

# Stepping Up in Sustainability 2012-13

## New College Stamford Case Study



<b>Title of project</b>	<b>Discovering Sustainability</b>	
<b>Lead partner organisation name and address</b>	New College Stamford Drift Road, Stamford, Lincolnshire. PE91XA	
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<b>1. Aims of the project</b>	The project was focused on developing new teaching and learning techniques with 'sustainability' as the key theme to encourage learners to think about their subjects and their responsibilities as 'global citizens'. The project involved teaching staff undertaking a series of supported small scale action research projects to develop this in the classroom, while the College pulled together the resources to share and disseminate amongst all staff. Teachers from partner Colleges also got involved in the workshops developing some of the teaching and learning activities and were able to run parallel activities in their own institutions.	
<b>2. Situation: Identify the situation or issue that faced you</b>	<ul style="list-style-type: none"> <li>• We were working on what changes should happen in the curriculum to prepare learners for the future</li> <li>• We wanted learners to develop their own sense of responsibility and understand the world around them</li> <li>• We wanted to raise learner motivation and independent thinking skills so that they were better informed about the future choices they could make</li> <li>• We wanted to develop the partnerships we had with other Colleges which were focused on developing teaching practice</li> </ul>	
<b>3. Task: Define the outcomes you needed to achieve</b>	<p>We needed to:</p> <ul style="list-style-type: none"> <li>• Ensure that teachers had a range of tools associated with teaching, learning and assessment to encourage learners to engage with what their future World would look like. Therefore, we needed to develop practical classroom activity that could be used to developing learning at different levels for different abilities</li> <li>• Ensure that we had opportunities for learners to explore their progression in association with this so that they could move forward in their lives</li> <li>• Ensure that this was referenced and disseminated to the wider College.</li> </ul>	

	<p>The external drivers for this came from earlier research we had done on altering the curriculum, and drivers around the new Ofsted Framework. However, it also ultimately made sense to improve the quality of teaching and learning.</p>
<p><b>4. Actions that you took in order to achieve your plan, and your approach</b></p>	<p>We invited staff from our own organisation and partner organisations to take part. We felt it important teachers wanted to engage. We then ran an initial workshop period with SUNCETT to plan activity. Teachers had time off timetable to do this. They looked at: community of enquiry as a technique to introduce a project and to develop learner’s questioning skills, different types of assessment to get learners questioning using the 5 elements of AfL, developing workshops about progression into further learning and work opportunities in the sustainable development field, and we developed part of the VLE on sustainability providing resources for teachers, as well as providing elements for the College’s Green Week.</p> <p>Over a period of a term the staff developed projects using these techniques based on ‘Diversity’, ‘Young Britain’, ‘the History of Art and its role Today’ and ‘Up-cycling’. These live briefs led to learners showcasing their work. We then developed ways of encouraging learners to reflect on their work through changing assessment feedback and making it more sustainable. We developed a day for A Level students to find out about HE courses and careers in the ‘environmental’ and ‘sustainable’ sectors. We then showed videos to the whole College about sustainable development. This was linked to new staff VLE pages.</p> <p>The teachers then had a final day to evaluate their research and plan the next stages and turn it into academic posters so that the findings themselves are sustained within the sector.</p>

## 5. Results that you obtained

There were many interesting results:

- 35 learners have been engaged in a careers day looking at how further learning and employment linked to sustainable development;
- 29 learners have developed creative work based on the theme of 'Diversity' and have gone on to develop an exhibition about this;
- A group of 13 students were involved in a fashion recycling project (turning tents into coats);
- 22 learners have been involved in ongoing 'Communities of Enquiry' to explore issues that reflect to their projects;
- 17 learners have been involved in developing their 'thinking skills' using sustainability as a starting point for this;
- We have been able to set up a part of the VLE on 'sustainability' and we have begun to populate this with teaching and learning resources;
- We have used Climate Week as a vehicle for developing a week of activity which has included showing a video each day to around 30 learners on the effects of climate change;
- 10 teaching staff have spent time working with each other on aspects of teaching and creating research projects about it. These have been focused on how we get learners to be 'global citizens' so they are focused on a range of things such as developing questioning technique and assessment feedback;
- 6 days of staff CPD has been undertaken to deliver the project;
- A dissemination event shared the work with 11 other members of the teaching team;
- 2 members of staff are planning on taking the work to the LSIS Teaching and Learning conference;
- 10 research posters are being produced on work done that we can share this with the wider sector and make the approach to CPD more sustainable itself.

<p><b>6. What made the project a success? What were the key ingredients?</b></p>	<p>We had started to think about this type of work previously. However, this project gave us time to really reflect on it. The key element was having staff who were keen to engage on it and who were willing to be reflective to get better. We also had to allow staff the freedom to develop different approaches and not to be scared to allow different outcomes to come from the query: <i>what gets the learners to engage in a meaningful way which transforms their thinking of their role in the wider World.</i></p>		
<p><b>7. What would you say were the most important things you learned from this project, which you will take forward as an individual or as an organisation in your sustainability journey?</b></p>	<p>The biggest issue was the learners had no sense of their role as a 'global citizen'. Therefore, to make it meaningful we had to do much more work on embedding understanding and skills associated with learners. This meant that we had to spend more time thinking and working on assessment practice than we envisaged. We also needed more time to fully evaluate the impact of all the interventions.</p>		
<p><b>8. Any resources or tools produced by the project</b></p>	<p>A series of Academic Research Posters are being produced to highlight all elements of the project.</p> <p>These are available on request.</p>		
<p><b>9. Total costs of the project</b></p>	<p>LSIS funding</p>	<p>Match funding</p>	<p>Total funding</p>
	<p>£9750</p>	<p>N/A</p>	<p>£9750</p>

	<p><b>Funded by LSIS through the Stepping Up in Sustainability Fund</b></p>	
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