

“When asked about field research and ‘**Why it matters**’ for a 1997 Earthwatch publication I gave the following, now frequently quoted perspective:

“Humans are not custodians of nature, but part of it. In the biosphere of this universe, our species is one minute speck. While humans argue and debate their role on the planet, nature continues. By observing and learning from organisms that have existed and will continue to exist independent of our species, we establish a perspective of another reality. Loss of perspective is deadly. In human society, money makes the world go round. In nature, money will never make the sun come up. Understanding our place in nature is not key to the planet’s continued existence, but it is to ours.” ”

Dr. Peggy Rismiller, Pelican Lagoon, Kangaroo Island, Australia

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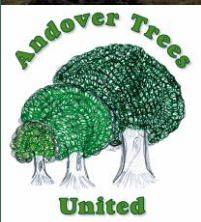


Andover Trees United “The Harmony Woods Project”

***Trees + Sustainable Schools + Climate Change +
Outdoor Learning + Community***

NWD AONB Annual Forum

Wednesday 11th October 2023



Where It All Began

... and why it matters

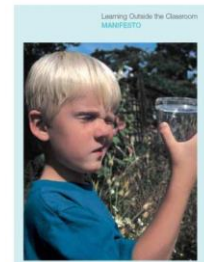
What happened to the Sustainable Schools 2020 Programme?



Learning Outside the Classroom Manifesto (DfES 2006)

'The use of places other than the classroom for teaching and learning' (DfES 2006:1)

'We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances'.



The United Nations Convention on the Rights of the Child



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Proposals for Action

1. Establish an informal group of local (to Andover, where I teach) Trailblazer Schools <http://www3.hants.gov.uk/education/trailblazer> and Eco Schools <http://www.eco-schools.org.uk/> (see appendix 1)
2. Awareness raising at regional strategic planning level, linked to a coordinated programme of support for the Sustainable Schools 2020 framework – Climate Change Schools' Project & Science Learning Centres (see appendix 2)
3. Lobby for a Sustainable Schools coordinator at county level, based in Children's Services but with strong inter-departmental links to Community, Culture and Rural Affairs, Environment and Planning and Local Strategic Partnerships (see appendix 3)
4. (i) A science and community school-based project: establish and make curricular use of a School Tree Nursery in collaboration with the Earth Restoration Service and Transition Town Andover (see appendix 4)
(ii) Apply Eastfast principles to our school garden
5. A teacher training day – investigate potential for collaborative delivery through Trailblazer and the Hampshire Gardens Trust – "Building a Keyhole Garden; making a sack garden – Sustainable Schools in action" (see appendix 5)

Timeframe

Action	Spr 2010	Sum 2010	Aut 2010	Spr 2011	Sum 2011	Aut 2011
1. Local Trailblazer & Eco School support group	Consult Claire (TB manager) & schools re interest	Initial schools meeting – exchange ideas/ views - plan	First formal meeting			
2. Awareness raising at regional level, linked to the need for a county framework of support for SSchools	Meet with Dr SLCSE & Dr McKinzey, working on schools' to Action 3	J. Griffiths, Krista SLCNE re climate change project; link			Review →	
Awareness raising local authority re the need for county Sustainable Schools coordinator	Lobbying – use existing rel'ship with Mike Tones to suggest OASES model; also RRR	Ideal – agreement re need	Ideal – co-ordinator in place			
School-based School nursery	Joint consultation - school & community	Curriculum planning – including celebration & reflective j'nal	New trees in – established trees out	USE e.g. & measure Nursery	observe trees in	New trees in – est'd trees out
School-based	As TLR initiate discussions with head and year managers	Depending on outcome, consider staff training needs, celebration, j'nal	agree simple to have linked to series of	plan e.g. each a growing the curric + annual	year group activity art activity	
Workshop	Consult all parties likely to be involved	Devise programme; promote to schools	Complete programme planning	Pilot training session	events Evaluate	Schools follow-up; evaluate

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Other models

Although it is essential that local solutions are found, models of good practice are useful to reassure that solutions are possible and to act as starting points. Some ideas will be instantly transferable; some ideas will be inappropriate; some ideas will be useful when adapted.

For consideration:

• **Durham OASES**

Mike Tones, architect of the Learning Outside the Classroom Manifesto Sustainable Schools 2020 Framework, whilst leading Outdoor Education Consultant for Outdoor and Sustainability Education Service (OASES). <http://www.durhamlea.org.uk/oases/>
Mike Tones now runs 'Learning for the Future' and is currently working towards developing sustainability training programme for schools.

• **Climate Change Schools Project**

The Science Learning Centre North East, in collaboration with Durham University, has piloted the phase of a project to develop understanding of sustainability through climate change schools across the region. <http://www.slcne.org.uk/climatechange/>
Dr Krista McKinzey, project lead, is now embarking on phase two, which will find new Learning Centre partners to deliver the Climate Change Schools Project in regions across the East. To this end we are in the early stages of investigating bringing this project to the south east. The K contacted Dr Janice Griffiths, director of the Science Learning Centre South East. The Sustainable Schools Team has also expressed an interest.

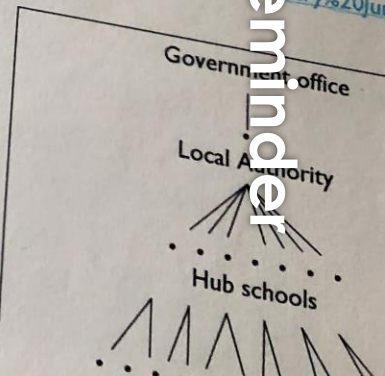
• **Groundwork Study**

A summary of progress in mainstreaming sustainable schools, prepared by Groundwork was published in March 2009. It supports the picture previously painted by anecdotal evidence despite support for the aims of the framework, take-up nationally is patchy. The important support for schools at regional and local authority level is confirmed, together with improved status of coordinators at school level. <http://www.teachernet.gov.uk/doc/13717/SoR%20MSS%20Progress%20Summary%20July>

• **Eastfast**

Eastfast is a team of professional gardeners, artists and teachers that helps schools deliver more effective learning based on working a school allotment through the seasons, culminating in a community feast. They work with students and teachers to develop the outdoor classroom, cultivating shared learning about the world in which we live, through food and art. <http://www.eastfast.co.uk/>

Structure recommended in the Groundwork (2009) document to ensure communication of news, ideas and support



Trailblazer and East Feast: a reminder

Linking Pupils to Place



Fostering Interest in Nature

Creating an emotional connection to the landscape

Achievements

- How you sold your vision to the community
- ... then galvanised and co-ordinated management among schools and young people
- What did you, or are you aiming to, achieve?

Galvanising and co-ordinating management among schools and young people



**What we have achieved, and are
aiming to achieve...**

*Providing a 'space' for all ages
to contribute,
to feel part of a like-minded community
to make a difference*

1. An annual tree planting day in every school

2. A biodiverse new woodland planted by 10000 children over a decade



**10,000 Children
10,000 Trees
10 Years**

Growing the wood... Growing understanding... Growing community



3. Building the Cabin

From local forest to community building





Sustainable building – sharing skills – involving community

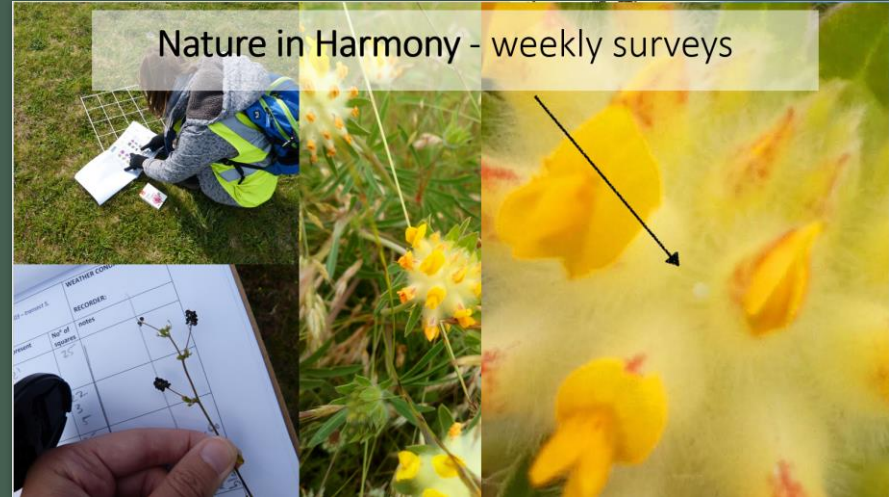


4. An annual ecology internship, with stipend

5. 'Nature in Harmony' – Data Collection & Citizen Science

6. 'Nature in Harmony Exchange Project' – An ecology-focussed youth team, their visit to Costa Rica, training as outdoor learning leaders

The appointment of a graduate ecologist as intern, led to an annual data collection programme, a calendar of citizen science events and the establishment of a youth ecology programme



7. 'Six Trees & Six Flowers' –
pilot project to support our
tree-planting schools with
expertise, volunteers and
artists to deliver inspirational
nature-connecting
programmes



ONE ASH

AN ANTHOLOGY





8. A 5-year Big Lottery grant to fund staff & the means to build a sustainable future

9. Securing future planting sites – partnership with TVBC



10. Being here today

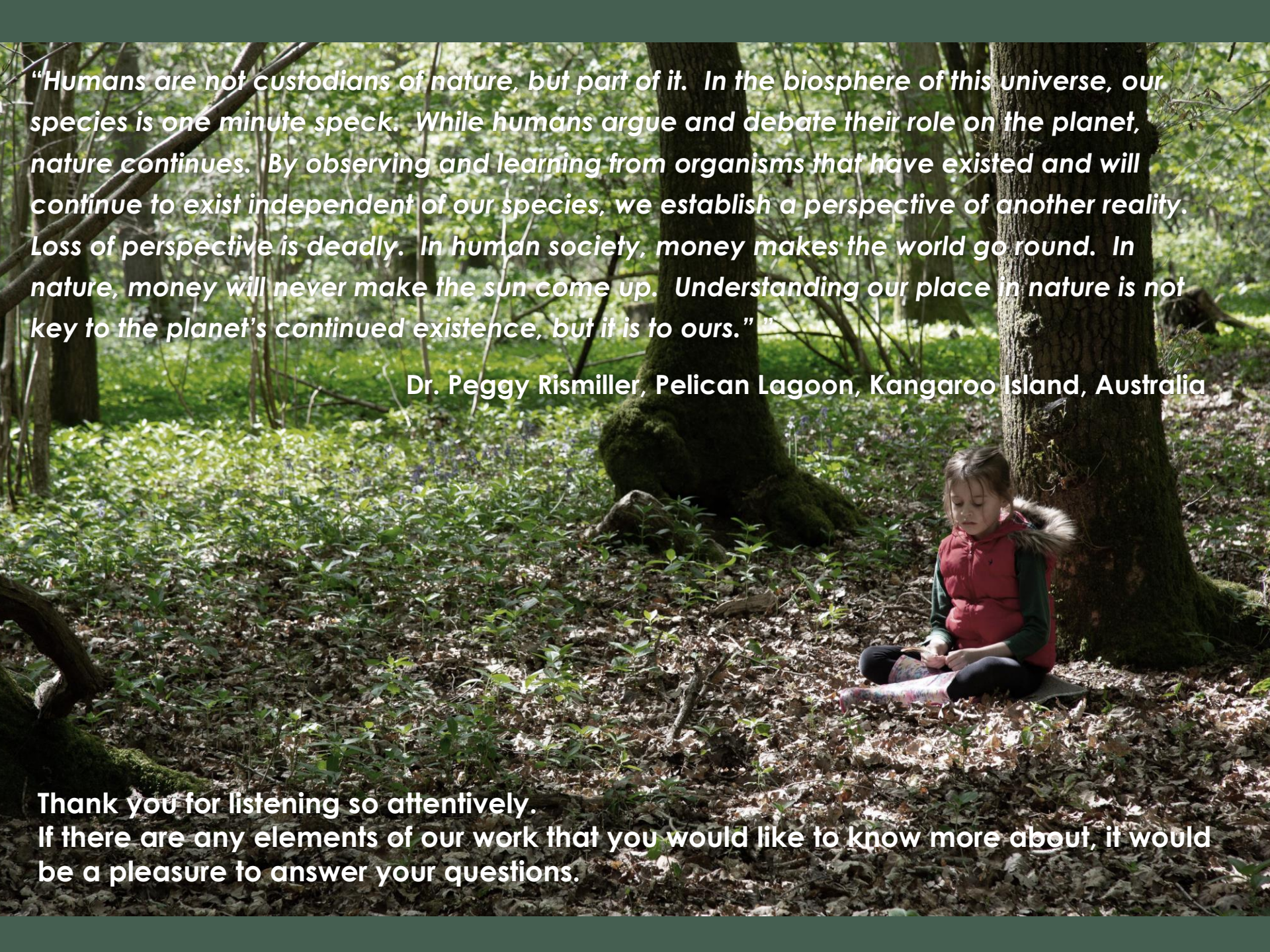


11. THE FUTURE: Supporting replication – Every community providing this or similar

Lessons
learned...

1. Being community-based and community-led inspires and empowers – people really want to do this
2. Involve everyone, value everyone, build relationships – the process matters
3. You don't have to have all the answers – make your plan, take the 1st steps, the rest WILL follow

Stop talking about it... just **do** it.

A young girl with long brown hair, wearing a red and green jacket and black pants, is sitting on the forest floor. She is holding an open book and looking down at it. The forest floor is covered in dry leaves and green plants. There are several large trees with thick trunks around her. The background is a dense forest with sunlight filtering through the trees.

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Thank you for listening so attentively.

If there are any elements of our work that you would like to know more about, it would be a pleasure to answer your questions.