



WHA: DREAM / MOEMOEA

In this issue we seek to paint a clearer picture of what the Learning Environment may look like 'on the ground'. Because the Learning Environment is not yet embedded in a landscape, it can be difficult for people to visualise this dream. The businesses are not yet operational, the structures have not yet been built, and the spaces have not yet been created. Our intention is to share the dream with you more vividly so that you may begin to braid your dreams together with ours.

Mehemea ka moemoeā ahau,
 ko ahau anake
 Mehemea ka moemoeā tātou,
 ka taea e tātou

If I dream alone,
 only I benefit,
 if we all dream together,
 we can succeed together

This whakatauaiki [Māori proverb] from Te Pūea Herangi (Waikato Tainui) reminds us of the significance of dreaming. The Learning Centre is a collective dreaming space - a space for collective sharing and cooperative learning. A space for expanding what is possible, a space for whanaungatanga [connections]. When we dream alone the benefits will be limited. When we dream together, we open to the possibility of a genuine shared future which supports collective wellbeing.

LEARNING ENVIRONMENT



This picture is conceptual and indicative only. It is not on any land in particular.

The Learning Environment will be a living campus, woven into the natural landscape. The Learning Environment will feature indoor and outdoor classrooms; a whare wananga [learning hub]; a whare hauora [wellbeing hub]; a research hub; meeting houses; spaces for celebrations and events; and short-term accommodation. Income-generating activities will be integrated into the wider landscape (such as agroforestry systems, market gardens, plant nurseries and composting facilities) to provide employment opportunities and demonstration sites for regenerative practice. Explorative spaces for contemplation, play and adventure will be scattered throughout the lands wilderness areas.

If you want to see some more tangible inspirations through photos then [check out our Pinterest Board](#)

LEARNING SPACES

The learning experiences on offer will be integrated throughout the Learning Environment: a playground for hands-on, multidisciplinary learning and teaching.

Examples of space use include:

- Utilising wilderness classrooms and outdoor water and bush environments to stimulate outdoor challenge, bush skills, survival skills, teamwork and personal growth;
- A Whare Hauora [wellbeing hub] to facilitate wellbeing and health practices, and services such as performing arts, martial arts, nutrition, rongoā, mindfulness, yoga and dance;
- Meeting houses for collaborative organising, Hui and community events;
- A Research Hub for storytelling, observation, analysis, data collection, record-keeping and experimentation;
- Celebration and event areas for community festivals, welcoming and leaving ceremonies, ritual and performance, and social action;
- Income generating activities will also act as classrooms - such as food forests, market gardens, and waste-management facilities.



STRUCTURES AND BUILDINGS



All structures and buildings on the site will be designed to resonate with life's patterns in a way that embeds them in the landscape. We seek to weave the purpose of the space with the patterns of the land and the psychology of people.

For example: private nooks and tranquil gardens as spaces for reflection; wide halls and open outdoor structures as spaces for movement and high energy activities. The buildings will be contextually appropriate - designed to consider place, water, energy and materials. They will give more than they take, generating a positive impact on the systems that interact with them.

INCOME GENERATING ACTIVITIES

The Learning Centre will establish a number of businesses that will serve as examples to the wider community of ethical and profitable enterprise. These businesses will provide employment and generate income which will be used to reduce or remove the costs of learning for the learner.

Examples of income generating activities include: native and edible plant nurseries, agroforestry, waste recovery, regenerative agriculture, consultancy services and event spaces.

The businesses on site act as classrooms, rooting learning in real-world experience. For example, an orchard on the land would act as a classroom during an organic horticulture course. The orchard operation could be financially supporting the course and providing internships and employment pathways for learners after the course has ended. In this way the wider learning environment becomes the classroom.



DEMONSTRATION



The Learning Centre will be a hub for demonstration: modelling systems and structures that harmonise with surrounding ecosystems. The health of these systems are intended to inspire and connect to the health of human psychological and social ecosystems. By modeling a range of scalable systems in regenerative practices (eg. agricultural, horticultural, business, wellbeing and education) the land promotes awareness of practices that regenerate the natural landscape, offer climate resilience, build community and facilitate wellbeing.

We hope that this newsletter has provided some insights into the dream for the Learning Environment. We invite you to participate in this learning space - to join us in dreaming together.

Ko au te whenua, ko te whenua ko au
 I am the land, the land is me

WHAT'S FEEDING US

Thanks to all of you who have sent in juicy bits and bobs! Here is some of what is feeding this community:



Braiding Sweetgrass
 Robin Wall
 Kimmerer

Cultivating Mythic
 Imagination
 Michael Meade

He Whenua Rangitira.
 A Māori land
 He Tohu

Protect Ihumātao

WHAT'S FEEDING YOU?

What are you reading, listening to, watching, and doing that's relevant to this kaupapa? We can help spread information through the network to provide nutrients for this community.

Reply to this email with relevant information and links.

EMERGING OPPORTUNITIES

We would love to hear from people who are keen to engage with the Learning Environment. At this stage we're particularly interested in hearing about opportunities for financial support, and expertise in developing businesses and organisations.

GRATITUDE

We would like to express deep gratitude to those currently offering us economic and legal advice.

Charmaine Meyers
 Steve Henry
 Richard Hursthouse
 James Ryan

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