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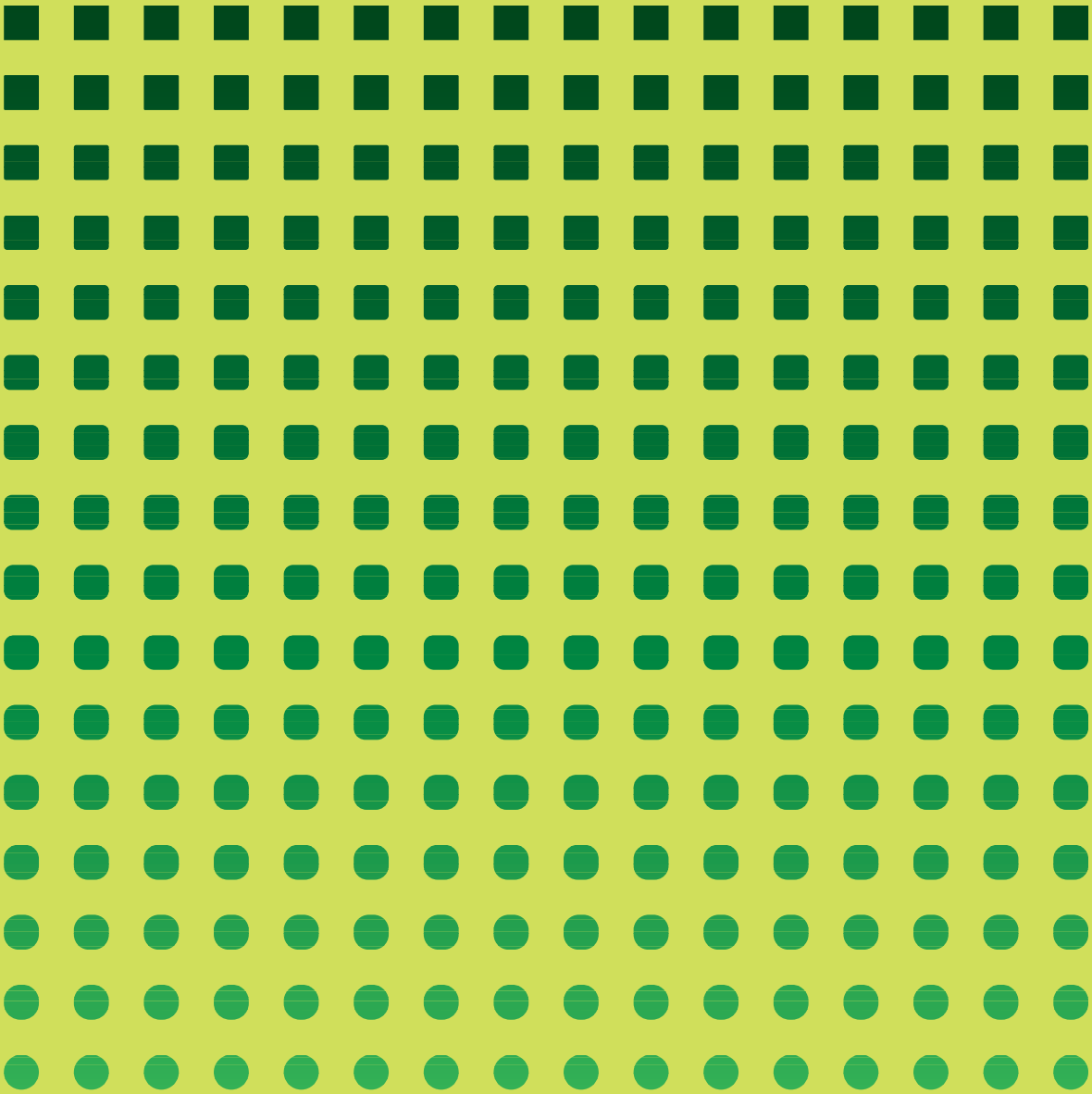
Inspiring leaders;
improving children's lives



# Sustainable Development Action Plan

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# 1. Foreword

School leavers, whether they enter the workplace or go on to further education, will find themselves in a world facing serious environmental and social challenges. They will need skills, knowledge and understanding to be able to make a more sustainable way of life a reality. This is why this action plan is so important and so timely.

There is already a great deal of concern from young people about green issues, and an appetite to make change happen.[1] As a sector, education needs to harness this energy and enthusiasm so that our future citizens are able to help deliver creative and innovative solutions to the pressing issues of our world.

NCSL, like many schools, is only just beginning to learn how it can best support the goal of a more sustainable future. We have already begun, through our research on Green School Leadership, to explore how effective schools are supporting sustainable development and how school leaders more widely are engaging with the issues.

We are committed to supporting school leaders as they make a positive impact within and beyond their schools. This Action Plan will drive our work to ensure the leaders of schools, now and in the future, are supported in taking sustainability forward.

“There is already a great deal of concern from young people about green issues, and an appetite to make change happen”.

**1.** According to a recent survey, children are more concerned about climate change (74%) than having a boyfriend/girlfriend (41%) or doing their homework (64%). YouGov/RM “School Gate Survey” questioned 1,500, 11-14 year olds across Great Britain about their concerns relating to the environment.

# "We are committed to supporting school leaders as they make a positive impact within and beyond their schools".

Of course, NCSL itself also needs to be a sustainable organisation, which is why this Action Plan includes a number of internally focused aims and actions.

Some of the key actions in this Action Plan that I would like to highlight are our commitments to:

- reduce NCSL's overall carbon footprint
- integrate sustainable development elements across our programmes and strategic initiatives for school leaders
- build on our Green School Leadership research to understand how we can best support school leaders to integrate sustainable development into their practice, and...
- work in partnership with other agencies to ensure that sustainable development messages are coherent across the system.

By working together with schools and other agencies, we can learn from each other and meet the sustainability challenge for all our futures.

Steve Munby

Chief Executive

# 2. Introduction

The Government describes sustainable development as a way to 'enable all people to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations.'

Achieving sustainable development is the responsibility of everyone. We all have a contribution to make, in both our personal and professional lives. Equally, organisations in both the public and private sectors have increasingly come to recognise that they too have a contribution to make by striving to operate in a sustainable way. The role of schools in this is perhaps greater than most, since they are responsible for the development and learning of the next generation of citizens, they have a large physical estate to manage and they are a key part of every local community.

"Achieving sustainable development is the responsibility of everyone".

This Action Plan sets out NCSL's commitment to supporting sustainable development. It covers both how the College will operate internally to be more sustainable and how we will work with school leaders to develop their practice in this important area. We recognise that many school leaders have been working to integrate sustainable development principles and practices into their schools curricula and ways of working for many years and we will seek to learn from and build on this practice as we move forward. We also recognise that sustainable development cannot be another 'job' for school leaders to fulfil, it must be integrated with and build from their existing vision for learning within their school and their work to make this a reality.

# "Sustainable development principles must lie at the core of the education system".

This Action Plan builds on a range of existing policies and thinking from across government. *Securing the Future*, the UK Sustainable Development Strategy (2005), stated that: 'Sustainable development principles must lie at the core of the education system, such that schools, colleges and universities become showcases of sustainable development amongst the communities that they serve'.

Building on this, the DfES's *Sustainable Schools* (2006) consultation states that 'We encourage NCSL to build the capacity of school leaders to meet our 2020 expectations…and look forward to seeing sustainable development embedded more generally across its programmes and support for headteachers'. In addition to these specific policies, a number of other documents make up a coherent direction on sustainable development in different areas, including education. These can be found in Annex 1, along with a list of projects and initiatives that support schools on sustainable development issues.

# 3. NCSL's Sustainable Development Action Plan

The aim of the Action Plan is to set out the College's role in making sustainable development a reality, within the context of our three year Corporate Plan. It includes a set of SMART objectives for how we will take this forward in 2007/08. The Action Plan has been developed through a 'bottom up' process led by a group of champions drawn from across the College, steered by a Project Board and the Leadership Group. We believe that the actions have real buy-in from across the College and that genuine changes can be made in our internal practices as the Plan is developed.

Working with Forum for the Future, we have adopted the Five Capitals framework for our work. The framework considers the resources available for human progress as different sorts of capital – environmental, individual, social, infrastructure and financial.[2] The idea behind this approach is that each of the five capitals that make up our world must be maintained and enhanced so that they can produce a flow of positive benefits. The diagram in Annex 2 indicates how the framework can be applied to a school across the three realms of Campus, Curriculum and Community (as used in the DfES's Sustainable Schools framework). We have adopted this approach to help make positive decisions for sustainability across our work:

- **Campus (Corporate operations):** our internal operations and environment
- **Curriculum (Core Business):** our leadership development offer to school leaders
- **Community:** the way the College acts in its role as a local and sectoral player.

**2.** The Four capital model was developed by economists at the World Bank; the fifth capital (financial) was added by Forum for the Future to complete the concept. It is used by businesses and the public sector.

# 4. Current activity contributing to Sustainable Development

The Action Plan will build on the significant progress already being made on aspects of sustainability across many of our operations and strategic objectives. For example, the College already offers modules on sustainable development in some of its programmes and it is fortunate in having an exemplar 'sustainable' building in its headquarters in Nottingham. Other existing activities which contribute to sustainable development include:

**Campus / Corporate:**

- Provision of bike lockers and showering facilities to encourage cycling
- Recycling of paper, cartridges, cups and other materials
- Provision of a minibus service to reduce the need for car travel between sites and to/from the train station

**Curriculum / Core Business:**

- All programmes and initiatives are focused on developing and supporting school leaders to meet future challenges
- The Building Schools for the Future Leadership Development programme and other programmes help ensure learning in future schools is fit for purpose
- Offering optional units on sustainability in leadership development programmes for school business managers and middle leaders
- Researching into 'Green School Leadership' to share best practice in sustainable development for school leaders

**Community:**

- Volunteering policy in place with some staff involved with a local school
- Spreading the message of sustainable development beyond the College's own core educational stakeholders by using the Learning and Conference Centre to host external conferences
- Procuring produce locally means less mileage on provisions.

"The Action Plan will build on the significant progress already being made".

## 5. Three year aims and actions towards them in 2007/08

Summarised overleaf are 11 aims which have been prioritised by the College's Champions Group and filtered and approved by both the Sustainability Project Board and the Leadership Group. These are presented under the campus, curriculum and community headings, and have been cross-checked to see how as a set and individually they contribute to the five capitals of sustainable development.
The consultation process has revealed a strong commitment to this agenda across the College and a keenness to see it move forward in tangible ways.

| 3 year Aims | Key actions for year 1 | Outcome by end of June 2007 | Outcome by end of March 2008 |
|---|---|---|---|
| **Campus/Corporate** | | | |
| **1.** Establish capacity and expertise to deliver on Action Plan and sustainable development work within NCSL. | **(i)** Appointment of a part-time Sustainable Development Project Manager through internal recruitment to take on oversight of proposed aims and actions. | **(i)** Appointment to post in place by mid-March. All project documentation complete by end-May. | |
| | **(ii)** Establish ongoing Champions Group and governance arrangements to support and steer implementation. | **(ii)** Membership, terms of reference and core activities of Champions Group established by end-May. | **(ii)** Ongoing meetings and involvement. |
| | **(iii)** Contract with external supplier to provide specialist support and input during implementation of SDAP. | **(iii)** External supplier sourced and contracted by end-May. | **(iii)** Ongoing support in place. |
| **2.** Raise awareness of sustainable development internally. Ensure commitment of staff to achieve the actions, including links to work on College values. | **(i)** Sustainable Development Champions to set up early discussions with Culture Programme Senior Responsible Owner (SRO) and Values Group to ensure integration. | **(i)** Agreed integration with Values work by end-April. | **(i)** Ongoing integration and monitoring. |
| | **(ii)** Work with Marketing and Communications to 'embed and spread' sustainable development awareness and actions required to achieve SDAP through existing communication channels. | **(ii)** Actions agreed and communications plan in place to spread sustainable development awareness by end-May. | **(ii)** Ongoing communication and monitoring, including via Staff Survey. |
| | **(iii)** Champions Group to provide support for cross-College events to promote and celebrate sustainable development activity. | **(iii)** Champions Group to lead on a 'sustainable development' theme for NCSL Summer Fete in June/July. | |

| 3 year Aims | Key actions for year 1 | Outcome by end of June 2007 | Outcome by end of March 2008 |
|---|---|---|---|
| **Campus/Corporate** *continued* | | | |
| **3.** Embed sustainable development in all College project management processes. | **(i)** Work with Commercial and Finance to develop updated resources, as appropriate.<br><br>**(ii)** Work with Commissioning and PPM teams to embed sustainable development within NCSL supply chain procurement and project and programme management processes. | **(i)** Work undertaken to develop updated resources by end-June.<br><br>**(ii)** Work undertaken to embed sustainable development into procurement and PPM processes by end-June. | **(i)** Ongoing monitoring and development.<br><br>**(ii)** Ongoing monitoring and development. |
| **4.** Reduce total carbon footprint by cutting down on resource use. | **(i)** Work with external supplier and across NCSL to identify measures and determine NCSL's overall carbon footprint, focusing initially on paper and energy usage.<br><br>**(ii)** Work with Project Board and Champions to agree detailed plans for reducing carbon footprint, focusing initially on paper and energy usage.<br><br>**(iii)** Incorporate sustainable development actions into green travel plan. | **(i)** Measures identified and monitoring process in place to assess NCSL's carbon footprint by end-May.<br><br>**(ii)** Plans agreed by end-July and implementation underway to reduce NCSL's carbon footprint.<br><br>**(iii)** Plan complete by June. | **(i)** Ongoing monitoring and consideration of potential for carbon offsetting.<br><br>**(ii)** Ongoing implementation and development, linked to communications plan.<br><br>**(iii)** Ongoing implementation. |

| 3 year Aims | Key actions for year 1 | Outcome by end of June 2007 | Outcome by end of March 2008 |
|---|---|---|---|
| **Curriculum/Core Business** | | | |
| **5.** Integrate sustainable development across programmes and strategic initiatives. | **(i)** Work with Programmes to undertake a review of current sustainable development content for main NCSL programmes.<br><br>**(ii)** Agree process for integrating sustainable development elements, as appropriate, into review/redesign processes.<br><br>**(iii)** Integrate sustainable development elements, as appropriate, into supplementary writing for current NPQH model and into the redesign process for the new model of NPQH. | **(i)** Review of current content undertaken by end-March. Agree areas of focus and approach for integration into programmes as they are updated.<br><br>**(ii)** Process agreed by end-June. | **(i)** Ongoing implementation and review.<br><br>**(ii)** Implementation and monitoring.<br><br>**(iii)** Integrate sustainable development elements into NPQH supplementary writing by end-August and into redesign by end-November. |
| **6.** Ensure that all programmes have a consistent and cumulative approach to sustainable development through their delivery. | **(i)** Agree process for integrating SD into commissioning guidelines for the development and delivery of programmes.<br><br>**(ii)** Integrate sustainable development elements into Continuous Quality Improvement (CQI) and service review processes to provide feedback on sustainability performance and monitor/respond as appropriate. | **(i)** Process agreed by end-June.<br><br>**(ii)** Liaise with colleagues re CQI processes and evaluation by end-June. | **(i)** Implement and monitor agreed process and assess need for additional support to commissioned providers to support SD.<br><br>**(ii)** Further liaison with colleagues re CQI and service review processes with a view to possible integration by end-August and ongoing monitoring. |

| 3 year Aims | Key actions for year 1 | Outcome by end of June 2007 | Outcome by end of March 2008 |
|---|---|---|---|
| **Curriculum/Core Business** *continued* | | | |
| **7.**. Build on results of Green School Leadership research and explore areas for further research and development. | **(i)** Research and Policy and Stakeholders and Networks to agree approach to running regional seminars for school leaders on Green School Leadership research<br><br>**(ii)** Research and Policy to agree further research priorities, subject to budget. | <br><br>**(ii)** Commission further research, subject to budget. | **(i)** Hold minimum of 3 events by end-March 2008.<br><br>**(ii)** Build on research to inform work with programmes and wider SDAP. |
| **Community** | | | |
| **8.** Build on existing volunteering policy and work with local schools to improve links with local community. | **Human Resources to:**<br>**(i)** review current 'Community Partnership Policy'.<br>**(ii)** review current community links and identify new opportunities, particularly in light of the College's remote/home workers.<br>**(iii)** produce and consult internally on an action plan regarding community partnerships. | **(i)** Review Community Partnership Policy by end-June.<br>**(ii)** Review community links and identify opportunities by end-June.<br>**(iii)** Produce and consult on action plan by end-Sept. | **(iii)** Promote revised action plan and engage staff internally. Monitor take up. |

| 3 year Aims | Key actions for year 1 | Outcome by end of June 2007 | Outcome by end of March 2008 |
|---|---|---|---|
| **Community** *continued* | | | |
| **9.** Integrate appropriate sustainable development content into NCSL's external communications and website. | (i) Marketing and Communications and E-Learning teams to introduce appropriate sustainable development content, including LDR issue focused on sustainable development and a talk2learn hotseat. | (i) Approach agreed by end-May. | (i) Implement approach and monitor coverage and feedback. |
| **10.** Develop links between NCSL, DfES and TDA to ensure sustainable development provision in programmes is consistent and strategic. | (i) Identify appropriate links with the DfES and TDA. | (i) Sustainable Development Project Manager to initiate contact with partners by end-June. | (i) Agree scope for joint action by end-September and implement. |
| **11.** Enhance the role, performance and profile of the LCC and other sites in addressing sustainable development. | (i) Sodexho to review current use of LCC by external organisations and consider with Project Manager how this could be enhanced to raise the profile of sustainable development.<br>(ii) See also Aim 4. | (i) Review current use of LCC by end-May. | (i) Monitor and review. |

# 6. Measuring and communicating progress

This Plan represents an ambitious starting point for the College's work on sustainable development. But it is very much our first step. We will need to build our expertise and understanding of our own performance and how best we might move forward as we develop and implement the actions set out here.

"We anticipate publishing updates of this Action Plan each year".

One of the early priorities for our work in 2007-08 will be to identify a baseline of where the College is at the moment, where it wants to be and how progress towards its aim could be measured, particularly in relation to its own carbon footprint. Once we have established this baseline we will set targets and indicators against which we can measure our progress on sustainable development. The targets will range from quantitative figures on such things as energy and paper usage, through to more qualitative measures of community involvement, and awareness of sustainable development among staff.

We anticipate publishing updates of this Action Plan each year, setting out progress to date and further plans to make sustainable development a reality in our work.

# Annex 1:

## Resource list: Policy developments on Sustainable Development and Education for Sustainable Development

**Sustainable Schools Consultation**
DfES published its Sustainable Schools consultation paper in March 2006, which describes the broad framework for encouraging all schools to become sustainable. The consultation closed in autumn 2006 and an action plan is expected in Spring 2007.
http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04294-2006

**DfES Sustainable Development Action Plans 2003 and 2005/2006**
The first DfES Sustainable Development Action Plan (SDAP) was organised around 4 objectives concerning the curriculum, the impact of the department and its partner bodies, the impact of the education estate and local and global partnership activity.
www.dfes.gov.uk/aboutus/sd/docs/SDactionplan.pdf

The second DfES Sustainable Development Action Plan aimed to establish a smaller carbon footprint for the department, robust environmental management practices, a more sustainable school estate and more awareness and strategic working between government departments, non-departmental public bodies and other partners.
www.dfes.gov.uk/aboutus/sd//docs/SDAP%202006%20FINAL.pdf

**Select Committee Inquiry: Sustainable Schools**
This inquiry was set up to examine the progress of the Government's Building Schools for the Future (BSF) programme, as well as the Academies building programme and the capital programme for FE colleges, and investigate whether they will deliver sustainable schools and colleges that meet the needs of learners and communities now and in the future.
www.parliament.uk/parliamentary_committees/education_and_skills_committee.cfm

**Securing the Future Strategy, April 2005**
Published in 2005, the strategy builds on the 1999 strategy *A better quality of life: a strategy for sustainable development in the UK.* The strategy has four priorities, namely sustainable consumption and production, climate change, natural resource protection and sustainable communities.
www.sustainable-development.gov.uk/publications/uk-strategy/index.htm

**The Stern Review, October 2006**
The Stern Review on the Economics of Climate Change reports on the effect of climate change and global warming on the world economy. Significant in that it is the first government-sponsored reports on global warming by an economist, Stern prescribes global carbon trading and environmental taxes to minimise economic and social disruptions.
www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/stern_review_report.cfm

**Climate Change Bill, due 2007**
The Climate Change legislation aims to put in place a credible long term goal and framework for emission reductions by setting legally binding targets to reduce carbon dioxide emissions by 3 per cent every year until 2050.
www.defra.gov.uk/corporate/ministers/speeches/david-miliband/dm070122.htm
New insert:
www.publications.parliament.uk/pa/cm200506/cmbills/017/2006017.pdf

**Energy White Paper, due 2007**
The White Paper sets out the Government's policy on renewable energy and confirmed the target that, by 2010, 10 per cent of electricity should come from renewable sources. The White Paper encourages local planning authorities to promote renewables through the planning system.
www.dti.gov.uk/energy/sources/renewables/policy/government-renewable-energy-policy/energy-white-paper/page14962.html

**Sustainable Procurement Task Force Action Plan, June 2006**
The Sustainable Procurement Task Force Action Plan sets out the government's strategy to tackle sustainable procurement on all areas of government spend. The Strategy is outcome focused and gives clear guidance and direction by setting a minimum level of environmental, social and economic specifications for a list of products and services that form the highest impact areas of government spend.
www.sustainable-development.gov.uk/publications/procurement-action-plan/index.htm

**Pre-Budget Report, December 2006**
Gordon Brown's pre-Budget report emphasised emissions trading and a commitment to have all new houses as zero carbon by 2010. He announced that a petrol and diesel duty would increase and air passenger duty would double.
www.hm-treasury.gov.uk/pre_budget_report/prebud_pbr06/prebud_pbr06_index.cfm

## Education for Sustainable Development initiatives and projects

## Campus / Corporate

**Eco-Schools**
The Eco-Schools programme run by ENCAMS teamed up with the Curry's Switched on Communities initiative. Together they are offering grants to Eco-Schools with the most imaginative green ideas.
www.eco-schools.org.uk

**Travel to School Action Plan**
The action plan announced support for schools and local authorities in preparing and implementing school travel plans that aim to increase walking, cycling and travel by bus on the journey to and from school. We anticipate that around 10,000 schools will have travel plans in place, with all schools engaged by the end of the decade.
www.teachernet.gov.uk/docbank/index.cfm?id=5154

**Healthy Schools**
The National Healthy Schools Programme is part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards.
www.foodinschools.org

## Curriculum/Core Business

**WWF and Learning for sustainability**
Learning for Sustainability aims to help people, schools and communities to develop the knowledge, skills, values and attitudes they need to pursue environmental stewardship, social justice, democracy, and economic security as complementary goals – now and in the future.
www.wwflearning.org.uk

**Pathways: A development framework for school sustainability**
Pathways is a practical guide for schools and school communities who want to develop good practice through Learning for Sustainability.
www.wwflearning.org.uk

**Oxfam's Global Citizenship curriculum**
Developed in partnership with teachers and other educationalists, this curriculum builds on existing good practice and recommends the knowledge, skills, values and attitudes to develop young people as Global Citizens.
www.oxfam.org.uk/coolplanet/teachers/globciti/whatwhy.htm

**TeacherNet: Sustainable schools and Growing schools**
The Sustainable Schools area of TeacherNet is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.
www.teachernet.gov.uk/sustainableschools

**Growing Schools**
Growing Schools aims to encourage and inspire all schools (nursery, primary, secondary and special) to use the outdoor classroom, both within and beyond the school grounds, as a context for learning across the curriculum.
www.teachernet.gov.uk/growingschools

**Building Schools for the Future**
Building Schools for the Future (BSF) is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.
www.bsf.gov.uk

## Community

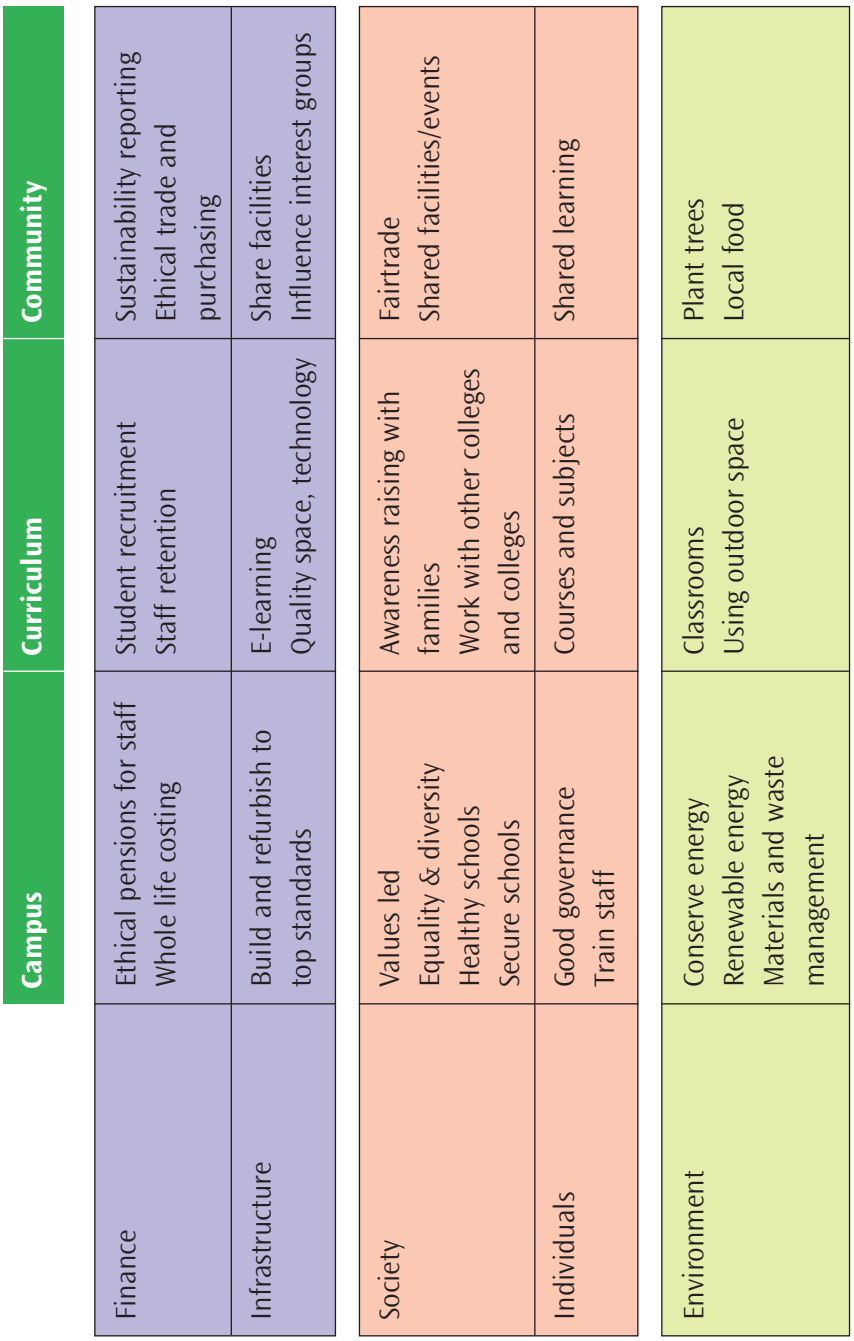
**Every Child Matters**
ECM is a major government drive to integrate and join-up services in the interests of learners and communities. It is geared around achieving five outcomes for children that chime with sustainable development principles: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution; Achieve economic well-being.
www.everychildmatters.gov.uk

**Learning through Landscapes programmes**
A range of initiatives, both national and regional, which work with key groups within school communities to promote and enhance the development, use and value of school grounds in diverse and innovative ways.
www.ltl.org.uk

**Sustainable Development Commission: Education and Young People**
Aims to accelerate and deepen the UK Government's commitment to sustainable development as a policy goal in the education sector.
www.sd-commission.org.uk/pages/education.html

**The Global Gateway**
The Global Gateway is an international website managed and run for the DfES by the British Council. The Global Gateway enables people involved in education across the world to engage in creative partnerships. This will help to ensure that education crosses national boundaries and that young people become truly global citizens.
Annex 2: Campus/curriculum/community schools framework and sustainable development

# Annex 2: Campus/curriculum/community schools framework and sustainable development



| Campus | Curriculum | Community |
|---|---|---|
| Finance | Ethical pensions for staff<br>Whole life costing | Student recruitment<br>Staff retention | Sustainability reporting<br>Ethical trade and purchasing |
| Infrastructure | Build and refurbish to top standards | E-learning<br>Quality space, technology | Share facilities<br>Influence interest groups |
| Society | Values led<br>Equality & diversity<br>Healthy schools<br>Secure schools | Awareness raising with families<br>Work with other colleges and colleges | Fairtrade<br>Shared facilities/events |
| Individuals | Good governance<br>Train staff | Courses and subjects | Shared learning |
| Environment | Conserve energy<br>Renewable energy<br>Materials and waste management | Classrooms<br>Using outdoor space | Plant trees<br>Local food |

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