



# Finding Time to Design

Design Process – GROWING

Date: October 2020 to April 2022

## **Cover details**

**Author's Name: Graham Wigginton**

**Design start date: 30 October 2020**

**Design completed date: 7 April 2022**

## **Design Title**

How can I find time within a pandemic to continue designing?

## **Design aims / problem to solve**

I am finding that within the coronavirus pandemic that my work / life balance is unbalanced, that the pendulum has swung too far in the direction of work, particularly as I catch up on work I could not do in lockdown and feel the pressure of increasing need within the pupils with whom I work, without the corresponding increase in resource to meet those needs. As a consequence to this, I find that other aspects of my life are taking a back seat. I also find as work days become longer and start earlier, I sleep less well and as consequence am more “grumpy” at work. Therefore, I question: am I trying to do too much, are there things I should stop doing and if so, do I actually want to stop doing them so I can work.

The question is: can I organise the different aspects of my life so that a balance can be struck, I can work effectively, complete aspects of my Diploma and do other things in my life?

## **Design context**

It is my intention to complete my Diploma by the time I am 60, i.e., January 2022 and so be able to take my use of permaculture Design further into my life and work. If I cannot find time to complete designs then this will not happen. I find myself thinking about different designs in my head, but finding blocks of time to consolidate these thoughts into a design is elusive. For example, my first block of time to spend thinking about my Diploma since the start of the school term was half term at the end of October, when I finalised my first 4 designs and started to think about this design, it was a month on when I had some time to begin to put my thoughts together and then a further month, the Christmas holidays when I was able to take it further. Lockdown in January generated time for me to work more consistently on the design and embed the aspects of it into my life.

## **Framework**

During my Tutorial over October half term, I was introduced to GROWING as a framework which seemed appropriate to this design, both in terms of the process it entails and the acronym itself. Hopefully I can find time to grow my Permaculture experience within the constraints of the current situation.

## **Tools**

In the Growing and Reality sections of the design I have tried to use a version of the “-ing” tool which I first came across in Helen Smith’s presentation of her Diploma at the Convergence in the summer. She used it to identify potential uses for a space, by identifying all the verbs that relate to it. I have adapted it to use anaphora, starting each statement with “I wish ...”, “I enjoy ...” and “I am ...”. I have repeated this in the design itself with “I will ...”.

I have then summarised and organised these in a Zone and Sector diagram and an Ikigai Purpose Venn Diagram.

I considered a number of different tools to analyse the information from the Growing and Reality sections, for example SWOC and PMI, both of which I have used before and Keep / Lose / Develop, which I have not, but as I feel that I do not want to lose any aspect of the things I do I discounted this. I opted for looking at the Functions / Systems / Elements as a new tool. I found this quite difficult to do, maybe because of my newness to the concept or because of the nature of the design. Consequently, I have looked at the functions on their own to see how they interconnect and then looked at them in relation to the elements (my wish list) to see how they support each other. I then looked at each element in the Options and Obstacles section which allowed me to include elements of SWOC and PMI.

### **Ethics and Principles**

This is predominantly a People Care Design, which as it developed began to include more Earth Care.

Principles used:

- Observe & Interact
- Catch & Store Energy
- Obtain a yield
- Apply Self-regulation & accept feedback
- Design from Patterns to Details
- Integrate rather than Segregate

### **Design Solution**

There are 2 elements to the design:

- Creation of a pattern of living that allows space for all that I wish to do.
- Creation of space and structure for increased nature connection.

### **Evaluation**

Date 7 April 2022

- Creation of a pattern of living that allows space for all that I wish to do.

I was surprised that the design identified that there was nothing I would stop doing, but by doing things with a different focus at different times I was able to feel I had more space. I never expected implement the detailed year and weekly plans exactly, but I implemented sufficient to get myself back in a situation where I was back to doing the things that make a difference for me and if not actual pen on paper designing after Easter 2021, at least permaculture thinking.

- Creation of space and structure for increased nature connection.

By starting to go for walks at night I began to reconnect with nature, initially through observation of the stars and then with the songs of the birds while walking around the fields and sitting at the sit spots, particularly spot 6. This also gave me space to think about other designs through the interaction and observation of the space.

The principles of Observe and Interact and Designing from Patterns to Details became key to the process and evolution of the design.

### **Reflection**

Date 7 April 2022

I have found the permaculture design process very liberating when looking at such an intra-personal, Zone 00 design. The tools provided a structure to my thinking that I would not have been able to do without them. I liked the “I wish ...”, “I enjoy ...”, “I am ...” and “I will ...” way of Wild Design.

I was not aware of Max-Neef’s satisfiers prior to doing this design and I think they fit better to this design process than Maslow’s hierarchy of needs, because of the lack of hierarchy within his fundamental human needs. I found the satisfiers of “being”, “having”, “doing” and “interacting” difficult to apply and so compared just to the fundamental needs.

It was an interesting process to consider the “functions” of my life.

The Ikigai Purpose tool was an interesting approach that I have suggested for colleagues at work to use.

With hindsight I feel the design would have benefitted from a Small and Slow Solutions mind set throughout the design. I came to it at the end with the elements I was going to implement, each of which were relatively small, but even then it would have been better to look at these in smaller slower steps rather than all at once.

## GROWING

- Goal

I wish to have the capacity to take part in all the elements of my life and to meet my needs.

In no particular order:

	Earth Care	People Care	Fair Share
<input type="radio"/> I wish to work in Special Needs in both Secondary and Primary Schools.		X	X
<input type="radio"/> I wish to continue to work in secondary schools doing access arrangement testing.		X	
<input type="radio"/> I wish to mark GCSE Mathematics papers.		X	
<input type="radio"/> I wish to deliver permaculture teaching and approaches for children with additional needs.			X
<input type="radio"/> I wish to be an athletics coach and official.		X	
<input type="radio"/> I wish to share life with Emma.		X	X
<input type="radio"/> I wish to support Harriet in her next life steps.		X	X
<input type="radio"/> I wish to spend time with my mother.		X	X
<input type="radio"/> I wish to make sourdough bread.	X		
<input type="radio"/> I wish to learn more recipes.	X		
<input type="radio"/> I wish to brew.	X		
<input type="radio"/> I wish to grow vegetables.	X		
<input type="radio"/> I wish to grow fruit.	X		
<input type="radio"/> I wish to look after our donkeys.	X		
<input type="radio"/> I wish to grow and harvest willow.	X		
<input type="radio"/> I wish to make things from willow.	X	X	
<input type="radio"/> I wish to have a warm and welcoming home.		X	X
<input type="radio"/> I wish to use permaculture design.		X	
<input type="radio"/> I wish to be part of Danaway and the School of Regenerative Living.			X
<input type="radio"/> I wish to share willow making with others at Danaway.			X
<input type="radio"/> I wish to complete my diploma.	X	X	X
<input type="radio"/> I wish to have better sleep and so more energy.		X	
<input type="radio"/> I wish to read		X	
<input type="radio"/> I wish to spend time outdoors and be as well as do.	X	X	
<input type="radio"/> I wish to have a stronger connection to nature.	X	X	

Do my wishes meet my needs? Comparing my wishes to Max-Neef's fundamental human needs:

○ I wish to have a stronger connection to nature.	✓	✓				✓													
○ I wish to spend time outdoors and be as well as do.	✓	✓				✓												✓	
○ I wish to read	✓			✓															
○ I wish to have better sleep and so more energy.	✓																		
○ I wish to complete my diploma.				✓															
○ I wish to share willow making with others at Danaway.				✓															
○ I wish to be part of Danaway and the School of Regenerative Living.			✓	✓															
○ I wish to use permaculture design.		✓	✓	✓															
○ I wish to have a warm and welcoming home.	✓	✓	✓																
○ I wish to make things from willow.				✓															
○ I wish to grow and harvest willow.	✓	✓		✓															
○ I wish to look after our donkeys.		✓	✓																
○ I wish to grow fruit.	✓	✓		✓															
○ I wish to grow vegetables.	✓	✓		✓															
○ I wish to brew.	✓																		
○ I wish to learn more recipes.	✓																		
○ I wish to make sourdough bread.	✓		✓																
○ I wish to spend time with my mother.		✓	✓																
○ I wish to support Harriet in her next life steps.	✓	✓	✓																
○ I wish to share life with Emma.	✓	✓	✓																
○ I wish to be an athletics coach and official.			✓																
○ I wish to deliver permaculture teaching and approaches for children with additional needs.			✓	✓															
○ I wish to mark GCSE Mathematics papers.	✓	✓																	
○ I wish to continue to work in secondary schools doing access arrangement testing.	✓	✓	✓																
○ I wish to work in Special Needs in both Secondary and Primary Schools.	✓	✓		✓															
	Subsistence	✓																	
	Protection	✓																	
	Affection		✓		✓														
	Understanding	✓			✓														
	Participation	✓			✓														
	Leisure				✓				✓		✓		✓		✓			✓	
	Creation	✓	✓						✓		✓		✓		✓			✓	
	Identity	✓	✓		✓								✓		✓				✓
	Freedom	✓			✓						✓							✓	

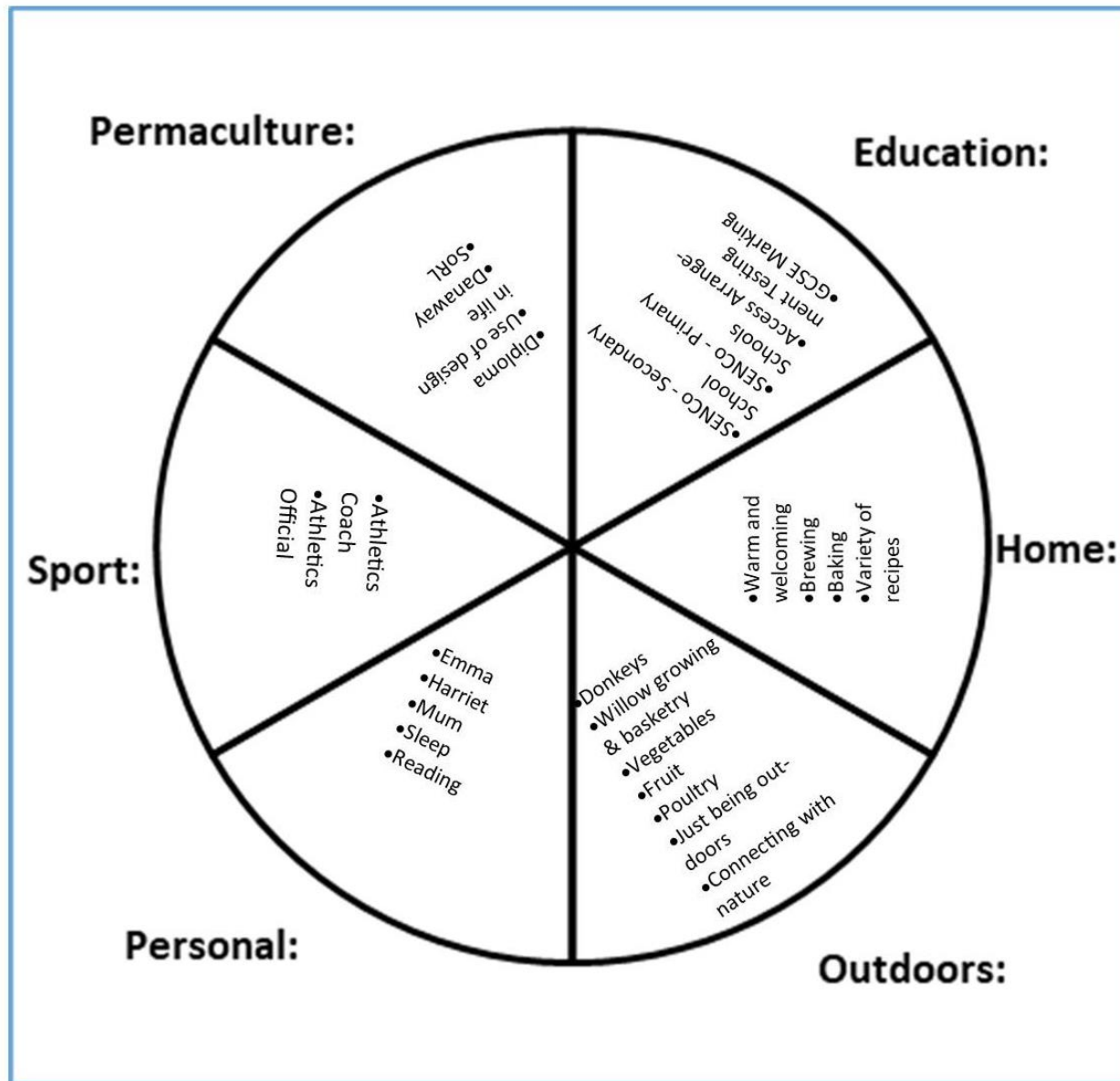
It is satisfying to see that my wishes meet a number of needs and my needs are met by a number of wishes.

		Earth Care	People Care	Fair Share
Subsistence	Meeting my subsistence needs falls into three parts, maintaining sufficient financial income, growing our own food and making meals and meeting my physical and mental health needs, the latter includes my relationships and creating our home. Enmeshed in my physical and mental health needs are my need to relax through reading and my desire to be outside and in nature. One of the significant impacts of the pandemic has been on my sleep patterns and finding time and energy to focus on reading.	X	X	X
Protection	Protection has similar elements to subsistence, in that there is a need to protect the different sources of income and our home and how I interact with it. Additional to these are the care responsibilities I have for Harriet, my mother and the animals we have.			X
Affection	My needs with regard to affection overlap protection in terms of my relationships with Emma, Harriet and my mother, but there is also the need to develop relationships outside the family, for example athletics, Danaway and the School of Regenerative Living.		X	X
Understanding	Learning has always been a key part of my life and as such learning new skills, such as cooking and baking, basketry and growing are key. As also are the more cerebral aspects of learning through my diploma and the interaction I have with like hearted people at Danaway. The corresponding aspect of this is also the enjoyment I get through teaching.		X	
Participation	Participation comes to me through work, home, athletics and permaculture. We do not have a hectic social life, but these interactions and those with our friends and family are important.	X	X	
Leisure	Leisure for me has always been tied into being out of doors and I feel the need in these times to find time to do this in amongst the pressures of work. I get satisfaction from craft and cooking or baking, whilst reading provides learning and escapism. As we settle into life with Harriet away there is also great pleasure and a relaxed feeling to Emma and I being at home.	X	X	X
Creation	Creativity is closely interconnected for me with leisure, learning and work.	X	X	
Identity	The thought of how I am identified is not one that I have often considered, when asked what I do I will say a teacher or special needs teacher, sometimes a Mathematics teacher, but I would rarely, if at all call myself a willow grower, athletics coach or official, permaculture designer or even husband and father unless the context was very specific to that answer. But these things I am and on reflection they are important to me.		X	
Freedom	I understand that I have significant privilege in terms of where and how I live and the cultural background I come from and that this gives me a significant degree of autonomy and therefore freedom to choose how I act and what I say. I describe my role in schools as supporting children to become independent and therefore equal rights are an important aspect of that and as I move away from a formal role in schools it is something I would like to maintain in some way.			X

## ● Reality

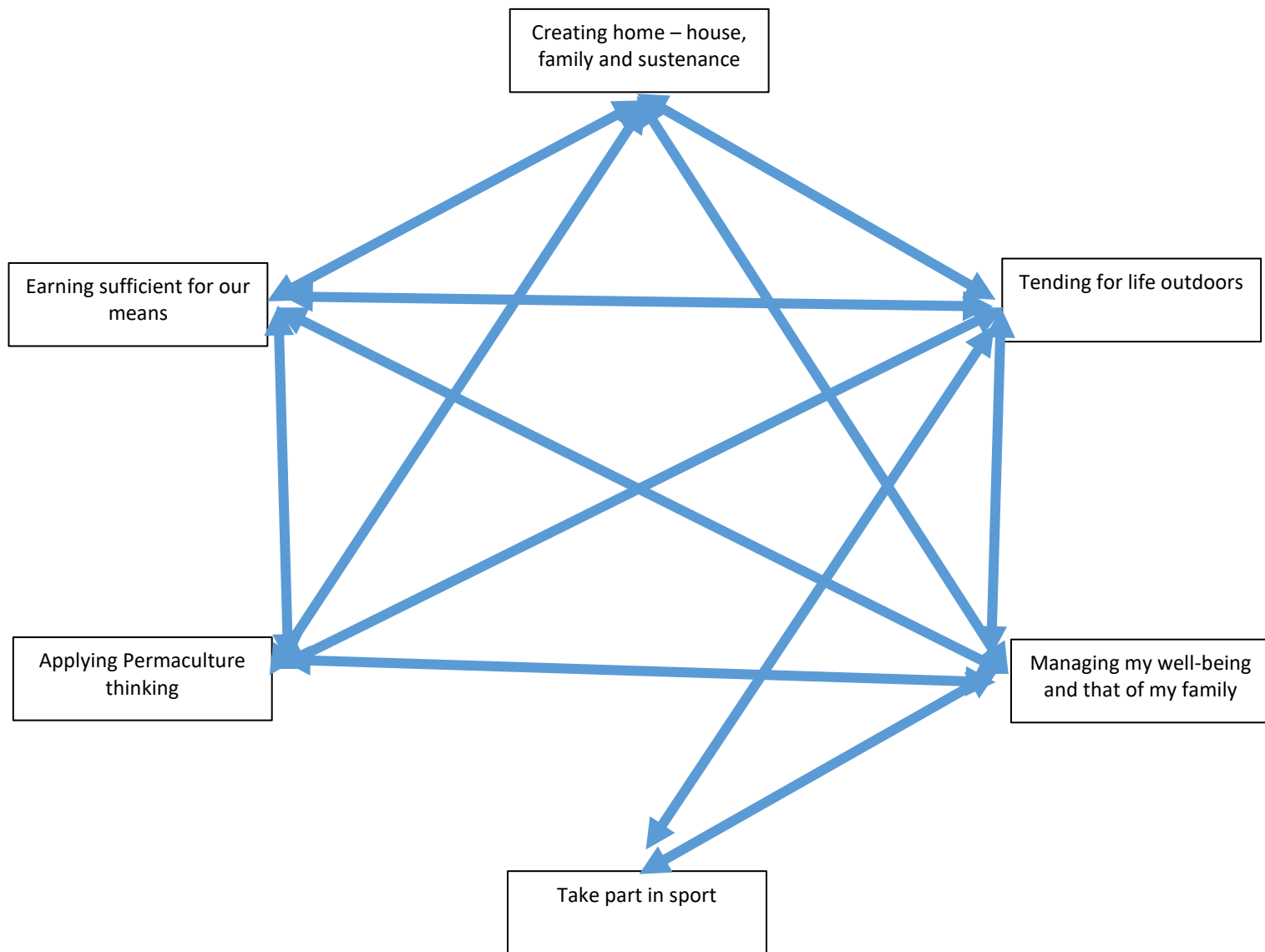
<b>Motivations:</b> <ul style="list-style-type: none"> <li>○ I enjoy working with children and young adults.</li> <li>○ I enjoy it when they make progress.</li> <li>○ I enjoy seeing different schools.</li> <li>○ I enjoy the solution focussed process of special education.</li> <li>○ I enjoy being part of athletes training and competition.</li> <li>○ I enjoy being part of the Athletics club.</li> <li>○ I enjoy how Emma and I live together and how we are moving back to being just us, as Harriet moves away.</li> <li>○ I enjoy that Harriet is doing what she wants and is driven by her passions and adventures.</li> <li>○ I enjoy eating bread that I have made.</li> <li>○ I enjoy the process of home brewing, as well as the final product.</li> <li>○ I enjoy eating food that has travelled a matter of yards to my plate.</li> <li>○ I enjoy our donkeys, full stop.</li> </ul>		<ul style="list-style-type: none"> <li>○ I enjoy the seasonality of growing willow and the connections that it makes.</li> <li>○ I enjoy seeing what Phil and Ruth make from my willow.</li> <li>○ I enjoy the fact that it is used for things of beauty and of regeneration of landscape.</li> <li>○ I enjoy the meditative process of weaving willow.</li> <li>○ I enjoy the fact that others want to learn how weave baskets.</li> <li>○ I enjoy the idiosyncrasies of our home.</li> <li>○ I enjoy the permaculture way of thinking.</li> <li>○ I enjoy learning from others at Danaway.</li> <li>○ I enjoy the thought of setting up a School of Regenerative Living (SoRL) and the impact that it will make on people's lives.</li> <li>○ I enjoy being outdoors.</li> <li>○ I enjoy the exercise that being outdoors provides.</li> </ul>	
<b>Internal resources:</b> <ul style="list-style-type: none"> <li>○ I am an experienced special educational needs co-ordinator.</li> <li>○ I am an efficient GCSE marker.</li> <li>○ I am qualified to assess for access arrangement testing.</li> <li>○ I am a qualified Athletics Coach and Field Official.</li> <li>○ I am happiest when outdoors.</li> <li>○ I am practical.</li> <li>○ I am patient.</li> <li>○ I am solution focussed.</li> <li>○ I am a long-term donkey owner.</li> </ul>		<b>External resources:</b> <ul style="list-style-type: none"> <li>○ I am in demand from small primary schools for support and advice.</li> <li>○ People I work with say I am good at what I do.</li> <li>○ There are only a handful of teachers qualified to do access arrangement testing locally, and none with the capacity to do it in others schools than their own.</li> <li>○ Emma supports what I do.</li> <li>○ I have a supportive diploma tutor who understands working with children.</li> <li>○ The "Village" at Danaway is supportive of each other and is a place of likeminded people.</li> <li>○ The Diploma Forum is motivating, supportive and inspirational.</li> <li>○ Phil is generous with his knowledge about willow growing and use.</li> <li>○ We have space to grow fruit and vegetables.</li> <li>○ I earn sufficient to be able to live as we wish.</li> </ul>	





I have summarised my wish list into a sector diagram, identifying the elements into 6 sectors. The sports and education currently stand alone, but there is overlap between the other sectors. I can take the different sectors and rephrase them as life functions.

In doing this I see that there is interconnection between the different functions.

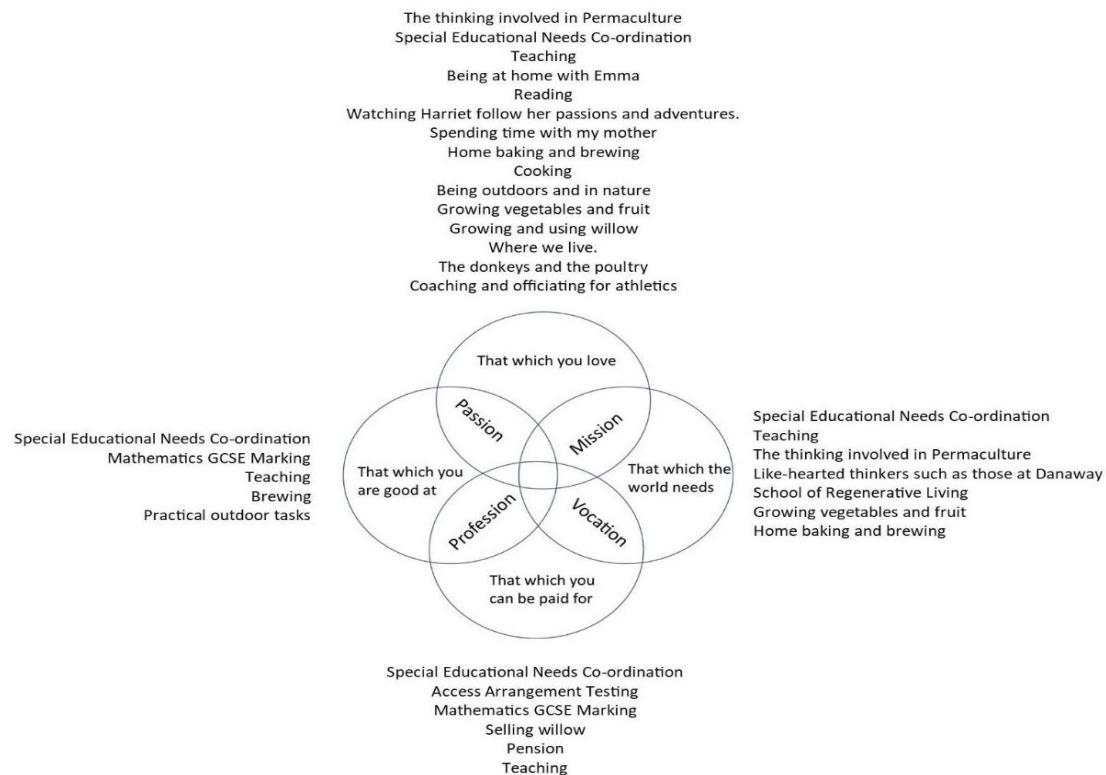


How do the different “functions” of my life match to the elements? What resilience is there within the system of how I live? Do the elements support more than one function and is each function supported by multiple elements?

<ul style="list-style-type: none"> <li>○ I wish to have a stronger connection to nature.</li> <li>○ I wish to spend time outdoors and be as well as do.</li> <li>○ I wish to read</li> <li>○ I wish to have better sleep and so more energy.</li> <li>○ I wish to complete my diploma.</li> <li>○ I wish to share willow making with others at Danaway.</li> <li>○ I wish to be part of Danaway and the School of Regenerative Living.</li> <li>○ I wish to use permaculture design.</li> <li>○ I wish to have a warm and welcoming home.</li> <li>○ I wish to make things from willow.</li> <li>○ I wish to grow and harvest willow.</li> <li>○ I wish to look after our donkeys.</li> <li>○ I wish to grow fruit.</li> <li>○ I wish to grow vegetables.</li> <li>○ I wish to brew.</li> <li>○ I wish to learn more recipes.</li> <li>○ I wish to make sourdough bread.</li> <li>○ I wish to spend time with my mother.</li> <li>○ I wish to support Harriet in her next life steps.</li> <li>○ I wish to share life with Emma.</li> <li>○ I wish to be an athletics coach and official.</li> <li>○ I wish to deliver permaculture teaching and approaches for children with additional needs.</li> <li>○ I wish to mark GCSE Mathematics papers.</li> <li>○ I wish to continue to work in secondary schools doing access arrangement testing.</li> <li>○ I wish to work in Special Needs in both Secondary and Primary Schools.</li> </ul>						
	Creating home – house, family and sustenance	✓				
	Tending for life outdoors				✓	✓
	Managing my well-being and that of my family				✓	✓
	Take part in sport			✓	✓	
	Applying Permaculture thinking				✓	✓
	Earning sufficient for our means	✓	✓	✓	✓	

	Earth Care	People Care	Fair Share
Creating home – house, family and sustenance		X	X
Tending for life outdoors	X	X	
Managing my well-being and that of my family		X	X
Take part in sport		X	X
Applying Permaculture thinking	X	X	X
Earning sufficient for our means		X	X

## IKIGAI PURPOSE VENN DIAGRAM



My intention of using the Ikigai Purpose Venn Diagram was to see if there were any elements that did not fit into any of the categories. Nevertheless, as a side outcome, in terms of finding the “sweet spot” for me Teaching and Special Educational Needs are in each area, which is reassuring having spent 30 years in the area. In terms of progression the teaching and permaculture hold options within all four areas.

## ● Options and Obstacles

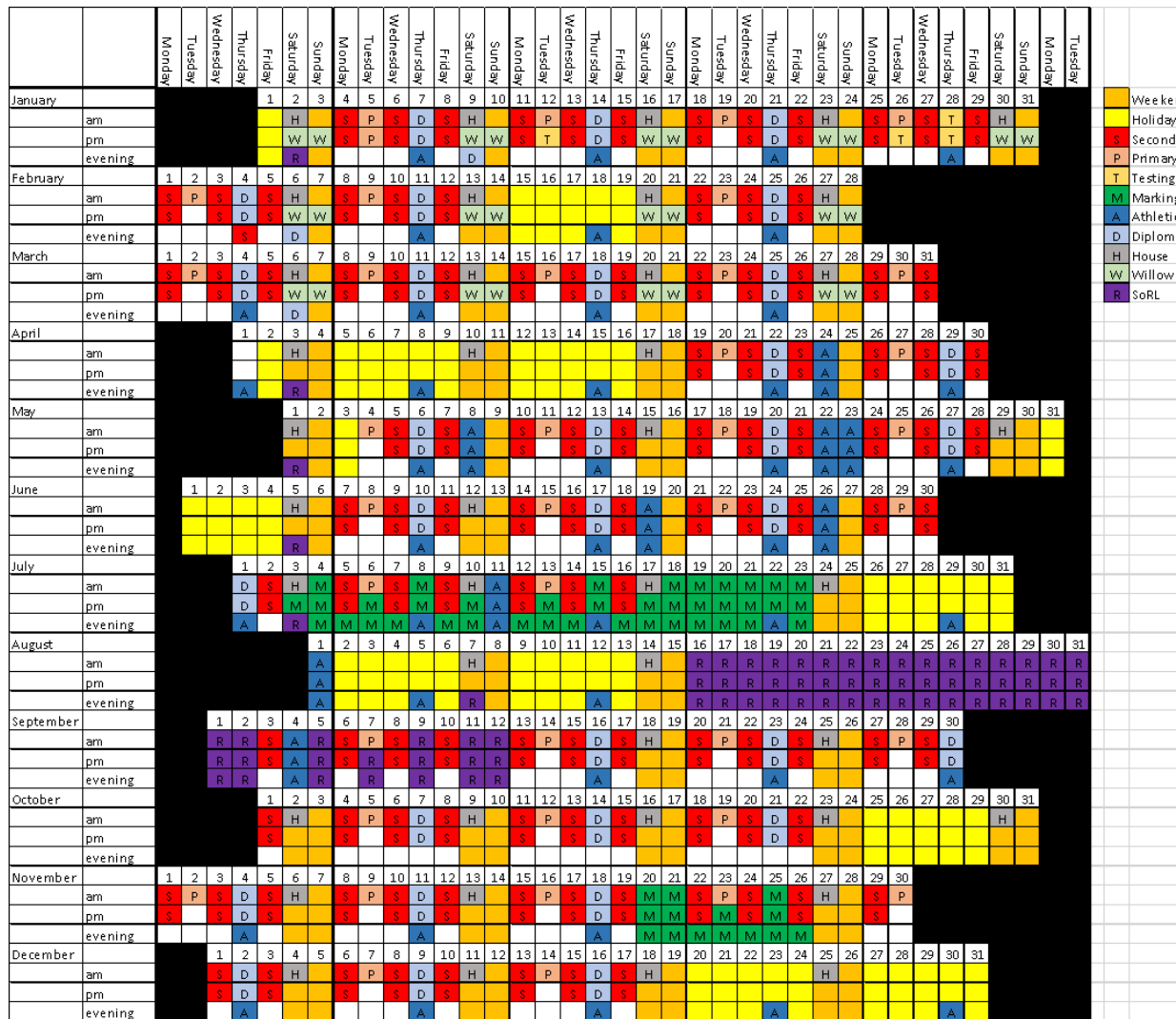
Over the last four months I have questioned whether I am doing too many things, whether “I have too few fingers for all the pies”. But looking at the sector diagram and the Ikigai Purpose Venn Diagram, there are no activities that I would wish to stop doing. It is the balance of them and the time I allocate to them.

Elements	Considerations
○ Warm and welcoming	We have a number of projects that we wish to complete over the forthcoming years. Mostly to do with redecoration and the removal of elements that darken the rooms. These require significant disruption and therefore need significant blocks of time and energy allocated. The pellet boiler needs to be paid off. We are down to the last tranche of this, but until this is paid off, we will not be building up funds for larger works in the house. Last year I cut some mammoth willow for burning in our two stoves. We use the stoves less, now we have central heating and it was my intention that this would provide a good proportion of our fuel for the smaller stove in particular. I need to set up better seasoning arrangements. During the first lockdown we set up a routine of one morning a week doing housework.
○ Baking	I now have a more successful sourdough recipe and have honed my bread making. I would like to be able to make bread when I need it, which currently works out at baking more than once per week.
○ Variety of recipes	I have been producing my own recipe book and have a small number of recipes. These are increasing my vegetarian diet. During the pandemic Emma has been doing the shopping which means that my cooking cannot be as spontaneous as before.
○ Brewing	I now have the following brews: cider, mead, “champagne” and beer. The cider and the “champagne” are made, apart from the yeast and a small amount of second formation sugar, entirely from the holding. The mead I flavour with flowers and fruits from the holding and try and use either local honey or honey brought while on holiday. The beer is a bought in a kit. I am making sufficient for my own consumption and sharing with others. There is an element of seasonality to my brewing, in that the elderflower and meadowsweet meads and “champagnes” need to be made when the flowers are ready. The meadowsweet has a longer season for picking than the elderflower. Apples for cider and fruits for flavouring can be frozen and honey for mead and the beer kit can be kept to be made when time allows. I keep the brews in demijohns until fermentation is complete and all sediment is settled and so, as long as the airlocks remain working bottling can happen when time allows.
○ Donkeys	The donkeys need regular looking after, daily feeding and watering, mucking out when necessary and hoof trimming every 6 to 8 weeks. Now that we have three, we will have to extend the grazing and I want to complete a design on grazing that will keep them in feed and reduce the amount of over-grazing. This will require time to put in fences, permanent or temporary, along with track-ways and gates.
○ Poultry	The geese, ducks and chickens also need daily feeding and watering and mucking out when necessary. The chickens roam free. The ducks have their own pen, because of their age and infirmity. The geese need access to grazing, which we are providing currently by the use of galvanised hurdles, which can be moved as necessary. Ideally, I would like to include them into the grazing design.
○ Vegetables	Historically, our vegetable growing has been done in bursts or growing plants in modules and pots and then planting out. What we have not managed is the maintenance that follows and as a result they are often in competition with “weeds”. I also wonder whether our compost production is suitably effective. I hope to address our vegetable growing in a future design.
○ Fruit	We now have sufficient apple trees and native hedgerow fruits, but lack other fruits. This also will be part of a future design. Picking the fruit has been a question of timing that we have not been too good at in the past. For example, blackcurrant and blackberries are near to ripe and abundant then when we come to pick them, they are gone. Similarly, with apples, this year we also did not gather windfalls as these also had disappeared before I went to collect them.
○ Willow growing	The willow growing basically has two parts to the year, cutting, weeding, grading and drying from November to Easter and the rest of the year for growing. Consequently, the November to Easter part of the year I give over a significant amount of time to this. Indoor storage has been an issue and I could do with more. One of the yields of the willow, particularly the mammoth willow is the brash left from cutting stakes or firewood. This I would like to use for chipping and mulching the vegetable beds and the apple trees. What has tended to happen is that when cutting the focus is on the main product of rods, stakes etc. that brash gets left. This also needs a more effective arrangement so that the brash is easily accessible when needed.
○ Willow making	I have done little willow weaving in the last few years as the tank that I made to soak the willow leaked. I have now bought and installed a galvanised drinking trough fed by rainwater. This will make soaking the willow more convenient, particularly as we have set up a basket making group at Danaway. The use of willow needs to be planned in advance as the rods need to be soaked for a specific amount of time, depending on length and type before it can be used. The making itself is not an activity that can be started one weekend and completed the next particularly effectively as the rods may dry out or be over soaked.

○ Just being outdoors and connecting with nature	Part of the SoRL summer programme involved nature connection and I am now more conscious of thinking about what I observe when I am outdoors. But I do not go outside to be outside, I go outside to do. I would like to find time to walk locally, sit and observe and be, as Robert MacFarlane described Roger Deakin. “an explorer of the undiscovered country of the nearby”.
○ Emma	This Christmas it has just been Emma and I at home and we have “un-Christmased” and have approached it as home-schoolers un-school, by having no “curriculum”, that is not having any planned expectations of what we will do. It has been great to be at home and to be doing our own things, sometimes together and sometimes separately and when separately knowing that the other is doing what they want to do. The question is how we can maintain this once work for me starts again.
○ Harriet	Harriet is now away in Jersey and probably will not be returning until Easter. She is now independent of us in terms of where she wants to be, and as such our focus has moved towards supporting her in what she is doing from getting her to where she wants to be.
○ Mum	I have not seen my mum for over a year and given her “vulnerability” to coronavirus and my work in schools where there is a high risk of catching it, I do not expect to see her face to face for some time. I try and speak to her at least twice a week.
○ Sleep	My sleep pattern as I have got older has become more disrupted, normally my work routines have allowed me time in the week to catch up. But working long hours three days a week and working in other schools on the other two, with catching up at weekends has not allowed this. This has reduced my energy to do other activities and getting by was all that I achieved.
○ Reading	Reading has always been a form of relaxation for me, daily in the bath in the morning and in bed at night. I have a pile of Permaculture books that I would like to read but finding time for reading has been a challenge. Before Christmas I had also stopped reading fiction books. Working long days has meant that I have not had time to read in the morning and I have been too tired to read at night, especially non-fiction. In the last weeks I have been trying to get back into the habit of reading again, but expect that reading non-fiction on work days will remain a challenge.
○ Athletics Coach	I have decided to go to the athletics track only once a week. Doing this on a Thursday means that it will not be impacted on by my needing to work late and therefore I can consistently attend.
○ Athletics Official	There have not been any competitions for the last year and therefore no need for officials. When this starts up again, I would expect to be attending about 10 different competitions between April and September.
○ Diploma	I have in my diary two afternoons a week to work on my Diploma, but given the time needed for work I have only managed to spend more than thinking time during half term and the Christmas holidays. The Diploma Forum has been very useful and its monthly format has helped me keep my Diploma in my mind, even though I have not been able to formally complete any design work.
○ Use of design in life	This design was not part of my original Learning Pathway and was prompted by my concern at half-term that work pressures were such that finding time to complete design work was extremely difficult. As the design has evolved it has made me think more widely than that and consider some elements of how I might want to live beyond the pandemic. For example, finding time for <b>being</b> in nature as well as <b>doing</b> outdoors.
○ Danaway and SoRL	The link I now have with Danaway has provided connections with like-hearted people and other apprentices. The ability to spend time there has been curtailed by the coronavirus restrictions, but we have managed to include a willow / carving morning before our monthly SoRL meetings. I have found it difficult to give the time I would like to thinking about elements of setting up SoRL and the next summer programme.
○ Teaching	Working with young people has been part of my life since before I moved into teaching. While working at BP is used the majority of my holiday to do Scout camps or expeditions. As such it is not something that I would want to move away from as I move towards doing less formal work within education. What interests me is how I can intertwine education and permaculture.
○ SENCo - Secondary School	This past term at Secondary School has been one of the hardest of my teaching career. There have been the additional tasks relating to coronavirus safety, but this has been small compared to the implications of timetabling for staffing to manage the restrictions of movement between sites and the budgetary constraints on SEN staffing caused by government funding. These latter have resulted in my having a high classroom load in order to meet statutory requirements of support. My working day has been from 8:00 am to 6:00 pm for three days a week with additional work to catch up in evenings and on other days. I believe this has affected my sleep pattern which has had a further impact on my effectiveness. I have managed to have additional resources come into school for two high need students and in the new year this will be used to provide additional support, allowing me to take on a more co-ordinational role and although it may not reduce the work load, should allow me to focus more on ensuring that needs are more effectively met.
○ SENCo - Primary School	I work at one primary school most Tuesday mornings and have now caught up with statutory work that could not be completed during lockdown. I have three other primary schools that I am working with, all small and I would expect each to require a day's work each half term.
○ Access Arrangement Testing	Again, I have been catching up on testing that I would have been doing during the summer term and this should be less of a demand on my time after February half term.
○ GCSE Marking	I am now receiving contracts for GCSE marking for November and Summer examination series. These take two or three weeks respectively. As I know when they are a long time in advance, I am able to block out days and evenings to complete the work. Working in this way does allow me to pick up occasional other work once I have got ahead of deadlines.

- Will do and Way forward

I started looking at patterns in my temporal life, initially at the year scale then week and day. I wanted to see what patterns emerged that allowed me to do what I do and what capacity there is to do other things.



pm  
evening

Although I do not expect that this Year Planner will be an accurate representation of my year, the production of it allowed me to think about the distribution of my time. For example, allocating Thursdays

to my Diploma and keeping Tuesday afternoons free would allow me to do paid work on a Thursday as long as I do not do paid work on a Tuesday afternoon. I need to be more rigorous with this and having caught up on much of my work missed through lockdown I should be able to do this.

Activities for the holidays and weekends:

Willow weaving

House decoration

Land maintenance e.g., fencing, construction of sheds etc

Implementing designs

Having had an “unchristmas” this year, it has given me space to think about what connection I have to the rituals of it and I have come to a conclusion that I have little spiritual connection, I do not like the commercialisation of the time of year from September to January and I do not like the “pressure” to conform to others’ expectations of enjoyment. Instead, I am feeling a greater connection to the cycles of the earth, it seems more sense to me to celebrate the point in the year where the days start to lengthen. At this time of the year, I enjoy being outside, engaging with the elements, a cold frosty (or even damp) day gives me pleasure.

This is my fifth design and I intend to have it complete except for up to implementation, notice and gaiety before the year ends. In my final version of my Learning Pathway, 15 November, I had the following sequence of designs:

Design	Completion	Design Process	Design	Completion	Design Process
1 - Learning Pathway	Complete November 2020	Looby’s Web	7 – Water use at the Old Hall	Spring 2021	Scale of Permanence
2 – The Kitchen	Completed August 2020	OBRADIM	8 – Teaching a Permaculture Unit to Year 7 & 8	Summer 2021	To be decided
3 – SEN Design	Completed October 2020	SADIMET	9 - Mini-design to engage Teenagers (To be included within design 8)	Summer 2021	CEAP
4 – Danaway Grey water	Completed October 2020	OBRADIM	10 – The Orchard / Forest Garden	Winter 2021	To be decided
5 – Completing my Diploma during a pandemic	December 2020	GROWING	11 – Grazing and Feeding	Spring 2021	
6 – Vegetable Patch	Spring 2021	To be decided	12 - The Greenhouse	2022	

Under this new “approach” I will be working on “The Vegetable Patch”, “Water use at the Old Hall” and “Grazing and Feeding” over the first months of 2021.

Focusing on a weekly / daily scale there are current activities and then things that I wish to include into my week.



Current Activities	Things to include
Feeding the pellet boiler (2 x per week in Winter, 1 x per week in summer)	Walking
Feeding Donkeys and poultry	Sit spots
House cleaning	Regular vegetable gardening
Baking	Reading
Cooking for the freezer	Recording what I have seen and or done.
Speaking with mum	Being aware of the changing seasons
Mucking out Donkeys and Poultry	

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	6:00 to 7:00	Animals		Animals		Animals		
	7:00 to 8:00	Breakfast Travel	Animals	Breakfast Travel	Animals	Breakfast Travel	Animals	Animals
	8:00 to 9:00	Work	Breakfast Travel	Work	Breakfast	Work	Breakfast	Breakfast
	9:00 to 10:00		Work		Diploma, Bread Making, Cooking,		House, Feed boiler	
	10:00 to 11:00							
	11:00 to 12:00							
Afternoon	12:00 to 1:00		Work		Lunch		Work	Work
	1:00 to 2:00	Work emails						
	2:00 to 3:00	Gardening, Diploma, Work, Feed Boiler						
	3:00 to 4:00							
	4:00 to 5:00			Work emails				
	5:00 to 6:00	Animals		Dinner		Animals		
	6:00 to 7:00	Dinner	Dinner	Dinner	Athletics	Dinner	Dinner	Dinner
	7:00 to 8:00							
	8:00 to 9:00							
	9:00 to 10:00	Read Log	Read Log	Read Log	Read Log	Read Log	Read Log	Read Log

This seems very rigid, but I intend it to be a guide, something that will remind me to do the more self-centred activities and a tool to see what time there is or could be available in the week. There are domestic activities that are missing, washing, shopping, cooking etc. I have had space created by lockdown, through my not doing some earning activities, for example Access Arrangement Testing, this should allow me to embed routines.

Actions	Earth Care	People Care	Fair Shares
<ul style="list-style-type: none"> <li>I will ensure that there is space for my Diploma every week, by minimising the time I spend on Thursdays doing paid work. I will try and start work doing Access Arrangement Testing on Tuesday afternoons, with the intention of completing the work then or having a small amount to complete which can be done the following Tuesday or if necessary for a small amount of time on Thursday.</li> </ul>		X	X
<ul style="list-style-type: none"> <li>I will try and spend some time in the vegetable patch each week, this will link in with my Vegetable Patch design.</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>I will go for a walk every day, after dinner.</li> </ul>	X	X	
<ul style="list-style-type: none"> <li>I will read every day either in the morning or at the end of the day or both. This will be easier when the libraries open again and I have access to new fiction that I can read at the end of the day.</li> </ul>		X	
<ul style="list-style-type: none"> <li>I will think about cooking different things that I can freeze and add to my limited repertoire.</li> </ul>	X		
<ul style="list-style-type: none"> <li>I will bake bread every week.</li> </ul>	X	X	
<ul style="list-style-type: none"> <li>I will spend some weekend time on willow work, at the beginning of the year cutting, grading and drying and later in making.</li> </ul>	X	X	
<ul style="list-style-type: none"> <li>I will use the Biotime Log to record when I have been for a walk, what I have observed, what other outdoor activities I have done, what I have read what I have cooked and baked. I will also record my sleep to see if walking everyday improves it.</li> </ul>		X	
<ul style="list-style-type: none"> <li>I will create / locate sit spots around the holding. I will take weekly photos, from the same place and from my sit spots.</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>I will create a circle of stones aligned to compass directions.</li> </ul>	X		
<ul style="list-style-type: none"> <li>I will enter the 8 Festivals of Samhain, Winter Solstice, Imbolc, Spring Equinox, Beltain, Summer Solstice, Lammas, Autumn Equinox, into my BioTime Log.</li> </ul>	X	X	

Having thought through my design I will consider how it fits against Holmgren's Principles and the three Ethics.

#### Principles:

The first four of Holmgren's Principles seem to fit with the Zone 00 focus of the design.

<b>Observe &amp; Interact</b>	The anaphora, sector diagram, Ikigai and the function / elements analyses have been useful in bringing together my everyday observations and how the different aspects of my everyday living interact.
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	I think it has been interesting how once I had looked at a yearly and weekly structure what I have come up with has a nature connection focus. The implementation of the design includes opportunities for observing and interacting, through the time to sit and be and also through the recording in the BioTime Log making me think about what I see and do.
<b>Catch &amp; Store Energy</b>	The design itself is rooted in catching and storing my energy so that I can continue with all aspects of my life without having my energy stores drained. I hope that the daily walking and sit spots will provide energy storage.
<b>Obtain a yield</b>	There are two elements to yields in the design, firstly my being able to fulfil my wishes outlined in the Growing section, but more importantly the yield of energy and nature connection identified in the first two principles.
<b>Apply Self-regulation &amp; accept feedback</b>	Although I have never found diary keeping an easy task, it is my intention to use the Biotime Log to provide feedback on whether I am carrying out the intended design and whether it is having an impact on my energy levels.
<b>Design from patterns to details</b>	I have looked at the patterns of my days and endeavoured to create a new set of patterns that are a better balance for me.
<b>Integrate rather than segregate</b>	I believe the design has identified how the different functions of my life interact. I think it will be interesting how these change with time, as my sources of income and outgoing costs change and my work patterns evolve.

### **Ethics:**

I have, through the design, identified which of the ethics different elements relate to. This is a Zone 00 design and therefore has an overall a People Care dominance, focussing predominantly on self-care and the impact of my actions on those around me, at home, work and “play”. I hope the design will allow me to fairly share my time and skills across all areas of my life, and allow me to achieve an ethical balance in how I manage my time.

This is borne out by the “I wish ...” tool and the Max-Neef’s fundamental needs tools identifying those elements are evenly distributed across all three ethics. The Earth Care being focused around food, growing and animal care, the People Care around family, work, home, sport and my own personal well-being and the Fair Shares Ethic being around my connections with others and sharing time and activities. The elements that cross all three ethics are to complete my diploma, as I see the completion of this to have impacts on how I am better able to live by the ethics, and the Max-Neef need of subsistence which ties in with what I need to live the life I wish and identifies those things that are important to me.

This is further reflected looking at the Functions of the design against the ethics, again with “Applying Permaculture Thinking” addressing all three.

It is interesting that the actions I have identified lean more towards the Earth Care and People Care Ethics, as they are focussed on my own wellbeing and achieving an improvement in that by creating time for nature connection, with the sharing of my time and connection with others being a secondary positive from the improvements made for me.

## ● Implement

31<sup>st</sup> December 2020

- Identify potential sit spots.
- Identify potential weekly photo views.
- Enter 8 Festivals into Biotime Log.

1<sup>st</sup> January 2021

Start recording in BioTime Log:

- How did I sleep? 😊 😐 😞
- Did I walk and where?
- Which Sit Spot did I stop at?
- What did I observe? Wildlife, weather, astronomy, ...?
- What else did I do outdoors?
- What have I cooked?
- Have I baked bread?
- What have I read?

4<sup>th</sup> January 2021

- Return to work, start Tuesday and Thursday “regime”.

Weekends and Half Terms

- Identify and form stone circle.
- Create places to sit at Sit Spots.

- **Notice**

Map showing sit spots and fire circle locations.



I have chosen spots away from the habitation, except the most northerly, 3. This is a limestone boulder already in the field that has good views of Grasmoor. Spots 1 and 2 are tucked in next to a field hedge, 1 looks north east towards Skiddaw and 2 looks south east towards Grasmoor. Spot 4 is in the wild area, 5 by the pond and 6 looks back towards the village and has a good view of the willow patch









## April 2022

How did everything pan out?

The issue with setting plans that take time to implement is that other events come into play that require the plans to be adjusted. I set about implementation after New Year 2021. Then at Easter 2021 my role at my Secondary School changed, I moved to being SENCo at two Secondary Schools, but gave up all the other roles. This created additional pressure of time while I set up my new role and although resulting in the continuation of the high work load reduced the number of areas I was focussing on and so reduced pressure.

I will ensure that there is space for my Diploma every week, by minimising the time I spend on Thursdays doing paid work. I will try and start work doing Access Arrangement Testing on Tuesday afternoons, with the intention of completing the work then or having a small amount to complete which can be done the following Tuesday or if necessary for a small amount of time on Thursday.

The changes to my role at work meant that the weekly plan I was able to apply in a general way until Easter 2021 after which the non-work elements of my time took a back seat while I got to grips with the new role. The continuation of the pandemic also meant that my workload in the other teaching roles did not ease off as I had expected and so it was not always possible to restrict that work to particular times in the week and leave others for design and activities around home.

After Easter I went into a period of Observation and Interaction with my designs, which I am now coming out of and am able to return to the ongoing designs. This

	period of Observation and Interaction gave me time to think through the various designs I had ongoing and I believe was a positive within their design process.
I will try and spend some time in the vegetable patch each week, this will link in with my Vegetable Patch design.	Nevertheless, I was able to spend some time in the vegetable patch, we grew a limited number of vegetables, focusing in half of the beds. I was able to spend time thinking about the Vegetable Patch design, I believe to its benefit. I completed the mapping in the period before Easter and carried out some of the implementation based on that through the summer.
I will go for a walk every day, after dinner.	Starting after New Year meant that my walks were in the dark, as a consequence I walked down the road. I would try and identify different constellations and planets. As the evenings got lighter there were more people out and I preferred to be alone, so once I had the sit spots and stiles over the fences in place I changed to walking around the outside of the fields. Using the different sit spots.
I will read every day either in the morning or at the end of the day or both. This will be easier when the libraries open again and I have access to new fiction that I can read at the end of the day.	I made time for reading after my walk and returned to the habit. By Easter I was back to reading fiction and finding time to read non-fiction.
I will think about cooking different things that I can freeze and add to my limited repertoire.	I started a recipe book and have developed a small repertoire of recipes. These are mostly vegetarian. I would cook enough to freeze meaning that when I was working, I would not have to come home and cook from scratch. Now that Harriet is at home her cooking is adding to my range of meals. Over the period of time I have also reduced my meat consumption, in terms of both fewer meals with meat and those meals with meat having less.
I will bake bread every week.	This is am now doing.
I will spend some weekend time on willow work, at the beginning of the year cutting, grading and drying and later in making.	Given the time it takes to cut and grade the willow, between New Year and Easter, this took up much of my free time. In the summer I spent time practicing making willow plant supports with some success.
I will use the Biotime Log to record when I have been for a walk, what I have observed, what other outdoor activities I have done, what I have read what I have cooked and baked. I will also record my sleep to see if walking everyday improves it.	I used the Biotime log up until Easter. I found that recording my walks, what I have cooked and what I have read was useful in my maintaining the activities. My recording of my sleep patterns allowed me to see that my disrupted sleep was less.
I will create / locate sit spots around the holding. I will take weekly photos, from the same place and from my sit spots.	I set up stiles and sit spots as shown. When I was walking around the perimeter of the fields I would sit on different ones. My favourite was spot 6, where I could look back across the fields to the village and listen to the bird song. It was



	noticeable that the majority of the bird song was focused around the gardens and there was little on the far side of the fields. This observation has prompted some of the decisions in my Grazing Design. It also allowed to think about hedge planting and the lines of site from different places. I did not take weekly photos.
I will create a circle of stones aligned to compass directions.	This was too great a task to be completed under the circumstances, nevertheless it is something I still would like to do in the future.
I will enter the 8 Festivals of Samhain, Winter Solstice, Imbolc, Spring Equinox, Beltain, Summer Solstice, Lammass, Autumn Equinox, into my BioTime Log.	I put the 8 Festivals into my Biotime Log and am more aware of them in terms of the changing seasons.

Given the time I spent on Observation and Interaction in 2021 my list of designs has evolved, having also signed up for the Children in Permaculture Practitioners Course I have included the two designs from there into the plan as they should be complete by May 2022.

Design	Completion	Design Process	Design	Completion	Design Process
1 - Learning Pathway	Complete November 2020	Looby's Web	6 – Vegetable Patch	April 2022	SADIMET
2 – The Kitchen	Completed August 2020	OBRADIM	7 – Teaching a Permaculture Unit to Year 7 & 8	January 2022	GOBRADIMET
3 – SEN Design	Completed October 2020	SADIMET	8 – CiP Session Plan	May 2022	SADIMET
4 – Danaway Grey water	Completed October 2020	OBRADIM	9 – CiP Garden Design	May 2022	SADIMET
5 – Completing my Diploma during a pandemic	April 2022	GROWING	10 – Grazing and Feeding	Summer 2022	Whitefield Design Process

Other ongoing designs

11 - Mini-design to engage Teenagers

12 – The Orchard / Forest Garden

13 - The Greenhouse

14 – Water use at the Old Hall

Opportunities for using Permaculture with young people are opening up for me.

In Summary:

Roses	Buds	Thorns
<p>I am happier in terms of my work balance.</p> <p>I learned the value of long-term Observation and Interaction.</p> <p>I have a number of designs near completion.</p> <p>I signed up for The CiP Practitioners Course.</p> <p>I am regularly baking bread.</p> <p>I am back into the swing of designing.</p>	<p>I have sit spots around the fields.</p> <p>My work load should reduce in September 2022.</p> <p>I am developing a range of recipes.</p> <p>The vegetable patch will improve through the Vegetable Patch Design.</p> <p>I am set up for more willow weaving in the summer.</p>	<p>I have yet to get to see my mum.</p> <p>My work load did not reduce.</p>

## ● Gaiety and return to Goal

Goals	Now	Soon	Later	
○ I wish to work in Special Needs in both Secondary and Primary Schools.	✓			
○ I wish to continue to work in secondary schools doing access arrangement testing.	✓			
○ I wish to mark GCSE Mathematics papers.	✓			
○ I wish to deliver permaculture teaching and approaches for children with additional needs.	✓		✓	The CiP Practitioners course has been a good focus for this.
○ I wish to be an athletics coach and official.	✓			
○ I wish to share life with Emma.	✓			
○ I wish to support Harriet in her next life steps.	✓			She is now at home building a Tiny House!
○ I wish to spend time with my mother.		✓		
○ I wish to make sourdough bread.	✓			
○ I wish to learn more recipes.	✓			
○ I wish to brew.	✓			
○ I wish to grow vegetables.	✓			
○ I wish to grow fruit.		✓		

○ I wish to look after our donkeys.	✓			
○ I wish to grow and harvest willow.	✓			
○ I wish to make things from willow.		✓		
○ I wish to have a warm and welcoming home.		✓		An on-going process in terms of the major works!
○ I wish to use permaculture design.	✓	✓	✓	
○ I wish to be part of Danaway and the School of Regenerative Living.	✓			The form of this has changed through the pandemic but still holds lots of connections.
○ I wish to share willow making with others at Danaway.			✓	
○ I wish to complete my diploma.		✓		
○ I wish to have better sleep and so more energy.	✓			
○ I wish to read	✓			
○ I wish to spend time outdoors and be as well as do.	✓			
○ I wish to have a stronger connection to nature.	✓			