

EMBEDDING INTO TEACHING & LEARNING

THE NORTHERN SKILLS NETWORK HOW TO GUIDE

Sustainable development is not just about the planet and environment, but also helps to tackle and challenge inequalities and create positive mindsets and attitudes through the culture.

Developing a whole organisation approach (DfE Sustainability and climate change strategy).



It is important that the whole education setting, or trust, is engaged so that planning becomes action.

Involving learners is important in climate action planning. Doing so can:

- inspire their enthusiasm to help drive positive change
- increase their practical knowledge of sustainability and climate change
- give young people a sense of agency where anxiety stems from climate concerns
- create a sense of pride in their education setting
- enable them to share their knowledge and enthusiasm in their local communities
- enable them to engage their parents, carers, and wider community in sustainability and climate change

Senior leadership team (SLT), governors, trustees and executive leaders

As senior decision makers, SLT and governors should support and drive your sustainable activity. They should:

- provide the authority and support to drive and embed culture change
- ensure climate change and sustainability feature on the agenda at key meetings
- be responsible for succession planning, so that commitment to sustainability endures in the setting



Starting the embedding process -

Who - curriculum embedding should be a joint, collaborative process including a range of individuals including curriculum leads, tutors, learners and quality staff. This enables a whole organisation approach and supporting through different lenses. Whilst, individually this activity can take place, to ensure collective action it is most successful when completed through collaboration. By asking colleagues, learners and employers what they already know and what they already do (at home or work) on sustainability would provide the starting block for further discussion and exploration.

What - identify what you want your focus to be I,e net zero, green skills, circular economy or sustainable development. Sustainable development works well with every industry and level as it is not just about the environment but also addressed equality, ethical, cultural and personal development which is well aligned to all apprenticeship standards and the Ofsted Education inspection framework.

An effective approach that has led to increased knowledge and understanding is mapping apprenticeships KSBs or duties to the UNESCO 17 sustainable development goals. Behind each of the goals details stats, examples and information that can be used in a variety of ways including – T&L activities, self directed research, presentation skills, critical thinking skills, developing numeracy and literacy skills.

Identifying content that gives apprentices the opportunity to explore, develop, research and analyze key concepts or approaches provides effective workplace alignment, and supports both on the job and off the job activities.



When – green matters should be included in all operational and curriculum meetings to ensure a whole organisational approach. This includes at governance and SLT meetings to look at action planning and institutional response, to standardisation meetings to identify practice and suggestions, to team away and development days, to progress reviews with apprentices and everything in-between. The most successful institutional and curriculum approach is when it is understood and adopted by all and not just a few. This should also form part of the organisations self-assessment process, quality improvement plan and quality cycle.



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Quality of Education – key considerations

- Learners engaged in activities or discussions that are contributing to developing their knowledge and understanding of how to lead a sustainable life
- Apprentices are completing workplace activities that are actively contributing to the quality of their employers net zero goals / journey
- The way teachers plan learning to minimise use of resources, for example by promoting e-learning and reducing unnecessary paper handouts, and promoting teaching methods that develop learners' problem-solving and critical thinking skills.
- Promote well-being outcomes, such as learners' contribution to the wider community
- Do learners improve their knowledge of healthy eating, lifestyle choices and environmental issues? Are there opportunities for learners to gain additional qualifications in sustainable development or environmental awareness? Within the vocational curriculum, is there enough explicit environmental content? Is there evidence of sustainable development in action, such as bicycle sheds, car sharing schemes, energy display certificates, health promotion activities and recycling?
- Providers have a significant opportunity to influence apprentices and students behaviours and attitudes and promote sustainable development

Ofsted EIF links -

- Personal development – providing learners with the knowledge & understanding to make educated, informed life decisions
- Personal development – Providing opportunities for learners to engage in debate, project work or community activities
- Personal Development – Enhancing learners cultural capital
- Behaviour & Attitudes – better informed to make greener decisions
- Behaviour & Attitudes – how sustainability is linked to cultural diversity / wealth and equality
- Quality of Education – contextualise green skills / sustainability into curriculum
- Quality of Education – Pedagogical considerations to implementing agenda
- L&M – CPD for staff to Green skills / Sustainability agenda
- L&M – Top down approach to setting strategy with departmental response
- L&M – How boards can / should promote sustainable practice



Sector Focus – H&B- Green Salon Challenge

K7: Hairdressing professionalism, values, industry codes of conduct and ethics.

K10: Ways of supporting the mental health and wellbeing of self and client.

S1: Adhere to legal and organisational requirements for the safe use of products, tools, materials and equipment.

B2: Flexible and adaptable to changing working environments and demands, demonstrates forward thinking to adopting new ways of thinking and working.

B6: Maintains professional ethics, time management, self-management, integrity, respect, empathy, client confidence and confidentiality and discretion.

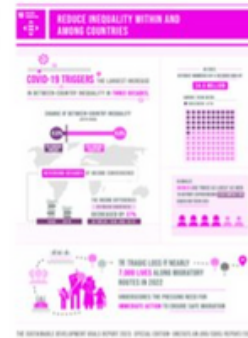


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NORTHERN SKILLSNETWORK

Early Years Apprenticeship map

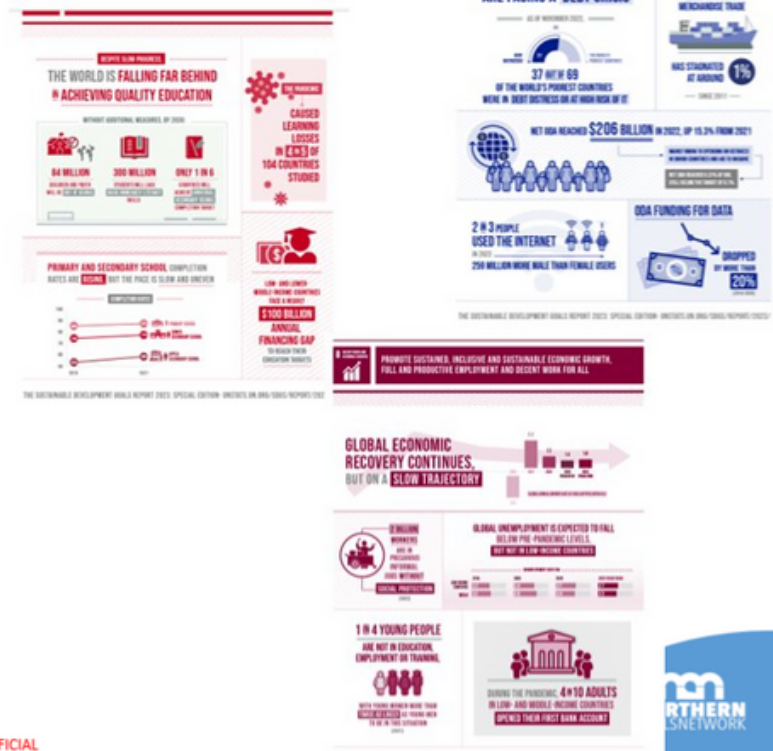
- EYE L3 & TA L3 –
- KSB mapping to SDG's
- The importance of promoting diversity, equality and inclusion – link to **SDG 10**
- Health and well-being – link to **SDG 3**
- Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment. – link to **SDG 6**
- Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice – link to **SDG 11**
- [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)



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Early Years & TA Apprenticeship Mapping

- Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners – Link **SDG4**
- Support or lead enrichment activities for example visits, out of school activities and in school clubs – link to **SDG 8**
- Apply strategies to support and encourage the development of independent learners – link to **SDG 17**
- Be a positive role model – provide opportunities to discuss, debate and share opinion in a safe space – **PD & BA Map**



Services to Business – Apprenticeships

Accountancy & Finance – Content could include:

- Sustainable business models
- Sustainable finance and investment
- Organisational sustainability reporting
- Sustainability in supply chains
- Organisational risk and sustainability
- Corporate social responsibility.

Business Admin - Content could include:

- Sustainable business models
- Organisational approaches to sustainability
- Responsible, inclusive, and sustainable marketing
- Sustainability kitemarks and accreditation schemes
- Learners working with local businesses to develop sustainability action plans
- Guest speakers from local businesses with a sustainability-related purpose and/or strong sustainability performance

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C H A N G E W I L L N O T C O M E
I F W E W A I T O N S O M E
O T H E R P E R S O N O R S O M E
O T H E R T I M E . W E A R E T H E
O N E S W E ' V E B E E N
W A I T I N G F O R . W E A R E
T H E C H A N G E T H A T W E
S E E K .

- B A R A C K O B A M A

