

Education for Sustainable Development (ESD) School Plan Exemplar and Information

Overview	General Information for ESD Mission of Manitoba Education and Training “To ensure that all Manitoba’s children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.” One of the Overarching Goals of Manitoba Education and Training is: “To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.” ESD Vision Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being, and an equitable quality of life for all, now and in the future. What is a Sustainable School? Sustainability is a “whole-school” approach, one that extends beyond the curriculum and addresses the entire planning and management of the school facility. School sustainability policies can reinforce what is taught about sustainability in the classroom, improve the school’s own ecological footprint and strengthen public relations with the surrounding community. A sustainable school prepares young people for a lifetime of sustainable living through its teaching and day-to-day practices. The Guide For Sustainable Schools In Manitoba was created to assist with planning and embedding sustainability practices in the school. <i>Guide for Sustainable Schools in Manitoba</i> ( 4.02 MB) <u>Whole School Approach- 5 domains</u> Manitoba Education and Training encourages a whole-school approach to sustainability. A whole school approach refers to the infusion of sustainability across the curriculum (e.g. teaching, learning), through facilities and operations (e.g. reducing its ecological footprint), in its capacity building efforts (e.g. providing training to staff), governance (e.g. sustainable school plans and policies) and through partnerships (e.g. reaching out to the community). A whole-institution approach thus means that the strategy of the institution, and ultimately its culture, is
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oriented towards sustainable development. The activities found within this approach may vary from school/school division, in order for it to be locally relevant.

ESD school plans encourage whole school approaches to:

- Ensure that school policies, programs and operations support ESD
- Promote ESD through formal (curriculum) and non-formal learning
- Support educators in their efforts to incorporate sustainable development themes into their teaching
- Ensure that adequate tools, materials, and learning resources for ESD are accessible in school divisions/schools
- Strengthen cooperative efforts in ESD, particularly student and community engagement
- Support every school having an ESD school plan by 2019

All schools are encouraged to have an ESD school plan by the end of 2019, through annually integrating ESD in their priorities or creating a separate ESD school plan. An ESD plan can guide the vision of ESD in the school/division and the use of the categorical grant funding.

ESD school plans can vary within a school division and among divisions in Manitoba. Each school plan has the ethos of ESD at its centre but is locally relevant to its school community. The annual ESD school plan could be derived from a short term plan (2-3 years) or can be a long term vision where each year there is a plan to move toward that ultimate goal.

Schools should be striving to focus on all of the following areas for ESD engagement:

Procurement and Waste – Schools should move toward maximum waste minimization and sustainable procurement. Sustainable and ethical procurement means that products purchased have the minimal possible effect on the environment and from an ethical point of view schools should be moving towards using Fairly Traded products and a sustainable economy.

Water and Energy – Schools should work towards becoming as energy efficient as possible reducing the school's carbon footprint and reducing costs. Water should be conserved inside and outside the school and the school community should become aware of the significance of water to the ultimate survival of all on the planet.

	Healthy Schools, Food and Drink – Schools/divisions should adopt comprehensive or whole system/school approaches when planning for school communities that positively impact health and learning. Schools should try to supply healthy, local and sustainable food and drink that is purchased from ethical or Fairly Traded sources. Buildings and Grounds – School buildings should have supports necessary to sustainable living: recycling, composting, outdoor spaces for learning. Understanding our connection to the natural world is an opportunity to connect students to their footprint through ecological literacy. Outdoor spaces that allow for creative play, gardening, etc. can be used to connect to curriculum and bring students closer to the natural world. Travel and Traffic – Schools should work towards active transportation and sustainable travel, where possible, including the establishment of idle free zones around the school and the development on an Active Transportation Plan. Inclusion and Participation – Schools work towards instilling a respect for human rights and responsibilities, cultures, creative expression, healthy lifestyles and inclusion. Citizenship Local and Global – Schools work within their communities through curriculum related activities that improve the environment and quality of life of local people. Students participate in global citizenship that incorporates activities that improve the lives of people in other parts of the world while seeking to address their personal lifestyle with respect to those issues e.g. water and energy use, consumption, waste, relationships etc. This will also include using critical thinking to understand the role of consumerism in the journey to becoming a sustainable society. * Each school could have a unique plan relevant to its students and community*
Resources and Related Links	<u>Education for Sustainable Development Website</u> The purpose of this site is to assist Manitoba teachers to integrate sustainability topics/issues/approaches into their classroom activities. ESD involves preparing students to live sustainably and to establish life-long sustainable development practices. <u>Guide for Sustainable Schools in Manitoba</u> 2nd Edition ( 4.08 MB) The Guide for Sustainable Schools in Manitoba has been revised to include updated online resources while still providing information on

sustainable school planning. This document reflects the current direction of Education for Sustainable Development (ESD) in Manitoba.

Eco Globe Schools Recognition Program

The Eco-Globe Schools annual recognition program has been developed to recognize that Manitoba schools are involved in a variety of activities that promote and integrate Education for Sustainable Development (ESD). Submission deadline is May 15th annually.

Domain Framework for Whole System Approach to ESD (130 KB)

Supporting educational leaders to create a culture of sustainable development, integrated into all aspects of the K-12 education system.

ESD in Manitoba Curriculum - This document *highlights* ESD learning outcomes across Manitoba curriculum for early, middle and senior year's students and explores values and attitudes that support sustainable behaviors.

Refuse (ri-fyooz) Refuse (ref-yoos): A Guidebook for Waste Reduction in Manitoba Schools (4.97 MB)

This guidebook was created to foster discussions about what individuals can do in your school division to reduce waste. It is both a "how-to" and a "why-to" guide since many questions about waste reduction must be addressed in order to make a school-wide or division-wide initiative a success.

Sustainable Happiness and Health Education: Teacher's Guide for Manitoba This guide was created for kindergarten to grade 6 physical education /health education curriculum in Manitoba. Sustainable happiness links happiness and sustainability together. It reinforces the fact that we are interdependent with one another and the natural environment – that our mutual well-being is interconnected.

ESD Categorical Grant

The intent of the ESD grant is to support schools/school divisions in their efforts to incorporate Education for Sustainable Development (ESD) into all aspects of school division and school activities, operations, and programming.

Sample ESD Plan

NOTE: this is a list of possible choices and not meant to be a specific annual school plan

Expected Outcomes What specifically are you trying to improve for student learning? Observable, measurable	Strategies What actions do you take?	Data Sources How will you know learning is improving?	Indicators By what means will you collect evidence of progress toward learning?
By June 2018 students will increasingly display the values and attitudes that indicate an improved commitment toward local and global citizenship	Conduct an inventory of long standing ESD practices in the school and assess their efficiency on an annual basis. -Provide opportunities for students to participate in : -Student organized ESD conferences, WE Day initiatives, Global Issues: Citizenship and Sustainability Course, Roots of Empathy, Rachel's Challenge, Eco-Globe Schools Recognition program, UNESCO Schools, Peace Day, student presentations, art, music, drama ,dance displays, anti poverty initiatives, cultural celebrations, community related events, field trip to the Human Rights Museum etc, intergenerational opportunities, inclusion of Aboriginal perspectives, LGBTQ groups , anti bullying –pink shirt day, Youth in Philanthropy, 30 hour famine, Kids helping Kids, sports skills camps, Seniors Dinners ,volunteer opportunities, service learning,	Number of students involved in WE Day and participating in local and global projects Number of students in Global Issues: Citizenship and Sustainability Course (classroom-based or online). Number of students involved in Roots of Empathy, Rachel's Challenge, Youth in Philanthropy etc. Number/types of initiatives developed in school by students or staff. Number of opportunities to share with school and community. Qualitative and quantitative data collected regarding sustainability initiatives. Tell Them from Me and other surveys that indicate wellbeing and	Students demonstrate positive-decision making and responsible behaviours in real-life situations. Students are involved in social justice/citizenship/environmental initiatives and are agents of change in their schools, homes and community. Students demonstrate their understanding of Aboriginal perspectives through sustainable development and other initiatives. Students develop self-worth related to culture and respect others, and their cultures, recognizing the interdependence of human communities with natural systems. Students appreciate that they have the ability to affect change in themselves, a community or a system, and recognize how their actions (or inactions) can impact present and future generations.

	Provide opportunities for teachers to collaborate and use the ESD correlation charts of learning outcomes to identify and enhance where citizenship is embedded in the curriculum. PD in the school will provide information and resources for social justice and citizenship understanding. Students are provided opportunities to apply principles of citizenship and social justice in authentic, real life experiences	participation in school.	Share successes, lessons learned with the school and community Reflect on how student actions impacted learning, understanding and changed behaviours from unsustainable to sustainable.
By June 2018 students will increasingly display the values and attitudes and sustainable behaviours that indicate a commitment toward sustainable living practices.	Conduct an inventory of long standing ESD practices in the school and assess their efficiency on an annual basis e.g. Recycling, composting, litterless lunches, idle –free zones, healthy food choices, reusable/compostable dishware, paper use, promotion of reusable water bottles, school ground use and clean ups, rain barrels, greenhouse, gardens and gardening, fair trade procurement, green products for cleaning, active transportation, etc. Provide PD opportunities for teachers and students to understand the larger implications of and participate in: sustainable water use and waste minimization strategies, increase use of outdoor spaces for play and	Number of students involved in waste minimization strategies. Weight or number of garbage bags produced each day. Charting energy, paper and water use Use of refillable water bottles. Qualitative data collected on sustainability understanding. More evidence of litterless lunches and snacks. Number of all types of gardens created for food, habitat, beautification, naturalization or	Students illustrate care, concern and responsibility for the environment understanding how dependent we are on a healthy environment. Students understand the factors influencing our ecological sustainability and take action regarding ecosystem health, conservation, consumption, waste minimization, well-being, etc. Students understand how traditional Aboriginal knowledge contributes to our understanding of the natural world and our connection to the land. Students of all abilities are using outdoor spaces/gardens.

	learning Participate in the Eco Globe Recognition Program The school will provide supports necessary to sustainable living such as recycling, reusing, composting, procurement of sustainable cleaning supplies, creating outdoor spaces, retrofitting and infrastructure upgrades e.g. low flow toilets, bike racks, and water filling stations. Outdoor spaces will be scrutinized for creative play, natural playground possibilities, gardening, sustainable farming and outdoor classrooms and a development plan will be created. If needed, Outdoor Educator support from FortWhyte Alive could support school ground development and assisting educators to take the curricular outcomes outdoors. Teachers, through curriculum, guide students to connect their personal lifestyle to their ecological footprint and understand the impact on others globally and take action. In addition to curricular outcomes, students could participate in land-based education, Stream of Dreams, River Watch Working with local Conservation	medicine wheel gardens etc. Types of compost produced (outdoor compost, vermicompost, etc). Number of students having the opportunity to grow plants, garden or use outdoor spaces for learning. Results from Youth Health survey, Tell Them From Me, Healthy School Planner, and Positive Mental Health Toolkit. Number of students bringing healthy foods to school.	Students understand and accept the responsibilities that are part of a healthy lifestyle. Students appreciate and respect the natural environment while participating in physical activity. Cafeterias have healthy food options (local where possible) and decreased amounts of less nutritional offerings Evidence of students bringing healthy foods to school. Social emotional behaviours are more positive.
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	Districts, outdoor camping excursions, Earth Day, Earth Hour, water festivals, outdoor learning. Utilize Manitoba Healthy Schools supports, provide healthy snacks, local organic food, fair trade, breakfast programs, intramurals, active living, yoga. Offer a balanced school day, resilience and engagement initiatives.		
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