

An Integrated School Management Framework (*ISMF*) for Indonesian Schools that implement Climate Change Education

An organizational management system integrates all of the organization's components to achieve its mission more effectively. These components include the structures, resources and processes. People, equipment and culture are part of the system as well as the documented policies and practices.

Management systems can be used to facilitate school improvement. An *integrated* management system connects as many aspects as possible of an organisation into one coherent system to enable the achievement of its purpose and mission. An integrated school management framework (*ISMF*) is a management system which, in addition to the core processes of teaching and learning, combines many other aspects of the school that are important for the achievement of the school vision. Aspects such as school leadership, the acquisition and deployment of resources (including human resources), the health and safety of students, community involvement, etc. must be optimized for the school to provide effective teaching and learning.

An *ISMF* should integrate all currently formalized systems that focus on the quality of learning, health and safety, environmental issues, personnel, finance, security etc. This requires that all the processes and the documents that describe them are be integrated.

Putting the financial system, the teaching/learning practices and other school processes and practices into one book of policies and procedures is not enough. Creating one national standard for management systems is not integration either. Buying a software package which handles quality safety and environmental documentation is not integration nor is merging roles/functions such as putting the quality manager safety manager and curriculum manager in one department.

Integrated management is a concept whereby functional management is dispersed throughout an organization so that the leaders and workers manage a range of functions together.

The *ISMF* must be directed towards the achievement of the school's vision and/or mission. In the specific case of schools implementing climate change education, the school's vision must be consistent with the aims of climate change education. Broadly speaking, these aims are for schools to produce students who have the attitudes, skills and understanding to take climate change mitigation principles out into their lives after school, and thereby help make their community, country and planet more sustainable.

For the purposes of developing an *ISMF* that is easy for schools to implement and for schools and others to use to evaluate the effectiveness of the implementation, we can define, in terms of effectively implementing climate change education, the purpose of schools as:

To produce students who are responsible, active and informed, who will take action throughout their lives to make their communities, country and planet more sustainable.

The key descriptors of students are defined as:

Responsible - able to make their own decisions, able learn from their mistakes, have the grit to keep going, to be self-disciplined and have empathy for others.

Active - be able to work with others for the common good, be able to communicate their ideas effectively and to take action whenever/wherever needed.

Informed - able to understand the issues that affect their lives and the lives of others (particularly climate change and sustainable development), able to think creatively and critically and to keep learning throughout their lives.

Students with these qualities will almost certainly make a positive difference during their time at school, and long after.

Producing such students in conventional classrooms, in which the teacher directs the learning and all students work through the same material at the same time, would seem to be more a matter of good luck rather than good educational practice. Therefore, educational and related practices in many schools must change.

In Indonesia, the spirit of the 2013 curriculum, along with other government initiatives, gives some direction for the necessary changes, but entrenched attitudes in society and schools about what is education and what is the purpose of education make these changes very difficult. The existing paradigms about education, and prevailing educational practices, must be challenged and improved for the country's citizens to more effectively mitigate the effects of climate change.

If we consider schools as systems, with inputs, outputs and processes, we can design an Integrated School Management Framework (ISMF) that reflects this view:

The aim of schools which implement climate change education is to take new students at the beginning of a stage of schooling and have them leave that stage much more responsible, more active and more informed than when they began.

If we consider schools as a system, then a school which effectively implements climate change education might be represented,

simply, as follows:

Inputs		Processes	Outputs		
Students new to the school ¹	Curriculum	Teaching, learning, assessment		Older, more responsible, active and informed students	
	Other programs, such as Adiwiyata, Kantin Sehat, etc.				
	Curriculum resources				
	Teachers	Leadership, management and planning			More experienced teachers
	Other staff				More experienced staff
	Other resources, including energy and water				Less waste, more effective use of resources
	Parent participation				Improved parent participation
	Community involvement				Improved community involvement

¹ All students are at different stages of “readiness” in terms of their attitudes, skills and understanding. Good schools recognise this and help each individual student develop as far as they can in their time at the school.

Thinking about schools in this way indicates that the key process for success in any school improvement initiative is the leadership of the school. The school leader controls the planning and management of most aspects of the school, and, consequently can have considerable influence on the other main process of teaching and learning.

What is missing from the diagram, above, is the *vision* or *mission*² of the school - if the school does not have a clearly-defined purpose, does not have a collective belief about the power of education to improve society and/or has not considered *what kind of students it should produce* then, at best, it will simply preserve the status quo.

There are strong relationships between most of the key processes that happen in schools. For example, the vision of the school should drive the style of leadership, the educational processes and the involvement of the surrounding community. It should be linked, through all the processes, to their evaluation. Effective evaluation must encompass almost all of the school's other processes, and, in turn, influence how they operate.

Again, the school leadership is crucial, because the school leaders have the responsibility of ensuring that the school vision is shared, understood and lived by all members of the school community.

An IMSF for schools implementing climate change education should have ecomapping as a substantial aspect. Ecomapping provides a means of measuring how the school manages its resources to reduce its carbon footprint while, at the same time, the school is teaching students positive attitudes to environmental sustainability that will carry over into the surrounding community and into their lives after school. Helping students learn effectively about ecomapping will strengthen their ability to take action in their later lives. Ecomapping is also a tool that should be shared to benefit the school's surrounding community. In the context of schools, in general, ecomapping is a major aspect of the management of facilities and resources in a school.

² Referred to as simply "the vision" hereafter

The following diagram is a representation of some of the inter-relatedness of school processes:



There are many, many ways to construct an IMSF for schools implementing climate change education and, for this project, we can define 6 Requirements for excellent schools to meet:

1. A vision that supports the development of students who are responsible, active and informed throughout their lives.
2. School leadership that plans and implements effective, integrated actions to support the development of students who are responsible, active and informed throughout their lives.
3. Policies and processes that maximize its use of resources (including human resources) and minimizes waste.
4. Teaching, learning and assessment that is directed towards the development of students who are responsible, active and informed throughout their lives.
5. School leadership that collaborates with the school community and surrounding community to develop policies and practices to mitigate climate change, both within and outside the school.

6. Effective methods of evaluating the progress in achieving the school vision (related to the development of students who are responsible, active and informed throughout their lives).

Without a clear, shared vision, it seems unlikely that a school would be able to have effective leadership that drives the rest of the school in effectively implementing climate change education. For this reason, it is suggested that schools must first focus on reaching at least level 3 in Requirement 1 before moving on, even if the school is already implementing aspects of climate change education. The framework is designed so that a school can begin anywhere with Requirements 2 to 6.

A useful *IMSF* should use clear indicators for each aspect of a Requirement so that the school can evaluate itself realistically and effectively and also enable external evaluation.

To assist with quantifying indicators, descriptive terms are used which have the following definitions:

Few, seldom, rarely, minimal - less than approximately 10%

Some, sometimes - between approximately 10% and 50%

Majority, usually - more than 50% up to approximately 60%

Most, many, a lot, often, frequently - between approximately 60% and 80%

Almost all, extensively, comprehensively - more than approximately 80%

Combining the Requirements above with the key questions can result in a framework as follows:

Requirements	0	1	2	3	4	Evidence
1. The school's vision supports the development of students who are responsible, active and informed throughout their lives.						
1.1 The vision is developed in collaboration with school and surrounding community members.	The indicator is not demonstrated.	The vision was developed by the school leaders and/or teachers only.	The vision was developed by the school leaders, teachers and parents.	The vision was developed by the school leaders, teachers, parents and students.	The vision was developed by the school leaders, teachers, parents, students and community members.	Examination of the school vision/mission. Observations around the school. Classroom visits. Minutes of meetings, particularly meetings with parents.
1.2 The vision clearly describes the characteristics of students who are committed to mitigating climate change throughout their lives.	The indicator is not demonstrated.	The school has a vision, but it is concerned with academic achievement or other aims unrelated to sustainability and/or climate change.	The school has a vision, and is concerned with academic and/or other achievement or other aims unrelated to sustainability and/or climate change.	The vision is about the school producing students with personal qualities but there is no reference to how these qualities might benefit students or their communities.	The vision is clearly about the school producing students with personal qualities that will enable them to act sustainably in their lives after school in the wid.	Examination of policy documents. Examination of curriculum planning documents.
1.3 The vision is embedded in all school practices including in classrooms.	The indicator is not demonstrated.	The school has a vision that is displayed in the school entrance	The school has a vision that is widely displayed around the school, and might even appear in school and/or student documents.	The school has a vision that is widely displayed around the school, and in school and student documents. It is used as the basis for determining administrative policies and practices.	The school has a vision that is widely displayed around the school, and in school and student documents. It is used as the basis for determining administrative policies and practices and underpins classroom practice.	Examination of school promotional material. Conversations with school leaders, teachers and other staff, students and parents. Data about student destinations after leaving the school.
1.4 The vision has been shared with the school community and beyond and is	The indicator is not demonstrated.	School leaders, teachers and students can discuss the content of the vision.	School leaders, teachers and students can discuss how the vision drives school practices and how it affects their lives.	School leaders, teachers and other staff, students and parents can discuss how the vision drives school practices and how it affects their lives.	School leaders, teachers and other staff, students, parents and members of the surrounding community can discuss how the	Conversations with alumni. Conversations with members of the

widely understood.					vision drives school practices and how it affects their lives.	surrounding community.
2. The leadership of the school plans and implements effective, integrated actions to support the development of students who are responsible, active and informed throughout their lives.						
2.1 The school leadership ensures that the vision is the basis for all school policies and practices.	The indicator is not demonstrated.	Some school policies and practices (including classroom practices) are consistent with the school vision. The school vision is an aspect of evaluation of some policies and practices.	A majority of school policies and practices (including classroom practices) are consistent with the school vision. The school vision is an aspect of evaluation of a majority of policies and practices.	Most school policies and practices (including classroom practices) are consistent with the school vision. The school vision is an aspect of evaluation of most policies and practices.	All school policies and practices (including classroom practices) are consistent with the school vision. The school vision is a major aspect of evaluation of any policy and practice.	
2.2 School leaders model being responsible, active and informed in their daily lives.	The indicator is not demonstrated.	The actions of the principal and vice principal(s) show that they are conscientious and self-disciplined. They are able to work with others and can communicate their ideas. They are able to discuss educational issues and model lifelong learning.	The actions of the principal and vice principal(s) show that they are conscientious and self-disciplined and have empathy for others. They are able to work with others, can communicate their ideas and can take action to improve the school. They are able to discuss some of the issues that affect their lives and the lives of others, and model lifelong learning.	The actions of the principal and vice principal(s) show that they are conscientious and self-disciplined and have empathy for others. They are able to work with others can communicate their ideas effectively and can take action to improve the school. They are able to discuss many issues that affect their lives and the lives of others, and are able to think creatively and critically and model lifelong learning.	The actions of the principal and vice principal(s) show that they are able to learn from their mistakes, be conscientious and self-disciplined and have empathy for others. They are able to work with others for the common good, can communicate their ideas effectively and can take action whenever/wherever needed. They are able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively	School policy documents. Conversations with school leaders, parents and teachers. General observations around the school.

					and critically and model lifelong learning.	
2.3 The school develops medium to long-term plans with benchmarks and responsibilities to implement its vision.	The indicator is not demonstrated.	The school has begun to develop medium and long-term plans to implement its vision.	<p>The school has developed medium and long-term plans to implement its vision.</p> <p>A majority of planning is consistent with the school vision and there are responsibilities for each stage of implementation of the plans.</p>	<p>The school has developed detailed medium and long-term plans to implement its vision.</p> <p>Most planning is consistent with the school vision and there are benchmarks and responsibilities for each stage of implementation of the plans.</p>	<p>The school has developed comprehensive, detailed medium and long-term plans to implement its vision.</p> <p>All planning is consistent with the school vision and there are clear benchmarks and responsibilities for each stage of implementation of the plans.</p>	
2.4 The school develops systems and practices consistent with its action plans to guide its ongoing journey to implement its vision.	The indicator is not demonstrated.	The school has begun to evaluate its systems and practices for consistency with its action plans.	The school has some systems and practices in place that are consistent with its action plans.	The school has many integrated systems and practices in place that are consistent with its action plans.	All school systems and practices are holistic and integrated and are consistent with its action plans.	
3. Policies and processes that maximize its use of resources (including human resources) and minimizes waste.						
3.1 Ecomapping is used to minimize the school's waste output and carbon footprint.	The indicator is not demonstrated.	The school has begun to use ecomapping to identify opportunities for to minimize its waste output and carbon footprint.	<p>The school usually uses ecomapping to take action to minimize its waste output and carbon footprint.</p> <p>The use of some resources is sometimes measured and records</p>	<p>The school frequently uses ecomapping to take action to minimize its waste output and carbon footprint.</p> <p>The use of most resources is usually measured and ongoing</p>	<p>Ecomapping is used extensively to take action for the school to minimize its waste output and carbon footprint.</p> <p>The use of all resources is frequently measured and comprehensive</p>	<p>Observations around the school, such as any energy sources and devices and machinery (such as energy, such as vehicles, heaters, air conditioners,</p>

			are kept. The information from records is usually used to improve resources use.	records are kept. The information from records is often used to improve resources use.	records are kept. The information from records is always used to improve resources use.	fans, pumps, etc.), procedures for handling waste (water, paper, food, hard rubbish, etc.), storage areas and general health and safety aspects (such as toilet cleanliness, food handling, play areas [and supervision]).
3.1.1 Use of raw materials, products and resources.	The indicator is not demonstrated.	The school has begun an ecomap of its use of raw materials, products and resources. A system is in place to measure its use of raw materials, products and resources and the school has plans to reduce its use of them. The school purchases some materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.	The school has an ecomap of its use of raw materials, products and resources. A system is in place to measure and record its use of raw materials, products and resources. The school has used information from its records to take steps to reduce its use of a majority of them. The school purchases a majority of materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.	The school has an ecomap of its use of raw materials, products and resources. A system is in place to regularly measure and record its use of raw materials, products and resources. The school has used information from its records to take steps to reduce its use of most of them. The school purchases many materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.	The school has a comprehensive ecomap of its use of raw materials, products and resources. A system is in place to frequently measure and record its use of raw materials, products and resources. The school has used information from its records to take steps to reduce its use of as many of them as possible. As far as possible, the school purchases materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.	Examination of Ecomapping documents. Examination of school data, such as purchasing orders, energy bills, records of resource and energy use, medical records, etc. Examination of storage areas, machinery, facilities and resources. Examination of school strategic plans.
3.1.2 Use and choice of energy (fuel, gas, electricity).	The indicator is not demonstrated.	The school has begun an ecomap of its use and choice of energy (fuel, gas, electricity). The school has used energy audits to measure and record its energy use and has taken some steps to	The school has an ecomap of its use and choice of energy (fuel, gas, electricity). Energy audits are usually conducted and information from the school's records has been used to reduce its	The school has an ecomap of its use and choice of energy (fuel, gas, electricity). Energy audits are regularly conducted and information from the school's records has been used to reduce its	The school has a comprehensive ecomap of its use and choice of energy (fuel, gas, electricity). Energy audits are frequently conducted and information from the school's records	Minutes of school executive meetings.

		<p>reduce its energy use and any pollution caused by it.</p>	<p>energy use by at least 10% in the first year and 5% in subsequent years.</p> <p>Steps have also been taken to reduce pollution caused by its energy use.</p> <p>The school has plans in place for moving to energy sources that are efficient and/or sustainable.</p>	<p>energy use by at least 30% in the first year and 5% in subsequent years.</p> <p>Steps have also been taken to reduce pollution caused by its energy use.</p> <p>The school has installed some efficient and/or sustainable energy sources.</p> <p>There is a system in place for the maintenance of and future development of these resources.</p>	<p>has been used to reduce its energy use by at least 50% in the first year and 5% in subsequent years.</p> <p>Steps have also been taken to reduce pollution caused by its energy use</p> <p>Wherever possible, the school has installed efficient and/or sustainable energy sources.</p> <p>There is a system in place for the maintenance of and future development of these resources.</p>	
3.1.3 Use of water and wastewater .	The indicator is not demonstrated.	<p>The school has begun an ecomap of its use of water and wastewater.</p> <p>A system is in place to measure its use of water and the school has taken steps to reuse its wastewater.</p>	<p>The school has an ecomap of its use of water and wastewater.</p> <p>The school has reduced its use of water and reuses a majority of its wastewater.</p> <p>Steps have also been taken to reduce the level of contaminants in wastewater.</p>	<p>The school has an ecomap of its use of water and wastewater.</p> <p>The school has reduced its use of water and reuses most of its wastewater.</p> <p>The level of contaminants in wastewater has been halved.</p>	<p>The school has a comprehensive ecomap of its use of water and wastewater.</p> <p>The school has reduced its use of water and reuses almost all of its wastewater. The level of contaminants in wastewater is minimal.</p>	
3.1.4 Recycling and selective separation of waste.	The indicator is not demonstrated.	<p>The school has begun an ecomap of its recycling and selective separation of waste.</p> <p>The school has begun to analyse ways it can reduce waste, reuse it (in the school or</p>	<p>The school has an ecomap of its recycling and selective separation of waste.</p> <p>The school has effective ways to reduce a majority of its waste, reuse it (in the school or</p>	<p>The school has an ecomap of its recycling and selective separation of waste.</p> <p>The school has effective ways to reduce most of its waste, reuse it (in the school or surrounding</p>	<p>The school has a comprehensive ecomap of its recycling and selective separation of waste.</p> <p>The school has effective, efficient ways to reduce almost all</p>	

		surrounding community) or recycle it.	surrounding community) or recycle it.	community) or recycle it.	waste, reuse it (in the school or surrounding community) or recycle it.	
3.1.5 Air pollution, dust and odours.	The indicator is not demonstrated.	<p>The school has begun an ecomap of its air pollution, dust and odours.</p> <p>Steps have begun to reduce air pollution, dust and odours.</p>	<p>The school has an ecomap of its air pollution, dust and odours.</p> <p>Machinery, school resources and facilities and the school grounds are sometimes checked for sources of air pollution. Records are kept of inspections.</p> <p>The air quality in the school and its grounds has improved by at least 5% in the previous school year.</p>	<p>The school has an ecomap of its air pollution, dust and odours.</p> <p>Machinery, school resources and facilities and the school grounds are often checked for sources of air pollution. Ongoing records are kept of inspections and information is used to make improvements to air quality.</p> <p>Professional monitoring of air quality has been conducted.</p> <p>The air quality in the school and its grounds has improved by at least 10% in the first school year and 5% in subsequent years.</p>	<p>The school has a comprehensive ecomap of its air pollution, dust and odours.</p> <p>Machinery, school resources and facilities and the school grounds are regularly checked for sources of air pollution. Ongoing records are kept of inspections and information is used to make improvements to air quality.</p> <p>Professional monitoring of air quality has been conducted.</p> <p>The air quality in the school and its grounds has improved by at least 20% in the first school year and 5% in subsequent years.</p>	
3.1.6 Storage of products.	The indicator is not demonstrated.	<p>The school has begun an ecomap of its storage of products.</p> <p>Some products in the school have been itemised, recorded and stored appropriately and safely.</p>	<p>The school has an ecomap of its storage of products.</p> <p>A majority of products in the school have been itemised, recorded and stored appropriately and safely.</p>	<p>The school has an ecomap of its storage of products.</p> <p>Most products in the school have been itemised, recorded and stored appropriately and safely.</p>	<p>The school has a comprehensive ecomap of its storage of products.</p> <p>All products in the school have been itemised, recorded and stored appropriately and safely.</p>	
3.1.7 Mobility and transport of people	The indicator is not	The school has begun an ecomap of its	The school has an ecomap of its mobility	The school has an ecomap of its mobility	The school has an extensive ecomap of its	

and goods.	demonstrated.	<p>mobility and transport of people and goods.</p> <p>A majority of people and goods are transported safely and, as far as possible, by environmentally-friendly means.</p>	<p>and transport of people and goods.</p> <p>A system is in place to inspect vehicles. Records are kept of vehicle inspections and the transportation of people and goods to and from the school.</p> <p>The school has used information from its records to take steps to reduce the total number of vehicle kilometres by 10% in the first year and 5% in subsequent years.</p> <p>Most people and a majority of goods are transported safely and, as far as possible, by environmentally-friendly means.</p>	<p>and transport of people and goods.</p> <p>A system is in place to inspect vehicles. Ongoing records are kept of vehicle inspections and the transportation of people and goods to and from the school.</p> <p>The school has used information from its records to take steps to reduce the total number of vehicle kilometres by 20% in the first year and 5% in subsequent years.</p> <p>All people and most goods are transported safely and, as far as possible, by environmentally-friendly means.</p>	<p>mobility and transport of people and goods.</p> <p>A system is in place to inspect vehicles. Comprehensive records are kept of vehicle inspections and the transportation of people and goods to and from the school.</p> <p>The school has used information from its records to take steps to reduce the total number of vehicle kilometres by 30% in the first year and 5% in subsequent years.</p> <p>All people and goods are transported safely and, as far as possible, by environmentally-friendly means.</p>	
3.1.8 Health and safety.	The indicator is not demonstrated.	<p>The school has begun an ecomap of its health and safety practices.</p> <p>The school aims to be a safe, healthy place for all its members.</p> <p>There are some policies and systems in place to predict areas of risk and some action has been taken to mitigate some of them.</p>	<p>The school has an ecomap of its health and safety practices.</p> <p>The school is becoming a safe, healthy place for all its members.</p> <p>Records are kept of health and safety inspections and incidents.</p> <p>There are some policies and systems in place to predict areas of risk and some action has been taken to mitigate a</p>	<p>The school has an ecomap of its health and safety practices.</p> <p>The school is mostly a safe, healthy place for all its members.</p> <p>Ongoing records are kept of health and safety inspections and incidents. Information from these records has been used to reduce the number of health and safety incidents by 10% in the first year and 5% in subsequent years.</p>	<p>The school has a extensive ecomap of its health and safety practices.</p> <p>The whole school is a safe, healthy environment for all its members.</p> <p>Comprehensive records are kept of health and safety inspections and incidents. Information from these records has been used to reduce the number of health and safety incidents by</p>	

			majority of them.	There are many policies and systems in place to predict areas of risk and some action has been taken to mitigate most of them.	30% in the first year and 5% in subsequent years. There are holistic policies and systems in place to predict areas of risk and action has been taken to mitigate all of them.	
3.2 Teachers are supported and educated in effective ways to develop students who are responsible, active and informed throughout their lives.						
3.2.1 Teachers are encouraged to be responsible, active and informed.	The indicator is not demonstrated.	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate teachers to be conscientious and self-disciplined and have empathy for others.</p> <p>Some teachers are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate teachers to be conscientious and self-disciplined and have empathy for others.</p> <p>A majority of teachers are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate teachers to be able to learn from their mistakes, be conscientious and self-disciplined and have empathy for others.</p> <p>Most teachers are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate teachers to be able to learn from their mistakes, be conscientious and self-disciplined and have empathy for others.</p> <p>Almost all teachers are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever</p>	

		Some are able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.	A majority are expected to be able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.	needed. Most are expected to be able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.	needed. Almost all are expected to be able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.	
3.2.2 The school provides teachers with opportunities for training.	The indicator is not demonstrated.	Some teachers have the opportunity to receive professional training in pedagogy about the 4 C's and/or climate change education at least once every school year. Some teachers engage in their own professional learning and sometimes share it with colleagues.	A majority of teachers have the opportunity to receive professional training in pedagogy about the 4 C's and/or climate change education at least once every school year. A majority of teachers engage in their own professional learning and usually share it with colleagues.	Most teachers have the opportunity to receive professional training in pedagogy about the 4 C's and/or climate change education at least once every school year. Most teachers engage in their own professional learning and frequently share it with colleagues.	All teachers have the opportunity to receive professional training in pedagogy about the 4 C's and/or climate change education at least once every school year. The school has a system of professional growth in which all teachers engage in their own professional learning and frequently share it with colleagues.	
3.2.3 The school has an appraisal process for teachers.	The indicator is not demonstrated.	Teachers are appraised by the principal and/or vice-principal(s).	Teachers are appraised by the principal and/or vice-principal(s). Teachers are encouraged to continuously improve their professional knowledge and skills.	Teachers are appraised by the principal and/or vice-principal(s). Teachers are encouraged to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.	There is an appraisal process for teachers in place that allows them to set realistic professional goals, in consultation with the principal and/or vice-principal(s). Teachers are encouraged to collaborate with colleagues to	

					continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.	
3.3 Non-teaching staff are supported and educated in effective ways to assist the school in achieving its vision.						
3.3.1 Non-teaching staff are made aware of their importance in helping the school achieving its vision.	The indicator is not demonstrated.	<p>The principal and/or vice-principal(s) sometimes meet with non-teaching staff to discuss their contribution to achieving the school vision.</p> <p>It is made clear to non-teaching staff that their work is valued by the school.</p>	<p>The principal and/or vice-principal(s) usually meet with non-teaching staff to discuss their contribution to achieving the school vision.</p> <p>It is made clear to non-teaching staff that their work is valued by the school.</p>	<p>The principal and/or vice-principal(s) often meet with non-teaching staff to discuss their contribution to achieving the school vision.</p> <p>It is made clear to non-teaching staff that their work is valued by the school and contributes to the learning of students.</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) stress the contributions that non-teaching staff make towards the implementation of the school vision.</p> <p>It is made clear to non-teaching staff that their work is valued by the school and contributes to the learning of students.</p>	
3.3.2 Non-teaching staff are encouraged to be responsible, active and informed.	The indicator is not demonstrated.	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate non-teaching staff to be conscientious and self-disciplined.</p> <p>Some non-teaching</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate non-teaching staff to be able to learn from their mistakes, be conscientious and self-disciplined and have</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate non-teaching staff to be conscientious and self-disciplined and have empathy for others.</p>	<p>In discussions (formal and informal), meetings and other interactions, the principal and vice-principal(s) motivate non-teaching staff to be able to learn from their mistakes, be conscientious and self-disciplined and have</p>	Motivates

		<p>staff are aware that they are expected to be able to work with others, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p>	<p>empathy for others.</p> <p>A majority of non-teaching staff are aware that they are expected to be able to work with others, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p>	<p>A majority of on-teaching staff are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p> <p>Some are able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.</p>	<p>empathy for others.</p> <p>A majority of non-teaching staff are aware that they are expected to be able to work with others for the common good, be able to communicate their ideas effectively and are able to take action whenever/wherever needed.</p> <p>Some are able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.</p>	
<p>3.3.3 The school provides non-teaching staff with opportunities for training.</p>	<p>The indicator is not demonstrated.</p>	<p>Some non-teaching staff have the opportunity to receive professional training related to their particular area of work at least once each school year.</p> <p>Non-teaching staff are sometimes updated about educational trends in the school by the principal, vice-principal(s) and/or teaching colleagues.</p>	<p>A majority of non-teaching staff have the opportunity to receive professional training related to their particular area of work at least once each school year.</p> <p>Non-teaching staff are usually updated about educational trends in the school by the principal, vice-principal(s) and/or teaching colleagues.</p>	<p>Most non-teaching staff have the opportunity to receive professional training related to their particular area of work at least once each school year.</p> <p>Non-teaching staff are frequently updated about educational trends in the school by the principal, vice-principal(s) and/or teaching colleagues.</p>	<p>All non-teaching staff have the opportunity to receive professional training related to their particular area of work at least once each school year.</p> <p>All non-teaching staff are frequently updated about educational trends in the school by the principal, vice-principal(s) and/or teaching colleagues.</p>	
<p>3.3.4 The school</p>	<p>The indicator is not</p>	<p>Non-teaching staff are appraised by the</p>	<p>Non-teaching staff are appraised by the</p>	<p>Non-teaching staff are appraised by the</p>	<p>There is an appraisal process for non-</p>	

has an appraisal process for non-teaching staff.	demonstrated.	principal and/or vice-principal(s).	principal and/or vice-principal(s). They are encouraged to collaborate with colleagues to continuously improve their knowledge and skills.	principal and/or vice-principal(s). Non teaching staff are encouraged to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.	teaching staff in place that allows them to set realistic professional goals, in consultation with the principal and/or vice-principal(s). Non-teaching are encouraged to collaborate with colleagues to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.	
3.4 The school leaders negotiate with relevant authorities so that budget savings can be returned to the school.	The indicator is not demonstrated.	The principal and/or School committee have begun negotiations with relevant authorities so that savings from sustainability practices are returned to the school.	The principal and/or School committee have negotiated with relevant authorities so that the majority of savings from sustainability practices are returned to the school.	The principal and/or School committee have negotiated with relevant authorities so that most savings from sustainability practices are returned to the school.	The principal and/or School committee have negotiated with relevant authorities so that all savings from sustainability practices are returned to the school. These savings are used to provide extra learning resources for students.	Resources and energy invoices Budget documents Minutes of meetings with relevant officials
4. Teaching, learning and assessment in the school is directed towards the development of students who are responsible, active and informed throughout their lives.						
4.1 Teachers model being responsible, active and informed in	The indicator is not demonstrated.	The actions of some teachers show that they are conscientious and self-disciplined.	The actions of a majority of teachers show that they are conscientious and self-disciplined and have empathy for	The actions of most teachers show that they are conscientious and self-disciplined and have	The actions of almost all teachers show that they are able to learn from their mistakes, be conscientious and self-	Classroom visits. Conversations with teachers. Conversations with

their daily lives.		<p>They are able to work with others and can communicate their ideas.</p> <p>They are able to discuss educational issues and model lifelong learning.</p>	<p>others.</p> <p>They are able to work with others, can communicate their ideas and can take action to improve the school.</p> <p>They are able to discuss some of the issues that affect their lives and the lives of others, and model lifelong learning.</p>	<p>empathy for others.</p> <p>They are able to work with others can communicate their ideas effectively and can take action to improve the school.</p> <p>They are able to discuss many issues that affect their lives and the lives of others, and are able to think creatively and critically and model lifelong learning.</p>	<p>disciplined and have empathy for others.</p> <p>They are able to work with others for the common good, can communicate their ideas effectively and can take action whenever/wherever needed.</p> <p>They are able to discuss the issues that affect their lives and the lives of others (particularly climate change and sustainable development), and are able to think creatively and critically and model lifelong learning.</p>	<p>school leaders, parents and members of the surrounding community.</p> <p>Conversations with students.</p> <p>Observations around the school</p>
4.2 Teachers plan lessons focused on student-centred learning.						
4.2.1 Teachers plan lessons in which students have the opportunity to collaborate.	The indicator is not demonstrated.	Students work in groups some of the time in class.	Students work together in a range of different groups for majority of the time in class.	<p>Students work together in a range of different groups for most of their class time.</p> <p>If possible, they become involved in national climate change projects.</p>	<p>Students work together in a range of different groups for most of their class time in class and also outside classes.</p> <p>If possible, they become involved in national and international climate change projects.</p>	<p>Classroom visits.</p> <p>Examination of student work (work books, posters, portfolios, videos, digital portfolios, etc.).</p> <p>Examination of curriculum planning documents</p>
4.2.2 Teachers plan lessons in which students	The indicator is not demonstrated.	Students have some opportunities to respond to meaningful, open-ended questions	Students are usually tasked with answering meaningful, open-ended questions that relate to	Students are mostly tasked with answering meaningful, open-ended questions that relate to	Students are almost always tasked with answering meaningful, open-ended questions	Conversations with school leaders, teachers and

<p>have the opportunity to think creatively and critically.</p>		<p>that relate to their daily lives.</p> <p>They have some opportunities to solve problems related to unfamiliar situations.</p> <p>They have some practice in analysing information and defending arguments and propositions based on solid evidence.</p>	<p>their daily lives.</p> <p>They have some opportunities to solve problems related to unfamiliar situations.</p> <p>They have some practice in analysing information and defending arguments and propositions based on solid evidence.</p> <p>They have a few opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>their daily lives.</p> <p>They have many opportunities to solve problems related to unfamiliar situations.</p> <p>They have some practice in analysing information and defending arguments and propositions based on solid evidence.</p> <p>They have some opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>that relate to their daily lives.</p> <p>They have many opportunities to solve problems related to unfamiliar situations.</p> <p>They have a lot of practice in analysing information and defending arguments and propositions based on solid evidence.</p> <p>They have many opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>parents.</p> <p>Conversations with students.</p> <p>Examination of student work/records of community and environmental action.</p>
<p>4.2.3 Teachers plan lessons in which students have the opportunity to effectively communicate their learning.</p>	<p>The indicator is not demonstrated.</p>	<p>Students are sometimes able to speak and write about climate change issues and make connections to their daily lives.</p> <p>Students are sometimes able to prepare arguments about climate change mitigation strategies through a range of media such as print and graphic media and video.</p>	<p>Students are sometimes able to speak and write knowledgeably about climate change issues and make connections to their daily lives.</p> <p>Students are sometimes able to prepare persuasive arguments about climate change mitigation strategies through a range of media such as print and graphic media, video, songs or poems.</p>	<p>Students are usually able to speak and write knowledgeably about climate change issues without prior preparation and make connections to their daily lives.</p> <p>Students are usually able to prepare persuasive arguments about climate change mitigation strategies through a range of media such as print and graphic media, video, songs or poems.</p>	<p>Students are often able to speak and write knowledgeably about climate change issues without prior preparation and make connections to their daily lives.</p> <p>Students are frequently able to prepare persuasive arguments about climate change mitigation strategies through a range of media such as print and graphic media, video, songs or poems.</p>	
<p>4.3 Teachers include opportunities in lessons for</p>	<p>The indicator is not demonstrated.</p>	<p>Students are sometimes encouraged to consider future possibilities when</p>	<p>“What if” is a common question starter in classes.</p> <p>Students are sometimes</p>	<p>“What if” is a common question starter in classes.</p> <p>Students are usually</p>	<p>“What if” is a common question starter in classes.</p> <p>Students are often</p>	

students to develop their perspective of the future.		examining local, national and global issues.	encouraged to consider future possibilities when examining local, national and global issues.	encouraged to consider future possibilities when examining local, national and global issues.	encouraged to consider future possibilities when examining local, national and global issues. Strategies for examining possible and preferable futures are included in teaching/learning plans.	
4.4 Teachers adapt the curriculum to improve the skills and understanding of students about climate change and how to take action to mitigate it.	The indicator is not demonstrated.	Some teachers take every opportunity to weave real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways. Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and may sometimes be integrated into the classroom curriculum.	A majority of teachers take every opportunity to use real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways. A few teachers collaborate to offer interdisciplinary units of work based around climate change issues. Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and are sometimes integrated into the classroom curriculum.	Many teachers take every opportunity to use real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways. A majority of teachers collaborate to offer interdisciplinary units of work based around climate change issues. Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and are usually integrated into the classroom curriculum.	Almost all teachers take every opportunity to use real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways. Many teachers collaborate to offer interdisciplinary units of work based around climate change issues. Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and are frequently integrated into the classroom curriculum.	
4.5 Teachers encourage students to use their climate change knowledge and skills to take action to mitigate it in their daily lives and in their	The indicator is not demonstrated.	In classrooms, some teachers provide encouragement, opportunities and support for students to plan and engage in actions that can help mitigate climate change in their daily lives.	In classrooms, a majority of teachers provide encouragement, opportunities and support for students to plan and engage in actions that can help mitigate climate change in their daily lives and in	In classrooms, most teachers provide encouragement, opportunities and support for students to plan and engage in actions that can help mitigate climate change in their daily lives and in their communities.	In classrooms, all teachers provide encouragement, opportunities and support for students to plan and engage in actions that can help mitigate climate change in their daily lives and in	

communities.		<p>This can include activities from programs such as Adiwiyata, scouts and Kantin Sehat.</p> <p>Some teachers have begun to integrate ecomapping skills into classroom activities.</p>	<p>their communities.</p> <p>Activities from programs such as Adiwiyata, scouts and Kantin Sehat are sometimes connected to classroom learning.</p> <p>A majority of teachers usually integrate ecomapping skills into classroom activities.</p>	<p>Activities from programs such as Adiwiyata, scouts and Kantin Sehat are usually connected to classroom learning.</p> <p>Most teachers frequently integrate ecomapping skills into classroom activities.</p>	<p>their communities.</p> <p>Activities from programs such as Adiwiyata, scouts and Kantin Sehat are always connected to classroom learning.</p> <p>Almost all teachers fully integrate ecomapping skills into classroom activities.</p>
4.6 Assessment practices give students opportunities for demonstrating what they understand beyond K 2013 expectations.	The indicator is not demonstrated.	<p>All teachers use K 2013 key competencies and basic competencies.³</p> <p>Some teachers use assessment practices that give students some opportunities for demonstrating their understanding in a variety of ways, such as essays, projects, videos, photo essays, demonstrations, and performances.</p>	<p>All teachers use K 2013 key competencies and basic competencies.</p> <p>Some teachers use assessment practices that give students some opportunities for demonstrating their understanding in a variety of ways, such as essays, projects, videos, photo essays, demonstrations, and performances.</p> <p>A majority of students are given some opportunities to respond to meaningful, open-ended questions that link K 2013 content to their daily lives and real-world issues.</p> <p>A majority of students have some opportunities to design their own solutions to real-world</p>	<p>All teachers use K 2013 key competencies and basic competencies.</p> <p>Many teachers use assessment practices that usually give students opportunities for demonstrating their understanding in a variety of ways, such as essays, projects, videos, photo essays, demonstrations, and performances.</p> <p>Most students are usually given opportunities to respond to meaningful, open-ended questions that link K 2013 content to their daily lives and real-world issues.</p> <p>Most students usually have the opportunity to design their own solutions to real-world</p>	<p>All teachers use K 2013 key competencies and basic competencies.</p> <p>All teachers use assessment practices that give students frequent opportunities for demonstrating their understanding in a variety of ways, such as essays, projects, videos, photo essays, demonstrations, and performances.</p> <p>All students are given frequent opportunities to respond to meaningful, open-ended questions that link K 2013 content to their daily lives and real-world issues.</p> <p>All students have frequent opportunities to design their own solutions to real-world</p>

³Instead of simply giving content-based tests

			problems, particularly climate change issues.	problems, particularly climate change issues.	problems, particularly climate change issues.
4.7 Teachers plan opportunities for students to reflect on the processes and products of their learning.	The indicator is not demonstrated.	Students have opportunities for reflection in some classes and activities.	Students usually have opportunities for reflection in a majority of classes and activities. A majority of teachers take care to vary reflection methods so that reflection is meaningful and helps students develop as responsible, active and informed young people.	Most students have frequent opportunities for reflection in all classes and activities. Most teachers take care to vary reflection methods so that reflection is meaningful and helps students develop as responsible, active and informed young people.	All students have frequent opportunities for reflection in all classes and activities. All teachers take care to vary reflection methods so that reflection is meaningful and helps students develop as responsible, active and informed young people.
4.8 Teachers encourage students to take action to mitigate climate change in their daily lives as a consequence of their learning.	The indicator is not demonstrated.	Some teachers plan their lessons so that students are sometimes required to use what they have learned to plan action to mitigate climate change in their daily lives.	Many teachers plan their lessons so that students are usually required to use what they have learned to plan action to mitigate climate change in their daily lives.	Most teachers plan their lessons so that students are frequently required to use what they have learned to plan action to mitigate climate change in their daily lives.	All teachers plan their lessons so that students are frequently required to use what they have learned to plan action to mitigate climate change in their daily lives.
5. The leadership of the school collaborates with the school and surrounding community to develop policies and practices to mitigate climate change, both within and outside the school.					
5.1 The leadership of the school has positive relationships with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	The indicator is not demonstrated.	The principal and/or vice principal(s) meet at least yearly with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	The principal and/or vice principal(s) meet at least twice a year with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	The principal and/or vice principal(s) meet at least six times a year with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	The principal and/or vice principal(s) meet at least monthly with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations. Conversations with school leaders, parents and members of the surrounding community. Minutes of meetings, particularly with members of the surrounding community.

5.2 The leadership of the school engages with members of the surrounding community to identify environmental issues.	The indicator is not demonstrated.	The principal and/or vice principal(s) sometimes discuss environmental issues with members of the surrounding community.	The principal and/or vice principal(s) often discuss environmental issues with members of the surrounding community.	The principal and/or vice principal(s) usually work with members of the surrounding community to identify environmental issues.	The principal and/or vice principal(s) often work with members of the surrounding community to identify environmental issues.	Conversations with teachers and students. Examination of curriculum planning documents. Examination of student work/records of community and environmental action.
5.3 The leadership of the school collaborates with members of the surrounding community to plan and implement actions to mitigate climate change.	The indicator is not demonstrated.	The principal and/or vice principal(s) sometimes collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.	The principal and/or vice principal(s) usually collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.	The principal and/or vice principal(s) often collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.	The principal and/or vice principal(s) always collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.	
5.4 Ecomapping is used by school community members in their lives away from the school to minimize their waste output and carbon footprint.	The indicator is not demonstrated.	Teachers have begun to integrate ecomapping skills into classroom activities. School community members have begun to use ecomapping to identify opportunities for to minimize waste output and their carbon footprint in their homes and local communities.	Teachers usually integrate ecomapping skills into classroom activities. School community members usually use ecomapping to take action to minimize waste output and their carbon footprint in their homes and local communities by at least 10% in the first year and 5% in subsequent years.	Teachers often integrate ecomapping skills into classroom activities. School community members frequently use ecomapping to take action to minimize waste output and their carbon footprint in their homes and local communities by at least 30% in the first year and 5% in subsequent years.	Ecomapping skills are fully integrated into classroom activities and students employ them automatically. Ecomapping is used extensively by school community members to take action to minimize waste output and their carbon footprint in their homes and local communities by at least 50% in the first year and 5% in subsequent years.	Minutes of meetings, particularly with members of the surrounding community. Ecomapping documents Conversations with teachers and students. Conversations with parents, alumni and members of the surrounding community.
5.5 As a result of student action, ecomapping is used by local	The indicator is not demonstrated.	Some of the school's students work with local community members to begin to use ecomapping to identify	A majority of the school's students work with local community members in using ecomapping to take	Most of the school's students work with local community members to use ecomapping to take action to minimize waste	Almost all of the school's students conduct ecomapping awareness and action	Examination of records of community and

community members, in their lives away from the school to minimize their waste output and carbon footprint.		opportunities to minimize waste output and their carbon footprint in their homes and the surrounding community.	action to minimize waste output and their carbon footprint in their homes and the surrounding community by at least an average of 10% in the first year and 5% in subsequent years.	output and their carbon footprint in their homes and surrounding community by at least an average of 30% in the first year and 5% in subsequent years.	in the local community. As a result, ecomapping is used extensively by local community members to take action to minimize waste output and their carbon footprint in their homes and the surrounding community by at least an average of 50% in the first year and 5% in subsequent years.	environmental action.
5.6 Parents and local community members are motivated, supported and educated in effective ways to help the school develop students who are responsible, active and informed throughout their lives.	The indicator is not demonstrated.	The school conducts meetings with parents and local community members to share information about school programs and student achievement.	The school usually conducts meetings and discussion forums with parents and local community members to share strategies that encourage students to engage in climate change mitigations activities in the school and wider community.	The school often conducts frequent meetings, seminars and discussion forums with parents and local community members to share strategies that encourage students to engage in climate change mitigations activities in the school and wider community.	The school conducts frequent meetings, seminars and discussion forums with parents and local community members to share strategies that encourage students to engage in activities that help their development as responsible, active and informed members of the school and wider community.	Meeting minutes, particularly with parents and the local community. Conversations with parents and members of the surrounding community. Conversations with school leaders and teachers. Observations in the surrounding community.
6. The school has developed effective methods of evaluating its progress in achieving its vision related to the development of students who are responsible, active and informed throughout their lives.						
6.1 Meaningful reflection is integral to all school practices.	The indicator is not demonstrated.	The principal, vice-principal(s) and teachers sometimes have opportunities to reflect on their professional practice. Students sometimes	The principal, vice-principal(s) and teachers usually have opportunities to reflect on their professional practice. Students usually reflect	The principal, vice-principal(s) and teachers often have opportunities to reflect on their professional practice. Students often reflect in class to improve their	The principal, vice-principal(s) and teachers have an effective system for reflecting on their professional practice. Reflection strategies	Meeting schedules, minutes of meetings. Lesson/unit plans. Student reflections.

		reflect in class to improve their learning.	in class to improve their learning.	learning.	are documented in lesson and unit plans. Students reflect in class frequently to improve their learning.	Conversations with school leaders, teachers and students. Minutes of planning and review meetings
6.2 The school's medium and long-term plans have regular evaluations built into them.	The indicator is not demonstrated.	Some items in the school's planning documents have regular evaluation stages. Sometimes, evaluation results in modifications to medium and long-term plans.	A majority of items in the school's planning documents have regular evaluation stages. Usually, evaluation results in modifications to medium and long-term plans.	Many items in the school's planning documents have regular evaluation stages. Often, evaluation results in modifications to medium and long-term plans.	Every item in the school's planning documents has frequent evaluation stages. Whenever necessary, evaluation results in modifications to medium and long-term plans.	Planning and review documents. Conversations with members of the surrounding community, education officials and other supporters.
6.3 Evaluation involves all appropriate school community and local community members	The indicator is not demonstrated.	The school sometimes collects feedback from school community members. Parents and teachers are sometimes consulted about their views on how the school is going.	The school usually collects and analyses feedback from school community members when appropriate. Parents and teachers are usually consulted about their views about how the school is going. The school sometimes conducts surveys in the surrounding community about the perceived effectiveness of its programs.	The school often collects and analyses feedback from school community members when appropriate. Parents and teachers are often consulted about their views about how the school is going. The school usually conducts surveys in the surrounding community about the perceived effectiveness of its programs.	The school has processes in place for collecting and analysing feedback from school community members when appropriate. Parents and teachers are frequently consulted about their views about how the school is going. The school conducts frequent surveys in the surrounding community about the perceived effectiveness of its programs.	Minutes of meetings, particularly with members of the surrounding community and/or education officials. School newsletters, website and other means of communicating with parents and the surrounding community.
6.4 The school can identify issues that need to be dealt with in order for it to improve.	The indicator is not demonstrated.	The school sometimes reviews its medium and long term plans to ensure that evaluation stages are reached on time and at appropriate standards.	The school sometimes has discussions with stakeholders, including education (DIKNAS) officials, to identify issues that may affect the ability of the school	The school usually has discussions with stakeholders, including education (DIKNAS) officials, to identify issues that may affect the ability of the school to achieve	The school has frequent discussions with stakeholders, including education (DIKNAS) officials, to identify issues that may affect the ability of the school to achieve its	

		Plans are adjusted, if necessary.	<p>to achieve its mission.</p> <p>The school usually reviews its medium and long term plans to ensure that evaluation stages are reached on time and at appropriate standards.</p> <p>Plans are adjusted, if necessary.</p>	<p>its mission.</p> <p>The school usually uses information from its records to review its medium and long term plans to ensure that evaluation stages are reached on time and at appropriate standards.</p> <p>Plans are adjusted, in consultation with stakeholders, if necessary.</p>	<p>mission.</p> <p>The school frequently uses information from its records to review its medium and long term plans to ensure that evaluation stages are reached on time and at appropriate standards.</p> <p>The school also uses evidence from external organisations (such as BLH) in its evaluation of its medium and long term plans.</p> <p>Plans are adjusted, in consultation with stakeholders, if necessary.</p>	
6.5 The school can predict issues that need to be dealt with in order for it to improve.	The indicator is not demonstrated.	The school sometimes conducts discussion sessions with stakeholders, including education officials, to anticipate educational and environmental issues that may affect the school.	<p>The school usually conducts discussion sessions with stakeholders, including education officials, to anticipate educational and environmental issues that may affect the school.</p> <p>The school leaders sometimes send updates to school community members about predictions of educational and environmental trends and ways in which the school can address them.</p>	<p>The school usually conducts discussion sessions with stakeholders, including education officials, to anticipate educational and environmental issues that may affect the school and its surrounding community.</p> <p>The school leaders usually send updates to school community members about predictions of educational and environmental trends and ways in which the school can address them.</p>	<p>The school frequently conducts discussion sessions with stakeholders, including education officials, to anticipate educational and environmental issues that may affect the school and its surrounding community.</p> <p>The school leaders send frequent updates to school community members about predictions of educational and environmental trends and ways in which the school can address them.</p>	

Not for publication

How to use the *ISMF*

As mentioned earlier, a school needs a clear, shared vision, driven by effective leadership to effectively implement climate change education. Therefore, it is suggested that each school should first focus on reaching at least level 3 in Requirement 1 before moving on to Requirements 2 to 6. If the school is already implementing aspects of climate change education, it should still evaluate itself, but ensure that these aspects, and all subsequent actions, are connected through the school vision.

The Framework is easy to use, but schools need to consider the *evidence* used to make judgements - what could someone who knows nothing about the school see happening in the school, read in documents or hear in conversations that supports judgements?

For example, the school might have a system of appraising teachers in which the principal visits classes and makes a judgement about the skills and knowledge of individual teachers. In this case, the judgement would be as follows:

	0	1	2	3	4
3.2.3 The school has an appraisal process for teachers.	The indicator is not demonstrated.	Teachers are appraised by the principal and/or vice-principal(s).	Teachers are appraised by the principal and/or vice-principal(s). Teachers are encouraged to continuously improve their professional knowledge and skills.	Teachers are appraised by the principal and/or vice-principal(s). Teachers are encouraged to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.	There is an appraisal process for teachers in place that allows them to set realistic professional goals, in consultation with the principal and/or vice-principal(s). Teachers are encouraged to collaborate with colleagues to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.

This judgement would be supported by conversations with teachers and school leaders, and, if appraisal was being carried out during an evaluation visit, classroom observations. There should also be a record of the judgements made by the principal. All three sources of evidence would be consistent.

As well as providing a basis for a judgement, the Framework also provides information for improvement. In the example of teacher appraisal, to improve the judgement to the next level, the principal could provide oral and/or written⁴ feedback to teachers. To improve the judgement to level three, the principal and individual teachers would discuss the teacher's strengths and areas needing improvement in terms of the school vision. For the highest judgement in teacher appraisal, teachers would be able to select, with the approval of the principal, one or two of the areas in need of improvement to work on, with the support of the principal and vice-principal(s). This would connect with indicators 3.2.1 and 3.2.2, about teachers' attitudes, skills and knowledge and their professional education.

The *ISMF* is not a tool for comparing schools. It is not intended that schools receive an "average grade"⁵. The *ISMF* is a guide for schools and external evaluators to identify ways in which schools can improve their ability to implement climate change education, and, therefore, produce students who are responsible, active and informed, who will take action throughout their lives to make their communities, country and planet more sustainable.

More detailed information is contained in the self-evaluation guide and guide for evaluators that accompany the *ISMF*.

⁴ Important conversations should be documented as often as possible.

⁵ For example, by averaging the judgements.