



Preparing Today's Learner for Tomorrow

Administrative Procedure 1030

Education for Sustainable Development

Board Governance Policy Cross Reference: [1, 7, 12, 13, 16](#)

Administrative Procedures Cross Reference:

[Planning and Reporting](#)

[School Facility Review](#)

Form Cross Reference:

Legal/Regulatory Reference:

[ESD School Plan Exemplar and Information \(Manitoba Education\)](#)

[Guide for Sustainable Schools in Manitoba](#)

[Interlake School Division Continuous Improvement Plan](#)

[Whole System Approach to ESD \(Manitoba Education\)](#)

The Interlake School Division supports the whole system approach to Education for Sustainable Development (ESD) and the integration of sustainability topics/issues/approaches into student learning and classroom activities.

Education for Sustainable Development involves incorporating key themes of sustainable development – such as poverty alleviation, human rights, health and environmental protection, climate change – into the education system. ESD is a complex and evolving concept and requires learning about key themes from a social, cultural, environmental and economic perspective and explores how those factors are inter-related and inter-dependent. The Venn diagram that follows represents the inter-relationship of the themes (Manitoba Education).



Vision for Education for Sustainable Development

Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being and an equitable quality of life for all, now and in the future (Manitoba Education).

At the United Nations World Education Forum held in May 2015, the Incheon Declaration entitled [“Education 2030: Towards inclusive and equitable quality education and lifelong learning for all”](#) was approved, calling for bold and urgent action to transform lives through a new vision for education.

Education 2030 includes a commitment to quality education which:

“fosters creativity and knowledge and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).”

Guiding Principles

The Interlake School Division supports the following guiding principles related to ESD:

1. schools and departments will strive to follow sustainable practices in social, environmental, and economic domains;
2. schools teach, encourage and demonstrate critical thinking about global and environmental issues including inequalities of the sharing distribution of global resources and political power (Manitoba Education);
3. students are provided the opportunity to develop the knowledge, the skills and the values necessary for meaningful participation in global and pluralistic society;
4. educate students, staff, and the broader community, of the importance of sustainable living for human survival and the survival of all living things;

5. traditional Indigenous perspectives regarding our relationship with Mother Earth, such as our responsibility to ensure the survival of the Seventh Generation and collective responsibility, are incorporated in the Interlake School Division curricula;
6. model the principles of sustainability;
7. recognize the importance of families and value cultural diversity and community partnerships while working toward a sustainable future for all; and
8. practices, recognizes and supports the connection between healthy lifestyles and sustainable living.

The Interlake School Division supports the following Sustainability Goals:

1. to strengthen and enhance sustainable development initiatives that address environmental, social and economic issues;
2. to implement an Education for Sustainable Development plan, through the five lenses of: governance, curriculum, teaching and learning, capacity building, facilities and operations, places emphasis on citizenship and environmental stewardship behaviors;
3. to develop initiatives that are reflective of the interdependence of economic, environmental and social issues such as waste reduction, energy management, LEED (Leadership in Energy and Environmental Design) implementation, and human rights;
4. to expand diversity and equity related practices in education; and
5. to expand active transportation initiatives such as cycling, walking school bus, and encouraging physical activity as part of the learning experience.

The commitment of the Interlake School Division to education for sustainable development is evident through its practices and its priorities as identified in the [Continuous Improvement Plan](#).

The Interlake School Division aspires to create a healthy, environmentally friendly, economic and socially responsible living and learning environment for all students and staff as well as highlight the Division as a model of best practice for the community. This commitment will be accomplished through the review and development of current practices and procedures in the following categories in relation to the latest research-based sustainable living information:

- Education through appropriate curricula
- Promotion/Marketing of sustainable living practices
- Professional Development
- Energy management
- Environmental management of facilities and grounds
- Hazardous waste management and disposal
- Material use
- Procurement and purchasing
- Waste management and recycling
- Transportation
- Compliance to Federal, Provincial and Municipal regulations

Every school in Manitoba is encouraged to have an Education for Sustainable Development (ESD) plan. ESD plans may be incorporated in the school plan or a separate plan can be developed. Examples of how to develop a school-based ESD plan can be found in ESD School Plan Exemplar and Information (Manitoba Education);