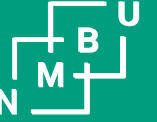


Norwegian University  
of Life Sciences



# Strengthening school-community links through a Whole School Approach

Rosalie Gwen Mathie, Norwegian University of Life Sciences

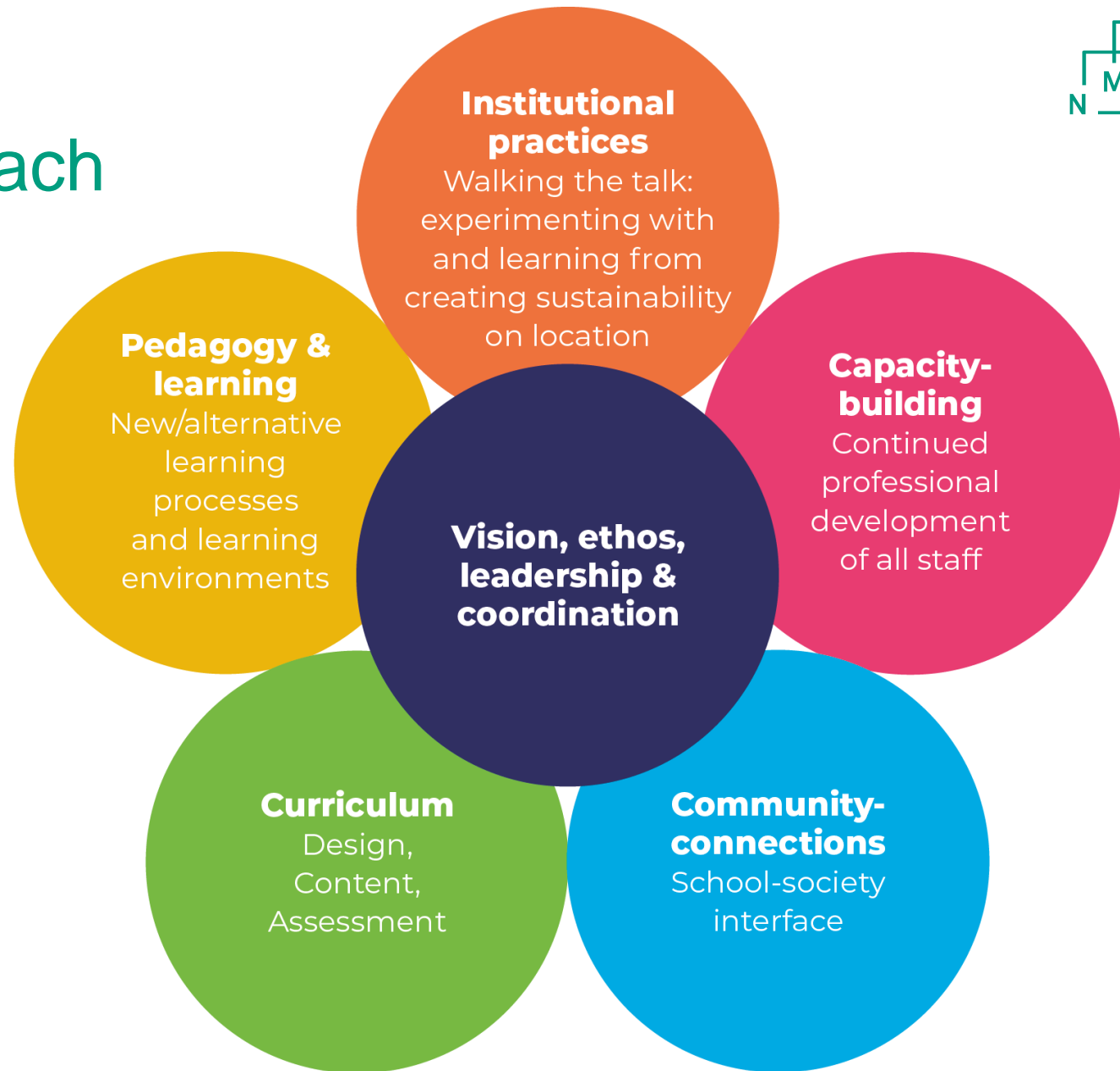
18.05.2023

# A Whole School Approach

*‘Six interconnected strands of an institution that are required to proactively engage with sustainability-oriented education’*

*Whole School Approach Flower Model  
with its 6 key components*

*(Mathie & Wals, 2022)*



# Examples of strengthening school – community links

Japan: A 'Whole Community Service' learning approach to sustainability education



*Students from Yakage Gaku Service Learning at a local farm*

USA: Chicago based Global Citizenship Experience (GCE) Lab School



*GCE students participating in the Global Climate Strike in Chicago*

# Examples of strengthening school – community links

**Northern Ireland:** *Ulidia Integrated College - School - Community Partnerships in action*

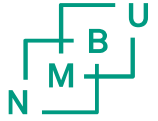


*Students, staff and parents all are given the opportunity to sign the revised school eco-code each year*

**Canada:** Belfountain 'Learning for a Sustainable Future School'



*Grade 6 in the Credit river working with an initiative to repatriate salmon*



## Reflexive dialogue – questions to support transformation towards sustainability

**Institutional Practices** – What does a *sustainable location* imply for how we interact, structure and utilise our surroundings to co-create place-based sustainability?

**Capacity building** – What does a *sustainable institute* imply for the type of continuous professional development of all our staff?

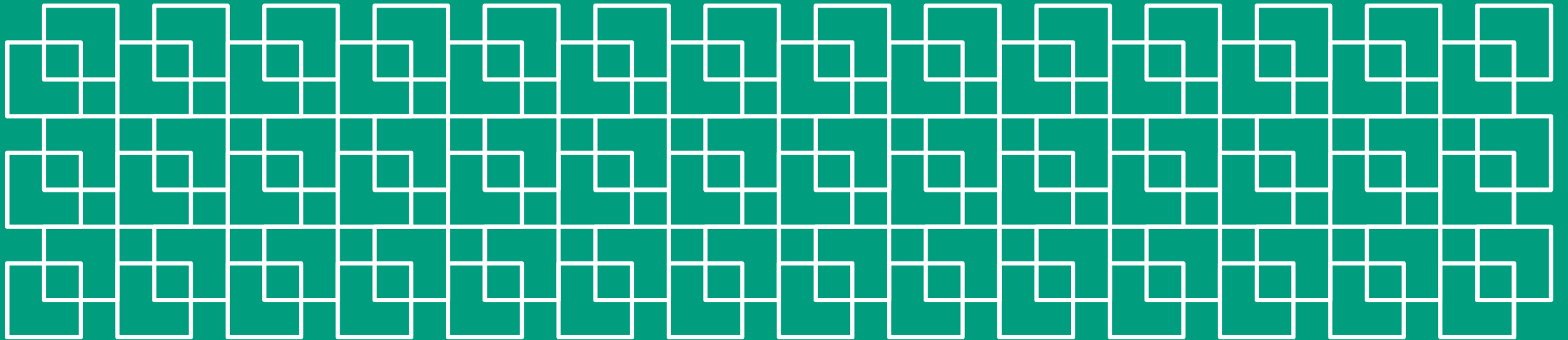
**Community links** - What does a *sustainable institute* imply for how we involve the local community and society further afield?

**Curriculum** - What does sustainable education and learning imply for what we teach, measure, and assess?

**Pedagogy and Learning** – What does a sustainable institute imply for how and where we teach?

**Visions, Ethos, Leadership & Coordination** - What does a *sustainable institute* imply for how we coordinate, operate, and lead?

Thank you! [rosalie.mathie@nmbu.no](mailto:rosalie.mathie@nmbu.no)





THINK IS THE FUTURE

CLIMATE ACTION NOW

OUTDOOR LEARNING CORNER  
MATH & SCIENCE  
TESTS DONE IN CLASSROOM

- SCHOOL VISION →
- TEACHER TRAINING ↗
- ← CITIZEN SCIENCE ↗
- COMMUNAL LUNCH FOR ALL! ↗
- ← COMMUNITY ART ↗
- OUTDOOR CLASSROOM ← GARDEN →

SCHOOL VISION VOTES

YES | NO  
JAN 11





# References

To access all the case studies and illustration go to: <https://www.wur.nl/wholeschoolapproach>

Mathie, R. G. and Wals, A.E.J. (2022) Whole School Approaches to Sustainability: Exemplary Practices from around the world. Wageningen: Education & Learning Sciences/Wageningen University. 109 pages.

Sterling, S. (2004). Higher education, sustainability, and the role of systemic learning. In P. B. Corcoran & a. E. J. Wals (Eds.), *Higher Education and the Challenge of Sustainability: Problematics, Promise, and Practice* (pp. 49–70). Dordrecht: Springer.

Wals, A. E. J., & Mathie, R. G. (2022). Whole School Responses to Climate Urgency and Related Sustainability Challenges. In M. A. Peters & R. Heraud (Eds.), *Encyclopedia of Educational Innovation* (pp. 1-8). Springer Singapore. [https://doi.org/10.1007/978-981-13-2262-4\\_263-1](https://doi.org/10.1007/978-981-13-2262-4_263-1)

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