

ECEC SUSTAINABILITY FORUM: **MEETING MINUTES**

DATE: 22nd February 2022

TIME: 11:00am

Attendees:

Cheryl Hadland
Rebecca Atherton

Tops Day Nurseries
Early Years Volunteer Programme
(Knowsley)

Claire Brown

N.Family Club

Nick Corlett

LEYF

John Siraj-Blatchford

OMEP-UK

Sam Green

Prasinus

Naomi McLeod

Liverpool John Moores

Diane Boyd

Liverpool John Moores

Janet King

CACHE

Mark Bird

Childbase

Amanda Hubball

Alfreton Nursery School

Jan White

ECO

Dawn Jones

University of Wolverhampton

Peter Ttofis

Tops Day Nurseries

Peter Ellse

Cosy Direct

Adela Capkova

Creating Classrooms

Gill Heyhoe

Watermead Day Nursery

Kyla Fory

Watermead Day Nursery

Apologies:

Louise Lloyd-Evans

Young Friends/SNAP

Barbara Chaitoff

Tops Day Nurseries

Enya Mooney

Enya's Childcare

Minute-taker:

Thobani Mathenjwa

Tops Day Nurseries

Item	Topic	Who	When
1	Approve last minutes <i>Outstanding actions:</i>		

	<p>Before the actual commencement of the meeting: Sam Green shared a link, citing that it is an information gathering tactic to know about people's understanding of sustainability in early years – Shared Link</p> <p>This is to be completed by the nursery attendees (amongst other people).</p> <p><i>Cheryl Hadland: The Nursery World will be having a conference soon, and I'm meeting with Liz Roberts virtually later today. I will come back to the group to see what we can do about getting you (John Siraj-blatchford) and some, slots to speak and showcase what you're doing so that we can try and get back to the rest of the sector.</i></p>	Sam Green Chery Hadland	02/22/22 Not Specified
2	<p><i>STEM and Sustainability – Context</i></p> <p>Amanda Hubball – Alfreton Nursery School, shared a presentation (see attached PowerPoint)</p> <ul style="list-style-type: none"> Entered the Rolls Royce schools prize for science and technology because stem learning and environmental education are two of the underlying values and principles of their school. Project was based around environmental education linking Community cohesion and partnerships with business, along with mental health and well-being. Seasonal change in the Hive Teaching and Learning in the STEM Hive - Trying to help children to understand that nature got there first. We promote the environmental side of everything, hence most of the material in the hive are recycled/repurposed. Perseverance in natural engineering – Taking a look at how ants use their own bodies to build bridges for them to cross from one place to the next. Sensory Exploration (sensory play) – We have three pods in the stem hive: one looks at global warming, one looks at deforestation and one looks at pollution. 	A. Hubball	22/02/22

	<ul style="list-style-type: none"> • Maths Play – Use repurposed flat wood as chalk boards, recycled tyres and bricks which were all donated - for mathematical demonstrations. • Role Play – For every topic or subject of the day, we use props to make the point more understandable to the children. • Science investigation – using telescopes and magnifying glass. • Cross-curricular learning – maths and technology. • Environmental Learning – Children give their take on deforestation, pollution etc. • Light and sound • Recording and communication. • Adult led – Planting, Story sessions (equator, atlas) • Collaboration using recycled materials and natural environment. • Child led – Children do challenges that we set in the beginning of every session in the Hive. • Animal habitats – with the help of a local secondary school, we created a space that grew ethical food in its exterior – for homegrown food that locals and parents can even harvest (plant-based food). • Natural beauty – children operate in a place that is cared for and controlled. • Community relationships – working together to build a legacy of love and respect for all. 		
3	<p>Remarks After presentation:</p> <p>Diane Boyd - Liverpool John Moores (Request)</p> <ul style="list-style-type: none"> • She wanted Amanda to share her presentation with the rest of the group – PowerPoint slides, because she also wants to implement the things she spoke about at her nurseries as well. <p>Nick Corlett – LEYF</p> <ul style="list-style-type: none"> • He truly loved the outdoor spaces and the props that were being used, especially the Caterpillar guard idea (the one made from metal). 	<p>D. Boyd</p> <p>N. Corlett</p> <p>22/02/22</p>	

	<p>Naomi McLeod – Liverpool John Moores (reiterated Diane's sentiment)</p> <ul style="list-style-type: none"> Wanted the presentation and its content to share with their nurseries. She admired the way how Amanda and her team incorporated the philosophy for children in terms of love and respect for all. <p>John Siraj-Blatchford – OMEP UK</p> <ul style="list-style-type: none"> Commends Amanda for basically providing the practical example of what He is about to present about STEM. 	<p>N. McLeod</p> <p>J. Siraj-Blatchford</p>	
4	<p>John Siraj-Blatchford – OMEP UK, shared a presentation (see attached PowerPoint)</p> <ul style="list-style-type: none"> How do children learn about potential occupations? – The question is at what extent do we stereotype them ourselves? John argued that even with these STEM career paths, what one might consider as soft skills still do come as a requirement – such as communication (being able to write and argue a case), creativity and overall literacy. Children need to know what a person does in terms of their occupation – (a) Does the National Curriculum Subjects or the EYFS areas of learning and development support this? (b) Does STEM: [Science, Technology, Engineering and Mathematics] or SHAPE: [Social Science, Humanities and the Arts for People and the Economy]? As a reaction to STEM, SHAPE was created by the arts council to encourage people to sought out career paths that also involve things outside the scope of STEM. Most gendered occupations in the UK now: 97.77% highest proportion of females as Nursery nurses and assistants (Earning £12,250 at Level 3), and you have 99.19% Highest proportion of males as Vehicle technicians, mechanics, and electricians (Earning £26,068 at Level 3). “STEM is part of the problem not solution.” A Sustainable Curriculum needs to be integrated and transdisciplinary (relating to more than one branch of knowledge). 		

- **The Education Problem:** Many Boys prefer and are confident in STEM and are not motivated by literacy and language. Many Girls prefer and are confident in Literacy and language and are not motivated by STEM.

Solution: “Encourage more girls to do STEM and more Boys to do literacy and language.” (Do not focus on this line of things, but focus on what motivates them and try to integrate that with what they lack)

The Sustainability Problem: The “wicked problems” of climate change, environmental destruction and threats to biodiversity require multi- or trans-disciplinary solutions and innovations.

We need a **more integrated curriculum and not less.**

- Three pillars of sustainable development – (a). Socio-cultural, (b). Environmental, (c). Economic.
“Development that meets the needs of the present without compromising the ability of future generation to meet their needs” (Brundtland, 1987).

The three same pillars exist in Sustainable Consumption in the preschool as well: “green” cleaning fluids and detergents, non-plastic products and packaging, and “green” energy suppliers.

The ‘three pillars’ are more than just a policy prescription – they are at root an ecological survival imperative.

- Every organism must account for costs, sustain energy and resources, and consider the potential payoffs in pursuing different courses of action.
- We need to teach children that there is no single answer to the solution of ‘Wicked problems’ (sustainability problem).

5	<p>Remarks After presentation:</p> <p>Cheryl Hadland – Tops Day Nurseries</p> <ul style="list-style-type: none"> • Einstein said: “You shouldn't train fish to climb trees”, if a child, particularly is interested in one thing, then you must use that, do not try to change them, and make them do something that they're not interested in. • I've just tried with the APPG to get them to take on sustainability for the next year and I was out voted. We're running out of ways to reach out to the DfE to come in and redress this sustainability issue, because the DfE focuses on the competitive side of education and being the best when sustainability is about collaborations and engagements. 	C. Hadland	
6	<p>AOB</p> <p>Next meeting topic: 'Measuring Progress in Early Childhood Education for Sustainability'</p> <p>Speakers:</p> <ul style="list-style-type: none"> • John Siraj-Blatchford – OMEP (UK) • Mark Bird – Childbase • Nick Corlett – LEYF • Cheryl Hadland – Tops Day Nurseries 		

Next meeting: 5th April 2022 at 11:00am.