



**WWF** *for a living planet*

## Making it work – bottom to top

FORTROSE ACADEMY, INVERNESSHIRE

This rural secondary school in the Highlands of Scotland has been strongly involved in a variety of issues with a strong emphasis on global citizenship, and has emerged as a centre of excellence for Scotland. Their Deputy Head has been involved in the Sustainable Secondary Schools Project (SSSP), a project connected to the parliament. They are now looking at changing this strong leadership role into a whole school initiative, placing the staff in control.

*'Initially we would like to develop processes whereby fuller participation is developed'*

### **Ways of engagement**

The school started by setting up an implementation group who attended the WWF training days. This initial 'getting together' made them realise how much they needed to understand for themselves before they could involve more of the school in the decision making.

They started by sending out a questionnaire to parents, pupils, teaching and non teaching staff asking them what sustainable development meant to them so as to compile a starting definition for the school – (show slide of their definition). As a group they created a spider diagram of projects and initiatives related to this definition, and then contacted the appropriate coordinators to fill in an information sheet about their project. The diagram was then displayed to help communicate this work.

A wider group of around 20 interested people were then brought together to evaluate where their school was and to look at how they might be able to disseminate the ideas even further. This gave the group confidence in their own understanding and use of the term ESD. However, they also came to realise that some people didn't see how it fitted together and that they needed to look at more ways to engage more people.

### **Going beyond the group**

They decided to use the commitment of senior management to help engage others: they realised, however, that staff needed to view this work not as just another pressure from above, but as a genuine groundswell from the core teaching staff.

By using a school driver – namely, the need for senior management to look at how the school achieves its priorities on teaching and learning – they are hoping to enable the staff to really take things forward. Over the second year, they will hold meetings with each department, to unpick what sustainability means for them, and to demonstrate an example of teaching and learning practice<sup>1</sup>. This will be brought together at a 'fun lunch' session on an INSET day to share how the different departments approach Learning for Sustainability.

<sup>1</sup> Using Activity one of Pathways

What the implementation team have created is a '*user friendly formalised process*' so they can start to look at how they move from compartmentalised learning (the secondary curriculum) to a more integrated approach; an approach that is not just another imposed framework, but one that has been developed through the practice in the school.