

**Small projects can make a big difference
ESD through school-community collaboration**

Professor Patrick Dillon

March 2015

Places only become real to us when they are actually loved and known, when we inhabit them not only physically but in the histories and stories that they carry as part of a living community and tradition.

Attributed to David Jones



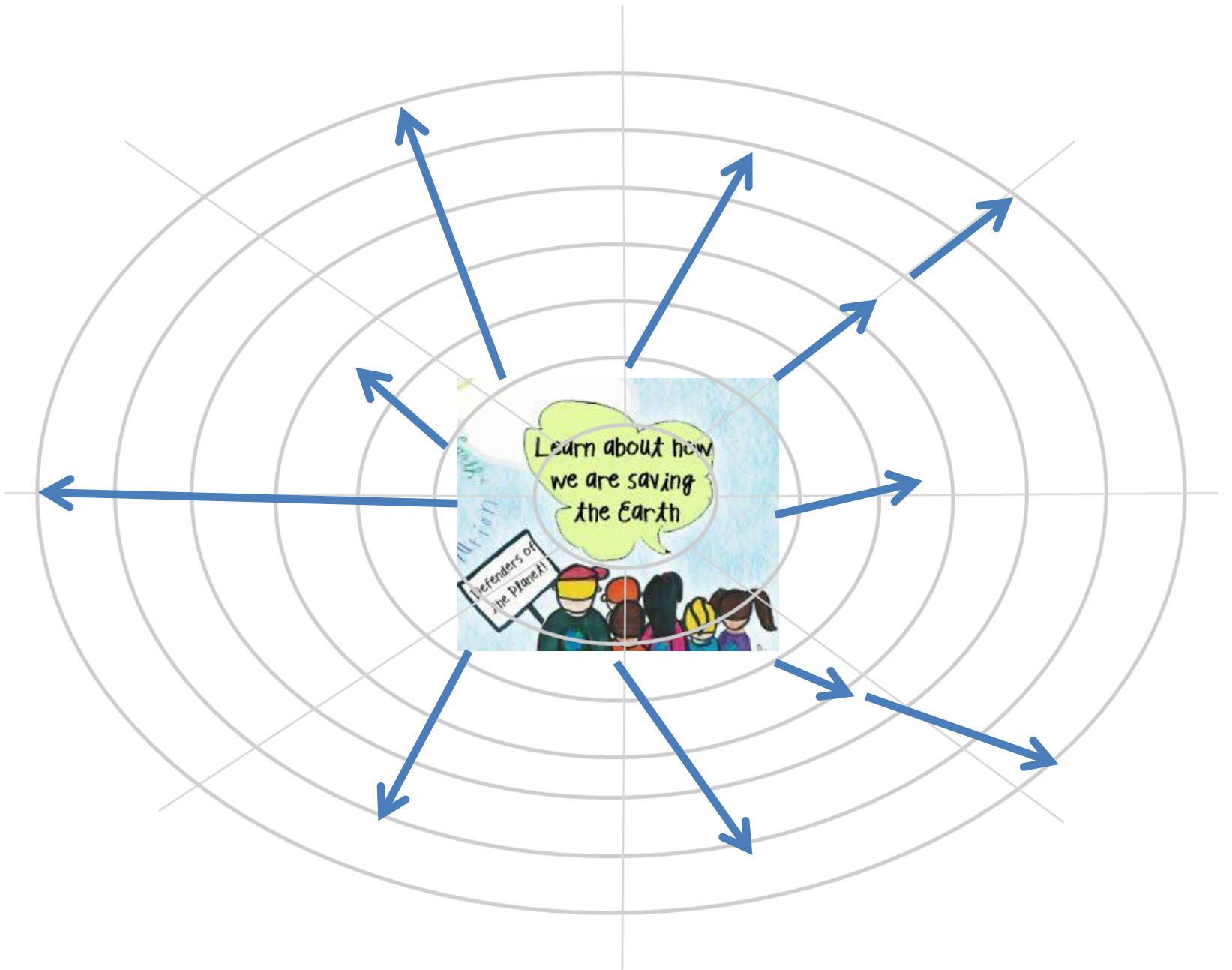
Small is Beautiful

Locally adapted

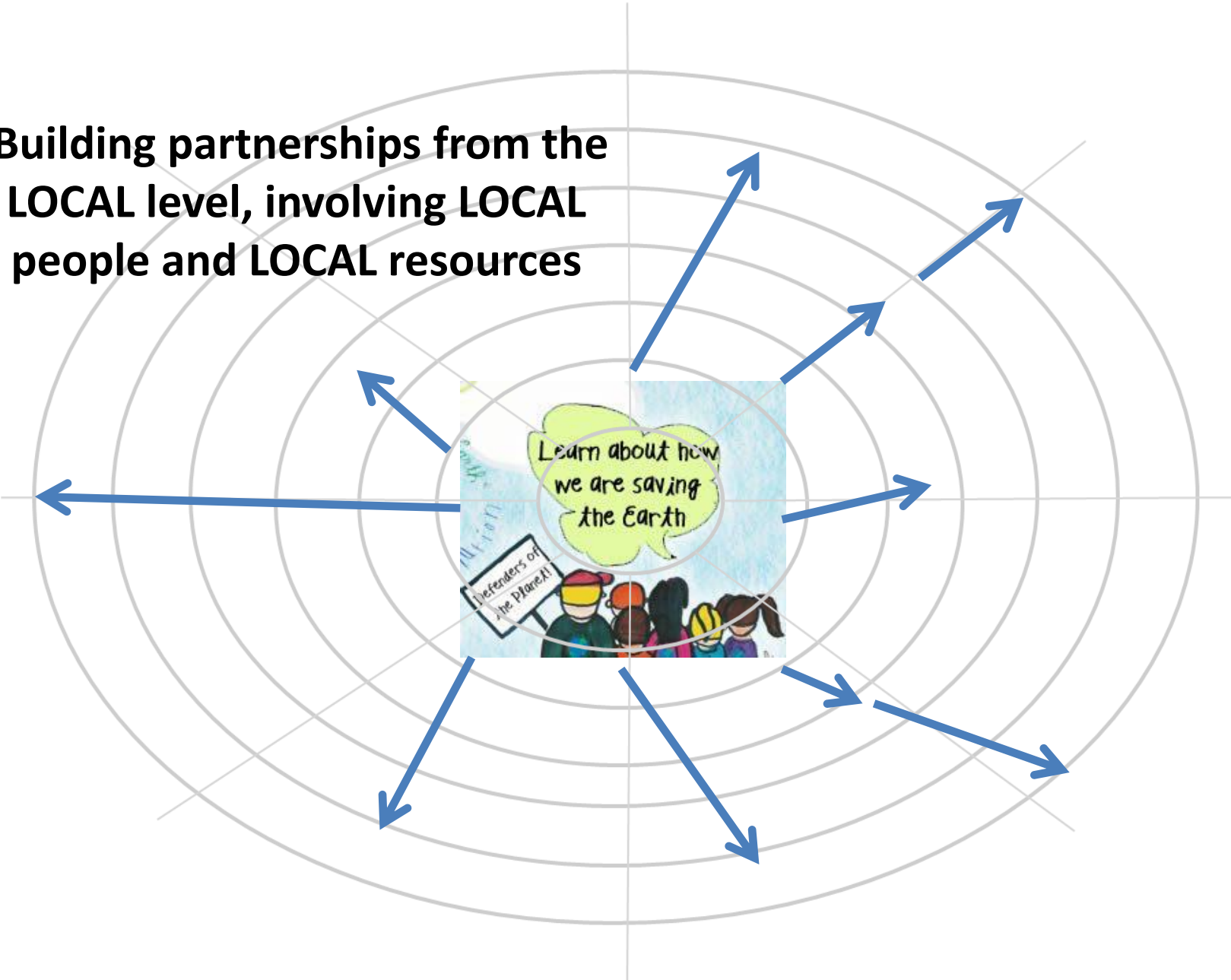


Think Globally act Locally

Significant life experiences



Building partnerships from the LOCAL level, involving LOCAL people and LOCAL resources



Conceptual development

Rudimentary understanding of concepts in rudimentary contextual frameworks

Understanding develops:

Learning about concepts & their contexts; making links between them to form constructs

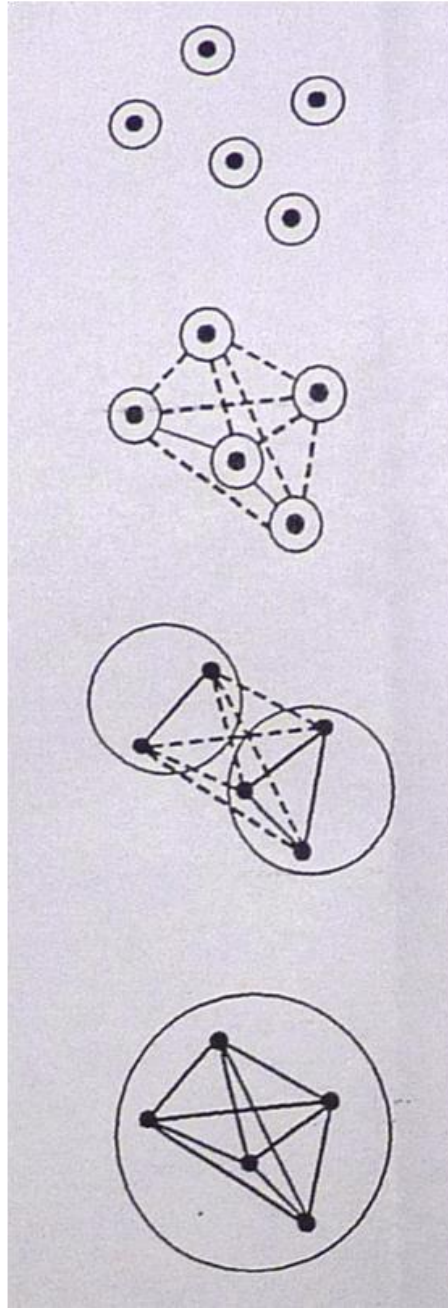
Consolidating understanding:

recognising interconnectedness (a broader understanding of context)

Understanding interconnectedness:

recognising broader context dependency (i.e. their sociocultural significance)

Contextual framework



Development of learning

Increasing:

Maturing of leaning

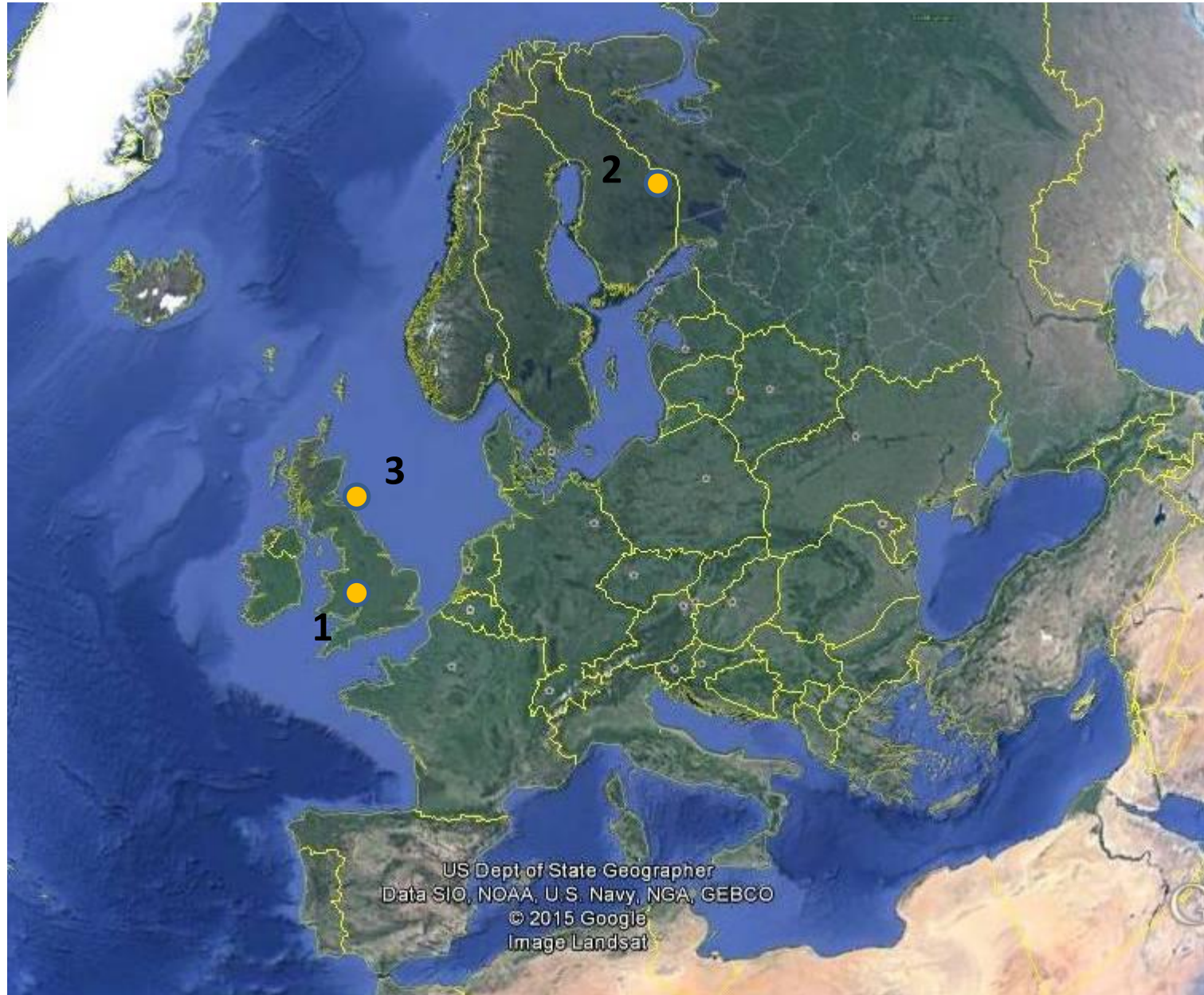
Broadening of knowledge

Depth of understanding

Recognition of significance



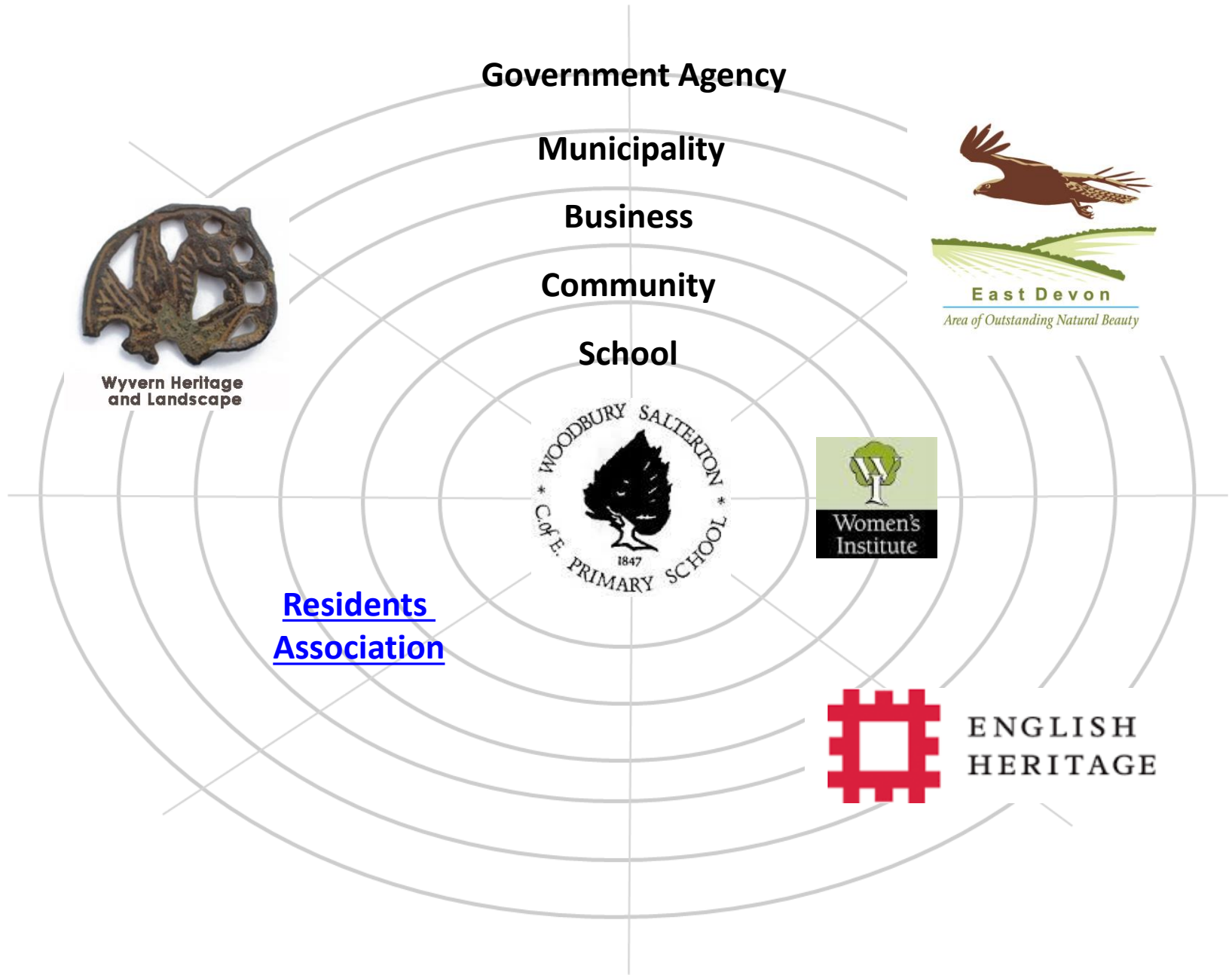
ESD through school-community collaboration: Three case studies



Case 1: Devon, UK



Case 1: Who was involved?



Case 1: What did we do?



Mapping:

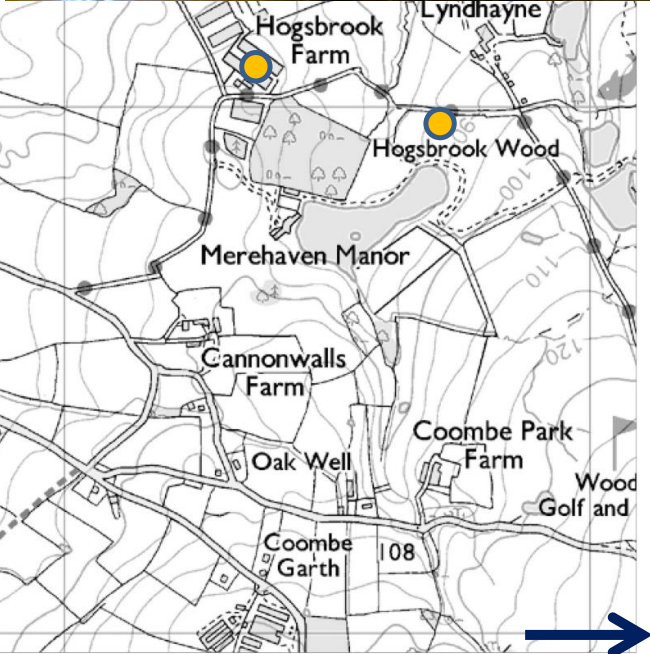
Places that hold a memory
Places to take a visitor
Favourite walks

Word & Colour Associations

Photographic Surveys

Village Festival

Making textile sculptures



Children resident in the village 'memory places'

To the Common





School children living in the village
Word associations for 'visitor places'



School children living in the village
Word associations for 'memory places'



Women's Institute
Word associations for 'memory place'



Women's Institute
sociations for 'visitor places'

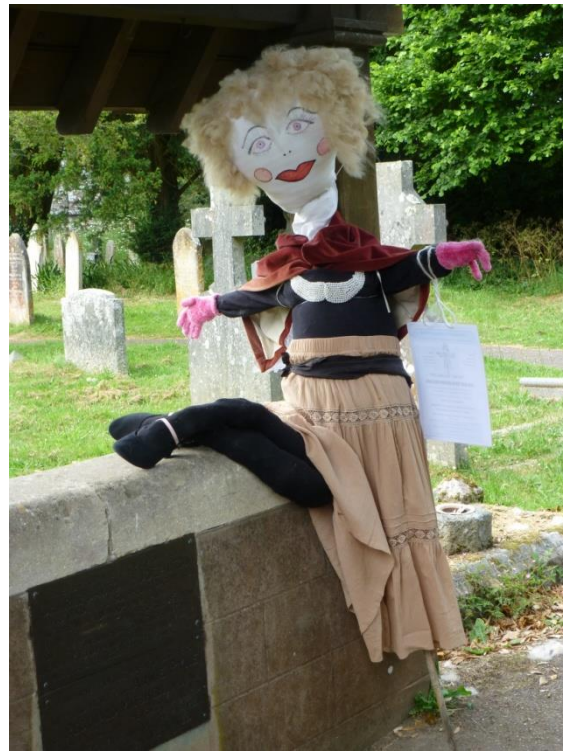


Mapping workshop participants
Word associations for 'visitor places'



Mapping workshop participants
Word associations for 'memory places'









Case 1: What did we achieve for ESD?

**Connecting learning with
'sense of place'**

**Community involvement in
ESD (i.e. A 'Lifelong learning'
process)**

**Engaging children in the
democratic process**



Case 2: Joensuu, Finland



Case 2: Who was involved?

Municipality

University

School



 Pohjois-Karjalan
MAAKUNTALIITTO

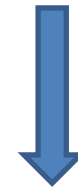

UNIVERSITY OF
EASTERN FINLAND


REGIONAL COUNCIL OF
North Karelia

Case 2: What did we do?



Connecting feelings and emotions with places in the school grounds



Use these for evaluating new facilities

1. Luokitelkaa samaa tai melkein samaa tarkoittavat tunne- ja laatusanat keskenään. Luokkiin voi tulla keskenään eri määrä sanoja. Osa sanoista saattaa jäädä luokittelematta -sille ei tästä sanastosta löydy lähes samaa tarkoittavaa sanaa.
2. Ympyröikää samaan luokkaan kuuluvat sanat samalla puuvärillä.
3. Alleviivatkaa lopuksi jokaisesta luokasta mielestänne selkein ja parhaiten ymmärrettävä sana, joka sopii koko luokan otsikoksi.

vapaus ilo riemu jännitys innostava kaveruus miellyttävä
 iloinen onni kiireinen rauhallinen leppoisa innostus
 tylsä eloisa pirteys epämukava rauhallisuus
 toimelias epäonnistuminen jännittävä virittävä tyytyväisyys kiihdyttävä
 piristävä väsyttävä onnistuminen kipu kiinnostava kivulias voimakas
 rohkeus pelko ystävyys hämmästyksen jännitteinen ylpeys
epämiellyttävä tylsyys toimeton levoton väsymys levollinen
 haikea itseluottamus itsekkyyden houkutus rehellisyys
 nolous tyyni helpottunut helpotus haikeus pettymys

- JÄNNITYS, jännittävä, jännittynyt, jännitteinen
- KATEUS, mustasukkaisuus, epäluottamus
- KAUNIS, nätti, sievä, ihastuttava
- KIPU, kivulias
- MIELENPAHOITUS, loukkaus, alakuloisuus, maseeraus

- PELKO, pelottava
- PIRTEYS, piristävä, virittävä, toimelias, innostus
- RAKKAUS, ihastus
- RAUHALLISUUS, levollisuus, leppoisa, tyyni
- ROHKEUS; rohkea

Colour	Symbol	Emotion Words	No. of occurrences	Colour	Symbol	Emotion Words	No. of occurrences
yellow		joy happiness	36	black (grey)		strong	2
blue		peaceful calm	20	black (grey)		relief	2
red		enthusiasm inspiring	13	green		yearning	2
yellow		freedom	12	violet		loneliness	2
red		lively	11	green		fear	2
yellow		exciting excitement	11	blue		pride	2
red		friendship	10	blue		frightening	1
yellow		bracing	10	yellow & grey		honesty	1
blue		pleasant	9	green		unimportant	1
blue		boring	8	black (grey)		disappointment	1
Black (grey)		pain	7	black		anger	1
Red & yellow		inconvenient	6	blue		slow	1
black (grey)		hurried	4	black		unpleasant	1
orange		accelerating	4	black-and-red		embarrassing	1
black (grey)		failure	3	green		temptation	1
blue		sleepy	3	black (grey)		selfish	1
red		satisfaction success	3	red		self-confidence	1
violet		interesting	2	grey		restless	1
green		surprise	2	yellow		tense	1
yellow		courage	2				

Ulla used the colours and symbols tell about...

... her relationship
with her environment
... by naming her favourite
places and evaluating
the changes in using
school grounds





Case 2: What did we achieve for SD?

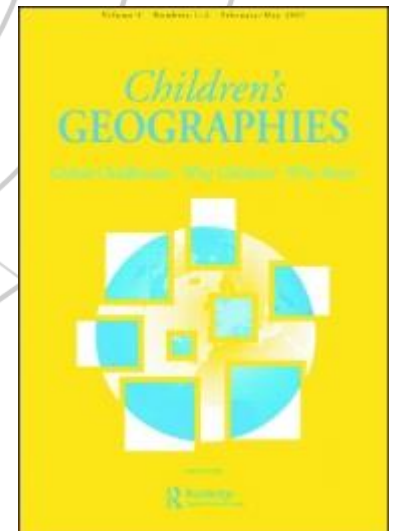
A collective 'sense of place'

Community involvement in local planning

School/university partnership in research

Young people's engagement with their school grounds expressed through colour, symbol and lexical associations: a Finnish–British comparative study

Patrick Dillon
Päivi Vesala
Calkin Montero

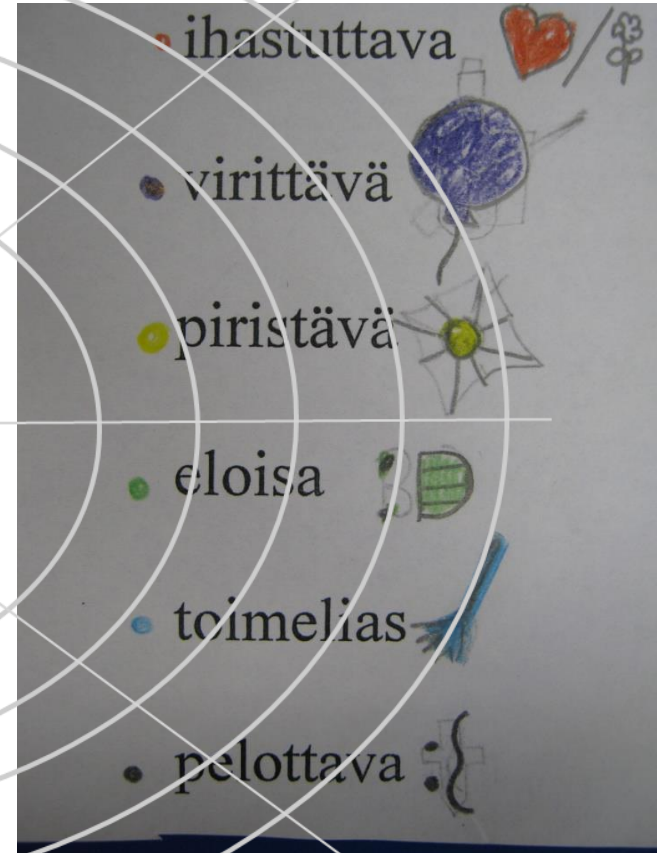


Case 2: What did we achieve for ESD?

**Connecting the curriculum
with the school grounds and
outdoor environment**

**Connecting cognitive aspects
of learning with feelings and
Emotions**

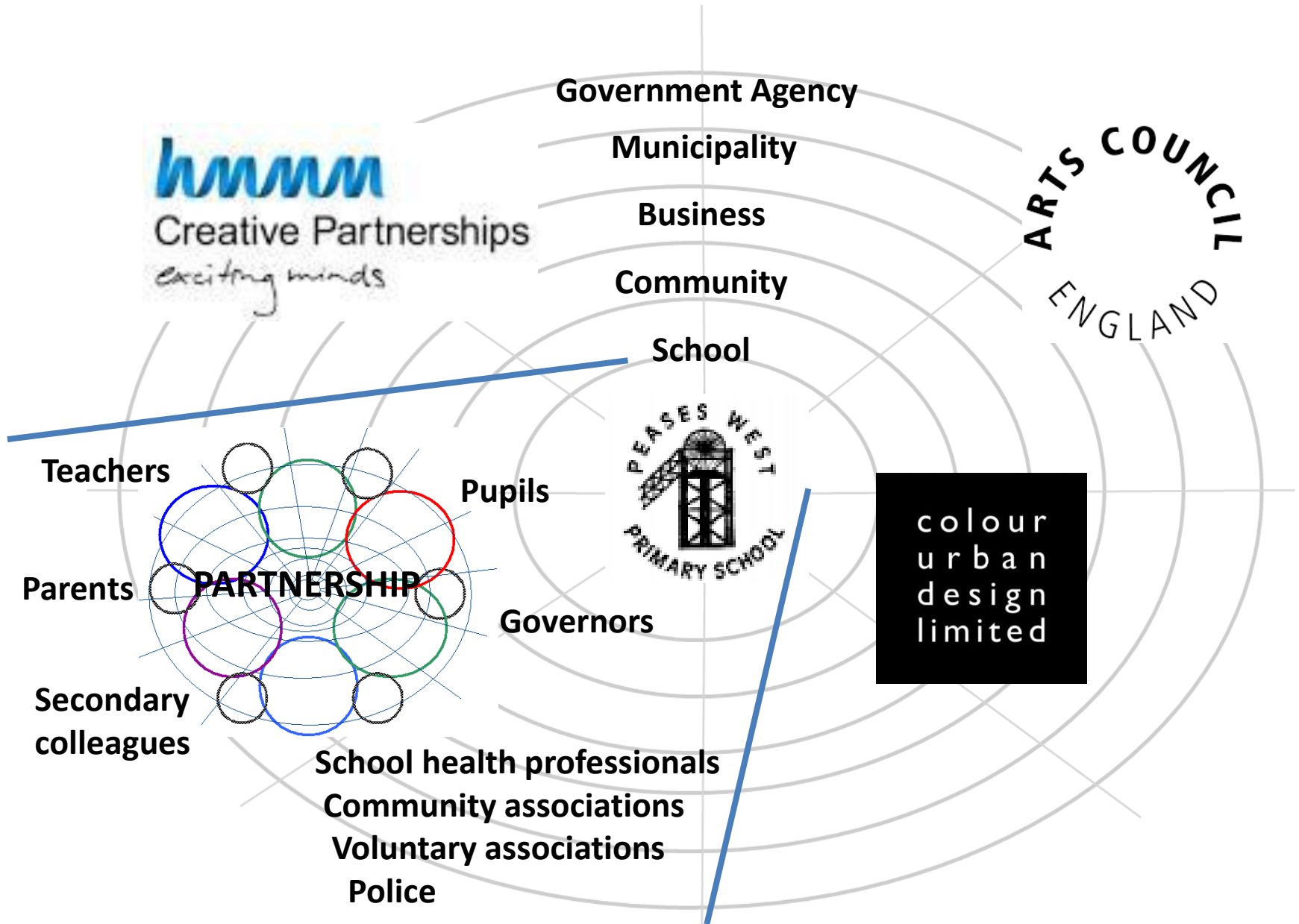
**Getting young people to
engage with design and
management of their
surroundings**



Case 3: County Durham, UK



Case 3: Who was involved?



Case 3: what did we do?

**School and community worked
together in re-designing:**

**The learning environment of the
school, inside and outside**

+

The school curriculum

with

Environmental Education and ESD

at the core

Favourite places outside – and why?

1. Patio south of building – quiet at playtime
2. Top yard – everyone is around and runs
3. Patio south of building – quiet, sit down and think
4. Top yard – can run around
5. Sports field – run around, area near road and near trees
6. Bottom yard underneath roof shelter – always play there
7. Bottom yard under shelter – it's quiet
8. Sports field (north east corner) – it's quiet
9. Patio south of building – it's sheltered
10. Area next to gate – nearly out of school
11. Sports field – can play football
12. Sports field – playing football with Graham (football instructor)
13. Sports field – playing football
14. Sheltered area under roof – keeps you dry when it rains
15. Sports field – playing football
16. Sports field – playing football
17. Nursery garden – all toys out there
18. Sports field – playing football
19. Courtyard – it's quiet
20. Top yard – playing football
21. Sheltered area next to classroom year 5+6
22. Wall at patio south of building – stepping stones
23. Top yard – playing football



Year 3+4
Places Liked Outside



colour
LIVING LEARNING LIVING

hmmm
Creative Partnerships

Exeter University

PEASES WEST
LEARNING RESEARCH PROJECT





"I choose this place because it is a quiet, calm place that reminds me of all the people who have now left but were very good friends. We made our part of the totem pole with love and care. I was very satisfied with my work... I always feel joy when I walk past... it also makes me feel lonely as lots of people have left... I often play round in that area. I play horses and that is my stable and in winter I have tried to make mini snowmen on the tops of each of the totem poles..."

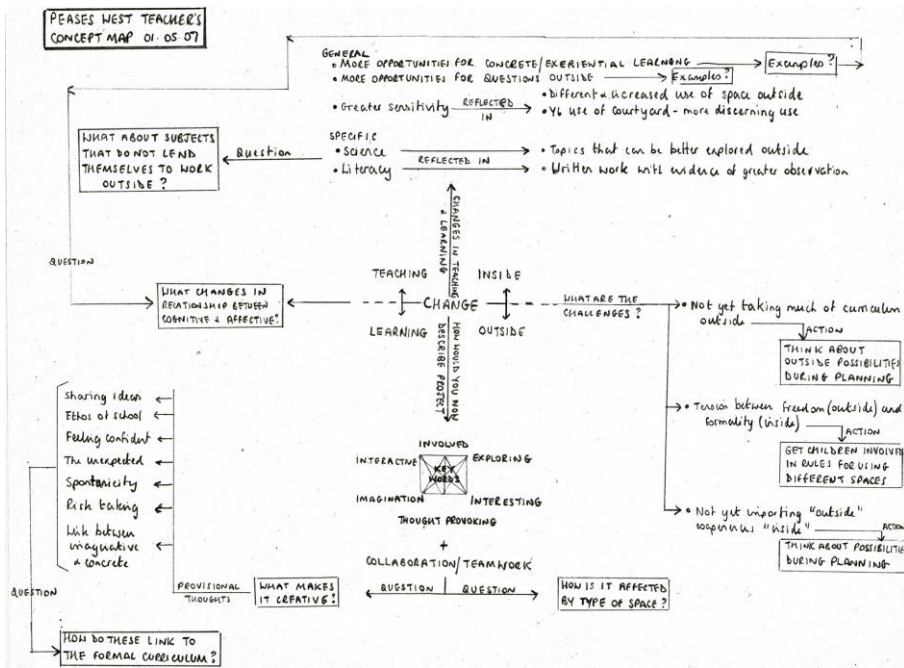
Planning the curriculum

What should students learn?

Students' views

Teachers' views

Parents' views



Consultation beyond school: the consultation pack

“By the time your child leaves our school what do you think is important.” Included in a ‘consultation pack’ were:

A ‘priority pyramid’ . Respondents asked to prioritise 10 statements dealing with personal and social aspects of education: caring, confident, enthusiastic, friendly, happy, healthy, interested, polite, popular, and well-behaved.

A questionnaire with 10 statements about achievement (e.g. have high marks in test scores; growth in confidence and self-esteem). Respondents asked to assign each statement ‘very important’, ‘important’ or ‘not important’.

A questionnaire with 63 statements comprehensively covering curriculum content, that is, subjects and social, moral, spiritual, cultural, environmental and health dimensions. Respondents were asked to assign each statement ‘important’, etc

Case 3: What did we achieve for SD? Students

Greater sensitivity to the management of space.

Increased vocabulary.

Thinking has matured.

Enjoy planning and doing activities more than hearing about them.

Enjoyment, excitement and happiness are recurring expressions of doing.

For older pupils enjoyment connected with involvement, cooperation and increased confidence.

Increased collaboration through team work

Working with others gives sense of fun, enjoyment, confidence and pride.

Greater blending of learning inside and outside.



Case 3: What did we achieve for SD? Teachers

- More co-planning between teachers, pupils and others.
- More connections between the thinking, feeling, doing and playing aspects of learning.
- Different forms of organisation and management of space.
- Better understanding of the relationship between creativity and what makes learning experiences special.
- Research tools, developed by the researchers and introduced to the teachers in workshops, helped teachers with both recording and curriculum development.

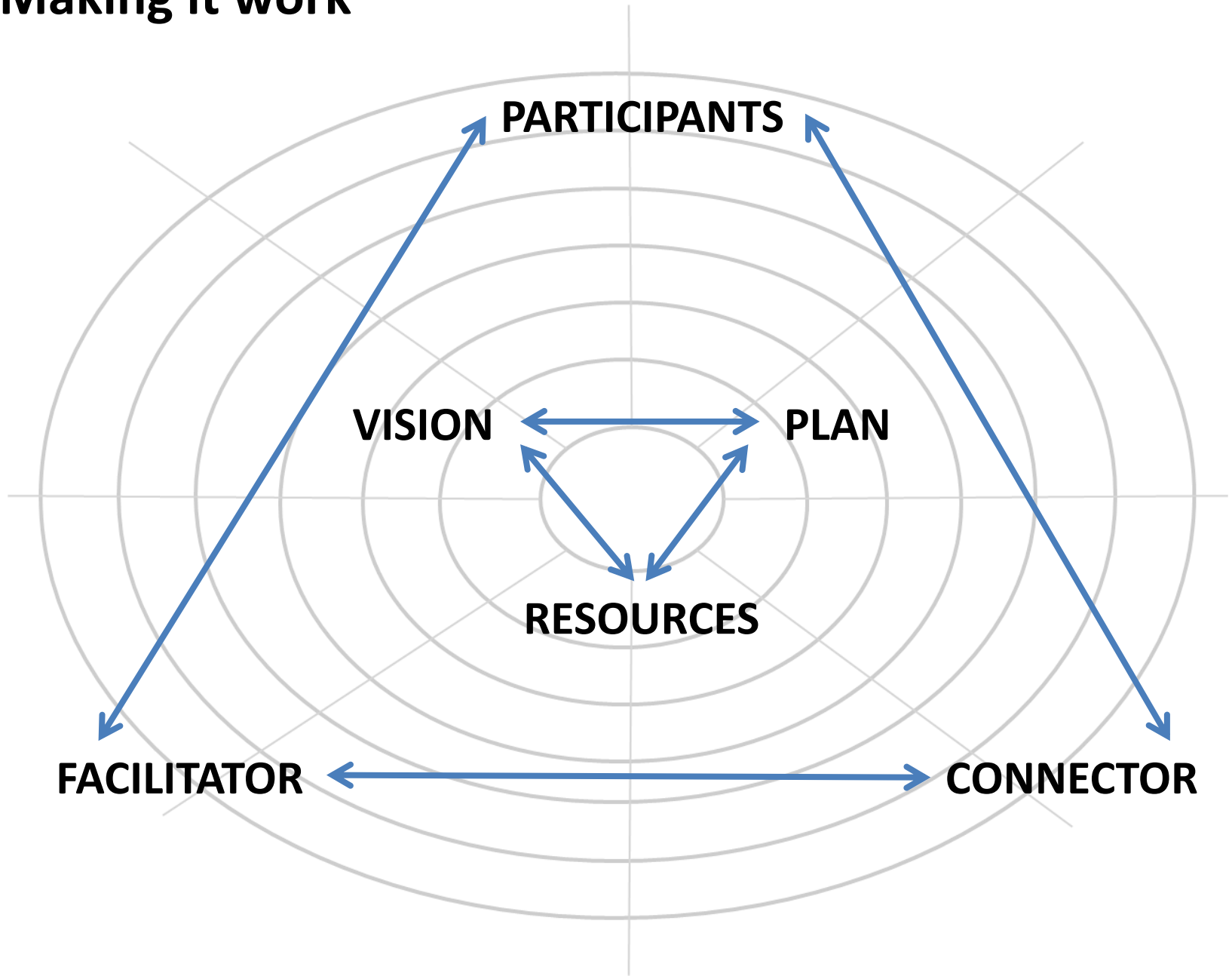


Case 3: What did we achieve for ESD?

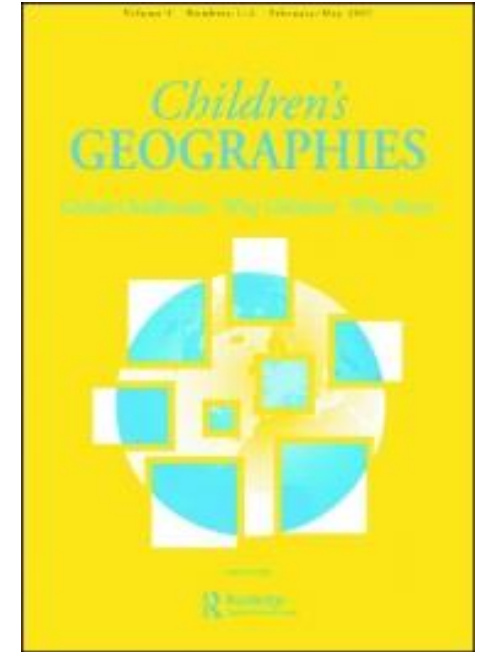
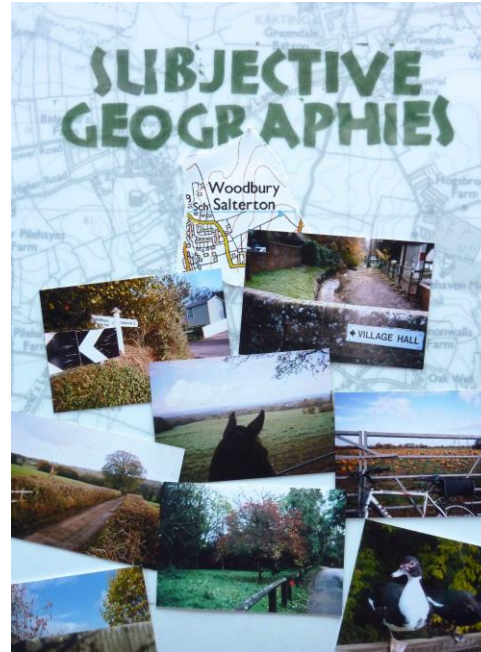
- Changes to planning giving much greater flexibility and personal choice.
- Shared leadership: Younger members of staff have opportunity to take risks and step outside secure zone; supported by more experienced colleagues encouraging them to take responsibility and leadership roles within the team – discovering and playing to their strengths.
- Involving a wide range of stakeholders in the consultation and decision making about the future curriculum and the learning spaces.



Making it work



**Making connections with:
Sustainable Development
Education for Sustainable
Development**



**Writing the report
Making presentations**

p.j.dillon@exeter.ac.uk

Turning Peases West Inside Out:
flexible educational environments for
developing possibilities and pedagogies

Report by
Patrick Dillon, Anna Craft and Penelope Best
Images and drawings by Al Rigby and Katja Simma

20 November 2007

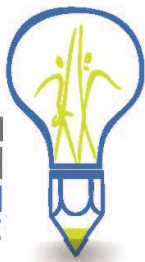
Adamantios Diamantis studied in London at the Royal College of Art, graduating in 1923, and subsequently taught art at the Pankyprio Gymnasium in Nicosia. His works were inspired by the landscape and especially by the people of Cyprus.



ADAMANTIOS DIAMANTIS (1900-1994)

ΕΝΔΟΨΗΡΕΣΙΑΚΗ
ΕΠΙΜΟΡΦΩΣΗ
ΕΚΠΑΙΔΕΥΤΙΚΩΝ
ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

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Σάββατο, 28 Μαρτίου 2015 | Ώρα 8:30-14:00
Ξενοδοχείο Hilton Park | Λευκωσία

Ερωτήσεις-Συζήτηση



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ



ΕΥΡΩΠΑΪΚΗ ΕΝΩΣΗ



ΔΙΑΧΡΟΝΙΚΑ ΤΑΜΕΙΑ
Εκπαίδευση και Αθλητισμός
«Μία μέρα, πολλά και αντάμυνα»

«Το Έργο συγχρηματοδοτείται από το Ευρωπαϊκό Κοινωνικό Ταμείο της Ε.Ε.»



ΠΑΙΔΑΓΓΗΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΚΥΠΡΟΥ