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BRIEFING – DEFINING ONE PLANET SCHOOLS

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This WWF briefing was written in consultation with Crichton Carbon Centre, EAUC, Eco Schools Scotland, Forestry Commission Scotland, Grounds for Learning, GTCS, Historic Scotland, John Muir Trust, Loch Lomond and the Trossachs National Park and Play Scotland.

If everyone in the world consumed natural resources at the rate we do in Scotland, we'd need three planets to support us. The impacts – not least climate change, inequality, biodiversity loss and conflict – are already affecting us all.

In addressing the UK's current 'three-planet' lifestyle, WWF strives for what we call 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.

<p>One Planet Schools are schools that take a whole school approach to building pupils' capacity to successfully, confidently, effectively and responsibly contribute to a One Planet Future.</p>	
<p>This means building pupils' capacity to contribute to:</p> <ul style="list-style-type: none"> • environmental stewardship, • social justice, • economic wellbeing, • and civic democracy; <p>locally, nationally and internationally.</p>	<p>Using a whole school approach that encompasses the</p> <ul style="list-style-type: none"> • curriculum, • campus, • culture • and community <p>of the school.</p>

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



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WWF research¹ has shown that becoming a One Planet School requires **eight key elements**. They require **teachers** that are:

1. confident in their own knowledge and understanding of relevant sustainable development and global citizenship issues
2. skilled in the use of the learning and teaching approaches shown to support effective sustainable development and global citizenship education
3. confident in using the outdoors as a learning and teaching environment
4. equipped with tools and strategies for embedding sustainable development and global citizenship themes in all their teaching activities

One Planet Schools require **school leaders** that have:

5. the key skills needed to build a strong sustainable development and global citizenship ethos in their school
6. methods and tools for embedding this ethos in the curriculum, campus, culture and community of their school

Finally, One Planet Schools require **school buildings and grounds** that:

7. incorporate measures that increase their sustainability and provide an educational resource that demonstrates sustainability and citizenship in action
8. provide environmentally friendly spaces for learning and play outside the classroom

Many of the elements above are becoming increasingly well established in Scottish schools as part of the Curriculum for Excellence and as a result of the Scottish Government's two successive Action Plans for the UN Decade of Education for Sustainable Development (2005-2014).

We see One Planet Schools as an umbrella concept that will consolidate this progress, build greater coherence between the different elements outlined above and address those elements where progress has been slow.

WWF welcomes the commitment by the Scottish Government to develop proposals for One Planet Schools and welcome the opportunity to be involved in its development, along with other stakeholders in the field of sustainable development, global citizenship and outdoor learning in Scotland.

We hope that the new Government will welcome the actions set out in this briefing as an opportunity to bring about the step change that will ensure all Scottish Schools are One Planet Schools.

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¹ *One School at a Time: A Decade of Learning for Sustainability* (2004) WWF-UK, *Learning for Sustainability in Schools: Effective Pedagogy* (2010) WWF-UK

Delivering One Planet Schools

1. TEACHER EDUCATION

The Government's response to *Teaching Scotland's Future* has highlighted the need to provide guidance to teacher education on "priority cross-cutting themes such as global citizenship and sustainable development".

Action needed: Membership of the newly convened National Partnership Group and its sub-groups should be expanded to include expertise on the One Planet Schools agenda to ensure that it is addressed by the full spectrum of teacher education.

1.1 Professional Standards for Teachers

The current *Standard for Initial Teacher Education* (December 2006) and the *Standard for Full Registration* have aspects of sustainable development and global citizenship throughout and require that teachers be able to teach in a range of different environments. However there is evidence that this is not reflected in practice. It is crucial that these aspects are strengthened in the revised *Professional Standards Framework*. In addition teachers and teacher educators will need support to ensure these aspects of the Standards are effectively used.

Action needed: Expertise on One Planet Schools should be included in the process of revising the *Professional Standards Framework* to ensure that the full continuum of professional standards for Teachers and Head Teachers includes sustainable development, global citizenship and outdoor learning knowledge, skills and values.

1.2 Initial Teacher Education

DfID-funded work is currently being done by the three-year **Global Learning Project (2010-13)**, working in partnership with **Scotland's seven teacher training universities**, to enable teacher educators to help **pre-service teachers** meet the current *Professional Standards* for sustainable development and global citizenship.

Action needed: As part of its response to *Teaching Scotland's Future*, partners in the Global Learning Project (including Education Scotland, GTCS, STEC and Scottish Government) should ensure that support continues to be available for teacher educators to embed One Planet Schools elements across ITE programmes.

Action needed: As part of its response to *Teaching Scotland's Future*, a working group should be convened to identify strategies for embedding outdoor learning in Initial Teacher Education.

1.3 Continuing Professional Development

Some work is already being done to support **practicing teachers** to build their knowledge and understanding, pedagogical skills, confidence with outdoor learning and embedding of sustainable development and global citizenship in learning and teaching. However the current approach is piecemeal and is not underpinned by a national strategy or coordination.

In the main, progress is due to the work of members of the **SDE Network²**, the **IDEAS³ Forum** including Scotland's six **Development Education Centres**, the **Real World Learning Partnership** and programmes such as **Eco-Schools**, **Rights Respecting**

² Sustainable Development Education Network

³ International Development Education Association of Scotland

Schools and Forest Schools. Education Scotland continues to bring together their work in this area under the heading of Developing Global Citizens as Learning and Teaching Scotland previously did.

Action needed: Education Scotland should convene a partnership of voluntary sector organisations, innovative schools/local authorities, and Government officials to map the current provision of support for One Planet Schools, take strategic action to strengthen it and address any gaps in provision.

1.4 School Leaders

While some work has been done to support teachers, there has not been similar progress in supporting **Head Teachers and other members of schools' senior management teams**. Despite the fact that a strong sustainable development and global citizenship ethos has been shown to help achieve other important priorities such as engagement in learning, improved behaviour and increased levels of achievement and attainment, school leaders do not have ready access to training and support in developing and implementing such an ethos.

Action needed: The stakeholder group convened by Education Scotland should also develop and deliver support for senior school managers to develop a One Planet Schools ethos.

2 Reporting and inspection

There is currently no clear assessment of the state of sustainable development / global citizenship provision in schools. Although proxy measures, such as the numbers of schools participating in schemes such as Eco-Schools, Rights Respecting Schools and Forest Schools, provide useful information, they do not provide the full picture. In taking forward the One Planet Schools agenda gaining this clear picture is essential to ensuring a strategic and well-targeted approach.

Action needed: The stakeholder group convened by Education Scotland should develop and disseminate a **method for schools to assess their own progress** towards a whole-school approach and a mechanism by which this can be validated by Education Scotland.

3 School estate and building management

Scotland's UN Decade of ESD Action Plan in 2005 aspired to schools that would be modernised and improved based on sustainable design. The Scottish Government and local government have provided a strong joint commitment to this in the school estate strategy *Building Better Schools; Investing in Scotland's Future* (2009). However there is no assessment of progress in this area and no standards and guidelines have been set for new school buildings.

Action needed: A working group of those, such as Eco Schools and SSN, already working with local authorities should be established to support local authorities to work with schools to reduce their carbon emissions and footprint and meet their obligations under the *Climate Change (Scotland) Act 2009*

Action needed: In implementing the new *School Estate Strategy* the Scottish Government should set tough sustainability standards and guidelines for new school buildings and grounds, in line with the recommendations of the Sustainable Development Commission's *Reducing Carbon Emissions in Schools* study.