



# **Sustainable School – Global School?**



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# Outcomes for the Session



- Greater Understanding of the Sustainable Schools Framework
  - Opportunity to contemplate current practice in your school
  - Investigate the S3 Self evaluation tool for Sustainable Schools to begin the planning process
  - Learn from colleagues
- 
- All that in 90 minutes



# The Children's Plan



## The Children's Plan 2007 aims to:

*“make this country the best place in the world  
for our children and young people to grow up”*



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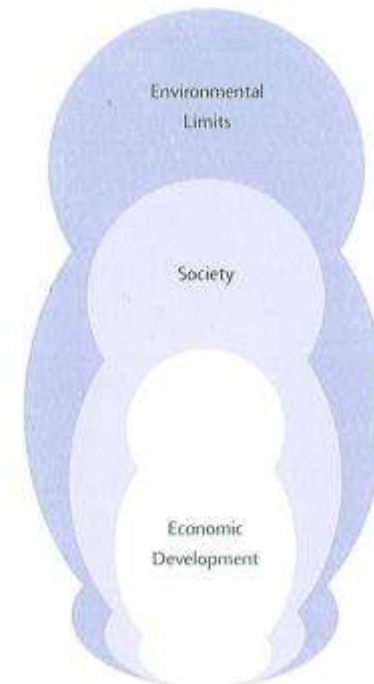
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# Securing the Future



## UK Sustainable Development Strategy 2005 aims to:

*“enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life , without compromising the quality of life for future generations”*



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# The Children's Plan



## The Children's Plan 2007

*“ Sustainable development is a non-negotiable for children's wellbeing ”*



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# Quite interesting...



## Educational standards in England are improving, but:

We are the **least** energy efficient nation in Europe [EST]

UK carbon emissions are **rising**, and schools play a part [Defra]

We recycle just over a **fifth** of our waste, one of the lowest rates in Europe [Defra]

We have the **highest** levels of obesity in Europe [DoH]

**40%** of children don't understand the relationship between a potato and a chip

The average UK citizen makes **625** trips by car each year and only **15** by bike [DfT]



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# Care

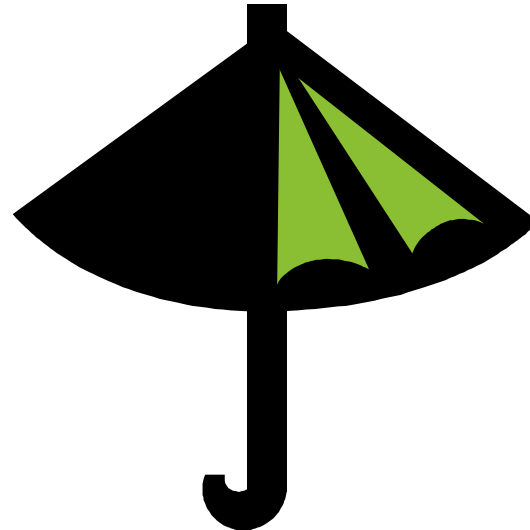


Not everyone is familiar with the language of sustainable development, but we do understand about **care**:

- › **care for oneself** (own well-being)
- › **care for one another** (near, far & future generations)
- › **care for the environment** (locally & globally)



# Umbrella Approach



Sustainable Schools National Framework

Learning Outside the Classroom Manifesto



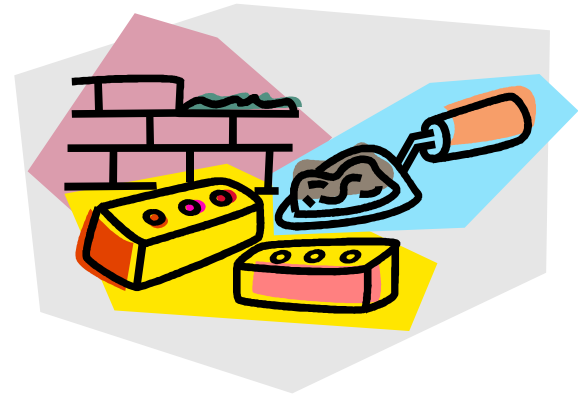
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# Building on experience



- Every Child Matters
- Extended Schools
- School Travel plans
- Healthy Schools
- Eco Schools
- International School Award/ Global School Partnerships



# Integrated Approach



## Curriculum

- Teaching and learning
- Pupil achievement
- Pupil well-being

## Campus

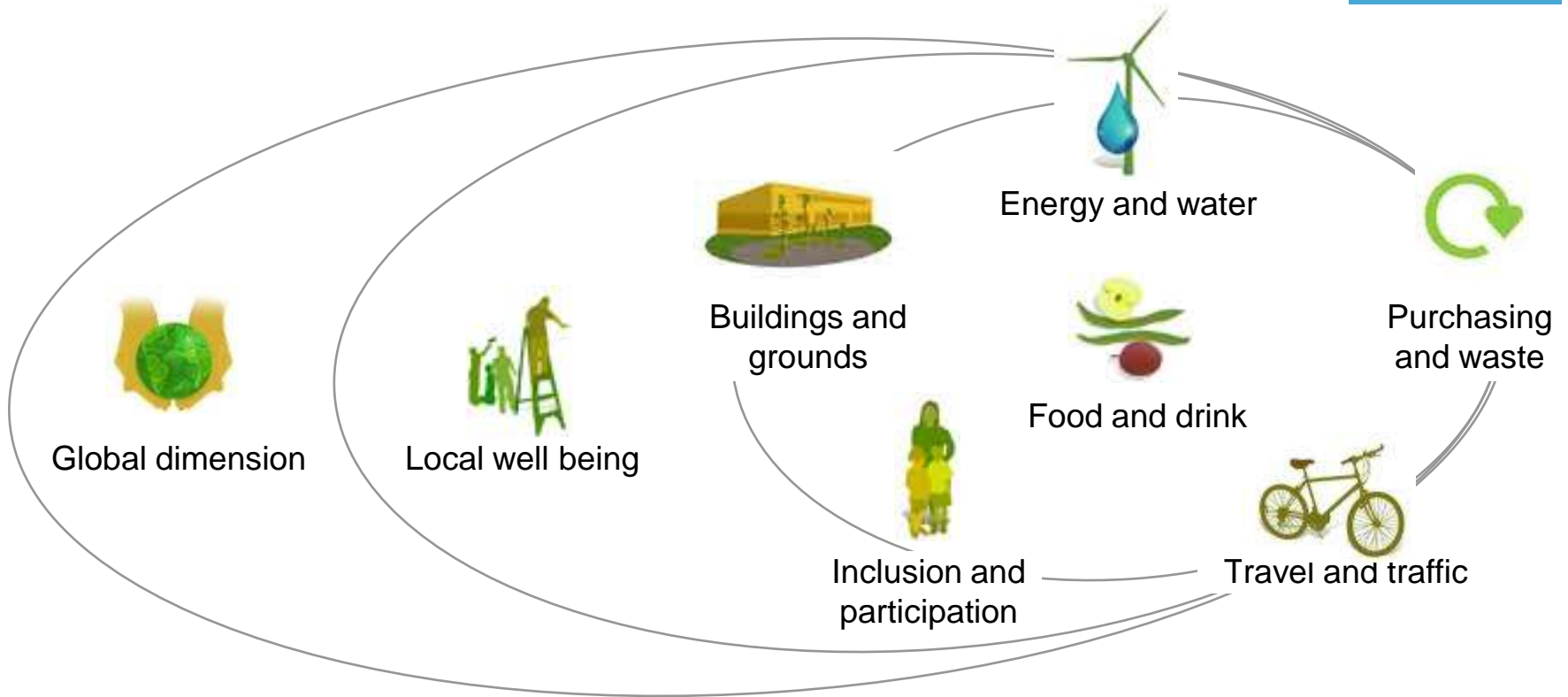
- Operating and capital budgets
- Pupil involvement
- Staff morale
- Built and natural environment

## Community

- Trust
- Parental involvement
- Local influence



# Doorways

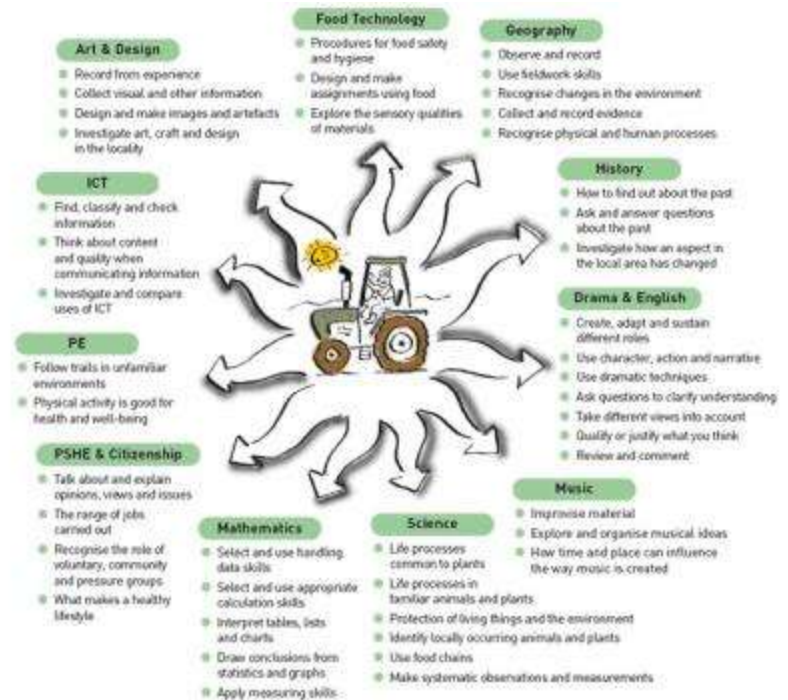


# Integrated Approach



## Curriculum:

*‘Excellent teaching and learning to unlock the potential of every child must continue to be the core business of schools’*



# Integrated Approach



## Campus

- Enhanced school grounds
- Fair trade schools
- Breakfast clubs
- Buddy schemes



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# Integrated Approach



## Community

- Walking Buses/ Trains
- Traffic Calming
- Community Allotments
- Access to local green spaces
- Family Learning



# Workshop Activity One



## Investigate further the integrated approach to sustainable school

Use the curriculum, campus, community concept to brainstorm current practice in your school that you think links to Sustainable Schools given your experience and what you've heard today.  
(10 mins)

Then discuss with person next to you to share experience, add to your sheet as you go along (10 mins)



# Schools & Sustainability, Ofsted Report, May 2008



## Key Findings:

- **better progress was being made in primary schools** than in secondary schools (often using themes of healthy eating, fair trade, reducing energy and water consumption)
- Schools were more successful in developing pupils' understanding of **local rather than global** issues of sustainability



# Learning Outside the Classroom Ofsted Report October 2008



## Key findings

When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.

- Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom activities.
- The primary schools in the survey made better and more consistent use of their own buildings and grounds and the neighbouring area to support learning than the secondary schools.



# Sustainable School Leaders



A National College of School Leadership (NCSL) study explored the distinctive characteristics of sustainable school leaders, (NCSL, 2007). The main characteristics can be summarised as follows:

- **optimistic and outward looking** – expanding the school experience beyond the school gate to the immediate and global community, while maintaining an optimistic world view;
- **achievement-focused** – delivering tangible sustainable development outcomes in ways that enrich the learning experiences of pupils and improve achievement;
- **participatory** – distributing leadership for sustainable development among a broad range of stakeholders (especially staff and pupils), through a participatory approach to planning, delivery and evaluation;
- **systems view** – an integrated, systemic understanding of the world and their place in it, and an ability to communicate this to others.



## Activity Two



### Investigate the S3 self evaluation tool

- Work in groups of four to look at the shortened S3 tool ( left hand side, not doorways)
- Discuss in your groups how you would evaluate current practice in your different schools using the S3 scoring system, start to score your school.
- Given your answers begin to think of key actions to take back to school to discuss with SMT and other colleagues





**For more information**



**National**

[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

[www.lotc.org.uk](http://www.lotc.org.uk)

**North East Region**

[www.sustainableschools-ne.org.uk](http://www.sustainableschools-ne.org.uk)



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