

## NOTES FROM 28<sup>th</sup> MARCH ESD IN SW NETWORKING DAY

### Ideas from Post-Its

After the two morning Swap Shops, we asked attendees to give us ideas for the afternoon on post-its. Here is what was written:

- More leadership required from central government. More emphasis on long-term, less on votes! For example, 2p/litre fuel tax would cost the average motorist 60p/week, but would provide enough revenue to pay for free school transport for ALL students! Result – less traffic, easier school journey for ‘walk (or cycle) to school’
- Less emphasis on ‘choice’. Parents don’t want a choice of six schools, all 20 miles away – they just want their local school to be good!
- Link issues within the school curriculum. For example, ‘waste minimization’ with ‘local food production’ and ‘healthy lifestyles’. For example, a garden area on or near school premises where youngsters can grow their own food, using compost (from their compost bin) and with help and advice from the local gardening club or allotment association. Therefore, reduced carbon dioxide emissions, less waste, cross-generational links...
- Children’s happiness more important than money or academic results!
- Less focus on ‘box ticking’ and ‘target-setting’ (for example, SATs, hospital waiting times). This would make it easier for schools to concentrate on ‘citizenship’ and sustainability issues.
- Can education systems ever offer or open up an Initiative Gap – enabling them to identify overarching strategy – for many this would be ESD?
- Looking for examples of embedding sustainability in small business (work-based learning)
- Why is the promotion of public transport, walking and cycling routes ignored by environmentalists?
- Schools
- Cases of sustainable practice
- Just want to listen
- How to get university senior management to wake up!
- Sustainable communities and healthy neighbourhoods
- Sustainable communities: democracy, resources, etc.

## Ideas from Themed Groups

In the afternoon, we agreed on themed groups that attendees could move between. Here are the notes from each of the groups.

### Topic: Work-based Learning

- Align yourself with the major influences in your life (ecology, family, etc.)
- Start with where you are & with what you have
- Combine top-down and bottom-up thinking
- It is important to reward the right type of thinking/learning
- There is ESD 1 (focused on content and behaviour change) and ESD 2 (focused on learning): too much of one type in isolation is of limited use
- Learning needs space – silence is good – say less, communicate more
- Allow for a flow of energy between content and process
- Be prepared to not do everything at once – sometimes you need the courage to walk away if it's not working – come back another time
- We are in the “creative age” – that is what will generate wealth
- “Wealth” and “growth” are not only financial concepts
- We need to know more about who does what – perhaps this needs a team approach (??fundraisers??, activists, etc.)

### Topic: University Barrier Breaking

- A new unit at U of Bristol: Environmental Implementation Group
  - Came out of University Environmental Management Group
  - Open for all faculties
  - Not a department
  - Could help tick boxes
  - Interdisciplinary teaching
  - SD teaching
  - 8 departments/4 faculties
- University of Gloucestershire metaphor of jigsaw puzzles
  - Everyone has a piece
  - Each campus different puzzle for ESD
- University of Keele: don't need SD definitions, just a waste of time
- University of Plymouth: definitions not needed
- University of Falmouth: universities need a holistic view!
  - Ecolooq website: <http://www.ecoloqo.org/>
  - Culture/media important
  - Footprint unsustainable
- Universities have agendas: economic growth, ??Deeicing?? Report
  - Need to reject
  - Local knowledge
  - Communities
  - Get recruits of employers, then put into curriculum
  - Expand ????? of science
- Threshold concepts
  - ??Accreditation??

- Poetry
- Cultural focus
- Love songs
- Graphics
- Films
- Popular appeal
- Provoke students into realizing they need to look at engaging heart
- Mixing university and city people: dinner – place to talk
- Create space: everyone is overcommitted
- Successful companies give 10-20% of time to volunteering
  - That's where ideas are born
- Businesses ??/?? and force structures
- Space, physical, time : reflect on role!
- Universities have old stories, need a new story. Who wants to be involved? “The Great Work” by Thomas Berry
- Centre for Human Ecology – University of Edinburgh – Independent – Strathclyde University
- Developing critical intelligence
  - Alternatives
  - How move forward

### **Topic** Matching students with Council/community projects

An interactive website could be created to hold details of project ideas submitted by Councils, community groups, NGOs, etc. Students could go to this site to get ideas for projects, thesis/dissertation topics. Contact details would be available so no additional brokering would be needed beyond the website.

### **Topic** Work with Creating:Excellence

Creating:Excellence is the South West centre for sustainable communities. There are 2000 individuals in the South West working on sustainable communities projects. <http://www.creatingexcellence.org.uk/>

There are case studies on their website.  
Academics could plug into their various projects.

For more details, contact Martin: [Martin.Walbank@creatingexcellence.org.uk](mailto:Martin.Walbank@creatingexcellence.org.uk)

### **Topic** Schools

- There are specialist colleges, etc. Can we push for ESD as a specialism?
- Can we roll ESD within other initiatives, e.g., 2020 vision – if there were an initiative “amnesty” or gap – there would be time to prioritise and address all these strategies
- Come straight in at all levels. Top and Bottom.

- Society is leading education here – is the link between SD and Further and Higher Education closer than link between SD and School Education?
- Teacher training = key area. / change pedagogy
- Wave model of change applied to schools – strands. Primary is now Cross Curriculum. Strand incorporating numeracy and literacy.
  - Primary strategy will combine the two strategies
  - Back to extend time on pieces of work
  - Suits Every Child Matters
- Primary education now incorporates Values and Attitudes of ESD via Citizenship and PSHE
  - Ambiguity of curriculum needs to be addressed re: Environmental Issues and Behaviours
- Links with local communities. Looking out and looking in will give change over time.
  
- Pupil assessment of teachers...can be positive in both parties...constant CPD for teachers.
  
- Re-definition of learning
- Re-defining hierarchy: headteachers ???authority?? – leadership in schools...contact with children vital
- New buildings... Somerset straw buildings, rewards for making changes (e.g., bargaining systems)
- Design of schools...highlight in classrooms
- School audit (annual) by pupils
- Attendance class 1<sup>st</sup> thing in morning – crosses all ages – sets up a new dynamic
  
- Classrooms where the teachers teach a lesson and the pupils move from subject to subject according to interest. Already happens at 1<sup>o</sup>.
- Pupils teaching other pupils – breaking down social divide. More dialogue between children the more learning will take place.
- Human scale education: already each child has a mentor. Sand school. Schumacher/Dartington Hall: Rationale Aims and Guidelines.
- Tamaneke (NZ) = democratic 1<sup>o</sup> school.
  
- OE: teachers dealing with environment – Looking for practical activities which enhance curriculum. In curriculum resource packs. Still working with champions. Occ teacher will try out different venues. Timetable pressures on outside visit.
- Hotseating. Give a pupil a role – “Conscience Ally” peer group pressure
- Children’s wisdom.
- By 10 or 11 children are outgrowing Primary school – there is a year to input new ideas and responsibilities (10–14 = New Skills Zone)
- Gifted and Talented Pupils: Bored: Can be challenged
- Democratic primary schools, see New Zealand

- Mechanisms for giving a voice to children. Treat as young Humans. “Treat as adults”
  - Schools council
  - Class councils
  - Pass the teddy bear
  - Pupils Parliament
  - Collect views on Post Its
- Why do we have Primary/Secondary school divide now?
- Local level conference on the value of education at a community level
- Sustainability has to be perceived as moving forward rather than moving backward.
- Use LESS
  - Divide newspapers into sections
  - Have to ask for DVD not get automatically
- How do you maintain learning across formal/informal school based – homebased learning. Dialogue between mentor and child. Regular dialogue with child – teacher if possible.
- Marking with child with dialogue as primary form of formative assessment.
- Bringing down Teacher:Pupil ratio
- Use school like a University: drop in to lessons/sessions
- Initial Teaching Training – changing practice = Higher Education
- Bring in Parent skills. 6 week modules by parents: Observe Parent/child dynamic
- OPTIMISM about schools and ESD/Get Universities to help drive the agenda
- Innovative projects – involve the parents at the same time – see David Selby’s work with UNICEF – how kids have support at home
- Schools will open up in the future...but depends on societal change. Individual self interest.
- Societal change leads to SD increasing in pace
  - Recycling
  - Democracy – not telling people what to do
  - Allowing/enabling kids to make a difference
- 20 minutes useful work at the end of the lesson: cleaning/tidying up/recycling

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## **Our “Talking Recycled Pen” Feedback Session at the end...**

Create space in time...*link together science and popular arts*...to get ideas out there...popular appeal with colleagues and students...*so many organisations exist*... so many concerned... so many active...*feed off of people's enthusiasms and ideas*...a lot more out there: making as many connections as possible...good ideas about how the project should succeed: will be in touch!...*transport issues*...creative response is key to sustainability...space and time to think is a luxury...*contact details needed ASAP, as well as feedback from other groups*...putting out ideas...ecological impact: vegetarian food good...*so many life angles*...enthused and encouraged...listening to different perspectives: timely...*so many ideas spinning in my head*...not a minute wasted...what a wonderful model for learning