

Sustainable Schools, Plenary 2



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GOVERNMENT OFFICE
FOR THE NORTH EAST

The Children's Plan 2007



“ Sustainable development is non-negotiable for children’s wellbeing ”



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Your child, your schools, our future: building a 21st century schools system- June 09



The world is changing fast: many of today's most popular graduate jobs did not exist 20 years ago. It will continue to change fast and unpredictably, so today's young people will need to be able to learn and re-train, think and work in teams and to be flexible, adaptable and creative.

They also need to develop a sense of responsibility for themselves, for their health, for their environment, and for their society. They need to develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community.



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Sustainable Schools Ethos



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

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



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Building on experience



| | |
|----------------------------|------------------------------|
| Every Child Matters | Global School Partnerships |
| Extended Services | Pupil wellbeing |
| School Travel Plans | Community Cohesion |
| Healthy Schools | Eco-Schools |
| International School Award | Rights Respecting Schools |
| Enterprise Education | New Build Capital Programmes |



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Integrated Approach



Curriculum

- Teaching and learning
- Pupil achievement
- Pupil wellbeing

Campus

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

Community

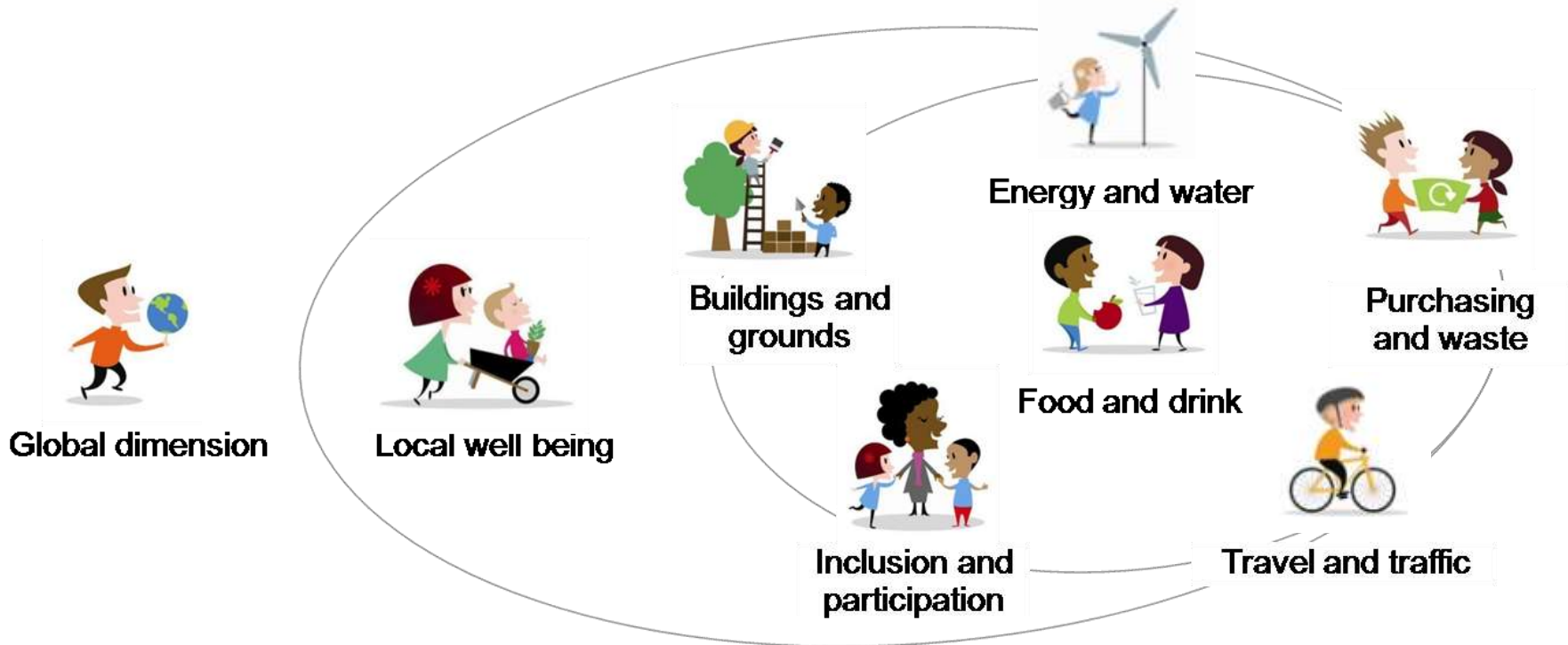
- Trust
- Parental involvement
- Local influence
- Global Influence



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Doorways



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Whole School Recognition Schemes



Certification Schemes



Food for Life Partnership Mark



Healthy Schools



International School Award



Eco-Schools



Rights Respecting Schools Award



RHS Campaign for School Gardening



RSPB Wildlife Action Awards

Competition Based Schemes



Ashden Awards



Green Schools Awards



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Improving Schools – Improving Lives

Ofsted Findings, December 2009



- A three year longitudinal study evaluating 14 schools nationally (primary/secondary and special)

In the most successful schools, sustainability was an integral element of a well planned curriculum and all staff, not just a dedicated few, saw it as their responsibility to develop it. As a result, it imbued the culture of the school.

Learning about sustainability captured the interest of children and young people because they could see its relevance to their own lives. The most successful schools gave their pupils the opportunity to take part in a wide range of practical activities, both within and outside the classroom, and to initiate their own projects for improving sustainability. The pupils reacted very positively to being able to work collaboratively, to conduct research and to take part in debates and discussion. In several instances, this led to more positive attitudes to learning in general, better behaviour and attendance, and to improved standards and achievement.



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STATEMENT OF THE COUNTY DURHAM SUSTAINABLE SCHOOLS CORPORATE STRATEGY The Durham PROMISE for Sustainable Schools



Durham County Council will work in partnership with all schools, other places of learning, and with families and communities so that:-

All children and young people in County Durham will have educational opportunities that empower them to contribute actively to sustainable development locally, nationally and globally

Through the **curriculum**, inside and outside the classroom, they will:

- Have opportunities to gain understanding of the real and daily challenges that people face from around the globe, which both affect and are affected by the decisions that we make
- Explore relevant and topical issues relating to the environment and development

Through the **campus** where their learning takes place, they will:-

- Be involved in the decision making processes about the running of their campus with the understanding that these decisions will affect their lives and those of others locally, nationally and globally, now and in the future
- See their campus addressing sustainability issues by taking practical action.

Through **community** links at a local, regional and global level, they will:-

- Be entitled and feel motivated to participate in activities with a range of other groups and community based sustainability ventures
- Learn that they are an active part of local, national and global communities



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Remember



The Sustainable Schools Framework is fundamentally about school improvement:

- *Improved pupil achievement and personal development & wellbeing*
- *Increased efficiency and sustainable operational management*



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Resources Available



From DCSF

- Planning a Sustainable School
- Bursars Guide to Sustainable School Operation
- Governors Guide to Sustainable Schools
- S3 Self evaluation tool
- Recognition schemes
- A range of Top Ten Tips guides
- Primary and Secondary teaching resource packs
- Assembly guides
- National Framework poster
- A brief introduction flyer

Other Organisations

- NCSL, Valuing Our Future 'A toolkit for developing sustainable schools'
- QCA, Sustainable Development in Action, 'A curriculum planning guide for schools 2009'



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For more information



National

www.teachernet.gov.uk/sustainableschools

www.lotc.org.uk

www.globaldimension.org.uk

North East Region

www.sustainableschools-ne.org.uk

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