

# Integrating the *Sustainability Education* Cross Curriculum Priority



NSW Institute of Teachers  
Course No.TBC



Environmental and Zoo Education Centres

# Program

1. Welcome and Acknowledgement of Country
2. Pre-Course Reading Recap
  - Stage Statement Overview (from Implementing the Environmental Education policy in your school)
  - Webquest – Getting started with Sustainability
  - Ecological Footprint Calculator
  - Positioning yourself on the Sustainability continuum
3. Integrating environmental and sustainability education
4. Stage or subject workshops on the *Sustainability Action Process*, a DOE pedagogy to support Quality Teaching of sustainability education
5. Resources to support teaching *Sustainability Education*
6. Practical examples of integrating sustainability education, into the curriculum



# Environmental Education Policy for Schools

✓ This policy supports effective environmental education programs in government schools in NSW, provides guidelines on the management of school resources in accordance with ecological sustainability, and is a starting point for addressing global environmental issues.

## 1. Objectives - Policy statement

- 1.1** All schools will develop and implement a school environment management plan that is meaningful to the whole school community and is evaluated at regular intervals.
- 1.2** The school environment management plan should:
- be incorporated into the whole-school plan
  - link school administration and management with curriculum plans
  - be organised under the three focus areas of curriculum, resource and grounds management.

## 2. Audience and applicability

- 2.1** Principals and school communities

## 3. Context

- 3.1** The environmental education policy and plans of the Department of Education and Training reflect the vision and outcomes of *Learning for Sustainability*, the NSW Environmental Education Plan 2006-09. Environmental education is based on the principles of ecologically sustainable development legislated in the NSW Protection of the Environment Administration Act 1991, Section 6.

### **3.2** Document history and details

## 4. Responsibilities and delegations

- 4.1** The principal is responsible for the development and implementation of a school environmental management plan

## 5. Monitoring, evaluation and reporting requirements

- 5.1** Principals and school communities should evaluate and monitor the effectiveness of their school environmental management plan at regular intervals.
- 5.2** The Senior Development Officer, Sustainability will monitor the implementation of this policy and will report, as required, to the Director, NSW Curriculum and Learning Innovation Centre.

## 6. Contact

Sustainability Advisor (02) 9266 8517

# What is environmental education



Education **about** the *environment*



Education **in** the *environment*



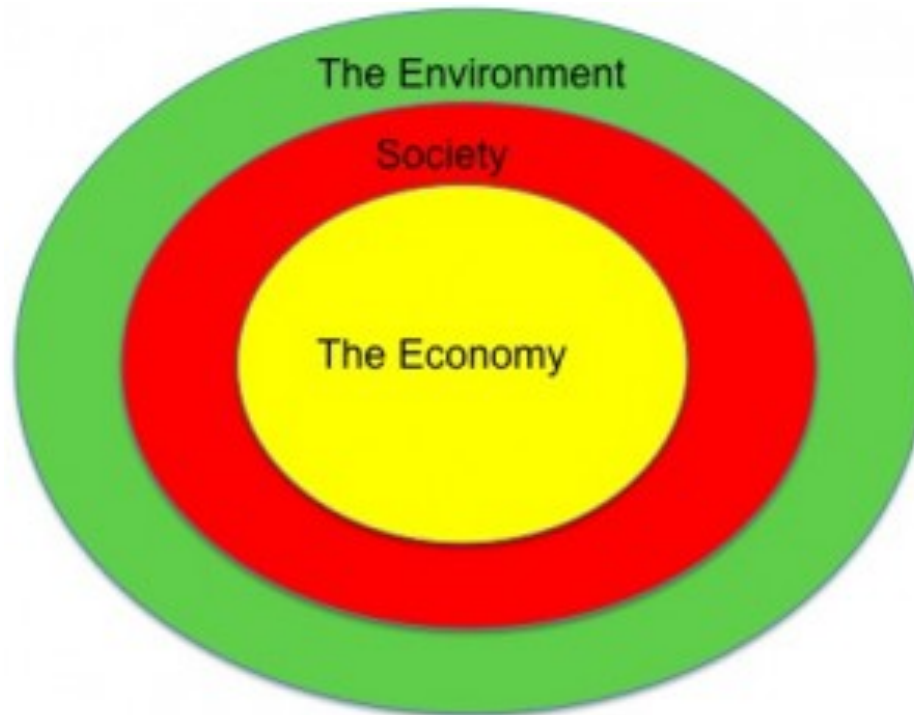
Education **for** the *environment*

# Education for the Environment - Sustainability



# Film clip discussion

- Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. It should equip students with skills, knowledge and confidence to contribute to achieving a sustainable future.
- Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.



# Sustainability and the NSW Curriculum

- *Sustainability* is one of three cross curriculum priorities **mandated** by the NSW Curriculum along with *Aboriginal and Torres Strait Islander Histories and Cultures* and *Asia and Australia's Engagement with Asia*.
- These cross-curriculum priorities are to be **embedded** in all learning areas. They will have a **strong but varying presence** depending on their relevance to each learning areas.
- The leaf icon indicates the opportunity to address the cross-curriculum priorities. There are endless opportunities however to integrate sustainability into your teaching practice in all KLA's.

Eg. Stage 3 Geography extract – Factors that shape places – could sustainability be incorporated into all three topics?

## Humans shape places

Students:

- investigate how people influence places, for example: (ACHGK029)
  - description of who organises and manages places eg local and state governments 🌿
  - identification of ways people influence places and contribute to sustainability eg roads and services, building development applications, local sustainability initiatives **F ST** 🌿 ⭐
  - examination of a local planning issue; the different views about it and a possible action in response to it ⚖️ 🗣️ 🌿

# Learning across the curriculum

- Sustainability can also be taught through the NSW Syllabi General Capabilities

## **Cross Curriculum Priorities**

Sustainability

Asia and Australia's engagement with Asia

Aboriginal and Torres Strait Islander histories and Cultures

## **General Capabilities**

Critical and Creative Thinking

Ethical Understanding

Information and Communication Technology Capability

Intercultural Understanding

Literacy

Numeracy

Personal and Social Capability

Civics and Citizenship

Difference and Diversity

Work and Enterprise

# How should Sustainability Education be taught?

## ***Sustainability Education:***

- should be part of everyday lessons.
- is interdisciplinary and should be systematically programmed, taught and evaluated as part of the K – 12 curriculum.
- should progressively build knowledge and skills through the stages of schooling that allow students to use the school site and other built and natural environments to investigate, plan, and take action for the environment.

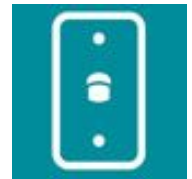
The *Environmental Education Policy For Schools* also provides a foundation to help students:

- develop a deeper understanding of sustainability
- build capacity to act
- Become effective environmental citizens for the future.



# Why Teach Sustainability?

1. It is mandated in all curriculums
2. To help reduce significant global environmental problems
3. To support the NSW Quality Teaching Framework
4. To enable students to become effective citizens and active change agents
5. To reduce the cost of school resources
6. It is the most important concept we can teach our children ie the relationship between human life and the physical world. The need to understand that resources are finite, the way we live is in excess of the level that can be sustained, and that change must occur to ensure the future for coming generations



# Programming for Sustainability Education

Sustainability education can be programmed by:

- **Embedding it in all KLA's** where appropriate, including through the *General Capabilities*
- Provide learning opportunities **outside the classroom** such as the playground, school kitchen gardens, outdoor classrooms, local excursions or by visiting an EEC or other environmental education provider
- Involving students in **student centred** and **collaborative** learning, in **authentic learning contexts**, especially around school resource management or external programs like *citizen science projects*.
- Encouraging participation in **global citizenship campaigns/projects** like Schools Clean-Up day, Earth Hour, World Green Date events etc



# Pre-Reading Feedback

- From the Federal Government website, *Sustainability in Schools*, describe a resource, that shows how to integrate sustainability education into the curriculum.



# How sustainable is your classroom or school?

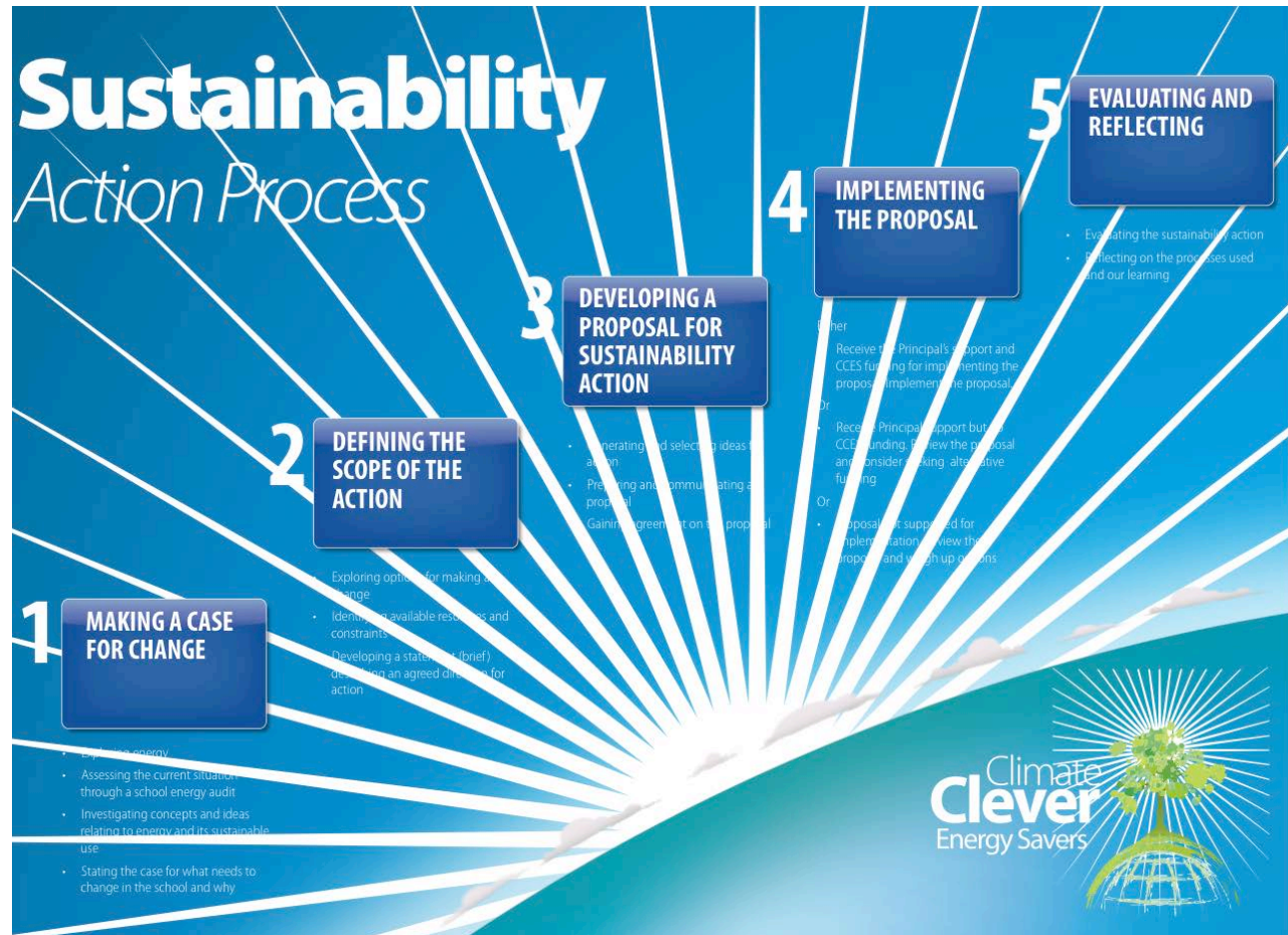
Our ecological footprint is the measurement of the amount of land we require to provide us with all our resources and remove all our waste. Our footprints can be reduced by:

- **Use of resources in your classroom** - How do you manage your lighting, water, heating, air conditioning, interactive whiteboard use, paper use etc. Do you have a holiday shutdown plan?
- **Disposal of wastes** - Where does your class dispose of paint, science chemicals, craft materials, food wastes etc?
- **School Recycling** - Does your school have a whole school recycling strategy?
- **Curriculum content** – Do you integrate environmental / sustainability education into your teaching programs?
- **School based green events / days** - Do you involve your class in events like No waste lunch days World Environment Day, Earth Day, National Tree Day, Clean Up Australia Day, No Power Hour, Mobile Muster?
- **Outdoor learning opportunities** – Have you visited an Environmental Education Centre or similar EE or EFS provider?



# Teaching Sustainability – The Sustainability Action Process (SAP)

- The Sustainability Action Process is a simple 5 step pedagogy that can be used to teach sustainability.



# A example of a SAP project on Stormwater

## Sustainability Action Process

*Project / Unit of work*  
*Stormwater*

**Focus area:**  
Investigating catchment  
management in your local area

1

### MAKING THE CASE FOR CHANGE

- An investigation of the local waterway reveals it is polluted. Clean catchments are important for healthy waterways

2

### DEFINING THE SCOPE FOR ACTION

- Investigations of school drains and local waterways reveals the school may be contributing to local waterway pollution

3

### DEVELOPING THE PROPOSAL FOR ACTION

- The class develops a plan to improve water quality like monitoring waterways, spraying a message on the school drains and informing the community about stormwater pollution

4

### IMPLEMENTING THE PROPOSAL

- The class carries out the actions from the plan

5

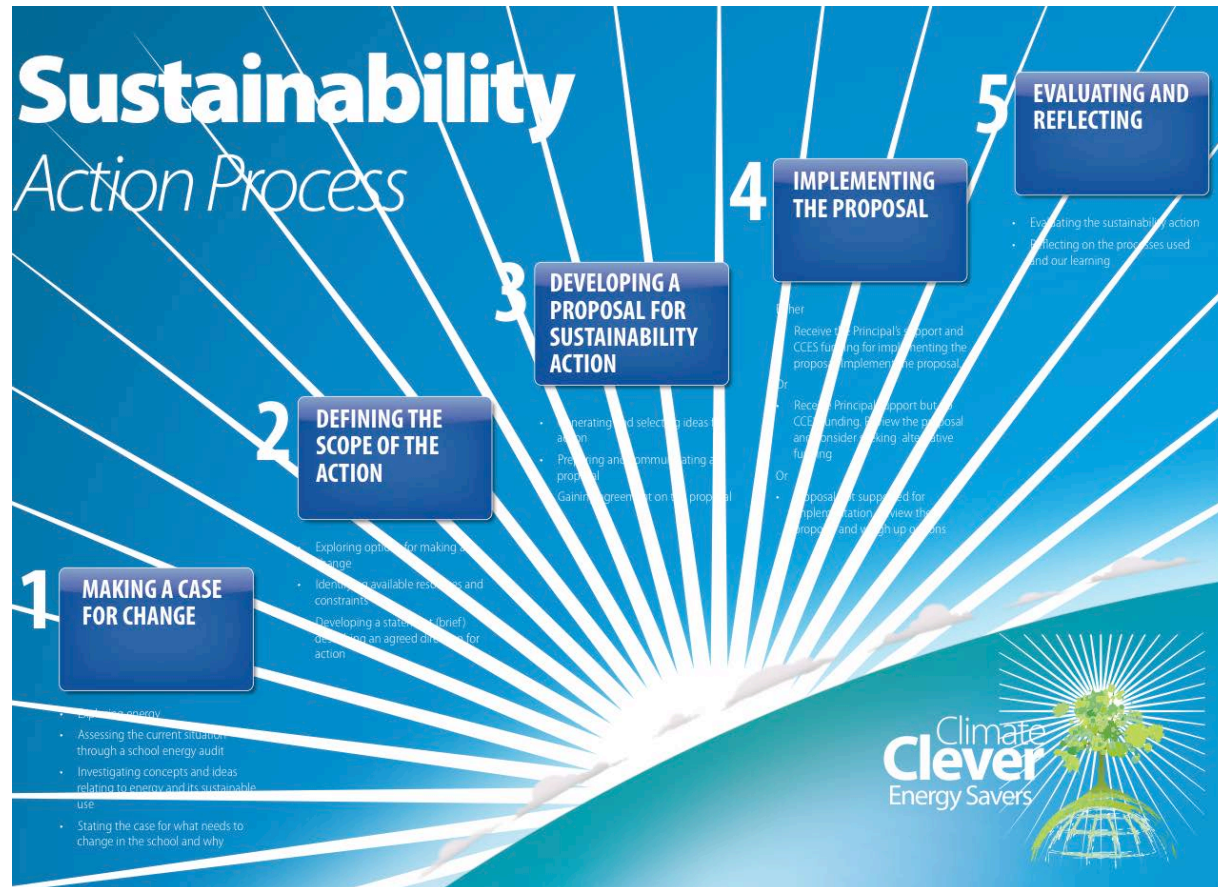
### EVALUATING AND REFLECTING

- Waterway pollution and school drains are re-examined for improvements



# Sustainability Action Process Workshop

- Discuss in stage or subject groups how you could use this process in your classroom, stage or whole school planning?



Consider the following: **Stage Outcomes** eg climate change / biodiversity water / energy, a **local school issue** eg litter / food waste, or a **School Community Focus** eg kitchen gardens/local river/local park etc