

North East Strategic Partnership for Sustainable Schools
ECM and Eco-Schools Meeting
Monday 12 December 2005 9.30am-12.30pm



Present

Mike Tones, Rich Hurst, Averil Newsam, Sara Nixon, Pam Barmby, Julie Fulton, Barbara ?, Lorna Blenkinsopp, Steve Ashton, Alistair Wilson, Debbie Scott, Laura Davies, Paula Jamieson, Claire Fairclough

Apologies

Francis Hinton, Clare Smith, Fiona Swinburne, Keeley Metcalfe, Andrea Bishop

RH opened the meeting. The plan for today's meeting is to focus on the links between ECM and Eco-Schools. RH is concerned that the group is still not represented by North Tyneside Council. We need to find out who are the sustainability people in NT. A name suggested was Charlotte Washbone. ***RH to action**

- RH attended the National Eco-Schools conference last month and will forward the resulting email to everyone ***RH to action**
The website address for the new school linking Eco-Schools site is: www.eco-schools.net
AN has read this email and is concerned about the guidance being given. You can only access this advice if you are a school, and you need to register, so this is not much use to people supporting schools!
- AN suggested another site to look at to view good practice and huge amounts of information www.britishcouncil.org/globalschools
- RH interested to see if schools want to link into this work using the OWNNE school support officers.
- RH has been sent information regarding the Solar Car challenge. This is a primary school Project aimed at key stage 2 pupils. Schools get a kit to build 2 solar powered cars (one for speed, one for style) Tyneside Energy Advice have bought 100 kits, the schools build these kits and design the outer body. The finals are to be held at Nissan on the second week in July, so RH thinks this would be an excellent project for year 6 pupils, after their SATS. We could add/build on this and work out how we can support the schools.
- RH reminded everyone that schools need to re-register. Figures are low, so we all need to keep promoting the need to re-register to all the active schools.
- MT gave an overview of the Leading for the Future Conference. General attendance was good, especially from the secondary school sector. Unfortunately, not many school improvement officers/partners attended, and these are the people that we need to target. Feedback was positive from evaluation forms, many people requesting more information and help. Delegates attending from London and the South were quite struck by the event, and it has had a ripple effect (e.g. Chair of Primary schools in Cornwall has already started up a partnership) Now there is a CPD opportunity available for Head Teachers, Governors and school advisors.
- RH mentioned that
 1. Ann Finlayson is now the Education Commissioner for the Sustainable Development Commission

2. The EWE Centre has written an article for the new Sustaine newsletter/magazine, which is in production now.
 3. The EWE Centre is currently working on an insert for the spring edition of NECLEA's magazine (we will request extra copies of the applicable magazine)
- RH said that today's' job is to look at ECM and what ECM delivers.
3 handouts were distributed to the group.
RH said that he had met with Gloria Pearson from the Regional Healthy Schools who have already looked at ECM and Healthy Schools people are now looking at their work and trying to link it to ECM.
 - MT explained the origins/background to the start of ECM and also how the basis is now going to be self evaluation for schools
 1. SEF- self evaluation form). This is judged against a 4 point scale; Outstanding, Good, Satisfactory and unsatisfactory.
 2. Inspections take place over 2 days.
 3. ECM is going to be inspected and Head Teachers are asking for support on how they can demonstrate ECM
 4. Where does Sustainable Development fit into ECM? There is an opportunity in each subject
 5. We need to make it as easy as possible for Heads, department heads and curriculum heads to understand this.
 6. It provides an ideal opportunity to access KS4 work.
 - Another area is policy changes and direction.
 1. Teachers will have more preparation time and less administration linked to extended schools (wrap around care) (local area provision)
 2. Children's Services will help. All agencies now have the opportunity to move in and assist schools, who can spend their money how they want and using whichever agency they choose.
 3. ESD is now being explained better generally.

After a coffee break, the attendees were split into 3 groups who fed back the following information;

Group 1

The group felt that both Eco-Schools and ECM's long term goals are the same; Responsible citizens, skills and more than just raising standards.

Be Healthy

Links to health topic in ES - hits all 5 areas

- Transport - school travel planning - physically healthy
- School grounds Physical Health/Healthy Lifestyles/Mentally & Emotionally Healthy
- Litter - MEH/HL
- Growing schools

Stay Safe

- Transport - (safe from accidental injury & death)
- School Grounds - (security, A.S. behaviour)
- ECO-Schools - gives children/Y.P. responsibilities - working together/teamwork
Increases respect of people and project. Decrease bullying and A.S.B.

- Direct link to health/behavioural problems
- Health - direct link

Enjoy and Achieve

- 80% of teachers reckoned ES increased children's confidence
- 74% ES achieve/learn leadership skills
- 66% ES made pupils more independent

All of the above helps achieve personal/social development and helps to increase standards at years 1 and 2. Engagement of pupils in Eco-Schools raises enjoyment and therefore attendance.

E.g. lambs at the EWE Centre

Make a positive contribution

- Eco committee/action team - decision making - links to school community
- Improving of school environment - school grounds & wider learning environment
- Decision making element of ECO schools programme - self confidence.../develop enterprising behaviour
- Eco committee - involving whole school - positive relationships - relationships with pupils/teachers
- School Grounds/Litter - care for environment which leads to engagement in law abiding & positive behaviour in/out of school

Achieve economic well-being

- Development of skills/understanding - more ready for employment/life...

Group 2

“Valuing people and planet globally go hand in hand”

Be Healthy

School Grounds

- Active play
- Quiet play zones
- Friendship stops
- Growing fruit & veg/ growing schools
- Walk to school/travel plan (links to transport and Healthy)
- Living units in Eco-Schools

Stay Safe

- Friendship stops → playground → schools grounds development to reduce bullying
- Travel plan & safety
- Global inclusion of all pupils needs
- Whole school action
- Pride in community (back on the map) - local environmental issues such as litter and graffiti

Enjoy & Achieve

- Responsibilities
- Eco committees
- Pupil initiated decisions/ shared decision making
- School Council involvement
- Whole school communication
- Young people are listened to & action follows
- Environmental & social & economic issues understood
- School grounds etc

- Taking curriculum outdoors - school grounds development → enjoying learning, different learning and styles.
- Making curriculum relevant to local issues and put into context
- Globally inclusive ethos

Make a positive contribution

- Eco committees link to 'enjoy and achieve'
- Choose not to bully link to 'stay safe'
- Working in partnership on a daily basis with local communities/community groups
- Pride and sense of responsibility

Achieve Economic well-being

- Range of experiences & different skills → interest in careers in E.g. practical & outdoor jobs
- ECO awareness/knowledge → skills → jobs → thriving communities
- Links to global trade issues - inequalities - why buy Fair Trade?
- Community visitors so pupils learn about different jobs/lifestyles

Group 3

Framework for Eco-Schools & ECM

Be Healthy - How do Eco-Schools support being physically healthy?

- Physically Healthy - School travel plans - walk to school - school grounds
- Mentally Healthy - Friendship stops - variety of opportunities - EOC - individuals benefit from responsible positions
- Sexual Health
- Healthy lifestyles - Growing food - school dinners - food in schools - exercise
- Substance misuse

Stay Safe

- Safe from abuse
- Safe from accidents / death - school grounds - risk taking/challenging
- Bullying/Discrimination - Buddy Seats - school grounds design - global awareness (linked to Global Dimension) - School links (Rights of the child)
- Crime & Anti Social Behaviour - Waste wise - Litter, graffiti etc - Schools ECO code - Global Awareness - responsibility
- Security, stability & are cared for - - convention on Rights of a Child - schools ECO code-caring agenda/ethos - school grounds - extended schools - awareness & responsibility - Travel plans

Enjoy and Achieve

- Ready for school - schools ECO code - same as healthy schools
- Attend & enjoy school - OFSTED judgements (find some from Newcastle) - whole school ethos - Green Flag assessment
- Achieve National Education Standards - Maths, literacy & science - groundwork data
- PSD & recreation Primary - Responsibility - Tangible results - EOC - Bio diversity section - decision making - curriculum related activities
- Secondary schools - curriculum related activities

General Eco-School points

The impact of what the children do at school and then what they take home. Impact of extended schools - opportunities for local communities in schools

Make a Positive Contribution

- Decision making - Eco committee/ Action Team - input into decisions - ideas taken back to community - Improving local environment - Community allotments/gardens - engaging with partners & the local community.
- Law abiding & positive - whole school ethos - respect - ECO Code - convention of rights of child - buddy seats - Healthy schools - linking to emotional & mental health - perceptions & assumptions about behaviour
- Life changes and challenges - problem solving - conflict resolution - transferable skills - school links/Global Dimension → how do other areas manage?
- Enterprising Behaviour - Recycling Revenue - local food - Fair Trade - Global Awareness

Economic Wellbeing

- Further Education, Training and work - Providing opportunities - broadening horizons - Global Links/Dimension - linking with other communities
- Ready for Employment - Transferable skills - sustainable skills
- Sustainable Communities - Pester Power eg energy grants & conservation - Mirroring in school activities with out of school lifestyles.
- Access to transport and material goods - Ethical choices - Transport - local production and suppliers - Global awareness/Dimension
- Free from Low income - Recycling and reusing - efficient use of resources

Any Other Business

- RH to scan and email the information re ENCAMS (e.g. 80% of teachers think there is a increase of confidence in kids) ***RH to action**
- MT mentioned the “Watershed” lottery bid at Eastgate. The bid needs to be in by January and we will find out the decision in May
- The group would like some wildlife trust/OWNNE practical training. AN suggested playing their trading game and incorporating the key concepts.
- RH to advise people after DfES has published the new Sustainable Schools Strategy. ***RH to action before next meeting.**

Next Meeting

Thursday February 16th at 9.30am at the EWE Centre. Session will focus on Global Dimension Professional Development led by One World Network Staff.