

## What Makes Footprinting Work in a School?



### School Profile

Clachan PS is in a rural setting with a roll of 13 pupils (2009). Jean Dewey, the teacher who is leading on footprinting, is the Head teacher. She is a teaching Head with the support of three other teaching staff members (0.35 FTE), a clerical/classroom assistant and two ASN assistants who support two SEN pupils.

### Approach to Footprinting

The school is about to start working towards its third Green Flag and has decided to introduce work on the school's Ecological Footprint using Schools Global Footprint as a new area for the pupils. Pupils are working on the energy and waste components of their school's Ecological Footprint and are taking weekly measurements with one of the ASN assistants and the classroom assistant (who is also the school secretary).

### Key Points Ensuring Success

1. Eco-Schools work has high status in the school
2. Motivation comes from a desire to progress in the Eco-Schools programme
3. The Head teacher has a personal commitment to the work
4. Sustainable Development Education is approached in an interdisciplinary way
5. The Head teacher is well supported by other staff

Download [Schools Global Footprint Resources](#)

Use the [Schools Footprint Calculator](#)

For more information and support contact:

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## Detail on the Key Points

### 1. Eco-Schools work has high status in the school

An afternoon each week is given over to Eco-Schools work with part of the afternoon spent using that week's measurements to create graphs and charts. The school is very proud of its second flag and sees the benefits of Eco-Schools to all the pupils. To celebrate the second flag a community hoisting was held.

### 2. Motivation comes from a desire to progress in the Eco-Schools programme

The Head teacher attended the Introduction to Footprinting and Follow On courses and saw that footprinting would be a way of bringing a fresh approach to the Eco-Schools work as the pupils began working towards the third Green Flag. She felt that the new approach would be beneficial in terms of motivation as the pupils were becoming over familiar with the previous approach.

### 3. The Head teacher has a personal commitment to the work

Jean has been a member of Greenpeace for years and sees environmental awareness as an essential part of the pupils' education and as basic common sense. Her commitment means that she is always alert to potential speakers, grant sources or in kind support that can be tapped into from the wider community.

### 4. Sustainable Development Education (SDE) is approached in an interdisciplinary way

When teaching a topic concerning SDE Jean will always try and use it to deliver outcomes in subject areas such as Maths, and when teaching something specific in a subject area, i.e. measuring, she will get the pupils to practice measuring in relation to an SDE topic. The school has had a wind turbine installed and the pupils use readings taken from this as the basis for Maths work; a smart monitor is used to look at electricity usage and waste is constantly being measured by the pupils.

### 5. The Head teacher is well supported by other staff

An ethos of awareness of energy use has always been part of the school's approach, with the classroom assistant/school secretary having always taken readings. One of the SEN staff is very green minded and would be teaching the pupils to make bio-fuels if he could!