

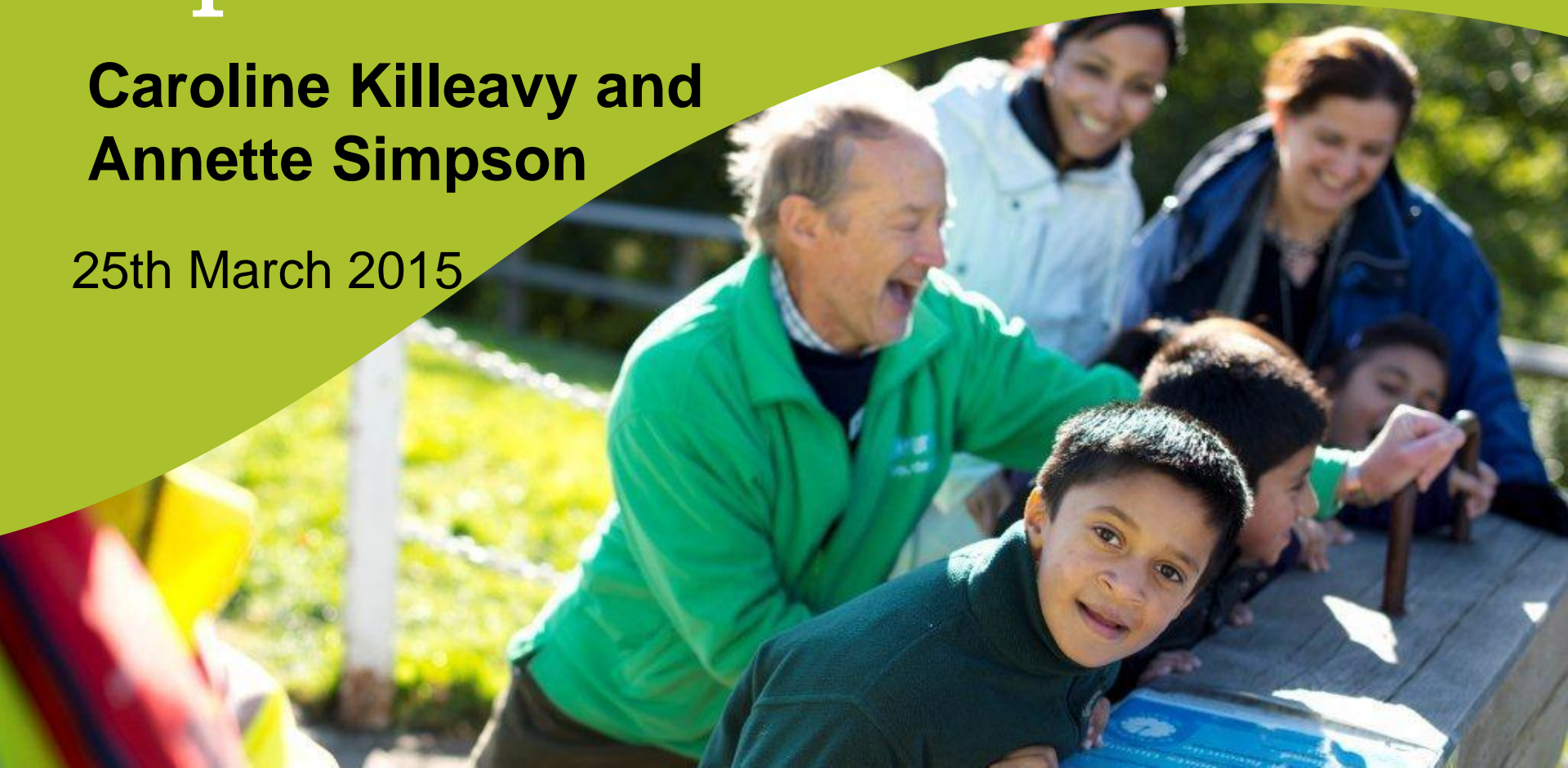


Canal &
River Trust

Education - Activity & Aspiration

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Canals are great for learning!

Learning about local canals and rivers can contribute to children's appreciation of their environment and communities.

- They learn about what is special about the places where they live and what they can do to help sustain them
- Several areas of the National Curriculum can be covered through active engagement
- It gives them an insight into other cultures and periods of history
- Outdoor visits encourage hands-on activities, exploration and investigation, catering for many learning styles



“Children get to meet volunteers from their community who can inspire them as role models.”

Why Learning Outdoors?

- Contributes to raising standards and improving personal, social and emotional development
- Powerful motivating effect on young people and beneficial impact on behaviour
- Develops appreciation of arts and culture
- Personal and social development e.g. confidence, communication, social skills, self-discipline
- Beneficial effects on well-being
- Meeting learners' needs

“Students learned much through physical understanding, whether it was the weight of the lock gates or the blacksmith’s hammer, both of which they will distinctly remember through their interaction with these objects.”

Why Key Stage 2?



- There are excellent relevant curriculum opportunities
- There is greater opportunity for topic-based learning, spanning a range of subjects
- Children of this age are easily engaged and enjoy the subject matter
- Primary teachers are not subject specialists, and welcome expert information and support
- Primary schools are keen on trips, especially to local sites
- Parental involvement in primary schools is high: projects designed for primary schools tend to have an impact on the wider community

Our Educational Principles

- Relevant and in-line with current teaching practice and curriculum needs
- Consistent high quality delivery
- Delivered by experienced and skilled volunteers managed through a central team
- Delivered at educational locations or 'hubs'
- Most of our learning resources and services are free of charge
- Delivered with a local flavour
- Rigorous safeguarding procedures



Twenty-one places have been awarded the Learning Outside the Classroom Quality Badge – the national standard that lets teachers know that our sessions are educational, enjoyable and safe.

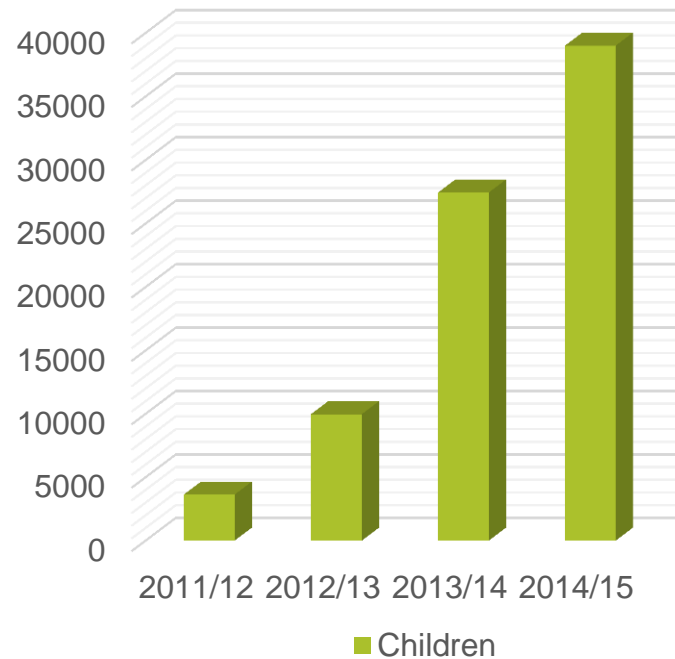
Explorers - KS 2 (7–11 yrs.)

- Professionally produced, curriculum linked, downloadable learning resources
- Direct marketing to schools
- Outreach programme delivered by 148 volunteers
- Free in-school workshops/assemblies and guided towpath visits
- Online activities and interactive games for classroom and home
- Specialist organised events (e.g. STEM Festival at NWM)
- Other educationally relevant ‘taster’ events (e.g. Fish Rescue school days)



Current Impact

Delivered quality learning for nearly 40,000 children this year – up from 3,600 in 2012.




"All of the staff and volunteers that we met were very friendly, helpful and knowledgeable. The children learnt a lot and thoroughly enjoyed themselves."

Current Impact

- Recruited, trained and supported 148 education volunteers with further recruitment ongoing at new sites
- Over 1,500 named teachers on marketing database and circulating half-termly newsletters



“There is so much to share with young people about our wonderful waterways and I feel honoured to be part of such an enjoyable experience. I have learnt so much myself over recent years and volunteering with CRT has given me a whole new dimension to my life.”

A group of young boys in Scout uniforms are looking at a bat-shaped paper craft hanging from a tree branch. The boys are wearing green sweaters and green and white striped neckerchiefs. The bat-shaped paper craft is made of paper and has a yellow border. The background is a blurred green outdoor setting.

Uniformed organisations provide fun, challenging and adventurous opportunities for children and young people.

Our activities and volunteer-led visits support groups in achieving badge work and challenges.

STEM - KS 3 (11–14 yrs.)

- STEM learning programme (provisionally named Brindley's Brainwaves), fostering an interest in engineering and science
- Curriculum areas: Maths, Science, Design & Technology
- Corporate partnership with Rolls Royce
- Social action is attractive to teachers

“They would provide a fresh change to the usual style of teaching because it’s more informal. Pupils are more happy to ask questions and don’t mind as much when they get things wrong because young people are seen more as peers, rather than the person in charge.”



“While it’s mainly about engineering, with a bit of science and tech, it really delivers collaborative and experiential learning, which is much more heavily empathised in the new curriculum.”

Discussion

- We currently measure the volume and quality of our work. Do the council have views/experience/advice on where we should start in measuring the social impact of our educational work?
- As we move into new areas of education, such as skills development in young people and the secondary STEM curriculum, what do you think are important factors we should consider?
- Is it the right approach for the Trust to deliver programmes directly or should it favour partnership working with established education providers?
- Much of our educational offer is delivered free of charge and available to all who request our services, subject to availability. What is the Council's view?
- What do the Council think of our plan to extend our educational offer to different markets? Are there other markets where Council would wish to see us explore, not already identified?



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