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Conservation

Climate Change

Sustainability

Pathways: to education for sustainable development

A practical tool for planning a whole school approach

Learning for
Sustainability 

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PREFACE

Since 1981, WWF has been working with small groups of schools to support them in their efforts to address Education for Sustainable Development (ESD). In 2001, in partnership with London South Bank University, we undertook a study to summarise what we had learnt from our experiences.

This study highlighted that there was a great deal of innovative, good practice happening in UK schools, particularly around initiatives such as citizenship, Eco-Schools, enterprise in education, and the global dimension. We found that knowledge and understanding of sustainable development issues was relatively high, but this was not resulting in people changing their behaviour to make their actions and choices more sustainable.

When we investigated why learning about these issues was not changing behaviour, the main reasons identified were:

Fragmented approach

The teaching of sustainable development issues and responsibility for related initiatives is usually undertaken by an interested individual or small group of individuals within the school.

Lack of participation

Many staff within schools do not consider ESD to be part of their remit and do not feel they have anything to contribute to it.

Lack of a whole school approach

There are many instances where the wider school environment such as school policy, ethos, professional development opportunities and management of the school estate do not contribute to schools' work on sustainable development.

As a result, the exposure of learners to sustainable development issues is sporadic and patchy; there is seldom a uniting thread to draw separate initiatives together and it is difficult for learners to make the connections between related issues. However, while undertaking this study, we identified schools that had overcome these problems and were developing a joined-up, participative, whole school approach to ESD.¹

The WWF *Pathways* process is based on the lessons we learnt from these schools. It is intended as a tool that other schools can use to address these problems and enable them to increase involvement in ESD, successfully link up their current initiatives and create an action plan for embedding ESD within the whole school.

What this document is about

Pathways is a practical guide for schools that want to develop good educational practice for sustainable development.

Sustainable development is defined as:

'... development that meets the needs of the present without compromising the ability of future generations to meet their own needs'

(Brundtland Report, *Our Common Future*, 1987)

Schools are already doing many things that help their pupils and staff acquire the knowledge, understanding, skills and attitudes needed to live this way. This type of

1. Case studies from these schools are in the WWF-UK publication *One School at a Time – A Decade of Learning for Sustainability*, 2004, http://assets.wwf.org.uk/downloads/one_school_at_a_time.pdf

education may be called Education for Sustainable Development (ESD), citizenship, global education, or environmental education. It may be part of projects and initiatives such as Eco-Schools, healthy schools, anti-bullying, school councils, school linking, work on Fairtrade, or enterprise activities, as well as part of the curriculum.

Pathways is a set of six discussion and decision-making sessions, designed to be used by school staff as part of their regular planning process, to help schools to integrate ESD into their development plans and schemes of work. By following the *Pathways* process staff will create:

1. A common understanding of what ESD is
2. A school policy on ESD
3. An audit of all existing learning and teaching activities that contribute to ESD
4. An audit of all existing school practices that contribute to ESD
5. An analysis of the school's ESD strengths and areas for improvement
6. An ESD Action Plan for building on strengths and addressing areas for improvement

Who this framework is for

All schools spend time creating development plans and schemes of work. The *Pathways* Framework is intended as a tool that will make the sustainable development part of this planning process easier. It is intended to be used as part of your school's regular planning process rather than being an additional activity. We believe that this Framework will be of use to:

- **head teachers and senior management teams** interested in developing a whole school approach to sustainable development
- **teachers and coordinators** with responsibility for delivering ESD and related cross-curricular themes
- **local authorities** which support schools in the delivery of sustainable development and related cross-curricular themes

Pupil involvement in decision-making is a critical part of ESD. However, we recognise that there are few schools where it is possible or practical for pupils to be involved in the development of school work plans. We also recognise that adults with experience of running and taking part in participatory decision-making processes, like those used in the *Pathways* Framework, are better prepared to use similar techniques with pupils. Although your pupils will probably not be involved in the *Pathways* activities, we hope that if you want to engage pupils, you find that the activities and tools here can be adapted for this.

A note on the timing of the *Pathways* activities

Schools that are already using *Pathways* recommended that an initial information meeting for school staff, to outline the process and what is involved, should be held before the Easter break. The *Pathways* process can then be integrated into the development planning process during the summer term.

The *Pathways* framework activities and tools

The *Pathways* Framework consists of six discussion/decision-making activities and three project planning tools that are used as part of a planning cycle. Each activity takes approximately 60 minutes and should involve as many teachers and school staff as possible. (If you feel this time commitment may be difficult please see Appendix II for details of how other schools have worked round this.) If you also have parents or

community members who are involved in the delivery of sustainable development or other related cross-curricular themes, it is desirable to involve them too. The *Pathways* activities are:

The pace at which individual schools progress through the *Pathways* activities is dependent on circumstances. However, most schools feel able to complete one full cycle of *Pathways* within an academic year, implementing their action plan in the following academic year.

In subsequent years, it is not normally necessary to do another full cycle of *Pathways* unless there have been major changes in staff or in your school's circumstances. Reviewing the outputs of activities 1-3 to check they are still relevant and amending them as necessary is usually sufficient for the first part of the cycle. For the second part of the cycle, activities 4-6 should be undertaken in full (although they will probably take less time) to incorporate the changes made by the current action plan and to develop a new action plan for the coming year.

Activities 1 and 2

Identify the social, economic and environmental issues that are relevant to the community in which your school is based and develop an agreed definition of what the school is trying to achieve. This is your school's ESD policy.

Activity 3 (optional)

Identify key influences that have shaped individuals' personal and professional understanding of issues relating to sustainable development. Insights into what influences and motivates people to care about these issues can then be built into your school's action plan to influence and motivate others.

Activities 4 and 5

Audit all the initiatives and activities that your school is currently undertaking that contribute to the definition of ESD which was developed in Activity 2. Identify the elements of school life which are involved. Use these audits to generate a list of 'strengths' and 'areas for improvement'.

Activity 6

Generate an action plan that builds on the 'strengths' and addresses the 'areas for improvement' identified in Activity 5. These actions can then be incorporated into your school's development plan.

Tool 1: Work Plan

Provides a simple format for planning new projects and initiatives.

Tool 2: Learning during

A 30 minute activity, used when a project or initiative reaches a 'milestone', to check you are still on track.

Tool 3: Learning after

A simple approach to evaluating your projects and initiatives to generate 'lessons learned' that will help you when planning the next one.

Once your school has agreed an action plan, the *Pathways* Framework contains three ‘action learning’ tools to help you plan, monitor and evaluate your actions. These tools are designed to help you identify what went well, what could have gone better and what you would do differently next time – to enable your school to continuously learn and build on good practice.

Getting started

Before undertaking *Pathways* it is essential that there is support for the process from the school’s senior management team and that ESD (or another cross-curricular theme that deals with environmental, social or economic issues) is included in the school’s development plan. Without this support it will be an uphill struggle to find time to do the *Pathways* activities and persuade school staff to participate in them.

Before you begin to use *Pathways*, recruit and convene a group of two or three people (or up to five people if yours is a large school) who will share responsibility for planning, organising, running and following-up the activities. Ideally this group would include people from senior management, teaching staff and non-teaching staff.

The role of this group is to organise *Pathways* meetings for staff, run the activities at these meetings and ensure that the outputs are gathered together and communicated back to the school. It is not the responsibility of this group to ‘do’ sustainability for the whole school; their role is to coordinate the planning process that builds ESD across the school.

It is useful if the group can identify a place where the outputs of the activities can be displayed. Schools using *Pathways* have found that having a sustainability notice board/wall either in the staffroom or somewhere else where all staff can access it easily works best.

Please see Appendix II for more advice and tips on running the *Pathways* process, from schools that are already using it.

ACTIVITY 1: UNDERSTANDING ESD

This activity will enable you to identify the sustainable development issues which affect your local community and list the attributes that your pupils will need if they are to deal with the challenges of sustainable development. This is the first step to building your schools' working definition of Education for Sustainable Development (ESD).

It is often far easier to talk about things that are unsustainable rather than sustainable. We are bombarded with messages about all kinds of issues from climate change to anti-social behaviour; economic problems to the extinction of species. The huge number of issues can be overwhelming and, faced with so many problems, it is difficult to know where to start, or indeed if there is any point in starting at all.

ESD is fundamentally about learning to change things: to be able to look at the unsustainable issues that affect the environments that are within our control – our homes, our classrooms, our schools, our local community – and learn to do something about them. It would be foolish to suggest that we can completely turn things around on our own, but ESD is also about demonstrating to people that 'I will if you will'. There is strong evidence that if a group is prepared to take the initiative, show that they feel strongly about something and do something about it, others are more likely to take action too.

ESD is not just about focusing on issues, it is also about developing attributes that are valuable in all areas of our lives. By developing young people who are prepared to work with others, take on challenges, show initiative and leadership and actively work to change things, we can develop successful learners, confident individuals, responsible citizens and effective contributors to the global society.

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

The purpose of this activity is to identify, from the huge range of sustainability issues, the ones that affect your local community and are relevant to your pupils' lives. The second part of the activity looks at the attributes that your pupils will need if they are to deal with the challenges of sustainable development. It identifies the ways in which your school cultivates these attributes.



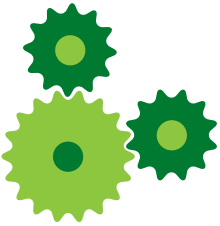
TIME
ALLOW
APPROXIMATELY
60-75 MINUTES
FOR THIS ACTIVITY

Outputs

- A web of factors showing the sustainable development issues in your community.
- A list of characteristics that your pupils will need if they are to deal with these issues, and ideas for cultivating them more successfully in school.

Materials

- Pictures that reflect your community's landscapes, built structures, cultural history, activities, people, etc – up to 20 images, depending on the number of participants (postcards work well or you might like to take your own pictures. Alternatively, try typing the name of your community into an internet image search engine, such as Google Images)
- Post-it notes or postcard-size pieces of coloured scrap paper (four different colours; one piece of each colour for each participant)
- Marker pens
- Large sheets of paper (flip chart paper is ideal)
- Writing paper (preferably scrap paper that has been used on one side)
- Pencils or pens for each participant
- Tape or Blu-Tack
- Resource Sheet 1.1: 'Characteristics of effective learners' (one A4 copy for each participant)

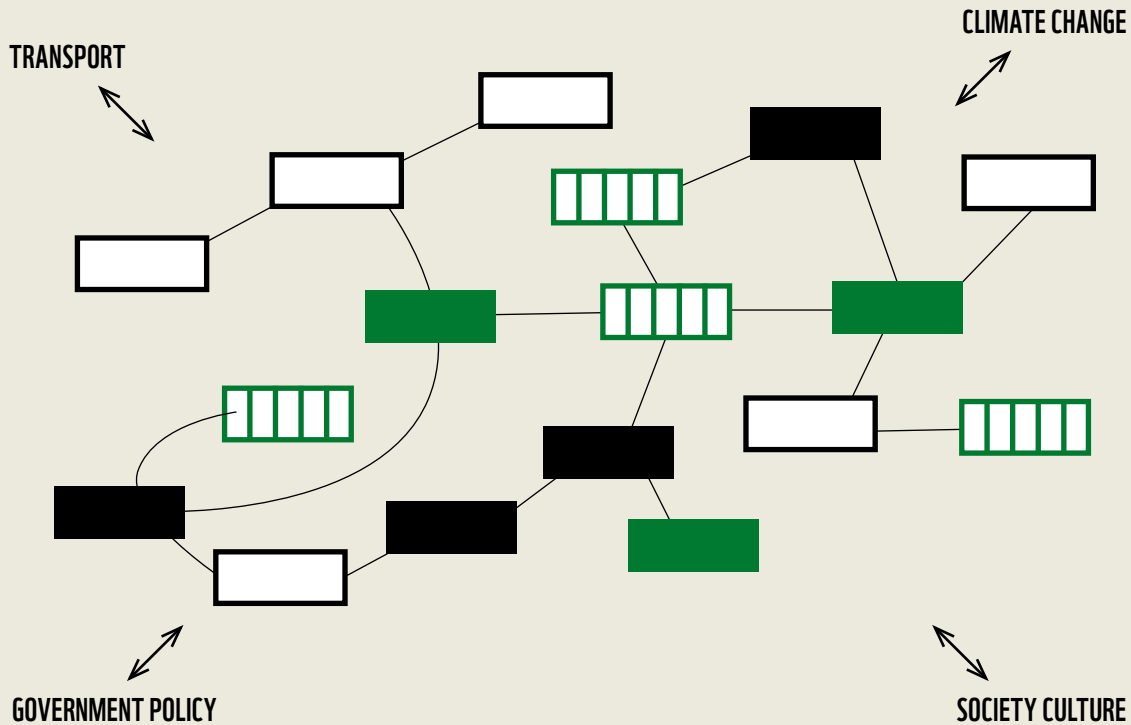


Running Activity 1

Before running this activity, you will need to assemble a collection of images of your 'community'. Your community may be as small as your catchment area or as large as the county in which your school is located. Each school is different and your collection of images should reflect your school's perception of the 'community' it relates to.

1. Gather images of your community.
 - Try to get a good mix of images that show landscapes, built structures, cultural history, activities and people.
 - Local postcards work well. Photographs are a good alternative but require a bit more preparation time. Plain paper prints of digital images work just as well.
2. Display the photos or postcards so participants can view them easily.
 - Ask each participant or, if the group is large, small groups of three or four, to choose a picture and take it back to their seat.
3. Distribute four Post-it notes or postcard-size pieces of paper (one piece each of four different colours) and marker pens to each individual or small group.
 - Explain that you would like them to identify one social, one environmental, one economic, and one governance (who makes the decisions) factor relating to their image.
 - Allocate a different paper colour for each of the four types of factors: social factor, economic factor, environmental factor, and governance factors.
 - Ask individuals or groups to record their responses on the specified paper colour. Participants should be specific about their issue, so rather than just writing a general word like 'pollution' they should be specific about exactly how this affects the community.
4. Label the large sheet of paper with the heading 'Our community'. Display the sheet at the front of the room.

'Our community'



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

6. Ask participants to look at the complicated web of factors they have created and reflect on the fact that this is the 'real world' that they are preparing their pupils for.
 - Ask them to describe the kind of person who could deal with these kind of issues and respond to the problems represented by the 'Our community' web poster.
 - Record participants' responses on the large sheet of blank paper.
7. Distribute a copy of Resource Sheet 1.1: 'Characteristics of effective learners' to each participant.
 - Ask participants to compare the group's responses to the characteristics set out in the resource sheet. Are they similar? Are there any important characteristics missing from the resource sheet?
8. Explain that you are going to briefly discuss each characteristic and make a list of ways they could be cultivated in your school.
 - Name the characteristic.
 - Clarify as necessary.
 - Ask 'How is this characteristic cultivated and recognised in our school? If it isn't, how could it be?'
 - Record responses. Your list will serve as a touchstone for Activity 2: 'Defining Education for Sustainable Development' and Activity 6: 'Action proposals'.
 - Note that a 'carousel' approach – with each characteristic written on a separate poster and groups moving from poster to poster adding their responses – can be used for this activity.

Taking things forward

- Discuss whether there are any additional characteristics that should be added to the list.
- Adapt this activity for use with students.
- Consider how their responses can inform and advance good practice.
- Establish study groups to investigate innovations in learning including brain-based learning, learning styles, constructivism, co-learning, critical thinking and systems thinking, among others. Invite the groups to report their findings.

RESOURCE SHEET 1.1 CHARACTERISTICS OF EFFECTIVE LEARNERS

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

ACTIVITY 2: DEFINING ESD

This activity will help you navigate your way through the jargon that often surrounds sustainable development and build a practical, working definition of Education for Sustainable Development (ESD) that fits the reality of life in your school and its community.

The concept of sustainability describes the dependency of human social and economic structures on the Earth's resources and the limitations this dependency imposes if resources are to continue to be available into the future. Thus sustainable development requires a change in the way we view the relationships between and among traditionally discrete economic, social, governance and environmental aspects of development issues.

In schools these ideas may be contained within cross-curricular themes such as environmental education, global dimension, citizenship and enterprise education. However, principles of social justice, environmental stewardship, civic democracy and economic security can mean different things to different people and it is not always clear what these principles actually mean in 'real terms, on the ground'.

Now that your school has identified the sustainability issues that affect your community, your first step towards sustainability is to develop a working definition of ESD and what it actually means on a day-to-day basis for your school. The purpose of this activity is to 'bust the jargon' and develop a no-nonsense definition of what you are trying to achieve – in words everyone can understand.

Outputs

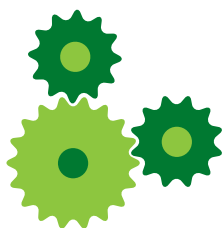
- To build a working definition of Education for Sustainable Development (ESD).

Materials

- Large sheets of paper (flip chart paper is ideal)
- Writing paper (preferably scrap paper that has been used on one side)
- Tape or Blu-Tack
- Marker pens
- Pencils or pens for each participant
- Three sticky dots per person (optional)
- Resource Sheet 2.1: 'Building a definition – individual response' (one A4 copy for each participant)
- Resource Sheet 2.2: 'Building a definition – group discussion' (one A4 copy for each three to six people)
- 'Our community' poster from Activity 1
- List of 'Characteristics of effective learners' and how they are cultivated in your school, from Activity 1



TIME
ALLOW
APPROXIMATELY
45 MINUTES
FOR THIS ACTIVITY



Running Activity 2

Before starting this activity you need to display the outputs of Activity 1 - your web of factors relating to sustainability in your community and your list of characteristics of effective learners and ideas for better cultivating them in your school - at the front of the room where everyone can see them.

1. Hand out Resource Sheet 2.1: 'Building a definition – individual response' and a pencil or pen to each participant.
 - Explain that Resource Sheet 2.1 introduces what are considered to be the key principles of sustainable development, and that they relate directly to the four factors – social, economic, environmental and governance – on the large web created in Activity 1. Emphasise that the terms presented are jargon and that this activity is intended to help replace the jargon with terms and explanations that are more meaningful to the group.
 - Display a large sheet of paper at the front of the room and divide it into quarters. Write one of the four principles of sustainability in each quarter. Starting with social justice, ask participants to suggest words that explain what each concept means to them. One of the easiest ways to do this is to break the phrase down into individual words and ask 'what does social mean to you?', 'what does justice mean to you?' Write participants' answers onto the sheet of paper. Repeat for the other three principles.
 - Then ask group members to take 10 minutes individually to complete Task 1.
2. Ask participants to form small groups of three to six people.
 - Hand out a copy of Resource Sheet 2.2: 'Building a definition – group discussion', a large sheet of paper and coloured marking pens to each group.
 - Invite them to work together to complete the group task outlined on Resource Sheet 2.2: 'Building a definition – group discussion'.
 - Each group will need to identify someone to lead the discussion, record the group's responses on a large sheet of paper and report back to the whole group.
 - Allow 20 minutes for this part of the activity.
3. Bring the whole group back together and ask each small group discussion leader/recorder to share their group's key words or phrases.
 - Display the large sheets of paper at the front of the room.
4. As a whole group, discuss the key words or phrases.
 - Do they share common ideas?
 - Are they free from jargon? Would people outside this group understand them?
 - What phrases or ideas could be incorporated into a definition of ESD that the whole group could endorse?
 - Distribute three sticky dots to each participant (or ask participants to use their pencils or pens to make a tick mark beside their three choices).
 - Ask participants to weight the phrases by placing one sticky dot (or tick mark) beside the three key words or phrases that best describe ESD.
5. Identify a small group to use the most popular key words or phrases to develop a working definition of ESD that the whole group endorses.
 - Record the definition on a large sheet of paper to display and review at the start of each of the rest of the Activities. You can refine it as needed.
 - This final task may be completed after the activity is finished.

RESOURCE SHEET 2.1 BUILDING A DEFINITION – INDIVIDUAL RESPONSE

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

Task 1 (working individually)

- Refer to the webbing poster you completed in Activity 1. Think about the sustainability issues that affect your community. If someone asked you whether the key principles of sustainability exist in your community what would your answer be? How would you justify your answer?
- What would your community be like if each of the principles were fully in place?
- Look at your answers to these questions and pull out the key words or phrases that describe what the principles mean to your community – now and in the future.

SOCIAL JUSTICE	
IS THERE SOCIAL JUSTICE IN YOUR COMMUNITY NOW? HOW CAN YOU TELL?	
IF SOCIAL JUSTICE WAS FULLY IN PLACE IN YOUR COMMUNITY WHAT WOULD IT BE LIKE?	
KEY WORDS OR PHRASES	

ENVIRONMENTAL STEWARDSHIP	
IS THERE ENVIRONMENTAL STEWARDSHIP IN YOUR COMMUNITY NOW? HOW CAN YOU TELL?	
IF ENVIRONMENTAL STEWARDSHIP WAS FULLY IN PLACE IN YOUR COMMUNITY WHAT WOULD IT BE LIKE?	
KEY WORDS OR PHRASES	

ECONOMIC SECURITY

IS THERE ECONOMIC SECURITY IN YOUR COMMUNITY NOW? HOW CAN YOU TELL?

IF ECONOMIC SECURITY WAS FULLY IN PLACE IN YOUR COMMUNITY WHAT WOULD IT BE LIKE?

KEY WORDS OR PHRASES

CIVIC DEMOCRACY

IS THERE CIVIC DEMOCRACY IN YOUR COMMUNITY NOW? HOW CAN YOU TELL?

IF CIVIC DEMOCRACY WAS FULLY IN PLACE IN YOUR COMMUNITY WHAT WOULD IT BE LIKE?

KEY WORDS OR PHRASES

RESOURCE SHEET 2.2 BUILDING A DEFINITION – GROUP DISCUSSION

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

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

Task 2 (working as a group)

Ask participants to refer to their individual responses on Resource Sheet 2.1: 'Building a definition' to discuss the following:

Social justice

- What does social justice look like in your community now?
- What should it look like?
- What key jargon-free words or phrases would you use to describe social justice?

Environmental stewardship

- What does environmental stewardship look like in your community now?
- What should it look like?
- What key jargon-free words or phrases would you use to describe environmental stewardship?

Economic security

- What does economic security look like in your community now?
- What should it look like?
- What key jargon-free words or phrases would you use to describe economic security?

Civic democracy

- What does civic democracy look like in your community now?
- What should it look like?
- What key jargon-free words or phrases would you use to describe civic democracy?

Now bring it all together

- Agree five key words or phrases your group would use to describe Education for Sustainable Development. Think about the learning process as well as the goal of the learning.
- Work out your ideas on the back of this sheet and then record them on the large sheet of paper.

ACTIVITY 3: MY PERSONAL ESD JOURNEY

This activity will help participants identify the things that have happened in their lives and the people they've met that have influenced how they think and feel about sustainable development. The results are used to better understand how to motivate others to become involved in sustainable development.

As a group you have invested time and effort in developing a definition of ESD. Your definition will reflect the experiences, values and attitudes of the individuals who make up the group.

The purpose of this activity is to help individuals understand the people and experiences, both positive and negative, that have shaped the way they think and feel about sustainable development. By understanding the experiences that have shaped their own values and attitudes, your group will be better able to create experiences that will encourage others to develop positive values and attitudes towards sustainable development.



TIME
ALLOW
APPROXIMATELY
60 MINUTES
FOR THIS ACTIVITY

Outputs

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

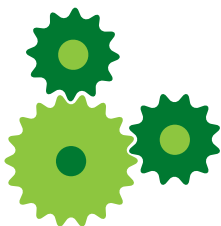
Materials

- Resource Sheet 3.1: 'Key influences reflection tool' (one A4 copy for each participant)
- Pencils or pens
- Characteristics required for sustainable development generated from Activity 1
- Working definition of Education for Sustainable Development (ESD) from Activity 2

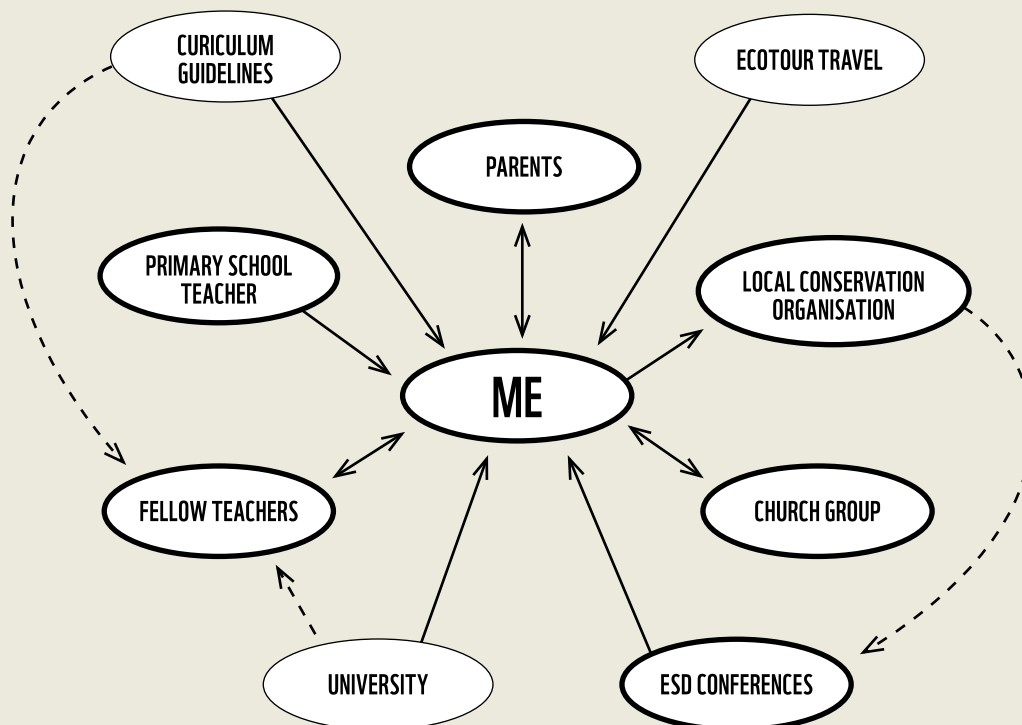
Running Activity 3

Before starting this activity you need to display the outputs of Activity 1 & 2 - your web of factors relating to sustainability in your community; your list of characteristics of effective learners and ideas for better cultivating them in your school; and your definition of ESD - at the front of the room where everyone can see them.

1. Distribute Resource Sheet 3.1, and pens or pencils.
 - Ask participants to think about their working definition of ESD and the characteristics they identified as being necessary for sustainable development.
 - Participants should then ask themselves 'why do I think these things are important?'
2. Ask everyone to draw a circle on the blank side of the resource sheet.



- Explain that the circle represents them.
 - Ask them to write their name in the centre of the circle.
3. Ask participants to think about all the things that have happened in their lives and the people they've met who have influenced how they think and feel about sustainable development. The list of key influences on Resource Sheet 3.1 may act as a useful prompt. Emphasise that the list is not definitive and that individuals can add anything else that's relevant to them.
 - Ask them to record each key influence with a circle around it, arranged around the circle that represents them. They can describe the key influences generically (friends, for example) or specifically.
 - They should darken the outline of the circle if the influence was positive.
 4. Ask them to consider whether they affected, as well as were affected by, each key influence.
 - Ask them to draw arrows between their circle in the centre and each of the key influences to show the direction of influence.
 5. Then ask them to consider which of the key influences affected or were affected by other key influences.
 - Draw dashed lines with arrows at the end to show these relationships.
 6. Ask participants to reflect on their personal journey diagrams and to answer the questions at the bottom of Resource Sheet 3.1.
 7. Discuss participants' responses to the extent that they are comfortable sharing their personal experiences.



RESOURCE SHEET 3.1 KEY INFLUENCES REFLECTION TOOL

This activity offers you an opportunity to think about the things that have happened in your life and the people you've met who have influenced how you think and feel about sustainable development. Influences may have been positive or negative, strong or weak. As you contemplate the people, places and events that have shaped your thinking about and interest in sustainability, first take a moment to reflect on the following questions:

- Why do you feel that sustainable development is important?
- How did you develop the knowledge, skills, values and attitudes that made you think sustainable development is important?

WORLD EVENTS	NATIONAL EVENTS	COMMUNITY EVENTS	EDUCATION POLICY
INSPECTION CRITERIA	SCHOOL POLICY	SCHOOL SCHEMES	CURRICULUM GUIDANCE
HEAD OF SCHOOL	DEPARTMENT HEAD	COLLEAGUES	OTHER ORGANISATIONS
STUDENTS	FRIENDS	PARENTS	MEDIA
ARTS/ARTISTS	WRITERS	MUSICIANS	OTHERS?

When you have finished, reflect on and write brief responses to the following questions:

<p>WHICH OF THESE EXPERIENCES WERE 'CRAFTED' BY A TEACHER OR INVOLVED A STRUCTURED LEARNING EXPERIENCE? WHICH WERE NOT OR DID NOT?</p>	
<p>WHICH WERE MOST INFLUENTIAL? WHY?</p>	
<p>HOW DO YOUR EXPERIENCES HELP INFORM YOUR APPROACH TO EDUCATION FOR SUSTAINABLE DEVELOPMENT IN YOUR SCHOOL?</p>	

ACTIVITY 4: MY SCHOOL'S ESD JOURNEY

This activity will help you identify what your school is already doing about Education for Sustainable Development (ESD). It will also help you understand the 'lessons learnt' from your school's ESD journey so you can use these to make your planning of future activities easier.

Environmental education, citizenship, and the global dimension, as well as ESD, are established fields. It is therefore likely that your school is already doing many things that contribute to ESD, although the people undertaking these things may not call it that.

The purpose of this activity is to help you identify all the things you are already doing that contribute to ESD. In addition to 'mapping out' your journey so far, this activity will help identify the lessons you have learnt from your current activities so you can apply these to future activities.

Output

- Your school's ESD journey map.



TIME
ALLOW
APPROXIMATELY
60 MINUTES
FOR THIS ACTIVITY

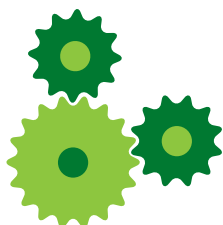
Materials

- Resource Sheet 4.1: 'Journey cards' (multiple copies for each group)
- Large sheets of paper
- Tape or Blu-Tack
- Marker pens
- Pencils or pens
- The outputs from activities 1, 2 and perhaps 3

Running Activity 4

Before starting this activity ask participants to form small groups of two or three people with similar interests (subject, year, etc) making sure that none of the groups are made up entirely of new teachers.

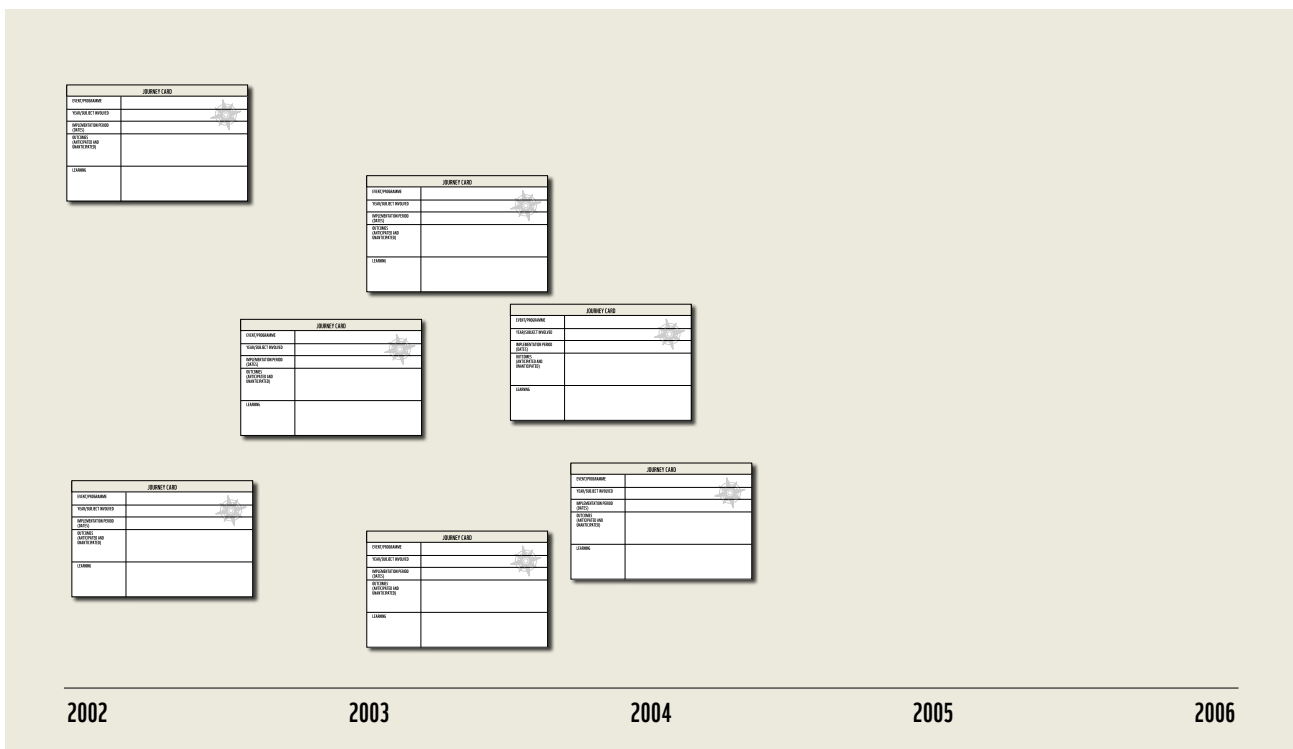
1. Review your working definition of ESD.
2. Ask the groups to think about any initiatives, projects, events or other activities that have taken place over the last five years that have contributed to your definition of ESD, even if they were not intended to do so. You may want to expand the timeframe if your school has been addressing ESD for more than five years and you have some 'veteran' teachers present to share that information.
3. Ask the groups to use the journey cards on Resource Sheet 4.1 to record the:
 - initiative/project/event



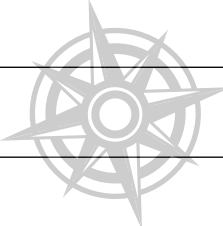
- year/subject involved
 - implementation period (dates)
 - outcomes (anticipated and unanticipated)
 - learning (what went well, what didn't work, what students liked best, what was least or most expensive, which helped build the 'Characteristics of effective learners' listed in Activity 1, etc).
 - Use a separate journey card to record each different event or programme.
4. Use the large sheets of paper to create a timeline for the period covered. Leave room for the next two to three years.
- Attach all the journey cards in the appropriate places on the time line.
 - Review and discuss the completed timeline. It represents your school's sustainable development education journey map to date.
5. Embellish the map with photos, graphics or student work from past efforts.

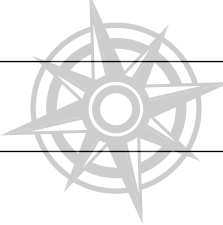
Taking things forward

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



RESOURCE SHEET 4.1 KEY JOURNEY CARDS

JOURNEY CARD	
EVENT/PROGRAMME	
YEAR/SUBJECT INVOLVED	
IMPLEMENTATION PERIOD (DATES)	
OUTCOMES (ANTICIPATED AND UNANTICIPATED)	
LEARNING	

JOURNEY CARD	
EVENT/PROGRAMME	
YEAR/SUBJECT INVOLVED	
IMPLEMENTATION PERIOD (DATES)	
OUTCOMES (ANTICIPATED AND UNANTICIPATED)	
LEARNING	

ACTIVITY 5: TAKING STOCK

This activity is self-assessment tool to enable you to identify how far your school has already embedded Education for Sustainable Development (ESD) in its activities and decide where to go next. It will also help you recognise your school's

ESD strengths and identify areas you'd like to improve.

As with all education, ESD is not just about what happens in the classroom but also about what happens in the school as a whole. A whole school approach to ESD ensures that sustainability is embedded in your school's culture, ethos, management structure, learning and teaching activities, and the management of the school estate.

The purpose of this activity is to assess the extent to which different elements of your school contribute to ESD. This assessment is based on stages from pre-engaged to advanced. What is there to do once you've reached the advanced stage? Share your good practice with other schools and keep asking questions that will maintain your advanced state.

Sustainable development, like inclusion and providing a supportive learning environment, is not something that can be 'completed' and ticked off. It is something that we constantly build into our everyday activities and, as the world is constantly changing, it's something that needs to evolve to keep pace.

Elements of ESD

Below is a list of elements of ESD in schools. The list is not exhaustive but focuses on those elements identified by educators with whom we have worked. Expand the list of elements as needed.

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



TIME
ALLOW
APPROXIMATELY
60 MINUTES
FOR THIS ACTIVITY

Outputs

- A school self-assessment.
- Six theme posters that identify your school's strengths and areas for improvement.

Materials

- Resource Sheet 5.1: 'School's self-assessment' (one A4 copy for each participant)
- Working definition of ESD from Activity 2
- Coloured pencils
- Large sheets of paper
- Coloured marker pens
- Masking tape or Blu-Tack

Theme 1: School culture and ethos

Element 1.1 Whole school approach

Each school has its own ways of making decisions and communicating what is going on to staff, pupils, parents and others. A whole school approach brings together everyone involved in the school to identify issues, set priorities, plan solutions and put them into action. Using a whole school approach strengthens the variety of relationships that exist and enhances the potential for the school community to govern themselves.

Summary points:

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

Element 1.2 Whole school policy

Every school has written plans and policies setting out its mission and values and describing the way it operates. By including ESD within these plans and policies, the school signals its intention to address the elements of ESD in all aspects of school life and decision-making.

Summary point:

- ESD is embedded in the school's mission and ethos.

Theme 2: monitoring and evaluation

Element 2.1 Action learning

With constant demands on their time, it is easy for schools to be so focused on getting through their planned activities that no time is left to evaluate the effectiveness of these activities. By using an action learning approach, schools deliberately set aside time before, during and after their activities to ask themselves what went well, what didn't go so well, and what to do differently next time. Action learning (detailed in Activity 6 and tools 1, 2 and 3) offers a structured approach to developing good practice so that schools are able to continuously build on their successes.

Summary point:

- The school uses an action research approach to develop good practice.

Theme 3: Teaching and learning

Element 3.1 Formal curriculum

Effort must be made to secure the position of ESD within the curriculum as a cross-cutting theme. Like the larger curriculum, ESD requires a progression (scope and sequence) that ensures that the key concepts, theories, knowledge, skills, values and attitudes of sustainable development are introduced and reinforced at developmental levels appropriate to pupils.

Summary points:

- ESD is established as a cross-cutting theme.
- A progression describes age-appropriate ESD that explores key concepts, theories, skills, values and attitudes.

Element 3.2 Diversity

A deep understanding of the importance of biological diversity and an understanding and appreciation of different cultures and societies lies at the heart of ESD. This is best developed by regular experiences of other cultures and regular contact with the natural environment. It is also developed by exploring sources of prejudice and indifference and the ways that these negative attitudes can be addressed.

Summary points:

- Direct experiences with 'nature' inspire learners and help develop attitudes of care and respect.
- The curriculum has a global dimension that enriches pupils' understanding of other cultures and societies.
- The ways in which the school respects and values diversity are apparent to pupils.

Element 3.3 Quality teaching

Stimulating learning resources, rich learning environments and child-centred learning models are important in all aspects of education, including ESD. Taking time to learn about new resources, approaches and models and incorporate them into the school is an important part of a whole school approach to ESD.

Summary points:

- Stimulating learning resources and rich learning environments are available.
- Child-centred learning models are used.

Element 3.4 Professional development

A growing number of professional development opportunities are available to increase teachers' and school staff members' knowledge about ESD. Professional development in ESD can also help to address other issues that are important to schools – such as behaviour, motivation, literacy and numeracy. School staff should be encouraged to explore these opportunities as a way of stimulating new ideas and learning new approaches and techniques.

Summary point:

- Professional development opportunities that advance ESD are available to all staff.

Theme 4: Pupils

Element 4.1 Safe and supportive learning environment

Pupils need freedom, and often encouragement, to make choices, especially complex ones. The school environment must be safe and supportive so that pupils are secure enough both to appraise their own strengths and weaknesses, and to risk succeeding and failing as they endeavour to put their choices into action. Unforeseen consequences of choices (good and bad) should be managed through self and group reflection to ensure they are supported learning experiences.

Summary points:

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

Element 4.2 Pupil participation and empowerment

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

Summary points:

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

Theme 5: Community

Element 5.1 Links with parents

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

Summary points:

- The school fosters productive relationships with parents.
- The school values the contributions of parents.

Element 5.2 Links with the local community

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

Summary points:

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

Element 5.3 Links with the wider community

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

Summary points:

- The school recognises the links between the local and the global.
- This recognition figures prominently in decision-making.

Theme 6: School estate

Element 6.1 School resource management

Schools use a wide range of resources including energy, water, food, cleaning materials and paper. Clothes, equipment and the building itself are all provided from the Earth's resources. Many schools have begun to address their school's environmental impact through the Eco Schools award. Involving pupils in decision-making about purchasing and resource management is an essential learning opportunity and has the potential to make their school and home more sustainable environmentally, socially and economically.

Summary points:

- Sustainability guides decision-making about procurement, waste management, and energy and water use.
- The school is working towards being a school whose resource use is within the environmental limits of our planet.

Element 6.2 School build and restoration

Whether you're in a new or historical school building, it is possible to include measures and technologies that increase the school's sustainability. These may be as simple as draft excluders or energy-saving light bulbs, or large-scale technologies such as toilets that flush with rainwater or a wind turbine in the school grounds. Whatever measures and technologies your school is able to incorporate, if they are to support ESD, pupils should understand their function and purpose and they should be used as a learning opportunity.

Summary points:

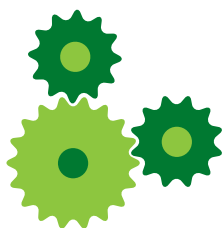
- The school incorporates measures that increase the sustainability of the building.
- The school is a 'building that teaches' and sustainability lessons are actively drawn out.

Element 6.3 School grounds

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

Summary points:

- The school grounds support the curriculum.
- Pupils are engaged in school ground research, design, construction and maintenance that advance sustainability.



Running Activity 5

Before starting this activity you need to display the output of Activity 2 – your working definition of ESD – at the front of the room where everyone can see it.

Part One

1. Distribute one copy of Resource Sheet 5.1: 'School's self-assessment' to each participant.
2. Explain that you are now going to read a short description of each of the ESD elements, followed by one or two summary points.
 - Once you've described each element and presented the summary point(s), participants will have the opportunity to ask questions to clarify their understanding.
 - When participants reach agreement, they should individually assess their school's 'performance degree' relative to each element by shading the horizontal rows to the appropriate stage.
3. When the participants have assessed their school's performance against the 16 suggested elements, ask if there are any others, specific to the school, which they would like to add.
 - Record these as Theme 7 at the bottom of the chart.
 - Identify the behaviours or actions that characterise the 'performance degrees' for these elements.
 - Assess the performance as before.
4. Place five chairs in a line across the front of the room, allowing generous space between each one.
 - Explain that the chair on the far left represents the pre-engaged stage and the chair on the far right represents the advanced stage.
 - The three chairs in between correspond to the interested, introductory and emergent stages described in the self-assessment tool.
5. Ask participants to stand in the place that best matches their response on the rating scale for the first element – whole school approach.
 - Record the number of participants in each position along the scale. Later, you can calculate different response percentages. This will give you a quantitative baseline of participants' perceptions of your performance levels.
 - Pick a few participants to explain their positions – especially participants whose responses are significantly different from the majority response.
 - Record the participants' responses and note the position along the scale they relate to. This adds qualitative data to your baseline.
 - As a group, try to agree a performance degree or range for the school.
 - Note the performance degree or range on a clean copy of the self-assessment.
6. Repeat this for the other elements.

Part Two

7. Explain that you are going to draw together Activities 1, 2, 4 and 5.
8. Display six poster-size sheets around the room.

- Write one of the six themes at the top of each sheet: ‘school culture and ethos’, ‘monitoring and evaluation’, ‘teaching and learning’, ‘pupils’, ‘community’ and ‘school estate’. Divide the space below each heading into two columns. Label the left column ‘strengths’ and the right column ‘areas for improvement’.
9. Divide the participants into six small groups or into groups of two or three participants if there are fewer than 10 people.
- Assign each small group to one of the six theme posters.
 - Ask them to identify and record their ideas about the ‘strengths’ of the school in relation to the allocated theme and its elements.
 - Ask them also to identify and record ‘areas for improvement’.
10. When they have finished, ask the groups to rotate around the room to the next sheet.
- They should review the responses of the previous group(s) and add any additional points.
 - Repeat the rotation until each group has worked on every poster.

Taking things forward

- Look at case studies of other schools to better understand how different schools serving different populations in different geographic regions, or in different parts of the UK, have approached ESD. Case studies of schools whose sustainable development education journeys have been recorded by WWF can be found online at www.wwf.org.uk/what_we_do/working_with_schools/resources/school_stories

In England there are others on the National College site:

www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/sustainable-schools/sustainable-schools-case-studies

In Scotland there are others on the Learning and Teaching Scotland site:

<http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/index.asp>

- Identify other schools in your region engaged in ESD and share your learning and good practice. As you identify and meet more schools, you may develop a learning network.

RESOURCE SHEET 5.1 SCHOOL'S SELF ASSESSMENT

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) ELEMENTS		
	PRE-ENGAGED STAGE	INTERESTED STAGE
THEME 1: SCHOOL CULTURE AND ETHOS		
ELEMENT 1.1 WHOLE SCHOOL APPROACH	We haven't considered a participatory approach to ESD	An individual or group within our school would like to start using a participatory approach to ESD
ELEMENT 1.2 WHOLE SCHOOL POLICY	We haven't considered how ESD could be a part of our school policy	We've considered ESD as an element of our school policy, but have taken no action
THEME 2: MONITORING AND EVALUATION		
ELEMENT 2.1 ACTION LEARNING FOR GOOD PRACTICE	We aren't aware of ways that action learning can be used to develop good practice	We're interested in using action learning techniques, but haven't taken action
THEME 3: TEACHING AND LEARNING		
ELEMENT 3.1 FORMAL CURRICULUM	We haven't considered ESD in the curriculum	We've considered ESD in the curriculum, but haven't taken action
ELEMENT 3.2 DIVERSITY	We haven't considered how diversity can be addressed	We value diversity but haven't considered how it can be addressed
ELEMENT 3.3 QUALITY TEACHING	We aren't aware of learning models and classroom resources that support ESD	We're interested in exploring learning models and supplying resources that support ESD
ELEMENT 3.4 PROFESSIONAL DEVELOPMENT	We aren't aware of professional development that addresses ESD	We're interested in professional development that addresses ESD, but lack time or resources to pursue it
THEME 4: PUPILS		
ELEMENT 4.1 SAFE AND SUPPORTIVE LEARNING ENVIRONMENT	There is no purposeful effort to establish or maintain a safe and supportive learning environment	We're aware of ways we could establish and maintain a safe and supportive learning environment
ELEMENT 4.2 PUPIL PARTICIPATION AND EMPOWERMENT	We haven't considered the benefits of pupil participation	A mechanism for pupil participation exists, but doesn't engage pupils in meaningful decision-making
THEME 5: COMMUNITY		
ELEMENT 5.1 LINKS WITH PARENTS	We haven't considered the benefits of regular communication with parents	We communicate with parents and tell them what's happening in the school
ELEMENT 5.2 LINKS WITH THE COMMUNITY	We haven't considered the benefits of regular communication or active engagement with the community	Communication with the community is a way of telling them what's happening at the school
ELEMENT 5.3 LINKS WITH THE WIDER COMMUNITY	We haven't considered the benefits of communication with the wider community	Communication with the wider community is a way of telling them about the school and its learning
THEME 6: SCHOOL ESTATE		
ELEMENT 6.1 SCHOOL RESOURCE MANAGEMENT	We haven't thought about our school's impact on sustainability	We're interested our school's impact on sustainability but haven't taken action yet
ELEMENT 6.2 SCHOOL BUILD AND RESTORATION	We aren't aware of any technology being used within our school to make it more sustainable	We're interested in using technology to make our school more sustainable, but lack the expertise or resources
ELEMENT 6.3 SCHOOL GROUNDS	We haven't considered the benefits of improving the school grounds	We're interested in addressing the school grounds, but lack the time, expertise or resources
THEME 7:		
ELEMENT 7.1		
ELEMENT 7.2		

PERFORMANCE DEGREES		
INTRODUCTORY STAGE	EMERGENT STAGE	ADVANCED STAGE
An individual or group within our school is working to build a participatory approach to ESD	Our whole school – School Leadership Team, teachers, staff and pupils – is working to advance ESD	We're working, in partnership with the community, to advance ESD
ESD is part of the school policy, but few understand it or use it to guide decision-making	ESD is at the heart of our school policy and all school staff and pupils understand it	ESD drives school policy and the parents and community understand it
A few teachers use action learning to develop good practice	Most teachers use action learning to develop good practice	Our entire school uses action learning to build good practice
ESD is addressed by a few departments or years	ESD is addressed by most department and years	A comprehensive scope and sequence outlines ESD across departments and years
We value diversity and address it in the some aspect of school life	We value diversity and address it in a variety of curricular and non-curricular activities	We celebrate diversity in ways that build respect among all members of the school and community
We've introduced learning models and resources that support ESD in some classrooms	Learning models and resources that support ESD are used in all classrooms	We share our good practice developed through the use of learning models and resources that support ESD
A few staff have participated in professional development for ESD	Most staff have participated in professional development for ESD	All staff competently practise ESD and help train other teachers
We have a strategy for maintaining a safe and supportive learning environment	We actively implement and monitor our efforts to maintain a safe and supportive learning environment	We share our good practice with other schools working to maintain a safe and supportive learning environment
A mechanism for pupil participation regularly engages pupils in meaningful decision-making	A mechanism for pupil participation is complemented by decision-making processes that regularly engage all pupils	All pupils are fully engaged in decisions about their school and their learning
Parents are involved in school life and understand ESD	Working partnerships between pupils, the school and parents enrich ESD	We share the good practice we've developed by working with parents
Pupils make a positive community contribution by identifying and actively addressing local issues	Pupils work in partnership with the community to identify and address local issues	We share the good practice we've developed through community service projects and partnerships
A few teachers have developed activities that develop a two-way conversation between pupils and the wider community	Through links with the wider community, we share our learning with others, and learn from them	We share the good practice we've developed through links with the wider community
We've begun to work on a few aspects of our school's sustainability, like recycling or energy efficiency	We use audit tools to apply sustainability principles to all aspects of school management and resource use	We're on our way to becoming a 'One Planet School' and are sharing our experience with others
We've started using some technology to make our school more sustainable	We use technology as much as possible to make our school more sustainable	We use technology as much as possible to make our school more sustainable and have incorporated this into our learning and teaching activities
Our school, with some pupil participation, has conserved some ecological aspect of the school grounds	The pupils have designed and implemented a school grounds ecological conservation project	The pupils work with the community to identify and address local ecological issues

ACTIVITY 6: ACTION PROPOSALS

This activity will help you generate action proposals that will build on your school's Education for Sustainable Development (ESD) strengths, address the areas you'd like to improve and you're your school towards a whole school approach to ESD.

This is the stage of the Pathways process where the group should be prepared to generate targeted and innovative action proposals for moving ESD forward in the school. The benefit of completing this activity after the previous levelling and grounding activities is that all members of the group will have a shared understanding of what the school is trying to achieve through ESD.

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

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

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

Whether a school is working to further develop an established ESD strategy or just starting out, the projects or initiatives you choose must be appropriate for your school and of a manageable scale.



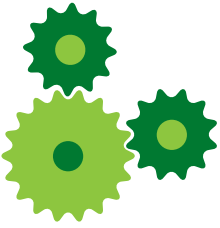
TIME
ALLOW
APPROXIMATELY
90 MINUTES
FOR THIS ACTIVITY

Output

- A list of objectives and 'quick wins' to improve ESD in your school.

Materials

- Pencils or pens
- Large sheets of paper
- Large Post-it notes
- Tape or Blu-Tack
- Coloured marker pens
- Outputs from activities 1, 2, 4 and 5



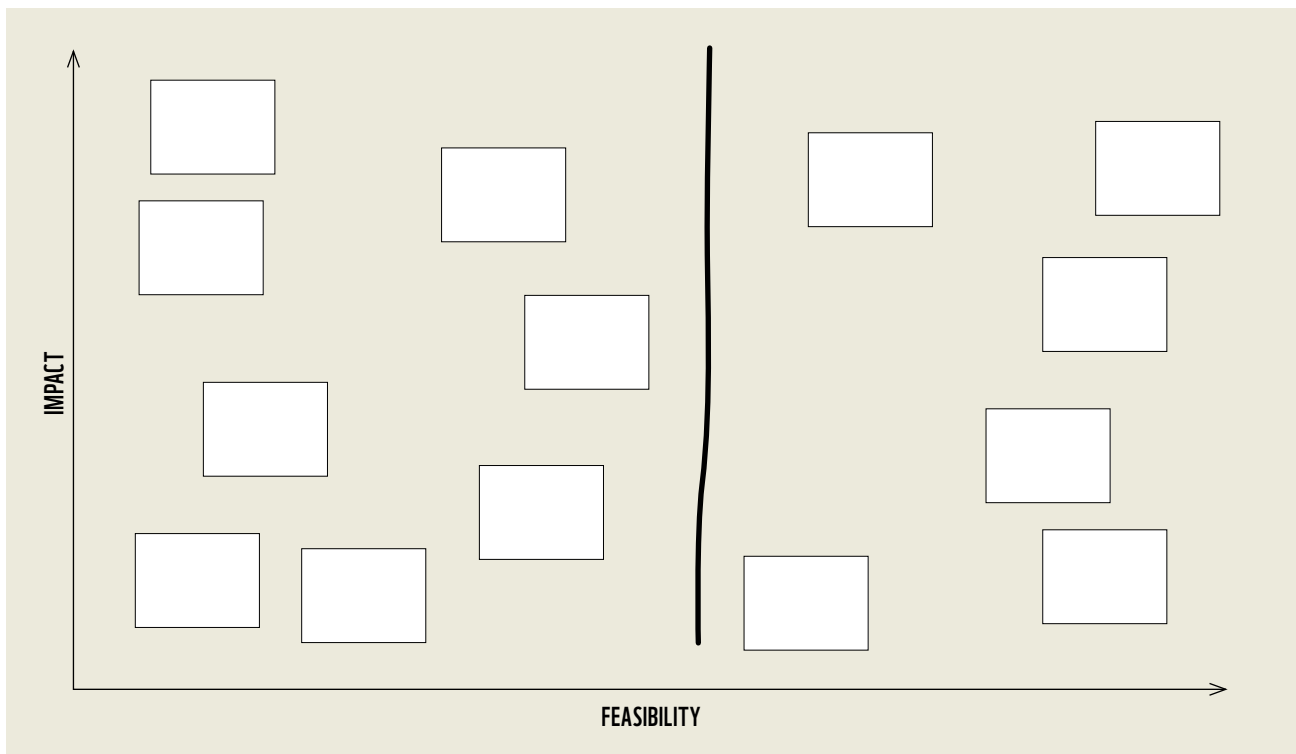
Running Activity 6

Before starting this activity you need to display the outputs of Activities 1,2 and 4 around the room. Encourage participants to move around the room and review these outputs.

1. Have the six posters from Activity 5 ready to use. Store them flat on a table until they are needed.
2. Distribute 10 large Post-it notes to each participant.

Part One: Proposed actions and quick wins

3. Display the poster that lists the 'school culture and ethos' strengths and areas for improvement.
 - Review the strengths and areas for improvement.
4. Ask participants to think about the two most important actions the school could take to address the areas identified for improvement.
 - Ask them to record each of their action statements on a separate Post-it note. Suggest that these statements begin with an action word or verb.
5. Display a blank sheet of paper beside the poster.
 - Draw a horizontal line along the bottom of the page.
 - Draw an arrow on the right end of the line.
 - Label this line 'feasibility'.
 - Explain that feasibility refers to the ease with which an action can be implemented. An activity with high feasibility (located on the right end of the line) could be achieved with existing resources – people, time and money – and involves decision-making that falls within the school's remit. An activity with low feasibility (located on the left side of the line) would require additional resources and may require external approvals or outreach.
6. Draw a vertical line up the left side of the page.
 - Draw an arrow on the top of the line.
 - Label the line 'impact'.
 - Explain that impact is a measure of the potential benefits or effect of the action. An action with high impact (located at the top of the line) would represent an important achievement with wide-reaching and long-term benefits. An action with low impact (located at the bottom of the line) may be no less important, but it may benefit only a segment of the school community or may have short-term value.
7. Ask participants, one at a time, to present their two proposed actions.
 - Following the presentation of each proposed action, ask the group to help place the Post-its onto the impact/feasibility poster, based on the potential impact and feasibility of the proposed actions.
 - When all the ideas have been presented and posted, confirm agreement on their positions on the poster.
8. Ask the participants to draw a vertical line between the post-its to separate the 'quick wins' from the proposed actions that will require more in-depth planning and development (the ideas with lower feasibility).
 - Explain that the quick wins are those ideas – positioned on the far right side of the



poster – with high feasibility and varying potential impacts. These are the ideas that can be taken on easily and, when completed, will build momentum for the less feasible proposed actions.

9. Repeat this process (steps 4 -10) for each of the five remaining posters: monitoring and evaluation, teaching and learning, pupils, community, and school estate.
 - Keep the process going at a comfortable pace. If you get bogged down with a particular proposed action, put it aside for future, more careful, consideration.
10. When you have identified quick wins for all six themes, examine them for any commonality.
 - Do certain actions benefit several of the themes for advancing ESD? These may become high priority quick wins.
 - Be sure to continue to record the quick win actions under each theme heading they support.

Part Two: Proposed actions and objectives

11. Explain that the proposed actions that are not quick wins will be rewritten as objectives.
 - Objectives are measurable action statements with a specific time horizon – short-term, mid-term, or long-term.
 - These objectives differ from the quick wins in that they may require financial resources, staff capacity or other resources that are not currently available. They may also simply require longer periods of time to implement.
12. Begin to develop your objectives by examining the proposed actions positioned to the left of the quick-win line and looking for commonality.

- Which proposed actions are ‘big ideas’ and which are actions that will advance the big ideas?
- Cluster similar or related proposed actions by listing each cluster group on a separate sheet of large paper. Do not remove the proposed action Post-it notes from the feasibility/impact chart.

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

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

Taking things forward

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

- Place the theme heading on the top of the sheet.
- List the strengths and areas for improvement below the heading.
- Below these, list the proposed actions – the quick wins and the objectives.
- Distribute these summaries to the participants.
- These summaries form the basis of your school’s ESD action plan. How you incorporate these into your school development plan and take them forward will depend on your school’s planning and implementation process. However, the following three project planning tools are designed to help you with this.

RESOURCE SHEET 6.1 TAKING THINGS FORWARD

THEME	
STRENGTHS	
AREAS FOR IMPROVEMENT	
PROPOSED ACTIONS	
QUICK WINS	
OBJECTIVES	

TOOL 1: WORK PLAN

This tool provides a simple, easy way to create work plans setting out how you will turn your proposals into actions. It will help you to clearly identify what it is you want to achieve, how you will do it and who will take responsibility for each part of the plan.

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

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

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



TIME
ALLOW
APPROXIMATELY
60 MINUTES
FOR THIS ACTIVITY

Output

- A work plan.

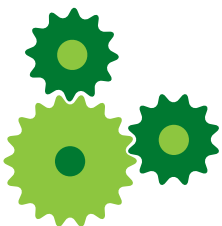
Materials

- The ideas generated and prioritised from Activity 6: ‘Action proposals’
- Resource Sheet 7.1: ‘Work plan worksheet’
- Pens or pencils

Using Tool 1

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

Resource Sheet 7.1 offers one possible work plan format.



RESOURCE SHEET 7.1 WORK PLAN WORKSHEET

PROJECT NAME	
START DATE	
ANTICIPATED COMPLETION DATE	
PROJECT TEAM LEADER	
PROJECT TEAM MEMBERS	
CURRICULUM LINKS	
QUICK WIN OR OBJECTIVE	
OUTPUTS	

WORK PLAN				
TASK	CRITERIA FOR COMPLETION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	COMPLETION DATE
1				
2				
3				

Also consider

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

TOOL 2: LEARNING DURING

This tool is intended to be used when your project reaches a significant 'milestone'. It provides a simple, easy way to check that your work plan is achieving its intended objectives and help identify things that will keep the project on track.

With constant demands on their time, it is very easy for schools to be so focused on getting through their planned activities that no time is left to evaluate the effectiveness of these activities. By using an action learning approach, schools deliberately set aside time before, during and after their activities to ask themselves what went well, what didn't go so well, and what would we do differently next time?. This monitoring and evaluation activity is based on those that we developed to help our international conservation partners capture and apply what they learn through their projects and programmes.

This 'Learning during' tool should be used just after your project or activity has reached a significant 'milestone', such as the completion of the first lesson in a new scheme of work or the completion of a stage (e.g. drawing up plans) in a school grounds project. This tool is intended as a way to check that your project is achieving its intended objectives and help identify things that will keep the project on track.



TIME
ALLOW
APPROXIMATELY
30 MINUTES
FOR THIS ACTIVITY

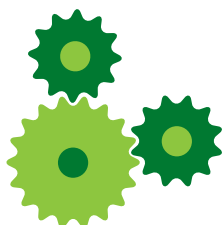
Output

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

Using Tool 2

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

1. What was supposed to happen?
 - What was the objective of the piece of work?
 - Was there a clear objective?
 - Was it measurable?
 - Does everyone agree? Note and briefly explore any disagreement. Disagreement need not be resolved at this meeting.
2. What actually happened?
 - What was the result?
 - Was it measurable?
 - Does everyone agree? Again, note and briefly explore any disagreement.
 - If necessary, remind the group that you are looking for understanding and learning, and not looking for blame or praise.
3. What were the positive and negative factors here?
 - Was there a difference between what was supposed to happen and what actually happened?



- Did we do better or worse than expected?
 - What helped the success or contributed to the failure?
 - If necessary, probe deeper and ask why?
4. What have we learnt?
- This is where you express your learning as specific actionable recommendation(s): advice to yourself and/or colleagues that can be used when planning the next activity.

Taking things forward

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

TOOL 3: LEARNING AFTER

This tool provides a simple, easy way to conduct an evaluation following the completion of a work plan. It will help you summarise and capture the lessons learnt during this project for your benefit or for the benefit of other staff who will be responsible for the next project.

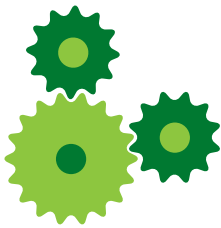


TIME
ALLOW
APPROXIMATELY
60 MINUTES
FOR THIS ACTIVITY

The 'Learning After' review is a team meeting that takes place after a piece of work has been completed. The review is designed to summarise and capture the lessons learnt during this project for your benefit or for the benefit of other staff who will be responsible for the next project. To get the most out of this tool, the review must take place immediately after the project or programme has finished, and it must involve the entire action learning team.

Output

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



Using Tool 3

To get the most out of this tool it is important to use it as soon as possible after the project has finished and ensure that the whole project team participates in the meeting.

1. Set a meeting date, time and place. Confirm that the key players will be there.
2. Choose a facilitator who will keep time and record responses, but who won't contribute to the discussion. This will help focus the meeting and keep it within the time allowed.
3. Assemble all key documents, including:
 - The original project or programme proposal
 - Notes/minutes from previous meetings
 - Any other monitoring and assessment tools used
 - Student work
 - Photographs
 - Anything else that documents the project or programme.
4. Send out appropriate pre-meeting reading materials.
5. Open the meeting by restating the purpose – to ensure that future projects are even more successful by identifying the points learnt from this project or programme. We are not here to assign blame or praise.
6. Introduce the five questions around which the review is organised:
 - What was the objective of the project or programme?
 - What did we achieve?
 - What went well in this project or programme?
 - What could have gone better?

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

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

7. The facilitator should ask the questions one at a time and use secondary questions to encourage participants to think more deeply about the question. Give participants a few moments to reflect on each question and encourage them to record their responses, prior to opening the questions for discussion. Don't make judgements, and record all responses.

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

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

Question 2: What was it like for the stakeholders?

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

Question 3: What went well in this project or programme?

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

Question 4: What could have gone better?

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

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

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

Taking things forward

- Ensure that the outputs of the meeting are typed up and distributed to all participants (electronically or on paper). If you quote participants, be sure to check the quotes with the people who made them before distributing or posting the report.

- Write up and share the specific actionable recommendations.
- If any actions arise from this discussion, be sure that someone within the group takes responsibility. All actions should identify 'by whom' and 'by when'.

APPENDIX I

HOW TO USE THE PATHWAYS FRAMEWORK – ADVICE FOR LOCAL AUTHORITIES

The following advice is based on feedback we have received from local authorities who are already supporting schools using the *Pathways* Framework. It is intended to help other local authorities wishing to adopt the *Pathways* Framework.

The main support that schools using the *Pathways* Framework require is training and assistance in using the activities and tools. Participative decision-making is a new technique for many schools, and staff may be apprehensive about using this technique with their colleagues. Having someone on hand who is familiar with the *Pathways* activities and confident in leading them makes the process much easier and less stressful. Most schools only require outside support to run the first one or two *Pathways* activities. After this their confidence grows and they usually feel able to run future activities by themselves. Once schools have completed the first cycle of *Pathways* and begun to create and implement their action plan they may need further support in finding professional development opportunities, resources, case studies and advice that will help them put these plans into action.

Key steps for supporting *Pathways* schools

1. Identify an individual or group of individuals within your local authority who will take on responsibility for supporting *Pathways*.
2. It is helpful if you can compile a list of resources and professional development sessions available within your local authority that will help your schools as they develop their action plans. The summary points in Activity 5: Taking Stock can be a useful guide to the areas your schools will be addressing. Resources and professional development for many of these points are already available through other education initiatives. Also see Appendix III for a list of useful resources.
3. Sharing good practice is an essential part of the *Pathways* process and it's very important that your *Pathways* schools are able to communicate with each other. How this happens will depend on the set-up within your local authority. You may already have a regular newsletter, an email group or communities of learning that are used for this type of communication. In addition, schools already using the *Pathways* Framework have emphasised the importance of meeting up at least once a year to talk to each other face to face. It is therefore highly desirable to have an annual *Pathways* or cross-curricular themes day where schools can tell others about projects, professional development or resources that have been particularly useful and ask for advice on areas they want to progress (for example, does anyone have advice on involving parents in the school?).

APPENDIX II

HOW TO USE THE PATHWAYS FRAMEWORK – ADVICE FOR SCHOOLS

The following advice is based on feedback we have received from schools already using the *Pathways* Framework. It is intended to help other schools wishing to use the Pathways Framework.

All schools spend time creating development plans and schemes of work. The *Pathways* Framework is intended as a tool that will make the cross-curricular and whole school part of this process easier. It is intended to be used as part of your school's planning process rather than being an additional activity.

Key steps to using Pathways

1. *Pathways* Activities 1 and 2 are the key activities for helping your staff understand what Education for Sustainable Development is, and what your school is trying to achieve. These activities are best done at the same meeting and will take around two hours in total. It is essential that you have senior management support to ensure that all staff (or as many as possible) attend this meeting as the outputs produced will form the foundation of all future activities. Most participants are pleasantly surprised at how fun and sociable these activities are and many schools have encouraged this atmosphere by providing cake or having a drink together afterwards.
2. Prior to this initial meeting there may be some resistance or even hostility towards the *Pathways* process, as participants will have preconceived ideas about sustainable development and its relevance to their role. If you feel this may be a problem it may be easier to use the term 'cross-curricular themes' instead. If you're feeling apprehensive about this first meeting it can be useful to have a support person from your local authority along to help run the activities. Once your school has completed Activity 2 and generated its definition of Education for Sustainable Development, most schools find that staff become much more enthusiastic and the other activities are much easier to work on.
3. Some schools have reported that they were a little uncomfortable about Activity 3 as they felt the questions were quite personal. If you don't feel comfortable doing Activity 3 as a group activity, it can be used as voluntary 'homework' between Activities 2 and 4.
4. Ideally Activities 4 and 5 would take place at another meeting of all the school staff. However if this isn't possible, these activities can be done through a series of smaller meetings. One way of doing Activity 4 is to divide the school staff into smaller groups. One group starts the process and completes 'journey cards' for as many initiatives, projects and events as they can think of. Their results are then passed on to the next group who can add additional information on initiatives, projects and events the first group might not have been aware of. These results are then passed on to the next group and the process repeated until all staff have had a

chance to contribute. Alternatively, if yours is a large school divided into different departments, each department could produce its own 'journey cards' that can be added to a central display.

Activity 5 can be done by giving a copy of the Taking Stock sheet to each member of staff, asking them to fill it in, then collecting all the answers and collating them.

If you decide to use either of these methods, it's useful for all the staff to gather at some point (for example the start of Activity 6) to spend 30 minutes reviewing the combined results, making any additions or corrections they feel may be necessary and generating a list of strengths and areas for improvement.

5. Activity 6 is the other key point at which it is important to have all the school staff present as this is the point where you'll decide your priorities and what actions you'll all take. Although this activity can be combined with Activities 4 and 5 in one longer meeting, it is preferable to do them during two separate meetings. This will give staff time to find and read case studies relating to the 'areas for improvement' identified in Activity 5 before being asked to think of actions for addressing these areas in Activity 6.
6. Once actions for taking forward Education for Sustainable Development have been agreed it can be easy to forget the importance of capturing the lessons learnt from these actions. It is very important to monitor and evaluate your actions either using the three tools included in this Framework or using another method that may already be established in your school. This will make the development of action plans for future years quicker and easier.

APPENDIX III

EDUCATION FOR SUSTAINABLE DEVELOPMENT RESOURCES

Information on our education and schools work in England and Scotland can be found at the addresses given below. These web pages contain additional information on Pathways, tips from other Pathways schools, case studies, longitudinal research into the impacts of Pathways on pupils, and other resources.

www.wwf.org.uk/what_we_do/changing_the_way_we_live/education

www.wwf.org.uk/what_we_do/working_with_schools/

http://scotland.wwf.org.uk/what_we_do/working_with_schools/education_resources

Other organisations

Eco-Schools England www.eco-schools.org.uk

Eco-Schools Scotland www.ecoschoolsscotland.org

Oxfam www.oxfam.org.uk/education

In England, SEEd www.see-ed.co.uk/resources

In Scotland, SDE Network www.sdenetwork.org

Sustainable Schools Alliance <http://sustainable-schools-alliance.org.uk>

Think Global www.think-global.org.uk

IDEAS www.ideas-forum.org.uk/resource-centres

Seeds for Learning www.seedsforlearning.org.uk

Unesco www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development

100%
RECYCLED



Pathways in numbers

ZERO

UK Government states that emissions from homes need to be at or near zero by 2050

25%

Houses account for 1/4 of Scotland's greenhouse gas emissions



£3,000

The average cost to upgrade 2/3 of Scotland's E,F and G rated homes is less than £3,000 per property

42%

Greenhouse gas emissions reduction required in Scotland by 2020



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 and nature.