

**Rob Bushby**

**Working across sectors**



# 1 What's a Sector?

**sector (*noun*) : an area or portion that is distinct from others**

**Niche**

**Specific**

**Parameters**

**Broad**

**Common**

**Understood**

**Colleges**

**Edinburgh youthwork**

**Outdoor Residential**

**Private**

**Public**

**Third**

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**'Education'**

**'Youth work'**

**'Outdoors'**

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# “Outdoor Sector”



**Outdoor Learning**

**GCSE in Natural History**

**Institute for Outdoor Learning ‘Professional’, skills, exclusive**

**Outdoor Residential**



**an Entitlement for all 3-18s,  
Broad, LfS, inclusive, approach**

**Subject, specific, self-selecting**

**Funding, Member’s Bill/advocacy**

# Outdoor Learning Landscape in Scotland

- Learning in, through, about and for the natural world
- An approach to learning, content for learning, contexts for learning
- Embedded in curriculum, entitlement for learners, demonstrated by teachers/educators

*Lifelong Learning*

**Education,  
Curriculum,  
4 Contexts**

**Conservation,  
Environment,  
Nature**

**Inclusion,  
Diversity,  
Equity**

**Third Sector,  
Charities**

*Sport*

*Recreation*

*Colleges*

**Play**

**Food, Farming**

*Education*

*3-18*

**Youth Work**

***A Landscape,  
not a single Sector***

**Culture,  
Creativity,  
Art**

*Personal  
Development*

*Vocational*

**Outdoor Residentials,  
Outdoor Education Centres**

**Health, Wellbeing,  
Active Lifestyles**

*Therapeutic*



# Sector



# Landscape





outdoor learning

sustainable development education

global citizenship

# Four Contexts of learning





## **2 Cross Sector Working**

- Define/understand your 'sector' terms**
- Use policies, drivers, contexts**
- Use other sectors as your starting point**
- Open approach - do what you do, let them come**
- Targeted, sector-specific**

**Achieving awards in, through and for nature.**  
 Examples of nature-based learner journeys, pathways and progression.



**Early Years & Primary School**

**RSPB Wild Challenge Award**  
 Suitable for early years, primary schools and also for families to do at home.  
 Progress through Bronze, Silver & Gold Awards.  
 more information →



**Ages 4-14 years**  
**Scottish Junior Forester Award**  
 Suitable for schools, community organisations and home educating families.  
 more information →



**Ages 11-18 years**  
**SCRA Junior Ranger Award**  
 Junior Ranger programme is the first step in professional development with the Scottish Countryside Rangers Association.  
 more information →



**Primary & Secondary School**  
**John Muir Award**  
 Suitable for families, upper primary, secondary and adults.  
 Progress through Discovery, Explorer and Conserver Awards.  
 more information →



**Ages 14-25 years**  
**Duke of Edinburgh's Award**  
 Suitable for ages 14 - 25 years.  
 Progress through Bronze, Silver & Gold Awards.  
 more information →



A snapshot of national awards available in Scotland.  
 For an overview of awards opportunities see Awards Network.

- Education – formal**
- Education – informal**
- Residential centres**
- Colleges**
- Special schools**
- Forestry, woodlands**
- Families**
- Youthwork**
- NGOs/public sector**
- Food, farms**
- Play**
- Outdoors – Recreation**
- Conservation**
- Third sector**
- Health**
- Active Travel**
- Creative/Arts**
- Etc...**



# Biodiversity across sectors

## Contact

John Muir Award  
41 Commercial Street  
EDINBURGH  
EH6 6JD, UK

tel 0300 321 4962  
e-mail info@johnmuiraward.org  
web www.johnmuiraward.org  
www.jmt.org

**JOHN  
MUIR  
AWARD**

*wild places:*  
DISCOVER  
EXPLORE  
CONSERVE  
SHARE

## Biodiversity Stories



**CHRIS MCGINLEY**  
COUNTRYSIDE RANGER

### Registered office:

John Muir Trust, Tower House, Station Road, Pitlochry PH16 5AN

John Muir Trust: Charitable Company Registered in Scotland  
Charity Number SC002061, Company Number SC081620



2010 International Year of Biodiversity



JOHN  
MUIR  
AWARD

wild places:  
DISCOVER  
EXPLORE  
CONSERVE  
SHARE



Branching Out

**Forestry Commission Branching Out, Glasgow National Bluebell Survey on referral for mental health service users**

"It's opened my eyes to the outside a bit more and eh, it's not all hustle and bustle. You can do things at your own pace."



Ardersier Common

**Ardersier Common, Fort George Highland environmental children's group weighs in with rare sawfly sighting**

"I feel extremely proud to have our own ISPOT dedication and how so many people have taken an interest. It was so great to be mentioned in glowing terms on the Highland Biodiversity Recording Group's web site. I feel proud and overwhelmed that our discovery was described as a 'significant observation'." Jessica, 12



Banavie Primary School

**Banavie Primary School, Fort William Pupils on Red Alert with Red Squirrel Conservation Officer**

"I can't get over how interested the kids are in red squirrels. Focusing on the red squirrel helped introduce what biodiversity is, and it also made the concept of conservation real... as well as being great fun too." Teacher Andrea Culeen



Ballinkrain Special School

**Ballinkrain Special School, Stirling Residential School pupil catches the Ladybird survey bug!**

"Bugs are so important to our lives. They are fascinating, they are beautiful, and they provide many services, such as pollination, that we simply can't do without." Craig Macadam, BugLife



Caroline Standing

**Caroline Standing, Scotland A personal journey connected by water**

"The cure for anything is saltwater - sweat, tears, and the sea."



Alistair Findlay

**Alistair Findlay, Slamannan, Falkirk Awe and wonder in a familiar place**

"No matter how often you visit your wild place and think you know it, there is always something new to discover, almost as if you're discovering it for a first time."



Chris McGinley

**South Lanarkshire Council Countryside Rangers, Chathelrault Country Park Fresh Air: Sequoias**

See how Scottish naturalist John Muir continues to inspire young people today, on the John Muir Award YouTube channel. [www.tinyurl.com/35vho6f](http://www.tinyurl.com/35vho6f)



Noranside Open Prison

**Noranside Open Prison, Forfar New pathways in Cairngorms National Park**

"I'll certainly be making space for this sort of activity in future. I want my kids to grow up aware of the world in ways I never was. I want them to have a world with wild places for them to go to and take their children and grandchildren." Inmate



YHA Do it 4 Real

**YHA Do it 4 Real at Gradbach Mill, Derbyshire Historical watercress beds restored - for habitat and hostel menu**

"The work by the John Muir Award participants has been really beneficial to the hostel. The watercress beds can now be used as an educational resource for school groups, as well as an attraction for our regular guests." Mark Wallis, Hostel Manager



Cockburnspath Primary School

**Cockburnspath Primary School, Scottish Borders Weekly woodland visits create personal connections**

"We walked silently and found evidence of animals living there. We found that things are connected in the woods and that we are connected too." P7 Pupil



Hamilton Universal Connections

**Hamilton Universal Connections, South Lanarkshire Youth Group helps with new Urban Fringe Park**



Pembrokeshire Youth Service

**Pembrokeshire Youth Service, South Wales Ysgol Bro Gwaun multi-activity 'John Muir Award week'**

"We all thought the week was amazing - we had lots of fun learning about our environment and looking after it."



Plas Gwynant Outdoor Education Centre

**Plas Gwynant Outdoor Education Centre, Snowdonia Ponds, orchard, a bog garden, long grass areas, reptile cairn, log piles, bird boxes and a 'Buginham Palace'**

"The young people involved have loved creating something lasting in Snowdonia." Debs McKeown, tutor



Moor Row Primary School

**Moor Row Primary School, Ennerdale, Cumbria Working with Flora of the Fells and Wild Ennerdale to reintroduce the Marsh Fritillary butterfly**

"Great news! 92 flying Marsh Fritillary at Mireside and 49 at Hunter How and Longmoor Common. A stable situation after a third successful years breeding."

Butterfly Conservation's Steve Clarke



The Wildlife Trust for Lancashire

**The Wildlife Trust for Lancashire, Manchester and North Merseyside IMPACT Project supports nature volunteering**

"Through taking part in the John Muir Award... I've achieved a greater understanding of the importance of preserving our countryside and why, like John Muir, so many people protest against the destruction of nature through political decisions." Luke, Bury.



Katy Standish

**Katy Standish, Northumberland and beyond From fungal forays to balsam bashing and hay meadow reseeded - a personal Award blog**

Find out about Katy and her boyfriend Sam's Discovery and Explorer Awards at [www.hikinghadrian.wordpress.com](http://www.hikinghadrian.wordpress.com)



Burnfoot Community School

**Burnfoot Community School, Scottish Borders From neglected playground to biodiversity haven - with a focus on literacy skills**

"Being an Explorer has made me more confident. It makes you look at things outside yourself. It has helped me write better. It means the world to me. We do lots of different things, like sketching to relax our minds. I feel happy and excited being an Explorer." Bryce, P6 pupil.



Abbey Hill School

**Abbey Hill School and Technology College, Stockton on Tees Vocation Fridays improve practical skills and confidence**

"Not only did the group gain valuable practical skills and respect for their local environment but their skills of working with others improved immensely." Kathryn Lindop, teacher



17th Hartlepool St Aidans Scouts

**17th Hartlepool St Aidans Scouts, Co Durham Church garden transformed for community enjoyment**

"Thanks to all the Beavers, Cubs, Scouts and leaders for their hard work clearing rubbish, weeding and planting flowers in our church garden." Church Council member



YHA Do it 4 Real

**YHA Do it 4 Real, England wide Summer camps prove fertile ground for adventure and biodiversity**

1,000s of young people discover wildlife through adventurous activities and put in over 9,000 hours of conservation volunteering. Click on the image for a 3 minute film, click on text for the Conserve Audit.



Rothbury and Coquetdale Youth Project

**Rothbury and Coquetdale Youth Project, Northumberland Cheviots Champs**

"We worked with National Park Rangers to remove cow parsley from upland hay meadows. It competes with less tall plants and has the ability to spread rapidly changing the plant make-up of the meadow."



Shannagh-More Outdoor Education Centre

**Shannagh-More Outdoor Education Centre, Northern Ireland Bringing biodiversity to life through adventure**

"It was very exciting to watch seals enjoy the evening sunshine. While watching them, I realised why we had to look after the planet, so beautiful creatures like these don't die out." Adventure Challenge participant

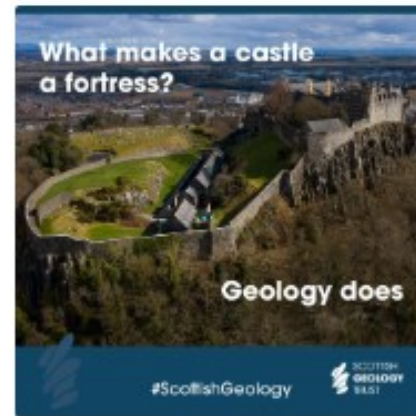
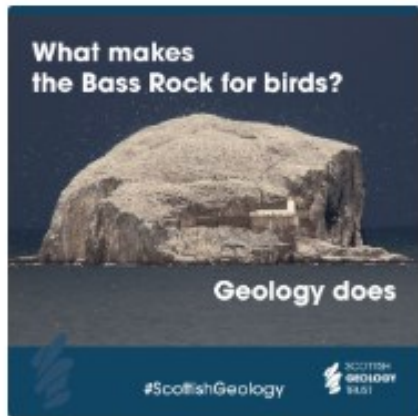
**Inspired?**  
Find out more at [www.johnmuiraward.org](http://www.johnmuiraward.org)  
Access the E-version of this leaflet and click on an image for the full story.

**“Geology – it’s a niche subject for weirdos”**





# “Geology does...lots, everywhere”





# **3 Learning for Sustainability across Sectors**

**Singular identity, consistent framing**

**‘LfS’ vs ‘sustainability’ vs ‘sustainable schools’**

- Maintained ‘Learning for Sustainability’ - distinctive**
- Defined by 3 strands**
- Maintained 5 strategic priorities – Action Plan**
- Historical thread**

# However...



**- A useless basket of words - Kevin McCloud**

**- A mulch of vague, meaningless platitudes**

**- A term used and abused**

**- An obstacle rather than a pathway**

**- “I absolutely despise the word ‘sustainability’, it has lost all connection with a sincere action plan to reduce our negative impact”**

<https://futurevworld.com/design/sustainable-fashion-greenwashing-circularity-explained>

**‘Sustainability Syllabus’ confusion**

**‘Sustainable schools’?**



**Maintain 'LfS' identity**

**Drumbeat**

**Inclusive framing:  
'approach',  
'values',  
'educators',  
'settings',  
'learning community'**

Frontiers | The future starts in the past:  
embedding learning for sustainability through  
culture and community in Scotland

**Not jargon**

**Broad, welcoming,  
Understood**



**“We need to avoid creating categories and divisions that cause confusion and ultimately constricts what we offer! Let’s open our hearts and minds to all the possibilities that [working across sectors] affords us”**

**Juliet Robertson**

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**Terminology** (from [“Outdoor Learning” or “Learning Outdoors”? What’s the Difference?](#), Juliet Robertson blog extracts, Nov 14, 2020)

The **outdoor classroom** is a setting, **outdoor education** is a process in which educators, students and others take part, and **outdoor learning** is the learning that accrues as a result. [Taking Learning Outside](#) 2007 p5

[Curriculum for Excellence through Outdoor Learning](#) vision for **outdoor learning** in Scotland 2010 (p7):

- 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.

[Outdoor Learning: Practical Guidance for Teachers and Practitioners in Scotland](#) (p6):

**Outdoor learning encompasses the entire range of learning experiences undertaken outside.** Whether it is reading a book outside or participating in an overseas expedition, the curriculum design principles apply. Curriculum planners and managers should **recognise the place of the full spectrum of outdoor learning experiences** and should not interpret the promotion of the use of school grounds and local areas as an alternative to outdoor residential experiences but as **part of a spectrum of learning opportunities**. Each type of outdoor learning experience should complement the other and should form a progressive and coherent range of experiences for children and young people. **Practitioners need to know how the experience benefits their learners. The quality of learning and teaching is of paramount importance regardless of the place in which it occurs.**