How to grow a schoolgarden
- Planning and Management -

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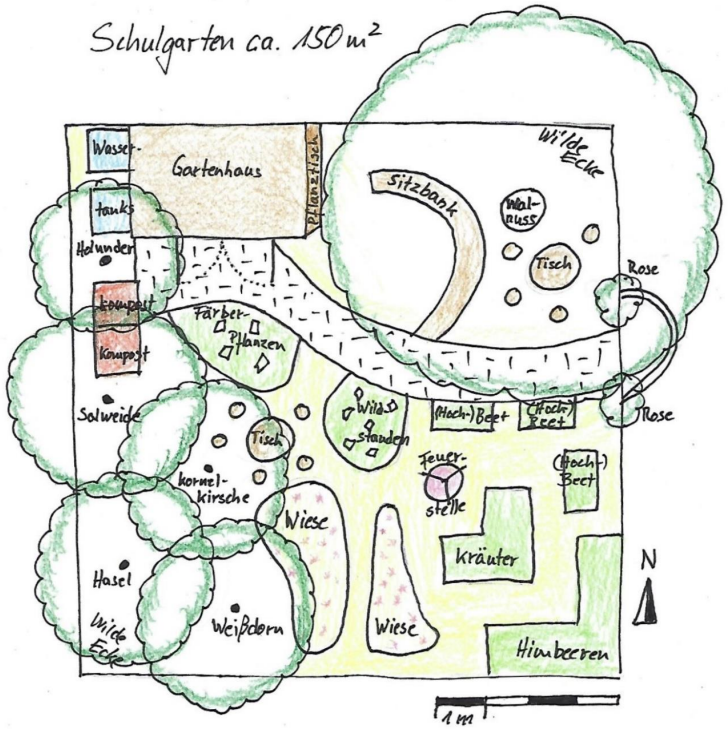
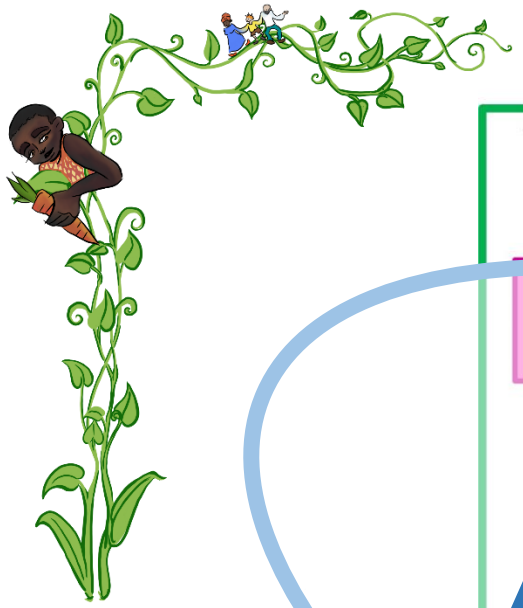


School Garden GOES EUROPE



Guidelines for school buildings

Curricula / Handouts

Ministry of Edudcation

Curricula / Handouts

Teaching material

practical testing

Schools

Structural anchoring:

- School program / quality program
- Integration in regular lessons
- Schoolgarden coordinator
- Discharge lessons

School District Facilities / Education authorities

- Provide areas
- Basic equipment
- Basic garden care
- Schoolgarden coordinator
- Local / regional networks

Schoolgarden basic structures

All-day-schooling authorities

Qualified staff

Cooperations / volunteers

- Allotment gardens
- Supply in garden care (summer break!)
- Professional advice (cutting fruit trees, wildlife conservation)

Schoolgarden Management

Teacher training

1 Phase 1: Universities

- Teaching gardens
- lectures
- theses
- Research and development

2 Phase 2: Second state examination

- Teaching workshops

3 Phase 3: Further teacher training

- Trainings
- Certification

What is Management?

= controlling ressources, processes etc. to achieve an objective as effective and efficient as possible

= WHAT shall we do?
= choose the optimal measures
(„doing the right“)

= HOW shall we do it?
= find the optimal cost-benefit relationship
(„doing right“)

What is Management?

= controlling ressources, processes etc. to achieve an objective as effective and efficient as possible

Schoolgarden – objectives of management:

- Long term use of the outside area of the school with a minimum of effort and a maximum of pedagogic profit
- Maximum independance from single persons in schoolgarden work by structural anchoring of schoolgardening in every day school life

Schoolgarden – objects of management:

- New or Re-Planning of a schoolgarden / outside area
- Ressources and equipment (spatial, physical, personel)
- Organization (intern, extern)

Schoolgarden management - Overview

once

Designing

fix

Organization

regulary

Annual planning

Flexible Ressources

Schoolgarden coordinator / representative / delegate
Actors (use and care of areas):
- Work groups
  Classes (=> teaching projects)
- Student companies
- Extern partners

Schoolgarden library / folder

Fix Ressources

Regular garden maintainance
- Care taker
- City nursery and their contractors
  Sponsorships (classes incl. parents)
- Extern partners

Working plan

Cropping an caring plan

Booking plan

Irrigation plan

Project plans (for teachers)

Planning and designing schoolgardens

visions

flower garden

wildlife garden

resort garden

kitchen garden

Planning and designing schoolgardens

motivations

How do potatoes, carots etc. grow?

Become familiar with native wildlife

Climate education => regional food

Nature contact

Practical wildlife conservation

Assume responibility

Healthy & moving learning environment

Holistic learning (Head-Heart-Hands)

Job preparation

Therapeutical gardening

situations

Planning and designing schoolgardens

Our booster club has donated four raised beds for the school. Where can we install them? What can we cultivate?

Our outside area is very small and entirely sealed. Yet, I would like to garden, but I don‘t know where and how.

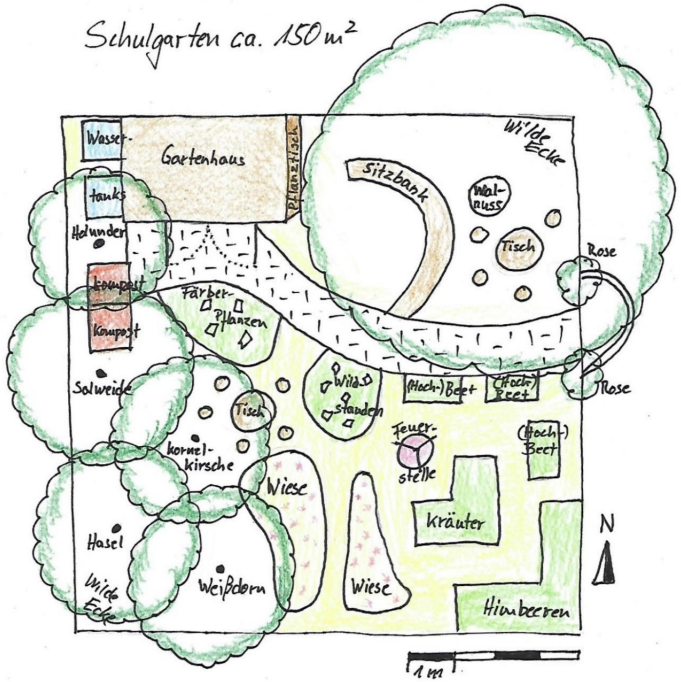
Our schoolgarden is completely overgrown, it hasn‘t been cared for since years. Now we are a small, but very engaged team, and we like to attempt a reset.

We have a large outside area with a lot of options. Our staff has decided to set up a schoolgarden.

An allotment garden association in our neighbourhood has provided us a garden plot. They also offer to advise us and irrigate the garden during summer break.

Planning and designing schoolgardens

Check lists



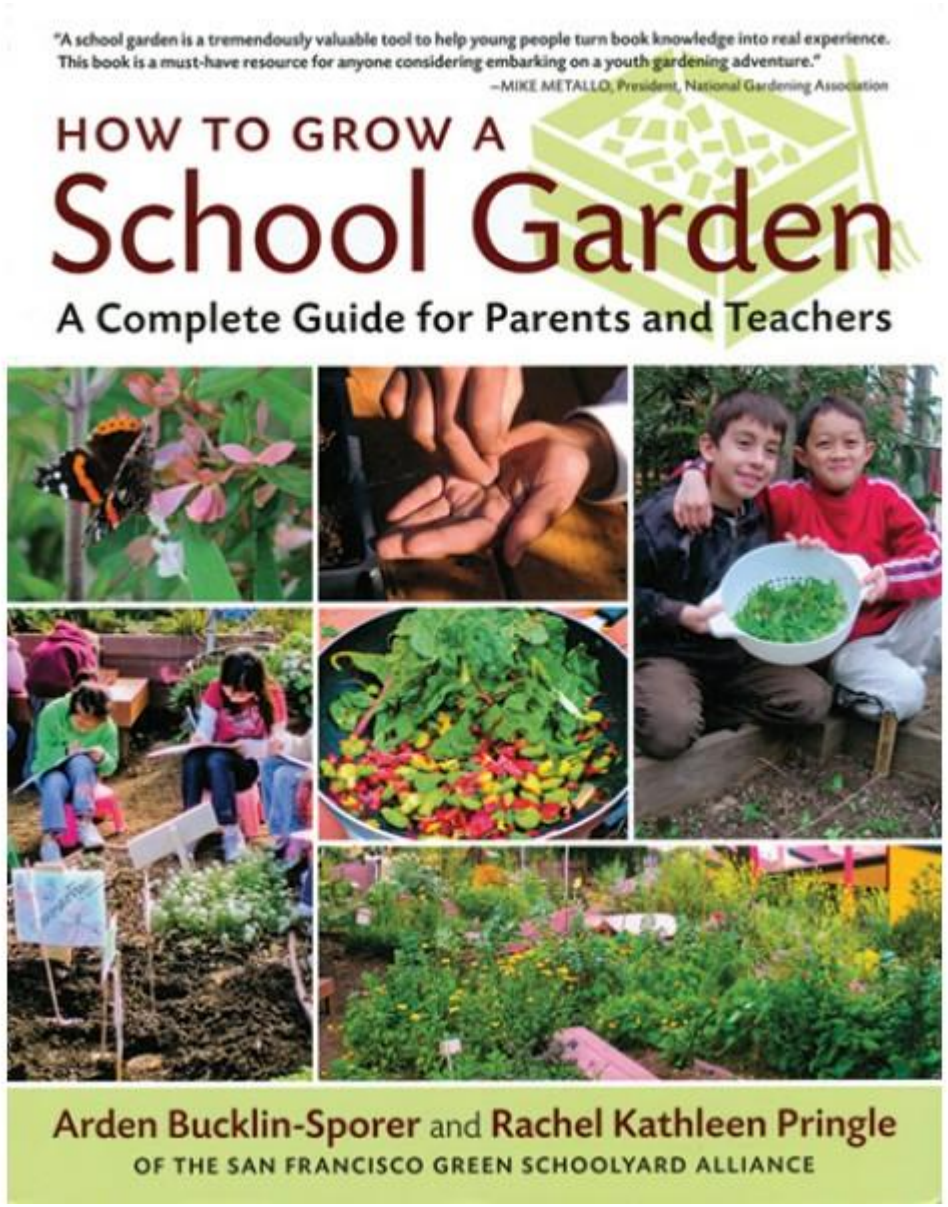
1. Principles
2. Usage
3. Site
4. Infrastructure
5. Elements
6. Beds

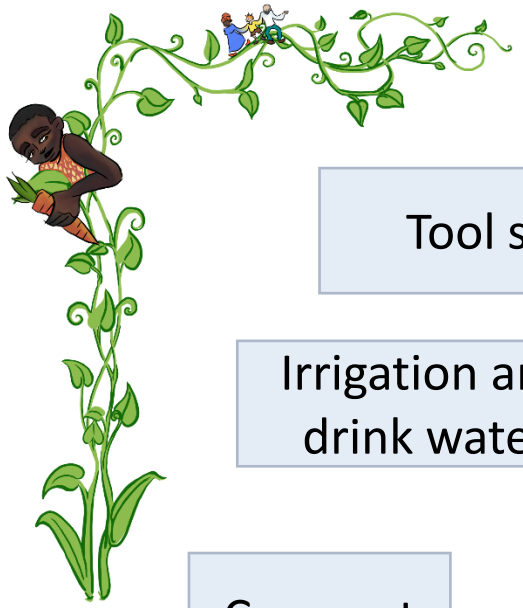
https://nachhaltigkeit.bildung-rp.de/schulische-netzwerke/schulgartennetzwerk/infoportal-schulgarten/schulgartenplanung.html

Planning and designing schoolgardens

Principles

- Participation
- Flexibility
  - not too stable constructions
  - easy to deconstruct
- Spatial differentiation in functional spaces (activity, retreat, garden work, observe & discover, experiment, construct, play, communication etc.)
- Barrier-free design





Tool shed

Irrigation and drink water

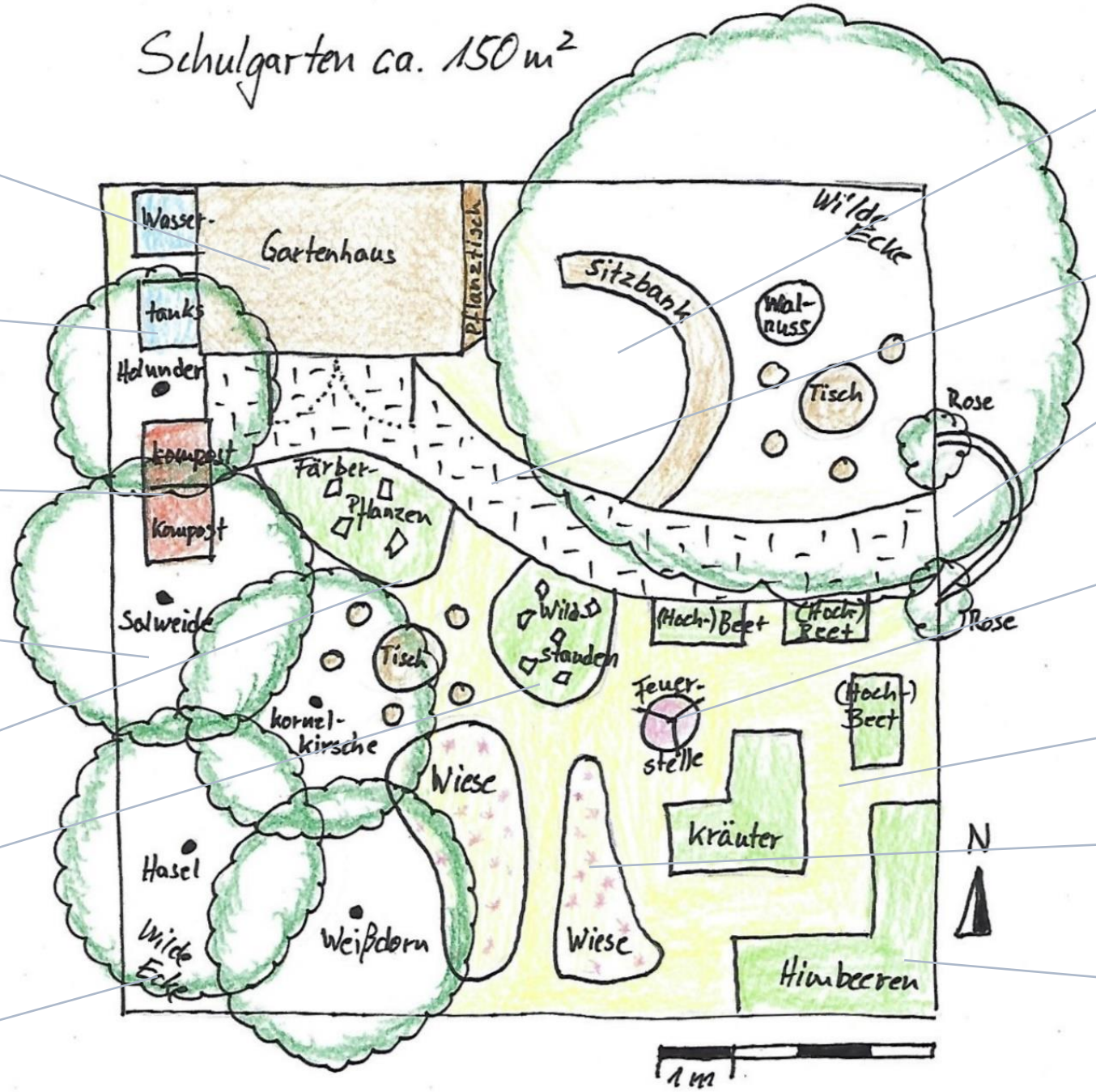
Compost

Hedge of native shrubs

Seats and deposits

Beds

Wild corners



Outdoor classroom

Pathways and squares

Entries and fences

Fireplace

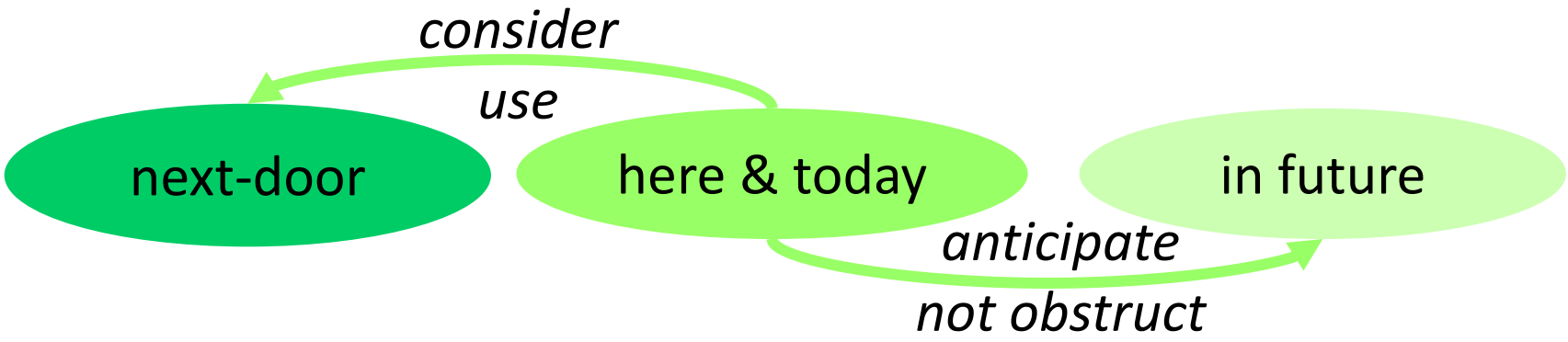
Lawn

Meadow

Fruit trees & berry bushes

Golden Rule of schoogarden planning

Ressources (What do we have?) **& Needs** (What do we want?) *** ...**



* Models
* Pedagogic incentives
* Know-How
* Area (= spatial ressources)
* **Time (= personel ressources)**

Most frequent limiting factor!

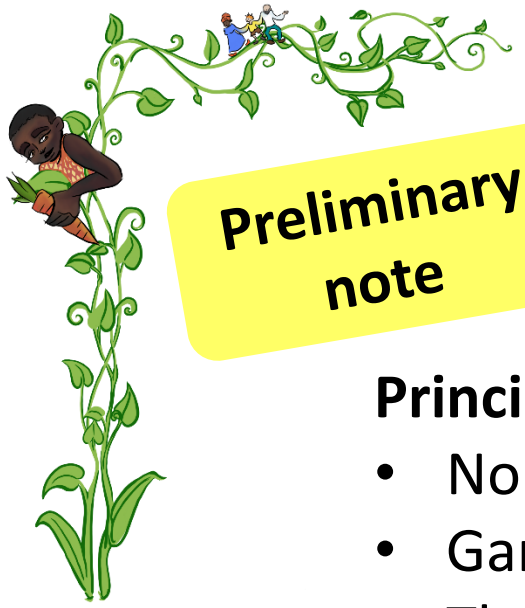
targetted & aware of limits

Maintainance effort and Learning chances

Garden element	Maintainance effort	Learning chances
Beds with annuals (vegetables, herbs, flowers)	very high	very high
Beds with perennials (herbs, flowers)	intermediate	very high
Berry bushes	intermediate	high
Fruit trees	low	high
Meadow	intermediate	very high
Hedge of native shrubs	very low	very high

Maintainance effort and Learning chances

Garden element	Maintainance effort	Learning chances
Pond	high	very high
Dry biotopes (walls, stone heaps)	low	high
Wild corners	very low	very high
Compost	intermediate	very high
Lawn	intermediate	low
Pathways / squares	low-high	low
Technical facilities	intermediate-high	low-high



Preliminary note

Schoolgarden Management

Who What When …?

Principle of Pedagogic Primacy

- No garden action without pedagogic background!
- Garden work is not a punishment!
- The schoolgarden is not a projection surface for private visions!

Pedagogic objectives	Garden work
Job preparation: • Get to know green jobs • Self-responible working	• Lawn mowing (trains endurance) • Tillage / „farming“ (physically hard work) • Cutting trees (work with dangerous tools)
Nutrition knowledge	Culivation of vegetables
Science	Experiments, observation & documentation

Important stakeholders

Education authority *

Stakeholder	Ideal framework
caretaker	• technichal / manual support (repairs, maintainance) • mows the lawn (maybe)
School board	• supports schoolgardening proactively • enables instead of complicating • writes the schoolgarden support into the job description of the caretaker • installs a risk assessment for the schoolgarden (in cooperation with the school management / the security officer of the school)
Parks & Gardens department	• cares for basic garden maintainance • delivers bulk material (wood shavings, top soil, compost …) • reacts flexibly on changes in intensity of use • cares for traffic safety

* School district facilities / administration

Maintainance agreement

Education authority

example

The education authority is responsible for:

- Technical maintainance
- Traffic safety
- Lawn mowing
- Weeding along the fences
- Cutting trees (except berry bushes)
- Delivery of bulk material (compost, mother soil, wood shavings)

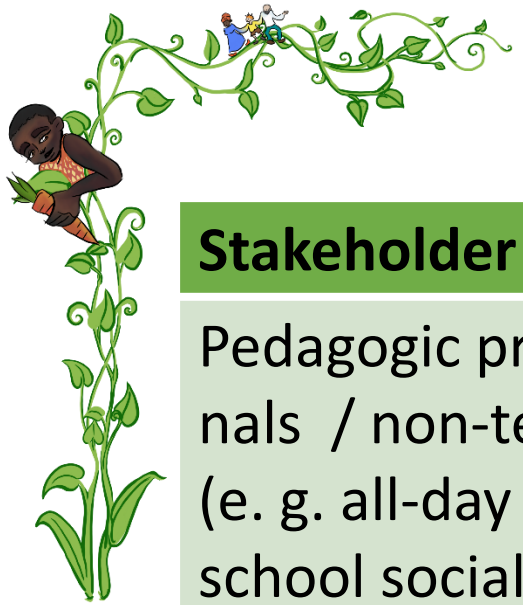
The school community is responsible for:

- Care of the beds
- Care of the berry bushes
- Management of the compost
- Sweeping leaves

Important stakeholders

teachers

Stakeholder	Ideal framework
School management / prinicipals	• strenghtens the back of the schoolgardeners (e. g. towards the education authorities) • advocates for discharging time for schoolgardeners • advertises for participation within the staff • releases schoolgardeners for trainings • proposes staff meetings about schoolgardening • cares for issues of safety and liability
Staff members (= the „other“ teachers)	• use the schoolgarden for their lessons • provide schoolgardeners a sufficient amount of discharging time • join working actions
Volunteers Trainees	• assist in schoolgarden lessons • develop educational material



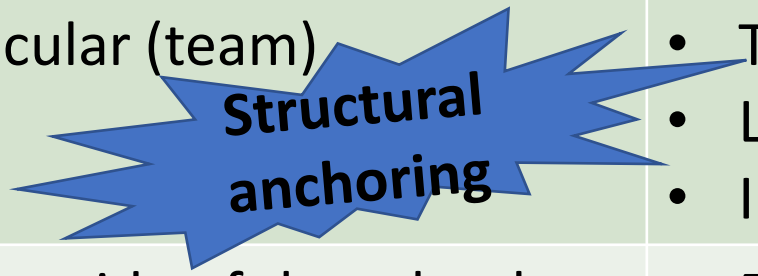
Important stakeholders

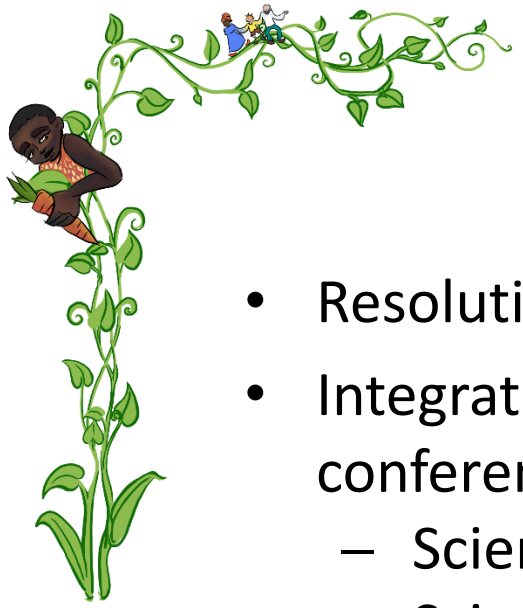
School community

Stakeholder	Ideal framework
Pedagogic professio-nals / non-teachers (e. g. all-day schools, school social workers)	• care for basic garden maintanance with a schoolgarden team in the afternoon • offer support to the teachers for curricular lessons and projects
Parents	• strenghten the back of the schoolgardeners • equip their children for schoolgarden work (appropriate clothes etc.) • join working actions • care for the schoolgarden in the summer break
Booster club / Parents association	• provides a fix annual budget for the schoolgarden • acts as project sponsor in funding requests
Extern partners / neighourhood	• support with Know-How, assistence in lessons, summer break service etc.

Most frequent organizational designs

Organizational design	Notes
Exclusivly an extracurricular schoolgarden team in the afternoon	• Does the educational authority itself organize the caring in the afternoon or is it carried out by an extern organization? • Problem: often missing link to curricular lessons
Exclusive usage in lessons (only in primary schools)	• Important: concrete integration in curriculum • Support is essential! (parents, externs)
Curricular (lessons) & extracurricular (team)	• Ideal solution • Team: management, basic garden care • Lessons: single projects • Important: good coordination (=> management!)
Gardens outside of the school ground	• Education authority is NOT responsible! Support is essential! • Garden organizations: strong support, but often „Know-it-all-attitude“





Structural anchoring

- Resolution by staff conference & school managment
- Integration of obligatory schoolgarden lessons in the working plans of the subject conferences – examples:
  - Science in primary school: basic nutrition knowledge by cultivating potatoes
  - Science in secondary school: climate protection by regional cultivation of vegetables
  - Biology in Secondary Schools: biodiversity in meadows / hedges
- **Schoolgarden library** with
  - Collection of educational material for these obligatory lessons
  - File with ideas for acitvities in further schoolgarden lessons
- Schoolgarden = annual agenda item in a staff meeting in January/February
- **Schoolgarden coordinator** with discharge time for this function

Schoolgarden coordinator
! Management !

= controlling ressources, processes etc. to achieve an objective as effective an efficient as possible

= WHAT shall we do?

= HOW shall we do it?

Management means:

- Motor
- Communication!!!
- Making out plans (booking plan, irrigation plan …)
- Distribution of tasks
- Organization of partizipation
- …

And NOT:

~~*I do all myself*~~

See you in schoolgarden!