

Strategic, challenging and accountable

A governor's guide to
Sustainable Schools

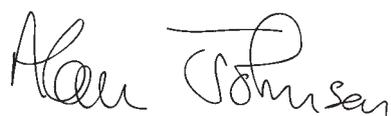
Facilitator Toolkit
for a two-hour workshop



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Foreword

Schools are there to give children the knowledge and skills they need to become active members of society. Many children are rightly worried about climate change, global poverty and the impact of our lifestyles on our environment. Schools can demonstrate ways of living that are models of good practice for children and their communities. They can build sustainable development into the learning experience of every child to encourage innovation and improvement.



Alan Johnson
Secretary of State for Education and Skills

Introduction

The future holds many challenges for young people

Global problems such as climate change and poverty are becoming critical. Closer to home, many people are worried about environmental problems such as freshwater scarcity and the build-up of waste, health problems such as the rise of obesity, and social problems that threaten the cohesion of local communities.

Young people have a high stake in the future

Indeed, some of them may live to see the 22nd century. We do not know what that will be like, except that it will be very different from today. Some fuel reserves may be exhausted. The polar icecaps may have melted. World population may have doubled. And much more of Africa may have become a desert. On the other hand, some people may benefit from dramatic improvements in medicine, and drive emission-free cars. Amid the potential dangers are fantastic opportunities.

Schools have a special role to play in securing the future for young people

As places of learning, schools can help pupils understand our impact on the planet. And as models of good practice, they can be places where sustainable living and working is demonstrated to young people and the community. Tomorrow's solutions to the world's problems may be found in our classrooms today.

The Government would like every school to be a sustainable school

In practice, this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community involvement and citizenship – the aspirations set forth in Every Child Matters (DfES, 2004).

Schools can prepare young people to take an active role in finding solutions to sustainability issues

To do this, they can teach sustainability and demonstrate it through the curriculum (teaching and learning), the campus (values and ways of working) and the community (wider influence and partnerships). They can prepare young people for a lifetime of sustainable living.

A sustainable school is guided by a commitment to care

This includes care for oneself, care for each other (across cultures, distances and time) and care for the environment (far and near). Care is demonstrated in new ways and in a new context, opening pupils' eyes to the possibility of sustainable living.

Sustainable schools can help build coherence among a range of initiatives and school practices

Sustainable Schools looks at the 'big picture' and recognises that a school culture, founded on a commitment to care, may achieve greater things by taking a more holistic approach to school improvement and community development.

There is no single way to become a sustainable school

Many avenues and approaches can be adopted by schools to get ahead with the sustainable development, based around individual circumstances, needs and interests.

School governors have a key role

With their responsibility to be strategic, challenging and accountable, governors have an opportunity to introduce and promote sustainable development. Working in partnership with the headteacher and the school leadership team, governing bodies have a central leadership role through which sustainable development can be placed at the centre of school life.

About this two-hour workshop

The Department for Education and Skills launched the Sustainable Schools National Framework through a consultation in 2006. A specialised area on TeacherNet supports all aspects of the framework, including information and tools to support schools taking Sustainable Schools forward.

While school governors will find all or most of the information provided on the website informative and useful, specialised information and training materials have been developed for governors and governing bodies.

Strategic, challenging and accountable: a governor's guide to Sustainable Schools

This short booklet presents a model of school development and explores the role of governors in taking forward the Sustainable Schools National Framework (DfES, 2006). The Framework's eight 'doorways' are introduced and complemented by six 'big-picture' questions that can be used for self-evaluation.

Strategic, challenging and accountable: a governor's guide to Sustainable Schools: facilitator toolkit for a 30-minute exploratory discussion

This facilitator's guide outlines a 30-minute exploratory discussion of the Sustainable Schools National Framework, and encourages governors to consider ways this agenda could add value to the schools they serve. The discussion is designed to be part of a regular meeting of the governing body.

Preparing for the two-hour workshop

1 Identify a facilitator

This professional development workshop is designed to be led by a facilitator. The facilitator may be a member of the governing body or school community, a representative of the Local Authority, or an independent trainer.

In this workshop, participants will bring their own knowledge and experience, and will build their knowledge and skills through their interactions with one another. As such, the role of the facilitator is to support participants in:

- developing an awareness of the knowledge and skills they bring to the discussion
- reflecting on areas for further developing their knowledge and skills;
- learning collaboratively
- identifying good practice
- staying on task and completing the activity in the allotted time.

2 Schedule a time for the workshop

The workshop is designed to be run as a twilight session. It could be conducted at any time during the school year. To optimise its usefulness, careful thought should be given to events or discussions that will precede and follow this workshop, and how it may fit into the annual planning and review cycle.

The workshop activities could, alternatively, be offered one at a time, over an extended period of time. Each activity has specified outputs that can be saved and used to remind participants of earlier points and discussions.

3 Choose an appropriate place to hold the workshop

The workshop space should be large enough for participants to work together as a whole group, or in pairs or small groups, with ample space to move around. The ideal room set-up for this workshop is a circle of comfortable, movable chairs, with several tables on the side for organising materials. Movable flip charts are needed to record the group's work, and wall space for displaying flip charts is essential.

4 Identify the participants

This workshop can be offered to a group of governors who are all from the same school, or a group of governors from a range of schools. The workshop facilitator will need to take this into account when planning the agenda and timings.

If the group is made up of governors from more than one school, an icebreaker should be introduced to help make participants feel at ease with people whom they may not have met before. An optional icebreaker is included with this workshop. Even if the people in the group know one another, the icebreaker is a good way to ease the participants into the workshop.

5 Prepare yourself and the participants

If you are facilitating this workshop, you should be familiar with the Sustainable Schools National Framework and Sustainable Schools on TeacherNet. One of the tools featured on the site, 'Pathways' (WWF-UK, 2005), offers a process for engaging the entire school community in a strategic discussion about ways to take sustainability forward.

(see www.teachernet.gov.uk/sustainableschools/wwftool/)

When you advertise this workshop to governors, you should ask them to prepare by familiarising themselves with the following Sustainable Schools publications:

- 】 Sustainable schools for pupils, communities and the environment. This is available at www.teachernet.gov.uk/sustainableschools/tools
- 】 Government response to the consultation on the sustainable schools strategy (DfES, 2007)
- 】 s3: sustainable school self-evaluation for primary, middle and secondary school (DfES, 2006)

These are all available online at www.teachernet.gov.uk/sustainableschools/support/support.cfm?id=54

Many of the schools whose good practice is reported in the case studies featured on TeacherNet have taken a 'whole-school approach' to sustainability. This has included involving all the stakeholders in developing the practice, as well as developing good practice across all aspects of school life – the curriculum, campus and community.

You may also find it useful to be familiar with the 'Leading Together' programme (DfES, 2005). 'Leading Together' is a school-based programme for improving teamwork among governors, the headteacher and school leadership team.

Activities

The workshop offers a logical sequence of three activities (and an optional icebreaker) intended to help governing bodies think about and plan for their role in developing a sustainable school. These activities recognise that sustainability requires the broad participation of the entire school community – everyone from the school leadership team to the pupils themselves. As such, these activities lead to lines of inquiry and engagement plans, rather than action plans.

Learning outcomes

- Understand how the Sustainable Schools National Framework could benefit learners and contribute to school improvement and community development.
- Understand the role of governors in taking the Sustainable Schools National Framework forward.
- Understand the key influences that shape individuals' interests in sustainable schools and the importance of shared experiences in building a whole-school approach.

Suggested timings

This workshop can be completed in two hours. It can be expanded, if the governing body would like to have more in-depth discussions around any of the activities. As suggested earlier, the workshop activities could also be presented one at a time, over a period of weeks or months. Suggested timings are given for each activity.

Activities at a glance

1. Does the governing body know why sustainable development could be important for the school community?

Activity 1: Understanding the sustainable school challenge

This activity places sustainable development in the context of school and community life.

- **meta-plan.** Map responses to 'one social, economic, environmental, decision-making issue that is important to the wider community'
- **think-pair-share.** Introduce the care agenda and analyse for current challenge and future challenge.

2. Does the governing body know how its remit to be strategic, challenging and accountable may contribute to Sustainable Schools?

Activity 2: A strategic approach to Sustainable Schools

This activity explores the roles of governors in taking Sustainable Schools forward.

- **carousel.** 'a 'strategic approach' to each of the doorways (links with key initiatives, policies and practice – in place and potential)
- **round robin.** 'A big question for the governing body/school is...?'

3. Does the governing body know how to build shared ownership in Sustainable Schools?

Activity 3: Shared ownership of Sustainable Schools

This activity raises questions about the kind of process governors will use to engage the school community in Sustainable Schools.

- **individual reflection.** journey map
- **paired discussion.** 'We see the world not as it is, but as we are.'
- **brainstorm.** Who needs to be involved and how will we engage them?
- **plenary discussion.** What does this mean for the way the school may develop its Sustainable Schools practice? What is our role? What is next?

Introducing the workshop

This opening assumes that you will be delivering the two-hour workshop in its entirety. You will need to adjust it accordingly if you deliver the activities using another format.

1. Welcome the participants

- Introduce yourself.

2. Make any necessary housekeeping announcements.

- Comply with the requirements of the venue for making participants aware of fire exits, planned fire alarm tests, etc.
- Be sure everyone knows where to find water, toilets, etc.
- If refreshments are provided, make participants aware of where they are.

3. Display and review the agenda

- Point out that this is a quick-paced, two-hour workshop.
- It is up to the facilitator to decide whether a break will be provided. It is suggested that participants excuse themselves when they need to take brief breaks.
- Review the agenda.
- Agree how you will handle the outputs from the day (flipchart pages).

4. Clarify your role as facilitator and recorder.

- Explain that you are there to manage the discussion, not contribute to it.
- You are charged with keeping the workshop within the allotted time period. Apologise in advance for terminating discussions before everyone may be ready to move on. Explain that this workshop is designed to raise questions and explore them as fully as possible in the time allotted.
- You will also be recording aspects of the discussion so that the participants have these to refer to over the course of the workshop. Explain that you will be capturing main points and that participants should let you know when you have not accurately captured their remarks or ideas.

5. Set ground rules (optional).

- Offer one or two like 'mobiles off' and 'one person speaks at a time' and allow the participants to add a few more if necessary.

6. Set up a bike rack (optional).

- A bike rack is a sheet of paper where people's ideas or interests that are outside this brief, focused workshop can be parked. Participants can decide how to address them after the workshop.

7. Run an icebreaker (optional).

- This activity is suggested for groups where the governors come from a range of different schools. The time required for the icebreaker is in addition to the two hours needed to run the workshop.

Metaphorically speaking

Background

Put quite simply, sustainable development means living within the capacity of the planet without compromising the ability of future generations to meet their needs. This implies using natural resources at rates that do not exceed their capacity to regenerate, or the environment's ability to process wastes associated with the use of these resources. By doing this, we ensure that we can meet everyone's basic needs in ways that are fair and just – now and in the future.

The context in which different people come across the idea of sustainable development strongly influences the way they perceive this complex concept. Sometimes it is used to justify economic growth; at other times to limit economic growth. Some associate the term with international development and poverty, while others link it with environmental protection and conservation. Despite confusion around the term, it remains a powerful way to describe one of the most important challenges of our time.

Objectives

- To help participants reflect on their own understanding of sustainable development.
- To familiarise participants with one another and prepare them to discuss other questions that do not have simple answers.

Outputs

- Some creative thinking from the participants about their own understanding of sustainability.

Time

- Allow approximately 10 minutes for this activity.

Materials

- Posters 1.1 – 1.5 (telescope, camera, binoculars, spectacles, microscope)
- Tape or Blu-Tack

Process

1. Display the five posters.

- Position them around the room in places where groups of participants can gather around them.
- Point out the posters to the participants: telescope, camera, binoculars, spectacles, microscope.

2. Ask participants to choose a metaphor.

- Ask participants to think about their experience with or understanding of sustainable development. Ask them to consider which of these five metaphors they can best relate to.
- Ask them to stand beside or near the metaphor of their choice.

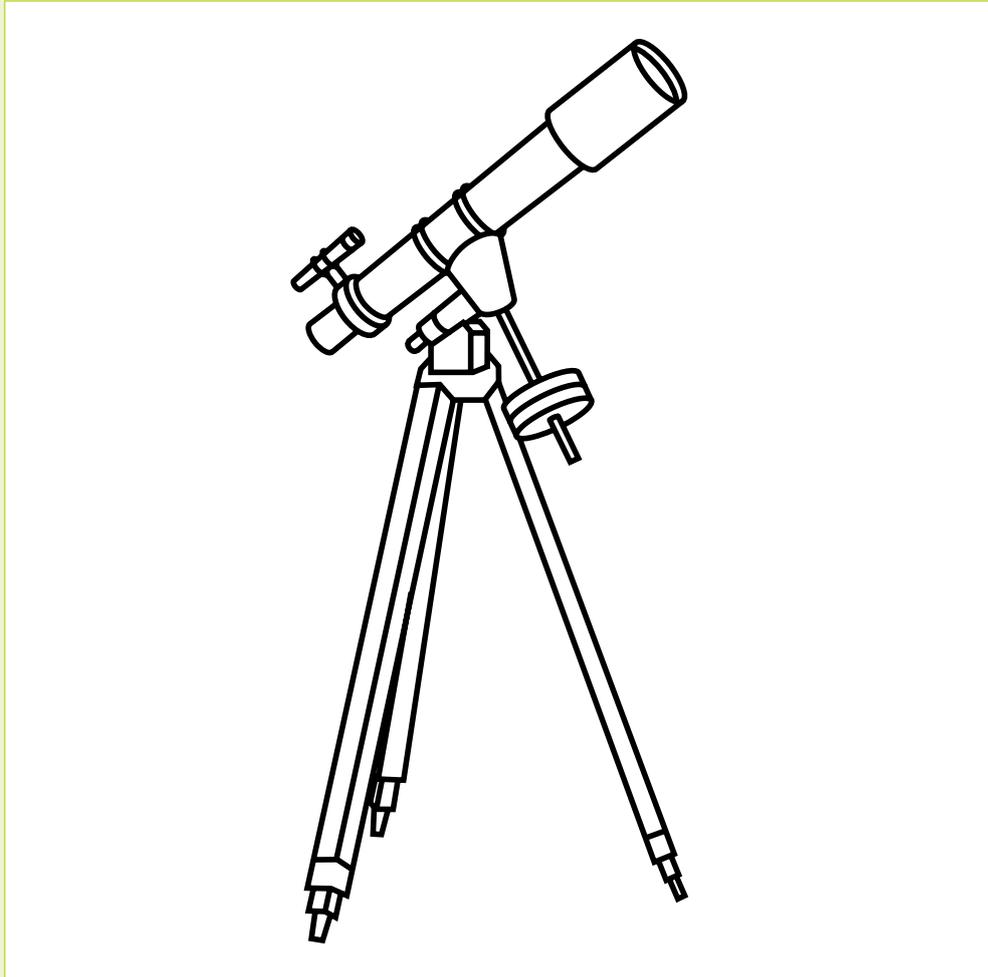
3. Ask participants to introduce themselves to one another.

- Ask them to introduce themselves to the other people who chose the same metaphor, and share the reasons why they chose it.
- Point out that anyone who is alone beside a poster can decide whether to stay there and ponder the metaphor alone, or do this momentarily and then move to another poster to meet some of the other participants.

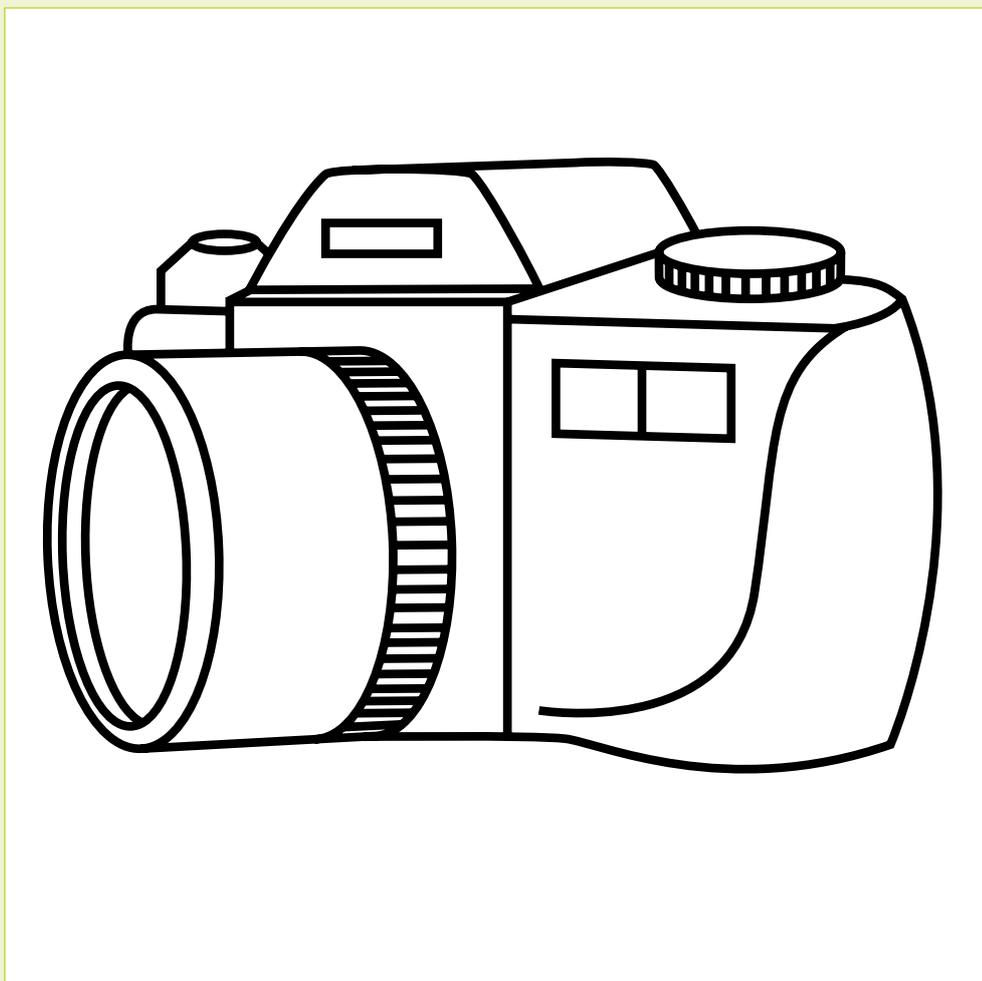
4. Get some feedback from the groups.

- With everyone still near their posters of choice, but focusing their attention on the facilitator, ask participants from each group to share some of the reasons why they chose the metaphor. Invite brief feedback from each of the four groups.
- Reflect back some of the points that the groups have made, focusing on areas of clarity and confusion. Explain that this workshop may not bring absolute clarity to the role of sustainable development in schools, but that it is intended to provide information and raise questions for further investigation.

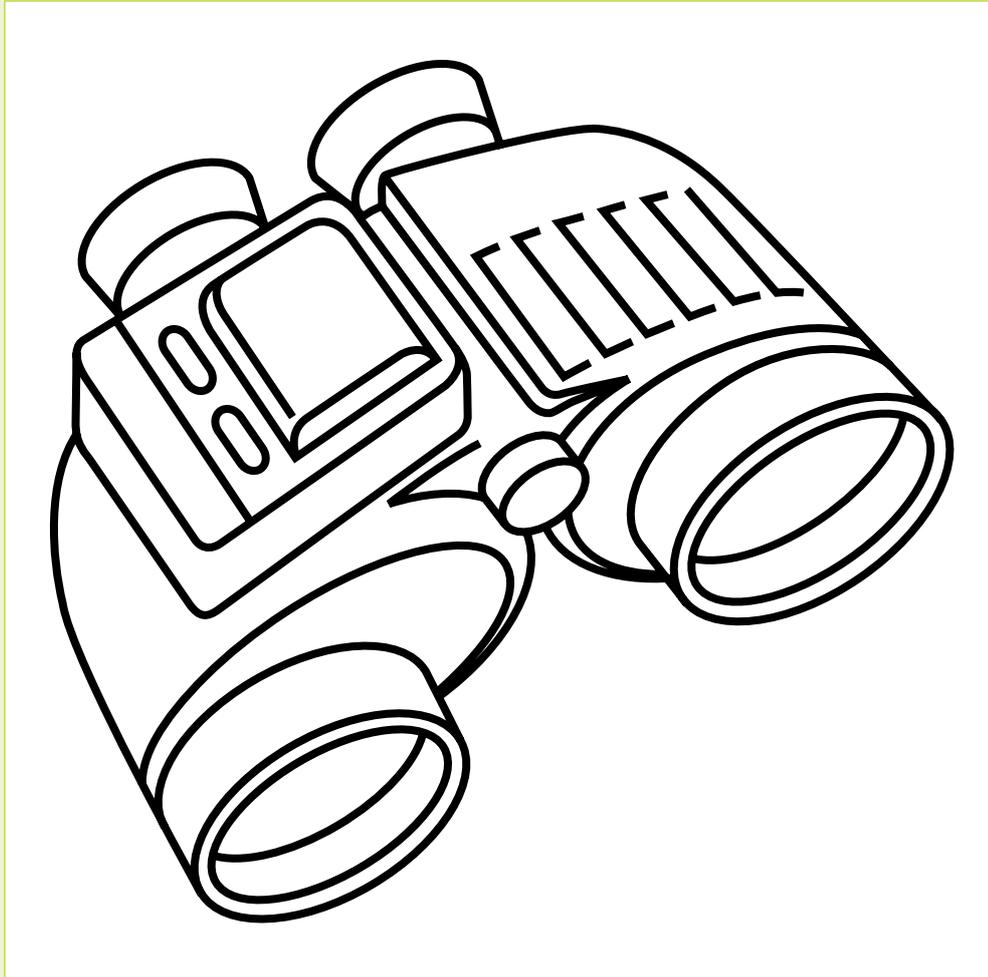
Poster 1.1 – telescope



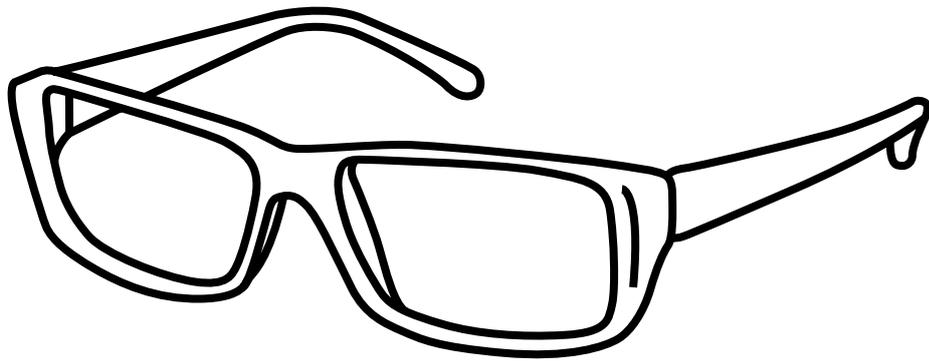
Poster 1.2 – camera



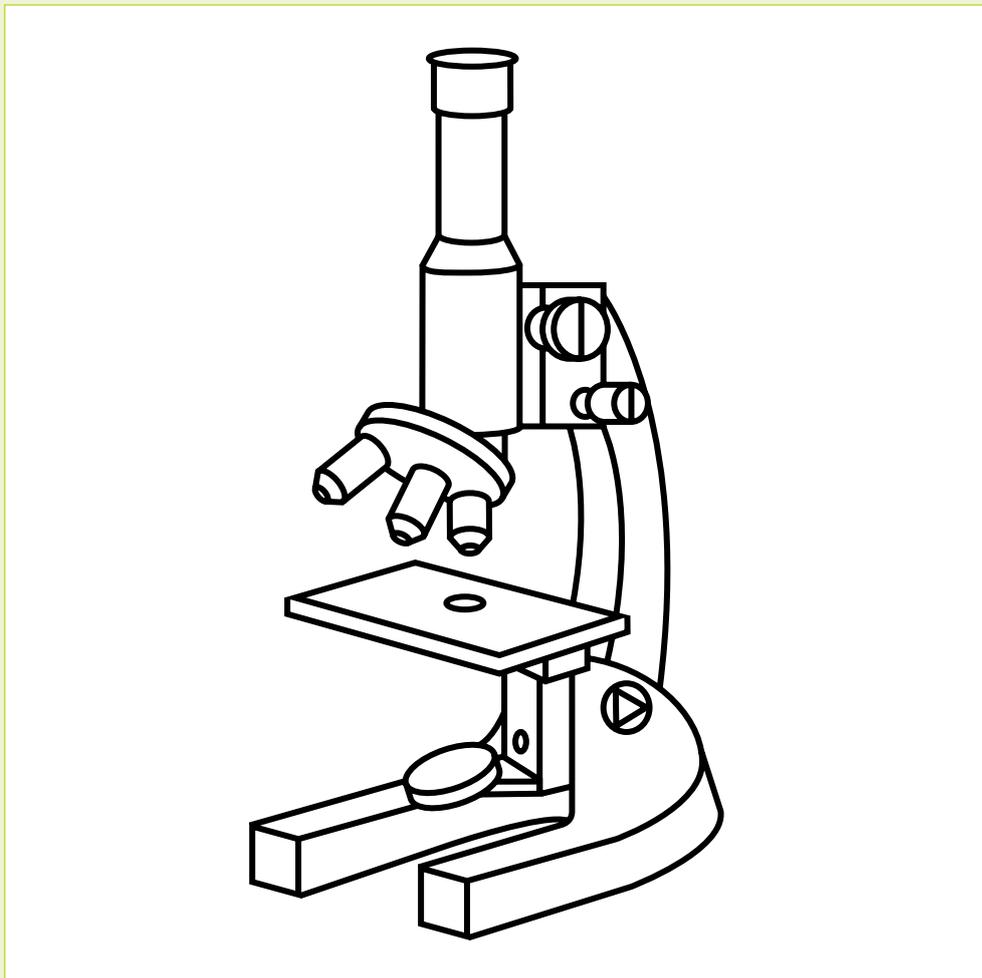
Poster 1.3 – binoculars



Poster 1.4 – spectacles



Poster 1.5 – microscope



activity 1

Understanding the Sustainable Schools challenge

Background

Not everyone is familiar with the language of sustainable development. The Department for Education and Skills has therefore searched for a form of words that conveys the idea in a way that complements and underpins the purposes of a school. In brief, the Department believes that sustainable schools are guided by a commitment to care.

- Care for oneself.
- Care for each other (across cultures, distances and generations).
- Care for the environment (near and far).

Schools are already caring places: they put a high value on the achievement and well-being of their pupils. A sustainable school builds on this commitment and extends it into new areas. For example, it cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its own community and in other parts of the world.

Care has other repercussions. It is hard to imagine pupils showing respect for other people, cultures or the natural world if they do not possess an underlying sense of care. Care is also a precursor to responsibility. Schools that involve pupils in the design of playing areas experience reduced incidents of bad behaviour, including bullying and vandalism. Pupils begin to feel: 'This is my school and I want to look after it'.

Above all, the school takes these positive messages out into the community, opening parents' eyes to the possibilities of sustainable living. The vision encompassed by Sustainable Schools (which at its heart concerns children's well-being) offers schools a bigger picture in which to pursue their work on existing initiatives like Every Child Matters, Extended schools, travel planning, healthy living, Citizenship and Learning Outside the Classroom.

Objectives

- To explore and understand sustainability in the context of the local community.
- To identify the challenges of caring for oneself, others and the environment – now and in the future.

Outputs

- A web of factors relating to sustainability in your locality
- An analysis of some current and future challenges.

Time

- Allow approximately 45 minutes for this activity.

Materials

- Coloured marker pens
- Large sheets of paper (flip chart paper)
- An extra big sheet of paper made by connecting four large sheets of flip chart-size paper to form a large rectangle
- Postcard-size pieces of coloured paper (four different colours – scrap preferred) or four colours of large Post-it notes
- Pencils or pens for each participant
- Tape or Blu-Tack
- Handout 1.1 'The care agenda' (one A4 copy for each participant).

Process

1. **Distribute four postcard-size pieces of paper (one piece each of four different colours) and coloured marker pens to each individual and introduce the individual task (5 minutes).**
 - Explain that you would like them to think about one social, one economic, one environmental, and one citizenship or governance factor that currently shapes or is shaped by life in the community. Note that the actual scope or scale of 'the community' may be different for each participant.
 - Allocate different paper colours for each of the four types of factors: social, economic, environmental and citizenship/governance.
 - Ask individuals to record each of their responses on the specified paper colour.
2. **Label an extra big sheet of paper with the heading 'Our community' and create a group web diagram (10 minutes).**
 - Begin by asking for someone to offer their response to 'a social factor that currently shapes or is shaped by life in the community'.
 - Place it near the centre on the large sheet of paper.
 - Ask for another factor (any type) that relates to the first posted factor. Place it near the first factor and draw a line between the two.
 - Continue the process until the group has no more factors.
 - Add additional lines between related factors that are not adjacent to one another.
 - If the group is not able to place all their factors in the first series, stop and start again on another part of the sheet of paper. Do this as often as necessary.
 - If you create two or more webs, can the group find factors that now connect the separate webs? Draw these connecting lines.

3. Ask participants to look at this interconnected web of factors and to think about how they are influenced or how they may influence external factors – regional or global factors outside the community. (5 minutes)

- Ask participants to share their ideas with the group.
- Record the ideas on open areas of the large sheet of paper. Do not take time to judge the responses.
- Ask participants to talk about what they see in the diagram.

4. Introduce the Sustainable Schools 'care' agenda, and analyse each of the care elements in terms of the current and future challenges they present. (25 minutes)

- Distribute Handout 1.1 'The care agenda'.
- Ask participants to reflect on the complex nature of community life, as depicted in the group webbing diagram. What demands does this place on learning? How will learning need to change?
- Ask participants individually to think about the three aspects of care, care for oneself, care for others (near and far, current and future) and care for the environment (locally and around the world). How does the school currently cultivate 'caring' learners? How could the school better cultivate 'caring' learners? Why is this important?
- Explain that participants will have three minutes to think about this and record their responses on Handout 1.1.
- When they have completed this, ask participants to form pairs and spend six minutes discussing their responses.
- After six minutes, ask each pair to share a summary of their discussion with the group.
- Manage the discussion and limit it to about ten minutes. List main points on a large sheet of paper.

handout 1.1

The care agenda

Care for:	The school is cultivating this aspect of care by:	The school could better cultivate this aspect of care by:	This is important because:
oneself			
each other <i>(near and far, current and future)</i>			
the environment <i>(locally and around the world)</i>			

activity 2

A strategic approach to Sustainable Schools

Background

Sustainable development offers schools an opportunity to tie together many existing areas of practice. The range of issues covered by Sustainable Schools extends from areas like food and travel that affect the immediate well-being of pupils, to wider issues like local quality of life and global justice. A common idea runs through all these issues: the need for a long-term, joined-up approach to addressing children's needs now and in the future – truly the inspiration of Every Child Matters.

In order to help schools draw together these issues, and link them to existing agendas, the DfES has developed a Sustainable Schools National Framework comprising eight sustainability 'doorways' or areas that schools should consider when thinking about their sustainability performance. The doorways interconnect, providing different openings on to a set of common challenges. Each can be taken forward through the major areas of school life – the curriculum, campus and community.

Governors and school leadership teams have unique roles in taking these doorways forward, as they are charged with being strategic, challenging and accountable. This means that governors should work to embed a Sustainable Schools ethos in school policies and the school improvement or development plan. They should work to be sure that the school addresses the doorways individually, as well recognising their contribution to the big picture. Governors play an important role as a critical friend, visiting the school and offering constructive feedback on Sustainable Schools work. Ultimately, governors are accountable and have a key role to play in developing evidence that demonstrates the contributions that Sustainable Schools make to pupil achievement, the school's environmental performance, school improvement, and community development.

Objectives

- To explore strategic approaches to the Sustainable Schools doorways.
- To develop 'big questions' that governors can use to frame their efforts to take Sustainable Schools forward by being strategic, challenging and accountable.

Outputs

- A set of carousel posters exploring governors' strategic roles in advancing Sustainable Schools.
- A list of 'big questions' for further investigation.

Time

- Allow approximately 35 minutes for this activity.

Materials

- Coloured marker pens
- Eight large sheets of paper (flip chart paper) with Sustainable Schools 'doorways' headings
- Pencils or pens for each participant
- Tape or Blu-Tack
- Handout 2.1 'A big question...' (one A4 copy for each participant)
- Copies of Strategic, challenging and accountable: a governors' guide to Sustainable Schools (DfES, 2007). These can be downloaded from www.teachernet.gov.uk/publications

Process

1. Prepare the eight large sheets of paper. *(do this beforehand)*

Write the names of the eight doorways, each on the top of a different sheet: food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being, global dimension.

- Display the sheets around the room.

2. Introduce the carousel activity. *(5 minutes)*

- Explain that the Sustainable Schools National Framework (DfES, 2006) is built around eight 'doorways'. There are eight posters displayed around the room, one for each of the eight doorways.
- Explain that each doorway or combination of doorways can be developed through the curriculum (teaching and learning), the campus (the way the buildings and grounds are designed, constructed, managed and maintained) and the community (the ways the school and community influence and are influenced by one another).
- Ask participants to form pairs. If there are more than 16 people, form eight groups.
- Distribute copies of Strategic, challenging and accountable: a governor's guide to Sustainable Schools (one per participant). Explain that each of the doorways is featured in a two-page spread. Encourage participants to refer to these pages as they participate in this activity.
- Explain that they will have approximately three minutes at each poster to think about and respond to two questions:
 - 1 How does the school and governing body address this doorway at a strategic level (including links with national initiatives, policies or programmes)? Remind participants that this may include practices that relate to the curriculum, campus or community, or a combination of these.
 - 2 What potential is there for improving a strategic approach to this doorway?

3. Run the carousel activity. (20 minutes)

- Ask each group to start at a different poster. Have them record their responses.
- After three minutes, ask them to move to the next poster. Ask them to begin by reading what the first group has written. Think about this and add additional responses.
- Repeat this until everyone has visited all the posters.
- Ask participants to take three minutes individually to move around the room and review the responses.

4. Summarise the activity by generating 'big questions' that governing bodies could investigate to enhance the strategic effectiveness of their work. (10 minutes)

- Distribute Handout 2.1 'A big question...'
- Ask participants first to reflect individually on the prompt 'A big question for the governing body/school is. . .'
- Ask them to record their top response on the handout.
- Ask participants to share their responses one at a time. Display them together as they are offered. Do not discuss them until they are all displayed.
- Ask the group what these responses tell them about the challenge before them. You may record key words from these responses on a large sheet of paper.

handout 2.1

Big question

A big question for the governing body or school is...

activity 3

Shared ownership of Sustainable Schools

Background

Governors and school leaders who invest time and energy to advance Sustainable Schools often attribute their passion for this pursuit to key life experiences. Some of these experiences may be rooted in childhood and school life. A wide range of people and events may have influenced these experiences. Experiences may be negative, as well as positive. By reflecting on how these experiences have shaped your own knowledge, skills, values and attitudes, you can get a better perspective of the limits and opportunities presented by Sustainable Schools in your school.

All stakeholders – the people in your school who will be affected by your work with Sustainable Schools – should be represented at the planning stage. Their support and investment in the effort can help ensure its success. Who these individuals are and the best way to engage them will require careful thought and planning. Schools have an obligation to involve stakeholders in decision-making and their involvement is a hallmark of a sustainable school.

With this in mind, this workshop ends just at the point where governors should be thinking about the kind of process that will help them take Sustainable Schools forward. There is no one way to do this, but 'Pathways: a development framework for school sustainability' (WWF-UK, 2005) is one way. It is one of the tools on offer in the Sustainable Schools area on TeacherNet.

Objectives

- To help participants identify the key influences that have shaped their personal and professional understanding of Sustainable Schools.
- To use this to understand better the opportunities and barriers that may affect their efforts to engage other people in the school community in Sustainable Schools.
- To develop an understanding of who the other key stakeholders may be in their school community for taking Sustainable Schools forward and how they might be effectively engaged.

Outputs

- A personal journey map that participants can choose whether or not to share or display.
- A table of stakeholders, possible barriers to engagement and creative ways to address these.

Time

- Allow approximately 40 minutes for this activity.

Materials

- Coloured marker pens
- Large sheets of paper (flip chart paper)
- Handout 3.1 'Journey map' (one A4 for each participant)
- Handout 3.2 'Paired reflection' (one A4 for each pair of participants)
- Pencils or pens for each participant
- Tape or Blu-Tack.

Process

1. Guide participants through the individual journey mapping process.

(10 minutes)

- Display the outputs of Activity 1 and 2. Ask participants to reflect on the challenge they are beginning to describe. Ask them to think about who will need to be involved to make this a success.
 - 】 How can you mobilise a group of people as diverse as those in your school community?
 - 】 How can the school capitalise on the range of experiences represented in the school community?
- Distribute Handout 3.1 'Journey map' and pencils or pens.
- Explain that they will be working individually and that you will give them a series of instructions to help them work through the task.
- Get them to draw a circle in the centre of the page.
 - 】 Explain that the circle represents them.
 - 】 Ask them to write their name in the centre of the circle.
- Ask them to think about all the key influences that have shaped their personal knowledge, skills, values and attitudes, as they relate to what they understand about Sustainable Schools. Key influence prompts can be found at the bottom of the handout. Emphasise that the list is not inclusive and that individuals can add anything else that is relevant to them.
 - 】 Ask them to record each key influence in a circle around the one that represents them. They can identify the influence generally, 'a friend' for example, or more specifically by name.
 - 】 Ask them to darken the outline of the circle if it was a positive influence.
- Ask them to consider these influences in more detail. Did the influence only operate in one direction (the participant was affected) or both ways (the participant also affected the influence)?
 - 】 Get them to draw arrows to show the lines of influence.
 - 】 Invite them to consider which of the key influences actually influenced other key influences.
 - 】 Draw dashed lines with arrows at the end to show these relationships.
- Ask participants to reflect on these personal journey maps. They will not need to share these with anyone else (unless they choose to).

2. Set up and run the paired reflection exercise. (10 minutes)

- Ask participants to form pairs. Distribute a copy of Handout 3.2 'Paired reflection'
 - 】 Ask them to spend five minutes reflecting on the statement, discussing the question and recording three key questions or issues.
- Use the remaining time to allow participants to share these with the group. Record main points on flip chart paper and display these in front of the room.

3. Brainstorm a list of people in the school community who need to be involved in taking Sustainable Schools forward. (10 minutes)

- Prepare several pieces of flip chart paper by dividing them into three columns. Label the columns 'who', 'possible barriers' and 'creative solutions'.
- Ask participants first to brainstorm a list of 'who'.
 - 】 Record these in the first column, leaving a bit of space between each. Do not try to create an exhaustive list – especially if the participants are from a range of different schools.
 - 】 It may be useful to limit this to two minutes and stop when the time has run out.
- Ask participants to think about what barriers may prevent these individuals or groups from participating.
 - 】 Note that these may be things like timetables, interest, experience, transport, resources, etc.
 - 】 Record these in the 'possible barriers' column, beside the audience to which they pertain.
 - 】 Again, this discussion needs to be focused and brief.
- Ask participants to think about creative ways to engage these individuals or groups – ways that address the barriers.
 - 】 Record these in the third column.

4. Bring together all the outputs from the workshop session and convene a brief plenary discussion about next steps. (10 minutes)

- Draw the participants' attention to all of the displayed outputs from the session's activities.
- Offer a question for discussion in plenary. Suggestions include:
 - 】 What does this mean for the way the school may develop its Sustainable Schools practice?
 - 】 What is our role as governors?
 - 】 What next?
- Thank participants for their contributions and remind them that they can find additional information about Sustainable Schools on TeacherNet.

handout 3.1

Journey map

Key influences prompts. These are only prompts. You may have other ideas.

World events

National events

Education policy

Headteacher

Students

Teachers

School staff

Other governors

School policy

School schemes

Arts/artists

Friends

Writers

Community events

Other organisations

Media

Work colleagues

Others

handout 3.2

Paired reflection

'We see the world – not as it is – but as we are.'

What issues or questions does this statement raise when you begin to think about how you may engage others in Sustainable Schools?

Key questions/issues regarding engaging others:

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