

KEY ELEMENTS RUBRIC



ELEMENTS	STARTING	ESTABLISHING	ACHIEVING	EXCELLING
1. Vision and values clarification	An individual or group has identified a need to examine the role that the school community can play in terms of sustainability and sustainable futures (linked to its vision and values).	A process of examination of values is undertaken in the context of developing a whole-school vision for Education for Sustainability (EFS) through an inclusive/participatory process. A planned approach supports ongoing change processes.	Activities, policies and decision-making throughout the school community reflect the established vision and values.	Decisions, actions and outcomes link with and add to a culture of sustainability.
2. School governance	An individual or group is working to build support for the adoption of sustainability as a key context for learning across the school community.	Teachers and administrators (principal/deputy principal) are working to establish sustainability as a key context for learning across the school community.	Our whole school community – teachers, administrators, parents, students – is working to establish <i>ongoing processes</i> to support EFS (participatory decision-making and action learning).	Our school governance provides for <i>school community leadership and support in EFS</i> ; the school is positioned as a 'community hub', working in partnership with parents and local organisations to achieve positive outcomes for sustainability.
3. School policy	EFS (perhaps linked to a key activity, e.g. school canteen; purchasing) considered relevant to school policy, but with no specific action taken.	EFS is (becoming) part of school policy and action plans, with some staff using it to guide decision making.	EFS is integral to school policy and action plans, and all school staff and students understand it (and to varying degrees have been involved in developing such policy and plans).	EFS drives school policy and action plans. Parents and the local community are engaged in terms of understanding, support and direct engagement at school and home.
4. Review EFS activity (Cross reference: Ecological Footprint and Social Handprint tools)	The school is involved with a number of environmental and socio-cultural education programs/activities, but these are not set within any particular coordinated framework.	Processes and strategies are being developed to integrate existing programs/activities into a broader framework that supports EFS throughout the whole school community.	Directions and priorities are actively supporting the integration of EFS activity throughout the whole school community.	Most programs and activities are interconnected, delivered in a cohesive and coherent way, and represent a comprehensive approach to teaching and learning for sustainability.
5. Professional learning (Cross reference: Ecological Footprint and Social Handprint tools)	A staff member or members have learnt about sustainability to provide action-learning activities for students.	A number of staff have participated in professional learning for EFS, and engage in action learning activities with students.	Many staff have participated in professional learning for EFS, and staff, students and the community actively learn with each other as they achieve sustainability.	Most staff are competent in EFS practice (action learning), and the whole community initiates and selects integrated learning strategies that reflect local needs and context.
6. Teaching and learning	One or more teachers recognise the need for a collaborative inquiry/critical thinking and action learning approach to develop EFS.	A collaborative inquiry/critical thinking and action learning approach to EFS is being developed within the teaching group.	Baseline information is being collected as a result of inquiry questions linked to a collaborative inquiry/action approach to EFS.	Inquiry questions inform/support behaviour change in members of our school community – reflective practices support continual improvement.
7. Curriculum integration	An individual or group has considered EFS as relevant to school curriculum (development).	EFS is addressed by a few teachers/departments. Some of the key concepts, skills, values and attitudes/behaviours are explored.	EFS is addressed by most teachers/departments. Many of the key concepts, skills, values and attitudes/behaviours are explored.	A comprehensive scope and sequence outlines EFS across year levels, providing students with a holistic, connected understanding of sustainability.
8. Reporting on learning outcomes (behaviour change) and values	Information is collected on student learning outcomes, in an ad hoc way, by individual teachers.	A range of information is collected to improve student learning outcomes and reporting procedures (to parents, council, education bodies).	A range of information is collected by all staff, to inform student learning outcomes and reporting strategies.	Information collection is strategic, underpins meaningful reporting and supports planned improvements in student learning outcomes and school community priorities.
9. Student voice and engagement	Students and teachers recognise the importance of student voice/participation in decision-making re EFS.	A mechanism for student participation regularly engages students in meaningful decision-making reissues, concerns and options.	A mechanism for student participation is complemented by decision-making processes that regularly engage all students.	Students evaluate and analyse, reflecting for continuous improvement for a sustainable future (based on taking positive action).
10. School networks	It's occasionally been suggested that links be made with other local schools re resource sharing, educational/social activities and projects.	An individual teacher has teamed up with another school in the local area (or buddied up with a school at distance) to carry out a specific project/activity (possibly in/with the local community).	An ongoing relationship has been developed with another/other schools – resource sharing, exchange of ideas/practice re EFS, joint activities (often in/with the local community).	An informal (formal?) network of schools has been established – regular resource sharing, communication flows, professional development, joint projects (in/with the local community)
11. School community networks and partnerships (communicating and partnering with parents)	Communication with parents and the community tells them what's happening at school (principal, individual teachers).	Parents and council are involved in school life and support EFS. Students/teachers make a positive contribution by identifying and actively addressing local issues.	Working partnerships between students, the school and parents, identifying and addressing local issues, enrich EFS.	Students and teachers share good practice developed by working with parents and guardians through involvement in community projects/partnerships.
12. Recognition and promotion of successful action (broader local community)	An individual or group has been acknowledged within the school community (assembly, school newsletter, etc).	Individuals and groups are acknowledged within the broader local community (local community newspapers, library displays, etc).	School community (more broadly) is recognised for identifying and addressing specific local issues.	School community is acknowledged/recognised for its overall whole school approach to EFS.