

Whole-school approaches to sustainability

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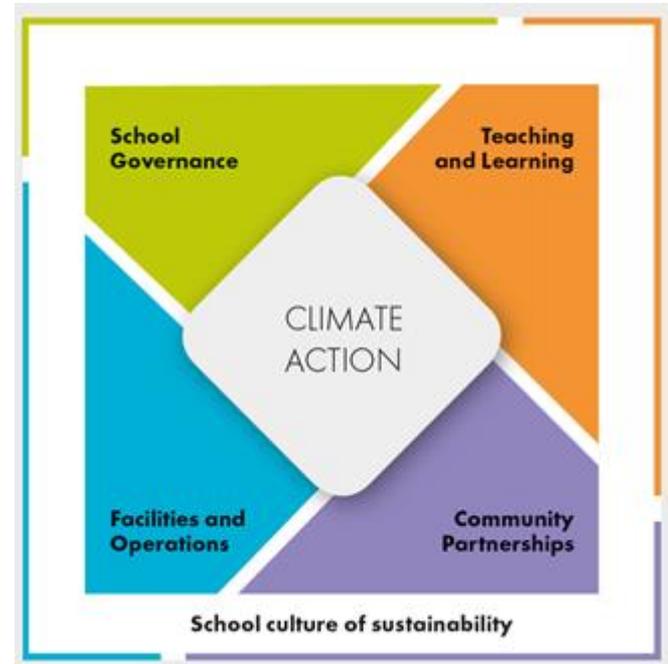
Questions

- Can sustainability be embedded in the life of a school?
- Can all staff and students be involved in building a sustainable school culture?
- What can psychology teachers bring to a whole-school approach?

Whole school approaches to climate action

Students' classroom learning about climate change is reinforced by the formal and informal messages promoted by the school's values and actions.

UNESCO Associated Schools



Whole school approaches to climate action



Often, teachers and principals are the ones to lead whole-school projects within their schools.

However, whole-school approaches must involve people from all parts of the school community if they are going to succeed, e.g. site team, canteen staff, cleaning contractors.

Important things to think about



Climate action projects need:

- A knowledgeable and committed school principal/headteacher
- Expertise, in the form of well-trained teachers and access to external experts
- Dedicated facilitators to manage the process
- Supporting materials and teaching resources
- Adequate long-term financing

Developing a school culture of sustainability



- Students, staff and families hold shared values and beliefs about the importance of taking action for a more sustainable society.
- Defining what climate action means to your school is part of developing a culture of sustainability.
- Perhaps “doing your part” or “addressing issues directly affecting your school.”

Developing a school culture of sustainability



- Create a mission statement
- It has to be reflected in school strategic plans, policies, procedures, guidelines, budgets, and in the work of school committees.
- For example:
 - Environmental, social, cultural and economic values
 - Gender equality in participation, leadership and decision-making
 - School's purchasing policy encourage buying environmentally and socially responsible products

Developing a school culture of sustainability



Students:

- Planning and leading climate action projects, in class or as part of a club
- Carrying out assessments (such as waste and energy audits) to measure your school's progress in becoming more sustainable
- Mentoring younger students who are just learning how to take part in climate action

Developing a school culture of sustainability



Teachers:

- Teaching lessons that help students develop knowledge about climate change and the skills to take action
- Urging everyone in your school community to take part climate-related school initiatives
- Reinforcing expectations for climate-friendly behaviour with actions such as turning off the lights when not in use

Developing a school culture of sustainability



Principals/Headteachers and Administrators:

- Championing your school's vision and values for climate action
- Supporting teachers and other staff by giving them the resources, professional development, and release time they need to lead effective climate action projects
- Suggesting changes to building operations to reduce the school's ecological footprint
- Making energy-saving changes to your school's heating, cooling or lighting systems

Specific Watford Boys examples



- Creating a climate action plan - Sustainability X consultants
- Teach climate change in all subject areas
- Teach critical, creative and futures thinking - guest lectures, e.g. Chief Operating Officer of Regenerateam on Carbon Farming and sustainable futures in the UK
- Empower students to take action - implement climate action projects, write articles, campaign.

Specific Watford Boys examples

Sustainability X - consultants

The highest activity areas as they relate to the United Nations Sustainable Development Goals for Watford Grammar School for Boys, based on their positive current impacts and opportunities to increase them are:



Watford Boys Grammar has potential to contribute all of the 17 of the UN Sustainable Development Goals.

4. Operations and Supply Chains	Evaluate and Document the conversion to low carbon heating solution.
7. Diversity, Inclusion and Wellbeing	At the induction stage the new young people should be if they 'need any adaptions' to complete their work effectively and include Diversity note
4. Operations and Supply Chains	Deliveries minimised
3. Estate and Digital Infrastructure	Enquire as to whether premises are on Renewable energy tariffs
4. Operations and Supply Chains	Have Governor training on and give a committee and lead governor responsibility for climate action
1. Climate Education	Support teachers with CPD on Climate and sustainability training
3. Estate and Digital Infrastructure	Create green travel plans for sites
3. Estate and Digital Infrastructure	Routes to work and methods of transport are measured
3. Estate and Digital Infrastructure	Find a way to effectively assess 'pupil & staff commute' carbon footprint
4. Operations and Supply Chains	Continue at every opportunity to optimise and minimise paperwork
4. Operations and Supply Chains	Reduce use of plastics / single use plastics
5. International	Consider developing link to overseas schools.
6. Community & Partners	Engage with other schools to discuss their initiatives, share and benefit from each other's learning
4. Operations and Supply Chains	Distribution partners using electric vehicles
4. Operations and Supply Chains	Report decarbonisation metrics and sustainability impact improvements, with the policies and initiatives that are driving them (internally and selectively externally)
1. Climate Education	Incorporate sustainability awareness and importance in Head Boy year end survey
7. Diversity, Inclusion and Wellbeing	Educational and marketing messaging consciously designed to be inclusive



+ Create

Google Calendar Class Drive folder

All topics

Sustainability X

Young Green Mayor

Sustainability X



Sustainability X

Posted Oct 10, 2022

Young Green Mayor



Young Green Mayor - Apply by the 31/10/2022

Due Oct 31, 2022, 11:59 PM

Specific Watford Boys examples

WATFORD GRAMMAR SCHOOL FOR BOYS

SPRING

Biodiversity at WBGs

The school site is home to many species of wildlife, particularly birds. Besides the Black-headed and Lesser Black-backed Gulls flying around the school site that some of us find quite annoying, it may not be obvious that several bird species live around the buildings and the surrounding environment. Pied Wagtails, small black and white birds that move their tails up and down frequently (hence the name) can be seen flying above the main building; and Red Kites, large hawks that have lived in the nearby Chilterns for the past thirty years, soar above Watford, keeping an eye out for mice and voles to eat. Green Woodpeckers often call (or 'yaffle') from the trees near the PE department, and in the hedgerows behind the General Science block, Whitethroats, which migrate



Role of psychology teachers

- Promoting ways to increase understanding of changing attitudes, e.g. theory of planned behaviour, cognitive dissonance
- Understanding of social norms and roles
- Incentivising behavioural change - operant conditioning - consequent techniques
- Antecedent techniques
- Positive and negative messaging

Benefits of a whole-school approach



- ` Students and staff have a greater sense of belonging in the school;
- ` Students have more meaningful and hands-on learning opportunities;
- ` Teachers have new professional learning opportunities;
- ` Schools achieve significant ecological footprint reductions;
- ` Schools save money through efficient resource use;
- ` School campuses are greener and more beautiful;
- ` Schools gain access to teaching resources, expert knowledge, and financial support.

Thank you for listening