Welcome

Welcome to the latest edition of the SEEd e-newsletter. We aim to keep you in touch with news on sustainable development in the Education sector, ESD, jobs, funding and any upcoming events, courses or consultations.

If you would like to send us an article to include for the next newsletter please email news@se-ed.org.uk.

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SEEd News

1. Future of Sustainable Schools?

It has been an interesting summer so far since the election in June. SEEd has been working to help with the transition to whatever form sustainable schools will take in the future. Our message has been that this has always been a partnership, and in fact most of the sustainable schools work was conducted initially by NGOs until 4 years ago. What we can tell you is that, in line with all his policies, Michael Gove does not want a sustainable schools strategy or the DfE to have its own sustainable development plans. Energy efficiencies are still important but as well all know sustainability is so much more than energy efficiencies!

Letters have been written and campaigns are being established. However at this point it is not clear what will stay and what will go. We already know that money would have been cut anyway, and we know that the regional networks from the government offices will probably all go (a decision has already been made about GOL). However most of the regional networks are going to try to continue. If SEEd can help in anyway with secretariat services, or organising meetings across the networks, please let us know. These networks have had a major impact in promoting sustainability in schools.

It isn't clear yet what is happening with all the resources on teachernet, but it does all still exist online. We know that the government is going to cut all guidance on websites to one tenth. Meanwhile SEEd has downloaded as much as possible to ensure no loss and created a special sustainable schools page. We would like to add any member organisation offering sustainable schools support to this page. SEEd will be in contact with you about this.

A coalition is working to ensure the sustainability of sustainable schools. We will keep you informed as this work develops. Meanwhile this is a train in motion and I have no doubt that this important work will continue.

Ann Finlayson, SEEd Chief Executive

2. SEEd Annual General Meeting

Our AGM will be taking place on the 7th of October and we will warmly welcome any input from our members and news subscribers in terms of matters to discuss. Please send your points of discussion or queries to admin@se-ed.org.uk. We look forward to hearing from you!

3. Become a Member! Special offer for anyone who has taken part in one of our courses or attended our events

We are also still offering special rates for SEEd membership for attendees of both the regional and online Conferences, or any other SEEd event.

- **Individual Membership:** £25 (usually £55)
- **School and Small Organisation Membership:** £55 (usually £110)
- **Medium Organisation Membership:** £110 (usually £250)

Join us and be part of the new SEEd! This is a fast growing organisation, membership-led, offering a chance to be part of the growth of sustainability and environmental education in the UK. Membership has benefits such as discount on SEEd events, access to resources, up to date information, discussion groups, professional development, and research. You can also be part of consultations and help create the change we need to embed this in all our education work. We already have a cross-sectoral membership – individuals, teachers, Further Education colleges, schools, local authorities, NGOs, and other organisations.

For more information on this offer email admin@se-ed.org.uk.
For general information on membership, or to request a membership pack, visit our website: www.se-ed.org.uk/membership.html

ESD & EE News

1. Calling for Responses to Government's 'Spending Challenge'

Please consider replying to the Spending Challenge from David Cameron and Nick Clegg, highlighting how taking a sustainability approach or being engaged in Sustainable Schools is helping with your schools efficiencies and savings. They are asking all public sector workers for their ideas. 35,000 have already responded and they are being taken seriously. This is urgent as more gets cut every day. More details are available through the links below. SEEd also has prepared some suggested text, which is available on request to admin@se-ed.org.uk.

number10.gov.uk/news/statements-and-articles/2010/06/pm-and-deputy-pm-letter-to-public-sector-workers-52319

spendingchallenge.hm-treasury.gov.uk/

2. New UNESCO report; 'Education for Sustainable Development in the UK in 2010'

This document reports on ESD in the UK at the end of April 2010. It is an updating of the report: *ESD in the UK in 2008: A Survey of Action*, and both itemises recent ESD activity across the UK's four jurisdictions and offers an initial analysis of the strengths and weaknesses of the current ESD provision. It summarises recent research, policy and practice in ESD as well as providing thorough network listings of key individuals and individuals working in ESD in the UK.

http://www.engsc.ac.uk/news/education-for-sustainable-development-in-the-uk-2010-uk-national-commission-for-unesco-esd-co-o

3. New RHS Report – 'Gardening in Schools: A Vital Tool for Children's Learning'

As featured in July's SEEd news, new research by the Royal Horticultural Society (RHS) conveys the significant impact gardening plays in a child's wellbeing, learning and development. Commissioned by the RHS from the National Foundation for Educational Research (NFER), the report highlights how schools which actively use a garden, develop 'resilient', 'ready to learn' and 'responsible' children; 3R attributes that make up well-balanced, happier, healthy, rounded individuals.

Visit the website for more details:
http://apps.rhs.org.uk/schoolgardening/teachershome/news/researchonschoolgardening.aspa

Think Piece

Sustainable Schools: seven propositions around young people's motivations, interests and knowledge

This paper discusses the link between ESD and young people, and particularly brings to light the importance that should be placed on the promotion of ESD for young people, and how to do this correctly. The author is Professor William Scott, Professor of Education, Head of the 'Education and Sustainability' Research Programme and Director of the Centre for Research in Education and the Environment (CREE) at the University of Bath.

Policy and practice around sustainable schools, and ESD more generally, tends to be based around largely tacit assumptions about young people's motivations, interests and knowledge. In this brief paper professor Scott examines a number of these, and the implications for the enhancement of the learning we shall all need to do. The seven propositions are that …

Young people:

1. come to learning contexts with experience, knowledge, understanding and concerns.
2. don't learn what teachers teach.
3. are rarely eager to absorb other people's preoccupations and prejudices.
4. never respond well to pessimism and tales of looming disaster and dread.
5. are not there to cure their parents' bad habits.
6. rarely judge lessons – and school – in terms of how interesting or relevant the content is.
7. aren't fully able to develop social and citizenly skills until they can practice these for real.

Read the full paper at se-ed.org.uk/news/sustainable-schools.html

Sustainable Schools Stories

With the recent change of government, we have been busy archiving official resources on Sustainable Schools, as well as case studies of exemplary sustainable schools practice from the official websites of the previous government. The following are summaries of some of these case studies, (sited at www.teachernet.gov.uk/) which we hope will provide great inspiration at the start of this new school year.

Pupils at ***Beech Hill Primary School*** explore connections between nature, music and mood. Using pictures of natural environments pupils explored and investigated sounds that reflected the images, using a range of instruments. They suggested sounds and ways of representing them by improvising melody, repeating single notes or sounds in rhythm, varying the tempo and repeating simple patterns of notes or sounds. Pupils then compared the musical structure with the structure of the environment they had looked at. Images that did not include people were chosen to elicit a discussion on the effects of people on the environment.

Bluebell Valley Primary School work with willow. Locally grown willow was cut and brought to the school in bundles. Before planting, staff helped children investigate the properties of the willow, practicing keeping it upright and comparing its length to their own height. Parents and staff helped children make holes in the ground to plant the willow, then, with advice from the local wildlife trust, weaving the willow into different shapes. The children regularly checked how the willow was establishing itself, investigating and using the structure as part of their imaginative play.The active involvement of pupils, parents and community working together to improve the environment for the future, and the fact that the children were encouraged to take responsibility, make this an excellent model for SD.

Crispin School demonstrates the cross-curricular potential of ESD. In Mathematics pupils look at angles of the sun for work on the Sundial project, which is being done in conjunction with the partner school in Kenya. Modern Foreign Language pupils use ecological footprint data from Francophone countries. Art undertakes a wide range of activities, including involvement with a project run by a local development education centre. The PSHE/citizenship programme promotes waste management and health. Sustainable development is delivered though assemblies and collapsed days. Assembly themes include: Rights and responsibilities, involvement, making decisions, World food day, United Nations day, World children's day, valuing human rights, stewardship and human diversity.

Farnborough Grange uses ESD as a tool for improving literacy. An Ofsted report had identified environmental education as strong but language work as weaker, so the school revised their approach to literacy to address this issue. They extended their existing Sustainable Development programme and link it to the school's work on the National Literacy Strategy. SD was adopted as the theme for the school's Book Week with members of the local community visiting the school to read and talk about their role. Pupils were encouraged to use different generic literacy activities, such as letter and report writing and adding captions and 'speech bubbles', to explore the values and attitudes of characters in stories. They were then encouraged to explain their thought processes, justify arguments and develop skills of observation, comparison, hypothesis and deduction.

At ***Knowles Hill School***, the school drama department took up the theme of transport, with a play about sustainable travel, performed by GCSE students in assembly. Following training from Stagecoach, students on a GNVQ course ran a travel shop within the school, offering local journey planning information. Working with other organisations, and with support from outside agencies, the group has gradually secured improvements for different forms of travel. Outside the school, speed tables, wider pavements, dropped kerbs and subway-refurbishment have all made conditions better for pedestrians, while double yellow lines restrict parking. Following discussion, a local bus now drops pupils closer to school, while a fortuitous alteration in train timetables has made rail travel more convenient. New cycle lockers have been provided, funded largely through an RAC award. Other cycling improvements planned by the county council include a new toucan crossing and a shared-use path. As a result, the percentage of children travelling to school by car decreased by half!

Watch this space in the next edition of our newsletter for more inspiring examples of ESD in schools…

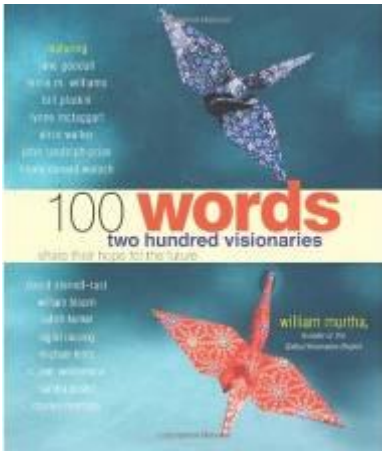
Publications & Guidance

1. New reports from UNESCO and from The Royal Horticultural Society; 'Education for Sustainable Development in the UK in 2010' and 'Gardening in Schools: A Vital Tool for Children's Learning'

New research by the Royal Horticultural Society (RHS) conveys the significant impact gardening plays in a child's wellbeing, learning and development. Commissioned by the RHS from the National Foundation for Educational Research (NFER), the report highlights how schools which actively use a garden, develop 'resilient', 'ready to learn' and 'responsible' children; 3R attributes that make up well-balanced, happier, healthy, rounded individuals.

Visit the website for more details:
http://apps.rhs.org.uk/schoolgardening/teachershome/news/researchonschoolgardening.aspa

2. New book published; '100 Words: 200 Visionaries Share Their Hope for the Future'



The book features specially written 'visions of hope' from 200 worldwide pioneers and change-makers; grounded do'ers who are tirelessly working to create profound and positive differences in the world. **100 Words** is already gaining great global publicity; it makes for an excellent 'coffee table book'.

Profits will be used to fund numerous exciting projects of young visionaries.

Purchase for under £10 via the link below:
www.amazon.co.uk/100-Words-Visionaries-Share-Future/dp/1573244732/ref=sr_1_1?ie=UTF8&s=books&qid=1282001064&sr=8-1

Resources & Programmes

1. Global Action Plan: Action on Waste, London

Global Action Plan work with schools across London to deliver free student led waste reduction project, funded by London Councils. Action on Waste supports the school to reduce their waste, increase recycling and raise environmental awareness in the school community. There are places available for next academic year in a secondary school in Bexley and Southwark and two Primary school places in Lewisham.

Action on Waste is a 6-9 month school waste reduction project lead by an action team of 15-20 student volunteers. Our aim is to help set up a robust whole school recycling scheme and raise awareness to get the whole school community involved. We aren't about coming in for one day and then leaving the school to it, we work with the school and offer support and advice throughout the project to help them reduce their waste to landfill.

We provide educational resources and just ask the school to be enthusiastic and have committed lead teacher/s. On average, schools achieve a 40% waste reduction where the school had no recycling and 25% reduction where some recycling is in place. Through taking part in the project schools can also achieve Bronze and Silver Eco-Schools Status.

Comments from previous participants:

> *"It's a fun project that really does make a difference to the environment"*
> Year 10 student - Enfield County Secondary School, Enfield

> *"Definitely take part, worth it 100%!! Enjoyment for the pupils and care for the environment."*
> Lead Teacher - All Saints Catholic School, Dagenham.

The GAP website has case studies and testimonials for your interest:
www.globalactionplan.org.uk/action-waste-london

2. Action Aid Resources

Action Aid have a range of fantastic resources, many of which have had a great response in SEEd's recent resource review workshops.

Assemblies and workshops. Schools can bring the world into their classroom with an inspiring assembly or workshop delivered by ActionAid's network of teachers. They use a unique fusion of global learning tools, artifacts and multimedia resources take children on extraordinary journeys into the heart of far-away places. As well as finding out more about ActionAid's work or focusing on life in India, schools can get tailored sessions around the issue of climate change and sustainability, or take practical steps to measure and reduce the school's carbon footprint. A limited number of these practical sessions will be offered free of charge to schools taking part in the 10:10 campaign;
www.1010global.org/uk

PowerDown is an award-winning multimedia resource for geography, citizenship and science, for primary and secondary schools, around the issue of climate change and energy reduction. The new climate heroes section introduces people around the world who are adapting to climate change. There are three main sections: learn, investigate and act.

Learn – find out about climate change and how it is already affecting young people around the world.
Investigate – focus on how energy use at home and at school is linked to climate change.
Act – take real steps to be part of the solution to climate change.

PowerDown is a free-to-use website, or printed copies of PowerDown cost £15. In the printed kit, schools get all the photos, cards, and an activity book with copyable worksheets, as well as all the films and resources on a DVD ROM.
http://powerdown.actionaid.org.uk/

One very popular resource is the 'Be the solution' video, which is a useful overview of the challenges posed by climate change, as well as some of the actions that young people can take to reduce their energy consumption. You can view it at
http://powerdown.actionaid.org.uk/index.php/component/resources/video?fileid=5497

Schools can also sign up for updates to make sure they are first to get hold of new resources.

Research & Consultations

1. ESRC/DFID Joint Scheme for Research on International Development (Poverty Alleviation) Phase 2 - Second call for applications.

The Department for International Development (DFID) and Economic and Social Research Council (ESRC) are pleased to announce a second call for applications under Phase 2 of their strategic partnership to provide a joint funding scheme for development research. The purpose of the scheme is to provide a more robust conceptual and empirical basis for development, and the achievement of the Millennium Development Goals (MDGs). The second phase of funding retains the overall „poverty alleviation" theme from the first phase and applications under this broad heading will still be welcome.

However, ESRC and DFID have identified three thematic areas for this call where work will be of particular interest. These areas are:

- Population and Development;
- Development in a Changing World: the Challenge for Theory, Policy and Action;
- Inequality and Development

Full applications are invited between £100,000 to £500,000 (100% FEC). The scheme is open to applicants from both UK and non-UK Institutions. **The deadline for applications is 4pm UK time on 30 September 2010.**

2. Children, Youth and Environment Journal – Call for Abstracts for Special Issue; 'Reconceptualising School Design: Children and Youth Environments for Learning'

Nations around the world are re-examining the idea of school as both a physical place and as a set of practices related to learning and development. As 'school' broadens its scope in response to pedagogical developments and is reconstructed in the face of climate change, conflicts and disasters, the field of school design is challenged to respond with appropriate processes, spaces and places.

This special issue of 'Children, Youth and Environments' will explore multi-disciplinary perspectives on school design. At the centre will be the aim to develop understanding of the relationship between a school's physical environment, the processes undertaken to create that environment, and a student's learning and self-development. Papers will be based on real-world research in school or school design settings, with a focus on participant experience and voice. The issue will reflect an international perspective and will draw on ideas from theory, research, policy and practice.

Papers will be particularly welcome that focus on: (1) the design, planning and development of schools in the developing world context; (2) environments of disadvantage and areas of reconstruction after conflict or disasters; and (3) schools for children and young people with special needs and/or from marginal communities.

One-page abstracts of paper ideas should be sent by **30th March 2011** to Rosie Parnell (r.parnell@sheffield.ac.uk) and Laura Malinin (malinin@colorado.edu). Abstracts will be accepted any time prior to this deadline. More details are available on the website: http://www.colorado.edu/journals/cye

Take Part

1. Union Street Urban Orchard to be dismantled this month

The Urban Orchard is home to the LivingARK, a zero-carbon pod which is inhabited during the period of the project to showcase sustainable ways of living. The site also hosts The Nest, a pavilion created by the Finnish Institute, the Identikit by Thomas Kendal and Tamsin Hanke and a skip turned table tennis table created by Oliver Bishop-Young. There will be a series of workshops and activities taking place in the Orchard over the next couple of weeks. In September the garden will be dismantled and all the trees will be given to local estates and other community gardens to remain as a lasting legacy of the 2010 London Festival of Architecture.

The organisers are now seeking new locations in which to create temporary orchards which will be designed with the aim of engaging local communities and encouraging schools to be involved. If you would like to propose such a location, please contact Drew Woodhouse; drew@livingarks.com

http://www.unionstreetorchard.org.uk/

2. North London Waste Authority Competition; "Waste: The Bigger Picture".

The North London Waste Authority in partnership with its seven constituent boroughs (Barnet, Camden, Enfield, Hackney, Haringey, Islington and Waltham Forest) would like to invite all students in secondary education in north London to participate in this school poster competition that is taking place from the **13 September** to **8 October 2010.** The aim of the competition is to raise awareness of waste prevention amongst young people and it is open to all secondary school students, who are invited to design posters with a waste prevention message.

The winning posters will be displayed on bus stop shelters to promote the European Week for Waste Reduction, which will run across Europe from 22 - 28 November 2010. The winners of the best posters will also receive a prize worth £100 and a framed Certificate of Accomplishment.

NLWA may be able to offer your school an assembly or class visit, which focuses on waste prevention, between 13 September and 1 October. If you are interested in booking a session, please email ellie.rowles@nlwa.gov.uk with the name of your school, direct contact number and email address. For more information about the competition, please visit: http://www.nlwa.gov.uk/yourwaste/information_for_schools/waste_prevention.

3. New Waves of Ipsos Mori Omnibus Surveys

Ipsos Mori are currently accepting clients onto the upcoming waves of their will-established and very popular Teachers Omnibus (Wave 9) and Young People Omnibus (Wave 18) surveys. www.ipsos-mori.com/omnibusservices/otheromnibus.aspx

4. Global Hand Washing Day

The practice of handwashing with soap tops the international hygiene agenda on October 15th, with the celebration of Global Handwashing Day, which will include the chance for primary schools to win £2500.

Handwashing with soap is among the most effective and inexpensive ways to prevent diarrhoeal diseases and pneumonia, which together are responsible for the deaths of over 3.5m children under the age of 5 every year. Although people around the world wash their hands with water, many do not wash their hands with soap at critical moments, including after going to the toilet and before eating food. The challenge is to transform handwashing with soap into an automatic behaviour.

Global Handwashing Day is the centrepiece of a week of activities that aim to mobilise millions of people to wash their hands with soap. This simple activity can prevent the spread of infection and keep children in school. The Day aims to motivate children to embrace and share proper handwashing practices and to take on the role of handwashing ambassadors.

Educational settings provide an ideal environment in which to communicate about the importance of personal hygiene, enabling pupils to act as agents of change by sharing the handwashing lessons learned at school with their friends and families.
A range of activities will be taking place in the UK for Global Handwashing Day 2010, including a primary school art competition (with £2500 prize money for the winning school) and a student survey.

Individual schools can also participate by organising their own handwashing-related activities, including games, lessons and assemblies. To help with this, Global Handwashing Day UK partners have compiled a variety of resources for use in schools, providing guidelines, ideas and inspiration, not only for Global Handwashing Day, but for hygiene promotion throughout the year. And please remember to use **eco-friendly soaps!**

School resources and competition information will soon be available at:
www.globalhandwashingday.org.uk

5. Seeking participants for Questionnaire

As part of an MSc research thesis on environmental education in rural schools, a guide with the Ulster Wildlife Trust is seeking a wider perspective on what other organisations are doing in environmental education. If you work for such an organisation and would like to be involved in this research, please fill out the short questionnaire, which can be downloaded below. Please return your completed questionnaire to:
ibf2@student.open.ac.uk

Guides: se-ed.org.uk/resources/questionnaire/UWT_Questionnaire_Guides.doc

Policy Makers: se-ed.org.uk/resources/questionnaire/UWT_Questionnaire_Policy_Makers.doc

Teachers: se-ed.org.uk/resources/questionnaire/UWT_Questionnaire_Teachers.doc

Awards, Funding & Freebies

1. British Gas to give £15 million of free Solar Panels to Schools

British Gas will donate and install solar panels – worth between £20,000 and £40,000 per school – in up to 750 schools. Each school will be able to generate its own free, green electricity, cutting as much as 20% off its annual electricity bill.

The energy produced by the panels is anticipated to create around £1.3m per year for the next 25 years. This will be reinvested in installing solar panels on yet more schools. This means that, in the next five years alone, British Gas could install free solar panels on a total of 1,100 schools.

The panels will also help the selected schools to meet their carbon reduction targets, reducing emissions by up to 1,400 tonnes per year, equivalent to taking almost 400 cars off the road.

The schools receiving solar panels will receive a British Gas smart meter, offering real time information so pupils can see the difference their solar panels are making. Specially created Generation Green lesson plans will help teachers engage their pupils in learning about renewable energy, and schools will be able to track their performance against others and share tips and advice via a specially designed website.

All schools in the UK can register for an application form at www.generationgreen.co.uk. British Gas has already earmarked half of the total investment to ensure that schools in low income areas benefit from the initiative, and intends to deliver the technology to these schools in conjunction with the Government's Community Energy Saving Programme (CESP).

2. Young Achiever's Awards 2010 have launched!

Do you know an inspirational young person who has made an outstanding contribution to the arts, environment, community or sports?

Celebrate their achievements by giving them the chance to win a cash prize plus a year of support and development opportunities.

http://www.youngachievers.co.uk/

The deadline for nominations is the **30th September**.

3. Food for Life Partnership Mark award scheme for schools

The Food for Life Partnership offers an award scheme to help schools to transform their food culture by growing, cooking and eating fresh, seasonal, local and organic food and visiting farms. All primary and secondary schools in England can enrol online to get resources and guidance to help make positive changes. The Partnership does not offer funding to schools.

http://www.foodforlife.org.uk/awards

4. The 2010 IEMA Graduate Awards are now open

Has your graduate made environmental improvements to your organisation? If so why not nominate them for the Institute of Environmental Management and Assessment Awards 2010.

The Winner of the IEMA Graduate Award 2010 will receive a **£2000 cash prize**, free attendance to IEMA's "Environment and Business: The Challenge and the Opportunity" Conference in November and 1 year's free IEMA Graduate membership. One runner-up will receive a **£1000 cash prize**, a free place at IEMA's "Environment and Business: The Challenge and the Opportunity" Conference and 1 year's free Graduate membership.
A profile and short article about the winner and their achievements will appear in the November issue of IEMAs magazine, the environmentalist and e-newsletter IEMA Downloaded. A press release will also be submitted to the IEMA's Media contacts list upon naming the winner that includes major newspapers, sector publications and websites.
For more details of entry requirements or to nominate a graduate, visit the website:

http://www.iema.net/graduateaward

The deadline for nominations is **10th September**

5. British Council for School Environments Young School Design Scholarship

The BCSE Young School Design Scholarship is a new award scheme aimed at children and young people who each year make the greatest contribution to the design of their school or learning environment. Each winner receives:

- an award
- a £500 bursary
- £1000 for their school
- the chance to learn skills from a global architecture practice or construction company

http://www.bcse.uk.net/menu.asp?id=385&pid=1

6. Nature Detectives Schools Award

Nature Detectives is a bank of imaginative projects and free resources for teachers from the Woodland Trust. Each time a school participates they collect points and work towards Bronze, Silver and Gold awards. These contribute towards achieving the biodiversity module of Eco-Schools.

http://www.naturedetectives.org.uk/schools/award

Watch this space in the next edition of our newsletter for even more fantastic award schemes.

Events and Courses

1. The RSA/ BBC Two School Season Debate - Asking the right questions

Description:	As part of BBC Two's major season on education, taking place in September and focusing on our schools, the tough choices parents have to make and whether we could all do better, the RSA and the BBC are hosting a debate to explore the issues further and to ask - where next for our children's education?
Date:	13th September, 6pm
Location:	RSA, London
Further Information:	http://www.thersa.org/events/our-events/the-rsa-bbc-two-school-season-debate-asking-the-right-questions

2. Facilitation for Learning for Sustainability

Description:	SEEd will be running the third Facilitation for Sustainability course in October 2010. This unique course brings together facilitation techniques with learning theory, action learning and practice. As a pioneer or champion of sustainability, you need to engage across groups to work effectively for change. This course will enable you to run creative facilitated events and workshops that help people develop new ideas they can sustain by engaging in a learning process. It is has been designed to equip participants with the insights, tools, processes and confidence to work intelligently with audiences who are considering sustainability. You will investigate learning approaches to sustainability thinking, how to identify barriers and develop change strategies with groups. The course gives you the opportunity to try your hand at different techniques while being guided by Ann Finlayson, an experienced facilitator and educator. This training is ideal for anyone who facilitates groups for learning for sustainability, including teachers, educators, local authority staff, NGO staff, session workers, environmental/sustainability champions in any organisation. Whatever your level of experience as a facilitator, this course will develop your skills and improve your professional practice.
Date:	Days one and two: Monday 4th & Tuesday 5th October 2010 Days three and four: Monday 6th & Tuesday 7th December 2010
Location:	St. Ethelberga's Centre, 78 Bishopsgate, EC2N 4AG
Further Information:	To find out more about the course visit: se-ed.org.uk/events/facilitation-for-sustainability.html Or email facilitation@se-ed.org.uk

3. BGEN Conference November 2010 ; 'Know your plants; Developing better skills for science, horticulture and communication'

Description:	This conference seeks to take a fresh look at the interrelationship between horticulture and learning and explore how we can bring them together to create better programmes that excite the public and raise awareness of horticulture and science.
Date:	3-5 November 2010
Location:	Royal Botanic Gardens, Edinburgh
Further Information:	http://www.bgen.org.uk/index.php/training/5-conferences/118-bgen-2010-annual-conference

4. ESD Course with Ken Webster and Ellen MacArthur

Description:	How do we educate for sustainability? What new skills and ways of thinking can help young people and the institutions that work with them prepare for a challenging and unpredictable future? What qualities of leadership can inspire a new generation of engaged citizens? Drawing on systems thinking and innovations in design, business and community enterprise, this course presents a coherent approach which builds on and goes further into closed loop or cradle to cradle design philosophy. The course is supported by the Ellen Macarthur Foundation and staffed by Ken Webster, Head of Learning for the Foundation and author of the influential book Sense and Sustainability: Educating for a Low Carbon World. Ellen Macarthur joins Ken for the early part of the week where the focus is on leadership and change and the need to design the future The course is very much about systems and citizenship and looking forwards and towards a second industrial revolution The third tutor will be a senior figure in industry (tba). This course is for educators in the secondary, further and higher education sectors who wish to transform their educational practice to reflect changing employment and skills opportunities, especially those with connections to economics, business and enterprise, design and technology and the work-related curriculum.
Date:	Monday 8th to Friday 12th November 2010
Location:	Schumacher College, Dartington
Further Information:	www.schumachercollege.org.uk/courses/leadership-education-and-the-closed-loop-economy

5. International Greening Education Conference

Description:	This event will take academia, education and environmental policy makers, senior members of academic institutions, representatives of government and non-governmental organisations and international development agencies, teachers, sustainable development and environmental management professionals and other stakeholders through the need for greening education and then discuss effective initiatives that can be taken to translate "education for sustainability" in to actions. Further to knowledge sharing on greening education including topics such as ecologising curriculum (incorporating sustainability), greening of courses and creating low carbon education institutions; the upcoming event also provides an excellent networking opportunity with academia, sustainable development practitioners and other stakeholders in Europe and beyond. An excursion (optional) on Saturday the 30th of October, 2010 is planned which will also provide an additional and informal networking opportunity.
Date:	27-30 October 2010
Location:	Karlsruhe, Germany
Further Information:	http://www.etechgermany.com/IGEE2010.pdf

6. 'Efficiency and Reform; Preparing for Change' Conference

Description:	The public sector will never be the same again. Tackling the unprecedented budget deficit is the main driving force of the new coalition. The June 2010 budget announced £6.2bn spending cuts this year with further cuts in spending an inevitability after the government Spending Review to be announced in October with government departments having to realise between 25-40% reduction in budgets. A step change in efficiency must play a major part. There are many ways this could be undertaken, including: the restructuring and streamlining of public service delivery and procurement, improving business processes, and making better use of IT and outsourcing. The conference will discuss practical ways of delivering efficiencies and leave delegates with an up-to-date understanding of the issues and how the challenges facing the public sector can be addressed. This is a must event for all those in the public sector engaged in tasked with providing quality services at lower costs.
Date:	25th November 2010
Location:	The Barbican, London
Further Information:	http://www.publicserviceevents.co.uk/event/programme.asp?ID=163

7. Psychology and Climate Change: Collective Solutions to a Global Problem: Joint British Academy/British Psychological Society Annual Lecture 2010

Description:	While technological fixes and financial instruments have an important part to play in tackling climate change, their effectiveness is usually mediated by the way the public understands, interprets, engages with or responds to such actions. Moreover, these strategies alone will not suffice: changing the public's social, economic and environmental behaviours and everyday practices is also essential. Already psychology is making a significant contribution to this work – whether it is devising mitigation and adaptation strategies and interventions, gathering of evidence about the potential and actual effectiveness of policies and practical actions, or challenging common or taken for granted ways of thinking about these issues. This Joint British Academy/British Psychological Society Annual Lecture will examine some of the exciting and influential work being undertaken by psychologists. While encouraging individuals to change their attitudes and behaviours is clearly important, we know that climate change is a collective problem requiring collective solutions. Considerable emphasis will be placed in this lecture on the role and importance of social context, collective action and community cooperation. How have people come to lead unsustainable lifestyles through developments of changes in the wider society? How can community initiatives be made more effective? What can we learn from the international trade union movement which is working across the North-South divide to link environmental measures with social justice?
Date:	Thursday 23rd September, 6-7 pm
Location:	The Royal Society, London
Further Information:	http://www.britac.ac.uk/events/2010/babps-climate.cfm

Jobs

Freelance Teacher for Thames Explorer Trust

Description:	The Trust seeks a teacher to deliver their environmental education programmes (Field study visits on the Thames foreshore and riverside, and Outreach programmes across London, Kent and Essex) for KS1-3 and for special needs pupils in Geography, Science and History. The post holder will be responsible for leading programmes with class sizes of up to 35, and will also be expected to carry out general administrative and office duties from time to time. Full training is provided. Summer term; 10-15 days per month Autumn and Spring terms; 4-10 days per month
Salary:	£120 per full day on outreach programme (maximum 8 hours) £108 per full day on field study programme £57 per half day (maximum 3 hours)
Deadline:	5 pm on **Thursday 9th September 2010**
Further Information:	www.thames-explorer.org.uk/thames-education/freelance-teacher

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