

Item	Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
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Social and Cultural Sustainability (Global Social Justice)

1.1 Some books, pictures, dolls and display portray gender and ethnic or racial stereotypes.			3.1 Some books, pictures and displays include images that do not conform to social and cultural stereotypes, (e.g. showing a black teacher or police officer that is wearing a religious head scarf.)		5.1 Many books, pictures and displays show images of men and women that do not conform to social and cultural stereotypes (gender, ethnic, tribal, or racial, etc.).		7.1 The children share their ideas and knowledge of their own and others' cultures in group sharing times and are able to speak openly about diversity.
1.2 No policy statement exists regarding the importance and value of social and cultural diversity in the setting.			3.2 <i>Teachers and staff emphasize the commonality of the human experiences of different ethnic groups and the common needs, values and desires of all human beings.</i>		5.2. Staff take advantage of the opportunities afforded in storytelling and/or other group activities (e.g. with multimedia, community visits) to encourage the discussion of social and cultural sustainability and interdependence.		7.2 Children explore and investigate unfamiliar social and cultural contexts. 7.3 The inherent and universal rights of all humans are discussed openly and regularly within the classroom.
1.3 There is little or no reference in classroom discussion/ materials that all people are equal regardless of social background, ability, gender, ethnicity, religion or other belief, or sexual orientation in the preschool setting.			3.3 Children discuss issues associated with inequality and suggest their own ideas for achieving social justice.		5.3 Children participate in activities that cross stereotypical gender, racial, ethnic and tribal boundaries (e.g. providing diverse opportunities and materials for dramatic and social play.)		7.4 Where social inequality is identified, children contribute their own efforts to achieve social justice (e.g. through presentations, making posters, contacting appropriate persons, or writing letters.)
1.4 There is little or no reference made to the importance of social and cultural sustainability either in classroom discussion or materials (toys, books, puzzles, etc.) in the preschool setting.					5.4 Children regularly use services outside the setting (e.g. library, communal vegetable garden, swimming pool) or have community support and interaction within the setting		7.5 Curriculum policies, plans and reviews explicitly include references to learning about social and cultural sustainability.

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Economic Sustainability (Equality)

1.1 There is very little or no reference made to paper, electricity and water consumption in the setting.	3.1 The children have the opportunity, and are often seen to play with pretend or real money and point-of-sale technology (tills etc).	5.1 The children are encouraged to suggest ways in which costs can be reduced by conserving and/or recycling materials and resources such as paper, water and electricity in the setting, at home and beyond.	7.1 The children are encouraged and supported in questioning the hidden costs and benefits of a range of products (e.g. factory farmed foods, high performance vehicles)
1.2 There is rarely or never a time when the children are given the opportunity to talk about money, saving and/or the need for economising.	3.2 The children are sometimes involved in purchase decision making in the nursery.	5.2 The children are regularly and routinely involved in purchasing decisions in the setting.	7.2 The staff invites parents and community groups to participate in projects concerned with conservation of resources and recycling (e.g. related to paper, electricity and water consumption).
	3.3 The children are sometimes involved in recycling activities in the nursery.	5.3 The children are regularly and routinely involved in recycling activities in the setting.	
1.3 There are no resources recycled in the setting.	3.4 The use of materials and resources including water, paper and electricity are audited and conserved in the setting.	5.4 The children's attention is specifically drawn to economic issues of concern to the local and international community (e.g. discussing a TV report that an individual child has identified)	7.3 The staff provides support for the children and their families to engage in entrepreneurial and mini-enterprise projects and e.g. the sale of herbs from a herb garden or greetings cards.
		5.5 Wherever relevant, provisions are made to support low income families to ensure access and participation in all the preschool projects or activities (e.g. outings, music classes)	7.4 Where the setting is fee paying, provisions are made to support the children of low income families in gaining access to the facilities.
			7.5 Curriculum policies, plans and reviews explicitly include references to learning about economic sustainability.

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Environmental Sustainability

OMEP ERS-SDEC – August 2013

1.1 No references are made to the environmental sustainability in the setting.	3.1 Some sustainable environmental educational materials such as posters, books are included in the setting.	5.1 Many resources are available including animals and plants in the setting.	7.1 Classroom and/or school buildings are constructed using environmentally appropriate technologies.
1.2 The children are never encouraged to discuss any environmental problems.	3.2 Children’s attention is explicitly drawn to the need to care for the environment of the setting and in the local community	5.2 The children are encouraged to identify a range of environmental protection issues and to suggest their own ideas for solving them.	7.2 The children are encouraged to provide a variety of actions, including narrative accounts, to represent their efforts to solve environmental issues.
1.3 The children are never taken on environmental visits to areas of natural beauty.	3.3 Children are involved in at least one activity that involves caring for animals and for plants.	5.3 The children routinely participate in projects and group activities to explore, investigate, and understand environmental issues in their daily lives.	7.3 Curriculum policies, plans and reviews explicitly include references to learning about environmental sustainability.
1.4 The children have inadequate access to clean drinking water.			
1.5 Staff or children are often unable, or fail, to wash their hands before eating and/or after toileting.	3.4 Environmental resources are provided for the children to use in their socio-dramatic play (e.g. gardening play).		