

National Sustainable Schools Conference

Keynote Speeches, Workshop Resources and Share Fair Links

September 2009

www.se-ed.org.uk/conference2009

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Keynote Speakers

Keynote Speaker	Title	Download Format
Leszek Iwaskow (Ofsted)	What does Sustainable Schools practice look like?	Powerpoint
Ken Webster	Sense and Sustainability	Powerpoint
Professor Bill Scott (Bath University)	International and UK contexts for learning for sustainability	Adobe PDF
Dr. Chris Gayford (University of Reading)	Learning for Sustainability: from the pupils perspective	Powerpoint
Jonathan Porrit	Morality and Teaching	Adobe PDF

Guest Blogs

1. Morality and Teaching: *Mr. Jonathon Porritt, 1 July 2009*

There is a question that goes to the heart of the leadership dilemma that Head teachers now face. Should their schools still be in the business of reflecting back at young people facets of the contemporary paradigm of progress that has dominated people's lives since the middle of the last century (in terms of values, material aspirations, consumerist behaviours and so on), or should they be proactively preparing them for the very different world that inevitably awaits them and will be asking very different things of them?

And what kind of moral perspective should Head teachers bring to bear on what they teach, how they teach it, the performance of their own schools, and their relationships with the local communities. The logical conclusion of this kind of moral analysis is that all schools (primary and secondary) should become as rapidly as possible, microcosms of the world as it will be in 2025, not as it is today, and living exemplars of full-on sustainability practice, achieving total self-sufficiency in energy, generating zero waste and zero emissions, growing and cooking as much fresh, organic food as possible, bringing the natural world back into the school and its grounds, embedding sustainability across the entire curriculum, and living out the values of an interdependent world where the future wellbeing of each of us depends on the wellbeing of all.

Jonathon Porritt

Founder Director, Forum for the Future

Chairman, Sustainable Development Commission

2. Hidden in plain sight: sustainability: Ken Webster, 6 July 2009

There is a great deal of work being done around ESD, for which no doubt many folks are grateful and many a school and its community is finding enriching and encouraging. The danger is that sustainability can mean anything vaguely 'green', anything vaguely tied to 'healthy schools' or gardening or indeed management opportunities to cut energy costs. 'Carbon' seems to be something of a touchstone too and 'low carbon' the aim, and with good reason given climate change and the end of the era of cheap energy. Low carbon and sustainable are also being used interchangeably, which is further evidence that what sustainable implies is getting a tad lost. It's quite possible to be in a low carbon and unsustainable economy, but not for long if you follow my drift!

This is why I have been impressed by the framework emerging from leading designers like Michael Braungart, commercial innovators such as Amory Lovins, leading businesses such as InterfaceFLOR and, for good measure policy at national level within China. Their aspiration is a 'living systems' inspired economy, one where materials cycles are closed and it is run largely on current 'solar' income. It is one where waste = food. It is one where humans have a huge footprint, one which is beneficial (eco-restorative). In this mode what we do in ESD at the moment is variations on education around 'doing less harm', its fatally attached to a linear 'take-make and dispose' framework. As an analogy imagine the slave era, much ESD is the equivalent of asking slave owners if they could perhaps do with 1 slave rather than 2. Shouldn't we be saying we don't think slavery is such a great idea, and that there are better ways? Of course.

This is why I say sustainability is hidden in plain sight. Lots of activity and visibility perhaps not enough reflection on what message it is we wish to share. The future surely needs to be aspirational, the economy productive and eco-restorative and the routes to this explored - if we expect young people to participate.

To those that say this is a conversation too far, given the situation here and now I usually introduce the somewhat Machiavellian comment of a past master at change – Milton Friedman. I add emphasis to one section as it relates particularly to schools in my opinion.

“. . . it is worth discussing radical changes, not in the expectation that they will be adopted promptly but for two other reasons. One is to construct an ideal goal, so that incremental changes can be judged by whether they move the institutional structure toward or away from that ideal. The other reason is very different. It is so that if a crisis requiring or facilitating radical change does arise, alternatives will be available that have been carefully developed and fully explored.”

Ken Webster, author of Sense and Sustainability (with Craig Johnson)

Links:

<http://www.braungart.com/vision.htm>

http://www.mcdonough.com/writings/cradle_to_cradle-alt.htm

3. Chicken and Egg: Professor William Scott, 20 July 2009

The government's target is that all English schools will be sustainable by 2020. Although it's not clear what this will actually have to mean in practice, it does suggest (implicitly at any rate) that focusing on the sustainability of a school, as an institution (as opposed to just addressing sustainability through what is taught and learned through the curriculum), is necessary if learning by students is to be effective. As we all know, a key focus of the sustainable schools initiative is that of the school's becoming a model for activity in the community:

"Schools ... are invited to become models of sustainable development for their communities ... turning issues like climate change, global justice and local quality of life into engaging learning opportunities for pupils – and a focus for action among the whole school community."

DfES (2006)

But doesn't all this seem a bit overblown? Certainly, many communities up and down the country don't seem to be waiting for their local schools to issue moral direction and practical advice – which is just as well. And anyway, don't we all learn from each other in an iterative fashion as we go along? Richard Norgaard terms this co-evolution.

So, at the risk of seeming a backward-looking, rebarbative, sort of fellow, who's unlikely to win any green awards any time soon (this last bit is true at any rate), let me ask this question: Why isn't it enough for a school to address sustainability in its work with young people through imaginative and engaging teaching, and stimulating opportunities for learning? Just why does a school need to live sustainability out in practice – to be sustainable, in the widest sense, as an institution in order for young people to learn? The rhetoric of the sustainable schools initiative affirms this latter view, of course, as do my fellow bloggers here – and Ken Webster and Craig Johnson (2009) add substance, and challenge, to all this with their description of a fully sustainable school as 'eco-restorative' with positive contributions being made both socially and environmentally. But no-one provides an argument – a justification.

It is clear that there's a choice to be made here by school communities: so just how integrated do you feel that you need to be? Given that the contribution of the school sector to the nation's carbon / ecological footprint is risibly small, why allow an obsession with being sustainable (with most schools failing utterly until the nation's electricity supply is itself derived from fully sustainable sources – maybe by 2035?) divert energy and resource away from stimulating young people's learning? After all, just what are schools for?

Professor William Scott

National Sustainable Schools Workshops

1. Assessing Progress

Assessing your progress in sustainable schools

Facilitator:	Martin Crabbe
Organisation/School:	Glebe School, Kent
Conference:	London, 8 th July 2009
Name of workshop:	Assessing your progress in sustainable schools
Workshop description:	
Conference themes which the workshop covered:	
Assessing progress and sustainability	
Workshop audience:	
Workshop format:	
Workshop outputs:	
<ol style="list-style-type: none"> 1. What are you trying to achieve? – decide on aims 2. How will you organise learning? – different ideas for linking everything to learning 3. How well are you achieving you aims? Once you have done 1 and 2 you can more easily achieve your aims 	
Related Resources:	
Related Web Resources:	
<p>DCSF has developed a comprehensive self-evaluation tool schools and local authorities to measure progress on sustainable schools:</p> <p>http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=216&levelselected=3</p>	

2. Carbon

Carbon a whole school approach (Wastewatch)

Facilitator:	Vassia Paloumbi
Organisation/School:	Wastewatch
Conference:	London, 8 th July 2009
Name of workshop:	Carbon a whole school approach
Workshop description:	
<p>The workshop aims to briefly introduce carbon, investigating what the school's main impacts are and how to work towards assessing your school and estimating a baseline carbon footprint. During the workshop we will introduce our current work around sustainable schools with main focus on energy and waste and we will discuss and share good practise on how you can successfully involve senior management, teachers and students.</p>	
Conference themes which the workshop covered:	
Carbon	
Workshop audience:	
All school staff (primary and secondary)	
Workshop format:	
Presentations, activity, participative discussion (some form of planning).	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Senior management team/head of board. 2. Using the S3 – a bit more guidance. 3. Good housekeeping could reduce your carbon footprint. 	
Related Resources:	
<p>London Presentation Carbon Whole school approach Vassia Paloumbi London Workshop Activity1 Carbon Whole School Approach Vassia Paloumbi London Workshop Activity2 Carbon Whole School Approach Vassia Paloumbi London Workshop Monitoring Results Carbon Whole School Approach Vassia Paloumbi</p>	

Related Web Resources:

The Sustainable Development Commission has produced a publication *Carbon Emissions from Schools: Where they arise and how to reduce them*:

<http://www.sd-commission.org.uk/publications.php?id=765>

Teachernet highlights the importance of reducing carbon emissions from schools, and ways in which this can be achieved:

http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=89&levelselected=6

DCSF has produced Carbon Detectives, a pupil-orientated resource to explore the emissions of a school:

<http://www.carbondetectives.org.uk/content/home/index.html>

The Carbon Trust offers a free emissions survey for schools:

<http://www.carbontrust.co.uk/energy/assessyourorganisation/surveys-for-schools>

Salix Finance offers interest free loans to invest in energy saving products in schools:

<http://www.salixfinance.co.uk/loansscheme.html>

The Food for Life Partnership helps schools to reduce the carbon footprint of school food:

<http://www.foodforlife.org.uk/>

Carbon a whole school approach (Ken Webster)

Facilitator:	Ken Webster
Organisation/School:	Sense and Sustainability
Conference:	Leeds, 3rd th July 2009
Name of workshop:	Carbon a whole school approach
Workshop description:	
ESD which goes beyond guilt management and the privatisation of responsibility	
Conference themes which the workshop covered:	
Whole school approach – getting others on board; Carbon– a whole school approach; Linking to the global issues.	
Workshop audience:	
Workshop format:	
The session will be a dialogue.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Carbon savings have to be set in context of sustainability – e.g. what is any money saved then spent on? Low carbon and sustainable not synonymous 2. ESD is currently based around ‘guilt management’ over resources and waste: a ‘do less harm’ framework 3. Getting people onboard an intellectually flawed scheme is problematical – more systemic approaches needed in the end 	
Related Resources:	
Ken Webster’s blog at http://www.senseandsustainability.com	
Related Web Resources:	

Food and Sustainability (Fiona White)

Facilitator:	Fiona White
Organisation/School:	Food for Life Partnership
Conference:	London, 8 th July 2009
Name of workshop:	Food and Sustainability
Workshop description:	
<p>Food and Sustainability workshop facilitated by the Food for Life Partnership (FFLP). Activities include looking at British Food Culture today, looking at the sustainability of various foods, looking at low carbon food and how sustainable food can be incorporated into the school campus, curriculum and community. Surrey Square Junior school, in Southwark, have been working with the FFLP for the last 14 months and representatives from the school will be on hand to give an overview about how FFLP work has changed and inspired their school.</p>	
Conference themes which the workshop covered:	
Sustainable Food and Climate Change	
Workshop audience:	
All	
Workshop format:	
Presentation regarding Food for Life Partnership. Participative activities and discussions	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Communicate with your catering staff 2. Link food education to waste + the global dimension 3. Sustainable food can be quite complex e.g. what's better, a Fair-trade apple in lots of packaging shipped from New Zealand or leeks air freighted from South Africa in less? 	
Related Resources:	
<p>Presentation FFLP Slideshow SusSchs</p>	
Related Web Resources:	
<p>The Food for Life Partnership website has plenty of information, videos and examples of successful campaigns: http://www.foodforlife.org.uk</p>	

Food and Sustainability (Lucinda Kirby)

Facilitator:	Lucinda Kirby
Organisation/School:	Food for Life Partnership
Conference:	Bristol, 14 th July 2009
Name of workshop:	Sustaining School Grounds Projects
Workshop description:	
<p>Food and Sustainability workshop facilitated by the Food for Life Partnership (FFLP). Activities include looking at British Food Culture today, looking at the sustainability of various foods, looking at low carbon food and how sustainable food can be incorporated into the school campus, curriculum and community. Corpus Christi school, in Oldham, have been working with the FFLP for the last 18 months and representatives from the school will give an overview about how FFLP work has changed and inspired their school.</p>	
Conference themes which the workshop covered:	
Sustainable Food and Climate Change	
Workshop audience:	
All	
Workshop format:	
Presentation regarding Food for Life Partnership. Participate activities and Discussions	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Eclectic group of attendees all with their own interests in food and sustainability 2. Sustainability is a personal judgment call e.g. better to buy local strawberries or organic ones from Spain? 3. There are changing attitudes regarding food culture today 	
Related Resources:	
Presentation FFLP Slideshow SusSchs	
Related Web Resources:	
<p>The Food for Life Partnership website has plenty of information, videos and examples of successful campaigns: http://www.foodforlife.org.uk</p>	

3. Linking to Global Issues and Climate Change

Global Education and Climate Change

Facilitator:	Jo-Anne Witcombe	
Organisation/School:	Oxfam	
Conference:	Preston, 6 th July 2009	
Name of workshop:	Global Education and Climate Change	
Workshop description:		
The aim of the workshop was to cover the human impact of climate change and for participants to know, feel and do the following things:		
Know	Feel	Do
The human impacts of climate change	Inspired to go and teach the human impact of climate change	Deliver school Campaigns on the human impact of climate change
How to take action on climate change at school	That urgent action must be taken to stop climate change costing lives	Inspire climate change action in an effective way.
Where it is best to focus action on climate change		
Communicating climate change effectively		
Conference themes which the workshop covered:		
Carbon – a whole school approach; Linking to the global issues.		
Workshop audience:		
A mix of teachers and School Outreach Workers		
Workshop format:		
Presentation, Q&A and interactive discussion activities.		
Workshop outputs:		
<ol style="list-style-type: none"> 1. Sharing information on the human impact of climate change is very important 2. Skewed impact of climate change on developed and developing countries – developed countries need to come up with solutions 3. Accepting climate change as fact, present evidence avoiding gloom and doom in teaching – use the children's 'can do' attitude 		

Related Resources:

[Powerpoint](#)

[Powerpoint Notes](#)

[Activity](#)

Related Web Resources:

Oxfam has a website resource to support education for global citizenship:

<http://www.oxfam.org.uk/education/teachersupport/>

The Global Dimension is now a cross-cutting theme in the secondary curriculum:

<http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/globaldimension/index.aspx>

The Global Dimension website offers resources and training to teach pupils about global issues:

<http://www.globaldimension.org.uk/>

The new primary curriculum also offers many opportunities to engage in global learning. The Council for Subject Associations offers a useful Primary Project Box:

<http://www.subjectassociation.org.uk/index.php?page=31>

DEA promotes education for a just and sustainable world, and has resources and advice on global learning on its website: <http://www.dea.org.uk/>

There is a national network of Development Education Centres, which offer advice and CPD on teaching about global issues: <http://www.dea.org.uk/members/decs.asp>

Linking global issues to sustainable schools

Facilitator:	Margaret Burr
Organisation/School:	Humanities Education Centre Tower Hamlets PDC
Conference:	London, 8 th July 2009
Name of workshop:	Linking global issues to sustainable schools
Workshop description:	
<p>Sustainable schools must create an awareness in young people of global interdependence. The workshop will be based on activities and materials looking at the global dimension and global citizenship in the classroom including the eight key concepts underlying the Global Dimension. The session will also look at the challenges and opportunities which global linking presents. We all want to make a difference. We want to help create a more just and sustainable world, but without careful thought and consideration we can further disadvantage the communities with which we link and take the focus away from their concerns to answer 'our needs'.</p>	
Conference themes which the workshop covered:	
Linking global issues to sustainable schools and Linking to the Community	
Workshop audience:	
Anyone interested in bringing local and global issues into the classroom	
Workshop format:	
Interactive participatory session with opportunities for discussion	
Workshop outputs:	
<p>First session</p> <ol style="list-style-type: none"> 1. Global thinking needs serious thought 2. Global learning for teachers needs to be improved to include socially critical thinking and self reflection about values and assumptions 3. Linkage through 8 key concepts with learning about natural world/biodiversity <p>Second session</p> <ol style="list-style-type: none"> 1. Responsible Linking; thinking it through, the whys? Who benefits? Is it a shared experience? 2. Possibility of linking more locally 3. Broader awareness of introducing & leading sustainability 	

Related Resources:

[London SEED PowerPoint Presentation](#)

Related Web Resources:

The Global Dimension is now a cross-cutting theme in the secondary curriculum:

<http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/globaldimension/index.aspx>

The Global Dimension website offers resources and training to teach pupils about global issues:

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There is a national network of Development Education Centres, which offer advice and CPD on teaching about global issues: <http://www.dea.org.uk/members/decs.asp>

Oxfam has a website resource to support education for global citizenship:

<http://www.oxfam.org.uk/education/teachersupport/>

4. Using the Outdoors

Linking to the Outdoors with Forest School

Facilitator:	Elizabeth Webley
Organisation/School:	Lancashire Wildlife Trust
Conference:	Preston, 6 th July 2009
Name of workshop:	Linking to the Outdoors with Forest School
Workshop description:	
<p>Forest school is an inspirational approach which develops children's self esteem, confidence and interpersonal skills through hands-on learning in the outdoors. This workshop will give you a taste of some forest school activities that you can use in your own setting and also discuss the links with Sustainable Schools and Every Child Matters.</p> <p>Forest school involves regular outdoor learning sessions throughout the year. It's fun and child-led and must be delivered by a trained leader (Level 3 Forest School, Open College Network). It's integral to the curriculum and can be linked to many accredited learning schemes (such as the John Muir Award).</p>	
Conference themes which the workshop covered:	
Using the outdoors – linking to the curriculum and ESD and Whole school approach.	
Workshop audience:	
Teachers and early year practitioners and anyone with an interest in outdoor education.	
Workshop format:	
This session will be largely outdoors – involving taking part in some forest school activities and will also some discussion and group work on how Forest School links to Sustainable Schools and ECM.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Children can be trusted with hands-on use of tools, take responsibility and learn from opportunities outside 2. Whatever you can do in the classroom you can do outside 3. Children need to be introduced to these natural environments and the uses of natural materials 	
Related Resources:	
<p>The best link for general online resources for forest school is www.foresteducation.org.uk</p> <p>We are not able to continue discussing the workshop on line but people can sign up to a forest school mailing list for the North West by emailing Liz at ewebley@lancswt.org.uk</p>	
Related Web Resources:	

Several organisations offer specialist advice and support for using the outdoors to offer sustainable development learning:

- Forest Schools: www.foresteducation.org.uk
- Eden Project edenproject.com/schools-and-colleges/index.php

Learning Outside the Classroom: www.lotc.org.uk/

Linking the outdoors to Sustainable Schools

Facilitator:	Helen Pearson
Organisation/School:	BTCV Skelton Grange Environment Centre
Conference:	Leeds, 8 th July 2009
Name of workshop:	Linking the outdoors to Sustainable Schools
Workshop description:	
<p>School grounds offer a fantastic opportunity to engage children and young people in hands on activity in a meaningful, practical and exciting way. Outdoor spaces can be used to support delivery of the school curriculum, promote physical and emotional health and to engage the school and wider community real life sustainable development. This workshop aims to inspire and encourage teachers who want to begin with developing their school grounds as a route to improving the sustainability of their school.</p>	
Conference themes which the workshop covered:	
Using the outdoors – linking to curriculum and ESD	
Workshop audience:	
School teachers (mainly primary) who would like to develop their school grounds.	
Workshop format:	
Initial presentation, outdoor walkabout, observation and discussion, and action planning.	
Workshop outputs:	
Related Resources:	
<p>www.skeltongrange.org.uk www.btcv.org.uk</p>	
Related Web Resources:	
<p>Several organisations offer specialist advice and support for using the outdoors to offer sustainable development learning:</p> <ul style="list-style-type: none"> • Forest Schools: www.foresteducation.org.uk • Eden Project edenproject.com/schools-and-colleges/index.php • Learning Outside the Classroom: www.lotc.org.uk/ 	

Linking with the school grounds

Facilitator:	Laura Griffin
Organisation/School:	C-Change Sustainability Consultancy Ltd
Conference:	Bristol, 14 th July 2009
Name of workshop:	Linking with the school grounds
Workshop description:	
<p>An interactive workshop identifying how to turn the school grounds into a valuable learning resource for sustainable development whilst mitigating climate change. Also how to enable behaviour change and get everyone onboard.</p> <p>Open discussions, outside activities and role play are the main activities to help bring together action plans to move forward.</p> <p>Projects addressed</p> <ul style="list-style-type: none"> • Food garden and community area • Recycling and litter management project • Outside classroom and biodiversity area with pond • Green eco-classroom <p>Handouts</p> <p>Staff training opportunities</p> <p>Lesson plan resources and linking to the curriculum</p> <p>Policies and legislation</p> <p>Funding</p> <p>Free workshops to schools</p> <p>Free stuff for schools</p>	
Conference themes which the workshop covered:	
Using the outdoors – linking to the Doorway 5.	
Workshop audience:	
Secondary and primary school teachers, students, management staff and other organisations	
Workshop format:	
Activity and discussion	
Workshop outputs:	

Related Resources:

<http://www.c-changesc.org/>

<http://www.eco-mission.co.uk/>

Related Web Resources:

Several organisations offer specialist advice and support for using the outdoors to offer sustainable development learning:

- Forest Schools: www.foresteducation.org.uk
- Eden Project edenproject.com/schools-and-colleges/index.php

Learning Outside the Classroom: www.lotc.org.uk/

Linking to the outdoors, some different approaches

Facilitator:	Simon Payne
Organisation/School:	Blue Forest (UK) Ltd
Conference:	London, 8 th July 2009
Name of workshop:	Linking to the outdoors, some different approaches
Workshop description:	
<p>Blue Forest are specialists in the design and construction of unique sustainable buildings & more specifically tree houses!</p> <p>The company have developed a number of groundbreaking environmental education facilities, including: eco-classrooms, wildlife classrooms and even an award winning Tree House Study Centre in the New Forest.</p> <p>This Session Considered:</p> <ol style="list-style-type: none"> 1. How to inspire children through their learning environment. 2. Partnership Working: How can schools work with the local community to share resources and develop projects that benefit everyone? 3. Grants: How much does it cost and what grants are available? 4. Sustainable technologies: <ul style="list-style-type: none"> • Grass (Sedum) Roofs • Solar Energy • Water Catchment Systems • Composting Toilets 	
Conference themes which the workshop covered:	
Using the outdoors (Using Buildings to Bring People Closer to the Natural World)	
Workshop audience:	
Primary and Secondary Schools, Local Authorities, Community Groups / Charities.	
Workshop format:	
Presentation & case studies followed by discussion and question time.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Can tie this into the curriculum – with concrete examples (e.g. energy generated per hour from solar panels) 2. Flagship schools – available for site visits (to be practical examples) 3. Technology on its own won't solve the problem (we must learn to reduce our consumption) 	

Related Resources:

Workshop Presentation (Simon Payne)

Related Web Resources:

Websites:

- www.blueforest.com
- www.brightgreenenergy.co.uk

Sustaining School Grounds Projects

Facilitator:	Ruth Staples
Organisation/School:	Learning through Landscapes
Conference:	Bristol, 14 th July 2009
Name of workshop:	Sustaining School Grounds Projects
Workshop description:	
<p>This workshop aims to inspire and support existing and new projects that schools are doing in their school grounds. It will share lessons learnt from Learning through Landscapes research which has taken place over a twenty year period.</p> <p>Learning Through Landscapes are the national school Grounds Charity and are supported by case studies from their diverse membership base of schools, early years settings and school grounds professionals. This is complimented by a staff that come from both education and landscape design backgrounds.</p> <p>This workshop will be led by Ruth Staples-Rolfe, a qualified teacher with over 12 years experience of teaching and managing education activities outdoors.</p>	
Conference themes which the workshop covered:	
Using the outdoors – whole school approach	
Workshop audience:	
Those with an interest in increasing the use of the school grounds.	
Workshop format:	
A mixture of inspirational case-studies, participative discussions and presentations.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Whole site vision 2. Involvement at every level – celebrate and have fun 3. Cunning – know the audience you want to talk to and what motivates them e.g. Cream cakes, beer or football! 	
Related Resources:	
<p>Workshop presentation</p> <p>http://www.ltl.org.uk/schools_and_settings/</p>	

Related Web Resources:

Several organisations offer specialist advice and support for using the outdoors to offer sustainable development learning:

- Forest Schools: www.foresteducation.org.uk
- Eden Project <http://www.edenproject.com/schools-and-colleges/index.php>
- Learning Outside the Classroom: <http://www.lotc.org.uk/>

5. Linking to the Community

Community Engagement in Schools

Facilitator:	Camilla Baker
Organisation/School:	Gainsborough School
Conference:	London, 8 th July 2009
Name of workshop:	Community Engagement in Schools
Workshop description:	
<p>Schools in urban areas often struggle to get parents 'in' to school. Parents' evenings are poorly attended, or parents appear un-cooperative or negative. Using one embryonic project that began as a reaction to challenging behaviour, I will look at the many pitfalls and difficulties for schools working with 'hard to reach' parents. I will present the many attempts that we have tried, and some of the lessons learned so far. We will discuss how to 'sustain' ourselves, as we try to match what communities want, with what schools are expected to deliver. This session will be highly participatory.</p>	
Conference themes which the workshop covered:	
<p>Whole school approach – getting others on board; involving community into the curriculum. evaluating progress. and Linking to the community</p>	
Workshop audience:	
<p>Practitioners with responsibility for parental involvement, either trying to set up a new group, or maintain the momentum of an established organisation.</p>	
Workshop format:	
<p>Case study – using images of 'community engagement' Discussion Planning</p>	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Parents come with their own baggage, fears, experience of school. Parental involvement is a new thing – our parents weren't necessarily asked out help out in school... 2. We need to follow what interests + engage our community. Understand what motivates parents and what <u>they</u> want. 3. Communicate by text! Parents love it! 	
Related Resources:	
<p></p>	

Related Web Resources:

Extended Schools encourages all schools to forge links with their local community, offering local meeting space and encouraging pupils to contribute to, and interact with, the local community. More information can be found on Teachernet:

<http://www.teachernet.gov.uk/wholeschool/extendedschools/>

Extended schools, your community and sustainability

Facilitator:	David Dixon
Organisation/School:	Bowbridge Primary School, Newark
Conference:	Leeds, 3rd July 2009
Name of workshop:	Extended schools, your community and sustainability
Workshop description:	
Conference themes which the workshop covered:	
Linking to the Community	
Workshop audience:	
Workshop format:	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Leadership is not enough, Head Teachers xxx into sustainability 2. BSG? Not taking into account extended services 3. Need more support from LAs 	
Related Resources:	
D_Dixon_Workshop_Presentation	
Related Web Resources:	
<p>Extended Schools encourages all schools to forge links with their local community, offering local meeting space and encouraging pupils to contribute to, and interact with, the local community. More information can be found on Teachernet:</p> <p>http://www.teachernet.gov.uk/wholeschool/extendedschools/</p>	

Community, real dialogue and meeting real needs through SD

Facilitator:	Helen Adams
Organisation/School:	
Conference:	London, 8 th July 2009
Name of workshop:	Community, real dialogue and meeting real needs through SD
Workshop description:	
<p>An opportunity to think critically and strategically about how schools can develop partnership with their wider community in order to bring about real improvements for children.</p> <p>Through discussion and planning we will:</p> <p>Consider how best to develop joint capacity and work together.</p> <p>Reflect upon different reasons for and types of community engagement.</p> <p>Identify challenges and opportunities and seek to identify 'what works' in schools' unique contexts.</p> <p>Clarify aims and objectives and plan priorities for action.</p>	
Conference themes which the workshop covered:	
Linking to the community: Doorways: Inclusion and participation and Local Wellbeing	
Workshop audience:	
School Staff (Teachers, Leadership and staff with Home School Liaison responsibilities)	
Workshop format:	
Participative discussion, with some (brief) case study presentation and opportunity for action planning	
Workshop outputs:	
<ol style="list-style-type: none"> 1. 2. 3. 	
Related Resources:	
Related Web Resources:	
<p>DCSF has developed a comprehensive self-evaluation tool schools and local authorities to measure progress on sustainable schools:</p> <p>http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=216&levelselected=3</p>	

Engaging with your community through Sustainable Development

Facilitator:	Lydia Meryll
Organisation/School:	CHANGE for Low Carbon Leadership
Conference:	Preston, 6 th July 2009
Name of workshop:	Engaging with your community through Sustainable Development
Workshop description:	
Conference themes which the workshop covered:	
Linking to the Community:	
Workshop audience:	
Workshop format:	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Many teachers do not have a detailed knowledge of the neighbourhood round their schools – inclusion and participation 2. 'Community assets' are often found <u>beyond</u> the streets round the school – as communities of interest + skills + can raise children's aspirations 3. Children are vital researchers to discuss the resources <u>they</u> value; which are meaningful to them. 	
Related Resources:	
Workshop outline document	
Related Web Resources:	
<p>Extended Schools encourages all schools to forge links with their local community, offering local meeting space and encouraging pupils to contribute to, and interact with, the local community. More information can be found on Teachernet:</p> <p>http://www.teachernet.gov.uk/wholeschool/extendedschools/</p>	

Engaging with the Community

Facilitator:	Marilyn Donahue
Organisation/School:	CHANGE for Low Carbon Leadership
Conference:	London, 8 th July 2009
Name of workshop:	Engaging with the Community
Workshop description:	
Participants will fill out their own personal action plan for working with their community	
Conference themes which the workshop covered:	
A whole-school/holistic approach to sustainability, covering the three C's of the framework – campus, curriculum and community.	
Workshop audience:	
All people involved with schools, parents, neighbours, volunteers, school staff, governors, head teachers	
Workshop format:	
Presentation-case study, participative discussion and a planning activity	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Identify help on funding – use what is there 2. Ask for specific help and everything needed to help with a school community problems 3. Link into ongoing community resources 	
Related Resources:	
Presentation	
Related Web Resources:	
<p>Extended Schools encourages all schools to forge links with their local community, offering local meeting space and encouraging pupils to contribute to, and interact with, the local community. More information can be found on Teachernet:</p> <p>http://www.teachernet.gov.uk/wholeschool/extendedschools/</p>	

6. Whole School Approach

Designing your SD curriculum

Facilitator:	David Gardner and Rebecca Edwards
Organisation/School:	QCDA
Conference:	DG Leeds and Bristol, 3 rd and 14 th July 2009 RE London, 8 th July 2009
Name of workshop:	Designing your SD curriculum
Workshop description:	
<p>This workshop will demonstrate the opportunities provided by the New Secondary Curriculum and soon a New Primary Curriculum to mainstream sustainable development. Participants will be taken through the new QCA publication Sustainable Development in Action – a curriculum planning guide for schools, and undertake a number of practical activities developed in the guide to support schools. These activities support a process of disciplined curriculum innovation utilising three key curriculum questions: What are you trying to achieve for your learners ? How will you organise the learning to achieve your aims ? How well are you achieving your aims ?</p>	
Conference themes which the workshop covered:	
<p>Whole school approach – getting others on board; Assessing progress</p>	
Workshop audience:	
<p>Teachers, leadership teams, governors, LA, key stakeholders for primary and secondary phase</p>	
Workshop format:	
<p>Presentations and series of workshop activities</p>	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Whole school ethos – one person with responsibility 2. Sooner rather than later to develop primary work around this 3. Consistency of primary & secondary for material, support to maintain progression 	
Related Resources:	
<p>David Gardner QCA Presentation Visualising success activity sheet</p>	

Related Web Resources:

Pdf of publication download from publications and website section:

<http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/globaldimension/index.aspx>

The Sustainable Development Commission has produced a publication *Carbon Emissions from Schools: Where they arise and how to reduce them*:

<http://www.sd-commission.org.uk/publications.php?id=765>

Teachernet highlights the importance of reducing carbon emissions from schools and ways in which this can be achieved:

http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=89&levelselected=6

DCSF has produced Carbon Detectives, a pupil-orientated resource to explore the emissions of a school:

<http://www.carbondetectives.org.uk/content/home/index.html>

The Carbon Trust offers a free emissions survey for schools:

<http://www.carbontrust.co.uk/energy/assessyourorganisation/surveys-for-schools>

Salix Finance offers interest free loans to invest in energy saving products in schools:

<http://www.salixfinance.co.uk/loansscheme.html>

The Food for Life Partnership helps schools to reduce the carbon footprint of school food:

<http://www.foodforlife.org.uk/>

Developing a climate change curriculum

Facilitator:	Nina Bernstein
Organisation/School:	Meare School, Somerset
Conference:	Bristol, 14 th July 2009
Name of workshop:	Developing a climate change curriculum
Workshop description:	
I was lucky enough to be part of the Climate Change Project and attended training with Al Gore. Following this I developed a curriculum for my school. During the workshop we will discuss why and how to create a climate change curriculum.	
Conference themes which the workshop covered:	
Whole school approach – getting others on board; Evaluating progress; Using the outdoors – linking to curriculum and ESD; Carbon – a whole school approach; Linking to the global issues; and Linking to the community	
Workshop audience:	
Anyone who is thinking about the issue of climate change and education.	
Workshop format:	
The session will be a mixture of presentation, discussion, case study and then planning for each school.	
Workshop outputs:	
Related Resources:	
Related Web Resources:	

Embedding ESD and GC in the Primary Curriculum: A creative approach

Facilitator:	Pip McCormack
Organisation/School:	London South Bank University
Conference:	Bristol, 14 th July 2009
Name of workshop:	Embedding ESD and GC in the Primary Curriculum: A creative approach
Workshop description:	
Conference themes which the workshop covered:	
Workshop audience:	
Workshop format:	
Workshop outputs:	<ol style="list-style-type: none"> 1. Time is one of the big constraints to embarking on projects that involve new technologies – suggestions were made on how this can be overcome – letting children explore/using older children as teachers 2. Importance of progression/continuity when using new technologies and building on previous knowledge experience both in ICT skills and ESD/GC 3. There is a lot of help out there which can support you on embarking on projects (making animals etc) e.g. specialist schools, creative partnerships that change schools, sharing resources with LAs, schools etc
Related Resources:	
	Presentation
Related Web Resources:	

Sustainable procurement for schools

Facilitator:	Raicheal Locke
Organisation/School:	Manchester Environmental Education Network
Conference:	Preston, 6 th July 2009
Name of workshop:	Sustainable procurement for schools
Workshop description:	
Conference themes which the workshop covered:	
Whole school approach – getting others on board; Evaluating progress; Carbon– a whole school approach.	
Workshop audience:	
Workshop format:	
The session will be a mixture of discussion and case study.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. Don't give up! Small steps. 2. More tools, more education, more leadership from LA and Head teachers 3. Joined up thinking between head teachers in clusters to purchase sustainably. Purchase power! 	
Related Resources:	

Related Web Resources:

WWF has an excellent website offering resources for head teachers and schools to implement a whole school approach to sustainability:

http://www.wwf.org.uk/what_we_do/working_with_schools/resources/whole_school_approaches/

Several organisations offer resources to support the development of a sustainable development curriculum in schools:

RSA Opening Minds: <http://www.thersa.org/projects/education/opening-minds>

WWF online curriculum resources:

http://www.wwf.org.uk/what_we_do/working_with_schools/resources/online_resources/

DEA Global learning curriculum: <http://www.dea.org.uk/page.asp?p=3864>

Oxfam's Global Citizenship curriculum: <http://www.oxfam.org.uk/education/gc/curriculum/>

Teachernet's 'Teaching Sustainable Schools resources':

<http://www.teachernet.gov.uk/sustainableschools/about/about.cfm?levelselected=4&id=4>

NCSL has an excellent resource on leading sustainable schools, and embedding sustainable development throughout the school, using the eight doorways: <http://www.ncsl.org.uk/sustainableschools-index>

The Training and Development Agency for Schools (TDA) offers a database of CPD opportunities, including those related to sustainable development: <https://cpdsearch.tda.gov.uk/Default.aspx>

Additional whole school resources include:

- Healthy Schools website: <http://www.healthyschools.gov.uk/>
- The British Council for School Environments: <http://www.bcse.uk.net/>

Taking a Whole School Approach to Sustain your work (WWF / SEEd)

Facilitator:	Zaria Greenhill and Ann Finlayson
Organisation/School:	WWF and SEEd
Conference:	ZG Leeds, Preston and London, July 2009 AF Bristol, 14 th July 2009
Name of workshop:	Taking a Whole School Approach to Sustain your work
Workshop description:	
Come and find out more about WWF's ground-breaking 'Pathways' approach to involving the whole school community in making your school a sustainable one: demonstration of activities and sharing of ideas.	
Conference themes which the workshop covered:	
Whole school approaches and linking to the community	
Workshop audience:	
Anyone working in or with schools; those interested in facilitation; those who feel alone in their struggle to make their school sustainable.	
Workshop format:	
Facilitated participative discussion	
Workshop outputs:	
<p>ZG</p> <ol style="list-style-type: none"> 1. Interconnections of social economic environmental and governance issues 2. We've come a long way in 20 years; no-one talked about this in the past 3. How to stimulate the process in schools 4. Practical solutions <p>1 Participants needs to know the aim of the activity before doing it: explicit framing of the aim is important for comprehension</p> <ol style="list-style-type: none"> 2. That all is interconnected and systemic 3. Thinking about the attributes of an ideal learner <p>AF</p> <ol style="list-style-type: none"> 1. There are unintended consequences to your actions – getting the right balance 2. Not so much about telling but allowing to come up with decisions 3. Ownership through conversation/ideas 4. People do come from different places but they can find links to integrate 5. Risk taking – especially if offering up in an open way. Process... 	

Related Resources:

Workshop plan for national sustainable schools Seed-WWF conferences (Word doc)

Related Web Resources:

Link to online materials: <http://assets.wwf.org.uk/downloads/pathways.pdf>

WWF has an excellent website offering resources for head teachers and schools to implement a whole school approach to sustainability:

http://www.wwf.org.uk/what_we_do/working_with_schools/resources/whole_school_approaches/

Several organisations offer resources to support the development of a sustainable development curriculum in schools:

RSA Opening Minds: <http://www.thersa.org/projects/education/opening-minds>

WWF online curriculum resources:

http://www.wwf.org.uk/what_we_do/working_with_schools/resources/online_resources/

DEA Global learning curriculum: <http://www.dea.org.uk/page.asp?p=3864>

Oxfam's Global Citizenship curriculum: <http://www.oxfam.org.uk/education/gc/curriculum/>

Teachernet's 'Teaching Sustainable Schools resources':

<http://www.teachernet.gov.uk/sustainableschools/about/about.cfm?levelselected=4&id=4>

NCSL has an excellent resource on leading sustainable schools, and embedding sustainable development throughout the school, using the eight doorways: <http://www.ncsl.org.uk/sustainableschools-index>

The Training and Development Agency for Schools (TDA) offers a database of CPD opportunities, including those related to sustainable development: <https://cpdsearch.tda.gov.uk/Default.aspx>

Additional whole school resources include:

- Healthy Schools website: <http://www.healthyschools.gov.uk/>
- The British Council for School Environments: <http://www.bcse.uk.net/>

Taking a whole school approach to sustain your work (Helen March)

Facilitator:	Helen March
Organisation/School:	Devon Wildlife Trust
Conference:	Bristol, 14 th July 2009
Name of workshop:	Taking a whole school approach to sustain your work
Workshop description:	
<p>Devon Wildlife Trust has been working with a secondary school, and four of its feeder primary schools in Torbay. The workshop gave a brief overview of our experience of taking a whole school approach with a learning community in Torbay. The aim of the workshop was to discuss the opportunities and barriers we had experienced, and to discover if other schools had similar or different experiences. We hoped to discuss strategies to overcome these barriers, and share opportunities to strengthen future action plans.</p>	
Conference themes which the workshop covered:	
Whole school Approach:	
Workshop audience:	
<p>The workshop was very much designed to take place with teachers. Unfortunately, there were only a couple of teachers present at the workshop – most of the group were practitioners from other NGO's.</p>	
Workshop format:	
<p>Introduction, meeting the group. Presentation – background overview of DWT's work with Torbay schools Group sessions on barriers and opportunities Feedback and discussion</p>	
Workshop outputs:	
<ol style="list-style-type: none"> 1) Identify barriers and ways of overcoming them 2) Identify opportunities and ways to replicate them 3) Sharing best practice <p>Please see attached document describing barriers and opportunities. Unfortunately, our aim to share best practice and develop strategies for future work was limited – due to the low number of teachers present at the workshop.</p>	
Related Resources:	
<p>Flipchart notes</p>	
Related Web Resources:	

Several organisations offer resources to support the development of a sustainable development curriculum in schools:

RSA Opening Minds: <http://www.thersa.org/projects/education/opening-minds>

WWF online curriculum resources:

http://www.wwf.org.uk/what_we_do/working_with_schools/resources/online_resources/

DEA Global learning curriculum: <http://www.dea.org.uk/page.asp?p=3864>

Oxfam's Global Citizenship curriculum: <http://www.oxfam.org.uk/education/gc/curriculum/>

Teachernets' 'Teaching Sustainable Schools resources':

<http://www.teachernet.gov.uk/sustainableschools/about/about.cfm?levelselected=4&id=4>

NCSL has an excellent resource on leading sustainable schools, and embedding sustainable development throughout the school, using the eight doorways: <http://www.ncsl.org.uk/sustainableschools-index>

The Training and Development Agency for Schools (TDA) offers a database of CPD opportunities, including those related to sustainable development: <https://cpdsearch.tda.gov.uk/Default.aspx>

Additional whole school resources include:

- Healthy Schools website: <http://www.healthyschools.gov.uk/>
- The British Council for School Environments: <http://www.bcse.uk.net/>

Leadership for a sustainable school

Facilitator:	Glynis Goldbrough
Organisation/School:	Brabins Endowed Primary School
Conference:	Preston, 6 th July 2009
Name of workshop:	Leadership for a sustainable school
Workshop description:	
<p>An opportunity to reflect on your own best practice and to share ideas with other well-motivated, enthusiastic leaders or would be leaders.</p> <p>To consider the style(s) of leadership you use and to consider its/their effectiveness.</p> <p>To discuss the barriers we face when moving the sustainability agenda forward in our own setting and to consider opportunities to overcome these.</p>	
Conference themes which the workshop covered:	
Whole school approach – getting others on board; Linking to the community and Evaluating progress	
Workshop audience:	
Leaders or aspiring leaders from all settings	
Workshop format:	
Participative discussion and activity.	
Workshop outputs:	
<ol style="list-style-type: none"> 1. There must be a shared vision 2. Different levels of leadership need to be identified 3. Need to be well-informed & able to reach out into the community. 	
Related Resources:	
Related Web Resources:	
<p>The National College for School Leadership organises professional development programmes, strategic initiatives, support and networking opportunities to develop excellent leadership in the UK's state schooling system: http://www.ncsl.org.uk/publications-index.htm</p>	

Share Fair

1. British Council

Website Link:

www.britishcouncil.org/new/learning/

To access information about **eTwinning** and other international links opportunities, there are several different resources available for teachers:

Resources:

The eTwinning portal www.etwinning.net This site is managed centrally by our Central Support Service in Brussels, registering on the eTwinning site will give you access to a 60,000+ strong teaching community and potential European partners.

To find out what support is available from the eTwinning team in the UK, have a look at our **information pages** on the British Council website www.britishcouncil.org/etwinning

For up-to-date **resources** and step-by-step documents have a look at the eTwinning wikispace www.etwinninguk.wikispaces.org

To find **global partners** try www.globalgateway.org

To find out about other opportunities and funding that is available through **British Council** have a look at our **programme grid**

http://www.britishcouncil.org/programme_grid_latest.pdf

2. DCSF

Website Link:

www.dcsf.gov.uk

The Department for Children, Schools and Families (DCSF), created in June 2007, aims to make this the best place in the world for children and young people to grow up.

For the first time, children, young people and their families have a voice at the heart of government. The Department's role can be summed up as leading the whole network of people who work with or for children and young people. To do this, we put the needs and views of families, children and young people at the centre of everything we do.

Parents tell us that there are more opportunities for children and young people than ever before, but that they want more support.

We know that children are doing better than ever in school, but we need to do more to ensure that every child gets a world-class education.

Building on over a decade of reform and results, we have drawn up a Children's Plan to:

- secure the well-being and health of children and young people
- safeguard the young and vulnerable
- ensure an excellent education for all our children and young people
- keep them on the path to success
- provide more places for children to play safely.

Resources:

<http://www.youtube.com/watch?v=-N6innPaxfU>

3. DEA

Website Link:

www.dea.org.uk

DEA is an education charity that promotes global learning. We work to ensure that people in the UK learn about global issues such as poverty and climate change and develop an open-minded, global outlook.

Our present focus is on schools and youth work. We work to change what people learn and how they learn, through influencing policy and improving educators' practice. Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

DEA's members include many large development and environment NGOs, as well as a wide network of Development Education Centres and education NGOs based locally around the UK.

Resources:

- [Exploring Global Dimensions.pdf](#)
- [Teachers Attitudes to Global Learning MORI Poll March 09.pdf](#)

4. Devon Wildlife Trust

Website Link:

www.devonwildlifetrust.org

E-Mail:

contactus@devonwildlifetrust.org

In the challenging times ahead, it will be crucial for students to have a greater understanding of the interaction between natural and human systems. Devon Wildlife Trust has been assisting schools on their path towards sustainability, and through these experiences we have created a range of resources and teacher training courses.

Focusing on a whole school approach, based around the curriculum, campus and community, we aim to help you deliver creative and rigorous learning experiences, providing students with a combination of practical and theoretical skills to be able to plan and live in a sustainable world. We hope that by encouraging caring attitudes and values, students will develop a sense of responsibility for each other and the natural world which results in a better quality of life and respect for our natural systems.

Resources:

Please find below a sample of our Key Stage 3 & 4 resources. Please e-mail our education officer for more details:

“Woodland Worlds” – What do you value? A decision making activity based on one of our reserves – Andrew’s Wood.

“Wildlife in Danger” – How will climate change alter Devon? Using scientific data we ask what effect there will be and should we care?

“Food Miles” – Buying local is good right? This lesson is designed to make you think it over!

“Local Politics” – How can local politics affect wildlife? A lesson on democracy and how choices can be difficult! Based on Lyme Bay reefs.

“European Politics” – Who is responsible? A lesson looking at how shared environments, such as the sea can be difficult to manage.

“Exeter as a Living Landscape?” Can a city be a wildlife haven? What can schools do to encourage wildlife? Is it important? A good lesson to introduce the Exeter Wild City project and how to use your grounds for wildlife.

TEACHER TRAINING:

Workshops can be adapted for a twilight session, half a day or full day depending on your requirements.

We can offer a range of tailor made opportunities for your school based around the following popular requests:

- **Sustainable Schools (Initial)**
By 2020 the Government expects all schools to be “sustainable” If you are only just starting on this journey we can help! This workshop can help you identify what sustainability means for you as a school, where you are now and how to move forward.
- **Sustainable Schools (Advanced)**
For schools that have been working on the eight doorways and want to take steps beyond them, this workshop looks at how to embed sustainability further into the ethos of the school.
- **Learning Outside the Classroom (Identifying opportunities)**

Learning Outside the Classroom is a Government expectation but with time constraints, not always easy to fulfil. This workshop aims to develop ideas and resources for you to make the most of what is accessible to you.

- **Learning Outside the Classroom (Management and Organisation)**
Where to go and how to get there? A practical workshop on running a visit off site. From choosing where to go through to identifying risks, this workshop is designed to give you confidence to deliver learning outside.
- **Developing School Grounds**
Taking Gardens for wildlife beyond the nettle patch! A workshop designed to identify the potential for wildlife on your school grounds and how to develop curriculum activities based around it.
- **Eco-Living**
Education for sustainability is not the preserve of the Geographer and Scientist! We are able to offer a workshop identifying how ESD can be incorporated across the curriculum.

5. Envision

Website Links:

www.envision.org.uk

Envision empowers young people to realise their capacity to make a difference. We are a national education charity with a vision to see individuals and groups lead by example and take responsibility for issues around them. We believe this is the most effective force for change.

Envision, through a variety of empowerment programmes, provides real and rewarding experiences for people to make a positive difference and thereby realise their capacity and willingness to continue doing so.

The charity was set up by young people eight years ago to challenge the stereotype of the 'youth' as apathetic and disengaged. Today Envision supports 16-19 year olds from 100 schools and colleges in Greater London, Birmingham and around the country, helping 1,500 every year to design their own local community projects tackling issues ranging from street crime to climate change. The experience builds confidence, aspirations and skills – inspiring the next generation of young community leaders.

Resources:

-

6. Food for Life Partnership

Website Link:

www.foodforlife.org.uk

The Food for Life Partnership is a network of schools and communities across England committed to transforming food culture.

Led by the Soil Association, the Food for Life Partnership brings together the practical expertise of the Focus on Food Campaign, Garden Organic and the Health Education Trust. We want to transform school and community food culture across England, by harnessing the ideas and initiative of young people and community leaders. We aim to reach out through schools to give communities access to seasonal, local and organic food, and to the skills they need to cook and grow fresh food for themselves.

We'd like this generation to explore how their food choices impact on their health and that of the planet, and to rediscover the pleasure of taking time to enjoy real food.

Resources:

- [Cooking Skills in Schools - Key themes for your cooking curriculum.pdf](#)
- [Developing a food policy.pdf](#)
- [Useful strategies for maximising uptake of free school meals.pdf](#)

7. Future Energy Yorkshire

Website Link:

www.fey.org.uk

Future Energy Yorkshire has been established to secure the economic opportunities arising from new and renewable energy technologies and projects across the Yorkshire and Humber region and to deliver greenhouse gas emissions reductions to meet regional targets.

Future Energy Yorkshire establishes commercial partnerships with private and public sector organisations to fill knowledge gaps, bridge market failures and bring to fruition renewable energy projects that will deliver significant greenhouse gas savings and economic benefits to the region.

Future Energy Yorkshire (FEY) is a business unit within the Yorkshire and Humber Sustainable Futures Company (SFCo). Any profits arising from FEY's activities will be ploughed back into further new and renewable energy projects across the region.

Resources:

-

8. Global Action Plan

Website Link:

www.globalactionplan.org.uk

Global Action Plan delivers tangible environmental, social and financial improvements by working practically and creatively with hundreds of thousands of people from all sections of society. In homes, the workplace, schools and the wider community we help to make the small changes that have a big impact on the things that matter.

If you're looking for help to cut your carbon footprint, tips on how to make more environmentally friendly choices or compelling and innovative ideas on how to communicate environmental messages you'll find them here.

Resources:

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9. Government Office Yorkshire and Humberside

Website Link:

www.goyh.gov.uk

GOYH works with a range of partners across the region to support the achievement of Department for Education and Skills targets relating to educational achievement and to deliver commitments in the Skills Strategy '21st Century Skills - Delivering Our Potential' and the reforms set out in the White Paper published in March 2005 'Skills: Getting on in business, getting on at work'.

Government Offices have an important role in helping the Department for Children, Schools and Families (DCSF) deliver its education strategy for the next five years and beyond. It focuses on giving children an excellent start in education, enabling young people to equip themselves with life and work skills, and encouraging adults to achieve their full potential through learning.

GOYH is providing support and challenge to Local Authorities on their strategies to raise standards in all primary and secondary schools in the region.

Our priorities are:

- developing and implementing the Schools White Paper – Education and Inspections Bill
- assisting with the achievement of Public Service Agreement (PSA) targets on levels of attainment at Key Stages.
- supporting Local Authorities throughout the region to embed sustainability in all aspects of school operations as part of the Sustainable Schools framework
- contributing to the development of Local Authority capital proposals to refurbish or rebuild school buildings through the Primary Capital Programme and Building Schools for the Future

- working with partners in health organisations to promote Healthy Schools and to assist Local Authorities to meet the Healthy Schools target
- providing support and challenge to Local Authorities on the need to reduce truancy and improve behaviour and attendance

Resources:

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10. Green Generation

Website Link:

www.greengeneration.me.uk

Resources:

This is the GREEN Generation

My mission is to get people out into the natural environment to learn and to play (and sometimes to learn to play)

I work with children, young people and adults and with school, community and private groups

I can use your local green space, or arrange a location and transport

There's loads we can do, including -

- Learning about the natural world
- Exploring curriculum subjects outdoors
- Arts and crafts using natural or waste materials
- Junior bushcraft
- Grounds development, conservation and horticulture
- Woodland play schemes and kids' parties

My work is supported by many years experience and appropriate qualifications and insurance

Bristol based but happy to travel

Contact Emma

Mobile: 07986 983 282

Email: emma@greengeneration.me.uk

11. Helping Hand Company

Website Link:

www.helpinghand.co.uk

Resources:

The Helping Hand Company is a UK-based specialist within environmental campaign education and equipment. Manufacturing Litterpickers since 1965, we work with schools, local government, charities, and community groups, offering personalised clean-up kits for all ages, as well as acting as a campaign advisor for any type of waste education activity. Our Eco Schoolbook is widely distributed to schools in the UK, supporting teachers, pupils, parents, and the school as a whole achieve their sustainability targets through a simple yet complete approach.

Getting involved in a clean-up? Promoting the environmental work you are doing? Encouraging others to take part? We would love to hear what you are doing and whether we can support you in any way...

The Helping Hand Company - #1 for interactive environmental learning.
Bromyard Road, Ledbury, Herefordshire, HR8 1NS
T: 01531 635678; F: 01531 635670; E: sales@helpinghand.co.uk

12. London Southbank University

Website Link:

www.lsbu.ac.uk/efs

MSc Education for Sustainability

Internationally recognised as a leader in the field with over 15 years experience

Fast track flexible course – complete your MSc in one academic year.

Part time, distance learning course – complete your MSc in two years.

Slow track, distance learning course - complete your MSc in four years or complete two or four units for a University or Postgraduate Certificate.

- Help to build sustainable schools and sustainable communities.
- Engage in current debates on education and sustainable development.
- Develop leadership skills to analyse, promote and manage change for sustainability.
- Enhance your analytical and critical thinking by applying theory to practice
- Be part of a worldwide community of learning and practice with participants in most global regions.
- Take advantage of opportunities to link in with our partner organisations in the UK or overseas.

Monthly Saturday workshops at the university for Fast track participants led by experienced EFS practitioners and researchers. Part time and Slow track course can be completed entirely by distance learning, though day schools are available to those within reach of London. All course

materials, tutoring, readers, study guides, E learning activities are provided within the overall fees.

Courses start every October. Assessments are 100% coursework which can be tailored to your own needs and interests. Apply now to start October 2009.

Special offer for conference participants: 10% reduction for first unit fees (quoting ref. EFS2)

Resources:

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13. London Sustainable Schools Forum

Website Link:

http://www.gos.gov.uk/gol/Environment_rural/Sustainable_schools/

The London Sustainable Schools Forum (LSSF) has been set up by Government Office for London, to help London schools to achieve the Government's aim for all schools to be sustainable schools by 2020.

The Department for Children, Schools and Families (DCSF) recognises that schools have a fundamental role in ensuring the UK's sustainable future and in preparing children for a lifetime of sustainable living. The LSSF, with practical workshops and regular e-bulletins, is a real opportunity for schools to voice their opinions and experiences of sustainability in school life and share best practice. Schools will have the opportunity to listen to and engage with leading experts in their field and to access ideas, support and resources to facilitate and enable them to make positive changes when back in school.

London school teachers, governors, grounds staff, London Borough Officers, representatives from non-governmental organisations and others are encouraged to join and contribute to the Forum.

If you have not already registered your interest in this exciting Forum and would like to know more, please contact Verity Zurita, Sustainable Schools Officer at GOL at sustainableschools@gol.gsi.gov.uk

Resources:

To read more about the past Forum Workshops, and to download presentations, Workshop Reports, and past E Bulletin newsletters, visit the webpage above.

Also visit the webpage above to download copies of Government Office for London's sustainable schools publications, including 'Creating Sustainable Schools in London: A Case Study Guide' (2007) and 'Towards Whole School Sustainability: A View from London Schools' (2008).

14. Make Your Mark

Website Link:

www.makeyourmark.org.uk

Make Your Mark campaigns to increase entrepreneurial behaviour amongst young people - to encourage them to have ideas and make them happen.

Having a can-do attitude and the skills to spot opportunities, overcome challenges and implement ideas is more important than ever in today's tough global economic climate.

The campaign is run by Enterprise Insight, which was founded by the four leading UK business membership organisations – the British Chambers of Commerce, the CBI, the Federation of Small Businesses and the Institute of Directors. Their Director Generals sit on Enterprise Insight's board, which is chaired by entrepreneur Peter Jones. Enterprise Insight is supported by the Department for Business, Innovation and Skills and is endorsed by the Prime Minister, Gordon Brown.

Resources:

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15. Marmax Products Ltd

Website Link:

www.marmaxproducts.co.uk

Marmax Products Ltd supply maintenance free seating, planters, raised beds and boardwalking made from 100% UK recycled plastic waste. The recycled plastic is ideal for outdoor use, it cannot rot, never needs painting or staining and maintains its attractive appearance for years, so keeping on going costs to a minimum.

Our range of products is available in adult and junior sizes, in a choice of colours and provides seating and playground furniture which outlasts and out performs wooden alternatives. Our products can be used as a teaching aid, showing recycling in action, the children see for themselves what can happen to all the milk bottles taken to the recycling depots.

We can even calculate how many bottles it takes to make them. Visit our website for full details.



Resources:

Online brochure:

<http://www.marmaxproducts.co.uk/downloads/2009%20-%20Marmax%20Brochure.pdf>

Case studies:

http://www.marmaxproducts.co.uk/case_studies.asp

16. Nafso

Website Link:

www.nafso.org.uk

The National Association of Field Studies Officers (Nafso) is:

- the only organisation in the UK which represents professionals employed in teaching, developing and promoting field studies.
- a Voluntary Association which aims to disseminate good practice amongst its members and works to ensure that their interests are represented nationally.
- an organisation whose members are directly involved in raising awareness of, understanding of, and respect for the environment, making a hugely valuable contribution to lifelong learning.

Nafso has members based at centres throughout the UK, including those run by local authorities as well as independent and charitable organisations.

During recent years Nafso has worked in partnership with other organisations including Local Authorities, National Association of Environmental Education, Sustainability & Environmental Education, Institute for Outdoor Learning, Environment Agency, English Nature, The Countryside Agency, Department for Children, Schools and Families through the Growing Schools and Learning Outside the Classroom initiatives and Wildlife Trusts.

Resources:

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17. North Yorkshire County Council

Website Link:

www.northyorks.gov.uk

North Yorkshire County Council provides a complete range of education services. These pages provide information for parents, pupils and students, school governors and others.

Our work incorporates all aspects of education for life through the provision of early years education, schools, adult learning and the youth service. We are responsible for 388 schools, two Pupil Referral Units, Adult Learning and Youth Service provision providing learning opportunities for over 87,000 students and 24,000 adult learners across North Yorkshire. In

addition we have an Outdoor Education service and an Instrumental Music service with centres all over the county.

Our aim is to promote "excellence for all" through lifelong learning for the people who live, work and study in North Yorkshire.

Resources:

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18. Resike

Website Link:

www.resike.co.uk

Resike Ltd. is a unique company, run using best environmental practice and specialising in the supply of recycled products as teaching aids and promoting uses for recycle.

The Environment: The company is set up to demonstrate sound environmental practices using the best available resources linked with focused management, delivering quality products with minimum impact to the environment.

Education: A large section of the product range is focused on education. Every aspect of the business is geared to be educational, from the way the company is run, to the products that we supply.

Core Range: Products are focused around core ranges which contain no wasted packaging. Everything in these packs is of use and is aimed at educating a 'throw-away society' that there are better ways of operating - A little thought saves a lot of waste.

Resources:

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19. Royal Horticultural Society

Website Link:

www.rhs.org.uk

The Royal Horticultural Society is the UK's leading gardening charity dedicated to advancing horticulture and promoting good gardening.

Our goal is to help people share a passion for plants, to encourage excellence in horticulture and inspire all those with an interest in gardening.

Education is central to the Society's charitable purpose. One of our key responsibilities is to increase understanding among a new generation of gardeners, not only of the pleasure that plants bring, but also of the economic, social and environmental value of plants and growing

them. This is one of the reasons we have introduced our Vision for Learning policy - Cultivating Futures - which puts plants at the heart of people's lives.

Schools can make free visits to all four RHS gardens. Continual Professional Development training is available for teachers. Family events are a feature at all gardens. The newly launched Campaign for School Gardening provides support to teachers and students to get gardening in their schools.

Resources:

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20. Schoolzone

Website Link:

<http://www.schoolzone.co.uk/>

Resources:

Schoolzone was set up by a group of enthusiastic teachers and parents in Oxford in 1997. We could see the need for safe, differentiated Internet material which teachers, students and parents can access easily. So we devised Schoolzone and, with the help of over 400 UK teachers created the site as you now see it.

We do not sell anything to schools, are not owned or affiliated to any publishers or other companies where there might be a conflict of interest and we keep a rigorously independent approach to all that we do.

We mail to all schools in the UK every month, highlighting the most useful resources we have found for particular subjects or themes. This Schoolzone [newsletter](#) also offers a help-line service to teachers wanting to find out more about the Internet in general or Schoolzone in particular. Many teachers have told us that they have been motivated to look at the Internet for the first time as a result of reading the newsletter.

What do we do?

We have the largest teacher research community in the UK and are experienced at carrying out market research, content development, evaluation and consultancy. We have worked with well over 120 clients, including The DCSF, BBC and RM, on tasks such as these and we cover the spectrum of educational resources and issues, ranging from books, software, training and hardware to sharing good practice and advice. We are very much a teacher-based service and have considerable potential for working with schools on behalf of suppliers to help improve the quality and uptake of products.

21. Schools Carbon Reduction North Yorkshire

Website Links:

<http://www.northyorks.gov.uk/>

E-Mail:

peter.bell@northyorks.gov.uk

North Yorkshire county council were the first people in the country to employ dedicated officers to work with North Yorkshire school to reduce carbon emissions and work with the students. Based within the energy team we work closely with Display Energy Certificate officers and landlord officers to ensure schools save whatever they can on their fuel and water bills. We also promote renewable energy and energy efficiency alterations to school buildings. The other side to our job is to work with the students in schools. We actively promote Eco schools and support the Governments sustainable schools agenda. This involves us in Primary and Secondary schools by running events, eco days, and supporting eco teams within schools. We give advice on small scale school horticulture projects and the wider environmental agenda although our focus is mainly energy and water. We have a range of resources, games, activities and gizmos which bring to life the ideas of renewable energy and climate change.

Resources:

There are a myriad of different websites on many aspects of the eco agenda. We constantly sift through these and use many of them in schools. The following websites are for both students and teachers to use. Some of the student website are designed to be used direct by them with minimal teacher input. Some of the teacher websites are to give guidance on how to record evidence and give ideas as to how to run eco events.

www.teachernet.gov.uk/sustainable schools.

www.ecoschools.org.uk/ [the pod has activities for students]

www.mysusthouse.org/game.html [designing your own home/ village along energy efficient grounds]

www.eon-uk.com/energyexperience/164.htm [how and where energy comes from]

<http://www.atl.org.uk/Images/ATL%20sustainable%20schools%20toolkit.pdf>

[detailed check list of what schools should be doing]

<http://www.cabe.org.uk/education/green-day> [outstanding website shows schools how to run events using their activity pack]

Free education sessions and carbon reduction advice

The Council's Schools Carbon Reduction Officers are available to visit all North Yorkshire County Council schools for free. We offer a range of activities and support, which include helping pupils conduct Eco School energy surveys, running assemblies and lessons on climate change, working with school councils or eco committees and providing general advice on reducing carbon and cutting energy and water bills in school. Please contact us as soon as possible if you would like a visit as we get very booked up!

Contact:

Peter Bell (Hambleton, Richmondshire, Ryedale and Scarborough districts)

peter.bell@northyorks.gov.uk

01609 535661; 07815582014

Ruth Stacey (Craven, Harrogate and Selby districts)

ruth.stacey@northyorks.gov.uk

(working days: Tuesdays and Thursdays)

07855029531

Eco Schools and Sustainable Schools support meetings

The Council's Schools Carbon Reduction Officers are establishing network meetings to support staff working on Eco Schools and Sustainable Schools across North Yorkshire. The meetings will provide advice to support work on the Eco School topic areas and Sustainable Schools doorways including waste, energy and water. Schools will be able to share ideas and find out more about current projects and funding opportunities.

The first meeting will be:

- Harrogate area (venue tbc) on Tuesday 20th October from 3.45-5pm

To book your place or express an interest in attending or hosting meetings in your area, please get in touch with Ruth Stacey: ruth.stacey@northyorks.gov.uk 07855 029531

22. SuSEd

Website Link:

www.sussedbus.org.uk

SuSEd Bus is a not-for-profit organisation dedicated to providing sustainable education to young people.

SuSEd Bus is committed to the principles of Education for Sustainability (EfS). EfS means that not only is sustainability a fundamental part of education, but that the education itself encourages sustainable behaviour in those that receive it.

SuSEd Bus workshops inspire critical thinking about the world we live in today, to enable students to develop a sense of personal responsibility in their consumer habits. We encourage active participation from every member of the group or class involved.

Resources:

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23. Sustrans

WEBSITE LINK:

www.saferoutestoschools.org.uk

Sustrans is the UK's leading sustainable transport charity. Our vision is a world in which people choose to travel in ways that benefit their health and the environment. Every day we are working on practical, innovative ways of dealing with the transport challenges that affect us all.

Sustrans' School Travel team supports schools to enable more children to have safe, sustainable and healthy school journeys. We provide a free information service and have a wealth of offline and online resources such as free newsletters, information sheets, curriculum guides and case studies.

Resources:

Title	URL	Description
Free termly newsletters	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/newsletters	<p>ROUTES 2 ACTION: Hear about what other schools are doing as well as the latest funding, resources and research.</p> <p>TRACKS newsletter is written for young people by young people. Includes articles by pupils on what they are doing to get school transport issues going</p>
Information sheets	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/327	Information sheets on School Travel Plans, walking and cycling to school, healthy benefits, obesity, safety etc.
Curriculum resources	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/328	Examples of how the curriculum can be used to deliver a School Travel Plan. Includes examples and related resources and websites, as well as highlighting which Key Stage requirements are met.
Sample School Travel Plans	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/329	Examples of school travel plans from a variety of educational settings.
Pedal Pack	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/pedal-pack	Guide to organising cycle days and events in schools
Toolkit	http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/toolkit	Downloadable resources such as templates, cycle permits etc.

Information Service		Advice and information service for schools working on School Travel initiatives. T: 0117 915 0100 E: cat.laidlaw@sustrans.org.uk
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24. Wastebuster

Website Link:

www.wastebuster.co.uk

Wastebuster develops children's sense of responsibility for their environment through the use of a new generation of cutting edge environmental games, workshops, films and websites. The project not only provides tools that help children to do recycling, it also motivates them to encourage change in those around them, such as parents, teachers and peers.

Wastebuster offers a children's brand - its component parts have a strong entertainment value that facilitates the transition from information provided in the classroom to engagement and increased recycling activity in the home.

The programme has been developed in consultation with pupils, teachers, curriculum consultants and a wide range of environmental educators. A formal academic evaluation of the project pilot in 15 schools, to over 900 participating children, informed the development of the current Wastebuster programme.

The Wastebuster project is now providing schools with an easily accessible, "off the shelf" environmental action plan that can simply and effectively lead to all levels of Eco-Schools accreditation status for each participating school.

Resources:

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25. WWF-UK

Website Link:

www.wwf.org.uk

WWF-UK is the UK arm of the WWF Network, the world's leading environmental organisation founded in 1961 and now active in over 100 countries. Using our unique combination of practical experience, knowledge and credibility, our 300-strong staff work with governments, businesses and communities both here in the UK and around the world so that people and nature thrive within their fair share of the planet's natural resources. In 2007/8 we spent £42m on our work; most of our income comes from our dedicated members and supporters.

One Planet Schools

Imagine a school where everyone cares – about themselves, each other, and about the planet; now and in the future. Now imagine a school where this caring touches everything it does – what and how pupils learn; how the school manages its physical environment and resources; how staff and pupils relate to each other; how they work with their local community – and how they reach out to the wider world.

What you are imagining is a ‘One Planet School’: a place committed to reducing its impact on the planet here and now; a place which prepares young people to act as drivers for sustainability in the future; a place with a vision of how people and nature can live in harmony, on a thriving, green planet.

This is the vision behind WWF’s One Planet Schools® programme – a programme which strives to reach out towards the 10.3 million highly influential young people who enter our schools five days a week, 40 weeks of the year.

One Planet Schools® builds on the government’s Sustainable Schools agenda. The One Planet Schools programme will grow and evolve over the next few years, but here’s a taster of what we have to offer currently

Resources:

- [LEARN Safeguarding the natural world.pdf](#)
- [Linking thinking.pdf](#)
- [One school at a time.pdf](#)

Contact SEEd

If you would like clarification on any aspect of this website, please do not hesitate to contact Sustainability and Environmental Education:

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