



Co-create an Eco-Code Vision/Belief Statement for ISPP

(Submitted by Elaine Reimann, 2017, while serving as Early Years Teacher at ISPP, Phnom Penh, Cambodia)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Systems Iceberg • School Self-Assessment
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview:</p> <p>Self-Assessment - was used to guide our reflections with the attempt to honour what the school has already accomplished and how we are connecting our practices with the school mission and vision.</p> <p>Systems Iceberg - or for this particular workshop we used the cultural Iceberg, to help develop the awareness of how our actions are rooted and expressed through what we value and believe.</p> <p>Later the Sustainability Compass Tool was used to synthesise our thinking, sort ideas, and again, raise awareness to recognise the interconnectedness revolving around our thoughts on sustainability.</p> <p>While the grand objective of the workshop was to create an Eco-code for the school, it was imperative that specific fundamental knowledge and principles were communicated and understood.</p>
Context of lesson/case study:	Whole school representatives and stake holders workshop to develop a School Eco-Code
Participants (# and description):	Eco-Code Development Committee Members, Leadership Team Members (School Head, Secondary Principal, Primary Vice Principal, Parents, Primary School Student Council members, Secondary School Council Members. Total #20 participants
Topic, Theme, or Key Understanding of unit/project:	Co-create an Eco-Code Vision/Belief Statement for ISPP
Length of unit/project:	Three hours
Resources/materials & setting required:	Compass Poster, Iceberg Poster (or drawn on whiteboard) Stationery: Chart paper, post-It notes, markers and pens, plasterscine, tape. Optional: Charted the wall, an visual agenda, parking lot
Lesson Plan/Description of the Project:	
<p>What: Objective - Create an Eco-Code Statement for the school (One of several steps needed to obtain the Eco-Schools Green Flag of approval)</p> <p>Why: ISPP is committed to making continuous efforts to create the change needed to help make the world/Cambodia a better place. ISPP adheres to the high standards expected of an IB-World, CIS/WASC accredited school.</p>	





How: Approximately 20 participants comprised of a mix of stakeholders (students, parents, teacher, and leadership) are guided through a reflective and informative three-hour workshop.

As a result of the workshop, participants will:

Have established a shared understanding of:

- what sustainability looks/sounds/feels like @ISPP
- the nexus of sustainability and education @ISPP
- the importance of complexity and systems in interpreting the world, as well as more specifically to our community and our school
- ISPP community role as global citizen within the eco-system

Feel ...

- optimistic about the opportunities to promote sustainability @ISPP
- excitement about complexity and knowing we can make a difference
- confident to suggest and contribute to creating sustainable change @ISPP

Part 1:

Participants create a visual of an eco-friendly dream school - reflect on their creations and talk about what they included and why.

Part 2:

Participants are introduced to the ice-berg model to help guide conversation and dig deeper into their personal and collective underlying values and beliefs

Part 3:

Participants will be introduced to and use the Sustainability Compass Tool to develop their thinking and understanding of sustainability further. Also, help them recognise the interconnectedness that decisions may have in the four quadrants.

Finally - with exposure to these principles and understandings, participants will engage in small groups brainstorm session to develop an Eco-Code they can understand, practice and explain to others.

[Click here for a detailed lesson plan](#)

Reflection

Plusses:

- All participants attempted to engage with each of the session activities
- There was a good share of stakeholders
- A fair distribution of adults was available to support the younger participants at each of the table groups
- There was a sense that participants were 'making connections' to ideas they were discussing. This was evident by their thoughtful contributions and examples they used to make a point.
- One of the participant parents was also a teacher by profession and was a great help as she used her understanding of constructivist teaching/learning to support the younger participants and guide the small group table discussions
- By using a show of hands, the workshop leaders were able to see that the compass tools were new to the majority of the participants. Although this was at first interpreted that the outcome may not be as broad or deep as anticipated, it was positive in the sense that the newness of the tool and the guidance in the reflective process lead to some 'aha!' moments. An example of this was evident in a conversation about having 'therapy pigs' on campus. With the focus on well being and nature, some participants were adamant about the idea. But, in the process of walking them through what the plan meant through the lens of society and economy, 'the penny dropped'!





- The Iceberg and Sustainability Compass tools were crucial in the process to meet the intended objectives by providing a structure for thinking, discussing and streaming ideas. When the time came to brainstorm and draft Eco-Code suggestions, the level of discussion and articulated thoughts were evidence that learning had occurred.
- Workshop leaders had distinct sections of the plan to communicate, but were also flexible and worked well together. Their friendly way of working in tandem supported the creation of a collaborative, safe atmosphere in the room.
- The workshop plan, construct, timing, and the pace was just right. This was evident in that we were able to achieve the objective and all participants complimented and articulated having a sense of 'satisfaction' at the end of their three-hours together.

Challenges:

- Using the Iceberg and the Sustainability Compass tools were still relatively new to me, and I found it sometimes hard to think of good examples on the spot to illustrate a point. Doing the workshop with a partner was good as we were able to prompt each other. However, if I were to rerun the workshop, I would create a list of examples to have readily available to call on.
- Although we could not influence the variety of adult participants on the actual day of the workshop, retrospectively, it would have helped to have maybe two more adults on board. Moving forward, keep the workshop objective in mind, and what ratio of students to adults and age (grade) range is needed. Think of creative ways of getting the required audience to sign up to come.

Suggestions for other practitioners and educators:

- If you are facilitating as a team, be clear about who is presenting which parts, but stay flexible.
- As facilitators, we preselected the table groups for the students. This was helpful to make sure there was a mix of primary and secondary students spread evenly. They worked surprisingly well together.
- Keep an ear/eye out for students needing scaffolding and for conversations that may be reinforcing misconceptions.

Evidence and Resources:



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