. a tree and its leaves.

Explain that during this Session you will all be recording the evidence that you are seeing and hearing and these will be written onto shaped pieces of paper (leaves, fish etc). Share and model the way that evidence and next steps will be “collected” during the session. Show how these evidence examples will later be sorted and aligned to a Guiding Principle or sentence from the Descriptive Paragraph to aid reflection (use a specific example you have observed as part of the welcome, one that is affirming and relevant). Explain the importance of recording next steps as the Session progress. Check that it is understood that everyone is participating and contributing. This part should be short and snappy.
The Tour

A tour of the Enviroschool is very much enjoyed by all and calms any nerves. It also builds relationships of trust among team members. The key purpose however, is so that adults can foster discussions to elicit depth of action, changes of behaviour and tamariki/students’ depth of engagement in these actions.

The tour includes inside as well as outside places. At an ECE centre an informal time provides an opportunity to play and connect with the tamariki and to have conversations with community members attending.

Idea for a meaningful and enjoyable tour:

- The tour is planned and prepared for by staff and students/tamariki. It includes various stops to share information about particular places/processes, including classrooms/learning areas. Hearing the non-Envirogroup student voice is empowering for them and often reveals strong evidence that wouldn’t otherwise be heard.
- Be prepared – sunhats/umbrellas/raincoats, pens, paper, stickies/recording shapes.
- Students may choose to use some prepared information notes. Having students who are able to chat about a particular project and answer questions is the ideal. Particular action projects are often explained during the tour. This is usually the part the tamariki/students like the most and want to spend time on.
- The small groups have a tour list/map of stopping places, and are led by students – each group may cover only some stopping points (and student knowledge may not be comprehensive). The idea is that the small groups, between them, have seen everything that the centre or school wants to share – and that the information and evidence gleaned will be shared in the sense-making part of the Session.
- Group members have recording shapes (whatever is the appropriate image/symbol) to record evidence of the Guiding Principles and action/changes.
- Give a fixed time for the tour e.g. 45–60 minutes. Everyone gathers at a specific place at the end of this time. The Facilitator may give the groups a list of searching questions to help bring out evidence (‘So What’ type questions, see Section 2.2). Have some questions thought out and ready.
These leaves show varying depths of recording evidence from one part of a tour. One of the roles of the adults is to find out the back story to what is on the surface by using age-appropriate, open-ended questions.

Wall Displays

Students and staff speak to these displays in an informal way about the evidence shown and the reflecting they have done. These can be viewed independently, in small groups or as the whole team. Having a focus question can help people engage with the content. For example, how does this show changes over time?
Evidence already collected
There are various ways that centres or schools share the evidence that’s already been collected and recognised. Discuss with the Enviroschool the different ways they can present already-gathered evidence. It’s a wonderful opportunity for team members to share their pride in the work/mahi accomplished and underway. It’s also a perfect time for the Facilitator, and other non centre or school members of the group, to acknowledge their mahi and to affirm the achievements, deepening actions and their role as important change-makers in their community. They are making a difference!

The Enviroschools Visual journey
The visual journey is displayed as a prompt of already-gained evidence and/or previous reflection. Members might use the Guiding Principles/Ngā Mātāpono or Key Words cards to place on relevant parts. Its use might be extended if the weather is too inclement to tour outside!
Short talks/presentations
These can be given by members of the Team or by others with relevant information. They can be a talk, use static displays or be digital presentations – as long as they are short. Give a time length in advance, so they’re prepared. These presentations give opportunities to share personal stories of, for example, behaviour change/depth of learning and often include or result in ideas for Next Steps. Provide time for visitors to ask further questions and to record evidence.

These presentations could be part of the tour, such as the first two listed below.

- The caretaker shares his/her knowledge of the decreasing amount of waste over the last two years, also that he/she has noticed students commenting about waste put incorrectly in recycling bins.
- A senior literacy group shares their special project on a creek restoration.
- Staff share changes in curriculum planning, for example, the integration of sustainability concepts and the subsequent action at the centre or school.
- The Envirogroup presents a more formal reflection, for example, about their Enviroschools’ energy usage and practices, which show conservation and deepening efficiencies (evident through changes in behaviour such as turning off devices, and audits of energy usage/lower energy bills – change over time) as well as their information sharing with the Enviroschool community.

And remember, not everything the Enviroschool does/has done, needs to be shared!

At the end of the sharing part of the Session (usually just before lunch at a Green-Gold reflection) it is good to check in with the Sharing and Decision-making Team about the depth and breadth of evidence being collected.

A quiet moment between Enviroschools Facilitators during lunch is useful to gather thoughts and re-consider tools and processes for the afternoon session. Be flexible and adaptable.

Reflecting on what we have seen and heard
In this part of the Session, the evidence is sorted or aligned to the Guiding Principle or the Descriptive Paragraph sentence that it most strongly supports. Then the leaves (or alternative) are attached to the main image/symbol so that the wealth, or otherwise, of evidence can be clearly seen. If there are clearly gaps in the evidence, specific conversations can take place to see if there is further evidence that can be added.

There are a number of ways that this sorting can take place. During the tour and presentations it might be appropriate to discuss amongst participants what they are showing and talking about and ask opinions about which Guiding Principle is being shown (and then this being noted on the leaf/droplet or whatever alongside the story).

Alternatively (or as well as) when everyone gathers back together after tours etc and shares all the evidence gathered, there is an opportunity for smaller groups to work together to take some of the evidence collected, read it and discuss which Guiding Principle it reflects. Really rich discussion can result from this part of the process as well as developing a familiarity with pieces of evidence contributed by other people.

The leaves (or whatever) will be attached to the image/symbol (tree etc).

The use of the image/symbol, for example, the tree, allows the team to visually grasp which Guiding Principles or Descriptive Paragraphs are well supported, as well as those less obviously supported. Smaller groups might work together to discuss, sort and attach the evidence. If the evidence reflects more than one Guiding Principle, the participants may choose to place it in between.
Alternatively this exercise could be done as a whole group, for example, at Bronze the wealth of evidence may not be as great, and to carry this out as a whole group could be a great learning opportunity.

Team members may share their various observations as they attach the evidence to the tree. Different small groups may have been told differing information at the various points and this whole group discussion generates valuable explanations/impressions.

Organising the evidence (including those contributions from other community members collected prior to the session) enables the information to be seen and considered by the Team members. They can then discuss their feelings about the centre or school’s ‘fit’ to the paragraph and identify any areas that appear to have little evidence, so that focused discussion can occur. The wealth of information that has been shared can be affirmed by the group as a whole.

As the Facilitator leading this part, you will need to generate ideas and opinions from all Team members about the evidence they have seen and heard. There needs to be agreement on, or discussion about the evidence presented, so that the decision-making itself can happen.

Recording and sharing Next Steps

Next Steps can be noted at any part of the Holistic Reflection Process. It is important to acknowledge these possible next steps as part of the sorting of evidence. There will be something that prompted these next steps during the sharing and sorting stages and they may relate to a particular Guiding Principle or sentence from the Descriptive Paragraph. As these are discussed and added to the reflection image/symbol, have a person collating these next steps for future reference (for example a visiting facilitator).
Making a decision about the Enviroschools fit with the Reflection Stage

This is a most important part of the Session. It is Facilitator led, not necessarily the centre or school Facilitator, it may be a visiting Facilitator. When you are planning, work through who is the appropriate person to run this – consider levels of comfort, experience, objectivity and responsibility.

- All team members have input. It is a collaborative process so make sure everyone (including adults) understands they have a right and a responsibility to express their opinions and feelings
- You want all participants to share honestly about whether they feel their centre or school has a close, comfortable fit with the Descriptive Paragraph
- Feeling safe is paramount
- Often, as the team decides if there is a close comfortable fit, they place each sentence in the relevant kete – Confident, Next Steps.

Structuring this part of the Session

Here are three examples:

**Example 1: The whole Team together** – each sentence from the Descriptive Paragraph is voted on separately by all assembled Team members and then placed in the relevant kete – “Confident”, “Next Steps” – before moving on to the next sentence.

The language here is important – we are looking for a “comfortable fit with room to move” or “a fit, with clear next steps”. If the team saw lots of evidence ‘fitting’ a particular sentence, then together, they’ll agree that their Enviroschool is ‘Confident’ in that aspect, for example, agreement that there is plenty of evidence of community involvement or of deepening student empowerment. Remember – it’s the whole group together and each sentence is looked at one at a time.
A member who is unsure about the fit of a particular sentence needs to be able to share their view - in a small group or the whole team – in a situation that feels safe for them.

**If using a voting method** agree, as a group, how to make the decision. A commonly used voting method is to invite members to raise a thumb if they feel there’s a comfortable fit, and thumb sideways if they want to discuss more. As already stated, it is important that all members vote, and feel safe about it. In some Enviroschools, team members might want all eyes closed while they put out their thumbs, and then opening them to see who would like to discuss more and who is confident.

Any discussion takes place straight away. If some have their thumb sideways, give them an opportunity to talk. This will require careful management – honouring individuality whilst ensuring there is group consensus. Invite them to share their thoughts. Suggest that others respond or talk about why they voted the way they did. Offer ways forward, next steps, or future opportunities that might address the concern. If they are still uncomfortable place this sentence in the Next Steps kete for further consideration at a later date.

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**Example 2: Bus Stopping the Descriptive Paragraph sentences** - Bus stopping is an effective way of discussing information and allows quieter members to have their say. Each stop is an A3 or larger piece of paper that displays one of the sentences from the Descriptive Paragraph printed large. Team members record evidence seen and heard/shared, as well as relevant information. For example, information about specific projects and processes. Ideas for Next Steps can also be written here.

After members have moved around and contributed their ideas at each stop, they are asked to stand by the sentence they feel they most strongly support.

This small group then acts as an advocate of the evidence to support confidence in that sentence, to the whole group. They recommend the “Confident” kete, and discussion, if required, occurs before the whole group votes.
Example 3: Small Groups Using Sticky Dots or Felt tipped pens — Each small group has a set of all the Descriptive Paragraph sentences. They also have a pile of green (we feel there is a good fit), blue (we want to talk a bit more/not sure) and red (no) sticky dots or those same-coloured felt tipped pens. The green-marked sentences go in a kete and the red and blues are shared with the full group for further discussion. Often, a number of small groups have the same sentence showing a red or blue dot/mark. The small group talks to the whole group about why they felt that way and others are asked to contribute.

Decision-time, no matter what method

If the whole team has shown it feels a close comfortable fit with the Descriptive Paragraph with some room to grow as shown by the Next Steps, then enjoy the moment! Congratulate all the members as representatives of the whole centre or school.

NOTE: In the unlikely event that only a few sentences are placed in the Confident kete, the Team will need to plan for more action or evidence gathering before coming together again to discuss and then vote on that aspect, and the fit with the paragraph as a whole.

George Street Kindergarten in Auckland working though a decision on fit with the reflection stage

Spotswood Primary in Taranaki celebrate becoming a Bronze Enviroschool!

Waikato Waldorf students, teachers and the Enviroschools Facilitator made the decision that they are a Silver Enviroschool!
Closing the Sharing and Decision-making session

There will likely be a room full of very excited people who are keen to share the decision with the rest of the Enviroschool. It is important to let the tamariki/students show this energy in a positive way.

Having some suitable kai is a great way of ‘coming down’ from the more serious task of Sharing and Decision-making, and enjoying the merry notion of achievement.

When they have settled down give everyone an opportunity to express their thoughts about the Process. Thank them all for their contributions and hard work. Be clear about the Next Steps Process.

Offer the Confirmation Certificate and if appropriate (is there time? will this fit with relaxed yahooing? etc), get it signed by everyone in the Team.

Certificates can be found in the RC section of the website

This might also be a time to popcorn some personal reflections, for example – what are you feeling proud of, what are some next steps you’re looking forward to?

Close the session with a waiata, karakia or similar (something that fits with the tikanga of the session, place and people).
3.3.5 Debrief and follow-up from the Session

Debrief immediately after the Sharing and Decision-making Session:

Spend time with the Key Teacher/s and other lead participants (for example, other Facilitators, RC) reflecting on the day and following up from the Session.

From their perspective, what went well, what empowered the students and what would you do differently next time? Any additional comments?

You’ll know that the Sharing and Decision-making Session has been successful if

- It was purposeful and enjoyable
- The whole Team has looked deeply into what’s been accomplished
- There has been a sense of excitement and appreciation of changes made/projects undertaken
- Students felt empowered throughout the Reflection Process
- Next Steps have been generated, recorded and collated
- A Next Steps Action Plan meeting date has been set – this may happen either at the end of the session or very soon afterwards.

Are there aspects of the day that you, as the main Facilitator of the Process, would like to share with your regional team? Are there aspects that you would like help with in future Reflections? Record thoughts such as these in your Planning Template located at the front of this folder.

Follow up from the Session:

- The Facilitator emails the Key Teacher within a day or so to thank her/him, and asks them to pass on the Facilitator’s thanks to all centre/school participants for their time and contributions.
- The email needs to include the list of the Next Steps that were collated during the Sharing and Decision-making Session (let them know they’ll be emailed shortly if they’re not quite ready).
- Ask the Key Teacher to ensure the Next Steps list is shared with all centre/school people that were involved in this Holistic Reflection Process. Attaching the list to the large reflection image/symbol - e.g. the tree, the awa, that will by this stage be on display – may help to retain momentum in actioning these Next Steps.

As well...

- What needs to be documented so that people at the next Holistic Reflection are well informed about this Holistic Reflection.
- What reporting requirements are there? How will they be done?
- Ensure that the centre or school copy of the Enviroschools Facilitator and Key Teacher Planning Template is retained and easy to find. The Facilitator keeps her/his copy (unless the region has an alternative arrangement).
- How will the centre or school celebrate this achievement?

And of course – the Next Steps action planning (see 3.4)
Haumietiketike – uncultivated food, qualities of wild and natural provision.
3.4 Next Steps Action Planning

Informs vision and future planning - Guiding Principles/ Ngā Mātāpono - Whole School/Centre Approach

3.4.1 Introduction

As part of the Sharing and Decision-making Session you need to ensure a date and time for the Next Steps action planning meeting is set; within a week of the Sharing and Decision-making Session is ideal. If, for some reason, the meeting date wasn’t set then, you need to contact the key teacher shortly after the Session, so the meeting can occur while the ideas and inspirations are still fresh in people’s minds.

The Next Steps that were generated at the Sharing and Decision-making Session need to be seen alongside other ‘next steps’ that may already exist, for example, on the Enviroschools Vision Map or on Envirogroup charts or those that arose from the evidence gathering process. Ideally, they are all present on the collated list of Next Steps.

The main purpose of this meeting is to clarify ‘What, Who, When’ from all the ideas that have arisen, in a way that makes sense, and begins to formulate the next aspects of deepening sustainable practice. In other words, developing a clear plan to work from.

Remember to refer to this part of your Facilitator and Key Teacher Planning Template.

Key aspects to consider for this meeting and the Action Plan itself are:

- Who will attend?
- Who is recording the meeting? Who will draw up the plan?
- What are the actions, and who is/are responsible for progressing each one?
- How will the Enviroschool action these Next Steps? What processes will be used?
- Which Guiding Principles/Ngā Mātāpono are the focus?
- How is deepening intentional learning included and how do these new focuses connect with existing learning and action (i.e. how is it included in teachers’ curriculum planning)? Are new avenues being explored? How will this influence planning for classroom learning (i.e. we have an idea, and now we need to work out the best way forward. That may mean some further learning or research).
- How will the Next Steps maintain/broaden/deepen the Enviroschools sustainable practices?
- How could this lead to a more sustainable community?
- What is the communication plan for ensuring management, students, staff (including the caretaker), relevant off-site partners, the wider community, the Regional Coordinator are all informed of these carefully considered Next Steps? (e.g. centre or school newsletter, blogs, regional newsletter).

By the end of this meeting, the immediate Next Steps have usually been identified and agreed upon, and the timeline of expected action begun. A Design or Vision Planner (p223/225 ES Kit) may assist this process. If a further meeting is needed in the near future, set the date.
It is vital that the Next Steps Action Plan remains prominent in people’s minds and in their sight.

- Where will the template/chart of the Next Steps Action Plan be displayed?
- How is the Plan included in Term planning?
- Who checks it frequently to see that momentum is maintained, who keeps the key players on task?
- Who reflects on and celebrates the completion of various tasks?
- How are the small and larger steps/stages on the centre or school’s deepening sustainability journey named and celebrated?

Part of the Facilitator’s follow-up role is reminding the Enviroschool to update the visual journey and/or their Vision Map when actions are undertaken, partnerships entered into and Next Steps are underway.

And, of course, if there are wonderful stories to relate about Next Steps planning and action that will inspire others, please write them up and email them to the National Team for the Enviroschools Website.

Rhode Street School Hamilton display their next steps as worms.

Waldorf School Hamilton show off their next steps as flower petals.
3.5 Celebrating

Celebratory event - Recognition - Further developing community links

3.5.1 Introduction

Celebration of a successful Holistic Reflection requires careful planning.

It is an ideal opportunity to involve the whole community, widely promote the sustainable practices and processes that the Enviroschool has put in place, and invite local dignitaries to join in.

Work with the Enviroschool to consider what is an appropriate celebration for them. Celebrations range from a special community morning tea to a presentation by the Envirogroup at a school assembly. More common is a celebration afternoon where the school or centre shares their achievement with the wider community in a well-planned celebration event. It might be that there is a region-wide celebration where all reflecting Enviroschools achievements are acknowledged. This may be instead of, or as well as, a locally based one. Some communities are moving towards combined cross-sector reflections and therefore the celebration allows whole community involvement.

A celebration is a wonderful opportunity to acknowledge the tamariki and students, their supporters and associated groups, for the work achieved and for the visions realised or generated. It’s a time to recognise pivotal individuals, without whom such initiatives might not have come to pass. It’s a time to acknowledge all the people/groups who have helped effect positive change and affirm the commitment to the Enviroschools kaupapa and Guiding Principles/Ngā Mātāpono.

Creative and thoughtful planning will ensure that the Enviroschools achievements are promoted widely. Section Four, Enviroschools Kit, p268–270, Sustainable Celebrations has many suggestions to make the celebration inspiring, affirming, and enjoyable for all those present, as well as how to run the occasion sustainably.

Some aspects of the celebration need to be planned and actioned well before the day, such as organising the Reflection Certificate and inviting guests and media representatives. The Reflection Certificate templates are located in the RC section of the website and it is the RC’s task to ensure the certificate is printed to suit your district and region and partnerships (logos etc). As well, if the centre or school has an Enviroschools sign, the RC will need to ensure the relevant sticker/s are ready for adding on.

Others aspects will need to be considered in detail immediately prior to, and on the day itself.
3.5.2 Points to consider when planning a big celebration

- **Before the planning meeting**, discuss with your Regional Coordinator (who will be invited to this celebration event), what your role is and if the RC is attending, what their role is. The Enviroschool usually has a list of attendees as well; remember to ask them.

- **Consult with tangata whenua** if appropriate.

- **Planning meeting**: The planning of the celebration is all about the tamariki and students, staff and community creating an event that is significant to them. The Facilitator has a role in “facilitating” conversations about what this might be and who might be invited. They have a responsibility to ensure key supporters/stake holders are invited. These include whānau and Board of Trustees/community, funder representatives (including councillors/mayor), the RC and partnership organisations. Many Key Teachers run these meetings in a collaborative way (possibly with students first before sharing with wider staff and community).

- **Who will make up the planning group?** This may be a small group including the Envirogroup, key teacher, and Facilitator and it may include members of the community and school principal.

- **Using a matrix or a Design Planner** (e.g. p223 Enviroschools Kit) may help ensure all aspects are covered.

- **Team preparation** – this may include deciding who speaks about what, who takes responsibility for various aspects, for example, the mihi whakatau, waiata, karakia, kai preparation as well as looking after special guests and leading any brief tours of specific action that may take place.

- **The physical space can make such a difference to a celebration event.** Make sure the chosen space, outside or inside, is suitable for the numbers attending and is inviting and inspiring. Consider if it needs cleaning, airing, heating, decorating, rearranging, or seating added. Is there space for invited guests and Envirogroup members to be seated easily? Is there a Plan B if it’s planned for outside?

- **Invitations** – discuss at the planning meeting who’ll be invited – MPs, local councillors, local dignitaries, people who have been on this journey in the past at this centre or school, including past pupils and caretakers (is it a day politicians are available if you’re inviting them?). Will you need to send a location guide with the invitations and mention parking?

- **What will the invitations look like?** Who will design them? Has that person got access to the current Enviroschools logo and the Enviroschools Visual Identity Guide? Will invitations be posted, emailed, sent home with students... allow for plenty of time for invitations to get there.

- **Notes may need to be supplied/written for speakers**, e.g. councillors and others, as they may not have an understanding of the Enviroschools kaupapa, and may not be familiar with the work the centre or school has been doing (even if they have a child at that Enviroschool). If notes are being prepared for more than one speaker, ensure the speeches will cover different aspects of this Enviroschools’ journey/current work/history/kaupapa. Work with your RC on this task. There are examples of speaking notes in the Regional Implementation Guide (RIG).

- **Contact media** and send them a press release well in advance. For some papers, especially community papers, a written report plus photo may be what they require to publish an article, so it’s important to assign that task to someone. Again, there are examples in the RIG.

- **Remember to plan for the celebration’s ending!** For example, will it be formal, or will people leave as they choose after kai? Make sure all participants know.

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**Celebrating Green-Gold at Douglas Park Wellington**