

# Listening to our birds and...

## Answering the Call

### Curriculum Framework

The Sustainability Action Process is one approach a school can use to engage students in the challenge of investigating sustainability improvements for their school and identifying the options for making these.

For all schools to systematically provide educational opportunities that will build student learning for sustainability from Kindergarten to Year 12 a curriculum framework has been established by the NSW Department of Education and Communities, Curriculum Learning and Innovation Centre.

It is proposed that knowledge, skills and attitudes developed over time, in the following are required;

- Social systems, technologies and ecological systems
- Repertoires of practice, including world viewing; systems seeking and testing; and futures and design thinking
- A process for taking sustainability action

When sustainability is applied as a systematic process to issues and needs it can be modelled, reapplied to new problems and learned by students with increasing levels of sophistication and complexity. The ultimate learning goal is for students to be able to put sustainability into action and as such a scaffold has been produced to assist in this process.

The five steps in the sustainability action process are;

- Making the case for change
- Defining the scope for action
- Developing the proposal for action
- Implementing the proposal
- Evaluating and reflecting

A curriculum framework utilising the sustainability action process is outlined below for 'Answering the Call' teacher participants. This framework provides a scaffold for teachers to observe and identify bird life in and around the school, monitor birds, record data and develop proposals for action that can be implemented.

Birds Australia aims to enhance student engagement through authentic project based sustainability education, embed sustainability education into the curriculum and expand the number of teachers and students participating in 'Answering the Call'. It is envisaged that participants write up their teaching and learning experiences using the scaffold.

**'Answering The Call' – Curriculum Framework - Sustainability Action Process Scaffold**

			<b>Suggested Teaching and Learning Strategies</b>
<b>Making the case for change</b>	<i>Exploring birds</i>	What do we need to know about birds and sustainability?	
	<i>Assessing the current situation by observing bird life in and around the school</i>	What birds use our school? What are their needs and opportunities for change in relation to bird life in and around the school Why do we need to act?	
	<i>Investigating concepts and ideas relating to birds and birds as indicators of biodiversity</i>	What else do we need to know about birds? What investigations do we need to undertake? What did we find out?	
	<i>Stating the case for what needs to change in the school and why</i>	What is the preferred future in regard to bird life in around our school? What do we need to change in our school and why do we need to bring about this change? How can we communicate our ideas? Do we know enough about school bird life and what we want to change to move to the next phase?	Identify issues or concerns with bird life in the school Identify opportunities to make improvements Select and describe type of action – poster, campaign, device installation

			<b>Suggested Teaching and Learning Activities</b>
<b>Developing the scope for action</b>	<i>Exploring options for making a change</i>	<p>How will we know if the change we make has been successful (success criteria)?</p> <p>How have others made significant improvements in this area?</p> <p>What types of action can we take to bring about the change we want?</p>	<p>Brainstorm the most important things the change has to achieve to be successful</p> <p>Class prioritises the list in terms of importance</p> <p>Agree on the success criteria for change</p> <p>Research how other people have monitored bird life, recorded data and implemented change</p> <p>Identify key stakeholders (school executive, P&amp;C, student body, teaching staff, local energy provider, local council )</p> <p>Identify potential funding sources</p>
	<i>Identifying available resources and constraints</i>	<p>Who might be available to help us?</p> <p>What time is available for the project?</p> <p>What finances are available for the project?</p> <p>What might limit our actions?</p>	<p>* Schools are encouraged to apply the program jointly with other schools in the area ( in clusters to build <i>repertoires of practice</i>)</p>
	<i>Generating and selecting ideas for action</i>	<p>What are the different ways we could make improvements?</p> <p>Considering the constraints and resources, what will we do?</p>	<p>Students use a PMI (Plus, Minus, Interesting) or similar as a scaffold for evaluating their individual and class ideas for making improvements in order to come up with an agreed idea for action</p>
	<i>Preparing and communicating the proposal</i>	<p>What will the changes cost?</p> <p>Who will take the actions?</p> <p>Who do we need to share our plan with?</p> <p>How will we use feedback to improve our proposal?</p>	<p>Present the proposal to others (teachers, P&amp;C, other classes)</p> <p>Review action plan following feedback from various audiences</p>
	<i>Gaining agreement on the proposal</i>	<p>What modifications have been made to the proposed change to gain the endorsement of the Principal?</p>	<p>Present the proposal to the Principal</p> <p>Review action plan following feedback from Principal</p>
The proposal	<i>Proposal description</i>	What is the proposal?	

			<b>Suggested Teaching and Learning Activities</b>
<b>Implementing the Proposal</b>	<i>Putting the proposal into practice</i>	What do we want to achieve? How will we achieve it? How will we know we have met our goals?	

			<b>Suggested Teaching and Learning Activities</b>
<b>Evaluating and Reflecting</b>	<i>Assessing the action</i>	Did we achieve our goals? What were the strengths and weaknesses? What will we do with the evaluation information? How could the proposal and action be improved? How can we communicate our success and engage others to try our idea?	Use a variety of evaluation methods e.g. observations, focus groups, surveys, audits, etc. Consult with stakeholders to obtain feedback