

Guide yourself through

About this package

This Guide Yourself package is designed for those in the Learning and Skills Sector who wish to take some time to gain an in-depth understanding of Teaching and Learning for sustainable development. It is divided into four sections which can be read as a whole or separately.

Although it is aimed at educators at all levels within the FE system it might be of particular use to curriculum and programme leaders.

Context

Introduction

This guidance is based upon a whole institutional approach to embedding sustainable development into teaching and learning practice. Each of the priority actions in the [LSC Strategy for Sustainable Development](#) are included:

- education for sustainable development
- learning materials
- links and partnerships
- healthy college programme

The objective is to provide practical tools, advice and guidance to help you to integrate sustainable development in your organisation's teaching and learning – making sure that is included within generic and specialist curriculum areas, as well as informal learning and giving all learners a level of sustainable development knowledge and awareness that is appropriate to their individual circumstances. The emphasis is to help you move towards and adopt a more holistic, whole institutional approach that will make your organisation successful in fully including sustainable development in your teaching and learning and throughout your organisation.

Sustainable Development Skills and Education for Sustainable Development ESD has an important role to play in helping people to understand and accept the need for significant changes to the way the country operates socially and economically, changes needed to ensure a sustainable future for everyone. It can also make an important contribution in helping people to understand and agree to make the kinds of behavioural changes necessary to make sustainability work. Informed choices can only be made by people who understand the problems and dilemmas and who know the cost of whichever course of action is decided upon.

[Skills in England 2007](#) is the LSC's annual skills assessment, providing an up-to-date assessment of the skills arena and highlighting the key skills issues facing businesses in England which the LSC and its partners will have to address. It identifies sustainable development as one of the new challenges following the publication of the [Stern Review](#) in 2006.

Skills and education for sustainable development is needed both in the holistic management of an FE provider's organisation and also in the links it has with employers and businesses. It is also important to embed sustainable development into the organisation's curriculum, teaching and learning practices.

Education for sustainable development mirrors the drive for education of high quality, demonstrating characteristics such as:

- Interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject.
- Values-driven: sharing the values and principles underpinning sustainable development.
- Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development.
- Multi-method: word, art, drama, debate, experience, and different pedagogies which model the processes.
- Participatory decision-making: learners participate in decisions on how they are to learn.
- Locally relevant: addressing local as well as global issues, and using the language(s) that learners most commonly use.

The former Department for Education and Skills published the [Sustainable Development Action Plan for Education and Skills](#). It set out an ambitious learning agenda for providers to operate in a more environmentally sustainable way and to teach it as well.

It sees an important leading role for the FE system in furthering sustainable development in a range of vocational specialisms, mainly because the sector places strong emphasis upon developing excellent vocational provision that focuses on meeting the skills needs of employers.

The plan is now being taken forward by the Department for Children, Schools and Families and the important role of the FE system in sustainable development has recently been given further impetus in the [Leitch Implementation Plan](#): "Sustainable development – meeting the needs of present without compromising the ability of future generations to meet their own needs – is a

defining challenge of the twenty-first century. If the nation is to play its full part in challenging global poverty and combating environmental problems like climate change it is imperative that everyone in this country develops the skills of sustainable living and working. That means placing sustainable development at the heart of skills provision, ensuring that it is a fundamental goal of our economic and social progress."

Policies

The LSC's Strategy for Sustainable Development - From Here to Sustainability also makes a strong case for ESD. It stresses 'the importance of all learners acquiring sustainable development skills – skills that will equip them to lead their lives and work in a sustainable way and to influence others to do the same'. The LSC identifies three ways in which the FE system can contribute to sustainable development:

- Through its management of resources
- Through the learning opportunities it delivers
- Through its engagement with communities

The strategy has further identified a number of priority action areas for implementing change in teaching, learning and the curriculum in relation to sustainable development:

- Education for sustainable development: promote and encourage acceptance and delivery within learning programmes of the Sustainable Development Education Panel's key concepts for education for sustainable development
- Learning materials: consider adopting and using currently available sustainable development learning materials and develop appropriate sustainable development programmes and modules
- Whole-institution approach: implement a whole-institution approach to sustainable development, taking account of both institution-based provision and virtual learning environments, and both informal and formal learning approaches
- Links and partnerships: develop links between providers and industry and between pre- and post-16 education and learning providers (including higher education), also considering European and international partnerships
- Healthy college programme: encourage development and implementation of healthy college programmes

Skill Demands of Individuals and Learners

It is also evident that individuals are becoming more aware of their

social, environmental and economic impacts and becoming more proactive in managing them. The Future Leaders Survey provides a good insight into learner attitudes to sustainability. The survey found that many young people find it important to acquire the knowledge and skills for sustainable development, for them it is an important factor for considering a choice of college or university. It also revealed that many are conscious of their individual impacts and are subsequently taking action, for example:

- Buying locally and avoiding larger supermarket chains
- Using more sustainable modes of transport
- Joining a third world development charity

Furthermore, it is apparent that students are becoming demanding to have sustainable development incorporated into their courses. The survey revealed that sustainable development is particularly important for those applying for architecture, building and planning (74% regarding it as important or very important), social studies (64%), education (63%) and engineering (61%) courses. Applicants for courses in social sciences, education, architecture, building and planning are those most likely to regard a university or college's track record on sustainable development issues to be important. Veterinary and agriculture applicants and applicants for courses in creative arts and design, social sciences and social studies are those most likely to be driven by environmental concerns when making career or employment choices.

Increasingly, learners are signing up to do voluntary sustainable development activities with the growth of organisations such as [StudentForce for Sustainability](#) and [Groundwork](#).

Barriers

A high proportion of respondents to a recent survey said they were embedding concepts or approaches to sustainable development into existing courses and programmes. A rather more mixed picture emerged from the organisations visited. However, in a few instances, the process of integration was clearly underway. For example, in some specialist land-based colleges, the emphasis on environmental sustainability through countryside management courses, agriculture and horticulture programmes and some construction programmes was clearly evident in course handbooks, learning materials and library resources more generally. However, even here the wider concept on which the sustainability agenda is based was less evident. There were generally fewer examples of taking a wider and interdisciplinary approach to sustainable development in the organisations visited. Some colleges are addressing the agenda through Citizenship Programmes, group

tutorial work, and Personal and Social Development programmes. One college had used the NCFE awarding body programme as a cross-college approach and had found the approaches useful, but as a level 1&2 award generally less applicable for high-level provision.

Whilst there are a wealth of sustainable development related strategies in regions (such as regional energy strategies) and investment opportunities (such as the FE Capital Investment Programme), building sustainable development skills (whether embedded or discrete) into training, education and in turn, all professions remains a significant challenge (and opportunity) for the FE system.

The absence of higher-level generic sustainable development provision is a barrier to wider adoption in most FE providers. This is compounded by the fact that curriculum reform has been comparatively slow in this area for a number of reasons, not least because sustainable development is not featuring prominently within more National Occupational Standards. Making sustainable development an underpinning principle of all aspects of its work must be shared goal for the FE system as a whole. But there is still much that providers and individual teachers can do to make a difference.

Preparing the ground

Approach

Why is a whole institution approach important?

There is widespread interest in sustainable development in the FE system. However, what is often lacking is a whole institutional approach to embedding sustainable development into teaching and learning practices. For example, this recent study found in many cases that education for sustainable development often took a segmented approach and that valuable information about sustainable development curriculum initiatives often rests exclusively within discrete departments. For example, one college stated that so long as a group of sustainable development champions were active at the college, work was undertaken to embed sustainable development across the curriculum, but that the initiative lapsed once these individuals progressed to jobs elsewhere.

Hence, a more holistic approach is the optimum solution. It ensures that day-to-day activity and long-term sustainability are integrated and made bespoke to a provider's circumstances because, for instance, a land-based college will have different sustainability priorities to an urban college. A whole institution approach ensures that daily activities and long-term sustainability are integrated and coherent. And it enables all the teams and individuals to be aware of the importance and role of education for sustainable development:

- for their own well being, health and quality of life.
- in meeting the requirements and demands of individual learners and staff.
- in meeting the needs and demands of employers
- in meeting legislation (particularly environmental; employment law; and health and safety).

At this stage, you may feel that you only want to look at specific areas of sustainable development in terms of teaching and learning (e.g. discrete areas of the curriculum). However, a whole institution approach is recommendable. It is something that you should aim for from the outset and is something that should be embedded into the leadership and management structures. (This is explained in more detail in the [Leadership and Management](#) section)

Where do we start?

Firstly, it is useful to understand what the driver to engage in

sustainable development is. For example is it:

- An altruistic interest in the wellbeing of future generations?
- A vocational/commercial objective?
- Wanting to meet the LSC milestones?
- Wanting to be ahead of the game?
- Wanting an improved public image?
- Other reasons?

Above all be clear about what is motivating you and your organisation. To reach your audience, sustainable development must be relevant, suit its audience and be delivered in language everyone can understand and act upon.

It is useful to understand what it is you want to achieve and what the benefits will be (and what they will look like) to your learners, teaching staff and stakeholders. Sketch out in a diagram or picture to help you create a more tangible and achievable outcome:

Understanding

All people are directly affected by sustainable development issues; while awareness of these issues is high, the general level of understanding of them and of their significance and relevance is poor.

Policy

While education has long been recognised as a key instrument for achieving participative citizenship in relation to sustainable development, policies that support practical educational change in this regard have been largely absent.

Entitlement

All learners need to be equipped with the knowledge, values and skills in the area of citizenship and sustainable development that will allow them to participate as full members of society and work towards solutions to sustainable development problems and issues.

Effective education

Education for sustainable development can motivate teachers and learners resulting in effective teaching and learning which meets many established educational goals.

A useful resource for a whole institution approach is the World Wildlife Fund (WWF) document '[Learning for Sustainability](#)'. This is a practical guide for schools and school communities who want to develop good practice. Whilst it is aimed at schools, it contains good information that you can use as guidance about getting started on a

participative approach to curriculum development.

Planning

Management, leadership and vision

It is critical to have an effective management and leadership model in place from the outset, particularly if sustainable development is a relatively new concept to your organization. (See the [Leadership and Management](#) section).

Perhaps a useful starting point for you and your organisation is to:

- Gain senior level commitment
- Establish what sustainable development is; its role and importance in the FE system and in your organisation and where it fits with teaching and learning. Review the baseline and evaluate all policies and practices on education for sustainable development and communicate findings
- Include a section on education for sustainable development within your strategic plans with key performance indicators

Action

How do you embed ESD into the curriculum?

There are a variety of ways to integrate and embed ESD into the curriculum. It may be that ESD is already embedded as part of the course you are teaching as it is already considered an integral part of the qualification. However, it is more likely that it has not been explicitly considered.

Most courses you teach will fall into one of the following categories:

- SD is fully integrated into the course.
- SD is mentioned in a particular module of the course.
- SD is not mentioned but you can see where it might fit.
- SD cannot be easily integrated within the course.

The research showed us that people's opinions of their courses are polarised. They either believed that SD cannot be easily integrated within the course, or that it was already fully integrated.

However, experience tells us that most courses actually fall into the second and third categories. So it is important to take the time to really look at what you teach and how you are teaching to find the opportunities to integrate SD into what you do.

Do not fall into the trap of thinking that SD needs to be mentioned in every discussion. The course content may mean the term SD is

never explicitly mentioned, but issues of pollution and proper waste disposal, for example, are.

Embedding SD into vocational qualifications

There are usually good opportunities to embed SD into vocational programmes. Hairdressing is a good illustration. Let's use a course on hairdressing (Level 3 City and Guilds) as an example.. A simple approach is to look at what is being taught and what is used in the profession of hairdressing.

A hairdressing course will probably cover the following areas:

- discussing with the client how they want their hair done, giving advice and suggesting ideas for suitable styles;
- shampooing and conditioning;
- cutting and styling;
- colouring, perming or straightening;
- advising on minor hair and scalp problems;
- making appointments and handling payments;
- ordering materials;
- sourcing natural hair for hair extensions and wigs.

To understand where SD might fit into this qualification we should look at the materials the profession of hairdressing also consumes. This will include;

- energy;
- chemical usage (hair dyes, shampoos etc);
- water;
- natural hair;
- hairdressing equipment (hairdryers, straighteners, towels etc);
- office materials (computers, paper etc).

When integrating SD into the content of a hairdressing course you could expect to cover the following:

- Energy efficiency – how to save energy (energy efficient equipment, energy saving behaviours).
- Chemical use and storage - the choice of chemicals being procured, the safe disposal of leftover chemicals, the impact of chemicals on the environment and long-term health impacts on humans.
- Environmentally preferable options for hair dying.
- Water efficiency – reducing water consumption.
- Sustainable office management - recycled and recyclable leaflets, good environmental housekeeping.
- Natural hair – ethically sourced.

- Procurement – where do the supplies come from and what can you do through examining the supply chain? Can you use a supplier with an environmental policy? A local company to cut down on delivery miles etc?

This is a simplistic view of hairdressing for the purpose of providing an example – a hairdressing professional would be able to identify more impacts. When integrating SD into this qualification we suggest these are some of the things to consider.

Ten Step Summary In summary, a simple approach to embedding SD in any subject area is as follows:

- Read and familiarise yourself with the definitions of ESD referred to earlier in this document.
- Consider the content of what you teach as well as how you teach it. Where does it lend itself to environmental or social considerations?
- Identify current resources available to you and start filling in gaps. Familiarise yourself with the general ESD web resources in Appendix 3.
- Research vocationally specific resources via relevant professional bodies and sector skills councils.
- Identify the environmental, ethical and social considerations you can raise as part of the course.
- Identify the generic skills relating to sustainable development that can be developed or reinforced, such as joined up thinking.
- Have the conviction to get started, sharing expertise and working together means that you do not need to be experts
- Use your learners as a resource.
- Make some changes!
- Share your examples with others, talk to colleagues and add your examples to the SORTED website

Informal Curriculum

You should also look at opportunities to engage learners in the informal curriculum, for example, having focus weeks, which often involve learners in looking at global issues.

Other examples of SD enrichment activities include:

- British Trust for Conservation Volunteers (BTCV) projects. (The [Community and Business](#) section provides more detail on how you can encourage more volunteering in your organisation to the benefit of your local community.)
- Recycling projects
- Millennium Volunteer programmes, engaging learners in the

- community
- In-college projects and charity based activities
- Healthy eating drives

Many of the principles underpinning sustainable development also contribute to quality of life and greater efficiency. For example, a healthy college programme might consider a 'stop smoking' or a 'local food' campaign, or promote walking and cycling; an energy awareness programme could promote switching off lights and heating when lecture rooms are not in use. Many of these topics could be adopted as elements of the taught curriculum in any form of provision.

Good practice in integrating education for sustainable development

As some additional guidance it is useful to highlight the key features of integrating education for sustainable development into educational organisations. Using some experiences from schools as an example, successful integration of sustainable education appears to be typified by the following characteristics:

- A record of experiment over a number of years.
- A whole institution commitment, led by senior management, to integrate education for sustainable development into the work of an FE provider, ensuring that it is able to maintain the momentum and sustainability of initiatives. (Also look at the section on [Leadership and Management](#) for further guidance).
- A well-developed local support network, for example involving the local education authority in sustainability issues, and/or non-government organisations in providing support across a wide range of projects. (Look at [Community and Business](#) for further guidance).
- Effective use of the community as a learning resource by fostering links with individuals and groups in the neighbourhood. In particular, encouraging pupils and their families to play a part in their local community, developing citizenship through action and using the wider school environment to provide interesting and stimulating contexts for personal development and pupil engagement. (Look at [Community and Business](#) for further guidance).
- Giving pupils both individual and collective responsibility in looking after and improving their learning environment. Most schools which promote ESD effectively have an active school council or eco-committee. ([Community and Business](#) looks at setting up working groups for sustainable development).
- An emphasis on inclusion in promoting positive attitudes and

values which are intended to equip pupils to develop as individuals and enable them to contribute to a sustainable common future.

- A well-planned curriculum, which addresses key areas such as environmental issues, alternative energies, rights and responsibilities and sustainability.
- Clear objectives on the part of the teachers that include physical outcomes (for example, a pond or a recycling scheme) or aim to affect pupils' attitudes and behaviour (for example, looking at attitudes to asylum seekers or developing as active citizens).

The active involvement of pupils in initiatives that promote sustainability – for example, to conserve energy, recycle materials and improve the whole school environment, including the school grounds. (See [Buildings and Estates](#) for more detailed guidance).

Effective use of appropriate partnerships and linkages

A key action under the LSC strategy for sustainable development is to: “develop links between providers and industry and between pre- and post-16 education and learning providers (including higher education), also considering European and international partnerships”

Partnerships are fundamental to the delivery of education for sustainable development. The pedagogy of education for sustainable development itself requires partnerships that work together and share with others. There are a wide number of partners that need to work together with educators across the breadth of the FE system to ensure delivery of education for sustainable development. This approach of putting sustainable development at the heart of skills delivery has recently been emphasised in the Leitch Implementation Plan.

As a first step, decide who do you need to help you? Who are the most effective partners with the expertise to advise, guide and assist you through the process? Who has done this before and where are the examples of good practice? The [Community and Business](#) section also deals with wider stakeholder engagement and partnership issues.

Staff Development

Staff development is a vital part of a whole-institution approach. Staff at all levels and across all areas of activity need to understand sustainable development as an adaptive process, rather than a one-off achievement of externally determined and departmentally isolated goals. To achieve this there will need to be:

- An understanding of the learning and continuing professional development needs of the staff in your organisation.
- Effective champions programmes underpinned by formalised policy to embed practice. (In a number of the case studies, good practice has been facilitated by the identification of sustainability champions. You should also ask yourself who may want to develop the necessary skills to become a curriculum champion?)
- Taking all opportunities to embed sustainable development in formal and informal programmes of learning and exploring opportunities to accredit, recognise or celebrate achievement.
- The encouragement of formal and informal as well as flexible learning opportunities.

There is no national training programme for FE teachers in sustainable development. Sustainable development should inform all continuing and professional development programmes, and it should be incorporated into induction for new staff so the knowledge base is maintained. The following programmes do provide useful materials for continuing professional development for teachers:

- A foundation course in sustainable development for professionals: [PP4SD \(Professional Practice for Sustainable Development\)](#) has developed a one-day introductory course in sustainable development for professionals.
- Developing cross-professional learning opportunities and tools. Describes the tools available for professional development providers: [Professional Practice for Sustainable Development](#).
- [Teaching and Learning for a Sustainable Future](#). UNESCO. This is a multimedia teacher education programme published by UNESCO. It contains 100 hours (divided into 25 modules) of professional development for use in pre-service teacher courses as well as the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials.
- [Genesis Project at Somerset College of Arts & Technology](#)

Some examples of professional development courses.

[Linking Thinking](#) This toolkit has been designed to help develop understanding and skills with regard to relational or systems thinking. It can be used as a professional development course for teachers and individual units can be selected for classroom activities.

Monitoring

An [interactive 'campus' toolkit](#) developed by the International Institute for Sustainable Development to introduce some of the basic concepts of sustainable development and ways these concepts are put into practice. Developed primarily for Higher Education. A section on indicators and measurement shows how to track progress towards sustainability.

Curriculum review and evaluation

Evaluation is a crucial part of the development process. Without it, you will be unable to track improvement and change. Clear goals and the means to assess their achievement are vital.

Decide how you will track changes and measure progress in embedding sustainable development principles into your teaching programme as well as the techniques you will need to do so.

Some self-evaluation frame works can be found in:

['Taking the first steps forward –towards an education for sustainable development'](#) This OFSTED publication (2003) about piloting an inspection framework for sustainable development in schools provides a checklist for self-evaluation (Annex C).

[Good practice in school self-evaluation and college self-assessment](#) is a practical guide for busy managers at all levels. It clarifies what self-evaluation and self-assessment are and why institutions are required to do them. This is followed by an identification of the critical success factors in self-evaluation and self-assessment. The annex contains a series of checklists and a summary of good practice.

['Learning for Sustainability'](#), a useful self-assessment resource sheet (activity 5) can be found in this WWF document.

['Creating the conditions for embedding sustainable development in the curriculum'](#) is an LSC publication aimed at managers who wish to introduce ESD into the curriculum. It features case studies as well as audit tools.

['Embedding sustainable development in the curriculum'](#) is an LSC publication aimed to support staff who wish to introduce ESD into their teaching.

Putting it into practice

Current Practice – Management Audit Tool

Please tick the most appropriate response for your institution, the more open and honest you are in your assessment the more useful this exercise will be!

1	2	3		4		5
Always	Often	Sometimes		Rarely		Never
No	Question	1	2	3	4	5
1.	Have the senior managers and governors in your institution made a clear commitment to ESD?					
2.	Do the curriculum leads have a mandate to 'get on with it and have a go'? (ESD)					
3.	Do the leaders in your institution encourage an entrepreneurial spirit?					
4.	Are curriculum leads actively engaged with new thinking and innovation in the subject areas they manage?					
5.	Does the institution learn from other approaches and innovation outside the institution?					
6.	Does your institution actively engage in cross disciplinary discussion and projects?					
7.	Are curriculum leads actively engaged with the local community? If they do already, are sustainability issues included in that engagement?					
8.	Does the institution actively engage with the business community? If it does already, are sustainability issues included in that engagement?					
9.	Do you encourage staff to build sustainability into personal and professional development plans?					
10.	Do you provide sustainability					

	training for staff including curriculum leads?					
11.	Do you encourage less formal learning opportunities such as opportunities to share ideas and resources?					
12.	Does your institution communicate to all staff its vision on embedding sustainable development into the curriculum?					
13.	Do you encourage suggestions and ideas for ESD and see them as an opportunity, rather than a challenge?					
14.	Do you celebrate success on embedding sustainable development in the curriculum?					
15.	Do staff feel that their contributions to ESD are valued?					

Current Practice - Audit Tool

To make the introduction of ESD successful, it is important to assess current practice.

Please tick the most appropriate response for your institution, the more open and honest you are in your assessment, the more useful this exercise will be!

1	2	3		4		5
Always	Often	Sometimes		Rarely		Never
No	Question	1	2	3	4	5
1.	Is ESD something you consider in your teaching?					
2.	Could you explain to Ofsted what the institution is doing in relation to ESD?					
3.	Do you include SD as part of tutorials?					
4.	Do you explore short courses you could develop with a sustainability theme?					
5.	Do you speak to local business					

	about mutually beneficial courses and activities?					
6.	Do you seek to widen your local networks to bring in more funding and expertise from outside?					
7.	Do you build ESD into Key skills and Skills for Life assignments					
8.	Do you consider opportunities in existing projects to think about SD?					
9.	Do you explore the sustainability issues in your community?					
10.	How often do you speak to your Estates department about sustainability in the college?					
11.	Have you identified potential learning opportunities in how the institution is managed e.g. through estates management, IT procurement, on-site restaurant/café, procurement of paper and stationery.					
12.	Do you look at future plans within the institution to see if there are learning opportunities?					
13.	Do you explore opportunities for cross department or cross faculty collaboration?					

Changing thinking and approach

The table below is a useful guide with key questions to ensure that lessons become more effective vehicles for sustainable development. It suggests that what is needed is not so much new curriculum or lesson content but a revised and extended approach that presents content in a changed context.

Key Question	Changed Thinking
Is there a sustainable development context that I can use in this lesson? If so, does my lesson tackle the multi-dimensional nature of sustainable development? Does it tackle causes and solutions as well as symptoms of unsustainable	Think bigger picture - include the seven concepts of sustainable development or other approaches. Think causes and solutions as well as symptoms.

activities e.g. waste, pollution, poverty?	
Is my lesson FUTURE orientated? Do learners get to consider probable and preferable futures?	Think sustainability long term.
Does my lesson feature viable SOLUTIONS? Do some solutions demand less from the environment and allow access to more people?	Think sufficiency, resource efficiency, waste reduction. Think alternative technology. Think alternative economies of time and social welfare. Think social and environmental justice.
What is needed to achieve sustainable solutions? Does my lesson feature opportunities for CHANGE?	Think technology, beliefs and behaviour, prices, markets, laws, regulation, planning, social welfare, media, lifestyles.
Where are the most effective opportunities for change located? Is my lesson realistic about POWER and SOCIAL CHANGE STRATEGIES?	Think individual, community, business, government and media at different scales (locally, nationally, regionally and globally).
Do solutions promote IDENTITY, DEMOCRACY and active and critical CITIZENSHIP?	Think rights of present and future generations and the rest of nature. Think environmental citizenship. Think how education can empower people to realise their common interest in sustainable development together with more fulfilling lives and identities

Based on Webster, 2001

Resources, Useful Websites and Case Studies - Teaching & Learning

Resources

The UK Interdependence Report

A New Economics Foundation report.

Linking Thinking

This toolkit has been designed to help develop understanding and skills with regard to relational or systems thinking. It can be used as a professional development course for teachers and individual units can be selected for classroom activities.

Active Citizenship: Learning resources for Sustainable Development

Learning resources for post-16 education from the QIA for key stage 4 citizenship.

AOC Curriculum Survey Report

Part of the AoC's Green Colleges initiative.

Contributing to Sustainable Development: Centres of Vocational Excellence

A research report published by the learning and skills development agency.

FE Skills White Papers

The Government White Paper on Further Education, published in 2006 and the 2007 Update.

Future Leaders Survey

The Universities & Colleges Admissions Service (UCAS) and Forum for the Future produced this survey of young people entering Higher Education in 2007.

Good practice in school self-evaluation and college self-assessment

An LSN guide, including a summary of good practice and a checklist.

Happy planet: sustainable development and citizenship

Teaching and Learning materials produced by the Post-16 Citizenship Support Programme to help the integration of citizenship education into post-16 education and training.

Healthy College Programme

A report with examples of best practice about implementing the

Healthy College Programme.

HM Treasury review of subnational economic development and regeneration

A government review to consider how to strengthen economic performance in regions, cities and localities throughout the country.

Leitch Implementation Plan

Following the Leitch Review on Skills, this is the Implementation Plan in England.

LSC Strategy

From Here to Sustainability: The Learning and Skills Council's Strategy for Sustainable Development.

Modernising Construction Teaching and Learning - Cambridge Regional College

This good practice example highlights how Cambridge Regional College achieved an improvement in its teaching of modernised construction and, importantly, discovered how teaching and learning can be focused on learning by students not teaching by teachers

National College for School Leadership

Three-year action plan for a whole school approach to implementing sustainable development.

Professional Practice for Sustainable Development

A guide to developing cross-professional learning opportunities and tools.

Quality Improvement Agency - Happy Planet: Sustainable Development and Citizenship

This pack has been produced by the Quality Improvement Agency Post-16 Citizenship Support Programme to support the integration of citizenship into post-16 education and training.

Quality Improvement Agency - Sustainable Development Learning Resource

A learning resource from the Quality Improvement Agency on citizenship education for young people on how individuals and groups can help to make sustainable development a reality.

Securing the Future

The UK Government Sustainable Development Strategy.

Skills in England 2007

The Learning and Skills Council's Review of Skills.

Sustainable Development Action Plan for Education and Skills

The 2003 Sustainable Development Action Plan from the then

Department for Education and Skills.

Sustainable Development in Higher Education

Current Practice and Future Developments.

Sustainable development in the learning and skills sector

Taking the first step forward

An OfSted report with practical case studies.

The Global Engineer

A report looking at why and how to embed sustainable development into engineering courses.

The Stern Review

The Government Review on the Economics of Climate Change.

Useful Websites - Teaching and Learning

WWF: A Development Framework for School Sustainability

This guide contains a useful self-assessment resource sheet.

Case Studies

Cross-Curriculum Sustainability at Bedford College

Bedford College provides an important example of how an institution can embed sustainability into its curriculum by actively seeking support and guidance from both the education sector and industry.

Elmwood College

This CaSPr case study looks at using the Curriculum to Implement ISO14001 at Elmwood College.

Embedding Sustainable Development & Global Citizenship in the curriculum at Coleg Ceredigion

This case study demonstrates how a small institution, without the specialist knowledge needed, can use the skills of other organisations and initiatives to integrate sustainability into college practices.

Lancashire Global Education Centre - Embedding the Global Dimension into Skills for Life Classes

A useful example of how different education providers can work together to spread sustainable development and global skills across their curricula.

Regent College: SoapBox and The Global Citizens College

An example of using an existing programme such as the Global Citizens College initiative to enthuse students.

Sustainability Development at Hull College

This case study demonstrates how a culture change can take place to embed sustainability into a college and its curriculum.

Sustainability Suits Southwark College

An example of a college integrating sustainability into the curriculum and engaging its students to make them more environmentally aware.

Yale College - Using Projects to Integrate Sustainability into the Curriculum

This institution has successfully embedded sustainability into all areas of the curriculum, and has made a big environmental impact through small scale schemes.

Short examples of Teaching & Learning

A range of inspirational short examples relating to Teaching and Learning from colleges around the UK.