**Sustainable Development**

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| **Student teachers must**   * Embrace locally and globally the educational and social values of sustainability, equality and justice and recognise the rights and responsibilities of future as well as current generations. * Value as well as respect social, cultural and ecological diversity and promote the principles and practices of local and global citizenship for all learners. * Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.   (Standard for Provisional Registration with GTCS, benchmark 1.1) |
| During your eight serial days, you should gather this information, by observing, speaking to class teachers and other colleagues, interacting with learners, reading school policies, and any other appropriate activities. You should consider and identify the most appropriate ways(s) to record this information.   * Mapping of school grounds/area. * Attached below. * In regards to the size of the school the outdoor area is small, this is due to an increase of children attending the school and an extension being added onto the building. * Evidence of existing engagement with sustainable education within the school such as garden area, recycling bins, litter picking 'wardens', bird boxes, and so on. * Within the playground, there is a variety of engagement with sustainable development. Firstly there is a grassy area, with trees and planters dotted throughout the playground as well as a bird house and feeder. * In the playground there is a bike rack and within the school environment they run a bike ability training program and in the long run there will be a reduction of carbon footprint. * The children run a eco committee and this has allowed the school to earn their green eco flag. * There is also an area of picnic benches and wooden seating. * Consideration of actual play space for children and its suitability. * There is a Multi-Use Games Area (MUGA) within the playground, there is a timetable of what classes use this area when. * A trim tail is also laid out across the area, this includes wooden balance beams, tires and monkey bars. * Discussion with children on these aspects of sustainable education. * Speaking to an eco representative allowed me to understand that they meet regularly to put into place aims and strategies to achieve them. The children take on the responsibility of litter picking during their free time in the playground. * There are also recycling monitors who on a regular basis come round and collect the bins and empty them appropriately. The recycling bins are currently for paper and cardboard. * I spoke to a range of children regarding how they played within the environment, a reoccurring theme was that they enjoyed playing football in the MUGA and that they were often practicing gymnastics on the bars of the trim trail. |