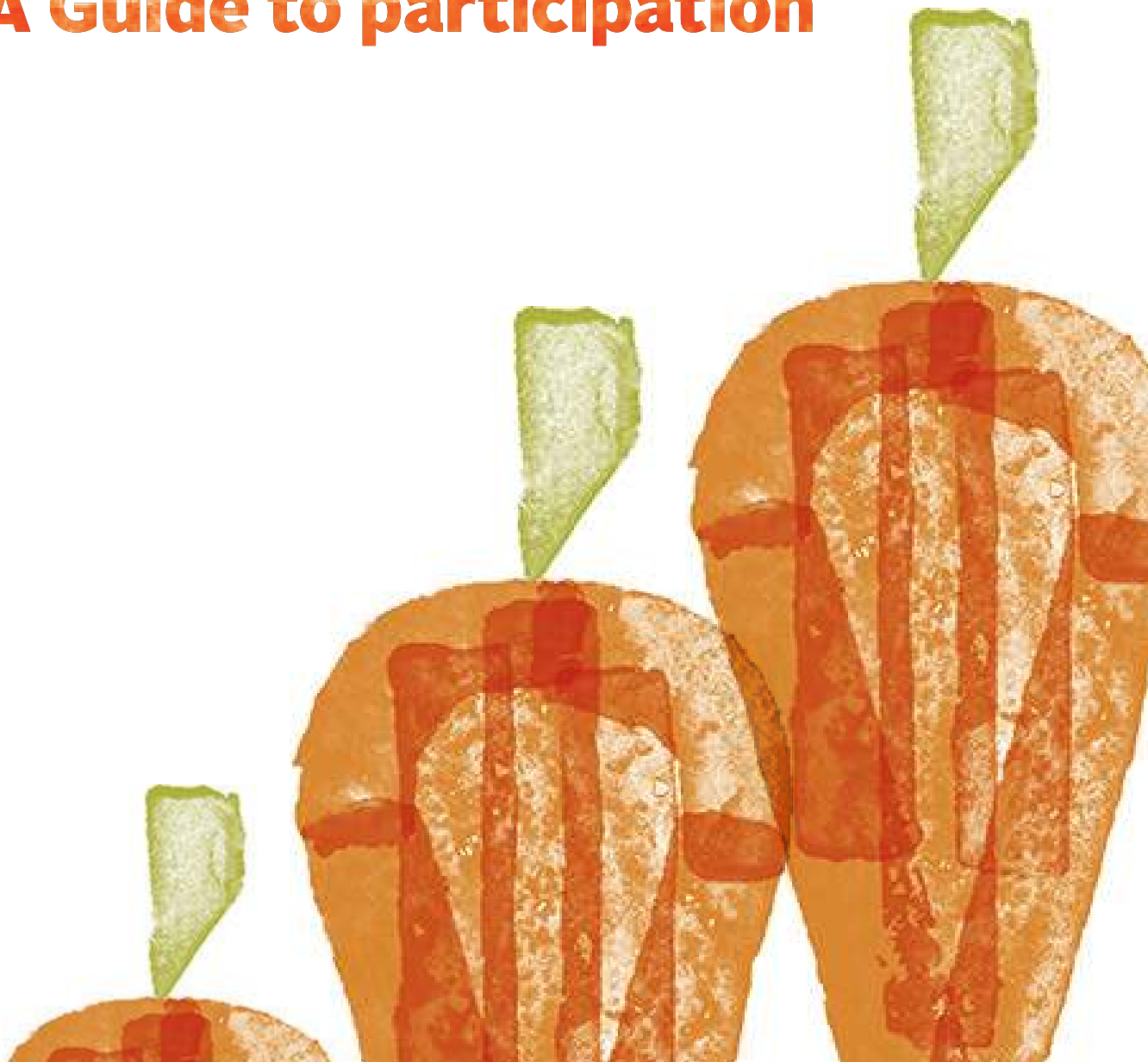


GARDEN TO TABLE



GROW,
HARVEST,
PREPARE,
SHARE

A Guide to participation





The Garden to Table Trust

Garden to Table is a practical and engaging food education programme that connects the land, its care and potential, the food we harvest, its variety and versatility and the positive cultural and community connections associated with gardening, cooking and eating food. It is designed to be delivered in NZ primary and intermediate schools and, as well as teaching life skills of gardening and cooking in a practical, hands-on learning environment, it also provides extensive curriculum resources for classroom teachers, families, volunteers and the wider community.

www.gardentotable.org.nz/

The Trust also acknowledges the © Stephanie Alexander Kitchen Garden Program (SAKGF) from which Garden to Table has evolved.



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*Nā tō rourou, nā taku
rourou ka ora ai te iwi*












*With your food basket and my food
basket the people will thrive*

Welcome to Garden to Table

Garden to Table (GTT) is a successful garden and kitchen programme run in schools throughout the country. Garden to Table's aim is to introduce New Zealand primary and intermediate school students to the joy of fresh, seasonal produce they have grown, harvested, cooked and shared in their own school, with the help of peers, volunteers and teachers. The students become involved in all aspects of gardening in an environmentally sustainable garden, cooking and then enjoying a delicious, seasonal meal they have produced themselves. Students' knowledge, gained by being engaged in both the garden and kitchen, is taken back to their classroom where it is reinforced in their day-to-day learning. These new learning threads are then picked up by the classroom teacher and woven through the curriculum as a whole. Comprehensive curriculum resources are provided through a members' only web site, to help embed this knowledge.

Garden to Table can be adapted to meet your own community needs and available resource levels. However, there are some key aspects we believe are fundamental to the successful delivery of Garden to Table:

-  **HANDS-ON-LEARNING** – students learn by being actively involved in hands-on sessions in the kitchen and garden
-  **CO-OPERATIVE LEARNING** – students work with the specialists, classroom teachers, volunteers, and their peers on all aspects of looking after the garden to grow and harvest produce, and in the kitchen to prepare and present food
-  **VALUING NUTRITION** – students use fresh, seasonal produce from the school garden to make delicious, nutritious food
-  **HYGIENE AND SAFETY PRACTICES** – students learn garden and kitchen hygiene and how to use garden and kitchen equipment safely
-  **USING EQUIPMENT** – students are encouraged and taught to use standard garden and kitchen equipment (including sharp knives) in a safe, small-group environment
-  **DEVELOPING LIFE-LONG SKILLS** – students repeat basic cooking and gardening skills ensuring they develop life-long skills enabling them to look after their own wellbeing and the wellbeing of others
-  **EXPERIENCING FOOD** – students are encouraged and supported to try new food and to experience all the pleasure, flavour and texture food has to offer
-  **ENRICHING LEARNING** – students use their experiences in Garden to Table to enrich their other learning in a number of curriculum areas including reading, writing, mathematics, science, social responsibility and technology
-  **SHARING** – students experience the joy, pride and pleasure of sitting down to share a meal with their peers, volunteers and teachers – a meal they have created themselves, all the way from the garden to the table. They then take responsibility and cooperate with each other to clean up.



How and why it works

"The Garden to Table programme is such a wonderful asset to our school. From the onset we have been on the go. Our children are enthusiastic about what they are learning. They are asking more questions, they are becoming more inquisitive and more importantly they are learning to respect their own environment and each other. It is literally taking the classroom outside the four walls that they are so used to and opening their eyes to other ways of teaching and learning. There are so many advantages to this programme."

Hunia Williams

Environmental Team Leader, Cannon's Creek School

"Children really enjoy the programme because it's authentic learning, learning with a real purpose. They enjoy being outside, in the kitchen and working in small groups with the garden and kitchen facilitators and volunteers. The children absorb information more readily because they are learning in a hands-on and fun way. Children not only spend time in the garden, but they learn the science behind growing and harvesting food, working as a team and the social aspect of dining."

Sarah Mirams

Principal, East Tamaki Primary



WHAT COMMITMENT IS INVOLVED?

There are a number of aspects to consider – financial, logistical and philosophical – to ensure Garden to Table is delivered in the most effective and connected way possible. The Garden to Table Area Coordinator can explain the programme fully and provide examples of how it has been implemented in other schools, or arrange for you to visit or talk to a Principal at an existing GTT school. The Readiness Questionnaire on pages 23-26 can prompt your thinking about various aspects of Garden to Table.

TO ENSURE YOUR SCHOOL CAN SUCCESSFULLY RUN GARDEN TO TABLE WE SUGGEST YOU CONSIDER:

GARDEN SPACE:

- to grow herbs, vegetables and fruit
- for a storage area (lockable) – to keep garden equipment
- for waste recycling – compost and worm farm

KITCHEN SPACES:

- to use for cooking sessions, with adequate bench space, cooking equipment and refrigeration
- to store kitchen equipment and pantry supplies safely and hygienically
- for a class – children and adults – to sit together to share the prepared meal

SUPPORT:

- of the Principal and the Board of Trustees
- of teaching staff
- of parents, caregivers and whānau
- of local community

STAFFING:

- we recommend you identify and appoint a teacher as Programme Champion to oversee Garden to Table at your school. The Programme Champion will ensure the programme is embedded in the school timetable and planning processes; recruit, encourage and support volunteers to work with the kitchen and garden specialists, and champion the programme across the school
- we recommend you retain kitchen and garden specialists to deliver Garden to Table, where possible. Your Area Coordinator can talk through options with you.
- encourage classroom teachers to use the kitchen and garden classes as a basis for curriculum delivery
- recruit and support kitchen and garden specialists to lead Garden to Table at your school

- allow preparation time for specialists as well as face-to-face class room time, including regular release for specialists to attend professional development training and specialist meetings
- support for recruitment, induction and training of volunteers

TIME:

- understand that students will need extended periods of time to fully participate in all aspects of gardening and cooking
- include appropriate timetable space for Garden to Table every week or fortnight

RESOURCING:

- how you will build up your garden and kitchen resources – this could be through purchase, donation requests and fund raising
- encourage community to donate excess produce and materials
- connect, encourage and engage volunteer and community support
- include Garden to Table in your budgeting processes

PROMOTION:

We encourage you to:

- display Garden to Table signage and promote your membership as a Garden to Table school
- invite local press to Garden to Table activities and celebrate children's achievements
- place GTT logo on school website homepage, use it to link/click through to a blog/webpage showcasing achievements, general news about Garden to Table and recipes. Include GTT news in school newsletters.
- promote GTT within your school and wider community
- report back to the Trust, suppliers and supporters on the implementation of Garden to Table including providing photos and stories
- host schools looking to begin a GTT programme and mentor and support other GTT schools in your area.



WHAT ARE SOME OF THE BENEFITS?

FEEDBACK FROM GARDEN TO TABLE SCHOOLS IN NEW ZEALAND SUGGEST THE PROGRAMME:

- Increases verbal communication and interaction between children while working together
- Promotes team work
- Develops children's fine and gross motor skill development while learning new skills
- Promotes pride in the school environment
- Improves awareness of fresh fruit and vegetables
- Encourages children to try new vegetables
- Encourages attendance – schools report a significant drop in absenteeism.
- Improves behaviour (of some students)
- Motivates children to read and do maths by providing authentic environments for using these skills
- Provides an opportunity for the community to be involved in the schools – volunteers, suppliers, sponsors.
- Provides another learning environment outside the traditional classroom setting

There is anecdotal evidence from schools and students already participating in Garden to Table supporting the many benefits gained by establishing a cooking and garden programme in the school environment.

Recent international research provides further evidence of the many real benefits a school-wide cooking and gardening programme offers schools. Please ask if you would like further information about available research.

We enjoy the feedback we receive about our programme, and share some of this with you here.

DISCOVERY

"In both the kitchen and garden settings, students make new and unplanned discoveries. They are faced with new challenges that require them to solve problems – both as a group and individually. In Garden to Table, students are free to explore, experiment and actively encouraged to share their ideas and observations with each other."

Craig Satherley, St Mary's Primary, Avondale

TOGETHERNESS

"Our productive vegetable gardens and kitchen become part of the children's everyday school experience. Here they learn the skills of a lifetime, and discover just how rewarding it is to grow, cook and share their own vegetables."

One of the pleasures of Garden to Table is seeing children passing around plates of delicious food they have prepared themselves. Our children delight in the opportunity to show visitors around the garden during open days and school events.

Their pride in Garden to Table shines through particularly on these occasions."

Eddie Norgate, Principal, Diamond Harbour Primary School





MOTIVATION

Being a parent helper for GTT is genuinely rewarding. Watching the kids gain new skills that promote health and sustainability is great in itself, but has also seen us build our own vege garden at home and take pride and enjoyment in eating what we produce.

I can honestly say that my daughters have learnt so much and had their eyes opened to not only the possibility of producing your own vegetables and eating healthily but also good habits around sustainability and recycling. I'm convinced that learning has improved as a direct result of learning outside of the classroom too.

Andrew Stringer, parent helper at Meadowbank Primary, Feb 2015

CURRICULUM

The curriculum areas that this programme can lend itself to are extensive. There are so many learning opportunities to be had outside the classroom now. Children are able to make inquiries about all sorts of things such as the compost and how it works, understanding what type of insects are helpful in the garden and which ones are not, knowing how to organically rid our gardens of certain pests, finding out about sourcing fair trade products for cooking – spices etc – questions like, where do the spices we use come from and how are they used in our cooking. The list goes on.

One of the most worthwhile programmes a school could invest in.

Hunia Williams, Environment lead teacher, Cannons Creek School

CONFIDENCE AND PARTICIPATION

The kitchen and garden both provide a very 'level playing field' for students. In these two environments, so different from the traditional classroom environment, different children's strengths and confidence emerge. Cannons Creek have the lowest absenteeism of their students on the day Garden to Table runs. Social skills also develop in these two environments- team work, collaboration, working with adult volunteers and sharing a communal meal at the end of each session. The communal meal and the children taking turns at 'front of house' is very rewarding for both the children and adults.

Dr Anna Ferguson, Trustee, Healthy Future Families Trust.







Garden to Table commitment and support

Participation in Garden to Table is the start of an on-going partnership with the Garden to Table Trust. We will work to ensure your school's garden and cooking programme is well resourced and supported, so it runs both smoothly and effectively. As a Garden to Table school you also have the opportunity to share ideas, receive training and be mentored.

TRAINING AND ACCESS TO RESOURCES

There are some costs associated with joining Garden to Table which contribute towards the provision and ongoing development of the Garden to Table programme. Your Area Coordinator will talk these through with you. Occasionally the Trust has access to funding to help schools through the start-up period, if costs prove to be a barrier to beginning the programme, and we will advise if this is the case.

IN THE FIRST YEAR YOU CAN ACCESS:

- Support from Garden to Table to prioritise your needs and assist set-up of the programme in your school
- Kitchen and gardening training for your school's Garden to Table team
- Access to the GTT network in your area and access to specialist meetings, where there is an opportunity to hear guest speakers and share ideas, recipes and produce.
- Access to a range of sponsored or discounted products and resources from Garden to Table's corporate partners. Your Area Coordinator can provide you with details of current products available
- Access to online resources including reference material, teaching material, and a community forum where staff from all New Zealand GTT schools can connect and share resources and learning tools
- Access to our volunteer database to help get started. This can include landscape architects who volunteer their time to set-up a garden; groups who can volunteer at working bees for cleaning, digging etc.; organisations who can provide building skills or other set-up skills, and volunteers who are happy to help deliver Garden to Table by helping in the kitchen or garden sessions.



Occasionally Garden to Table has access to funding to help schools through the start-up period if costs prove to be a barrier to commencing the programme. We have prepared a booklet to help guide you through a funding application.

ONGOING SUPPORT INCLUDES:

- Access to a Garden to Table Area Coordinator and phone support
- Membership of the online forum where you can access peer support, share ideas and recipes
- Regularly updated curriculum resources to help you integrate Garden to Table learning into all aspects of class work
- Access to our volunteer database and other supporters and partners who may be able to assist with large projects in your school (e.g. developing the garden, painting the kitchen) and regular volunteer support
- Regular training and meetings for your school's garden and kitchen team, allowing them to network with other specialists in your local area
- Frequent updating of resources and products available to your school – either discounted or gratis.

GARDEN TO TABLE SUPPORT NETWORK

GARDEN TO TABLE'S AREA COORDINATOR IS YOUR FIRST POINT OF CONTACT. THE AREA COORDINATOR:

- Will organise training for specialists, and ongoing training and networking
- Can present to parents / teachers
- Can organise visits to other schools to see Garden to Table programme in action
- May be able to help link with volunteers and supporters
- Can offer ongoing coaching and mentoring
 - implementation planning – help and advice with all aspects of setting-up Garden to Table
 - six-monthly review
 - action plans for continuous improvement
- Has experience, expertise and knowledge gleaned from seeing Garden to Table grow and flourish in other schools
- Can help you to tailor Garden to Table to cater for your school's specific needs and those of your community



How to become a Garden to Table school

INTRODUCTION

Once you've decided you'd like to introduce Garden to Table to your school, there are still a number of things you'll need to consider. Introducing a kitchen and garden is a long-term commitment, so it is important to get the foundations of Garden to Table well integrated into your school.

Start slowly and build up gradually.

SEE A PROGRAMME IN ACTION

The best starting point is to see a programme in action by visiting a local GTT school, if possible. A GTT Area Coordinator can facilitate this – and will often be running group visits to a local school. If there is no GTT school nearby, we can arrange for you to discuss the programme with the Principal of a GTT school.

Encourage your staff to visit as well – seeing it in action is so much more powerful than reading about it on paper.

INFRASTRUCTURE AND EQUIPMENT YOU MIGHT NEED

While the GTT programme does require garden and kitchen infrastructure it does not need to be expensive. Our recommendation is that you start simply with what you already have or can easily set-up.

Many of the products you need can be built cheaply, donated by your school community, provided through GTT sponsors, or obtained through grants.

Once the programme is established and running successfully, you may choose to add to your resources as funds become available and you increase the number of children participating in the programme.



THE GARDEN

Basic garden infrastructure can be created using existing garden space, recycled materials or even by getting help from community organisations such as Rotary, local Lions' Club, Men's Shed and parents. Our booklet – Developing a Garden to Table Garden – covers the location of, set-up and running of a Garden to Table garden in more detail.

IT HELPS TO START WITH:

- Space to grow a variety of seasonal vegetables and fruits
 - this could start at 1 square metre for every child participant, and be gradually increased up to the ideal of 3 to 4 square metres per child
- A set of gardening tools to be used by students during the gardening sessions
- A set of gardening gloves to be worn by students in the garden
- Easy access to water – identify an external tap in or near the garden
- A shed for storing gardening tools
- A compost bin or worm bin for recycling garden waste
- A space in the garden where all children participating in the class can gather for instruction or sharing
- A space for rainy day activities - a classroom or sheltered area
- Access to a first aid kit.

AND WORK TOWARDS:

- A greenhouse for growing seedlings, and protecting plants from the weather
- Additional compost or worm bins to cope with increasing garden waste
- Additional gardening tools
- A chicken coop and a beehive
- An irrigation system
- A fruit orchard
- Wildlife Gardens

The Garden to Table team can help to guide you as you develop your garden, providing ideas, contacts and support.



THE KITCHEN

The kitchen programme can be started in a classroom with access to water and one electric fry pan, using trestle tables for bench space and the oven in the staff room. School halls often have kitchens that can be easily adapted. Basic utensils can be gathered from garage sales and donations from parents. However, we do recommend the purchase of a good number of quality chopping boards and knives, along with quality fry pans if possible. Our booklet – Developing a Garden to Table Kitchen – covers the location, set-up and running a Garden to Table kitchen in more detail.

IT HELPS TO START WITH:

- Bench space for students to prepare ingredients (trestle tables can provide additional bench space)
- Running water (preferably hot water) for washing hands, produce and dishes
- Ideally an oven and cooktop although an electric frypan or portable hob can work initially
- Basic kitchen equipment (fry pans, bowls, cutting boards, some utensils, cutlery, plates, serving plates, tea towels etc. (A full list is included in the Kitchen booklet)
- Dining area for everyone to sit together and share the food
- Electric power points
- Access to a fridge and storage area (pantry)
- Access to a first aid kit.

AND WORK TOWARDS:

- One workspace for every 4-5 students (including a sink, oven and cooktop)
- Dedicated fridge freezer
- More equipment, utensils, serving plates
- Dedicated pantry area
- Dishwasher
- Barbecue
- Microwave
- Pizza oven (often located in the garden and perhaps built as part of a topic study by a class.)

FURTHER INFORMATION AND RESOURCES

- **EQUIPMENT LISTS** – see separate garden and kitchen booklets
- **STAFF SKILLS**– see garden and kitchen specialist roles outlined in kitchen and garden booklets
- **BUDGETS** – see sample budgets later in the book



STAFFING AND VOLUNTEERS

Garden to Table recognises that classroom teachers often do not have the time, or often the expertise to plan, run and organise a garden and cooking programme.

Rather, they add immense value to the gardening and cooking sessions by being present encouraging and assisting, managing class behaviour, and, importantly, taking the learning back to the classroom, and integrating it into the general classroom curriculum.

Our recommendation is that schools budget to employ a garden and kitchen specialist to organise and run the gardening and cooking sessions. We also find it is helpful if schools appoint a GTT champion within the teaching staff who will promote and coordinate all the activities of Garden to Table.

Committed and enthusiastic volunteers are essential to the successful running of this programme. Our booklet – Garden to Table Volunteer Guidelines – covers advertising, recruiting and information about the role of GTT volunteers in more detail.

OUR RECOMMENDED STRUCTURE IS:

PROGRAMME CHAMPION – appoint a lead teacher for overall coordination of the programme within the school

SPECIALISTS X 2 – employ a Kitchen and Garden Specialist to ensure Garden to Table is sustainable, well run and embedded in the school

CLASSROOM TEACHER – actively encourage all classroom teachers to take the learning from the sessions back into the classroom

VOLUNTEER COORDINATOR – responsible for coordinating the volunteer teams and acting as the main point of contact for volunteers

VOLUNTEERS – recruit appropriate number of volunteers from the school and local community network (in line with your school's policy) to work with small groups of children



The **Programme Champion** is often a teacher from the year groups involved in Garden to Table or who has an environmental role within the school, although in some schools the Principal or Deputy Principal take on this role. They oversee Garden to Table delivery at school ensuring it is appropriately timetabled and supported, included in curriculum planning sessions, that opportunities to promote it are maximised, and the specialists are well resourced and managed. The Programme Champion is the key liaison person between GTT and the school, organises training for specialists and provides ongoing support to the school.

We recommend that the school recruits and appoints a **Garden and Kitchen Specialist**. Each specialist is the subject matter expert who plans and runs the GTT sessions in the school, in either the garden or kitchen. It is important that these recruited specialists have a passion for and a strong knowledge of gardening or cooking. This usually means you need different people as your kitchen specialist and garden specialist to ensure a range of skills.

Our experience is that Garden to Table is most successful and sustainable when the specialists are in formal paid positions. The specialists may volunteer their time; they may be redeployed teacher aides or teachers or be specifically recruited for their skills. In addition to face-to-face session time, specialists will need time to prepare before each session, attend specialist meetings in their area, and undergo professional development from time-to-time. It is vital the specialists work well together, as they will need to liaise about food supplies in order to develop seasonal menus.

The **Classroom Teacher** accompanies their class to the GTT session. This allows the teacher to see what the students are learning and doing, and to link this back to classroom work in other areas of the curriculum. This is the key to maximising the benefits of the GTT programme for the children and the school.

Ideally students should work in groups of 4 to 5, supervised by an adult **Volunteer**. This allows the specialist to focus on providing information and assistance to all their groups, while the classroom teacher is responsible for maintaining class discipline overall.

Encouraging the use of volunteers in the kitchen and garden sessions ensures the students can access a supervised hands-on experience of all aspects of gardening and cooking as well as engaging in conversations about what they are doing. This is a great opportunity for schools to reach out to their local communities to recruit volunteers to support this small group work. Garden to Table can assist in linking volunteers to schools.

The **Volunteer Coordinator** coordinates the volunteers and is the key point of contact for all your GTT volunteers – from the initial enquiry, training, development of a volunteer roster. This role ensures there is clear communication between the school's staff, kitchen and garden specialists, and volunteers. This role effectively works to make sure the volunteers feel engaged and involved, and importantly, that their contribution and time is appreciated.

Further information about volunteers is included in the Garden to Table volunteer guide.



GARDEN SPECIALIST - ROLE DETAILS

HOURS

Each class should be at least 45-90 minutes long. The specialist should allow 30-45 minutes at the beginning of each session for preparation, and then a further 60-120 minute session for maintenance during the week, class planning, liaising with volunteers, ordering materials, and attending staff meetings etc.

KEY SKILLS AND SUMMARY OF GARDEN SPECIALIST'S ROLE

- Is passionate about and experienced in organic gardening, sustainability and local food
- Enjoys working with children and is keen to share a passion for gardening with others
- Is able to plan gardening sessions to engage and encourage children and extend their knowledge
- Is able to set-up a garden to generate sufficient produce to be used for cooking over the whole year
- Works and communicates well with others including the Kitchen Specialist, School Principal and Programme Champion, Volunteer Coordinator, classroom teachers, volunteers, students and the Garden to Table Area Coordinator.

See Garden Specialists full job description in separate garden booklet



KITCHEN SPECIALIST - ROLE DETAILS

HOURS

Each class should be 90 mins with 30-45 minutes allowed at the beginning of each session for preparation, and then a further 60-120 minute session allowed for during the week (dependent on number of classes) for maintenance, class planning, liaising with volunteers, ordering materials, staff meetings, etc.

KEY SKILLS AND SUMMARY OF KITCHEN SPECIALIST'S ROLE

- Is passionate about and experienced in cooking with fresh produce, sustainability and local food
- Enjoys working with children and keen to share a passion for cooking with others
- Is able to plan cooking sessions to engage and encourage children and extend their knowledge
- Is able to set-up kitchen and dining room, and run sessions to produce meals for all students to sit down and share together
- Works and communicates well with others including the Garden Specialist, School Principal and Programme Champion, Volunteer Coordinator, classroom teachers, volunteers, students and the Garden to Table Area Coordinator

See Kitchen Specialist's full job description in separate kitchen booklet



YOUR SCHOOL'S COMMITMENT

TIMETABLING

Schools are able to choose how they set up Garden to Table within their timetables, and which years will be involved in the programme. Many schools start Garden to Table with just a few classes and extend to other year groups once Garden to Table is established and working well. We recommend that the programme is delivered to a class over the whole year, rather than just a term, or a few weeks during the year, as this will ensure the full seasonal range of food choice is covered. Two or three sessions each term across a syndicate would allow a class to experience the whole range of the year and maximises the number of classes participating in Garden to Table.

CONSIDER ALLOCATING THE GARDEN TO TABLE TIME IN ANY OF THE FOLLOWING WAYS:

- Class swap / Consecutive classes – timetable several classes on the same day to enable a whole class to work in the garden then go straight into the kitchen once the garden session is finished. In turn, the class in the kitchen swaps and gardens after its kitchen session. This maximises the use of the specialists' time and provides a solid link between garden activities and cooking.
- Split classes – split one class into two each week so that half the students are in the garden and half in the kitchen, then swap the students the following week. All children come together at the end of the sessions to share the meal. With this model, garden and kitchen sessions are kept the same length for ease of timetabling.

Your Garden to Table Area Coordinator will be able to talk you through the pros and cons of each option.

Timetabling can be adapted to the needs of the school. However, we recommend that garden sessions are at least 45 minutes long, and kitchen sessions aim to be 90 minutes long (to allow time for preparing and cooking the food).

This can include the time spent sharing the food although in some schools this is done during the lunch-break. It is important that all students experience working in both the garden and kitchen to get a rich understanding of the process of growing, harvesting, preparing and sharing as a whole.

PREPARATION TIME

Specialists will also require time for preparation/maintenance. Initially, if there are just 1–2 classes a week this preparation time should match the face-to-face time (i.e. If there is one 1.5 hour class a week, specialist may require 1.5 hours of prep time). If there are more classes the preparation time can reduce, as you will usually repeat the recipe, only go shopping once etc

STAFF ENGAGEMENT AND INVOLVEMENT

Successful Garden to Table schools encourage their staff to engage with, and be supportive of, the Garden to Table programme. Ways to achieve this include:

- Take staff to schools already successfully running Garden to Table, to inspire and excite. They will also have the opportunity to talk with other teachers about the programme and how to benefit from it. Include your school caretaker as they will often have some responsibility for the garden, and their support is invaluable.
- Make sure you have a keen staff member who will be the champion for Garden to Table at the school and represent it at planning meetings, and more generally in the school and wider community - this role we call the Programme Champion.
- Show staff how Garden to Table can lead to improved behaviour and be a great motivation for writing, maths, science and reading by providing an authentic learning environment.



PRESENTATION TO SCHOOL'S PARENTS AND COMMUNITY

A meeting is a great way to let parents and others in your community know about Garden to Table. It also sets out your expectations of the programme, and how your school's community can be involved to ensure Garden to Table works well in your school.

HOW TO KEEP YOUR COMMUNITY ENGAGED:

- Ask them to donate equipment for the kitchen, garden and pantry
- Encourage them to volunteer, and to encourage others
- Ask for their help for working bees
- Send home recipes
- Have a regular slot for Garden to Table in your school newsletter – include photos, recipes, and requests for donations
- Keep a blog happening through the school website
- Do a presentation on parents' night (include sample of foods cooked)
- Remember to write thank you letters and keep your community informed about what you are doing through your local newspaper.

The children will be the best ambassadors of the Garden to Table.

A PowerPoint presentation is available upon request and is a useful tool to inform the Board of Trustees, members of staff along with parents and families about Garden to Table.

Feel free to talk to us – we're always happy to answer queries or provide further information if needed.

SCHOOL PHILOSOPHY – FOOD AND WASTE

Each school has a different philosophy and policy around food and waste. Some schools are aiming towards zero waste by reducing, reusing, and recycling. Others encourage children to bring healthy lunches or have a 'water only' policy. Whatever your school's stance, GTT, through its sustainable gardening and fresh, seasonal eating values, can work to reinforce your school's ideology for a sustainable future. This in turn helps to create responsible students, who will contribute to their wider community as both responsible and mindful citizens.



SAMPLE BUDGETS / RESOURCING IDEAS

JOINING GARDEN TO TABLE, SET-UP AND TRAINING

Resourcing costs associated with joining and participating in Garden to Table have been detailed in a previous section along with support available from the Trust's team once your school has joined Garden to Table. Please don't let start-up costs put you off becoming a Garden to Table school as there may be funding options available.

The initial set-up fee includes:

- training for your garden and kitchen specialists,
- access to our Area Coordinator to assist you in setting up Garden to Table
- accessing our supporters and suppliers who provide donated or reduced priced goods and services
- access to local community networks for funding and volunteer manpower.

Staff costs will be based on the time taken to prepare and then teach the session and how many classes are involved in Garden to Table each week. Session timings are discussed more fully in the section School Commitment / Timetabling.

SOME OTHER SUGGESTIONS IN REGARD TO LESSON AND PREPARATION TIMINGS:

- For 1 to 2 lessons a week, with each session lasting 1.5 hours, allow a minimum 1.5 hours preparation time

- For 3+ lessons a week with each session 1.5 hours, allow approximately an hour per session preparation time
- You may wish to consider repurposing existing teachers / teacher aides – BUT they must be passionate about gardening or cooking for this to work well.
- Specialists run each session with the class teacher responsible for the behavioural management of the class.

- SAMPLE MINIMUM BUDGET ONE SESSION A WEEK -

- At \$20 –\$25/hour allow \$60–\$75 / week per specialist. (\$120–\$150 for both per week.)
- This equates to a total of around \$4800 –\$6000 / year.

- SAMPLE BUDGET PREPARED FOR A LARGER SCHOOL WITH FIVE CLASSES PER WEEK -

- Each specialist 12 hours per week (7.5 hours of face-to-face classes spread across two days).
- 2 Specialists paid at \$25 / hour for 12 hours a week each = \$300 each (\$3,000 a term each)
- Per annum: \$12,000 for each specialist or \$24,000 specialist staffing costs.



IMPLEMENTATION COSTS

INITIAL SET-UP COSTS

Allow for costs of \$500–\$1000 to purchase the initial equipment for the set-up of your school's garden and kitchen. Equipment can be sourced from local businesses and families through donated goods, while garage sales and op shops offer other opportunities to buy well-priced equipment. Fundraising through the school or with community groups may be another way to raise money for the equipment needed. However, we recommend you purchase quality chopping boards and knives.

If you do use second-hand equipment ensure that it is fully functional and working as intended. Poor equipment can be difficult to operate, dangerous, and result in a negative experience in the kitchen.

ONGOING PANTRY AND GARDEN SUPPLIES

The pantry and garden lists in the kitchen and garden booklets offer a good guide to what is required for a well-stocked pantry and equipped garden shed. As an on-going guide, budget for \$1 per child per session - slightly more with fewer classes and slightly less as number of classes increase.



ONGOING FUNDING OF GARDEN TO TABLE

Most GTT schools are eventually funded out of the school's operational budget as it becomes an integral part of the curriculum. However, there are a number of options to help with start-up and ongoing funding:

- TEFA / Special Needs funding could be contributed if children with disabilities or special needs are catered to by Garden to Table
- The Kiwisport funding can be allocated to the programme development
- Some schools fundraise specifically for GTT. This can often be done with the support of our partners, such as The Village Press Olive Oil, which has a fundraising scheme for schools; Hungry Bins has a drop-sell model where schools can raise funds; or arrange a special event such as an afternoon tea or dinner, make a school cook book or sell products from the garden – worm tea, chutneys, or bees wax work well.





GARDEN TO TABLE - SCHOOL READINESS QUESTIONNAIRE & APPLICATION FORM

How would Garden to Table look in your school?

This template provides a series of questions to start you thinking about how you might establish Garden to Table in your school, what that might look like, and what it might take in terms of resources. It also provides us with information to help you in that process. If at the end you feel that you would like to progress with an application it then forms the start of the application process.

These questions can be answered by the school, or your Area Coordinator would be happy to sit down and go through all the questions with you.

So let's get started.

First if we can look at your school

Name and address of School:	
Principal: Email: Phone contact: Website:	
Roll and decile	
Year Groups:	
Ethnicity Split:	
Urban/Rural:	
Anything else important happening in the school at the moment?	

The Garden - Look at how and where your students will garden. Do you have existing productive gardens and space to expand? Or will you need to start from the beginning? Consider things such as access to water, space for classes to meet at the beginning of a session and storage of equipment as well as funding implications.

How could your school provide enough space for productive gardening in the first year? You will need about 1-2 square metres per child

As the programme grows and more classes want to take part would you have options to expand the garden?

Please attach any pictures or plans if you have them? Or, if you need help creating a garden please let us know.

What equipment do you have and what equipment will you need? How will you fund the purchase of this equipment?

The Kitchen - Consider a space that not only has the basic kitchen equipment, but has enough space to allow the students to stand at tables/work stations and prepare recipes and cook safely. School halls and trestle tables are one way, but schools cook in a variety of environments with a bit of ingenuity and a lot of planning. Consider other things such as storage of all the kitchen equipment, pantry items, access to a fridge, hot water etc.

First consider your existing kitchen facilities and where are they located?
Could they be adapted to meet the needs of a cooking class? Could tables or bench space be provided? Is there space for storage of equipment, access to hot water and tables to eat around?
How many ovens and cooktops can you access?

If you have somewhere in mind, what needs to be done to make it work? If not, perhaps you could discuss options with the Area Coordinator who may have suggestions of how other schools have approached the cooking.
What equipment do you have and what equipment will you need? What are the budget implications?

As the programme grows in the school would there be a possibility of expanding the kitchen, possibly budgeting for different equipment such as ovens, freezers etc?

Please attach any pictures or plans so we can have a look and may be make further suggestions. Or if you need help creating a kitchen plan please let us know.

The Eating Space - one of the joys of Garden to Table is a class sitting down together with their teacher, volunteers and specialist and serving each other a meal they have both grown and cooked. To make this a real focus it requires a space where tables can be put out and set out properly for a meal and needs to be close to the kitchen for ease of use.

Do you have space and equipment for children, specialists, teachers and volunteers to sit down and eat?
Please describe how big it is and what it looks like.

Commitment and Integration - One aspect all successful programmes enjoy is the commitment of the whole school community and the integration of Garden to Table into many aspects of school life. Garden to Table will have budgetary and staffing implications for your school so we ask you consider the following questions.

Board of Trustees and Principal -

Are you/they fully committed to implementing in the school? Can we help, provide more information?

Yes/no

When considering Garden to Table which year groups would be involved now and in the future?

How many students and classes would this be?

Year groups

Number of classes and how often they will attend (e.g. weekly, fortnightly, twice a term)

Total number of children (approx)

First Year

Second year

Third year

Is there a person in the school who could act as Garden to Table Champion and guide the curriculum integration of the programme? This is usually a keen and interested teacher who can liaise with the teachers and specialists and assist the implementation of the programme within the school.

Employment of Kitchen and Garden Specialists - Specialists are the key to a successful programme. They plan the kitchen and garden, plan sessions, liaise with teachers/volunteers and provide consistency and commitment to the programme across the school. However this has ongoing budgetary implications that schools need to carefully consider.

Look at how many classes you would like to run:

How many hours do you need a specialist for, each week? What would the hourly rate be?

As a guideline, gardening and cooking sessions are usually 45-90mins with additional time provided for preparation, usually equal to the face-to-face class time.

No Classes

Hours

Pay rate

TOTAL

Garden Specialists

Kitchen Specialists

Where would the funding for these specialists come from now and into the future?

Do you have people in mind for these roles or know how you would recruit?

On-going Costs - Garden to table will require ongoing funding – not only for staff but also for materials, equipment, renovations and running costs, as well as annual membership. While the Garden to Table Trust partners will be able to provide a range of support with the provision of some resources, the school will need to raise its own funding for the build-up and continuation of the project.

How will the school raise funds for the build-up and continuation of the project?
(Allow \$20 per week per class for pantry items and \$150 per term for garden materials)

Volunteer and community support - Garden to Table provides a unique opportunity to involve many different members of the community both in terms of volunteering to help with the sessions and in donating skills and resources. In terms of sessions a ratio of adult 1:5 students is ideal.

How could your school seek and secure these volunteer resources?

Who would be the Volunteer Coordinator with responsibility for the management of volunteers - recruiting, rostering, supporting and communicating with them? Could it be a volunteer?

Other things to consider

Sustainability - What other sustainability focused projects has the school undertaken successfully? (Recycling, composting etc.)

School Food Policies - does the school have policies regarding allergies and foods that can be brought into the school?

Do you have a tuck shop? Does it run a healthy eating option or have restrictions on what it does or does not stock?

Commitment to Garden to Table - When a school enrolls in Garden to Table it becomes part of the Garden to Table family and we would like to be able to share this experience with as many people as we can. We therefore ask schools if they would be prepared to share and promote GTT as widely as possible within their own school community and the wider community.

Do you have a web site, and would you be happy to include the GTT logo on it? Who do we provide this to? Would you be happy to recognise possible sponsors on your website or with signs at your school?

Advise how GTT can receive permission to use photographs of children from your school on their website & Facebook pages?

Are you happy to have visitors to your school to observe the programme (prearranged)?



What now?

If you have any questions please contact us and we would be happy to look at the specific issues relating to your school. If you feel comfortable and ready to start the application process please email the questionnaire to Garden to Table and we will get things started!

Here is a summary of the application process for schools to join Garden to Table:

- 1 School completes and submits the Readiness Questionnaire to Garden to Table at info@gardentotable.org.nz
- 2 Area Coordinator reviews Readiness Questionnaire and liaises with school to discuss any areas where more details or information may be required
- 3 Once approved, the Area Coordinator gets in touch with the school to begin the development of the implementation plan.
- 4 The school receives a formal letter of acknowledgment from the Garden to Table Executive Officer, a Commitment Agreement to sign and return, and an invoice for Year 1
- 5 Once the Commitment Agreement has been signed and received and the invoice paid, access codes to the web forum and resources will be provided to the school.

Garden to Table contact details:



www.gardentotable.org.nz



info@gardentotable.org.nz



(09) 379 8670

GROW,
HARVEST,
PREPARE,
SHARE