

Learning Pathway: What drivers are there to my completing my Diploma, what designs will I complete and in what order?

Front Piece to my Website <https://wiggintoncumbria.wixsite.com/permaculture-design>

Observation - November 2019:

I have always allowed things to evolve, to take their time, have ideas, let them develop and then act. Mostly not intentionally but deciding what to do, then doing it never seemed to work for me, whereas by the time I got around to it the plan seemed to have improved with time. Consequently I find myself, contentedly living in the landscape you can see in the background. Who could not be happy with this view out of their living room window? Surrounded by things we have done, with varying degrees of effectiveness and success.

I have always been happiest when doing practical things, especially outside. Maybe this is the effect of Scouting in the 1970s and 1980s with the 1st Eastcote, George Philip's Own Scout Group, in North West London, who did things in a traditional way, standing camps, cooking over open fires, pioneering, expeditions. I believe that it is important for adolescents to have significant adults outside their family, for me these were Ron, Pete and Jim. They taught me how to be self-reliant, resilient, how to manage situations and others, how to respect people and the environment. Without knowing it the permaculture ethics of Earth Care, People Care and Fair Shares.

I went from school to university, studied Earth Science and then Applied Geophysics and moved into the oil industry as an Appraisal Geophysicist. I enjoyed the intellectual process of mapping rock strata from seismic data. The environmental impacts of an oil dependent society were not high profile in the news as they are today. After four years I decided that I wanted control over where I worked in the world and went to teacher training college in Glasgow and trained to be a Mathematics teacher. That was 30 years ago and education has changed a lot and not at all. I started teaching in Fraserburgh in Grampian, where Doric is spoken and the furthest south the children could envisage I came from was Fife. Family and my in-laws were a long way away from Fraserburgh, further even than Fife and we moved to Cumbria, first Workington and then to Pardshaw Hall with a dilapidated house and 5 acres of land. With the move came a change from teaching Mathematics to Special Educational and Additional Needs.

At home we always did as much of the work ourselves. Learning as we went along. Ducks came with the house and having spent a week each year strimming thistles and reeds we acquired two donkeys who do it for fun. Everything slowly developed but without any real overall plan. 10 years ago a friend gave me a year's subscription to Permaculture Magazine and this seemed to fit with our approach and philosophy and in 2017 to 2018 I did my Permaculture Design Certificate with Angie Polkey in Mid-Wales. Here I began to realise that Permaculture can be as easily applied to education and that the principles fit so well to the Special Educational Needs and Additional Needs work that I am involved in.

I always jokingly said that living at The Old Hall was to be a retirement project and so it seems to be turning out. But now hopefully with design at its heart and, as I phase out of full time work, design for other areas in education that interest me.

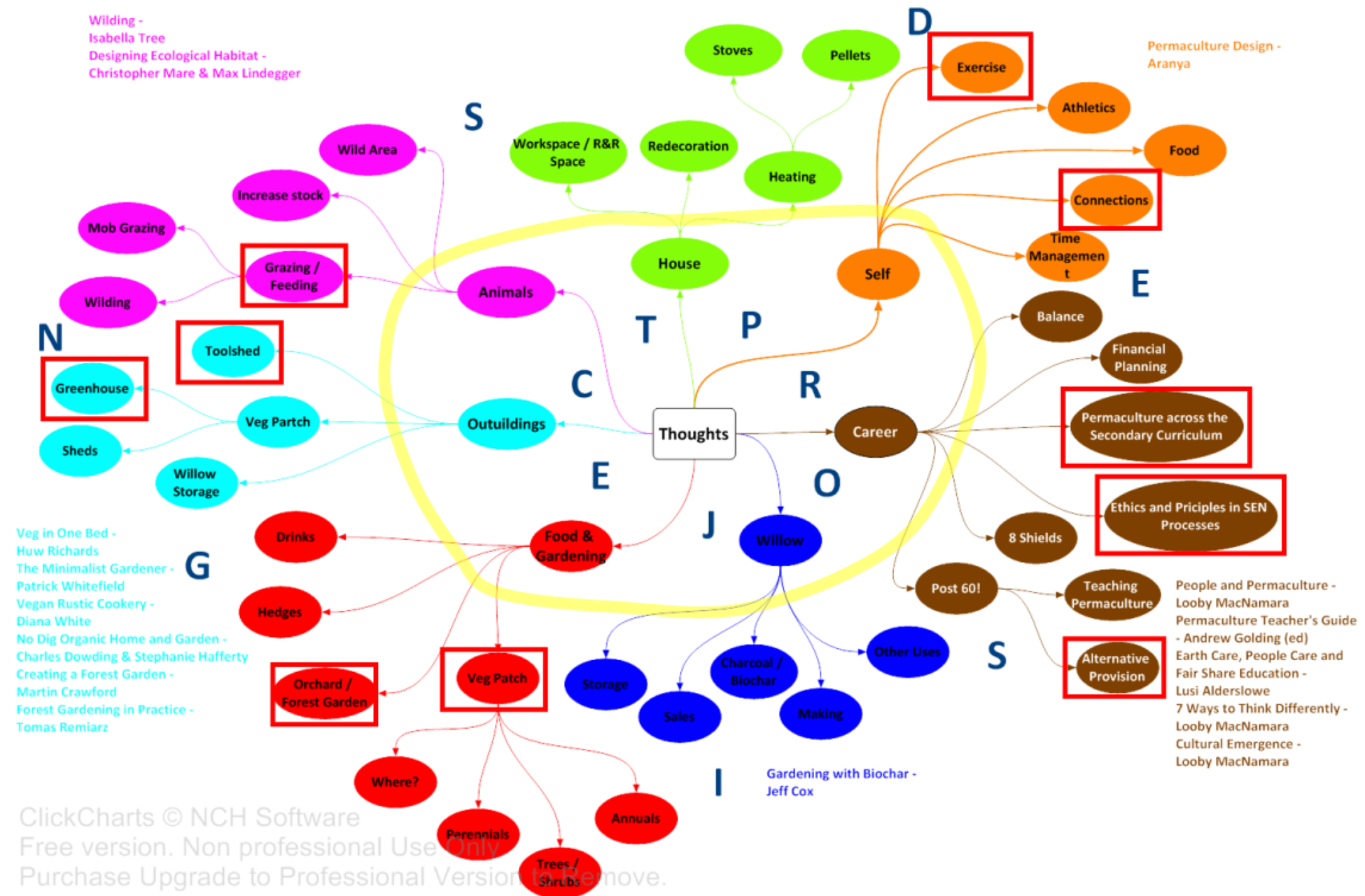
| <h2>Growth Phase</h2> | |
|--|---|
| <p>VISION allow yourself to dream and create goals</p> <ul style="list-style-type: none"> • What is my ideal? • What are the abundances I would like to create in my life? • What are my wildest dreams? | <p>Having completed my PDC I have permaculture ethics and principles in mind in what I do but have not been organised sufficiently to put these into practice in design work. My aim is that following the diploma will give me a structure so that I can begin to use design skills across the range of my life, to move from an evolved lifestyle to one where there are connections between the different elements and efficiencies, underpinned by how I would like to live.</p> <p>My ideal situation is one where we are using our house and land in a way that benefits nature, ourselves and others. Where my career moves to a place where my every day special needs work maximises the ethics of people care and fair shares and I am able to make a difference to the understanding of pupils and others of nature through permaculture. Also that I can develop personally physically and through making connexions.</p> |
| <p>HELPS identify the things that are going to help</p> <ul style="list-style-type: none"> • What are my motivations for changing? • What resources do I have within me? • What external resources are available? | <p>I am at an age where I see myself in a transition from a situation where working was necessary for income to where work will provide additional income. I have already over the last few years moved from working in secondary school 5 days a week to 4 days to 3 days. This has provided me with additional space to work in other areas, I now work in both secondary and primary schools, provide assessment for access arrangements across a number of local schools and am marking GCSE Mathematics papers, all the while having more time to be at home. What I would like to be able to take what I currently do at home further and use my time to "impact" on other new areas.</p> <p>At home I have practical skills that can be applied to the land, for example fencing, hedge and tree planting, construction of sheds, walls, raised beds and so on.</p> <p>In education I have over 30 years of experience working in special needs, I have connections locally and have a solution focussed approach to meeting pupil and family needs. My current roles include special needs co-ordinator, safeguarding lead and designated teacher for children looked after.</p> <p>Externally, with regard to home, I am beginning to make connections with other permaculture designers through Rick Cross at Danaway Permaculture Homestead in a nearby village, I am extending my contacts with willow growing and have good neighbourly relations with local farmers.</p> <p>In education I have been working locally for long enough to be able to ask for support and advice from a range of other professionals.</p> |
| <p>LIMITS identify what blocks the path, what might keep it small or slow it down</p> <ul style="list-style-type: none"> • What's holding me back? • What are my limiting factors? • Why would I not want to change? • What concerns do I have? | <p>Although my changing work practice has released time the first block that comes to mind is time, I find that both at work and at home there is limited time for development thinking and I suppose this is where the "evolved lifestyle" comes from. The question that comes to mind is "How can I create a balance, so that no one element dominates and there is time for rest, relaxation and learning, as well as doing?"</p> <p>The second thing holding us back has been finance, we have always had to do things in small steps as and when finance was available. Again a driver of the "evolved lifestyle" as we have only done small parts of things, for example dividing the fields up with fencing. Although we are now slowly moving into a new phase, having taken my teacher's pension we have greater freedom financially. Nevertheless, this freedom is currently paying for heating to the house.</p> <p>These days I find myself pacing myself with physical work and I do not have the physical fitness that I used to, this is down to relying on exercise through doing things at home, whereas I would like to have a greater cardio-vascular fitness and flexibility. I also find that my sleep patterns are not what they were and rely on later starts to the day when I am working locally to manage this.</p> <p>In terms of skills, although we have been living here for 25 years my skills with growing vegetables is still not effective. We need a greenhouse and I need to be better at doing things at the right time of year.</p> <p>I have a commitment to the schools I am working with and feel a reluctance to reduce the current service I provide. Schools have to have a qualified Special Needs Co-ordinator and in all three schools I work with there is not another member of staff who would want to take that on. Similarly with the assessing for access arrangements there is a requirement for a qualification and not all schools have someone suitably qualified. To change things could have an impact on the young people in those schools.</p> <p>There are projects that need completing before others can begin, for example I have been building a shed in the garden for a couple of years that is now near completion and I would like to complete this before I start on a greenhouse.</p> |

Exploratory Phase

PATTERNS

identify helpful and unhelpful patterns

- What are the current patterns of thinking, behaving and interacting?
- What spirals of erosion can I identify?
- What would a spiral of abundance look like?
- What patterns from nature, other people or different activities could help within my design?
- What patterns of success from another area of my life can I translate into my design?



I can see within my "Thoughts" mind map a branching pattern, with three main trunks, home, self and career. Overlaid with this is a web that links these trunks together, for example I would like to link work (as in terms of earning) more to home, there is a link between a more effective physical self and a more effective work self. There is a spiral of erosion caused by my difficulty managing time, for example in the vegetable patch when I do not get ground prepared in time, seeds don't get sown in time, crops are less, we buy more vegetables, with all the associated negatives of fuel, packaging, flavour, etc. This is nudged further by not weeding in time which affects cropping and makes bed preparation more difficult. In a similar manner, not finding time for development affects the efficiency of my work, pupil's needs are not always met when they should be and they have greater challenges later, which takes up more time and allows less time for development. The reverse of both of these spirals would in fact generate more time for other activities as well as the activities themselves. The financial block creates a spiral of erosion also, for example with grazing for the donkeys it is necessary to manage their grazing for their condition, but I need to have a number of small areas fenced for them to move between. Without achieving this, I end up with a degree of overgrazing and having to supplementary feed. A spiral of abundance would generate a situation where no external inputs were necessary and an additional output of greater diversity of wild flowers. With myself a spiral of erosion would lead to lowered "productivity", whereas a spiral of abundance would see me with the fitness and energy to carry out my plans and dreams.

Learning Pathway: What drivers are there to my completing my Diploma, what designs will I complete and in what order?

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| | <p>Why the different designs identified?</p> <p>Animals: Grazing and Feeding – I am repeatedly conscious that things happen and that we probably overgraze the area that the donkeys are in, whereas we have plenty of space either to increase their grazing or grow fodder of some description. I have been reluctant to leap into changes as these would have an impact on the farmer who lets the remaining grass for his rams, but I feel if I had a plan that could integrate both his sheep and our donkeys this would be easier to present to him.</p> <p>Outbuildings – The tool shed is an area that always “silts up” and becomes horribly ineffective. Given our latitude and climate our growing season is short and we need somewhere to bring on seedlings before planting them out. The current system of moving them in and out of the Studio or tool shed each day does not work particularly well.</p> <p>Food and Gardening – We strive to grow annual vegetables each year with varying success, but want to grow more of our own food. The pleasure of having a meal that has been harvested from home is immense.</p> <p>Career – When I did my PDC I had an “eureka” moment of how Permaculture Ethics and Principles apply to my work in schools, consequently applying Permaculture design to my career was always going to be a significant element to my Learning Pathway, within my Diploma and beyond. The three areas I am interested in are where can Permaculture be taught within the current mainstream curriculum, how can be applied to inclusion and Special Educational Needs and thinking longer term for my career, how can it be used to benefit those pupils for whom the mainstream curriculum is not appropriate.</p> <p>Self – At this time my main concern for myself are as time progresses how to I maintain and improve my levels of fitness. In terms of becoming part of the Permaculture community I currently feel that it is thin in the far North West and therefore giving thought to how I can make connections with other Permaculturalists will be of use looking to the future.</p> | |
| <p>IDEAS gather inspirations</p> <ul style="list-style-type: none"> • What creative, adventurous, wild and wacky ideas do I have? • What big, little, practical routine ideas do I have? • What seeds of ideas do I have? | <p>I am very poor at keeping diaries, but I feel that I need to keep a diary of some sort to record what I should be doing and what I have done in the garden and fields. I have failed to do this in a written format, not only recently but always. May be I need to get into some form of social media platform where I can record as I go along.</p> <p>In terms of completing my diploma I have found using Google Calendar effective to manage my work diary and blocking out time for other activities, for example taking my daughter to university or coming to my first tutorial. I currently block out every Tuesday morning to work in one of the primary schools and only put other things there if I have no commitments. I could do something similar to create “Diploma Time”.</p> <p>I am using some of my diploma designs to complete my Personal Professional Development at school and as such there are time constraints on this. I feel that I need to have a plan, along the lines of a Gantt Project Planner to define an order to my designs.</p> | |
| <p>PRINCIPLES look through the lens of each one</p> <ul style="list-style-type: none"> • If I look through the lens of each principle what do I see? • What does this tell me about my current state? • What ideas does it give me about the direction I want to go in and how to get there? | <p>OBSERVE AND INTERACT</p> <ul style="list-style-type: none"> • What do I observe around me and with other people? • What do I see or feel in myself, what’s my body feeling, what’s my intuition saying? • What can I change? | <p>Much of what is described above are my observations, which along with the observations on the front page of my website form the background to my diploma, the where I am now and the where I want to be.</p> <p>I feel that the initial process of setting up the structure will be key for me, I do not expect it to be rigid but to provide some flexible scaffolding about which I can plan the processes.</p> |
| | <p>CATCH AND STORE ENERGY</p> <ul style="list-style-type: none"> • What gives me energy? • Am I making the best use of my energy levels and opportunities? • What activity would best suit this niche of time and space? • Is my energy flowing or blocked? | <p>What gives me energy is two-fold. Firstly I always feel better in myself when I have been outside, I am more naturally tired and I feel better for physical work. The second is completion of tasks. I find the satisfaction of completing one thing gives me energy to complete the next. I am a completer / finisher, not to complete tasks to my satisfaction is draining.</p> <p>Given these I feel that I need to consider the balance of my time, between indoors and out, between physical and cognitive work.</p> |
| | <p>OBTAIN A YIELD</p> <ul style="list-style-type: none"> • What are the yields available? • Am I currently harvesting them? • Are there other yields that could become available? | <p>The potential yields of doing the diploma that I see are: pleasure, satisfaction, structure to my permaculture learning, balance between the different areas of my life, cognitive challenge, learning new skills, meeting new people, inspiring young people, wider bio-diversity at home, more fruit and vegetables, greater efficiency and impact at work, ...</p> <p>Beyond the diploma I may have a different work “portfolio”, different impacts on young people, new connections with others, the chance to teach permaculture, ...</p> |
| | <p>APPLY SELF-REGULATION AND ACCEPT FEEDBACK</p> <ul style="list-style-type: none"> • Where am I receiving feedback from? (my body, others, written, verbal) • How can I monitor my progress? • What’s working well? • What’s not working well? • What can I appreciate about myself? | <p>I will receive feedback through the diploma process, I also will receive feedback through by Personal Professional Development process. There will be conversations with family, friends and work colleagues. I will also see changes in the landscape at home. I will need to include times in the process for reflection on my progress with the different designs, in terms both of time and tasks.</p> |
| | <p>USE AND VALUE RENEWABLE RESOURCES AND SERVICES</p> <ul style="list-style-type: none"> • Where can I meet my needs with renewable resources? • What can I create? • Where can I cut down on my consumption of non-renewable resources? | <p>In terms of the diploma process itself I see one major positive for me is the need to complete multiple designs as I see this generating for me a confidence in the process, so that I can reuse or adapt knowledge and process from one to another. I am particularly interested in the overlap in this between “landscape” and “people” based designs.</p> <p>I am excited by the thought of designing systems that use the minimal of inputs.</p> |

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| | <p>PRODUCE NO WASTE</p> <ul style="list-style-type: none"> • Where is my time being wasted? • How can I prevent this? • What needs maintaining in my life? | <p>I have described above how I can be time inefficient and ways to remedy this. This I feel is key to my completion of the diploma.</p> |
| | <p>DESIGN FROM PATTERNS TO DETAILS</p> <ul style="list-style-type: none"> • What are the patterns at play here? • What are the useful patterns and what would I like to change? • Am I getting lost in the details and not paying attention to the bigger picture? | <p>There is a need for me to have structure both in terms of time and actions. I am keen to look at the interconnections between the different designs and how each can affect the inputs and outputs of each. I need to consider this when planning the order in which I approach the designs.</p> |
| | <p>INTEGRATE RATHER THAN SEGREGATE</p> <ul style="list-style-type: none"> • Are there aspects of my life I can bring together? • Which of my friends would I introduce to each other? • Are there different aspects of my community that I could bring together? | <p>Having sat down and produced my “Thoughts” mind map it has brought to the fore how I can link work and home. I am also keen to look at how a permaculture approach can support those vulnerable pupils and their families that I work with.</p> |
| | <p>USE SMALL AND SLOW SOLUTIONS</p> <ul style="list-style-type: none"> • Is there a small step in the right direction I could take today? • Where am I likely to trip up if I go too fast? | <p>I think the first small step to take is to draft an order for the designs. I need to consider how to block diploma time in my diary and therefore how to link it to other activities. I will need to spend time intentionally observing at home before I start designing elements like a forest garden or the grazing regime.</p> |
| | <p>USE AND VALUE DIVERSITY</p> <ul style="list-style-type: none"> • How many roles do I have? • Can I create a diversity of activities? • What areas of my life would benefit from more diversity? | <p>In terms of post diploma I need to be aware of generating too many roles and it may be that I need to consider reducing these or at least rationalising them. I currently find the different roles I have at work mutually supportive both for me and those I am working with. I would hope that the career based designs will increase the diversity I can offer the community.</p> |
| | <p>USE AND VALUE EDGES AND THE MARGINAL</p> <ul style="list-style-type: none"> • Where are the edges of my comfort zone? • How can I expand these limits? • How can I reach out to people on the edges of society? | <p>I hope that by applying a permaculture design to my special needs work that I will be impacting on those on the edge of education. In terms of my own zone of proximal development I need to expand connexions with others and apply myself to learning some new skills, for example with social media.</p> |
| | <p>CREATIVELY USE AND RESPOND TO CHANGE</p> <ul style="list-style-type: none"> • How can I use the change to my advantage? • Where and how am I resisting change? • What gifts did the last big change in my life give me? • What do I vision for my future? | <p>Beginning the diploma is a change in itself and I hope one yield from that will be better focus for me on particular projects. There will be change in how I approach completion of tasks, from the “evolved” to the “designed”, which I am expecting to be to my advantage in achieving my vision of life at work and home.</p> |

Productive Phase

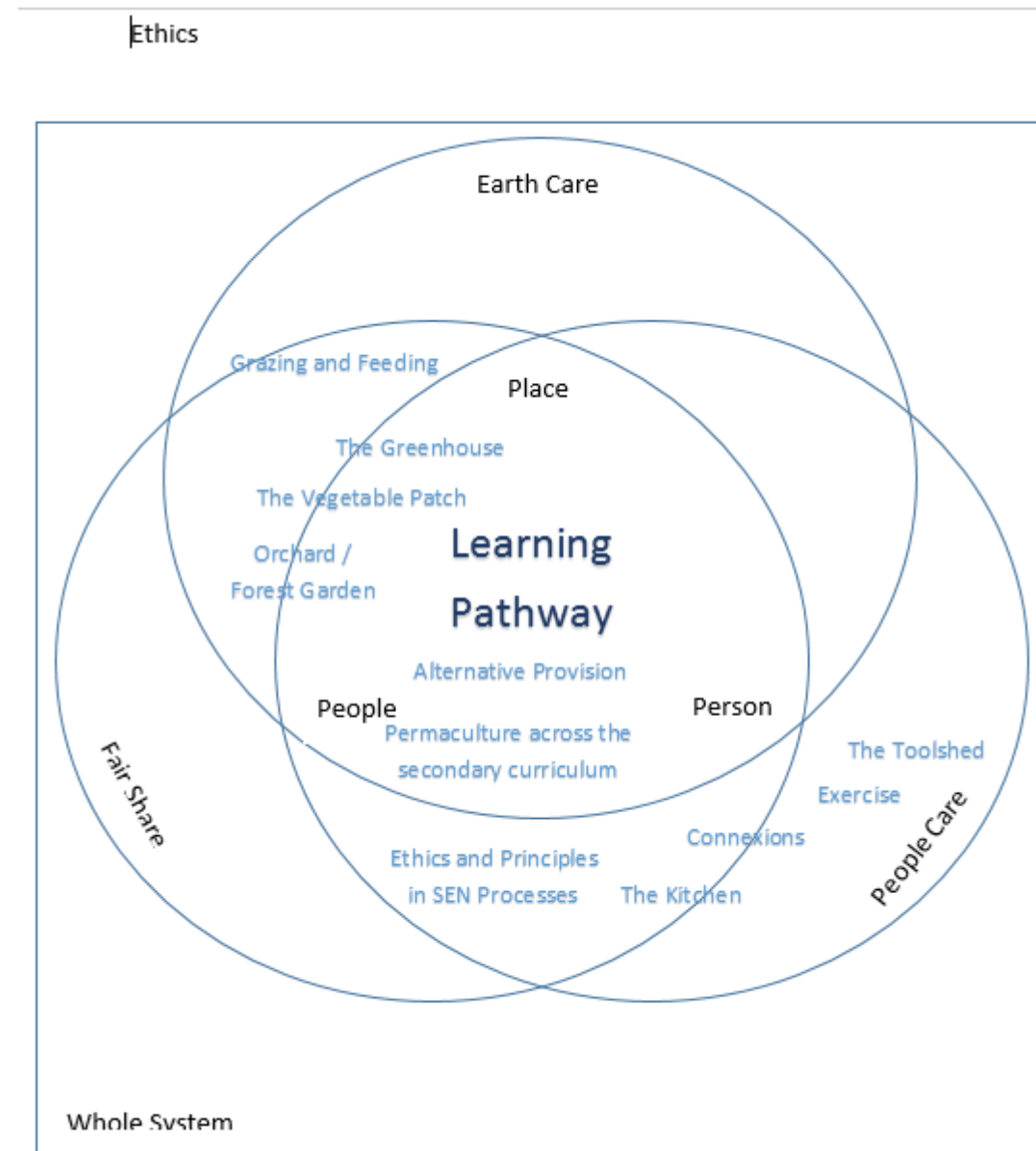
INTEGRATION

bring it all together

- How can I integrate the information already gathered?
- What are my needs within the design?
- What systems could be put in place to meet those needs?
- What elements would each system be composed of?

I feel that it is clear from the "Growth" and "Exploratory" phases that underlying the designs within my learning pathway there needs to be structure, with regard to time management, management of my different roles and management of myself, zone 00.

The different thoughts I have regarding designs cover a range of areas, and in terms of the areas I have identified as potential designs cover all the areas of home, self and career, although noticeably, and this probably reflects on where I happiest, the home designs are all outside. Nevertheless the process is already evolving, for example when talking with Emma on the way home from my induction tutorial, having stayed in a cottage where there is no clutter, we decided that a permaculture approach to how we utilise our kitchen would be valuable and I have added this as a design. I have deliberately identified more than 10 designs as I recognise and expect that emphases in life may well change. I have given thought to where the different designs might fit within the ethics of Earth Care, People Care and Fair Shares. I have, with a degree of arbitrariness, placed the different designs where I currently feel that their main emphases are. But given that one of my outcomes is balance between indoors and outdoors, all designs probably have more zone 00 people care than shown. Nevertheless, I feel that the designs have a range of foci across the three ethics.



I have also given some thought to the different aspects of design that I will use. This is not a definite model, but again I completed it with the intention that I was covering suitable ranges of design types, processes and tools. "✓" I will probably use, "?" I will possibly use. I have created templates for different designs, so that I have a variety of design tools in one place.

| Design | Design Type | | | Design Process | | | | | | | Principles + Ethics | | | Permaculture Design Tools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--|----------|---------------|-----------------|-----------|-----------|------|------------|-------------|-----------------|---------------------------|--|--------|---------------------------|-------------------------|-------------------------------------|-----------|-----------------------|----------|----------------|-------|---------|----------------------|------------------|----------------------|-------|---------------|---------------|-----------------------|------------|--------------|-----|------------|-------------|-------------------|-------------|-----------------|--------------------|----------|----------------------------|--------------------|-----------------------------|---|---|--|
| | Land | Personal | Work/Projects | PROFESHIP-DIMET | SADIM(ET) | OBREDIMET | CEAP | Whitefield | Looby's Web | Action Learning | Non Violent Communication | PIAD (Prep. Info. Analysis: Decisions) | Ethics | Holmgren's Principles | Whitefield's Principles | Mollison's Principles and Attitudes | Base Maps | Site Survey Checklist | Overlays | Shadow Mapping | Zones | Sectors | Elevational Planning | Client Interview | Design Questionnaire | PASTE | Microclimates | Soil Analysis | Input-Output Analysis | Brainstorm | Flow Diagram | PNI | SWOC Table | SWOC Matrix | Planning for Real | Wild design | Random Assembly | Web of connections | Stacking | McHarg's Exclusion Process | Incremental Design | Four Levels of Intervention | | | |
| 1 | Learning Pathway | | ✓ | | | | | ✓ | | | | ✓ | ✓ | | | | | | | ✓ | | | | | | | | | ? | | | ? | ? | ? | | | | ? | | | | | | | |
| 2 | Ethics and Principles in SEN Processes | | ✓ | | | ? | | ? | | | | ✓ | | | ? | | | | | ✓ | ✓ | | | | | | | | ? | | ? | | ? | ? | | | | | | ? | | | | ? | |
| 3 | The Kitchen | ✓ | | | | ? | | | | | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | | | | | | ? | ? | | ? | ? | | | | ? | | | | | | | | |
| 4 | Orchard / Forest Garden | ✓ | | | | | | ? | | | | ✓ | | ? | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ? | | | ? | ? | | | | | | | ? | ? | ? | | | |
| 5 | The Vegetable Patch | ✓ | | | | | | ? | | | | ✓ | | ? | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ? | | | ? | ? | | | | | | ? | ? | ? | | | | |
| 6 | Permaculture across the secondary curriculum | | ✓ | | | ? | | ? | | | | ✓ | ? | | | | | | | ✓ | ✓ | | | | | | | | ? | | ? | | ? | | | | | | | | | | ? | | |
| 7 | The Greenhouse | ✓ | | | | ? | | | | | | ✓ | | ? | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | | | | ? | | ? | ? | | | | | ? | | | ? | | | | | |
| 8 | Exercise | | ✓ | | | | | | | | ? | ✓ | ? | | | | | | | | ✓ | ✓ | | | | | | | ? | ? | | ? | ? | | | | | ? | | | | ? | | | |
| 9 | Connexions | | ✓ | | | | | ? | | | | ✓ | ? | | | | | | | ✓ | ✓ | | ✓ | | | | | | ? | | ? | ? | | | | | | | ? | | | | ? | | |
| 10 | Grazing and Feeding | ✓ | | | | | | ? | | | | ✓ | | ? | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ? | | | ? | ? | | | | | | ? | ? | ? | ? | | | |
| 11 | The Toolshed | | ✓ | | | ? | | | | | | ✓ | | | ? | ✓ | | | | ✓ | ✓ | | | | | | | | ? | | | ? | | | | | | ? | | | | | | | |
| 12 | Alternative Provision | | ✓ | | | | | ? | | | | ✓ | ? | | | | | | | ✓ | ✓ | | | | | | | | ? | ? | ? | ? | | ? | ? | | | | ? | ? | | ? | ? | | |

ACTION
make a plan for getting things done
 • What am I going to do and when?
 • What resources do I need?
 • What yields and benefits am I going to get?

I will complete a Gantt Chart for all the proposed designs, outlaying the different elements to each design. I will do this in detail for each design as I begin it, but initially have included base mapping exercises or client interviews where they are needed. This is to avoid time slipping by and observation phases not being begun.

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Project Planner

Period Highlight: 2

Plan Actual % Complete Actual (beyond plan)

| ACTIVITY | PLAN | PLAN | ACTUAL | ACTUAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------|----------|--------|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|--|--|--|
| | START | DURATION | START | DURATION | Oct-19 | Nov-19 | Dec-19 | Jan-20 | Feb-20 | Mar-20 | Apr-20 | May-20 | Jun-20 | Jul-20 | Aug-20 | Sep-20 | Oct-20 | Nov-20 | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | | | | |
| 1 Learning Pathway | 1 | 4 | 1 | 3 | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Thoughts Mindmap | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Website | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Setting the scene observation | 2 | 1 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Design Web | 3 | 3 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skills Mind Map | 3 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Complete Gantt Chart | 3 | 2 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Ethics and Principles in SEN Processes | 3 | 8 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People and Permaculture Looby MacNamara | 3 | 4 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 The Kitchen | 5 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| "Client" Interview | 5 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 6 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design | 7 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implement Pantry | 7 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implement Zone 1 | 8 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implement Zone 3 and 4 | 9 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maintain Evaluate Tweak | 10 | 6 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 Orchard / Forest Garden | 4 | 20 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 4 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Observation | 4 | 12 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 The Vegetable Patch | 4 | 11 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 7 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 Permaculture across the secondary curriculum | 12 | 11 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sustainability Survey | 3 | 1 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 The Greenhouse | 8 | 4 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 Exercise | 7 | 5 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diary | 7 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Connexions | 7 | 4 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 Grazing and Feeding | 4 | 20 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Best Practice Monitoring Grassland HLS | 4 | 12 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Observation Biotime log | 4 | 12 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 4 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 The Toolshed | 16 | 4 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 16 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Base Mapping | 16 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Alternative Provision | 12 | 11 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Engaging Children in Permaculture Introduction Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Children in Permaculture PRACTITIONERS Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Learning Pathway: What drivers are there to my completing my Diploma, what designs will I complete and in what order?

| | |
|--|---|
| | <p>I have decided to block out Fridays in my diary for working on my diploma. This again is a flexible approach, as I will have occasions when I will work or do other things, but putting it their will make me think about doing diploma work at other times in the week.</p> <p>I will need to begin a number of designs all at the same time as the observation phases are for prolonged periods of time. I intend to use Maddy Harland's Biotime Diary, and maybe a personal diary. Again I will need to set time aside to do these, which I will do by putting it into my diary. The second big task before observations can begin for the land based designs is making base maps. I have purchased from the Ordnance Survey 1:200 scale maps and will put together a light box to trace the base maps and make overlays.</p> |
|--|---|

Reflective Phase

| | | |
|--|---|---|
| <p>APPRECIATION focus on things to be thankful for</p> <ul style="list-style-type: none"> • What can I appreciate about myself? • What can I appreciate about other people and the world around me? • How do I feel supported at the moment? | <p>I have found the process of designing my Learning Pathway valuable in that it has required me to sit down and put down on "paper" in words what I hope to be doing. Being someone whose predominant thinking is in pictures and actions and who is happier writing about what has happened than what is going to happen, this has created something concrete and non-ephemeral, while still allowing for flexibility. Has it provided the structure that has been lacking previously and led to our "evolved" lifestyle?</p> <p>The process has provided opportunities for Emma and I to talk about what we want to do and how to do it, both individually and together and I appreciate that understanding and support.</p> <p>My induction tutorial was really useful and helpful in how to approach the designs within the structure of the diploma. I have also found the example portfolios helpful, particularly to overcome the initial inertia of such a project.</p> | |
| <p>REFLECTION evaluate progress</p> <ul style="list-style-type: none"> • What is the current situation? • What is going well? • What is challenging? | <p>When do I stop this as a design? At the moment I am now at a position to start the other designs and so the productive phase is complete. Nevertheless I will repeatedly return to the Gantt Chart add elements to the designs and adjust the timings. I will return to the summary spreadsheet showing the design types, processes and tools. In ecological style everything connects and changes to one will change others. I will need to consider how my time allocations are working. Consequently I will both stop the design here and continue to adapt and adjust it over the time I take to complete the diploma.</p> | |
| | <p>What is going well?</p> <p>I found using the structure of the design web helpful, particularly the prompt questions. Having been reading Looby MacNamara's "People and Permaculture" I wanted to see how it worked. I am very aware that I have not used it as a web, but as a linear process, but I am still part way through the book and my use of the web will develop with other designs.</p> <p>The process of creating templates for the different design tools was a useful revision process, which the lead onto my thinking of which process would match which design. The Gantt Chart has been more productive than I expected. I have used these before but with limited success, whereas with this I feel that it will be a key tool. Maybe because of the degree of flexibility with the end point of the diploma I have greater confidence in moving timings.</p> <p>I would consider myself computer literate and have used mind map, word, pdf, excel, etc while learning about Google Docs and Website design.</p> <p>Having completed my PDC a while ago and not carried out any specific designs completing this has been useful in getting back into the process.</p> | <p>What is Challenging?</p> <p>I found the choice of design tools difficult, as the focus is the learning pathway and not the other designs. I considered an Input/Output analysis but felt I would get bogged down in identifying whether the input/output was part of the pathway or of the other design. Similarly I considered a SWOC analysis for the "limits" and "patterns" anchor points, but felt that the questions within the web were as helpful and it allowed me to think along the lines of spirals of abundance and erosion. The identification of patterns within the design I found quite abstract and this is an area for me to look more closely at in future designs. Similarly my first "Thoughts" mindmap was zoned, but beyond showing that I had ideas across the zones I was not sure what other value it added.</p> <p>I considered and started a skills audit, but decided this would be more relevant design by design, where the audit would be more focussed.</p> <p>I felt that the Ethics analysis I carried out on the Venn diagram would actually have been better on a triangular grid with each Ethic at a corner.</p> <p>I think that the diary work of the observation phases of the designs will require me to work at. As well as conventional approaches, I will look at online ways of doing this, for example blogging or Facebook. The Produce no Waste principle needs to be to the fore.</p> |
| <p>PAUSE incorporate time for rest and rejuvenation</p> <ul style="list-style-type: none"> • How can I recharge my batteries? • How can I make times of rest and quiet a built-in part of my design? • How can I rejuvenate myself? | <p>Claudia Hammond's book "The Art of Rest", lists the top ways people get rest following the research based on the RestTest. Top was reading. I have a pile of Permaculture books to read, and my time for reading has been before sleep, but I was finding that reading about Permaculture then started my mind thinking not relaxing. Consequently I have changed my reading habits, finding time in front of the stove to read permaculture books in the evening and reading novels before sleep.</p> <p>Also more walking, more outdoors, better delineation between school work and home.</p> | |

Further Reflections

| Individual Design Assessment | | | |
|--|---|----------------|--------|
| Diploma Apprentice's Name | Graham Wigginton | | |
| Project Title | Learning Pathway | | |
| Date Started | | Date Completed | |
| Design Number | 1 of 10 | Implemented | Yes/no |
| Online Link to Design (if available) | https://wiggintoncumbria.wixsite.com/permaculture-design | | |
| Land Based / Non Land Based (delete as appropriate) | People Based | | |
| Name of Personal Tutor or Assessment Tutor (if different from PT) | Lusi Alderslowe | | |
| Ready for Presentation (delete as appropriate) | Nearly Ready | | |
| Date & Signature of Assessment Tutor | Lusi Alderslowe, 10/3/20 | | |
| Date first registered for Diploma | 10 October 2019 | | |
| Accreditation stage (this design as related to overall portfolio) | Interim Portfolio Assessment | | |

| | |
|--|--|
| If this design is included in the FPA2 sample / moderated by a Senior Tutor: | |
| Comments from Senior Tutor | |
| Name, date & signature of Senior Tutor | |

| ACCREDITATION CRITERION 1: Demonstrating design skills (for further guidance, see section C3, page 5, in the Guide to Accreditation Criteria) | | | |
|--|--|---|--|
| | | What's gone well? | What could have been done differently? |
| 1a | The design uses an appropriate design framework or intentional process accurately | I have used Looby MacNamara's Design Web and found the structure and the associated questions helpful. <i>You have used the process methodically What I like is the way that your thinking 'aloud' seemed to move from wild and unclear to concrete ideas about what you should do in order to create this design.</i> | I used the web in a linear fashion but can see how working with people based designs the web approach can be helpful. Overall I found myself quite often trying to decide whether I was thinking about my Learning Pathway design, incorporating the other thoughts for designs or thinking of those designs themselves. I think I will find working on the other designs easier from this point of view. |
| 1b | It references the permaculture ethics appropriately | I referenced the Holmgren Principles and found them helpful in the exploratory phase, as a focus of my thoughts and therefore identifying areas that needed to be addressed. <u>I considered the Ethics through identifying if my proposed designs would cover all three ethics.</u> <i>Each ethic was looked at in terms of the designs which you will complete, I would have put the tool shed more into earth care and fair share overlap. It is interesting that you note that a triangle would have suited you better, as I found this depiction of the ethics are very useful.</i> | <i>In most designs the idea is that you go through each ethic in turn and say in what way this design reflects that ethic. This is a note for future designs as this format works in this instance.</i> <u>I question whether I should have been more explicit in relating the ethics to my situation and interests. Also a triangular plot would have been better as there are elements of all three ethics in them all.</u> |

Learning Pathway: What drivers are there to my completing my Diploma, what designs will I complete and in what order?

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|----|---|--|--|
| 1c | The design uses permaculture principles & theory that are appropriate to the situation | I considered the Ethics through identifying if my proposed designs would cover all three ethics. I referenced the Holmgren Principles and found them helpful in the exploratory phase, as a focus of my thoughts and therefore identifying areas that needed to be addressed. | I question whether I should have been more explicit in relating the ethics to my situation and interests. Also a triangular plot would have been better as there are elements of all three ethics in them all. In other designs it is not always relevant to go through every principle, but it was relevant in this design process. |
| 1d | It uses a variety of tools to suit the needs of the situation/ design brief | I used reflection in my front-piece to the web-site, this I found useful to set my own personal scene historically. The mind mapping I used to analyse my thoughts for designs helped to clarify the different project areas and then potential designs and the difference between. I have used a Gantt Chart to set out the timescale of the different designs, which although I did this optimistically, knowing that I would find it extremely difficult to stick to the timescale, allowed me to have in my mind a sequence of events to complete the different designs. The Venn diagram I used to display the ethics was an attempt to ensure that I had a spread of designs across all the three ethics. In addition, I would add that you used journaling as a style of writing in the majority of the design process. I have also used a blog to reflect on my progress with the diploma and will continue to do this as I find taking a long view of where I am, how things have changed and what I am going to do next has been really helpful. | I considered using zoning with regard to the different designs, but was not sure what I would have got from this, except to identify that I had a range of designs. I could have used a SWOC analysis for the limits and patterns anchor points. I thought about an input / output analysis, but as above I found it difficult at times to separate the Learning Pathway Design from the other designs. It was not very clear to me how you decided on the projects which you choose, for example if there is a criteria 'at least one design for each sphere of my life' then why is there no project selected from the green area - house. Interesting as you said that in the drive home from your induction tutorial you were going to redesign the kitchen, but it isn't mentioned on the thoughts mindmap? Perhaps there are tools which you could have used to choose between the different prospective designs. This is where a SWOC could come in useful, e.g. "I wonder whether I should do a design on food or time management?" Then do a SWOC for each potential project to help you select the priority for your diploma (you can always design both) |
| 1e | The design is intelligible, coherent and effective, meeting the client's needs | As I am the client I feel that I now have a good grasp of what I want to do, how and when. The effectiveness of it will be in the implementation, can I keep to the timings or will things slip? | I could have spent more time looking at the interconnection between the different designs. I think that the design itself is both the project planner and the gantt chart. They are not the same, e.g. kitchen is number 2 in one and number 12 in the other. It would be clearer if they mapped more closely. |
| 1f | The documentation is appropriate to present to the clients and others | I enjoyed reading it and found that it was not too wordy. I found the use of different diagrams helpful. | The design is word heavy. |

| ACCREDITATION CRITERION 2: Applying Permaculture design to projects (for further guidance, see sections C2, page 4, and C4, page 6, in the Guide to Accreditation Criteria) | | | |
|---|--|--|---|
| Areas of Application (delete all that don't apply) | | Administration & organisational design | |
| Site / land development System development & implementation Personal development, "Zone 00", health and well-being, etc. Community Development Education & training | | | |
| | | What's gone well? | What could have been done differently? |
| 2a | SURVEY There is a clear explanation of how the design brief was investigated through surveying the situation and gathering the information. | I feel that the survey and analysis sections of the design are much stronger than the implementation and evaluation sections. This is by necessity, as I have chosen to end the design at the point where I will start the other designs. I intend to use this design as a review process with regard to how I progress through the diploma. Nevertheless I feel that I have a pathway mapped out. <i>There is a nice survey section, which gives enough information.</i> <i>The analysis is methodical and follows a clear process.</i> <i>The design is quite clear.</i> | <i>I didn't really see a design brief, perhaps this could be added. I think it is something like 'What projects will I do for my permaculture diploma?' Getting a really clear question at the start will help you to very clearly answer it at each stage of the design process.</i> |
| 2b | ANALYSIS & DESIGN There is a clear explanation of how the design decisions and solutions were developed. | <i>The implementation plan is the gantt chart and is very clear, actually very precise well done! I like this format of gantt chart.</i> <i>The evaluation plan - you list in the text what you will evaluate.</i> | A wider range of design tools, possibly looking at the interconnection of the different designs. <i>It would be nice to see how you made the decision about which of the designs you would do, perhaps some analysis tools would help you with this, see above in tools section.</i> |

Learning Pathway: What drivers are there to my completing my Diploma, what designs will I complete and in what order?

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| | | | |
| 2c | IMPLEMENTATION & EVALUATION PLANS The solutions are relevant and appropriate to the area and design brief. | | it would be useful perhaps to add in 'evaluation' of the design process in parts of the gantt chart, to remind you to come back to it. Perhaps at IPA and FPA stages (ie after 5 and 10 designs). |

ACCREDITATION CRITERION 3: Learning from and developing your permaculture practice

(for further guidance, see section C5, page 7, in the Guide to Accreditation Criteria)

| | What's gone well? | What could have been done differently? |
|--|---|---|
| 3a The design report includes an evaluation of the design's effectiveness . | The Reflection Phase of Looby MacNamara's design web, with the anchor points of appreciation, reflection and pause prompted me to be critical in these areas. I found the pause anchor point particularly enlightening with its emphasis on how to incorporate "me time" within the design. | In some ways I expect that the Learning Pathway design to be one of the hardest to do, as it feels to not be as "concrete" as some of the others I intend to do. I expect things to change over the diploma, so how I have set things out now almost certainly won't be how they will be in reality. There is not yet time to have evaluated whether this time is effective, it is necessary instead to return to it at different intervals in the diploma in order to evaluate, reflect and update. |
| 3b There is critical reflection on how you used theory, design tools, and processes, and some next steps for this design. | There is some reflection 'what went well' and 'what could have been done differently' at the end of the design. | Completing this "self analysis" of the design has allowed me to critically reflect ... Please copy and paste the info in this column of this individual design assessment form into the diploma design itself, it's really useful! Or if you prefer, you could just add this whole completed form into the design itself as your additional reflection section. |
| 3c The design shows how design skills and competence have progressed and some next steps for design practice. | You have used a design process which you haven't used before. You have used journaling when you said that in the past you have struggled to keep a diary. So, it already shows great progress and I look forward to seeing more of your work!! | ... but this is my first design and I am in a situation of conscious incompetence. |

The Next Steps

| | |
|--|---|
| What are the apprentice's next steps with this design , towards its accreditation. | <ol style="list-style-type: none"> 1. This design is great as a first design, however time will pass and you will want to revisit it. When you do revisit it, just add it at the bottom as a different iteration. When you are making choices (deciding which design to do), include at least one analysis tool which shows how you made up your mind about which design to do. 2. Include the info which you wrote in this form in the design write-up (I think it's nice and shows deeper reflection) |
| What other general or specific issues might help with the apprentice's next steps, eg. to take into future designs. | <ol style="list-style-type: none"> 1. Consider getting clear at some point exactly what the question is that you are trying to answer - whether that is before you start, or as the first step of analysis. This will make it much clearer for you to know how to answer it. 2. Use analysis tools to make decisions, "should I do x or y". |
| Any other comments about the format of the project presentation, | The format is clear and nice, I had to zoom in a lot to be able to read some of the diagrams, but that's OK> |
| The highlight of this design for me is... | The simplicity, clarity, openness and honesty of your writing. |

Blog

Diploma Review 28 May 2020

Plans made at the start will always be undermined by opportunities. As MacMillan may or may not have said when asked what would knock a government off course "Events, dear boy, events."! Some events, like the covid - 19 lockdown have silver linings in the opportunities they throw up. Being at home as a family has allowed us to complete the Kitchen Design together, contributing and applying self regulation and accepting feedback. The implementation phase is now almost complete and tweaks are taking place in a natural way. The energy flow around the kitchen means that things have better places and therefore are not left out. The worktop is emptier and therefore food preparation is more free. Having had to stop much, or all, of my occasional work with schools, I have been able to work in the morning and be outside in the afternoon. As a consequence the vegetable garden is better organised and prompts thoughts about how my work - life balance is. The need to interact remotely has thrown up three different opportunities. Firstly I joined a weekly Diploma Forum with Carla Moss. This lasted 6 weeks and it provided a great opportunity to share ideas and designs, catching and storing away for later use the thoughts and inspirations. These included: Having a question to answer for each design. Setting regular dates for reviewing progress against my Learning Pathway, hence this blog. Assessing the ethics in a design through an audit or an "Ethics Lens", this was particularly helpful with the Kitchen Design as I was struggling with identifying, particularly, Earth Care. Thinking beyond the design, for example with the Kitchen Design, what happens to things we move out of the kitchen? Lots of different tools, for example Chaordic Design, the use of journaling, celebration trees or Kotter's 8 Stage Model. Looby's Web came up often as an approach that allowed for the non-linearity of thinking not to be a barrier to the design process. Different ways of representing ideas, for example reviewing the principles by annotating the principles circle diagram, different ways of presenting a mind map, for example as a tree or Jo Barker's design wheel. At the same time the National Forest Gardening Scheme ran a series of online presentations that links well with my plans for "The Orchard". Not being a plantsman the examples of different plants for the different layers, situations etc was really useful. Tomas Ramierz's talk was particularly liberating in his examples of forest gardens with a limited number of layers. And finally Lusi Alderslow and Nim Robins ran an online Introduction to Children in Permaculture. I had not been able to attend the course planned for earlier in the year, so attending from home was a great opportunity. This was very thought provoking with regard to how I would interlink my work as a teacher with permaculture. Consequently, as well as provoking thoughts about designs I had in mind in my Learning Journey, other designs and opportunities have come to mind.

Updated Gantt chart

can Danaway offer to the community. I have taken away many things from the Programme, learning from everybody involved and have used the ideas of the village circles and gratifications in delivering my Social Use of Language lessons this term. Having the immersion in Permaculture for this time allowed me thinking time and as a consequence I have started a design, that is not on my initial learning pathway, looking at how to present the concept of design to teenagers, particularly those with special needs or who are not engaging in mainstream education. Having thought about this process I then trialled it with a design within the design looking at use of grey water on the site. Starting back to school in September has put a brake on my diploma progress until this half term. My three days in Secondary School have been very long and intense and my other days have been spent catching up on work that I was not able to do in other schools during the summer term. As a consequence this has been extremely tiring, both physically and mentally. Unfortunately, I do not see a respite in this in the near future, probably until Easter 2021 and as such if I am to look after myself, manage my work, make progress with my diploma and have time with family and out on the smallholding (particularly with our new donkey foal, Archie), I feel that I need to review my Learning Pathway and carry out a design looking at Zone 00.

Added to this I think my next design should be a land based one and I am thinking of either looking at the vegetable patch or the grazing.

Diploma Review 15 November 2020

I now have 3 designs completed, The Kitchen, SEN and Grey Water at Danaway and feel an element of momentum, which I do not want to lose. So my intention is to get my Learning Pathway Design to a final stage then focus on new designs.

The last Gantt Chart had the following designs:

1 Learning Pathway – nearing completion

2 Ethics and Principles in SEN Processes – finished and being implemented, now called “Can the application of permaculture principles and design process improve the response of Solway Community School to vulnerable students?”

3 The Kitchen – finished and working well.

4 Orchard / Forest Garden – I have produced a base map and completed a sunshine overlay for summer.

5 The Vegetable Patch – I have produced a base map and completed a sunshine overlay.

6 Permaculture across the Secondary Curriculum – following the Convergence I have investigated briefly where Permaculture appears in the GCSE curricula with the thought of offering a connection to my school and my local school to Danaway, but although Permaculture appears within the AQA GCSE specification both schools are studying the OCR specification. Nevertheless following a conversation with our Geography teacher we will put together a unit of work for Year 7 and Year 8 on Permaculture for the summer term. This will link in with the “mini-design” design for presenting the design process to teenagers.

7 The Greenhouse – I think about this often but have not made any progress and given the work involved to implement this I would expect to be doing this beyond my diploma end, it will be included to a degree in the Vegetable Patch Design.

8 Exercise – In my mind this is evolving into a design to look at how I can work through lockdown and find time to work on my designs. Currently I am trying to find time to design how I can find time to do design!

9 Connections – I think this is happening nicely without a deliberate design, through my connections with Danaway and the Design Forum. I am also slowly becoming more involved with Facebook and have joined a number of groups.

10 Grazing and Feeding – This is a design that I will be looking at in the new year once Archie is weaned and grazing.

11 The Tool Shed – This is certainly an area that needs consideration! But I feel that the design would be similar to The Kitchen Design.

12 Alternative Provision - Given the opportunity to deliver the unit on Permaculture to Year 7 and 8 at my school, I think this will be a useful first step towards offering Permaculture in Alternative Provision.

13 Broughton Moor Forest Garden – The school has recently received some money to put in a garden and have done so over the summer.

So, my current thinking about what and when is:

| Design | Completion | Design Process | Design | Completion | Design Process |
|---|------------------------|----------------|--|-------------|---------------------|
| 1 - Learning Pathway | Complete November 2020 | Looby's Web | 7 – Water use at the Old Hall | Spring 2021 | Scale of Permanence |
| 2 – The Kitchen | Completed August 2020 | OBRADIM | 8 – Teaching a Permaculture Unit to Year 7 & 8 | Summer 2021 | To be decided |
| 3 – SEN Design | Completed October 2020 | SADIMET | 9 - Mini-design to engage Teenagers (To be included within design 8) | Summer 2021 | CEAP |
| 4 – Danaway Grey water | Completed October 2020 | OBRADIM | 10 – The Orchard / Forest Garden | Winter 2021 | To be decided |
| 5 – Completing my Diploma during a pandemic | December 2020 | GROWING | 11 – Grazing and Feeding | Spring 2021 | |
| 6 – Vegetable Patch | Spring 2021 | To be decided | 12 - The Greenhouse | 2022 | |