



A whole-school approach to improving air quality

Networks and partnerships

How can the school engage with the local and broader community to promote clean air practices and provide education experiences for students (ie other schools, the local council, businesses, community groups and households)?

For example, think about school and community events during the year, awareness campaigns, letters to the local paper, working together with a nearby school, or presenting at a council meeting.

School governance

How can school operations be revised to incorporate policies, practices, procedures and educational experiences that support clean air?

For example, there may be gardening practices that could be revised to reduce noise from machinery and allergic reactions to grasses and pollinating plants.

How can student governance, staff and governing council all be involved in making decisions about whole-school strategies to improving air quality?

Think about ways that the school can ensure effective communication and consultation with all school governing bodies around air quality issues.

School physical surroundings and design

How can the school's physical surroundings and design be altered to improve air quality in and around the school?

Some actions may include incorporating noise barriers into outdoor landscape design, planting non-wind pollinating plants to trap dust and pollen, and ensuring adequate air flow in and out of buildings.

Resource management

How can the school manage its resources to reduce its impact on air pollution?

Think about how emissions from motor vehicles can be reduced in and around the school and what revised purchasing practices can be put in place to ensure cleaning and other products used in the school reduce their impact on poor indoor air quality.

Curriculum and learning

How can the curriculum be organised to work across all curriculum areas and compliment a whole-school approach to improving air quality?

Look at the SACSA links provided with the AirWatch Workbook, which includes activities across learning areas.

What learning strategies can be used to ensure students achieve a better understanding of air quality issues and are provided with opportunities to be empowered to create a cleaner environment for the future? Some learning strategies which support a whole-school approach include experiential learning, values clarification and analysis, creative thinking, future problem solving, storytelling, inquiry learning, science in the community.

Think about how activities in the AirWatch Workbook can complement these learning strategies?

The content above has been guided by the following Australian Department of the Environment and Heritage sources:

- *Educating for a Sustainable Future—A National Environmental Education Statement for Australian Schools*, 2005.
- *Key elements of the AuSSI in schools*, 2007, <www.environment.gov.au/education.aussi/key-elements.html>.