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Progression towards what?

Autonomy as a goal for outdoor learning

David Harvey

LED Showcase Conference 03/12/20
Outdoor learning

'Outdoor learning’ is an umbrella term for facilitated approaches to individual, social and environmental learning that take place predominantly through activities and experiences in the outdoors. (IOL, 2020)

‘Outdoor learning in the UK [is] an overlapping patchwork of interests that differ in what is offered, to whom and where.’ (Fiennes et al, 2015)
Reasons for engaging in OL

• Raising achievement (curriculum)
• Personal and social development
• Nature connection (environmental awareness)
• Health and wellbeing

(Waite, 2020; IOL, 2020)

• Employability, environmental action, social action, organisation effectiveness, preparation and support for recreation...

(IOL, 2020)
OL experiences over time

OL interventions

Childhood

Old age
Progression

“From early years to lifelong learning...
Engaged at a level that matches their learning...
Activities have the greatest impact when they are progressive”
(EOC, 2015)

“The Outdoor Citizens model is for progressive experiences from birth to adulthood that build on each other to develop knowledge, skills and familiarity with the outdoors.” (Outdoor Citizens, 2020)

“All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum”
(Learning and Teaching Scotland, 2010)
Outdoor learning progression model

- **Human development**
- **Formal e.g. schools**
- **Informal: e.g. families**
- **Non-formal e.g. youth work**
- **Non-formal e.g. social work**

Loynes (2019) after Pretty et al. (2009)
Progression

‘Implicit in progression is the notion of continuity and coherence. Learning is not seen as a series of discrete events, but rather as a trajectory of development that connects knowledge, concepts and skills within a domain.’ (Hayward et al, 2018)

• Occurs across time
• Implies change
• Depends on a notion of purpose
• Provides a way to link experiences
Progression?
Framework for progressive curriculum in Outdoor Education (UK)
Framework for teaching and learning Outdoor Education in PE (Singapore)

- Self directed learner
- Confident person
- Active contributor
- Concerned citizen

(Ho et al, 2016)
An individual has the potential to move from being in and connecting with the natural environment to becoming an active, healthy, responsible, ethical citizen able to influence others on the importance of managing our natural resources sustainably now and in the future. When deciding which intervention should be introduced, it is important to understand where an individual is along the Natural Progression.
Step 5
Taking a personal position on managing our natural resources now and in the future - values and beliefs

Step 6
Influencing society as an active, responsible and ethical citizen - part of a resilient and prosperous community
• **Autonomy** is the ability to make a reasoned choice about one’s course of action and to be responsible for this choice.

• **Agents** are beings with the capacity to act, to behave as a subjects rather than objects in their own lives in ways that make a difference, and ‘agency’ denotes its enactment.
Agency refers to the awareness, choices and actions of an individual.

- **Awareness** – of self and the structures around them. Greater awareness comes from reflection on lived experiences and leads to greater choice.

- **Choice** – reflection leading to a plan to achieve a desired outcome.

- **Action** – the use of personal power, but can also be collective.

ECOSYSTEM
Participants
Providers
Institutions
Policy
Infrastructure
Physical environment
Culture

Context and structures
Individual
Family
Community
Organisation

Autonomy
Agency

ACTION
CHOICE
AWARENESS

OPPORTUNITIES & ACCESS MECHANISMS

David Harvey, 2020
Increasing agency

- Direct support
- Autonomy

Increasing autonomy

- Regular engagement with the outdoors
- Increasing knowledge and skills

- Signposted opportunities
- Help to navigate structures and systems

David Harvey, 2020
Implications

• What aspects of the ecosystem are in place already?
• What structures/resources are needed to support the ecosystem?
• What do practitioners need to know/do to engage with the model?

• Who is working with who?
• What structures are present?
• What opportunities are available for further engagement?
• What could next steps for participants be?
References


Natural Resources Wales (2020) *A Natural progression*. Available at: https://cdn.naturalresources.wales/media/686626/eng-single-natural-progression-page.pdf

Outdoor Citizens (2020) *In 2035 every 18 year old will be an ‘Outdoor Citizen’*. Available at: http://outdoorcitizens.uk/


Thank you!

Questions?

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