

Sustainability Accelerator Programme

BE THE CHANGE YOU WISH - TRANSFORM YOUR SCHOOL

Practical Case studies from 5
European Pilot Schools – July 2024



CONTENTS

**Sustainability Accelerator for Schools –
Why, What, How?**

The Journey of our Pilot Schools in 23/24 - Overview

Learnings on How to Start Engaging Your School

Resources to Get Started

Part 2: Detailed Pilot School Case studies



**Sustainability Accelerator for
Schools – Why, What, How?**





3 out of 4 of our students suffer from eco-anxiety and desperately answers...do yours do, too?

A woman with long dark hair is carrying a young child on her back. They are in a grassy field with trees in the background. The sun is low on the horizon, creating a warm, golden glow and lens flare. The woman is wearing a light-colored top and dark shorts. The child is wearing a striped shirt and shorts.

**Imagine how you might provide your students with
active hope and agency**

Project overview

Why?

The world is facing unprecedented **environmental crises**. Whilst **schools** have a key role in helping us find a way out of them, they were designed for a different age and **need fundamental change**.

How?

Giving teachers and school leaders the **knowledge, competencies** and **network** to bring about **authentic sustainability education** in their school, in collaboration with the whole school community

What?

An **applied innovation project** with a community of schools collaborating to shape and implement an adapted, **transformative model for sustainability education**

- Ad-hoc **trainings, group workshops and school coaching** sessions
- **Sharing key lessons** in innovating for sustainability education

SAP Core Team



Wieneke Maris

Teacher and subject coordinator geography & Teachers for Climate



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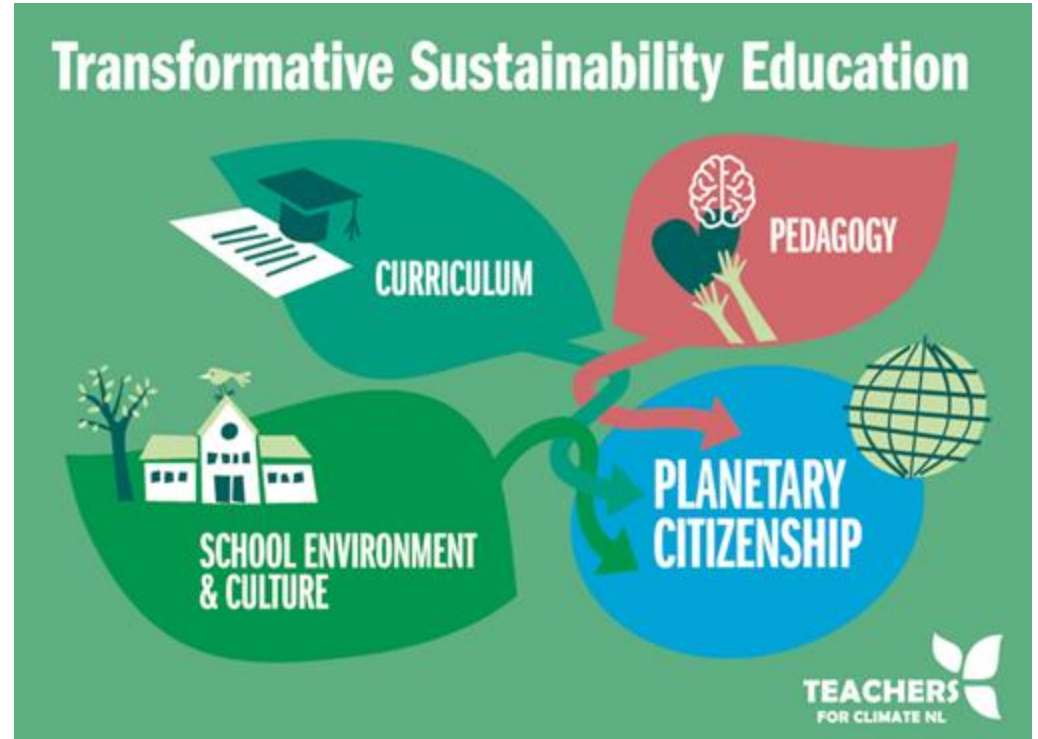
A complementary partnership:



The Transformative Sustainability Education Model

The starting point for our project is the **transformative model for sustainability education** developed by Teachers for Climate NL.


In this project, we explored and tested on the ground how **5 pilot schools can lead an innovation journey** to work towards a holistic way of embedding sustainability education in all aspects of school – curriculum, pedagogy, environment and culture – with the goal to foster **Planetary Citizens**.



Transformative Sustainability Education

KEY PRINCIPLES

- HOLISM
- ECOCENTRISM
- INCLUSIVITY & PLURALITY
- REFLEXIVITY
- TRANSFORMATIVE LEARNING: PERSONAL & SOCIAL TRANSFORMATION
- SUSTAINABILITY & JUSTICE
- COMPLEXITY
- LEARNING IN AND WITH NATURE & THE COMMUNITY




CURRICULUM

- HOLISTIC CURRICULUM FRAMEWORKS
- FUTURES ORIENTATION
- CURRENCY, RELEVANCE, INTER/TRANS-DISCIPLINARITY
- INCLUSIVITY, PLURALITY & FLEXIBILITY
- ETHICS & JUSTICE
- DEPTH, COMPLEXITY & SYSTEMIC LEARNING




PEDAGOGY

- LEARNER-CENTREDNESS & INCLUSIVITY
- CONNECTEDNESS & DEPTH
- CONNECTION WITH NATURE
- INQUIRY
- ACTION ORIENTATION & AUTHENTICITY
- BALANCE & DIVERSITY



SCHOOL ENVIRONMENT & CULTURE

- TEAMWORK & COLLABORATION; COMMUNITIES OF PRACTICE
- DEMOCRATIC LEADERSHIP & PARTICIPATORY DECISION-MAKING
- SAFE, HEALTHY, SUPPORTIVE & INCLUSIVE CLIMATE
- STUDENT VOICE, INITIATIVE, (CO)LEADERSHIP & ACTION
- CO-DESIGN OF SPACES & POLICIES
- FLEXIBLE & ALTERNATIVE LEARNING SPACES
- ECOLOGICALLY SUSTAINABLE APPROACHES TO PHYSICAL ENVIRONMENT & INSTITUTIONAL PRACTICES
- COMMITMENT TO CONTINUOUS PROFESSIONAL LEARNING



PLANETARY CITIZENSHIP

- WILL & ABILITY TO TAKE INFORMED, RESPONSIBLE, ETHICAL & ECOLOGICALLY MINDED TRANSFORMATIVE ACTION
- EMPATHY, SOLIDARITY, AN ETHIC OF CARE FOR (ALL LIFE ON) THE PLANET
- REFLEXIVITY, CRITICAL & CREATIVE THINKING
- SYSTEMS THINKING, COMPLEX PROBLEM-SOLVING, FUTURES THINKING
- ECOLITERACY
- ACTIVE HOPE AND RESILIENCE
- LIFELONG LEARNING

**The Journey of our Pilot
Schools in 23/24 - Overview**



Our Pilot Schools 23/24



**International
School of The
Hague**



**International
Preparatory
School**



**Friedrich-Spee-
Gymnasium
Rüthen**



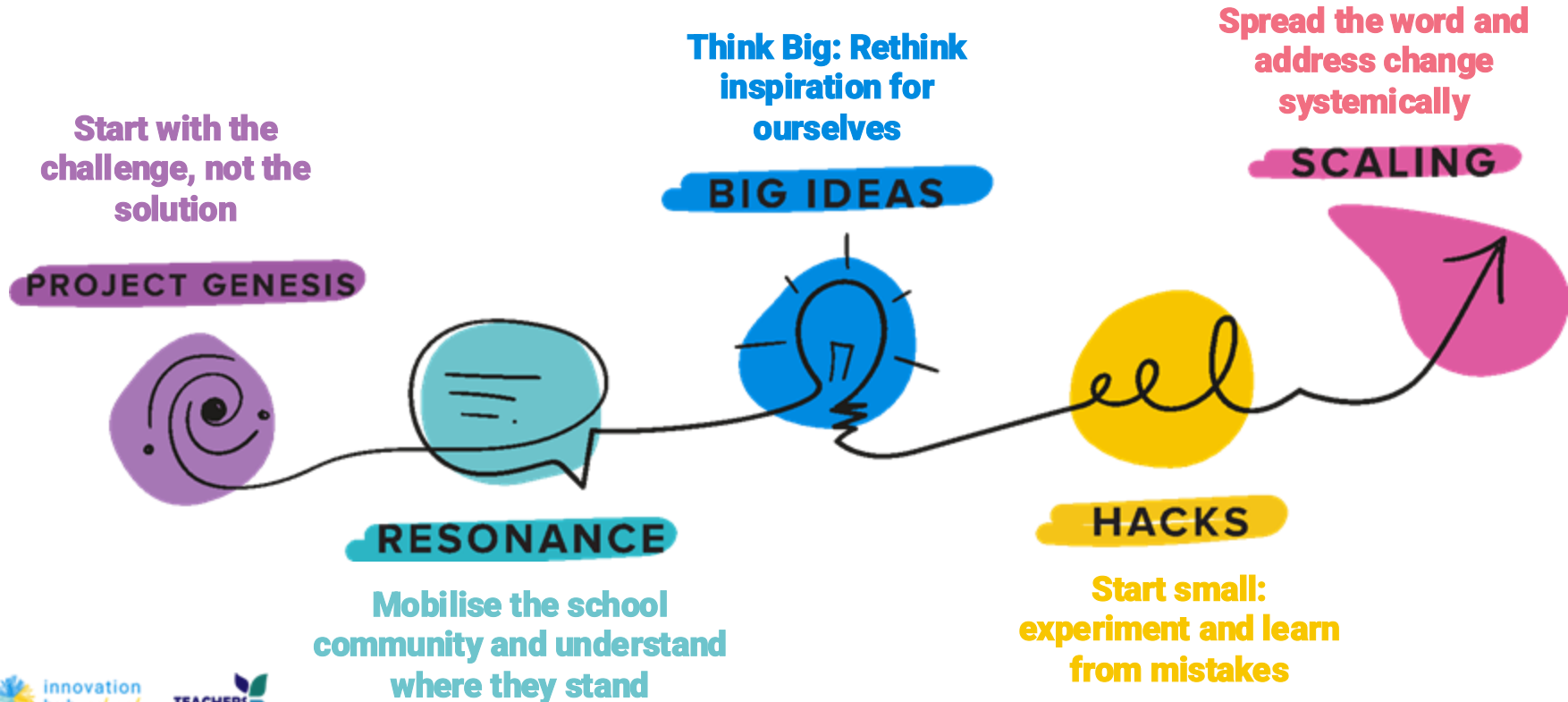
**Amity
International
School
Amsterdam**



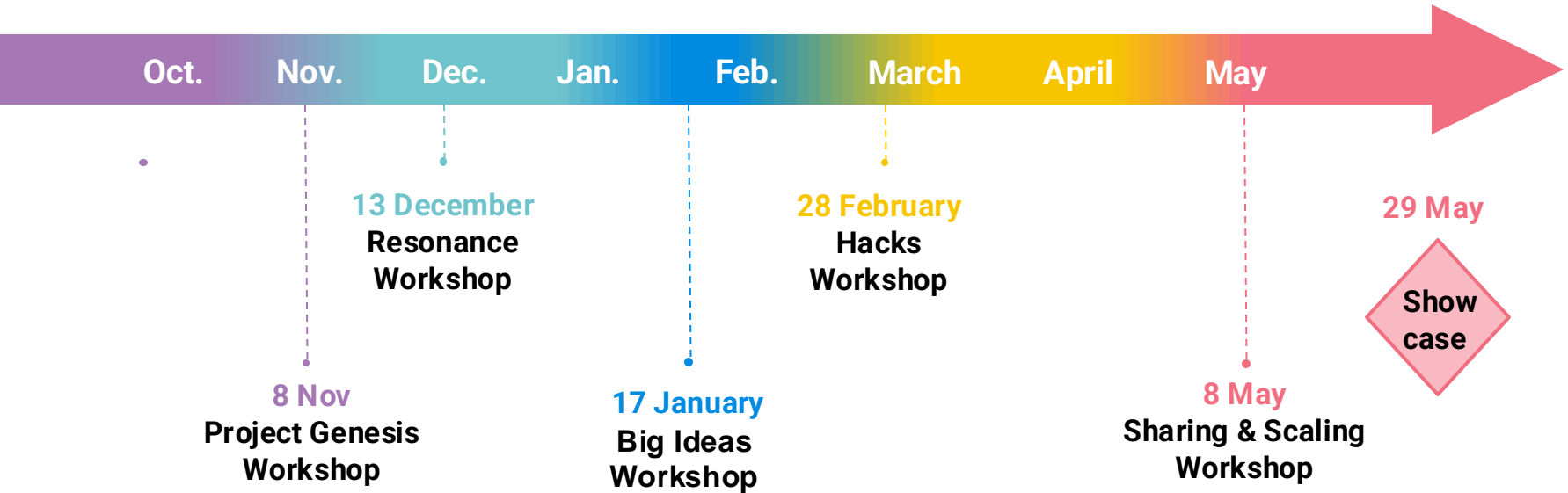
**International
School of Delft**

The 5 mindsets of school innovators

Our methodology combines elements of design thinking, agile and change management



Pilot School Journey rhythmmed by 5 joint Workshops and the final Showcase open to other schools



School level:



HOW MIGHT WE...

...motivate the whole school for sustainability?

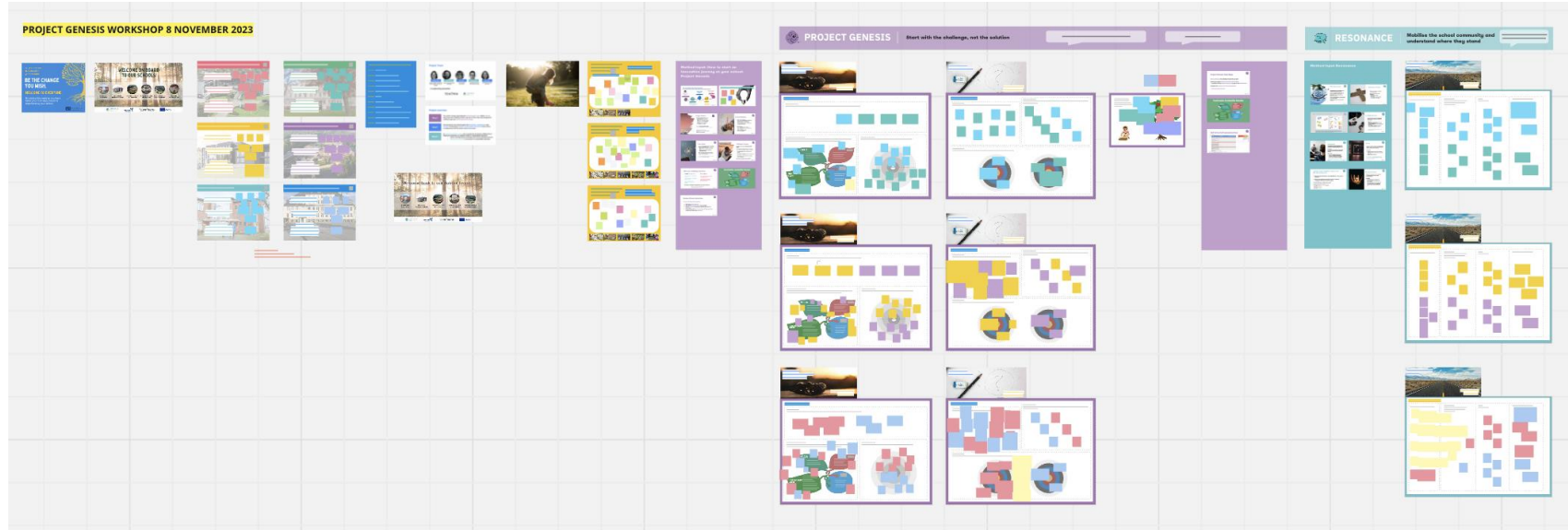
... integrate sustainability structurally into education?

...co-create learning for action with students and teachers?

...foster love for nature?



Collaborative online tool to structure and guide the work



Collaborative online tool to structure and guide the work (2)

Share Challenges
The seed we plant today is the fruit we may be able to reap in the future



How can we help inspire the entire school body and our stakeholders to get behind the concept of sustainability?

How can we motivate the teachers and all stakeholders towards a common goal?

How can we incorporate fun eco-linking ideas at school and as a result bring the concept of sustainability to the forefront of educational philosophy?

How might we align sustainability goals with other goals and priorities?

How can we implement sustainability into everyday life and the mindset of the upcoming generations?

How can we convince the teachers about the fact, that sustainable education is the most crucial part of education right now?

What skills do we have to teach way beyond classic sustainability topics?

How to collaborate more across subjects and teacher groups for deeper sustainability education?

How to embed it in the curriculum so that we keep learning "required" skills? How to adapt the learning process? Ways of assessment?




RESONANCE Mobilise the school community and understand where they stand

How do fellow teachers, parents and learners think about sustainability?


Copy of Input Project Resonance

Method Input Resonance



Input Project Resonance

Method Input Resonance



Sharing project progress, highlights and learnings



Pilot School Case Studies Overview

Read the full stories and concrete learning experiences in Part 2



International School of The Hague

SDG of the month

Green Team and Trash Warriors

Collaboration teachers and Community Engagement team



International Preparatory School

Eco-Schools Green Flag Award Aim

Outdoor Learning Journey

Atrium Nature Facelift



International School of Delft

Eco-tinkering projects of the month

Upcycling workshops

Waste Audit and Clean-ups



Friedrich-Spee-Gymnasium Rütten

SDG of the moment guiding teachers' work and projects

Green initiatives

Sustainability Everywhere - Visibility



Amity International School

Inner development goals

Forest School

Student voice & choice in projects

Student Sustainability Group

**Learnings on How to Start
Engaging Your School**



Learnings and tips how to start an engaging journey at your school

Many learnings for our Pilot School teams and the Community

Watch an interview about the innovation journey and the experience with two of the protagonists:

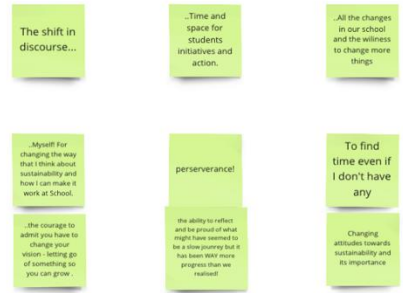
<https://www.youtube.com/watch?v=P0sHWaf3HHo>



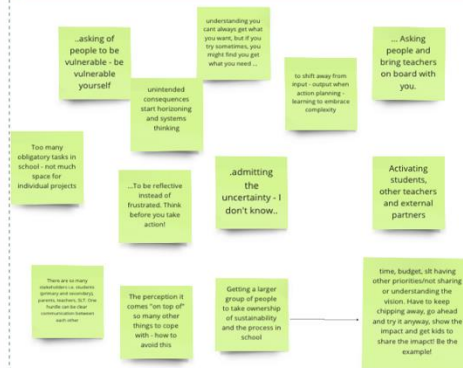
What has SAP brought you as a team / school?



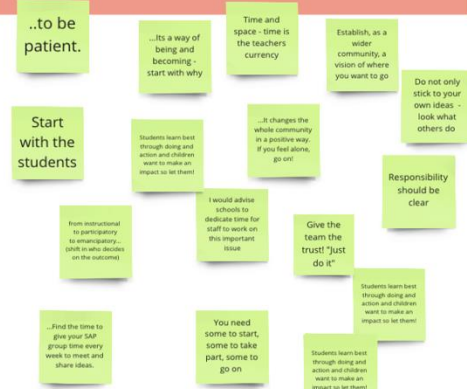
What are you proud of?



What have been the hurdles you have encountered so far and how have you overcome them?



What would you advise other schools about including sustainability?



TODAY'S AGENDA

Resources to Get Started



SAP Resources: start on your own sustainability journey



Self-Assessment Tool



SAP Playlist



SAP Network

Pedagogy			
Dimension	Level	Evidence	Root Causes & Further Questions
1. Connection with Nature			
Do we know what is nature?	+		
Do we give options to students to experience nature, even in an urban setting?	+		
Do we help students discover the value of nature being for themselves?	+		
2. Action Orientation and Authenticity			
Do we create opportunities for experiential learning and taking meaningful action for sustainability?	+		
Do we connect learning to groups and organisations working in the field of social and environmental sustainability outside of school to challenge action?	+		
Do we support students to use critical and creative thinking to explore possibilities and take action for sustainability?	+		
3. Balance and Diversity			
Do we help students recognise their own strengths and identify their needs, for example in dealing with risk energy?	+		
Do we integrate social and environmental challenges relevant to our time and discuss contributions to our education?	+		
Pedagogy Average Level	3.1		

SAP Reading & Viewing

Sustainability Accelerator Programme

This is a collaborative library of resources which may support and inspire your journey through SAP. School contributions are very welcome!



Whole School Approach to Sustainability Education

Helpful model to use to take education for sustainability beyond the curriculum. Strives to build a fundamentally sustainable society, a circular economy and, ultimately, a thriving world.

Areas covered: Pedagogy, School Environment and Culture, Curriculum

Competencies and Skills for Sustainability

GreenComp: European Sustainability Competencies Framework

Identifies competencies and skills as outcomes for sustainability education.

Areas covered:



Take the SAP Self-Assessment to start a conversation!

Pedagogy					Pedagogy Self Assessment Rubric			
Dimension	Level	Evidence	Root Causes & Further Questions	Level 1	Level 2	Level 3	Level 4	
1. Connection with Nature					<p>Level 1</p> <p>No real examples of this in our school</p> <p>Level 2</p> <p>Some examples or individual projects led by individuals Not all stakeholders are involved There is no policy or monitoring structure in place</p> <p>Level 3</p> <p>Concrete steps are taken to include the elements of pedagogy for sustainability structurally into education at our school though not in all departments For example goals are identified and an action plan has been formulated to integrate pedagogy for sustainability more structurally into education</p> <p>Level 4</p> <p>The elements of pedagogy for sustainability are a structural part of education in our school for all students, in all departments. It is secured in our school policy Time and resources are provided to facilitate this There is professional development in networks for sustainability</p>			
Are our lessons linked to nature?	4							
Do we give options to students to experience nature, even in an urban setting?	2							
Do we help students discover the value of natural living for themselves?	2							
2. Action Orientation and Authenticity								
Do we create opportunities for experiential learning and taking meaningful action for sustainability?	4							
Do we connect learning to groups and organisations working in the field of social and environmental sustainability outside of school to collaborate with?	4							
Do we support students to use critical and creative thinking to explore possibilities and take action for sustainability?	4							
3. Balance and Diversity								
Do we help students process fear and despair, and identify their desires, for example in dealing with eco-anxiety?	1							
Do we integrate social and environmental challenges relevant to our near and distant communities in our education?	4							
Pedagogy Average Level	3.1							



[Take the Test here](#)

Part 2: Detailed Pilot School Case studies



school



Our Pilot Schools' Journeys



International School of The Hague

Our school stands for:

Innovation regarding
sustainability and community

Interculturality

Compassion



We already had developed a rich extracurricular program around sustainability...



Our innovation journey:

Genesis

- Sustainability self-assessment
- Needs in our school

Resonance

- Talking to teachers and students about what they think relating to sustainability and Community Engagement.

Big Ideas

- UN SDG of the month (library)
- Green Team
- EY Gardening Club
- Trash Warriors
- Connections
- UN SDGs embed in the curriculum

Hacks

- UN SDGs in the Curriculum
- Green initiatives
- Environmental action for the school and its spaces

Scaling

- Embed the UN SDGs in the curriculum
- Training for our teachers
- More children's initiatives

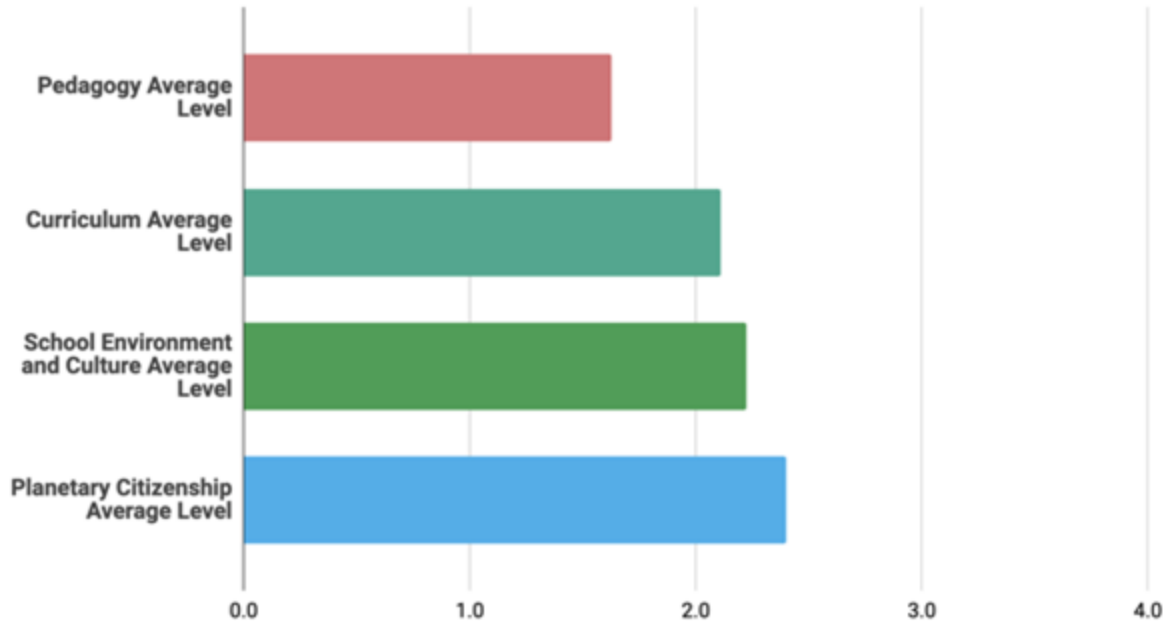
S2 2023

S1 2024

While we are already very active in extracurricular activities, **sustainability isn't embedded in the curriculum...**

...and our **teachers** are concerned that preparing it would take a **significant amount of time and workload.**

We have assessed our **sustainability initial situation** using the self-assessment tool:



Teachers are very open, but they don't know how to address sustainability in a “?” curriculum

What does this look like? What's our role? What part do we play?

Hard to coordinate things in our school because it is big and people come and go.

*We have to do it in a smart way so that we add this on **without adding workload** on to the children or to the class teacher.*




*I would like more **collective goals** as a school this year. I think we're doing all. It just needs to kind of be pulled together.*

*If we start with the curriculum, certain initiatives could emerge, either **led by the children** or initiated by the **parents**.*

*If a link isn't natural, you don't want to force it. However, we should make the most of the ones that are directly related and **encourage action**.*

How might we...

Our Challenge

-  ...**motivate teachers** and all **stakeholders** towards a common goal
-  How might we effectively share the importance of **sustainability at our school?**
-  How might we give **students** more trust and **agency** to develop sustainability thinking and solutions?

Sustainability everywhere...



Our Vision

Give sustainability a protagonist role in all school (SDG of the month)...

...foster student initiatives beyond the classrooms

...embed in the curriculum

SDG of the month in our Primary School

WHY

It pulls the community together and we make more awareness of the importance of the sustainable goals and sustainability embed in the curriculum.

WHAT

We will have a UN SDG of the month. We will open the library the first Tuesday of the month so volunteers can come and read to our students.

HOW

Connection between the library, students and volunteers.



Green Team

WHY

To make our whole community more conscious of the importance of taking care of the world and our community

WHAT

Different projects with the Green Team where the children involved will have the chance to go during the week.

HOW

We have a person in charge of the Green Team. They started with the apple trees and now they are continuing with the plots creating a new green area in our school.



Gardening Club EY

WHY

To make our whole community more conscious of the importance of taking care of the world and our community

WHAT

Different projects with the Gardening Club where the children involved will have the chance to go during the week.

HOW

We have a person in charge of the EY Gardening Club. They will improve the EY Playground and include this club into their curriculum.



Trash Warriors

WHY

To make our whole community more conscious of the importance of taking care of the world and our community.

WHAT

Children will choose to be part of the Trash Warriors. They will go to the playground and help out picking up rubbish.

HOW

We have a person in charge of the Playground and will remind the children.



Connections

WHY

Making connections is important to create a community. Our students from Secondary share their knowledge.



WHAT

They need to make a proposal and send it. It needs to include a connection with an UN SDG.

HOW

The Community Engagement Coordinator will make the connection within the Primary School.



UN SDGs in the curriculum

WHY

To make our whole community more conscious of the importance of taking care of the world and our community

WHAT

Embed the UN SDGs in the curriculum. Our teachers do a lot of things but they are not used to articulate it or show the UN SDGs.

HOW

Trying to be more aware of the goals and show it in our community.



The **hacks** had an impact on the following areas...

Pedagogy

Curriculum

Environment

Culture

Planetary Citizenship

UN SDGs in the Curriculum



Green initiatives



Environmental action for the school and its spaces



The hacks showed as that...

*"The way we are learning about the Sustainable Goals it helps us learn more about the world and our country and how to take care of it"
Year 6 student*



*"That doing little things like the Green Team can help everyone to be more healthy, help the animals and teach others"
Year 5 student*



*"The community engagement you are leading is such a positive step for ISH primary. We donated pots for the green team this morning".
ISH Primary parent*

What is **next**:

- Training for the staff about how to embed the UN SDGs into the curriculum. It will take place next school year
- Teachers to try to articulate and show the connections to students between some things of the curriculum and the UN SDGs
- Assess the progress

Our Pilot Schools' Journeys



International Preparatory School

Our school stands for:

Safe, friendly and caring environment

Respect for others and our planet

Celebration of diversity and biodiversity



Jonny & Anna

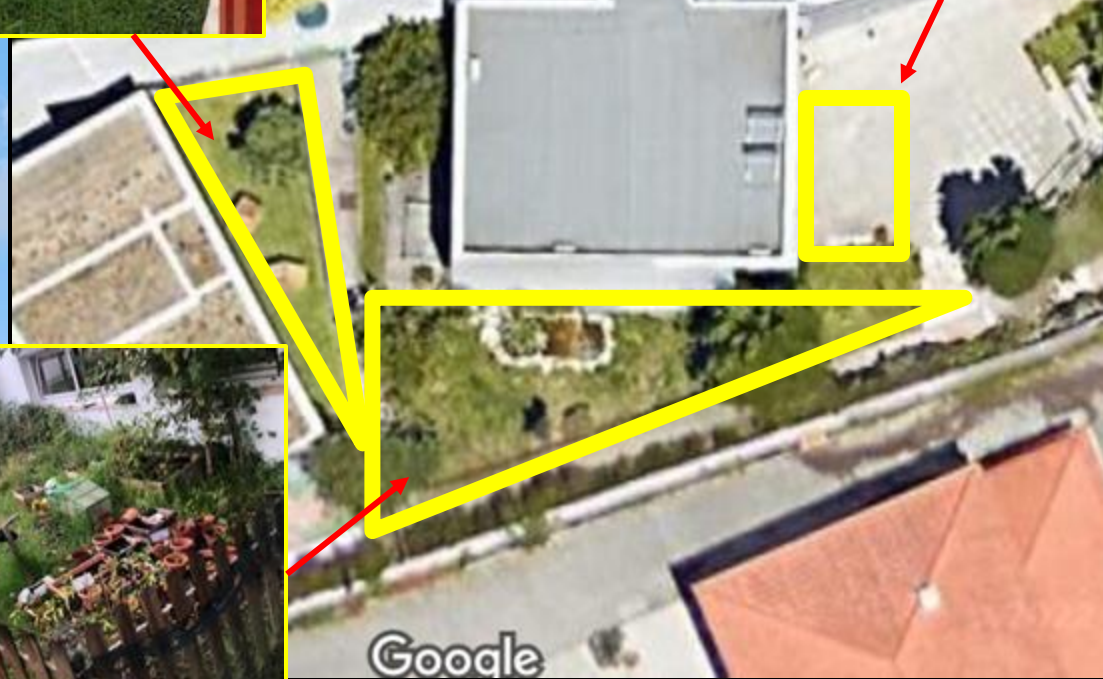
Where we began - 2022



Outdoor review...

Term 2 2022

1. Identify human resources
– lead person, interested teachers, support staff, first aid staff, ✓ parents, partnerships -started
2. Audit spaces currently used for outdoor learning. ✓
3. Use map of school to identify underutilized areas. ✓
4. Audit equipment available & create/submit ✓ order list ✓
5. Identify storage areas
6. Acquire whole school policies relating to outdoor use (health & safety) - started
7. Build a 'base camp' area for outdoor learning ✓ (involving students)



We now have outdoor spaces (redeveloped during the past year) for each year group, and an enthusiastic Go Wild Club...



Our innovation journey:



Genesis

- Assessed starting point

Resonance

- Student and teacher interviews

Big Ideas

- 5 Big Ideas taken forward

Hacks

- Journey taster day
- Demo outdoor space in EYFS
- Atrium phase 1


Scaling

- Plans and budgets for next academic year

S2 2023

S1 2024

Our innovation journey Action Plan:

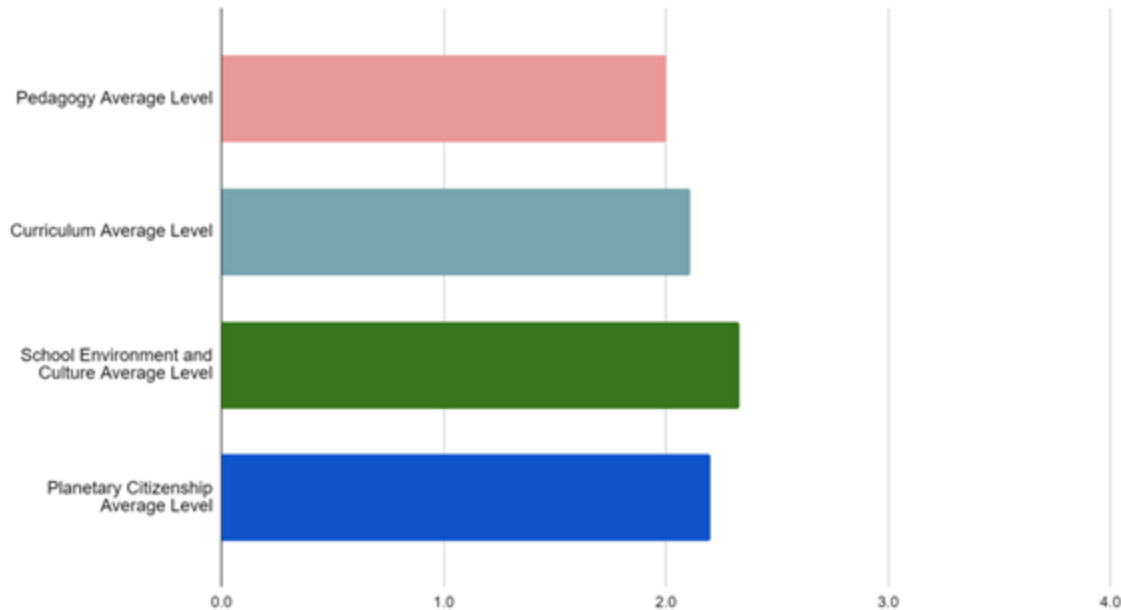
Complete/Started						
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p>1. Begin the Eco-Schools Bronze/Silver award.</p>  <p>Doc link</p> <p>Charlotte Nash</p>	An Eco-committee of pupils and adults is established to discuss environmental action for the school.	Termly meetings + results of discussions are shared with the school (+ school questionnaire shared/gather ideas). Notice board	Eco-schools notice board is established (to gather parent ideas for school eco-themed improvement & share ongoing projects)	Environmental review carried out by the Eco-committee and areas for improvement are identified.	Action plan established (and progress monitored)	Links made with Curriculum in most year groups. Whole school agreement established.
<p>2. Whole School Compost initiative</p> <p>Jonny Haines</p>	Build compost bin + buy and label playground scraps bins	Establish student team to lead school compost initiative (Go Wild team)	Launch assembly (1/3/24)	On-going running of school compost initiative (emptying bins, turning compost, etc)	Use soil that has been created in planting projects	
<p>3. Trial The 'Home' Journey before full roll out next</p> <p>Jonny Haines (+ participating teachers)</p>	Ensure The Journey programme is finalised	Put onto a usable digital platform (e.g. Tapestry, Google Classroom) to trial amongst select classes. Journey Taster Day	Parent letter/meeting sharing what the 'Home' Journey is and why we are doing it.	Begin Trial	Establish consistent assessment expectations	Gather feedback from students and parents on their experience/usability/content
<p>4. Early Years garden area enhancement</p> <p>Anna Comfort (+ EY staff)</p>	Identify areas in need of re-imagining	Begin enhancement of one area and share progress with parents. Put on Tapestry as mode of communication	Parent meeting to share The Journey with them in our outdoor space. Show changes and discuss plans we have. Take on parents ideas too.	Begin Trial	Run teacher inset to share developments and trial with other EYFS staff. Discuss how they could build this into their planning for the last term	Gather feedback from teachers, children and parents through questionnaire and meeting

While we are already active in enrichment activities but **sustainability and outdoor learning aren't embedded within our school's learning culture...**

...and our **teachers** claim that preparing it would entail a **significant amount of time as well as a change in the school's culture / priorities.**

We have assessed our **sustainability initial situation** using SAP's self-assessment tool:

Transformative Sustainability Education Overview: IPS



- Transient teachers
- New management, new ideas, no consistency.
- Other needs prioritised.



We are very open as teachers, but **struggle to address sustainability and outdoor learning within the curriculum on a consistent basis**

Lack of knowledge, training and time within the staff

Budget considerations & existing facilities/environment (considering new secondary building)

Resistance to change is HUGE!!!!

Little interest and vision from Senior Leadership Team

How might we...

Our Challenge



... develop our **outdoor learning spaces** and ensure they are a core part of a student's learning?



... ensure that **The Journey is a core part of the curriculum** and not just an enrichment programme?



... engage the **wider teaching body** in contributing towards this project?



...ensure that the core purpose of The Journey is to achieve **long term sustainability / planetary citizenship**



... inspire our students to **take action**

Sustainability everywhere...



Our Vision

Put sustainability and outdoor learning at the forefront of the school's objectives..

...develop momentum for Eco-schools reaccreditation

...implement and enrich The Journey

Eco-Schools Green Flag Award Aim

WHY

- Mobilise students
- Clear structure with goals
- Recognition through flag award

WHAT

- Environmental review
- Action plan established
- Curricular links

HOW

- Establish Eco-Committee
- Termly meetings
- Notice board



School compost & vegetable patch initiative

WHY

- Use school food waste
- Hands on initiative to mobilise Go Wild Club
- Clear curricular links: Science

WHAT

- Build compost bin
- Use soil created in planting projects
- Re-design, prepare and plant vegetable patch

HOW

- Go Wild Club initiative
- Launch assembly
- Create maintenance system



WHY

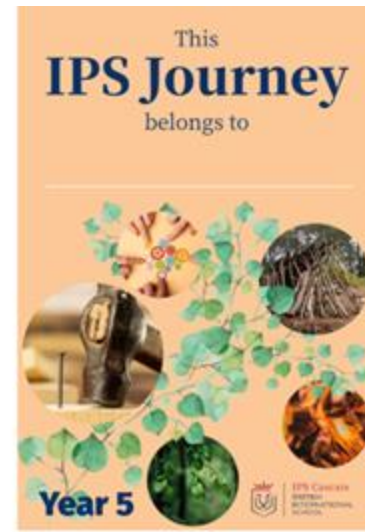
- Real life skills
- Connection with environment and nature
- Respect and care for the natural world

WHAT

- Timetabled outdoor learning programme
- Scaffolded learning journey for each year group with clear assessment criteria

HOW

- Secure full time position for Jonny
- Run taster day of The Journey as Hack
- Engage wider faculty and give ownership



Early Years Outdoor learning spaces

WHY

- Health and wellbeing of students
- Real life learning
- Respect and care for the natural world

WHAT

- Reimagine one outdoor learning space in EFYS
- Forest school initiatives

HOW

- Start with demo space as a trial
- Develop ownership and teacher skills for use of outdoor spaces in learning plans
- Teacher inset and feedback



Atrium Face-lift

WHY

- Research into value of Biophilic Design in education
- Inspiring entry to school for students, parents

WHAT

- Hack: start small and demonstrate impact
- Research nature inspired indoor learning spaces

HOW

- Engage wider staff to reimagine Atrium
- Present to Head and secure funding
- Co-created with Parent Teacher Association

Disruptive project idea!

Project Atrium Nature Facelift



Upstairs Corridor

Purposeful use of space for breakout sessions and one to one support and for children to be able to have quiet learning time and space. Modular furniture should be used to maximise the narrow space. Use of sails and plants to create shade.



The **hacks** have started having an impact in the following areas...

	Pedagogy	Curriculum	Environment	Culture	Planetary Citizenship
Eco-Schools		Planned	In Progress	In Progress	In Progress
Composting/ vegetable patch	In Progress	In Progress	In Progress	In Progress	
The Journey	In Progress	In Progress		In Progress	
Outdoor spaces	Planned		In Progress		
Atrium facelift	Planned		Planned	Planned	

The hacks showed that...

“Everything the kids have done or parent discussions relating to the SAP hacks has been received positively. This is an important seed that has been sewn.”

- Jonny, Teacher



“We want to do more new and exciting things in school. Going outside and helping to look after the world does that!” - Year 3 pupil

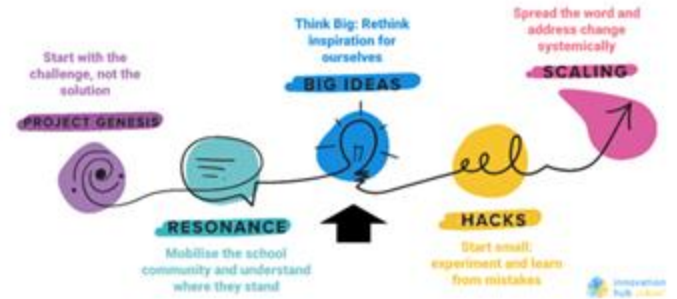
*“We now recognise the importance of sustainability within what we deliver as a school. Knowing **how** to integrate it has taken time and will continue to do so. Importantly, it is now on the agenda.”* - Principal

What is next:

- Full school implementation of **The Journey**
- Complete facelift of the **Atrium**
- Establish **stronger links** between The Journey, sustainability education and the curriculum

The 5 mindsets of school innovators

Our methodology combines elements of design thinking, agile and change management



Our Pilot Schools' Journeys



International School of Delft

Our school's mission is

Inspiring Learning for a Sustainable Future



Picture of the team

We already had developed a rich **extracurricular program around sustainability with our Eco-team**



Having fun defending our planet

Our innovation journey:

Genesis

- Sustainability self-assessment

Resonance

- Interview head of school

Big Ideas

- Ecotinkering

Hacks

- Beach clean up and waste audit
- Building bird feeders
- E-waste workshop
- Upcycling workshop

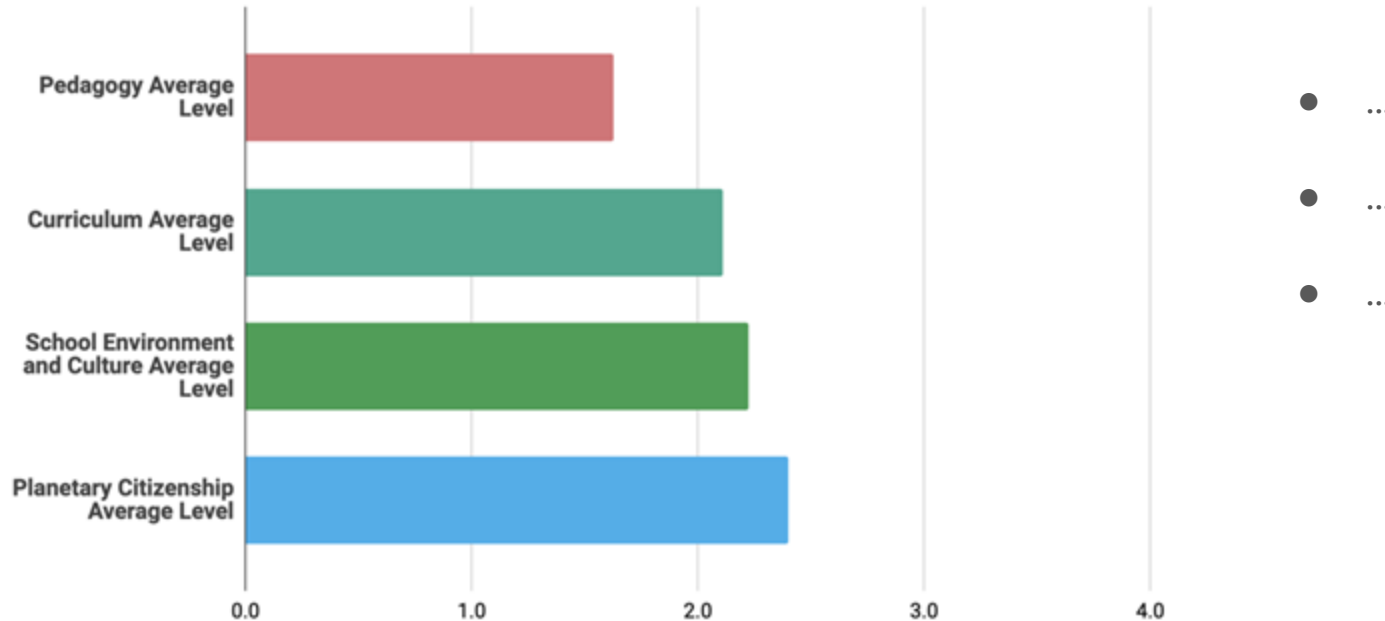
Scaling

- Consolidate the eco-team and eco-tinkering in school
- Collaboration with primary and secondary school in making our school more sustainable

S2 2023

S1 2024

We have assessed our **sustainability initial situation** using the self-assessment tool:



Students and teachers see the importance of sustainability, but we don't know how to address sustainability in a whole school way

What does this look like? What's our role? What part do we play?

Students don't always seem to make the connections between different subjects.

We want to work more circular and watch the amount of trash that our school gives.





I am not always incorporating sustainability enough in my lessons...

Better sharing of the work needed

Students are really aware of sustainability. Especially young students are motivated.

How might we

Our Challenge

-  How might we give **students** more **trust** and **agency** to develop **sustainability thinking and solutions**?
-  How can we get the **school community involved** in our SAP eco-tinkering proposal?
-  How might we **effectively share** the **importance** of **sustainability** at our school?
-  How might we **take advantages of resources** and support in/from our **local community**?

Sustainability everywhere...



Our Vision

foster a **community** that
shares technical
knowledge for a
sustainable future.

...foster student
initiatives beyond
the classrooms

...embed in the
curriculum

Our Approach

What- Hands-on learning for sustainability education.

How- Foster learning tech skills to solve problems related to sustainability.

Who- Members of the school community can share technical knowledge related to sustainability

When- Every month, linked to a global day for sustainability, for example beach clean up on World Oceans day

Where- Location depends on the activity

Why- To foster a **community** that shares technical knowledge for a **sustainable** future.

Eco-tinkering projects of the month ...

WHY

To become knowledgeable about local birds and their feeding habits

WHAT

Eco-tinkering initiative; building bird feeders.

HOW

researching local birds and their eating habits. We collected pinecones and made bird feeders. We use twine to hang them with. We used Tahini to 'glue' the seeds.



Beach Clean Up With Delft University; Waste Audit

WHY

To encourage students to be aware of both the local and global environment.

WHAT

Students not only collected the waste but they also helped to categorize it. At the end of the event we reflected on the different types of waste collected and what could be done to prevent it.

HOW

The students recorded all the waste collected, to see which types of waste were the most recurrent. They sorted the waste into these categories: Fabric, wood, glass, e-waste, plastic, cigarettes, metal, fishing gear, drink and food packaging, paper/cardboard and styrofoam.



Student-led up-cycling workshop

WHY

To make students aware of the impact of fast fashion and learn skills to repair and upcycle old clothes

WHAT

Upcycling workshop led by DP student

HOW

Add text



The **hacks** had an impact on the following areas...

Pedagogy

Curriculum

Environment

Culture

Planetary Citizenship

Taking local action



Green initiatives



Getting the community involved



The hacks showed us that...



Exploring and formulating a problem is the beginning of designing the solution. It is important for children to have reliable information that can help them to understand what the problem is, and start thinking of possible solutions.

I thought the beach clean-up was a big success! It helped us understand why cleaning our ocean and around it is so important.

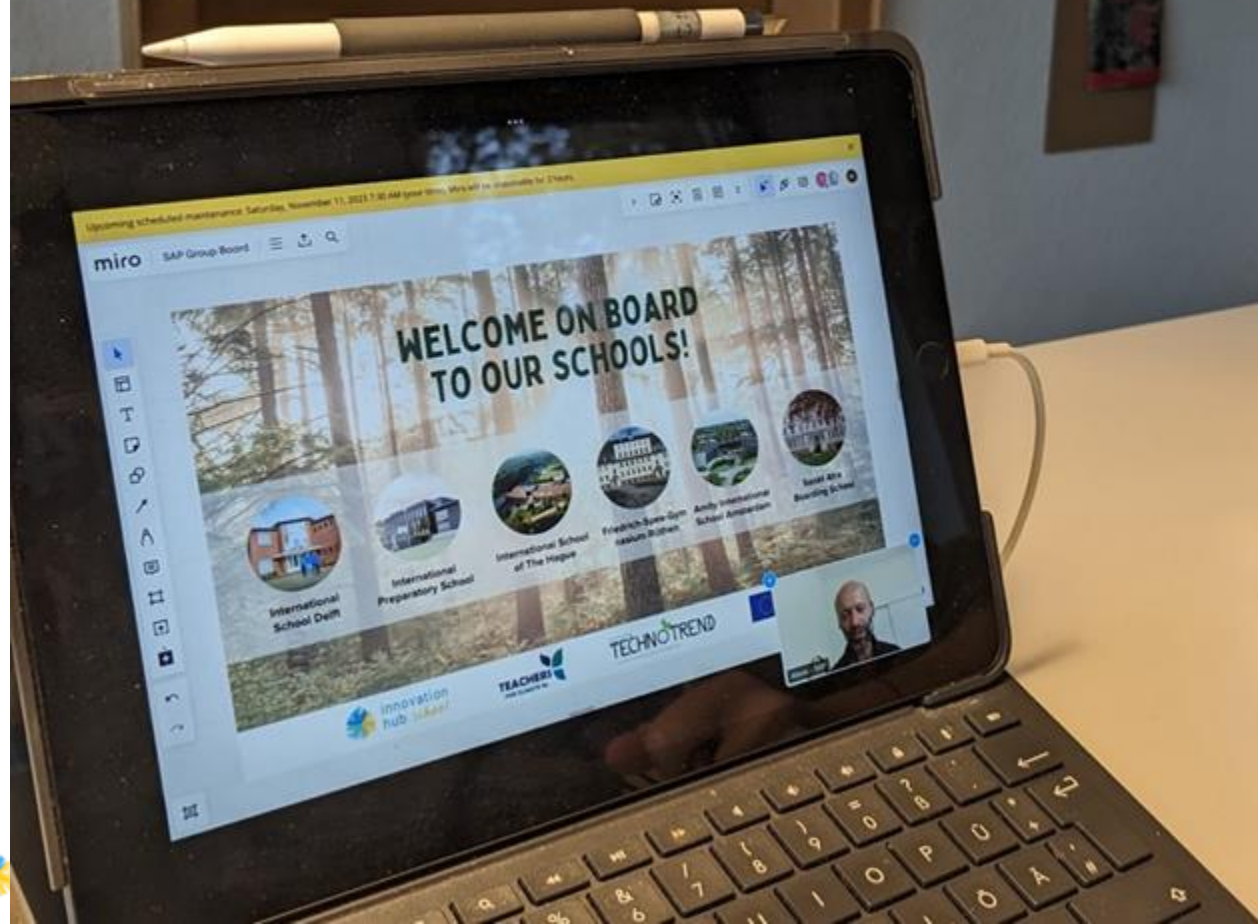
What is **next** at our school:

- Consolidate the eco-team and eco-tinkering in school
- Collaboration with primary and secondary school in making our school more sustainable

Our Pilot Schools' Journeys



Friedrich-Spee-Gymnasium Rütten



ZIELE FÜR NACHHALTIGE ENTWICKLUNG



Our school stands for:

COLLABORATION

PARTICIPATION

RELATIONSHIP



CONNECT

Erstellung und Umsetzung einer
Innovation und -verfahren Konzept für die
Wirtschaft



- Nutzen
- Implementierung
- in der
- Phase

WE ARE NOT GOING TO
FACE THE END OF THE
WORLD BUT ONLY THE E
OF THE WORLD AS WE
KNOW IT. (Bella Lask)

THERE IS NOT ONE
SINGLE WAY OF DOING
THINGS; RATHER WE EACH
MUST LOOK AT OUR OWN
LIFE AND ADAPT IT ACCORDING

BEWA

TRANSPARENZ

TRAN

students

teachers

each
semester
focuses on
ONE selected
goal

DRY TRIPS

We aim for more student-centred learning

“Spee-Stunden“ project - students decide what they want to learn or do (project-based) or taught (training sessions)



[Link to the initial profile Video presented by students](#)



“Neigungsband“ project - they decide what they want to put the focus on

Our innovation journey:



• ...



S2 2023

S1 2024

Sustainability Education Innovation Program

Programm für Innovatoren im Bereich Nachhaltige Entwicklung an Schulen

CONNECT. INNOVATE. SHARE.



Entwicklung und Umsetzung eines innovativen und umfassenden Konzepts für NACHHALTIGE ENTWICKELUNG an europäischen Schulen



We want to empower students to become active planetary citizens...

...but we face the challenge how to focus on sustainability next to the many other development priorities of the school.

CLASSROOM -
DISCUSSIONS

INTERVIEWS

Resonance

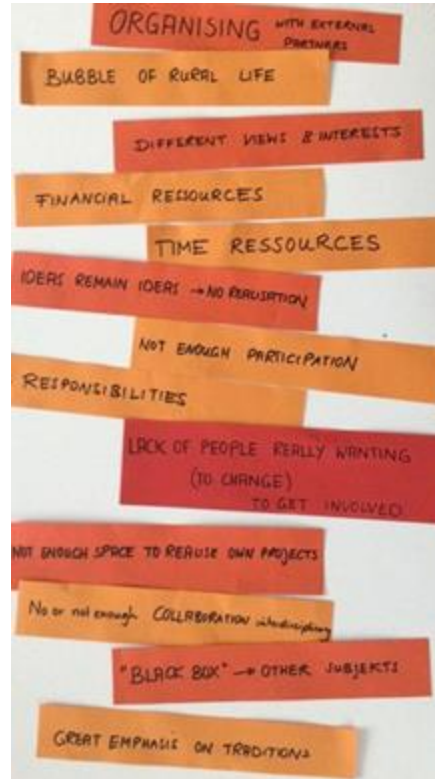
COFFEE-TABLE -
CONVERSATION



All stakeholders are open to sustainability but it's hard to make space in a packed curriculum



What is important to us? What are challenges we face?



Our challenge

How might we...



...create a stronger sense of responsibility and agency in both teachers and students?



...we combine the different "bubbles" of people's lives (school, family, extra-scolars, community...) as a way to create new opportunities?



... create safe spaces for collaboration among teachers and students?

Sustainability everywhere...



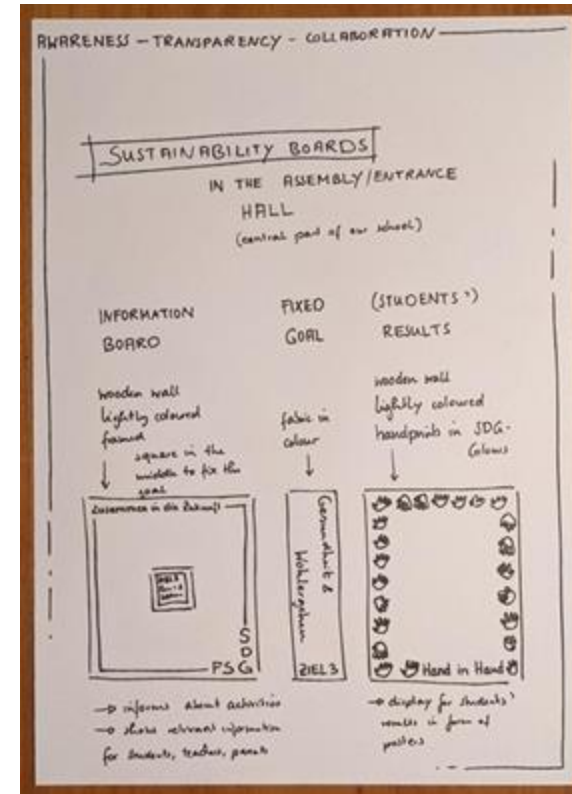
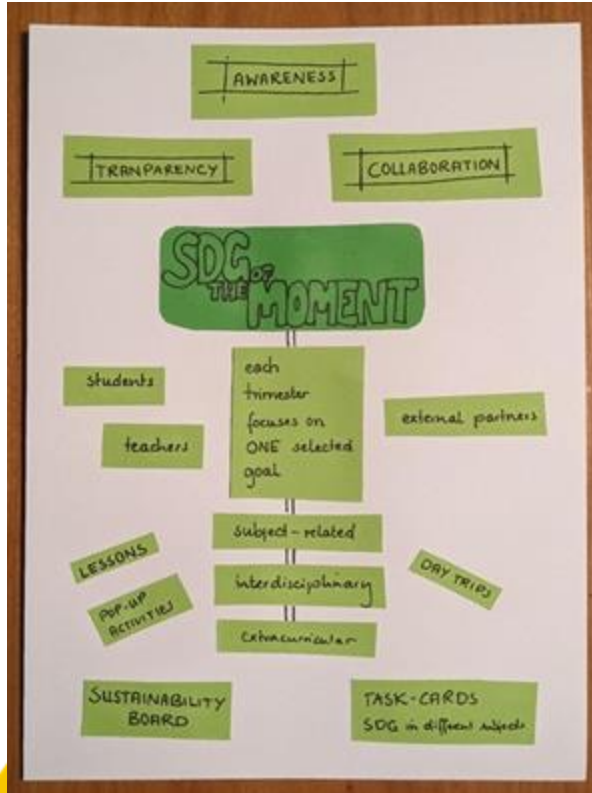
Our Vision

Give sustainability a protagonist role in all school (SDG of the moment)...

... by focussing on one particular goal ...

...in our school and extra-curricular learning environments.

Sustainability everywhere...



MYT, Grade 9

"I need this!" - DESIGN / GRAPHIC AND THREE-DIMENSIONAL CONFIGURATION OF A DESIGN PRODUCT

"You make me feel good!" - Designing a sustainable object for GOAL 3

⇒ students are working on a project:

- 1) research and inspiration
- 2) concept development
- 3) graphic implementation
- 4) model making
- 5) presentation
- 6) reflecting

SPANISH, GRADE 10

HEALTH AND WELLBEING IN TEENS' YOUNG ADULTS' LIVES WITH SPECIAL FOCUS ON DIGITAL WELLBEING

What are problems and issues?
What are possible solutions?

→ students work in Spanish and do research on the topic
→ talking to an AI - teen about her/his problem

TEACHER

HOW TO IMPROVE HEALTH AND WELLBEING IN THE TEACHERS' ROOM

* teachers for teachers

→ planning new working space / break rooms for teachers & students
→ affirmation cards + little health giveaways

SPEE - LESSONS GRADE 6

HEALTH AND WELLBEING AT THE FRIEDRICH-SPEE-GYMNASIUM

Projects on how to establish activities around health & wellbeing at our school

→ students worked on different projects

- 1) establishing "Meditation Pauses" as a break activity
- 2) wellbeing through videos, our around
- 3) Affirmation quotes in the school buses; ...
- 4) Positivity mirror "You are beautiful!"

Basic Course English Q1

THE IMPACT OF THE MEDIA: INFORMATION, ENTERTAINMENT, MANIPULATION

"Cultivating my digital resilience"

⇒ students reflect their own behaviour concerning digital wellbeing and how they deal with stress triggered by the time they spend on their digital devices

↳ creating a resilience tool box

Geography, Grade 9

COMPARISON OF LIVING CONDITIONS BETWEEN INDIA AND GERMANY

In Focus: Multidimensional Poverty Index - a case study of children in India

⇒ students do research on children's living conditions in India in comparison to Germany (on focus GOAL 5)

Examples of integrating the SDG of the moment into different school settings



SDG of the moment...

WHY

We want to integrate sustainability seemingly effortlessly for all school's stakeholders. Keeping the goals in mind in everyday life as an indispensable part of life in society and behave accordingly should be the aim to strive for.

WHAT

One of the 17 SDGs is set as the SDG of the moment for the whole school community to be seen and informed about. Everyone can become a part of it.

HOW

Each trimester one goal is in the centre of attention. Each school participant can decide on if and how to integrate the goal specifically into existing lesson plans or adapt learning arrangements accordingly.



To adapt a given learning setting also means to question the way you have been teaching so far - an opportunity to grow!

Be active, be involved means to feel active and involved too! Good feeling!

When you adapt a given learning setting by putting it under the focus of one SOG you do not only change the content, you also change the way of teaching.

You do not have to take part and can also just observe what others are doing, which gives you a chance to also change.



A more student-based learning setting is created and the way as well as the outcome is more individual and unique.

The feeling of being part of something others are also a part of helps to feel important and integrated.

The SOGs are not longer a given construct. Everyone sees that they are an integral part of everyday life.

The **hacks** had an impact on the following areas...

Pedagogy

Curriculum

Environment

Culture

Planetary Citizenship

UN SDGs in the Curriculum

project-based learning settings

Fixing positive learning arrangement in the curriculum beyond the integration during the SDG of the moment

influence on and influence from external partners and external settings

rising the awareness that each person can actually make a difference

Green initiatives

Environmental action for the school and its spaces

small actions to be seen everywhere in school - students' self-efficacy visible

School = life, becoming active here and there

The hacks showed as that...



Give it a try and see what happens.



*Work together with people you like.
Relationship is important not just between teachers and students.*



Do not hesitate to act due to your fear to make mistakes. They help you to find the right path to approach.

What is **next** at our school:

- Sustainability Boards in our assembly hall
- involving the whole school community and external partners
- go on with the goal of the moment: fixing the next one
- Applying for an Erasmus + Project with students

Our Pilot Schools' Journeys



Amity International School Amsterdam

Our school vision

Empowering each individual
to thrive and make a positive
difference.



We already had developed a rich programme around sustainability including a forest school and service learning



Our innovation journey:

Genesis

- Sustainability self-assessment

Resonance

- Early Years survey
- Parent coffee mornings
- Teachers Friday afternoon meetings

Big Ideas

- Invite the whole school community to join the journey and create shared ownership

Hacks

- Develop Inner Development Goals in Early Years
- Student created podcast on sustainability
- Expanding Forest school to all learners

Scaling

- Create a shared school vision for sustainability and a structure to support it

S2 2023

S1 2024

Teachers are motivated, but we don't have a **shared understanding of sustainability in our own context**

It is important to reduce the consumption of resources within school

how do we teach sustainability when we are not sure how to do it?

Teachers: do we need expert training on this?





Learners: it is very important, we want to take action

Sustainability is focused on environmental impact

EY children how do they understand the concept? teachers think of different ways to make this visible - think there is not a lot of research out there yet, I would like to contribute

How might we...

Our Challenge

-  ...**motivate teachers** and all **stakeholders** towards a common goal
-  How do we **empower learners, teachers, parents,** and the **wider community?**
-  How might we **co-create action** in line with our shared understanding
-  How might we make our **shared understanding** of **sustainability visible**

Sustainability everywhere...



Our Vision

Empowering an orientation
towards Education for
Sustainable Development
through Professional
Learning Communities

Create a shared
vision (staff,
students, parents)
for sustainability

Co-create action
in line with our
vision

Library and connecting the PYP to the Inner Development Goals

WHAT: Introducing Primary students to the IDGs

HOW: Reading books from the "I am" series and making connections to the PYP curriculum.

WHY: Using visible thinking routines to help assess understanding of the concepts.



NEXT STEPS: To use the research and student generated images to inform the development of child-friendly visuals to teach IDGs to Primary students.



Early Years- Mindfulness & Inner Development Goals

Why?

To understand what sustainability means for our young learners. Starting from understanding relationship to self to then understand the world around us.

How?

Use the IDG to create a questionnaire and then design lessons to deliver to EY and repeat questionnaire at the end of the year.



What?

Yoga and mindfulness started in one class and then transferred to 3 more and to 3 more and to teachers and to parents.



Next steps:

To use research findings to inform sus teaching across EY and incorporate mindful actions across whole school community.

Forest School - Relationship with Nature & Environmental Action

Why – relation with nature

What – Originated in Scandanavia, has become more popular across Europe of the last 10 years

How – experience and reflect

Next Steps – Expand beyond the EY!



[Click here](#) for our Forest School video



Primary Years– Voice Choice and Agency in PYPX



Top 3 Choices
I would love to explore...

Choice 1:	Choice 2:	Choice 3:
Animals	Music	Volunteering
<p>Possible issues or opportunities:</p> <p>Most people are eating meat, causing animals to suffer every minute.</p> <p>People taking parts of a forest which could damage animals' habitats.</p> <p>Endangered animals.</p> <p>Opportunities:</p> <p>Get out in the city.</p> <p>Animals at the zoo/high school, or you can help them in schools.</p>	<p>Possible issues or opportunities:</p> <p>Accessibility.</p> <p>Some kids play with their phone music and play AR's music and some are using a lot of energy.</p> <p>Calm music helps kids go to sleep.</p> <p>Nursing homes help babies who can't talk.</p> <p>Music helps you in many ways.</p>	<p>Possible issues or opportunities:</p> <p>Some people are not helping the world.</p> <p>Overbuilding.</p> <p>Not enough food for people.</p> <p>Some people are not helping the world.</p>
<p>Key Concept:</p> <p>Form</p> <p>Change:</p> <p>Responsibility</p>	<p>Line of Inquiry:</p> <p>What animal is the best?</p> <p>How can we help animals?</p> <p>How can we help animals in schools?</p>	

My Transdisciplinary Theme **Central Idea**

Sharing the Planet	Human interference may impact animal survival
1. Choose This Theme Because...	
Key Concept:	Line of Inquiry:
Form	What animal is the best?
Change	How can we help animals?
Responsibility	How can we help animals in schools?



My Action Plan!

What type of action are you interested in taking? Tick any that interest you.

Participation	Agency	Social Justice	Social Entrepreneurship	Lifestyle Choices
	✓		✓	

Then plan at least 2 different ideas using the table below. Use the same side of the sheet to help you and the 'What type of action do I want to take?' sheet.

IDEA 1	IDEA 2	IDEA 3	IDEA 4
<p>Type of action I want to take: to reduce plastic.</p> <p>How:</p> <p>- Make a video.</p> <p>- Make a website.</p> <p>- I want to make a game (maybe an app).</p>	<p>Type of action I want to take: to inspire others to change their behaviour.</p> <p>How:</p> <p>- I want to ask an expert so they can help me.</p> <p>- Spread awareness.</p>	<p>Type of action I want to take: to help someone in need.</p> <p>How:</p> <p>- I might design an app so that people will be able to help.</p>	

Sustainability through the PYPX (Primary Years Program Exhibition):

1. Education - Global Goals
2. Explore passions
3. Connect passions to Global goals
4. Find out more - RESEARCH!
5. Present their learning
6. Take Action!

*Next steps – making more purposeful connections between their passions and sustainability. Explore how wider world issues connect to sustainability, global goals and inner development goals.



Middle Years - Sustainability in initiatives and Student Voice



WHAT: Encouraging students to reflect on our practice to become more sustainable citizens.

HOW: By giving them the space, purpose, belonging and support to actualize their ideas for sustainability.

WHY: It is paramount to give students agency to bring about real change.

NEXT STEPS: Podcast, Gardening CCA, events among the wider community/ events in the House system.

Upper School– Embedding sustainability in CAS and the MYP & DP Curriculum –



WHAT: Embedding sustainability into the CAS and SA pedagogy.

HOW: By giving students the space, resources and support to actualize their ideas for sustainability.

WHY: It is paramount to give students agency to bring about real change.

NEXT STEPS: Sustainability CCA, Upcycling (CAS projects and school play), fundraising initiatives for sustainable charities etc..

Student Sustainability Group – Empowering Student Voice and Action

WHAT: Student Sustainability Group (name TBC)

WHY: To improve sustainability in the Amity community and give students a voice and opportunities for taking action.

HOW: Connect passionate students to share ideas and develop actions

- Identify student-driven short term and long term sustainability goals

NEXT STEPS:

- Stakeholder meetings to be arranged for eliminating disposable coffee cups and connecting composting initiatives
- Tasks to be completed
- Set next meeting time



What is next:



Next Steps – Second round of Hacks



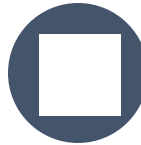
Connect with the Community



Local and Wider



(municipality)



Continue Cycle of resonance through Feedback Loops-Self Evaluation



Dialogues through Fika Groups and Dialogue Dining



Make Conceptual Thinking about ESD Visible

**INTERESTED TO KNOW
MORE HOW TO START
AN INNOVATION
JOURNEY AT YOUR
SCHOOL?**

Reach out to us:

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