

Self Evaluation Guide

Almost all aspects of a school's performance relate to each other in some way. A management system that connects as many aspects as possible of a school into one coherent system to enable the achievement of its purpose and mission can be used to facilitate school improvement. 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.

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.

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.

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.

There are many, many ways to construct an IMSF for schools implementing climate change education. In this *ISMF*, 6 Requirements for excellent schools to meet are defined:

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.

This *ISMF* uses clear indicators for each aspect of a Requirement so that the school can evaluate itself realistically and effectively to plan for future improvement and to meet external evaluation standards.

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%

This Self Evaluation Guide provides suggestions for actions that schools may implement to further improve their delivery of climate change education. (These suggestions should help any school community improve.)

For each indicator of each requirement, the process is simple, but takes time. Before beginning the process, the school should ensure that all sections of the school community are represented in the self-evaluation process. Schools might also include members of the surrounding community, and other stakeholders such as education officials and representatives of educational programs offered in the school such as Adiwiyata.

How to use this guide:

The purpose of the *ISMF* is to provide schools with direction for becoming excellent providers of climate change education. Therefore, judgements are to be used as prompts for suggestions for improvement, not as negative assessments of a school's performance.

This Self Evaluation Guide sets out the processes and procedures to be carried out when making judgements about the indicators of the 6 Requirements:

All judgements must be supported by several sources of evidence that must be consistent with each other. Opinions are not evidence.

Evidence usually comes from three sources

- A. Observations of situations and actions around the school and in the surrounding community.
- B. Conversations with members of the school community, surrounding community and other stakeholders. This certainly includes students in senior high school.
- C. Documentation, such as curriculum outlines/lesson plans/unit plans, budget documents, ecomapping documents, policy documents, strategic plans, etc. Students' work and photos/movies/diaries of activities are also acceptable evidence.

For each indicator, after considering the sources of evidence,

1. The evaluation group documents the evidence relevant to the indicator and ensures that all sources of evidence are consistent with each other. (If not, the evidence must be re-evaluated and/or new evidence sought.)
2. The evaluation group makes a judgement of the level that the school is at.
3. If the judgement is less than level 4, then the evaluation group considers what further action is needed for improvement, and how evidence for the improvement will be collected.
4. After all indicators have been evaluated and actions for improvements have been collated, the self evaluation team makes a set of recommendations for the school to improve.
5. The self evaluation team can make general commendations about the indicators that are judged to be level 4.

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%

Example 1, making a judgement about indicator 4.2.2, “Teachers plan lessons in which students have the opportunity to think creatively and critically”:

<p>4.2.2 Teachers plan lessons in which students have the opportunity to think creatively and critically.</p>	<p>The indicator is not demonstrated.</p>	<p>Students have some opportunities to respond to meaningful, open-ended questions 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>Students are usually tasked with answering meaningful, open-ended questions 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>They have a few opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>Students are mostly tasked with answering meaningful, open-ended questions that relate to 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>Students are almost always tasked with answering meaningful, open-ended questions 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>
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Evidence would include scrutinising curriculum plans, visiting classrooms, holding conversations with teachers and students and examining student work and assessment tasks. These sources would also be checked against the school’s Self Evaluation.

The sources are evaluated and documented, using language similar to that used in the indicators, as far as possible, on the *ISMF*.

For example:

	0	1	2	3	4	Evidence
<p>4.2.2 Teachers plan lessons in which students have the opportunity to think creatively and critically.</p>	<p>The indicator is not demonstrated.</p>	<p>Students have some opportunities to respond to meaningful, open-ended questions 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>Students are usually tasked with answering meaningful, open-ended questions 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>They have a few opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>Students are mostly tasked with answering meaningful, open-ended questions that relate to 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>Students are almost always tasked with answering meaningful, open-ended questions 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>Just over half of the lesson plans observed included open-ended, challenging questions.</p> <p>In most classrooms, teachers asked factual, "yes/no" questions. Textbooks included some challenging, open-ended questions.</p> <p>Groups of students were observed in a number of classrooms (~30%) giving presentations that analysed information and/or defended arguments.</p> <p>Student books almost all showed answers to factual questions, with some (<20%) questions to stimulate creative and/or critical thinking.</p> <p>Almost all assessment tasks had one or two questions to stimulate creative and/or critical thinking (<20%).</p>

The evidence is then matched to the descriptors of the indicator:

	0	1	2	3	4	Evidence
4.2.2 Teachers plan lessons in which students have the opportunity to think creatively and critically.	The indicator is not demonstrated.	<p>Students have some opportunities to respond to meaningful, open-ended questions 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>Students are usually tasked with answering meaningful, open-ended questions 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>They have a few opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>Students are mostly tasked with answering meaningful, open-ended questions that relate to 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>Students are almost always tasked with answering meaningful, open-ended questions 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>Just over half of the lesson plans observed included open-ended, challenging questions.</p> <p>In most classrooms, teachers asked factual, "yes/no" questions. Textbooks included some challenging, open-ended questions.</p> <p>Groups of students were observed in a number of classrooms (~30%) giving presentations that analysed information and/or defended arguments.</p> <p>Student books almost all showed answers to factual questions, with some (<20%) questions to stimulate creative and/or critical thinking.</p> <p>Very few opportunities were observed for students to solve problems related to unfamiliar situations.</p> <p>Almost all assessment tasks had one or two questions to stimulate creative and/or critical thinking (<20%).</p>

If the self evaluation team has made accurate assessments of the data, then the “best fit” is clearly a judgement of “1”. This means that this area can be improved greatly.

The indicators for higher judgements provide guidance for the school to plan for improvement. In this particular case, Students need to be provided with more frequent opportunities for answering meaningful, open-ended questions that relate to their daily lives, more frequent opportunities to solve problems related to unfamiliar situations, more practice in analysing information and defending arguments and propositions based on solid evidence and more frequent opportunities to analyse and plan for preferable and probable futures in the context of climate change.

The self evaluation team should refer to the evidence collected. There were some classrooms in which the teacher challenged the students and evidence that there were some questions to foster creative and critical thinking in classes and on assessments. An obvious path to improvement could be to use existing good practice in the school as a basis for the ongoing learning of all teachers.

Because the *ISMF* integrates all aspects of the school’s operations, there are implications for teacher appraisal, leadership and use of the community as a resource. The planning for improvement would also take account of the capability of the school to improve its teacher education, appraisal system, etc.¹

Planning strategies for each indicator in the *ISMF* that need improvement must be consistent with each other, and the school vision.

When developing strategies for improvement, the self evaluation team can refer to the two handbooks that accompany the *ISMF*, which provide many suggestions for improving leadership and teaching, learning and assessment practice. There is also a suggested strategic planning process at the end of the Leadership Handbook.

¹ Note that this consistency must be between related areas of the Requirements. For example, it would be very unusual for school leadership to be judged highly if teaching, learning and assessment received low evaluations.

Example 2, making a judgement about indicator 5.3, about “The leadership of the school collaborates with members of the surrounding community to plan and implement actions to mitigate climate change”.

<p>5.3 The leadership of the school collaborates with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The indicator is not demonstrated.</p>	<p>The principal and/or vice principal(s) sometimes collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) usually collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) often collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) always collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>
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Evidence would include conversations with school leaders, parents and members of the surrounding community, minutes of meetings (particularly with members of the surrounding community), conversations with teachers and students, examination of policy documents, ecomapping documents from the surrounding community and observations in the surrounding community.

Not for publication

For example:

	0	1	2	3	4	Evidence
<p>5.3 The leadership of the school collaborates with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The indicator is not demonstrated.</p>	<p>The principal and/or vice principal(s) sometimes collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) usually collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) often collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>The principal and/or vice principal(s) always collaborate with members of the surrounding community to plan and implement actions to mitigate climate change.</p>	<p>Meeting minutes showed that the principal had met with local community representatives 8 times during the school year to discuss mitigation of local flooding and rubbish accumulation.</p> <p>The local neighbourhood head showed ecomapping documents for tracking waste disposal. He assured the team that almost all homes in the neighbourhood were participating in a reduce-reuse-recycle program.</p> <p>A walk around the local neighbourhood revealed a clean, safe area. There were separate bins in each gang for recyclables, non-recyclables and green waste.</p> <p>A sample of students showed a video of a program they had carried out to influence the local residents to take part in ecomapping and the RRR's.</p> <p>The neighbourhood head explained that, because rubbish was now correctly disposed of, the effects of flooding had diminished greatly in the past two years.</p>

Again, the evidence is then matched to the descriptors of the indicator:

	0	1	2	3	4	Evidence
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.	<p>Meeting minutes showed that the principal had met with local community representatives 8 times during the school year to discuss mitigation of local flooding and rubbish accumulation.</p> <p>The local neighbourhood head showed ecomapping documents for tracking waste disposal. He assured the team that almost all homes in the neighbourhood were participating in a reduce-reuse-recycle program.</p> <p>A walk around the local neighbourhood revealed a clean, safe area. There were separate bins in each gang for recyclables, non-recyclables and green waste.</p> <p>A sample of students showed a video of a program they had carried out to influence the local residents to take part in ecomapping and the RRR's.</p> <p>The neighbourhood head explained that, because rubbish was now correctly disposed of, the effects of flooding had diminished greatly in the past two years.</p>

If the self evaluation team has made accurate assessments of the data, then the “best fit” is clearly a judgement of “4”. In this case, the good work being done by the school must be maintained. The school’s strategic planning still needs to include actions for this to happen.

In the following *ISMF*, each indicator should be judged individually based on the evidence provided. However, the self evaluation team must continuously check on the links between Requirements and indicators, and, if there are inconsistencies, evidence must be reviewed. The prime example is that it would be very unusual (but not impossible) for the school leadership to be judged highly if the other Requirements are not. Similarly, effective teaching, learning and assessment should be reflected by effective student action and community links.

Finally, all sources of evidence for an indicator should be consistent. If not, the evidence must be reviewed and/or new evidence sought.

Not for publication

The Integrated School Management Framework (ISMF)

Requirements						
1. The school's vision supports the development of students who are responsible, active and informed throughout their lives.						
<p>When this requirement is fully met an observer would hear leaders, students, teachers and parents discussing a range of actions that they naturally take in their lives within and beyond school to identify and mitigate aspects of climate change within the school and the surrounding area. The school vision is easy to understand and is obvious in and around the school. All members of the school share their commitment to the vision by using key words in conversation, engaging in ongoing actions and considering possible future initiatives to support sustainable living. Random community members, parents, teachers and students can share how they were involved in the development of the vision and any opportunities to engage in revision or review of the vision. Students demonstrate the characteristics of the vision and show empathy towards others in and around the school. In conversations, students share changes in their attitude towards sustainable living as a result of being in the school.</p> <p>Possible evidence sources: examination of the school vision/mission, observations around the school, classroom visits, minutes of meetings, particularly meetings with parents, examination of policy documents, examination of curriculum planning documents, examination of school promotional material, conversations with school leaders, teachers and other staff, students and parents, data about student destinations after leaving the school, conversations with alumni, conversations with members of the surrounding community.</p>						
	0	1	2	3	4	Evidence
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.	
1.2 The vision clearly describes the characteristics of students who are committed to mitigating climate change throughout their	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.	

lives.						
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.	
1.4 The vision has been shared with the school community and beyond and is widely understood.	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 vision drives school practices and how it affects their lives.	
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.						

When this requirement is fully met, school leaders will consistently describe their vision and plans for ongoing development of the school. Leaders will move in and around the school, visiting classrooms and engaging with students during break times. Teachers and leaders will communicate frequently in an atmosphere that encourages respect for the opinions of others and opportunities to share ideas. Short and long-term action plans will be developed in collaboration with teachers, students and community members. Leaders will regularly review the action plans to note progress and make additions or changes. Leaders will remain informed about current information on climate change and sustainable development and share relevant information with teachers, students and community members. Leaders will seek out local agencies and experts who may be able to support the school with advice and resources.

Possible sources of evidence: school policy documents, discussions with school leaders, parents and teachers, general observations around the school.

	0	1	2	3	4	Evidence
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	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	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	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	

		<p>ideas.</p> <p>They are able to discuss educational issues and model lifelong learning.</p>	<p>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>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>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>2.3 The school develops medium to long-term plans with benchmarks and responsibilities to implement its vision.</p>	<p>The indicator is not demonstrated.</p>	<p>The school has begun to develop medium and long-term plans to implement its vision.</p>	<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>	

<p>2.4 The school develops systems and practices consistent with its action plans to guide its ongoing journey to implement its vision.</p>	<p>The indicator is not demonstrated.</p>	<p>The school has begun to evaluate its systems and practices for consistency with its action plans.</p>	<p>The school has some systems and practices in place that are consistent with its action plans.</p>	<p>The school has many integrated systems and practices in place that are consistent with its action plans.</p>	<p>All school systems and practices are holistic and integrated and are consistent with its action plans.</p>	
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3. Policies and processes that maximize its use of resources (including human resources) and minimizes waste.

When this requirement is fully met, visitors would observe a school that uses a minimum of resources. There would be a clear policy to utilise sustainable resources and obtain them directly from the nearby community wherever possible. Conservation of energy would be documented including strategies to ensure minimal power usage, inclusion of renewable electricity resources, recycling of water, low-emission transport, etc. The leadership team, teachers, support staff, students and local community members understand the policies and support each other to ensure that resource management is a part of the everyday school thinking. Everyone who is a part of the school community collaborate to ensure school and local community are constantly exploring and devising ways to support mitigating the effects of climate change. A performance appraisal policy supports teachers and all support personnel to be aware of and adopt current education strategies. New ideas are encouraged, tried and evaluated and successful models documented, adopted and shared. The professional appraisal system requires teachers to continue to learn and teachers can share their understanding of current education trends. Visitors to the school would observe and hear groups of teachers and students openly discussing projects that will support the school and surrounding environment. Communication lines and strategies between the school and outside community are clearly planned and used consistently.

Possible sources of evidence: observations around the school, such as any energy sources and devices and machinery (such as energy, such as vehicles, heaters, air conditioners, 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]); 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; minutes of school executive meetings; resources and energy invoices; budget documents; minutes of meetings with relevant officials

	0	1	2	3	4	Evidence
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 are kept.</p> <p>The information from records is usually used to improve resources use.</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 records are kept.</p> <p>The information from records is often used to improve resources use.</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 records are kept.</p> <p>The information from records is always used to improve resources use.</p>	

Not for publication

<p>3.1.1 Use of raw materials, products and resources.</p>	<p>The indicator is not demonstrated.</p>	<p>The school has begun an ecomap of its use of raw materials, products and resources.</p> <p>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.</p> <p>The school purchases some materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.</p>	<p>The school has an ecomap of its use of raw materials, products and resources.</p> <p>A system is in place to measure and record its use of raw materials, products and resources.</p> <p>The school has used information from its records to take steps to reduce its use of a majority of them.</p> <p>The school purchases a majority of materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.</p>	<p>The school has an ecomap of its use of raw materials, products and resources.</p> <p>A system is in place to regularly measure and record its use of raw materials, products and resources.</p> <p>The school has used information from its records to take steps to reduce its use of most of them.</p> <p>The school purchases many materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.</p>	<p>The school has a comprehensive ecomap of its use of raw materials, products and resources.</p> <p>A system is in place to frequently measure and record its use of raw materials, products and resources.</p> <p>The school has used information from its records to take steps to reduce its use of as many of them as possible.</p> <p>As far as possible, the school purchases materials, products and resources that come from sustainable sources and have either recyclable packaging or minimal packaging.</p>	
<p>3.1.2 Use and choice of energy (fuel, gas,</p>	<p>The indicator is not</p>	<p>The school has begun an ecomap of its use and choice of</p>	<p>The school has an ecomap of its use and choice of energy (fuel, gas,</p>	<p>The school has an ecomap of its use and choice of energy (fuel,</p>	<p>The school has a comprehensive ecomap of its use and choice of</p>	

electricity).	demonstrated.	energy (fuel, gas, electricity). The school has used energy audits to measure and record its energy use and has taken some steps to reduce its energy use and any pollution caused by it.	electricity). Energy audits are usually conducted and information from the school's records has been used to reduce its energy use by at least 10% in the first year and 5% in subsequent years. Steps have also been taken to reduce pollution caused by its energy use. The school has plans in place for moving to energy sources that are efficient and/or sustainable.	gas, electricity). Energy audits are regularly conducted and information from the school's records has been used to reduce its energy use by at least 30% in the first year and 5% in subsequent years. Steps have also been taken to reduce pollution caused by its energy use The school has installed some efficient and/or sustainable energy sources. There is a system in place for the maintenance of and future development of these resources.	energy (fuel, gas, electricity). Energy audits are frequently conducted and information from the school's records has been used to reduce its energy use by at least 50% in the first year and 5% in subsequent years. Steps have also been taken to reduce pollution caused by its energy use Wherever possible, the school has installed efficient and/or sustainable energy sources. There is a system in place for the maintenance of and future development of these resources.	
3.1.3 Use of water and wastewater .	The indicator is not demonstrated.	The school has begun an ecomap of its use of water and wastewater. A system is in place to measure its use of water and the school has taken steps to reuse its wastewater.	The school has an ecomap of its use of water and wastewater. The school has reduced its use of water and reuses a majority of its wastewater. Steps have also been taken to reduce the level of contaminants in wastewater.	The school has an ecomap of its use of water and wastewater. The school has reduced its use of water and reuses most of its wastewater. The level of contaminants in wastewater has been halved.	The school has a comprehensive ecomap of its use of water and wastewater. The school has reduced its use of water and reuses almost all of its wastewater. The level of contaminants in wastewater is minimal.	
3.1.4 Recycling and selective separation of	The indicator is not demonstrated.	The school has begun an ecomap of its recycling and	The school has an ecomap of its recycling and selective separation of	The school has an ecomap of its recycling and selective separation	The school has a comprehensive ecomap of its recycling and	

waste.		selective separation of waste. The school has begun to analyse ways it can reduce waste, reuse it (in the school or surrounding community) or recycle it.	waste. The school has effective ways to reduce a majority of its waste, reuse it (in the school or surrounding community) or recycle it.	of waste. The school has effective ways to reduce most of its waste, reuse it (in the school or surrounding community) or recycle it.	selective separation of waste. The school has effective, efficient ways to reduce almost all 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.	The school has begun an ecomap of its air pollution, dust and odours. Steps have begun to reduce air pollution, dust and odours.	The school has an ecomap of its air pollution, dust and odours. Machinery, school resources and facilities and the school grounds are sometimes checked for sources of air pollution. Records are kept of inspections. The air quality in the school and its grounds has improved by at least 5% in the previous school year.	The school has an ecomap of its air pollution, dust and odours. 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. Professional monitoring of air quality has been conducted. 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.	The school has a comprehensive ecomap of its air pollution, dust and odours. 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. Professional monitoring of air quality has been conducted. 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.	
3.1.6 Storage of products.	The indicator is not demonstrated.	The school has begun an ecomap of its storage of products.	The school has an ecomap of its storage of products. A majority of products in the school have been	The school has an ecomap of its storage of products. Most products in the	The school has a comprehensive ecomap of its storage of products.	

		Some products in the school have been itemised, recorded and stored appropriately and safely.	itemised, recorded and stored appropriately and safely.	school have been itemised, recorded and stored appropriately and safely.	All products in the school have been itemised, recorded and stored appropriately and safely.	
3.1.7 Mobility and transport of people and goods.	The indicator is not demonstrated.	<p>The school has begun an ecomap of its 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>The school has an ecomap of its mobility 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>The school has an ecomap of its mobility 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>The school has an extensive ecomap of its 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.	The school has begun an ecomap of its health and safety	The school has an ecomap of its health and safety practices.	The school has an ecomap of its health and safety practices.	The school has a extensive ecomap of its health and safety	

		<p>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 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 majority of them.</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>There are many policies and systems in place to predict areas of risk and some action has been taken to mitigate most of them.</p>	<p>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 30% in the first year and 5% in subsequent years.</p> <p>There are holistic policies and systems in place to predict areas of risk and action has been taken to mitigate all of them.</p>	
<p>3.2 Teachers are supported and educated in effective ways to develop students who are responsible, active and informed throughout their lives.</p>						

<p>3.2.1 Teachers are encouraged to be responsible, active and informed.</p>	<p>The indicator is not demonstrated.</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>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>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>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>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.</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 needed.</p> <p>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.</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 needed.</p> <p>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.</p>	
<p>3.2.2 The school provides</p>	<p>The indicator is not</p>	<p>Some teachers have the opportunity to</p>	<p>A majority of teachers have the opportunity to receive</p>	<p>Most teachers have the opportunity to receive</p>	<p>All teachers have the opportunity to receive</p>	

<p>teachers with opportunities for training.</p>	<p>demonstrated.</p>	<p>receive professional training in pedagogy about the 4 C's and/or climate change education at least once every school year.</p> <p>Some teachers engage in their own professional learning and sometimes share it with colleagues.</p>	<p>professional training in pedagogy about the 4 C's and/or climate change education at least once every school year.</p> <p>A majority of teachers engage in their own professional learning and usually share it with colleagues.</p>	<p>professional training in pedagogy about the 4 C's and/or climate change education at least once every school year.</p> <p>Most teachers engage in their own professional learning and frequently share it with colleagues.</p>	<p>professional training in pedagogy about the 4 C's and/or climate change education at least once every school year.</p> <p>The school has a system of professional growth in which all teachers engage in their own professional learning and frequently share it with colleagues.</p>	
<p>3.2.3 The school has an appraisal process for teachers.</p>	<p>The indicator is not demonstrated.</p>	<p>Teachers are appraised by the principal and/or vice-principal(s).</p>	<p>Teachers are appraised by the principal and/or vice-principal(s).</p> <p>Teachers are encouraged to continuously improve their professional knowledge and skills.</p>	<p>Teachers are appraised by the principal and/or vice-principal(s).</p> <p>Teachers are encouraged to continuously improve their knowledge and skills to foster a learning environment that facilitates the achievement of the school vision.</p>	<p>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).</p> <p>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.</p>	
<p>3.3 Non-teaching staff are supported and</p>						

<p>educated in effective ways to assist the school in achieving its vision.</p>						
<p>3.3.1 Non-teaching staff are made aware of their importance in helping the school achieving its vision.</p>	<p>The indicator is not demonstrated.</p>	<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>	

<p>3.3.2 Non-teaching staff are encouraged to be responsible, active and informed.</p>	<p>The indicator is not demonstrated.</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.</p> <p>Some 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>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 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>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>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>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 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-</p>	<p>The indicator is not</p>	<p>Some non-teaching staff have the</p>	<p>A majority of non-teaching staff have the opportunity</p>	<p>Most non-teaching staff have the opportunity to</p>	<p>All non-teaching staff have the opportunity to</p>	

teaching staff with opportunities for training.	demonstrated.	<p>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>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>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>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>	
3.3.4 The school has an appraisal process for non-teaching staff.	The indicator is not demonstrated.	Non-teaching staff are appraised by the principal and/or vice-principal(s).	<p>Non-teaching staff are appraised by the principal and/or vice-principal(s).</p> <p>They are encouraged to collaborate with colleagues to continuously improve their knowledge and skills.</p>	<p>Non-teaching staff are appraised by the principal and/or vice-principal(s).</p> <p>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.</p>	<p>There is an appraisal process for non-teaching staff in place that allows them to set realistic professional goals, in consultation with the principal and/or vice-principal(s).</p> <p>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.</p>	
3.4 The school leaders	The indicator is not	The principal and/or School committee	The principal and/or School committee have negotiated	The principal and/or School committee have	The principal and/or School committee have	

negotiate with relevant authorities so that budget savings can be returned to the school.	demonstrated.	have begun negotiations with relevant authorities so that savings from sustainability practices are returned to the school.	with relevant authorities so that the majority of savings from sustainability practices are returned to the school.	negotiated with relevant authorities so that most savings from sustainability practices are returned to the school.	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.	
4. Teaching, learning and assessment in the school is directed towards the development of students who are responsible, active and informed throughout their lives.						
<p>When this requirement is fully met a visitor to the school would observe classrooms where teachers use a range of strategies to support student learning. Each classroom would reflect the different teachers and groups of students. Teachers would be seen moving around the room, prompting students, listening to responses and asking further questions. Students would be working in groups or alone according to the lesson or their choice. Classrooms would have displays and prompts to support student thinking and reflection. Students are able to share their current understanding and ask further questions. Lessons begin with a connection to previous work and conclude with time for reflection. Teacher plans show that they adjust the content of the unit of work according to the level of understanding and interest shown by the students. Lesson plans and classroom learning engagements show the inclusion of climate change activities accessed from sources beyond textbooks. Students share projects that they have undertaken in connection to their learning. Where possible teachers share how they have collaborated with other subjects to explore a climate change issue in several subjects. Unit plans include cross subject collaboration and connections. Student work and presentation would show evidence of a clear understanding of climate change issues. In conversations, students can defend their thinking and ideas, persuade others and predict future possibilities with regard to climate change issues.</p> <p>Possible sources of evidence: classroom visits, conversations with teachers, conversations with school leaders, parents and members of the surrounding community, conversations with students, observations around the school, examination of student work (work books, posters, portfolios, videos, digital portfolios, etc.), examination of curriculum planning documents, examination of student work/records of community and environmental action.</p>						
	0	1	2	3	4	Evidence
4.1 Teachers model being	The indicator is not	The actions of some teachers show that	The actions of a majority of teachers show that they	The actions of most teachers show that they	The actions of almost all teachers show that they	

<p>responsible, active and informed in their daily lives.</p>	<p>demonstrated.</p>	<p>they are conscientious and self-disciplined.</p> <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>are conscientious and self-disciplined and have empathy for 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>are conscientious and self-disciplined and have 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>are able to learn from their mistakes, be conscientious and self-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>4.2 Teachers plan lessons focused on student-centred learning.</p>						
<p>4.2.1 Teachers plan lessons in which students have the opportunity to</p>	<p>The indicator is not demonstrated.</p>	<p>Students work in groups some of the time in class.</p>	<p>Students work together in a range of different groups for majority of the time in class.</p>	<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</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</p>	

collaborate.				climate change projects.	involved in national and international climate change projects.	
4.2.2 Teachers plan lessons in which students have the opportunity to think creatively and critically.	The indicator is not demonstrated.	<p>Students have some opportunities to respond to meaningful, open-ended questions 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>Students are usually tasked with answering meaningful, open-ended questions 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>They have a few opportunities to analyse and plan for preferable and probable futures in the context of climate change.</p>	<p>Students are mostly tasked with answering meaningful, open-ended questions that relate to 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>Students are almost always tasked with answering meaningful, open-ended questions 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>	
4.2.3 Teachers plan lessons in which students have the opportunity to effectively communicate	The indicator is not demonstrated.	<p>Students are sometimes able to speak and write about climate change issues and make connections to their daily lives.</p> <p>Students are</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</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</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</p>	

their learning.		sometimes able to prepare arguments about climate change mitigation strategies through a range of media such as print and graphic media and video.	arguments about climate change mitigation strategies through a range of media such as print and graphic media, video, songs or poems.	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.	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.	
4.3 Teachers include opportunities in lessons for students to develop their perspective of the future.	The indicator is not demonstrated.	Students are sometimes encouraged to consider future possibilities when examining local, national and global issues.	<p>“What if” is a common question starter in classes.</p> <p>Students are sometimes encouraged to consider future possibilities when examining local, national and global issues.</p>	<p>“What if” is a common question starter in classes.</p> <p>Students are usually encouraged to consider future possibilities when examining local, national and global issues.</p>	<p>“What if” is a common question starter in classes.</p> <p>Students are often encouraged to consider future possibilities when examining local, national and global issues.</p> <p>Strategies for examining possible and preferable futures are included in teaching/learning plans.</p>	
4.4 Teachers adapt the curriculum to improve the skills and understanding of students about climate change and how to take action to mitigate	The indicator is not demonstrated.	<p>Some teachers take every opportunity to weave real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways.</p> <p>Activities from programs such as Adiwiyata, scouts</p>	<p>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.</p> <p>A few teachers collaborate to offer interdisciplinary units of work based around climate change issues.</p>	<p>Many teachers take every opportunity to use real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways.</p> <p>A majority of teachers collaborate to offer interdisciplinary units of work based around</p>	<p>Almost all teachers take every opportunity to use real-world issues, particularly climate change, as the basis for their daily lessons in meaningful ways.</p> <p>Many teachers collaborate to offer interdisciplinary units of work based around</p>	

it.		and Kantin Sehat are offered, and may sometimes be integrated into the classroom curriculum.	Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and are sometimes integrated into the classroom curriculum.	climate change issues. Activities from programs such as Adiwiyata, scouts and Kantin Sehat are offered, and are usually integrated into the classroom curriculum.	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 communities.	The indicator is not demonstrated.	<p>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.</p> <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>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 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>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.</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>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 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>	

<p>4.6 Assessment practices give students opportunities for demonstrating what they understand beyond K 2013 expectations.</p>	<p>The indicator is not demonstrated.</p>	<p>All teachers use K 2013 key competencies and basic competencies.²</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 problems, particularly climate change issues.</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 problems, particularly climate change issues.</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 problems, particularly climate change issues.</p>	
<p>4.7 Teachers plan</p>	<p>The indicator is not</p>	<p>Students have opportunities for</p>	<p>Students usually have opportunities for reflection</p>	<p>Most students have frequent opportunities</p>	<p>All students have frequent opportunities</p>	

²Instead of simply giving content-based tests

opportunities for students to reflect on the processes and products of their learning.	demonstrated.	reflection in some classes and activities.	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.	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.	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.						
<p>When this requirement is fully met a visitor to the school would observe the principal/school leaders regularly moving around the school, visiting classes and engaging in conversation with students, teachers and community members. The principal/vice principal frequently meets with key local community members to discuss climate change issues and plan future collaboration between the school and the community to mitigate these. Teaching plans include ecomapping skills development. Students are able to share clear understanding of ecomapping strategies and how they apply these to their daily lives within and beyond the school. A visit to the surrounding area would show a community that uses strategies to reduce their carbon footprint. In conversations, community members and leaders are able to share current practices that they have in place and future plans to mitigate climate change. Community members and leaders can connect using ecomapping strategies and the current changes in their community action towards climate change.</p> <p>Possible sources of evidence: conversations with school leaders, parents and members of the surrounding community, minutes of meetings, particularly with members of the surrounding community, conversations with teachers and students, examination of policy documents, examination of curriculum planning documents, examination of student work/records of community and environmental action, ecomapping documents from the surrounding community, observations in the surrounding community.</p>						
	0	1	2	3	4	Evidence
5.1 The	The indicator is	The principal and/or	The principal and/or vice	The principal and/or vice	The principal and/or	

leadership of the school has positive relationships with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	not demonstrated.	vice principal(s) meet at least yearly with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	principal(s) meet at least twice a year with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	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.	vice principal(s) meet at least monthly with members of the surrounding community, including the chairmen of the neighbourhood and/or neighbour associations.	
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.	
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	The indicator is not demonstrated.	Teachers have begun to integrate ecomapping skills into	Teachers usually integrate ecomapping skills into classroom activities.	Teachers often integrate ecomapping skills into classroom activities.	Ecomapping skills are fully integrated into classroom activities and students employ them	

<p>community members in their lives away from the school to minimize their waste output and carbon footprint.</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>5.5 As a result of student action, ecomapping is used by local community members, in their lives away from the school to minimize their waste output and carbon footprint.</p>	<p>The indicator is not demonstrated.</p>	<p>Some of the school's students work with local community members to begin to use ecomapping to identify opportunities to minimize waste output and their carbon footprint in their homes and the surrounding community.</p>	<p>A majority of the school's students work with local community members in using ecomapping to take 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.</p>	<p>Most of the school's students work with local community members to use ecomapping to take action to minimize waste 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.</p>	<p>Almost all of the school's students conduct ecomapping awareness and action 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.</p>	
<p>5.6 Parents and local community members are motivated, supported and educated in</p>	<p>The indicator is not demonstrated.</p>	<p>The school conducts meetings with parents and local community members to share information about school programs and</p>	<p>The school usually conducts meetings and discussion forums with parents and local community members to share strategies that encourage students to</p>	<p>The school often conducts frequent meetings, seminars and discussion forums with parents and local community members to share strategies that</p>	<p>The school conducts frequent meetings, seminars and discussion forums with parents and local community members to share strategies that</p>	

effective ways to help the school develop students who are responsible, active and informed throughout their lives.		student achievement.	engage in climate change mitigations activities in the school and wider community.	encourage students to engage in climate change mitigations activities in the school and wider community.	encourage students to engage in activities that help their development as responsible, active and informed members of the school and wider 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.						
<p>When this requirement is fully met a visitor to the school would find a learning environment in which reflection was part of the school culture. Students would have opportunities in class and leaders and teachers would reflect professionally in meetings and as part of their professional appraisal. The visitor would be shown planning documents that had clear roles and targets, with evaluation part of the planning. Observations and conversations around the school would show that these plans are being followed and reviewed frequently. Documents and conversations would show that a wide range of school community and local community members are consulted in both planning and evaluation, as well as education and other officials. Plans, observations around the school and surrounding community as well as conversations would show that the school not only identifies issues, particularly climate change issues, but as an organisation, is able to predict issues in order to take preemptive action.</p> <p>Possible sources of evidence: conversations with school leaders, teachers and students, minutes of planning and review meetings, planning and review documents, conversations with members of the surrounding community, education officials and other supporters, 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.</p>						
	0	1	2	3	4	Evidence
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	The principal, vice-principal(s) and teachers usually have opportunities to reflect on their professional practice.	The principal, vice-principal(s) and teachers often have opportunities to reflect on their professional practice.	The principal, vice-principal(s) and teachers have an effective system for reflecting on their	

		<p>professional practice.</p> <p>Students sometimes reflect in class to improve their learning.</p>	<p>Students usually reflect in class to improve their learning.</p>	<p>Students often reflect in class to improve their learning.</p>	<p>professional practice.</p> <p>Reflection strategies are documented in lesson and unit plans.</p> <p>Students reflect in class frequently to improve their learning.</p>	
<p>6.2 The school's medium and long-term plans have regular evaluations built into them.</p>	<p>The indicator is not demonstrated.</p>	<p>Some items in the school's planning documents have regular evaluation stages.</p> <p>Sometimes, evaluation results in modifications to medium and long-term plans.</p>	<p>A majority of items in the school's planning documents have regular evaluation stages.</p> <p>Usually, evaluation results in modifications to medium and long-term plans.</p>	<p>Many items in the school's planning documents have regular evaluation stages.</p> <p>Often, evaluation results in modifications to medium and long-term plans.</p>	<p>Every item in the school's planning documents has frequent evaluation stages.</p> <p>Whenever necessary, evaluation results in modifications to medium and long-term plans.</p>	
<p>6.3 Evaluation involves all appropriate school community and local community members</p>	<p>The indicator is not demonstrated.</p>	<p>The school sometimes collects feedback from school community members.</p> <p>Parents and teachers are sometimes consulted about their views on how the school is going.</p>	<p>The school usually collects and analyses feedback from school community members when appropriate.</p> <p>Parents and teachers are usually consulted about their views about how the school is going.</p> <p>The school sometimes conducts surveys in the surrounding community about the perceived effectiveness of its programs.</p>	<p>The school often collects and analyses feedback from school community members when appropriate.</p> <p>Parents and teachers are often consulted about their views about how the school is going.</p> <p>The school usually conducts surveys in the surrounding community about the perceived effectiveness of its programs.</p>	<p>The school has processes in place for collecting and analysing feedback from school community members when appropriate.</p> <p>Parents and teachers are frequently consulted about their views about how the school is going.</p> <p>The school conducts frequent surveys in the surrounding community about the perceived effectiveness of its programs.</p>	

<p>6.4 The school can identify issues that need to be dealt with in order for it to improve.</p>	<p>The indicator is not demonstrated.</p>	<p>The school sometimes 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>The school sometimes has discussions with stakeholders, including education (DIKNAS) officials, to identify issues that may affect the ability of the school 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>The school usually has discussions with stakeholders, including education (DIKNAS) officials, to identify issues that may affect the ability of the school to achieve 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>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 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>	
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Not for publication

<p>6.5 The school can predict issues that need to be dealt with in order for it to improve.</p>	<p>The indicator is not demonstrated.</p>	<p>The school sometimes conducts discussion sessions with stakeholders, including education officials, to anticipate educational and environmental issues that may affect the school.</p>	<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>	
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Not for Publication

Strengths and suggestions for improvement

When developing the comments for this section, the self evaluation team should refer to the evidence collected and link it with the language used in the descriptions of the indicators.

The self evaluation team can also refer to the two handbooks that accompany the *ISMF*, which provide many suggestions for improving leadership and teaching, learning and assessment practice.

Because the *ISMF* integrates all aspects of the school's operations, the comments should cross reference indicators which affect each other. For example, how well, or not, does each of Requirements 2 through to 6 reflect Requirement 1, or how do the intentions and actions of the school leadership impact on teaching learning and assessment, and/or how do teaching, learning and assessment has led to improvements in climate change mitigation in the surrounding community?

Requirement 1: The school's vision supports the development of students who are responsible, active and informed throughout their lives.	
What we do well	What we can improve

Requirement 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.

What we do well

What we can improve

Requirement 3: Policies and processes that maximize its use of resources (including human resources) and minimizes waste.

What we do well

What we can improve

Requirement 4: Teaching, learning and assessment in the school is directed towards the development of students who are responsible, active and informed throughout their lives.

What we do well

What we can improve

Requirement 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.

What we do well

What we can improve

Requirement 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.	
What we do well	What we can improve

When this section is complete, it can be used as the starting point for medium- and long-term planning. An example of how to plan effectively is included at the end of the Leadership Handbook that accompanies the *ISMF*.