

## Flipchart Notes for Workshop 2: Only Connect...

*Facilitated by Nigel Rayment - Magnified Learning.*

**Activity 1:** In small groups take 5 minutes to brainstorm why you think making connections is a matter of importance for sustainable development/ESD.

### **Group 1:**

- Student understanding bigger picture
- Links to employers
- Understanding how SD is relevant – holistic thinking
- Taking responsibility personally – making small changes that relate to the bigger picture
- Changing behaviour within the local community
- ESD and subjects (integrated)
- Social, environmental and economic

### **Group 2:**

Consistency:

- Between courses
- Between colleges

'Wide eyed' development

- New products taking into account SD

### **Group 3:**

- Continuity
- See impacts you may not have thought of
- Develop relationships
- Develop people
- Cost effective
- Create opportunities (economy)
- Helps learners see implications

### **Group 4:**

- Ofsted
- Personal values
- Cost cutting – money/finances, waste/resource reduction (saving money) which can also improve footprint stuff
- Inspection framework – what we have to do
- Seeing the BIG picture
- Saves on duplication (reinventing the wheel)
- Spreads the word – awareness/knowledge
- Understanding the impact and consequences of your actions.

**Activity 2(a):**

- 1. In pairs take 5 minutes to identify other post 16 and/or organisational drivers to which you see linking with sustainable development. Briefly discuss the links you can see and then share your driver with the whole group.**

- Citizenship
- E learning
- Big Society
- Financial Pressures
- Retention/success
- Personal Values
- QCDA
- CPD

- 3. In groups of 4 take 1 driver and spend 8 minutes sketching out a proposal for a project that builds on your connection.**

***CPD******A CPD programme including:***

- Professional feedback (10 mins)
- Hands on experience
- Induction (re induction)
- Job description with ESD
- Written review with soft target ESD and find baseline and move forward
- Group email
- Initial teacher training
- Refresh and tailor CPD needs
- Clarity of meaning and benefits
- Look at what are sustainable skills
- Look at what employers want/need
- Business sector engagement

***Personal Values***

- Use tutorials as vehicles for delivery
- Personal reflections and aspirations
- What do students value? morals?
- Link this to common activities and embed within lessons
- Different scenarios and discussions with students on 3 themes: economic; environment; social
- Develop holistic approach and mentality within students
- Future thinking – develop new way of thinking
- List of 20 values, pick the top 5 and rank them in order
- Could use philosophy for children (P4C) and explore the subject with no right and no wrong.

- Have a core team = share good practice and take ownership of part of the process
- Enthusiastic person – change to ????
- Age group 14-16 older – what world do they want?
- Case studies and exercises apply this to their values and understand a sustainable future
- Values – CPD – people have ideals/values to ESD
- Value/Action gap = raising awareness, close the gap, tools to change behaviour

### ***E-Learning***

- Project: Carbon footprint with or without e-learning (distance)
- Travel (petrol) versus energy (electrical) versus social
- Social side – social networks, webcams, skype, telephone tutorials
- Surveying learners opinions on e-learning
- Quality of resources and access to resources
- Research what work has already been done

### ***Citizenship***

- Whole college initiative – work with OXFAM on a related recycling project.
- Risk assess activities
- Flier? Tutorials? E-mail (with teaser in lead in)? SMS?
- Oxfam presentation – group and post online
- Fashion – design re-using textiles

### ***Retention/Success***

Brand/market the college as “The Sustainability College” to

- Attract students?
- Appeal to employers  
*Notes:* What skills do they have? Explain the meaning to employers. Sustainable skills are generally the same as what employers say they need – it is just not talked of in the same way.  
Get feedback from previous students.  
What jobs can they do?  
Sustainable college = environmental college?  
Backing from business leaders  
Would it put people off?