



National College for  
School Leadership

Inspiring leaders;  
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, is positioned in the upper left corner of the slide.

# Future leadership, future leaders

## Seizing Success

Annual Leadership Conference

David Dixon Workshop

# Education for Sustainable Development (ESD): Implications for school leadership and school improvement (oh and by the way, saving the planet)



Workshop will give a brief overview of ESD in terms of:

- Curriculum coverage
- School procurement
- Managing the school site

Culminate in a practical activity to explore the links between ESD and 'Systems Thinking'

# What is ESD?

- Not everyone uses the same term for **ESD**. As you search through the websites you may come across **EfS** (education for sustainability), **SDE** (sustainable development education), or learning for sustainability. There are also related terms like environmental, development, global and citizenship education.

# Some more thoughts on ESD

“The goal of the ESD Decade is to promote education as a basis for a more sustainable human society. This means that one of the purposes of education is to inculcate a deep and broad understanding of sustainability in learners and to equip them to be able to and to want to live their lives in a sustainable manner. Thus, education must achieve several things:

- Develop an awareness of the concept of sustainability;
- Ensure that the system is clear in its objectives by having the question of **why we learn (that is, what are the expected learning outcomes) be of equal import as what we learn, how we learn, where we learn, and who learns;**
- Enable learners to understand the **importance of integrating among disciplines and the nature of inter-disciplinarity;**
- Allow students to develop the skills to understand and act on both the global and local nature of the wide range of issues that are included in sustainable development; and
- **Instill in learners that ability and will to integrate sustainable living practices, for themselves and others, in their daily lives.”**

‘Reorienting education in support of sustainable development through a focus on a quality education for all’, Mary Joy Pigozzi, Director, Division for the Promotion of Quality Education, UNESCO. From a speech given at Global Environment Action Conference, Tokyo, October 2003, published in the *Development Education Journal* 10.3, February 2004.

# ESD & Education philosophy

“What is education for? Deciding the purpose of a system is the most powerful lever of system change. Here are some key purposes of education:

- to train people for employment – vocational function;
- to replicate society and culture and promote citizenship – socialisation function;
- to develop the individual and his/her potential – liberal function; and
- to encourage change towards a fairer society and better world – transformative function.

“Education systems have tended to look to only one or two of these functions, and sometimes they are in tension – for example, educating for socialisation (second function) and educating for change (fourth function) at the same time. We actually need to integrate all these functions into a broader vision of education and learning, one which gives much more emphasis to the last two purposes than we do now. This is the shift that we need, in my view. The point here is that just as we need an integrative rather than fragmented view of economic, social and environmental policy in SD, so we need an integrated view of these educational purposes. So it's not just a matter of tacking on a new goal about ESD in your rationale, but working towards coherence with other goals that may exist for education in your national, local or institutional system.”

Stephen Sterling, Keynote speech, at London Southbank University conference, *Education for Sustainability: a catalyst for change?* December 2003.

# It was in the NC all the time!

- “Education is a route to equality and opportunity for all, a healthy and just democracy, a productive economy and sustainable development.”

‘Values and purposes underpinning the school curriculum’, *The National Curriculum: Handbook for teachers in England*, DfEE/QCA, 1999.

# The Welsh perspective

“Children and young adults deserve to know that their fate is inextricably linked to, and affected by, the lives and decisions of others across the world. They have a right to understand the crucial issues facing the planet and know how they can personally play a part in helping shape the future.”

- Jane Davidson, Minister for Education and Lifelong Learning in *Education for Sustainable Development and Global Citizenship*, Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), 2002.



# Local Sustainable Energy an “80% cultural: 20% technical” issue

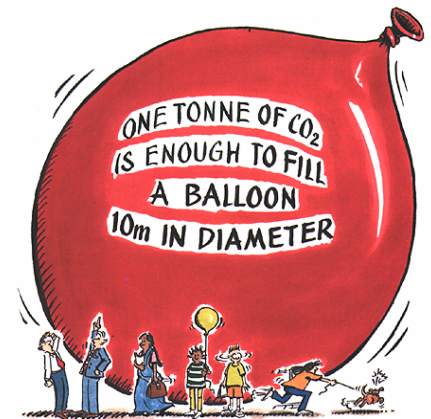
**David Pickles O.B.E.**

**NSDC Energy Agency Manager**

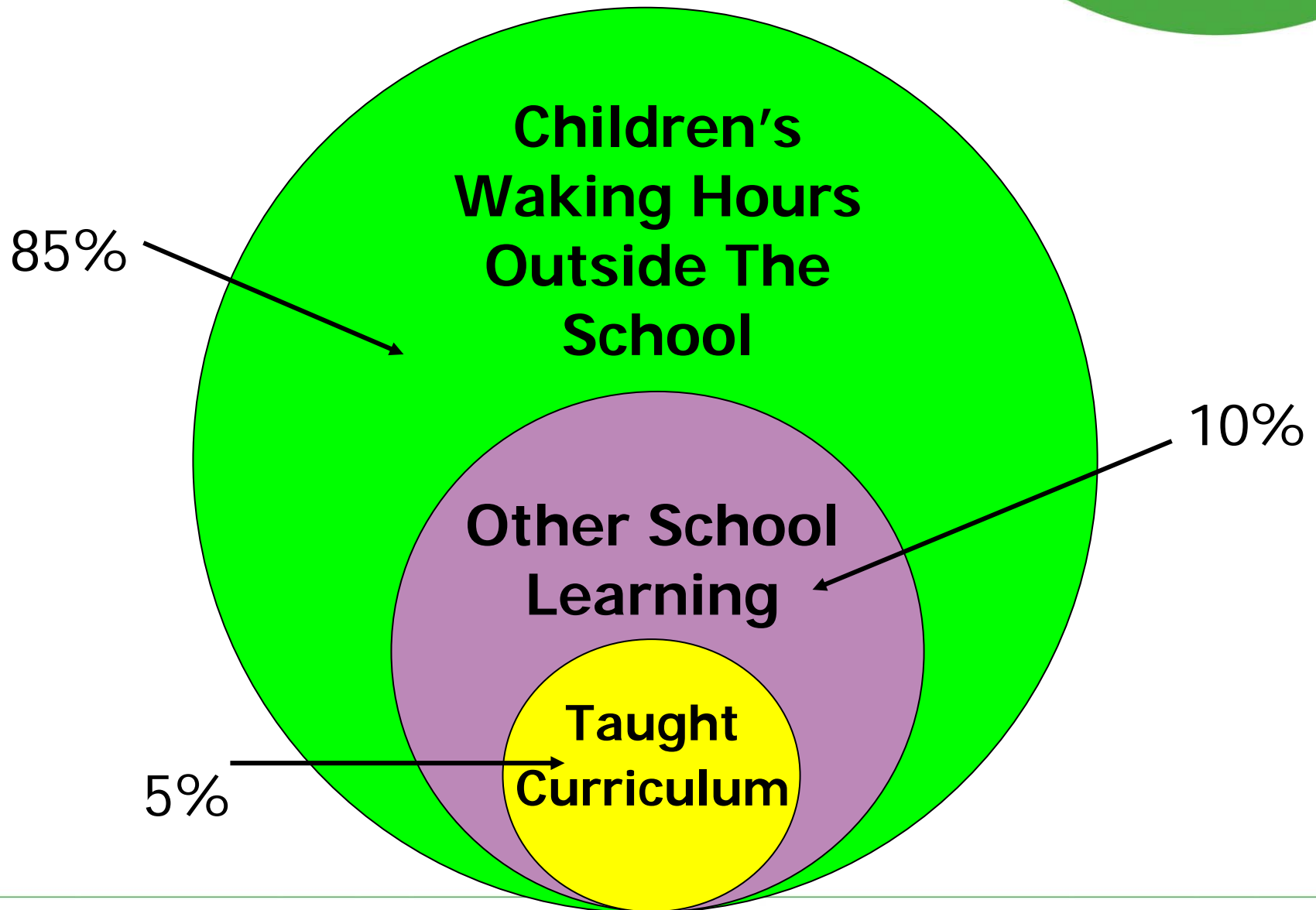
# Towards Sustainable Lifestyles

Sustainability as a target, likely to emerge from a programme of activities across every aspect of daily life that recasts those activities in a low/zero polluting and energy use context

*'Transport for a Sustainable Future'*  
Whitelegg (1993).



# *Potential for school to influence the community*



Categories in green correspond to W.W.F.'s 'Characteristics of Effective Learners' related to Education for Sustainable Development

Curious- an  
**Inquirer**

**Thinking Skills**

**Taking risks**- venturing from comfort zone

**E-Team**

**Civically engaged**

Being Positive

Having Motivation

**Creative**

Independence

Spontaneous

Taking Responsibility

**Action**

Flexible

Realising Consequences

Bowbridge Primary  
E.S.D. Agenda

**SEAL**

(social & emotional aspects of learning)

School  
Council

**Developing Skills,  
concepts and attitudes**

**Knowledge &  
Understanding**

Teamwork

Partnerships

**Well Balanced**

Sensitivity

Caring

Awareness

**Linking Local and  
Global Environment**

**Principled**

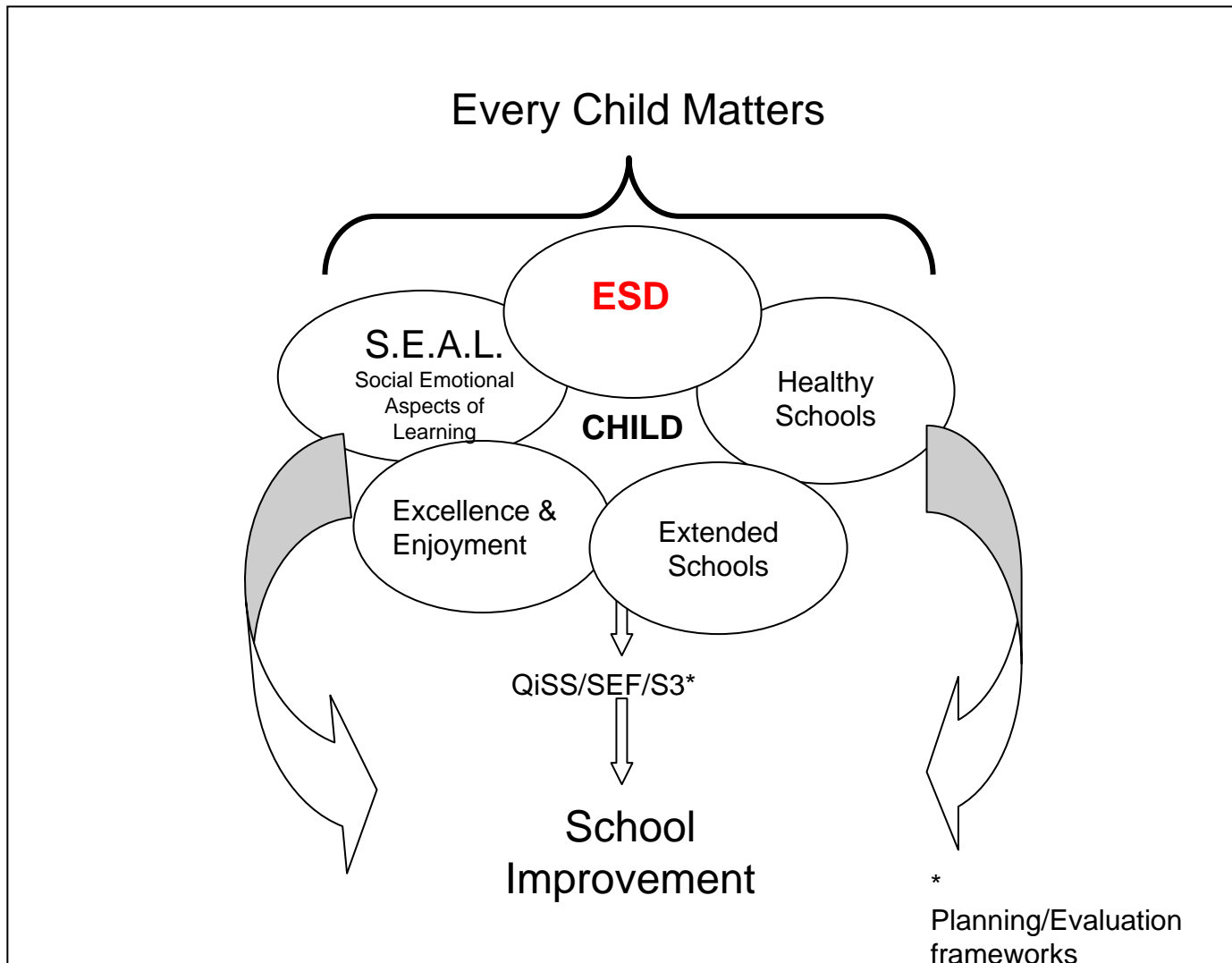
Respecting  
oneself & others

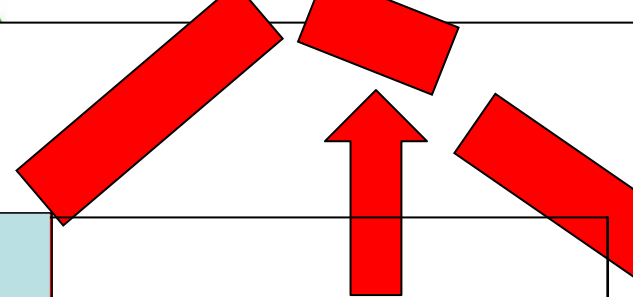
**Reflective**

**Open Minded**

Recording using a  
variety of media e.g.  
digital, written  
**Communicating**

Y4/5 'Planet  
Bowbridge'  
Curriculum Project





## Attainment Ceiling

No Limits!  
ESD approach!!

<p>Test practice Practice SATs QCA SATs All teachers know test requirements</p>	<p>Rapid Improvement in test scores Little change in attainment Temporary improvement</p>	<p>Shared commitment to raising standards Effective monitoring and evaluation Clear knowledge of strengths and weaknesses in attainment and provision Challenging school targets Related year group and teacher targets Effective improvement planning Well focused improvement activities Effective performance management Effective tracking of progress Effective teaching Subject strategies well implemented Booster classes etc</p>	<p>Good improvement in test scores Good improvement in attainment Improved pupil progress Attainment is school dependent and teacher dependent Progress can rapidly tail off later</p>	<p>Developing understanding of learning Actions that take account of knowledge of learning Knowledge of pupils' preferred learning styles Pupils understand preferred learning styles Pupils learn how to learn Matched provision for preferred learning styles Promotion of pupil's involvement in own assessment and learning Personal targets for learning Community support Promotion of independence ICT across the curriculum</p>	<p>Emotional intelligence promoted Autonomous learners Sustained progress Lifelong learning No ceiling on attainment Not a quick fix Cross-curricular links PSHE a cross-curricular issues</p>
Actions	Characteristics	Actions	Characteristics	Actions	Characteristics
<b>TACTICS</b>		<b>STRATEGIES</b>		<b>LEARNING PARADIGM</b>	



All teachers signed up to same sustainability agenda through the completion of a 10 week 'Education for Sustainable Development' on-line course (30 study hours)

The course had participants from primary and secondary schools and there were:

- weekly on-line discussion groups
- 'Master Classes'
- Analysis of ESD literature
- on-line resources for the classroom
- on-going e-mailing so that approaches and ideas could be exchanged

## ESD course linked to the school Performance Management for teachers

This included drawing up and implementing an ESD Action Plan for each class and year group. This embedded ESD into the curriculum.

From this Active Learning opportunities were identified and used

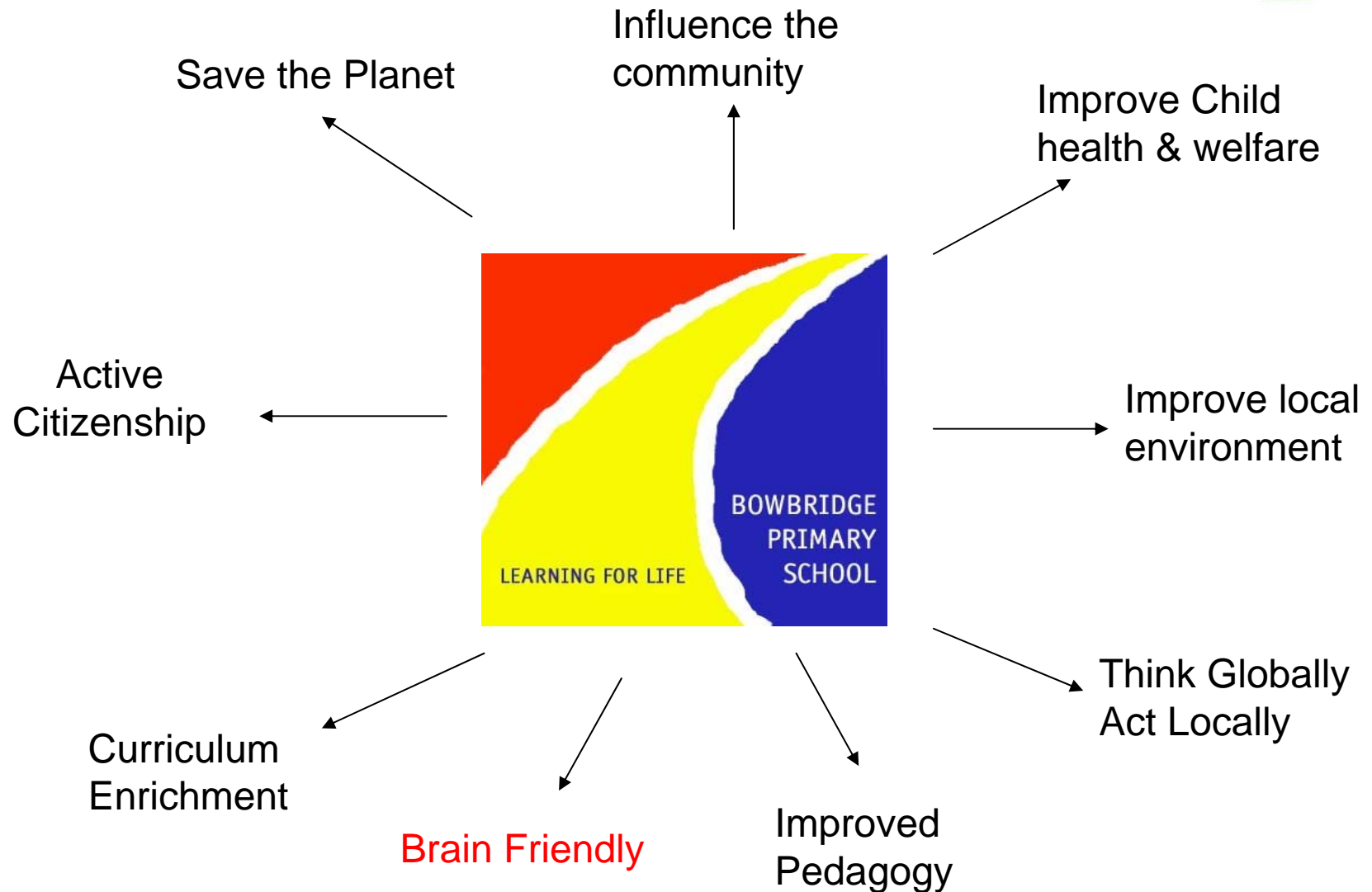
The overall aims of this strategy was to:

- Encourage staff to examine their own 'carbon footprint' and to take appropriate action to reduce it
- Make staff aware of ESD/Active learning potential for school improvement
- Make staff confident ESD practitioners by providing them with new knowledge, skills and resources
- Embed ESD into the curriculum (Energy Awareness and Active Learning an integral approach to this)

# New Build Project



# Summary of Strategy





# S3 Evaluation

The sustainable school self-evaluation follows the 2005 Ofsted SEF headings.

- The headings are:
- School characteristics
- Stakeholders' views
- Achievement and standards
- Personal development and well-being
- Quality of provision
- Leadership and management.

It considers each of these in the context of sustainability. The last heading is further divided into 10 sub-headings that are linked to the 8 sustainable schools doorways featured in the Sustainable Schools area of TeacherNet.

[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

A school...does not become ‘green’ by conserving energy, collecting batteries or sorting waste. The crucial factor must be what the pupils are learning from participating in such activities.”

K. Schnack,

# Michael Fullan's 8 Elements of Sustainability linked to ESD

- **Public Service with a moral purpose** (promoting ESD because it is the 'right' thing to do)
- **Commitment to changing context at all levels** (ESD can break the mould in terms of thinking and actions)
- **Lateral capacity building through networks** (ESD teaches us that it is better to collaborate on commonly established goals)
- **Intelligent accountability and vertical relationships** (an ESD ethos can promote individual responsibility in the context of a supportive framework- this needs nurturing from the 'top').
- **Deep Learning** (Using data intelligently and looking for interconnectedness- not just using easily measurable data. ESD ethos helps us look for meaningful links)
- **Dual commitment to short-term & long-term results** (ESD tells us that there are no quick fixes, but there can still be short-term wins)
- **Cyclical energising** (avoiding 'burn-out' ESD shows us that we can progress with humanity)
- **The long lever of leadership** (leaders who can 'think big' and inspire this quality in others. The ESD ethos of 'Thinking Globally Acting Locally' is a good example of this).

# Boulder Glacier

## Glacier National Park



**1932**



**1988**

# Portage Glacier

Alaska



**1914**



**2004**

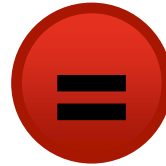




**Old  
Habits**



**Old  
Technology**

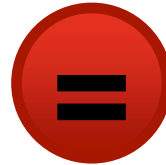


**Predictable  
Consequences**

**Old  
Habits**



**New  
Technology**



**Dramatically  
Altered  
Consequences**





# Colorado River





## Final Thoughts!

“The crisis we face is first and foremost one of mind, perception and values; hence, it is a challenge to those institutions presuming to shape minds, perceptions and values ... More of the same kind of education can only make things worse.”

*David Orr, Earth in Mind, Island Press, Washington, 1994.*

