Action Plan to develop an ESD school

Date ……

Action plan for ESD implementation at …… ESD pilot school

Valid from …… to …….. Established by: ……..

Project name: ……

Project team leader: ……

Project team members: ……

Curriculum links: ……...

……..

Quick win or objective: ……...

……..

Outputs: ……

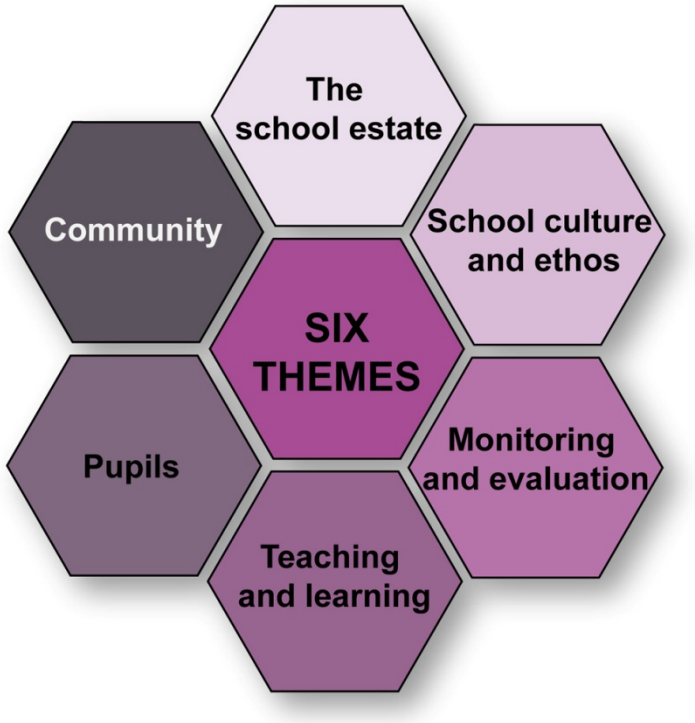
ESD related activity	Theme 1-6 Look at Pathways summarize*	Person responsible	Resources needed	When	Results	Remarks
1.						
2.						

3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Pathways

**A summary of Pathways –
a development framework for school sustainability**

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Six themes

Theme 1 School culture and ethos

1.1 Whole school approach

• The whole school is involved in decision-making.
• Participatory decision-making addresses all aspects of school life.

1.2 Whole school policy

• *Learning for Sustainability* is embedded in the school's mission and ethos.

Theme 2 Monitoring and evaluation

2.1 Action learning

• The school is a learning organisation and uses action learning to develop good practice,in and beyond the classroom.

Theme 3 Teaching and learning

3.1 Formal curriculum (core and non-core)

• If education for sustainable development (ESD) is statutory curriculum requirements are addressed.
• A progression describes age-appropriate *Learning for Sustainability* that explores key concepts, theories, skills, values and attitudes.

3.2 Diversity

• Direct experiences with 'nature' inspire learners and link learning with values and attitudes that advance sustainability.
• The curriculum has a global dimension that offers a relevant context through which pupils enrich their understanding of other cultures and societies.

• The ways in which the school respects and values diversity are apparent to pupils.

3.3 Quality teaching
• Stimulating learning resources and rich learning environments are available.
• Child-centred learning models, modes and strategies are applied.

3.4 Professional development
• Professional development opportunities that advance *Learning for Sustainability* are available to all teachers and staff.



Theme 4 Pupils

4.1 Safe and supportive learning environment
• Pupils are supported as they take creative risks.
• Pupils appraise their own learning.

4.2 Pupil participation and empowerment
• Pupils have meaningful opportunities to participate in school-based decision-making.
• Pupils have opportunities to practise leadership and citizenship skills.

Theme 5 Community



5.1 Links with parents, governors and school boards
• The school – and its governors or school board – fosters productive relationships with parents.
• The school values the contributions of parents and governors or staff members.

5.2 Links with the community
• The school is valued as part of the community.
• The community is valued as part of the school.
• Pupils have the capacity and the opportunity to make a positive contribution to the community

5.3 Links with the wider community
• The school recognises that it is locally based and globally placed.
• This recognition figures prominently in decision-making.

Theme 6 The School Estate



6.1 School resource management
• Sustainability guides decision-making about procurement, waste management, energy and water use.
• The school models good practice for sustainability.

6.2 School build and restoration
• The school employs and models technologies that advance sustainability.
• The school is a 'building that teaches'.

6.3 School grounds
• Stimulating learning resources and rich learning environments are available.
• Child-centred learning models, modes and strategies are applied.