

Archimedes

*The Home of Transformational
Forest Schools*

your journey to becoming a

Forest Schools Practitioner

Portfolio

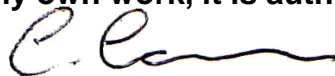
Open Awards Level 3 Forest School Leader

Forest Schools Practitioner Award

Learner Name	Colin Laws
Address	37 Piper Drive Long Whatton Loughborough Leicestershire
Post Code	LE12 5DJ
Date of Birth	14 th August 1696
Email	colinmlaws@btinternet.com
Phone Number	07932 873 052
Tutor Name	Dave Churchward
Programme Place Name	Hicks Lodge, Leicestershire

Learner:

I certify that this portfolio of evidence presented for assessment and moderation is my own work, it is authentic and reliable.



17 th July 2017

Signature:.....Date:.....

Tutor:

I certify that to the best of my knowledge the evidence presented by the above learner was gathered under the required conditions and was appropriately supervised.

Signature:.....Date:.....

Internal Moderator (if sampled during the moderation process):

I have sampled this portfolio during internal moderation and confirmed the tutor's assessment decisions.

Signature:.....Date:.....

Constructive Feedback

Unit 1 – Forest School Programs and the Woodland Environment

Unit 2 – Practical Skills for a Forest School Programme

Unit 3 – Learning and Development at a Forest School Programme

Constructive Feedback

Continued...

Unit 4 – Planning a Forest School Programme

Unit 5 – Delivery of a Forest School Programme

Pre-Submission Checklist

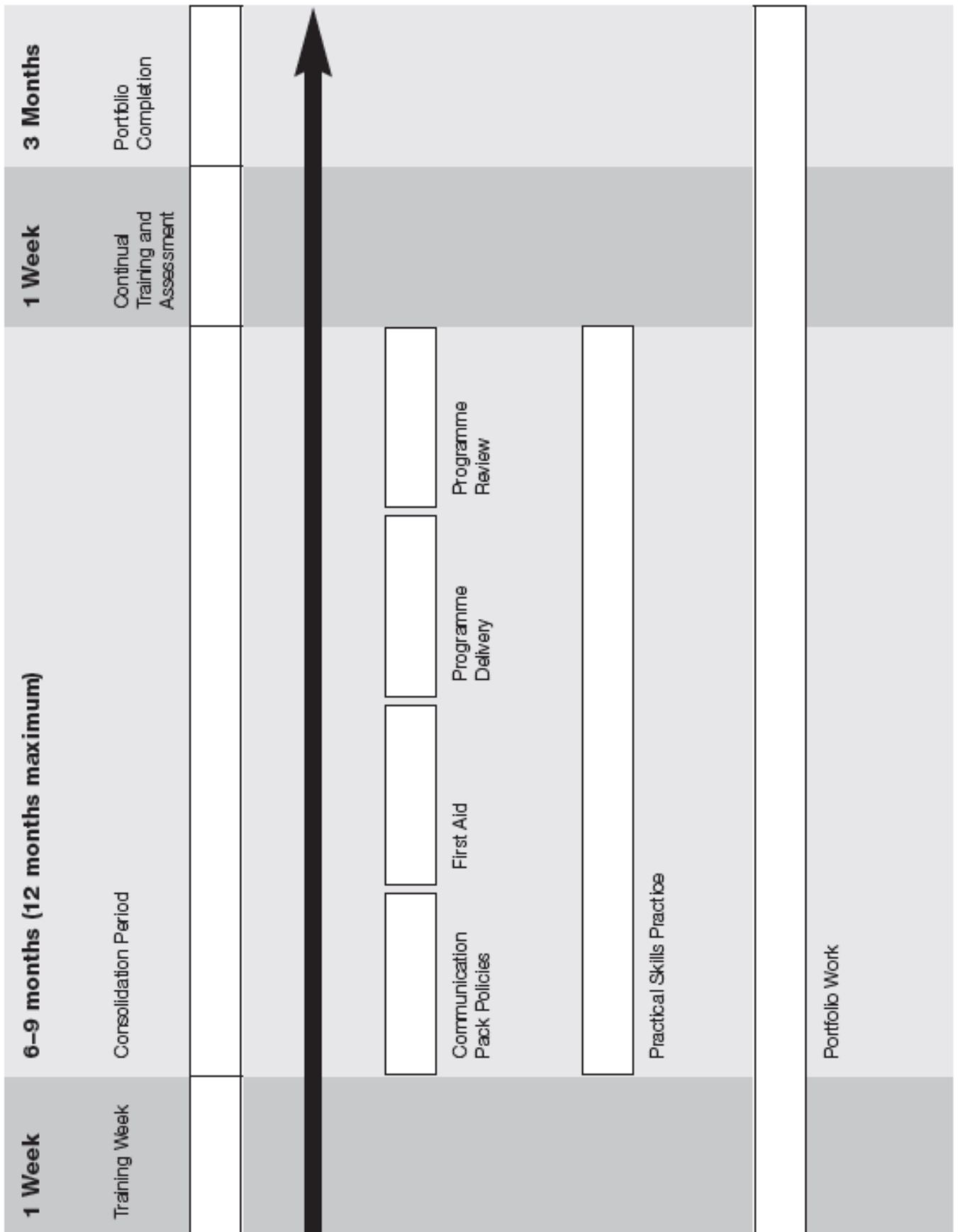
Level 3

(Completed by Candidate)

Before submitting the folders for assessment please ensure that you have done the following:

- Signed and dated the front cover to say that the work is authentic and reliable.
- Initialled the evidence monitoring forms.
- Sign posted the learning outcomes to the evidence you wish to submit.
- Included the practical/session observation sheets that have been signed by the assessor.
- Include your Actions Plan (developed on your Progression Week)
- Included a photocopy of your First Aid Certificate.
- Remove any plastic sleeves before submission.
- Please keep your portfolio intact, if you need to make additions please create an additional folder/disc/memory stick, with the extra work referenced clearly.

Forest Schools Training timeline



Assessment Criteria

Before attending your assessment week of your Level 3 course you will need to have completed the following:

- *Delivered a baseline assessment of 6 x 2 hour sessions over a 6 week period to the same group of learners.*
- *Completed all elements on pages 8 to 10 'Are you ready for assessment?'*
- *You may complete the portfolio electronically and/or in a variety of hard copy formats.*
- *Completed your Log Book of experience.*
- *Attended the ITC First Aid for Forest Schools course or appropriate course as arranged with Forest Schools Education.*

For good practice we recommend that you have:

- *Worked with a Level 3 Practitioner for a minimum of 3 sessions.*

You have 3 months to hand in your completed work after assessment.

- *Take your work home with you to complete and then return to Forest Schools Education with proof of postage no later than 3 months from the Assessment course date.*
- *Please make a copy/photocopy of your work for your records*
- *If you hand in after the 3 month deadline you will be charged £100 re-registration fee. Extensions are granted in certain personal circumstances.*
- *Please contact the office in the first instance if you would like us to support you with any aspect of your qualification.*

Important!

*You must return for your assessment within **12 months** of completing your initial training week. This is a stipulation of the awarding body and we cannot be flexible. Further costs will be incurred if this deadline is not met.*

- *Return of your portfolio: Forest Schools Education will return your portfolio free of charge 2nd class. Forest Schools Education charge £10 to return your portfolio first class recorded delivery.*
- *If you trained with an associate please contact them with regard to return of your portfolio.*

Contact Details

Are you ready for assessment?

Level 3 Forest Schools Training.

In order to establish if you are ready for your assessment week, the following elements will need to have been completed for a sound judgment to be made on your capabilities.

When you have completed all the elements below your assessment week experience will be much more rewarding for you and will compliment your experience and competency as you will know what is expected of you, what we will be looking for and you will have had experience of observing and evaluating your own programme.

Only book on when the criteria below is complete.

You need to bring all of your communication pack and policies/procedures to use during the assessment week as well as your portfolio of work including the work on your baseline assessment delivery.

Unit 1 – Forest School Programmes and the Woodland Environment

Learning Outcomes		Tick
1	Understand the Structures of Woodlands.	
1.1	Explain the vertical and horizontal ecological structures of British Woodland	
1.2	Differentiate between broad leaved and coniferous woodland ecosystems	
2	Know how to identify a range of flora and fauna.	
2.1	Identify a range of woodland flora and fauna for own site, detailing identifying traits for each item	
3	Understand the importance of flora and fauna identification for the Forest School Programme leader.	
3.1	Explain the importance of flora and fauna identification for the Forest School leader	

Unit 2 – Practical Skills for a Forest School Programme

Learning Outcomes		Tick
1	Be able to facilitate a range of woodland skills appropriate to a Forest School Programme.	
1.1	Select and use personal protective equipment (PPE) for working in a range of situations at a Forest School	
1.2	Demonstrate how to safely use a range of hand tools and explain their use to a client group at a Forest School	
1.3	Demonstrate the safe checking, cleaning, maintenance and storage of tools at a Forest School	
1.4	Train learners in the tying and use of a range of knots at a Forest School and explain how this can be taught to the client group	
1.5	Demonstrate how to make a range of different items using natural woodland materials and explain how this can be taught to the client group	
1.6	Erect a temporary shelter, using tarpaulin and ropes	
1.7	Explain how to erect a temporary shelter, making use of woodland materials	

Are you ready for assessment?

Continued...

Unit 2 – Practical Skills for a Forest School Programme

Continued...

Learning Outcomes		Tick
2	Be able to facilitate campfire management appropriate to a Forest School programme.	
2.1	Demonstrate safe siting, lighting and management of a campfire and the surrounding area and explain how this can be taught to a client group	
2.2	Demonstrate simple methods of cooking over a campfire with due regard to basic food hygiene and explain how this can be taught to a client group	
2.3	Demonstrate how to safely extinguish a campfire and explain how this can be taught to a client group	
2.4	Demonstrate how to leave a permanent fire site safe	
2.5	Demonstrate how to remove evidence of a temporary fire	

Unit 3 – Learning and development at a Forest School Programme

Learning Outcomes		Tick
1	Understand relevant theories of learning and development and their application to a Forest School programme.	
1.1	Summarise 2 recognised learning theories and explain their relevance to a Forest School programme	
1.2	Explain how learning theory has been applied to own Forest School programme	
2	Understand how a Forest School programme can support holistic development and learning.	
2.1	Summarise the Forest School approach to learning	
2.3	Explain how holistic development is facilitated through Forest School	
2.4	Explain how Forest School promotes self-esteem and emotional intelligence	
2.5	Explain ways in which Forest School fosters resilient, confident, independent and creative learners	
2.6	Explain how a Forest School promotes appropriate risk taking and how this impacts on learning and development	
2.8	Explain how learning and development through play has been implemented during own Forest School sessions	

Are you ready for assessment?

Continued...

Unit 4 – Planning a Forest School Programme

Learning Outcomes			Tick	
2	Understand the ecological impact of a Forest School Programme.			
2.1	Assess the ecological impact of running a Forest School Programme on own site			
2.2	Develop a 3 year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment			
3	Know the relevant policies and procedures required for a Forest School programme.			
3.1	Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site			
3.2	Explain the process of managing risk and how it applies to Forest Schools			
3.3	Produce relevant risk assessment and risk-benefit assessments for own Forest School sessions			
4	Be able to plan a Forest School programme.			
4.1	Plan initial 6 forest School programme sessions, showing links to own client groups learning and development objectives and needs			
4.2	Develop a communication strategy to exchange information with;	4.2.1	Those assisting a Forest School programme	
		4.2.2	Other interested parties	

Unit 5 – Delivery of a Forest School Programme

Learning Outcomes			Tick
1	Be able to deliver a Forest School programme.		
1.1	Lead the first 6 in a series of planned Forest School sessions, demonstrating flexibility in response to individuals' needs		
2	Be able to assess the impact of Forest School on participants.		
2.1	Observe 3 individuals and assess the impact of Forest School on their behaviour and learning		
2.2	Make recommendations for further sessions aimed at progressing 3 individuals' learning and development		
3	Be able to evaluate a Forest School programme.		
3.1	Evaluate each Forest School session and make amendments to next session plan as appropriate		
3.2	Carry out a summative evaluation at the end of the initial 6 Forest School sessions and explain how this will inform future sessions		

Learner's Log Book

Section 1

Record your relevant experience **PRIOR** to the training course

Working in different settings with different groups

Date	Group	Location	Comments
<i>EXAMPLE</i> 11/06/2007	<i>Dovedale Nursery</i>	<i>Copedown, Cumbria</i>	<i>Working with a small group of nursery children creating environmental art</i>
November 1992 – On Going	Long Whatton Scout Group Loughborough District Scouts	North West Leicestershire and Charnwood	1992 – 2002 Working with 10 to 15 year olds with the Scout Programme 2002 – 2010 Working with 14 – 19 year olds with the Scout programme 2010 – 2014 Managing 1000 Volunteers and Young People aged 6 to 25 2014 – Ongoing Working with 6 to 18 year olds to deliver the Scout Programme
April 1994	Leicestershire County Council Youth Service	Loughborough North West Leicestershire Oadby Broughton Astley Charnwood North West Leicestershire	1994 – 2001 Part time Youth Worker 2001 – 2016 Locality Manager – Managing teams and working with young people aged 11 to 25
June 2016 ongoing	Above & Beyond	Charnwood Melton City NWL	June 2016 – Ongoing Director

Learner's Log Book

Section 2

Record your relevant experience **AFTER** the training course

- *Every time you lead or assist in a Forest School session*
- *Transfer Forest School activities and ethos to another setting*
- *Relevant continuous professional development*

Date	Group	Location	Comments
			See Appendix 1

Safe use of tools

Section 3

Record your relevant experience **AFTER** the training course

Date	Group	Location	Comments	Witness Signature
<i>EXAMPLE</i> 18/12/2007	6 at risk, young men	Bee Low Woods, Buxton	Worked with a Level 3 Forest School Practitioner using a bow saw and loppers to clear site. Delivered tool talks and demonstrated safe practice.	
			See Appendix 1	

Safe use of fires

Section 4

Record your relevant experience **AFTER** the training course

Date	Group	Location	Comments	Witness Signature
<i>EXAMPLE</i> 19/02/2008	<i>10 at risk, Yr 5 pupils on FS programme, Week 9</i>	<i>Ecclesall Wood, Sheffield</i>	<i>Worked with a Level 3 Forest School Practitioner. Discussed fire triangle preparation and demonstrated lighting fires with a firesteel. Helped supervise groups of 4.</i>	
			See Appendix 1	

Forest School Level 3 Practical Assessment

(Completed by Assessor)

Candidate Name:				Location:				Date:				
Tool	Competency				Application				Comments	Pass/Deferred		
	0	1	2	3	0	1	2	3				
Tool Talks Element 1.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Tool Maintenance Element 1.3	0	1	2	3							Pass	
											Defer	
Loppers Element 1.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Bowsaw Element 1.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Billhook Element 1.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Sheath Knife Element 1.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Fire lighting Element 2.1	0	1	2	3	0	1	2	3			Pass	
											Defer	
Cooking Element 2.2	0	1	2	3	0	1	2	3			Pass	
											Defer	
Fire Extinguish Element 2.3	0	1	2	3	0	1	2	3			Pass	
											Defer	
Kelly Kettle/Boiling Water Element 2.3	0	1	2	3	0	1	2	3			Pass	
											Defer	
Knots Element 1.4	0	1	2	3	0	1	2	3			Pass	
											Defer	
Shelters Element 1.5	0	1	2	3							Pass	
											Defer	
Other Observations												
Assessor:				Date:					Signature:			

Level 3 Practitioner Assessment Record

(Completed by Assessor)

Candidate Name:		Date of Assessment:			
Observer:		Other Observers present:			
		Trainer Comments			
Unit 1 – Establishing and Delivery of Forest Schools					
Process of Managing Risk Element 3.2					3
					2
					1
					0
Relevant Risk Assessments Element 3.3					3
					2
					1
					0
Forest School Handbook Element 3.1/4.2					3
					2
					1
					0
Unit 2 – Establishing and Delivery of Forest Schools					
Formative Assessment Element 3.1					3
					2
					1
					0
Unit 4 – Learning and Development at Forest Schools					
Theories of Learning Element 1.1					3
					2
					1
					0
Holistic Development Element 2.1/2.2/2.3					3
					2
					1
					0
Learning and Development Needs Element 2.2					3
					2
					1
					0
Self Esteem and Emotional Intelligence Element 2.5					3
					2
					1
					0
Freely Chosen Play Element 2.8					3
					2
					1
					0
The Role of the Forest School Leader Element 4.1					3
					2
					1
					0
Other Observations					
Assessor:		Date:		Signature:	

Forest School Ethos Statement

Forest Schools is an ethos driven, rather than activity lead, provision and as you develop your understanding of the key aspects that make Forest Schools a unique approach your ethos statement develop as well.

You will be assessed on your competency to provide long term, safe, quality Forest School Programmes to groups of children of all ages, all cultures, all backgrounds and all abilities. In order to provide these programmes you will have considered your own viewpoint of what Forest Schools means to you, as this will inform your practice.

An ETHOS is an idea, a way of thinking, a way of life or an attitude towards something, but more importantly it is fundamental in informing your beliefs and your value system in the development of Forest School Programmes.

As you participate in your Forest Schools training and assessment, consider its aims and methods and write your ethos statement below. This will be a work in progress and will change and develop as you increase your experience and in turn understanding of Forest Schools.

2nd October 2016 – I believe as a Community Interest Company and the partners being nationally trained youth workers – the ethos of our company, youth work and forest schools fit very well alongside each other – Please see the Statement below about our beliefs and values

We have a very specific logo that was designed by the founding Directors in April 2016 during a long meeting where many concepts were pondered over.



Our Beliefs and Values

Our logo design also represents some of our beliefs and values

- We go Above & Beyond, we go that extra mile to enable the young people and communities we work with to learn, gain skills and acquire knowledge.
- We want all the people we work with to develop their potential and set off on the journey to reach their potential.
- We work with all members of the community.

Beyond our logo we also believe that

- The relationship between young people and youth worker is voluntary
- The starting point for our work is where the young person is at
- We show respect to the young people we work with
- Our engagement is about education and learning, new skills and knowledge
- Enabling young people to understand their own identity

- Valuing and being non-judgemental of all the people we work with
- Understanding that everyone is equal however we respect differences
- The voice of young people is paramount

Compared to the Forest Schools Star – which says the emotional intelligence of the whole child is about and consists of

Self-Awareness
 Social Skills
 Self-Regulation
 Empathy &
 Self-Motivation

And the Four Corner Stones of Youth Work states that Youth Work Should be

Participative
 Educational
 Egalitarian
 Empowering

So in comparison

Participative – Self motivation, for example young people want to be involved in the voluntary relationship with the practitioner and become self-motivated to participate

Educational – Social Skills, Youth work is about learning, not just practical skills but also soft skills

Egalitarian – Self Awareness and Empathy enable young people to think of themselves and others

Empowering - Self-Regulation, Self-Motivation

The ethos fits with my organisation and I will be willing to review and change our statement if needed