

FEE Award for Teachers

Rubric

This rubric is made of seven criteria to assess the extent of involvement of a teacher in Education for Sustainable Development. To do the self-assessment, give yourself a score (between the maximum and minimum points). When finishing this self-assessment, add up the scores and see if you are getting more than 80 points. If it is not the case, you should strengthen the weak areas and consider applying in the coming years for the Award.

# Self-Assessment Rubric

**Summary**

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| **Criteria** | **Maximal score** |
| Incorporation of environmental themes in the curriculum.  | 15 |
| Innovative ways of teaching to address environmental topics.  | 10 |
| Projects addressing real-life issues – consideration of the students and community characteristics. | 10 |
| Student-centred pedagogy and inclusion. | 15 |
| Consistent evolving projects for long-term impact | 15 |
| Whole school approach. | 15 |
| Impacts on the community. | 15 |
| Other Aspects | 5 |
| **Total** | 100 |

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| --- | --- | --- |
| **Requirements** | **Score** | **Perfomance Indicator** |
| **Incorporation of environmental themes in the curriculum.** | 15 Your Score:      | **15 points**: I incorporate diverse environmental themes into the curriculum and link the lessons to the 17 SDGs. I lead environmental projects, that involve many classes/sessions all year long. Multi/Inter-disciplinarity is promoted and I work with other teachers to conduct environmental projects and assess the change in literacy.**0 points:** I teach environmental themes in standalone classes. Most of the environmental initiatives I lead are “add-on activities” that are not directly linked to the formal curriculum. The focus is on events to engage students.  |
| **Innovative ways of teaching environmental topics.** | 10 Your Score:      | **10 points**: I use a variety of teaching resources including the ones provided by the Foundation for Environmental Education/Education for Sustainable Development to develop the skills of the youth. I strive to spark the interest of the students in the environment by going beyond traditional teaching practices including project-based learning, games, demonstration etc. I encourage independent learning **0 points:** Most of my lessons are delivered in the traditional chalk and talk/lecture approach.  |
| **Projects addressing real-life issues – consideration of the students and community characteristics.** | 10Your Score:      | **10 points**: Schools are part of communities with specific characteristics (low or high income, minorities or privileged, big city or a small village etc.). Schools might also be located near a place heavily impacted by climate change or pollution. As a teacher, I take these characteristics into account to tailor the classes to help understand navigate and address the sustainability challenges. I strive to focus on issues and challenges that are happening in the student's environment to connect the projects to real life. Projects are made so that students demonstrate tangible results, making them realize that they can make a difference at their level. **0 points**: My lessons and projects are very theoretical and are not linked to the student’s environment or context.  |
| **Student-centred pedagogy and inclusion.**  | 15 Your Score:      | **15 points**: The students of my classroom lead and take action as part of the environmental initiatives. Students have defined roles in the delegated missions. I encourage my students to reflect, act and decide independently. They take part in the building of the projects. Students examine and question their assumptions and beliefs, and critical thinking about the community is encouraged. Each student is included in the activities and projects, regardless of their difficulties or social background. **0 points:** Students are not involved in the building process of the activities and do not have specific roles to play in them. It is only I who creates and guides the activity. Only a limited group of students from the class are committed to environmental projects.  |
| **Consistent regular projects for long-term impact.** | 15Your Score:      | **15 points:** Projects are long-term and evolve with time. My goal is to raise students’ literacy progressively over the years and not only during the period of the project. I realise this and constantly strive to adapt and improve my teaching plans. Continuous improvements through monitoring and evaluation are central to the projects. My school envisions future projects and has long-term objectives. Sustainable Development Goals (SDGs) are followed and integrated into the process.**0 points:** Environmental projects are led on an Adhoc basis and are not continued. The projects that I put in place are only one-time events that have a short-term effect and students do not get involved in them again. |
| **Whole school approach.** | 15Your Score:      | **15 points:** My school has a “whole-school approach”. This means that teachers, school staff, students as well as parents, careers and the wider community are committed to the school's sustainability transition. The whole school approach requires adopting a distributed leadership model in which tasks and responsibilities are distributed in a particular area of expertise – teachers and non-teaching staff, parents and other experts. The stakeholders of the school form an engaged and active network that thinks and acts together to initiate projects and change in sustainability performance. There is strong and healthy teamwork, and synergy, among the teachers and staff. Professional collaboration is encouraged. **0 points:** I initiate projects in my classroom but do not engage the school staff and community.  |
| **Impact on community.** | 15 Your Score:      | **15 points:** I serve as a role model and inspire students and the surrounding community (parents, guardians, administration) to act and change their behaviour towards the environment. I constantly strive to engage the community and motivate them to participate in environmental activities. A notable change in the school environment and specifically outside of the classroom can be observed.  My action/s and commitment are inspirational and can be highlighted to inspire and be reproduced in other schools. **0 points**: Changes in behaviours towards the environment cannot be observed outside of the classroom. I do not try to engage the school stakeholders in ESD. There is no synergy or transmission between the teacher’s lessons and the community. |
| **Other Aspects.** | 5Your Score:      | **Highlight any aspect that is not reflected in earlier points:**  |
| **Final Score** | Total Points:      |  |

**Minimum of 80 points to apply.**