

Apprentice Pathway Proposal

Hedvig Murray and Nigel McKean have created this proposal with the help of many other people along the way. It was originally a project as part of our permaculture diploma but we have continued to design it. This has been done during a number of Teacher's Meetings where we have presented the material, had feedback and re-drafted it.

We were both apprentices when we started doing the project and were confused about how to become a teacher and intrigued to find out the different ways that people had become teachers. Here is our proposal so others can share what we have learnt.

Our Aims:

- Scale up number of permaculture teachers
- Reduce the number of would-be teachers getting lost
- Communicate process(es) clearly
- Be more transparent and accessible
- Design a structured but flexible system for apprentices to design their own pathways
- Encourage teachers to communicate opportunities
- Provide support for fellow apprentices

Process

Open Cafe process, interviews, feedback,

Proposal

1. Accept pathway as recommended process
2. Set up role of Teacher Mentor as type of Design Tutor
3. Set up training for Teacher Mentors
4. Evaluation mechanism for Teacher Mentor
5. Process to be on website: hosting profiles, needs and wants
6. Recommendation - a minimum of one diploma design to be for a course and to have been implemented.

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Simple Apprentice Pathway

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Non-linear Apprentice Pathway

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Outcomes of implementing the Apprentice Teacher Pathway

1. Increase number of people doing diploma
2. Increase number of teachers/diploma tutors
3. Added CPD/recognition for teachers with new Teacher Mentor role

Simple Apprentice Pathway

Elements

PA website

- Teacher Profile
- Association requirements/attitudes, learning so for
- Legal requirements
- Apprentice Teachers Pack
 - o how to design apprentice teacher pathway and explanation;
 - o demonstration profiles;
 - o roles of apprentice and mentor;
 - o costs of the pathway;
 - o best practice guidelines

Register for the Diploma- Teaching Apprentice Pathway

- Get Apprentice Teacher Pack/Access to back pages on website
 - o examples of teaching pathways people have taken
 - o tips and guidance designing your own pathway-where to start
 - o link to shadowing opportunities (including info about expectations, specialisations)
 - o links to session plans, templates (Intro course Joe has up) and others as people share them
 - o links to possible funding to support apprenticeship (shadowing costs)
 - o links to ToTs and training information
 - o observation and teaching logs
 - o assessment for being a teacher

Teaching Mentor

Teacher that is interested in supporting/guiding apprentice teachers

- Helps with survey and assessing to create profile and pathway
- Advise about teaching opportunities, people, organisations
- Responds promptly to request for mentoring sessions

Profile

- Acts as a survey tool for mentors, teachers, tutors and apprentices
- On website
- Details about permaculture experience/knowledge
- Details about teaching experience/knowledge
- Areas of interest/specialism
- Updated regularly

Pathway to Include

- Aims and objectives
- Ethics, Principles, Design tools and methods
- Training Needs Analysis
- People and courses to shadow
- Courses to attend
- Materials to produce
- Sessions to take on
- Logs
- Action learning guild meetings

Teacher Training

- Preparing To Teach in the Lifelong Learning Sector (PTLLS). Achieving this award is the minimum requirement for teacher training
- Training of Trainers (ToT) currently delivered by Designed Visions incorporates creating teaching methods and soon to include PTLLS

Shadowing

- Approach people/organisations with link to your PA profile
- Discuss how their course works, what the expectations are, create clear roles for apprentice (tea making, teaching, all day, prep before hand)... figure out next steps
- Discuss costs (travel, accommodation, food)
- Observe sessions/courses again with the view of developing own materials and sessions
- Recommend shadowing different people, organisations

Develop/personalise teaching material

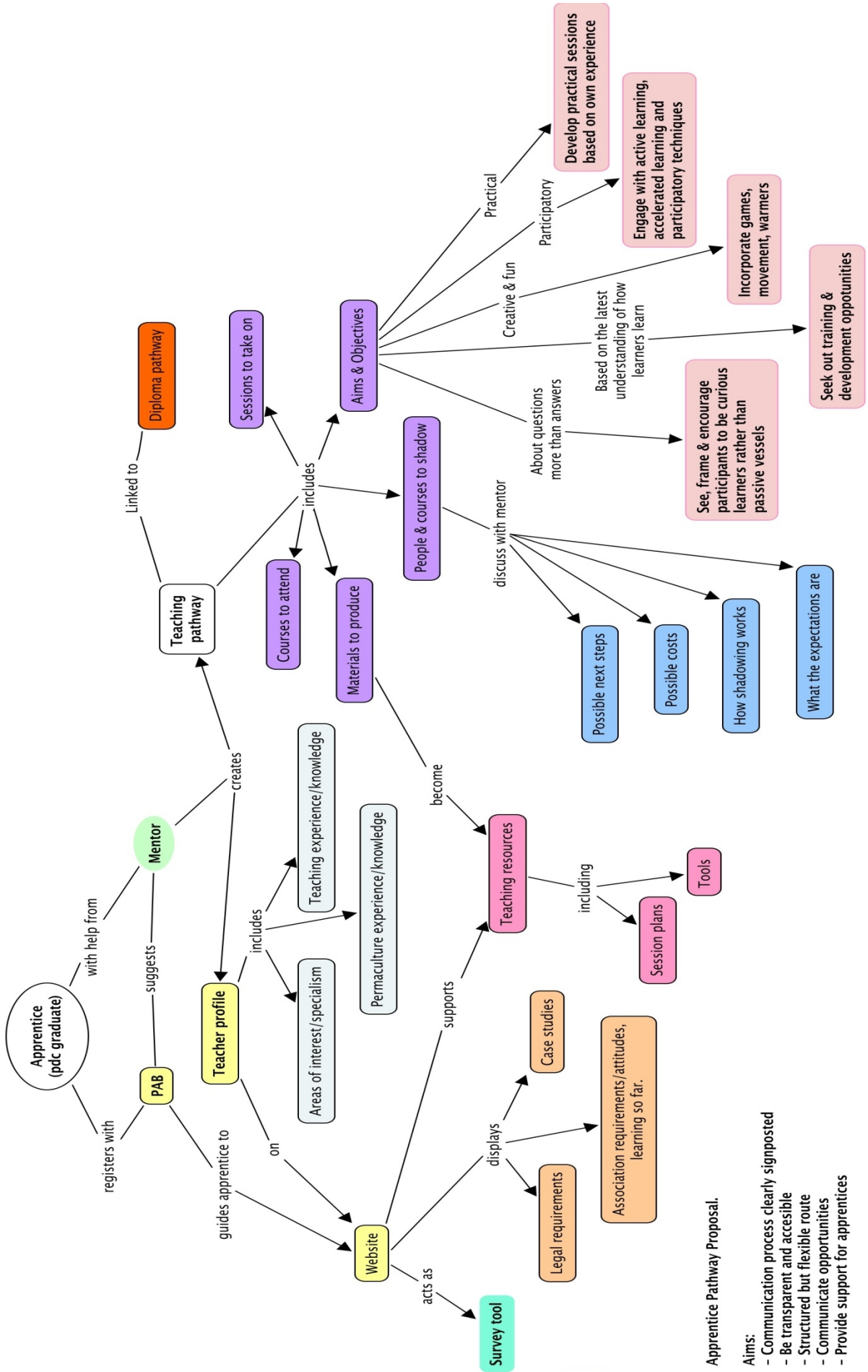
- Create and adapt own session plans and teaching materials
- Discuss during mentor session
- Discuss with teacher

Teach session

- Send session plans, if necessary

- Teach session
- Receive feedback on session

Non-linear Apprentice Pathway



Apprentice Pathway Proposal.

Aims:

- Communication process clearly signposted
- Be transparent and accessible
- Structured but flexible route
- Communicate opportunities
- Provide support for apprentices

Context

- Our recommendation is that anyone that wants to teach permaculture should have done their PDC and be on their diploma pathway

Best practice- how to meet aims and objective

Observation is the basis of your learning

- observe different teachers: category of teacher, lineage, style, interest, locations.

Your pathway is a permaculture design, and it is best practice to develop pathway with support from mentor

- keep in touch with mentor about your process
- become an active member of an Apprentice Teachers Action Learning Guild
- observe at least two courses that you are aiming to teach
- one diploma design to include course design, scheme of work and session plans
- develop own material taking into account different learning styles, especially those that are different from your own
- receive and utilise feedback
- sign off from different teachers and mentor

Example Profile

Name	Humpty Dumpty
Contact details	Nearest nursery rhyme shop
Intro when where	York so long ago
PDC when where	York just after the introductions
Specialism	Falling off walls
Teaching experience	One short rhyme
Qualifications	Climbing onto the wall
Aims	To be put back together

Humpty Dumpty- the maverick route

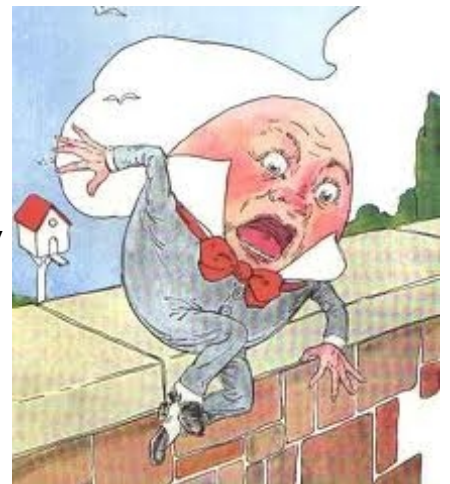
How did you get into teaching permaculture?

I lost a bet and had to climb onto a wall or lose my shirt. I sort of... fell into it. Then I was just in pieces and had to sort of pull myself together. No one else was going to help me. The bloody King's Horses and King's men didn't. That is sort of the way it was with permaculture back in the good old days, you had to do it for yourself.

I totally didn't have a plan... who do you think I am? A designer?!!

Did you do any observation or training before you started?

No. It was quite a steep learning curve. I just taught an intro- hadn't even done an intro. Do you need to know your stuff... do training... to be able to teach? Couldn't shell out for the PDC. So taught a few PDCs. Could never be bothered with the diploma.



Example Profile

Name	Hermione Granger
Contact details	Dept of Magical Law Enforcement, Ministry of Magic. London
Intro: when where	Spring 1971 Hogwarts School of Witchcraft & Wizardry. Scotland
PDC when where	Summer of 1971. Hagrids Garden
Specialism	Arithmetic & Divination
Teaching experience	Youngest Teacher at Hogwarts, 1971-1986, Head of Department and lecturing University of Magic. Principle Succession Mentor for Apprentice Teachers.
Qualifications	PGCE, B. Ed (1 st with distinction), M. Ed (1 st with distinction), PhD <i>The Magical and Life-changing Potential of Learning and Practicing Permaculture</i> published. Please see attached sheet for further subsequent qualifications and awards.
Aims	To educate Muggles into understanding & appreciating the magical arts of Permaculture, in order to further spread Permaculture's reach.

Hermione Granger- the careful route

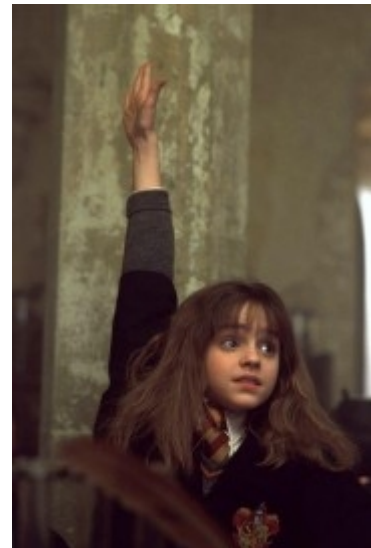
How did you get into teaching permaculture?

After being petrified I felt that there had to be more to life, so via PA, I researched the possibilities of becoming a permaculture teacher and this particular route appealed to me. I had a very good grounding in the principles and ethics behind permaculture from the design course and followed this through by engaging in the diploma.

Did you do any observation or training before you started?

During my diploma I took every opportunity to question everything that I discovered, shadowed every permaculture teacher on 22 pdc's and 14 intro's before I felt able to take on this task by myself. I'm sure that some of my mentors thought that I had learned enough, but I wanted to be sure that the example I set would stand up to scrutiny.

My notes from these early teaching days have been translated into every language. The part of my work that was presented at my diploma accreditation was just a small fraction of the resource that I had been building. I've since followed the diploma pathway two more times. I feel that I give people a good service. My courses always run at full capacity, all my pdc graduates enrol on the diploma and most become teachers themselves. That's what I call succession.



Example Profile

Name	Goldilocks
Contact details	The Three Bear's House
Intro: when where	3 years ago, Just Right Woods
PDC when where	2.5 years ago, Just Right Woods
Specialism	Arithmetic & Divination
Teaching experience	Observing and shadowing a few Introductions to Permaculture and Full Design Courses, then started taking on a few sessions and helped with convening.
Qualifications	PTLLS combined with the ToT
Aims	To design things that are just right

Goldilocks- the just right route

How did you get into teaching permaculture?

I have been testing out different design techniques and I felt like permaculture was the best one, well... it was just right for me. Not too dogmatic but still having a structure. I did my Intro and then my PDC.

Did you do any observation or training before you started?

I designed my Teaching Pathway to include observation of different courses with different teachers. I could then compare how different courses were run. I started to take on a few sessions during an Intro that was run close to where I live. The next time they ran it I helped out with some of the convening. I felt like this gave me a thorough understanding of the different aspects of running a good permaculture course. With a bit of that experience under my belt I did my ToT/PTLLS. It was really helpful to combine with structure of PTLLS with the active learning emphasis of permaculture. I then started observing and shadowing the PDC. Slowly I built up my session plans and working with different teachers allowed a lot of cross fertilisation. It meant that my sessions were really resilient so regardless of class size or the particular needs of the participants I could easily adapt my material. I have now run a PDC myself with a few other teachers, and have another in the pipeline.



Observation log

Observing who	
Date / Time	
Which Sessions	
Where	
Resources used	
Multi function aspects	
What went well	
What was challenging	
Vision	
Next steps	

Creating new materials log

Date	
Time	
Place	
Resources used (internet, teachers guide)	
Feedback-self, teacher.	
What went well	
Challenging	
Vision	
Next steps	
Time taken	

Assessment for being a teacher

- Created profile
- Initial meeting with mentor
- Developed pathway
- Observed sessions/ courses
- Developed session plan
- Created own materials
- Seen by mentor and teacher
- Feedback from mentor and teacher
- Feel confident to try it out
- Tried it out / co- taught session
- Record own and teacher feedback
- Tweaked session and materials
- Tried it again
- Happy with session
- Taking on new session
- Training as appropriate
- Developing specialism
- Co-teach
- Help with convening
- Can teach most/all sessions
- Re-design of pathway? what have been limitations/challenges of implementing pathway?
- Helped other apprentices
- Feedback to teachers, mentors and Association

Implementation

16th July First ALG at London Permaculture Festival

September 7/9th Teachers Meeting: Presentation & final feedback from teachers

Interim: Obtain feedback from working group

September 10/11th Trustee meeting: proposal and implementation plan agreed

Interim: website updated with new information, pack distributed to tutors,

September 24th Diploma Tutor Training: training session about Teacher Mentor role,

Interim: development of Apprentice Teacher Pack

October 15th AGM:

November 26th National Diploma Convergence: session about Apprentice Teacher Pathway and space for Apprentice Teacher ALGs