

# SUSTAINABLE SCHOOLS WA

SUSTAINABILITY/EDUCATION for SUSTAINABILITY

## 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.

	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>ESTABLISHED</b>	<b>EMBEDDED</b>
<b>Pedagogy</b>	Individual teachers use a collaborative, action learning approach to teaching and learning (transformative education).	A transformative education approach is adopted by the broader 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.
<b>Curriculum integration</b>	Individual teachers use sustainability as a key context for teaching and learning.	Increasing numbers of staff use sustainability as a key context for teaching and learning.	All staff use sustainability as a key context for teaching and learning.	The school applies a comprehensive education for sustainability 'scope and sequence' to inform its curriculum provision.
<b>Ecological footprint and social handprint</b>	A teacher or teachers are actively engaged with one or more of the twelve action learning areas.	All staff are actively engaged with one or more of the twelve action learning areas.	All staff are, collectively, actively engaged with most of the action learning areas. Links between the action learning areas are frequently made, often through specific programs and/or activities.	All staff are, collectively, actively engaged with all of the twelve action learning areas. Links between the action learning areas are well understood, and often inform the school's engagement in specific education for sustainability initiatives.
<b>Professional learning</b>	A number of staff are aware of key sustainability issues and reflect this in their programs.	Staff participate in education for sustainability professional learning and reflect this in their programs.	Most staff have participated in education for sustainability professional learning. Staff, students and the community learn together as they achieve sustainability outcomes.	Most staff have a good understanding of sustainability. The school engages with, and <i>provides</i> , professional learning opportunities that reflect local needs and context.
<b>Evaluation</b>	Individual teachers collect basic information related to education for sustainability e.g. student engagement.	Individual teachers collect a range of information related to education for sustainability including e.g. literacy and numeracy skills, wellbeing	Most staff collect a range of information related to education for sustainability learning outcomes and include in school reporting procedures.	A whole school approach is taken to evaluating and reporting education for sustainability outcomes/achievement. Results are used to inform future curriculum planning.