

Linking the SA Teaching for Effective Learning Framework with NRM Education resources

The SA TfEL Framework provides an 'internal compass' for guiding our designs for learning and decision making about our practice. Developing a whole school approach to pedagogy—through building common language, shared meaning and collective commitment to action—provides the basis for alignment of practice and a focused learning culture. For students, this means seamlessness in how learning is experienced, leading to improved engagement and achievement.

Presented below are examples of how NRM Education has assisted sites to actively link the frameworks to sustainability learning and action.

(Source: <https://www.decd.sa.gov.au/teaching/teaching-effective-learning/teaching-effective-learning-framework> 3/4/18)

Domain 1 Learning for effective teaching		
	EfS Principle	NRM Ed Resources/Examples
1.1 understand how self and others learn <i>leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design</i>	<p>Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews and to challenge accepted ways of interpreting and engaging with the world.</p> <p>Partnerships for change... make use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.</p> <p>Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.</p>	<p>Christ the King Warradale had two sustainability champions at the school run a session for all staff highlighting areas in the Australian Curriculum linking to sustainability. Days such as Clean up Australia Day were identified as focal points and two classes were identified for developing sustainability projects, which will be used as scaffolding for other classes.</p> <p>Marden Senior College called a meeting for interested staff to form an action team to collate an inventory of current teaching about sustainability (a CCP), suggest/recommend how this inventory might be expanded in the future, collate an inventory of current practices in maintaining a 'green' school environment, and suggest/recommend how these practices might be improved in the future. At the first meeting they reviewed the results of their staff survey of teaching practices and developed a vision. Student representation will now be explored.</p> <p>Nazareth Primary Campus, Findon formed a working group so each year level was represented by a staff member. The group discussed what each year level would like to work towards to embed EfS into their curriculum and what support that was available to them. Year levels are now held accountable to the rest of the school and can reflect their learning for the community to see.</p> <p>St Martin's Catholic Primary School's Sustainability Committee supports teachers to continuously create new ways to incorporate education for sustainability into their learning programs. Staff have access to an online EfS discussion community where they can share their practices, and students' learning is shared with families through their newsletter.</p> <p>Woodend Primary School staff visit other sites and do research to look at what other schools have done, what they can implement. The group produced a document with their ideas that is shared with leadership and the wider school community.</p>



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<p>1.2 develop deep pedagogical and content knowledge</p> <p><i>Leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice</i></p>	<p>Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.</p>	<p>At Star of the Sea School each year level has identified a different area in the school that they are responsible for and which is their sustainability focus for the year (e.g. food garden, worm farm and composting, 10c recycling). Several areas outside the school grounds have been identified to enable students to visit a new area, or to bring this area into the school when it's not possible to visit. Staff have the opportunity at meetings to ask for support or input as to how these areas can be used or if there is a need/gap that can be filled, either inside or outside the school grounds. Students can see their learning transferred into on ground sustainability initiatives.</p> <p>Thebarton Senior College's Sustainability Coordinator surveyed staff about incorporating sustainable development outcomes into their student learning assessments. 71/100 staff responded very positively to being able to incorporate sustainable development outcomes into their assessments, and staff are being provided with professional development and individual support to adjust their curriculum.</p>
<p>1.3 participate in professional learning communities and networks</p> <p><i>leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school</i></p>	<p>Participation... at all levels is critical for engaging groups and individuals in sustainability.</p>	<p>Highbury Primary School hosted multiple workshops and tours to promote the school's waste system, along with videos on YouTube and a case study. Tea Tree Gully Council is now using Highbury as a site for the local community to collect green waste caddies, and the school has implemented a weekly nude food day every Wednesday to encourage families to reduce food packaging.</p>
<p>1.4 engage with the community</p> <p><i>leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school</i></p>	<p>Partnerships for change... make use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.</p> <p>Systems thinking... equip people to understand connections between environmental, economic, social and political systems.</p>	<p>Alberton Primary School has an ongoing partnership with a local sustainable cafe, whereby the students grow produce in their garden which is used to prepare meals at the cafe, with proceeds going back to the school's sustainability projects. This has not only extended the reach of the school's sustainability programs but formed strong links to the community through the cafe owner, allowing for raised awareness of the school's programs.</p> <p>Glenunga International High School set up a crowd-funding campaign with Bendigo Bank (in partnership with Earth Hour, Cool Australia, ZEN Energy and The People's Solar) to raise \$100,000 for more solar panels. This Student Forum-led initiative is an action in the SEMP to reduce the current expenditure on electricity of approximately \$20,000 per month, and re-invest this into student learning. Students presented to their peers at assembly about the campaign, and shared the campaign with the wider school community through social media.</p> <p>Mitcham Primary School sought out and actively built a connection with surrounding schools, community groups and government to form the Brownhill Creek Association Education and Revegetation Group. The group has met at the Brownhill Creek Tourist Park to undertake training on auditing the environment with Friends of Brownhill Creek and NRM Education.</p> <p>Ocean View College Year 9 students are taking part in an on-ground project at the Taperoo Dunes in partnership with their local Friends group, with a classroom program built up linking their practical activities to the Science curriculum. The school's commitment to offering similar programs for other year levels has been documented in their SEMP.</p>



		<p>Star of the Sea School has a working group which meets each term to provide updates on each year level's sustainability learning and actioning. Each year new members of the working group reflect on the previous year's learning and sustainability systems, and plan for the following year's sustainability theme, aimed to continue the achievements and develop new goals for improvement. Sustainability is incorporated into Annual Improvement Plan.</p>
<p>1.5 discuss educational purpose and policy</p> <p><i>leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice</i></p>	<p>Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.</p> <p>Participation... at all levels is critical for engaging groups and individuals in sustainability.</p> <p>Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.</p>	<p>Adelaide North Special School has established a working group which produce an outdoor education newsletter for all staff twice a term, showing inspirational quotes, activity suggestions, upcoming opportunities/activities for involvement, and promoting classes, staff and local businesses that have achieved, participated, supported or developed sustainability related activities/learning. This information is also updated on the permanent Green Board in the front office for parents/guests to see.</p> <p>Allenby Gardens Primary School formed a working group, 'The Facilities Committee' including the Principal, several teachers and parents and key partners. This group populates the SEMP, develops goals for their school sustainability and develops action plans to encourage their community to be involved.</p> <p>Brighton Primary School Green Team student leaders added what they know is already happening at the school for each theme and their ideas for priorities for this year and beyond to the SEMP. Their mentor teacher presented the SEMP at the staff Site Improvement Team meeting the following week for their input.</p> <p>Glenunga International High School involved all staff and students in developing its school values. These values have been incorporated into the Environment Team's vision for sustainability.</p> <p>At Good Shepherd Lutheran School EFS has been integrated into school's everyday functioning via the Strategic Plan.</p> <p>Marden Senior College surveyed all staff with the following: 1) 'Sustainability' is a cross curriculum priority under the Australian Curriculum. If you teach about sustainability, (directly or indirectly), in any of the subjects you teach, please list those subjects/units. 2) Please name any current initiatives that you are aware of at the College that directly or indirectly contribute to a sustainable school site/environment. These results will be used to update the School Environment Management Plan and inform the work of the Sustainability Action Team.</p> <p>Thebarton Senior College has Sustainability as one of its four values. This means sustainability is included in the College's Strategic Plan, actions are developed that address this value, and outcomes are assessed and reviewed every three years.</p>
<p>1.6 design, plan and organise for teaching and learning</p> <p><i>leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress</i></p>	<p>Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.</p>	<p>Alberton Primary School runs a sustainable gardening program with excess produce being supplied to a local cafe. The school and cafe work in partnership to showcase the benefits of this approach to other local schools. Students learn about the growth and characteristics of different garden species and develop an understanding of caring for the environment around them, including sustainable use of water and energy in growing produce. This is only one of the school's sustainability initiatives, but staff and students have a strong commitment to developing and showcasing more of these with the local community and on getting more families involved with the initiatives.</p>



	<p>Systems thinking... equip people to understand connections between environmental, economic, social and political systems.</p> <p>Participation... at all levels is critical for engaging groups and individuals in sustainability.</p>	<p>Portside Christian College is linking curriculum to some of their sustainability practices (eg researching local frogs and plants as part of their establishment of a frog pond).</p> <p>Staff from St Joseph's Hectorville are supporting a group of four student leaders to plan and implement a revegetation project at a local site in conjunction with council, community members and private consultants. Students have identified the need to raise awareness of their project with local landholders, and have developed a range of materials to distribute to help with this.</p> <p>St Martin's Catholic Primary School is guided by the motto of 'Learning to Love and Loving to Learn'. Outside classrooms are pivotal to holistic learning; students across all year levels directly use their theoretical knowledge in hands-on applications across each stage of an environmental initiative. For example, students worked with a local community expert and parents to research frog ponds, develop the site, install the ponds, plant both aquatic and riparian species and then maintain the area. They documented the timelines and achievements of the project through photographs, site design and interpretive signage to share with the community.</p> <p>At St Michael's College Primary Campus sustainability and learning outcomes are strongly linked and reported on and progressed regularly as part of SEMP committee meetings with students, staff and parents. The SEMP team has developed projects during these meetings, including the food garden, wetlands, composting and recycling systems. All meetings are recorded and reported to the wider school community, predominantly through the parents' newsletters.</p> <p>At Star of the Sea School each year level is responsible for one particular element of sustainability in the school. A working group, comprising one staff member from each year level, checks in with the sustainability vision and reports on the learning and action for their sustainability theme. The working group is the platform for maintaining the school's accountability to embedding sustainability</p>
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Domain 2 Create safe conditions for rigorous learning

	EfS Principle	NRM Ed Resources/Examples
<p>2.1 develop democratic relationships</p> <p><i>the teacher shares power with students recognising it as a fundamental condition for learning</i></p> <p>Indicators</p> <ul style="list-style-type: none"> jointly develops class expectations 	<p>Participation... at all levels is critical for engaging groups and individuals in sustainability.</p> <p>Partnerships for change... make use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.</p>	<p>At Christies Beach High School youth environmental activist groups (YEA) are responsible for maintaining sustainability initiatives. They care for animals, including chickens, the Yungullungala garden, butterfly garden, orchard and vegie patch.</p> <p>Glenunga International High School's Environment team, comprised of student and staff leaders, with input from external service providers, developed a school vision for sustainability. This was approved by Executive Leadership, and now underpins the School Environment Management Plan, which guides the work of the Environment Team and the Environment Club (student-led with staff mentor), as well as other whole school initiatives.</p> <p>Largs Bay R-7 School Student Environmental Leaders created an i-movie trailer that documented their role and what is currently happening in the school (e.g. resource management systems). They shared this via whole school assembly.</p>



<ul style="list-style-type: none"> ensures learners feel safe to have a go and ask questions models and ensures respect – acknowledges alternative perspectives intervenes to ensure active inclusion and shared responsibility 	<p>Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews and to challenge accepted ways of interpreting and engaging with the world.</p>	<p>Pennington Primary School developed a student "green group" who are responsible for workshopping sustainability issues and developing solutions in consultation with staff. They established both a Parent Working Group which oversees garden and grounds maintenance and working bees, and a group of interested teachers to explore sustainability at the site and what this will look like.</p> <p>At St Brigid's School Kilburn student and staff sustainability groups have been set up and feed ideas into the site's Sustainability Plan on an ongoing basis.</p> <p>St Joseph's Tranmere staff have discussed the importance of student voice in culture change process and developed a process for students to apply to the student EfS group, 16 Yr 3-7 students selected from across the school. The group named themselves the "Re-connectors" and had a retreat day in which an NRM Education Officer ran them through several discussions, brainstorming and imagining activities. They shared ideas on what matters to them and why; what they care about and value; and how they can do it better.</p> <p>St Mary's College supports students and staff to be leaders and take action in their areas of interest. For example, the Social Justice Student Executive and the E-commit groups work collaboratively with staff, students, the school community and other organisations at lunch times, in curriculum learning areas and in Care Groups students to raise funds or cook food for local charities, reduce the school's environmental footprint through energy reduction initiatives and improved waste management, connect with indigenous Australian experiences, participate in the Service Learning Program, and volunteer overseas.</p> <p>West Beach Primary School has invited the Student Representative Committee representatives to attend Governing Council sub-committee meetings so that students are aware of and involved in this level of decision making, which brings a student perspective of what is important and will help to support whole of school culture change.</p> <p>Woodend Primary School has set up a system to gather and incorporate feedback from school community. They gather student ideas and provide an opportunity to present to 150 parents at the AGM. The parents' feedback is then combined with the student's ideas.</p>
<p>2.2 build a community of learners</p> <p>the teacher creates a culture where everyone inspires and encourages each other's learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> develops a sense of community, identity and belonging encourages everyone to be 	<p>Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.</p> <p>Participation... at all levels is critical for engaging groups and individuals in sustainability.</p>	<p>Alberton Primary School students and staff work on a regular basis with a sustainable café owner to come up with new ideas for using the produce they grow and raising awareness of their project within the local community.</p> <p>Concordia College's vision for 2017 was to become a "nude food" community. They held several Nude Food coffee afternoons with parents and enlisted the support of "Waste Not Want Not" and "The Source" to come along to the afternoons to share their sustainable products and messages with parents.</p> <p>Springhead Lutheran Primary School had a strong focus on raising the awareness of their school community on reducing items going to landfill. The Waste Warriors (4/5 class) role modelled and taught other students and parents/caregivers what bin things go in. The school made it easier for families to recycle by collecting 10c containers and clean plastics from the community. The school had nude food days, there were articles written in the newsletter and assembly items. New signage was put on all bins to make it clearer what bin to put things in.</p>



<p>teacher and a learner</p> <ul style="list-style-type: none"> actively develops student's positive self concept as a learner provides time and resources for team learning 	<p>Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.</p>	<p>Star of the Sea School discusses its sustainability learning and behaviours with the community through various modes. Community members are encouraged to share their learning and skills with the school, while students and families are encouraged to action their learning in their homes.</p> <p>Thebarton Senior College uses World Environment Day as an opportunity to run an Expo, where students share their learning over the last six months around the UN theme, and community organisations share the role they play in supporting individuals and groups to live more sustainably. Community partners have included Rotaract and Living Smart community facilitators, as well as local council and industry groups. After the event, students report changing their behaviours at home such as increasing the materials they recycle and growing their own vegetables.</p>
<p>2.3 negotiate learning</p> <p>the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum</p> <p>Indicators:</p> <ul style="list-style-type: none"> provides choice re what is learned and how is responsive to student questions and ideas provides opportunities and resources for self-directed learning encourages students to follow their own interests 	<p>Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.</p>	<p>Concordia College - St John's Campus had a Bin Materials Audit leading to the Year 2s organising for all classes to have a kitchen caddy to collect food scraps, with classes rostering on their students to empty them into the larger green organics bins. As a result the number of landfill bins put out to kerb each week has dropped from 26 down to 13 over a term. To share the school's progress, the Green Team students created a display on the wall of a common outdoor area which reads "This is how many bins went out on the curb this week..." to which they add cut outs of landfill bins.</p> <p>Glenunga International High School's Environment Team and Environment Prefect analysed the current waste contractors, shared results of WOW Bin Audit, created a video and used assemblies and the whole school email system to remind students about new three bin system (paper/card, 10c, and landfill). Design and Technology students designed and welded hoop cages to fit around bins for 10c container collection. The school has reduced materials to landfill by 40% in three years, and 10c containers going to landfill by 30% in one term.</p> <p>At Good Shepherd Lutheran School Angaston each class takes ownership of an area within the new "Eden" Outdoor Learning Area (formerly an oval) by creating an activity to which the teacher incorporates Maths/Literacy/Christian Studies/Units of Inquiry wherever possible. They are embedding the area into curriculum and making it an agenda item at staff meetings for sharing how they have used it.</p> <p>At Highbury Primary School three waste audits were completed by the student enviro group to survey progress of a new whole school bin system. Audit data and lessons introducing the new bin system were included in science curriculum and taught with all classes.</p>
<p>2.4 challenge students to achieve high standards with appropriate support</p> <p><i>the teacher has high expectations and guides each student to achieve his/her personal best</i></p>	<p>Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews, and to challenge accepted ways of interpreting and engaging with the world.</p>	<p>Portside Christian College uses a range of environments to investigate biodiversity, conservation and land management. Students and staff have developed/revegetated an area of the school and are auditing the biodiversity associated with it.</p> <p>St Mary's College Year 12 Hospitality students had to create a food miles themed 3-course meal for the Year 12 staff using local, sustainable produce. Students individually visited producers and farmer's markets to source their ingredients, and adapted recipes to ensure they were healthy and used in-season ingredients. This meal formed their final practical assessment piece for the year.</p>



Indicators: <ul style="list-style-type: none"> • develops clear goals and standards for each student and the class • provides explicit guidance, models, demonstrations and feedback • establishes and monitors classroom routines and procedures to maximise learning time • ensures all experience success – challenges each to achieve their personal best 	Systems thinking... equip people to understand connections between environmental, economic, social and political systems.	Thebarton Senior College has embedded sustainability education in many subjects. All VET subjects are required to have a unit on sustainability – topics may include: students initiating a sustainability initiative in their classroom or across the school, discussion of issues related to e-waste, the cost of running an office environment. Changes that have resulted from student learning have included default double-sided printing, changing the font used when printing to reduce ink use, and audit results persuading staff and students to change their behaviours around paper and electricity use.
Domain 3 Develop expert learners		
3.1 teach students how to learn <i>the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively</i> Indicators: <ul style="list-style-type: none"> • explicitly teaches and names strategies for thinking and learning • teaches and gives feedback on strategies for working in teams and independently • models wonder, curiosity and excitement about learning 	EfS Principle Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces. Participation... at all levels is critical for engaging groups and individuals in sustainability.	NRM Ed Resources/Examples Mitcham Primary used Brownhill Creek as a focus for two terms of mathematics and geography; investigating social, biological and physical factors that affect the creek. The class put together a book describing their project and won the Year 3 section of the Primary Mathematics Association Numeracy Challenge in 2015. Southern Montessori School's Student Environment Group and Bird Committee came up with the project idea to increase biodiversity within the school grounds, specifically to increase the number and types of birds. They attended all three 2016 YELP sessions and met fortnightly to come up with a plan and apply for an NRM Schools Grant, which they won. They were involved in planning and planting the subsequent garden.



<p>3.2 foster deep understanding and skilful action</p> <p><i>the teacher helps students build rich conceptual knowledge and mastery of complex skills</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> models questioning and looking at things from a number of angles guides thinking ensuring connections to learners' experiences stimulates new connections and tests for understanding 	<p>Transformation and change... equip people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.</p>	<p>Star of the Sea School has looked at the issue of its printing paper use from a social, environmental, and economic aspect. Staff and students understand the impact of unnecessary printing and have implemented a new printer system which allows people to control their printing at the printer. This has reduced their paper use by 30-50%.</p>
<p>Domain 4 Personalise and connect learning</p>		
	<p>EfS Principle</p>	<p>NRM Ed Resources/Examples</p>
<p>4.2 connect learning to students' lives and aspirations</p> <p><i>the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> employs contemporary technologies – ICT finds hooks for meaning making – connects to their interests and what they already know responds to students' energies, needs, interests and enthusiasms 	<p>Systems thinking... equip people to understand connections between environmental, economic, social and political systems.</p> <p>Partnerships for change... make use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.</p>	<p>Blackfriars Priory School has investigated and discussed options for their waste/recycling systems, including communication to the wider school community.</p> <p>Good Shepherd Lutheran School Angaston is moving towards a closed system of resource recovery by involving students. They are doing this by identifying ways to measure waste improvement in classrooms; creating a video to educate students how to use bins correctly (to be shown at assembly) and linking these initiatives to the SEMP.</p> <p>Pennington Primary School invited parents, students and teachers to a Forum to contribute/discuss ideas for managing waste on site, setting-up/ and maintaining the food garden and developing more biodiverse grounds. Teachers brainstormed some curriculum links (civics & citizenship, enterprise).</p> <p>At St Joseph's Tranmere the student EfS group the Reconnectors, with NRM Education support, have looked at school values, identified what they care about at the school (environment and how it feels) and how things could be improved. They imagined their desired futures and values which are being worked into the SEMP.</p> <p>At St Michael's School Primary Campus the SEMP committee with staff and parents is well established and meets regularly to look at links between ongoing projects at the school and how they can be used in the classroom. For example, a parent had a sustainable house which was opened for the public and the school to visit. The students also used this house as a real life case study for their classroom learning.</p>



<ul style="list-style-type: none"> designs learning experiences that are of personal, local or national significance 		<p>Star of the Sea School includes sustainability into education both through class room learning and outdoor hands on learning/actioning. Sustainability is one of seven pillars for the school and is integrated through learning but also through reducing the site's ecological footprint as a result of the learning.</p> <p>Thebarton Senior College introduced the 17 UN Sustainable Development goals to all classes as a way of exploring the scope of sustainability and how it relates to curriculum. Ideas for action within the school and its community are now being collected for prioritisation.</p>
<p>4.3 apply and assess learning in authentic contexts</p> <p><i>the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> creates opportunities for self assessment of performance in real contexts against agreed standards identifies and focuses on learning through issues and projects that are inspiring, exciting and real to students ensures demonstration of learning to real audiences – face to face or online connects what is being learned to wider applications beyond the specific learning context 	<p>Education for all and lifelong learning... is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place within all possible learning spaces.</p> <p>Systems thinking... equip people to understand connections between environmental, economic, social and political systems.</p> <p>Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews, and to challenge accepted ways of interpreting and engaging with the world.</p>	<p>Pennington Primary School's student "green group" is investigating current waste collection infrastructure, making decisions on new infrastructure, identifying the best ways for whole of school exploration into use of waste, recycling, organics bins inside and outside classroom.</p> <p>Portside Christian College undertakes a range of sustainability activities across a number of themes (paper & plastic recycling, biodiversity gardens, battery recycling etc and also collecting materials for charities).</p> <p>Springhead Trinity Lutheran School's goal was to reduce waste going to landfill. Students undertook a DIY waste audit and recommended actions were written into their Site Environment Management Plan. Some of the actions were: giving all students in the school a reusable sandwich wrap through funding from a Zero Waste SA grant, waste relay at sports day and collecting foil from Easter eggs. Springhead won the KESAB competition for foil Easter egg collection. The school has reduced waste going to landfill and families are more aware of how to avoid landfill.</p> <p>Thebarton Senior College collects authentic data each year from students and staff in their "World Environment Day survey", written by students from 2012. This survey collects simple data about the habits and behaviours of students and staff in regards to energy, water usage and transport. Results have been entered in to Survey Monkey, and are available for all students and teachers for use in subjects such as numeracy for work and community life.</p> <p>West Beach Primary School Wipe Out Waste students supported the whole school to improve recycling, and reduce packaging through nude food. They influenced the Yr 2/3 and 3/4 class in their inquiry 'Does Australia waste enough food to feed another country?' whose rubbish audit provided data for baseline. The Yr 1/2 class inquiry into frog lifecycles and which plants will support them, informed plant selection and signage for the garden that the WOW biodiversity team looks after, supported by Aboriginal consultant Trent Hill. Middle year's classes worked with Alan Sumner to develop a Kurna mosaic welcome space for the garden, to be used by all.</p>
<p>4.4 communicate learning in multiple modes</p> <p><i>the teacher ensures that the curriculum incorporates rich and varied modes of making and</i></p>	<p>Systems thinking... equip people to understand connections between environmental, economic, social and political systems.</p>	<p>Glenunga International High School's Environment Team of student leaders, teachers, ancillary and Executive Leadership staff developed a SEMP with a 3-year action plan. The plan guides the agendas of regular meetings, and incorporates the work done by subject teachers and the student-led Environment Club. It is regularly reviewed and is an excellent tool for promoting the work of the school towards sustainability.</p>



<p><i>communicating meaning</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> • encourages the use of a range of media for communicating learning • according to audience and purpose • engages learners in practical activities to develop understanding and skills • encourages learners to choose ways of learning that they find enjoyable and interesting • ensures students have access to a diverse range of meaning making and communication modes 	<p>Critical thinking and reflection... value the capacity of individuals and groups to reflect on personal experiences and worldviews, and to challenge accepted ways of interpreting and engaging with the world.</p>	<p>At Good Shepherd Lutheran School a few minutes are given at staff meetings for staff to share how they have used the Eden nature play area in their curriculum and notes are taken. Eden Project is on School Council subcommittee agenda and parents are being educated via school and class newsletters.</p> <p>Redeemer Lutheran School sent survey questionnaires to parents and students.</p> <p>At St Michael's College Primary Campus Beverly, the school SEMP (Site Environment Management Plan) committee comprised of staff and parents meet regularly to discuss on ground projects and curriculum ideas. A student sustainability group has also fed their ideas back to the SEMP committee, who facilitated and supported students to lead practical projects themselves.</p> <p>Star of the Sea School has developed a site plan with a vision of sustainability listed as one of its pillars. The sustainability working group had the opportunity to feed into the draft vision before it was sent to the wider community, who then were able to provide comment before it was finalised. NRM Education and the Marine Discovery Centre were also involved in feeding into the vision and values.</p>
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NRM Education has a number of tools to assist Early Years sites with implementing Education for Sustainability:

- [What is an Education for Sustainability approach?](#)
- [An Education for Sustainability approach for early learning sites](#)
- [Developing an Education for Sustainability vision](#)
- [Introduction to a Site Environment Management Plan](#)
- [Site Environment Management Plan template](#)
- [Guiding questions for recording 'What we are already doing' in the SEMP](#)
- [Getting started - auditing tools](#)
- Preschool core indicators: [overview](#) – [tool by stages](#) – [evidence box](#)
- Reflection [questions](#)
- AuSSI-SA Education for Sustainability [poster](#)
- Examples of core indicators achieved: [early childhood](#)

[Visit our website](#) for other tools and [examples](#) of how to implement Education for Sustainability.



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