**Sustainable Development**

|  |
| --- |
| **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. * Evidence of existing engagement with sustainable education within the school such as garden area, recycling bins, litter picking 'wardens', bird boxes, and so on. * Consideration of actual play space for children and its suitability. * Discussion with children on these aspects of sustainable education. |

1. Evidence of existing engagement with sustainable education within the school such as garden area, recycling bins, litter picking ‘wardens’, bird boxes and so on.

Throughout the initial serial days, it was evident that the school is very much involved in seeking sustainable futures for children. First and foremost, the school Eco committee (primary 4-7) meets weekly with a member of senior management and discuss a range of topics, which then spoke about at the school’s weekly assembly. All members of the Eco Committee are engaged in developing the school to become eco-friendlier. In each classroom there are recycling bins that children are ask to use and posters at the door to remind children when leaving the classroom to turn off the light. Likewise, the school has rota of litter pickers, each primary has a week of the reasonability during play time and all children seem to be willing to take part.

Primary 4, 5 and 6 had recently planned and created a new school garden made using unwanted items and objects for instance tyres for plant pots, the children have put in a lot effort to develop the garden and the class teacher expressed the children enjoyed being part of such an important project for the school.

The school is currently thriving to develop a wildlife and bug area within the garden, but this will not happen until weather improves.

In the playground and dinner hall there are all types of recycling bins that children are encouraged to actively us.

1. Consideration of actual play space for children and its suitability.

The school has three large play grounds (lower, middle and upper primary) there are many bench and painted activities on the ground in all playgrounds. There is a large grassed football pitch that each primary has access to at least once a week during break and lunch time. Also, the school garden children have access to during break as well as class time, each class is currently growing either a plant or type fruit or vegetable within the garden. In addition, the school has an adventure play ground which is accessible during break and lunch time.

Overall the school has good play space for children, the play ground offers children variety of activities during breaks. All children seem to like their play ground in particular the adventure playground. The playground is suitable for all primaries and is accessible for a range of needs. The children enjoy developing their garden during class time and feel proud of their garden that they are contributing to.

1. Discussion with children in regards to sustainable education

The children do not have an understanding of the word sustainable, so I ask if they enjoy outdoor learning and most the children say the enjoy going outdoors and exploring the environment, some even comment on the like the sound of being outdoors.

The children enjoy developing the school garden and found it hard work for recyclable items for the garden, they liked that they were able to paint the schools garden and how unique to garden is to. By developing the school garden the children learnt a lot about gardening and how to use school space to grow plants and food.

Within their HWB topic the children have been learning about diversity the understanding it is important to respect the views, culture and religion. The school fundraise throughout the year and children know the money raised go to country affected by poverty.



