

# Tō tātou taiao

## Our environment

Climate change impacts ākonga, kaiako, schools and kura, whānau and communities. We need to grow our understanding of how all parts of te taiao (environment) interact to create the ecosystem we live and rely on. We must investigate opportunities to reduce our impact and come together to nurture and protect the natural world. Through education our ākonga can build the skills they need to become climate leaders of the future.

### Our focus

#### Our environment

To grow understanding, investigate opportunities, participate and contribute to nurture and protect the natural world.

#### Our footprint

Understanding our number, our targets and executing our plan.

#### Our future

Build the skillsets needed to support a move to a low-emissions economy.

Develop and deliver the skills pipelines that are needed for a low-emissions economy.

Prioritising a meaningful connection with whānau, hapū and iwi to strengthen our ākonga with localised learning of te tūrangawaewae me te taiao. What is taonga and why?

Ākonga consider the relationship between people and te taiao and the challenge of competing ideas about the control, use, protection, and regeneration of natural resources.

Develop a national and school level view of how we get to school. Provide opportunities for our ākonga to explore, participate, create, and track change across different initiatives.

Develop system resilience to respond to the potential impacts of climate change on access to, and delivery of, education.

Ākonga learn about food production, soil health and carbon sequestration to understand the impact of what we eat. What can we learn about the ingredients we use, where and how they are produced and transported, and what we can do with our food waste.

Ākonga participate in recording emissions and can track real time reductions through climate science, emission factor formulas, product life cycle assessments and personal and collective action.

Build the climate change knowledge base. Learn about the impacts of climate change and how we can use tertiary-education based research as part of our response.

Ensure our tertiary education system can respond and adapt to what's needed for workers to upskill or retrain for a low-emissions future.

Look for opportunities and take action to reduce the environmental impact of our vertical and horizontal infrastructure. When and how we build, how we heat, operate and maintain our buildings, and what we do with them once they are no longer fit for purpose.

Understand how our biosphere, biomes, species, and habitats interact to create the environment we live in and rely on.

As kaitiaki our ākonga learn that nurturing and protecting our natural world is a reciprocal process between ourselves, individually and collectively, as well as those we are protecting.