

Expressive Arts – Why outdoors?

LEARNING OUTDOORS SUPPORT TEAM (LOST)

OUTDOOR LEARNING BASE

ST JOSEPH'S ACADEMY, KILMARNOCK

WEDNESDAY 11TH MARCH, 3:45 – 5:30PM

Course Aims

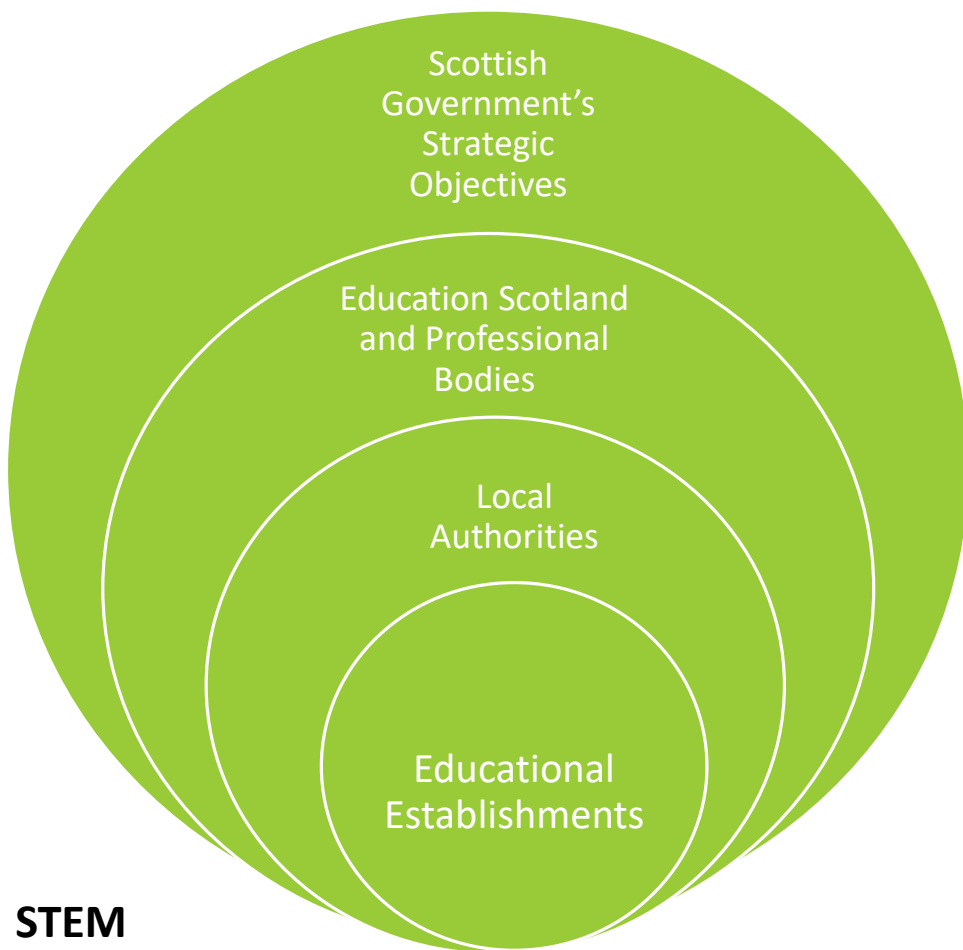
- ☐ To identify policy and current government drives and how they support outdoor learning.
- ☐ To identify pedagogical approaches that can be applied to meaningful outdoor learning.
- ☐ To offer practical and hands on experiences in expressive arts outdoors.

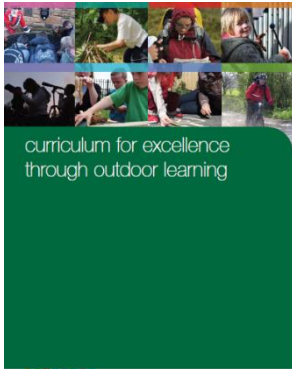
Outdoor Learning features in any different policies and should be an integrated part of planning at every level. Within school improvement plans, LA priorities, Professional bodies standards and Government strategies.



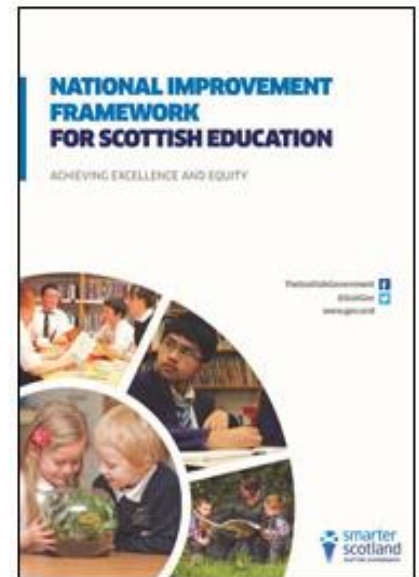
Developing Young Workforce

National Improvement Framework

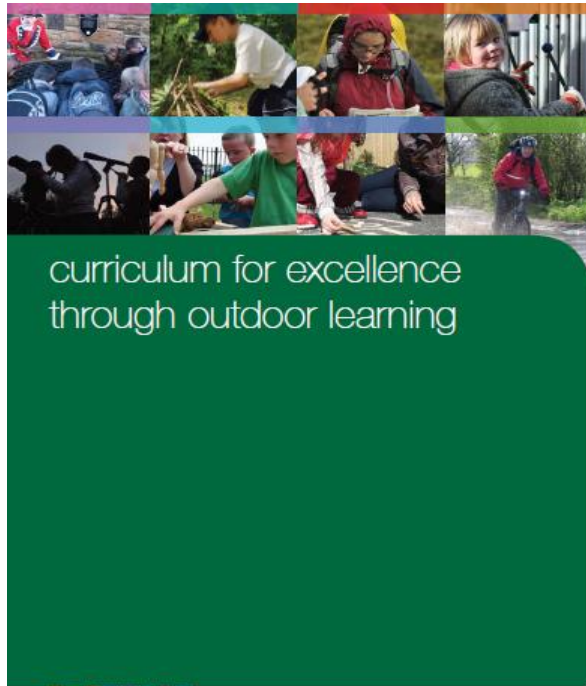




LEARNING FOR SUSTAINABILITY
The report of the One Planet Schools Working Group



Our vision for outdoor learning in Scotland:



- 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

Learning for Sustainability

Recommendation 1.1:

LEARNING FOR SUSTAINABILITY

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23 November 2012

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.

Revised Standards for full & provisional registration:

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

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

How Good Is Our School 4?

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Features of highly-effective practice:

Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of **outdoor** learning and green space with wellbeing. *Page 49*

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Challenge questions:

What progress and achievement do children and young people gain from our outdoor learning experiences? *Page 51*

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 move through their education 3-18.





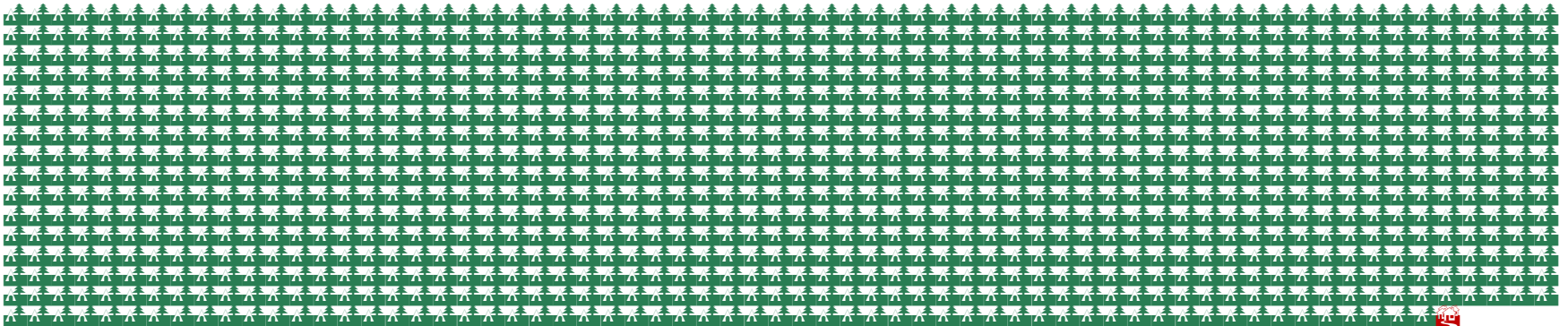
Click on the tree to link to a Ken Robinson – why learn outdoors...

**You are the most
important resource
for learning 😊**

Think of a tree...



Did you think of a palm tree? Or a Christmas tree? No ... a nice deciduous tree with a trunk and branches?! That's because the tree is in your biological makeup....



For 10,000 generations humans were hunter/gatherers

then

For 100 generations we were farmers/settlers

only

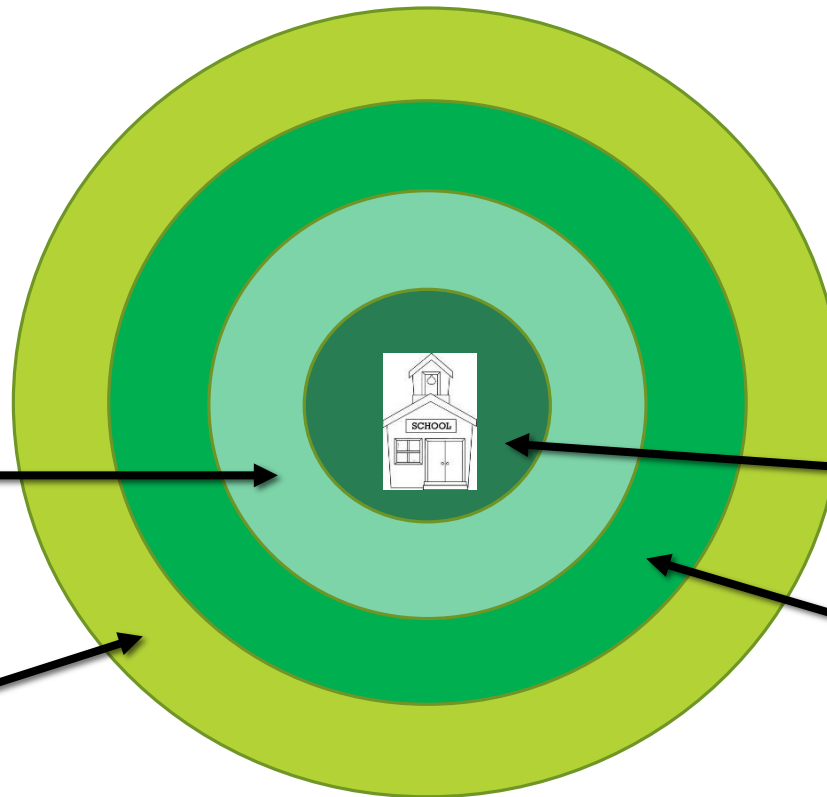
10 generations living inside buildings....

Biophilia Wilson EO (1984)

Biophilia: The Human Bond with Other Species

Following Principles of Curriculum Design

Breadth, depth and progression



Local
Greenspace

Wider World



School
grounds

Wider
Community

Pupils should engage in a
variety of place contexts.

Principles of Curriculum Design

Personalisation and choice,
challenge and enjoyment

Adventure - Nature - Sustainability – Curriculum



Principles of Curriculum Design

Relevance and coherence



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

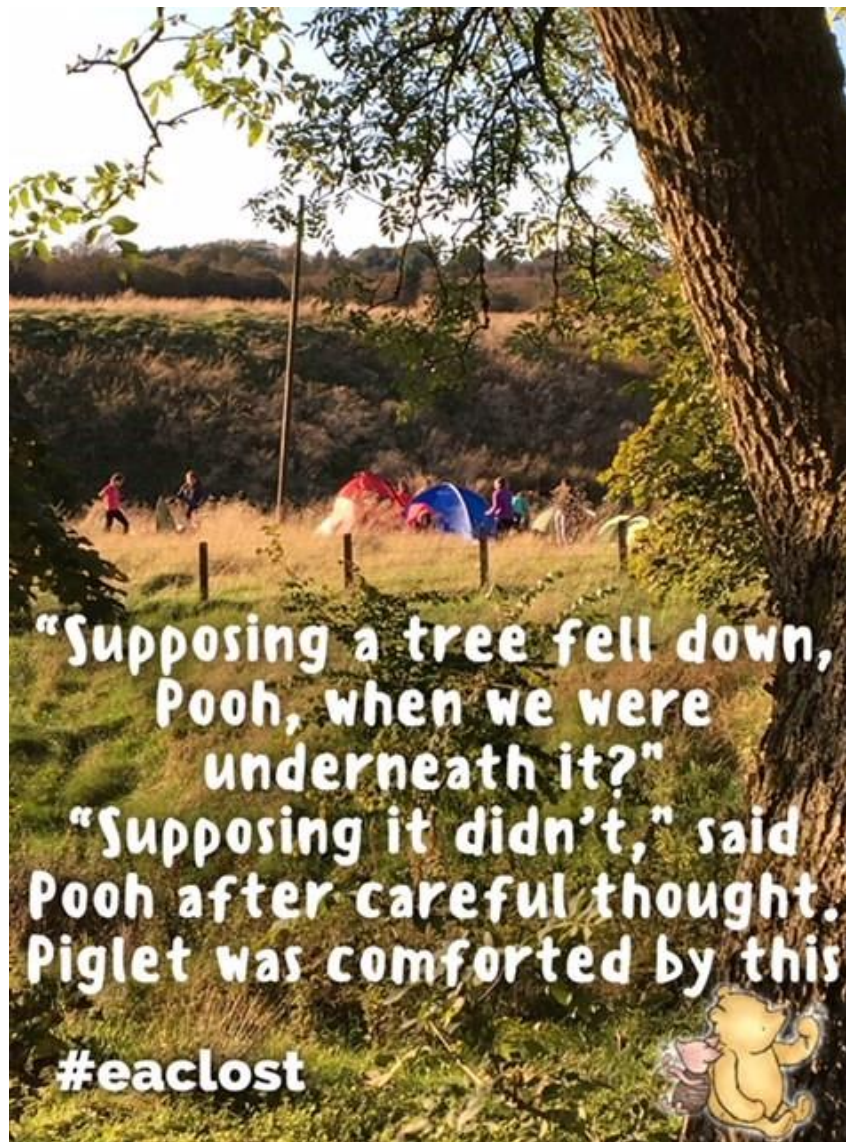
Symmetry – creating meaning, understanding it in context



Pedagogical Approaches

- ❑ to enhance and/or reinforce learning
- ❑ as a stimulus for learning
- ❑ as an assessment tool
- ❑ to bundle E's and O's into challenges
- ❑ to deliver specific E's and O's (pre-planned or reverse)
- ❑ to allow pupils to influence planning and direct learning





"Supposing a tree fell down,
Pooh, when we were
underneath it?"

"Supposing it didn't," said
Pooh after careful thought.
Piglet was comforted by this

#eaclost

