

SUSTAINABLE SCHOOLS WA

SUSTAINABILITY/EDUCATION for SUSTAINABILITY (EfS)

KEY ELEMENTS RUBRIC – TEACHING AND LEARNING



AUSTRALIAN/WESTERN AUSTRALIAN CURRICULUM

Key Organising Idea(s): 8. Designing action for sustainability requires an evaluation of past practices... and balanced judgements based on projected future economic, social and environmental impacts.

Key General Capabilities: Critical and creative thinking; ethical understanding; personal and social competence.

	STARTING	ESTABLISHING	ACHIEVING	EXCELLING
Review	Individual teachers are involved in environmental and/or socio-cultural education activities.	Staff are integrating existing environmental and socio-cultural education activities into a coordinated EfS framework.	The school has clear priorities that guide the integration of EfS throughout the whole school community.	EfS is delivered in a cohesive way consistent with a whole school approach.
Approach	Individual teachers use a collaborative, action learning approach to teaching and learning (transformative education).	A transformative education approach is being applied within the teaching group.	A transformative education approach is supported at a whole-school level.	A transformative education focus supports positive engagement by the whole school community.
Curriculum integration	Individual teachers use sustainability as a context for teaching and learning.	Increasing numbers of staff use sustainability as a context for teaching and learning.	Most staff use sustainability as a key context for teaching and learning.	The school applies a comprehensive EfS scope and sequence to inform its curriculum provision.
Professional learning	A number of staff are aware of key sustainability issues and reflect this in their programs.	Staff participate in EfS professional learning and reflect this in their programs.	Most staff have participated in EfS professional learning. Staff, students and the community learn together as they achieve sustainability outcomes.	Most staff have a good understanding of EfS. The school selects integrated EfS learning strategies that reflect local needs and context.
Evaluation	Individual teachers collect information on student learning related to EfS.	Individual staff collect a range of information which they use to improve EfS learning outcomes in their classrooms.	Most staff collect a range of information which they use to improve EfS learning outcomes and include in school reporting procedures.	A whole school approach is taken to evaluating and reporting EfS achievement. Results are used to inform future curriculum planning.