

YDNPA EDUCATION

WORK PLAN 2009 – 2012

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1.0 BACKGROUND

1.1 Aim

The purpose of the Education Work Plan is to guide National Park Authority (NPA) education provision in the period from March 2009 to April 2012

This work plan is set in the context of the National Park Management Plan (NPMP) and the Corporate Plan. The aim for understanding and enjoyment in the National Park, is stated in the Yorkshire Dales National Park Management Plan (NPMP) 'Yorkshire Dales: Today and Tomorrow' 2007 – 2012 (p16)

'There will be a greater awareness of the National Park and of the opportunities it offers to everyone to appreciate, enjoy and learn from its special qualities. People's enjoyment will encourage them to find out more, play a part in the National Park's conservation, and help forge ties between urban and rural communities.'

1.2 Scope

For the purpose of this document the focus of education is on the formal education sector throughout all ages of 'lifelong learning'.

The work plan provides a framework for activity which is strongly related to both of the purposes and to the duty of the National Park Authority; education work is cross-cutting and is delivered through the work of all departments.

Education contributes to the understanding and enjoyment of the National Park, in doing so it draws on key messages and themes and promotes attitudes and behaviours which are relevant to its conservation and enhancement.

1.3 Objectives

1.3.1 Corporate Plan: Objective 11

Make information about the National Park easily accessible and relevant to a diverse range of groups and individuals, focusing on the urban areas of Yorkshire, Lancashire and Teesside that surround it:

c) each year develop and implement one new programme of formal or informal education or training to encourage schools and groups to get involved in conserving the special qualities of the National Park (UE5)

1.3.2 Education Service Role

Within the corporate plan objective, the education work of the NPA seeks:

a) to raise awareness of and to develop understanding and appreciation of the special qualities of the Yorkshire Dales National Park (YDNP), its natural beauty, wildlife and heritage in particular. The special qualities of the YDNP are defined in The Yorkshire Dales National Park Management Plan, 'The Yorkshire Dales: Today and Tomorrow 2007 – 12'.

b) to produce resources which help people to understand and enjoy the National Park in ways which are appropriate to their needs. In the main, these resources are curriculum based.

c) to encourage direct and enjoyable experiences of the National Park for everyone. Enjoyment is an important part of education and it helps to promote independent activity. The Authority aims

to encourage inspiring experiences which will change lives for the better. This is especially important among the groups identified in 'Outdoors for All? The Diversity Action Plan' (defra).

d to work with existing education providers to facilitate a co-ordinated, high quality and innovative approach to education in and about the Yorkshire Dales National Park.

e to provide the direction and lead and to add value for Authority led education projects and services, specifically about the National Park and National Park purposes and policies. Annex 2 outlines the wider educational context whilst Annex 3 details how national parks link directly to the National Curriculum.

1.4 Outcomes

The intended outcomes of the education work of the NPA are that people will:

enjoy their experience of visiting the Yorkshire Dales National Park

understand more about the National Park and why it is special;

value the Yorkshire Dales National Park and the Authority more;

behave in ways which help to conserve and enhance the special qualities of the area.

1.5 Key Messages

Within this framework, the Education Programme seeks to promote key messages:

- the National Park is a special place
- everyone can benefit from the presence of the National Park
- the special qualities of the National Park are fragile and vulnerable
- the National Park Authority helps to look after the National Park and its special qualities
- everyone can help to look after the National Park and its special qualities

2.0 EDUCATION PROGRAMME: CURRENT SITUATION

The YDNPA Education Strategy (2000 – 05) and Education Work Plan (2006 – 08) have driven the development of a substantial foundation of education resources and activities and embedded the infrastructure for delivery of education services across NPA departments. There are now common frameworks for, health and safety, group booking administration, walk leader training and development, across the outreach, education and events programmes.

2.1 Staff Resources

The Outreach and Education Manager (O&EM) delivers the Education Programme and manages the Outreach Officer (0.8 fte) and the Outreach Project Officer (0.4 fte), delivering the Outreach and Events Programmes. There are 15 hours of Admin Support Officer time available per week. The integration of these three programmes is intended to facilitate a shift in NPA priorities, towards a focus on engaging the 'outreach groups' identified in the Diversity Action Plan.

The Dales Countryside Museum (DCM) has excellent education facilities and offers a range of activities and resources (see www.yorkshiredales.org.uk). A small team of part time staff and Dales Volunteers deliver education activities. Museum staff are involved in developing activities and resources and providing admin support for the education programme.

The Renaissance Partnership Project Officer (0.4fte to March 2010), based at the Dales Countryside Museum works with schools and community groups, building connections between rural and urban communities through the Communities, Countryside and Connections project.

The team of Information Advisers, based at National Park Centres (NPCs) and partnership centres promote and distribute education activities and resources: all work with visits and enquiries from teachers and students, some work 'face to face' with visiting groups, depending on availability.

Eight Area Rangers, plus the Pennine Way Ranger work with local schools, community groups and differing numbers of visiting groups within their geographical areas.

Specialist officer staff work with limited numbers of local schools, colleges and universities, and visiting groups, offer advice on education activities and resources and are engaged directly in developing education resources and activities.

Dales Volunteers (around 20), coordinated by the Education Key Volunteer, deliver activities for formal and non-formal education groups, to around 2,000 students annually, across the Park and in the surrounding area.

2.2 Principal target groups:

- students and leaders studying the YDNP, locally and nationwide
- students and group leaders visiting the YDNP
- local and regional schools, colleges, etc
- local extended schools clusters
- regional Local Authority Education Visits Advisors and Curriculum Inspectors
- local Outdoor and Environmental Education Centres and support organisations
- key non-formal education organisations: Duke of Edinburgh's Award, Youth Service, etc

Some groups of people are under-represented in the National Park and activity may be focused on them. The key groups are those identified in the 'Diversity Action Plan: Outdoors for All?' (defra):

- black and minority ethnic (BME) communities;
- people from urban areas;
- young people (8-24 year olds);
- people with disabilities.

2.3 Curriculum resources and activities for education groups

The Education Service provides a range of core resources and activities matched to specific curriculum and group needs, in particular:

- Teachers' Pack (background information for all group leaders)
- Education Files (13 titles, each 4 sides of A4, on a YDNP curriculum theme)
- Dales Countryside Museum Education Files (13 titles, each 4 sides of A4)
- YDNPA Slide Show (40 images + teacher's notes)
- Website based interactive resources
- Interpretive Walks 'Discover Dales Localities' (5 walks, each based at a different location).

These core resources and activities are updated regularly and can be sourced through the education pages at www.yorkshiredales.org.uk

A variety of themed and location based, bespoke resources and activities have been developed to meet specific needs; see the education pages at www.yorkshiredales.org.uk

2.4 'Network' and 'partner' organisations promoting and delivering joint aims.

The Education Service is engaged in regional and national initiatives, which focus on aspects of Education for Sustainable Development, covering themes relevant to NPA purposes:

- Dept. for Children, Schools and Families (DCSF): Growing Schools www.growingschools.org.uk; Learning Outside the Classroom Manifesto www.lotc.org.uk
- UK National Park Authorities, Education Staff Professional Development Group
- Yorkshire and the Humber Education for Sustainable Development Forum: which hosts the Sustainable Schools and FE / HE networks at www.yorkshireandhumber.net/esd
- Yorkshire Dales Millennium Trust: developing funding bids for partnership projects to assist delivery of outreach and education work
- Friends of the Outdoors: Bradford environmental education organisations network.

2.5 Activities with target groups

The Education Service works with around 100 groups annually, mostly involving Dales Volunteers as group leaders, providing opportunities for education activities based at key National Park service centres: Malham, Dales Countryside Museum, Grassington, Reeth and Aysgarth Falls. This is a small proportion of the number of groups visiting the National Park, partner organisations and centres work with many more.

There are around 10 Outdoor and Environmental Education Centres and about 20 venues used as accommodation by groups visiting the Park, such as Youth Hostels for example: many of these use resources produced by the NPA Education Service.

The Education Service deals with around 200 requests for information annually, from students, teachers and group leaders. This number has fallen significantly over the last 5 years (from as many as 1,000). Enquiries are increasingly serviced via resources developed for the NPA website; around 12,000 visits to the education website pages in 2008-09.

2.6 Promoting the Education Service.

The YDNPA website (www.yorkshiredales.org.uk) is the principal means of promoting the Education Service and the activities and resources available for target groups. The Education Service is also promoted via National Park Centres and the Visitor newsheet.

The National Park lies within two Local Authorities (LA), North Yorkshire and Cumbria, and is closely bordered by Bradford, Lancashire, Leeds, Darlington and the Teesside authorities.

There are 29 primary schools and 10 secondary schools within the Park, or with catchment areas which extend into it.

The Education Service is promoted to:

- schools within 1.5 hours travel to the National Park, via annual email contact
- key regional LA Education Visits Advisers and schools via subject newsletters
- regional ESD organisations via the Yorkshire & the Humber ESD Forum and website www.yorkshireandhumber.net/esd

Awareness levels of the Education Service, measured among groups prior to their visit to the YDNP, have increased by 10%, from 46% in 2005, to 56% in 2008 (QA Education Service Awareness Research Report).

2.7 Performance indicators

The education activity outlined is subject to qualitative and quantitative performance monitoring, to measure success, to inform the continuous development of the service and to help plan and shape future initiatives. The following selective indicators inform key areas of work:

Formal education contacts are monitored through the numbers of students participating in National Park Authority led activities, general enquiry responses and website visitors.

For the education pages of the web site, figures are collected for the number of unique users and the most visited pages (12,000 visits in 2008-09).

The numbers of users of the education service has considerably exceeded the 2008 target to 'Increase the number of Education Service users to over 4,000 (by 8%, using 2005 as a baseline).'

The 'quality of contact' with groups – including overall satisfaction with the experience, increased understanding and increased enjoyment of the National Park - is measured via questions on an evaluation form, issued to group leaders at the end of each session.

Awareness levels of the Education Service, measured among groups prior to their visit to the YDNP are recorded periodically; there have been two major surveys (QA report: 2005; 2008).

There is currently no reliable way of recording numbers of education groups making visits involving all service providers, across the whole of the National Park.

Education Service users from the diversity target groups are monitored to contribute to the data gathered for the indicators developed by the (all Parks) Joint Improvement Group.

3.0 DEVELOPMENT AREAS: 2009 - 2012

Four development areas can be prioritised for the Education Programme (3.1 to 3.4 below). Within each area, broad aims (eg 3.1a) which reflect emerging priorities and resources available are used to identify annual actions during the three year period; examples of annual actions are provided.

3.1 Capacity building: Develop initiatives which build the capacity of the Education Service to deliver its objectives.

a Develop strategic connections with local, regional and national organisations in the formal education system and non-formal education sector, eg.

Work with Natural England to identify education opportunities; develop an action plan.

Identify the Manifesto for Learning Outside the Classroom opportunity; action if appropriate.

b Develop a facilitative approach to delivering Education Service objectives across the National Park, by working collaboratively with delivery organisations with joint aims, eg.

Develop collaborative education projects with the Yorkshire Dales Millennium Trust.

Work with local Outdoor Education Centres to embed the National Park in student learning

c Source additional resources for projects and promote these to others, eg.

Finalise and implement the training programme for Dales Volunteer group leaders.

Promote the Sustainable Development Fund opportunity to local education organisations.

3.2 Resources provision: Provide an innovative range of curriculum related activities and resources, for all ages of students, in schools, colleges, universities and non-formal education organisations.

a Develop the range and delivery of NPA education resources and activities on offer, eg.

Re-brand the NPA education file series.

Establish a series of 'interactive image files' to parallel the 'education file' series.

b Develop projects with local schools and cluster groups, to embed the National Park in ongoing, curriculum based local environment topics, eg.

Facilitate delivery of an annual, cross-departmental education project (as NPMP UE5)

Deliver a climate change project for Dales schools (NPMP UE5)

3.3 Cross departmental delivery: Facilitate delivery of education objectives across the NPA, by embedding education in service delivery throughout the organisation.

a Provide expertise and materials to support a range of NPA education projects, eg.

Develop an introductory talk (15 – 30 mins) for staff use with education groups.

Review and update the NPA education slide set (biennially).

b Integrate operating systems across NPA programmes, eg.

Develop the 'Outreach, Education and Events' database for performance monitoring.

Establish a single walk leader training process for all NPA walk leaders.

3.4 Promotion: Develop the NPA website as the primary means of promoting and delivering access to the Education Service and the activities and resources available.

a Maintain and develop the education pages on the NPA website, eg.

Re-package and re-structure the NPA website education pages.

Develop new web based approaches and resources to meet user needs.

b Disseminate resource materials to groups prior to their visiting the National Park, eg.

Deliver a campaign to promote the NPA website education pages to regional schools.
Provide an annual 'Education Briefing' for regional education organisations.

A1 NPA POLICY CONTEXT

1.0 Statutory Purposes

The statutory purposes of the NPA (Environment Act, 1995 s62) are to:

- conserve and enhance the natural beauty, wildlife and cultural heritage of the National Park
- promote opportunities for the understanding and enjoyment of the special qualities of the National Park by the public

In pursuing these purposes, the NPA has a duty to 'seek to foster the social and economic well-being of local communities' within the National Park. In addition, a number of other organisations must have regard to these purposes in carrying out their own work in the National Park.

2.0 Yorkshire Dales National Park Management Plan

2.1 The overall contribution the NPA makes to achieving the aims of the Yorkshire Dales National Park Management Plan, is defined in the 'Corporate Plan 2008 – 09' as 'Our mission':

'The Yorkshire Dales National Park Authority exists to secure for the public good conservation, enhancement, enjoyment and better understanding of the special qualities of the Yorkshire Dales: its wonderful landscape, wildlife and cultural heritage.

We will promote these purposes in the context of a sustainable and dynamic rural economy, paying special attention to the needs of local communities within the National Park.

We will work with partners and stakeholders to engage a wide audience in support for and delivery of National Park objectives.

Our aim is to be widely recognised as a centre of expertise and excellence in environmental and conservation policy and practice, in the quality of services we deliver and in the quality of the landscape.'

2.2 The aim for understanding and enjoyment in the National Park, is stated in the Yorkshire Dales National Park Management Plan (NPMP) 'Yorkshire Dales: Today and Tomorrow' 2007 – 2012 (p16)

'There will be a greater awareness of the National Park and of the opportunities it offers to everyone to appreciate, enjoy and learn from its special qualities. People's enjoyment will encourage them to find out more, play a part in the National Park's conservation, and help forge ties between urban and rural communities.'

3.0 Corporate Plan

3.1 The NPA Corporate Plan objective for promoting understanding is:

Objective 10. Raise awareness of the National Park amongst visitors and the general public so that:

- a) by **2013** at least 10% of people in England and Wales can name it as being a National Park (UE8)
- b) at least 50% of visitors and 70% of residents have an understanding of National Park purposes and/or the special qualities of the Yorkshire Dales by 2010 (UE1)

3.2 The NPA Corporate Plan objective for outreach, events and education is:

Objective 11. Make information about the National Park easily accessible and relevant to a diverse range of groups and individuals, focusing on the urban areas of Yorkshire, Lancashire and Teesside that surround it:

- a) increase the percentage of residents in Keighley and Bradford who are aware of the National Park from 25% in 2005 to 30% by 2011, and increase **awareness amongst their** Asian communities from 8% in 2005 to 13% by 2010.
- b) increase the number of visitors from black and minority ethnic communities from 1% in 2005 to 2% in 2011 (UE3)
- c) each year develop and implement one new programme of formal or informal education or training to encourage schools and groups to get involved in conserving the special qualities of the National Park (UE5)
- d) develop an annual programme of National Park Authority events, walks and activities based on the special qualities of the National Park to promote understanding and deliver wider benefits such as health and spiritual well-being (UE9)

A2 WIDER EDUCATION CONTEXT

There are a number of significant developments and initiatives in education, which influence the nature of the education programme.

1 The Children's Plan. The plan aims to make England the best place in the world for children and young people to grow up. The Children's Plan sets out the Department for Children, Schools and Families (DSCF) plans for the next ten years under each of six strategic objectives:

- secure the health and well being of children and young people
- safeguard the young and vulnerable
- achieve world class standards
- close the gap in educational achievement for children from disadvantaged backgrounds
- ensure young people are participating and achieving their potential to 18 and beyond
- keep children and young people on the path to success

Developments from the Children's Plan will build on and extend the achievements and successes of Every Child Matters.

2 Every Child Matters (DfES). ECM outlines a framework of five core outcomes for ensuring that every young person has the opportunity to fulfil their potential (based on **The Children Act 2004**), the core outcomes are: being healthy; staying safe; achieve and enjoy; make a positive contribution; achieve economic wellbeing. ECM strengthens legal requirements placed on organisations providing services for children. **Youth Matters (DfES).** Outlines a framework for ensuring that young people are supported and challenged and in particular, aims to encourage more young people to volunteer, to become involved in their communities and empowered to shape the services they receive.

These priorities are increasing the focus on social and community aspects of schooling, particularly through the **Extended Schools** programmes.

The evidence compiled in **Every Child's Future Matters** (Sustainable Development Commission) suggests that it may not be possible to deliver the goals of ECM at all unless the environment becomes one of its leading considerations. The report identifies traffic, green space and climate change, as the three immediate priorities for development and highlights the need for Children's Services to develop champions for environmental improvement.

The National Healthy Schools Programme www.healthyschools.gov.uk is an exciting long-term initiative that promotes the link between good health, behaviour and achievement. Core themes include PSHE, healthy eating, physical activity and emotional wellbeing and these have clear connections with using the environment to promote physical activity and growing food connections.

3 Curriculum. The elevated, core-curriculum status of literacy, numeracy, science and Information and Communication Technology (ICT) through key stage 1 (KS1) to KS3, has focused time and resources on these areas in schools and so away from environmental subjects. The main target for curriculum activity in schools continues to be Geography, principal themes are: KS1 and 2 'Contrasting Locality', KS3 'UK Studies', GCSE / AS & A2 'Management Issues'. The significance of 'Leisure and Tourism' themes is growing in 'post-14' studies.

There are significant curriculum opportunities in: History, Biology, Science, Education for Sustainable Development (ESD) and PSHE (Personal, Social, Cultural and Health Education). Curriculum opportunities in Further and Higher Education continue to focus across the range of environmental themes.

During recent years: curriculum time devoted to Geography at KS2 has declined; there has been a decline in numbers of students at GCSE and A level Geography, accompanied by the virtual disappearance of Geography Advisors at secondary level.

Despite these trends there remains a significant need for a range of targeted curriculum based resources and activities for students, teachers and lecturers.

4 DfES, Sustainable Development Action Plan for Education and Skills. The plan highlights the need for education across a wide spectrum of sustainable development priorities: outdoor learning, protected landscapes, biodiversity, social inclusion, etc. The DfES appointment of a national **Education for Sustainable Development (ESD) Advisor** underlines the growing importance of ESD in the school curriculum.

The **Sustainable Schools** initiative (DCSF) seeks to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life. The National Framework introduces eight doorways through which schools may choose to initiate or extend their sustainable school activity. It focuses on ways in which sustainable development can be embedded into whole-school management practices.

Such developments in ESD nationally, are creating demands on NPAs to develop education programmes and resources to meet the needs of ESD activity.

5 The Growing Schools (DCSF) website www.growingschools.org.uk aims to give all children the opportunity to connect with the living environment and supports the **Manifesto for Out of the Classroom Learning** partnership www.lotc.org.uk and shares its conviction that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstance.

These initiatives seek to promote the value of, and opportunities for learning outside the classroom, they are likely to increase demand for curriculum resources and support activities.

6 Outreach. Government interest (DCSF and defra) in engaging 'excluded' social groups in the outdoors (urban, youth, black and minority ethnic and disabled groups in particular), has grown. This is evidenced in the Pullen Report (Review of English National Park Authorities), the Diversity Action Plan: Outdoors for All? (defra) and in Enjoying the Natural Environment (Natural England). The NPA invests considerable resources into work with outreach groups, which includes some extended schools based activity.

7 Education Visits Coordinators. Local Authorities have appointed Education Visits Advisors to coordinate education visits. Each school now has a member of staff with the Education Visits Coordinator responsibility.

This is likely to promote the demand for out of the classroom learning and to improve marketing opportunities for the Education Service.

8 e-Learning. Improved student / school access to ICT and internet facilities in particular, is increasing pressure to deliver services through electronic media, websites in particular. Many schools are engaged in developing Virtual Learning Environments (VLEs) and resources production is geared to complement these developments.

9 Skills for Life. Funding for the 14 – 19 age group is now directed almost exclusively to skills programmes, aimed at increasing employability, through level 2 (GCSE) and level 3 (A level) qualifications. While this has seriously reduced non-vocational courses in adult and further education, it emphasises access to education for a wider age range, creating pressure to deliver **Lifelong Learning** to an increasingly wider audience. These trends are likely to increase the need to produce resources targeted to meet the curriculum needs of students.

10 External funding. Opportunities to access to external funding for education and outreach are growing, for non-statutory bodies in particular. This is increasing opportunities to assist organisations to develop their own initiatives and partnership projects.

A3 CURRICULUM LINKS TO NATIONAL PARKS

1.0 The National Curriculum (age 5-14) includes many references to areas of study that are compatible with learning within and about the Yorkshire Dales National Park. These include the following.

1.1 Geography

Geographical enquiry and skills

Knowledge and understanding of places

Knowledge and understanding of patterns and processes

Knowledge and understanding of environmental change and sustainable development

1.2 Education for Sustainable Development

The National Curriculum states “Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now, without damaging the planet for the future.”

1.3 Science

Scientific enquiry

Life processes and living things

1.4 History

Chronological understanding

Knowledge and understanding of events, people and changes in the past

Historical interpretation and enquiry

1.5 Citizenship

Developing skills of participation and responsible action

Knowledge and understanding about becoming informed citizens

1.6 Personal, Social and Health Education (PSHE)

Preparing to play an active role as citizens

Developing a healthy, safer lifestyle

1.7 Art

Investigating and making art, craft and design

1.8 Physical education

Acquiring and developing new skills

Knowledge and understanding of fitness and health

1.9 Literacy

Using visits to the National Park to inspire literacy based projects.

2.0 National parks feature explicitly in 14-19 education in many subject specifications, particularly in Geography.