

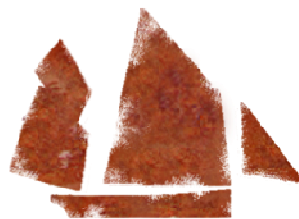
Appendix 2 – Hastings AEP Pilot Report

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GIFS Final Report Activity 3.4 Education

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Note: This is an edited version of the full report shared with local stakeholders. This alternative version is intended to enable more meaningful general knowledge transfer to a wider readership.



HASTINGS FISHERMEN'S
PROTECTION SOCIETY



The Classroom on the Coast

**... the curriculum within the community,
creating enriched whole community learning
through sustainable local industry**



Source: Kathy Crowther, 2014

**A Geography of Inshore Fishing and Sustainability
and University of Brighton initiative,
in conjunction with the Hastings Fishing Fleet and
the Hastings Fishermen's Protection Society**

Thanks and references

Yasmin Ornsby, Paul Joy and the Hastings Fishing Fleet, Esther Brown, Dr Johanne Orchard-Webb, Media students University of Brighton – Hastings Campus, Paul Ornsby

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The Project Outline and Aims

This project forms part of a wider Geography of Inshore Fishing and Sustainability (GIFS) research project, concerned with researching the value and sustainability of Inshore Fisheries (IF), including the active fishing fleet at Hastings.

This education-based project links to the economic regeneration and tourism element of GIFS by supporting the development of a fisher-led alternative classroom provision for local schools and education establishments (including colleges and universities) to use to enrich their own education offering in the town.

The establishment of the members of the Hastings fishing fleet as educators within an alternative education environment is an initiative in line with the Fisheries Local Action Group (FLAG). With the successful fit out of the Classroom on the Coast the Hastings Fishermen's Protection Society (HFPS) have a space to develop and deliver their educational offering.

The aims of the overall project are:

1. Supporting the development and creation of materials for a fisheries based and fisher-led alternative education provision that can be offered in the Classroom on the Coast [in Hastings].
2. Creating a toolkit of resources for Inshore Fisheries to use to demonstrate their economic, social, cultural and environmental sustainability value to coastal communities.
3. Running a pilot project of offering education from members of the fishing fleet to the wider school community.

This pilot project contributes to these overall aims by:

- 1) Documenting the process of developing education packs in collaboration with fishers and other educators (for other IFs to use).
- 2) Working with the Hastings Fishing Fleet to develop the education resources pack which will be used at the Classroom on the Coast. This includes the development of education resources which hold relevance to National Curriculum (compulsory schooling); BTEC, NVQ and other courses in Further Education; undergraduate courses at Higher Education level.
- 3) Delivering a practical example of the role and purpose of the Hastings Fleet's Classroom on the Coast Alternative Provision through running pilot lessons for local schools.
- 4) Offering the opportunity for feedback from these pilot lessons, to further develop the process of the fisheries' Alternative Education Provision model generally and the Classroom on the Coast model specifically.

The Scope of the Project

The initial range and scope of this pilot project lies within the given aims as outlined 1 – 4 on the previous page. The successful completion of these aims, with a pilot delivery of lessons, offers the chance to see a micro-example of what the Hastings fishing fleet will be able to offer as an alternative provider of local education, as well as an example of the various types of provision which IFs might choose to focus on. This wider scope is not just limited to educational offerings, but also has potential in the context of enriching the value offered by other interested parties, such as local arts, culture and responsible tourism projects.

Wider themes reflected in this work:

- The impact on the local community, of the fishing fleet's standing as local educators as well as professionals in their own industry.
- A greater local understanding of what the fishing industry is as a whole and of the issues faced by local fishermen – from the political and financial, to environmental and social impact of policies and practicalities of the 21st century fishing industry on the fishers themselves.
- The wider impact of tourism in the area on the fishing fleet and how this tourism could itself become another tangent of the fishing fleet's educational scope.
- How the extensive range and purpose of possible topics is almost inexhaustible in the context of the local fishing industry and the fishing professionals within it. For example, as well as curriculum-relevant offerings, the fishers' alternative provision could also ultimately include exploration of and education about environmental, ecological and social topics at local, national and international levels.

Important Note: In this very wide context, it is important to acknowledge straight away that the Hastings Fleet's "alternative" provision is not to be confused with alternative education provision which solely provides educational options for those children at risk of permanent exclusion, such as Pupil Referral Units. The "alternative" education offer being provided by the Hastings Fleet is open to all of the wider local education communities and establishments, from primary to undergraduate levels. A much wider scope is also anticipated as it is hoped that the project will help to also establish the local IF as a whole community learning provider. As such, the "alternative" end of the Fleet's offer is aiming to provide enriched, whole community, experiential learning at any age.

The Research Role

The brief for this research role included a concise job description:

1. Consult with HFPS about becoming an AEP.
2. Collate and organise resources.
3. Identify how delivery by representatives of the fleet contributes to the changing curriculum at different key stages.
4. Devise lesson plans that can be delivered in one day and half day sessions.
5. Develop guidance for those delivering the session with tips for teaching pupils, i.e: the time and interaction required for the age groups.
6. Ensure all materials and guidance is portable and can be kept in an activity box.
7. Produce a short guide for teachers on how to use the materials, prepare students and possibly follow up following the session.
8. Recruit a local school to pilot the plan.

Practical, existing resources (fleet generated)

The best way to identify practical and existing resources available, how these were being used and where the gaps are seemed to be by exploring first-hand.

Practical, existing resources (generic)

The website locations of several potential alternative and additional sources of materials and resources were passed on. Many of these had already been scrutinized in the context of this project at the GIFS Education Scoping Meeting in August 2013. This scrutiny concluded that:

- The resources were either overly academic and as such would not reflect the nature of teaching and education by the fishers, or ...
- The reverse was true, with very basic “colouring in” resource packs which fail to convey the lived reality of a fisher’s livelihood, or the contemporary conservation and maritime planning issues they engage with (as individuals and as an industry).
- Those resources available are generic and do not reflect what the HFPS and the Classroom on the Coast want to share with the students in terms of local ecological knowledge (LEK) and the environmental, social and economic issues facing a contemporary active fishing industry today.

Mapping to Curriculum

The changing curriculum does appear to present a direct challenge to the creation of viable and curriculum-relevant resources and lessons at all levels of compulsory education, so it made sense to keep this, as well as issues of local literacy in general, foremost and central to the adaptation of existing resources and to the development of additional ones. This challenge also reinforced the need for the development of a fully functional, curriculum-relevant offering which can be easily adapted to suit:

1. The different needs of students (and individual education establishments visiting the Classroom on the Coast).
2. Changes in governmental policy towards education in general (and core subjects in particular).
3. Changes and relevance in educational trends, such as:
 - Literacy Across the Curriculum.
 - A resurgence of kinaesthetic teaching / learning methods.

- Experiential methods of teaching and learning.
- An increased educational emphasis on the use of ICT.

4. Local geographical and fishing industry changes and developments, in line with the policies which directly impact on the fishers' day to day working practice.

5. The availability of fleet staff to deliver sessions at "suitable" times for schools. Great flexibility is needed by both schools and fishers in terms of scheduling sessions, as the fisher calendar is dominated by the seasons and tides. As a result, working fishers do not keep "normal" working hours, often starting their working day at 3.00 a.m. A set of resources which could be accessed and delivered by a member of the HFPS staff (but not necessarily a fisher) would also be desirable for such occasions when a professional fisher or retired fleet member is unavailable.

These factors indicate that this pilot project is just the very starting point in developing a curriculum-rich AEP which delivers what is necessary for both the providers and the service users. What the fisher needs is to be able to access quickly adaptable and *relevant* resources. Especially in relation to the establishments who will want to use their services and importantly in being able to "sell" their services.

Despite apparent resourcing complications, what the fishers do have is an industry professionalism and knowledge which has a tremendous cross-curricular, environmentally and culturally-relevant scope.

The Project Planning

Close links with the Hastings Fleet have been crucial in gathering both resources and momentum for the project. These links have been professionally facilitated by Yasmin Ornsby and Paul Joy.

Regular meetings with Yasmin have been a feature of the planning, organisation and resourcing of the pilot project, whilst Paul has facilitated observations, access to practical information and additional information as required.

It was decided that a useful element of resource planning for the project itself could be achieved by identifying the some of the scope and depth of the educational offering currently available by the fleet and cross-matching this with expressions of interest from possible schools / classes which might welcome the chance to be involved in the pilot project.

With adapting and cross-matching existing resources (across curricula and key stages) in the meantime, it has been possible to identify a starting point and approach which could be taken when creating resources for the project. Additionally, being pro-active in the context of the matching existing resources and the curriculum meant that adding another level of personalisation or differentiation.

Similarly, continuing the search across web-base resources and cross-matching this against fishers' current resources would also help to provide at least a short-term starting point in filling some of the existing gaps in resources which need to be developed as part of the HFPS's long-term aims for an education provision at the Classroom on the Coast.

Research in Action - Methodology

Initial research, to help plan the pilot sessions, took several forms:

1) Reviewing existing educational resources:

A process of list building began logically as an aside to reviewing the existing resources, until such a point as the resource matrix was delivered.

2) Identifying and adapting resources from other sources:

Following the GIFS education scope meeting evaluation of available resources, new resources have been developed and are available online.

Action: to research how these might be useful to the fishers' package included:

- Cross-matching the new resources / lesson plans to the curriculum
- Then matching these against the topics on offer as part of the current educational provision by the HFPS
- Developing a proforma lesson / activities plan to go out to schools who are proposing to visit the CoC, which includes recommended lesson ideas / activities / online games for use on interactive whiteboards or individual computers by individuals / small groups / whole classes in preparation for their visit to the CoC. This proforma would also include any proposed follow-up activities (basic proforma and working example in appendix C);
- With a developed proforma, it will simply be a case of modifying it to match the needs of the learners / those seeking to use the HFPS / CoC provision, on a personalised basis. This could be easily facilitated by including a version of the proforma within each set of existing resources / session plans with objectives to match the topic. Any part of this topic version could then be modified as required for each group visiting, once those planning the session are aware of what the school / trip organisers actually want in terms of topic / subject.

3) Observations of fleet and HFPS staff leading learning were undertaken across four sessions. Looking at the content, learning styles and approaches used, pedagogy, circular links for learning objectives, natural structures and transition, timings, fisher and educator experience, the relationship to place and venue and the challenges. Feeding back and adapting resources for the pilot.

4) Pilot project

5) Conclusions and Recommendations

Desk based research findings

Identifying and adapting resources from other sources:

Several major lines of enquiry for the further development of sustainable resources for the CoC came out of reviewing the online and publicly available resources in preparation for the pilot project.

1. The Forest Schools project – Beach Schools model

The Forest Schools currently offer a Beach Schools model which includes a “taught” element / provision which offers a qualification.

Although discussion of this is wider than the current brief of this particular project, the qualification and professional development angle of the Classroom on the Coast and Inshore Fisheries education models is something which HFPS have given great consideration to, both in the past and with a view to future development.

Funding for this needed to be able to develop a provision that can be accredited and offer qualification. To make this sustainable you could look to develop a similar model to Horizon Educatief, Ostend. Where they formally train volunteers, and work with educators to develop a full, formal Beach School.

This could be run by HFPS or run collaboratively with HFPS and should continue to be considered as part of the long term future of the HFPS alternative education provision at the Classroom on the Coast in order that their overall resource be offered the wider community in a sustainable way.

2. The School of Fish on-line resources

With their online availability to schools these resources, aimed mainly at Key Stage 2, offer plenty of potential for use as part of pre-visit learning for schools or post-visit consolidation, to complement their fleet visit / HFPS / CoC learning experience.

The fact that these resources are accessible by topic also complements the fleet’s existing resources as these have now also been cross-referenced by topic as part of the identification and organisation of available learning resources (see appendix B).

The School of Fish on-line resources, along with the NEF examples, are shown broken down by topic to demonstrate how these could complement the fishers’ education package offer through the availability of pre- and post-learning materials (which incur no cost from schools or the HFPS) to use. An outline of each set’s adaptability is also given, as a demonstration of how much potential there is for the HFPS to create bespoke learning packages for schools.

The Classroom on the Coast and Hastings Fleet's Working Environment

Many of the resources and learning activities currently accessible / available to the CoC can be used in both indoor and outdoor environments and so enriches the learning provision as sustainable resources through:

- Hands-on resources provided by nature.
- Aural literacy learning – provision of a visual connection between the auditory and the item, eg (simplistically): hear the word, see the fish; hear the word, repeat the word, find the fish.
- This aural literacy is additionally enhanced indoors and outdoors by the rich oral history, experiences and anecdotes as passed on by the fishers, for example passing on the information about why the net huts are the size they are, when the children can see directly in front of them the size and shape and even measure and calculate, if relevant.
- Accessibility of additional items through a changing environmental backdrop, which varies significantly according to the seasons, weather / tides, eg: the seaweed and sands evident when tides are out offer a very different coastline and context to when there is a high tide. Learners could come down for a “coastline and coastal defences” talk, for example on two very different tidal days and see some very different coastline each time, an “available” seasonality which again enriches the natural resources available to the CoC.

Multi-Media Resources

The development of multi-media items for use as learning resources has been an ongoing element of the development of the HFPS education materials.

Existing resources include some older video resources created by the HFPS, in conjunction with IFCA, but more recently media students from the Hastings Campus of University of Brighton have created additional video information films, known as The Fisheries Collection.

Such multi-media resources provide another example of how relevant, sustainable and adaptable educational resources can creatively be used in a variety of contexts and topic areas.

What follows are two examples of how the same video from The Fisheries Collection, The Fish of Hastings video, could be used by schools for two different subjects / topic areas at Key Stages 2 and 3 (primary ages 7 – 11 and secondary ages 11 – 14, respectively), as either pre- or post-visit resources. Additional examples of how the other videos can be adaptable in their use for the classroom as pre- or post-visit learning materials are shown in appendix C.

Example 1

The Fish of Hastings video	
Key Stage 2	
National Curriculum Strands	1) Science: Living Things & Their Habitats 2) Geography: 1b; 5a; 5b
Objectives	1) * Recognise that living things can be grouped in different ways; * Explore and use classification keys to help group, identify and name a variety of living things in their wider and local environment; * Recognise that environments can change and that this can sometimes pose dangers to living things. 2) * To find out more about life in the ocean. * To find out more detail about a specific sea creature
Additional enrichment	School of Fish resources can also be used to complement this topic / HFPS video,
Activities to enrich the learning from the video <i>[with pedagogic purpose]</i> As a pre-learning activity – prior to visit to CoC	<ul style="list-style-type: none"> • Introduce “fish bingo” • Teacher leads pupils in a thought-shower on board, to identify names of fish that pupils know. • Then identify which of these are fresh-water fish. <i>[To ascertain prior learning; links to literacy & key word use]</i> <ul style="list-style-type: none"> • Each pupil chooses a fish and writes it down on their card. <i>[Literacy; engagement with the topic]</i> <ul style="list-style-type: none"> • Watch the video and hold card up if they hear the name of their fish mentioned. TA teacher collects these as the children hold them up. <i>[Auditory and visual engagement with learning materials / topic; fact-finding]</i> <ul style="list-style-type: none"> • Teacher goes through the cards with the children after the video – what facts can the children remember about the fish (as mentioned in the video)? <i>[Engagement with topic; memory and audio-visual skills development; learning of topic related vocabulary and facts]</i>
Enrichment to visit	<ul style="list-style-type: none"> • Pupils are already starting to be aware of key words and industry terms that the fishers might use in delivery of the topic. • Pupils will start to be aware of the types of fish available in the area and have a basic knowledge / familiarity to remember and apply when down at the CoC. • Pupils may start to formulate questions based on the video, to ask when down at the CoC. • Pupils might also bring their cards down to the CoC and play the game again, but listening out for the fisher to say their fish.

Example 2

Key Stage 3 or Key Stage 4	
National Curriculum / GCSE topic	Geography: Economic Activity & Coastal Management
Objectives	To identify the roles and inter-connectivity within a local industry (with a focus on primary, secondary and tertiary, quaternary industries)
Activities to enrich the learning from the video [with pedagogic purpose] As a pre-learning activity – prior to visit to CoC	<p>Teacher splits the students into groups or pairs and gives each group / pair a focus for watching the video / videos with:</p> <ul style="list-style-type: none"> Identifying the relevant primary, secondary, tertiary and quaternary industries that would be involved in the snapshot of local industry as shown in the video (eg: one group is given primary, another secondary etc; or each pair has to identify an example of one, two or all of these different types of industry). Students watch the video and make notes as needed. Students feedback the examples they have found for each type of industry, eg: <ul style="list-style-type: none"> * Primary: fishing industry * Secondary: smoking the fish; making the fish nets; chefs creating dishes based on the available fish * Tertiary: Selling the fish; restaurants buying the fish and selling on as cuisine; * Quaternary: Technology used on the boats; software / sonar to locate shoals of herring
Enrichment to visit	<ul style="list-style-type: none"> Pre-learning about key words and industry context starting to be in place. Students begin to formulate questions they might want to ask about fishing as a primary industry Students start to engage with the context of fishing as a local primary industry and identify how much local industries are connected, eg: fishing fleet, fish market, fish restaurants [and additionally wider local socio-economic activity]

The Pilot

Administration and Approaching Schools

Ultimately, when a local teacher expressed an interest in incorporating an hour's session with experts from the fishing community for a field trip across three local beaches he was organising, to help his students gather information which would inform their GCSE module (to the tune of 25% of their exam grade) it seemed pertinent to fit in with the educators' need.

It is still the intention to have a publicised launch of the HFPS community education provision, at the point when the classroom is finally finished, but in terms of the pilot being part of an organic fact-finding and research process, it is certainly viable to fit in with the needs of a school at this time of year and factor that very need into the process itself. Certainly this alone has informed several recommendations going forwards.

One of the first things to prepare in respect of resources was a proforma to allow the learning objectives for the requested session to be shared between the provision seeker (GCSE Geography teacher) and provider (Fleet via HFPS). A trial proforma was developed and returned, completed by the teacher and then passed to (HFPS) to help inform the session preparation.

Accompanying the proforma was also a user-friendly notice about expectations of behaviour and certain health and safety items for the teacher to share with the students prior to the session. These items specifically aimed to breach that gap of misunderstanding both in respect of expectations of behaviour and the learning objectives required.

Having the learning objective for the session shared this way allowed appropriate preparation and on-going support materials to be shared with the teacher, to encompass a whole package of:

Phase of learning	Resource
Pre-visit	Teacher given access to HFPS Coastal Pathways DVD, which he used as part of his planning / preparation materials. This provided both the local context for his trip overall and the visit to The Stade fishing beach in particular.
Visit	The teacher organised his own field trip across 3 local areas of beach, and requested input from the HFPS for his visit to The Stade fishing beach (2 nd beach of his visit and the only one offering access to expert input from those who use the area most). The visit was planned to take a two part form of: a) A talk in venue b) A tour of the beach with two key stopping points relevant to the topic: i) Harbour arm beach ii) East-side of harbour arm, where main fleet boats are beached
Post-visit	The stands of information resources used for the preliminary talk in venue were loaned to the teacher for the period of one week, for use in his classroom for follow-up and consolidation. CoC A Stade Starter booklet for each student / member of staff also given.

Pilot delivery

Area	Content	Pedagogy in practice *	Curricular links	Learning styles
The Venue	<p>Teacher reminded students regarding their learning objective and introduced the students to YO.</p> <ul style="list-style-type: none"> * Meet and greet * Introduction to the basis of the knowledge being imparted: timeline of how long the beach has been used by the fishers and how long the harbour has been in use as a defence for the coastline and the fleet. * Talking through of the information posters – from the historical context and the law in relation to the fishermen being permitted to plough the shingle; the way this work on the beach provides protection to the town. through to the scientific aspects of Easterly drifts and interest / involvement of DEFRA in the scientific findings of shifting shingle at Hastings. * Modelling using the charts which areas to pay most attention to when out on the beach and advice to return at low tide to look at 	<ul style="list-style-type: none"> * Contextualising information being shared. * Underpinning the shared local interest about the area. * Supporting comprehension through context, application in this context and relevance to the students' course. 	<ul style="list-style-type: none"> * History * Geography * Socio-economic * Technology * Law * Politics * Social and safety awareness * Technology * Language and literacy – use of and responding to questioning techniques by both educators and students * Numeracy 	<ul style="list-style-type: none"> * Auditory * Visual / spatial * Verbal / language * Intrapersonal: what do you want to ask / know / what do you think?

	<p>the difference.</p> <ul style="list-style-type: none"> * Q & A session to consolidate before moving on. <p>Qs related to the technology for measuring shingle and its movement.</p> <ul style="list-style-type: none"> * Health and safety reminders about out on the beach given before moving out 			
Beach, foreshore and Harbour arm area (behind RNLI)	<ul style="list-style-type: none"> * Contextual indications given of where exactly students need to look to see evidence of effect of tides / wind on the shingle on beach. * Historical context given of how this area has looked in the past and major events which have additionally shaped the area (storms of 87, addition of rocks to harbour arm by DEFRA). * Role of Science in helping fishers to demonstrate to DEFRA the impact of weather on environment. * Tides and local variation and how that affects how fishers work [Rye 2 x 12 hour tides; Hastings 5 and 7 hour tides]; * Drawing students' attention to the varying size and types of the shingle – from tiny pea shingle to larger stones and pieces of rock. * Q & A session: 	<ul style="list-style-type: none"> * Modelling use of key language & applying it – shingle migration and accretion. * Also explicit links to English: inform, explain, describe * Explicit links to geography, history, science and technology. * Asking and answering questions to demonstrate comprehension and application of learning. * Applying and analysing through higher order questioning (“What if ...why?”) 	<ul style="list-style-type: none"> * Science, including the role of technology and environmental science * Geography * History * Literacy – lots of use of key words and specific terminology, * Extensive numeracy: Space, shape, measures, quantities; Time line and duration; Weight (10 ton metal boat); Gradients, slopes 	<ul style="list-style-type: none"> * Auditory * Visual / spatial * Verbal / language * Interpersonal * Experiential – able to see size of boat in relation to gradient of shingle slope; relative size of harbour arm to high bank and crest of shingle slope * Multi-sensory learning – including sights, sounds and smells of working beach * Intrapersonal: what do you want to ask / know / what do you think?

	some relating to the topic eg: why the holes in the harbour arm, but wider questions about seagulls dropping items onto the beach (shell fish to try to break them).			
Beach 2 on Eastern flank of harbour arm; fishers' main area for beaching boats [session led by Paul Joy]	<ul style="list-style-type: none"> * YO introduced PJ to students / teachers * Talk through / demonstration of migration of shingle from West to East – showing students which areas to look at. * Demonstrating size of vessels in relation to the environment, smaller vessels at Hastings due to shingle beach, larger vessels on sandy beaches. * Variation and classification of areas of Stade beach: pink, blue and green Stade areas and fishers' rights in these areas. * Additional discussion generated in relation to fisher role, heritage and current legislation within the industry (both EU and UK). * Q & A session at the end. 	<ul style="list-style-type: none"> * Modelling use of key language & applying it, particularly shingle and coastal terminology * Also explicit links to English learning: inform, explain, describe; analyse, review, comment * Asking and answering questions to demonstrate comprehension and application of learning. * Applying and analysing through higher order questioning (“What if ...why?”)* * Applying and analysing through higher order questioning (“What if ...? Why?”) * Applying and analysing through higher order thinking: all topics covered are so inter-related that the students had a good opportunity to process each piece of additional information in the context of a previous piece. 	<ul style="list-style-type: none"> * Science, including the role of technology and environmental science * Geography * History * Literacy – lots of use of key words and specific terminology, * Extensive numeracy: Space, shape, measures, quantities; Time line and duration; Weight (10 ton metal boat); Gradients, slopes capability / stability at sea * Politics * Law 	<ul style="list-style-type: none"> * Auditory * Visual / spatial * Verbal / language * Interpersonal * Experiential – walking up the gradient of the shingle slope in order to listen to the fisher at his boat; * Multi-sensory learning – including sights, sounds and smells of working beach * Intrapersonal: what do you want to ask / know / what do you think?
The session ended with the students returning to get their bus to the next beach, whilst the teachers collected their measuring poles from where they had been safely stowed at the Angling Club. Arrangements made for the teacher running the field trip to collect the information stands and for additional “A Stade Starter” booklets to be passed on.				

Lessons from Pilot

Three key points below identified in addition to those explored in initial observation sessions regarding student behaviour management and teaching objective expectations.

1. Booking and management systems

The double booking of the CoC must have come about due to a lack of communication about bookings being made and conflicting priorities of the classroom.

There is a need for an effective booking and management of the CoC if the HFPS AEP for community learning is to be fully launched as a viable (in all senses of the word) part of the local education system as well as part of the local tourism and community offer.

2. Communication

In respect of the actual pilot session and the teaching professional seeking the provision, our channel for communication was extremely good. Although this is desirable, it's by no means something to take for granted and certainly is an issue which needs to be considered in terms of making sure that the learning offer available from the HFPS has designated systems for communication within the teams involved in delivering sessions, but also between those professionals seeking input from the HFPS. Additionally, creating and resourcing communication network to reach out to potential provision users is also important.

In terms of the HFPS being able to adequately resource their AEP provision, they need to be able to access one of the key resources ~ a fit-for-purpose venue, as and when required. More rigorous systems of communication which reduce the potential for clashes in bookings need to be in place before any peripheral issues of physical learning resources (such as laminates and available images, cards and games) can be addressed, otherwise there is little point if these items will have no "place" to be used (just as the behaviour management laminates had no "place" in the pilot session).

The specifics of a school's learning aim need to be effectively communicated and shared with all members of staff delivering the relevant session, so that the focus remains on the aim of the provision user's visit, something noted by the visiting teacher.

In terms of this issue as well as clarifying that these routes of communication need to be open and information effectively shared, the fact that the fleet now have in writing a set of objectives for an identified GCSE module as a result of this pilot session means that supporting resources on this topic can be created – and a complete package on a relevant GCSE topic for schools can be offered to help market the HFPS education offer.

3. Resources and storage

Need to maintain a relevant overview of what resources & storage is available across varying contexts – including topic areas, key stages, or nature of the groups attending for sessions; and what is not available and needs to be created / purchased.

Creating such a resource base is a primary concern, as part of the HFPS being able to offer a viable educational option to local schools and clubs. However, full catalogue of materials and resources is in itself a smaller part of a bigger issue in terms of resources, which is the effective use of those primary existing resources in the first instance: the CoC venue and the fishers' wealth of knowledge and expertise.

Conclusions and Recommendations

Conclusion 1: Recognition of the value of the Hastings Fleet's learning offer is essential for the long-term development of the HFPS as an AEP and the Classroom on the Coast as a community education resource.

Within this of course "value" is a relative issue, for both the fisher providers and provision users (in general and, specifically in the context of this report, the educational institutions who seek to use the provision): *for both user and provider the time spent in a learning session needs to be financially viable.*

- 1) For the user this means primarily that the fishers' educational input provides value for money. In terms of the observations made, the educational input offered by the fishers already offers considerable value for money in terms of the professional levels of the content and delivery provided. Also central to value for money is the availability and use of the CoC venue for part of the session and key to a professional offer.

However, this "value" cannot easily be quantified in a fiscal format, particularly at this stage (e.g. it is difficult to know what difference the fisher input to the session will have made to the overall grades achieved by the geography group, until they take their final exams in twelve months' time). What can be gauged though, is that there may well be a "value added" element to the coursework they write up as a result of their visit, which the individual teacher has already highlighted as an area he is willing to feedback on.

The HFPS provision offers a delivery and an environment rich in shared, ephemeral and experiential learning. Throughout the observations, such learning clearly took place, all of which can be evidenced anecdotally, but cannot necessarily be more formally measured on a formal sessional, group basis, apart from against a shared learning objective (and even then only to a certain degree in one-off sessions).

- 2) For the fisher providers, it means being recompensed for their time in a way which offers a viable income stream. This needs to work in two ways, either complementary to their main fishing income during high season, for example, or as an alternative during low seasons, or when the fisher's boat is in repair, or the fisher retires from going to sea.

Conclusion 1: Recommendations

Although issues of finance and cost lie outside the scope of this project, it cannot be ignored that finance and costing will have a significant impact on the future development and resourcing of the HFPS and Hastings Fleet's AEP.

1. The two primary resources (i.e. the HFPS/Fleet and the CoC) have a symbiotic relationship and it does not matter how many learning resources, materials and pre- or post-visit resources are created and collated, the service will always risk falling short due to the issues noted in the pilot session.
2. The fishers and their representatives are at the heart of this project for community education. For their input to be fiscally sustainable the appropriate professional recompense for their time in the classroom must be identified and systems in place for this alternative income stream to be flowing.

3. It is recommended that a formal evaluation document is used regularly for every institution which uses the HFPS education provision and that the question of perceived value is always asked. This will help the HFPS and CoC staff to ensure that their emphasis is always on offering educational input, which provides *value for money* to their service users. Again learning objectives being shared provides not just a shared remit for the learning, but also a shared means by which to measure (at least to some extent) that the learning, along with its perceived fiscal value, has been delivered.

Conclusion 2: The Timing Factor

The timing factor relates to the viability and *demand* of time on the members of the fishing fleet involved in the Classroom on the Coast

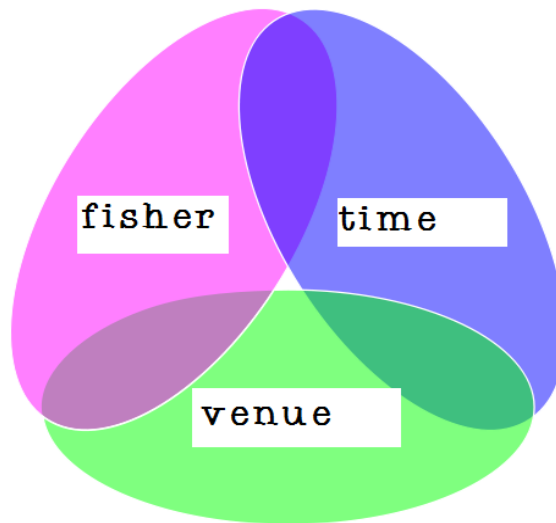
All of the members of the fleet involved in the delivery of learning during the course of this project were completely affable and entirely professional about donating their time but, as previously stated, there needs to be more structure and thought given to this so that the fleet gain appropriate funding / recompense for this “donation” of both their time and the passing on of their skills to the community. There were two clear issues evident in this area:

1. For fishers to be teaching for a whole afternoon instead of doing their other professional work means being recognised and recompensed as educators, in order for fisher input to be sustained and indeed, sustainable. Fleet members who both fish for a living and deliver as part of the HFPS's AEP offer shouldn't be in the position of reducing their input to (and income from) their primary livelihood by giving their time in the classroom.
2. Particularly in respect of sustainability of willingness and ability to be involved in delivery as part of the CoC, flexibility is needed in respect of the timings for delivery and use of the provision. This requires some understanding that: All groups of professionals involved - fishers and educational establishments (in respect of this project), and all kinds of other groups and institutions in the wider future of the HFPS AEP, work to very different schedules so some flexibility is required on all sides. Daily flexibility is already part of the fishers' working lives but as such they have a very different “day” to other working sectors, particularly the education sector. Fisher days are dictated by tides, seasons, weather and unforeseen events down on the beach or at sea and as such require significant flexibility which will have an impact on their availability to deliver sessions. In this instance other members of the community might become involved for example, another member of the HFPS, fishmongers or a retired fisher.

Conclusion 2 Recommendations:

It needs to be understood that for the delivery of a fully viable whole community learning resource from The Stade to succeed, there is going to be considerable flexibility required from all parties involved.

In terms of the Hastings fleet's CoC and AEP provision, this flexibility might look something like this:



Sustainability, the IF industry watchword, prevails in all of its contexts. In order for users to access this very specialist learning environment and packages, compromises and shuffling of schedules may be desirable from all parties involved. In terms of the tailored “pick any two” model shown above, it could be that if a provision user wants to have:

- A session down at the CoC (venue) for a specified time and date (time) then they may have to be prepared for the session not to be delivered by a sea-going member of the fleet, as the desired time of day might be when they are at sea.
- A fisher to visit and deliver a session on quotas and sustainability to undergraduates on the university premises (venue). In order to meet these two criteria, compromise might be needed to find a date and time which will be convenient for the fisher to be away from the beach.

It is also recommended that more is made of this flexibility requirement in terms of what it can actually bring in terms of enriched learning in its own right. For example, service users wanting to understand more about the local coastline environment would learn more by fitting around specific tide times (as recommended by the fishers) to be able to access certain areas of the coastline at differing times of the day / days, in order to both learn and see more of how the different tides affect the industry and the coastline.

Conclusion 3: Fishers Who Teach ~ A Definable Professional Role

The fisher’s role in the classroom needs a clear definition, not only to enable them to feel comfortable in the role and to empower their confidence in sharing what they know, can do and how to do it, but also to allow this income stream and other professional expertise to be developed and defined as separate from their actual fishing income.

The findings show that as the main and very rich source of education at The Stade, the fishing fleet are a resource in themselves. The fishers are experts in their area of industry and those seen delivering across these sessions (as well as many others) are adept and experienced about passing this information on, as well as being affable and personable characters who stimulate learning and enquiry about the industry through their own passion about what they do. This leads to two apparent issues:

- 1) Being put in front of a group of learners of compulsory school age puts the fishers in the position of being “in charge” of the learning. As most educationalists will acknowledge,

the impact of behaviour on learning and vice versa are not mutually exclusive, have been much studied and constitutes a considerable part of formal teacher training. Putting the fishers in charge of learning without this training or some form of formal guidance can be stressful, frustrating and confidence-diminishing for the fishers involved and need to be managed by the educational staff.

This issue had already been recognised on the fishers' behalf and had been pre-empted in terms of resources for the pilot by the creation of resources specifically designed to support behaviour management and clarify the expected roles. This included a clearly written expectation on accompanying staff to manage the learners' behaviour, which was passed to the group's teacher well in advance of the pilot trip and was also shared with the group by their teacher on the day.

- 2) The fishing fleet has a clearly defined role within its own industry. However, in the classroom or out on the beach, in the fishmarket or on The Stade, when taking charge of the learning and fulfilling a learning requirement a fisher becomes something else too. The question arises about how to define this "something else". Although the fishers are definitely teaching, in the full context of the word, is it an acceptable term either to the fishers themselves, as many might shy away from involvement with the CoC because of the implied responsibilities within the term "teacher" – including that very real issue of managing behaviour to facilitate learning; or to teaching professionals who had to earn a specific qualification in order to be "qualified" for the professional role and title of "teacher."

This also needs addressing in terms of clarity of routines and organisation so that fishers are clear when educational sessions are being delivered and who is involved that day.

- 3) The term "definable professional role" includes the role of the CoC and the learning provision on offer. The early observations demonstrate another reason why the CoC's Alternative Education Provision (AEP) should not be considered as an AEP in the learning / behaviour / Pupil Referral Unit understanding of the "alternative" provision. An "alternative" education provision is often understood in the professional education context as offering an alternative to traditional mainstream classroom learning in order to allow learners with esteem or medically-related behaviour issues to access learning. But this understanding of an AEP should not be applied to the CoC offer: offering an "alternative" in this context is not why the fishers are there.

Conclusion 3 Recommendations:

1. Clear guidance to schools using the HFPS AEP / CoC, in respect of behaviour management of learners is imperative, particularly when these learners are of compulsory age. The pro-forma created as part of the resource development end of this project offers a sufficient starting point, but this may need adapting and refining to offer a variety of types to cover a range of different key stage visitors and particular activities on offer as part of the AEP.

2. Clearly defined roles for fishers leading learning need to be established, including the terminology with which they are addressed. Action towards defining this should include consideration to defining the scope of the role to acknowledge the professional educating role the fishers undertake when delivering learning as well as defining the role in a way which still puts the emphasis on the schools / educational establishments using the provision and those staff accompanying the groups as being the ones to actually manage the behaviour of visiting groups.

3. Visuals within the venues for learning need to include user-friendly reminders about the expectations of behaviour, particularly in relation to health and safety, but also in respect of polite listening. However, this can only be fulfilled with regular access to the CoC.
4. The fishers need to be given the confidence to address behaviour at the start of each session, from a friendly game approach for younger learners (key stages 1 and 2)), taking the fishers' sea-faring as the theme: "OK, I'm the captain and I'm in charge now so you need to listen ..." approach for younger learners, to the clear, blunt reminder about expectations to older learners: "this is interesting and when I'm talking, I expect you to be listening ..."
5. Fishers and other HFPS staff who work as part of the HFPS AEP / CoC learning offer might also benefit from training in small-group management or guiding learning / listening.
6. Less confident fishers who have the industry knowledge but perhaps not the natural flair of their colleagues for teaching could double-up with other fishers in order to be a part of, but not lead learning.
7. As well as visiting groups being invited to feedback on their own experiences, the fleet staff delivering sessions should also be able to feedback to schools on issues relating to behaviour from visiting groups.
8. Emphasis in marketing (part of conclusion 4) should be given to the breadth of the HFPS's /CoC's learning offer to all sectors of the community, to remove any wrong perception / focus on the "alternative" aspect of the provision.

Conclusion 4:

- C4.1 - Hastings Fishing Fleet: The Current Offer**
- C4.2 - On-going Development of a Wider Curriculum**
- C4.3 - Sustainable Community Learning**

C4.1 - The Current Offer

Education and Resources

The benefits of an HFPS-led Classroom on the Coast AEP include:

1. Use of a dedicated, built for purpose classroom space.
2. Use of an outdoor setting.
3. Delivery by local industry specialists.
4. Learning linked to relevant curricula (including compulsory, further and higher education).
5. Multi-sensory and experiential learning opportunities.
6. Opportunities to build community links / work experience / prolonged learning and understanding.
7. Opportunities to build on the tourist interest in the area and engage tourists with the learning offer.
8. Opportunity to create a bespoke beach school of wide community interest and relevance.

As the focus of this project has been very much on the educational offering, which can be made available to educational establishments in the area all year round, the problem of

finding a suitable group to fit in for time of year of the pilot sessions itself, demonstrates that much work is required to:

- Establish the HFPS as an AEP (including issues of funding and resourcing) so that it's known in the community. The role of the CoC is crucial to this as a high profile go-to venue, but this can only work if the HFPS has ready access to it. Equally, the use of the Stade Hall as an occasional stand-by or additional venue for larger projects.
- Making local education establishments and the wider local community aware of the extensive breadth of knowledge available within the fleet and the resources available via the HFPS, so that schools can incorporate this resource into their own curriculum planning and regular school calendar (including those fun but educational trips after statutory exams are finished).
- Create a calendar of educational offering which acknowledges a fluctuation in demand for outside learning opportunities in the course of an academic year, but which also allows development of the wider learning opportunities facilitated by the HFPS and the fishers ... for example, having times of the year when focus shift between education and other, wider audiences for their input (such as arts and community focus for Follow the Herring in June / July) so that there is still demand for their services over those periods when schools may be necessarily distracted by exams and then "out" for the summer (although it's notable that the HFPS are already doing some of this with their Summer School provision).
- Similarly, a proposed calendar of educational offerings could also sympathetically reflect fisher availability across their own busy / quieter weeks, months and seasons, to fit in with their very own seasonal calendar of tides, coastal impact and fish seasons. The long-term development of resources would include training and familiarising interested retired fishers in having a regular role in the AEP, but particularly at such times when the main fleet are extremely busy.

The local ecological knowledge (LEK) of the members of the Hastings fleet seen running sessions is second to none and was observed as well embedded and available as part of integrated learning within all of the topics delivered in the course of this project. In fact, it was as instinctively embedded in the fishers' delivery of what they know as the splitting of learning into three and four-part sessions. As such, a lesson plan outline which reflects what the fishers are already doing in terms of structuring their sessions was readily evident and just needed refining so that there is a definitive structure available (see appendices). The next phase in developing this as a resource would be to personalise it in relation to the topics chosen / required by provision users, so that all fishers who choose to lead learning can:

- Access a structure which will support their delivery of topics.
- Offer a cohesive, consistent approach to their delivery, so that vital aspects (such as passing on learning objectives) are not missed out.
- To enable all those delivering sessions to be confident in their professional approach and capabilities when it comes to leading sessions. It's notable that this structure came *out* of the sessions observed - it is not being imposed: good educational practice is being *recognised* and the aim is to share this as good practice amongst all the fishing professionals leading learning.

In terms of the resource matrix (see appendices) which offered an overview of the resources "available" for the HFPS AEP, this type of matrix, although informative in an at-a-glance, "housekeeping" format is too simplistic in terms of this overall project, and does not reflect the varied strands of the curriculum offer available and certainly does not do the learning offer from the Hastings Fleet justice.

As the observed sessions and pilot session show, there is much more being delivered within each and every session (apropos the curriculum and pedagogical approaches) than a definable geography-related topic, or a science related topic, for example. Again the issue of having an individual or individuals with the appropriate educational knowledge to be able to market the Hastings Fleet's offer is entirely relevant in helping the Fleet to bring more than their fish to market in Hastings. For example:

- An approach to schools could be made on the basis of changes to the new science curriculum or new geography exam modules, and the requirement of some teachers to include field trips and physical visits as part of their examination studies (as the pilot session shows). Creating and defining a learning package which:
 - Includes pre-learning, delivery and post-learning activities
 - Reflects the offer of a relevant and quality learning experience
 - Can be marketed to local establishments ready to be tailored to their particular needs (by key stage, type of learner etc).... is a vital aspect of resource development for the HFPS AEP.
- Alternatively, the HFPS provision needs to be flexible enough, particularly in the range and breadth of back up resources, to be able to answer a firm "yes" in response to enquiries from schools, other local establishments or clubs in respect of any topic, whether an institution wants a child-friendly, beach exploration session for Key Stage 2; a coastal erosion session for undergraduates or an exploration of the fishers' industry in a local, historical context for a group of senior citizens.

However, the project highlights that the whole enterprise of venue and systems for communication, organisation and bringing the fishers' offer to market need to be in place before any additional materials are needed.

Communication and marketing

For the duration of this project, much of the school liaison took place via the researcher. Although that was not a problem in the context of the project, it does raise the issue that in "real time" when the HFPS AEP is fully developed and "open for business" **it is preferable that there is a dedicated member of HFPS staff to act in the role of not only marketing the provision, but also acting as a regular contact point for schools and other interested parties.** This is necessary as part of an established routine for sharing what is on offer, booking schools in and keeping up the important communication which allows for:

- Relevant exchanges of documentation and resources, such as the booking form with learning objective and pre-visit activities, resources and ideas.
- The important liaison between the schools, those organising (and / or adapting) the resources relevant to a booked session and those delivering the sessions. This is desirable not only to share the learning objective and to offer up any information to ease fleet members into the routines of delivering learning, but also to ensure that any gaps the fishers identify in their resources for the session can be filled.
- Additionally, a facilitator for the feedback and evaluation of sessions from both schools and the fishers, in order to inform:
 - Future curriculum planning and development.
 - The fishers' development as classroom practitioners.
 - Other interested parties, such as funding partners.

With the success of the Forest Schools' Beach Schools model in mind, this project has demonstrated that in order to gain and retain the interest of the community and, specifically in the remit of this project, the local education community, **communication and marketing are essential to both establish the HFPS's AEP as Hastings Fleet's personalised offer to the local community (richer in itself than the generic Beach Schools offer) and then to further develop it in terms of the wider community and relevant markets for the overall CoC.**

Finally, but certainly not least, is the need for continued communication with the fishers throughout all continued development of the HFPS AEP as a community learning resource. The "how was it for you?" question continues to be at the heart of evaluating session outcomes in the context of everyone involved: the learners, the schools and establishments paying for sessions and the fishers involved in the sessions. The additional question to help prompt formative feedback to further develop both the content and delivery of the learning (and resource materials) is to ask the "even better if?" question of all parties, including the fishers, in order to strategise, identify gaps and support the development of the HFPS AEP, as well as offer information to support this aspect of professional development for the fishers themselves.

C4.2 - On-going Development of a Wider Curriculum

One of the very clear things coming out from the trawl of resources and preparation for the pilot project is that looking solely at the resources available and then identifying relevance and topics which the Hastings Fleet representatives can deliver is perhaps the wrong approach for identifying "gaps" in resources.

The bottom line is that the Hastings fishing community has a wealth of cross-curricular, historical, cultural and social knowledge and the education content they bring to the lessons is a culmination of their expertise in doing what they know, loving what they do and sharing that knowledge with the wider community. As such, the topical knowledge the fishers have may be easily applied and cross-referenced to the National Curriculum for compulsory education, advanced curricula for further and higher education and to the interests and contexts of regeneration and sustainability projects. However, and indeed crucially, it cannot (should not) be seen as being constrained by such. On the contrary, with the Hastings fishing industry constantly having to adapt in the context of UK and EU industry legislation, coastline evolution, sustainability and conservation projects and the ongoing regeneration of the Hastings area, any definitive "list" of learning topics and resources available from the fleet is out of date as soon as it is written, because there is always something new which the fleet are having to learn and apply to their own practice, which then offers a whole new context and knowledge base to be shared across the community.

In itself, and particularly in the context of the HFPS and the Hastings Fishing Fleet being able to offer themselves as a curriculum-enriching content provider, this list is just the starting point for a provision of education which can be fully adapted by topic and expertise to fit in with the subject and knowledge requirements of the provision-users: which lies at the heart of enriching learning through personalised learning approaches.

C4.3 - Sustainable Community Learning

One aspect of this project which has taken a primary focus is the availability of supporting materials for schools to use before / after their sessions at the HFPS AEP, as well as additional resources and materials being available for students themselves to take away.

It's anticipated that offering "pre" and "post" visit learning packs and activities for the schools / teachers preparing learners for their trips to use will help to not only enrich the learning but also to complete the package of professional service offered by the HFPS staff. A significant amount of time was spent in research across possible materials which are available in the public domain, those resources which are (a) readily available without additional cost to HFPS and (b) relevant and useful have been cross-referenced and given as examples of possible "available" resources. It is preferable for HFPS to have funding to develop their own, relevant additional resources and materials for learners:

- To match a changing curriculum;
- To match their developing resource / topics bank;
- To match their offer specifically to the needs of the learners and the learning objectives as shared by their teachers;
- To offer a complete package of additional materials ...

...doesn't just add to the relevance of the HFPS education provision, it also adds to its community outreach and perceived value in the wider community. Additionally, the value to the fleet staff of having something additional and of their own to pass to the learners visiting them is not to be ignored as this not only enriches the experience of the learners, it also adds to the take away, community value of the Hastings Fleet's AEP as well as promotes it as a facility in the wider community. This can be informed by on-going evaluation, including requesting feedback with questions such as:

- Did you know fishers can teach down here? [local industry knowledge]
- How did it help your [topic] learning? [applying educational knowledge]
- What will you tell your families about the visit [wider community knowledge]
- Would you like to be able to come down here with your family? [wider community need]

Finally, the issue of tourism (another strand of the GIFs project) and education seemed to combine during the process of this project. This was largely due to the reality of the sheer numbers of EAL (language school students) to be found touring The Stade area specifically and in the town generally, across the duration of this project (end March to June).

Further consideration should definitely be given to marketing the HFPS education provision to EAL language schools, to offer students the chance to learn about the cultural context of the town they're staying in, as well as the language at the same time. This opportunity should be seen also in the context that some language schools are starting to make ties with local education facilities, for example EF use the local South Coast College as their language learning base for the whole of July and August. With the HFPS and the Hastings Fleet's AEP already being linked with South Coast College, there is a natural step in communication and marketing to be made which would extend the reach of the HFPS provision easily into local tourism as well as local education.

C4 - Recommendations:

Significant investment is required to continue to develop resources at several levels:

1. Having a dedicated education officer (or similar) to work with the fleet to continue to develop the educational offer at the Stade. This person would help develop resources, keep the learning offer up to date and relevant to local educators and to act as a regular contact / liaison for schools.
2. Recognising that the approach requires much more than listing available resources and must move to an approach which prioritises identification of the “gap” in available resources and development of additional ones. Finding out what local educators, examination bodies and groups want and checking this against the context of the vast potential available from HFPS.
3. Development of an education calendar of potential offerings; an arts and culture calendar etc to be used to actively market the Hastings Fleet AEP to possible provision users. This could be detailed at curriculum subject levels, with additional adaptability across key stages and education sectors (primary, secondary, further, higher).
4. With cross matching to identify which parts of the changing curriculum or progress with local regeneration are most marketable as focus on local issues and government, curriculum change. For example, the science curriculum at KS1 & 2 will change in September 2015 to the new national curriculum science programmes of study, in preparation for the new key stage 1 & 2 statutory tests which will be introduced in July 2016. With scientific topics being very much at the heart of the fishing industry, this would be an ideal opportunity for the HFPS's AEP to demonstrate how they can support local schools in delivering (through enriched, experiential and fun methods) some of the changed curriculum content. The education offering from the HFPS needs to stay in line with the education sector in order to maintain (a) viability (b) engagement by schools and thus, importantly, its place in the community as a relevant hub for learning.
5. A sessional basis: the structure and content for quality learning experiences are already in place, but the formalisation of the routines of sharing expectations and learning objectives - starter – activities – plenary needs to be established consistently. This should be more readily achievable once the CoC is regularly in use for whole sessions or at least as a central start and finish point for sessions taking place on the beach or in the fish market.
6. The implementation and development of the HFPS's own, original version of the Beach Schools model, complete with qualification option.
7. Ensuring that the HFPS and their staff are integral to the CoC (and possibly Stade Hall) premises and are not “just” a service user of this provision.
8. Robust marketing and establishment of wider community as well as education links, with the explicit focus on shifting the balance from the HFPS / CoC seeking out users for their provision, to having schools, groups and clubs instead seeking them out, to use the provision with an increasing regularity.
9. Offering additional training for any fishers wishing to formalise their own role or boost their own skills, for the delivery of education at the CoC, for example through an HFPS

own “Beach Schools” model in order to “qualify” fishers and other interested parties (such as retired fishers, fishers’ wives) to deliver learning ... this bearing in mind the success of the Horizon Educatief, Ostend project. In this way, fishers may only have to deliver at designated times then although the overall resource / provision becomes more viable in terms of additional income for the fisher fleet (payable), some of the pressure on the fleet in terms of their constantly having to fit in with educators’ requirements in order to deliver, is reduced. In this model, fishers and their wealth of knowledge and experience remain the primary resource, but through an established routine of cascading the learning with greater use of available fishers *as an addition to* rather than a “baseline” provision. This then takes pressure off less confident fishers who can be “around” but not leading learning if they are not confident in doing this.

10. Time and funding for further communication with GIFS and project partners, for example the Horizon Educatief, Ostend, would be invaluable to help to identify the means used to develop their own, very specific, volunteer training “Beach Schools” model and to share their good practice in this.
11. Continued methods of feedback (both formal and informal) to be identified and used as part of the expected evaluation process for every session delivered at by the HFPS, with an identified route for this feedback to inform future development.
12. Further develop the future of the fleet’s AEP (into tourism via its role as an education facility) through actively researching and building links with local EAL education and other forms of tourism (such as responsible/eco tourism).

Final Conclusion: Re-framing the Resource Routine

There are missing elements from this AEP offer which need to be fully established before purposeful classroom resources can be developed. These missing elements include the necessary systems and refinements of rigorous communication processes, booking and management of services and venue in a conjoined, cost-effective manner, for both the HFPS purpose and the convenience of those using the service. To convey this more easily, the following page offers a diagrammatic conclusion of what this project has found:

- to be already established (highlighted in yellow)
- to be needing work and refinement (those areas highlighted in blue)

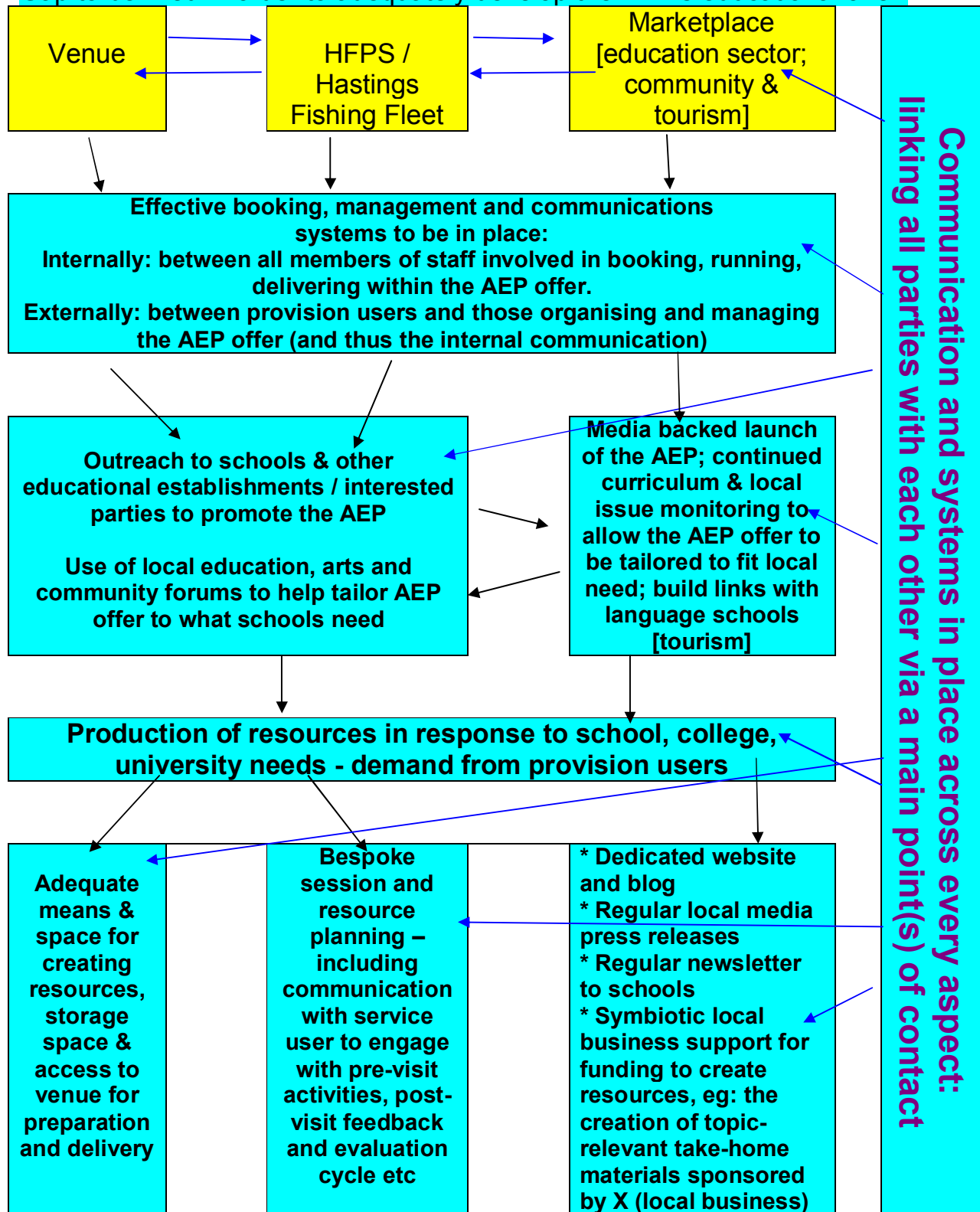
The Hastings Fleet has clearly demonstrated how it can easily contribute not only to the changing curriculum of different key stages, but also offer an enriched learning experience which appeals to a variety of learning styles and interests. Whilst the observed sessions showed clear examples of excellent teaching practice and pedagogical approaches, those initial observation and Pilot sessions demonstrated that whilst the expertise and willingness is there, the processes by which the provision can be refined and delivered in a viable and profitable way to support the HFPS is not yet established, but rather has become confused within the context of the running of Classroom On The Coast and a range of communication, systems and protocol issues relating to this.

The diagram below aims to convey (from the top of the page to the bottom) as a final recommendation, the steps needed to really establish a fully functional, sustainable and viable HFPS and Hastings Fishing Fleet community education resource.

Overview of resources & schedule of implementation needed to establish full HFPS / Hastings Fleet Community Education resource

Primary resource already in place

Gap to be filled in order to adequately develop the AEP's educational offer.



References and Sources

GIFS, 2013, Education Scoping Meeting Report, University of Brighton

Nash, R, 2009, Managing Movement in the Classroom in The Active Classroom: Practical Strategies for Involving Students in the Learning Process, The Complete Active Classroom Series, Corwin Press, Thousand Oaks, CA, pp. 29 – 44

OFSTED, 2014, Inspection Handbook, <http://www.ofsted.gov.uk/resources/school-inspection-handbook>

Appendix D: Bloom's Taxonomy:

Image courtesy of http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

PDF attachment courtesy of TES teacher resources

Appendix E: Gardner's Multiple Intelligences:

Image source: Bill's Teaching Notes - WikiSpaces Classroom

Appendices

Appendix A: List of possible resources / websites available in public domain (via internet or ordering from interested parties). Includes online video resources directly relating to HFPS.

Appendix B: School of fish curriculum mapping plus / HFPS resource matrix & curriculum mapping.

Appendix C: Working example of pre- and post-visit activity planning resource to go out to teachers booking input from the HFPS AEP

Appendix D: Bloom's Taxonomy.

Appendix E: Example of info sent to schools, LOs and behaviour expectation outlined.

Appendix F: Lesson plan template [4 part plus blooms]

Appendix G: Feedback / evaluation forms

Appendix A

The following links offer resources and materials which can be adapted to fit topics taught as part of the learning offer of the Hastings Fleet's CoC. With their accessibility via the internet, it would not cost the fleet anything to include elements of these resources, or activities relating to them as part of their pre- and post-learning ideas supplied to schools and colleges in relation to topics delivered. With the right expertise it would be easy enough to adapt any of these resources to match with existing curriculum sessions on offer from the HFPS, as well as bespoke sessions required by local education establishments / groups / clubs.

Hastings Undersea video survey introduction (with the Sussex IFCA/HFPS)

<http://www.youtube.com/watch?v=ugUdpVyWUvA>

Station 24 (with the Sussex IFCA) <https://www.youtube.com/watch?v=ytPxj-Fnj8w>

The Fisheries Collection: There and Back Again

<https://www.youtube.com/watch?v=h3YAtL0ef9g>

The Fisheries Collection: Fish of Hastings

<https://www.youtube.com/watch?v=y9gvUE3iuSg&feature=youtu.be>

The Fisheries Collection: Fish Processing

<https://www.youtube.com/watch?v=h3YAtL0ef9g>

The Fisheries Collection: The Life of a Fisherman

<https://www.youtube.com/watch?v=h3YAtL0ef9g>

The Sussex Inshore Fisheries and Conservation Authority

<https://www.youtube.com/user/TheSussexIFCA/videos>

Sea Fish website <http://www.fishisthedish.co.uk/education>

School of Fish <http://www.school-of-fish.co.uk/>

Sustainable Fisheries (in conjunction with New Economies Foundation)

<http://digitalexplorer.com/resources/?collection=sustainable-fisheries>

Includes downloadable booklets for Key Stage 2 and Key Stages 3 & 4/ GCSE

<http://www.paintafish.org/resources>

Billingsgate Cookery School <http://www.seafoodtraining.org/>

Marine Stewardship Council <http://fishandkids.msc.org/>

University of Sussex / East Sussex County Council

http://www.sussex.ac.uk/geography/researchprojects/BAR/publish/BAR%20KS3%20education%20pack/English%20PDFs/BAR_KS3_TeachersNotes.pdf

BBC: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>

<http://www.bbc.co.uk/learningzone>

TES resources for geography and science particularly, searching via key terms relevant to sessions being taught <http://www.tes.co.uk/resources>

Appendix B

Resource sites analysis / cross-matching with HFPS learning packages

School of Fish / Curricula / HFPS topic mapping

This is one example: the NEF resources are also being trawled and mapped as part of an ongoing process

Name	Topic-relevance Provider topic HFPS offer topic / subject relevance	Curriculum Subjects <i>Breadth of HFPS offer</i>	Lesson titles (as given by the website) – all of which match across to sessions / topics which fishers have the expertise for	Key Stage Relevance of resource site materials + HFPS learning offer adaptability	Pedagogic approaches the HFPS learning offer could use to enrich these resources, particularly with reference to adding core curriculum links	RESEARCHER / EDUCATOR NOTES / THOUGHTS
School Of Fish www.school-of-fish.co.uk	Eco systems <i>Geography; Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing</i>	Science [also PSHE] Geography / Science [2 lessons] <i>Geography; Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing</i>	Fascinating Fish Structures (3 lessons) Matching fish parts cards Fish around the UK coast Videos include: Ecosystem threats Snorkelling Rock-pooling Images: How creatures adapt to habitat Camouflage and marine habitat	Key Stage 2 <i>Easily adaptable to KS3 and possibly 4, depending on the topics within this that schools need</i>	Literacy: Nouns Key words Numeracy: Statistics relating to species and quotas Statistics relating to features of creatures Thinking skills: Causation (cause / effect)	Sci: Word doc lesson plans are fully editable PDF Geo: Word doc; PDF * <i>Ideal pre-learning link for schools</i> * <i>Creation of HFPS "Top Trump" cards would be ideal bring in / take home resource to enrich this</i>
School Of Fish www.school-of-fish.co.uk	Food Chains <i>Geography Biology; Environmental Science; Ecology, environment and</i>	Science Geography <i>Geography; Biology; Environmental Science; Ecology, environment and conservation</i>	Food chain lesson plan Videos: Fish & health eating Fish market Images: Fishes own food chains	Key Stage 2 <i>Lower ability KS3 adaptable</i>	Literacy: Nouns Key words Word families Numeracy: Statistics relating to species Shape, space & measures:	Plenty of opportunities to incorporate a range of learning styles into this topic * <i>Ideal pre- and post- learning materials for schools</i>

	conservation <i>Sustainable fishing</i>	<i>Sustainable fishing</i>			relative size	
School Of Fish www.school-of-fish.co.uk	Our Amazing Seas Art; Technology; Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Art ICT Music Plus RE & PE (dance & movement)	Sketching lesson plans & teachers' lesson notes Printing lesson plans and teachers' lesson notes Web research quest – fascinating facts; lesson plan + activities (& website resource sheet) Using beats / syllables to learn vocabulary	Key Stage 2 <i>Adaptable to all levels within KS3 and 4</i> <i>Some aspects adaptable for younger learners (KS1 – nursery visits)</i>	Literacy: Key words Topic-relative key words Numeracy: Scale Statistics Calculation skills	<i>HFPS already have plenty of art expertise (Yasmin and Paul Ormsby) to inspire creation of pre-learning art-based materials</i> <i>* Ensure HFPS video web links form part of pre-learning materials to add relevance to web research</i>
School Of Fish www.school-of-fish.co.uk	Litter Big Beach Clean-up Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Geography Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Lesson plan adaptable for indoors or out Videos: Fish discards Impact of Litter Big Beach clean up Interactive ICT game: Big Beach Clean UP	KS2 <i>easily adaptable to lower end KS3 as pre-learning or post-learning consolidation activities</i>	Literacy: Key words Topic-relative key words Language of instruction and enquiry Numeracy: Scale Statistics, surveys Calculation skills Thinking skills: Causation (cause / effect)	<i>Creating pre-learning packages using visuals of litter on Hastings beaches, checklists for children to use on their visit and then to analyse after their visit offers potential for complete unit of work.</i>
School Of Fish www.school-of-fish.co.uk	Endangered Species Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Science Links to literacy PSHE, Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Endangered species lesson plans (adaptable for inside and outside)	KS2 <i>easily adaptable to KS3 and KS4 as pre-learning or post-learning consolidation activities</i>	Literacy: Topic-relative key words Language of instruction and enquiry, empathy and persuasion Numeracy: Scale Statistics, surveys Calculation skills Thinking skills: Causation (cause / effect)	<i>Easily adaptable / offer inspiration for ways to use local information & LEK to create pre- and post-learning activities as well as a whole project based around input from the fleet</i>
School Of Fish www.school-of-fish.co.uk	Sustainability	Literacy Geography	Speech writing The Debate	KS2	Literacy: Topic-relative key words	<i>Easily adaptable / offer inspiration for</i>

fish.co.uk	Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	PSHE Assemblies Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Pros and Cons of Sustainable Fishing A World Without Fish How Different Cultures Fish Me, My Health & Sustainability Fishing Sustainably	easily adaptable to KS3 and KS4 as pre-learning or post-learning consolidation activities	Language of instruction and enquiry, empathy and persuasion Numeracy: Scale Statistics, surveys Calculation skills Thinking skills: Causation (cause / effect)	ways to use local information & LEK to create pre- and post- learning activities as well as a whole project based around input from the fleet – local media relevant and link to CoC website
School Of Fish www.school-of-fish.co.uk	Fish for Health Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Science / PSHE Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	What's Inside A Fishfinger? Is Fish Good for me Videos: Codcast: Fish for Health Fish Camp Cooking Eat Fish for Health	KS2 easily adaptable to lower ability KS3 / 4 as pre-learning or post-learning consolidation activities	Literacy: Topic-relative key words Language of instruction and enquiry, to inform, advise, persuade Numeracy: Weights and measures Statistics, surveys Calculation skills Thinking skills: Causation (cause / effect)	Close links to Food and health sessions already run by HFPS / fleet experts, means this topic would be easy to redefine in a local context, including input from fishers, plus package of pre- and post- learning activities.
School Of Fish www.school-of-fish.co.uk	The Perfect Catch Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing	Geography Geography Biology; Environmental Science; Ecology, environment and conservation Sustainable fishing Technology	Food packaging and eco- friendliness Videos: Fish Market Harbour Angling	KS2 easily adaptable to lower ability KS3 / 4 as pre-learning or post-learning consolidation activities	Literacy: Topic-relative key words Language of instruction and enquiry, to inform, advise, persuade Numeracy: Weights and measures Statistics, surveys Calculation skills Thinking skills: Causation (cause / effect)	Close links to LEK and sessions already run by HFPS / fleet experts, means this topic would be easy to redefine in a local context, including input from fishers, plus package of pre- and post- learning activities.
It should be noted that the new videos developed by EB and team – could also be used across all of these topics						

Resource matrix: this is currently being revised in conjunction with HFPS to allow for greater detail about curricular offer and to remove those elements which classroom practitioners could do themselves as pre and post-visit activities, eg: painting fish pictures and origami fish

Description of activity	Sub description	Resources	Back up resources	Who deliver this
Tour of the beach	Launching and Landing	View from beach and talk.	Photographs or film footage	Education Officer and Fisherm
Tour of the beach	The different vessels	View from beach tour and talk	Photographs or film footage	Education Officer and Fisherm
Tour of the beach	Boat	Boat on beach walk and talk (is there a boat they can get on and	Photographs or film footage	Education Officer and Fisherm
Tour of the beach	Health and Safety and the dangers of fishing beaches	Winch, life boat, life jacket etc	High visibility jackets	Education Officer and Fisherm
Tour of the beach	Fish n Chips	Maggies	Fish	Education Officer
Tour of the beach	Jerwood Gallery visit	Jerwood		Education Officer
Tour of the beach	East Hill View	Funicular	Photographs or film footage	Education Officer and Fisherm
Tour of the beach	Under ten metre coastal community talk	History of the fleet talk to modern day beach life	Photographs films	Education Officer and Fisherm
What a fisherman does	Net making	Different types of nets, materials to make nets	Photographs or film footage	Fishermen
What a fisherman does	Fishing techniques for different fish		Pictures	Fishermen
What a fisherman does	Landing a catch	Boats landing, fishmarket mezanine talk.	Pictures, photographs or filmed footage	Education Officer and Fisherm
What a fisherman does	Fish market	Fish market, real fish, aprons, sign in sheet	Pictures, photographs or filmed footage	
What a fisherman does	Seasonality	Fish	Picture of different types of fish on a seasonality time line	
What a fisherman does	Where the fish go	Supply chain talk, boat to plate, sustainable fish		
What a fisherman does	What can be found on the beach and in the sea	touch table box, items they collected on the tour		
Biological	Different types of fish	Fish		
Biological	Anatomy of a fish	Bud (Bud material), fish for dissection, microscopes	Drawings, pictures	Bud
Environmental	Tide	Tide tables and how to read them session	Possible blown up laminated time table	
Environmental	Water quality	Plastic video HVA water quality		
Environmental	Climate broad level and local level (wind direction speed increa	What should be seasonal and what is happening this year	Possible use of the seasonality map	
Environmental	Accretion and erosion	Coastal Path finder		
Sustainable fishing	Large scale fishing practises and the damage to the sea bed			
Sustainable fishing	Quota			Fishermen
Sustainable fishing	Artisan beach launched mixed fishery and tourism (sense of Place)			
Food and health	Preparing a fish for cooking and hygiene	Fish filleting demonstration, fish identification, wash hands, temperature of food, fish prep		
Food and health	Benefits of fresh fish	Nutritional tables		
Arts and Crafts	Paper mache fish wind sock	Tissue paper, wire		Artists
Arts and Crafts	Paint and colour in a fish	Paper, paint		Artists
Arts and Crafts	Origami fish	Paper		Artists

Appendix C

Working example of pre- and post-visit activity planning resource to go out to teachers booking input from the HFPS AEP

As seen in the example relating to The Fish of Hastings video (in the body of the report) these examples relate exactly to the video resources developed by the Media Department of University of Brighton (Hastings Campus). These are just a few examples ... the reality is that activities could be created to complement any of the video or online resources available, making the videos (and other resources) highly adaptable across strands of the curriculum, across education sectors and, crucially, cross over into use for community learning too.

Example 1: Boats There and Back Again:

Boats There and Back again video https://www.youtube.com/watch?v=h3YAtL0ef9g	
Key Stage 1 & 2 (adaptable to age / level of learners)	
National Curriculum Strands	Science; Geography; Numeracy; Literacy;
Objectives	<ul style="list-style-type: none"> * Recognise that things can be grouped in different ways; * Explore and use classification keys to help group, identify and name a variety of things in their wider and local environment;
Additional enrichment	Has special application for learners with specific language difficulties (SpLD) or poor vocabulary, thanks to the rich variety of sounds of the beach in the video
<p>Activities to enrich the learning from the video <i>[with pedagogic purpose]</i></p> <p>These activities are designed to be delivered progressively to build on each other as required, depending on time available prior to visit.</p> <p>Activities 2 and 3 could also be used with the visit in between them,</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> • Identify vehicles you'd expect to see on the beach. Create word map of these (with images as appropriate) • Learners watch the video and identify how many vehicles they find and what they are? • Did they expect to see all of these? • What was each one doing? • Which ones are useful to the fishermen on land and which ones at sea? <p><i>[To establish prior learning; links to literacy & key word use at topic and general learning levels]</i></p> <p>Activity 2:</p> <ul style="list-style-type: none"> • Similar to the above, but focus on the different vehicles (at age appropriate level) – this could be delivered in a variety of formats alongside the video.

<p>so that activity 3 could become a consolidation activity as much as a pre-visit learning activity – prior to visit to CoC</p>	<ul style="list-style-type: none"> • Identify the vehicles used • What the purpose of each one had • Which ones had wheels and which didn't? • Why? <p><i>[To establish prior learning; links to literacy & key word use at topic and general learning levels]</i></p> <p>Activity 3:</p> <ul style="list-style-type: none"> • Discuss the vehicles you'd expect to find on the beach & list them. • Categorise the vehicles into whether they are found on the land or the sea. <p><i>[Retain this list if visit is to be made as part of this activity]</i></p> <ul style="list-style-type: none"> • Watch the video (as a reminder if visit has been made, as an information source if pre-visit) • List the vehicles found and categorise according to "wheels" or "no wheels" (or sort out cards with these on). • Identify why such a range of vehicles. • Focus on the wheeled vehicles and how they are used to help the vehicle without wheels when it's on land. <i>Opens up discussion about the beach environment as well – shingle, stones, rocks etc.</i> • Older children could work on describing how these vehicles work and creating their own narratives for the video to show & tell alongside the video. <p><i>[Auditory and visual engagement with learning materials / topic; fact-finding; categorisation; also starts to instil beach awareness for visit]</i></p>
<p>Enrichment to visit</p>	<ul style="list-style-type: none"> • Pupils are already starting to be aware of key words and industry terms that the fishers might use in delivery of the topic. • Pupils will start to be aware of the types of vehicles used on the beach and their purposes in relation to the working environment, all of which also adds to a basic knowledge / familiarity to remember and apply when down at the CoC. • Pupils may start to formulate questions based on the video, to ask when down at the CoC.

Example 2: The Life of a Fisherman

The Life of a Fisherman: https://www.youtube.com/watch?v=3Ta5q7QhgQI&feature=youtu.be	
Key Stage 3 or Key Stage 4	
National Curriculum / GCSE topic	Geography: Economic Activity & Coastal Management Business Studies
Objectives	To identify the roles and inter-connectivity within a local industry (with a focus on the role and interests of stakeholders)
Activities to enrich the learning from the video [with pedagogic purpose] As a pre-learning activity – prior to visit to CoC	<ul style="list-style-type: none"> • Thought-shower of relevant stakeholders learners would expect to be involved in the fishing industry (whole class, small group or paired activity). • Students watch the video with focus on identifying which stakeholders are mentioned (from 1.43 to • Students feedback the examples they have found. • Discuss the relevant roles and which of these stakeholders students anticipate being directly involved with the Hastings fleet. <p><i>[To create links with prior learning; links to literacy & key word use; use of key language in industry related context]</i></p>
Enrichment to visit	<ul style="list-style-type: none"> • Pre-learning about key words within industry context starting to be in place (eg: market, retail). • Students begin to formulate questions they might want to ask about stakeholders involved in fishing industry. • Students start to engage with the context of fishing as a local primary industry and identify how much local industries are connected, eg: fishing fleet, fish market, fish restaurants [and additionally wider local socio-economic activity]
Additional resources	Could be used in conjunction with / further developed in conjunction with stakeholder and fishery related resources offered by NEF http://digitalexplorer.com/resources/?resource=sf-under-the-sea

Example 3: Fish Processing

Fish Processing: https://www.youtube.com/watch?v=SHCczm-mAYM&feature=youtu.be	
Key Stage 3, 4, 5 (possibly adaptable to higher ages / abilities within KS2)	
National Curriculum / GCSE topic	KS3 Science; Biology (classification) KS4 Science; Biology; Ecology (classification) Post-16 Science; Biology; Bio-diversity & evolution (classification)
Objectives	To start to identify: <ul style="list-style-type: none"> • how a creature adapts to its surroundings • key characteristics of a fish
<p>Activities to enrich the learning from the video [with pedagogic purpose]</p> <p><i>Suggested approach to these activities would be tailored to suit age of learners</i></p> <p>As a pre-learning activity – prior to visit to CoC</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> • Thought-shower of ways in which fish have evolved / adapted to suit their environments. • Discuss & share how this information is known. • Students watch the video with focus on how the Dover Sole has evolved. • Cross-check against own list: any missed? • Identify any new knowledge or further questions about this, to ask in the context of LEK when down at The Stade. <p><i>[To create links with prior learning; links to literacy & key word use in industry related context]</i></p> <p>Activity 2:</p> <ul style="list-style-type: none"> • Thought-shower ways fishermen classify and sort fish they catch. • Discuss and share how this information is known and why it's necessary for fishermen to do this. • Watch video then compare original thoughts to additional information gained from the video. • Identify any new knowledge or further questions about this, to ask in the context of LEK and fish classification when down at The Stade.
Enrichment to visit	<ul style="list-style-type: none"> • Pre-learning about key words within topic. • Students begin to formulate questions they might want to ask in relation to LEK / fish classification. • Students start to engage with the relationship between fish and their environments (and how this knowledge also relates to the fishing industry).
Additional resources	HFPS anatomy of a fish resources

Appendix D

Bloom's Taxonomy for Learning

Bloom's Taxonomy was developed in 1956 and continues to feature as a part of teacher training. It's best recognised (and understood in a way which informs teaching practice) when seen as a hierarchy of need / process of progression in thinking, understanding and learning.

It was revised in the 1990's in a way which essentially redefined aspects (eg: Bloom's original baseline for learning as being "knowledge" to become "remembering". As learning was becoming more recognised as an active process, so the taxonomy steps changed from nouns, to verbs at this time. In each case, the taxonomy is seen as a hierarchy of learning, with the first three steps (remembering -> understanding -> applying) requiring lower order thinking, moving into higher order thinking with the top three levels (analysing -> evaluating -> applying).

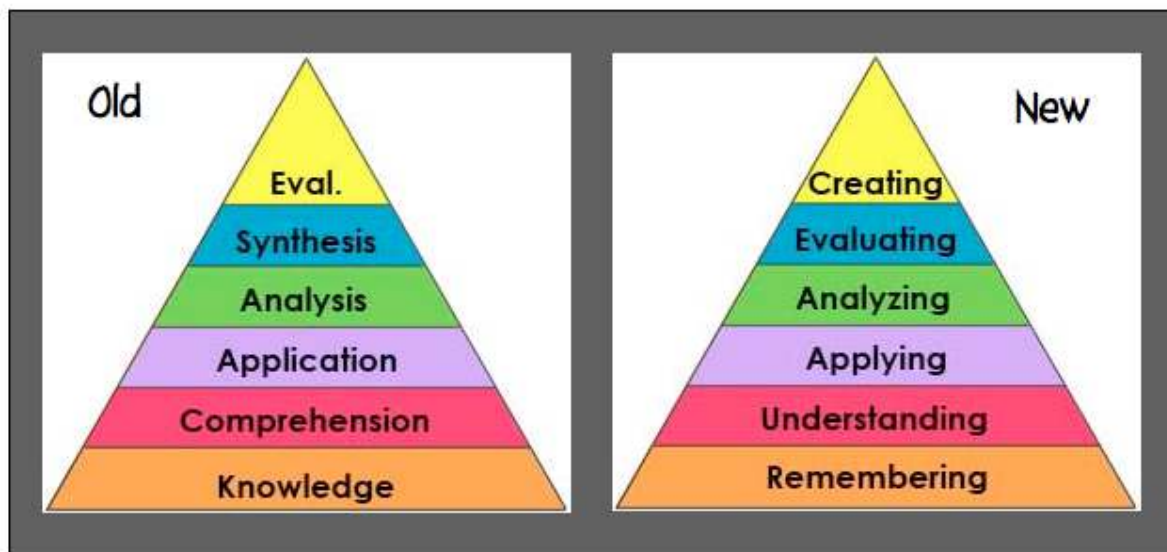


Image source:

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Appendix E

Sample proforma of information sent to schools, for return with relevant learning objective information *plus, return as completed by teacher bringing group for pilot session*

Educational Visits

HFPS Classroom on the Coast

Educational visits and field trips to the Hastings Fishing Fleet's Classroom on the Coast, working beach and Fish Market environments offer an excellent opportunity to enrich classroom learning, whilst providing a stimulating and educational experience for the pupils / students.

Because want you to be able to gain the maximum possible educational value from your proposed visit to us, **we would be grateful if you could complete and return the form below within 7 days of receipt and by two weeks before your visit.**

This will enable us to tailor our planned session to the learning and social context of your visit, as well as to ensure that our content and resources are age-appropriate for your group.

Once your trip is confirmed, we will provide ideas and supporting materials which we hope you'll find useful to support prior learning before the visit and / or to help consolidate the learning from your session, after the visit.

In preparation for the trip it would be useful if you could:

- 1) Ensure that the named contact person confirms the visit in advance of the trip.
- 2) If you are bringing a large group, which you are going to be splitting into smaller groups which will *each* need input from fleet staff at the same time, please let us know this *well in advance*.
- 3) Please remember that The Stade and Fish Market are working, industrial areas for the Hastings Fishing Fleet. Please explain safety, etiquette and behaviour required in the area. Our own schools' health and safety guidance is attached and we would be grateful if you could pass this information on in an age-appropriate way, that your pupils / students will be able to understand.
- 4) Ensure that groups stay together, with a staff allocation to all groups. *Accompanying staff are responsible for the behaviour of groups and individuals in these groups at all times.*
- 5) Use some of the preparation materials to help create additional enthusiasm for the trip. The fleet staff really enjoy Q & A sessions with learners of all ages and it often helps if the learners have some prior knowledge to draw on, or that the fleet staff can use to help engage the learners in the field-trip topic. Our preparation resources have been identified as helping to provide some of this prior knowledge as well as stimulate interest and enquiry in learners.

Name of School		Date and time of proposed visit	
Name of teacher / visit co-ordinator		Contact number for teacher / visit co-ordinator	
Anticipated duration of proposed input from HFPS staff			
Proposed means of transportation to The Stade			

Key Stage and approximate number of learners in the group
Number of staff accompanying the group
General topic / subject area / focus of visit
Learning objectives for the visit <i>Please add in any subject or study specific information, eg: if this trip is to support learning of a specific syllabus such as AQA GCSE Geography</i>
Are there any special considerations for your group in the context of your visit? For example, disability or mobility issues for individuals or a group who will be using the classroom / beach?

Staying safe during your visit

In preparation for your visit, please share with your learners and accompanying staff the following dos and don'ts:

DO

- Wear appropriate footwear on the day. Many areas are likely to be wet and slippery, so please ensure that footwear has an appropriate non-slip sole. High heels are not appropriate but neither are very low, slipper-type pump shoes as these tend to be very slippery. Open toed shoes are also inappropriate due to the working nature of the beach, stones and small pebbles can also make open-toed shoes very uncomfortable.
- Wear suitable weatherproof coats and jackets for outdoor visits. Even if the weather seems fine, the beach can be prone to local “sea mist” and can be considerably cooler than other areas of the town.
- Be aware that beach combing is not encouraged around The Stade, working beach and harbour arm areas. Any “items” and creatures of interest in the area are likely to have been picked over by local scavenging species (such as the sea gulls) and as such carry an increased significant risk of germs and bacteria. All dead creatures on the beach have been “left” by the gulls for a reason!
- Ensure that your own staff are aware of any sea or fish-related allergies amongst the learners and are appropriately equipped to deal with any emergencies or problems.
- Please do show respect for the working beach environment.
- Pay attention to wires, winches and equipment which may make walking hazardous.
- Show respect to those leading the tour / talk; show good listening skills whilst the fishing staff are talking – there will be plenty of chances to ask questions throughout!

DON'T

- Touch any fish or fishing equipment unless you are invited to by the person giving your tour / talk.
- Take photos of members of the fleet without asking for permission. Photography of members of the fishing fleet is not invited. If individuals wish to take photos of the fleet at work they should ask for permission first.
- Throw stones or any other items found on the beach.

From time to time staff from the HFPS and the Classroom on the Coast will take photographs of tours to use on their website, resource pages and promotional materials. If there is likely to be any problem with this for any of the individuals in your group, please let us know on the day.

Teacher's returned example (personal information removed)

Name of School	xxxxx	Date and time of proposed visit	Tuesday 10 th June 2014 11.00 – 12 ish
Name of teacher / visit co-ordinator		Contact number for teacher / visit co-ordinator	
Anticipated duration of proposed input from HFPS staff	30 / 40 minutes (60 max)		
Proposed means of transportation to The Stade	By coach to the pier then walking along the beach.		

Key Stage and approximate number of learners in the group
KS4 – 22 students
Number of staff accompanying the group
3
General topic / subject area / focus of visit
<p>Coastal coursework title: Investigate a hard and / or soft engineering strategy used to manage a stretch of the coastline.</p> <p>How effective is the harbour arm at creating a good working environment for the fleet? What changes are noticeable in the beach gradient over the short term & long term? How are these changes managed? How are future sea level changes likely to impact on the work of the Hastings fleet?</p>
<p>Learning objectives for the visit <i>Please add in any subject or study specific information, eg: if this trip is to support learning of a specific syllabus such as AQA GCSE Geography</i></p>
<p>See above. This work (a 2000 word report) represents 25% of the students' GCSE geography grade.</p>
<p>Are there any special considerations for your group in the context of your visit? For example, disability or mobility issues for individuals or a group who will be using the classroom / beach?</p> <p>None.</p>

Appendix F

Example of proforma session plan / sequence, for consistency in delivery and sharing of good practice observed (with pedagogy / stage of learning added).

NB: All aspects of the teaching sequence for developing learning (remember, model, try, apply, secure, all of which relate directly to Bloom's Taxonomy) may take place more than once throughout the session. In the fish ID session observed, for example, this routine was engaged three times during each different session focus ~ initial ID activity; nets and catching fish activity and then in the fish preparation activity.

	Pedagogy / stage of learning	Stage of session	Example activity
1	Social; expectation	Meet and greet	Share health, safety guidance
2	Focus the group on learning intention Remember – engage current knowledge	Starter	Share learning objective, introduce what will be talked about / shown Stimulate prior learning with questions
3	Model	Activity	Demonstration; presentation; discussion
4	Try & Apply	Activity	Hands on, experiential
5	Secure	Plenary / round up and consolidation of current learning aim	Learners show what they have learned through what they have created / achieved or through Q & A

The final part of this sequence, is Review and Reflect, which will be the suggested activities for the learners take back with them to their regular learning environment.

Appendix G

Educational Visits

HFPS Classroom on the Coast (CoC)

Schools & Group Visits Feedback Form

Date of Visit	
Name of contact	
School / Organisation	
Address	
Town / City	
Postcode	
Telephone / email	
Age of students	

Section 1: About your visit

Type of visit (tick all which apply)	CoC venue only		HFPS / CoC led session		Stade and Fishmarket Tour	
Was this the first time you have used our facilities?	Yes	No	Would you use the provision of the CoC again.	Yes	No	
If no, please tell us why ...						
How useful did you find the HFPS-staff led session?						
What went well and why?						
What didn't go well and why?						
What did you think of the session leader? <i>You might want to think about topic knowledge, delivery, ability to engage your group / relevance of the information shared and the activities in your session</i>						
If an educational establishment, do you feel the learning objectives were delivered?						
If not, did you share your learning aims prior to the visit? Yes No						

Section 2: About your experience:

Did you receive a teachers' resource pack?	Yes	No									
If yes, was this relevant and useful?	Yes	No									
Did you use any of the resources for pre-visit learning?	Yes	No									
Will you be using any of the resources for post-visit learning?	Yes	No									
Can you make any suggestions for how we can improve our education activities & visits?											
How would you rate your experience of learning with us? (Please circle appropriate number)											
Excellent	10	9	8	7	6	5	4	3	2	1	Poor
Venue	10	9	8	7	6	5	4	3	2	1	
Staff	10	9	8	7	6	5	4	3	2	1	
Resources	10	9	8	7	6	5	4	3	2	1	
Activities	10	9	8	7	6	5	4	3	2	1	
Communication (prior to visit)	10	9	8	7	6	5	4	3	2	1	
Value for money	10	9	8	7	6	5	4	3	2	1	
Overall level of provision	10	9	8	7	6	5	4	3	2	1	
<i>Please use this section to add any further comments or recommendations</i>											

Please return this form to:
xxxxx

Appendix H

Behaviour management posters for the classroom

Making the most of your visit

DO	
✓	Wear appropriate footwear for the working beach and fishmarket environment.
✓	Wear suitable weather-proof coats and jackets for outdoor visits.
✓	Ensure that your own staff are aware of any sea or fish-related allergies amongst the learners and are appropriately equipped to deal with any emergencies or problems.
✓	Please do show respect for the working beach environment
✓	Pay attention to wires, winches and equipment which may make walking hazardous
✓	Show respect to those leading the tour / talk; Show good listening skills whilst the fishing staff are talking – there will be plenty of chances to ask questions throughout!
DON'T	
×	Beach comb: it is not encouraged around The Stade, working beach and harbour arm areas. Any “items” and creatures of interest in the area are likely to have been picked over by local scavenging species (such as the sea gulls) and as such carry an increased significant risk of germs and bacteria. All dead creatures on the beach have been “left” by the gulls for a reason!
×	Touch any fish or fishing equipment unless you are invited to by the person giving your tour / talk.
×	Take photos of members of the fleet without asking permission. Photography of members of the fishing fleet is not invited. If you wish to take photos of the fleet at work, you should ask their permission first.
×	Throw stones or any other items found on the beach

From time to time staff from the HFPS and the Classroom on the Coast will take photographs of tours to use on their website, resource pages and promotional materials. If there is likely to be any problem with this for any of the individuals in your group, please let us know on the day.