

## Enviroschools Support Agreement

***Nau Mai, Haere Mai. Welcome to Enviroschools.***

Enviroschools is a nationwide network involving early childhood centres, primary and secondary schools. The Enviroschools Programme is supported by Toimata Foundation in association with a network of partners.

The kaupapa of Enviroschools is about the well-being of the whole centre or school, community and eco-system. Enviroschools is a participatory whole school/ centre approach that involves children/ students in the decision-making, design and implementation of sustainability projects and practices in their school and community.

The purpose of this support agreement is to clarify the roles of all participants in the Enviroschools Programme.

**School: *Undertaking a long-term sustainability journey of learning and action***

### **xxxxx School agrees to:**

- Explore and engage with the Enviroschools kaupapa (Enviroschools Handbook p4-5) and the Enviroschools Guiding Principles/ Ngā Mātāpono (Handbook p9-11).
- Engage with the support provided for the Enviroschools Programme.
- Develop a long-term vision and strategy to become a sustainable school.
- Engage in student-centred action projects in the school and community.
- Reflect on and share progress with the school community and other participants.
- Annually review current goals and identify goals for the following year.

*Please refer to the attached School Commitment Description, which forms part of this Agreement, for more details about each of these points.*

**Facilitator: *Guiding, motivating and supporting the school to develop their Enviroschools journey***

### **Your facilitator agrees to:**

- Introduce the Enviroschools kaupapa and process to the whole school.
- Support the school to plan, implement and evaluate sustainability learning and action.
- Highlight links to local programmes, resources, events and sustainability professional development.
- Work collaboratively with other agencies to enable a coordinated approach within the school.
- Maintain regular communication with key staff and the steering group/Envirogroup.
- Assist the school's data gathering, annual review/reflection processes and goal setting, agree priorities and discuss desired level of support for the coming year.

**Regional Coordinator: *Facilitating a regional approach to create a vibrant and supportive regional Enviroschools network***

### **Your Regional Coordinator agrees to:**

- Promote collaboration and networking between all agencies involved in the Enviroschools Programme.
- Ensure schools have access to Enviroschools resources.
- Work collaboratively with Enviroschools Facilitators and other sustainability educators to provide professional development opportunities for participating schools, including networking/cluster events for students and teachers, and workshops for teachers, other school staff and Boards of Trustees, whānau and community members.
- Coordinate the Enviroschools Reflection process and celebration events.
- Take opportunities to raise the profile of Enviroschools activities in the wider community.

**Toimata Foundation: *Providing national leadership and direction, programme support, and further development***

**National Office, Enviroschools Programme team agrees to:**

- Ensure the Enviroschools kaupapa and Guiding Principles are reflected in all aspects of the Enviroschools Programme.
- Provide national coordination to ensure collaboration, networking and support between all agencies involved with the Enviroschools Programme.
- Provide resources to support Regional Coordinators, Facilitators and participating schools.
- Provide opportunities to share knowledge, skills and ideas to support programme development at all levels.
- Coordinate reflection and evaluation of the range of outcomes from Enviroschools to support programme development.
- Support programme development through nationally led projects.
- Show leadership in the EfS field, which includes developing and maintaining key relationships with a wide range of organisations both in New Zealand and internationally.

**We agree with the terms of the Enviroschools Support Agreement:**

School Name: **xxxxxx**

MOE number:

Student Representative: Sign \_\_\_\_\_ Print \_\_\_\_\_ Date: \_\_\_\_\_

Board of Trustees Member: Sign \_\_\_\_\_ Print \_\_\_\_\_ Date: \_\_\_\_\_

Principal: Sign \_\_\_\_\_ Print \_\_\_\_\_ Date: \_\_\_\_\_

Property Manager (if applicable): Sign \_\_\_\_\_ Print \_\_\_\_\_ Date: \_\_\_\_\_

**Regional Team:**

Enviroschools Facilitator: Sign \_\_\_\_\_ Date: \_\_\_\_\_

Enviroschools Regional Coordinator: Sign \_\_\_\_\_ Date: \_\_\_\_\_

**Toimata Foundation:**

Role: Sign \_\_\_\_\_ Print \_\_\_\_\_ Date: \_\_\_\_\_



## School Commitment Description: Being an EnviroSchool

Fundamentals	This includes	Examples - What this looks like <i>(these are examples – content here will depend on each regional &amp;/or individual school)</i>
Explore and engage with the EnviroSchools Kaupapa and Guiding Principles	<ul style="list-style-type: none"> <li>• Using the Action Learning Cycle/ Pūnaha Akoako (Handbook p18-20) or existing school inquiry model, that includes students taking action</li> <li>• Using a Whole School Approach (Handbook p12-13) as part of this cycle</li> <li>• Integrating the Guiding Principles into school life</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Drawing on the EnviroSchools Process to support your journey (Handbook p26-54)</i></li> <li>• <i>Scheduled staff professional development</i></li> <li>• <i>Staff and Envirogroup sessions reflecting on how the Guiding Principles are evident in the school</i></li> </ul>
Engage with the support provided for the EnviroSchools Programme	<ul style="list-style-type: none"> <li>• Working with an EnviroSchools Facilitator to develop a long-term process of learning and action for sustainability</li> <li>• Making use of the range of EnviroSchools resources</li> <li>• Taking part regional and/or national EnviroSchools professional development and networking events.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Keeping regular contact with the facilitator</i></li> <li>• <i>Lead teacher touching base with facilitator once a term – at least biannual face to face meetings, other termly meetings could be by phone</i></li> </ul>
Develop a long-term vision and strategy to become a sustainable school	<ul style="list-style-type: none"> <li>• Ensuring leadership, professional development, budget</li> <li>• Steering the process and involving all school groups including students, Board of Trustees, staff, and other community groups where appropriate</li> <li>• Integrating sustainability education into the curriculum</li> <li>• Annual goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lead/link teacher or team with appropriate support (e.g. release, management unit, budget)</i></li> <li>• <i>Strategy statements</i></li> <li>• <i>Development or adaptation of school policies</i></li> <li>• <i>Forming an Envirogroup/steering group to steer the process</i></li> <li>• <i>Integrated curriculum planning</i></li> <li>• <i>Developing or adapting procedures</i></li> </ul>
Engage in student-centred action projects in the school and community	<ul style="list-style-type: none"> <li>• Involving students in all stages of the project – identifying the current situation, exploring alternatives, taking action (planning, consultation, design, action) and reflecting on change- as in the Action Learning Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Projects within school grounds e.g. landscapes, building, practices, consumption choices</i></li> <li>• <i>School participates in an existing community project e.g. community garden, restoration project</i></li> </ul>
Reflect on and share progress with the school community and other participants	<ul style="list-style-type: none"> <li>• Regular staff/student reflections on progress</li> <li>• Holistic Whole School Reflection as appropriate</li> <li>• Gathering quantitative data measuring environmental change</li> <li>• Documentation of the process</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wall display of the journey so far, scrapbook of a project to share with visitors, student tours for visitors</i></li> <li>• <i>Holistic whole school reflection at least once every 3 years</i></li> <li>• <i>Contributing to regional and/or national EnviroSchools Scrapbook, case studies for the EnviroSchools website etc.</i></li> <li>• <i>Participating in cluster meetings</i></li> </ul>
Annually review current goals and identify goals for the following year	<ul style="list-style-type: none"> <li>• Meeting between facilitator and lead/link teacher/s</li> <li>• Review and confirm support needs for coming year</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Schedule staff professional development for the coming year</i></li> <li>• <i>Go over annual goals</i></li> <li>• <i>Diarise upcoming meetings and events</i></li> </ul>