



# ESD-Net Training Workshop

Thailand, 21 - 24 August 2007

## Whole School Approach to ESD

**Joy de Leo**  
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# ESD APPROACHES – Progress Continuum

*(Stephen Sterling – Sustainable Education)*

## Education about ESD - Accommodating

Emphasis on content, information, knowledge

Easily integrated into curricula and existing paradigms

May not change values and behaviours



## Education for ESD - Adaptive - Learning for change

Includes knowledge, values and skills

Reform curricula but within existing paradigms

Values contradictions between theory & practise



## Education as ESD - Transformative – Learning AS change

Schools Role Model sustainable practices, values & behaviours

Provide transformative, holistic learning experiences

Participative, collaborative, shared leadership/decision making

# Whole school approach to ESD

**ESD Values, Principles & Practices reflected in every aspect of the school's activities :**

- **the mission/vision, purpose and shared values**
- **all school policies and guidelines**
- **behaviour of students, teachers, staff, parents**
- **curricula & learning materials in all subjects**
- **teaching/learning process, methodology, pedagogy**
- **the whole school ethos, culture and environment**
- **community partnerships and participation**

# **Why do we need to know about a whole school approach to ESD?**

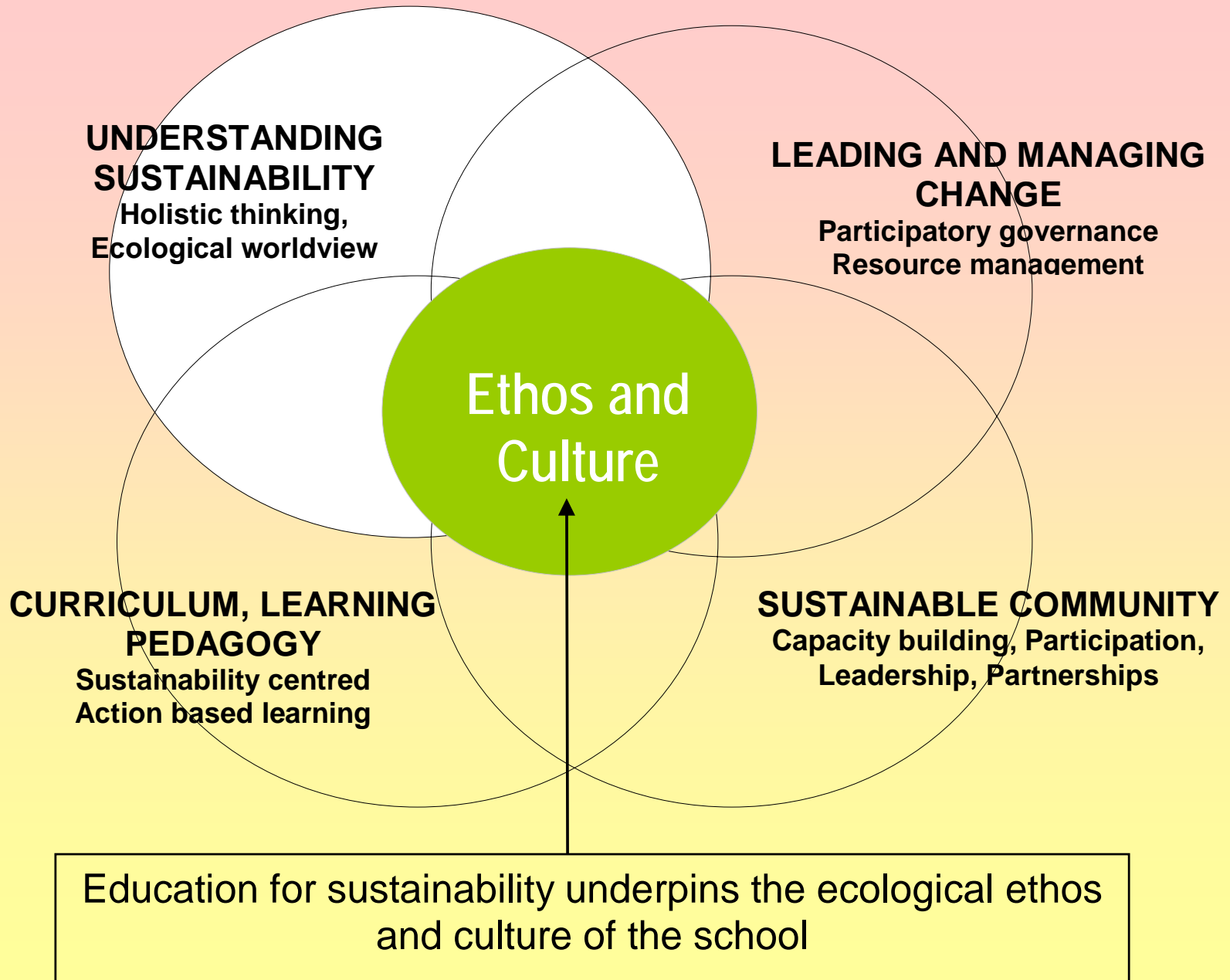
**To prepare teacher trainees with the knowledge & skills to work towards a whole school approach to ESD in their schools**

**To mirror the whole school approach in a whole TEI approach to ESD in your Faculty:**

**In both formal and non-formal/hidden curriculum**

# Features of a whole school approach to ESD

- **School leadership** uses democratic & participatory whole-school decision-making processes & includes ESD in school planning
- **Whole-school participation** in action & improvement plans
- Reciprocal community, family and stakeholder **partnerships**
- **Participatory learning approaches** to develop critical thinking skills, intercultural understanding, participation & citizenship
- **Integration of ESD across all curriculum subjects**
- Learning occurs both within & **outside school context**
- **Key concepts & values** reflected in hidden, non-formal curriculum
- **Professional development** for teachers, management & partners
- **Greening & multiculturing** the school environment
- **Reducing the school's ecological footprint, use of resources**
- **Monitoring, reflection & evaluation** inform future actions
- The school becomes a '**learning organisation**'
- **Reflective practice & action research** among teachers



# SA Sustainable Schools Model & Rubrics

**Starting**→ **Challenging**→ **Committing**→ **Transforming**  
**School Community Ethos & Culture** for sustainable lifestyles

**Vision and Values** – develop & implement shared vision & values

**Interconnectedness** – of social, economic, environmental factors

**Whole-school approach** – community commit to sustainability

**Understanding Sustainability** – by whole school community

**Learning, inquiry & change** for sustainability

**Learning, Curriculum & Pedagogy** for sustainable lifestyles

**Sustainable Community** connections, capacity building, and partnerships for sustainable lifestyles

**Leading & Managing Change** – shared leadership, planning, & governance

# Whole School Approach - Guiding Principles

- Develop a **whole school culture** committed to ESD
- Knowledge, values, skills, understanding, **integrated in curriculum & policies**
- Involves **whole school community** - teachers, students, staff, parents & community
- Fosters **partnerships** in local community
- **Quality values-based** teaching & learning, towards sustainable lifestyles
- Achieve measurable social, environmental, educational & economic **outcomes**



# Infusing ESD into the School Curriculum

- **One subject** (eg Society & Environment) **OR** **all subjects** **BY**
- **Writing learning outcomes & key ideas into curriculum**
- **Building into the learning processes/methodologies**
- **Establishing ESD shared values that permeate everything**  
(ie respect, responsibility, care, equity, tolerance, valuing diversity)
- **Introducing Service-Learning to the school**
- **Introduce school-wide sustainability projects that meet local needs**, with shared responsibility among student classes, teachers & parents, in partnership with business & community
- **Integrate in system-wide/school policies (if possible)**
- **Write into National Goals for Schooling & National Policy**

# Sample Learning Outcome Statements

Learning outcomes in Curriculum Frameworks enable consistent lesson planning, learner assessment & reporting:

**Subject: Society & Environment– Primary ([www.sacsa.sa.edu.au](http://www.sacsa.sa.edu.au))**

**Key Ideas:** Learners examine natural & social environments in local & global communities & analyse patterns, systems & relationships.

Learners (L) consider sustainability & care of resources & places as they explore how people's attitudes & values affect their interactions with natural features & cycles.

**Learning Outcomes:** (L) Explains & communicates how people interact & identify with environments. (Yr 2)

(L) Shows & reports on understanding of interrelationships between natural & built environments, resources & systems. (Yr 4)

(L) Identifies & describes significant resources, explains the threats which endanger them, & suggests strategies to combat threats. (Yr 6)

# Benefits for Schools

- **Integrate in subjects**  
eg conducting an environmental audit of the school in Mathematics & English
- **Reduced consumption of resources & improved management of the school grounds**
- **Financial savings for new equipment/resources**
- **Teachers and students working on real-life problems and outcomes**
- **Professional development opportunities for the whole school staff**
- **The school becomes a model for sustainability within the local community**

# Implications for Teacher Education

- **Awareness & knowledge of key ESD issues – local & global**
- **Systems thinking, critical & analytical thinking skills**
- **Ability to identify, clarify, develop and live the values**
- **Understand the processes of human development, values formation and the process of change/transformation**
- **Skills in appropriate teaching/learning processes and methodologies to integrate ESD content & values in school curricula, classroom practice & across whole school**
- **Develop communication, values clarification & consensus skills with students, parents & the school community**
- **Awareness of appropriate ESD materials and resources & ability to develop own ESD resources**

# SOURCES

Some information in this presentation was adapted from:

[www.aries.mq.edu.au](http://www.aries.mq.edu.au)

**Henderson, K and Tilbury, D. (2004)**

*Whole school approaches to Sustainability: An international review of whole-school sustainability programs*

**Report Prepared by the Australian Research Institute in Education for Sustainability (ARIES) for the Australian Government Department of the Environment and Heritage.**

## **CASE STUDY - Global Communities for Sustainability Project**

A joint initiative linking 20 school communities in Australia and Gujarat India in communication and exchange to explore sustainability issues that have local & international dimensions, by a guided process.

Local collaborative school-led teams comprise a teacher, students & representatives from the local council & a community organisation.

The project facilitates sharing and learning of :

- Sustainability issues, actions and experiences
- Collaboration and communication
- Community building and community learning
- Ownership of problems and solutions
- Adaptation of action to diverse socio-cultural contexts

**<http://www.ceeaustralia.org/gcs/about.asp>**

## CASE STUDIES - Whole School Approach

- **China's *Green School Project (1996)*** - MOE initiative funded by the State EPA. Run by the Centre for Environmental Education & Communications (CEEC)

The program's key focus areas include:

- Whole-school environmental management & protection
- EE curriculum
- Professional development
- Greening of school grounds
- Green School awards at municipal, provincial, national levels (15,000 schools have received awards so far)

# **CASE STUDIES - Whole School Approach**

## **New Zealand's Enviro schools (2002)**

**Began with 3 pilot schools, then expanded.**

**Regional Coordinators support 2 options for schools:**

- 1. a three year facilitated program, and/or**
- 2. an award scheme for schools**

**Whole-school approaches to sustainability based on themes of:**

- organisational principles**
- operational practices**
- physical surroundings**
- a living curriculum**



# CASE STUDIES - Whole School Approach

## Australian Sustainable Schools – Dept Environment & Heritage

- Sustainable Schools integrate sustainability education into a holistic program with measurable environmental, economic, educational & social outcomes
- Improvement in a school's management of resources & grounds (including energy, waste, water, biodiversity, landscape design, products & materials) & integrates into the existing curriculum & daily running of the school
- Action-based involving whole school community in the sustainable management of the school
- Sustainable Schools link to & complement existing environmental education programs such as *Energy Smart Schools, WasteWise, Waterwatch, Waterwise, Landcare*

[www.deh.gov.au/education/sustainable-schools/index.html](http://www.deh.gov.au/education/sustainable-schools/index.html)

# SPECIFIC SCHOOL CASE STUDY

## South Australia – Aldgate Primary School

- Commitment to environmental care & action
- Values & Futures Education focus on being knowing & doing
- In the process of moving from EE to ESD
- Learning together about more sustainable lifestyles through simple, everyday changes that make a real difference
- The 4 strands are: air/energy, water, resource use/waste management, and biodiversity
- Students are partners in decision making, designing their learning activities, deciding school directions & priorities, & participating actively in the ESD focus
- Develop positive, genuine relationships among children, staff & families, supporting each other
- Students actively work in a wide range of learning activities that involve staff, peers, parents, & the community.

[www.aldgateps.sa.edu.au/](http://www.aldgateps.sa.edu.au/)

# **SPECIFIC SCHOOL CASE STUDY**

## **Antonio Park Primary School**

**Integrated sustainability into all levels of the curriculum covering 4 sustainability areas (ie energy, water, waste, biodiversity) over 2 years.**

- An animal program with chickens & lambs**
- A wetland & vegetable garden area**
- A 40,000 litre rainwater tank that also serves the toilet system**
- A nature trail through remnant bushland**
- Possum and bird breeding boxes.**
- Environmental activity days - teachers work in groups with students of all levels.**

# **SPECIFIC SCHOOL CASE STUDY**

## **Jervois Primary School**

- **Began by developing shared values & vision statement with school community**
- **Teachers shared responsibility for different areas (ie air, water, energy, recycling, biodiversity)**
- **Mapped & integrated sustainability across the curriculum**
- **Focussed on teacher and community development**
- **Encouraged children to undertake homework projects at home so parents learn with them**

### **Next steps:**

- **Eco-mapping school's ecological footprint**
- **Understanding interconnectedness of all ESD perspectives**



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# **SESSION 5**

## **Group Discussion Exercise**

**Develop practical strategies for change towards delivery of ESD in your context.**

**Anticipate potential problems and barriers to change in your context and develop practical approaches for overcoming these.**

**What support would you need to implement change successfully in your context?**

**What partnerships would support the changes?**