

Flipchart Notes from SEEd Workshop by Helen March – Bristol July 14th 2009



BARRIERS	POSSIBLE ACTIONS
Credibility of sustainable initiatives with governors and SLT	Start with awareness raising activities and inclusion of everyone involved in school. Use best practise case studies, demonstrate financial benefits and use examples from Ofsted / WWF reports.
Leadership – lack of long term vision	Identifying key leaders in organisation and building a shared vision with them
Long term commitment	Embedding sustainability requires both commitment in policy and practice. Writing a sustainability policy, with linked targets transferred to the school development plan strengthens commitment, creates accountability for actions, and
Creating communities of practice – limitations created by lack of funding / building relationships between schools and external organisations	Needs more strategic organisation – probably at a county level. Funding streams need to be made available from DCSF / LA / learning communities, individual schools
Limited student voice	Requires strong focus on communication, and creating opportunities for students to lead on new sustainability initiatives. Improving communications internally, with parents, with business community and local council. Writing articles for NGO publications, local papers, school newsletters etc. Taking part in school parliament, school council, Sustainable Futures Groups etc.
Lack of time	Sustainable education is not an added extra – it is can help you deliver compelling learning experiences
Objectives of schools and objectives of external organisations not always aligning	Transparency / clear outcomes
Inconsistency in delivery eg, change in staff, OFSTED pressures can lead to initial enthusiasm waning	Involving the whole school should make this more of a robust approach than traditional environmental education activities that were often instigated by one teacher.
Using the doorways approach can lead to less focus on structural and institutional change – with emphasis on single actions	Doorways should be used as an introduction to sustainability – not as a prescriptive framework for delivery
Lack of political support – either through LA or local education network	Need to lobby geography / sustainability education adviser to raise profile with Children's Department and other relevant politicians / councillors. Create or join local ESD networks. Raise awareness through Governors Associations.

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OPPORTUNITIES	NOTES
Financial savings from energy efficiency	Significant costs can be reduced, even from simple measures such as reducing amount of water in toilet cisterns and switching off lights. This cost can be invested in other initiatives – such as developing grounds etc
Chance to work with a range of organisations	There are a whole range of businesses, NGO's, community groups and organisations who are keen to work with schools on sustainability initiatives
Opportunities for research through NCSL	Contribution to a nationwide research project, and chance to influence national policy
Linking with European / Global Initiatives	Comenius project, video exchanges etc
Joint training within learning community	It is much easier to organise training within learning communities, as teachers and lead learners can visit each other and learn through hands on training in other schools. It is also a cost effective form of training.
Recognition of work through award schemes	Healthy School Award, Eco-schools Award, International School Award.
New funding opportunities	Sustainability could be the focus of specialist schools in either humanities or science
Improved Ofsted reports	Sustainability is becoming increasingly recognised by Ofsted as a way of creating quality learning experience and a caring ethos across the campus, community and curriculum.
Stimulating and inspiring work	Although sustainability can seem quite daunting, working in collaboration as a whole school can bring new opportunities and experiences to your work. We found that bursars, teachers, governors and parents, to name a few, were taking on new and challenging roles, and working with people they generally had not worked with before. This generated new ideas, enthusiasm and a great sense of achievement.
Meeting Government expectations	New focus on compelling learning experiences and PLTs. Well developed activities can help achieve these targets.