

What Makes a Greenstone?

What is Greenstone?

Greenstone is Green School's capstone: the culmination of a learner's experience enacted through a project that contributes meaningfully to community, human and other-than-human. It is a demanding two-year process. Students propose an idea, refine it, and go through a formal confirmation in front of a panel of experts before moving forward. A Greenstone must bring together craft, commitment, and community in a way that represents the student's personal excellence. This involves research, viability studies, networking, designing, relationship-building, execution, and measuring impact. Students stay with their project long enough for complexity to surface and for responsibility to become real. Greenstones are not simulations. They are grounded in real contexts and real needs. Students turn learning into work that meets the world. Each Greenstone culminates in a 20-minute public presentation aimed at shifting the community's thinking-feeling toward action, not just performance.

How does Greenstone become regenerative?

Regeneration is about increasing the quality of reciprocity within a living system. A regenerative project does not position itself as a fix applied from outside. It begins by understanding relationships (e.g. ecological, social, cultural) and asking where those relationships might be strengthened or where new relationships might be cultivated. The aim is not to add something new for visibility or virtue. It is to reorganize conditions so that life (human and other-than-human) has greater capacity to continue, adapt, and contribute. This means transformation, not optimization. It may involve restoring what has been degraded. It may involve strengthening what already exists. It may require letting go of assumptions, speed, or control. A regenerative greenstone leaves behind more than an outcome; it leaves behind increased capacity: skills distributed, knowledge shared, relationships deepened, systems more able to sustain themselves without constant external input.

If the work centers the individual, it is impact. If it strengthens the web of relationships, it is regenerative.

Is it all relevant?

YES! At the bottom of this document, you'll find a quick reference guide to **Green Literacies**, **Green Skills**, **REAL learning**, and the **iRESPECT values**. These aren't add-ons, they are embedded and integral to how learning is shaped at Green School, and they're the same foundations you've been developing throughout high school. Use them as practical tools while you plan your project,

deepen your research, make decisions, track your progress, and shape both the execution of your Greenstone and the story you tell in your final talk.

Choosing a Greenstone Project, Working Through its Arc

Choosing a project isn't about picking the "perfect" idea on day one: it's about choosing a direction you care about, then shaping it into something real through action, learning, and reflection.

A Greenstone does not begin with an idea. It begins with **Sensing**.

Students learn to listen: to people, to place, to living systems, to ancestors and future generations. Sensing widens the frame of who and what counts. It asks: whose interests have been ignored? What costs have been externalized? Where are we following rules that are no longer fit for purpose?

Sensing increases uncertainty before it increases clarity. It builds the empathy and bioempathy needed to work with, not on, a context.

From that widened awareness comes **Seeking**.

Students refine their questions. Not "How do I do this better?" but "If I fully took this context into account, what would I set out to do?" Seeking pushes beyond incremental improvement toward questions that have the potential to reorganize conditions. It asks who to learn from, who to collaborate with, and what kind of future the work is moving toward.

With a clear question, students enter **Shaping**.

This is where sleeves are rolled up. Ideas are tested, redesigned, and tested again. Biomimicry, living systems thinking, and long-term awareness guide decisions. Students work with real constraints (time, resources, relationships) and design for viability, not performance. The goal is not a perfect product or solution, but a shift in how a system functions: restoring capacity, strengthening relationships, reducing degenerative practices.

Finally, **Storytelling**.

Students learn to make their work legible. Not to impress, but to invite responsibility. They share what changed, what failed, what was learned, and what future it gestures toward. Storytelling ensures the work does not end with the presentation, but enters the community as shared insight and possibility.

Keep moving even when you're unsure (proactive habits)

Regenerative work requires movement, especially when uncertainty rises.

The students who succeed aren't the ones with the fanciest idea, they're the ones who stay active.

When you don't know what to do next, do one of these:

- Talk to someone who lives closer to the issue than you do (listen properly).
- Test a tiny version of your idea (a prototype, trial, mini workshop, draft resource).
- Collect feedback and rewrite/improve.
- Learn one new skill your project requires (and document it).
- Make one real connection (email, meeting, visit, collaboration).
- Write a reflection: what worked, what didn't, what you'll do next.

Rule: never let the project stay "in your head" for weeks. Do something small, real and tangible.

Staying flexible (your idea is allowed to evolve)

Flexibility doesn't mean "changing your mind every week". It means improving your direction because you learned something new or discovered a different path.

Good reasons to evolve your idea:

- You discovered a real need you didn't see before.
- People gave you feedback that changed your thinking.
- The original idea wasn't realistic (time, access, resources).
- Your impact was too small or too performative, so you adjusted.
- You found a better way to contribute.

Bad reasons to evolve your idea:

- You got bored and wanted something easier.
- You're avoiding a difficult part of the work.
- You're changing it to impress people rather than help people.

6 - "Fork in the road" decision tool (when your project shifts)

When your idea starts pulling in a new direction, ask:

- Does this new direction **increase real value** for others?
- Does it make the project **more doable**, not more chaotic?
- Can I still show clear learning, action, and proof?
- Will this shift help the project have **real impact or longevity**?
- Does it still feel meaningful to me?

If yes to most, it's probably a smart evolution.

Guiding questions

Pick **5** and answer properly:

- What do I actually want to change — and for who?
- What's the real need here, not just the version that sounds impressive?
- What is one small, real step I could take this week?
- Who is already working on this, and what can I learn from them?
- How could this project continue or grow after I'm done?
- What would make this genuinely useful, not just interesting?
- What would it mean to do this topic responsibly?
- If I couldn't explain my progress out loud, what proof could I show?

The guiding questions throughout this document aren't just there to spark ideas, they help you keep moving when you get stuck, and they push your thinking deeper so your project grows in a real direction. If you answer them properly (and keep updating your answers), they also become your easiest speech-writing tool: you can return to what you wrote to track what you've done, what you've learned, what changed, and why it matters, which means your final talk is built from evidence and reflection, not last-minute guesswork.

The tables below will help you turn an idea into a **real, meaningful Greenstone**: something that matters beyond you, grows your skills, connects to people and place, and leaves something valuable behind.

Turning passion into a project (before you commit) A strong Greenstone starts with something you care about, then becomes something useful, real, and responsible through action, learning, and contribution.			
Not Yet	In Progress	Solid	Strong
You only like the <i>idea</i> of this, but you don't actually want to do the work. You're choosing it because it looks impressive, trendy, or "easy". You can't explain why this matters to you beyond "I'm interested". You haven't thought about who it helps or why anyone would care.	You care about the topic, but your reason is still fuzzy or surface-level. You can imagine an outcome, but you're not sure what action you'll take. You're excited, but you haven't tested whether it's realistic for your time and resources.	You can clearly explain why you care, and what you want to change or improve. You are willing to learn new skills and handle setbacks. You can see a real outcome (a resource, programme, artwork, system, tool, collaboration, prototype, etc.).	This topic connects to your values and feels worth your time even if it gets hard. You can already name real people/places that connect to it (school, local area, Bali, wider world). You can picture how it could continue or live beyond you.

To consider:	• What do you care about so much that you'd still work on it even if no one applauded you? • What do you notice in the local community, Bali, Indonesia or world that feels unfair, missing, broken, ignored, or misunderstood? • What do you want people to feel, understand, do, or change because of your project? • What problem are you <i>actually</i> trying to solve (not the one that sounds impressive)? • What part of this topic do you feel a responsibility towards? • If your project succeeded, what would be different for someone else? • What will you create or do that is real and useful - not just regurgitating existing content • What skills will this force you to grow (not just use)?
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GREENSTONE CHECK-IN

Viability Checklist & Evidence Builder

For each section:

1. Read the short explanation.
2. Highlight your current level: **Not Yet / In Progress / Solid / Strong** (you may feel you fall across two categories, highlight all that apply)
3. In 3 to 5 bullet points explain **what you've done** so far that places you at that level
4. Add **evidence** (links, photos, drafts, notes, screenshots, feedback, videos, plans).
5. Pick 1–3 next steps.

Important: If you can't show evidence, it isn't there *yet*.

Purpose and Direction This is the heart of your Green Stone: what you're doing, why it matters, and who it is meant to benefit.			
Not Yet	In Progress	Solid	Strong
You can't explain your project in one clear sentence. Your "why" is mostly about you (personal gain, personal image, personal portfolio). You can't say who this helps or why it matters beyond "awareness". Your idea changes constantly because there's no clear direction.	You can explain the topic, but not the purpose clearly yet. You have a "who" in mind, but you haven't connected your idea to real needs. You're still deciding what the end result will be. You can describe what you <i>want</i>, but not what you will <i>do</i>.	You can clearly explain what you're doing, why it matters, and who benefits. Your purpose feels meaningful, not random or trend-based. You can describe the outcome (what will exist because of your project). You can explain what makes your angle different or needed.	Your purpose is rooted in real life and refined through listening and learning. Your direction is strong enough that decisions feel easier (you know what fits and what doesn't). You can explain why this matters now, in this place/context. Your project has a clear contribution beyond your own satisfaction.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	- Who do you want to help or serve, and what makes you care? - What do you want to shift: knowledge, behaviour, access, wellbeing, culture, environment, systems?		

	• What will exist at the end that didn't exist before? • What would make this feel genuinely worthwhile a year from now?
Green Literacies:	Connectedness, Regeneration, Communication

Authentic Commitment and Effort Green Stone is a long journey - this section is about showing steady effort, real ownership, and meaningful follow-through.			
Not Yet	In Progress	Solid	Strong
Work is rare or rushed, with big gaps and last-minute panic. Most progress is “planning” with little action. You mainly do what looks good on paper rather than what truly matters. You avoid hard tasks and stay in the comfort zone.	You’ve started, but your progress is inconsistent. You do work in bursts rather than building momentum. You sometimes rely on shortcuts instead of learning properly. You need more proof of steady effort over time.	You show consistent progress and can prove what you’ve been doing each month. You take responsibility when things don’t go to plan and adjust. You can show effort beyond the minimum. You can explain the hard parts and how you handled them.	Your commitment shows even when things are boring, difficult, or uncomfortable. You show pride in your work - quality matters to you. You stay focused on impact, not performance. Other people could confirm your effort and reliability.
What I’ve Done:			
Evidence:			
Next Steps:			
To consider:	• What does your project look like when no one is watching? • What have you done that proves you’re serious about this?		

	Where did you choose the harder path because it was the right one?
GReen Literacies:	Connectedness, Communication

Learning and Research (Real understanding, not recycled info) This is about what you've learned and how that learning improved your project - through reading, listening, questioning, observing, interviewing, testing, and reflecting.			
Not Yet	In Progress	Solid	Strong
You mostly repeat information that already exists online. You can't explain how you know your information is accurate. Your learning hasn't changed your decisions or shown growth. You don't show curiosity, questioning, or depth.	You've gathered information, but it still feels surface-level. You have some strong learning moments but haven't connected them to choices yet. You rely on one type of source (only websites, only videos, only one perspective). You haven't explored different viewpoints or local context.	You can explain what you learned and how it shaped your project. You show learning from different sources (people, books, experts, experiences, trials, culture, place). You can explain what changed because you learned more. You can explain what you <i>still</i> need to learn.	Your learning is deep and honest: you explore complexity, not easy answers. You can explain different perspectives and what they taught you. You build original understanding - not just a collection of facts. You can explain where your learning has limits and what you did about that.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	- What did you believe at the start that you don't believe anymore? - What did you learn that made you redesign part of your project?		

	• What did you learn from listening to other people? • Where is the “depth” in your project - what makes it more than just a passing event?
Green Literacies:	Communication, Connectedness, Innovation, Quantitative (sometimes)

Community Connection and Collaboration Your project should connect beyond you - through working with people, learning from them, creating with them, or contributing something that matters to a group, the school, our local area, Bali, Indonesia or wider world.			
Not Yet	In Progress	Solid	Strong
Your project stays mostly in your own head or on your laptop. You haven't connected your idea to real people, needs, or spaces. Your “community impact” is a claim, not something you can prove. You've avoided reaching out or working with others.	You've made a start, but contact is limited or one-off. You've spoken to people, but it hasn't shaped what you're doing yet. Collaboration exists, but it's still small or unclear. You need stronger proof that this matters to others.	You have real engagement: conversations, feedback loops, shared building, shared learning. You can show that other people's input changed your choices. Your project has a clear connection to a real group or place. You can show respect for people's time, context, and needs.	Collaboration is meaningful and sustained, not last-minute. Your project creates a real benefit others can describe. You've built trust and reliability through how you work. Your community connection feels genuine, not performative.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	• Who has been changed by your project - even in a small way?		

	• Who have you listened to, and what did you do differently because of that? • If your work disappeared, who would actually miss it? • How have you given value, not just taken attention?
Green Literacies:	Connectedness, Communication, Regeneration

Action and Implementation (Doing, not just describing) This is the part where your project becomes real: you build, run, create, deliver, test, teach, design, perform, publish, or implement something that exists outside your head.			
Not Yet	In Progress	Solid	Strong
You have ideas and plans, but little real action. You've made content, but it hasn't been used by anyone. You can't show clear steps of "what you actually did". Your output is vague or unfinished.	You've started implementing, but it's still small, early, or not repeated. Your actions don't yet match the size of your claims. You need clearer proof of what was delivered and who engaged. You've done something once, but haven't built it into a project journey.	You have implemented something real and can show what it looked like in action. People have interacted with your work (used it, attended it, learned from it, responded to it). You can explain the steps you took to make it happen. You are building momentum - not just one-off events.	Your implementation is thoughtful and repeated: try → improve → try again. You lead the work, not just talk about it. Your action is focused on genuine benefit, not attention. Your work shows craft and care.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	• What have you delivered that someone else has actually used? • What did it look like in the room / in real life / in real hands?		

	What did you build, test, and refine?
Green Literacies:	Innovation, Creativity, Communication, Regeneration (often)

Impact and Proof (Show it, don't claim it) Impact means you can show what changed, improved, helped, or grew because of your work - with proof that fits your project.			
Not Yet	In Progress	Solid	Strong
You say it mattered, but you can't show proof. You don't know if it worked because you didn't check. You confuse "posting" with "impact". You avoid feedback because it might not be positive.	You have early signs of impact, but the proof is thin or unclear. You collected some feedback but didn't use it yet. You can show participation, but not outcomes. You need more honesty about what didn't work.	You can show proof that fits your project: feedback, quotes, photos, videos, outcomes, improvements, changes, adoption. You can explain what worked and why. You can explain what didn't work and what you changed. You can describe the benefit clearly.	You can show impact clearly and thoughtfully, including limits and learning. Your proof is varied and convincing (not just one type). You can explain how the project could grow or deepen next. Your evaluation shows maturity, not defensiveness.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	- What changed for someone else because of your project? - What proof would convince a sceptical person? - What did people actually do differently (if anything), and how do you know?		

Green Literacies:	Regeneration, Communication, Quantitative (sometimes), Connectedness
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Skills Growth (What you've become capable of) Greenstone isn't just about your topic — it's about the skills you build through the process: thinking, creating, collaborating, leading, adapting, communicating, problem-solving.			
Not Yet	In Progress	Solid	Strong
You can't explain what skills you've developed. You describe yourself with adjectives ("hard-working") but not examples. Your role in the project is unclear or passive. You avoid challenges that would grow you.	You can name skills, but the proof is limited. You show growth in a few moments, but you haven't tracked it clearly. You sometimes rely on others rather than building independence. You need clearer examples of leadership, collaboration, or problem-solving.	You can clearly show skills growth with examples and artefacts. You can explain how your skills improved the project outcome. You can describe how you handled problems and adapted. You can show collaboration and communication in action.	Your skill growth is intentional: you practised, improved, reflected, and repeated. You can show leadership that is helpful and responsible. You can show problem-solving under real constraints. You can explain how you think differently now.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	• What can you do now that you couldn't do a year ago? • Where did you lead something that genuinely mattered?		

	Where did you adapt because reality didn't match the plan?
Green Literacies:	Creativity, Innovation, Communication, Quantitative (sometimes), Connectedness

Ethics, Responsibility, and Safeguards (including AI) Ethics means making choices that are responsible, fair, and safe - thinking ahead about how your project could affect people and place, and proving you've built safeguards so it does more good than harm.			
Not Yet	In Progress	Solid	Strong
You haven't considered who could be affected by your project (positively or negatively), or how. You make claims without checking accuracy or reliability, or you present advice without boundaries or warnings. You treat ethics as "having good intentions" rather than showing responsible choices and safeguards. You use shortcuts that weaken academic honesty (unclear sources, copied content, or AI doing the thinking/voice for you). You dismiss feedback about impact as "opinion" instead of	You recognise there are ethical issues, but you haven't built them into your project yet. You can name possible risks, but you haven't planned how to reduce them. Your sourcing and accuracy are improving, but still inconsistent or unclear. You are using AI tools, but your boundaries aren't clear (what's yours, what's assisted, what's verified). You're starting to consider fairness and context, but you need more proof that this shapes your decisions.	You can explain the ethical questions your project raises and how you handled them. You show academic honesty: clear sourcing, careful claims, and pride in your own thinking and voice. If AI is used, it supports your work (planning, brainstorming, editing), but does not replace your learning, originality, or responsibility for accuracy. You have clear safeguards for people involved (privacy, consent, age-appropriate content, respect, wellbeing). You teach or share information responsibly: clear boundaries, clear context, and clear "this is	You actively think through dilemmas and trade-offs instead of ignoring them or getting defensive. You can show you've considered more than one kind of ethical impact (for example: wellbeing, fairness, harm prevention, environmental effects, cultural respect, community outcomes). You make choices that protect dignity and reduce harm - even when it's inconvenient or limits what you can claim. People involved in your project feel respected and safe, and you can show proof of that. You can explain how your

checking consequences and responsibility.		not personal advice” guidance where needed.	project aims to do good , not just avoid doing harm - and you can show what safeguards make that real.
What I’ve Done:			
Evidence:			
Next Steps:			
To consider:	• Who could be helped by your project? • What is the most responsible version of this project, and what would the careless version look like? • If you’re teaching others: what could someone misunderstand, misuse, or apply in a risky way - and what safeguards will stop that? • What sensitive areas does your topic touch (money, wellbeing, health, identity, culture, the environment, power) and what extra care does that require? • What have you done to check truth and accuracy (not just repeat information)? • If AI supported your process, where did you set boundaries so the thinking, voice, and accountability stayed yours? • How will you prove that your project isn’t just “content”, but a responsible contribution that respects real people and real context? • What feedback have you received - and what did you change because of it? Ethics applies to every topic: Ethical projects can focus on poverty and financial wellbeing, health and education, culture and identity, community safety, the environment, or anything else - what matters is that you show careful choices, accurate information, respect for people and context, and clear safeguards against harm.		

Green Literacies:	Regeneration, Communication, Connectedness (Humanity: ethics/inclusivity/identity & diversity)

Regeneration and Longevity (Beyond sustainability) Regeneration goes beyond “less harm.” It asks whether the relationships within a system are more capable of continuing and adapting than before.			
Not Yet	In Progress	Solid	Strong
Your project ends with the presentation; nothing continues beyond it. Your work raises awareness but does not change conditions or relationships. You describe regeneration in general terms (“helping,” “improving”), but it is not built into your design. Longevity depends entirely on you.	You mention continuation or handover, but it is not yet realistically designed. You are beginning to identify which relationships your project aims to strengthen. You are working to reduce harm, but increased capacity is not yet visible. You can explain what regeneration might mean in this context, but it does not yet consistently shape your decisions.	Your project leaves something that can continue: a resource, partnership, model, system, curriculum, or ongoing practice. You have created a realistic pathway for others to use, adapt, or grow the work. You have identified practices or patterns that weaken the system and designed your project to improve or replace them. Your project strengthens relationships between people, place, and/or ecosystems. Capacity has increased in tangible ways (skills shared,	The system is more capable of continuing and adapting without you at the center. Ownership, skills, or structures are distributed. Your project reorganizes relationships in ways that support ongoing reciprocity. Longevity is practical and believable, not aspirational. Your design choices show a clear, applied understanding of regeneration, including long-term thinking and thoughtful trade-offs.

		knowledge transferred, systems improved).	
		Regeneration is embedded in your design decisions, not added at the end.	
What I've Done:			
Evidence:			
Next Steps:			
To consider:	• What is being restored, strengthened, healed, or made more resilient because of your project? • If someone continued this after you, what would they need - and have you created that? • What does “doing good” mean in your project, in real terms? • How does your work deepen connection with place, people, and living systems?		
Green Literacies:	Regeneration (primary), Connectedness, Innovation		

Presentation Readiness (Make it land) Your talk is not a scrapbook - it's a clear message about your learning, your actions, your impact, and what should / could happen next.			
Not Yet	In Progress	Solid	Strong
Your talk is unclear, unstructured, or mostly a timeline. You make claims without evidence.	Structure exists, but the message is still muddy. You have some evidence, but it isn't woven in well. Your story is missing the “why	Clear through-line: purpose → learning → action → impact → what next. You use evidence naturally and honestly.	The talk is powerful because it is truthful, clear, and evidence-backed. You show growth, complexity, and meaning — not just success.

Your message doesn't lead anywhere (no meaning, no purpose). You rely on visuals to replace clarity.	it matters" or "what changed". You need to make it clearer for a real audience.	You communicate with care for the audience (clear, human, purposeful). You can answer questions thoughtfully.	Your ending leaves the audience with a clear takeaway (feeling/thought/action). Your message reflects contribution, not self-promotion.
What I've Done:			
Evidence:			
Next Steps:			
To consider:	• What do you want the audience to think, feel, or do after your talk? • What is the one moment you want them to remember a week later? • How will your presentation be engaging, informative and inspiring?		
Green literacies:	Communication (primary), Creativity, Connectedness		

EVIDENCE TRACKER Use this list to check whether your Greenstone exists in reality.					
Effort Over Time	Community Connection	Implementation	Impact	Ethics & Safeguards	Regeneration
☐ dated progress log (notes, photos, screenshots,	☐ messages/ emails/meeting notes with real people	☐ tangible output (resource /programme/ tool/ artwork/	☐ evidence of benefit/change (quotes, outcomes,	☐ clear sourcing and accuracy checks ☐ clear	☐ Something remains that others can use

☐ drafts) ☐ evidence across months (not only the final weeks) ☐ proof of changes made after feedback	☐ involved feedback from others (quotes, voice notes, forms, comments) ☐ proof of collaboration or contribution (not just "I told them about it")	☐ prototype/etc.) ☐ proof it was delivered/used (photos, videos, attendance, adoption, usage) ☐ iteration proof (version 1 → improved version 2)	☐ responses, improvements) ☐ honest evaluation (what didn't work and what changed) ☐ proof that impact matches your claim	☐ boundaries for AI use and originality ☐ safeguards for people involved (privacy, consent, wellbeing, respect)	☐ or continue. ☐ Your work clearly strengthens relationships or capacity. ☐ There is a believable plan for the project to continue beyond you.
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Green Stone Viability Stress Test

Community Embedded

- Who is involved beyond you - and how do you know it matters to them?
- What proof shows this isn't last-minute or performative?
- What value are you giving that others can genuinely use?

Authenticity

- What makes this real for you - beyond looking good?
- Where have you shown commitment when it was hard, slow, or uncomfortable?

Interdisciplinary thinking

- What different areas are you connecting (science + design, culture + wellbeing, education + systems, etc.)?
- What does combining them allow you to do that one subject alone couldn't?

Local to Global

- Where is your project grounded (school / local area / Bali / wider world)?
- How does your project respect its context instead of copying a generic solution?

Ethics and responsibility

- What ethical dilemmas could exist in your project?
- What safeguards prove you are doing this responsibly?
- Where did you choose integrity over convenience?

Regeneration and longevity

- Something remains that others can use or continue.
- Your work clearly strengthens relationships or capacity.
- There is a believable plan for the project to continue beyond you.

Biomimicry for Regenerative Design: The 4 Ss

Sensing

Listening deeply to people, place, and living systems. It widens the frame of who and what counts, including non-human life and future generations. Sensing builds the empathy and awareness needed to understand context before acting.

Seeking

Refining the right question. Instead of improving the status quo, Seeking asks what needs to change if the full context is taken seriously. It moves from surface problems to systemic insight.

Shaping

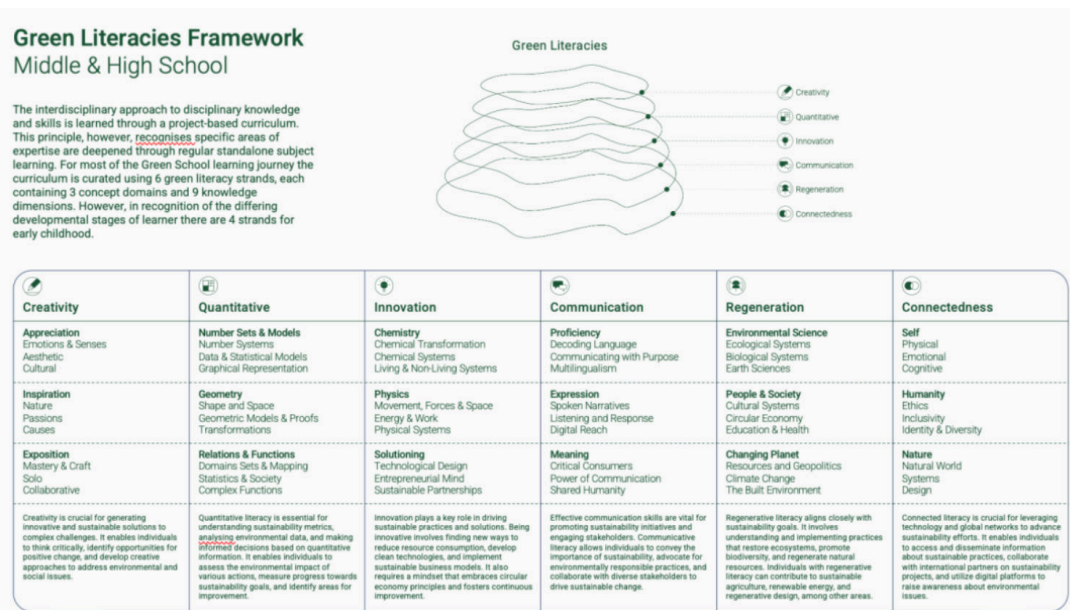
Designing and testing in the real world. Ideas are prototyped, revised, and made viable within real constraints. Shaping works with systems thinking and long-term awareness to replace degenerative practices with regenerative ones.

Storytelling

Making the work legible and transferable. Students communicate what changed, what was learned, and why it matters so others can understand, build on, or carry the work forward.

Why Green Literacies?

The Green Literacies are a regeneration of traditional disciplinary knowledge and skills that offer students a timely and authentic interdisciplinary learning experience. When combined with the Green Skills and I-RESPECT values the curriculum builds individuals who are well equipped to navigate the dynamic reality of future tertiary and career pathways. Most importantly, Green School graduates will actively participate in green economies, promote sustainable development, and drive positive change towards an environmentally conscious and socially responsible world.



Creative: Creativity is crucial for generating innovative and sustainable solutions to complex challenges. It enables individuals to think critically, identify opportunities for positive change, and develop creative approaches to address environmental and social issues.

Quantitative: Quantitative literacy is essential for understanding sustainability metrics, analysing environmental data, and making informed decisions based on quantitative information. It enables individuals to assess the environmental impact of various actions, measure progress towards sustainability goals, and identify areas for improvement.

Innovative: Innovation plays a key role in driving sustainable practices and solutions. Being innovative involves finding new ways to reduce resource consumption, develop clean technologies, and implement sustainable business models. It also requires a mindset that embraces circular economy principles and fosters continuous improvement.

Communicative: Effective communication skills are vital for promoting sustainability initiatives and engaging stakeholders. Communicative literacy allows individuals to convey the importance of sustainability, advocate for environmentally responsible practices, and collaborate with diverse stakeholders to drive sustainable change.

Regenerative: Regenerative literacy aligns closely with sustainability goals. It involves understanding and implementing practices that restore ecosystems, promote biodiversity, and regenerate natural resources. Individuals with regenerative literacy can contribute to sustainable agriculture, renewable energy, and regenerative design, among other areas.

Connected: Connected literacy is crucial for leveraging technology and global networks to advance sustainability efforts. It enables individuals to access and disseminate information about sustainable practices, collaborate with international partners on sustainability projects, and utilize digital platforms to raise awareness about environmental issues.

Green School Skills

By nurturing ‘**Green School Skills**’ in our students we prepare them for their journey as learners for the rest of their lives and as passionate friends of the environment. Students learn these skills through every part of our program, including projects and lessons that align with the Green School purpose of ‘A Community of Learners Making *Our World Sustainable*’.

Think	Act	Reflect
 Think Creatively Be original. Be imaginative	 Activate Feel empowered & empower others. Take Action. Make difference	 Be Aware Look within. Figure yourself out.
 Think Critically Dig deeper. Ask why. Make connections.	 Collaborate Confident alone. Stronger together. Find your way.	 Solves Problem Figure it out. Go for it.
 Think in Systems Step back and see the whole picture	 Communicate Process, organize, & coherently express ideas	 Adapt Bend like bamboo

THINK

Think Creatively: This skill empowers individuals to unlock their innovative potential and cultivating imaginative problem solving. It encompasses idea generation, critical thinking, design thinking, collaboration, and communication. Honing this skill allows learners to envision a greener future, adapt to evolving circumstances, and become a catalyst for positive change and sustainability.

Think Critically: This is an essential skill gives learner the ability to analyse complex sustainability issues, evaluate valid information, and make informed decisions. In a rapidly changing world, critical thinking helps individuals to assess the impact of their choices on the environment, society, and the economy, fostering a mindset that promotes sustainable living.

Think in Systems: This skill encourages learners to understand and analyse the interconnectedness and interdependencies within complex systems. By developing systems awareness learners can recognize the unintended consequences of actions, identify leverage points for positive change, and design interventions that address root causes rather than symptoms.

ACT

Activate: This dynamic skill empowers learners to take tangible and meaningful action towards creating a sustainable future. It motivates learners to have purpose and move beyond knowledge and awareness encouraging them to engage actively in sustainable behaviours, projects, and advocacy.

Collaborate: This fundamental skill emphasizes the power of teamwork and collective effort in driving sustainable solutions. By fostering active listening, open communication, and a shared vision, collaboration enables learners to combine their strengths, knowledge, and resources to comprehensively tackle environmental issues.

Communicate: This vital skill empowers learners to effectively convey the principles and importance of sustainability to diverse audiences. The skill enables learners to articulate complex environmental issues in clear and compelling ways to foster a global movement advocating

for environmental change.

REFLECT

Be Aware: This foundational skill emphasizes the cultivation of mindfulness and a deep understanding of the interconnectedness between our actions and the environment. The skill enables learners to recognise the importance of preserving natural resources, promoting social justice, and fostering a harmonious lifestyle for the individual and future generations.

Solve Problems: This skill fosters a mindset of resourcefulness and resilience, encouraging learners to approach problems as opportunities for positive change. This skill empowers learners to tackle complex sustainability issues, break down barriers, and pioneer innovative solutions that lead to a more sustainable future.

Adapt: This is an essential skill that emphasizes the capacity to respond and adjust to changing circumstances and evolving environmental challenges. By recognizing the interconnectedness of social, economic, and environmental systems, learners can proactively anticipate and respond to emerging sustainability issues with resilient strategies that promote positive transformation.

IRESPPECT Values

As a school we subscribe to a set of values. We encourage everyone within our community to honor and recognize these values in all that they do.

Integrity – being honest and ethical with thoughts and actions.

Responsibility – being accountable for thoughts, actions and deeds.

Empathy – understanding and caring for the feelings of others.

Sustainability – ensuring that your own body and surroundings are cared for so they are clean and healthy for as long as possible.

Peace – contributing to a state of harmony.

Equity - respecting everyone as an individual and valuing fairness

Community – being part of a group seeking common goals and taking care of each other.

Trust - building and maintaining strong relationships with each other, the school and the environment.

Green School Pedagogy

REAL Learning Principles

The Green School Learning Principles are core shared beliefs about how to provide powerful and impactful learning experiences. They guide our educational practice across the learning program.

We believe that students learn more from how they are taught than from what they are taught. Thus, the Green School programmes reflects the Green School Principles, which are core shared beliefs about how to nurture powerful, sustainable and impactful learning experiences that aim to embody the school's mission. Green School's pedagogical belief is that learning is most impactful when it is:

Relationship-centred
& Holistic
Experiential & Evolving
Authentic
& Interconnected
Local to Global

Relationship-centred and Holistic

We prioritize and sustain relationships between all learners, their environment, and their community. Our programs are holistic and engage the whole person including the social-emotional, intrapersonal, intellectual, and kinaesthetic connections.

Experiential and Evolving

We recognize students learn better through experiential learning, or 'Learning by doing'. Our living curriculum adapts to the evolving needs of learners, so that students take ownership of their own learning journeys by being involved in it every step of the way.

Authentic and Action-Orientated

We believe learning should be driven by real world needs and the prospect of a sustainable future. But also, by the ambitions of our learners, who are empowered to follow their passions and take action to create a positive impact in their surroundings.

Local to Global

Our learners come from all corners of the world and deeply immerse themselves in their local surroundings, enabling them to interact with local communities so that they become aware of the local culture, traditions as well as work with the local communities to expand their awareness and understanding of what it means to be a global citizen.