



EDUCATION FOR SUSTAINABLE DEVELOPMENT STRATEGY

This policy will be reviewed annually or in response to changes in legislation		
Created	June 2023	Chief Operating Officer
Last Review		
Approved	July 2023	Proprietor (Board)

Introduction

In 2022 Thomas's London Day Schools commissioned a Sustainability Strategy by Kite Insights. The strategy advises seven areas for action and commitment: Kite Insights 2022 Sustainability strategy introduction:

At Thomas's, we are determined to achieve outstanding levels of environmental sustainability. Our strategy sets out a plan to provide forward-thinking climate education, empowering students to become change agents in their own right, and equipping them with optimism and preparedness for the future.

With the Sustainable Development Goals (SDGs) providing the framework for our collective action, our strategy identifies seven areas of action and commitment, including for our whole institution to be net zero by 2030 whilst also becoming a centre of academic excellence for applying an environmental sustainability lens to the curricula. These actions and commitments fall under three strategic objectives:

- 1. Lead with ambition*
- 2. Empower pupils*
- 3. Create the conditions for sustained action*

TLDS aims to be a Centre of excellence for sustainability leadership in through school education. TLDS acknowledges that our planet faces a climate emergency, ecological crisis and significant socio-economic challenges on a global scale; such as those the UN Sustainable Development Goals seek to address.

<https://sdgs.un.org/goals>

Sustainable Development aspires to address environmental, social and economic challenges with the ultimate aim of creating a better future for our world.

Education for Sustainable Development is concerned with creating curriculum structures and subject content which deliver Sustainable Development.

The United Nations Sustainable Development Goals



As an education institution TLDS is uniquely positioned to champion sustainability and, in particular, to provide an environment that promotes the role of holistic education in creating a more sustainable world. We aim for all of our pupils to be equipped as 'global-citizens' and to be able to contribute to the development of a better future for the planet and their everyday lives.

This document provides:

- examples of the way in which ESD topics relate to TDLS programmes and the curriculum;
- examples of how ESD is facilitated through curricular and extracurricular activities at the group schools;
- an analysis of ESD intended learning outcomes, with suggestions of outcomes that might be further enhanced through TLDS formal and informal education.

Example sustainability themes

- Understanding the environmental impacts of the education, co curricular and support services and what opportunities exist to partially or entirely mitigate negative effects;
- Understanding the cultural and social benefits of learning and empowering students and staff to enact positive societal change through the curriculum. Examples include:

Implementing the strategy

Annual and Periodic Programme Monitoring

Plan to Education for Sustainable Development as a review subject for a group schools green unicorn teams and develop into the curriculum.

Artistic Projects

Artistic projects are excellent vehicles for embedding ESD, especially in their environment, as they provide an opportunity to study sustainable development themes in depth using various artistic approaches such as art, music and drama

Student Projects

Green unicorn teams are already involved with sustainability projects for example green travel plans. Wider pupil involvement will be delivered through projects such as Clapham Schools partnership with the Eden project and promoting and designing sustainable learning outdoors environments and reaching net zero targets.

Extra-curricular activities

There are many ways ESD learning opportunities could be promoted outside of the curriculum:

- TLDS Green Week.
- Net Zero Waste Challenges provide an opportunity to learn about the environmental impact of waste and packaging
- TLDS will continue to provide resource and funding to these initiatives which help to deliver our sustainability programme.

Supporting staff

TLDS recognises that there are limits to internal knowledge of sustainable development topics. As such, the Schools recognise the need to support academic staff in order to be able to implement the teaching of SD. TLDS will create spaces for dialogue, collaboration and participation around ESD such as the use of staff insets and working groups days to increase staff awareness and knowledge of ESD.

TLDS will encourage and consider professional development opportunities and will support staff to undertake professional development in delivering ESD.

Learning outcomes

The Sustainable Development Guidance sets out the intended learning outcomes for ESD.