

# Where does our school stand in terms of sustainability?<sup>1</sup>



**ESD in curriculum  
and learning**



**Participatory and  
proactive governance**



**Sustainable operations  
and campus  
management**



**Embedded in  
community and  
networks**



**Sustainable capacity  
building**



**Active communication  
on sustainability**



**Sustainable school  
culture**



<sup>1</sup> The self-check questions are based on the systematic review on the WSA by Holst (2023).

**ESD in curriculum and learning**



To what extent are sustainability-related questions and challenges addressed across subjects?  
How can sustainability and ESD be more deeply integrated into the school's internal curricula for each subject?  
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To what extent is learning about topics such as climate protection and social justice linked to practical activities in the classroom?  
How can we create opportunities, for example, in the local community or on the school campus, that enable teachers to align their lessons with specific sustainability topics?  
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To what extent does teaching at our school foster critical and systemic thinking, as well as the ability to navigate conflicting goals?  
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How do we, as the school leader and the school management team, foster and enable interdisciplinary learning, both through project-based approaches and as an integral part of everyday school life?  
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**Participatory and proactive governance**



To what extent do we, as school leaders and the school management team, actively promote sustainability and ESD at our school?  
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To what extent do we support and encourage participation and co-creation by students, teachers, non-teaching staff (e.g., caretakers, office staff, school social workers), parents, the school authority, and, where applicable, other stakeholder groups in and around the school?  
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Do we have an action plan for sustainability and ESD that we implement collectively and evaluate regularly?  
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To what extent is sustainability already a core part of school development?  
Is there a dedicated steering or coordination team for this purpose?  
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**Sustainable operations and campus management**



To what extent do we focus on using less resources—such as energy and water—in construction projects and daily operations (e.g., procurement, mobility)?

Do we regularly monitor and evaluate our use of resources?

To what extent do we involve the school authority in these efforts?

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What measures does our school take to protect and promote biodiversity on the grounds (e.g., school gardens or green façades)?

How do we, as the school leader and school management team, incentivize these efforts and embed them structurally?

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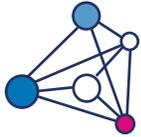
Are our school grounds designed to be fully accessible (e.g., for wheelchair users or people with visual impairments) and free of discrimination?

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Is sustainability a priority in our school kitchen?

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**Embedded in community and networks**



To what extent do we involve members of the local community in sustainability learning (e.g., through projects with businesses or individuals engaged in community groups or NGOs)?

How actively do we, as the school leader and the school management team, promote cooperation with regional stakeholders?

How closely do we collaborate with other educational institutions in the region (e.g., associations, extracurricular educational partners)?

To what extent do we work together with other schools on sustainability topics and initiatives?

To what extent does our school contribute to sustainability in the local community (e.g., through volunteer projects or civic engagement)?

**Sustainable capacity building**



To what extent do we acknowledge and support staff in their commitment to sustainability?  
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To what extent do we offer professional development that enables staff to build the skills and knowledge needed to teach and practice ESD and sustainability?  
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What sustainability-related training opportunities do we provide for non-teaching staff?  
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Are supportive working conditions, such as sufficient time, appropriate materials, and access to support programs, in place to ensure quality education?  
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How do we make it attractive for staff to further their qualifications and engage in sustainability, and what incentives do we provide?  
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**Active communication on sustainability**



To what extent does our school communicate clearly and consistently on sustainability (e.g., on the website, in newsletters, on social media, and at events)?  
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Are there regular opportunities at our school for students, staff, and community partners to exchange ideas about sustainability?  
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How can we create time and space for these exchanges?  
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Are the sustainability activities at our school clearly visible both inside and outside the school?  
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To what extent do we, as the school's leadership, make our commitment to sustainability visible within the school?  
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**Sustainable school culture**



To what extent is sustainability “normal” at our school, meaning a natural part of how people think and act?  
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To what extent does our school serve as a role model for sustainability?  
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To what extent do we practice solidarity and show a mindful, respectful approach to people and the environment at our school?  
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To what extent do our school rituals (e.g., start-of-year ceremonies, in assemblies, regular events) reflect our sustainability values?  
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