

Spensley Street Primary School

ENVIRONMENTAL EDUCATION POLICY

RATIONALE

Through environmental education, students acquire the knowledge, skills and attitudes to enable them to form judgements and make decisions about sustainable lifestyles, and to participate in environmental decision-making at a local and global level.

DEFINITIONS

1. The Environment

This policy addresses issues of human impact on the natural environment. The natural environment includes the system that supports all living things.

2. Environmental Education

Environmental Education is a lifelong process of learning that helps people to understand and appreciate the environment and their connection to and impact on it.

PRINCIPLES

For general principles about teaching and learning refer to the Teaching and Learning Policy.

1. Environmental education is one of the content areas of the integrated curriculum.
2. Students are encouraged to explore, modify, clarify and justify their own values about appropriate behaviour towards the environment.
3. Students learn **in, about, for** and **from** the environment:
 - learning **in** the environment - for students to develop a sense of respect for the environment and a desire to repair it, they need to know it and like it. They need to spend time in nature.
 - learning **about** the environment - developing knowledge about the environment and skills to both enjoy and protect it;
 - learning **for** the environment - programs to help the environment and minimise the impact we are having on the Earth - taking action can help students to ameliorate their fears about their future, allows students to play a part in shaping their future;
 - learning **from** the environment - there are many aesthetic, spiritual and creative values to be discovered in nature which can enrich our lives.
4. The approach to teaching environmental education will vary over time depending upon resource availability, timetabling and staff expertise.

GOALS

1. The long-term aim of environmental education is the development of a responsible environmental ethic that is reflected in individual and collective practice.
2. Environmental education aims to:
 - foster in students an appreciation of the environment, their relationship with it and their responsibility for its future, and
 - empower students by developing in them the knowledge, skills, attitudes, values and commitment required to initiate individual and collective actions that are environmentally responsible.

STRATEGIES

1. Involve students in classroom programs planned to develop environmental understandings (including the local environment and Glen Forbes)
2. Involve students in special school and community events
3. Investigate, maintain and improve the local environment
4. Integrate environmental education into other subject areas
5. Communicate with families via the Bulletin and Term Planners
6. Involve the school in local, national and international environmental initiatives

REFERENCES

- S.S.P.S. Teaching and Learning Policy
- S.S.P.S. Healthy Relationships Policy
- The CERES and Gould League Sustainable Schools Program
- The Victorian Essential Learning Standards
- The SOSE Curriculum and Standards Framework
- The SOSE Course Advice
- Gould League Guide to protecting the environment
- *Investing in the Future - Environmental Education for Victoria's Schools (1998)*
- *Environmental Education Policy for Schools (2001)* N.S.W. Dept of Education & Training.

APPENDICES

- S.S.P.S. Waste and Litter Minimisation Strategy, 2005

DATES

Original draft	September 1995
Endorsed	December 1995
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