



WAIKERERU WILD LAB TIAKI TAIAO

Year One 2019 Report to ANZET

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Overview and Background

Waikereru Wild Lab Tiaki Taiao engages young people and teachers in a quest to understand what has happened to local ecosystems in Te Tairāwhiti since human arrival, and to restore them to a state of ora (health, well-being). Experts in scientific disciplines interact with experts in Māori ancestral knowledge and leading education designers to develop inspiring workshops.

Teachers and young people gain insights into what is happening in local ecosystems and learn about the lives of each of the endangered plants and animals featured in particular workshops. They discover that by drawing on western sciences and mātauranga Māori, they can make a powerful difference to the landscapes they live in, and the planet.

In particular, the Wild Lab Tiaki Taiao programme aims to:

- Increase insight into local ecosystems and the lives of particular indigenous plants and animals
- Increase interest in western sciences and mātauranga Māori linked to nature
- Increase connection / sensitivity to the natural world
- Increase connection to others
- Develop a clear vision of what kind of future we want to live in.

Rationale - Research findings consistently show a significant correlation in both children and adults between the level of insight into and connection with the natural world, and care for the environment and emotional well-being. A recent meta-analysis published in the Journal of Environmental Psychology (2019) by Mackay and Schmitt entitled *"Do people who feel connected to nature do more to protect it? A meta-analysis"* confirmed a strong association between connectedness with nature and pro-environmental behaviours, as well as evidence that the association is causal.

Interest in science is considered a key driver to pursuing science careers in youth (Tai et al. 2006, Maltese and Tai 2010) and sustained lifelong learning and engagement in adults (Dabney et al. 2011, Falk et al. 2007). We define this interest as “the degree to which an individual assigns personal relevance to a science topic, activity, environmental issue, or the scientific endeavour.” This definition is compatible with Hidi and Renninger’s (2006) later phases of interest development, which are characterized by positive feelings and an increasing investment in learning more about a particular topic. Over time, this type of interest can lead to sustained engagement and motivation, and it can support an individual’s development as a science learner (Fenichel and Schweingruber, 2010, National Research Council 2009).

WORKSHOPS DELIVERED IN 2019

During Year 1, we delivered 18 workshops across six themes. Sixteen workshops were with groups of school students and at least one teacher, and two workshops were with groups of candidate teachers at EIT Tairawhiti and their Bachelor's degree tutors.

Date	School Groups*	Workshop Theme	Student numbers	School year/s
13 Feb	Campion	Oi Oi	16	8-11
4 April	Makauri	Koura	20	3-6
8 May	Makaraka	Koura	17	6
30 May	Cobham	Oi Oi	16	5
2 Aug	Central	1769 Flora & Fauna	25	4
5 Aug	Central	1769 Flora & Fauna	27	4
7 Aug	Te Wharau	Oi Oi	18	5-6
12 Aug	Central	1769 Flora & Fauna	26	4
13 Aug	Central	1769 Flora & Fauna	27	4
7 Oct	Mixed	1769 Flora & Fauna	17	6-10
21 Oct	Westmount	Navigation	17	5
23 Oct	Westmount	Navigation	17	5
25 Oct	Te Karaka	Oi Oi	21	9
4 Nov	Wainui	Rivers in Tears	23	2
14 Nov	Nga uri a Maui	Harakeke(manutuku)	16	10-12
25 Nov	Te Wharau	River in Tears	17	5

*One or two teachers also participated with their school group.

Date	Teachers	Workshop Theme	Numbers	Year
5 June	EIT (year 3)	Oi Oi	6	8-11
17 Oct	EIT (year 1)	Oi Oi (numeracy)	8	3-6

Summary of Workshop Feedback

The purpose of collecting immediate evaluative feedback from workshop participants is to help us to optimise and reflect on the effectiveness of this programme in relation to its aims.

Throughout 2019 students and teachers were interviewed at the end of each of the workshops. Questions included:

- What did you enjoy about the day?*
- Is there anything you did not enjoy?*
- How was it different to learning at school?*
- What did you learn today that can share with friends and family?*

We also trialled using a pre and post workshop online questionnaire that the students complete at school. This wasn't as successful in obtaining feedback from participants - it has proved difficult to chase up the schools to fill in the online questionnaire.

Key themes in feedback

Using PMI (Positive Minus Interesting) developed by Dr Edward de Bono we have summarised the main impact of the workshops from the detailed feedback contained in the Appendix.

Positives

Increase in personal motivations, wanting to make a difference.

- “Two boys said they were definitely going to be scientists in their local river and look after it. All 24 kids said they wanted to carry on the project with their school in a local river” – Jackie: Experienced teacher
- “Ibanez has also built a birdhouse inspired from her trip to the wild lab” – Leah: Teacher
- “Kids are still using the call of the Oi bird and students have been carrying out their own individual studies outside of school”- Katie: Experienced teacher
- “Watching the students give feedback and ask questions allowed several different ideas to be clarified. The creativity that came through was outstanding” – Michelle: experienced teacher - Makaraka school

Teachers and candidate teachers using the platform as an exemplar for project and passion-based learning.

- “Not only did I feel as though I had learnt an enormous amount about the local environment, but I also came away feeling closer to the members of our group” – Brian: 3rd year trainee teacher
- “This is real, contextualised learning and I see it as a great vehicle for COL schools” – Tim: Lead co-ordinator for Tairawhiti COLs (Schools’ Community of Learning)
- “This allowed us to build the relationships needed, so that the students can succeed, and also provide the student teachers with a wider understanding of the environment around them and how to incorporate that into their teaching.” Vanessa 3rd year trainee teacher
- “I propose that at the beginning of each year all of the mentor teachers, and student teachers from all year groups, should experience what we did. I would happily share this idea with EIT. Here’s hoping that this is something that can be organised!” Shannon 3rd year candidate teacher

Students taking control/ownership of the challenges and applying their own skills to specific tasks

- “The learning tasks/environment gave the students a sense of importance” – Jonno: lead teacher, Campion College
- I liked the stories about how the Oi are taonga and were brought back to Waikereru. I liked how we were in charge - student, Campion College

High levels of engagement and trust.

- “I loved it! I look forward to recommending this, to the next school I attend!” – Steve: 3rd year candidate teacher
- “Allowing the students to feed each other’s ideas into the whole group was exceptionally effective.” Jono: lead teacher at Campion
- “Students who may normally shy away from being outside their comfort zone (perhaps too cool for certain parts) were engaged in all aspects of the workshop, with smiles!” - Odessa: Cobham School
- That it was a lot of fun and that I would love to go again if I get invited again. That I learnt a lot of cool things about crayfish and I would like to go again. That you guys knew a lot about koura - Student, Makauri school
- I like everything such as the huts, playing hide and go seek, walking up the hill and my favourite was talking about the Oi. I want to go back to Wild Lab - Student, Makaraka school.

Interesting

Costume character for each workshop increased the students’ engagement

- “This was a creative and informative way for the students to make a connection to the Oi narrative. Lots of smiles!” – Jono: experienced teacher
- “The moth costume was very well received. Wow factor.” – Nic: experienced teacher
- Observed that they really wanted to save the bird once they met her for real. Very interesting that this could be the difference in getting students to care for something.

Inspiring location close to town

- “The sanctuary was utterly beautiful and I am amazed that something so beautiful could exist so close to a city” – Jodi: experienced teacher
- “Having been to Waikereru and experienced what you do out there, having this resource on our doorsteps we as a community are very lucky” - Nic: experienced teacher
- “You know when you are making a difference, when I live in the surrounding area and had no idea about the things you were teaching us today about our local ecosystem” – Trainee teacher

Minus

More time on each challenge

- “Time constraints. Having a limited time frame hindered the fun - students wanted to stay longer!” – Jono: experienced teacher

New Themes developed in 2019

As planned, we carried out development work on teaching and learning resources for 5 new workshop themes in late 2018; and took that work to final development with 3 of the workshop themes, including our first Wild Lab delivered partly in Te Reo. We also commissioned 3 new costumes during 2019 and purchased the yurt tent to shelter the students and teachers in unfavourable weather.

Manutuku – Weaving with Harakeke workshop

Students learned:

- about the different types of harakeke
- a karakia timata and whakamutunga
- how to make a manu tukutuku
- how to harvest harakeke

This was our first workshop delivered in Te Reo Maori

Rivers in Tears workshop

Students learned:

- How to measure the health of a river
- How to use NIWA tools
- The importance of healthy waterways

Navigation workshop

Students learned:

- The ancient art of storytelling
- How to use a compass
- How to use nature to navigate

Oi Oi Numeracy Workshop

Adapted the Oi workshop theme to include a numeracy focus.

Experts involved in developing workshop themes

Manutuku – Weaving with Harakeke

- **Erica Lawson – Te Reo Maori expert**

Erica delivered half of the workshop in Te Reo Maori

- **Fiona Collis – Weaving expert**

Fiona is a contemporary Māori artist who helped design the Manutuku part of the new workshop

- **Dr Sue Scheele & Katarina Tawiri - Manaaki Whenua – Landcare Research**

Consulted on the harakeke properties and ideas for the workshop

River in Tears

- **Murray Palmer - Director - Nga Mahi Te Taiao**
- **Nicky Horseman – Marine Biologist**

Consulted in the development of the challenges of the workshop including the use of NIWA tools

1769 Garden – Flora and Fauna

- **Graham Atkins – Biodiversity Ranger – DOC**

Consulted on the traditional uses of plants in the 1769 garden to be used in student challenges.

Further development of themes planned in 2020 (partly completed to date)

Predator Free

- **Dr James Russell - Associate Professor, Auckland University – Biodiversity**

Consulted on challenges for the upcoming Predator Free workshop and now implementing design of workshop.

Tech in the Bush – GIS Mapping

- **Malcolm Penn – Senior Spatial Analyst at MPI - GIS expert**

Started conversations on GIS mapping workshop

CHARACTER COSTUMES



Mayfly costume, Brighde Penn



Kereru costume, Brighde Penn

The costumes of indigenous birds and animals used in the Wild Lab Tiaki Taiao have added a powerful performative element to the workshops and are a huge hit with teachers and students.

The costumes designed and crafted by Elle Jarratt ('Oi and Koura costumes) have now been joined by costumes designed and made by Brighde Penn, who grew up in the Waimatā valley, is studying Theatre Studies in Wales and designs costumes for the Dr. Who TV series among other clients. Brighde has produced three spectacular new costumes - the *Notoreas* moth in 2019 (photo below) and a Kererū costume and a Mayfly costume, complete with mayfly puppet (photos above) for workshops from 2020 onwards.



Notoreas costume, Brighde Penn

APPENDIX: DETAILED FEEDBACK

Campion College Feedback

Video Evidence <https://vimeo.com/317624320>



What I liked about the experience?

- I liked the stories about how the Oi are taonga and were brought to Waikereru
- I liked how we were in charge.
- We actually got to do things
- In the classroom we are told what to do. Here we came up with our own ideas and actually went and did them
- Sometimes in the classroom questions are not answered.....because you don't think of asking them
- I really liked the Oi
- It's good being somewhere different with new people
- Sometimes we see things just on the internet and here we get to be amongst it



What could be improved?

- Having longer
- It was too short

From the Teacher:

What I liked about the experience?

- The trip/learning tasks/environment gave the students a sense of importance or special-ness to have facilitators delivering a fun and engaging workshop.
- 'Doing' was a word that came up a lot. Students expressed how much of their learning time is planning or thinking without the practical element of 'doing' something to learn.



- Students enjoyed working in groups they got to choose and sometimes with unlikely partnerships that may not have happened in a school classroom. As an observer the group work was positive, constructive and contributed to being successful at completing the task.
- The Oi! This was a creative and informative way for the students to make a connection to the Oi narrative. Lots of smiles!
- Allowing the students to feed each other's ideas into the whole group was exceptionally effective. Watching the students give feedback and ask questions allowed several different ideas to be clarified. Quite often the teacher or facilitator is the one directing the thought process but is limited by it simply being just one person. The creativity that came through was outstanding.
- From speaking with the students, there didn't seem to be one particular thing that stood out as the main reason for the enjoyment/engagement, but perhaps the variety of angles catered to all students.

What could be improved?

- Time constraints. Having a limited time frame hindered the fun - students wanted to stay longer!

Makauri School Feedback

Video Evidence -

<https://vimeo.com/390209451> - teacher, parent and student engagement

Feedback from post-workshop online survey:

What did you enjoy about the day?	If you could go back what would you like to do?	What are you still wondering about?	Is there anything you didn't enjoy?	Can you summarise some of what you learnt on this day?	Any other comments?
making pincers	To see fresh water crayfish	what are fresh water crayfishes' enemy	not one thing at all	That freshwater crayfish are endangered and if everyone take a fresh water crayfish to eat they be no cray fish left so we need to protect them	no
That we learnt a lot about koura and that it was fun.	To learn more about crayfish and maybe go in the dark to see a koura and also to play hide and seek in the big trees.	If we will still see koura in the valley? if it looks the same or maybe different.	everything about it i liked about it was fun.	That crayfish sleep in the day and come out at night.	That it was a lot of fun and that i would love to go again if i get invited again. That i learnt a lot of cool things about crayfish and i would like to go again. that you guy's knew a lot about koura

i enjoyed doing the group actives.	i would like to do some more group activities but in the same groups as last time.	i am still wondering about the challenge we didn't do the armour challenge.	no i loved everything.	we learnt a lot about the crayfish and what they do and see.	i would love to come for a night time visit so we could see the crayfish in action
I loved all the tasks we did, the nature and the fresh air.	I would like to stay a night to see the koura and do more tasks.	How many koura do you have in the sanctuary	No I enjoyed every bit about what we did.	It is a lot harder to pick up things using pincers than to use hands.	You are doing amazing working with children like me giving us the chance to work with nature and the out doors.
making pincers	do some over night stuff to see some crayfish	no	nothing	that if you bring a koura from a diffrent valley it will die	no

Makaraka School Feedback



"Watching the students give feedback and ask questions allowed several different ideas to be clarified. The creativity that came through was outstanding" - Michelle: experienced teacher - Makaraka school



What did you enjoy about the day?	If you could go back what would you like to do?	What are you still wondering about?
Making the shelter like we were the oi bird but doing it in a forest and having it over ground.	Everything about the oi bird!	If Scientist are ever gonna find out the oi birds GPS.
I really enjoyed everything from the challengers to the hill climb and to the oi bird. Also I really like the homemade huts . the huts and the energy in the bush.	Next time I would like to spend a bit more time on the farm and playing games. And have a sleep over under the stars sleep the night in huts. spend 3-4 hours building them and then sleep in the huts.	How long did it take to build the classrooms they are awesome i am still wondering about the migration of the oi
I liked making our hut and learning how oi got though nature learning about the oi and playing predators and natives	work on our hut and urn my other baggies do more building and do more challenges	what i've got to do to earn my other baggies how the oi drinks fresh water out of his beak from sea water
building the hut	carry on building the hut	how big the Mutton bird is
Making the huts and planning them.	build some bigger huts and stay over night.	how can the oi can go through all that weather and go back to the same place ever year.
I enjoyed making the huts and looking at over's	I would like to sleep overnight in our huts	I'm wondering about how the oi goes back to the same place each time it goes back to sea.
i enjoy making the huts and loved Rose,Jessica and Jerikah hurt.	i would like to stay in the hut that me,Kate and Max made i want to stay in the night in for two or three nights i the hut	that why did the oi leave new zealand
building the huts in the forest and the blind eye the blind eye is when you are blindfolded and you go throw a obstacle course	make a hut then stay the night in it.	what other challenges they have for us.
building a hut	finish our hut	nothing
I enjoyed building the huts and playing hide and seek (Predators and Natives)	I build a hut and make it a bit bigger than last time.	I still wondering if they can stay alive for more than 6 years.
i enjoyed building the huts and playing hide and seek (predators and natives)	build a bigger and better hut and stay overnight in the tree house if it is built.	I am still wondering that can oi's stay more than 6 years in the sea and and can they come back if it is a tornado.
playing new games	all of it	the tree house

Is there anything you didn't enjoy?	Can you summarise some of what you learnt on this day?	Any other comments?
no.	The oi bird, I never knew that was a bird and I found out how hard it will get back home.	no.
noo way!!	I learnt that the mutton bird lives in the wild lab forest. Also i learnt that it is really hard to run with a blind fold on!!! around the cones	Hey guys It would make my year If we had this program and anyone who wants to can come out to the wild lab and have a day to build a hut in the forest and then we can have food and allsorts in there we could have groups of 3 or 4 Hope for you guys to think about it
there is nothing i did not enjoy	i learnt about the oi and how they collect salt water and make it to fresh water	no other comments
no	how the oi call and how they nest it was so weird that they nest underground	I hope I learn more next time we go back to the wild lab thank you
that we didn't have enough time to finish our hut but mainly nothing	doing a aboriginal call that is for danger and communication and learning facts about the oi	that it was really fun and i really want to go again
no it all was lot of fun	where the mutton bird lives and the call	no i don't
I loved everything .	I learnt a lot of stuff but the thing learnt about was the oi they can survive at sea for 6 years and they use the beaks to dig.	no
Nothing because everything was awesome.	I learnt a lot of new stuff and it most of it was about the oi	No not anything
i like everything	i like everything such as the huts, playing hide and go seek, walking up the hill and my favourite was talking about the oi.	i want to go back to wild lab.
no	that another name for a oi is a mutton bird	that you can make a bigger classroom
not finishing our hut	that ois have to restart if something moves in their home	no
No.	I learnt that Ois can stay by them self above the sea for 6 years.	Nope. But it was very fun and amazing. Thank you for letting us come to the wild lab.
no but a little bit of climbing the hill but it was all worth it.	I learnt that ois go out to sea after they birth their baby and stay at the sea for 6 years.	nope. IT WAS AMAZING THANK YOU FOR LETTING US COME.
i like walking up the hill and all of it .	seeing the big titi bird.	it was so cool.

EIT Candidate Teachers Year 3 Feedback

Teacher feedback practical thoughts about the day.

(Will) The talk about the girl in Wellington and the straws "One simple thing that you do can change the world and actually if you come up with an idea, try and action it rather than just leaving it in your head".



How can you make this happen?

(Shannon) "Listening to the opinions of all the students and fostering their passions and their imaginations. I think that a place like this really opens up into all the outside of the classroom passions that kids are going to have. You can use a place like this to use the passions that the kids have to build experiences and take that into proper action."

"We came out here with a passion to teach and learn, (me specifically a passion for the outdoors) and we had a plan to build the burrow/hut and then we put that into action, by building using everyone's ideas. It wasn't perfect but that's something we need to foster in the kids that it's still something you can build on and action you can take."

(Brian) "It's definitely that memory building. We talked about not having kids outside enough, in the bush doing stuff. The activity we did would build an instant memory for them. We were dragging the foliage around and you could smell (pretty gross smells), but for me I know what that smelt like. It brings back memories of playing in the bush myself, and all those things that you want to be able to 'gift' a kid is having those attachments to those memories, and that's by doing this sort of stuff, it's ideal to build those memories, build that love for the whenua. I think that's why that girl got onto the straws, because she saw there was a problem and she wanted to take care of something, so she found a way to get those actions."

(Steve) "It's finding a way those kids can show they love the earth, teachers can't go in there and telling them 'you need to be stopping the plastic!'. They need to believe this and they need to be doing this. You need to give them opportunities to see that and find it for themselves, because they are not going to become passionate about it unless they discover it for themselves. Doing things like this really promotes that".

"I think the biggest thing that I took from today is about 'The care of the environment, comes from a love of the environment'. You gave an example, you love a pet and want to care for that pet, and I feel that for the local community you can definitely have that same love built into the kids if you show them experiences like this. Which is what kids will need to experience if they want to be community driven and passionate parts of society, which is a massive part of the NZ curriculum at the moment. Especially taking that into the digital community that we can impact through the love that we have for a specific subject, and then going on to foster that love in others. Putting it into a digital spectrum, which kids of today are experts in, so that's putting the action in their hands again."

(Vanessa) "I think getting out here, I didn't even know this existed and I've been here 7 years. I can't imagine being here my whole life and not knowing this actually exists. The activities, like climbing up that hill and showing the resilience, I think a lot of kids just learn to give up these days. If you can let them finish things, they can say they're done. 'I made this, I did this, it's mine!'. I think it's just the perseverance of doing things, and making it and it yours, you've got that whenua, that belonging."

How does it sustain itself into the curriculum, the school, everyday life. Where does it fit and where does it go from here for you?

- (Vanessa) "It's about just getting out there and doing it! Giving it as much effort as you can. I've never really done a lot of ecology, I did earth science and adult remember them slamming me with a text book, but I've never done this kind of Eco learning and it definitely puts into mind this would be such a cool topic, native birds or something kids could do in enquiry for a week, extended further by bringing you in, coming up here. It makes you think about how can I do these sort of things on my own, getting 30 kids interested."
- (Steve) "It's not just specifically laying this into one subject area, it's looking at the values and stuff that the NZ curriculum has. The key stuff that kids, ideally need to be when they come out of primary school and this relates to it so much, because they are learning to care for the environment again those strong Māori values, all that kind of stuff by doing simple things like this, getting back out into the environment. Participating, communicating..."
- (Brian) " if we got told we were coming out here to build huts in the bush it might not have been the first thing we were excited about, but it was fun real fun. Cool stuff that you blindly do and your seeing and your testing, is it going to stay up? What materials can I use? It real fun"
- "they think learning has to be structured and the teacher has to lead it, no they don't. You can take kids up here and let them go, just sit back and watch and see they learning come out of what they are doing out there. That's the neat part about it."
- "I think every single aspect of today can be connected back to every single area in the NZ curriculum. You had the drama, obviously the physical fitness, you had your science but then you had your technology (through your planning and your building), you had your social sciences through taking that action and enquiry. You had your maths through just basic measurement (the fact we realised our burrow didn't work and we had to change it), that basic mathematical language. So every single area of the curriculum is going to come into here, it's just the way that the teachers perceive that as being a free way to integrate it in and not a structured way. It would be an interesting thing to bring kids out here and say these are the things we study, how can you connect that to what we did yesterday? And actually see their opinions of what we are teaching them in school fits into an environment like this. It's the best possibility because when they are going out to the real world that is how it works."
- "I know nothing about native birds and stuff, so I would be right alongside my kids, learning together. Coming out here and just doing it. You can do either way around the practical and then the do. I'm all about the hands on Stuff and how that can influence the way you learn. Half the time if you're not seeing it in front of you, how are you going to remember and how is a kid going to remember it too?"

Barriers in education

- "Time that's what teachers don't have, then there's the huge focus on the academic side, maths and literacy take up the compulsory, most skills and so if you could have this sort of thing happen more often. It's a social thing, a society, people see their kids coming up here and they think their kids aren't learning Maths or English so why are they coming up here? Coming up to play without having an understanding with what they're learning. Maybe it requires more exposure to PD for the community to understand what these sorts of things are about."
- "Watching Our World, you remember bits and pieces but I know there is a mating tower here that lets off calls for the Oi and that there's a secure triangular enclosure, I know what they need for their burrow, cool, dark, etc.. it sticks because we've been here and done it. Each child learns differently, and I think it's awesome for that being out here."
- "Not only was it hands on, going to the top of the hill, calling to the Oi and seeing it appear, (that's going to stick with me for the rest of my life), but you also introduce the laptop, images, drawing etc.. throughout this whole day's activity you've ticked off kinesthetic learning, audio learners, visual learners, all the ways they prefer to learn and develop. This whole experience has everything for those individual learners but they are doing it as a collaborative group, so they can bounce off those memories for the rest of their school time and probably for the rest of their lives, which really determines who they are going to be."
- "I think it's a massive generation gap is the fact previously you have parents that grew up learning that subject based, do your learning, pass a test and get a job. Within today's society there's so much of an avenue for different jobs that you Can go into like the one job you guys have made here, this passion for doing this isn't something you'd expect. It's these opportunities that are open to the kids nowadays, it's that imagination, passion for different avenues that you need to foster with your kids and you're not going to do that if they're stuck in a classroom. It only comes from giving them those opportunities to experience the ways to achieve. I think it's going to take a very long time for parents, teachers, communities to have the focus on individual passions and way of learning, and taking away that structured top down teaching method because it's a scary thing. (Is a job in art providing enough money for food on the table). Society is going to have to overcome this fear before this kind of learning is massively accepted."
- "It's about having that solid triangle parents, community, students, if you can have a solid 3 sides with the child in the middle then the parent can see it all and know what's going on. It needs solid communication."
- "I'm going to leave remembering more so than what I've just read online or in a book. I've actually experienced something here and I can link back to it."
- "Building up an experience out here and then giving that to a child and saying to them that what if you could never experience that again how would you feel? To me I'd hate for that never to happen again, I'm already thinking I want to get back into the bush and do it again. Picking up logs, looking at spiders that's the stuff that I used to do and if I could never do

that again, you would be absolutely gutted. That care for the environment is just there in doing it!".

Could you bring this into your school? How do we plug it in.

- "I would love to do something like this again. Realistically the amount of work as trainee teachers we need to do, the focus is on that, it's not on the kids experiences and it gets in the way. Which is something very hard to get around and assessments are a massive pressure but if I was looking as a first year student with my own class the barriers would be the communities want for their students to experience this. Then time balancing this with actual community events. So a solution could be to turn this into a whole school event, fostering it in every class. Community events which are prioritised are things like a school production."
- "If I could do this year again I would have brought them out on my first practice because the class I have would have loved this but we are not with them for much longer. I could take this to my teacher tomorrow but it's getting the gears moving which is the problem."
- "Our push isn't huge (to implement this into school) We are not controlling the class the teachers have already planned out the terms units. If there is a school focus its something without a decent push from collaboration between you and your teacher. Once I become a teacher myself, sustainability, this is definitely something I would push for myself. We are coming up to practicums, so many assignments, too much to focus on to get us into the role we want to be in. The barrier is sucking and passing first."
- "Another barrier is having our tutor teacher onboard with it because we can't take classes anywhere if we aren't fully registered."
- "I think this was a fantastic team building opportunity, if anything for us as a group and the experiences were fantastic. We could definitely see the learning potentials immensely through them and so I think going to the schools and in the holidays used as teambuilding, PD you can do as a school staff. Board of trustees could also come out as they have a voice and gets into the wider school community. Real life, starting as a whole school who says its great with everyone building on the ideas. Come out as a community (team building), teachers then with your learners."
- "If you link with EIT it would be great to link up with our whanau days we have it once a year. WE are going to a DOC conservation this time. Whanau day is when year 1,2,3, students get together and meet up. We could come in as EIT 2/3 times a year. You do that cycle. You talk about."
- "If we knew about you at the start of the year it would have been a lot easier to bring kids out to you. Communication from year 1-3. Producing teachers interested in this and it becoming part of their assessment."

EIT Candidate Teachers (Year 1) Feedback

- Sade - It has made clear links to our study and the classroom but shown us how we can go beyond the classroom. Enabled us to learn a lot in a short space of time and it all links to the curriculum. It also enabled us to put some things into practice and try things out.
- Chris - Exploring the senses a lot which brings more meaning. A lot of learners need a physical approach to learn better. It was fun and interactive.



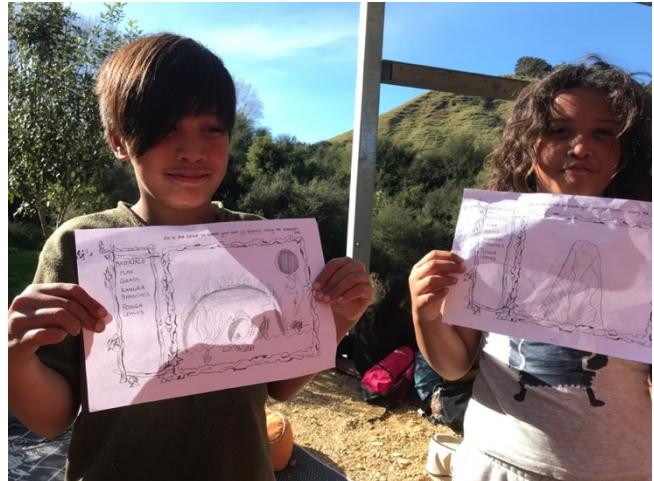
- Andrew - There is a massive change in societal attitudes to keeping things as natural as possible. You can see in the media young people crying for change. Schools will be looking for eco resources. They can come here for one or two days and squeeze so much learning from it. What you did with us today was pretty full on. There was enough content there. You pretty much got it all covered. It was one thing after another which was real good.
- Cass - It was so incredible to be a part of this. I was never an outdoorsy child or had the energy for it, so it was really cool to have fun and learn along the way.
- Callum - I like how everything has come from the community. It gives a nice touch to it.
- Andrew - You know when you are making a difference when I live in the surrounding area and had no idea about the things you were teaching us today about our local ecosystem. The learning was intimate as well which is special
- Celia - I liked how it fully immersive. It's not like you were watching something. You are always in it.
- It was all about connections. Connections with the curriculum, connections with the iwi, connections with the land. It was fun and got me out of my comfort zone. Like getting dirty! (laughter) I live on a farm but don't normally do this kind of thing (laughter)
- Lynn – It's a stunning place and so many opportunities. This is a stunning environment and the workshop reminds us there will be places close to us that we can use to do really neat stuff with.

Cobham School Feedback

"Students who may normally shy away from being outside their comfort zone (perhaps too cool for certain parts) were engaged in all aspects of the workshop, with smiles!" – Odessa: Teacher, Cobham school

Video Evidence -

<https://vimeo.com/390214387> – End of day thankyou from Cobham School



Central School Feedback

Video Evidence -

<https://vimeo.com/390234065> – Parents playing the pollination game



- Teacher - They knew a lot about pollination but not it's place in the ecosystem. It was a key learning bridge for them.
- Mixed ability and styles so enjoyed the mix of arts, science and physical.
- Using parent helpers in the activities worked well. They feedback they usually don't get a chance to take part. We gave them a teaching and guardian role for one of the activities.
- The connection between the moth and plants through seeing and doing made a big impact on learning.
- The moth costume was very well received. Wow factor.

- Leaf book activity gave a chance to get into a flow state but learn at the same time. It connected their research of the plants
- Like being scientists and detectives finding out about the special powers of the trees.
- Making time for natural occurrences such as seeing a kereru or bug worked very well in keeping the flow organic and fresh. Helped to keep attention
- Parents/teachers pace of the day was perfect. Something for everyone. They learnt so much through fun. Also there was time to just stop and listen to nature.
- It was a chance to build on their learning. The students were so motivated.
- Seeing things I've never seen before. I see some things every day but I never take the time to actually look
- Teacher - Guardians/ parents really got into their guardian roles in the challenge
- Parent - it is the potential that excites me to watch this grow.
- Oscar - funnest day of my life
- Parent - Bought back childhood memories.
- Noah - I liked everything and I want come back.
- Teacher - I was really impressed with how you have incorporated using the pepeha when using the design led thinking model as this follows what we do at school as part of the Maori curriculum. I feel that it could be used in any classroom and having opportunities to do some EOTC is beneficial for all kids to move out of their 'safe place' and challenge themselves. Having been to Waikereru and experienced what you do out there having this resource on our doorsteps we as a community are very lucky.

Te Karaka Feedback



- Student – When I have kids I want to take them to places like this and do this kind of stuff
- I never like getting dirty but today I didn't mind it
- I like how we worked together. It was fun
- Teacher – I'm usually a bit embarrassed to take them out of school but they have been made to feel really welcome and relaxed.
- They have been really engaged with you and the learning.
- Observed that they really wanted to save the bird once they met her for real. Very interesting that this could be the difference of getting students to care for something.

Te Wharau Feedback

- Great opportunities to delve into how echo works. Talked about communication methods and echo location. Great lead into the moth body to stop bats echo location working well.
- Xavier - You were fun and friendly people. I'm going to take what we have learnt and turn it into a poem
- Jessica - I liked learning about all the plants
- Corban - I liked rolling down the mountain through the long soft grass
- I like the obstacle course, drinking the nectar, (water pistol) and carrying the pollen balls
- Teacher - It was so good to be out of the office and see the students using their skills.

Second session:

- Teacher - We have been busy designing treehouses for you! Lots of things for us to think about and learn from!!! Beautiful rich Inquiry learning. Ibanez has also built a birdhouse inspired from her trip to the Wild Lab. I will get her to share this with you. Your impact was massive!!! Lots of discussions around plastic and reducing plastic! Wish it wasn't the end of term 4.



Te Wharau School

for Learning, for Excellence, for Life



15 November 2019

To Whom It May Concern:

In early August this year 16 Year 5 and 6 students from Te Wharau School attended the Wild Lab for a day in the bush, learning about native wild life and plants, local history and sustainability.

Our students absolutely loved being out of the classroom and in the wilderness for the day. The variety of activities and learning opportunities offered were excellent and kept our student's interest throughout. They particularly enjoyed walking up the hill and learning how the Maori from different villages would communicate with each other using calling sounds to warn of approaching visitors. They also were well entertained and learned a lot about moths through a great role play. Actually every activity that they undertook was enjoyed even the few times when they were expected to write or sit and listen was well received and kept their interest.

They returned to school on a real high and were keen to share their day with peers and teachers.

From a teacher point of view, I felt the day was well planned and thought out. The pace was excellent changing constantly from being quite physical to the more sedate discussion and question times leaving no time for boredom to set in.

I have recommended Wild Lab to a number of my colleagues and will be planning to take another group there again next year.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Steve Berezowski".

Steve Berezowski
Principal

Westmount School (ONE School Global) Feedback



- Teacher - Difference doing compass directions for real under pressure. Game really taught this as it simulated the pressure. You wouldn't get this from a book or app.
- Best learning I have done - Dan 10 year old boy
- We learnt how to use a compass and navigate by the sun.
- We learnt how trees grow
- We learnt how to tell stories and make maps
- We learnt that dreams can come true
- Loved running up the hills and being outdoors
- You learn more outdoors. The brain works better in fresh air and natural light
- I like doing practical things
- Teacher email - Hi Pete. Just wanted to say thanks for a fabulous day yesterday and to pass on this feedback from one of the parents:
- Kansas had an awesome day yesterday and has told us lots about trip to Wild Lab. She has learnt lots and will remember from the experience.
- This excursion seems like it was well presented. Top marks and well done to those who organized this!!!Thanks heaps.

Wainui School Feedback

Video Evidence -

<https://vimeo.com/390234862> – Meeting Mr Koura

<https://vimeo.com/390237486> – Young Scientists

- Jackie Kerikino – Lead teacher - fits in perfect for inquiry-based project
- They loved being in the stream catching and studying the invertebrates. 24 6 year olds frothing they had found a mayfly larvae just like the picture on NIWA cards.
- Really engaged in each activity. This worked really well. By the end of the day they were scoring the invertebrates from the NIWA card
- Two boys said they were definitely going to be scientists in their local river and look after it
- All 24 kids said they wanted to carry on the project with their school in a local river
- We are going to build an inquiry project around it for next year.

Nga Uri a Maui Feedback

Video Evidence -

<https://vimeo.com/390214996> – Making Manutuku and weaving with harakeke

<https://vimeo.com/373830457>

Kia ora Pete

E mihi ana kia koutou mo te rangi miharo i te wiki kua pahure ake nei, once again that you very much for the day that we got to spend with you guys. Our tauira thoroughly enjoyed it. What a fantastic place you guys have created there and yes most definitely would love to come back.

You were wonderful hosts, friendly and fantastic with the students, lots of fun and laughter but educating at the same time. We could see how passionate you guys are about the environment and preserving it for the future generations. The sanctuary was utterly beautiful and I am amazed that something so beautiful could exist so close to a city. The kids thoroughly enjoyed the activity up the top of the hill but also enjoyed the kite flying and the manu aute making. Educating them on harakeke was also a bonus.

Once again thank you very much for the visit and will definitely be in touch

Nga mihi me nga manaakitanga ki runga i a koutou

Naku noa

Jodi Ria

Rongowhakaata/Ngati Porou

Pou o te Wharekura-Wharekura Syndicate Leader

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