

## Sustainability Policy

### Rationale

Deira Private School focuses on development in a holistic manner. Our children, staff, and community work together through teaching and learning platforms on the sustainable development goals and The U.A.E 2030 Agenda for Sustainable development.

Individually and as a collective DePS, is striving to attain

- ☐ Happiness
- ☐ Prosperity
- ☐ Well being
- ☐ Promote lifelong learning opportunities for all
- ☐ To empower students with knowledge, skills, and value.

### Aim

- ☐ To increase the engagement of staff and students in implementing the 2030 agenda.
- ☐ Enabling Mechanisms: Programs and Technologies.
- ☐ Running school Programs for students and parents in hand with the guidelines of NPHP(National Program for happiness and positivity)
- ☐ Nutrition is essential for the success of all the SDG's and it will be incorporated along with the curriculum.

### Across School in all Phases-

Nutrition Checks through food supply in canteens.

Reward system for healthy eating.

BMI checks and promoting a healthy lifestyle can be seen throughout the school.

Wellbeing Wednesday, Morning Meditation will be part of the daily routine at school.

The Sustainable Future Schools pilots, will be appointed at different phases to ensure that activities are carried and desired sustainability targets are met.

### Foundation Stage

Children in the EYFS will learn SDG as a way to promote happiness and well-being.

Topics like Reduce, Reuse, upcycle and Recycle along with innovation and Science will be incorporated in daily lessons.

Species on the verge of getting endangered will be introduced and how our young learners can contribute in their protection will be taught through different platforms like eco labs, beach cleaning, including digitally through VR and AR models.

### Key Stage 1 and 2

Primary schools across schools will adopt a monthly scheme of work aligned with the SDG goals.

### Key Stage 3

Grade 7 and above will be working on the case study to support SDG Goals.

Strategies to engage students with the SDGs

**Introduce students to environmental, social, and economic issues.** These will vary based on the community, and might include, for example, dealing with single-use plastics, exploring green jobs, understanding food insecurity, etc. Finding community partners is a great first step to making issues relevant and including practical experiences.

**Provide context and purpose.** Learning is more powerful when it's applied. For example, data management comes to life when you step outside the classroom and learn to measure and graph the amount of food waste your classmates diverted from landfill and the compost that resulted. Relating this work to specific SDGs (See Goal 12 and Goal 15, for example) helps make abstract ideas real.

**Transform teaching strategies and thinking tools.** Using inquiry, systems thinking, and other tools for student engagement can link curriculum and local issues, leading to action projects that relate to SDGs. This extends learning, develops hands-on skills, provides valuable life/work experiences, and more. For example, researching and planting native plants can be linked to Goal 13 (Climate Action) and Goal 11 (Sustainable Cities and Communities).

**Use SDGs to guide curriculum and practices.** Educators can tap into nearby nature and the surrounding built, natural, or cultural community to see how their learning can be used to improve or support innovation right where they live. They can embed this process in curriculum learning – for example, integrating environment-based budgeting into math or working on advocacy skills in writing. This place-based approach to learning is applicable to all grade levels.

**Adopt inclusive models of planning and decision-making that consider the SDGs.** Students, teachers, parents, and community members are valued voices in making decisions and problem solving. They can strengthen relationships by consulting each other, through interviews, questionnaires, or small focus groups. Other models include a Council of All Beings, where participants take on roles of different stakeholders in a decision including the people, plants, and animals. Important to include are Indigenous community partners or Elders as well as local experts. The SDGs give discussions a wider context that can help build consensus.

A framework for Sustainable

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### OUTCOMES OF A SUSTAINABLE FUTURE SCHOOL

- Enhanced and diverse learning opportunities
- Authentic experiences and action-based learning
- Opportunities for students to engage in sustainability projects

- Improved educational outcomes
- Development of informed citizens for future success
- Development of skills, knowledge, and attitudes necessary to create positive changes in the school and/or community.

### Ten Elements of Practice at DePS



**Figure 1: LSF's Sustainable Future Schools Framework**

The ten pedagogical elements are cited by research and practice as transformative tools for change. Educators' depth of understanding and implementation for each practice may vary. Resources and professional learning on each are available and accessible. Teachers can learn independently, or with a teaching colleague, course, local partner, or faculty as a professional learning community.

- **Focusing on place-based inquiry** -Encourage, through place-based inquiry, a shared respect and responsibility for learning, for each other, and for the land.
- **Deepening reciprocal relationships** -Develop and sustain school and community practices by collaborating with others. Schools model interdependent, complementary relationships that are

connected, balanced, and mutually beneficial. The key to creating reciprocal relationships is a respect and appreciation for the common goal.

- **Connecting with nature** -Connect all learners to the wonder of the natural world, our interdependence with it, and the skills needed to protect it.
- **Supporting well-being in a changing world** -Maintain physical and mental well-being to build resilience, emotional strength, and self-care in the face of complex challenges.
- **Including all voices** -Foster inclusive, collaborative, and equity-centred leadership in schools and community partnerships. Everyone – students, teachers, parents, and local citizens – has a voice.
- **Seeking diversity and justice** -Show respect for alternative perspectives and diverse ideas; seek to understand and innovate together in the pursuit of social and environmental justice.
- **Embracing systems and future thinking** Use systems thinking tools to help students engage with complex questions, leading to sustainable solutions. Including the future as an important voice in all decision-making helps us to “think long” and avoid the problems caused by short-term thinking. This also reflects Indigenous teaching about respect for the land and people, now and in the future.
- **Transforming learning for global competencies** Build on a strong foundation of numeracy and literacy by incorporating the six global competencies to prepare students for a complex and unpredictable future with rapidly changing political, social, economic, technological, and ecological landscapes (UNESCO, 2020).
- **Acting on real-world learning** Connect curriculum concepts and knowledge to issues that students have encountered or are likely to encounter in life. This brings relevance, complexity, and motivation to their learning. (Kozak & Elliott, 2012).
- **Practising active citizenship** -Through community experiences connected to their learning, inspire the values and build the skills for active citizenship.

### The Sustainable Future Schools pilot



For the 2021–2022 school year, the Sustainable Development Goals will become more integrated in classes throughout the school. Our school will adopt the SFSP (Sustainable Future Schools Pilot) under student council to promote the AIMS of SDG.

The program will begin with a virtual school assembly by mid of September, with a call to action on food waste and SDG 2: End hunger and achieve food security. In November each class will share their learnings and actions on the SDGs through videos, songs, and writings. Taken forward from there quarterly different goals will be discussed at different Phase levels integrated within the curriculum.

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