

Sustainable Schools

The story so far...



What role should schools play?



The sustainable schools strategy

- ① A commitment to **care**:
care for oneself
care for each other
care for the environment



- ② A **whole-school** approach
Curriculum Campus Community



- ③ Eight sustainability **themes** ('doorways')



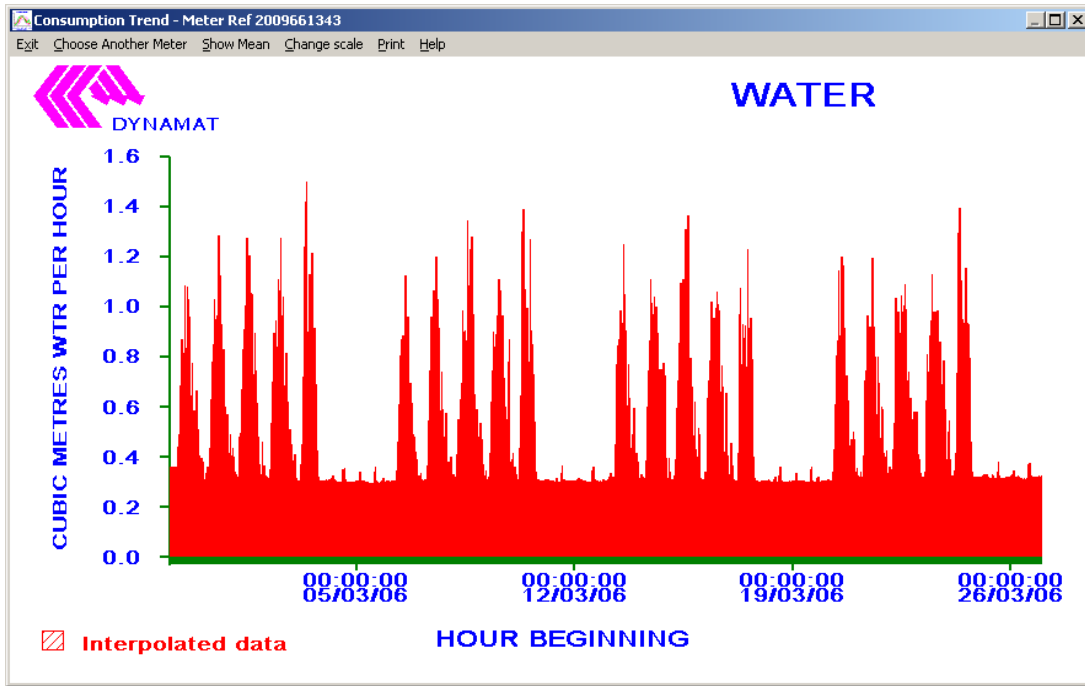
Does it work?

- Raises **standards** and enhances **wellbeing**
- **Engages** young people in their learning
- Improves **motivation** and behaviour
- Promotes **healthy** lifestyles
- Advances community **cohesion**



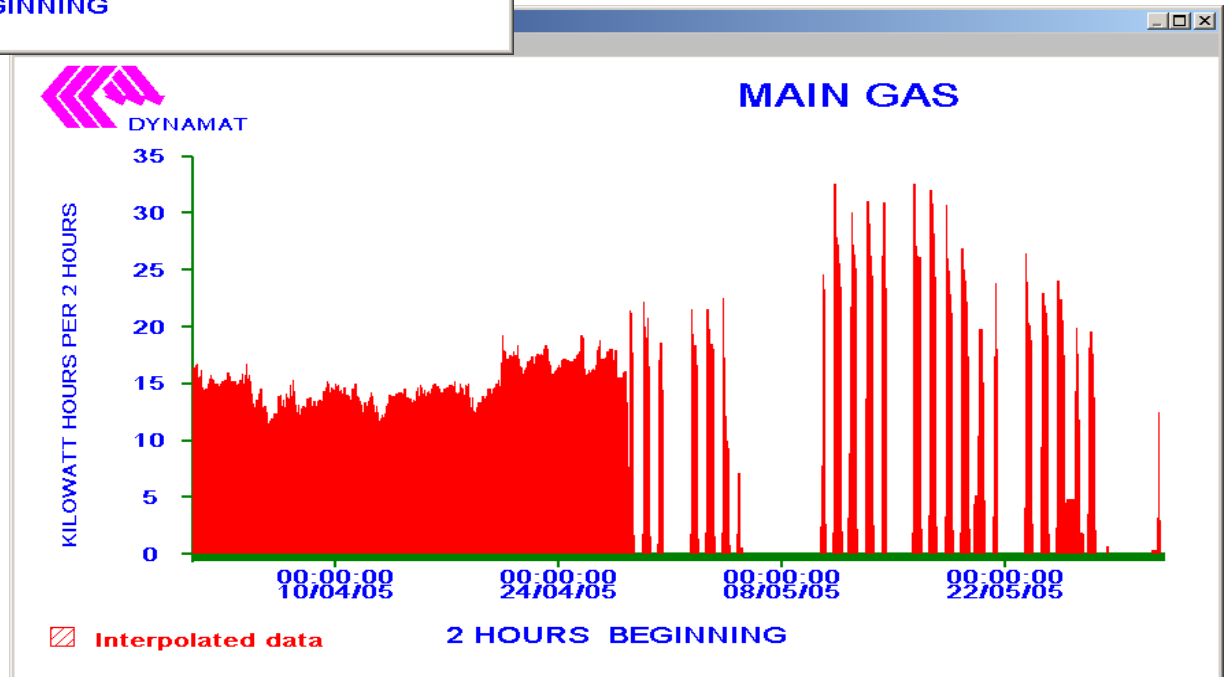
Evidence from research, policy and practitioner literature, from UK and internationally
Collated by the University of Bath Centre for Research in Education and the Environment



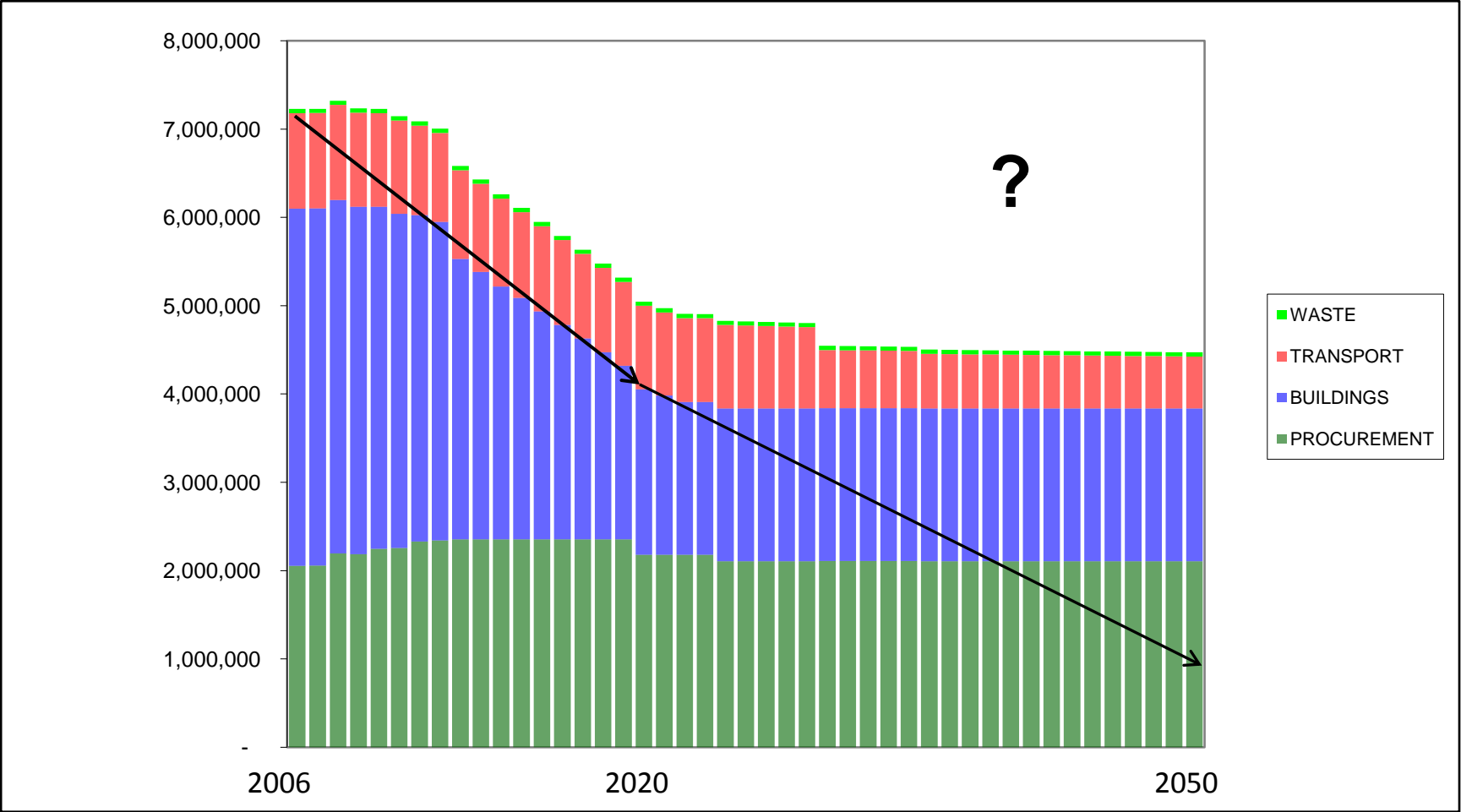


Water leak – annual saving
2,626 m³ per year = **£4,204**

Gas never shuts off –
annual saving **£14,800**



Schools green house gas footprint



**Where
next with
policy?**



Summer 2010: the new UK Government

- Greater autonomy for schools to drive improvement
- Top-down targets to be replaced with more transparent accountability arrangements
- Fairer funding system including a pupil premium to support most deprived children
- Review of school capital funding
- Review of the curriculum



Summer 2010: the new UK Government

Impact

1. No sustainable schools strategy (or central funding)
2. No sustainable development action plan

In tandem, SDC to close from March 2011



DfE's current position

“The Government is fully committed to sustainable development and the importance of preparing young people for the future. Our approach to reform is based on the belief that schools perform better when they take responsibility for their own improvement. We want schools to make their own judgements on how sustainable development should be reflected in their ethos, day to day operations and through education for sustainable development. Those judgements should be based on sound knowledge and local needs.”

Key developments



A ‘Sustainable Schools Alliance’:

- Three umbrella groups (**SEEd, NCB, Think Global**) representing 500+ organisations – Big Society

A less visible role for DfE:

- Representing ESD through other policy areas, eg: natural environment, adaptation and biodiversity; public health, inc. obesity and active travel; national carbon commitments; and **National Citizen Service**.

Intervention where national action necessary:

- Energy services plan in development expected to help schools save ~£100m+ per year.



Vision for the future



Schools value sustainable development for the benefits it brings, even when not driven centrally



The Alliance is credible and trusted by schools and voluntary organisations, and builds its national profile



Regular dialogue with Department provides platform for further cooperation.



What lessons have we learned?



Language

- Language of 'care' – familiar to schools
- Framing as an education/children's agenda – "Every Child's Future Matters"



Central steer

- 'Permission' to take action
- System change

Partners

- Value of a strong non-government sector
- Importance of individuals
- Cross-govt working, enabled by SDC

Money

- Not a big factor (more always nice)
- Sub-national networks, Teaching Award, guidance and pilot projects

Progress is possible despite political indifference

Discuss!

Thank you

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