

## Domain Framework for Whole System Approach to ESD

Domains	Desired Outcomes	Degree of Implementation			
		Beginning	Some Progress	Satisfactory Progress	Stable and Ingrained Change
Governance	<b>1.1 Policy</b> <ul style="list-style-type: none"> <li>A systemic approach to implementing ESD priorities is reflected in the system’s strategic planning, asset management, policies and school improvement plans.</li> </ul>	ESD priorities are not addressed in policy.	Strategic Plan includes ESD as one priority. Schools are encouraged to include ESD in their School Improvement Plan (SIP).	Strategic Plan includes ESD as one priority. All schools are asked to include ESD in their SIP plans and there is system support for implementation.  Schools share their successful practices in ESD with parents and the community.	ESD is part of all Strategic Plan priorities and asset management policies All schools include ESD in their SIP and it is built into their assessment strategies for teaching and learning as well as the performance plans for all staff  Schools share their successful practices in ESD with parents and the community
	<b>1.2 Decision-making</b> <ul style="list-style-type: none"> <li>The system and schools embrace a transparent, inclusive, participatory approach to decision-making, involving all partners.</li> </ul>	Policy development and strategic planning are limited to senior staff with trustee approval.  There is no policy development protocol.	Senior staff and trustees are involved in planning and policy development with limited input from staff, students and community.  System provides open and transparent communication to staff, community and trustees.	Trustees, school and central staff are included in strategic planning and policy development.  The system has a protocol for open and transparent consultation and communication with staff, students, community and trustees around policy	The System and schools model democracy with students, teachers and the community engaged in every facet of the decision-making process and governance.
	<b>1.3 Finance and Budgeting</b> <ul style="list-style-type: none"> <li>Financial support for ESD initiatives is financially responsible and a priority.</li> </ul>	Budget priorities do not address ESD.	Budgets reflect ESD priorities in departments such as facilities and program.	Budgets in all departments reflect some commitment to ESD.	ESD is a priority of the whole board budget planning and demonstrates measureable impacts such as cost savings in facilities.
	<b>1.4 Monitoring and evaluation</b> <ul style="list-style-type: none"> <li>Assessment strategies measure progress in systemic implementation of ESD programs and initiatives.</li> </ul>	There is no assessment strategy for determining the progress of ESD in any department.	Ongoing assessment of impact of waste and energy management in facilities department (environmental assessment) is in place.	Development and implementation of an assessment strategy to determine impact of implementation of ESD in all departments is in place.	A systemic assessment strategy that includes professional development, continuous improvement, and identification and celebration of promising practices is in place.  Results are shared with staff, community and trustees.

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Curriculum Teaching Learning	<b>2.1 Curriculum</b>				
	a) All curriculum resources reflect the cross-curricular focus of ESD and the continuity of scope and sequence across and within all grades. and through integrated courses of study.	Central resources do not provide an ESD focus.	Resources reflect an ESD focus in some subjects.	Resources reflect an ESD focus in all subjects and grades.	ESD is identified as priority in all resource documents and across all grades. A clear scope and sequence across grades and within grades is identified. Schools offer multi credit integrated courses of study.
	b) All curriculum documents are inclusive of different disciplines, cultures, and perspectives, including indigenous knowledge and worldviews.	Some resources are beginning to address different disciplines, cultures, perspectives and worldviews.	Resources include aboriginal perspective and are inclusive of some other cultural perspectives.	Protocol identifying criteria for assessing inclusiveness of resources for different disciplines, cultures, perspectives, and worldviews, including Aboriginal components is in place and used to assess resources.	All resources meet the requirements for inclusivity and aboriginal perspective.
	c) ESD resources are provided for teachers including a variety of media, sample units of study, course profiles, teaching guides, electronic and text based resources.	Beginning to address ESD in some subjects.	Some subjects have ESD incorporated.	ESD component incorporated in most subjects across grades.	All subjects have ESD components addressed across all grade levels and are user friendly and accessible in a variety of formats.
	<b>2.2 Teaching</b>				
	a) Pedagogical approaches facilitate participatory and learner-centered education that develops critical thinking, active citizenship, systems thinking, inquiry, active learning, problem-solving, futures thinking, emphasizing both a local and global contexts.	ESD is not integrated into professional development.	ESD is part of professional development in some subjects (science).	All central professional development has an ESD component.	All central professional development integrates ESD and inclusive practices that include the contributions of the aboriginals.
	b) Natural and human-built environments are utilized as sites of discovery and active learning.	ESD instructional strategies are limited to classroom instruction.	The school building provides a site for understanding and addressing energy, waste and water issues through curricular or extra curricular activities	The school building, grounds and local community are used as sites to understand sustainability issues and take action through curricular or extra curricular activities.	Service learning that incorporates the principles of SD is a requirement in every course and includes a focus on school, and the local and global community.
	<b>2.3 Learning</b>				
	a) Transparent assessment mechanisms monitor student achievement in ESD, including action learning approaches.	No student data is collected at the system level..	Credit accumulation and graduation rates at the secondary are compiled at the system level with the goal of providing support for continuous improvement and sharing promising practices.	Report card data, credit accumulation and graduation rates are compiled at the system level with the goal of providing support for continuous improvement and sharing promising practices.	A process is in place to collect and monitor student achievement based on student success indicators with the goal of targeting resources and professional development to schools as required  Learning communities among schools share ideas and promising practices.  Competency based outcomes that address social, cultural, economic and environmental responsibility are in place Service learning requirements are assessed as part of courses.
	b) Schools provide an inclusive learning environment that fosters the consideration of alternative perspectives, worldviews and ways of knowing, including Aboriginal, in order to clarify values and taking an informed position.	There is limited focus on an inclusive learning environment.	Most schools have extra curricular activities that reflect the needs and interests of the school population.	School staff engage students and parents in developing an inclusive school environment.	An inclusive school environment is a major focus in planning and implementing all school activities, including parent engagement initiatives.
c) Schools provide a safe and supportive learning environment in which staff and students share responsibility for what is learned, how it is learned and how it is assessed.	Learning process and assessment are set by the teacher with no student input.	Grades 7-12 students are involved in student led inquiry to identify questions that learners work together to address. Assessment is set by the teacher.	Student –led inquiry identifies questions that learners work together to address at all grade levels. Authentic assessment is designed with students.	Learning is directed by questions that teachers and students work together to address. Both process and products of learning are assessed.	

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Human Capacity Building	<b>3.1 Leadership</b> <ul style="list-style-type: none"> <li>System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system.</li> </ul>	There is no demonstration of commitment to ESD from system and school administrators.	There is some demonstration of commitment to ESD – i.e. facilities and operations.	System and school administrators demonstrate commitment to ESD across all departments.	<p>System and school leaders model commitment to ESD principles in their roles.</p> <p>The systems commitment to ESD is communicated to all staff, students, trustees and community through practices, actions and documents.</p>
	<b>3.2 Professional Development</b>				
	a) Professional development (PD) provides teaching staff with ESD competencies, including knowledge, skills, perspectives, pedagogical approaches, and using ESD as a theme to contextualize learning.	ESD is not a focus for professional development.	Teaching staff in some subjects receive professional development on ESD.	All teaching staff receive professional development on ESD.	ESD is integrated into professional development for all teaching staff and central staff involved in working with students or teachers.
	b) Professional development provides non-teaching staff with the knowledge and skills to further ESD goals of the school and system.	ESD is not a focus for professional development.	Some staff receive into professional development on ESD.	All staff receive professional development on ESD.	ESD is integrated into professional development for all staff, centrally and at the school level.
	c) Staff share good practice, learning models and resources that support ESD.	There is no planned sharing of successful ESD practices among school staff.	There are some opportunities for school staff to share successful ESD practices, models and resources within a division.	There are regular opportunities for school staff to share successful practices, models and resources within a division-both elementary and secondary.	Learning communities are established across division to share successful practices, models and resources, including electronically.
	<b>3.3 Human Resources</b>				
	a) ESD competencies are addressed in performance appraisals and hiring policies.	Staff recruitment hiring and performance appraisal does not include ESD understanding or commitment.	PD for staff in some departments (e.g. facilities) with an emphasis on ESD.	All staff performance appraisal and hiring has an ESD component.	Recruiting, hiring and performance review protocols have an ESD component which includes understanding ESD and how to implement and review ESD.
	b) HR policies for all system staff support ESD capacity building, mentoring, collaborative and lifelong learning.	HR policies do not address ESD.	There is professional development for staff in some departments (e.g. facilities) with an emphasis on ESD.	All staff professional development has an ESD component.	Board HR policies and programs are in place to support all staff in building ESD understanding.
c) Diversity is celebrated and is reflected in the staff who all work to build respect among all members of the school and community.	There is no planned diversity training or hiring protocol to recruit a diverse workforce.	Respect for and understanding of diversity is part of professional development for teaching staff.	<p>Respect for and understanding of diversity is part of professional development for teaching staff.</p> <p>Diversity of staff in the board and school workforce is recognized as a priority</p>	<p>Metrics are in place to identify degree of diversity in the workforce and monitoring occurs.</p> <p>Workforce reflects the diversity of the school and community.</p> <p>Respecting and understanding diversity is part of professional development for all staff.</p>	
d) Staff are recognized and rewarded for ESD leadership.	No formal recognition of ESD leadership is in place.	Some schools celebrate ESD leadership at staff meetings.	Recognition of ESD leadership is celebrated at the school level in staff meetings.	<p>ESD leadership is celebrated by sharing successful practices in school and system websites in print and at school parent and board meetings.</p> <p>Community media are informed.</p>	

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Facilities and Operations	<b>4.1 Facilities</b> a) Sustainability principles are applied to the design, construction and renewal of school buildings, including innovative financial models.	There is no systematic focus on sustainable practices.  Renewal or new building sites do not focus on sustainable principles.	Schools are encouraged to incorporate sustainable practices in their site.  There is no specific criteria to guide development of renewal or new building sites.	All schools are asked to incorporate and report on sustainable practices in their sites.  Each renewal or new building site is asked to address sustainability principles.	All schools are asked to incorporate and report on sustainable practices in their sites.  Schools are supported with resource documents and professional development.  Staff and students are involved in promoting sustainable practices.  Promising practices are celebrated with school community.  Criteria for all renewal or new buildings sites include sustainable principles.
	b) Schools structures and outdoor spaces are “facilities that teach sustainability practices.	Teaching only occurs within classrooms.	Some schools use the outdoors for teaching.	Some schools have outdoor spaces./classrooms which are used by some teachers.	There is a system policy for the provision and weekly use of outdoor classrooms for all students.
	<b>4.2 Operations</b> a) Sustainability principles apply to all aspects of school management, procurement and resource use.	No specific criteria or requirements for incorporating sustainability principles in procurement, school management or resource use.	Schools and departments are encouraged to incorporate sustainability principles in procurement, school management and resource use.	Individual departments/schools have requirements for incorporating sustainability principles in procurement, school management and resource use.	A system-wide policy and criteria exist for procurement, school management and resource use based on sustainability practices.  Professional development and support are provided to assist in this practice.
	b) Sustainability principles are incorporated in transportation decisions.	No protocol is in place to address sustainability.	Efficiencies are incorporated in transportation routes.	Protocols are in place to address efficiencies with respect to transportation routes and fuel saving vehicles.	Protocols, metrics and monitoring are in place to address efficiencies with respect to transportation routes and fuel efficient vehicles.
	c) Active Transportation included in the divisional plan.	No plan in place to address active Transportation other than Physical Education/Health Education outcomes	Active Sustainable School Travel recognized as strategic element of ESD at divisional and school level.  Allocated staff time to address Active and Safe Routes to School.	Active transportation policy at divisional level.  School travel plans developed.	Supports in place for ongoing planning, evaluation and educational activities for Active Transportation.

	d) Audit tools are used to assess impacts and improve efficiencies as a result of sustainable practices.	No formal audits are in place.	Some areas of facilities have audit tools and assess the efficiencies of their practices.	Audit tools are in place to assess sustainable practices in all aspects of facilities and are available to all schools.	Every school conducts an annual audit and reports results to a central department.
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<b>Partnerships</b>	<b>5.1 Parent and Community Partnerships</b>				
	<ul style="list-style-type: none"> <li>Parents and the community are actively engaged to address local sustainability issues through community projects and/or partnerships.</li> </ul>	<p>There is no active engagement of parents and community.</p> <p>ESD practices are presented in newsletters or community meetings.</p>	<p>Schools are encouraged to involve parents and community in ESD initiatives.</p> <p>There is engagement of parents and community ESD practices in some schools beyond communications in newsletters or community Meetings.</p>	<p>Professional development and resources are provided to assist schools in working with parents and community in developing and promoting ESD initiatives in school, home and community.</p> <p>Most schools demonstrate engagement of parents and community in ESD practices.</p>	<p>All schools have a process in place and involve parents, and community with ESD initiatives.</p> <p>Professional development and resources are available to parents and staff to assist in developing, promoting and sharing promising practices that integrate ESD practices into school, home and community.</p> <p>Parents and community indicate that they are engaged with the school in ESD initiatives and understand its importance in student success.</p>
	<b>5.2 Learning</b>				
	a) Cooperative education supports ESD partnerships with the community.	Some schools have partnerships with community groups to support student volunteers or cooperative (experiential) learning.	School leaders are encouraged to involve the community in partnerships that support programs and initiatives that contribute to development of responsible citizens.	Partnerships are encouraged and supported and most schools are involved in school community partnerships that support student success	<p>All school leaders have professional development and support to develop local and global community partnerships that support student learning in areas of responsible citizenship, career awareness and provide a context for understanding their contribution to a sustainable community.</p> <p>Responsible citizenship is demonstrated by partnerships with community organizations and agencies that support volunteerism and cooperative learning opportunities.</p> <p>Partnerships are recognized in central and school events and promising practices are shared across the system</p>
b) Opportunities exist to engage parents and the community in the practice of ESD principles.	No formal system of structures are in place to engage partners in sustainable practices	Schools are encouraged to engage parents and communities in promoting and implementing sustainable practices	Most schools have communities or structures to engage parents and communities in promoting and implementing sustainable practices	School and central committees are in place and engage parents, community, staff, trustees and students in implementation and celebration of sustainable practices	