



Impact of Introducing Photocopying and Printing Quotas into a School

(Submitted by Georgina Schofield, 2017, while serving as Lower School Principal at International School of Havana, Cuba)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Synthesizing Thinking • Guiding Discussion <p>Overview:</p> <p>The Sustainability Compass was completed by a Lower School Leadership Team in analysing the effect of introducing printing and photocopying quotas. The issue had been thought about for many weeks and we wanted to see as many of the possible outcomes as possible in order to mitigate any unintended consequences.</p>
Context of lesson/case study:	Anticipating consequences and impact of a possible decision that would affect the whole school
Participants (# and description):	Lower School Coordinators: Donna Kelly, Mabetty Perez, Martiza Valdes, Georgie Schofield (Lower School Principal)
Topic, Theme, or Key Understanding of unit/project:	Impact of introducing photocopying and printing quotas into a school where this had not been in place before
Length of unit/project:	The issue was on the PLT's agenda for quite a few weeks, with the discussion being returned to after consideration.
Resources/materials & setting required:	Sustainability Compass to be completed, markers, within a PLT meeting
Lesson Plan/Description of the Project:	
<p>After the issue of alarming amounts of copying being carried out, the PLT, as part of the extended leadership team, began considering the introduction of photocopying and printing quotas. We collected statistics about the photocopying currently carried out and then considered different scenarios requiring different amounts of copying.</p>	
Reflection	
Plusses:	
<ul style="list-style-type: none"> • As well as being able to consider the benefits and possible problems side by side, we were able to focus on the possible unintended consequences and begin to build a plan to work with those. We will now be conscious of the quotas set and how there needs to be flexibility for certain grades/times of year/projects. • We also saw the implications of ordering and budgeting in the future, eg a possible increase in the amount of student books purchased. 	
Challenges:	
<ul style="list-style-type: none"> • This is not so much of a challenge, but a consideration for next steps would be to highlight somehow the pluses and negatives of the added points to try and give a visual prompt for whether the decision 	





would be a positive one to make or whether other strategies needed to be tried before making this particular decision.

- The prompts from the training that outline each of the Compass points would have been useful and next time I would include them on the chart paper for the participants to consider.

Suggestions for other practitioners and educators:

This was a great tool for analysing a potential decision. It could be carried out with dept/grade groups for a whole school decision and then an executive team analyses the points raised. This would allow everyone to contribute to a decision (and have their opinion aired) without needing to sit through a meeting that could end up either as a waste of people’s time or hugely negative. It would also allow for feedback from everyone without needing a common time, which is often very difficult to find in schools.

Evidence and Resources:

