

Building confidence in teachers to get out there



Natalie White

Curriculum Outdoors Attainment Challenge

East Ayrshire

Learning Outdoors Support Team (LOST)

@natsywhite @eaclost



Equity of Learning Opportunity...



Biophilia Wilson EO (1984)

Biophilia: The Human Bond with Other Species

**10,000 generations of
hunter/gatherers**

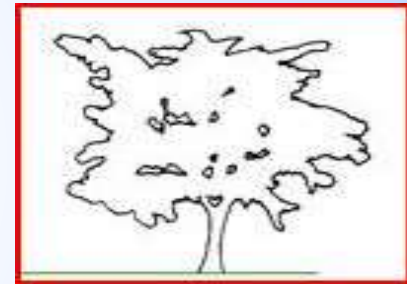
**100 generations of
farmers/settlements**



Natural Thinking, Bird (2007) RSPB

Orians GH and Heerwagen JH (1992)

Evolved responses to landscapes. JH Barkow, L Cosmides, and J Tooby Eds. The adapted mind evolutionary psychology and the generation of culture, Oxford University Press



Willis KG et al (2003)

The social and environmental Benefits of Forests in Great Britain. Report for the forestry commission by University of Newcastle 2003.

R.S. Ulrich 1984

View through a window may influence recovery from surgery.
Science. 1984 Apr 27;224

46 patients Pennsylvania hospital between 1972 and 1981



T.Hartig, M.Mang & G.W.Evans 1991

Restorative effects of natural environment experience.
Environment and Behaviour, 23, 3-26. (2 studies, proof reading)





Why our children need to get outside and engage with nature

More and more children today have less and less contact with the natural world. And this is having a huge impact on their health and development



YOUR DAILY HEALTH

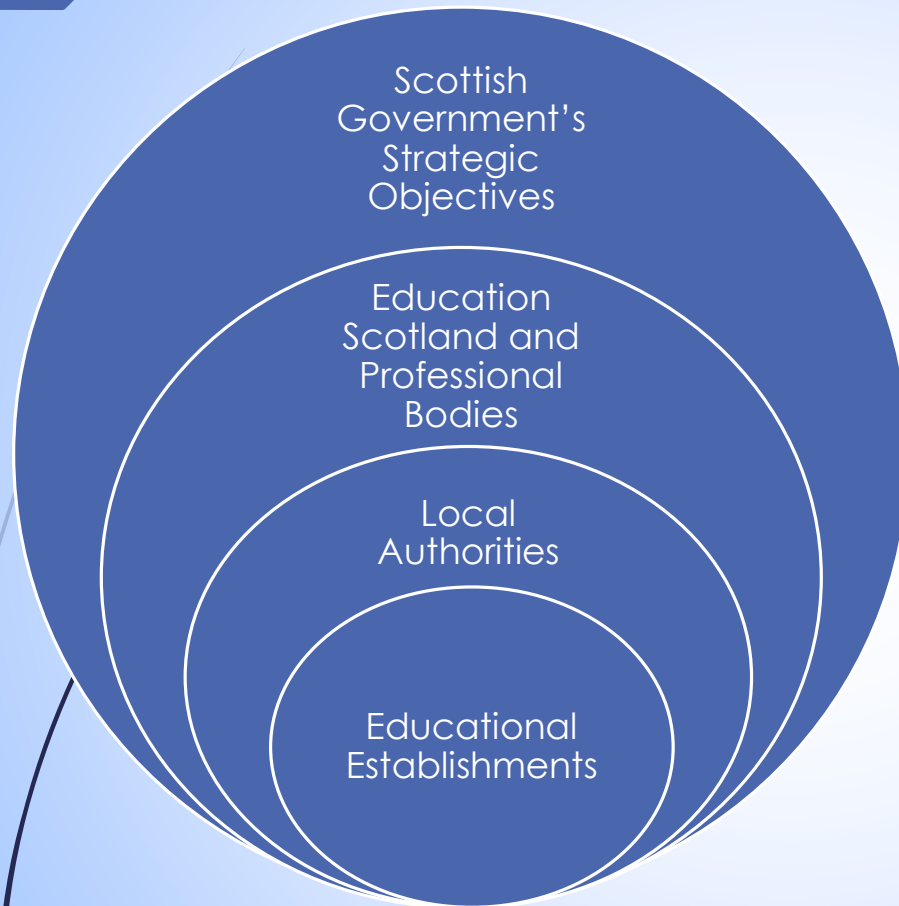
Lack of outdoor play linked to short-sighted children



CHILDREANANDNATURE.ORG

RISKY PLAY: Losing a Childhood "Right" of Passage — and a Tool to Help Protect that Right





Smarter

The diagram features a central light green circle with the text "Outdoor Learning and the Scottish Government's overarching strategic objectives". Surrounding this circle are five dark blue rounded rectangular boxes, each containing one of the strategic objectives: "Healthier" (top), "Safer & Stronger" (top-right), "Wealthier & Fairer" (bottom-right), "Greener" (bottom-left), and "Smarter" (left). A dark blue arrow points right from the left edge of the slide, and several thin, curved lines are visible on the far left side.

Healthier

Safer &
Stronger

**Outdoor Learning and the
Scottish Government's
overarching strategic
objectives**

Wealthier &
Fairer

Greener

Policy Context in Scotland





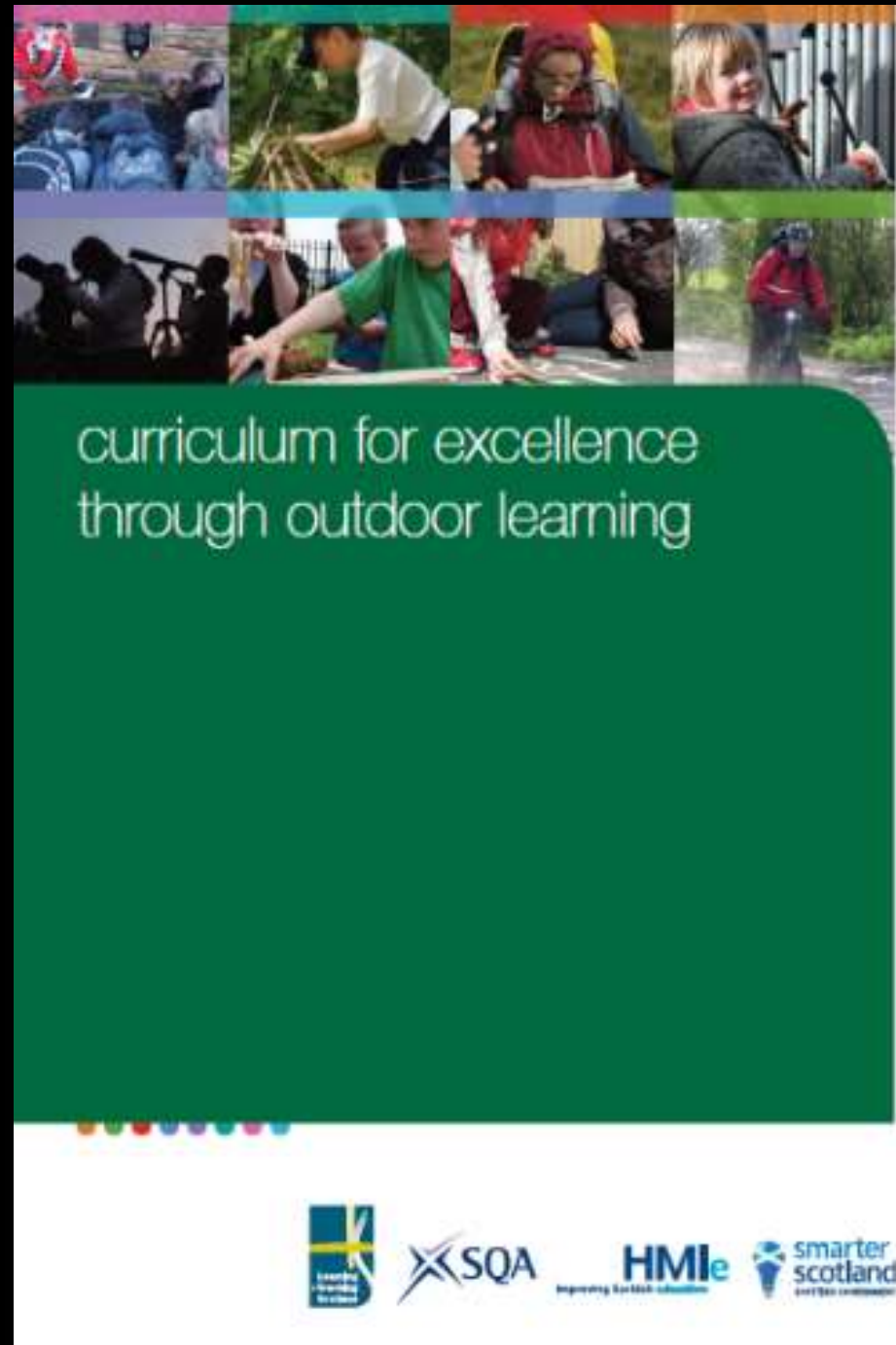
What is Outdoor learning?

Outdoor learning is a context which can support and enhance the curriculum. It should be an embedded part of a pupils experience as they progress through their education 3-18.

(Scot Gov. 2010)

- All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.
- Schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond
- Teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people

Published 2010



Recommendation 1.1:

As part of this entitlement, outdoor learning should be a regular, progressive curriculum-led experience for all learners.

Scottish Government Response:

Outdoor learning is a key approach to learning within the curriculum and practitioners are encouraged to make outdoor learning a natural and normal part of practice. The frequency with which outdoor learning activities take place in schools should be determined by the needs of the curriculum and learners.



“Through Learning for Sustainability pupils have an entitlement that includes outdoor learning and daily contact with nature” John Swinney, Education Minister for Scotland.





Learning for Sustainability

- The lead commitment in Vision 2030+ - 'All learners should have an entitlement to Learning for Sustainability' - means that this entitlement is effectively embedded in education policy in Scotland through to 2020.
- Outdoor Learning is front and centre, Recommendation 1 no less: 'Progressive and curriculum-led approaches to outdoor learning should continue to be promoted'. That's an open door to jump through. Such statements from Scottish Government and its agencies give opportunities for leverage with politicians, policy makers and purse-string holders. And they're the envy of educators outside Scotland.
- '...the outdoor learning experiences that were embedded within Curriculum for Excellence will have borne much fruit. Our young people will have a love for nature and will marvel at our magnificent landscapes and sea-scapes. They will have a marvellous sense of their place in the natural world and they will seek the outdoors regularly for adventure, discovery, recovery, leisure, work, exercise and enjoyment'. *Vision 2030+, 2016*
- 'Scotland will have the cleanest rivers, streets and air to breathe because our young people, through their citizen science and environmental volunteering activities, will have worked hard to protect their local and national environment.'

How Good Is Our School 4?



1.2 LEADERSHIP OF LEARNING

Level 5 illustration: **Impact of career-long professional learning**

We support staff to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, **outdoor** learning and international education.

2.2 CURRICULUM

Level 5 illustration: **Learning pathways**

We ensure children and young people have access to high-quality learning in all curriculum areas and through **outdoor** learning.

Features of highly-effective practice:

Outdoor learning is a regular, progressive curriculum led experience for all learners.

2.3 LEARNING, TEACHING AND ASSESSMENT

Challenge questions:

How well do we use our community and spaces to deliver high-quality **outdoor** learning?

General Teaching Council Scotland (GTCS)

Key area: Pedagogy, Learning & Subject Knowledge

- “Understand and develop the most important contexts and environments for learning, including **outdoor learning** and be able to apply appropriate pedagogies for these environments.”

Key area: Learning for Sustainability

- “Connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community.”

3 The Professional Actions in Career-Long Professional Learning

The key areas of career-long professional learning are:

- (i) Pedagogy, learning and subject knowledge;
- (ii) Curriculum and assessment;
- (iii) Enquiry and research;
- (iv) Educational contexts and current debates in policy, education and practice;
- (v) Sustaining and developing professional learning;
- (vi) Learning for sustainability.

Key Area	Professional Actions
Pedagogy, Learning and Subject Knowledge	<ul style="list-style-type: none">• demonstrate deep subject knowledge and pedagogical leadership;• lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education;• demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice;• display an enhanced understanding of pedagogy and how constructive relationships with learners can be developed;• demonstrate a critical understanding of digital technologies and how these can be used to support learning;• <u>understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments.</u>
Curriculum and Assessment	<ul style="list-style-type: none">• understand and apply the principles of curriculum and assessment design to address changing educational needs;• lead and collaborate with others to plan innovative curricular programmes;• lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies.



Teacher /Instructor quality of provision



3.1.3 – Employ a range of teaching strategies and resources to meet the needs and abilities of all learners.

“skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies, and where appropriate actively seeking **outdoor learning opportunities**”



3.2.1 – Create a safe, caring and purposeful learning environment
Student teachers & Registered teachers

“use **outdoor learning opportunities**, including direct experiences of nature and other learning within and beyond the school boundary.”



Personalisation and choice, challenge and enjoyment

Pupils should have a broad range of experiences;

Adventure - Nature - Sustainability – Curriculum





Progressive and Creative Outdoor Learning



- Symmetry – reflective, rotational
- Measurement – classroom, playground, greenspace





Regular, frequent, enjoyable, challenging



- Environmental signage—around us in our environment, reading for purpose
- Vocabulary – experiencing to allow for discussion, greater understanding
- Shape – properties, 2D, 3D finding in the environment



Creating connections- Place Pedagogy

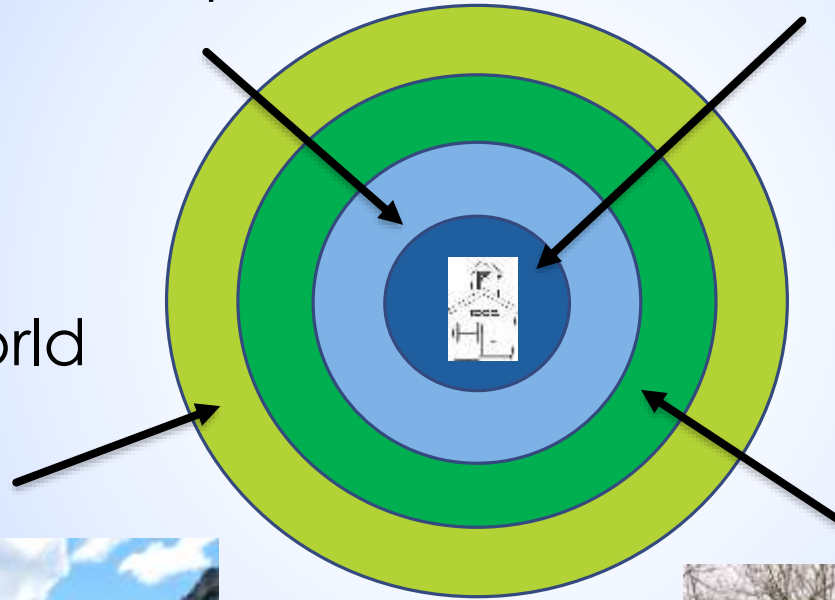


Local
Greenspace

School
grounds



Wider World



Wider
Community



Embedded - Literacy



- Listening and Talking – sharing stories, discussing characters and plots, collaborating to build dens, re-telling journeys
- Writing – creating characters, inventing stories, using adjectives to describe scenes/events, writing journal entries on personal experiences, functional writing, instructional writing
- Reading – Listening to stories then re-reading passages when they return to school, reading fact sheets and using keys to identify trees, bugs and lichens.



Numeracy and Mathematics



- ▶ Angles – around us in our environment, building most effective dens
- ▶ Vocabulary – ordinals, measurement
- ▶ Number – forwards and back, calculations
- ▶ Shape – properties, 2D, 3D



Health and Wellbeing

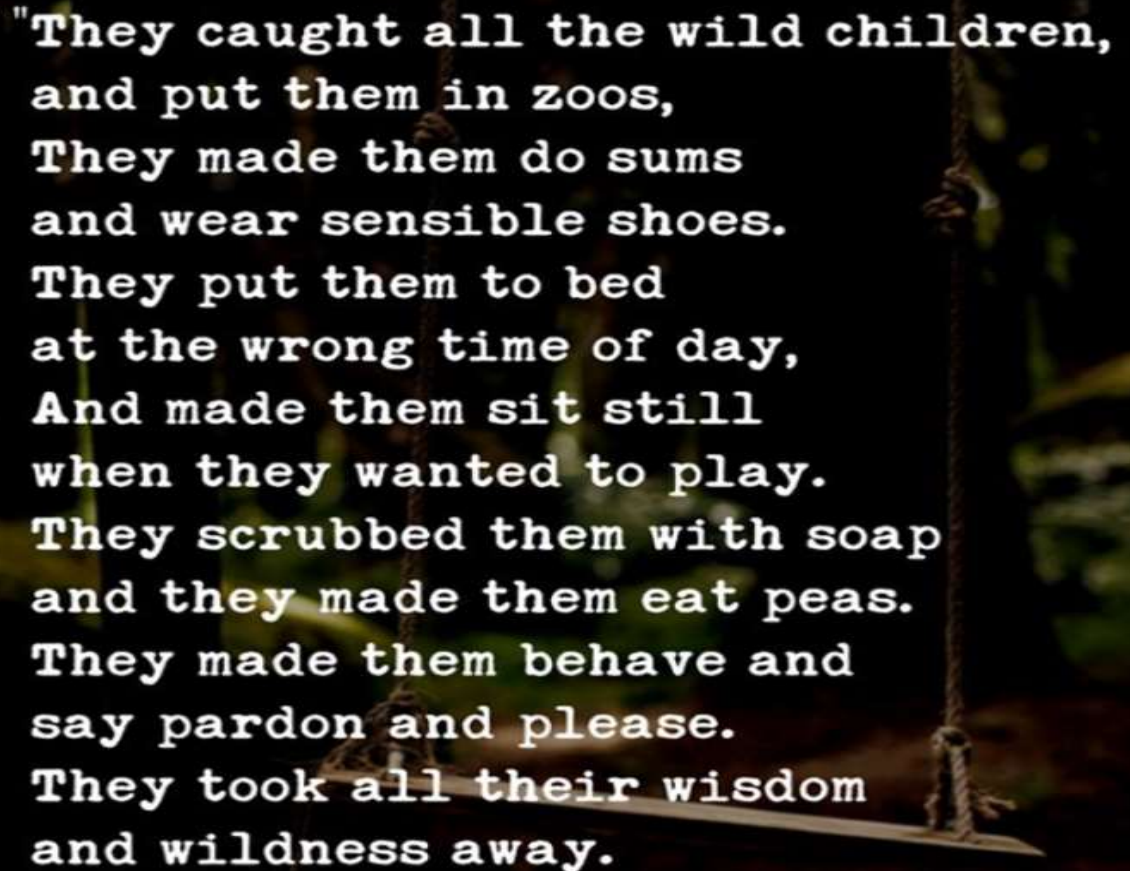


- ✓ Connection to nature – biophilia
- ✓ Physical activity
- ✓ Personal and Social development
- ✓ Grey space for 1:1/nurture
- ✓ Pupil led learning
- ✓ Mindset growth
- ✓ Awe and Wonder
- ✓ Self-efficacy





Taken from
'Wild Child'
by Jeanne
Willis



"They caught all the wild children,
and put them in zoos,
They made them do sums
and wear sensible shoes.
They put them to bed
at the wrong time of day,
And made them sit still
when they wanted to play.
They scrubbed them with soap
and they made them eat peas.
They made them behave and
say pardon and please.
They took all their wisdom
and wildness away.

That's why there are none
in the forests today."

- Jeanne Willis from, "Wild Child"





So how do we make a difference?

- Remove barriers; myths, risk assessments, 'dementors'
- Engage staff in creating meaningful learning experiences.
- Identify the key learning points in lessons – make learning visible
- Ensure opportunities for pupil led learning; collaboration, metacognition, self assessment
- Support staff to celebrate and recognise success

A photograph of a forest scene. The top half shows the trunks of several birch trees with light-colored bark. The bottom half shows a person's legs wearing dark rubber boots, standing on a forest floor covered with dry leaves and green moss. A dark blue rectangular box is overlaid in the center, containing the text "Lets go outside!".

Lets go
outside!