



for a living planet

LEARNING
FOR SUSTAINABILITY

Pathways:

A DEVELOPMENT FRAMEWORK

FOR SCHOOL SUSTAINABILITY

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Pilot schools in England:

Alphington Combined School, Exeter
Crispin School, Somerset
Glebe School, Kent
Holgate School, Nottinghamshire
Meare Village Primary School, Somerset
Staunton-on-Wye Endowed Primary, Hereford
Upton Cross County Primary School, Cornwall
Woodheys Primary School, Greater Manchester

Pilot Schools in devolved countries:

Ballymena Primary School, County Antrim, Northern Ireland
Fortrose Academy, Inverness, Scotland
Ysgol Gyfun Llanhari, Llanhari, Wales

Preface

“Ever since the world began it has been in a constant state of change. Ever since humans learned to wield a stone axe, their ability to add to the process of change has increased. Science and technology have accelerated and deepened change over the last three centuries. These changes have created many benefits, but are now causing considerable concern. To address these social, economic and environmental concerns, education must prepare people for their role as active learners engaged in the dynamic process of understanding and applying sustainability principles to all aspects of their lives.”

Peter Martin, former Director of Development, WWF-UK

WWF takes action to conserve endangered species, protect endangered spaces, and address global threats to the planet by seeking sustainable solutions for the benefit of people and nature. We are strongly committed to a balanced approach to conservation that addresses social and economic issues in the context of the environment. We place communities’ well-being and learning at the centre of our efforts to build a future in which humans live in harmony with nature.

WWF-UK has been working with education professionals since 1981. Recently, the well-developed and distinct fields of development education, global education, environmental education, citizenship education, peace education and others have been challenged by education for sustainable development (ESD). ESD integrates many of these specialist fields in a true-to-life way that helps learners make better sense of their world and the complex challenges it presents. The tensions created between existing fields and the ESD newcomer resulted in some organisations changing the way they describe their work – adopting the ESD label – and others strengthening their resolve to retain their discreet identities.

WWF continues to recognise and promote innovative work in all these fields. We’re also continuing to develop our unique approach to engaging with formal education professionals, non-governmental organisations and government. This includes work that contributes to ESD, as well as work that can be more appropriately described as *‘Learning for Sustainability’*.

Learning for sustainability

“Subtle shifts in language often conceal more fundamental shifts in meaning and understanding. It is therefore important to consider how words are used and why.

Learning is a process that influences the way people think, feel and act. We learn through experiences throughout our entire lives. Learning happens consciously and subconsciously. We often learn by interacting with other people and our environment. Education, of course, is closely connected to learning. The word ‘education’ comes from

"Learning for Sustainability is about developing pupils' skills and confidence as informed and active citizens. It has to involve pupils and take learning beyond the classroom to show they can change things for the better."

Cross-curricular Coordinator, Royton and Compton School

the Latin words *edcare*, meaning to rear or foster, and *educere*, meaning to draw out or develop. Over time its meaning has changed significantly and today it's usually associated with the formal education system. But because we learn throughout our lives, it's important to look beyond education in schools.

Another way of distinguishing between learning and education is to think of them in this way:

Learning is more of a *psychological* phenomenon, a process in which we develop ways to see and interact with the world around us.

Education is more of a *sociological* phenomenon, more focused on what educators do to facilitate learning in others.

It's also important to remember that we learn not just as isolated individuals. Learning and education take place within a social context, and organisations are also involved in learning.

Sustainability is the goal of sustainable development – an unending quest to improve the quality of peoples' lives and surroundings, and to prosper without destroying the life-supporting systems on which current and future generations of humans depend. Like other important concepts, such as equity and justice, sustainability can be thought of as both a destination and a journey."

New Zealand Parliamentary Commission for the Environment

In the context of WWF's formal education work, *Learning for Sustainability* refers to all the different processes that advance knowledge, skills, values and attitudes, and empower individuals, schools and communities to pursue social justice, economic security, environmental stewardship and civic democracy as complementary goals – now and in the future.

Learning for Sustainability is a lifelong process, or journey, influenced by the social and environmental contexts in which it takes place. It's not a new field or merely a cross-cutting theme; it's the essence of a whole school or community ethos that helps people of all ages make better sense of their world. It's a standard against which communities (and schools) can measure their contributions to their futures and the learners they serve.

Each school's *Learning for Sustainability* journey will be unique. *Learning for Sustainability* is different in each place it is practised. Its key concepts, processes and design practices will reflect the character of your local community – its environment, social setting, economic development practices and links to the global community. And each school will set off on its journey with a range of human and financial resources, and a range of institutional capacities to embrace and develop a whole school approach to *Learning for Sustainability*.



Introducing the Development Framework

What this document is about

The Development Framework is a practical guide for schools and school communities who want to develop good practice through *Learning for Sustainability*.

Good practice is developed through a **whole school participatory approach** to *Learning for Sustainability*. It's a cyclic process that enables your school community to learn from your own experiences through planning, implementing, reflecting on and taking action to build good practice.

We offer the Development Framework as a non-prescriptive, flexible and dynamic set of sequential activities and tools. We've designed the Framework recognising that each school community is unique and will approach *Learning for Sustainability* in ways that best meet its needs. Use as much or as little of this process as you deem suitable for your own school.

Objectives

The Development Framework process is designed to help each school community to:

- understand and support the processes and practices that advance **a whole school approach** to *Learning for Sustainability*
- take stock of what has come before and what others have learned using a set of *Learning for Sustainability* elements
- create a strategic work plan, implement the plan, monitor and evaluate progress, and apply learning to future endeavours
- increase their capacity and motivation to engage in *Learning for Sustainability* and enhance all aspects of school performance.

Who this document is for

The participatory processes in this Development Framework are intended to build capacity among the adults in the school community, including:

- **teachers** who place pupils' needs at the centre of their efforts to deliver the full breadth and depth of the (national) curriculum
- **head teachers** and **senior management teams** interested in transforming business decisions about sustainable school build, development, management and procurement into real-life learning experiences for pupils, and in supporting teachers' efforts to build good practice
- **local authorities** and **local education authorities** who support the development of good practice
- other **organisations, institutions, agencies** and **businesses** working with schools, school systems and their communities to advance *Learning for Sustainability* and good practice
- **education consultants** working to promote the development and dissemination of good practice among teachers and schools.

We recognise that pupil involvement is critical to *Learning for Sustainability*. We also recognise that adults with experience of running and engaging in inclusive participatory processes are better prepared to design similar processes that engage pupils as essential school community stakeholders. We hope that, if you want to engage pupils, you will find the activities and tools here suitable to use with pupils, or that they can be modified easily.

The Development Framework and ESD

Sustainable development and education for sustainable development (ESD) entered the public consciousness following the 1992 publication of Agenda 21 (United Nations Conference on Environment and Development). Agenda 21 presents a wide range of policy goals that aim to balance development needs and environmental concerns for the benefit of current and future generations. It was one of the first international documents to call for education for sustainable development.

Of course the concepts of sustainable development and humanitarian principles in education predate the 1992 conference. *Learning for Sustainability* can trace its social concerns to the 1948 International Declaration of Human Rights, the 1989 Convention on the Rights of the Child and other significant international events.

Curriculum guidelines in England, Northern Ireland, Scotland and Wales include a range of statutory subject requirements and cross-cutting themes that build understanding of sustainable development and the civic processes that guide policy and practice (see 'ESD across the UK' below).

"The well-being of all future generations depends on the skill and effectiveness with which we inform and inspire the knowledge base and values of those currently in our schools... it ultimately comes down to individual teachers and whole departments seizing hold of this challenge in their own classrooms in their own schools. As parents, teachers, or education professionals, we all have a part to play in this turning point."

Jonathon Porritt

"If we take care of nature, nature will take care of us... This is the essence of what we call sustainable development. There are many dimensions to sustainability. First, it requires the elimination of poverty and deprivation. Second, it requires the conservation and enhancement of the resource base. Third, it requires a broadening concept of development so that it covers not only economic growth, but also social and cultural development. Fourth, and most important, it requires unification of economics and ecology in decision-making at all levels."

Prime Minister H Gro Bruntland, Sir Peter Scott Lecture, Bristol, 1986

To support schools' efforts to fulfill curriculum requirements, a number of existing speciality fields, including environmental education, development education, global education, citizenship and peace education have expanded or modified the scope of their work to embrace sustainable development principles.

Groups addressing these speciality fields, and other aspects of *Learning for Sustainability*, have identified ways in which their distinct approaches to teaching knowledge, skills, values and attitudes can support statutory requirements to educate for sustainable development. New organisations and initiatives have also emerged to address this challenge.

So, as an educator, you are now faced with statutory ESD requirements and a rich diversity of organisations to support your efforts. But what you need now is a participatory process you can use to assess your needs effectively, build your capacity and plan a way forward. You'll also need significant resources. By clearly articulating your achievements and strategically outlining your aspirations, you'll be in a better position to identify your professional development as well as your classroom resource and funding needs. You'll be better prepared to build the good practice that will advance *Learning for Sustainability* and improve school performance.

Over the next ten years – 2005 to 2015 – the United Nations will observe the Decade of Education for Sustainable Development. Educators throughout the UK will have unprecedented opportunities to learn from and contribute to ESD efforts around the world. The participatory approach we offer in this Development Framework places learning at the heart of developing good practice. This approach prepares you as an education professional to advance your personal practice, as well as to contribute to a collective understanding of *Learning for Sustainability*.

ESD across the UK

In the UK, education for sustainable development is grounded in a variety of sustainable development policy and national curriculum documents. For more information, try visiting the websites listed under the quotes below:

England

"The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society... It should develop their awareness and understanding of, and respect for, the environment in which they live, and secure their commitment to sustainable development at a personal, local, national and global level."

The National Curriculum Handbook for Primary Teachers in England

Visit...

The National Curriculum for England at www.nc.uk.net

Teachernet at www.teachernet.gov.uk/wholeschool/sd/

Northern Ireland

"Education for sustainable development is an approach to the whole curriculum and management of a school, not a new subject. It has roots in environmental education and development education. As a result, many of the building blocks for education for sustainable development are already present in every school."

QCA Northern Ireland

Visit the Council for the Curriculum, Examinations and Assessment at www.ccea.org.uk

Scotland

"An education for sustainable development initiative should: be an integrative process, building connections and a coherent view of the whole; be an inclusive process, dependent on active participation; build in local and global dimensions; build on the knowledge and understanding underlying the principles of sustainable development and encourage explanation of how the world works through systems; build in decision-making and critical thinking skills; lead to the development of people's values and attitudes; and lead to an increase in the number of people individually, collectively and corporately choosing to act in ways consistent with sustainable development."

Scottish Environment Protection Agency

Visit Learning and Teaching Scotland at www.ltscotland.org.uk/

Wales

"The National Assembly for Wales will promote development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This means that we will take social, economic and environmental issues into account in everything that we do. We will integrate the principles of sustainable development into our work and seek to influence others to do the same."

National Assembly for Wales Sustainable Development Scheme

Visit the Qualifications, Curriculum & Assessment Authority for Wales at www.accac.org.uk

“We don’t yet know what exactly we shall need to learn in relation to sustainable development. It’s hard to know in detail what needs to be taught – except, perhaps, how to learn.”
Professor William Scott, University of Bath

How this guide was developed

WWF has used a participatory, action learning approach to develop the activities and tools in this Development Framework. Since 1981, we’ve worked with small groups of schools, supporting them and learning from their efforts to address the barriers and challenges they’ve encountered as they’ve worked to advance *Learning for Sustainability* through a whole school approach. These schools have documented their experiences in case studies available online at www.wwflearning.co.uk.

In 2001, we entered into a partnership with London South Bank University to look for ways to summarise our experiences with schools and to present them in a development framework that UK schools can use to advance their own practice. We developed the Development Framework in consultation with schools, education professionals, non-governmental organisations and government. The activities and tools were tested with groups of teachers and the pilot edition (March 2004) trialed by 11 UK schools. Their experiences have been reflected in this first edition.

Evolution

The Development Framework is an evolving document. In the same way that we’ve taken an action learning approach to its initial development, we hope to apply what we learn from you as practitioners using the document to improve its effectiveness. *Learning for Sustainability* is a lifelong process and the way we think it can best be advanced through formal education settings is certain to change. Please let us know how you use this publication and your ideas for ways we can improve it. Send your constructive criticism and suggestions to abirney@wwf.org.uk so that we may consider changes to future editions.

Getting started

‘Things take time’ and the Development Framework is no exception. The whole school approach presented in this document cannot be achieved through a one-off inset. The process offered is one that is best achieved with whole school understanding, support and involvement. After all, sustainability is not something you or your school achieve and tick off a list before moving on to the next item. It is a goal that engages the whole school – including staff – as learners. As such, building good practice requires vigilant and on-going planning, monitoring, evaluation and learning.

The Development Framework’s six activities and three tools each take about one to two hours to complete, and, like any worthwhile initiative, require additional preparation and follow-up. The activities may be completed one-at-a-time or in clusters. Note that they are presented sequentially and that the outputs from one activity are often needed for the next. If the order of the activities is changed, or if certain activities are omitted, be aware that the activity may need to be modified.

Before you begin to use the Development Framework, you should recruit and convene a group of around five people who will share responsibility for planning, organising, facilitating and following-up the activities. Ideally this group would include people from senior management, the teaching staff, the non-teaching staff, and even parents or school governors. The role of this group is to develop and run a process in which the whole school participates in decision-making. This group is responsible for building whole school ownership of the process and its *Learning for Sustainability* journey.

Group members should take some time, before engaging the greater school community, to develop their personal understanding of *Learning for Sustainability*, action learning (or action research), meeting facilitation and in-service training. As process guides, it is neither expected nor perhaps desirable for the members of the group to be sustainable development experts. It is necessary, however, for this group to have the skills to be able to facilitate group decision-making and learning. This will require familiarity with participatory decision-making processes, facilitation methods, curriculum guidelines, and available resources and support. There are many agencies, institutions, educator networks and organisations that support these professional development needs.

To best assess your group's training needs, begin by reviewing the Development Framework's activities and tools. These are outlined in Section 2.

2

Activities and tools

The Development Framework offers a logical sequence of activities and tools intended to help you plan, implement, monitor and evaluate your *Learning for Sustainability* journey. You can use the activities and tools individually, in combination, or in their suggested sequence, depending on what best meets the needs of your school.

There are six activities and three tools. To help you identify your schools' needs and your starting point for your *Learning for Sustainability* journey, consider the following questions and the activities that address them.

- 1 Does my school know why we're interested in developing good practice through *Learning for Sustainability* and what the journey's destination might look like?

Activity 1 **Understanding *Learning for Sustainability*** explores sustainability and the characteristics that will prepare pupils to address the challenges of decision-making and action that will shape and define communities in the future.

Activity 2 **Defining *Learning for Sustainability*** builds a working definition of *Learning for Sustainability*

- 2 Does my school know **where we are** on our *Learning for Sustainability* journey?

Activity 3 **My personal *Learning for Sustainability* journey** helps you identify key influences that have shaped your personal and professional understanding of *Learning for Sustainability* and better understand the opportunities and barriers that may affect your efforts to advance a whole school approach.

Activity 4 **My school's *Learning for Sustainability* journey** helps you identify and understand the key influences that have shaped your school's understanding and practice of *Learning for Sustainability* and the opportunities and barriers that may affect efforts to advance a whole school approach.

Activity 5 **Taking stock** is a self-assessment tool you can use to recognise accomplishments and identify opportunities for improving a whole school approach to *Learning for Sustainability*.

- 3 Does my school have **targeted ideas** for advancing a whole school approach to *Learning for Sustainability*?

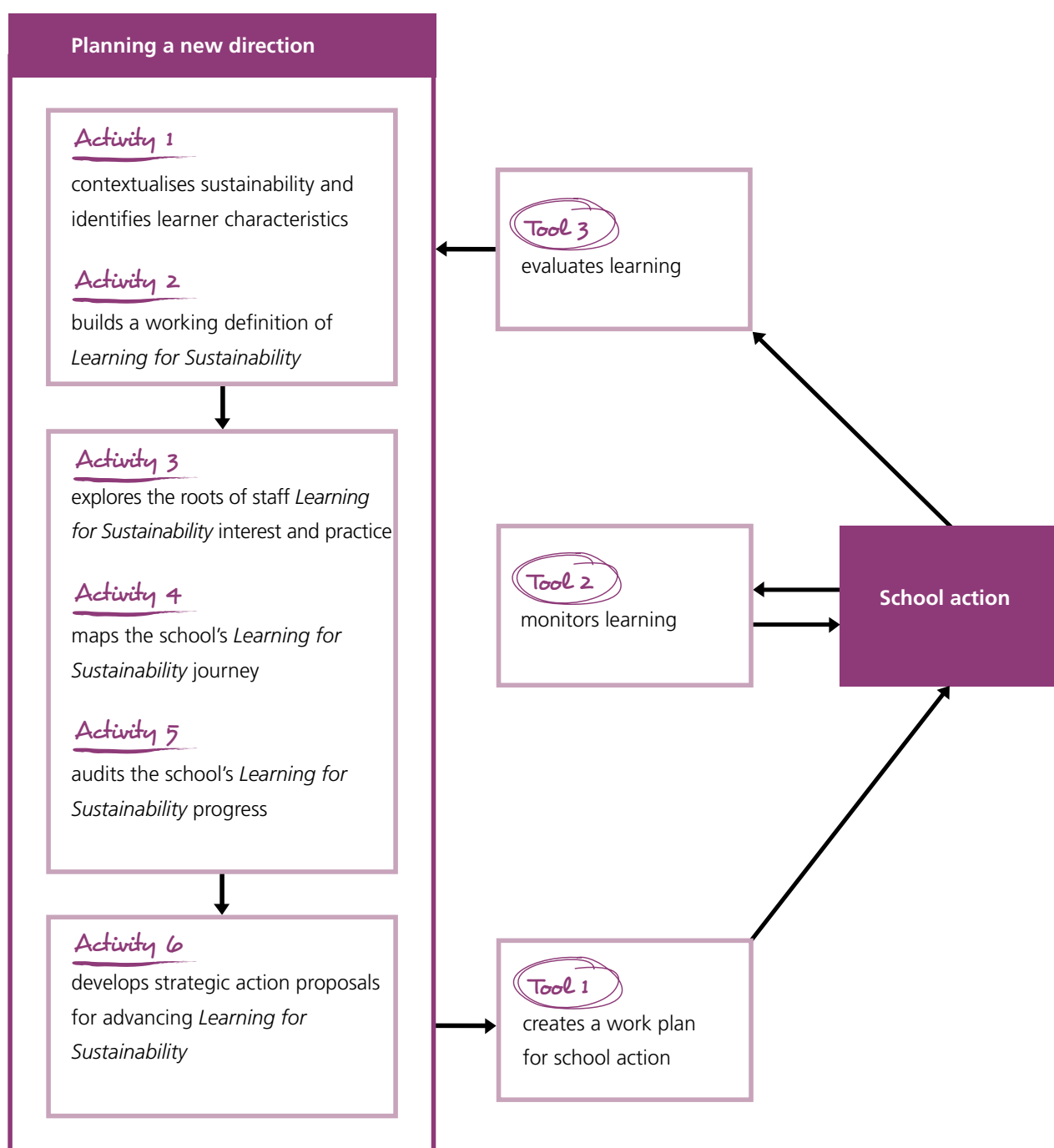
Activity 6 **Action proposals** is a process for generating objectives and quick wins that may advance your whole school approach to *Learning for Sustainability*.

4 Does my school have **tools for planning** a new project or initiative and capturing learning during and after, so that the lessons learned can inform future activities?

Tool 1 **Work plan** presents a basic work plan model that your school can use to organise the development and implementation of its ideas.

Tool 2 **Learning during** offers a process for a 30-minute structured reflection that can be used to monitor progress.

Tool 3 **Learning after** contains evaluation guidelines for summarising and capturing learning at the end of a project or initiative.



Understanding *Learning for Sustainability*

Background

Sustainability has been defined as the goal of a system of development that recognises environmental limits, respects the tenets of social justice and seeks to meet the needs of current and future generations. Sustainability changes the way we view the relationships between and among traditionally discreet economic, social and environmental aspects of development issues.

At its best sustainability is not imposed on communities or their schools, but is developed as an integral part of community life, by schools working in concert with the community.

Sustainability is not simply about the perpetuation of the way things are or the way they were in the past. In fact, some aspects of past or present community life – no matter how revered – may contradict the basic tenets of sustainability. Understanding those aspects of community life that advance or contradict its aspirations for sustainability is fundamental to developing school-based initiatives that address real-life challenges and offer meaningful opportunities for strengthening school/community relationships.

Although sustainability is locally based, it also needs to be globally placed. Central to responsible global citizenship is a good understanding of how your local community's sustainability initiatives are shaped by and influence other communities' efforts to advance sustainability in other parts of the country or world.

Educators have an important role in articulating and preparing children for a future where, despite its uncertainty, human cultures thrive. By definition, people interested in sustainability are concerned with human well-being. But human well-being depends on living in harmony with the natural environment and with one another.

What pupils learn in schools, and the ways in which they learn, are essential to prepare young people for the complex decisions they must be prepared to make as responsible community members and leaders. Pupils need to be able to construct knowledge, explore and articulate values and attitudes, and practise skills. They also need to recognise that the ways in which they integrate these traditional education

Objectives

- To explore and understand sustainability in the context of the local community.
- To explore the characteristics that will prepare pupils to address the challenges of sustainability.
- To build the precursor to a working definition of *Learning for Sustainability*.

Outputs

- A web of factors relating to sustainability in your locality.
- A list of characteristics of effective learners and ideas for better cultivating them in school.

Time

- Allow approximately 75 minutes for this activity.

Materials

- local postcards or postcard-size pictures that reflect your community's diverse landscapes, built features, history, people, etc (up to 20 images, depending on the number of participants)
- coloured marker pens
- large sheets of paper
- postcard-size pieces of coloured scrap paper (four different colours, one piece of each colour for each postcard)
- writing paper (preferably scrap paper that has been used on one side)
- pencils or pens for each participant
- tape or Blu-Tack
- Resource Sheet 1.1: 'Characteristics of effective learners' (one A4 copy for each participant)

outcomes will define both the characteristics by which people will judge them and the personal characteristics that will guide their individual decision-making and actions.

Learning for Sustainability requires the purposeful development of characteristics that will serve pupils now and in the future.

Recognising that developing the characteristics of effective learners is an essential purpose of formal education may help shape the ways we approach and integrate knowledge, skills, values and attitudes in core and non-core curricula and in school life.

Process

1 Before running this activity, you will need to assemble a collection of images of your ‘community’.

- Your community may be as small as your catchment area or as large as the county in which your school is located. Each school is different and the images that you collect should reflect your school’s perception of the ‘community’ it relates to.
- Try to get a good mix of images that show landscapes, built structures, cultural history, activities and people.
- Local postcards work well and may be available for purchase.
- Photographs are a good alternative to postcards, but require a bit more preparation time. Plain paper prints of digital images work well.

2 Display the postcards or pictures so participants can view them easily.

- Ask the participants to choose one image that is of interest to them. The image may remind them of a favourite place to visit; it may resemble the place where they live; or it may be a place they feel strongly about changing or conserving. Ask participants to take their selected images back to their seats.

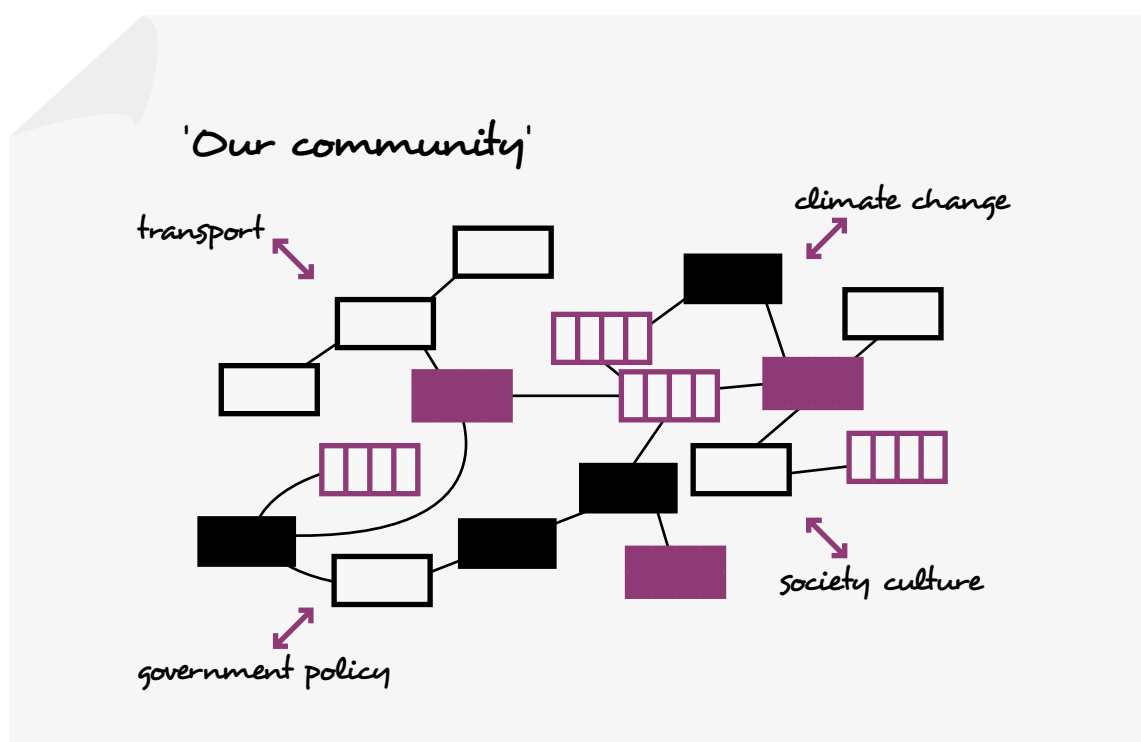
If there are more than 20 participants, or you were not able to collect enough images to provide one for each person, post the images around the room and ask participants to stand beside the image of their choice. This may result in individuals, as well as small groups, standing beside each image. Ask the individuals or small groups to remove the picture from the wall and return to their seats. Newly formed groups should sit together.

3 Distribute four postcard-size pieces of paper (one piece each of four different colours) and coloured marker pens to each individual or group.

- Explain that you would like them to examine the picture they have chosen and to identify one social, one environmental, one economic, and one citizenship/governance factor relating to their image. This could be a factor that is represented by the picture, or a factor that influences or is influenced by the picture.
- Allocate different paper colours for each of the four types of factors: social factor, economic factor, environmental factor, and citizenship or governance factors.
- Ask individuals or groups to record their responses on the specified paper colour.

- 4 Label a sheet of paper with the heading 'Our community'. Display the sheet at the front of the room.
 - Beginning with one social factor, ask an individual or group to offer their response. Do not evaluate or judge the response. Post it on the large sheet of paper.
 - Ask for another factor (from any of the four areas) that relates to that factor.
 - Place it next to the first factor and draw a line connecting the two.
 - Continue the process until the group has no more related factors and no more lines can be drawn.
 - If the group can find no more related factors, ask for someone still holding a factor to offer a new starting point.
 - Continue this process until all factors have been shared.
 - If you created two or more webs, can the group find factors that now connect the separate webs? Draw these connecting lines.
- 5 Ask participants to look at this interconnected web of factors and to think about how they are influenced or how they may influence external factors – regional or global factors outside the community.
 - Ask participants to share their ideas with the group.
 - Record the ideas on open areas of the large sheet of paper. Do not judge the responses.

Example of participants' web diagram (steps 4 – 5)



- 6 Ask participants to describe the kind of person who could sort out and respond to the complex relationships that exist among the many factors identified in the first part of this activity, and represented in the 'Our community' webbing poster.
 - Record participants' responses on the large sheet of blank paper.
- 7 Explain that *Learning for Sustainability* is a lifelong process.
 - Discuss ways in which primary and secondary education prepares pupils for lifelong learning.

- 8 Distribute a copy of Resource Sheet 1.1 to each participant.
- 9 Explain that learners develop the characteristics through complex processes that involve the construction of knowledge, the exploration of values and attitudes, and the practise of skills.
 - Note that while knowledge, skills, values and attitudes are the attributes of learning that are at the heart of the curriculum, it is the complex interactions among them that define an individual's characteristics, and that underlie individual and collective action and decision-making.
- 10 Explain that you are going to briefly discuss each characteristic and make a list of ways they could be cultivated in your school.
 - Name the characteristic.
 - Read the definition and clarify as necessary.
 - Ask, "How is this characteristic cultivated and recognised in our school? If it isn't, how could it be?"
 - Record responses. Your list will serve as a touchstone for Activity 2: 'Defining Learning for Sustainability' and Activity 6: 'Action proposals'.
 - Note that a 'carousel' approach – displaying the 12 posters around the room and having groups of participants move from poster to poster, adding their responses – can be used for this activity.

Example of participants' responses
(step 6)

We cultivate and recognise inquirers by:

- *taking pupils on discovery walks*
- *engaging pupils in critical thinking about product advertising*
- *providing a variety of objects, related to units of study, that pupils can handle and investigate*
- *offering a discovery activity station in the classroom*
- *practising the basics of the scientific method in science lessons*
- *teaching pupils ICT research skills*
- *starting the day with reading time - 20 minutes where children can choose their own reading.*

What else could we do?

- *develop a way to recognise this characteristic as a school community.*

Taking things forward

- Discuss whether there are any additional characteristics that should be added to the list.
- Adapt this activity for use with students.
 - Consider how their responses can inform and advance good practice.
- Establish study groups to identify opportunities to advance *Learning for Sustainability* within the context of the curriculum. Note that organisations like WWF-UK and Oxfam have printed (and online) guides that make these national curriculum connections.
- Contact organisations and agencies that offer support for integrated and cross-disciplinary approaches through materials developed to address education for sustainable development, development education, global education, environmental education, conservation education, economics education, multi-cultural education and outdoor education.
- Form study groups to investigate innovations in learning including brain-based learning, learning styles, constructivism and systems thinking, among others. Invite the groups to report their findings.
- Form study groups to investigate the international roots of *Learning for Sustainability* including the United Nation's Universal Declaration of Human Rights (1948), Convention on the Rights of the Child (1989), Agenda 21 (1992), Decade on Education for Sustainable Development (2005 – 2015).
- Form a study group to investigate the UK-based roots of education for sustainable development including: the 2003 Ofsted report, *Taking the First Steps Towards an Education for Sustainable Development*, the Department for Education and Skills' 2003 *Sustainable Development Action Plan for Education and Skills*, the Panel for Education for Sustainable Development's 1998 report *Education for Sustainable Development in the Schools Sector*, and similar documents from Estyn, Scotland and Northern Ireland.
- After you have developed a working definition of *Learning for Sustainability*, examine your school's philosophy or ethos statements.
 - Are these characteristics of effective learners or a similar list included?
 - Does the statement address lifelong learning and articulate the role of your school in the lifelong learning process?

Characteristic	Description
Inquirer	Inquirers are naturally curious. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.
Thinker	Thinkers exercise initiative in applying thinking skills. They creatively use a full range of thinking skills – critical thinking, systems thinking, dialectical thinking, and others – to make sound decisions and solve complex problems.
Communicator	Communicators receive and express ideas and information confidently in more than one language, including the language of mathematics.
Risk taker	Risk takers have the confidence and independence of spirit to explore new situations, roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Knowledgeable	Knowledgeable learners have spent time in school exploring themes that have both local and global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
Principled	Principled learners have a sound grasp of moral reasoning. They have integrity, honesty, and a sense of fairness and justice.
Caring	Caring learners show sensitivity towards the needs and feelings of others, and the ecological needs of plants and wildlife. They have a sense of personal commitment to action and service.
Open-minded	Open-minded learners respect the views, values and traditions of other individuals and cultures. They are accustomed to seeking and considering a range of points of view. They fully consider the rights and needs of future generations and non-human organisms in decision-making.
Well-balanced	Well-balanced learners understand the importance of physical, mental and spiritual balance, and personal well-being.
Reflective	Reflective learners give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.
Global	Global learners understand that all development is locally based and globally placed. They support and defend peoples' basic human rights, and are equally prepared to share with and to learn from different cultures and nations.
Civically-engaged	Civically-engaged learners understand and participate in government and civic processes. They are active stewards of their greater ecological communities.

The characteristics used for this activity are adapted from the International Baccalaureate Organisation's primary student profile

Defining *Learning for Sustainability*

Background

Sustainability is the goal of a system of development that recognises environmental limits, respects the tenets of social justice, and seeks to meet the needs of current and future generations. Sustainability changes the way we view the relationships between and among traditionally discreet economic, social and environmental aspects of development issues.

As a school interested in advancing *Learning for Sustainability*, your first critical step is to develop a working definition that breaks down the jargon and complexity of what sustainability actually means to you and your school, involving as many people as you can in the process.

In Activity 1, you identified the learner characteristics you would like to cultivate. You also explored the complex relationships among the social, economic, environmental and citizenship/governance factors that shape community life now and in the future. Use these to guide your discussions as you work to define *Learning for Sustainability*.

Process

- 1 Ask participants to form small groups of three to six people.
 - Hand out Resource Sheet 2.1 and a pencil or pen to each participant.
 - Display at the front of the room the outputs of Activity 1: your web factors relating to sustainability in your locality, and your list of characteristics of effective learners and ideas for better cultivating them in your school.
- 2 Explain that Resource Sheet 2.1 introduces what are considered to be the cornerstones of sustainability and sustainable development, and that they relate directly to the four types of factors – social, economic, environmental, and citizenship and governance – on the large web they have just created. Emphasise that the terms presented are jargon and that this individual activity is intended to help replace the jargon with meaningful terms and explanations.
 - Ask group members to take 10 minutes to complete Task 1.
- 3 Invite the small groups to work together to complete the group task outlined on Resource Sheet 2.2.
 - Hand out a copy of Resource Sheet 2.2, a large sheet of paper and coloured marker pens to each group.
 - Each group will need to identify someone to lead the discussion, record the group's responses on a large sheet of paper and report back to the whole group.
 - Allow 20 minutes for this part of the activity.

Objective

- To build a working definition of *Learning for Sustainability*.

Outputs

- Your school's working definition of *Learning for Sustainability* (necessary for all subsequent activities and tools).

Time

- Allow approximately 60 minutes for this activity.

Materials

- large sheets of paper
- writing paper (preferably scrap paper that has been used on one side)
- tape or Blu-Tack
- marker pens
- pencils or pens for each participant
- three sticky dots per person (optional)
- Resource Sheet 2.1: 'Building a definition – individual response' (one A4 copy for each participant)
- Resource Sheet 2.2: 'Building a definition – group discussion' (one A4 copy for each group of three to six people)
- webbing poster from Activity 1, with the heading 'Our community'
- list of 'Characteristics of effective learners' and how they are cultivated in your school from Activity 1

- 4 Bring the whole group back together and ask each small group discussion leader/recorder to share their group's definition.
 - Display the large sheets of paper at the front of the room.
- 5 As a whole group, discuss the key words or phrases.
 - Do they share common ideas?
 - Are they jargon free? Would parents or governors understand them?
 - What phrases or ideas could be incorporated into a definition of *Learning for Sustainability* the whole group could endorse?
 - Distribute three sticky dots to each participant (or ask participants to use their pencils or pens to make a tick mark beside their three choices).
 - Ask participants to weight the phrases by placing one sticky dot (or tick mark) beside the three key words or phrases that best describe *Learning for Sustainability*.
- 6 Identify a small group to use the most popular key words or phrases to continue developing a working definition of *Learning for Sustainability* that the whole group endorses.
 - Record the definition on a large sheet of paper to display and review at the start of the rest of the activities. You can refine it as needed.
 - This final task may be completed after the activity is finished.

Take 10 minutes on your own to think about and record your responses to the following tasks.

Task 1 (working individually)

- Refer to the webbing poster you completed in Activity 1. Think about each of the four sustainability factors. What do they look like in practice in your community today?
- Think about what you would like your community to be like in 20 years time. How would you like the factors to change?
- Use ‘no-nonsense’ **key words or phrases** to describe what the factors mean to your community and how they affect the well-being and vitality of your community – now and in the future.

Social justice

What does social justice look like in your community now?	
What would you like it to look like in the future?	
Key words or phrases	

Environmental stewardship

What does environmental stewardship look like in your community now?	
What would you like it to look like in the future?	
Key words or phrases	

Economic security

What does economic security look like in your community now?	
What would you like it to look like in the future?	
Key words or phrases	

Civic democracy

What does civic democracy look like in your community now?	
What would you like it to look like in the future?	
Key words or phrases	

Take 20 minutes, working as a group, to complete the following task.

Identify a member (or members) of your small group who will facilitate the group's discussion, record your responses on a large sheet of paper, and report back to the whole group.

Task 2 (working as a group)

- Ask participants to refer to their individual responses on Resource Sheet 2.1 to discuss the following:

Social Justice

- What does social justice look like in society now?
- What would you like it to look like in the future?
- What key words or phrases would you use to describe social justice (no jargon)?

Environmental Stewardship

- What does environmental stewardship look like in society now?
- What would you like it to look like in the future?
- What key words or phrases would you use to describe environmental stewardship (no jargon)?

Economic Security

- What does economic security look like in society now?
- What would you like it to look like in the future?
- What key words or phrases would you use to describe economic security (no jargon)?

Civic Democracy

- What does civic democracy look like in society now?
- What would you like it to look like in the future?
- What key words or phrases would you use to describe civic democracy (no jargon)?

Now bring it all together.

- Think about the webbing exercise from Activity 1. How can learning contribute to understanding and addressing the issues you identified?
- Think about the characteristics of effective learners from Activity 1. How can you summarise the kind of learning that will cultivate these characteristics?
- Reflect on the four sustainable development elements you have just discussed. What kinds of learning processes will prepare learners to contribute to the preferred futures you described?
- **Agree five key words or phrases** your group would use to describe *Learning for Sustainability*. Think about the learning process, as well as the goal of the learning.
- Work out your ideas on the back of this sheet and then record them on the large sheet of paper.

Learning for Sustainability

Key words or phrases that build a definition:

*

*

*

*

*

My personal *Learning for Sustainability* journey

Background

Education professionals willing to invest the time and energy to develop innovative approaches to curriculum development and delivery that advance *Learning for Sustainability* often attribute their passion for learning to key life experiences. Some of these experiences may be rooted in childhood and school life. A wide range of people and events may have influenced other experiences. Experiences may be negative as well as positive.

By reflecting on how these experiences have shaped your own knowledge, skills, values and attitudes, you can get a better perspective of the limits and opportunities presented by *Learning for Sustainability* in your school.

Process

- 1 Display the outputs from Activities 1 and 2. Review your working definition of *Learning for Sustainability*.
- 2 Distribute Resource Sheet 3.1, pens or pencils.
 - Ask participants to reflect on the outcomes of Activity 1: 'Understanding sustainability' and Activity 2: 'Characteristics of effective learners'.
 - Ask, "How is *Learning for Sustainability* going to help prepare children for their lives as productive members of society?"
- 3 Get them to draw a circle on the blank side of the resource sheet.
 - Explain that the circle represents them.
 - Ask them to write their name in the centre of the circle.
- 4 Ask them to think about all the key influences that have shaped their personal knowledge, skills, values and attitudes as they relate to sustainability and *Learning for Sustainability*. The list of key influences on Resource Sheet 3.1 may act as a useful prompt. Emphasise that the list is not inclusive and that individuals can add anything else relevant to them.
 - Get them to record each key influence in a circle arranged around the one that represents them. They can describe the key influence generically (friends, for example) or specifically.
- 5 Darken the outline of the circle if the influence was positive.
- 6 Ask them to consider whether they affected or were affected by the key influence.
 - Get them to draw arrows between their circle in the centre and each of the key influences to show the direction of influence.

Objectives

- To help participants identify the key influences that have shaped their personal and professional understanding and practice of *Learning for Sustainability*.
- To use this to better understand the opportunities and barriers that may affect their efforts to advance a whole school approach to *Learning for Sustainability*.

Outputs

- This is a personal reflection tool that will prepare participants to complete Activity 4. Participants can choose whether or not to share or display their personal journeys.

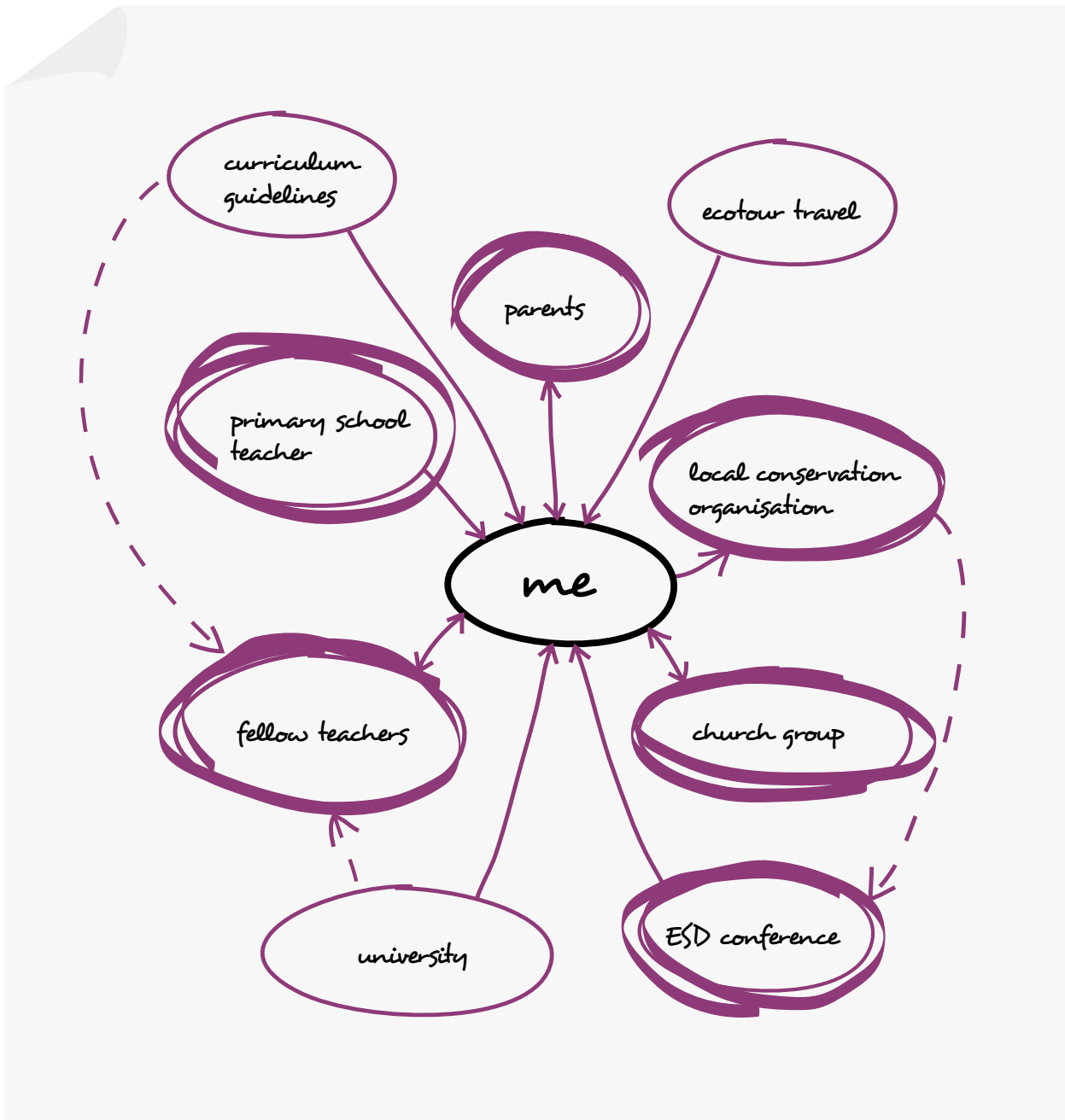
Time

- Allow approximately 60 minutes for this activity.

Materials

- Resource Sheet 3.1: 'Key influences reflection tool' (one A4 copy for each participant)
- pencils or pens
- 'Characteristics of effective learners' – generated from Activity 2
- working definition of *Learning for Sustainability* – generated from Activities 1 and 2

- 7 Have them consider which of the key influences influenced or were influenced by other key influences.
 - Draw dashed lines with arrows at the end to show these relationships.
- 8 Ask participants to reflect on their personal journey diagrams and to answer the questions on the bottom of Resource Sheet 3.1.
- 9 Discuss participants' responses to the extent that they are comfortable sharing their personal experiences.



Example of personal journey map
(steps 3-7)

This activity offers you an opportunity to reflect on the key influences that have shaped your personal knowledge, skills, values and attitudes as they relate to *Learning for Sustainability*. Influences may have been positive or negative; strong or weak. As you contemplate the people, places and events that have shaped your thinking about and interest in sustainability, first take a moment to reflect on the following questions:

- What is *Learning for Sustainability*?
- How did you develop and integrate the knowledge, skills, values and attitudes that made you an effective learner for sustainability?

- What or who have been the key influences in your life?

The following are prompts only: you may have other ideas to add.

world events	national events	community events	education policy
inspection criteria	school policy	school schemes	curriculum guidance
head of school	department head	colleagues	other organisations
students	friends	parents	media
arts/artists	writers	musicians	others?

When you are done, reflect on and write brief responses to the following questions:

- Which of these experiences were 'crafted' by a teacher or involved a structured learning experience? Which were not or did not?

- Which were most influential? Why?

- How do your experiences help inform your approach to *Learning for Sustainability* in your school?

Activity 4

My school's *Learning for Sustainability* journey

Background

Environmental education, development education, global education, citizenship and education for sustainable development are established fields and may be statutory where you teach in the UK. It is therefore likely that your school has been engaged with *Learning for Sustainability* for some time, possibly without even recognising it. It may be that your school's involvement with *Learning for Sustainability* feels like a journey following a circuitous route, with gaps and repetition, but with no clearly articulated destination. Or the journey may be following a finely crafted route-map that follows a student-centred, developmentally appropriate scope and sequence.

It makes no difference what your journey to date looks like. It is important, however, to understand what that journey has been. No matter how much it could be improved, you have learned things along the way that are crucial to mapping a new journey or continuing the journey already in progress.

Process

- 1 Ask participants to form small groups of two to three people with similar interests (subject, year, etc).
 - Be sure that none of the groups are made up entirely of new teachers.
 - Review your working definition of *Learning for Sustainability*
- 2 Ask the groups to think about any programmes and events over the last five years that have advanced *Learning for Sustainability*, even if they were not intended to do so. Note that this activity requires a definition of *Learning for Sustainability*. If you have not completed Activities 1 and 2, and do not have an agreed definition, you may need to use the definition given in the preface.
 - You may want to expand the timeframe if your school has been addressing *Learning for Sustainability* for more than five years and you have some 'veteran' teachers present to share that information.
- 3 Ask the groups to use the journey cards on Resource Sheet 4.1 to record the:
 - event/programme
 - year/subject involved
 - implementation period (dates)
 - outcomes (anticipated and unanticipated)
 - learning (what went well, what didn't work, what students liked best, what was least or most expensive, which helped build the 'Characteristics of effective learners' listed in Activity 1, etc).
 - Use a separate journey card to record each different event or programme.

Objective

- To help you identify the key influences that have shaped your school's understanding and practice of *Learning for Sustainability*.
- To use this to better understand the opportunities and barriers that may affect your efforts to advance a whole school approach to *Learning for Sustainability*.

Outputs

- Your school's journey map.

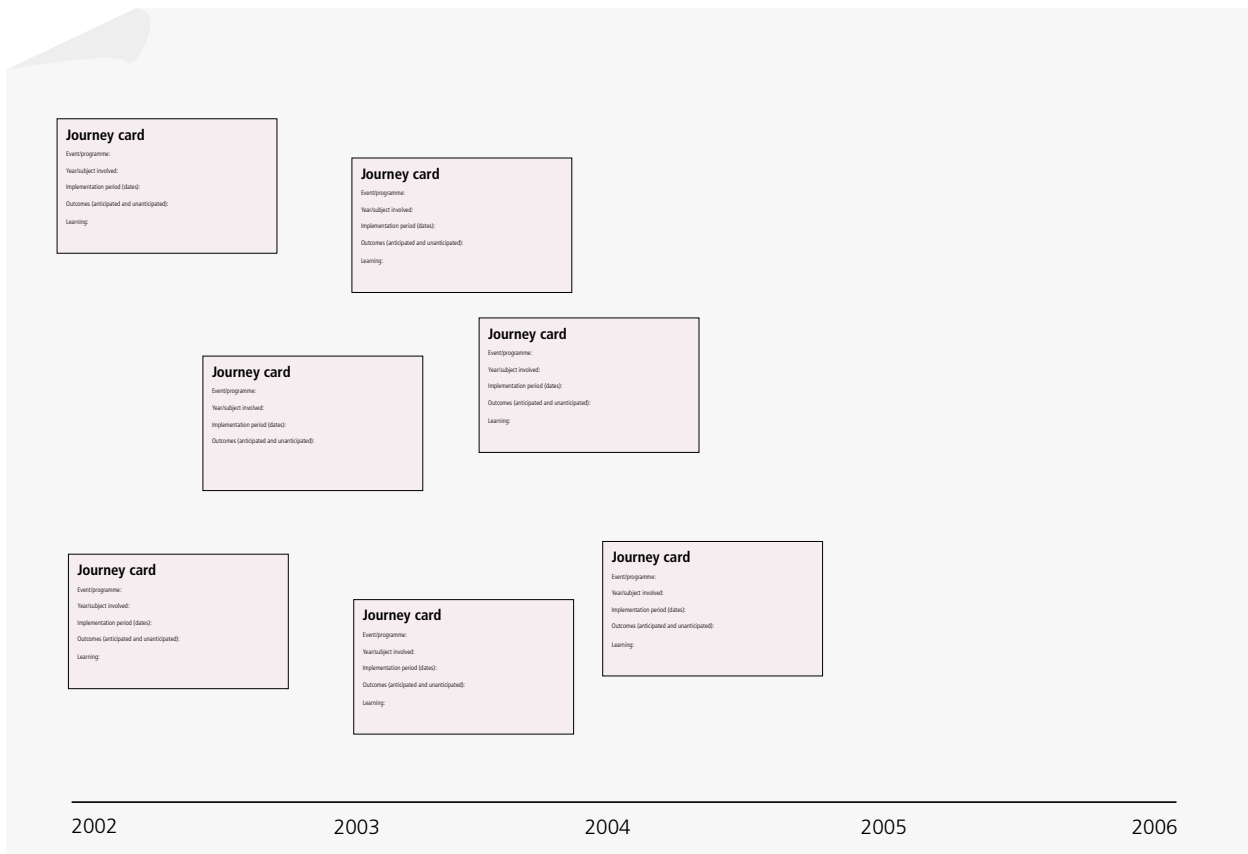
Time

- Allow approximately 60 minutes for this activity.

Materials

- journey cards
- large sheets of paper
- tape or Blu-Tack
- marker pens
- pencils or pens
- the outputs from Activities 1, 2 and perhaps 3
- Resource Sheet 4.1: 'Journey cards' (multiple copies for each group)

- 4 Use the large sheets of paper to create a timeline for the period covered. Leave room on the sheet of paper for the next two to three years.
 - Review and discuss the completed timeline. It represents your school's *Learning for Sustainability* journey map to date
- 5 Securely attach all the journey cards to the journey map. Embellish the map with photos, graphics or student work from past efforts.



**Example of school's journey timeline
(step 4 – 5)**

Taking things forward

- Display the map in a prominent place and use it as a launching point for engaging pupils and the wider school community in a “Where to go from here?” discussion.

Journey card

Event/programme:

Year/subject involved:

Implementation period (dates):

Outcomes (anticipated and unanticipated):

Learning:

Journey card

Event/programme:

Year/subject involved:

Implementation period (dates):

Outcomes (anticipated and unanticipated):

Learning:

Taking stock

Background

In the context of WWF's formal education work, *Learning for Sustainability* refers to all the different processes that advance knowledge, skills, values and attitudes, and empower individuals, schools and communities to pursue social justice, economic security, environmental stewardship and civic democracy as complementary goals – now and in the future.

Learning for Sustainability is a journey with a destination but no end. The journey is from a stage of pre-engagement to an advanced stage. You reach a stage rather than an end. And what is there to do once you've reached the advanced stage? Share your good practice and keep asking questions that will maintain your advanced state of practice. *Learning for Sustainability* takes a lot of effort and is not an activity that can be 'completed' and ticked off from a list of things to do. The world is constantly changing and good *Learning for Sustainability* practice needs to evolve to keep pace.

Learning for Sustainability is a complex and dynamic process, and one that some schools may find difficult to engage with. But virtually every school is poised to begin *Learning for Sustainability*. Often the difficult thing is knowing where to begin. For schools already engaged, the difficult question may be what to do next.

The direction a school takes to advance its *Learning for Sustainability* will reflect the opportunities it has and the barriers it perceives. It will depend on the resources – human and financial – that are available. Most importantly, it will depend on your dedication and persistence as a leader for *Learning for Sustainability*.

Elements of *Learning for Sustainability*

Here is a list of elements of *Learning for Sustainability* in schools. Note that the list is not exhaustive, but focuses on those elements identified by educators with whom WWF has worked. Expand the list of elements as needed.

Note that related elements have been grouped under six theme headings. These headings, rather than the individual elements, are used to identify strengths and areas for improvement in the second part of this activity.

Objective

- To recognise your school's accomplishments as well as to identify opportunities for future improvement.
- To consider the developmental stages of elements of practice that contribute to a whole school approach to *Learning for Sustainability*.

Outputs

- A school self-assessment (quantitative and qualitative data).
- Six theme posters that identify your school's strengths and areas for improvement.

Time

- Allow approximately 60 minutes for this activity.

Materials

- Resource Sheet 5.1: 'School's self-assessment' (one A4 copy for each participant)
- coloured pencils
- large sheets of paper
- coloured marker pens
- masking tape or Blu-Tack

Theme 1 School culture and ethos

Element 1.1 Whole school approach

Each school has different approaches to the ways in which they communicate and make decisions. A whole school approach brings together the entire school community – or an equitable representation of all the stakeholders. This enhances the potential for the school community to govern themselves and strengthen the variety of relationships that exist.

Summary points:

- The whole school is involved in decision-making.
- Participatory decision-making addresses all aspects of school life.

Element 1.2 Whole school policy

Each school has written plans and policies that articulate its mission and values and describe the way it operates. By including *Learning for Sustainability* within these plans and policies, the school signals its intention to address the elements of *Learning for Sustainability* in all aspects of school life and decision-making.

Summary point:

- *Learning for Sustainability* is embedded in the school's mission and ethos.

Theme 2 Monitoring and evaluation

Element 2.1 Action learning

Learning is a cyclic process and one that is at the core of educators' efforts to develop good practice. Monitoring and evaluation are essential opportunities to reflect on and record learning. The action learning, participatory approach to monitoring and evaluation (detailed in Activity 6: Tools 1 and 2) offers educators a structured approach to developing good practice through a cycle of purposeful planning, acting, observing, reflecting and revising.

Summary point:

- The school is a learning organisation and uses action learning to develop good practice, in and beyond the classroom.

Theme 3 Teaching and learning

Element 3.1 Formal curriculum (core and non-core)

The formal curriculum is the plan the school has for implementing the national curriculum requirements. Effort must be made to secure the position of *Learning for Sustainability* within the curriculum because it is a cross-cutting theme. Like the larger curriculum, *Learning for Sustainability* requires a progression (scope and sequence) that ensures that key concepts, theories, skills, values and attitudes are introduced and reinforced at developmental levels appropriate to pupils.

Summary points:

- If education for sustainable development (ESD) is statutory curriculum requirements are addressed.
- A progression describes age-appropriate *Learning for Sustainability* that explores key concepts, theories, skills, values and attitudes.

Element 3.2 Diversity

Human and biological diversity is at the heart of our concern for *Learning for Sustainability*. A deep understanding of different cultures and societies, as well as the global ecological importance of biological diversity, is rooted in early experiences that build awareness of others and other organisms in relation to self. It is deepened by the exploration of information, values and attitudes that identify sources of prejudice or indifference and ways to address these. Schools' expressions of, respect for, and value of diversity, model these behaviours for pupils.

Summary points:

- Direct experiences with 'nature' inspire learners and link learning with values and attitudes that advance sustainability.
- The curriculum has a global dimension that offers a relevant context through which pupils enrich their understanding of other cultures and societies.
- The ways in which the school respects and values diversity are apparent to pupils.

Element 3.3 Quality teaching

Quality teaching that advances *Learning for Sustainability* occurs when stimulating learning resources and rich learning environments support appropriate, child-centred learning models, modes and strategies. This includes the application of information and communication technologies as a learning tool.

Summary points:

- Stimulating learning resources and rich learning environments are available.
- Child-centred learning models, modes and strategies are applied.

Element 3.4 Professional development

Professional development opportunities to advance teachers' and school staff members' knowledge about *Learning for Sustainability* are increasingly available. *Learning for Sustainability* is a cross-cutting concept with potential applications in all subject areas and in school management. Professionals must explore these opportunities, through structured professional development opportunities, in order to facilitate learning that best meets pupils' needs and to manage schools in ways that model sustainability practices.

Summary point:

- Professional development opportunities that advance *Learning for Sustainability* are available to all teachers and staff.

Theme 4 – Pupils

Element 4.1 Safe and supportive learning environment

Pupils need freedom and often encouragement to make both simple and complex choices. The consequences of mistakes should be as realistic as possible, and responsible conduct should be rewarded as naturally as possible. The school environment must be safe and supportive so that pupils are secure enough both to appraise their own strengths and weaknesses, and to risk succeeding and failing as they endeavour to

advance their *Learning for Sustainability*.

Summary points:

- Pupils are supported as they take creative risks.
- Pupils appraise their own learning.

Element 4.2 Pupil participation and empowerment

Meaningful pupil participation in school life is increasingly recognised as an important way to help children develop the leadership skills that will serve them best as responsible citizens. In schools across the country, pupils are participating in decision-making that affects a broad range of school life issues including waste management, natural resource conservation, school grounds design and even learning itself. In schools practising an advanced stage of pupil participation, pupils engage in community-based decision-making and action.

Summary points:

- Pupils have meaningful opportunities to participate in school-based decision-making.
- Pupils have opportunities to practise leadership and citizenship skills.

Theme 5 Community

Element 5.1 Links with parents, governors and school boards

Fostering productive relationships with parents and governors has long been viewed as an essential part of building a vibrant school culture. Parents, governors and school staff are partners in *Learning for Sustainability*. Everyone has something to contribute to the effort. Building the trust needed to transform the relationship into one characterised by collaboration is central to *Learning for Sustainability*.

Summary points:

- The school – and its governors or school board – fosters productive relationships with parents.
- The school values the contributions of parents and governors or staff members.

Element 5.2 Links with the community

The community provides the context in which schools operate. *Learning for Sustainability* benefits from the real-life opportunities that a strong working relationship between the school and the community has to offer pupils. Pupils and schools are uniquely positioned to work in partnership with their communities to identify and address community issues and to proactively advance community sustainability. Opportunities to identify and address relevant community issues are fundamental to preparing pupils for a lifetime of active civic engagement.

Summary points:

- The school is valued as part of the community.
- The community is valued as part of the school.
- Pupils have the capacity and the opportunity to make a positive contribution to the community

Element 5.3 Links with the wider community

This linking goes beyond the local context to the national, regional or global, enabling children to communicate, work and learn with people from a variety of contexts. This offers opportunities for children to be aware of the wider world and to explore what it means for their local environment and context. It prepares them for the broader journey into the family, community, world of work and democratic process.

Summary points:

- The school recognises that it is locally based and globally placed.
- This recognition figures prominently in decision-making.

Theme 6 The school estate

Element 6.1 School resource management

School resource management includes everything from the selection of disinfectant cleaners, to the source and nutritional quality of the foods served, purchasing fair trade products, and the disposal of waste paper. To promote *Learning for Sustainability*, these management decisions must support sustainability principles and be transparent to pupils. Modelling management practices that promote sustainability, and involving pupils in the sometimes difficult decision-making processes that determine the degree to which sustainable solutions can be practically implemented, is an essential learning opportunity.

Summary points:

- Sustainability guides decision-making about procurement, waste management, energy and water use.
- The school models good practice for sustainability.

Element 6.2 School build and restoration

The construction techniques and technology applications of the ideal school building are so transparent that students can readily observe the aesthetic, functional, economic, social and environmental benefits of sustainability-driven designs. This approach is increasingly included in new school build and school renovation, restoration and expansion projects.

Summary points:

- The school employs and models technologies that advance sustainability.
- The school is a 'building that teaches'.

Element 6.3 School grounds

School grounds are a fertile laboratory for pupils' exploration of ecological phenomena – provided that the development and use of the school grounds is embedded in the formal curriculum. School grounds projects offer pupils the opportunity to research, design, construct and evaluate a hands-on project. They build a sense of ownership and pride in schools. They can be used to explore sustainability issues across the subject disciplines and can be instrumental in engaging learners who learn best by doing.

Summary points:

- Stimulating learning resources and rich learning environments are available.
- Child-centred learning models, modes and strategies are applied.

Process

Part One

- 1** Review your working definition of *Learning for Sustainability*. Note that that activity requires a definition of *Learning for Sustainability*. If you have not completed Activities 1 and 2, and do not have an agreed definition, you may need to use the definition at the beginning of the 'Background' section of this activity.
- 2** Distribute one copy of Resource Sheet 5.1 to each participant.
 - Point out that the elements are grouped by theme and that the themes and elements reflect current school practice.
- 3** Explain that you are now going to read a short description of each of the *Learning for Sustainability* elements, followed by one or two summary points. The summary points are intended to clarify and focus the description.
 - Once you've described each element, participants will have the opportunity to ask questions to clarify their understanding.
 - When agreement is reached, participants should assess their school's current 'performance' or status in relation to each element by shading the horizontal rows with a coloured pencil to the appropriate degree (or stage within the degree).
- 4** When the participants have assessed their school's performance against the 16 suggested elements, ask if there are any others, specific to the school, that they would like to add.
 - Record these as Theme 7 at the bottom of the chart.
 - Identify the behaviours or actions that characterise the 'performance degrees'.
 - Assess the performance as before.
- 5** Place five chairs in a line across the front of the room, allowing generous space between each one.
 - Explain that the chair on the far left represents the pre-engaged stage and that the chair on the far right represents the advanced stage.
 - The three chairs in between correspond to the interested, introductory and emergent stages described in the self-assessment tool.
- 6** Ask participants to stand in the place that best matches their

response on the self-assessment tool for the first element – whole school approach.

- Record the number of participants in each position along the scale. Later, you can calculate different response percentages. This will give you a quantitative baseline of participants' perceptions for your performance levels.
- Pick a few participants to explain their positions – especially participants whose responses are significantly different from the majority response.
- Record the participants' responses and note the position along the scale they relate to. This adds qualitative data to your baseline.
- As a group, try to agree a performance degree for the school.
- Note the performance degree on a clean copy of the school's self assessment.

7 Repeat this for the other elements.

Part Two

8 Explain that you are going to draw together Activities 1, 2, 4 and 5.

9 Display six poster-size sheets around the room.

- Write one of the six themes at the top of each sheet: 'School culture and ethos', 'Monitoring and evaluation', 'Teaching and learning', 'Pupils', 'Community' and 'The school estate'.
- Divide the space below the heading into two columns. Label the left column 'Strengths' and the right column 'Areas for improvement'.

10 Divide the participants into six small groups or into small groups of two or three participants if there are fewer than 10 people.

- Assign each small group to one of the six theme posters.
- Ask them to identify and record their ideas about the 'strengths' of the school in relation to the allocated theme and its supporting elements.
- Ask them also to identify and record 'areas for improvement'.

11 When the groups are done, ask the groups to rotate around the room to the next sheet.

- Review the responses of the previous group(s) and add any additional points.
- Repeat the rotation until the groups reach their initial position.

Taking things forward

- Look at case studies of other schools to better understand how different schools, serving different populations, in different geographic regions, or in the devolved countries, have approached *Learning for Sustainability*. Case studies of schools whose *Learning for Sustainability* journeys have been recorded by WWF can be found online at www.wwflearning.co.uk
- Identify other schools in your region engaged in *Learning for Sustainability* and share your learning and good practice. As you identify and meet more schools, you may develop a learning network.

Learning for Sustainability elements		Performance degrees				
		Pre-engaged stage	Interested stage	Introductory stage	Emergent stage	Advanced stage
Theme 1 School culture & ethos	Element 1.1 Whole school approach	We have not considered an inclusive participatory approach to <i>Learning for Sustainability</i>	An individual or group within our school would like to advance an inclusive participatory approach to <i>Learning for Sustainability</i>	An individual or group within our school is working to build support for an inclusive participatory approach to <i>Learning for Sustainability</i>	Our whole school – teachers, students, school management and staff – is working to advance an inclusive participatory approach to <i>Learning for Sustainability</i>	We are working, in partnership with the community, to advance an inclusive participatory approach to <i>Learning for Sustainability</i>
	Element 1.2 Whole school policy	We have not considered how <i>Learning for Sustainability</i> could be a part of our school policy	We have considered <i>Learning for Sustainability</i> as an element of our school policy, but have taken no action	<i>Learning for Sustainability</i> is part of the school policy, but few understand it or use it to guide decision-making	<i>Learning for Sustainability</i> is at the heart of the school policy and all school staff and students understand it	<i>Learning for Sustainability</i> drives school policy and the parents and community understand it
Theme 2 Monitoring & evaluation	Element 2.1 Action Learning	We are not aware of ways participatory monitoring and evaluation can be used to develop good practice in <i>Learning for Sustainability</i>	We are interested in using participatory approaches to monitoring and evaluation, but have not taken action	A few teachers develop good practice through action learning	Most teachers develop good practice through action learning	Our school takes an action learning approach to monitoring and evaluation that builds good practice
Theme 3 Teaching & learning	Element 3.1 Formal curriculum (core and non-core)	We have not considered <i>Learning for Sustainability</i> in the curriculum	We have considered <i>Learning for Sustainability</i> in the curriculum, but have not taken action	<i>Learning for Sustainability</i> is addressed by a few departments or years	<i>Learning for Sustainability</i> is addressed by most department and years	A comprehensive scope and sequence outlines <i>Learning for Sustainability</i> across departments and years
	Element 3.2 Diversity	We have not considered how diversity can be addressed	We value diversity but have not considered how it can be addressed	We value diversity and address it in some aspects of school life	We value diversity and address it in a variety of curricular and non-curricular activities	We celebrate diversity in ways that build respect among all members of the school and community
	Element 3.3 Quality teaching	We are not aware of learning models and classroom resources that support <i>Learning for Sustainability</i>	We are interested in exploring learning models and supplying resources that support <i>Learning for Sustainability</i>	We have introduced learning models and resources that support <i>Learning for Sustainability</i> in some classrooms	We use learning models and resources that support <i>Learning for Sustainability</i> in all classrooms	We share our good practice developed through the use of learning models and resources that support <i>Learning for Sustainability</i>
	Element 3.4 Professional development	We are not aware of professional development that addresses <i>Learning for Sustainability</i>	We are interested in professional development, but lack time or resources to pursue it	A few staff have participated in professional development for <i>Learning for Sustainability</i>	Most staff have participated in professional development for <i>Learning for Sustainability</i>	All staff competently practise <i>Learning for Sustainability</i> and help train other teachers
Theme 4 Pupils	Element 4.1 Safe and supportive learning	There is no purposeful effort to establish or maintain a safe and supportive	We are aware of ways we could establish and maintain a safe and supportive learning	We have a strategy for maintaining a safe and supportive learning	We actively implement and monitor our efforts to maintain a safe and supportive	We share our good practice with other schools working to maintain a safe and supportive

	Element 4.2 Pupil participation and empowerment	We have not considered the benefits of pupil participation	A mechanism for pupil participation exists, but does not engage pupils in meaningful decision-making	A mechanism for pupil participation regularly engages pupils in meaningful decision-making	A mechanism for pupil participation is complemented by decision-making processes that regularly engage all pupils	All pupils are fully engaged in decisions about their school and their learning
Theme 5 Community	Element 5.1 Links with parents, governors and school boards	We have not considered the benefits of regular communication with parents and governors	Communication with parents and governors tells them what's happening in the school	Parents and governors are involved in school life and understand <i>Learning for Sustainability</i>	Working partnerships between pupils, the school, parents and governors or school boards enrich <i>Learning for Sustainability</i>	We share the good practice we've developed by working with parents and governors or school boards
	Element 5.2 Links with the community	We have not considered the benefits of regular communication or active engagement with the community	Communication with the community is a way of telling them what's happening at the school	Pupils make a positive community contribution by identifying and actively addressing local issues	Pupils work in partnership with the community to identify and address local issues	We share the good practice we've developed through community service projects or partnerships
	Element 5.3 Links with the wider community	We have not considered the benefits of communication with the wider community	We have considered communication with the wider community	Communication with the wider community is a one-way process	We have developed a two-way conversation between the school and the wider community	We share the good practice we've developed through links with the wider community
Theme 6 The school estate	Element 6.1 School resource management	We are not aware of ways sustainability practices can be used in school management	We are interested in applying sustainability principles, but have taken no action	We have a couple of sustainability practices, like recycling or energy efficiency	We use audit tools to apply sustainability principles to all aspects of school management and resource use	We share our sustainability strategies with other schools working to improve management and resource use
	Element 6.2 School build and restoration	We are not aware of ways sustainability practices can enhance school build or restoration	We are interested in applying sustainability principles, but lack the expertise or resources	We have applied sustainability principles to some school build and restoration projects	We have applied sustainability principles to school build and restoration projects and plan to do so in the future	Our school structures are 'buildings that teach' through their transparent technologies that advance sustainability
	Element 6.3 The school grounds	We have not considered the benefits of improving the school grounds	We are interested in addressing the school grounds, but lack the time, expertise or resources	We have, with some pupil participation, conserved some ecological aspect of the school grounds	The pupils have designed and implemented a school grounds ecological conservation project	The pupils work with the community to identify and address local land conservation and restoration issues
Theme 7	Element 7.1					
	Element 7.2					

Action proposals

Background

This is the stage of the Development Framework where the group should be prepared to generate targeted and innovative action proposals for moving forward. The benefit of completing this activity after the levelling and grounding activities is that all members of the group are better prepared to address identified areas for improvement and to advance good practice through *Learning for Sustainability*.

Some schools may be prepared to take on large ambitious projects, initiatives or processes of change. Others may take a 'small steps' approach. All will benefit from identifying both objectives and 'quick wins'.

Objectives are statements that propose measurable actions that will advance *Learning for Sustainability*. Objectives may reflect actions that can be achieved in less than one year's time (short-term), in two to three years (mid-term), or a longer period of time (long-term).

Quick wins are highly feasible actions that will have immediate benefits and build the school community's commitment to *Learning for Sustainability*. Quick wins build on existing strengths and can be achieved with existing resources – time, people and money.

Whether a school is working to further develop an established *Learning for Sustainability* strategy, or just starting out, the projects or initiatives you choose must be appropriate for your school.

Process

- 1 Display the outputs from Activities 1, 2 and 4 around the room.
 - Encourage participants to move around the room and review the work.
- 2 Have the six posters from Activity 5 ready to use for this activity. Store them flat on a table until they are needed.
- 3 Distribute 10 large post-it notes to each participant.

Part One: Proposed actions and quick wins

- 4 Display the first poster that lists the school culture and ethos strengths and areas for improvement.
 - Review the strengths and areas for improvement.
- 5 Ask participants to think about the two most important actions the school could take to address the areas identified for improvement.
 - Ask them to record each of their action statements on a separate post-it note. Suggest that these statements begin with an action word or verb.
- 6 Display a blank sheet of paper beside the poster.

Objective

- To articulate objectives and 'quick wins' for advancing a whole school approach to *Learning for Sustainability*.

Output

- A list of objectives and 'quick wins' to improve *Learning for Sustainability* in your school.

Time

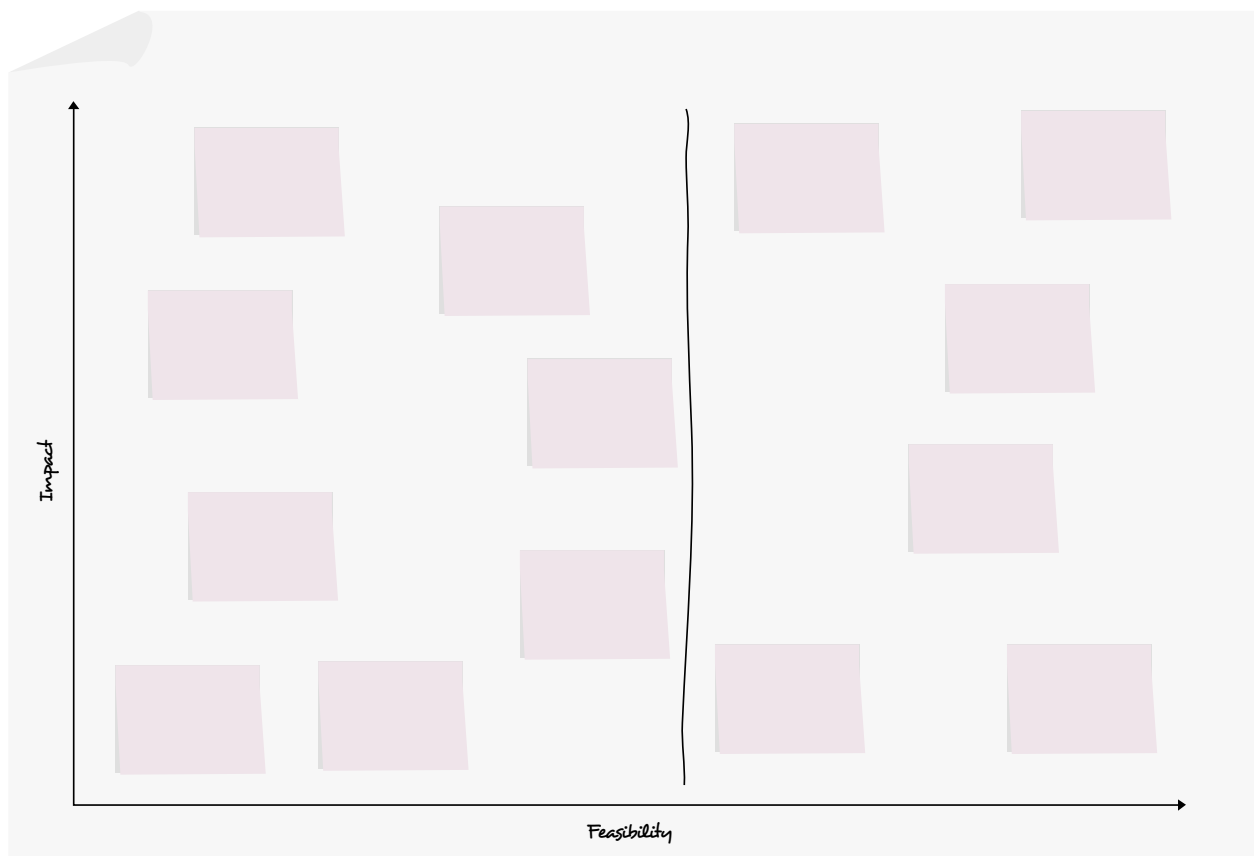
- Allow approximately 60 minutes for this activity.

Materials

- pencils or pens
- large sheets of paper
- large post-it notes
- tape or Blu-Tack
- coloured marker pens
- the outputs from Activities 1, 2, 4 and 5

- 7 Draw a horizontal line along the bottom of the page.
 - Draw an arrow on the right end of the line.
 - Label this line 'feasibility'.
 - Explain that feasibility refers to the ease with which an action can be implemented. An activity with high feasibility (located on the right end of the line) could be achieved with existing resources – people, time and money – and involves decision-making that falls within the school's remit. An activity with low feasibility (located on the left side of the line) would require additional resources and may require external approvals or outreach.
- 8 Draw a vertical line up the left side of the page.
 - Draw an arrow on the top of the line.
 - Label the line 'impact'.
 - Explain that impact is a measure of the potential benefits or effect of the action. An action with high impact (located at the top of the line) would represent an important achievement with wide-reaching and long-term benefits. An action with low impact (located at the bottom of the line) may be no less important, but it may benefit only a segment of the school community or may have short-term value.
- 9 Ask participants, one at a time, to present their two proposed actions.
 - Following the presentation of each proposed action, ask the group to help place the related post-it onto the impact/feasibility poster, based on the potential impact and feasibility of the proposed actions.
 - When all the ideas have been presented and posted, confirm agreement on their positions on the poster.

Example of impact and feasibility analysis poster (steps 4-10)



- 10 Ask the participants to draw a vertical line between the post-its to separate the 'quick wins' from the proposed actions that will require more in-depth planning and development (the ideas with lower feasibility).
 - Explain that the quick wins are those ideas – positioned on the far right side of the poster – with high feasibility and varying potential impacts. These are the ideas that can easily be taken on and, when completed, will build momentum for the less feasible proposed actions.
- 11 Repeat this process (steps 4 – 10) for each of the five remaining posters: monitoring and evaluation, teaching and learning, pupils, community and the school estate.
 - Keep the process going at a comfortable pace. If you get bogged down with a particular proposed action, put it aside for future, more careful, consideration.
- 12 When you have identified quick wins for all six themes, examine them for any commonality.
 - Do certain actions benefit several of the themes for advancing *Learning for Sustainability*? These may become high priority quick wins.
 - Be sure to continue to record the quick win actions under each theme heading they support.

Part Two: Proposed actions and objectives

- 13 Examine the proposed actions that are not quick wins and explain that these proposed actions will be rewritten as objectives.
 - Objectives are measurable action statements with a specific time horizon – short-term, mid-term, or long-term.
 - These objectives differ from the quick wins in that they may require financial resources, staff capacity or other resources that are not currently available. They also may simply require longer periods of time to implement.
- 14 Begin to develop your objectives by first examining the proposed actions positioned to the left of the quick win line and then looking for commonality.
 - Which proposed actions are 'big ideas' and which are actions that will advance the big ideas?
 - Cluster the similar or related proposed actions by listing each cluster group on a separate sheet of large paper.
 - Note that some proposed actions may be unique and not part of a larger cluster. List these singly on sheets of paper.
 - Do not remove the proposed action post-it notes from the feasibility/impact chart.

Clusters may develop around traditional school improvement topics including: school leadership, school mission, school management plan, school policy, communication, school partnerships, finance, technology, community relations, school image, performance indicators and staff recruitment, recognition, retention and development.

- 15** Work as a whole group to discuss and agree the cluster groupings.
- Once the cluster groupings are agreed, ask participants to work in smaller groups to write objectives for each cluster grouping.
 - Note that some of the proposed actions may remain unchanged while others may be combined.
 - A cluster group may produce more than one objective.
 - Be careful not to cluster proposed actions that would be more appropriately addressed individually.
- 16** Again work as a whole group to discuss and agree the objectives.
- Note which themes – school culture and ethos, monitoring and evaluation, teaching and learning, pupils, community, and the school estate – these objectives will advance.

Taking things forward

Summarise the poster outputs from Activities 5 and 6 for each theme – school culture and ethos, monitoring and evaluation, teaching and learning, pupils, community, and the school estate.

- Place the theme heading on the top of the sheet.
- List the strengths and areas for improvement below the heading.
- Below these, list the proposed actions – the quick wins and the objectives.
- Distribute these summaries to the participants.

Theme:

Strengths:

Areas for improvement:

Proposed actions

Quick wins:

Objectives:

**Example of 'Taking things forward'
summary outline**

If your school is in England, make a plan to self-assess the improvements you hope to make. New school inspection procedures come into effect in September 2005. They emphasise school self-assessment and offer new opportunities to highlight your *Learning for Sustainability* work and to show how it helps you advance achievement and standards, the personal development of pupils, the quality of provision, the quality of management, and the overall effectiveness of the school. The quantitative and qualitative measures of the Ofsted self-assessment are a natural complement to the quantitative and qualitative measures you will document using Activity 5 and qualitative measures you will document using Tools 2 and 3.



Work plan

Background

In most schools, the planning stage for new projects or initiatives typically involves developing a series of lessons or student experiences that contribute to a unit of study and the development of new knowledge, skills, values, attitudes or perspectives. The units or experiences are sequenced to support learning as children grow emotionally, intellectually, physically and socially.

In some schools, where *Learning for Sustainability* is included across the subject disciplines and throughout the years, the planning stage may involve a more comprehensive and strategic approach to curricular scope and sequence. It may also include developing projects or initiatives outside the curriculum that address pupil participation in decision-making, school build or management, or community links.

All the stakeholders – the people who will affect or be affected by the project or initiative – should be represented at the planning stage. Their level of support for, and investment in, the effort may prevent or enhance its outcome. This is when formal work plans should be developed. Work plans describe what will be done, by whom, when, and using which resources. Work plans also document how the *Learning for Sustainability* will address statutory curriculum requirements and contribute to the overall effectiveness of the school.

Process

A work plan can be detailed or general to suit your project or school. You can set up a work plan in a simple table format. Use the plan as a calendar-driven checklist to follow your progress and to identify and address small problems before they become big ones. Project team members should develop work plans. Keep in mind that project teams benefit from student and community members' participation.

Resource Sheet 7.1 offers one possible work plan format.

Objective

- To develop a work plan in order to take proposed actions (quick wins and objectives) forward.

Outputs

- A work plan.

Time

- Allow approximately 60 minutes for this activity.

Materials

- the ideas generated and prioritised from Activity 6: 'Action proposals'
- Resource Sheet 7.1: 'Work plan worksheet suggestions'
- pens or pencils

Project name: _____

Start date: ____ / ____ / ____ Anticipated completion date: ____ / ____ / ____

Project team leader: _____

Project team members: _____

Curriculum links:

Quick win or objective: _____

Outputs: _____

Work plan

Task	Criteria for completion	Person(s) responsible	Resources needed	Completion date
1				
2				
3				



Also consider:

- Does your plan draw effectively on existing resources while continuing to develop them?
- Does your plan build on past successes and achievements?
- Does your plan use existing support areas while continuing to develop them?
- Does your plan identify the prioritised support areas you need and provide strategies for developing them over time?
- Does your plan identify and prioritise gaps in *Learning for Sustainability* approaches in your school and provide strategies for developing these over time, taking account of other elements above?
- Does your plan identify the stages or milestones where you will monitor progress and evaluate outcomes?



Learning during

Background

The Development Framework's participatory monitoring and evaluation tools are adapted from a model for action learning that WWF-UK developed to help its international conservation partners capture and apply what they learn through their projects and programmes.

As educators and schools work together to develop good practice, they are constantly engaged in a cycle of planning, action, reflection and learning. In the fast-paced school environment, however, this learning typically takes place at an unconscious level: it is seldom captured and used to inform future practice, and it is rarely recorded and shared with colleagues and other education professionals outside the school.

In order to develop good practice through *Learning for Sustainability* – good practice that can be shared – a systematic, participatory approach to monitoring and evaluation is fundamental. Action learning tools offer practical ways for capturing and sharing learning.

Any lessons we have learned should be recorded as specific actionable recommendations. Specific actionable recommendations present the learning in a form that is:

- specific (something clear and precise)
- actionable (that can be done), and
- presented as a recommendation (for future educators).

The 'Learning during' tool focuses on work plan progress.

It is a participatory, formative assessment that:

- advances good practice
- reflects on the team's short-term learning
- is conducted by the team for the team (with or without pupil representation)
- takes about 30 minutes
- makes learning conscious
- can make learning explicit
- builds trust among colleagues
- focuses solely on the piece of work just completed, and
- is carried out immediately after a piece of work is finished.

Process

Assemble your work plan team for a 30-minute meeting. Set an agenda with time limits and stick to it. Introduce and briefly discuss the four 'Learning during' tool questions.

Objective

- To quickly monitor work plan progress.

Outputs

- A list of lessons learned, expressed as specific actionable recommendations.

Time

- Allow approximately 30 minutes to complete this tool.

- 1 What was supposed to happen?
 - What was the objective of the piece of work?
 - Was there a clear objective?
 - Was it measurable?
 - Does everyone agree? Note and briefly explore any disagreement. Disagreement need not be resolved at this meeting.
- 2 What actually happened?
 - What was the result?
 - Was it measurable?
 - Does everyone agree? Again, note and briefly explore any disagreement.
 - If necessary, remind the group that you are looking for understanding and learning, and not looking for blame or praise.
- 3 What were the positive and negative factors here?
 - Was there a difference between what was supposed to happen and what actually happened?
 - Did you do better or worse than expected?
 - What helped the success or contributed to the failure?
 - If necessary, probe deeper and ask 'Why?'
- 4 What have we learned?
 - This is where you express your learning as a specific actionable recommendation(s): something you learned that you will apply in the future.

Taking things forward

- Participants take notes for themselves.
- You, or someone appointed by the team, write up and share the lessons as specific actionable recommendation(s) for developing good practice.
- If any actions arise or further discussion is needed to reach agreement within the group, make sure a 'who by' and 'by when' is identified.
- Make sure that participants see that their learning is having an effect. Refer to the specific actionable recommendation(s) as appropriate to advance the development of good practice over the course of the project or programme.



Learning after

Background

The 'Learning after review' is a work plan team meeting that takes place after a piece of work is completed. The review summarises and captures the lessons learned during the project or programme for the benefit of future action learning teams or new phases of the project or programme. To optimise its success, the review must take place immediately after the project or programme is finished, and it must involve the entire action learning team.

The 'Learning after review':

- is a facilitated face-to-face meeting
- makes learning conscious and explicit
- focuses on the project or programme just completed
- involves everyone who has been involved in the project or programme (including pupil representatives), and can also include key colleagues who will use the lessons learned in the future, and
- allows closure.

Process

- 1 Choose a facilitator who will keep time and record responses, but who won't contribute to the discussion. This will help focus the meeting and keep it within the time allowed.
- 2 Set a meeting date, time and place. Confirm that the key players will be there.
- 3 Gather and assemble all key documents, including:
 - the original project or programme proposal
 - notes/minutes from previous meetings
 - any other monitoring and assessment tools used
 - student work
 - photographs
 - anything else that documents the project or programme.
- 4 Send out appropriate pre-meeting reading materials.
- 5 Open the meeting by restating the purpose, that is to ensure that future projects are even more successful by identifying the points learned from this project or programme. We are not here to assign blame or praise.

Objective

- To conduct an evaluation following the completion of the work plan.

Outputs

- A list of lessons learned, expressed as specific actionable recommendations.

Time

- Allow 60 minutes to complete this tool.

6 Introduce the five questions around which the review is organised:

- What was the objective of the project or programme?
- What did you achieve?
- What went well in this project or programme?
- What could have gone better?
- Looking back over the history of this project or programme, how satisfied do you feel with the way it went?

Now set time limits for each question – about 10 minutes for each question with five minutes reserved to wrap-up the discussion.

7 Now ask the questions one at a time and use the secondary questions to evoke deeper responses. Give participants a few moments to reflect on each question and encourage them to record their responses, prior to opening the questions for discussion. Don't make judgements, and record all responses.

Question 1 What was the objective of the project or programme?

- What did you set out to do?
- What did you really achieve?
- Were there any unstated objectives?

Question 2 What did you achieve?

- What was the pupil experience?
- What was the staff experience?
- What was the community experience?
- Were deadlines met?
- Are all the stakeholders happy?

Question 3 What went well in this project or programme?

- Why did this bit go well?
- What did the team do to ensure it went well?
- How can you ensure that future projects or programmes go as well?
- If you were a future project or programme leader, what advice would you offer?

Question 4 What could have gone better?

- What happened that stopped the team from delivering more?
- What was missing that meant this happened?
- How can you ensure that future projects or programmes go better?
- If you were a future project or programme leader, what advice would you offer?

Question 5 Looking back over the history of this project or programme, how satisfied do you feel with the way it went?

- How would you rate your satisfaction level on a scale of 1 to 10?
- What would have made it a 'perfect 10' for you?
- How would you rate the product and the process separately?

Taking things forward

- Ensure that the outputs of the meeting are typed and distributed to all participants (electronically or on paper). If you quote participants, be sure to check the quotes with the people who made them before distributing or posting the report.
- If any actions arise from this summative discussion, be sure that someone within the group takes responsibility. All actions should identify 'by whom' and 'by when'.
- Write up and share the specific actionable recommendation(s).

Where next?

“Schooling has to do with the ability to master basic functions that can be measured by tests. Learning has to do with matters of judgement, and with living responsibly and artfully, which cannot be measured so easily.”

David Orr, *Ecological Literacy*, 1992

One of the greatest challenges faced by educators interested in building a whole school approach to *Learning for Sustainability* is developing the evidence base that shows its many benefits. Since the 1990s, WWF has collected a large number of case studies from schools that have addressed curricular, social and environmental issues through *Learning for Sustainability*. A 2003 Ofsted report documented similar schools’ experiences, and the Curriculum and Qualifications Authority website showcases schools at various stages of their *Learning for Sustainability* journeys. Yet, despite the efforts of these agencies and schools across the UK, *Learning for Sustainability* has not yet entered the mainstream.

What will it take to mainstream *Learning for Sustainability*? This is a question we at WWF continue to contemplate. It is only through the dedication of schools and educators like you that we can build a strategy to support schools and educators engaged in this endeavour. Please let us know how you use these materials and any ideas you have for how we may better support your efforts.

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For information about other available WWF services and resources, visit our website at www.wwflearning.co.uk



The mission of WWF is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature, by:

- conserving the world's biological diversity
- ensuring that the use of renewable resources is sustainable
- promoting the reduction of pollution and wasteful consumption

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