

Education for Sustainable Development, ESD Pre- and primary school in Umeå

Definition and characteristics according to Swedish Government Official Reports, SOU 2004:104

In 1987, the Brundtland Commission defined sustainable development as development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. The concept is based on a holistic approach to people and societies needs, requirements and problems. Sustainable development is about safeguarding the given resources.

Characteristics of Education for Sustainable Development:

- Many and comprehensive illustrations of economic, social and environmental conditions and courses dealt, integrated with the support of the multidisciplinary approach.
- Goal conflicts and synergies between different interests and needs are clarified.
- The content is spanning the long term, from the past to the future and from the global to the local.
- Democratic approach is used so that learners have control over their form and content.
- Learning is a reality based, with close and frequent contact with nature and society.
- Learning is focused on problem solving, stimulates critical thinking and readiness for action.
- The education process and product are both important.

The goal for the coming period, 2015-2018

Education for sustainable development, ESD should in the coming period become further consolidated and also communicated and developed along with other outside its own operations, such as guardians, other activities in the municipality, but also nationally and internationally. This applies to the individual preschool / kindergarten / school's work with sustainability issues in terms of teaching and internal work but also includes the pre- and primary school organization as a whole.

Strategies to achieve the objectives

The Strategic Plan for Education for Sustainable Development is revised during the spring semester of 2015 to better support the criteria of the award "School for Sustainable Development". The Strategic Plan 2015-2018 and associated activity plan applies to all units in the municipality, as an aid in the process of goal achievement. The action plan also specifies a local goal based on the political mission plan, which strengthens the work and

wider indicates evaluable goal, as a part of the systematic quality work.

The Swedish National Agency for Education's award "School for Sustainable Development". Swedish Code of Statutes SKOLFS 2009: 19, together with the objectives of the Action Plan, the individual unit action plan for ESD and will continue to be held by all devices and become renewed after three years. Units' action plan should be a living document that all staff should be familiar with and work according to the goals.

Monitoring, evaluation and accountability

In this Strategic Plan, the headings are taken from the award "School for Sustainable Development" and the criteria are listed in the box. Thereafter, the pre- and primary school's interpretations are defined, purpose and goals of the unit, where the text in bold are measurable targets. Evaluation takes place every year as a part of the systematic quality work, as a key figure in the control card and should be reported to the Swedish National Agency of Education, every three years.

The Strategic Plan also defines the responsibilities that do not relate to the individual unit, and the structure of the activity plan, which is revised annually based on needs from the preschools and schools.

1. Participation

"The unit is organized so that all children, pupils and staff are given the opportunity to actively participate in education for sustainable development."

Criteria from The Swedish National Agency for Education

Purpose: To ensure that communication works within and between pre-and primary school structures and the expertise and that experience is spread, so that children, students and staff can be involved in the process of education for sustainable development.

Goal 1: 1

The unit will give children, students and staff the opportunity to actively participate in the work for sustainable development, for example by

- Regular item on the workplace meetings and student government.
- ESD-council (children / students)
- ESD-council (staff)
- Forum where network representatives / seminar participants share their experiences with other staff, as well as inform about which skills are offered.
- Forums for competence dissemination and development of the work with ESD within the preschool or school, between units and between school districts / school management.

Responsibility: The respective leaders,

Support / Resources: leadership team, network representatives, seminar participants

Objective 1: 2

The unit will participate with representatives and school districts with leaders at the network meetings to be held 4 times / year.

Responsibilities: Leader appoints representatives and enables participation, leadership team responsible to the school area is represented by leaders.

Support / Resources: leader / leadership team, Nature School

Objective 1: 3

- Issues related to education for sustainable development should be included in the salary reviews.

Responsibility: Each leader

Support / Resources: Support Template revised, the Nature School responsible

2. New staff

"There are routines for how to informed new staff and involve them in the work for sustainable development. "

Criteria from The Swedish National Agency for Education

Purpose: That all staff are aware of the goals for the work with Education for Sustainable Development - nationally, in Umeå municipality and within the unit / school grounds and thus provide for a common platform as the basis for goal achievement in schools and preschools.

Objective 2: 1

New staff will receive information about the unit's work with Education for Sustainable Development in the employment context.

Responsibilities: Leader, network representatives

Objective 2: 2

All new staff will participate in training / information on the work with Education for Sustainable Development, by participating in any of following occasions:

- Nature School are invited to the school district in connection with information for new employees

- Nature School offers two information sessions per semester for new staff

Responsibility: Head of school area allow new leaders to participate, ledares enables new staff to participate, The Nature School coordinates and implements.

Support / Resources: Nature School, other actors.

Objective 2: 3

New leaders will receive information about Umeå municipality and pre- and primary school work with Education for Sustainable Development in the employment context.

Responsibility: The Personnel Department

3. Skills development

"The staff receives the competence required to participate in the work with Education for Sustainable Development. "

Criteria from The Swedish National Agency for Education

Purpose: To provide and develop knowledge and skills that enable an approach that gives children, students and staff better conditions to promote a sustainable development.

In order to elucidate the global perspective, the pre- and primary schools will collaborate with "The Global School" over a 3 year period.

Objective 3: 1

All staff at the unit should be given the opportunity to participate in awareness-raising efforts with focus on education for sustainable development, for example by participate in the selection offered through the activity plan for ESD.

Responsibilities: Leader

Funding / Resources: The Nature School, The Global School, the reference group, network representatives.

Objective 3: 2

Leaders have the opportunity to participate in the improvement of skills in the field of education for sustainable development by participate in the Nature School leadership training offered at least once per semester

Responsibilities: The reference group for ESD is responsible for developing programs.

Support / Resources: The Nature School and the reference group, external speakers.

Objective 3: 3

Education for sustainable development shall be an annual theme at a leadership conference.

Responsibilities: The reference group for ESD is responsible for developing programs.

Support / Resources: The Nature School and the reference group, external speakers.

Objective 3: 4

Headmaster / preschool director shall have the opportunity to continuously consultative support in the work of anchoring and apply for the award "School for Sustainable Development" by support from the Nature School staff or external expertise eg The Swedish National Agency for Education.

Responsibilities: Leader

Funding / Resources: Nature School, external expertise, for example, the National Agency.

4. Collaboration with the outside world

"The business provides information and share their experiences of efforts to promote sustainable development and cooperate with other activities and actors outside the organisation. "

Criteria from The Swedish National Agency for Education

Purpose: through peer learning and experience, both inside and outside their own activities to strengthen the development further.
To promote an understanding of how the local and the global are linked as a essential if we are to make sustainable choices.

Objective 4: 1

Increase the collegiate learning and exchange of experiences by:

- Participate in networking events and seminars
- Documenting the learning examples and spread
- Contribute to a bank of ideas on the web

Responsibilities: Leader, network representatives and other educators.

Support / Resources: The Nature School publish on the web, creating time on network meetings and workshops.

Objective 4: 2

Increase international cooperation by:

- Giving the unit the opportunity to attend information sessions on international collaboration.

Support in the application process should be provided.

Responsibility: School zone manager, leader, Naturskolan

Funding / Resources: The global school, Naturskolan

5. Goal achievement

"Every year, the school unit formulates its objectives. In the annual assessment it should be show, how the objectives were met and what steps have been taken to develop the educational work. The leader is responsible for that the achievement of objectives are evaluated and formulates development efforts. "

Criteria from The Swedish National Agency for Education

All units should systematically monitor their own objectives in "The award for sustainable development and analyze the results."

Objectives of this action plan should be included as a part of the systematic quality work and follow-up and analysis at the unit level.

In addition to the three objectives of the award is to be evaluated every year, they evaluable objectives of this Action Plan (Objective bold) evaluated and compiled, for inclusion in the annual quality compilation..

Responsibility: Teachers / Leaders

Support / Resources: Guidelines for quality report.

6. Documentation and Evaluation

"An overall analysis and assessment is conducted annually by the effectiveness of the national policy documents on issues relating to education for sustainable development and development measures formulated the objectives have not been achieved."

Criteria from The Swedish National Agency for Education

Objective 6.1

A self-evaluation instrument is used for equivalence and increased quality. The tool is used as a measure of quality compilation and as a complement to the follow-up report to the Swedish National Agency of Education every three years.

Responsibility: The Nature School for preparation, leaders for use

Support / Resources: For drafting, the Nature School, for implementation, principals.

Objective 6.2

Analysis of how we evaluate!

Objective 6.2

How employee survey and student survey can be used in the follow-up investigation.
responsibility:

Funding / Resources: The pre- and compulsory school development department.