



Sustainable Food Trust

A global voice for sustainable food and health

Harmony in Education Project

Progress Report

January to April 2017

Harmony in Education: January to April 2017 Report

1. INTRODUCTION

In January 2017, Richard Dunne began this project, Harmony in Education, funded by and under the governing support of the Sustainable Food Trust (SFT). In particular, on the basis of a two-day-a-week secondment, Richard began to work with two colleagues; Patrick Holden, of the Trust, and David Cadman, his supervisor. He is very grateful to all those who have made this project possible, not least those who have funded it.

This year's work followed on from and built upon work Richard had undertaken in 2016, working with the Prince's School of Traditional Arts (PSTA) and his colleagues at Ashley C of E Primary School, the school of which he is the Headteacher, and where he began to introduce principles of Harmony into the curriculum. It is important to acknowledge the help and support given by the PSTA in understanding and presenting the sacred geometry which lies at the heart of this work. Richard also wants to thank his colleagues at Ashley School and the Chairman and Board of Governors of the school who have enabled this work to be undertaken. Richard and the SFT trust that they will see the value that this work brings to the school, which remains Richard's priority.

As set out in the 2017 strategy document, the research question for this work is:

How can Nature's principles of Harmony inform and inspire education thinking and practices, and lead to both more meaningful learning and a more proactive role for students in helping them prepare for the interconnected social, economic and environmental challenges of our time?'

This is a big question to answer so we have broken the question down into three key focus areas:

1. *How can principles of Harmony be embedded most effectively into education thinking and practice?*
2. *How can principles of Harmony enable learning across curriculum subjects to be more cohesive and more purposeful in producing meaningful learning?*
3. *How can principles of Harmony develop in our young people a compassion to take action that leads us to a more sustainable and harmonious way of living?*

As will become clear in the report, the practices at Ashley School and how they have been embedded into the curriculum has been the starting point for this work. It is now being developed and replicated in other settings. The past four months have been a busy and productive time. Richard has been able to step back from the day to day management of the school for part of each week and this has enabled him to disseminate, write up and evaluate the work that is being developed around Harmony in Education.

2. A TEACHER RESOURCE

The most important aspect of this work on Harmony during these first four months has been to draft up a first teacher resource guide that explains how principles of Harmony have been integrated into curriculum learning and how this approach fits within a broader approach to education, based on values and enquiries of learning. At Ashley School, these enquiries of learning provide the framework for the learning in each year group each half-term.

The first draft of the resource guide has now been written. It needs further refining, but it is certainly taking shape. What is becoming clear is that principles of Harmony as guiding principles for learning and school practices need to be set within the structure of how the curriculum is planned out and delivered.

To that end, Richard has been working on 'seven principles of a good education' that provide the broader picture of what is being created around principles of Harmony.

In summary, his seven principles of a good education are as follows:

1. Values

The values of a school create the ethos that permeates through every action and every word. They need to be referenced, role modelled and lived out by adults and students alike every day.

2. Enquiries of Learning

Learning needs to make sense for students, to go beyond an endless series of subject separate lessons, to something much more relevant and purposeful. When we learn through enquiries, we are searching for meaning, we are asking questions and seeking answers.

3. Head, Hands and Heart

When planning out the learning process, the challenge is to get the balance right between the academic, the experiential and the empathetic, between activities that get us to think, that are practical and creative, that teach us to care.

4. Great Work Outcomes

We know that there will always be a measure to learning, but if we want to give meaning to what we learn, the key is to work towards some kind of Great Work outcome that provides an opportunity for students to share and celebrate what they have learnt and achieved.

5. Principles of Harmony

As we look to find sustainable solutions to the challenges of the 21st century, the best teacher we can reference in all our learning is Nature and her eternal, universal principles of life. The seven selected principles of Harmony that we are using for this work are the principles of the cycle, interdependence, geometry, diversity, adaptation, health and oneness.

6. Community Partners

If schools are to play a meaningful role at the heart of their communities, they need to be outward facing and partnership building, learning from and giving to the wider community.

7. Student Leadership

The ultimate goal of education is surely to produce students who have a strong sense of self, who show initiative, who stand up for what they believe in and who are given opportunities to take on leadership roles in all aspects of their learning and school life.

These seven principles of a good education are borne out of many years of headship and Richard believes they are the drivers for student success beyond just core learning progress and attainment.

3. PSTA PARTNERSHIP

Alongside the teacher resource guide, and with a strong focus on geometry as a way into this learning on Harmony, a first unit of learning on the geometry of Ancient Egypt was agreed with the PSTA for completion in time for the start of the Summer Term 2017.

This unit of learning has just been completed, and Ashley School is now trialling the activities. What is very clear is that whilst the PSTA has excellent knowledge of geometry, it is essential that Ashley School trials the activities and feeds back on the teaching and learning aspects of each activity to ensure that the activities work as successfully as possible. It is very much a partnership approach, and we will be providing the PSTA with evaluations of each activity as they are undertaken. Funding permitting, we hope this will be the first of many units of learning, covering a wide range of themes and topics across the curriculum.

What is important in these units is that they are not seen merely as a series of activities to help students understand geometry. Rather, through the geometry, they should be a way into learning that opens up a conversation that addresses issues of sustainability and well-being. The aim of all this work is to ensure young people grow up with a greater sense of their place in the world and to nurture in them a responsibility to live in ways that are in harmony with one another and nature.

4. TEACHER TRAINING PARTNERSHIPS

The work with teacher training colleges is evolving in many ways. All the colleges referenced here are places where Richard already has a good relationship with key members of their teacher training team. In their various ways, they are looking for a fresh approach to learning that moves education to a more enlightened place and away from its very reductionist focus on endless data and testing. They are excited by what Harmony learning has to offer.

As soon as the teacher resource guide is ready for publication, each college will have access to the materials and they will be able to disseminate the guide to their cohorts of trainee teachers. Currently, Richard's slide presentation in pdf form with an overview of how Harmony principles underpin the learning at Ashley School is what the teachers get, along with copies of year group overviews, showing the links between the principles and the enquiries of learning. It is an interim measure. Long term, teachers need something more detailed.

Winchester University

This year, Winchester University has very much embraced Harmony as one of its focus areas for teacher training. There is a module of learning on Harmony, trainee teachers have visited Ashley School (at the end of March) to see and learn about how Harmony principles are embedded into the curriculum, and their partnership programme with other teacher training colleges in Europe took Harmony as its theme at their annual event last October. With strong support from the leadership team in the Education Department, we can see further good work developing through this partnership.

Homerton College, Cambridge

Homerton College in Cambridge is also proving to be a real ally in the promotion of Harmony learning. Richard gave an hour-long presentation to their trainee teacher cohort in January and they have since run a workshop day on enquiries of learning with reference to Harmony principles. The quotes from the presentation in January are included in Appendix 3. We are confident the work with Homerton College will continue to grow. Interestingly, following Richard's presentation there in January, five of their trainees applied for positions at Ashley.

Kingston University

The partnership with Kingston University is two-fold. Richard is giving the end of year keynote speech to all their trainee teachers in June, but he is also working with their Senior Lecturer in Maths, who is particularly interested in the work we are developing around geometry and how this can be explored through Maths learning. The trainee Maths specialists at Kingston University will be working with students at Ashley School to develop these practices later in May.

The University of Wales Trinity Saint David

The University of Wales Trinity Saint David is a Harmony University with its five Harmony Professors of Practice: David Cadman, John Sauven, Tony Juniper, Juliet Davenport and Peter Davies. They are keen to look at ways in which Harmony principles can be integrated across the University and support the work they are developing to take forward the recent 'Well-Being of Future Generations' Act in Wales. Richard has had preliminary talks with Jane Davidson and Elaine Sharpling, who lead the Education Department at UWTSD, and there are further plans to build this work and to find ways of integrating Harmony principles into curriculum units of learning in Wales.

Durham Teacher Training Centre

Durham Teacher Training Centre has shown very real interest in Harmony learning. Following a workshop session that Richard ran with them last year, they have now partnered with the PSTA, who are leading a series of seasonal workshops with teachers this academic year. They also asked Richard to speak (by Skype) at their professional development day on Spiritual, Moral, Social and Cultural practices at the end of March, and they are looking to find further ways in which we can work together next academic year.

Christchurch Canterbury

The work with Christchurch Canterbury is in its infancy, but again there looks to be very real potential in some kind of collaboration. Richard met with their education team last November and we are meeting again in two weeks' time to look for opportunities to link Harmony principles both into their teaching training programme and their university level practices. They are the only university we know of that has a module of learning for all students on sustainability! This is a great model for replication.

The Institute of Education

Another centre for training that is very much behind the work on Harmony is The Institute of Education. They have an end of year one-day conference in late May and they have asked Richard to give their keynote lecture as a final 'send-off' before they finish the course. Some of the teacher resources should be ready to share at this event.

Roehampton University

Roehampton University is close to Ashley School. Richard gave two presentations there in March to approximately 200 trainee teachers on Harmony principles as underpinning principles for all learning. Next month, they will be putting on an art exhibition of work on the theme of Harmony and how the trainee teachers have interpreted principles of Harmony in their training. We anticipate this partnership will develop further next year and if we are able to disseminate the resource materials next time, the engagement with the trainee teachers is likely to be even stronger.

Exeter University

The link with Exeter has good potential. Richard ran an on-line session with their trainee teachers in the autumn and we are planning a more developed project this autumn.

As mentioned, all these partnerships have been based upon relationships Richard has had with the training colleges for some time, but with a revised focus on Harmony learning. Years of working together with several of the colleges has given them confidence to explore this new approach to learning and it is being well received.

5. SCHOOL PARTNERSHIPS

Whilst the practices around Harmony are centred very much around Ashley School at the moment, it is clearly important to build partnerships with other schools so that other models of learning can be developed in other school settings. This is beginning to happen.

Llandoverly College

Llandoverly College is very much a partner in learning with regard to Harmony. Richard has had two successful days at the college, sharing practices around Harmony, and geometry learning in particular. The college is extremely enthusiastic about this approach to education and has invited Richard back at the end of May to do some work with them on embedding Harmony principles into their curriculum. Most excitingly, Llandoverly College will host the Sustainable Food Trust's "Harmony in Food and Farming Conference" in July and Richard is supporting the school in terms of key projects for the conference that will showcase Harmony in practice such as food growing initiatives and the planting up of fruit orchards and wildflower meadows.

Rhyl Primary School, Camden

Rhyl Primary School in Camden is also looking to play a lead role in the development of Harmony learning in education. Richard has had two meetings with the Headteacher of Rhyl Primary, and we have now agreed the dates and the timetable for a series of six half-day workshops next academic year, one each half-term, when up to 30 teachers from Camden Schools will attend and learn more about each principle and how it can be meaningfully applied to curriculum learning. This programme is being supported by the Institute of Education and two of their senior lecturers will be involved in it. There will be a charge for the workshops, which will bring in a small revenue to support the development of the Harmony education materials.

Eton College, Eton

One of the Senior Housemasters at Eton College, Mike Grenier, attended the Highgrove Education Day in June 2015. He is part of a movement promoting Slow Education, which focuses on less content in learning and greater opportunities to deepen understanding of what is being learnt. He is particularly interested in Harmony learning and attended a day-

long event at Homerton College in January. Richard met him at Eton College last month, when they visited the college's new Innovation and Research Unit. Mike and Richard are now planning a return visit for some of the senior teachers at Eton College to come to Ashley School to learn more about what the school is doing to promote principles of Harmony in their learning. They are considering ways in which this work might feature as one of their research projects at the Innovation and Research Unit, which is always looking to find novel, creative, impactful approaches to education.

Cambridge Primary School, Cambridge

Cambridge University Primary School is a new school on the outskirts of Cambridge. It is a school for the children of the university staff. It is a state of the art school, built in 2014, and a very much sought after place for university parents to send their children to school. As you would expect, there is a lot of interest in the school as a place of learning. Richard has developed a good relationship with the Headteacher there. The Headteacher, James Biddulph, has visited Ashley School and Richard has been to see his new school. They are now looking to build in some staff training for next academic year so that teachers can learn more about Harmony principles and their relevance to education. We are hopeful the school will be a partner school for Harmony in Education into the future.

South Farnborough Infant School, Farnborough

Richard went to visit South Farnborough Infant School just before the Easter break. The school is a delightful infant school with children aged 4-7 years old. The Headteacher of the school, along with the teacher who has responsibility for sustainability heard Richard speak about principles of Harmony at an awards ceremony last summer. They then went to Ashley School with their staff to learn more and they are now embedding principles of Harmony into their curriculum with great passion. When we see what South Farnborough Infants are doing, it makes us realise there is a need to have some kind of 'Harmony School' accreditation to recognise the effort schools are putting into promoting Harmony learning.

Lampeter Prep School, Ascot

Lampeter Prep School in Ascot, introduced to Richard by Clarence House, is looking to embrace Harmony principles and sustainability practices both in the curriculum and across their extensive school site. Richard visited the school in February and had a good session with them. The school is a very high profile prep school with lots of potential to disseminate good practice and, whilst we think they will need prompting to keep up the momentum on what they propose to do, they have a very committed core team and we are confident they will develop a range of sustainability linked projects.

St James Senior Boys and Girls Schools, Ashford

St James Senior Boys and Girls Schools are schools with some very good practices already established and in line with the message of Harmony. For example, the students at both schools take part in mindfulness sessions every day and it is very evident in the students how much of a positive impact this is having. Following a talk that Richard gave to their

sixth form students, aged 16-18 at the end of last year, he is now working with teachers from both schools to see how they can develop other aspects of Harmony learning through their schools and curriculum. Richard's next project with them is at the girls' school in June when the focus will be on health and well-being.

6. FURTHER HARMONY IN EDUCATION PROJECTS

Tim Oates, Cambridge Assessment & Review, Advisor to the Department for Education

Tim Oates participated in the first Highgrove Education Day in June 2015. Tim advises the Department for Education (DfE) on matters of curriculum and assessment, and he is particularly interested in how learning at Key Stage 3 (11-14 year olds) could be developed to include research projects on themes of sustainability. He has just completed the aims and specifications for this work and he and Richard will be planning out how best to trial the materials in secondary schools over the coming months.

Professor Andrew Parker, Professor of Biomimicry at Oxford

Professor Andrew Parker is possibly the foremost professor of biomimicry in the world. He is researching, testing and patenting products designed on the brilliance of nature and is starting up a series of one-year courses on biomimicry at four universities around the world; Oxford, Shanghai, Sydney and Swansea. Andrew and Richard have met twice to look at ways of establishing a curriculum of learning on biomimicry for infants (4-7 year olds), juniors (7-11 year olds) and lower secondary (11-14 year olds). Richard is now awaiting further materials on biomimicry from Andrew so that he can draw out the best examples for student learning. Through a contact at Richard's school who works for the BBC, they are also looking at the possibility of a series of programmes on biomimicry on the BBC Children's channel. A proposal has just been submitted. Biomimicry links very closely with the principle of adaptation and what we can learn from how nature has adapted itself so well to its place. It is an area of learning so far unexplored in education. It has the potential to make a big impact.

Sir Anthony Seldon, Happiness and Well-Being

Sir Anthony Seldon was introduced to Patrick and Richard through a friend of Patrick's. Anthony used to be Headmaster of Wellington College and is very interested in the links between his work on Happiness and the work we are developing around Harmony. This week, Richard will be attending his conference on Happiness and Well-Being as his guest and shortly after that, he and Patrick will meet with Sir Anthony to consider how they might find common ground through these respective agendas. Sir Anthony is a highly regarded man in the world of education and he could be a real ally in helping to disseminate the messages of Harmony.

Sustainable Food Trust and Education Materials on Sustainable Farming Practices

Richard is just beginning to look at Harmony in the context of food and farming with members of Patrick Holden's SFT team. They are looking to see how they can create educational resources that can inform students and educators about the true cost of food. The resources need to be carefully researched so that they give an accurate summary of sustainable versus non-sustainable farming practices. So many young people have a limited understanding about where their food comes from, and there is a lot of scope to promote this message widely in education. It is exactly why this partnership between education and food and farming is so important.

Ashoka and the Wider Education Agenda

Ashoka is an organisation that supports and promotes change-makers in the business and education sectors. Patrick Holden is a fellow of Ashoka and they are now looking at how they can work with Richard and Ashley School on Harmony in Education. Their global network of change-maker schools makes them an ideal partner for our work on Harmony. Richard has met with the Ashoka education team twice since January and the education lead there has just included a feature on the Harmony in Food and Farming Conference in their newsletter to see if they can engage more of their change-maker schools in Harmony.

Chris Ruane and Mindfulness

Chris Ruane, former MP and the chairman of a cross party MPs project on mindfulness, has taken a very real interest in the work of Harmony and its focus on health and well-being. He met with Richard for an hour in March and they plan to link up again in the next month or two. He was particularly keen to learn more about Richard's link to the Gross National Happiness Centre in Bhutan and how that might be developed further.

7. OVERSEAS PROJECTS

Kentucky Harmony in Nature Project – April 2017 Onwards

Richard was fortunate enough to be part of the visit by His Royal Highness The Prince of Wales to Louisville, Kentucky in March 2015. It was right at the start of this work on Harmony in Education and the principles of Harmony that are now being used to guide this work were just beginning to take shape. Richard followed up the visit by returning to Louisville in October 2015 to run some Harmony workshops. One contact there, Claude Stephens, wanted to build on what was shared, and although it has taken some time for his ideas to become a reality, Claude and Richard are now reconnected and working on a series of teacher workshops he will run out of the Bernheim Nature Reserve where he works.

Czech Republic Teacher Visit – April 2017

For one afternoon at the end of last term, Richard welcomed 25 teachers, headteachers and trainee teachers from the Czech Republic to Ashley School to share with them the work on

Harmony at the school. The visit was a combination of a workshop, a tour of the school site and some practical geometry activities. The group hope that Richard can visit Prague at some point in the not too distant future to disseminate this work further. Feedback from their workshop is referenced in Appendix 4.

Bhutan Partnership with the Gross National Happiness (GNH) Centre – April 2017

Richard has recently returned from a week-long visit to Bhutan during the Easter holidays, where he was the guest of the Gross National Happiness (GNH) Centre. Members of GNH in the UK have been to Ashley School to learn about Harmony principles and they invited Richard to Bhutan to see whether this approach to learning could be adapted to their education programme. His time in Bhutan included running a teacher and student workshop on Harmony learning – feedback from their workshop is referenced in Appendix 5 – meeting with the Director General of the Ministry of Education, visiting the Dean of the Royal College of Bhutan, the former Education Minister, and having an audience with Princess Kerzang Choden Wangchuck, the Patron of GNH. He received a great deal of positive feedback from the visit as can be seen from the comments in Appendix 5. There is a lot of synergy between GNH and Harmony, but whilst the GNH vision is laudable, they have much to learn in terms of its practical application. This is where we can play a lead role, and Richard is now developing a first curriculum project with one particular school there.

Research Project with Spalding University, Louisville MA Students – June 2017

Following a Harmony presentation that Richard gave to MA students at Spalding University at the end of October last year – another result of the visit there in October 2015 – three of the students have been in touch to ask if they can focus their research questions on aspects of Harmony principles. All three mature students have proposed coming to the UK and Ashley School specifically to visit the school and learn more about our work on Harmony. This should provide some valuable insights into what we are doing at no cost to the project.

8. EVALUATION OF WORK SO FAR

What is very clear and evidenced by the feedback from a number of sources is that this work on Harmony is being extremely well received and teachers are keen to find ways to embrace this way of learning. What is equally encouraging from their quotes in Appendix 2 is that the children are starting to see their world through a different lens, to understand it more deeply and to consider what these principles mean in terms of how they would like to live.

With teacher resources now being developed, there should be plenty of opportunities in the coming months to guide teachers and trainee teachers in applying principles of Harmony to their classroom practices. The half-termly planning templates, next on the list of development projects, will enable teachers to see how a journey of learning can be created around an enquiry or project and what the outcomes of that learning could be in terms of developing more sustainable practices in school and beyond.

The Trust recognises not only the amount of work that Richard has undertaken in these first four months of the project, but its quality, too. We are very encouraged by the work and look forward to it being continued throughout 2017 and hopefully beyond.

Next Steps

Along with the continuing presentations and workshops, and the further development and refining of the resource materials, we believe there are six key next steps for consideration.

1. It is very good to have the first PSTA unit of learning ready to trial and to be working closely together to develop these materials. If we are to develop this programme, it will be important to continue to build this partnership with the PSTA and identify additional units of learning. A funding proposal has been submitted to extend this PSTA aspect to the Harmony learning to which we have agreed a contribution. We hope that the proposal will be approved soon so that we can agree the next units of learning to be written and trialled.
2. The resource materials that Richard has written so far give the overview of both good education practices and Harmony principles. The next stage is to provide some more detailed case studies of how a year group half-term of learning might be planned out. This will take some time, but the blueprint for this work is already in place at Ashley School and it is now a question of translating the school half-termly overviews into a format that teachers can easily reference and replicate. Richard anticipates that at least 10 of these can be created in the coming four months.
3. At the moment, Richard is doing this work on his own. He has said that the work is extremely rewarding work, but it is very time consuming, particularly when the majority of his time is focused on Ashley School. At some point, possibly September of this year, it would be good to have some kind of research/admin assistant to work with him. There are currently aspects of the work that take up a lot of time, for example reading through teacher feedback on workshops or student feedback on how to define particular principles of Harmony. Ideally Richard's time would be spent more on the outreach aspects of this work and there would be a part-time research assistant in place to take on an administrative role. We recognise that this possibility would need to be funded.
4. As the resources reach completion and are ready to disseminate, there will be a need to share them on-line. We don't have any plans for a Harmony website as yet, but we think we should look at setting up something in the autumn or early in 2018. We will need to appoint a web designer to work with us in establishing this facility. Again, this will need to be funded.
5. Having read this report, it won't come as a surprise that this work is developing in lots of interesting and diverse ways. In channelling his energies into Harmony, Richard has to be very mindful that he is still Headteacher of a 500-pupil primary school, albeit presently on a three day a week contract, and this remains his priority.

He has delegated key aspects of the day to day running of the school to his senior leadership team, but the accountability still remains with him and he is working creatively to manage that situation as best he can. We believe the strength of this work lies in the fact that it is based on a real-life case study, namely Ashley School. It would therefore be good if Richard were able to continue to oversee the school, but to have an element of flexibility to extend the reach of this work on Harmony. This is an important conversation for us to have in the near future as we will need to provide a proposal to the Ashley School Governors on what is going to happen from January 2018.

6. David, Patrick and Richard are presently considering where this work is taking us. It is clear to us all that the theme of Harmony resonates deeply with an increasing number of people in many different fields of activity beyond primary schools – secondary and tertiary education, well-being and healthcare, social care, food and farming, interfaith work and, not least, business. Indeed, in his work with the University of Wales TSD, David is exploring the possibility that an integrative discipline such as Harmony might very well become a subject in its own right for study and research. At the moment, our project is small, and there might well be a need for a much larger project. How such a project would proceed is another matter that we will be turning our attention to in the next eight months.

Appendix 1 – Programme for the next four months from May to August 2017

Over the next four months, Stage 2 of this year's work, the focus will be on preparing the resource guide for publication and dissemination, along with sample overviews of planning. We hope to be able to continue to develop further units of learning with the PSTA, but that will depend on funding.

Here are Richard's key dates so far for this four-month period from May to August. As you can see, most of Richard's work will be focused on the period May to July as August will be a holiday for the education world so it will be a good time to take stock on what needs to be done for the final third stage of the year and to consider plans for 2018.

April 26th – 29th – Reykjavik 'Spirit of Humanity' Conference

May 5th – Guest at Sir Anthony Seldon's Conference – Ultimate Well-Being & Mental Health

May 11th – Meeting with Patrick and Sir Anthony Seldon in London

May 12th – Christchurch Canterbury Harmony Seminar with Education & Sustainability Leads

May 19th – Kingston University 12 Maths Specialists Geometry Project at Ashley School

May 22nd – Roehampton University Harmony Art Exhibition and Keynote Speech

May 26th – Llandovery College Speech Day Presentation on Harmony in Education

May 30th – Institute of Education Keynote Speech on Harmony to 250 Trainee Teachers

June 6th – Highgrove Education Day in Partnership with the Sustainable Food Trust

June 7th – St James Senior Girls School Curriculum Day on Harmony

June 19th – Spalding University MA Students Research Project on Harmony at Ashley School

June 23rd – Sustainable Schools Alliance Workshop in York with Presentation by Skype

June 27th – Kingston University Teacher Training Final Presentation on Harmony Learning

July 10th & 11th – SFT Harmony in Food and Farming Conference at Llandovery College

July 24th – 30th – Taiwan Visit including Workshops for Teachers and Parent Presentations

Appendix 2 – Feedback from Children on the Meaning of Principles of Harmony

The Principle of the Cycle from an 8 year old's perspective

It is important to have cycles because we can use things again so we don't use something and then throw it away.

Cycles are VERY important. If we didn't have cycles, we would be dead.

The principle of the cycle means everything is forever changing.

Cycles give us seasons. If the Earth didn't orbit the Sun, we wouldn't have seasons.

To me the principle of the cycle means the cycle of rebirth and new life and how each new generation impacts on the Earth.

The principle of the cycle is about carrying on with your traditions wherever you go.

If we didn't have cycles, nothing would ever be different.

The principle of the cycle means that life carries on and on and on. It makes sure that everything is as it should be.

We need cycles to live. If we didn't have the food cycle, we wouldn't have food.

Days and years come from cycles.

If the water cycle stopped, there would be no rain.

The Principle of Interdependence from a 10 year old's perspective

When a system is interdependent, it works together. It's like interlocking fingers that stay together no matter what.

Interdependence means that a natural life form relies on another life form for survival.

Interdependence is about a very fine line between everything. It's like a scale that balances and if something happens to upset the balance, the scales will tip.

Interdependence means everything has a role to play.

Interdependence means that every change a person makes has an effect.

Ecosystems teach us interdependence.

The Principle of Geometry and Beauty from a 9 year old's perspective

When we see geometry in such a little thing as a snowflake, we realise how beautiful the world is and why we can't waste it.

Beauty means that everything has its own wonder.

The beauty of life is that we are all unique.

There is beauty in the diversity of Nature.

We find beauty when we take time to understand things.

We need beauty around us to be happy and well.

Beauty is as much about the inside as it is about the outside.

There is beauty in the perfect symmetry of the markings on a tiger's face.

The Principle of Diversity from a 7 year old's perspective

If you ruin the diversity of Nature, it will become like a desert.

Diversity is a good thing. It allows everyone to be different.

Diversity means different plants and animals and different types of the same plant or animal

To me diversity means difference, uniqueness, being special.

Diversity means we are all precious – no-one is the same.

Everything is beautiful in its own way and nothing is perfect, but it doesn't have to be.

Diversity means we are all different in our own way. Just like the star constellations.
Animals and Nature are diverse.

It means we all work in different ways and we can never be the same, even if we sometimes don't like it.

If you cut down the rainforest, you will cut out half of the world's biodiversity.

I didn't know there were two-toed sloths and three-toed sloths, did you?

We are all unique and special because identical triplets can still have different personalities and feelings and emotions! (Written by a triplet)

The Principle of Health from a 10 year old's perspective

Health is when you are fit, eat nutritious food and keep your body in good form.

The principle of health means to be calm and peaceful.

It means to keep your body, the planet and your family healthy.

To me, health is about being peaceful and mindful and meditating.

Health is the whole point of living.

It's about keeping your mind and body healthy and strong.

The principle of health means to look after your body and not use it like a toy.

The principle of health means working with nature, instead of using fossil fuels.

Health means living a simple life, being kind and doing yoga.

To me, health means being calm and peaceful whenever you need to be, to have a healthy diet and to make your body flow freely.

Health is about living in harmony.

The Principle of Oneness from an 11 year old's perspective

Oneness means working together in peace as one.

Oneness is harmony and unity. Everything around us links to us.

I think the idea of Oneness is that we are all different, but we can all come together as one.

Oneness is living in harmony with everyone and everything.

Oneness is about working in unity and diversity.

Oneness is when the circles that make a hexagon come together as one. No matter what our belief or religion, peace and oneness bring us together.

Oneness is about being at one with God.

Appendix 3 – Feedback from Trainee Teachers at Homerton College, Cambridge

The seven principles which Richard talked about stuck with me; geometry, interdependence, cycle, diversity, health, adaptation and oneness. He spoke of the bigger picture and how we have a duty to educate young people not only with academic curricular content but also about the fragility of the world we live in and the responsibility we have as citizens of it to strive to live in harmony and care for our surroundings.

I absolutely loved the session, the school sounds wonderful. I would love to visit!

This was a really inspirational talk and I would love the opportunity to develop these ideas in my own practice.

It was inspiring to hear how much room there is for a school's values to radically inform so many aspects of school life, from the curriculum to collective worship to the school grounds.

I will make sure to have a strong focus on geometry as I noticed in my maths degree this is an important building block in mathematical visualisation and a good tool for understanding. I would also try to link this to nature as it's important to draw parallels between what we learn and the world around us as much as possible. I have always wanted to work in a school with an allotment and the talk reaffirmed this.

I think that it will make me think carefully about where I want to work and how the school's ethos fits in with my own values, as now I know how they can be ingrained in school life.

It made me think more deeply about the ethos of schools and how they can be changed by a Head.

It gave me an insight into how ethos can really affect a school and that change within a school is possible.

Richard Dunne's talk was amazing and just shows what can be done and the amazing impact on pupils and the school. He has made me more aware of identifying schools that have values I relate to or would want to work in that environment which is so important when applying for first jobs as an NQT.

He was really inspirational for me as his personal core values of helping children and protecting the world are very similar to my own. It was really helpful to see how you can teach in a sustainable environment and promote protecting the environment in the curriculum and I have definitely taken a lot of tips from him that I hope to put into practice with my first class.

It has inspired me to hold my own values about what education should be close and not to be afraid to try to make them a reality!

By having values throughout the school enables each child to leave the school with a solid understanding of themselves. By linking them throughout the curriculum allows children to

see how important they are in everyday life.

It was inspirational and fantastic! It was also very enlightening.

This session highlighted the importance of teaching children about the wider world and about nature, which I feel is quite undervalued in some schools. I really enjoyed this session!

Very insightful. Interesting alternative perspective.

Really interesting alternative perspective but felt like it would be hard to implement in a school that wasn't as committed.

I thought Richard's session was incredibly interesting. The concepts of sustainability and teaching through recognising patterns in nature makes a lot of sense.

Richard Dunne's session was extremely inspiring as it encouraged me to think about how children can learn from the natural environment and can learn to appreciate it- something that is often disregarded due to the focus on technology.

It was really nice to see a school that does things a bit differently, it inspired me to believe that anything is possible with the right support and the right team to help you. Thank You!

Richard Dunne's presentation has really focused my mind into the values I will be looking for in a school. Their holistic approaches at all three and the place the outdoor environment plays in their values are central what I hope to be able to include in my teaching. I left Richard Dunne's lecture inspired and hoping to discover schools with similar ethos around Cambridge. To find two within three days has really helped focus my mind on the kind of school I want to work in.

It was very inspiring and thought-provoking. It was clear from his examples that the values of the school are present in the practice. It inspired me to think about how to use geometry beyond maths and the links that can be made to nature.

I'm excited to see that an ambitious vision such as his can be successfully put into practice. I hope to take that with me into my future career.

Richard Dunne's talk was truly inspiring. I feel that his session gave me lots of ideas about how to make a school greener and more eco-friendly, but also how to embed these values into a curriculum in an effective and inspiring way.

The link to nature was very poignant - close links to Reggio Emilia. Children's relationship with nature and their environment is very important and was very inspirational how they had achieved this special relationship within their school environment and curriculum.

The talk helped me understand how to incorporate values into the ethos of the school.

It was a really interesting talk and important to know it's okay to take risks.

Appendix 4 – Feedback from Czech Republic Teachers

What was most interesting in the presentation on Harmony principles?

Simplicity, a deeper sense of meaningfulness, a well-elaborated method.

We can link different subjects with nature and with each other in a meaningful way.

How everything connected with nature.

Elementary things used for real life learning.

Your passion.

Systems where everything has its own place and is connected together.

Here it seems that children think about life, values, nature and the world around them.

Schools belong to their community.

The interconnection between the things we learn.

The trajectory of Venus and Earth around the Sun.

That the principles were in reality – all the students have the principles inside them and they live them in all they do.

Project learning – one theme in many subjects in one time.

I think your pupils have the principles of Harmony in their hearts.

You and your way of presenting, how you belong to this idea.

That you found these principles and how to include into lessons and learning

I liked the fact that you showed us the geometry of nature – literally we do not think about it in this way.

Schools in the Czech Republic could be inspired by you because you do a great job here!

The never-ending circle – a sustainable principle of life.

The fact that you developed a well thought through curriculum on the basis of these principles. It goes into detail and makes a lot of sense to me as I know the Steiner School system which is similar in principle.

The construction of the curriculum around seven central principles could be adjusted to our country, culture, history, mindset.

Most schools fail completely in this mission.

The principles are based on very simple and clear thoughts and each is developed and applied through nature.

I didn't realise that geometry was so important for learning.

It was very inspiring! Thank you!

In the Czech Republic, children are taught to separate waste, but not to close cycles.

What I appreciate the most is that you have built a school based on a philosophy that I know from my home, my family.

The connection across the borders between culture and nature.

Simplicity.

The Headteacher believes what he talks about and is fully engaged. Thanks to the principles, the children love their school and are proud of it.

I really liked the way you drew us in with the geometry as well as asking questions and giving us practical examples from your school. All the principles are well represented when you have a look around your school.

In the Czech Republic, the students talk about sustainability, but they don't do it. Everyone has to find his or her motivation to behave sustainably.

In our country, I think there is still a wide gap between what's taught and what's relevant to young people's lives and the well-being of the Earth.

I am in very close relationship with the world. When I understand myself, I can understand the world.

Appendix 5 – Feedback from Teachers and Students in Bhutan

What did you learn from today's Harmony workshop?

This is the most enlightening and interesting workshop I have ever had the opportunity to attend. The principles of Harmony collect everyone to one spot, not as citizens of one country, but as citizens of one Earth. All in all, the workshop is one to be penned into my wisdom book of life. Thumbs up, sir. Thank you.

These principles bring learning into the broader mind. Education is not only about reading and learning, but putting learning into practice.

Today's lesson was so helpful to all of us and it would be really inspiring for the youth of today.

I learnt that each and everything is interconnected and that even a small object can teach us a whole subject that we can help our students learn. I wish we could have more time with you.

I would like to share everything I learnt today with my family and friends. I would like to develop this work by bringing this initiative to the Education Minister's notice to refine our learning even further. I would like our school to be a leader in Harmony, to change our practices and our behaviour to influence others.

I have learnt that it is possible to create a sustainable, just and healthy way of life. Geometry is everywhere in Nature and in man-made creations.

The most important thing I have learnt today is that nothing and nobody survives on their own. Everything and everyone is interconnected and dependent on one another if they are to realise their full potential better. It was so interesting to learn about geometry and to relive those moments of dreading Maths, but having those moments transformed into fun learning and seeing the world differently.

Letting education start from what calls us, both from within and from Nature. Thinking about the interconnectedness of health and happiness from the self to the community to the world at large. Incorporating the principles of Nature into both the built school environment and the school culture.

I have learnt today that we are not separate from Nature, but that we are most definitely part of it. The ideas of today can be developed if they are taught in more schools and Harmony is given more importance.

Bringing these principles and their practices into project-based youth programmes that value and draw inspiration from Nature is what we now need to do.

I have learnt that change is possible if you believe in it, that great leadership can make a difference to a school and the world. I would like to look at Ashley School as a model, to

learn from its practices and ultimately to make it our own, to contextualise the principles and adapt them to our school.

Mr Richard, your presentation was the breakthrough that I have been searching for ever since I became a teacher. We have found the best school to collaborate with today. I was immensely inspired by the kind of education your school is providing. I hope that we can follow up on this partnership for years to come.

Learning about the principles of Harmony and how they can be implemented as part of the school curriculum was enlightening. It was heart-warming to hear how children learn and understand important life skills and values from the projects they do.

I learnt today that education is far more than just reading textbooks, writing notes and memorising everything. It was most interesting to learn how geometry is related to Nature and Nature is related to geometry. I would like to get teachers support in developing this work and take up some kind of strategy to make it happen.

I learnt from the workshop today that education is not only about teaching subjects, but to go beyond subjects and learn about real things that are outside of the topics in a book. I thank you, Richard Sir, for sharing the best practices of your school. It was very inspiring and useful and relevant.

We need to find Harmony in ourselves, in our communities and in Nature.

I learnt today that a creative mind and critical thinking can make learning fun and not monotonous. Learning can happen through anything. All it takes is to think outside the box. Thank you so much for enlightening us with the abilities and a structured format to make learning fun.

I really loved today's workshop and will try my very best to deliver my best in learning by doing.

Principles of Harmony categorised into 7 major principles was a very interesting way to take education onto another threshold. This understanding has driven me to realise the interdependence in everything we learn. I have been inspired and feel good to have been present to hear what you have had to say. The bigger picture of Harmony has changed the way I will learn. The principles of Harmony have brought light on my understanding about learning and I promise to take all of today's learning into my everyday lessons.

There are so many things I have really learnt from today's workshop conducted by our lovely Sir R; the seven enormous principles of Harmony, sustainability, our throw away culture and geometry. I would love to learn more about geometry as it teaches us the connectivity between the Earth and its attributes and the connectivity between humans and Nature. To whom much is given, much is expected so with this I would like to share what I have learnt today in my lessons with my children.

I learnt today that there is a whole universe beyond the books that could be taught to children.

If we do our small part in our small ways, just like drops of water, we might be able to save our Mother Earth.

Today I have learnt about things I never knew!