

# **Education for Sustainability (EfS) Strengths Assessment (*modified for Qatar Foundation schools*)**

Education for Sustainability (EfS) is defined as the transformative learning processes that equip students, teachers, and school systems with the new knowledge and ways of thinking we need to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend.

This tool was designed with the help of the Center for Green Schools at the US Green Building Council, and in partnership with the Cloud Institute, Dutchess BOCES, and Omega Institute. It has been modified to become more contextual to the QF schools.

It does three things:

- Provides a baseline assessment of the 'stage of integration' your school is currently in on the continuing journey to educate for sustainability through curriculum design, organizational policy, and the built environment.
- Creates a shared frame of reference for some of the essential elements of Education for Sustainability (EfS)
- Sparks ideas for short and long-term planning

## Component A: Curriculum & Instruction

A1	<b><u>Curriculum Integration</u></b>			
	<b>Documentation and Mapping</b>	Yes! This is a strength	Not yet! This is an aspiration	This has not yet been considered
	Our operating curriculum is continually documented, mapped and updated regularly by our faculty			

A2	<b><u>Curriculum Integration (continued)</u></b>			
	<p><b>Stage of integration</b>            In this section, you will map out where each grade level and discipline are within the “Stage of integration” described below:</p> <ul style="list-style-type: none"> <li>A. The school has no integration of the Education for sustainability standards &amp; performance indicators.</li> <li>B. The school has some integration of the Education for sustainability standards &amp; performance indicators.</li> <li>C. The school has most Education for sustainability standards &amp; performance indicators integrated</li> <li>D. The school has all Education for sustainability standards &amp; performance indicators integrated.</li> <li>E. The school has all Education for sustainability standards &amp; performance indicators integrated, assessed mapped, and documented.</li> </ul>			

A3	<b><u>Curriculum Integration (continued)</u></b>	<b><u>2021-2022</u></b>	<b><u>2022-2023</u></b>	<b><u>2023-2024</u></b>	<b><u>2024-2025</u></b>	<b><u>2025-2026</u></b>
<i>Please indicate which "Stage of integration" you are in by grade level</i>						
	Pre K-K					
	Gr. 1-5					
	Gr. 6-10					
	Gr.11&12					
	Gr.13					
<i>Please indicate which "Stage of integration" you are in by discipline</i>						
	Arabic					
	Design / Technology					
	English					
	Islamic studies					
	Math					
	Other languages					
	Performing Arts					
	Personal, health and social					

	education					
	Physical Education					
	Science					
	Social Studies / Individuals & Societies					
	Visual Arts					
	Other (please specify)					

A4	<b><u>Instructional Practices</u></b>				
	<b>Typical Instructional Practices Used in the School</b> <i>Please indicate whether the implementation of the instructional practices listed below are a strength, aspiration or not yet part of your instructional repertoire.</i>	Yes! This is a strength	Not yet! This is an aspiration	This is not part of our instructional repertoire	
	A CONSTRUCTIVIST / INQUIRY-BASED APPROACH				
	CONCEPT BASED				
	LEARNER-CENTERED				
	AUTHENTIC INSTRUCTION AND ASSESSMENT				
	DIFFERENTIATED INSTRUCTION				
	INTERDISCIPLINARY/ TRANSDISCIPLINARY				
	PROJECT-BASED APPROACH				

	APPLIED LEARNING METHODS			
	REFLECTIVE PRACTICE			
	COOPERATIVE OR COLLABORATIVE LEARNING			
	SERVICE LEARNING			
	GLOCALIZATION (Local and global context)			
	Other (please specify):			

A5	<p><b>Place-based Education for Students:</b> Learning about and taking care of the social and physical place in which the students go to school (the school buildings, grounds and community) OR the place and community surrounding them as they learn from home is embedded in the curriculum and instructional practices and students develop a sense of place by taking care of the places in which they live and study</p>	<p><i>Please indicate which opportunities for place-based education are currently part of the curriculum (check all that apply)</i></p>
	Investigate local natural <b>ecological processes and systems</b>	
	Monitor and conserve <b>energy</b> usage	
	Monitor, reduce/eliminate <b>waste</b>	
	Monitor and conserve <b>water</b> usage	
	Design, develop and maintain the <b>growth and health of the garden</b>	
	<b>Farm/garden to school</b> programs	
	Study the <b>local food system and preparation</b>	
	Design, develop and maintain a <b>composting system</b>	
	Develop and track local <b>sustainable community indicators</b>	

	Test, monitor and continuously <b>improve water, soil and air quality</b>	
	Replace invasive species with <b>native species</b>	
	Conduct school <b>community asset mapping</b>	
	Design and conduct <b>Interviews with, and/or social histories</b> of, people in the community	
	Other ( <i>please describe</i> ):	
	<p><i>Please indicate which statement best applies to your school below</i></p> <p>Students regularly leave the classroom as part of their school day ____</p> <p>Students regularly leave the classroom as part of their school week ____</p> <p>Student regularly spend time outdoors enjoying physical activity ____</p>	

### Component B: Organizational Policy & Practice

B1	<b><u>Strategic Plan to Educate for Sustainability</u></b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
	Do you have a strategic plan, policies and practices in place to drive, monitor and evaluate sustainability education efforts?					
B2	<b><u>Policies and Practices</u></b>					
	<b>Alignment with Human Resources</b>					
	Are your hiring policies and practices aligned with our strategic goal to educate for sustainability?					

	Do you consistently orient new faculty and administrators to EfS through professional development, peer coaching, critical friends PLCs and/or peer mentoring?					
	Are faculty and administrator performance assessments and other incentives are aligned with the strategic goal to educate for sustainability?					
	<b>Faculty Support Systems</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
	Are educators regularly provided with opportunities to build capacity and develop knowledge and competencies in sustainability education through professional development, coaching, reading groups, conferences, etc.?					
	Is time allocated on a regular basis for teachers to collaborate, to plan and document curriculum units and maps, to share, to analyze student work and to reflect on and improve their practices in EfS through professional learning communities, critical friends, department/grade level planning time, etc. ?					
	How many hours of planning/collaborative time do faculty have per month? _____ 0 _____ 1-2 _____ 3-6 _____ 7-8 _____ 9-12					

<b>Leadership</b> <i>(Please check the current leadership model for EfS in your school)</i>	Check One
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	The school leadership team that oversees curriculum and instruction & green operations embraces EfS and includes the implementation of EfS as a strategic goal. In addition, the school board has resolved to make this work a priority for current and future administrations	
	The school leadership team that oversees curriculum and instruction & green operations embraces EfS and includes the implementation of EfS as a strategic goal	
	Someone(s) on staff (educator, instructional specialist, administrator, facilities or sustainability staff member) is tasked by administration to coordinate/champion sustainability-related curriculum & green operations efforts	
	The work being done in EfS is lead informally at the moment by passionate faculty and/or staff members	
	No one is leading the implementation of EfS in our school, yet!	

B3	<b><u>Student Leadership</u></b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
	A. The school has established a structure to facilitate peer to peer coaching and/or mentorships					
	B. The school has developed a way to solicit feedback and input from students regarding curricular effectiveness					
	C. The school has developed a way to solicit feedback and input from students regarding school					



	policies, plans and implementation					
	D. Students are regularly involved through the curriculum (formal and informal) in learning opportunities that allow them to make authentic contributions to sustainable school and community development					
B4	<b><u>School/Community Partnerships</u></b>					
	<p>A. Our school has partnerships with several local community-based groups that serve many different purposes. These relationships are developed and nourished over time.</p> <p><i>Possible examples include: service organizations, local government agencies, boys and girls clubs, local businesses, elderly homes, parks and reserves, nature centers, museums, experiential organizations, etc.</i></p>					

	<p>B. Our school partners with local community-based groups (see list above) to provide service learning opportunities, project-based and place-based learning opportunities, internships and mentorships for our students</p>					
	<p>C. Our school community including students learns and works with local community-based groups on collaborative sustainable community development projects and/or joint green team initiatives</p>					
	<p>D. Parents, community members, volunteers, other staff/departments are authentically integrated into sustainability education and curriculum efforts</p>					
	<p>E. Our school is utilized as a learning hub for the community - a place where students, teachers and community members learn together and where the school and community are resources to each other</p>					

	F. Our students, school and community work together to track our sustainable community indicators to monitor our progress					
	G. Our school and community celebrate together as much as possibly our successes and the learning that comes from worthy failures					

### Component C: Building Environment, Operations & Maintenance

C 1	<b><u>The Built Environment</u></b>					
	<b>The School Building(s)</b>	21-22	22-23	23-24	24-25	25-26
	The building(s) have completed green HVAC improvements (for example: geo-thermal heat pumps, dual fuel heat pumps, thermally driven air conditioning, insulated ducts, on demand hot water recirculators, energy analysis software, etc.)					
	The building(s) are equipped with energy efficient windows					
	The building(s) are equipped with water fountains with reusable bottle fillers					
	The bathrooms are equipped with low flow toilets					
	The bathrooms are equipped with waste free hand dryers					
	All light fixtures are using LED bulbs					

	Please note any additional improvements made to the built environment that are not already captured above:					
	<b>Signage</b>					
	Is there signage throughout the building that educates the inhabitants on energy efficiency and the sustainable choices they can make?					
	<b>Green Space</b>					
	Does the school maintain green spaces/roofs on any campus?					
	Does the school actively operate a school/community garden on school grounds?					
	<b>Renewable Energy Transition Plan</b>					
	Is the school implementing an approved renewable energy plan (ex. On-site infrastructure, entering into community solar agreements, opting in to green energy providers with our utility company, etc.)?					
	Are the changes maintained over time: We have finished implementing our renewable energy plan and are currently monitoring/reviewing its impact in preparation for what comes next?					
	<b>Tracking and Monitoring of Energy/Utility Usage &amp; Costs</b>					
	As a school, we have systems and procedures in place to monitor our energy and utility usage & costs					
	We use this information to make operational decisions and to help conserve resources and improve the impact of our buildings					
	The information and data on our energy & utility usage and costs is visible to our school community.					

C 2.	<b><u>Maintenance &amp; Waste Management</u></b>					
	Our school regularly conducts a waste audit of our building(s)					
	We are currently operating a composting program for the disposal of food waste					
	<p>Please check off any items that the school is actively recycling below</p> <ul style="list-style-type: none"> <li>a. Paper _____</li> <li>b. Glass _____</li> <li>c. Plastic _____</li> <li>d. Electronics/IT _____</li> <li>e. Batteries _____</li> <li>f. Refrigerants _____</li> <li>g. Oil _____</li> </ul>					
	Please specify any other item that is currently recycling in the space below:					
	Our custodial staff/any outside contractors utilize eco-friendly/organic pest control methods throughout our buildings and grounds					
	Our school uses eco-friendly/green cleaning products when cleaning and disinfecting school buildings					
	Green landscaping tools techniques and chemicals (non-GMO/non-toxic) are used while landscaping all school grounds					
	<p>Our school/district custodial staff have been trained in the use of:</p> <ul style="list-style-type: none"> <li>● eco-friendly/organic pest control methods,</li> <li>● eco-friendly clearing products and all associated cleaning techniques and;</li> <li>● green landscaping tools, techniques and chemicals.</li> </ul>					

C 3	<b><u>Transportation</u></b>				
	<b>Routes to School</b>				
	The school has installed bike racks on campus				
	The school facilitates and promotes the use of car pools when traveling to and departing from school events				
	The school employs crossing guards to promote walking to school (where possible)				
	The school promotes walking and bicycling to school through infrastructure improvements, enforcement, tools, safety education, and incentives to encourage walking and bicycling to school. (where possible)				
	<b>No-Idling Zones</b>				
	The school has established no-idling zones and posted signage at all school buildings and loading zones				