**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.

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|  | **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. |