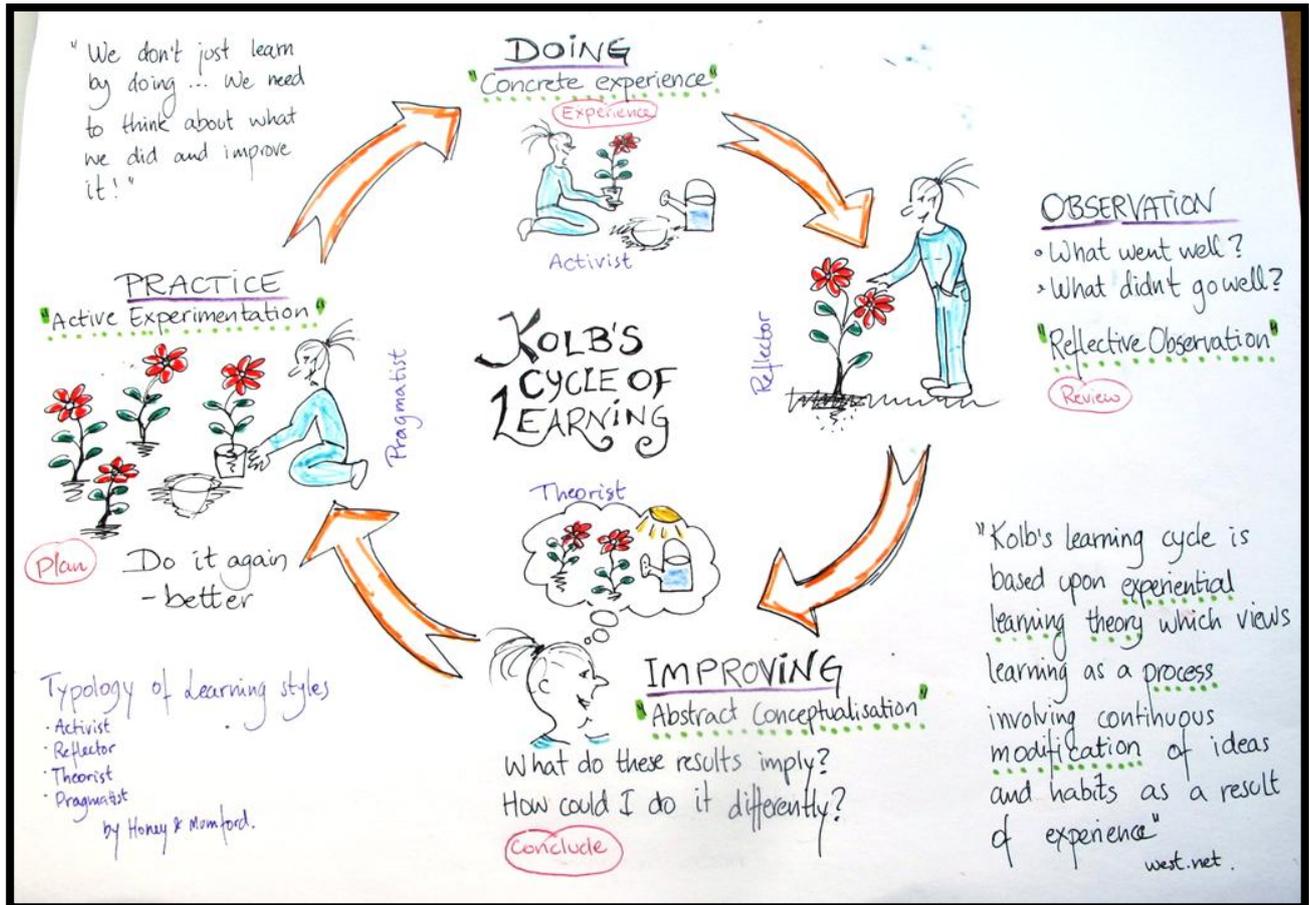


# Becoming an awesome permaculture teacher



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Diploma in Applied Permaculture

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# Becoming an awesome permaculture teacher

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## Aim

This design is about teaching and about fulfilling my long term goals, especially:

To be an effective agent in expanding and disseminating education in and knowledge of permaculture as a means to make regeneration of the resources of the Earth possible.

## The Problem

Permaculture needs to spread faster and wider, especially in Denmark.

I need a meaningful occupation where I can apply my idealism, knowledge and skills.

## The solution

To become an awesome permaculture teacher.

## Apply self-regulation & accept feedback

My first experience of permaculture teaching was on Andy Goldring's Permaculture Educators' in 2010. The contact with Andy and with Friland was to change my life as this experience watered seeds in me that started to sprout.

I was asked if I wanted to be Andy Goldring's assisting teacher on the Permaculture Educators' Courses (PEC) sometime in early 2011. I was quite surprised that I was picked for this job and was so happy about the prospect of becoming a teacher of permaculture that I signed up to co-teach with George Sobol in Ukraine August 2011. In early 2012, when Klaudia van Gool took time to explain me the diploma pathway, I decided that becoming a teacher was a logical step for me and that it should be part of my diploma. I have assisted and co-taught with Andy on the courses four times so far.

Co-teaching the PDC in Ukraine with George Sobol and Joe Atkinson was a fantastic opportunity to learn more. We used interpreters and an outdoor space in connection with a *dacha* belonging to the coordinator of the course. It was a steep learning curve, teaching one, two or three sessions per day and preparing them the night before. I proved to myself that I could actually teach. Referring to Kolb's Learning Cycles, described below, I had my first concrete experiences of teaching permaculture and could proceed to the reflective observation of

This design uses

### **Kolb's cycle of learning**

- Observation – Reflective Observation
- Improving – Abstract conceptualisation
- Practice – Active experimentation
- Doing – Concrete experience

However, since learning is never linear and rarely circular, I have adapted the learning cycle to increase its relevance to the particular learning design presented here.

what went well and the do differentlies. I also found ways of improving my teaching so I could do it better next time.

The next step was to design an introduction course and teach together with my friends from the diploma guild. This was an act of active experimentation in the Learning Cycle. Based on Joe Atkinson's "Off-the-shelf introduction to permaculture" the first three introduction courses came alive with an increase in the number of participants signing up and an increasing number of tweaks to the original design.

### Kolb's Learning Cycle

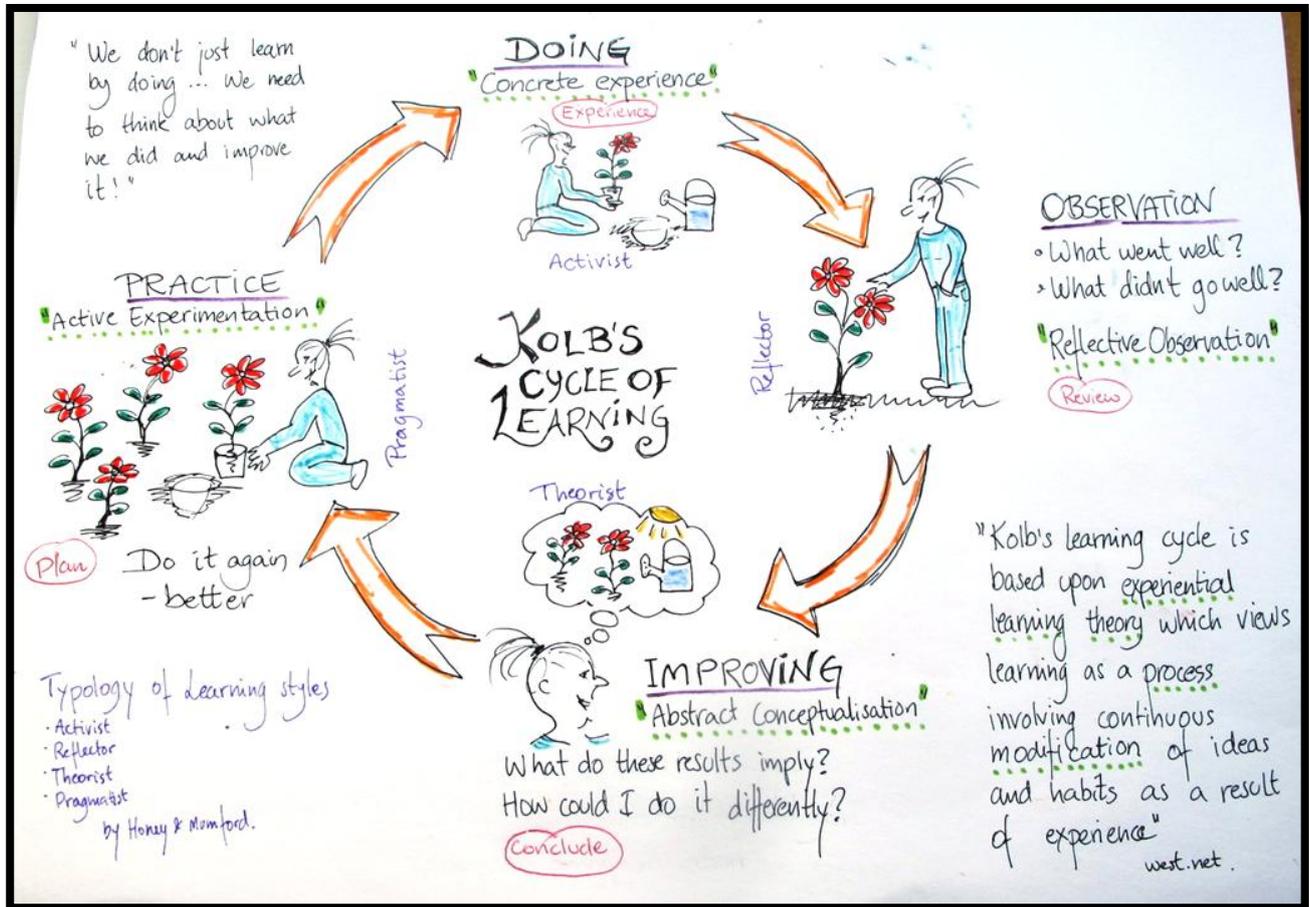
I got inspired by this model many years ago and had it at the back of my head. The focus on action learning made me revisit the model, do some investigation and bring different influences into it that corresponds to the way I think about learning, and the terminology that I'm more familiar with in permaculture circles.

The result is the illustration below. Starting with Doing something, ie. getting a "concrete experience" leads to "Reflective Observation" of what happened. Improving the result with "Abstract conceptualisation" leads to conclusions on how to do the next step of "Active experimentation" or further practice or planning how to do it better which in turn leads to the Doing and getting more "Concrete experience" etc. Scholars have further developed the concept to connect to preferred learning styles and suggest Activist, Reflector, Theorist and Pragmatist. Identifying mostly with the pragmatist I become more aware of the other stages of learning and able to integrate them more. Especially the "Reflective Observation" part of the cycle is important for permaculture and this diploma action pathway.



Top left: Teaching on the PEC, October 2012 (photo: Andy Goldring). Top right: Teaching on PEC October 2014 (Photo Guisepe). Bottom left: Teaching Tale of two chickens in Ukraine with George Sobol translating

to Russian, August 2011 (photo: Joe Atkinson). Bottom right: Teaching a practical lesson on soil in Ukraine, August 2011 (photo: Joe Atkinson).



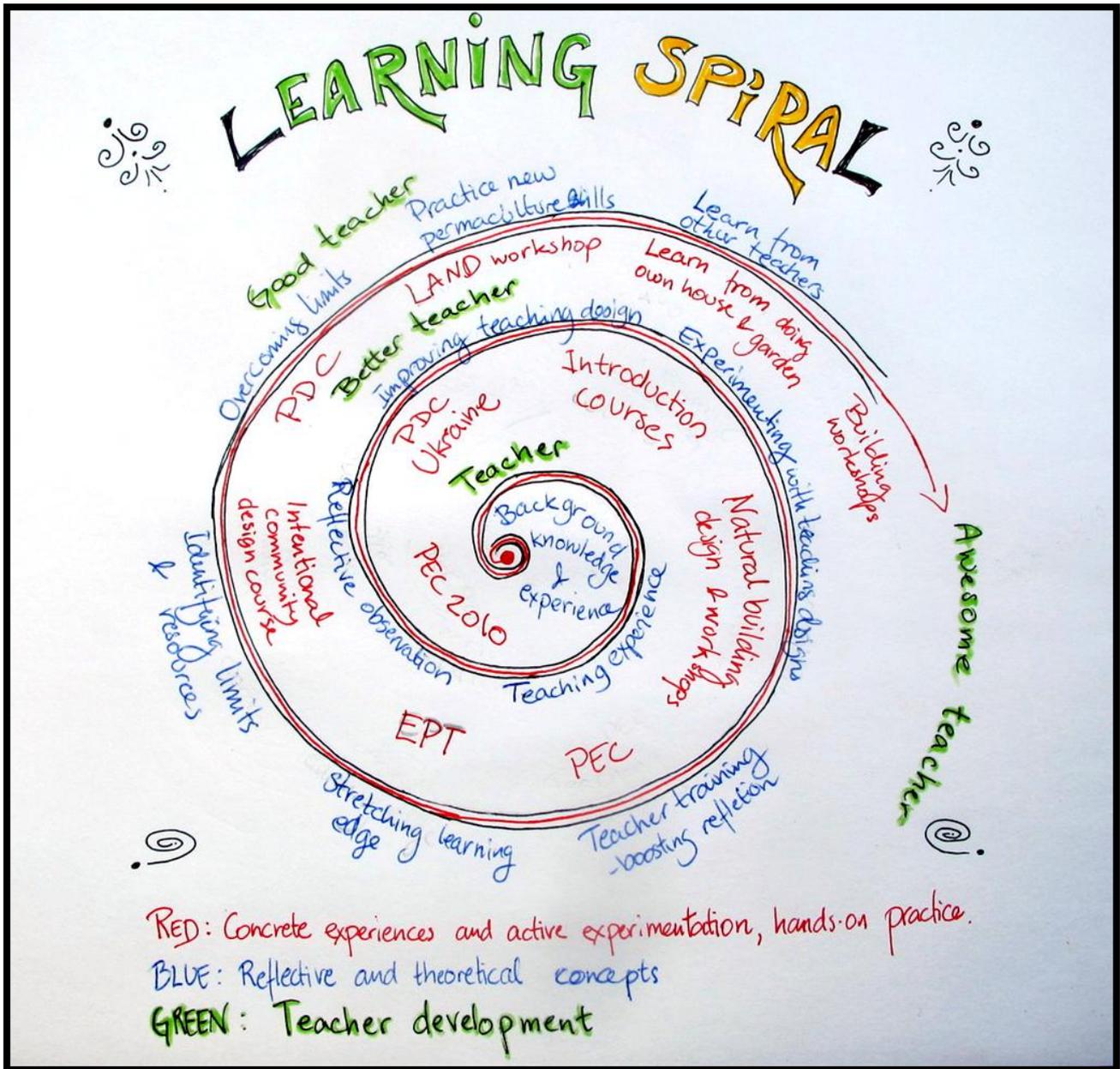
Figur 1 Kolb's Cycle of Learning with adapted terminology. Words in "" are original Kolb terminology. Source: wikipedia

## Designing the Teacher Action Pathway

My initial design was to get as much experience as possible and go through the cycles of learning on how to teach (see the Design of the Action Learning Pathway). Said differently, my edge or comfort zone should be stretched. Integrating the learning from the previous experiences as a teacher I started designing my teaching pathway by observing firstly my own capability and skills and then others'. With inspiration from Andy Goldring and Looby Macnamara, I designed questions to see my pathway in a clearer light.

- Monitoring of experience: What background experience do I have within knowledge of permaculture and teaching methods?
- Training Needs Assessment: What do I need to know to be a good teacher?
- Identifying skills to improve: Based on the training needs assessment what should I focus on?
- Observation and reflection: How did other teachers become awesome?

- And as permaculturalists we need to ask ourselves: How are permaculture ethics integrated in becoming a teacher?



My teacher action pathway turned into a spiral based on questions from Kolb's learning cycle and the "Design Web" presented below.

Becoming a better teacher is probably a never ending story. Observation of self and others leads to identifying skills that could be improved and new opportunities challenges our abilities. Viewing Kolb's Learning Cycle as a spiral instead of a cycle allows the conceptualisation of developing skills and expanding

the edge of knowledge. The spiral can also be seen as concentrating the experiences harvested into the center, the teacher, making them an integrated part of the skill set with greater and greater ease.

### Monitoring of experience

I have recorded my experience with permaculture below. Before this, my master in geography included natural resource management, land use, soil conservation, hydrology, watershed management, climatology, community development, socio-economic geography, GIS, international development studies, planning, political ecology, sustainable development and much more. However, I never discovered sustainability through these studies as I have done in permaculture. Focussing on the solutions was key.

I got a bit closer to working with permaculture in South Africa and through an NGO that sent me to Nepal and later Vietnam, where I also worked for the Ministry of Foreign Affairs. Lots more experiences with natural resource management and community development follow and I mixed it with journalism to tell the stories. I realised that permaculture was still the missing link.

People come from different backgrounds into permaculture, e.g. biology, building, architecture, teaching. I come from geography, international aid and development, natural resource management. My experience is coloured by understanding of poverty and food shortage, high child mortality and gender inequality in a global setting. My approach to permaculture is therefore international, looking at patterns of wealth and calories distribution globally. Coming back to Denmark set the focus to local.

Below I have recorded my experience of either teaching/facilitating a workshop or participating on one. In reality, the role as participant and teacher/facilitator is often blurred, because we also learn while we teach and often get the chance to share our knowledge with others while participating in a course.

<b>Record of experience as teacher/facilitator or participant within permaculture</b>				
<b>Activity</b>	<b>Place</b>	<b>Month year</b>	<b>Teacher/ Facilitator</b>	<b>Participant</b>
Introduction course	Vestergor	July 2007		X
PDC	Rainbow Valley Farm, NZ	February 2010		X
PEC	Friland, DK	October 2010		X
Applied pc: natural building	Panya project, Thailand	January 2011		X
PDC Ukraine	Ukraine	July 2011	X	
Introduction course	Hegnstrup, DK	September 2011	X	
Presenting permaculture	Grøn Hverdag	October 2011	X	
Introduction course	Svanholm, DK	December 2011	X	
Introduction course	Friland, DK	April 2012	X	
Presenting permaculture	Grøn Hverdag	March 2012	X	
Herb spiral workshop	Prags Have, Copenhagen	March 2012	X	
Herb spiral workshop	Hvalsø, DK	June 2012	X	
EuPC and EPT	Germany	August 2012		X
EPT	Slovenia	September 2012		X
PEC	Friland, DK	October 2012	X	
Forest garden design	Ananda Gaorii, DK	February 2013		X
EPT	Portugal	March 2013	X	

Introduction to gardening course	Friland, DK	April 2013	X	
Teacher Training	Leeds, UK	May 2013		X
EPT	Leeds, UK	May 2013		X
PEC	Friland, DK	June 2013	X	
PDC	Svanholm, DK	July 2013	X	
Intentional Community Design course	Ananda Gaorii, DK	July 2013	X	
PDC	Ananda Gaorii, DK	July/August 2013	X	
EPT	Spain	September 2013	X	X
PEC	Friland	October 2013	X	
LAND presentation	Hallingelille, DK	November 2013	X	
LAND presentation	Friland, DK	February 2014	X	
LAND workshop with Louise Cartwright	Copenhagen	February 2014	Convening	
Introduction course	Friland	May 2014	X	
EPT	Friland	May 2014	Convening	
PDC	Svanholm	July 2014	X	
EPT	Bulgaria	July 2014		X

## Training Needs Assessment

I used the same Training Needs Assessment table as used on the “Permaculture Educators’ Courses” (PEC) with Andy Goldring and scored myself according to the same criteria. The result was:

**October 2010:** All topics mostly new stuff to me.

**October 2012:** I’ve got some knowledge, but not confidence.

**June 2013:** I have redone the training needs assessment. All topics are up at least one notch. Much more confident on all topics. Ability to design a new session fitting into the schedule.

**October 2013:** More general confidence. Could teach all sessions if necessary.

## Identifying skills to improve

The Training needs assessment pointed to areas that I need to understand and practice more. Having the theory in place, I mostly need to find more

Training Needs Assessment

Competence Cycle	“Unconscious incompetence”	“Conscious incompetence”	“Conscious competence”	“Unconscious competence”
Comfort zone	Unknown	Stretch	Comfort	Luxury
Session	Don't know much about it	I can talk about it	I can do it	I feel confident about it
Facilitation skills		X		X
Training Needs Assessment (TNA)	X		X	
Running site tours		X		X
Evaluation methods		X	X	
Accelerated learning	X		X	
Creating positive learning environments	X		X	
Competence cycle		X	X	
Action Learning	X			X
Inclusion methods		X		X
Work with different sized groups	X		X	
Organising courses		X		X
Edge events/ games / energisers.	X			X
Preparing session plans	X			X
Creative Teaching methods	X			X
Running practicals		X		X
Course design	X		X	
Training skills	X		X	
Presentation skills			X	X
PDC Group Design exercise	X		X	
Course follow up		X	X	
Opening and closing circles		X		X
Student support groups / buddy groups	X		X	
Setting ground rules	X		X	

Red X marks the level in 2010, while the green X marks the level in 2014.

opportunities to teach and get concrete experience to further the Learning Spiral. I also feel the need to get more practical hands-on experience with permaculture, especially cultivation of perennials, green building and community engagement.

### **What makes a good teacher?**

My first notion of a good teacher was inspired by the teachers of permaculture I had already had the pleasure to know.

When I look at the great teachers I know, there is some kind of magic that happens when they teach. I think the compassion about what they teach transforms into an energy that can be felt by all.

The P P P P P P P P S taught by Andy – proper planning and preparation prevents piss poor performance – is a security, enhancing good teaching design (see further details later).

Generally good listening skills, good skills within permaculture, facilitation, a big heart, humbleness, authority, interpersonal skills, intrapersonal skills belong to a good teacher. And also good knowledge of how-to-do-stuff, technology, materials, methods, practices, tools, plants, soil, water, climate etc.

### **Reflection**

The title of this section is “Apply self-regulation & accept feedback”, a Holmgren principle which was chosen because for a teacher, this is one of the key principles. It is about how we learn, how we are relating to our students, how we monitor and evolve our practice and how we assess what we have achieved. “Assessment is what makes teaching teaching”, says Andy Goldring, meaning that if we fail to understand how much the student have learned, we won’t know if our teaching was effective and cannot adjust our sessions to the needs of the students.

### **How are permaculture ethics best integrated in becoming a teacher?**

When we take on the task of teaching permaculture we also become active advocates of permaculture ethics. We become the embodiment of the ethics in the eyes of our students, because permaculture is a way of living and being. It is important that we become good examples of what we teach (without becoming fanatic, in my opinion).

When designing the Action Pathway below, I made sure that the ethics were checked before moving on. Choosing good examples (like patterns in nature and how to integrate local community) will direct people towards valuing these resources.

In general, teaching permaculture is probably one of the most effective ways of increasing all three ethics, because we enable more and more people to understand permaculture and get skills that enhance organic living and minimises the negative impact on the earth.

The set of five questions increased my learning edge and moved me along the spiral path. It identified limits and helping factors and set the focus on what a good teacher would look like. I did assessments of how my progress was coming along. I was ready for the next loop on the spiral.

## “Design Web” Action Pathway

The Creative Teaching course, which is part of the European Permaculture Teachers’ partnership meeting in Leeds May 2013 and held with Looby Macnamara, had a session about designing one-self as a permaculture teacher. The elements of this session inspired me to put together a design for facilitating participants’ teacher action pathway at the Permaculture Educators’ Course’ I was teaching shortly after with Andy Goldring at Friland, June 2013. I used Looby Macnamara’s Design Web from her book “People and Permaculture” to make sure I was covering the different aspects needed to form a design for the pathway, the idea being that participants would be clearer about their own capacities and direction when thinking about a plan for the future.

### Reflection questions

The flow consists of a series of reflection questions mostly asked by the end of the day where students have reflection time to capture most significant learning of the day. One session integrated the different reflection questions and another session put focus on the next steps forward.

The reflection questions were related to the theme(s) of the day:

#### Day 1: Introductions and discovery

1. What makes a good tutor? (design web: Vision)
2. Dinner interview in pairs: Why do you want to become a(n even better) teacher? (design web: Ideas)

#### Day 2: Principles of learning and training

3. Find a pattern in nature, a plant or flower, that represents you as a teacher and explain why and how the different parts of the pattern relates to you as a teacher, including different learning and teaching styles. (Design web: patterns)

#### Day 3: Organising courses

4. What helps me on my pathway as a teacher? Internal help (skills, strengths etc.) and external help (friends, community, teaching resources etc.). How can you optimize them? (Design web: Helps)
5. What are my current limiting factors? How will I overcome them? (Design web: Limits)

#### Day 4: First teaching practice – micro-teach sessions in pairs

6. What do I need to integrate more into my teaching based on helps and limits identified and how do I do it? Identify one action that will meet at least three functions of overcoming limits and using helps (Design web: integration)

#### Day 5: A practical day outside

7. What do you like most about yourself? (Design web: Appreciation)

**Day 6: Open space discussion**

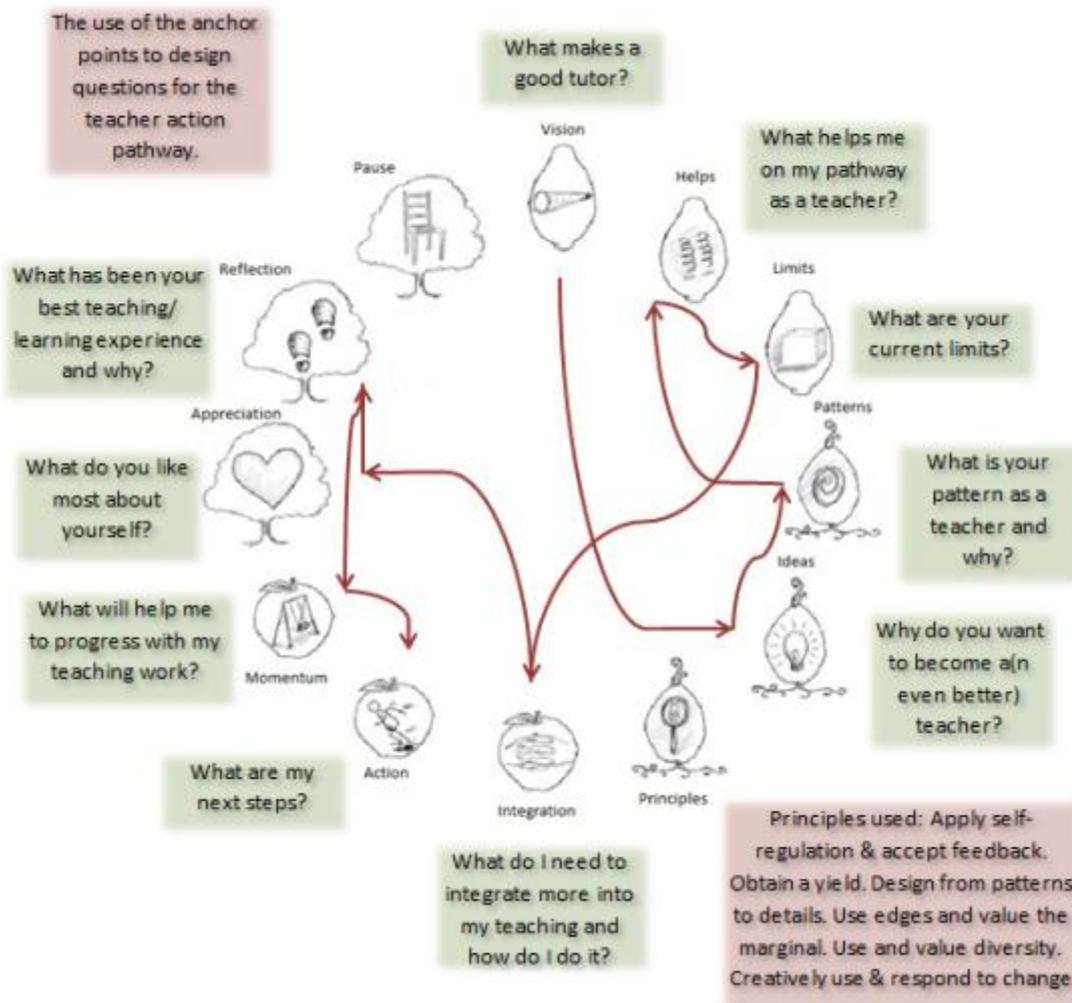
8. What has been your best teaching/learning experience? What were the characteristics that made that learning experience so good? (Design web: Reflection)

**Day 7: Final teaching practice**

9. What will help me to progress with my teaching work? (Design web: Momentum, Action)

**Day 8: Evaluation and next steps**

10. What are my next steps?



The questions culminated in a session focusing on the integration of the answers. The participants shared their answers with the other participants on posters, discussed the different points and moved on to start



My interests have always been on the relations between humans/human society and nature – the essence of geography and permaculture. I have lots of background knowledge from geography and work. I have also worked with project management, organization and leadership as well as communication, graphic design and journalism. However, my knowledge has yet to be fully applied in practice, either through teaching or doing, to be of real value. Teaching permaculture will be a very fulfilling pathway to integrate this knowledge with new skills and inspiring others to make this world a harmonious place to live.

Generally I believe a good permaculture teacher should have a diversity of knowledge, skills and practical experience. Applying permaculture theory in practice is what makes permaculture permaculture.

**What makes a good tutor?** This question was answered above.

**A pattern in nature that reflects me as a teacher:** the dandelion – taraxacum officinale. It is beautiful and bright as the sun in flower. It is edible and healthy, both roots, flowers and leaves. It has a hundred seeds, spreading lightly with the wind and easily colonizing new territory. It is robust and perseverant, pushing through tarmac, and when cut down it reemerges.

In times of trouble, the qualities of the dandelion are good to remember and embody.

**What helps me on my teaching pathway?**

Externally: Nature, friends, the permaculture community, teaching resources, having teachers around to get inspired from, being heard, use of participatory methods, peer learning, The European Permaculture Teachers' Partnership, teaching opportunities.

Internally: Hearing myself, trusting myself, overcome timidity, practicing skills, preparing.

**What are my current limiting factors?** I need a base of my own where I feel at home. I need land of my own to experiment with. I need more practical experience.

**What do I need to integrate more into my teaching and how do I do it? Needs:** Practice didactic tools, get more teaching opportunities. I've got enough knowledge, I need to apply it. Teaching materials: develop more gadgets, cards about games, principles, ethics. Find teaching partner to learn from and inspire my teaching.

**What has been my best learning/teaching experience and why?** All of them have been quite good. But the ones where I experienced the wisdom rolling out of my mouth, spell-binding people and myself have been fantastic moments of integration of knowledge, participants open responses and my own surprise. Also the moments of facilitation where something that was not understood by participants before suddenly come



clear and the little bright lights shine in their eyes. And finally, dynamic teaching in a team, feeling supported and valued by the other, increasing edge, humour and learning of all.

**What will help me progress my teaching pathway?** Being in a teaching team. Teaching from practical examples that I have created and understand well.

**What are my next steps?** Find teaching partners. Create a place of my own to teach or convene teaching. Create a plan for workshops for the next year.

I identified skills to integrate and changes to make to become a better teacher. Two of these actions of integration and change are described here – getting clear on session plans and creating a new introduction course, while a longer list of actions are found by the end of this design.

Going through the questions after some time will refocus the learning experience and it will become obvious whether the learning edge has been stretched and a new level of the Learning Spiral has been achieved or whether it needs more attention.

### **Action: Getting clear on designing session plans**

A session plan is a kind of design, following a certain pattern and identifying inputs and outputs. Referring to Kolb's Learning Cycle it is an efficient tool to become an effective teacher as it allows recorded reflection, improvements on the design and active experimentation leading to new concrete experiences.

Functions:

- Includes appropriate methods and knowledge
- Testing new skills in teaching
- Feeling more confident
- Giving the best possible session
- A good session plan allows the teacher to improvise and have a plan to fall back on



*Left: Participants on the intro course preparing a hugelkultur in 1 hour to stimulate kinesthetic learners.*

*Right: Groups working on design based on client interview and a base map of Tove's property. Peer learning is one of the most effective ways of learning.*

A well designed session plan can be evolved, adapted and shared with others. A tutorial made by me at the EPT meeting in Spain 2013 on how to design session plans is available on: <http://permateachers.eu/how-to-create-a-session-plan/>

### **Evaluation of design**

Being systematic in designing session plans is very useful skill to have. Especially the session plan's focus on learning outcomes was helpful in order to design effective sessions. Assessment should be built into each session plan, so that the teacher will know whether the student has achieved the learning outcomes. This is a function that I will work more with in the future.

### **Action: new introduction course**

The opportunity arose for me to teach an introduction course in May 2014 together with my landlady Tove on Friland.

Functions:

- Finding a teaching partner
- More experience
- Adapting course to suit my skills better and stretch my edge in teaching
- Experimenting with new methods

Tove is herself a teacher and great at convening a course, so she was the perfect partner. She wanted permaculture design ideas for the garden and I suggested doing an introduction course focussing a design exercise on the garden. She agreed and I worked out a course schedule and a scheme of work (translated in the appendix) and sent out invitation on social media and own email list.

The schedule was adapted from the previous introduction courses and new elements and teaching materials were included, e.g. picture cards to start conversations around ethics, games cards to draw when an icebreaker, game or energizer was needed and cards for Holmgren's principles to be placed around the garden at appropriated places for participants to find and discuss the meaning.

The scheme of work can be viewed [here](#), including the schedule of the introcourse.

### **Evaluation of the new introduction course**

**What worked well:**

- The workshop had the right amount of participants and made a monetary surplus.
- The dynamic between me and Tove worked really well.
- The course engaged a range of different learning types – kinaesthetic, auditory, visual.

- The facilitation altered between teacher talking, asking questions, participants reflecting, participants in two-by-twos and groups and giving feedback.
- The dynamic facilitation gave participants multiple sources of information and chance to network.
- The balance between outdoor and indoor work, hands-on and intellectual work, theory and practice seemed to work well.
- Hugelbed in 1 hour worked really well to concentrate energy and engage everybody.
- The design ideas based on client interview were imaginative and people had fun creating them.
- All participants expressed real content with the course.

#### **Do differentlies:**

- Spend less time on sorting out transport logistics for everybody before the course. Include even more specific logistics in general information.
- Be sharper (not lengthier) on explaining why the ethics and principles are important.
- Make sure I know the wild salad plants better – study the plants along the path.

### **Reflection and pause**

I think education and teaching and facilitating is very noble and I would like to do it. But I will also be happy to convene courses and workshops as I quite enjoy organising events and workshops.

More practice on teaching means that I need to find more workshops to teach. Especially introduction courses as they can be managed by me alone and are easy to fit in the calendar.

The aim is to be able to teach PDCs so I should get more experience with teaching the topics within the PDC. This also means it would be good to have more practical experience with some of the topics within the PDC and in permaculture in general.

My main competences are: Teacher training, Ethics and principles, Organisation, Communication ...

Having my own place and developing it into a LAND centre works around most of the limiting factors mentioned above and will provide me with most of the experience I need for becoming a teacher:

- A place to teach
- Possibility of co-teaching with more experienced teachers
- Convening courses
- Practical examples
- Practising design skills
- Practising methods and skills of applied permaculture, including community involvement, economy, gardening, retrofitting and building, energy systems etc, etc.
- A permaculture livelihood from a variety of different sources: courses

This realisation encouraged me to buy my own property. The design for this will be described later in this document.

The guiding principle was "Accept and apply feedback". As a teacher this is the key to development, in my opinion. It keeps the mind open and the teacher can adapt to become an awesome teacher :-)

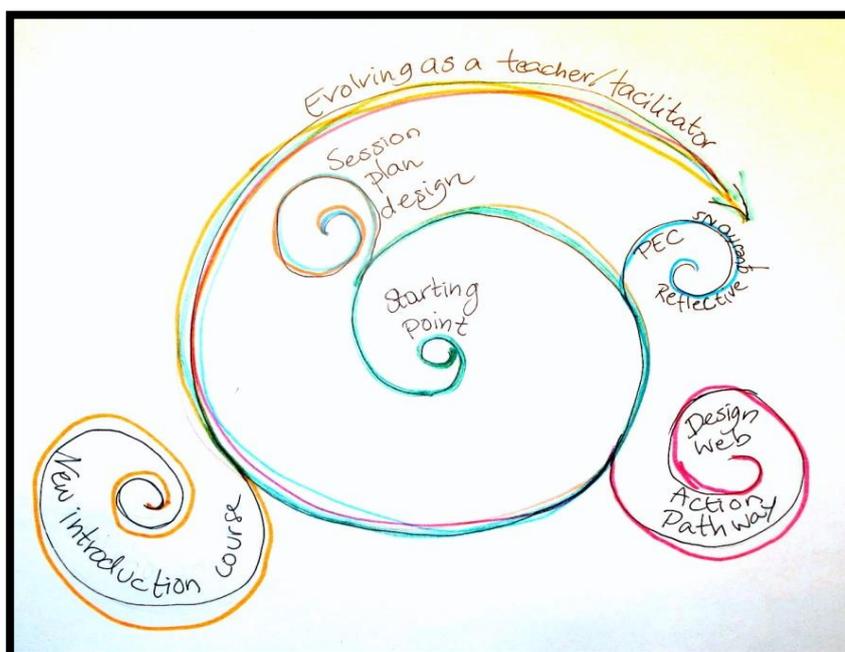
## Next steps

Continuing my teaching pathway entails deciding what workshops and courses I want to create and when. Most of the workshops would be in cooperation with another teacher. More details will follow under the LAND centre @ Orø design.

However, the list includes:

- Introduction to permaculture (2 days)
- Rocket stove workshop
- Nature connection
- Clay plaster and timber frame repair workshop
- Forest garden design workshop
- Retrofitting of an old house workshop including energy and water reduction design
- Garden design and soil conservation workshop
- People and permaculture workshop

What I would also like is to become a Diploma Tutor in Denmark, because of the bottleneck in capacity these years and because it is a role that would suit me well. I would like to take the Diploma Tutor Training in UK, because this doesn't exist in Denmark or the Nordic countries. However, different rules and traditions apply in the Nordic countries, but didactics will be the same.



*Multispiral teachers' action pathway*

## Evaluation of the Teacher Action Pathway

This design of “becoming an awesome permaculture teacher” is more a series of smaller designs fitting into one model or overall design, the Learning Spiral. Smaller designs are spiralling off the bigger spiral, so to say, to create a rich experience and enabling a sense of development.

The four smaller designs – How to create a session plan, Introduction Course, Reflection Questions in the PEC, and Design Web Action Pathway – have all been helpful in developing different levels of my practice as a teacher.

I cannot say that I have fulfilled my mission with this design yet. I have become a better teacher than was the starting point, but I have not prioritised to spend the time needed to become an awesome teacher. However, I feel teaching and facilitating are assets I can use when the place and time allows for that part of my livelihood to be developed. I have gained the confidence and skills to convene workshops and teach basic permaculture.

However, the design is really much too ambitious to be just one design on the diploma pathway. Each of the elements or actions described herewithin are designs in their own right that add to the learning spiral and have their own evolution, i.e. session planning can be done better, the design web action pathway can continue and the new introduction course can be adapted and fitted to new situations. I like the pattern of a spiral as a teacher ever evolving and expanding, see below. Smaller spirals are expanding and contracting in different tempi, adding to the overall design. So nestled within one design is several and parts of the journey represented by the learning spiral above have not been described here.

## Accreditation criteria

Demonstrating Design Skills	Applying permaculture in my own life
<ul style="list-style-type: none"> <li>- SADIM</li> <li>- Design Web</li> <li>- Session plan design</li> <li>- Kolb's learning cycle</li> <li>- Modification of the Design Web and Kolb's learning cycle.</li> </ul> <p>I have enjoyed playing with the design, understanding concepts of learning and made abstractions to the model to fit it with my thinking.</p> <p>I often have a problem with models: they describe reality in theoretical and abstract terms that reflects the thinking of the theorist, but can become a limitation to the user who understands the world in a slightly different way. Either the model is adapted to the perceived real world or the user will have to discard parts of the information about the real world. I find it more interesting to adapt the model and so I have made the modified multispiral learning pathway, knowing that it is both oversimplified and overly complex for a design. However, this is how I think about learning and becoming a teacher.</p>	<p>I have taken on the role of being a teacher and facilitator. I do not have the competence of a teacher that earns a living teaching every day and I think to myself that it may be too big a project to take on, on top of everything else that I do. I have become more relaxed and able to improvise more recently and have had to make some hard decisions on the go, which went really well.</p> <p>I still need to work hard to become an awesome permaculture teacher. I will do this when time allows.</p> <p>I enjoy being the convener of courses, making sure all logistics are in order etc. Being both teacher and convener at the same time is too much for me at the moment.</p> <p>Denmark needs more teachers and that will be fulfilled by achieving the diploma. We also need diploma holders willing to be diploma tutors and I'll be happy to take on that role. That would be a meaningful occupation amongst other activities.</p>
Learning from and developing your permaculture practice	Applying permaculture to my work and projects
<p>In working with the spiralling designs for teaching and learning I understood more about expanding and contracting knowledge. Each spiral is like a seed growing and then joining its canopy with the other trees, i.e. learning obtained from different parts of life can become part of the knowledge required to teach.</p> <p>The design would have been more effective if I had dedicated myself to become a teacher. I am happy to teach as part of a portfolio of things to do.</p>	<p>Using Holmgren's domains this project is clearly within Culture and Education, while in the 12 categories the Education category would apply.</p>

## Permaculture Educators' Course Denmark 2013

<b>Session title</b>	<b>SP31: Steps towards teaching</b>		
<b>Date, time and location</b>	<b>Saturday 9th June, 9.15 – 10.15 am (60 min)</b>		
<b>Learning objectives</b>			
By the end of the session, participants will:			
<ul style="list-style-type: none"> <li>• Have integrated the questions about; why you want to be a teacher, what helps you, what limits you, what pattern or plant to identify with, and characteristics about best learning/teaching experience with your river of life into a teacher pathway design.</li> <li>• Know how to create their teaching pathway, including vision of being a teacher and how to get there.</li> <li>• Have exchanged about their strengths and limits, patterns, helps and more and gotten inspiration for their own teaching pathway.</li> </ul>			
<b>Resources needed</b>			
<ul style="list-style-type: none"> <li>• Prepared posters with the 6 different questions and nice drawings + pens</li> <li>• Participants reflection questions</li> </ul>			
<b>Session Plan</b>			
<b>Activity</b>	<b>Time</b>	<b>Teacher / facilitator</b>	<b>Participants</b>
Session Purpose and Instructions	3	Read learning objectives and give instructions: Participants write their reflections/comments on the 6 posters with the 6 questions they have reflected upon during the last 5 days. Please circle around the posters and contribute something to each of the posters.	
Writing reflections on posters	12		Participants write their reflections, ideas, comments
Presentations	6 * 3 = 18	Get a participant to present each poster. Ask what is missing on the poster (if anything)	Participants listen and add ideas
What I like about myself	2 * 3 min + 2 = 8 min	“Now get out your notebooks/folders/river of life + pen, find a partner and sit down together. You will take turns in answering the question “What do you like about yourself?” The one who listens also take notes in the talkers’ notebook!”	Participants talk for 3 min, then swop for another 3 min.
Instructions	2	“Now you have different pieces of the puzzle: How do You become an even better teacher (or better at what you want to do if not a teaching)? What do you need to do? It is time to create the next part of your River of Life – your timeline into the future, fx the next 2 years. What you can do now is to think about yourself as an awesome teacher in 2 years time and use all the different bits and pieces that you have to start designing your teaching pathway.”	Question
Work on teaching pathway	14		Participants work on teaching pathway.
Wrap up	3	Keep working on the pathway; get inspiration from the posters and each other. Any burning questions – can be answered in the Open Space this afternoon. More work on next achievable step tomorrow.	

Figur 2 Example of a session plan "Steps towards teaching". The session plan functions as a template or pattern from where the specific session can be designed in a systematic way.