

Internal Assessment Resource

Education for Sustainability Level 3

This resource supports assessment against Achievement Standard 90832 version 2

Standard title: Develop a strategy for an organisation that will contribute to a sustainable future

**Credits:** 5

Resource title: Making a better future!

**Resource reference:** Education for Sustainability 3.5A v3

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to develop a comprehensive strategy for their school that will contribute to a sustainable future in relation to a sustainability issue.

Conditions

It is suggested that the assessment activity take place over 7-9 weeks of in- and out-of-class time.

Students will provide evidence of their interaction with stakeholders of the school.

Resource requirements

Students should have access to:

* Internet, for research and communication.
* Technology and equipment, as and where appropriate.
* Useful websites containing relevant information related to sustainable schools.

Additional information

This assessment activity is based on the assumption that students have an in-depth understanding of: the principles and aspects of sustainability; sustainable futures; strategic planning; research methods and data analysis; evaluation; and wherever possible Māori concepts and values relating to the environment.

It may be advisable to speak to stakeholders in advance, so that they are fully aware of what is involved and are happy to participate. Ensure that the same person or persons is not being inundated by several groups.

The activity used to assess against this standard, with the choice of a suitable context, could be used in conjunction with assessment activities for EfS 3.1 (AS90828) and 3.2 (AS91735).

Other possible contexts

Although this resource is focused on sustainability in the school, you may adapt it to other more relevant contexts or organisations out of the school environment. If you change the context for the activity, you need to provide equivalent relevant resources.

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Student instructions

Introduction

This assessment activity requires you to develop a strategy for your school in response to a sustainability issue.

You are going to be assessed on the comprehensiveness of your strategy and its likely effectiveness for a sustainable future.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Modify these instructions as necessary to meet the needs and interests of your students.

Task

Identify a particular sustainability issue relevant to your school and work with stakeholders to co-construct a strategy that will contribute to the school becoming more sustainable.

Submit your completed strategy in a format of your choice (for example, posters, a multimedia presentation, a brochure or booklet, or an oral presentation with datashow slides).

Keep a logbook throughout the process to record evidence of your interactions with stakeholder(s).

You may work individually or in a group, but you will be assessed individually. Include evidence of your individual contributions in your logbook if working in a group.

You have 9 weeks to complete this assessment activity.

Identify the issue

* Choose and define a sustainability issue that exists in your school. The issue may relate for example, to energy use, waste minimisation or elimination, water conservation systems, biodiversity, carbon footprints, or kai.
* Use appropriate methods and tools (for example, audits, surveys, interviews) to research the chosen issue. Use qualitative and/or quantitative data collection methods. You will need to:
  + Explore the current situation and the extent of the issue.
  + Identify and explore relevant current policies, practices and procedures.
  + Where policies exist, explain how and why they are being put into practice.
  + Analyse how these policies, practices and procedures relate to aspects of sustainability.
  + Identify relevant stakeholders. Stakeholders may include other students, Board of Trustees members, teachers, leadership teams (student and/or staff), other staff such as caretakers, and the wider school community such as whanau or iwi/hapū groups.
  + Find out what a range of stakeholders think about the current situation and identify the stakeholder(s) you would like to work with.

Develop the strategy

* Set up a working group with your identified stakeholder(s) to develop a strategy to address the chosen sustainability issue. The working group will:
* Communicate regularly.
* Brainstorm a range of possible options and/or sets of actions that might address the sustainability issue.
* Analyse the potential of each option. Identify the advantages and disadvantages of each in terms of sustainability and needs of the organisation (school).
* Choose one of these options and/or sets of action(s) to develop into a strategy. Explain your choice, using qualitative and/or quantitative evidence from the data you collected.
* Co-construct the strategy, which will include:
* A plan that sets out in detail what actions are proposed.
* A rationale for (reasoning behind) the proposed actions.
* Policies, additional support or concurrent planning or actions that might be needed to support implementation.
* Proposals for future actions. This may include identifying and recommending next steps.

Finalise your presentation

Organise your findings and strategy in the selected format.

Include:

* Your analysis of the selected sustainability issue.
* The options that you considered to address the issue, with advantages and disadvantages.
* Your recommended strategy and rationale.
* Your conclusions (insightful if possible) about the likely effectiveness of your proposed strategy in terms of contributing to a sustainable future. You may also project future impacts and consequences.

Use qualitative and/or quantitative evidence from your research to support your conclusions.

Submit for assessment

Submit your completed strategy for assessment in the selected format, together with your logbook.

**Resources**

Useful websites that contain relevant information related to sustainable schools include:

<http://efs.tki.org.nz/EfS-in-schools/What-is-a-Sustainable-School>

<http://www.tauranga.govt.nz/sustainable-living/sustainable-schools.aspx>

<http://www.environment.nsw.gov.au/sustainableschools/>

<http://greenglobe.com>

<http://www.naturalstep.org>.

Assessment schedule: Education for Sustainability 90832 - Making a better future!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Develop a strategy for an organisation that will contribute to a sustainable future.  The student has:   * Chosen and defined a sustainability issue that exists in their school.   *“Our group chose to look at water conservation in the school. The town is soon to be going onto water meters, and we thought it would be a good idea to develop a strategy for the school that will reduce the demand for water.”*   * Researched the issue in their school by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the school’s documentation and policies that we were given and we found that there are no policies regarding water conservation in the school. There are policies related to the Science and Food Technology areas, but those were to do with safety issues, not water conservation. For example….”*  *The main aspect of sustainability that we are looking at is cultural. We want to shift the school culture to one where people are consciously choosing to make sustainable choices. This is obviously related to the environmental aspect of sustainability by…”*   * Interacting with stakeholders.   *“We had several meetings with a variety of people. They included the caretaker who said that……..”*   * Co-constructed a strategy, in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“As a team we brainstormed how we might deal with the issue, and after plenty of discussion we decided what options we would include in our strategy. Some of our initial ideas included…”*  Evidence of co-construction is found in the student’s logbook.   * Developed a strategy that includes: * a plan that sets out in detail what actions are proposed   *“We are going to mount several actions as part of our campaign to raise awareness about water conservation. We are going to show a couple of videos at lunchtimes, inviting anyone who wants to come. The videos are about… We will also put posters up, with facts, figures and interesting ideas. There will be a set of hand-outs and notices or stickers by all the taps in classrooms and the toilets, as well as the staff kitchen….”*   * a rationale for (reasoning behind) the proposed actions   *“We think raising awareness is a good first step, to get people understanding and thinking about how they use water. Once this has been established, we could come up with some next steps to help people put their understandings into practice such as….”*   * proposed future actions   *“Once people have been made aware of their actions having consequences, we will follow up with more data collected to show if we are actually saving any water or not. We will take a different tack with continuing our awareness campaign too, but boost it with more information and ideas such as…..”*   * Drawn conclusions about how the strategy contributes to a sustainable future.   *“If we can raise awareness about the issue of wasting water in our school, the actions people take might change as a result. If more people are aware of the impact of their actions on the big picture of water conservation, and take action as a result of our campaign, we will have a more sustainable future. The reason the council said they will be installing water meters is because fresh water is a limited resource, and will be under pressure if people don’t change their ways.”*  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* | Develop an in-depth strategy for an organisation that will contribute to a sustainable future.  The student has:   * Chosen and defined a sustainability issue that exists in their school.   *“Our group chose to look at water conservation in the school. The town is soon to be going onto water meters, and we thought it would be a good idea to develop a strategy for the school that will reduce the demand for water.”*   * Researched the issue in their school by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the school’s documentation and policies that we were given and we found that there are no policies regarding water conservation in the school. There are policies related to the Science and Food Technology areas, but those were to do with safety issues, not water conservation. For example….”*  *“The main aspect of sustainability that we are looking at is cultural. We want to shift the school culture to one where people are consciously choosing to make sustainable choices. This is obviously related to the environmental aspect of sustainability by…”*   * Interacting with stakeholders.   *“We had several meetings with a variety of people. They included the caretaker who said that……..”*   * Co-constructed a strategy, in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“As a team we brainstormed how we might deal with the issue, and after plenty of discussion we decided what options we would include in our strategy. Some of our initial ideas included…”*   * analysed the potential of each option by identifying the advantages and disadvantages of each in terms of sustainability and needs of the school.   *“We decided that out of all the options, a campaign to raise awareness will be manageable, not cost too much and be a good start to get people doing the right thing. Some of the other options we had were…. Each one had several advantages and disadvantages, such as….”*  *“We decided that it would be in the best interests of the school to save water, as this could mean more money available for other things.”*  *“The actions in our plan have all been chosen because we believe each one will be effective in its own right. For example the stickers on the taps have the advantage that…”*  Evidence of co-construction is found in the student’s logbook.   * drawn informed conclusions about why the chosen option was selected for the strategy, based on qualitative and/or quantitative evidence about the current situation in the school.   *“We averaged the estimates of our current usage at 234 000 litres which is higher than comparable schools we checked on” or “Our school currently has 24 urinals of which only 40% are sensor controlled. Waterguard’s website estimates this could be wasting x litres per annum.”*  *“We chose this option because we thought that the other options had more disadvantages such as cost and….. This option is practical, low cost, and tackles the sustainability issue at the cause: people just weren’t considering water conservation (on a five point scale only 12% of students surveyed rated saving water as ‘important’ or ‘very important’), and raising awareness seemed to be a good first step.”*   * Developed a strategy that includes: * a plan that sets out in detail what actions are proposed.   *“We are going to mount several actions as part of our campaign to raise awareness about water conservation. We are going to show a couple of videos at lunchtimes, inviting anyone who wants to come. The videos are about… We will also put posters up, with facts, figures and interesting ideas. There will be a set of hand-outs and notices or stickers by all the taps in classrooms and the toilets, as well as the staff kitchen….”*   * a rationale for (reasoning behind) the proposed actions.   *“We think raising awareness is a good first step, to get people understanding and thinking about how they use water. Once this has been established, we could come up with some next steps to help people put their understandings into practice such as….”*   * proposed future actions.   *“Once people have been made aware of their actions having consequences, we will follow up with more data collected to show if we are actually saving any water or not. We will take a different tack with continuing our awareness campaign too, but boost it with more information and ideas such as…..”*   * Drawn conclusions about how the strategy contributes to a sustainable future.   *“If we can raise awareness about the issue of wasting water in our school, the actions people take might change as a result. If more people are aware of the impact of their actions on the big picture of water conservation, and take action as a result of our campaign, we will have a more sustainable future. The reason the council said they will be installing water meters is because fresh water is a limited resource, and will be under pressure if people don’t change their ways.”*  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* | Develop a comprehensive strategy for an organisation that will contribute to a sustainable future.  The student has:   * Chosen and defined a sustainability issue that exists in their school.   *“Our group chose to look at water conservation in the school. The town is soon to be going onto water meters, and we thought it would be a good idea to develop a strategy for the school that will reduce the demand for water.”*   * Researched the issue in their school by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the school’s documentation and policies that we were given and we found that there are no policies regarding water conservation in the school. There are policies related to the Science and Food Technology areas, but those were to do with safety issues, not water conservation. For example….”*  *“The main aspect of sustainability that we are looking at is cultural. We want to shift the school culture to one where people are consciously choosing to make sustainable choices. This is obviously related to the environmental aspect of sustainability by…”*   * Interacting with stakeholders.   *“We had several meetings with a variety of people. They included the caretaker who said that……..”*   * Co-constructed a strategy, in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“As a team we brainstormed how we might deal with the issue, and after plenty of discussion we decided what options we would include in our strategy. Some of our initial ideas included…”*   * analysed the potential of each option by identifying the advantages and disadvantages of each in terms of sustainability and needs of the school.   *“We decided that out of all the options, a campaign to raise awareness will be manageable, not cost too much and be a good start to get people doing the right thing. Some of the other options we had were…. Each one had several advantages and disadvantages, such as….”*  *“We decided that it would be in the best interests of the school to save water, as this could mean more money available for other things.”*  *“The actions in our plan have all been chosen because we believe each one will be effective in its own right. For example the stickers on the taps have the advantage that…”*  Evidence of co-construction is found in the student’s logbook.   * drawn informed conclusions about why the chosen option was selected for the strategy, based on qualitative and/or quantitative evidence about the current situation in the school.   *“We averaged the estimates of our current usage at 234 000 litres which is higher than comparable schools we checked on” or “Our school currently has 24 urinals of which only 40% are sensor controlled. Waterguard’s website estimates this could be wasting x litres per annum.”*  *“We chose this option because we thought that the other options had more disadvantages such as cost and….. This option is practical, low cost, and tackles the sustainability issue at the cause: people just weren’t considering water conservation (on a five point scale only 12% of students surveyed rated saving water as ‘important’ or ‘very important)’, and raising awareness seemed to be a good first step.”*   * Developed a strategy that includes: * a plan that sets out in detail what actions are proposed.   *“We are going to mount several actions as part of our campaign to raise awareness about water conservation. We are going to show a couple of videos at lunchtimes, inviting anyone who wants to come. The videos are about… We will also put posters up, with facts, figures and interesting ideas. There will be a set of hand-outs and notices or stickers by all the taps in classrooms and the toilets, as well as the staff kitchen….”*   * a rationale for (reasoning behind) the proposed actions.   *“We think raising awareness is a good first step, to get people understanding and thinking about how they use water. Once this has been established, we could come up with some next steps to help people put their understandings into practice such as….”*   * policies, additional support or concurrent planning or actions that might be needed to support implementation. * proposals for future actions, which may include identifying and recommending next steps.   *“Once people have been made aware of their actions having consequences, we will follow up with more data collected to show if we are actually saving any water or not. We will take a different tack with continuing our awareness campaign too, but boost it with more information and ideas such as…..”*   * Drawn insightful conclusions using supporting evidence about the likely effectiveness of the strategy in terms of addressing the sustainable issue and in terms of a sustainable future.   Insightful could mean, for example that the student has seen connections that no-one else has seen, has included aspects of systems thinking, explored beyond obvious implications, stepped outside the obvious and is utilising higher level thinking skills such as analysis or synthesis.  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.