

A Duty to Resist: Implementing Earth Education in English primary Schools

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What Are Schools For?



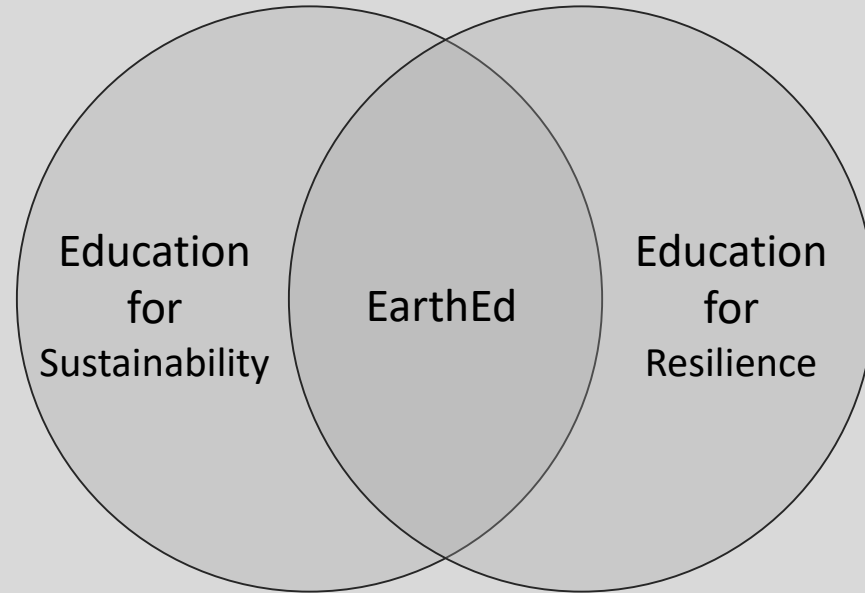
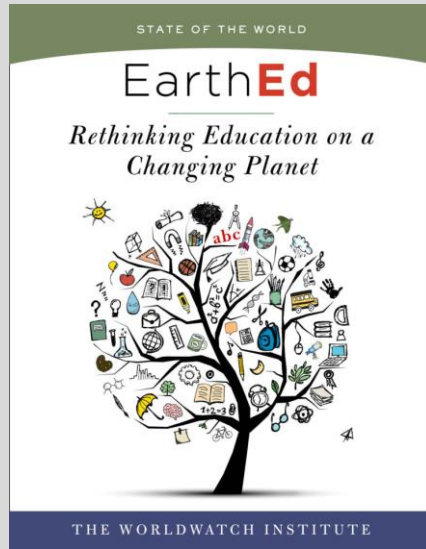
“... the key modality of education is one of *interruption* ... The key question ... [is] whether what we desire ... is actually desirable , for our own life, the life we live with others, and the life we live collectively on this [vulnerable] planet.” (Biesta, 2015, p.8)

“...the school is the place *in between* the house and the street ... a kind of halfway house that to some extent needs to be shielded off from (the demands of society) *so that* practising is possible.” (Biesta, 2015, p.1)

What We Did?

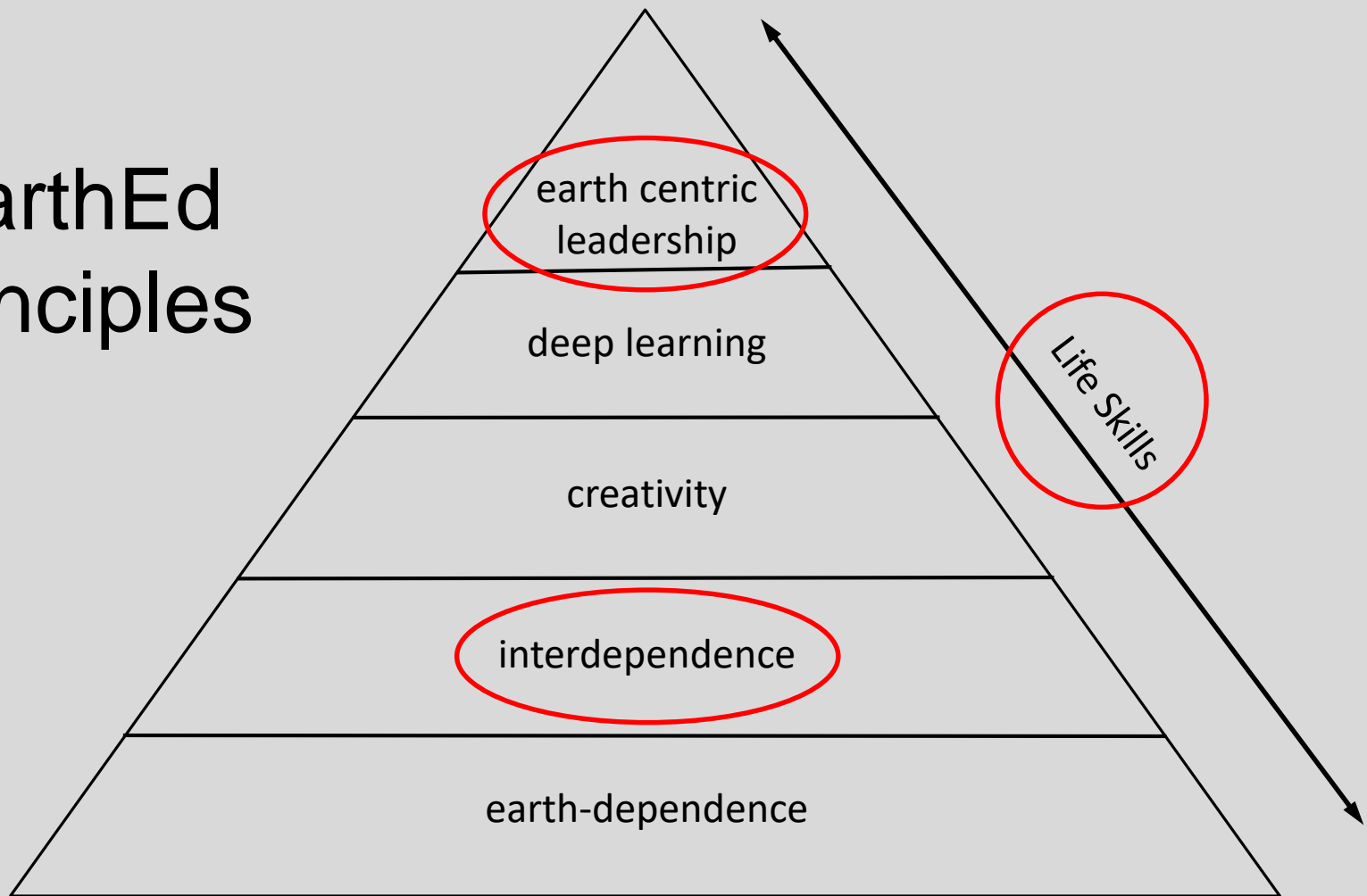
School	Interviews	Focus Groups	Observations
A	SMT 3 Teaching staff 2 Non-teaching staff 3	4 x (eight Year 6 students)	Forest School (reception) Lunchtime School Tour
B	SMT 3 Teaching staff 2 Non-teaching staff 7	2 x (six Year 5 students) 1 x (four Year 3 students)	Teaching Kitchen (Year 3) Lunchtimes (all years) School tour Community garden
C	SMT 5 Teaching staff 6 Non-teaching staff 1	4 x (eight Year 6 students) 1 x (two Garden School students) 1 x (four Ocean Guardian students)	Beach School University (Photography & Wildlife Explorers) School Tour

Earth Education



“With global environmental changes locked into our future, what we teach must evolve. All education will need to be environmental education, teaching students to be ecoliterate, deep-thinking, and deeply moral leaders, ready to face unprecedented challenges.”
Assadourian 2017

EarthEd Principles



“For Humanity to get through the coming century, our schools must emphasize a new set of proficiencies – a Common Core-equivalent that will enable us to survive life on a changing planet.” Assadourian 2017, p.8.

Three Principles

“... education must cultivate a deeper understanding of our **interdependence** with our fellow humans, irrespective of differences in culture, creed, color, gender or sexual orientation.”
Assadourian 2017, p.10.

“... **Life skills** include a wide variety of proficiencies, including basic survival skills, such as cooking and gardening; language learning; comprehensive sexuality education; and vocational training.” Assadourian 2017, p.13.

“**Earth-centric leadership** is the full actualization of education, of empowering and emboldening students to be reverent Earth citizens who work energetically to build a sustainable future and to help their fellow beings survive the coming changes.” Assadourian 2017, p.14.

Interdependence

“I think that this school’s a lot more collective, so it lets more people in and like lets us come together and things like that ...”

(Y6 focus group)

“I can’t remember what it’s called, but we go to an old person’s home. We go and play board games with them to cheer them up, and things like that...”

So, you go round the community raising money, donating to charities and helping the elderly and all that. It’s very good. I like it.”

(Y6 focus group)

“So, the whole interaction between the garden, the teaching kitchen and the main kitchen, it’s a circle of ... I mean, thinking about the whole process, we compost as much as we can, as well, from that kitchen and that kitchen. So, we’re not only providing produce to both, on a limited scale from that garden to there, we’re taking stuff back, as well, and processing it. So, you can see the whole process. The garden is essential to the whole working operation of the school ...”

(School Gardener)

Life Skills

“... it’s exactly how I felt back at school. You felt it didn’t prepare you for life at all. So, what I want in this school is to make sure the children understand where this fits into their life, long term, ...”

(Headteacher)

Anthony: He (the headteacher) wants us to learn the ways of life, so, with our Harmony principles and that’s almost teaching us how to live life after school.

Researcher: Okay. So, it’s preparing you for life in the future.

Anthony: Yes, that’s the point.

Sarah: Yeah, that’s what Chamonix does.

(Y6 focus group)

Earth Centric Leadership

“...we got a talk by the gardener for like how to be sustainable in our high schools, and like, fight for what is good for the environment. And he told us to fight for secondary school. If they’re not doing anything sustainable, we must change it.”

(Y6 Focus Group)

“Our Chamonix trip, we have a new Leaders in Sustainability trip to Chamonix. Our Year 6 is going, 2 expeditions and that’s been running for 10 years now. We split the trip into three parts: What do I need to be well? What does my team need to be well? What does the world need to be well?”

(Assistant Headteacher)

The End