



WINNIPEG SCHOOL DIVISION

EDUCATION FOR SUSTAINABLE DEVELOPMENT PLAN

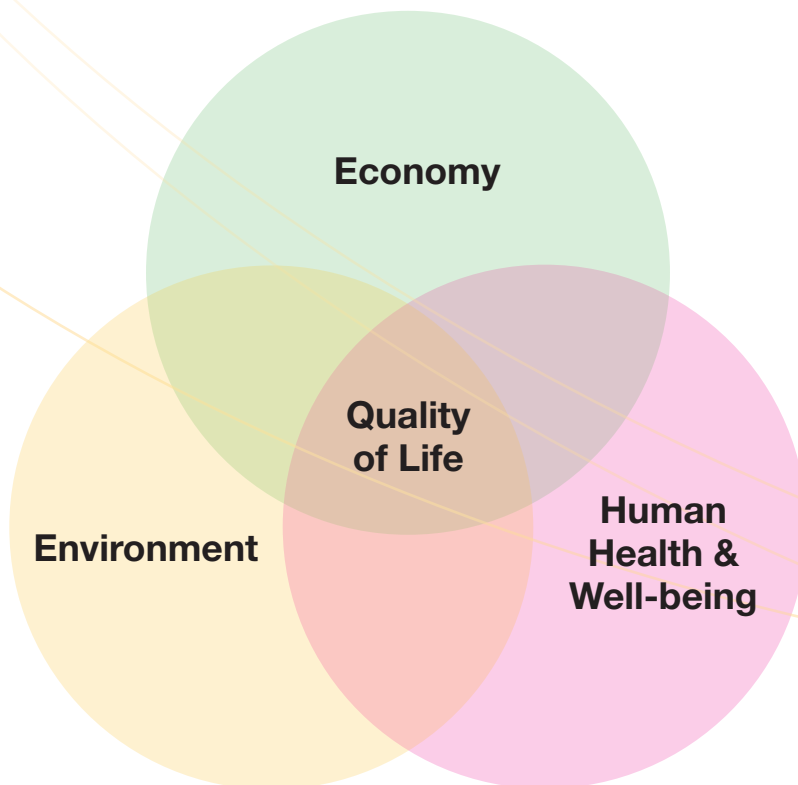
2019-2021

VISION

Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being, and an equitable quality of life for all, now and in the future.

Education for Sustainable Development

Education for Sustainable Development involves incorporating key themes of sustainable development – such as poverty alleviation, human rights, health and environmental protection, climate change – into the education system. ESD is a complex and evolving concept and requires learning about key themes from a social, cultural, environmental and economic perspective and explores how those factors are inter-related and inter-dependent. The Venn diagram below represents the inter-relationship of the themes. (Manitoba Education)



WSD STRATEGIC PRIORITY

SUSTAINABILITY

SUSTAINABILITY STRATEGIES

Sustainability

To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.

Implementing the Education for Sustainable Development plan, through the five lenses of: governance, curriculum, teaching and learning, capacity building, facilities and operations, places emphasis on citizenship and environmental stewardship behaviors.

Developing initiatives that are reflective of the interdependence of economic, environmental and social issues such as waste reduction, energy management, LEED (Leadership in Energy and Environmental Design) implementation, and human rights.

Continuing to expand diversity and equity related practices in education.

Expanding active transportation initiatives such as cycling, walking school bus, and encouraging physical activity as part of the learning experience.

8 GUIDING PRINCIPLES

WSD follows these eight guiding principles in practicing sustainability:

1. Winnipeg School Division schools and departments strive to follow sustainable practices in the social, environmental, and economic realms.
2. Winnipeg School Division teaches, encourages, and demonstrates critical thinking about global and environmental issues including inequalities of the sharing distribution of global resources and political power (Manitoba Education).
3. Students are taught to develop the knowledge, the skills, and the values necessary for meaningful participation in global and pluralistic society.
4. Education for Sustainable Development educates students, staff, and the broader community, of the importance of sustainable living for human survival and the survival of all living things.
5. Traditional Indigenous perspectives regarding our relationship with Mother Earth, such as our responsibility to ensure the survival of the Seventh Generation and collective responsibility, are incorporated in the Winnipeg School Division Sustainable Development Plan.
6. Winnipeg School Division models the principles of sustainability taught in the classroom.
7. Winnipeg School Division recognizes the importance of families and values cultural diversity and community partnerships while working toward a sustainable future for all.
8. Winnipeg School Division practices, recognizes and supports the connection between healthy lifestyles and sustainable living.

FIVE DOMAINS OF ESD

GOVERNANCE

Incorporate a systematic approach in implementing, monitoring, and evaluating the ESD Priorities in Policies, Decision-Making, Finances and Budgeting.

STRATEGIES	INDICATORS
<ul style="list-style-type: none">• WSD's ESD Steering Committee will continue to oversee all implementation, monitoring, and evaluation of the ESD Plan.• WSD's ESD Committee (DESD) will continue to have a broad base of representatives from schools and all departments that will engage in the planning, monitoring and reporting of sustainable development on an annual basis.• ESD will continue to be one of the key priorities in Winnipeg School Division.• A systematic approach will be implemented at the Governance level to inform schools of potential grant funds available for projects, and of partnerships with various organizations or businesses.• The DESD committee will regularly review the positive, the negative, and the neutral impact of all 5 Domains and make the necessary recommendations for action.	<ul style="list-style-type: none">• Policies, Strategic Plan, School Plans• Decision-making involving all partners• Financial support for ESD Initiatives• Initiatives focusing on Awareness, Action, and Transformation• Eco-Globe checklist used to evaluate school progress

FIVE DOMAINS OF ESD

CURRICULUM, TEACHING & LEARNING

Provide students with educational opportunities that advance the progress from Awareness to Action to Transformation.

Support teachers and students in demonstrating their understanding of Indigenous Perspectives through Sustainable Development initiatives.

STRATEGIES	INDICATORS
<ul style="list-style-type: none">• An ESD cross-curricular focus will be integrated at all grade and subject areas supported by the Manitoba Education ESD Correlations Charts of Student Learning Outcomes and the Guide for Sustainable Schools in Manitoba.• Teachers and students will be provided learning opportunities to deepen understandings of social, environmental and economic realities regarding ESD.• Opportunities will be provided to participate in student-organized ESD and Human Rights Conferences, Sustainability Courses, and Indigenous perspectives, practices and celebrations.• Schools will be supported in identifying and implementing traditional Indigenous Perspectives relating to sustainability through Professional Development in areas such as Cultural Awareness to Cultural Competency.• The use of inquiry and problem solving approaches that address local and global perspectives will be encouraged to increase Literacy and Numeracy levels.• Students and school personnel will be encouraged to model ESD practices in real life experiences.• Schools will be supported financially and through professional development, to provide students with educational opportunities that promote the inter-dependence of three themes:<ul style="list-style-type: none">I. EconomyII. EnvironmentIII. Human Health & Well-being• Schools will continue to embed activities and initiatives that promote WSD's Mental Health Strategy (Healthy Minds).	<ul style="list-style-type: none">• Student engagement/involvement in social/citizenship• Environmental initiatives• Programs and initiatives that address ESD through the five lenses of sustainability• Results from Our Schools Survey• Participation in initiatives:<ul style="list-style-type: none">◦ Healthy Minds◦ Roots of Empathy◦ Zones of Regulation◦ PBIS◦ Journeys Training◦ Kids in the Know

FIVE DOMAINS OF ESD

CAPACITY BUILDING

All members of divisional staff show their understanding through the consistent modelling of sustainable citizenship.

Attract, retain, and grow competent staff, who are dedicated to the vision, purpose, values, and Principles of Learning, and who reflect the community diversity of Winnipeg School Division.

STRATEGIES	INDICATORS
<ul style="list-style-type: none">• Principals and Vice-Principals, leaders, and mentors will provide leadership and collaborate with school staff to create capacity and develop future leaders that model citizenship.• WSD will continue to grow and support Build From Within, Community-based Indigenous Teacher Education Program and the International Teacher Education Program.• Professional Learning will incorporate ESD competencies, including knowledge, skills, perspectives, and pedagogical approaches to further ESD goals of the school and the system.• Human Resource Services will review policies and practices to ensure increased and enhanced workplace diversity	<ul style="list-style-type: none">• ESD is integrated into professional development for all staff• System and school leaders model commitment to ESD principles in their roles• Procedures are in place to identify the degree of diversity in the workforce

FIVE DOMAINS OF ESD

FACILITIES & OPERATIONS

Apply sustainability and procurement principles to all aspects of facility (design, construction, renovations, outdoor spaces), operations, management, and active transportation.

STRATEGIES	INDICATORS
<ul style="list-style-type: none"> • Energy and water reductions will continue in renovations and system upgrading initiatives utilizing energy efficient products. • Energy reduction opportunities financed through reduced utility costs, such as lighting, will continue to be explored. • Products which provide the longest reasonable service life will be utilized. • Construction and maintenance material waste for recycling wherever practical will be salvaged. • Products and materials which include re-used resources with recycled contents will be utilized. • Low emitting materials (VOC) content in all aspects of maintenance operations where practical will be utilized. • More electronic communication to reduce paper use, and two-sided printing will be encouraged. • WSD will collaborate with the Public School Finance Board (PSFB) to ensure that future new addition approvals include LEED Silver design goal. • Ethically produced products will be purchased. • Understanding of existing WSD recycling initiatives will continue. • Hazardous materials will continue to be disposed of in an environmentally friendly manner. • Bio fuels will be used. • Fuel-efficient vehicles and buses where practical will be acquired. • “No Idle” zones in vicinity of schools and other division properties will be encouraged. • Natural methods will be used to maintain grounds through more frequent cutting of grass and top dress/seeding. • The use of herbicides will be eliminated, and where possible, the use of pesticides will be minimized. 	<ul style="list-style-type: none"> • Procurement and Waste • Waste minimization • Sustainable Procurement • Fair-trade products • Carbon footprint of WSD operations • Water and energy consumption • Low emitting materials in all operations • Track paper usage

FIVE DOMAINS OF ESD

PARTNERSHIPS

Further develop communication and partnerships with parents, families, government, business, health and social service agencies, and other community organizations.

STRATEGIES

- Schools will be supported in exploring and developing partnerships that promote health and nutrition for our students and families.
- Active participation in school-based sustainable development committees by parents includes promotion and enhancement of community gardens, feasts and other initiatives.
- Schools will continue to build on their connections with parents and communities.
- Schools will explore, develop and commit to organizations both within and outside of the school division.

INDICATORS

- Involvement of parents and community in addressing sustainability issues
- Schools actively seeking partnerships
- Implementation and celebration of sustainable practices
- Number of partnerships developed

This publication is available
in alternate formats upon request.
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