Permaculture Teachers Meeting
March 3rd - 5th 2010
Sustainability Centre, East Meon

Session name: Alternative Design for (how to become a) permaculture teacher

Recommendations:
– publicise protocol: PTLLS and equivalent
– Teacher Design Support Tutorial: someone who has time to do Training needs assessment for apprentices: experience, knowledge, pathway, CPD,
– For teachers to see taking on apprentices as CPD (increased management role)
– keep website updated with current, TBC courses, people, specialisms

For apprentices
– contact Association to say interested
– have design support tutorial: evidence of teaching (PTLLS equivalent), experience, desires, legal (insurance, qualifications, register IfL)
– if Debbie okay to facilitate dating
– check website for courses running
– identify expectations of apprentice
– organise apprenticeship,
– feedback to teachers, association
– develop portfolio: session plans, resources, evidence of continued learning, projects visited, photos, videos

For convenor
– contacted by association/apprentice with requests for apprenticing
– liaise with apprentice and teachers
– facilitate/ensure feedback to association/teachers/apprentice

For teachers
– discuss and agree expectations
– get paid through Design Support: cut from course/apprentice?
– feedback to association/convenor/apprentice

Action point
– ask Debbie if she would be happy to include apprentice offers and requests on website
– write up expectation format:how many hours, subjects, wage, other duties/convening, contact point
– write up
– identify apprentices
– survey apprentice of their experience
– write up alternative pathways for teaching, with examples
– Write up best practice: for ex. Leeds Permaculture Network

Session name: Reaching out to people outside the permaculture bubble – Transition Towns

Recommendations
– be clear what our passions are and prepared to facilitate others
– cultivate (relations) with local groups
– identify local networker/convenor/
– identify possible barriers for diverse groups
– encouraging imaginative ways to listening
– break down the problems- to turn them into solutions
– highlight value of diversity
– change language: not skills to can you do this
– start with small and slow: workshops, presentation,
– keep teacher profiles updated
– blog with updates that people are doing
– share existing resources
– work in groups and use different people for different roles
* Mapping:
– who is already doing it?
– audiences
– themes

Session name: Developing teaching community as a coherent group (with explicit designed relationship with PAB) (Kate)

What would such a community do?
• Share information – including materials, techniques, ideas, support
• Be mutually supportive and non-competitive
• Support quality assurance through mutually agreed standards/discussions about quality teaching – possibly peer review/support mechanisms?
• Better enable collaborations between teachers
• Be self-regulating: reinforce good practice;
• Draw in other teachers (get the mavericks on board!)
• Include all levels of Pc teaching including Diploma – influence diploma and derive benefits from it;
• Be visible and accessible to those interested – make the networks transparent

How?
• Do a survey of teachers' needs/wishes of a permaculture teaching community
• Create/update/develop database so it helps:
    • connect teachers and apprentices
    • map different teachers' skills (incl. PDC grads with specialisms/experience)
    • share opportunities for work/teaching
• Share existing resources – books, forums etc – including portal linking to our individual websites where relevant;
• Collaborative working;
• Create support frameworks (PAB) – e.g. registering PDC graduates when awarding certificates, offering a year's 'post-course support' (membership)...

Overlap with quality assurance work: clearer standards/norms around good permaculture teaching would reinforce the identity of a community holding these standards; a strong community can reinforce and keep developing standards of teaching.

Session name: Quality Assurance (Joe)

Why?
- Best Practice: "Owe it to permaculture"
- Potential future funding
- Avoid complaints
- protect wellbeing of learners
- confidence to recommend/refer learners to other courses

How?
- Micro teach days/sessions at teachers' meetings
- structured training path for teachers
  - accredited teachers
    - industry standards
    - teaching diploma pathway
    - CPD – sharing
    - PTLLS
    - Shadow 2 PDC courses before teaching
- Verification
  - internal
  - external
- Generic Feedback questions to association
  - Matched to Learning outcomes
  - Use survey monkey
- Support & recommendations
- Clear, structured approach
  - Not personal
  - still flexible
- Focus on improvement, not punishing failures
- common themes emerging

Who?
- Teachers' group
- Self
- Diploma tutors
- PAB
- External moderators outside of PC bubble
- learners/course participants

Recommendations:
- More sharing of "teaching toolboxes"
  - Next 24 hours!
  - Next time!
- Steering group for Quality assurance
- Call it "quality development"
- Produce teacher training pathway proposal
- Design survey monkey questionnaire

- ○ include incentive – Permaculture Magazine
  - ○ send to previous graduates, e.g. 2009 PDC grads (including – what have you done since questions?)
  - ○ Follow up / review findings at future teachers' meetings
- Invite other teachers to come and observe us teaching and give feedback
  - ○ form from Designed Visions!

Proposed Quality Assurance questionnaire:

1. Which PDC
2. Who
3. How has PC changed your life
4. 1 – 5 rate (if poor, please comment):
5. course
6. venue
7. teaching quality / delivery
8. length of day
9. teaching content
10. pre course info
11. have you joined PAB?
12. Have you joined local group?
13. Have you read PC mag?
14. Are you interested in enrolling on diploma?
15. Are you a member of a Transition Town group?
16. Have you visited a LAND project?
17. Have you volunteered at a LAND project?
18. Do you want to be a teacher?
19. Have you done another relevant course?
20. What was most useful?

Session Name: What could a school curriculum based on permaculture design look like? (Rod C)

Why?
- Important skills for all pupil in present state of world (peak oil, global warming).
- Provide relevant and engaging context for learning.
- Influence community activity.

What?
- Range of design skills developed from early years to age 19+
- observation,
- skills for democratic engagement such as communities of enquiry, decision making
- Caring, collaborative, critical and creative skills.
- Holistic thinking
- reflective thinking
- Individual and group working, team work
- global perspective,
- effective citizenship
- Role play
- visualisation

- web of life
- visits/residentials, LAND demonstrations aimed at young people

How? (Some activities)
- gardening
- cooking
- school ground design
- foot square gardening
- energy audits
- world trade
- food and farming
- energy generation, wind, solar
- recycling
- origins of food
- healthy living and eating
- communities of enquiry (philosophy for children)
- making and craft skills
- Older students working with younger and with communities as part of general studies, diplomas, project work
- Web of life

Actions
1) Create register of people working with young people in schools and of resources and providers of resources: sustainability centres, centre for alternative technology, centre for global awareness, Oxfam, action aid .....
2) Find ways to promote permaculture in schools eg offer INSET packages around sustainability, global issues, pc design, social issues, STEM (science, technology, engineering, maths links), citizenship.
3) Work with schools to promote use of school grounds and buildings along with offers of residentials, visits etc and look for links with mainstream subjects and ways in which teachers can develop connections.
4) A cross-curricular diploma, qualification, highlighting design principles, sustainability, global issues (what is out there?)

Session name: Overcoming practical limitations for new teachers / apprentices to get started (Suzi)

Recommendations
- Create an open source resource
- At the 6 monthly teacher's meeting time set aside for sharing of resources e.g games, micro-sessions, techniques
- Use of the "backend" of Permaculture website for teachers membership group to use for sharing resources

Action points
- Tutors to create and share contents list for 1. Physical box of teaching equipment
                                                                  2. Library box / list
                                                                  3. Survey kit box
- Tutors to review the Introduction Course CD created by Joe Atkinson and feedback into the teaching community / working group.
- Creation of a list of suppliers for suitable teaching resources i.e. ethical, green

Session name: Creating mutually supportive sustainable* right livelihoods for us all (Aranya)
(* *energetically & financially*)
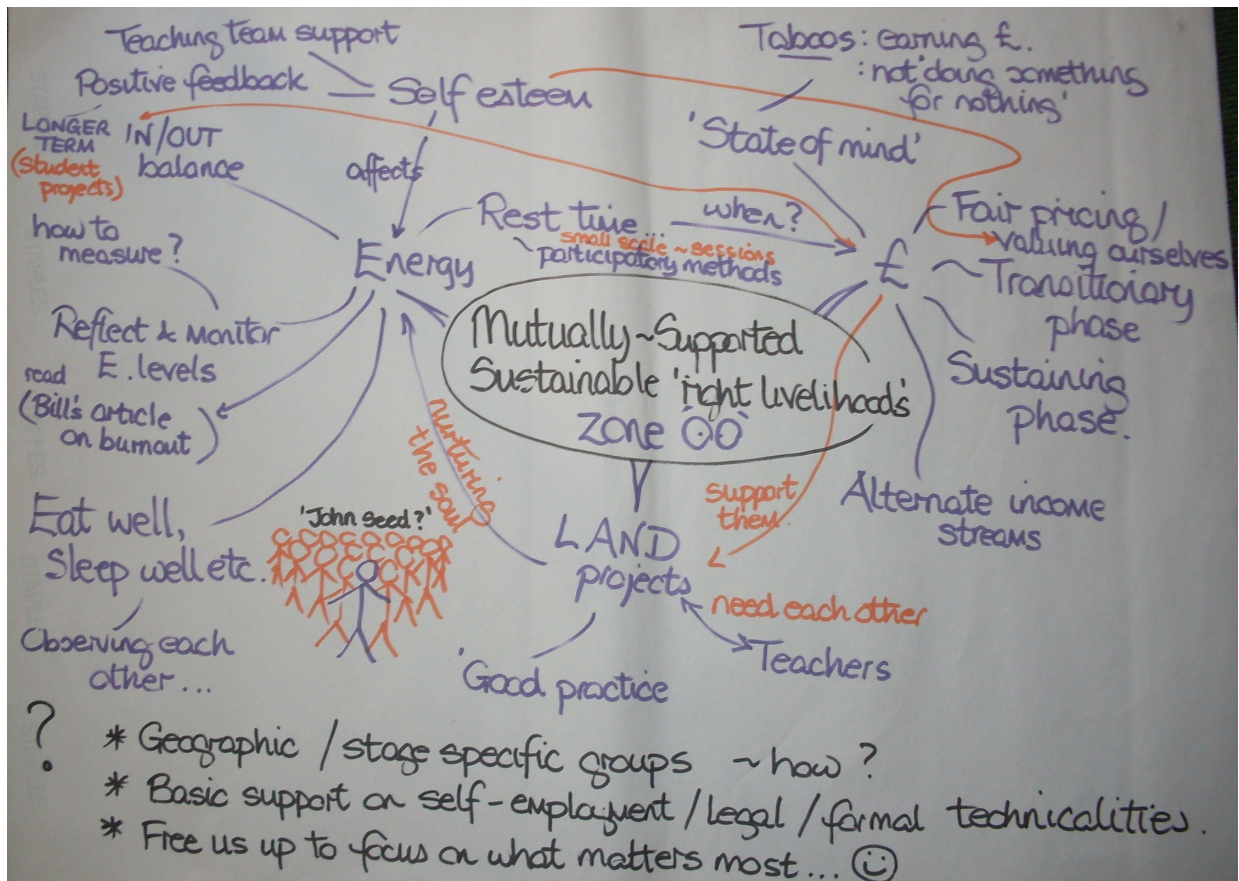
Action points:

- Survey existing teachers* strategies for energy management (both patterns & details; e.g. between & during courses / sessions). * *First generation / second generation / current.*
- Create support pack to help accelerate succession of new teachers - help with example energy conserving strategies (inc esteem / emotional) & formal / technical issues (e.g. self-employment legals).
- Share teaching resources to save us all the time of creating the same thing over & over again from scratch.
- Re-evaluate our relationship with money! Trading is natural & essential to life systems. The more money we have in the Permaculture network, the quicker we can each attain the right livelihoods we crave, spend the time we have on promoting it & achieve our collective goal. Do we need to re-evaluate the real value of what we teach & what it costs to fairly recompense everyone involved in making a well designed & supported PDC experience?
- Develop a network to connect LAND projects & teachers as it is a mutually-dependent relationship essential to teach permaculture effectively & to ensure that our mutual needs continue to be met.

- Continue this enquiry process.

Session name: Accreditation presentation (Wednesday eve) + Structure for tutors to engage with the PTLLS qual. (Jan)

Recommendations / proposals
- That the PA sets up a feasibility study related to the Open College Network Accreditation of permaculture courses.
- That the idea of tutors obtaining the PTLLS qualification through the PA is pursued by the Association by the time of the convergence 2010. This timed to fit in with other timeframes of work relating to standardised learning outcomes of permaculture courses and other action points of the teachers meeting.
- To support, and provide the structure for, tutors to engage in CPD and life long learning in the sustainability sector. This might involve acquisition of the longer Certificate LLS by tutors, via current teaching, Diploma teaching pathway, accreditation of prior learning/retrofitting teaching practice in permaculture (among other teaching if nec).

Action points:
- Investigate the context for accreditation of the PA as an OCN centre with OCN Yorkshire and Humberside.
- Design a plan for PA to 'supply' accredited courses such as PTLLS, etc. and how local PDC tutors would obtain accreditation for their PDC courses, this including cost recovery for PA of administration, support and quality assurance (IM).
- Carry out mapping of current teaching practice to learning outcomes of relevant OCN units e.g. TOT etc, so that people can achieve quals through work done & to be done. Decide minimum PTLLS – ?20 hrs - teaching practice hours for PDC versions of PTLLS/CTLLS, etc.

Session name: How do we widen the range of courses to meet the wider needs of many people now.

Recommendations / proposals:
1) Run more :taster: courses e.g.:What is Permaculture gardening or Energy Management 1-2 hour courses, with follow on classes more in-depth study

2) Entry through Transition together (Totnes) working on street level building small support networks engaging people on a practical level

3) Permaculture and..........
Linking permaculture talks/ classes with other things e.g Arts festival /workshop (Crash)

4) diversifying into courses in other aspects of pc e.g: community building skills. Skills for democratic engagement, communication skills.

5) bringing pc to more diverse ethnic groups by: talking (and listening to) local groups, food festivals

6) ways to introduce pc to people other than through classes/ courses – can be through personal contacts, communicating with them in an appropriate manner and language

7) Talks to 6th formers

8) offering permaculture and woodland skills to teenagers (like forest schools)

Session name: How do we link Creative Enquiry (research) with permaculture education? (Tomas)

Recommendations:
Aim: To activate the dormant permaculture action research network through permaculture education

- Map student skills and link them into our knowledge base – offer opportunities to get involved
- Map research process against design process to demystify research process (if you're using the design process, you're already a researcher)
- Enable people to share knowledge & practice – develop methods to capture comparable data from different projects/ sites
- Create feedback loops – publicise what has worked/ what has failed, both in our own community and sister networks (e.g. ART, PfaF)
- Increase awareness of research among teachers and diploma tutors

Session name: Live permaculture – LAND projects tie-in (Niels)

Proposal
- Semi-formal partnership between teaching (team) and LAND project
  - Project gets: guaranteed labour source & income
    - Teachers get: learning resources, teaching facilities, social space
    - Project and teaching team can develop activities in unison

  - Centralised funding (PAB administered): develop facilities on-site,
  - Access grant: for rural projects (mini-buses etc)

Session name: Integrating movement and dance in Permaculture teaching (Rod)
- Using movement to explore contact with the environment, Observation – earth sun, wind, clouds.
- Leading into trust and balance as a way of looking at cooperation.
- Use for leading movement and followers changing roles- Leadership styles.
- Using as short energisers - playfulness.
- Timing of bringing movement into course to get gradual participant involvement.
- Movement patterns

- Using movement as deeper embodiment of the work that reconnects – Joanna Macy
- Movement and song.
- **Action to share practice and explore new ways of integrating into PDC**

Session name: Reaching beyond the Permaculture bubble

Actions:
- Translate permaculture language so it is meaningful and accessible for others – e.g. business people, bureaucrats. Are we sure our students leave courses able to convey the underlying ideas, not just the jargon/mythology??
- Develop PDC courses for business/schools/councils etc – and specialist fields. Don't wait till we think we're ready – start doing it and learn what else we need to know/what our gaps are in the process;
- Need to map our interfaces with other fields – e.g. business, education, government, voluntary sector – from amongst students, teachers, members… i.e. the people who have contact at these interfaces and projects which exist/in planning.
- Proper map and case studies of non-land-based permaculture – e.g. using it to design institutions, processes etc. Case studies that we use and reference in our teaching – making it real and accessible to people who on PDCs who don't have land/want to apply permaculture to something else.
- Develop teaching packs for schools and business
- Raising visibility and awareness of permaculture – e.g. high profile ambassadors (contacts from PDC students), hooking into existing resources e.g. mobile libraries etc.

Session name: PDC and Introduction courses content – Standardised core?

RECOMMENDATIONS AND PROPOSALS
- Survey existing teachers about core Learning Outcomes of the PDC's they run. Compare existing Learning Outcomes to your timetable. How do they match or not match?
- Survey schemes of work / timetables to determine core PDC content
- Best practice survey
- Develop a curriculum group to co-ordinate survey above and to take it forward

ACTION POINTS
- Take Joe's CD sway and offer feedback (Intro course curriculum)
- Explore using technology to facilitate process e.g. Google doc but needs to remain inclusive. To contact Debbie in office.
- Draft first document before convergence including proposed learning outcomes.
- Circulate OCN (Open College Network) learning outcomes. –" How do your sessions / learning outcomes meet these?" – "What sessions / outcomes do you have that are extra?" – "What is missing?" – Reference Blooms Taxonomy of Learning and appropriate content of different Permaculture learning opportunities i.e. talks, intro, PDC and Diploma.
- Examples of delivery style / methods from existing Tutors which achieve the learning outcomes.

– George Sobol to make available 1985 document on core content for PDC

Session name: Diploma Update and consideration of other courses between PDC and Diploma (Joanna and Jan)

RECOMMENDATIONS AND PROPOSALS
– Continue with the development of the Diploma system as a continuous part of the lifelong learning agenda for permaculture designers, tutors, etc.

ACTION POINTS
– Clarify the new Diploma proposals for this audience, and give an indication of timescales, etc. for training and further development of the system.
– Set dates for national diploma tutor events for training, recruitment, refresh training for existing diploma tutors. 5th July '10, set date for Oct/Nov '10 and set date for national diploma tutor event followed by national diploma gathering next year.
– Continue gathering visions about the role of the Diploma community in lifelong learning of permaculturists.
– Map what is available and what might be available to PDC graduates, to support them after the course, eg. Local community building through support, such as active linking of people with local projects and designers, encouraging learning guilds beyond permaculture course, linking with Transition movement, eg. by PDC graduates acting as 'PC consultant' to TT, using groups as a vehicle for action-learning-pathway development on Diploma (efficiency re 1:1?), etc.
– Capacity Building: More diploma tutors needed – engage existing diploma holders as tutors; get accreditations going of long term Apprentices,
– Continue discussion about the types of other courses that can be identified as useful for PDC graduates between PDC and Diploma, and as alternatives/supplements to the Diploma.

Session name: How can we make permaculture courses more relevant and accessible for low income / working class people? (Caroline Molloy)

Recommendations or action points
• Promote courses through being outside doing permaculture, and chatting to passers-by about it, rather than through leaflets.
• Use the 'minimum effort' ethic as a big selling point – growing stuff has become aspirational but often people perceive it as too hard.
• Listen to communities and learn from how they are doing things – whether in developing world or in local community centre.
• Design courses over longer periods / shorter sessions that people can fit around their lives.
• Run courses on 'pay what you can' basis – people tend to be honest.
• Run courses on 'pay by barter' basis. Multi-functions as also challenges people's ideas about money / consumerism.
• Use 'dealing with the credit crunch' as a selling point.
• Find working class heroes that are doing permaculture!

Session Name: Towards a modular PDC (Pete Cow)

Mostly a discussion on the desirability and viability of a course structure where students use different providers to create their own tailored PDC.

Recommendations:
That new formats for the PDC could bring in more and different people to Permaculture, and that a modular PDC could be one way forward.
As with many other subjects today a database of teachers, resources and specialised sessions that could be included in a modular course.

Action point: Research and gather existing resources and experiences that could feed into future modular course discussions -
- George Sobol's blended learning online course
- Brighton Permaculture Trust's experiments
- Gaia University's degree level courses
- ACS distance learning
- How other education providers run and accredit modular systems

How to improve use of professional tools in teaching approach (Niels)

- Survey of UK expertise and tools
- Technical Tutorials
- Developing tutor design skills -CAD operating
  - Access to ARC View etc, contour data
  - Keyscape
  - Entering UnderGrad pathways at 3rd year (using quals) to access CAD facilities, large format printing and software training
- Links to universities (use of facilities and labour resources)
- Outsourced service to teachers?
- Low level aerial photos of all "LAND" Development Sites?

Session Title: International context (Tomas and Suzi)

Observations:
- PA has a unique position worldwide – well established, visible network.
- This makes us calling point for information and complaints, resulting in us taking on a "maintenance" role.

Recommendations:
- Support bilinguals to make pc available in other languages
- Accept that teachers from outside the UK will not have UK qualifications – use personal recommendations as quality assurance
- Attend EUPC 10 to report on education developments in UK and ensure compatibility with other systems in development
- Make info about PA education available on Chaordic Institute website

Session name: Resources and how we share them (Suzi)

How:

- Open source
- videos
- teachers meetings
- website – teachers space

Short term for teachers to share:
- Games lists and how to
- Contents of boxes – equipment needed for teaching
  - String, peak oil principles game, blue tac,masking tape, ethics cards, rubber bands, bulldog clips, gentle noise makers, post it notes, bleached baking paper, music, cloth

Medium:
- PAB website – teachers area

Long term:
- Teachers guide re-design

What do we want – survey:
- games – more, better, on-line
- session plans – PDC, practicals, timetables, outlines, introduction, workshops
- how to deal with – difficult people, difficult situations, emotions
- collated best practice
- songs – on-line, music sheets, CD, rounds