

A WIA Curriculum Tool

(Design your own curriculum)

This is a tool for stakeholders to understand the basic principles of curriculum design within a Whole-Institution Approach.

A Whole Institution Approach to curriculum emphasizes collaboration across all areas of an educational institution to create a cohesive, inclusive, and purposeful learning environment. It integrates academic content with wellbeing, sustainability, equity, and community engagement, making learning both meaningful and relevant to students' lives. This approach values the contributions of all staff, students, and stakeholders, fostering shared responsibility for educational outcomes and promoting consistency in values and practices across teaching, policy, and school culture.

Central to this approach is the ability for institutions to shape the curriculum in ways that respond to emerging sustainability challenges, both from disciplinary and interdisciplinary perspectives. While subject teachers maintain their disciplinary focus, they also adopt a ‘whole subject approach’—connecting their content to sustainability topics and drawing on diverse perspectives. This opens up opportunities for a more localized, place-based, and co-created curriculum that engages students in real-world, cross-cutting issues such as the climate crisis.

By aligning curriculum with real-world challenges, this approach supports the development of critical thinking, empathy, and active citizenship. It also encourages experimentation with alternative forms of pedagogy and learning, ultimately cultivating a thriving educational ecosystem that prepares students for a complex and interconnected world.

Holst, J. Towards coherence on sustainability in education: a systematic review of Whole Institution Approaches. *Sustain Sci* 18, 1015–1030 (2023). <https://doi.org/10.1007/s11625-022-01226-8>

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. <https://doi.org/10.18174/572267>.

A Systemic Framework to Achieve a Sustainable Education Institution Through Whole Institution Approach (SUSEDI project)

Click on a title to explore more each section.



Curriculum Theme (or focus area)

e.g. Climate Change, Well-being, Equity, Digital Citizenship, Social and Environmental Justice, any of the SDGs

If you and your team could lead a project, which focus area would you choose?

Click to go
back

Duration

e.g. Academic Year...

*Is your timeframe realistic for the activities you are planning?
Place your project on a timeline - add holidays, institution
events, testing periods.*

Click to go
back

Implementation Timeline

E.g:

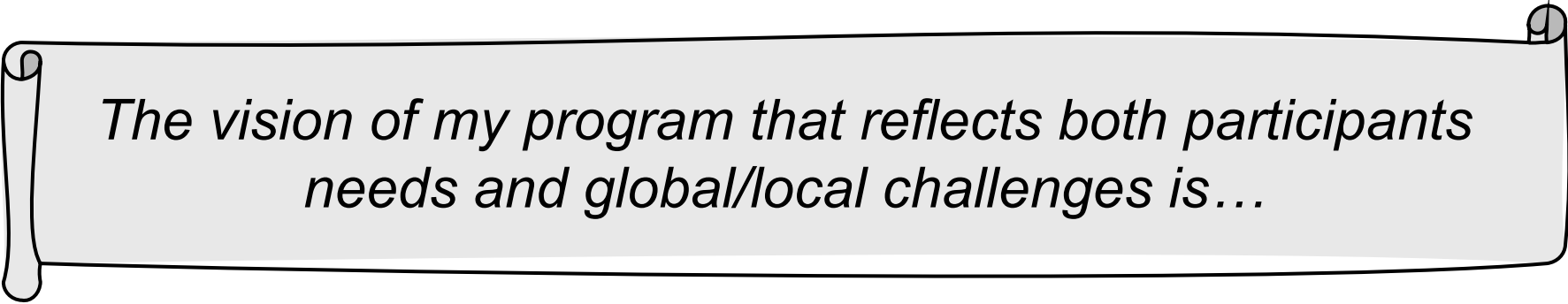
Phase	Timeline	Key Actions
Planning & Design	Month 1-2	Stakeholder engagement, curriculum mapping
Pilot Implementation	Month 3-5	Trials, feedback collection
Full Implementation	Month 6-12	Expansion, professional development
Review & Adaptation	Year 2+	Continuous improvement

At which phase of implementation are you currently and what are your next steps?

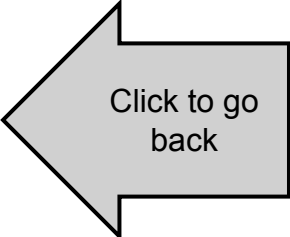
Click to go
back

Vision (objective)

e.g. Empowering participants to lead the charge against climate change and demand a just, sustainable future for all



The vision of my program that reflects both participants needs and global/local challenges is...



Click to go
back

Strategic goals

e.g.:

Integrate climate literacy in all subjects,

Reduce institution carbon footprint,

Promote critical thinking and eco-conscious behavior

Imagine your strategic goals as a compass. Which direction does your curriculum need to move toward?

Click to go
back

Pedagogical Aims (Key Learning Outcomes?)

List expected participants competencies

e.g. Systems thinking, Critical thinking, Agency, Values

For each learning outcome, describe one individual or collective characteristic that would demonstrate it.

Click to go
back

Curriculum Integration Plan

(a curriculum Integration Plan aims to help make meaningful connections across disciplines and apply their learning in real-world context)

Explain how the different subject areas of the official curriculum are connected within the selected theme or project.

e.g: a school project on climate change could integrate the following subjects:

Subject	Key Learning Focus	Example Activity/Project
Science	Greenhouse gases; Sustainable energy sources	Renewable energy experiment
Mathematics	Climate data analysis	Graphing global temperature changes
History	Social/climate justice movements	Case study on civil rights
Literature	Ethical storytelling	Writing about community experiences
Art & Music	Cultural expression	Creating videos, posters

Use a concept map to illustrate how your project theme can integrate multiple subjects. Start from the central theme and expand to subjects, key concepts and learning activities.

Click to go
back

Pedagogy and Learning

Be specific and give details of the implementation plan, as in the example:

Teaching Strategy

Inquiry-Based Learning
Experiential Learning
Interdisciplinary Collaboration
Student-Led Learning
Technology Integration

Implementation Plan

Students explore real-world problems through research projects.
Outdoor learning, field trips, hands-on projects.
Joint projects between subjects.
Student councils, research initiatives.
Use of digital tools, AI, and online collaboration.

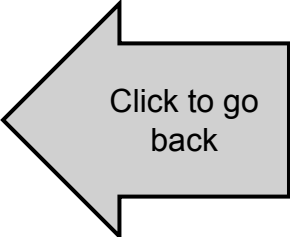
Which of these strategies are already part of your intervention? Which ones are new and worth exploring?

Click to go
back

Institute Environment, Culture and Institutional Policies

e.g. Carbon-free practices; School gardens; Energy-efficient practices; Student Climate council; climate justice policy

What policies or practices already exist at your institution that support your theme?



Click to go
back

Community and Stakeholders engagement

e.g. :

Parents and Relatives: Involvement in campaigns, home projects

Local Government: Workshops, resources, support

NGOs / Experts/Local Organizations: Guest lectures, field visits, internships, service-learning

Students: Leadership, co-design of activities

Local Businesses: Sustainable materials, sponsorships, community solidarity initiatives, internships and service learning

*A school partnered with an NGO to organize joint workshops on sustainability and climate education.
Which kind of partnership would you initiate?*

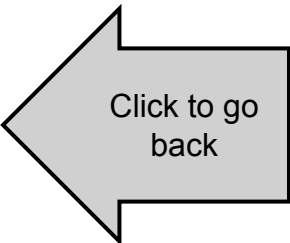
Click to go
back

Monitoring and Reflection (rather than Assessment and Evaluation)

e.g.: Regular team review meetings, Indicators of success (e.g., increased awareness, 'real' and functional deliverables such as a productive schoolgardens or an effective energy use reduction procedure,), Adjustments based on feedback, Documentation for reporting / future planning, Whole-school reflections, surveys, feedback loops with community stakeholders, Journals, peer reviews, presentations



How will you measure success beyond test scores?



Click to go
back