

# 'MAKING THE CONNECTIONS'

## (PROFESSIONAL LEARNING EXPERIENCE)



KEY QUESTION	AuSSI-WA 'TOOL'/ACTIVITY
<p><b>What is sustainability?</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• Interconnected definition – 3 'pillars'</li> <li>• 'It's everybody's business and we can all make a difference'</li> <li>• 'Living more with less'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project Overview PowerPoint</b></li> <li>• <b>'Find Someone Who...' game</b> Discussion linked to definition of sustainability, key concepts/themes and personal 'connectedness'</li> </ul>
<p><b>Why the imperative to act?</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• 'Tipping points' for species and ecosystems (current period of mass extinction)</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>'Awe/Shock' PowerPoints</b> Making the connections between <ul style="list-style-type: none"> <li>– Consumption and biodiversity loss</li> <li>– Pollution and human/biodiversity health and social justice</li> </ul> </li> </ul>
<p><b>What might a 'Sustainable School' look like? (B)</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• Schools as 'community hubs' of action-based learning for sustainability</li> <li>• Key activities and processes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visioning activity ('think, pair share')</b> Personal and shared concept of 'Sustainable School'</li> <li>• <b>Practical Guide to AuSSI-WA</b> Some defining features re key processes/steps in developing a whole-school approach to Education for Sustainability (EFS)</li> <li>• <b><a href="http://www.sustainableschools.wa.edu.au">www.sustainableschools.wa.edu.au</a></b> Some 'defining features' re key 'action learning areas'</li> </ul>
<p><b>What does our school currently look like? (A)</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• Celebrating activity and achievements to date</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key Elements rubric</b></li> <li>• <b>Ecological Footprint template</b> All the ways in which our school is decreasing our Ecological Footprint</li> <li>• <b>Social Handprint template</b> All the ways in which our school is increasing our Social Handprint</li> </ul>
<p><b>What support exists for schools?</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• AuSSI-WA – a coordinating mechanism/framework, <i>not</i> a separate program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Existing EFS programs and resources linked to AuSSI-WA</b></li> <li>• <b>Practical Guide to AuSSI-WA</b></li> </ul>
<p><b>How to create a pathway from A to B</b></p> <p>Key concepts/themes:</p> <ul style="list-style-type: none"> <li>• Planning for future activity – an 'EFS blueprint' for your school community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sustainability Action Planning</b> Creating a Sustainability Action Plan (SAP) based on key AuSSI-WA <i>review, planning and evaluation tools.</i></li> </ul>

## PROCESS – POST INTRODUCTORY WORKSHOP

### For Project:

- Feedback on schools' Sustainability Action Plans (SAPs)
- Ongoing support as appropriate

### For participants:

- Review AuSSI-WA materials/processes
- Arrange a *presentation to staff* using Project Overview PowerPoint and other tools as appropriate
- Organise for the *completion* of the following *review, planning and evaluation tools* with the whole staff team (or as many team members as possible):
  - Key Elements rubric
  - Ecological Footprint template
  - Social Handprint template
- Review completed documentation and *make a draft plan to 'move forward'* – reference examples of other schools' SAPs as appropriate
- Consider a *school case study/story* for the AuSSI-WA website based on a 'specialty' of the school – school's contribution to building a collective resource.
- Review *follow-up opportunities* e.g. additional (related) workshops; submission of (draft) plan; networking opportunities.

