

# **ST EUPHEMIA COLLEGE**

**K-12**



## **ENVIRONMENTAL EDUCATION PROCEDURES**

**2014**

## **Environmental Education Procedures**

### **Introduction**

These Procedures are to be read in conjunction with the St Euphemia College Environmental Policy.

### **Procedures**

#### **Objectives of Environmental Education**

##### **Students will develop knowledge and understandings about:**

- the nature and function of ecosystems and how they are interrelated
- the impact of people on environments
- the role of the community, government and market forces in environmental decision-making
- the principles of ecologically sustainable development
- career opportunities associated with the environment.

##### **Students will develop skills to:**

- apply technical expertise within an environmental context
- identify and assess environmental problems
- communicate environmental problems to others
- resolve environmental problems
- adopt behaviours and practices that protect the environment
- evaluate the success of their actions.

##### **Students will develop values, attitudes and behaviours relating to:**

- respect for life on Earth
- supporting long term environmental protection and solutions.

These are achieved by evaluating and modifying teaching and learning programs. Detailed and useful teaching resources, lesson suggestions and worksheet materials which assist teachers in supporting their students' environmental learning are available at:

[www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au)

Mandatory syllabuses contain specific environmental education outcomes. These occur in such syllabuses as Human Society and Its Environment, PDHPE and Science and Technology in Years K-6 and Science, Geography, PDHPE and TAS in Years 7-12.

Environmental education can also be integrated into other subjects, such as English, Mathematics and the Creative Arts, where syllabus outcomes can be taught through environmental issues and topics.

##### **When environmental education is incorporated into the school curriculum, students:**

- learn about the environment
- develop skills to investigate and solve issues in the environment
- acquire attitudes of care and concern for the environment
- adopt behaviours and practices which protect the environment
- understand the principles of ecologically sustainable development.

## **Management of Resources**

**Resource Management will involve a whole school approach and include environmental aspects which include:**

- employ best practice in management of resources eg. school solar power system water tanks for school toilets, power saving mode for computers, switching off lights when not in use.
- identify learning opportunities for students resulting from practices in the management of resources
- inspect areas that require maintenance
- increase student confidence and skills in making decisions about environmental issues
- recycle paper
- use safety in terms of chemicals used within the school
- sustain management of resources
- encourage junior TAS students to buy materials for their projects at recycling depots (eg. Marrickville reverse garbage).

**Benefits of better management of resources include:**

- improvement to the School environment
- cost saving
- a sense of community and pride in the school
- involvement of local community and businesses.

**In implementing grounds management of the Policy considerations include:**

- managing the school grounds should consider the principle of ecologically sustainable development as part of the overall Management Plan
- learning opportunities for students from the management of school grounds will include:
  - the importance of biodiversity
  - the use of grounds and buildings as learning areas
- enhancing ground and buildings to achieve the objectives of environmental education and syllabus outcomes
- encouraging a long term approach to students and community to interact with their environment
- identifying and pursuing funding for environmental improvements.

**Guidelines for implementation**

The implementation of the School’s Environmental Education Policy is organised under three focus area of curriculum, resource and grounds management.

**Whole School Environmental Management Plan**

