



WWF

REPORT

SCOTLAND

2012

Conservation

Climate Change

Sustainability

One planet schools: connecting school and community

Research findings

Learning for
Sustainability 

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October 2012

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Acknowledgements

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INTRODUCTION

If everyone in the world consumed natural resources at the rate we do in Scotland, we would need three planets to support us.¹

In addressing the UK's current 'three-planet' lifestyle, WWF strives for what it calls a *One Planet Future* – where people and nature live in harmony, thriving within their fair share of the planet's natural resources. If we're going to change the way we live and achieve a *One Planet Future*, we need to learn to live differently. How we educate our children is central to this.

'*One Planet Schools*' [OPS] have been defined by the Scottish Government's *One Planet Schools Ministerial Working Group*² as schools that take a whole school approach to building pupils' capacity to successfully, confidently, effectively and responsibly contribute to a *One Planet Future*. Taking a whole school approach encompasses the curriculum, campus, culture and community of the school.

The *One Planet Schools* concept brings together sustainable development, global citizenship and outdoor learning, providing an approach that helps deliver key priorities in Scottish education including raising attainment, improving behaviour, inclusion and health and wellbeing.

Embedded within Curriculum for Excellence (CfE) is the understanding that the community provides the context in which schools may operate, offering opportunities to build a strong working relationship. In many local authorities new build schools support a number of other community civic functions.

In seeking *One Planet Future* solutions, schools and their young people are uniquely positioned to work in partnership with their communities, proactively addressing community issues, and advancing community sustainability. Such experiences and outcomes are fundamental to preparing pupils for a lifetime of active, citizenship – skills for learning, life and work.

The purposes, principles and outcomes of Scotland's new Curriculum for Excellence are now in place, and education for sustainable development (SDE) is integrated into them. WWF and others' research has shown that a number of areas now need to be addressed, by key stakeholders – central and local government, higher education, business, and the third sector, including:

- Developing schools where sustainability is embedded in a school's work with its community, as well as in its curriculum, campus and culture;³
- Finding ways of influencing community behaviour change to reduce local authority carbon footprints;⁴
- Finding ways in which school and community campuses (combined school and community facilities) can actively enable/catalyse sustainability in communities;
- Encouraging progression beyond Eco-Schools into communities/higher education. 98% of Scottish schools are registered with Eco-Schools⁵ – although a Green Flag school is not necessarily a One Planet School. There is a significant

1. WWF International (2012) Living Planet Report 2012 Biodiversity, Bio-capacity and Better Choices. Gland: WWF-International.

2. One Planet Schools – 'schools taking a whole school approach to building pupils' capacity to contribute to environmental stewardship, social justice, economic wellbeing and civic democracy locally, nationally and internationally i.e. encompassing the curriculum, campus, culture and community of the school'.

3. WWF Scotland (2011) Towards a Step Change in Sustainable Development Education in Scottish Schools. Dunkeld: WWF Scotland.

4. Scottish Government (2010) Low Carbon Scotland: Public Engagement Strategy. Edinburgh: Department for Environment & Climate Change

5. <http://www.ecoschoolsscotland.org>

cohort of schools/pupils primed to go beyond the school estate, taking the opportunity for young people to become 'agents of change' in their communities;

- Establishing ways in which central and local government can support the process, enabling schools to play a leadership role in catalysing sustainability learning and action in their communities.⁶

WWF Scotland is currently developing a project to demonstrate how people working in local authorities, with/ within communities, and school pupils, can collaborate to promote long-term sustainability within their communities. This research is commissioned by WWF Scotland to identify a selected number of primary and secondary schools that are already embedding sustainability in their links with the community, as part of a whole school approach⁷; to explore the process and practice, and provide an analysis of the key elements of 'good practice' revealed.

This report and the case studies seek to help schools across Scotland visualise how 'good practice' may look when delivered. It proposes some characteristic conditions that allow successful linkages between school and community, and enable young people to play a role as 'agents of change'. It also identifies roles for key stakeholders, in support of long-term understanding of, and action for, sustainable development across Scottish communities.

6. Scottish Government (2008) Building the Curriculum 3: A Framework for learning and teaching.

7. WWF-UK (2011) Pathways to education for sustainable development: A practical tool for planning a whole school approach. Godalming: WWF-UK

RESEARCH PURPOSE AND APPROACH

The outcomes from this research will be used to help inform WWF Scotland's proposed demonstration project and its contribution to the Scottish Government's *One Planet Schools Ministerial Working Group*.

The primary source for this research has been a series of interviews and direct/virtual conversations with seven schools and nine professionals, ranging from those influencing/advising on SDE, Community Learning and Development, Youth, and Learning and Teaching policy in schools, to senior management and class teachers in the Case Study schools. The list of schools and school contacts, and other consultees is provided ([Annex 1](#)), and the details for additional schools recommended ([Annex 2](#)). A number of references have been consulted ([Annex 4](#)), providing existing policy, guidance and practice background. Also, the author has brought her own, past and current, experience working in school and community learning and development, and with associated partners.

For ease of understanding by teachers, and acknowledging the location of explicit mention of SDE within Curriculum for Excellence, the request for information was set in the context of 'developing global citizens', when approaching schools.

A key concern was to address the partnership that is implicit within the term 'working with the community' (however 'community' is defined). It encompasses a two-way process ('*inside out*' [engagement], and '*outside in*' [development]), and in most successful partnerships is equally balanced. This was addressed by ensuring insights were gained through consultation with Community Learning and Development and Youth workers/professionals, engaged in the 'outside in' process.

The consultation process started with briefing by WWF Scotland, and conversations with experienced leaders in SDE/Global Citizenship and Community Learning and Development in Scotland. The identification and selection of potential Case Study Primary and Secondary schools was critical. Identifying schools with a successful track record in community engagement and/or Global Citizenship (including SDE) was essential; representing a range of geographical and social settings were preferred criteria.

The collection and selection of schools was based on consultation with, and recommendations from, those with experience – WWF Scotland, Education Scotland, Youth Scotland, Eco-Schools, and associated local authority officers. Initially twelve schools were identified and roughly prioritized to provide the hoped for spread of school, approach, and location. Given difficulties in reaching nominated staff; staff changes, and at what was a busy time of year - both for the contractor and schools, eventually six schools were interviewed. Some of the other schools are already written up as case studies for other purposes, and can be investigated online e.g. the Queensberry Initiative, and REAL project.

All schools were approached directly by WWF Scotland. Thereafter nominated staff for each school were contacted by the contractor, and given a background document ([Annex 3](#)) with ten questions intended as a framework for the interview (or e mail response if preferred). Telephone interviews varied in length – from half an hour to well over an hour.

The consultation sought to cover the **process** and **outcomes**, rather than focus on the **products** of engagement, although the latter has helped exemplification in the case studies:

- what the school had set out to achieve through engagement with ‘the community’;
- what that ‘community’ was; how and where the project had been implemented, what people saw as the key catalysts;
- what were the successes/ benefits to stakeholders and why;
- what were the challenges/barriers, and what might be done differently another time.

Also, where possible, how other key stakeholders might best support schools working in this way e.g. central and local government, WWF etc.

As a consequence of its breadth, the interview questionnaire was used as a flexible framework - ensuring that, taken as a whole, the conversation covered the full range of interests and issues. As discussions progressed, provisional ideas for findings and recommendations emerged. As a back up/check consultations with organisations working with SDE and communities were used to explore and verify some of these ideas.

The next section of the report and the **Case Studies** seek to illustrate and draw out some of the diversity of approach; but at the same time identify some common characteristics/ levers in the process to achieving long term, community engagement by schools.

The aim of **this report** and the **Case Studies**, overall, is to distil the views of the teachers and other professionals into a coherent picture. Also, within the context of existing and supportive Scottish Government policy, to identify potential support roles and mechanisms/vehicles for Scottish Government, local authorities, and other key stakeholders to contribute to facilitating the process.

EXPLORING THE PROCESS INFORMATION, ANALYSIS & INTERPRETATION

*View from the school –
Inside out*

PROCESS & PRACTICE

Whole School Policy and Leadership

The support and leadership from head teachers and senior management for a whole school/faculty approach to global citizenship/SDE is a key ingredient in ‘the mix’. It improves the effectiveness of schools engaging with and influencing the wider community, and developing as One Planet Schools. It is easier for smaller/rural schools than larger/urban schools; Early Year Centres and Primary

Schools rather than Secondary Schools, but the larger, urban Case Study Secondary Schools (Bucksburn Ac. and St Paul’s HS) show it is achievable despite the challenges, with significant results, starting from a Faculty base.

Diversity of process

Creativity is a premium, and there is no single way to do it – diversity is rich. The **Case Studies** exemplify the diversity of approach possible for schools working with communities – local and/or global, and how the process is by necessity organic, explorative and exciting. In all cases, the teachers have very much been feeling their way. The process has evolved and built up, changing from year to year. For some the pace of engagement and change has reached a point of overload, and has to be managed (Bucksburn Ac.), and for others, small steps have demonstrated significant behaviour change, winning over potentially sceptic teachers (Lasswade PS); others have learnt the hard way, but found what does and doesn’t work, and are the stronger and wiser for that, at least they tried (Millburn Ac).

Embedding Community within an OPS ethos

Most Case Study schools have been developing their approach for several years, some before the implementation and support of CfE. Despite their promotion as exemplar models of known good practice, in only three Case Study Schools does the author feel confident that the schools are well on the way to characterising OPS (as defined earlier), and as illustrated by the WWF *Pathways: Self Assessment Tool*. Progress towards being an OPS is a long-term process of evolution, not a ‘tick box’, one year, ‘make over’. Only one of the Case Study schools was aware of/mentioned the WWF *Pathways* publication, as a tool for developing a whole school approach to SDE. If asked, most schools would not necessarily identify working with its community as a key characteristic of how an OPS would look and work.

Risk and evolution

If risks are taken by a ‘champion’ teacher, or faculty within a school this can be enough to demonstrate the benefits to other teachers, for them and their pupils, enough for them to ‘have a go’. Change takes time – in developing a whole school approach, or community engagement, whether funding or other support is available or not – success depends on all teachers ‘buying in’ to the process. Notably, the school with short term funding and targets set by others was the programme that has not been sustained – Climate Challenge funding to Millburn Academy.

...very enthusiastic staff who would always be committed and always there, always be volunteering to do things... They achieved really great success and that starts the ball rolling. By the second year there was beginning to be a 'sea change' in the school, there was beginning to be a 'yes, we can do it' attitude and 'yes, we'll give it a go' attitude. I noticed much more interdisciplinary working... What I've taken from this, and it's been a learning curve for me as well, is that if you want change... it can't happen overnight... you have to have a plan and you have to have staff 'buy in'. [Head Teacher, St Paul's HS]

'Agents of change' inside

There is a cohort of enthusiastic, charismatic, committed and 'community savvy' teachers across Scottish schools who are realising and building on the opportunities and benefits, the purpose and principles of Curriculum for Excellence bring. These teachers, evident in the Case Study schools, are looking differently at their role as teachers. They are 'risk takers' willing to try something and learn from it - particularly allowing learners to be more independent, and make the connections across their learning. They are providing new interdisciplinary and active learning contexts more relevant to the pupils' future lives, work and learning choices. The Case Studies hope to illustrate how they work, as a foundation to build on.

Barriers to staff participation

There is consensus among those interviewed on the barriers behind some teachers' hesitancy to participate in such 'new' approaches:

- lack of confidence in their own knowledge, life skills and experience;
- real lack of relevant skills and experience – no previous training or reflection on what sustainable development means to them;
- natural aversion to 'risk' and change at times of stress, and
- natural propensity to stick with what one knows works.

However, this represents a huge wasted resource of potential amongst teaching and support staff/teacher assistants, which needs to be addressed.

Parent involvement and capacity building

The capacity of pupils and parents to contribute to One Planet Futures can be raised through such partnership and participation.

Pupils and parents contributing to *One Planet Futures*

At **St Paul's HS** parent engagement was one of the key aims of the School of Ambition programme, with significant impacts on parent involvement e.g. their support for environmental clean-ups, and on pupils' achievement and self-esteem - improving the pupils' participation.

Parents/carers at **Lasswade PS** and the Parent Council have been a great support volunteering their time - where additional adults are required for visits out of school, participating in activities (models for the fashion show), raising funds to support the various activities, or providing contacts.

Parent partnership, means ownership by all parties has to be built up. At **Millburn Academy** – due to time constraints (because of funding requirements) letters home were the initial step to gain parent interest – the lead teacher found some colleagues had not given out the letters to the pupils. On reflection, he would put greater emphasis on gaining colleagues' and parents' participation, through a more active, whole school process, before embarking on the programme.

The participation by, and engagement with, parents varied between the Case Study schools – there are all sorts of factors that affect parent involvement. However, where parent participation/partnership was built into the process, significant benefits were achieved, for all stakeholders – teachers, parents and pupils.

3.1.8 Home/school workers, community/youth workers and adult learning staff make significant differences to the health and wellbeing of parents⁸, and as a consequence parents/carers can become partners in their child's learning. It is important that all the professionals involved in capacity building have had the opportunity to learn about and reflect on the principles and practice behind *One Planet Future* thinking.

Bucksburn Academy Conference

At **Bucksburn Academy**, in March 2012, a highly professional conference was entirely organised and managed by senior pupils. The school has since been approached by local business, and pupils have gained work experience on the strength of their performance. The spin-offs have been far beyond the Learner Voice and Pupil Participation goals of the Faculty. The lesson is – give responsibility, in a safe and supportive learning environment, and children/young people generally respond and deliver.

Pupil participation and empowerment

Pupil participation, involving being given responsibility, and a voice that is genuinely listened to, has significant advantages – increasing pupil ownership, quality of learning, and enjoyment by all. Several Case Study schools had an underlying aim to improve the pupil voice in school, and develop more self-directed learning, particularly in the Secondary schools. This was achieved in a variety of ways. At Oakgrove PS the teacher admits that allowing the children more responsibility in taking 'control' of the project's direction was scary, but she has seen the benefits, and is now keen to try 'loosening the reins' further.

Community recognition and respect for school/pupils

Involvement within the local community raises the profile of the school, and changes attitudes to young people. When interviewed a consistent comment came through – where pupils had attended community meetings, conferences, or organised community events, and had been given the opportunity to speak with members of the community groups involved – their estimation of, language used, and attitude to the young people had visibly changed from the stereotypic assumptions of 'hoodie' culture.

In addition, as schools delivered improvements within their local community, and this was often promoted/ celebrated through the national/local press or newsletters, the schools gained recognition and respect for their contribution to the community, and a 'force for good' status. Whereas schools had found it challenging to find business partners for projects, or enough work experience placements – local businesses and organisations are now approaching the schools to get involved.

8. HMIE 2011 *Learning in Scotland's Communities*.

POTENTIAL TOOLS AND VEHICLES

Recognition of 'Personal Achievement'

Curriculum for Excellence has provided the catalyst here – recognizing 'personal achievement' by individual young people within their portfolio of learning. This makes a 'pursuing an award' approach a far more effective lever, in encouraging/ achieving participation by young people, and can build their potential as 'agents of change'. A bit like the 'community activist' role in past community education initiatives – the role of 'provocateur' can appeal to the 'rebel' in every young person – as a campaigning group, or individual.

Embedding attitudes

At **St Paul's HS** they learnt that it was the embedding the attitudes to engagement at an early stage (S1/S2) that ensures the smoother progression of working with others in the community, and ensures continued motivation in S5/S6 pupils to participate.

Initially the process didn't work with S5 pupils. A certificate was introduced, acknowledging the young people's leadership skills, which got them interested and worked.

Award Structures

The Case Study schools highlighted the success of, for example, Eco-Schools Scotland awards and the John Muir Award, as frameworks on which schools can build/embed both SDE and community engagement/ development. Equally, other award schemes such as Duke of Edinburgh and the Dynamic Youth Awards (through Eco-Schools) are providing a vehicle to achieve sustainable development outcomes, by individuals in/ beyond school. This may lead to a lifelong impact later, in adulthood.

Fairtrade School/Town and Transition Town campaigns

Such initiatives provide a similar support framework, as awards, around which schools can build their community engagement – the benefits are the accreditation process and targets exist already, and there are case studies of good practice and curriculum resources available. It is something 'concrete' the teacher can hook onto, and everything is there to get them started – it is well labelled, packaged and marketed.

Fairtrade School accreditation

The **Lasswade PS** case study demonstrates the impact and benefits this can achieve. Its global citizenship work was built around gaining Fairtrade School accreditation, ultimately influencing the local Secondary school to become accredited too, and encouraging the interest within the community council, by setting up a Fairtrade Group, which is currently working towards Fairtrade Town status for Bonnyrigg, Lasswade and Polton Hall.

It would be logical to develop this thinking to how the *Transition Scotland (Transition Towns)* Group, could provide a similar incentive for schools and young people – developing a *Transition Schools* accreditation scheme, which in turn would provide

young people with a progression route beyond school as active citizens participating in achieving *(One Planet) Transition Communities/Towns* across Scotland. This would really deliver some joined up thinking!

Curriculum Resources and Professional Development

This is a key role for SDE organisations and consultants to play, working with schools and teachers, and Community Learning and Development (CLD) and youth workers – raising their knowledge and experience base, and building their capacity - to embed the principles and practice of sustainable development within their culture, normal everyday teaching and learning, community links and school management – as role models and mentors. Youth Scotland and Education Scotland have already embarked on this route with CLD and youth workers in local authorities; similar training in CLD approaches could be made available for SDE professionals and teachers.

WWF offers its *Natural Change* and *Pathways* ‘tools for change’ and associated online and face-to-face CPD opportunities. The One World/Development Education network of centres provides an online resource library, and resources/programmes with CPD, and there are other SDE organisations who could develop their role in this capacity building. A concerted effort to coordinate this effort under a single banner, such as *One Planet Future/Schools*, or the UN Decade of Education for Sustainable Development (ESD), would help the schools/youth sector navigate the plethora of initiatives. This is something the SDE Network might spearhead (with CLD) – this connects with having a product with a recognisable label, which can be packaged and marketed.

Corporate Incentives

It is beneficial for schools to build partnerships with the local business community, especially building on initiatives such as **Corporate Social Responsibility**. Kelvindale PS /Clydesdale Bank and Bucksburn Academy/AKER Solutions are both Case Study schools experiencing such win-win partnerships. Participation of the business community can help provide an economic perspective (as well as the social and environmental) on sustainable development.

There are opportunities for making wider connections, for some ‘joined up thinking’ and partnership working with business, NGOs and schools. For example Youth Scotland is working with the **Ellen MacArthur Foundation**, which promotes the **Circular Economy** concept – *One Planet Future* thinking in the real world business community.

Action Learning

As in many professions, even if intended, the time to reflect and evaluate not only what has been done, but how effectively it has been done, gets left out. However, the benefits from action learning have been shown by the feedback from those Case Study schools where some kind of research was going alongside their project. Not only did teachers find out how they were making a difference, but gained some insights as to how the learners

CPD opportunities

At **Oakgrove PS**, the teacher was undertaking CPD for Chartered Teacher accreditation through the University of Strathclyde. She felt there was additional benefit in the pupils seeing that teachers are still learning, and learning with them.

At **St Paul’s HS**, the DHT commented on how taking part encouraged staff to look for different CPD opportunities, where they hadn’t bothered before.

were reacting to new approaches to teaching and learning through making links with the community, which they can use for a variety of purposes – school website, parent feedback, Education Scotland case studies etc. For some teachers it provided fresh stimulation to try something new, or to take up some new CPD, or accreditation.

Sharing Models of Good Practice

Within the Case Study schools there are exemplar approaches and models of good practice, and charismatic and committed teachers who can give presentations on their work to enthuse others e.g. at Scotland's Learning Festival event in September each year, or receive a write up in national (TESS) or local press, or other professional magazines. Some are providing case studies on the Education Scotland website.

Schools are encouraged in some local authorities, and by request from Education Scotland, to have an Open Doors event/policy whereby teachers (from across Scotland) see firsthand what goes on, and how it works. Lasswade PS is taking advantage of EU Comenius funding, which encourages teachers to plan a Study Tour/Exchange to investigate good practice, shadow teachers in school, and bring their learning and potential 'twin school' contacts back into school.

GLOW – Schools Intranet

One school mentioned GLOW as a possible way to share good practice and interact with other schools. Potentially GLOW has a number of key roles it could play – library resource through to an interactive learning and networking vehicle.

View from the community – Outside in

QUESTION OF PERSPECTIVE

Views from discussions with those working within the Community Learning and Development sector, voiced the opinion that some/many schools are still coming to terms with their 'sense of place' within their community. Curriculum for Excellence promotes the view that schools are part of a community, not apart from it. The introduction of school/community campuses and 'open' schools concurrently began the process of breaking down the tradition of 'separation', so common in the Victorian era, which has lingered on. In reality, today, schools offer real potential in providing a vehicle for unifying school and community. This is, in part, an outcome from the process concerning this piece of work – pupils/ schools being recognised and becoming 'agents of change' across a community.

Successful School-Community Partnerships

Successful partnership working between community interests and schools depend, as with all partnerships on:

- **Building relationships and trust**

Start with those already keen to work with you; don't say you can do something you can't deliver.

- **Clarity of purpose**

Meeting a need – know what each partner wants to achieve - who are you working with, what do you want to do, what will be the learning outcomes and success criteria; learn by evaluating the process.

- **Power dynamic**

Has to be on equal terms and win-win; why should they - what's in it for them to work with you?

- **Celebrating and sharing success**

builds relationships and a 'critical mass' of people with capacity, confidence and motivation to carry on; share good practice.

Equality in partnership must also extend to working with 'young people', whether in school or out; valuing young people as equal members in our community – with a need to participate and be heard. Schools provide a safe and supportive environment within which young people can practise, be successful, and make mistakes.

Engaging young people's interest is no different from any other sector of the community – the difference is that non-youth work agencies tend to think that young people need a fixed agenda of participation, and dictate what participation looks like.

[Steven Greig, Youth Scotland]

Making the links

It is a two way process, schools working with communities, but the cases studies illustrated a conundrum that appears to be quite widespread. Schools are not necessarily aware how to approach those in the community who would like to work with them, and those working within the community are not sure how best to approach schools. Community Councils and Council Working Groups wishing to hear the opinions of young people are two examples. Community Planning Partnerships may also be a case to be addressed in this context.

Think Local

One CLD professional's advice to schools is to 'think/ act local' first – look at skills for learning, life and work, and work with those most amenable. Be aware of the 'green' jobs providers – what are their needs? Make local connections with other cluster schools, enterprises/ businesses, and others e.g. Prince's Trust. Also, become aware of the local authority's Single Outcome Agreement, and the local Community Planning Partnership and/ or their working groups, and identify a way in, and a place for the school's/young people's voice to be heard. Chat up a Councillor! Once the pupils have had experience working with the local community they will have greater capacity to think/act global.

Process not Product

Experience in working with young people shows that, for long lasting impact and continued participation, a **process** –based approach, rather than a **product**-based approach works better. The case studies show that 'award schemes' work in encouraging young people/teachers to participate, but there is 'added value' and energy generated by young people who have been given trust, responsibility (at their level), and the opportunity to identify and find solutions to a challenge themselves. What matters is that young people will be at the centre, will have learned successfully, and by their choice be contributing confidently, as responsible citizens.

What has worked for Youth Scotland, time after time, is offering a process framework rather than a fixed programme. Invite participation based on young people's own areas of interest, at a level of responsibility that they are comfortable with, and offer them 'seed corn' funding or resources to get started. Give them the opportunity to see how engaging with the wider local community for approval, support, labour and resources adds value to what is their idea. [Steven Greig, Youth Scotland]

Potential levers/vehicles for One Planet Schools: connecting school and community

GOVERNMENT, AGENCIES AND BUSINESS

Corporate Social Responsibility

Although there is no formal act of legislation enforcing companies/businesses to support ethical business with environmentally sustainable aspirations, there is an International Standard – ISO 26000. Many companies are sympathetic to supporting this approach to corporate self-regulation. A partnership, promoted through CBI/ Rotary Club International, to bring the benefits of business participation with schools, is a possible goal.

United Nations Decade of Education for Sustainable Development (UNDESD) 2005-14

Scotland is aspiring to achieve the overarching goal of the UNDESD ‘to integrate the principles, values and practices of sustainable development into all aspects of education and learning’⁹. In 2010, Scotland’s second action plan Learning for Change (2010-14) highlights the importance of Community Learning and Development, and a short life Working Group¹⁰ was set up to drive progress forward and report back. There are obvious lessons for CLD and SDE professionals, for schools wishing to engage with their communities, as well as identifying shared needs and capacity building.

Education Scotland – Curriculum for Excellence (CfE) and the pursuit of lifelong learning

Building the Curriculum 3 and supporting documentation in CLD, explicitly mention the role and benefits of sustainable development education, and working with the wider community, as essential and integral goals of both the CfE, and CLD, processes. As schools continue to embed the new opportunities presented by CfE, there should be more interest in influencing and working with communities.

Education Scotland/HMIe¹¹

Learning Communities as an approach/concept is a useful one, and has been shown to be effective in combating poverty, eliminating social exclusion, and improving the overall health of people and the environment elsewhere. Since HMIe introduced **learning community inspections**, there is evidence of a range of practices indicating a broadening of partnerships supporting the broad outcomes of CLD. Achievements include learning for young people and adults (so far, mostly in Early Years centres & Primary school - engaging parents in learning), and building community capacity. ‘**Learning communities**’ provide a modern way for schools to find their ‘sense of place’, and perhaps makes the pursuit of a *One Planet Future learning community* a more viable and defensible option, in the context of skills for learning, life and work.

9. Scottish Government 2010 *Learning for Change: Scotland’s Action Plan for the second half of the UN Decade of Education for Sustainable Development*.

10. Education Scotland 2011 *UN Decade of Education for Sustainable Development: Community Learning and Development Working Group Report*.

11. HMIe (2011) *Learning in Scotland’s Communities*.

A 'learning community' seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable children, young people, and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development. [HMIe 2011]

Scottish Government – Single Outcome Agreements and the Improvement Service

Associated indicators do exist, including the number of registered Eco-Schools in the local authority. As schools become ready to set goals beyond Eco-Schools, however, there is a need to improve the targets and indicators, making them more relevant to achieving sustainable futures practice in schools and communities – this should be a continuing process. [Scottish Environment LINK](#)¹² has already suggested an overarching outcome and indicators, in which One Planet Schools/Futures could be highlighted.

Scottish Government – Single Outcome Agreements and Community Planning Partnerships (CPPs)¹³

There is new guidance (June 2012) for CPPs on community learning and development, and it is hoped this will cascade to, and encourage involvement by, the school within the community. It is important that our young people's voice is heard within CPPs, and schools are an obvious place to capture that voice. This is especially at a time when CLD workers on the ground are being cut. <http://www.engageforeducation.org>

Scottish Government – National Standards for Community Engagement

VOiCE is published as part of the Scottish Government's support for the implementation of the National Standards for Community Engagement, addressing the need for improved information management. This is planning and recording software that assists individuals, organisations and partnerships to design and deliver effective community engagement. It can be used to support a range of participation from overall area regeneration to specific concerns of users of particular services. VOiCE enables all users to employ a common system for analysing, planning, monitoring, evaluating and recording their community engagement and could be used in schools¹⁴. <http://www.voicescotland.org.uk>

Scottish Government – Teacher Education – Donaldson Report *Teaching Scotland's Future*¹⁵

Just as CLD workers and professionals need to understand more about sustainable development, so teachers need to be exposed to the associated values of sustainable development and community learning and development – during the full continuum of teacher education in Scotland – including initial and early career education, continuing professional development and later leadership. This will enable teachers to have the competences and capacity to share the ethos and actions required by One Planet Futures thinking, with their learners. A systemic review of the Professional Standards for teachers is currently underway, and is being influenced towards One Planet Future

12. Scottish Environment LINK 2010 *Working for Sustainable Development through Single Outcome Agreements: A contribution from Scottish Environment LINK*.

13. Scottish Government 2012 Strategic Guidance for Community Planning Partnerships: Community Learning and Development.

14. Scottish Government/HMIe VOICE Information Management software.

15. Donaldson, G., 2010. *Teaching Scotland's Future: Report of a review of teacher education in Scotland*. Edinburgh: Scottish Government.

thinking, and wider local/global community engagement. Tools/vehicles will need to be provided for this kind of 'deep learning'.

Scottish Government – Providing support for Third Sector/NGO organisations/networks' delivery of resources and CPD

There is no current programme of support to enable teachers, community learning and development workers and teacher educators to connect school and community around *One Planet Future* issues. Many teachers are keen to adopt the different approaches mentioned. A definite product/ package/ goal with a recognised label might help. For example *Forest School* and *Fairtrade Schools* appear successful because of the 'complete package' they offer. Also, teachers/SDE professionals/CLD workers need joint continuing professional development close to home, to gain confidence, through training events or mentoring provision, and the resources/information supporting One Planet Futures, and/ or community learning and development approaches – this requires competent trainers.

A programme of engaging with the SDE community in promoting One Planet Schools/ Futures, and providing 'training for trainers' is a priority to make any impact in schools. One example, Youth Scotland are currently providing similar training, through an ex-employee, now working with the Ellen MacArthur Foundation, and may be able to advise and/or work in partnership.

CONCLUSIONS

Some way to go

There is consensus among professionals working in the fields of SDE and CLD that the status of schools actively engaging with their local communities is similar to that for SDE¹⁶. That is, of pockets of excellence, with some committed teachers, schools and communities, but that a whole school approach, encouraging community engagement and/or community development with sustainable development outcomes is neither widespread, nor mainstream. However, there is an improving environment in which it is being encouraged and supported, and can be sustained.

Curriculum for Excellence [CfE] as a catalyst

The CfE has been a catalyst for the change in approach of several schools, where the capacity of teachers allows. Undoubtedly, CfE and its spin-offs – e.g. learning communities – are transforming Scottish school education gradually. The Case Study schools clearly reflect those that have embraced the clear purpose and aspirations of the new curriculum.

Build on Foundation

Those consulted felt that schools can build on the foundations already in place, and achieve progress – Eco-Schools is a sound foundation, but there is a need for Higher Education to be more committed, especially Teacher Education Institutions. In schools, if certain conditions are in place, most notably senior management support and a whole school ethos and approach, it is possible to engage community groups, and influence their *One Planet Future* thinking. Several examples illustrate the power of deciding to do something different and having a ‘go’; making a start (it doesn’t have to be big) is the main challenge, but the benefits to learners and teachers and communities are quickly achieved and recognised.

Promote the benefits

The Case Studies illustrate the great variety of benefits that arise from schools engaging with the local community, including influencing the way people think and act, locally and globally. There are benefits for all stakeholders – pupils, teachers/staff, parents, volunteers and community ‘interest’ groups. The most consistent message coming back from the schools was, that the improved quality of learning, and the enjoyment value for all involved, were sufficient justification for going beyond the school boundaries. The local press is always part of the sharing process, and these projects were often the ‘good news’ stories, that local newspapers most appreciate.

Learning Community

Curriculum for Excellence is an opportunity to bring formal learning in schools within the boundaries of community learning and development. It doesn’t really matter whether the impetus comes from the school or the community, as long as the relationship is an equal partnership, allowing full participation by, and is empowering for, all stakeholders. A new, HMIe-led, setting – a **learning community**, is an opportunity for the kind of learning *One Planet Schools* wishes to be embedded within. Due to its inspection, there is incentive for teachers and community leaders to embrace it as well – as a win-win opportunity.

16. *Towards a step change in sustainable development education in Scottish schools*, 2011, Tim Birley, WWF Scotland.

Professional Development gap

There is documented evidence, that we are not at a point where most teachers and/or community development professionals understand, either the need for *One Planet Future* thinking, or how to put it into practice. For teachers this needs addressing at three levels – Initial Teacher Education, CPD, and work with teacher educators - through co-ordinated action across Higher Education. There is also a need for ‘training for trainers’ within the SDE training provider sector. Action, through the UNDES/CLD Working Group, has been taken to fill this gap for CLD workers - relevant CPD is being developed. For teachers, the greatest priority seems to be coordinated work with teacher educators in order to build the capacity to deliver the kind of professional development needed for the community component of *One Planet Schools*.

RECOMMENDATIONS *Key Actions*

CONTEXT

The following Sections have been distilled from the evidence as key operations to support, and potentially speed up, embedding the connection of school and community within a One Planet Schools approach. They represent some real challenges to find creative solutions, and gain joined up, long-term OPS success:

- Leadership
- Building Partnerships and Making Connections
- Initial and Continuing Professional Development
- Information and Sharing Good Practice
- Funding

Annex 5 provides a summary of ten conditions supporting good practice in relation to schools and communities, forming long term partnerships for a sustainable future.

LEADERSHIP

The ‘bottom line’ for the success of any initiative, whether it is ‘add on’ or to be ‘embedded’, being taken up by schools, is leadership from within. This was clear through the case studies – a supportive head teacher, senior management team, and/or persuasive ‘champion’. However, from this point there is a necessity for others to ‘buy in’ to the ideas, so they, in turn, can develop ownership. Then the process can be sustained, but it all takes time. Within local authorities, schools working with local communities need to develop flexible timetabling, and provide time for teachers to meet community stakeholders to plan and develop.

With the Scottish Government, its agencies, and local authorities genuinely committed to the development of a One Planet Future, for Scotland and Scottish society, there needs to be a clear leadership and direction from the top – directives/ National Standards possibly. A high level opportunity at present could be through the Improvement Service and the review and development of National Outcomes and Indicators, and Community Planning Partnerships (5.32).

There is a continuing need for ‘joined up’ thinking and commitment across the spectrum of stakeholders – children and young people have acute observation, and a talent for identifying the gaps between what adults/ teachers/ government tell them, and what adults/ teachers/ government do. This requires leadership enabling inter-generational exchange - working through the schools/ Youth sector to debate the One Planet School issues and actions, through Pupil Parliaments/Councils, Youth Parliament, Young Scot, and/or Young Scottish Green List.

BUILDING PARTNERSHIP AND MAKING CONNECTIONS

Diversity of partnership

The good practice case studies illustrate how the contacts between the school and the wider community are often key to getting off to a successful start – this can be a single business contact, an award scheme, a local organisation – but the building of

the relationship develops a synergy, that develops activity organically, and grows a network of contacts. Working partnerships that provide benefits to all sides empower the participants to develop things further. These kinds of benefits of the process need to be emphasised.

Government Partnership

If central and local government are to be motivated and enabled to support One Planet Schools, there is a need for the work to be reflected in the National Priorities and Targets process, and in particular involvement of schools with the work of Community Planning Partnerships and through the development of appropriate local Single Outcome Agreements with local authorities and Community Planning Partnerships. The National Outcomes and Indicators need to encompass, explicitly, One Planet Futures thinking, with relevant indicators to match.

Inclusive Language

There is an issue around the language and labels we use within our sectors of operation, which can create a 'barrier' to sharing what are common values, and to creating fully functioning, school-community partnerships. Understanding is improved through working together and a shared language can come out of the process. As staff cuts and resource constraints continue; it is important for all sectors/stakeholders to work together effectively, and put aside 'partisan' interests/divides, for the success of the 'bigger goal' – achieving One Planet Future Schools/ Towns/ Communities, or equivalent.

INITIAL & CONTINUING PROFESSIONAL DEVELOPMENT – TEACHERS AND CLD PROFESSIONALS

We are still not equipping children/ teachers for the future they face, or preparing pupils to be 'agents of change' promoting sustainable lifestyles/action, beyond the school gates, facilitated effectively by well informed teaching/ community learning and development professionals.

Therefore, this is a key issue to be addressed – looking at partnerships (e.g. learning from, and with, the UNDESD CLD Working Group) to enable a coordinated programme of professional development at different levels (trainers, teachers, Principal teachers, and Head teachers), as well as joint events – to build the capacity of an informed teaching and CLD cohort (learning providers) to a 'critical mass. Although the Partnership Group set up to respond to the Donaldson Report is about to report, the conclusions of this report should be shared with relevant politicians and civil servants, Teacher Education Institutions, and HMIE – the process of change is never completed and requires regular review, there is still opportunity to influence what is to come.

5.5 INFORMATION & SHARING GOOD PRACTICE

5.5.1 Information

Schools need to know what they are aiming for – the WWF's Pathways tool could help with this and needs to continue being widely circulated, promoted and supported by CPD. They also need accessible, clear information /CPD about who is out there in the local authority and business community; who is willing to help/engage; also guidance

on how both schools and communities can engage with each other locally, in order for young people to have their voices heard e.g. Community Council, Local Authority Working Groups, Community Planning Partnerships.

Sharing Good Practice

Partnership working with Education Scotland could provide valuable benefits. Education Scotland runs a GLOW/Creativity Portal helping the dissemination of ideas and resources – <http://www.creativityportal.org.uk> - and Sustainable Development is entered as a 'specialism' – a full list of these is promoted on <http://glo.li/AfTmSH>. This Portal could be used far more pro-actively. GLOW will eventually become a powerful tool for a variety of purposes, relevant to One Planet Schools – networking, CPD, resources etc.

In addition, learning from other successful initiatives, such as Forest Schools, the value of other social media - Facebook and Blogs – providing an interactive 'one stop', accessible and cohesive, resource for sharing ideas. This technology is changing so fast, it is difficult to know what might be possible in the future. On the other hand, engaging with social media and the internet takes time, and many teachers still prefer hard copy given to them – thus saving their time searching and printing. A balance is still required at present, if trying to influence the 'unconverted' teacher – between electronic and hard copy.

FUNDING

The money gets the interest, gets people involved who wouldn't have been interested before... I think with money comes this idea that something must be valued, if somebody's giving money to it. [Depute Head Teacher, St Paul's HS]

It wasn't huge amounts and that's my point... I would be saying to the government, or whoever else reads this report, ...there are lessons to be learned about what a little bit of money in the right way can do for schools. [Headteacher, St Paul's HS]

Additional resources/funding can make a difference, although several schools demonstrated that a lot is achieved without it. However, as the quotes above say, even small amounts will help e.g. to cover regular transport or teaching cover, and may act as an incentive.

There is a need for recognition/joined up thinking within local authority Education Departments to consider the value of other Council Services, in releasing key personnel for educational benefit. Under current funding arrangements (no ring fencing of government/SNH funding), Countryside Rangers are being withdrawn from schools work in some local authorities, due to their location in a different department, and schools are unable to afford to pay for their key skills and support with Eco-Schools and other SDE delivery. The approaches used by Community Learning and Development workers have a lot to offer schools in developing their school-community links.

Sector Recommendations

It is on the basis of the above, and realising that the challenges in the current economic climate are great, but still allowing for some degree of future vision, that the following recommendations are offered.

SDE Network members should consider:

- **Single face/banner**
Coordinate/promote a 'one stop shop' and banner showcasing the resources and CPD available from all providers through SD network members, to schools & communities e.g. VOiCE; GLOW/Creativity Portal, Facebook page, Council networks, school/parent networks;
- **Making connections**
Explore partnerships and coordinated approaches through SDE and CLD networks. E.g. Transition Towns movement, working with KSB/ Eco- schools and WWF/One Planet Schools, developing a Scottish step beyond Eco-Schools Green Flag to One Planet Transition Schools/ Communities – making the links for schools/communities. Evaluate if/how the model works;
- **Continuing to broaden understanding** & share skills and knowledge with CLD practitioners & different sectors - helping embed SDE in CLD core practices; identify common values and actions – influence Community Planning Partnerships;
- **Training for trainers**
in partnership with Education Scotland, Universities and local authorities build capacity within SDE and CLD practitioners to cascade, co-ordinated, local programmes of CPD for schools/teachers, promoting the benefits of schools engaging in One Planet Future thinking, and/or key approaches towards OPS e.g. Pathways, and creating models e.g. *Natural Change*, or case studies of good practice for GLOW/Creativity Portal.

Local Authorities should consider:

- Working with Scottish Government/CoSLA and OPS Working Group members , to ensure **Community Planning Partnerships** (CPP) consider support needed to involve young people in work within their communities to drive sustainable development at a local level;
- **Bringing together**, at high level, all internal **Council stakeholders** (CEO, Purchasing, Health, Environmental Health, Transport, Youth/lifelong learning, Recreation & Access etc) in Council to consider shared One Planet Future vision for local schools/communities, and how their departments can contribute and share resources to achieve the goal;
- **Providing information** (using all media) on all the different roles/support available within the local council and make available to schools and local communities, not just countryside rangers and Sustainability Scotland officers. Give someone the responsibility to implement, evaluate and review/update. Work with the business community to prepare similar for schools/communities looking for amenable businesses, with Corporate Social Responsibility goals, to work with;
- Providing **professional development support** for teachers/youth leaders/CLD workers attending relevant CPD/mentoring partnerships supporting One Planet Future thinking for schools and communities.

OPS Working Group's recommendations to the Minister should include:

- Working with the Improvement Service supporting CPPs, CoSLA and Education Scotland to **develop at least one improved CPP National/Local outcome**, and indicators of school/community engagement - improving sustainable development outcomes – in line with Scottish Environment LINK proposals;
- Working with KSB, Transition Scotland, and Education Scotland to **develop an additional unit within the Eco-Schools Award** acknowledging/encouraging schools working beyond the school gates, long term, with the wider community. E.g. Developing an award beyond Eco- Schools Green Flag 5 – a *(One Planet) Transition Learning Community* – the ultimate award for schools and communities;
- **Ensuring a funding stream supporting OPS development** with 'seedcorn' funding for local authorities for limited period – three years - to distribute to schools applying with developed OPS action learning programmes and a costed action & evaluation plan. Build in assessment/writing up as a Case Study;
- Ensuring **professional development for teachers** at every stage of their career as part of the implementation of the Donaldson Report: *Teaching Scotland's Future*.

ANNEX 1 CASE STUDY SCHOOL CONTACTS AND OTHER CONSULTEES

SECONDARY SCHOOLS		
BUCKSBURN ACADEMY Aberdeen City	Learner Voice and Pupil Participation Pupil leadership in developing and implementing the Bucksburn Sustainability Community Model – based on WWF <i>Natural Change</i> process.	Roseleen Shanley rshanley@aberdeencity.gov.uk 01224 710700
MILLBURN ACADEMY Inverness, Highland	Rethinking Energy – Climate Challenge Fund Interview only – no case study.	Martin Crawshaw Martin.crawshaw@millburn.highland.sch.gov.uk 01463 729152
ST PAULS HIGH SCHOOL Glasgow City (G53)	Global Citizenship and Learner Participation Developing a range of community engagement projects based on issues identified by pupils; associated with <i>Schools of Ambition</i> initiative.	Andrea Mossie amosmie@stpaulshigh.glasgow.sch.uk 0141 582 0040
PRIMARY SCHOOLS		
KELVINDALE PRIMARY Glasgow City	Eco-Schools and Community Involvement Whole school approach to global citizenship through individual projects promoting sustainable development caring for the environment	Natalie Morrison Nmorrison@kelvindale-pri.glasgow.sch.uk 0141 334 5005
LASSWADE PRIMARY Lasswade, Midlothian	Becoming a Fairtrade School and Town Whole school approach to global citizenship through <i>Fairtrade School</i> accreditation process, and promoting this with the community council.	Chris Rae C.Rae@mgfl.net 0131 271 4615
OAKGROVE PRIMARY Glasgow City	Global Citizenship – ‘Our Crop, Our Land’, Eco Schools and Clyde in the Classroom Whole school approach to global citizenship through individual projects promoting sustainable development.	Sandra Lyon Slyon@oakgrove-pri.glasgow.sch.uk 0141 332 6210
OTHER CONSULTEES		
ECO- SCHOOLS SCOTLAND	KSB/Eco-Schools Scotland Manager	Kate Campbell Kate.Campbell@ksbscotland.org.uk 01786 468233
EDUCATION SCOTLAND	Developing Global Citizens Development Officer	Ian Menzies Ian.menzies@educationscotland.gov.uk
EDUCATION SCOTLAND	Community Learning and Development	Edith MacQuarrie Edith.MacQuarrie@educationscotland.gov.uk
ELLEN MACARTHUR FOUNDATION	Development adviser	Colin Webster colin@ellenmacarthurfoundation.org.uk
GLASGOW CITY	Education Services – Sustainable Development Education Officer	Mark Irwin Mark.Irwin@education.glasgow.gov.uk
RSPB	Education and Youth Programmes Manager	Rebekah Stackhouse Rebekah.stackhouse@rspb.org.uk 0131 317 4100
RSPB	SEEVIEWS Schools officer	Kate Walters Kate.walters@rspb.org.uk 0131 317 4100 (Mon/Tues)
YOUTH SCOTLAND	Youth Work Manager	Steven Greig steven.greig@youthscotland.org.uk 0131 554 2561

ANNEX 2 ADDITIONAL RECOMMENDED SCHOOLS

SCHOOL	CONTACTS/ E MAIL & PHONE NUMBER	PROJECT FOCUS
BORESTONE PS Stirling	boreps@stirling.gov.uk 01786 472800	
CRAIGHEAD PS	Fiona Leishman office@craighead.e-dunbarton.sch.uk 0141 955 2271	
GALASHIELS ACADEMY Galashiels, Scottish Borders	Ian Anderson Ian.Anderson@scotborders.gov.uk 01896 754788	Community Questionnaire – steps to community involvement.
GARROWHILL PS Glasgow	Richard Buchan – HT Rbuchan@garrowhill-ps.glasgow.sch.uk 0141 771 1235	
INVERNESS HIGH SCHOOL	Ben Sparham, PT Physics Bsparham748@highlandschools.org.uk 01463 233586	REAL project – sustainable community development through social enterprise.
KERSLAND SCHOOL Renfrew, Renfrewshire	Helen Gould Helen.gould@renfrewshire.gov.uk 0141 889 8251	Special School, Eco Schools, Independent Living, D of E awards.
WALLACE HALL ACADEMY Thornhill, Dumfries & Galloway	Leanne Peoples, QI development officer Lpeoples438@dumgal.sch.uk 01848 330294	Queensberry Initiative – rural skills & employment in the community; EU Leader funding and Buccleuch Estates, & other local businesses with school.

Youth Scotland currently has 28 Schools/Partnerships using youth work approaches to accredit Eco Committee work through the Dynamic Youth Awards Eco-Schools programmes. The registered groups are:

Northfield Academy	Kyleakin Primary School
CLD Berwickshire	Dunfermline High School
Kaimes School Bike Club	Kinmylies Primary School
Knightwood SEC School	St. Thomas' Primary School
St. Thomas RC Primary	Turiff Academy
St. Ninian's Primary	Logie Coldstone School
Crookfur Primary School	John Paul Academy
Lourdes Secondary	James Hamilton Academy
West Calder High School	Anna Ritchie School
Baldragon Academy	Kingswells Primary School
Loudoun Academy	Ridgepark School
Kilwinning Academy	St. Mary's Primary School
Firhill High School	Oakgrove Primary School
Portobello High School	Arrochar Primary School
Kingussie High School	

ANNEX 3 BACKGROUND AND QUESTIONNAIRE FOR INTERVIEWS

Introduction

WWF Scotland is currently developing a project that will demonstrate how people working in local authorities, with members of local communities and schools, can collaborate to promote long-term sustainability within their communities. We are looking for 'good practice' across a variety of approaches and contexts, any of which could be applied by other, similar, schools and communities across Scotland.

We have contacted your school having been informed by Education Scotland/Eco-Schools Scotland that you have been engaged in embedding global citizenship and sustainable development through links with your school and/or wider, local community, as part of a whole school approach.

The research will be used to help inform work in schools across Scotland through the Scottish Government's One Planet Schools Ministerial Working Group, and/or may be used as a short case study.

In order to draw together the key aspects of the process, the benefits accruing, and challenges posed to schools and local communities, we will be trying to explore – either by e mail or 'phone (whichever is your preference) – some or all of the following about your engagement in working with the wider community.

In what way/s is your school engaged with the local authority and/or wider community on sustainable living, global citizenship, or other theme?

- 1. What did you set out to do, and in partnership with whom?** What was your purpose/s?
- 2. How/where did you see this contributing to the Curriculum for Excellence?**
- 3. Who is/was involved in your school, local authority, and/or wider community?** How did you engage with these groups? What was the level and type of staff and parent involvement in this work?
- 4. What process did you go through** and how has it been achieved – have you used any particular recognised teaching and learning approaches?
- 5. What has been achieved so far** – e.g. products/outputs and changed behaviours/outcomes?
- 6. How have you evaluated your success?** What were your success criteria?
- 7. How long have you been engaged and how much time is given** to this work **and how has it been made available?**
- 8. What has worked well and why** do you think? **What have been the particular benefits** – within the school and/or community?
- 9. What were/are the challenges** you had/are facing within school and/or the community you are working with? **Do you have workable solutions?**
- 10. What might have been done better and why** – how might you do it differently another time?

Please raise any other aspect of your engagement with the local authority, and/or wider community that you would like to mention?

Some background questions to think about in advance of the discussion, within the context of the above – where relevant – this will depend on what your school has been doing!

School culture and ethos

- **Whole School Approach** – did you take a participatory approach? Is it mainstream/extra?
- **Whole School Policy** – how is this work reflecting school policy and ethos?

Teaching and learning

- **Formal curriculum** – cross cutting themes, interdisciplinary
- **Extra curricular** – how has outside school time contributed?
- **Outdoor learning** – have teachers experienced continuing professional development (CPD) addressing outdoor/firsthand learning & teaching;
- **Quality teaching and CPD** – have teachers experienced CPD that addresses sustainable development/global citizenship

Pupil engagement

- **Participation and empowerment** - how much are staff and/or pupils engaged in decisions around this work?

Community engagement

- **Participation and empowerment** – to what extent are you engaging with parents, local community interest groups e.g. church, Rotary, or businesses, local authority, and/or the wider community in the local area?
- **Local community issues** – have you used these as a catalyst?
- **Wider/global issues** – have you used these as a catalyst?

Monitoring and evaluation

- **Action Learning** – do/did you use this approach?

ANNEX 4 KEY REFERENCES

Towards a step change in sustainable development education in Scottish schools, 2011, Tim Birley, Report to WWF Scotland.

Learning for change: Scotland's Action Plan for the second half of the UN Decade of Education for Sustainable Development, 2010, Scottish Government.

Pathways: to education for sustainable development – a practical tool for planning a whole school approach, Learning for Sustainability - Schools resource, 2011, WWF UK, http://assets.wwf.org.uk/downloads/pathways_2011.pdf

One Planet Schools in Practice A Paper for the OPS Ministerial Working Group 2011, Kate Campbell, Margaret Canning & Morag Watson [unpublished – in confidence].

Learning in Scotland's Communities, 2011, HMIE.

Strategic Guidance for Community Planning Partnerships: Community Learning and Development, 2012, Scottish Government <http://www.engageforeducation.org>

Working for Sustainable Development through Single Outcome Agreements, 2010, Scottish Environment LINK.

ANNEX 5 TEN CONDITIONS FOR GOOD PRACTICE - ON THE WAY TO CONNECTING SCHOOLS AND LOCAL (& GLOBAL) COMMUNITIES

For most schools the way into 'the community' is entirely unpredictable, but more frequently through a local issue, request to/from a local business, voluntary organisation, or community council, or through parent/family contacts/ interests, but often, just serendipity. These are some school-centric, key conditions that seem to make the implementation of plans to engage in 'joined up learning', with the local community easier.

1 Leadership and commitment

Genuine commitment to SDE/global citizenship' ethos from senior management, in association with 'champions' – principal/class teacher/s, or a faculty team, both for a whole school approach, but also developing a 'learning community' ethos for the school within its local community.

2 Whole school, action learning, approaches to SDE and other learning

Shared ownership of values supporting sustainable development embedded into the school ethos, reinforced by management choices demonstrating real commitment by adults, to pupils; developing global citizens accepted as key co-responsibility for most/all staff. Develop school as a 'learning community', with teachers and pupils monitoring and evaluating impacts and outcomes of their learning activities.

3 Whole school learner-centred approach enabling a strong pupil voice in school, within a safe and supportive environment

Supported by adopting the operational principles & frameworks provided by Award schemes, and/or a Pupil Parliament. 'Act Local, Think Global' – children experience working in the local community, then get a better grasp of what it means when addressing global issues, and know they can make a difference.

4 Co-operative, confident and competent staff – open-minded, well informed and skilled teachers/teaching assistants/CLD workers

Requiring targeted Sustainable Development Education and Community Learning and Development [CLD] specialist-led, and joint CPD opportunities – providing teachers/CLD workers with confidence, local networks, and the ideas, approachability & trust, and ‘tools’ to get started – especially at Secondary level, and vice versa.

5 Effective teacher-teacher communication

Feeling under pressure is not conducive to creativity, or quality sharing and communication between teachers; interdisciplinary teaching requires partnership and trust; put flexibility and fun back into teaching; sharing successes and creative development of new ideas.

6 Effective parent–teacher-pupil communication

School approaches in place improving parent/pupil/teacher partnerships - trust and communication, with interaction for the benefit of learning; gain recognition of benefits the school brings the community, and better participation within the school and wider community by all partners.

7 Effective local authority-community-teacher communication

Ensuring vehicles are in place for school and community awareness of the role of Single Outcome Agreements, and the Community Planning Process. Provide creative opportunities for schools pupils to participate; ensure genuine opportunities for *One Planet Future* management of school meals, of all the buildings and grounds, and of purchasing eco-products.

8 One Planet Future/School ‘champion/s’ teacher/faculty responsibility

Teachers experimenting, researching and sharing developments in community learning and development, and opportunities in integrating global citizenship with learning outside school; identifying key players/ stakeholders in partnerships with the school, engaging the community and encouraging communication with pupils under a ‘whole school’ directive; celebrating and showcasing benefits & successes in different ways.

9 School/teacher awareness of the links & synergies between various initiatives supporting SDE and CLD

the plethora of ‘initiatives’ and organisations can be confusing from the outside. For example – Fairtrade Schools, Eco-Schools, Forest Schools, Rights Respecting Schools, John Muir Award. Some kind of Tony Buzan-like mapping approach might help, that shows how they all relate to each other and *One Planet Future* thinking.

10 School/teacher awareness of the resources and entry points available

A coordinated approach to providing information, resources, people, and CPD helping develop whole school approaches to SDE and/or community engagement - from partnerships within/between the Sustainable Development, SDE, and CLD/Youth networks of policy and practice providers, and local opportunities – allotments, green jobs, fair trade etc.

Case Studies

CASE STUDY 1 ST PAUL'S HIGH SCHOOL, GLASGOW CITY

St Paul's High School – Glasgow City

Contact: Andrea Mossie, Head of Humanities Faculty

Summary

Stimulus for community engagement: *Schools of Ambition* programme, implementation of Curriculum for Excellence – interdisciplinary teaching & learning and integrating PSE and social studies; leadership - Head of Faculty.

Vehicle for community links: a new S2 Citizenship unit using interdisciplinary teaching & learning approach. Emphasis was on learning beyond the classroom (local & global), and pupil participation, with self-directed & action learning.

Benefits for/from process:

- **Improved skills and confidence of teachers and partners** in facilitating community connections and joint projects;
- **Improved participation and support by parents** for pupils and staff – connecting with wider community;
- **More awareness among staff of how monitoring and evaluation through action learning** can provide wider benefits;
- **More respect shown by and for young people, by others** - accepting their ability to learn and change things for the better;
- **Improved public profile and respect for school's role in the community** - organisations approach the school for joint working;
- **Changed behaviour towards the local and global environment** – a greater sense of 'pride of place' through involvement;
- **Low budget** – it hasn't cost a lot in cash terms;
- **Sharing our Good Practice** – the school has provided 'open schools' and CPD events, promoting their achievements.

About the school

St Paul's High School is an S1-S6 denominational, secondary school, located in the south west of Glasgow. The school serves an area characterised by high unemployment, poor health and low attainment. The school was in the first selection of *Schools of Ambition (SoA)* – a Scottish Government initiative 2005-2010.

The *SoA* Transformation Plan's aim was to improve engagement within and between staff, parents and the community. Specific areas of improvement included: achievement and attainment, widening horizons, building self confidence and social skills, building positive new traditions and raising aspirations. This was to involve the development of three key work approaches across the school:

- pupil tracking and reporting to parents;
- learning beyond the classroom, and
- enterprise and the world of work.

Why - what was the purpose?

The catalyst for the work on citizenship came from the Social Subjects (SS) Faculty, with responsibility for citizenship, for the session 2007/2008. This was in the context of ongoing *Schools of Ambition* activity, and planning for the new Curriculum for Excellence implementation in the 2010/11 session.

The rationale behind the change in S2 was the inclusion of S2 PSE within the faculty of Social Studies. It was decided that an integrated approach to this would service better the needs of pupils within this year group. The faculty had already changed the delivery of its courses to meet Access 3 Social Subjects National Qualification, and as such was delivering a more contemporary based course, where skills development was key. [St Paul's Telling the Story – <http://www.st-paulshigh.glasgow.sch.uk/>]

A number of themes (including Glasgow Gang Culture, Climate Change and Global Warming, World Development, Health etc.) was identified, and covered through a focus on interdisciplinary learning and citizenship. This was supported by a whole school initiative on participation and representation through Pupil Parliament elections.

The guiding design principles were:

- pupils to be actively involved in selecting and exploring self- directed projects;
- activity involved to have both a local and global element.

In the 2011/12 session, Year 2 now has two periods/week given over to Citizenship. There are nine classes, where the teachers act as facilitator (providing suggestions for contacts, collecting evidence, action planning etc.) only, and the pupils largely lead their own learning and activity, in a safe and supportive environment.

What and who did it involve?

Examples of early projects and partners illustrate how activity developed over time from simple projects to today's more ambitious projects:

- Christmas Party for local/feeder Primary Schools;
- Tea party for local elderly in the community at the school;
- Litter picks with Clean Glasgow.

The school has an innovative approach to the involvement of subject specialists in planning for learning beyond the classroom, helping pupils to make the connections between learning in school and the world of work, and further education. [HMIe 2007]

There's no curriculum for citizenship but you have to pick something that's suitable within the school and your teacher says to you if they think it's a good idea or not.... You feel as if you're getting a bit more, like the teachers not always telling you what to do. You get to do what you want to do. [Female pupil S3]

The pupils are now largely working with local organisations to improve their local environment, but involving parents and volunteers, the local retail centre, SW Regeneration Agency and City Buildings, and/or building on their capacity to contribute, learning new skills for learning, life and work – working towards the John Muir (all ages 12-65+) and Duke of Edinburgh (12-25) Awards, and with business volunteers and Glasgow City Countryside Rangers.

An environmental education officer, within the city Regeneration Agency, with involvement with the schools' citizenship initiatives, suggested that because of the

school's involvement in a number of local regeneration projects, the recognition of the school's role was raising its profile in the local community – reducing the likelihood of vandalism and building inter-generational relationships between older community members and the pupils.

The pupils within this school don't just see it as 'this is what we do in school', I think they see it as "we work in nurseries, we work with the primaries, we work with the community", so they've got that wee bubble that's stretched now. I think a few years ago if you had said: "What are we going to do?" they would say "we'll do a talent show in the school", whereas now they would say: "we'll organise something for primaries, or we'll do something with such and such group". So, they don't see themselves just being wee individuals in the school'. The young people are thinking much more broadly.
[Faculty Head]

Young People issues

The pupils organised a 'My Place' event and petition with the SW Regeneration Agency. They went out with a survey and talked with local people of all ages; gathered and prioritised ideas from young people, and put forward their ideas to the Agency staff. The Agency staff are appreciative of hearing the young people's views directly from them.

Local issues

One project came from looking at sustainability within the workplace – including sustainable business/management through to eco – building practices. The pupils designed the foyer area of the Clean Glasgow Building.

Global issues

Once the young people saw they could make an impact at a local level, they then felt confident to consider their role at a global level. A partner school was located in Trinidad. ICT enables pupils to exchange ideas and information in a variety of social media – video/You Tube, e mails/texts, Facebook, or telephone etc.

Eco- Schools

Achieving and retaining an Eco- Schools Green Flag Award is ongoing within the school, and led to a Litter Campaign, organised by the pupils in association with Clean Glasgow staff. The distribution of litter was mapped onto local plans; the type and location of litterbins discussed, purchased and put in position, and progress monitored and promoted/reported on.

Meeting Decision-makers

The roads around the school are busy and hazardous for pedestrians and cyclists. In Glasgow City a Local Operational Working Group directs road improvements. The group includes representatives from the police, fire services, Scottish Government, local authorities. The pupils achieved persuading this group to reduce the speed limit from 40mph to 30mph, by attending a meeting and presenting their case. The Working Group are delighted to hear from these young people, and has come to appreciate their contribution in a different, more positive light.

Pupil Parliament

The whole school Pupil Parliament reinforces the pupils' confidence in their ability to make a difference, in which elected class representatives decide on actions to address key issues across the life of the school.

Parent Participation

This was a key part of the whole SoA programme. The school spent considerable time over three years developing and refining its tracking system. A 30-40% turnout at parents' evenings was transformed into 80–90% attendance at individual teacher/parent interviews. Teachers were offered CPD on how to conduct such interviews. These developments have not only made a difference to pupil achievement and learning experiences, but also impacted on the school's links with the local community, and increasing the role of parents in the life of the school. Interviewed parents indicated appreciation of the ventures involving the local community and learning beyond the classroom.

Action Research

The SoA programme was implemented in association with researchers from Glasgow University. Their report and the evidence they gathered has provided valuable insight and enthusiasm into what and why things worked, or didn't. This benefits both the school, and others to learn from, and to apply in the future.

Benefits

- **Improved skills and confidence of teachers and partners** in facilitating community connections and joint projects.
- **Improved participation and support by parents** for pupils and staff – connecting with wider community.
- **Greater awareness among staff of how monitoring and evaluation through action learning** can provide wider benefits for school, pupils, parents and their professional development.
- **Greater respect shown by and for young people, by others** - accepting their ability to learn and change things for the better.
- **Improved public profile and respect for school's role in the community** – **organisations approach the school** to get involved in new projects; school doesn't have to go looking.
- **Changed behaviour towards the local and global environment** – a greater sense of ownership/ 'pride of place' through involvement, and contact with a wider variety of people, locally and globally; less vandalism.
- **Low budget** – it hasn't cost a lot in cash; although funding was available through SoA programme this was not needed, and now pupils raise any funds required.
- **Sharing our Good Practice** – the school has won several national and local awards, and has hosted Education Scotland- organised Open Days at the school to share what has led to their successes.

Challenges

- **Lack of time** – limits on planning and preparation, meetings off school site, for monitoring and evaluation, for sharing good practice and writing up – enthusiasm and commitment have to be the drivers.
- **Sustainability of effort** – the development of staff acceptance and capacity to deliver takes time. There needs to be staff who are willing to take risks and learn quickly to lead the way, once the benefits are recognisable, others will be prepared to follow and the process sustained.
- **Funding myth/truth** – whether we like it or not, at present the value we put on money/cost/profit, is what can stimulate involvement by others. However if you get time limited funding you need to plan for the 'afterwards'.

The money gets the interest, gets people involved who wouldn't have been interested before... I think with money comes this idea that something must be valued, if somebody's giving money to it. [Depute Head Teacher]

It wasn't huge amounts and that's my point..... I would be saying to the government, or whoever else reads this report, ... there are lessons to be learned about what a little bit of money in the right way can do for schools. [Headteacher]

Solutions

- **Changing outlooks** – Teachers are encouraged to network with other schools and authorities, and present at conferences – sharing their and others' good practice and ideas. Opportunities for continuing professional development have been encouraged – before the SoA nobody had taken up CPD/Qualifications for Headship or Chartered Teacher, now several staff have taken this up, and courses on project leadership.
- **Management of change** - although the initial push for the change in approach to citizenship came largely from an individual teacher, seeing the difference it makes to the pupils has encouraged others to follow and develop their skills in facilitation.

I think if you are driving something forward yourself it's your ideas, it's your enthusiasm, it's your motivation. If somebody is saying I want you to do this and I want you to do that, and you're not really 100% committed to it, it's not going to work as well. The citizenship, for example – I came up with the idea, took the whole thing forward myself, so I'm really committed to it. [Faculty Head]

...very enthusiastic staff who would always be committed and always there, always be volunteering to do things... They achieved really great success and that starts the ball rolling. By the second year there was beginning to be a 'sea change' in the school, there was beginning to be a 'yes, we can do it' attitude and 'yes, we'll give it a go' attitude. I noticed much more interdisciplinary working... What I've taken from this, and it's been a learning curve for me as well, is that if you want change... it can't happen overnight... you have to have a plan and you have to have staff buy in. [Head Teacher]

'Can do' attitude to change and challenge

Emphasis at St Paul's has been on communication with and between parents, staff and pupils, promoting independent and critical thinking, creativity and initiative, and trust among all parties. Engagement with the community outside the school has helped to raise the profile and reputation of the school significantly, and this has had a positive, reinforcing effect on pupils and staff. Cultural change towards a truly whole school approach is taking place steadily over time.

CASE STUDY 2 BUCKSBURN ACADEMY, ABERDEEN CITY

Bucksburn Academy – Aberdeen City

Contact: Roseleen Shanley, Head of Humanities Faculty

Summary

Stimulus for change: new campus, implementation of Curriculum for Excellence – sustainability & global citizenship; Leadership - Head of Faculty – pupil voice and community participation; getting away from short term, one off projects.

Vehicle for change: Faculty Improvement Plan – focus on Skills for Work; John Muir Award – existing structure; applying WWF Natural Change model approach to ESD – development of the Bucksburn Sustainability Community Model.

Benefits for/from process:

- **Greater respect for young people** based on their experience of working with them – community council, business and local authority;
- **Improved staff partnership skills in facilitating community connections**, and involvement in joint programmes;
- **Voice for young people**, through knowing how local government and a community council work;
- **Development of pupil skills in working together** - with other ages and abilities;
- **Improved attitude of pupils, reflecting school ethos** – ‘I can do’ approach;
- **Changed behaviour towards the environment** and the natural heritage;
- **Greater personal confidence and capacity for leadership** in pupils.

About the school

Bucksburn Academy is an S1-S6 Secondary comprehensive school, incorporating provision for up to 100 pupils with additional support needs from across Aberdeen City. The new school campus opened in October 2009.

Why – what was the purpose?

The Humanities faculty has been working on its sustainability and citizenship curriculum in a bid to create excellence. The implementation of the new Curriculum for Excellence, together with the new campus, stimulated a move for change. Opportunities were explored to develop pupil led projects and activities, rooted in their community, and responding to local, national and global priorities, such as sustainable lifestyles.

For many years the school has been involved in environmental partnership projects. Staff and pupils were concerned that these tended to be short term, one off projects. The pupils met with staff and discussed how to set up structures to utilise partnership working, encourage life long and intergenerational learning, and encourage a commitment towards sustainable development education.

As part of reviewing their Faculty Improvement Plan, staff identified improving Skills for Work as an area for improvement - building on the Skills for Learning and Life work that they had identified already as something they delivered well.

Together with the pupils they decided to develop a community model for sustainable lifestyles – involving new approaches to teaching and learning, particularly community engagement. This was to build on the experience of staff attending capacity building and professional development through the WWF Scotland *Natural Change* coursework, and *John Muir Award* training, and the teachers’ consequent enthusiasm to try a different approach.

What and who did it involve?

Humanities Faculty staff and pupils began to attend **Community Council** meetings, and realised Aberdeen City Council had neighbourhood priorities for their school area. These were: increasing volunteering, lifelong learning, involving young people more in local matters, and creating green spaces within Bucksburn. The benefits have been the changed attitudes of Councillors and Community Council members to the young people attending – the language being used has changed, and they now are prepared to defend and promote the needs of the young people.

At a similar time, ‘**Aker Solutions**’, a local engineering firm, approached the school. It was looking to undertake a joint project with a local school, to provide a focus demonstrating the firm’s Corporate Social Responsibility - required by the Scottish Government. Serendipity has led to an effective, win-win, and increasingly open partnership developing between the school and the business.

Pupils and staff formed a **sub group of the Bucksburn and Newhills Community Council** (BNCC) – this later included Kingswells as well. They began to work with community and business members on the local priorities. The need for a **sustainability community model** became clear. Bucksburn Academy took the lead and developed the Bucksburn Community Sustainability Model (BCSM) in consultation with community partners. It contains the following aspects:

- Neighbourhood priorities to meet school, business and community needs;
- Accessing community knowledge and skills and transferring these to others;
- Developing intergenerational, lifelong learning, inclusion and commitment through the BCSM;
- Strategies to develop the leadership capacity in a school and its community;
- Ensuring the four capacities for the Curriculum for Excellence are met in the BCSM;
- Celebrating community success to inspire, motivate, build communities, and ensure lifelong learning is encouraged and sustained.

The **John Muir Award** (JM Award) was built into the model. This was to provide a vehicle looking towards developing a whole school approach, and to encourage and engage a significant number of pupils and community members in projects. All generations would work together on sustainable citizenship projects and celebrate on receiving an award for their work. The JM Award has served to change pupil and adult attitudes to the environment e.g. not just about ‘tree hugging’.

Key to the approach taken has been the John Muir Award “Hand, Heart and Head” framework. By doing physical work, using their hands, people develop a sense of care for the environment. This enables feelings to be explored and engages the ‘heart’ in the process of caring. In turn, this engages the ‘head’ in a deeper awareness and understanding of why we should care for our natural and cultural heritage, and the planet Earth, and knowledge and confidence in making changes, and being able to make a difference.

Slattie Wood

Improving the local Slattie Wood was selected by the sub group of the BNCC as the green space community project in which to trial the BCSM. The school worked in partnership with the community council and a local engineering company (Aker Solutions) to tidy up the wood and build a path; put up bat and bird boxes, plant bulbs and plants, and create an outdoor recreational and learning resource.

Six community events were held on a Saturday morning over twelve months. The numbers of people attending steadily rose. The last community day attracted over 60 people – including pupils, parents, community and business groups. The additional support needs pupils also came along and joined in – the atmosphere was of inclusion. Planning took place through discussion and negotiation between teachers and pupils. Communication and networking between pupils and teachers improved and an Environmental Action Group developed, including teachers from other faculties.

Result - a path around the whole wood, and bulbs and plants provide further visual stimulation, and habitats for other wildlife. Families are having picnics in the wood, and the outdoor classroom areas allow all subject departments to teach Curriculum for Excellence lessons in the outdoors.

The Slattie Wood project also involved staff from National Trust for Scotland, RSPB, and Scottish Natural Heritage. It has become a sustainable project, and the activities taking place within it continue and have expanded. The project has attracted national interest and was showcased at the Scottish Learning Festival in Glasgow, in September 2011.

The school has also been working on pupil leadership skill research with Aberdeen University – investigating leadership skills developed through the BCSM. The S5/S6 John Muir class made up of pupils following vocational and academic programmes was supported in involving and teaching local cluster Primary pupils in Slattie Wood. They also invited students from Aberdeen University PGDE students to help them, and provide adult support. Data was gathered from 130 pupils. Pupil evaluations were evocative of the benefits of the approach.

The physical activity. Working as a team. Doing something different. Making a contribution to the environment. [Pupil]

I enjoyed being outside and getting to the countryside. It was rewarding helping make the path but also working together with everybody. It was nice because we didn't just have to work and we got to have fun in the woods and just explore. The games and bonfire at the end were fun because it was like a reward for our efforts throughout the day. It was fun to get away from school and not have to learn in a classroom but to get out in the country and learn new things that you can't learn in a classroom. The eco club meets on a Friday but this clashed with a few of my other activities but am hoping to join after summer. [Pupil]

I enjoyed a number of things whilst participating in the projects. I enjoyed working outside of school because it makes a change from being constantly inside. It was good to get outdoors and get to know the environment around me. One of the main things I enjoyed in the projects was gaining a leadership role. I enjoyed being able to help younger and less able pupils and because of this I gained a lot of confidence. I do not usually have to be responsible for others around me but whilst on the projects I have become more aware of my responsibility in a group. I enjoyed working with others and I liked making new friends with people I would not normally speak to. I also enjoyed presenting to others in school and I especially enjoyed presenting to a group of Italian pupils and teachers who visited our school. I gained rewards for my work and because of this I want to do more for my school and for the environment. [Pupil]

This has delivered particular benefits – Seniors have developed an insight into how people learn which has aided their learning. The Primary pupils have loved being taught by the Seniors, who in turn talk about how much the JM class has enhanced their personal and social skills, particularly in the areas of personal confidence, communication and leadership. Pupils also feel they have developed a greater knowledge and understanding of, and sense of care for, their natural heritage.

Re-thinking Energy

Pupils are using the BCSM to research a range of alternative energies such as, tidal, wave, wind, solar, biomass etc. The pupils will work in teams to gather information and test out the technologies of some of these alternative, non-carbon, energy sources.

Bucksburn Academy has formed links with schools and colleges in Germany, Norway, Sweden and The Netherlands through the Comenius Project. All countries will complete case studies on alternative energies and share these and related skills with each other.

As part of this process, 15 pupils led the organisation and delivery of a Re-thinking Energy Conference in March 2012, in association with the local authority's Sustainable Development Officer. Specialists in the various fields were invited to speak in support of the theme, and information and data gathered on what is happening locally, nationally and globally in communities. Delegates from Aberdeen businesses, the community, local authorities, and environmental organisations were invited

Aberdeen Renewable Energy Group members attending the event, amongst other business leaders were amazed at the achievements of the young people in putting on a highly professional event. The credibility of the young people and the school has 'rocketed', and the school is now being 'bombarded' by industry requests to network, give presentations and develop new projects. To such an extent that the school is now having to draw breath, and consider how best to handle the requests – given constraints on staff time, energy and resources.

This is Curriculum for Excellence at its best where the leadership capacity of the young people is utilised to ensure they become the successful learners, confident individuals, effective contributors and responsible citizens,

Bucksburn Academy hopes that the Bucksburn Community Sustainability Model will continue to develop and all partners will contribute towards its success. In this way a community can thrive by placing young people at its centre.

Benefits

- **Greater respect for young people** based on their experience of working with them – community council, business and local authority.
- **Improved skills in facilitating community** connections, and involvement in joint programmes.
- **Voice for young people – knowing how local government and community councils work** – how it is a two-way process – pupils now have a voice within Aberdeen Council and know key players.
- **Development of skills in working together** with other ages and abilities – teamwork, and with others – work experience, friendships.
- **Improved attitude of pupils, reflecting school ethos** – 'I can do' approach.
- **Changed behaviour towards the environment** and the natural heritage – don't throw away food any more, care for trees and plants.
- **Greater personal confidence and capacity for leadership** in pupils – presentations at conference were impressive.

Challenges

- **Time** – demands within the timetable, for teacher preparation, in meeting requests for participation and professional development.
- **Building teams with capacity to take on projects** – at the stage now where a liaison role placement is required.
- **Risk benefit analysis** – time consuming for the school; insufficient capacity within community councils to undertake – needs training.
- **Human Resources** – without the contribution of time and skills within Aker Solutions the projects would have been less effective

Solutions

- **Flexibility and resilience** – need to be flexible and patient – change takes time. School management being encouraged to accept, and support, flexibility in working the timetable.
- **Communications** – need to keep people informed and promote the benefits for the pupils; use of GLOW, and use of ICT in communicating internationally. Attending community council and local authority meetings – being seen as a school that delivers.
- **Creativity** – most challenges have a solution – learning to be creative is an essential skill.
- **Common Sense** – most solutions lead from common sense – learning to use it to your benefit is another essential skill.
- **Risk and Responsibility** – be prepared to take risks handing over to pupils, and watch their capacity to deliver, and sense of responsibility flourish.
- **Improved parent involvement** – accepted as an area needing to be worked on, to improve partnership and participation.

CASE STUDY 3 LASSWADE PRIMARY SCHOOL – MIDLOTHIAN

Lasswade Primary School – Midlothian

Contact: Chris Rae, Principal Teacher/P2 class teacher

Summary

Stimulus for community engagement: implementation of Curriculum for Excellence – interdisciplinary teaching & learning and global citizenship; new staff –Principal Teacher; successful HMIE Inspection and Eco Schools Green Flag 2, and How Good Is Our School (HGIOS) review – suggesting school could improve community links.

Vehicle for community links: *Fairtrade School* accreditation, leading to community council links and *Fairtrade Town* accreditation.

Benefits for/from process:

- **Having a focus** – *Fairtrade School* accreditation.
- **Greater personal confidence of children** at all stages, enabling improved capacity to participate.
- **Improved capacity within the school staff**, to implement a whole school approach.
- **Making connections within the wider local community** – local and global.
- **Empowerment of pupils** and resulting responsible citizenship.

About the School

Lasswade Primary School is non-denominational, serving a small town community with a mixed social/economic catchment area. The school has been involved with the Eco-Schools programme over a number of years – only one of two schools in Midlothian to achieve its second Green Flag in 2009/10. In addition, the school was keen to build on a very successful HMIE inspection in 2009/10.

During the previous session the school had looked at ways of engaging with the local community - from visiting the new Community Hospital to sing carols, to meeting the elderly at a local day care centre. Following on from this and through discussion with all pupils, they identified ways in which they could help other communities, in other countries.

The Curriculum for Excellence was also recognised as an opportunity to develop more rounded and relevant learning experiences, particularly through interdisciplinary approaches.

Why – what was the purpose?

A staff motivated by last session's successes, a new member of promoted staff, and a new session - implementing the new Curriculum for Excellence - were all catalysts.

The school staff worked together to reach a consensus on what effective interdisciplinary learning would look like, in order for us to plan together as a school on issues such as Fairtrade, to ensure progression through the stages of the school.

[Principal teacher/P2 class teacher]

A management discussion around developing a global dimension to the school's ethos resulted in setting up a Working Group - looking at building on existing work in Global Citizenship. An identified goal was to become an accredited *Fairtrade School*, and through this process helping professional development by developing new practices - particularly improving interdisciplinary learning and teaching.

What and who did it involve?

We decided that beginning the journey to becoming a Fairtrade School would be an excellent way to find out more about the lives of children and adults across the globe. [Principal Teacher/P2 class teacher]

A member of the senior management team, also the P2 class teacher, managed the project across the whole school. There are a number of criteria required in becoming a *Fairtrade School* – one of these is a **Fairtrade Tuck Shop**. This provided a starting point for P2 to take on responsibility for setting the tuck shop up. This involved encouraging P6 pupils to work in cooperative trios with the P2 pupils to discuss and complete the tasks as required.

The children have been responsible for everything at all stages of the project - from ordering products and sales, to record keeping and counting money - all of which has provided us with an excellent context for learning across the curriculum.

Fairtrade means that farmers get a good price for the things they grow. They get extra money that they can use to get clean water for their villages. [Euan P2]

Some examples of the process and outputs are given below:

Process

- A visit to an all school assembly by Rachel Farey, from One World Shop, gave everyone an introduction to Fairtrade and what it means.
- P2/6 wasted no time in beginning to think about a catchy name and logo for the shop.
- P2 children conducted a survey of staff and pupils - 'Tradey Treats' was decided on,
- P2 and P6 went to the local Cooperative store in Bonnyrigg armed with clipboards, to find out what they might sell – by looking for examples of Fairtrade products. They found lots of interesting things ranging from chocolate to cotton wool.
- They opted for a 'taste test' of some of the most popular fruits, cereal bars and chocolates, to decide which items to sell. P4 were their willing helpers! P2 continue to take surveys and ensure goods are what people want.
- The P2 class carefully wrote invitations to teachers and pupils inviting them to the grand opening of 'Tradey Treats', which is proving very popular with everyone.

My favourite part of the topic was visiting the Coop because I found Fairtrade fruits. In our shop we sell healthy juice. [Isla P2]

- The shop was established as a 'co-operative enterprise' – pupils pay in 10p per term, and a 'dividend' is paid at the end of term. After some mentoring in the processes of ordering, sales and keeping accounts in P6; now P7 pupils do all the handling of money and record keeping.
- A **Fairtrade Group** was set up from pupils across the school, and activities are planned and take place during Fairtrade Fortnight (each February). In addition, each class focuses the fortnight on a different product and country – looking at the environmental, social and economic issues and Fairtrade benefits surrounding their production e.g. P2 Kenyan roses, P5 bananas from Costa Rica.

Other outputs

- In school, P2 Pupils have made up songs for parents/carers about buying Fairtrade products; entertainment for a *Fairtrade Fashion Show*, with parents/carers from the Parent Council volunteering as models, and *Fairtrade Roses* with a personalised message sold for Valentine's Day.
- A *Fairtrade Football* tournament involving other local schools. Bonnyrigg Co-Operative provided free, half time, Fairtrade bananas.
- A *Fairtrade Lasswade Cookbook* is on sale. To allow pupils to experience practical cookery, which is now part of the Curriculum for Excellence guidelines, the Parent Council has provided funding for the necessary cookery equipment. Once the best recipes (invited from across the local community) are tried and tested, they plan to sell the cookbooks through the help of the community council members, so it is available to the wider whole school community.

It is a good idea to buy Fairtrade things because it helps poor farmers to collect enough money to send their children to school. [Liam P2]

- The activities have all been celebrated through a *Global Showcase* event. Parents are invited and entertained by different classes making presentations they have prepared, based on their work in global citizenship – dance, song, presentation etc.
- The school operates an 'open door' policy for parents, and has good relationships with the local press, so people are aware of the school's activities e.g. their work towards *Fairtrade School* status.
- Lasswade PS is a 'flagship' school for the local authority. It was the first accredited *Fairtrade School* in Midlothian.

CPD and Preparation time

A school in-service day was given over to introducing the principles of interdisciplinary teaching and global citizenship – exemplars of work programmes and resources were provided. All class teachers were given additional time for preparation and research towards developing strategies for interdisciplinary teaching. The benefits for Skills for Learning, Life and Work were also highlighted.

Inter-school Approach

Lasswade PS incorporated efforts in making links with other schools, especially within its local cluster – organising joint events e.g. the football tournament. This has resulted in a far less competitive attitude between the schools and staff, and has notably improved collaborative working and co-operation between the schools, to everyone's benefit.

Whole School Approach

Although there was a 'champion' for this programme the Management Team staff saw the importance of passing ownership to staff and pupils. As part of a staff review of their curricular success across the school – the staff looked at the *How Good Is Our School* (HGIOS) indicators. The consensus was that the school needed to improve its wider community links; this was also comparing what it did to other local schools. The school is also now a Rights Respecting School with further associated links with global citizenship.

Engaging the wider community

The Principal teacher/P2 class teacher attended a community council meeting to find out what goes on and to share what had been going on in the school with regard the 'flagship' *Fairtrade School* accreditation process. Through serendipity the Community Council

had been thinking about *Fairtrade Town* status for Bonnyrigg, Lasswade and Polton Hall area, and the school report raised its interest.

Our local Community Council is currently planning to go for Fairtrade Town Status for Bonnyrigg and Lasswade and has pledged their support to any events that we are running, as anything we do will definitely benefit its application.

A **Fairtrade Town Community Council Group** has been set up, and is working towards fulfilling the required criteria. A parent has taken over attending the meetings for the teacher. The **Parent Council** has been well informed, involved with, and supportive of the programme.

The **Secondary School** attended one of the meetings, and has now developed its own group, own and has opened a *Fairtrade tuck shop*, and is working towards *Fairtrade School* accreditation. An important spin-off as pupils progress from Primary to Secondary, is that they will see how the ethos of care – for all living things, human and otherwise, near and far, now and in the future – and the knowledge they have the capacity to make a difference, is reinforced.

The **Co-Operative Learning Trust** – through visits and building good relationships with Bonnyrigg Coop, they were invited to join their educational *Learning with Care* programme – a micro-finance project, where the children are introduced to role play in a money management enterprise. The children were invited to attend a high-powered conference in Edinburgh. Teachers were amazed at how much the children had taken in from rather dry presentations - making connections with the activities they had been involved with in school. Equally the delegates were impressed by the children's grasp of the quite complex concepts being discussed – the co-operative movement.

The **local authority** has been supportive of the programme, welcoming the flagship *Fairtrade School* status, and has now adopted the school's Planning Format for interdisciplinary teaching as a model for all schools within the authority.

Our journey towards becoming a Fairtrade School has been a really positive one for our learners so far. It is much more than just an award for our school. It has provided them with a really interesting and meaningful context for learning across the curriculum; they have developed skills in writing through writing letters and invitations, skills in numeracy through counting money and ordering items, not to mention their skills as confident individuals through the selling of items.

We have even been using Glow to speak to pupils in another school on the topic of Fairtrade, which has developed the pupils' skills in using technology. They are highly motivated and eager to learn about the origins of items we use everyday.

For our staff it has been an important learning experience too, as it has provided opportunities for us to plan together for effective interdisciplinary learning, engaging with the Curriculum for Excellence, and as they have seen the P2 and P6 children flourish, they have 'bought into it', and enabled a whole school focus. [Principal Teacher/P2 class teacher]

Future Plans

The school is searching for a country/school to twin with, probably in Poland – e twinning with real children - bringing in a more direct global perspective; may involve twinning towns as well. EU Comenius Funding is enabling a staff member's Study Tour – shadowing in Polish schools. Within Eco-Schools the units on Litter, School Grounds and Food and the Environment will provide plenty of opportunities for whole school, interdisciplinary, learning and practical action, involving more people within the wider local community.

Parents of our P1 and P2 children are constantly commenting on the fact they can't go to the supermarket without their children pointing at the symbol, and prompting them

to think about the choices they are making before purchasing products with Fairtrade alternatives. [Principal teacher/P2 class teacher]

Benefits

- **Having a focus – Fairtrade School** – provides an existing structure and support framework for teachers who may be uncertain - gives concrete targets on which to concentrate; energy and creativity focuses then on developing exciting teaching and learning experiences.
- **Greater personal confidence of children at all stages, and capacity to participate** – achievements beyond expectations; saw the ability to apply their critical thinking and ethical decision-making skills to complex issues, and greater achievements for less able pupils.
- **Improved capacity within the school staff and whole school approach** – confidence in staff team to reach consensus, and to deliver whole school approach to interdisciplinary teaching and learning in real world contexts, and beyond the school.
- **Making connections within the wider local community** – other Primary and Secondary schools, local Fairtrade shop, community council
- **Empowerment and responsible citizenship** – seeing that their efforts and achievements were influencing others – Fairtrade School accreditation influencing other schools, the community councils and other shop owners, their parents choices.
- **Greater awareness of children** of local and global sustainability issues and solutions; the role of rights and responsibilities as global citizens; the co-operative movement and how it works, and experiencing democracy in action. Know how responsibility feels.

Challenges

- **Building a whole school approach** – although a ‘champion’ role required, need staff, pupils and parents ‘on board’ and participating.
- **Time to manage/deliver the programme** – management recognised staff would need additional professional development time for training and preparation in applying requested interdisciplinary teaching and learning.

Solutions

- **Communications** – using sharing, open discussion and consensus building within and between staff and pupils; keeping Parent Council well informed and involved.
- **Leadership** – exemplifies how ‘soft touch’ but strong leadership and mentoring from the senior management can build capacity and participation, supporting a whole school approach and innovative learning.

CASE STUDY 4 OAKGROVE PRIMARY SCHOOL, GLASGOW CITY

Oakgrove Primary School – Glasgow City

Contact: Sandra Lyon, P7 class teacher

Summary

Stimulus for community engagement: Planning and implementation of Curriculum for Excellence, looking at global citizenship and interdisciplinary learning.

Vehicle for community links: Our Crop, Our Land Project run by West of Scotland Development Education Centre (WoSDEC), with support from established links with Royal Conservatoire (staff contact). Eco-Schools Award – school grounds involving Clydesdale bank volunteers – corporate social responsibility; Clyde in the Classroom supported by Clyde River Foundation.

Benefits for/from the process:

- **Having a focus** – the ‘land grabbing theme’ and music/drama delivery;
- **Action Learning** – impacts on the quality of teaching and learning, and assessment of learning and critical thinking by children;
- **Corporate Social Responsibility** – Clydesdale Bank CSR initiative helped provide a labour force of adults, as well as a sharing of sustainability and employment issues with children;
- **Receiving skilled support** from local, community-based partnerships with professionals/organisations – WoSDEC and Clyde River Foundation, parent volunteers;
- **Greater personal confidence of children involved in projects** – gave them an opportunity to develop their own opinions and voice, in a safe & supportive environment;
- **Raised awareness of local and global issues** and the power of having their voice heard;
- **Raised profile of the school by the community** – through coverage by national/local press and TV.

This case study demonstrates where a lot of schools are at – they are involved in a number of projects, engaging with organisations in their local communities. Taking part in these ‘one off’ projects enhances teaching and learning greatly, but may lack an obvious ‘sense of place’ in a coherent **whole school approach** to SDE, providing a cohesive ethos for the children.

About the School

Oakgrove Primary School is non-denominational state school, serving a mixed social/economic catchment, with some socially deprived areas. Children in the school speak more than 20 languages. There are 7 classes (P1-P7) with around 170 pupils, located in Glasgow City Council area.

Why – what was the purpose?

The school has been involved in a variety of innovative initiatives and approaches to teaching and learning, including *Fairtrade*, *Eco-Schools* and outdoor learning. The need for planning and implementation, in 2010, of the Curriculum for Excellence was a catalyst in addressing how the staff saw learning and teaching developing, particularly in relation to interdisciplinary and global citizenship approaches. The staff, all together, spent time looking at all the curricula area outcomes and experiences, breaking them down for year groups and creating a huge ‘learning wall’ mapping the progression between Levels, and where the projects fitted in.

Over the years, Oakgrove PS has become involved in global citizenship/ sustainability projects, undertaken by different staff and classes, some engaging with the local community – generally local organisations.

What and who did it involve?

Our Crop, Our Land Project

Approach from Outside – At the start of the 2011/12 session, the West of Scotland Development Education Centre (WoSDEC) approached the school. This local NGO was promoting an ‘Our Crop; Our Land’ project, comprising resources and CPD for teachers, exploring global ‘land grabbing’ issues. After attending two days CPD the teachers attending were in a position to identify which outcomes might be addressed in depth by this programme. This was the main catalyst in taking the theme forward, as a context for global citizenship, through an interdisciplinary approach.

Linking with existing partnerships – There was an existing staff connection and partnership with the Royal Conservatoire. The Expressive Arts was the natural curriculum area to choose for exploring the issues – through drama, music and role-play. This involved pupils in researching their roles, in the context of the country given; discussing what they found out, and portraying this through a short dramatic, musical production – in a safe and encouraging learning environment – through mime, tunes, songs, and many instruments.

The Royal Conservatoire works with the school for six weeks each year, through three student placements. The decision was to build on the existing ‘land grab’ theme, rather than create another. The consequence was a rich interdisciplinary approach, with widespread learning benefits, but particularly language development. The final performance was made to a school assembly attended by parents.

A neighbouring Roman Catholic Primary School was also involved through the class teacher’s good relationship, and the Oakgrove senior pupils met the pupils from the other school – a ‘mock’ protest was developed with the children from the two schools, making placards against land grabbing, and staging a protest march.

I noticed real language development, and more critical thinking by the pupils... In the past they would have said “I used to think this, now I think this...” and now it’s “This is my opinion, because...” – they are better prepared to explain their opinions. [P7 class teacher]

Action research/learning – The P7 class teacher is a Chartered Teacher who has now achieved GTCS professional recognition in Education for Global Citizenship. Her intention is to cascade the benefits and how to do it to the other school staff.

She established her pupils’ prior learning and knowledge of the issues before starting the project, how this developed, and how they had progressed their ideas by the end. Particularly she has encouraged her pupils to assess their own and others’ learning, through using learning logs. She has noticed the children are far more advanced in observing, and using positive criticism and language, especially when undertaking peer assessment. In collecting evidence she has used photos and video, and collected comments and discussions made by the learners. She keeps her own learning log, because it helps her focus on evaluating the teaching and learning process going on in her class, and wishes to share this technique with colleagues.

The teacher is also keen to share how she has introduced more pupil-led direction to the development of a project/ their learning, and has seen the benefits of greater engagement with the learning process, and more developed discussions by the pupils on how to go forward. She has pushed the boundaries of her own ‘comfort zone’ in doing this – has taken the risk, but is encouraged by positive impact on her pupils. She is taking small steps, but expanding the boundaries, and enjoying it.

Sharing ideas and good practice - The school staff have introduced informal 'working lunches' every one/two months; when they elect to go to a meeting room and take along an idea/ experience they wish to share with colleagues, discuss and/or act on. So far there has been 100% attendance at all these gatherings, indicating they are very much a 'learning school'.

Partnership celebrations and monthly achievement assemblies are a normal part of life at Oakgrove PS. There are Awards for all kinds of achievement - based on the four Curriculum for Excellence capacities – successful learners, confident individuals, effective contributors and responsible citizens; Class of the Month in being on time, doing homework etc.

Parents are invited to these assemblies and celebratory events.

We have a Friends of Oakgrove wall in the front reception area. On this we place photos of our volunteers e.g. WoSDEC and Royal Conservatoire, with their names, their organisation, and why they came into the school. All 'Friends' are invited to the Leavers Assembly, and it really gives the children and parents an opportunity to see all the people who come in and what they do. [P7 class teacher]

Eco- Schools and the school grounds

The school has been involved with Eco- Schools since 2005, but has only recently (2011) applied for Green Flag status, which was approved. Oakgrove has worked with the Council's Eco- Schools Support Officer over many years, especially improving the use of outdoor spaces. One of these projects was to create a garden and outdoor classroom.

Corporate Social Responsibility – Clydesdale Bank run a partnership project with schools, called Number Partners, a money/numeracy project in which Oakgrove has participated for several years. The Principal Teacher through discussion with the Number Partners, became aware of their Corporate Social Responsibility initiative of Clydesdale Bank, and arranged for its staff volunteers to come along and work on creating an outdoor classroom, designed by pupils, and applying their numeracy skills.

The adult volunteers were able to undertake the heavier practical tasks required in landscaping the grounds. The P7 children worked beside them and were engaged in conversations over lunch breaks.

We would overhear snippets of conversation; the children asking questions about what employment opportunities there were in the bank, what did they do, and what skills did they need!

Mutual benefits – This project was mutually beneficial to the school and Clydesdale Bank, serving both their purposes – the school got an outdoor classroom and garden, and the Bank gained an opportunity for its staff to volunteer and give something back into the local community – a win-win partnership, simple to establish.

Many of our local business contacts with the school originally began with the Employability Officers, who worked in the Learning Community, organised by the Determined to Succeed programme. (pre CfE).

Clyde in the Classroom

This was a P6 project that came about as a result of the class teacher seeing the project in another school. The Principal Teacher obtained application forms from the Glasgow City Council/Clyde River Foundation partnership organising the project.

The class was given a batch of trout eggs to raise and a starter pack. After nurturing the eggs and small trout, the class were taken to a site, accompanied by staff/volunteers from the River Foundation, to release the fish into the River Clyde or one of its tributaries. For Oakgrove the release site was the Kelvin, at Kelvingrove, and the event was covered by radio, TV – Reporting Scotland and the Evening Times.

CASE STUDY 5 KELVINDALE PRIMARY SCHOOL, GLASGOW CITY

Kelvindale Primary School – Glasgow City

Contact: Natalie Morrison, Eco- Schools Co-ordinator/Class teacher.

Summary

Stimulus for change: Planning and implementation of Curriculum for Excellence; whole school approach & ethos in caring for environment and others; looking at global citizenship and interdisciplinary learning.

Vehicle for change: Eco-Schools Green Flag 3 award – school grounds .

Benefits for/from the process:

- **Having a focus** – Eco- Schools accreditation process;
- **Receiving skilled support** from local, community-based partnerships with professionals/ organisations – RSPB, Council departments & staff, Clyde River Foundation, parent volunteers;
- **Greater personal confidence of children** involved in projects – gave them an opportunity to develop their own opinions and voice, in a safe & supportive environment;
- **Raised awareness of local and global issues** and the power of having their voice heard;
- **Raised profile of the school with the parents** – improving working relationships and involvement of parents with the school;
- **Closer working relationship for the staff** – recognising the improved quality of learning and teaching in real world contexts.

This case study demonstrates where a lot of schools are at – they are involved in a number of projects, engaging with organisations in their local communities. Taking part in these ‘one off’ projects enhances teaching and learning greatly, but may lack an obvious ‘sense of place’ in a coherent **whole school approach** to SDE, providing a cohesive ethos for the children.

About the School

Kelvindale Primary School is a denominational/Roman Catholic state school with around 417 pupils, and 16 classes.

Kelvindale Primary has been adopting the practices and principles outlined in the Eco-Schools Scotland programme since 2000. Each year they build on the good practice firmly embedded since then, by adopting new areas/units for development.

Why – what was the purpose?

At Kelvindale Primary we take pride in our environmentally friendly ethos and we embrace all the principles and practices outlined in the Eco-Schools Scotland programme.

At Kelvindale PS the Eco-Schools programme is intrinsically linked to the learning and teaching programmes at all Levels, and has been the catalyst, along with the implementation of Curriculum for Excellence. A range of ‘eco’ and citizenship learning experiences are planned, which show an on-going commitment to raising awareness of environmental and sustainable development issues. These take place both in school, and in the wider community. This allows the pupils to develop talents, skills and qualities

and also increases self-confidence – all in line with the four capacities of the Curriculum For Excellence. It also provides continuous reinforcement, up the school, that we are all interconnected, and that social and ethical behaviour helps make our Global Community thrive.

We have a strong emphasis on whole school responsibility and our staff, pupil and parent participation helps make positive changes to our local and global environment. Everyone in our school community is valued and is given the opportunity to voice their opinions and have their ideas heard... every member of our school community taking an active part... We believe in motivating our children to adopt sustainable lifestyles and bring about change.

What and who did it involve?

We view our school as the epicentre of a wider commitment to a sustainable environment, which then has a ripple effect- by taking our eco initiatives and practice into pupils' homes, and subsequently into the wider community. We believe we have woven environmental values and principles into the very life and fabric of our school community.

All 417 pupils are involved, and depending on age and stage, activities are modified to meet learners' needs. In line with CfE, each pupil develops and deepens their knowledge and learning in real contexts, allowing them to make relevant connections across curricular subjects and disciplines.

The experience of being involved in the Eco-Schools project and Education for Citizenship benefits the school by positively impacting on pupils, the school and the community, and these programmes encourage a sense of stewardship. The children are more aware of their actions and how actions affect the environment, and they are taking responsibility for their actions by bringing about positive change.

Pupils take the school initiatives home and vice versa; developing and strengthening partnership links between home, school and the community. Participating in this type of work has helped develop working relationships with parents across all stages of the school - parents visit the school more frequently, and with a sense of purpose, to work collaboratively with children and staff. Teaching staff are working more closely together - organising class and whole school events, while developing the children's understanding of the impact they can have on their own environment.

The Eco Coordinator (a teacher) takes a lead role in planning whole school, innovative teaching and learning eco/citizenship experiences. Class teachers are then informed of all forthcoming projects, and they look for opportunities to include and develop this work in their classroom teaching and learning.

Our school benefits from a wide array of strengths and skills that parents offer. We have developed excellent parent partnerships and many of our projects have been successful because of the support and commitment shown by parents. Parents provide us with a wealth of resources, manpower and a range of skills that we readily utilise. This allows for our excellent practice, values and principles to be further shared within the local community. Furthermore, the values, principles and practices that we are fostering in our pupils can be adopted and maintained in the home environment.

Some examples of the kinds of engagement the Eco- Schools programme has initiated, with the wider community include:

- The school has developed a successful partnership with Glasgow City Council Community Action Team. The benefits have been a series of workshops and classroom talks to enhance, and further embed, whole school work on Waste Minimisation, and Transport during Kelvindale Road Safety Week;

- Pupils from P4, P5 and The Eco Committee all visited Lambhill Stables, a community enterprise regeneration hub. Pupils worked with the community gardener there to develop its organic garden for the benefit of all to enjoy within this community;
- The Eco Committee members wrote to Dobbies Garden Centre at Braehead asking for support to enhance the school grounds and Lorraine McKay ('Here We Grow' Coordinator) agreed to fund a garden project. Tokens were collected for the supermarket chain Morrison's 'Let's Grow' campaign to get seeds and equipment for the organic garden;
- The Eco Committee reps from P4 and 5 visited Rannoch House (a residential care home for the elderly) to donate vegetables from the organic garden and they spoke with the chef about possible use of the vegetables;
- A whole school daffodil plant and 'Yellow Day' non-uniform day was held in support of Marie Curie Cancer Care;
- Registered with Keep Scotland Beautiful for a national spring clean in the school grounds and local community and Glasgow Community and Safety Services supported the school with resources, equipment and manpower;
- Glasgow City Council Countryside Rangers visited to work with classes in the school woodlands, this enhanced pupil knowledge of woodlands and wildlife in the community;
- RSPB worked with pupils in the classroom and outside in the school grounds on birds and bird identification. Pupils also learned about the vital role the RSPB plays in wildlife conservation;
- Pupils from P4-P7 worked with the Scottish Society for the Prevention of Cruelty to Animals to learn about the valuable role it plays in society, pupils also learned about treating animals with compassion and respect.

Teaching and learning in this area is carefully planned to ensure pupils make relevant connections, and develop citizenship and environmental awareness across all curricular areas and each of the 16 classes has current and relevant social studies topics. In line with CfE, each class develops and deepens its environmental learning in real contexts. Recently these social studies topics have included:

- P7 Conservation and Renewable Energies
- P6 Sustainable Tenements/Living Accommodation
- P5 Fair Trade
- P4 Woodland Study and Animals Homes
- P3 What a Load of Rubbish
- P2 Water
- P1 The Ocean.

Each class topic is planned using an inter-disciplinary model, allowing learners to embed their knowledge and skills as global citizens, and equip them as responsible citizens of the future.

Biodiversity

Both P7 classes worked with the *Clyde in the Classroom* initiative run through a partnership between Glasgow City Council and the Clyde River Foundation. They had to hatch and care for brown trout before releasing the fry to the River Kelvin. We released approximately 400 young fish.

Organic Garden

Throughout the year we have an after school organic gardening club, this is attended by pupils from P4–P7 and we also have strong parental support with ‘green fingered’ parents helping. This year, we gave some of our harvested crops to the residential home Rannoch House for the residents to enjoy.

Litter

The school registered with Keep Scotland Beautiful for the national campaign ‘National Spring Clean’, and we worked with Glasgow Community Safety Services on a whole school and community litter pick on Dorchester Place. We also had parent volunteers supporting this venture.

This year our hard work and commitment to bring about change has been evaluated and recognised externally. We won the prestigious Glasgow City Council award ‘The Trades House Citizenship Award. After an initial written submission, our pupils impressed the judges with their enthusiasm and ability to share the story of the school’s involvement with the community. Our pupils were recognised as being active, caring citizens who work productively for the school and community. Our good partnership approaches were recognised, as were the opportunities we provide for lifelong learning.

Challenges and solutions

‘Time is a valuable commodity within the school day and situations and events arise that mean that our planned activities have to be rescheduled/changed etc. However, we have learned to adopt a tangential and flexible approach to our projects and not become disheartened when this occurs. Some of our projects require a monetary outlay and in times of austerity we have had to look for external agencies to support our projects. We have developed good links with community businesses that have generously supported us’.

100%
RECYCLED



One planet schools in numbers

5 CASE STUDIES

Five detailed case studies of Scottish schools embedding sustainability in their community links.

10 CONDITIONS OF GOOD PRACTICE

Ten conditions of good practice on the way to connecting schools and local and global communities



12 RECOMMENDATIONS

Twelve recommendations made for leadership, partnership, teacher education, information and funding.

9 LINKS

Nine links made to the potential levers for encouraging *One Planet Schools* that connect school and community.

	<p>Why we are here To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.</p> <p>wwf.org.uk</p>
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