



Education for Sustainable Development and Global Citizenship

Information for teacher trainees and new teachers in Wales



Information

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Information for teacher trainees and new teachers in Wales

Audience	All higher Education institutions involved in teacher training; UCET Cymru; national and local bodies in Wales concerned with Education for Sustainable Development and Global Citizenship.
Overview	This is an information document to aid delivery of ESDGC in schools. This document sets out to clarify the Welsh QTS standards relating to Education for Sustainable Development and Global Citizenship (ESDGC).
Action required	No action required - For information only.
Further information	Enquiries about this information document should be directed to: Jane Nettleton Strategy Unit Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1402 Fax: 029 2082 6109 E-mail: esdgc@wales.gsi.gov.uk
Additional copies	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at: http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/sustainabledevelop/?lang=en
Related documents	ESDGC action plan 2006 ESDGC action plan updated January 2008 ESDGC common understanding for Schools QTS standards for initial teacher training Out of Classroom Learning 2007



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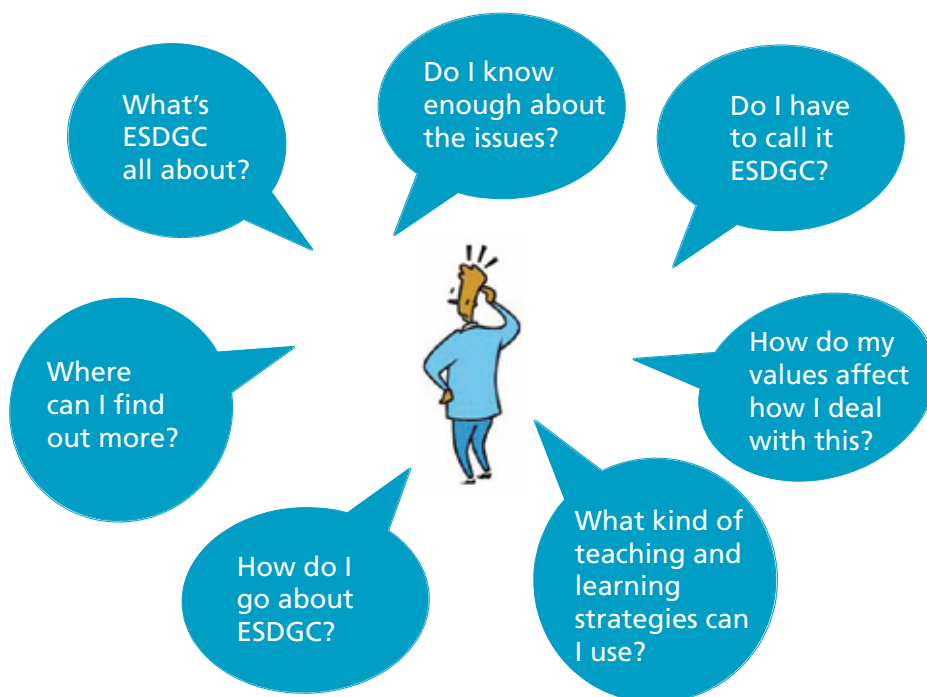
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Summary

“Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices and prepare us for sustainable living in the 21st century as global citizens”

Jane Hutt, Minister for Children, Education and Lifelong Learning - Education for Sustainable Development and Global Citizenship - A Strategy for Action, Updated April 2008

- This document sets out to clarify the Welsh QTS standards relating to Education for Sustainable Development and Global Citizenship (ESDGC):
- It aims to support ITET trainees and new teachers by pointing to the types of documents which trainee teachers and new teachers should know about.
 - It suggests ways in which they can approach ESDGC in their teaching.
 - It looks at the types of strategies which can be used for teaching and learning and at how schools can promote ESDGC through their ethos.
 - It lists some resources and support organisations to help them get started with ESDGC.



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What if I will be teaching in England, Scotland or Northern Ireland?

You will find that all these countries have similar themes in their curricula. These can be found under the titles of Global Dimension, Sustainable Development, Sustainable Schools, Citizenship etc. Some of this information for each country can be found in the Curriculum section of the Global Dimension website www.globaldimension.org.uk. In England "*Global Dimension to new Professional Standards for QTS*" should be consulted.

1 What is Education for Sustainable Development and Global Citizenship?

Education for Sustainable Development and Global Citizenship (ESDGC) is about the things that we do every day. It is about the big issues in the world - such as climate change, trade, resource and environmental depletion, human rights, conflict and democracy, - and about how they relate to each other and to us. It is about how we treat the earth and how we treat each other, no matter how far apart we live. It is about how we prepare for the future. Every one of us has a part to play.

“Education is the most powerful weapon you can use to change the world”

Nelson Mandela

Education for Sustainable Development and Global Citizenship (ESDGC) is a cross-cutting theme in the revised curriculum for Wales 2008 (*Making the most of learning*, DCELLS, 2008). The key document on ESDGC in Wales, *Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools* (DCELLS, 2008), emphasises that ESDGC is a holistic approach to education which:

- prepares learners for the new challenges that will be part of their future such as climate change and international competition for resources
- helps them to understand the complex, interrelated nature of their world
- builds the skills that will enable learners to think critically, think laterally, link ideas and concepts such as needs and rights and uncertainty and precaution, and make informed decisions.

It stresses that it should be dealt with across the whole school including:

- Commitment and Leadership
- Learning and Teaching
- School Management
- Partnerships and community
- Research and monitoring

To emphasise the breadth of ESDGC the *Common Understanding* approaches teaching and learning through seven interconnected themes:

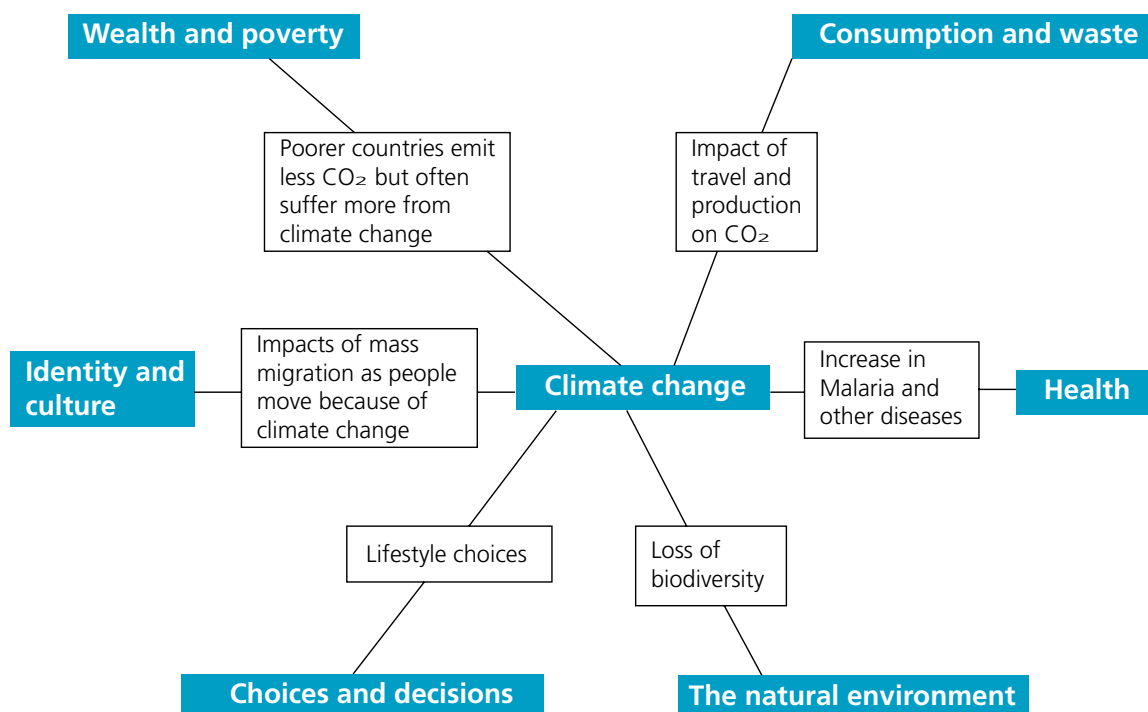


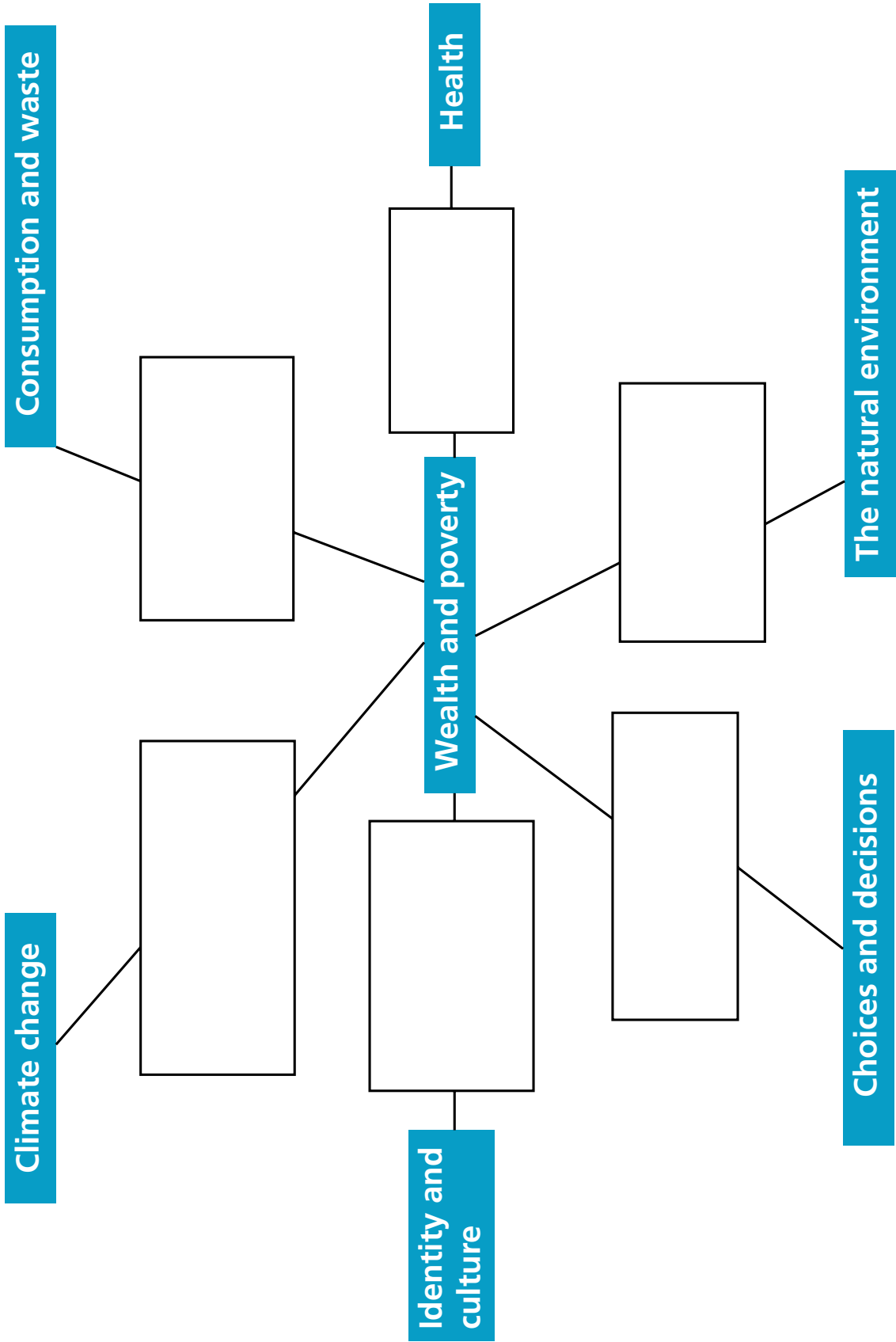
The document emphasises that ESDGC is **NOT**:

- a separate subject
- a series of discrete concepts or topics
- confined to the classroom
- the responsibility of just one teacher in the school
- about transmitting a set of answers to learners

ESDGC can motivate children because it provides interesting real life, topical contexts which learners can relate to, and an exciting opportunity for developing skills. Many of the existing school schemes such as EcoSchools, Healthy Schools, Fairtrade schools and the various types of international school partnerships contribute to ESDGC.

To illustrate the interconnectedness of themes in ESDGC here are two examples. In each one theme is in the spotlight and connections are drawn to other themes. **Try to fill in the second for yourself.**





2 What Do I Need to Know About ESDGC?

Clarifying the QTS Standards

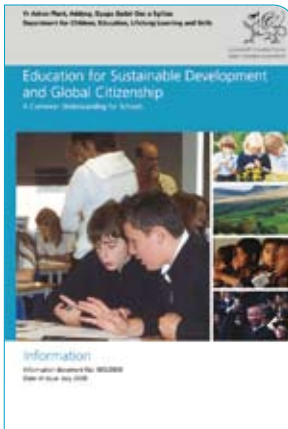
There are two QTS standards directly addressing ESDGC: S2.2 and S3.3.15

S2 Professional knowledge and understanding

S2.2 National Curriculum aims and guidelines

To gain QTS, trainees must show that they know and understand the National Curriculum aims and guidelines, in particular:-

- they are familiar with the most recent national guidance on the promotion of Education for Sustainable Development and Global Citizenship.



This guidance on ESDGC includes:

- *Education for Sustainable Development and Global Citizenship: A Common Understanding for schools* (DCELLS, 2008). This is the key Welsh document dealing with ESDGC. It includes definitions, learning outcomes, and practical examples from the key areas.
- *Making the most of learning* (DCELLS, 2008) which names ESDGC as an cross-cutting theme throughout the curriculum.
- *The Personal and Social Education Framework* (DCELLS, 2008) which contains ESDGC as one of its five themes.
- National Curriculum subject orders which contain many examples of ESDGC. Each has a statement on the subject relevance for ESDGC in PSE (DCELLS, 2008).
- The Estyn Inspection guidance for ESDGC *Update on inspecting education for sustainable development and global citizenship in schools* (Estyn, 2006).



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- The *Out of Classroom Learning* document (DECWL 022/2007) which contains many examples of how ESDGC can be approached through learning in the natural environment.
- The Welsh Assembly Government's *Education for Sustainable Development and Global Citizenship - A Strategy for Action* (DELLS, 2006) which shows how ESDGC can be implemented across all sectors of education.

These documents all emphasise that the following are important:

- the issues with which ESDGC deals i.e. in the seven themes in the *Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools* (DCELLS, 2008)
- the skills, values and attitudes, and knowledge and understanding associated with ESDGC
- how our own values and attitudes affect how we approach ESDGC
- how our specialist subject contributes to ESDGC
- the role of ESDGC within PSE
- how ESDGC can be enhanced by cross-curricular planning and activities
- how ESDGC can be planned into whole school activities and contribute to the whole school ethos
- ESDGC for school and subject leaders
- methodologies which can be used to promote ESDGC such as experiential and participative learning, thinking skills, collaborative and co-operative learning, out-of-classroom learning
- how ESDGC can be enhanced by out-of-classroom learning
- how organisations and partnerships can contribute to ESDGC
- how ESDGC in school can contribute to the community, locally and globally

3 Where should I address ESDGC in my Professional Practice

“Once you begin to think in this way, it becomes unnatural not to include global issues. You could do this kind of thing in lots of different situations and themes.”

PGCE Primary trainee

“ESDGC has brought my teaching alive. The pupils are motivated and it makes my teaching so much more interesting by providing real contexts for learning”

PGCE Primary trainee

S3 Teaching

S3.1 *Planning, expectations and targets*

To gain QTS, trainees must demonstrate all of the following:

S3.3.15 They take appropriate opportunities to promote and teach education for sustainable development and global citizenship in all relevant aspects of their teaching.

In doing this you should consider the following:

- ESDGC in all your subject teaching
- ESDGC in PSE sessions within and outside of your subject teaching
- working with colleagues to plan and co-ordinate cross-curricular activities for ESDGC
- using a range of learning and teaching methodologies
- using out-of-classroom learning to contribute to ESDGC
- developing partnerships with relevant individuals and organisations
- contributing to planning ESDGC in whole school activities and ethos
- contributing to ESDGC activities which benefit communities locally and globally

“I had quite a few opportunities, on school practice. I did a year 8 session on Pollution in the aftermath of the Iraq war, I went to a meeting of the Green Team, an after school club and also sat in on a Get Global! Project session in RE.”

PGCE secondary trainee

Do I have to call it ESGDC?

ESDGC activities will crop up naturally in your teaching and they don't all have to be labelled ESGDC. However it would be useful if your students have opportunities to learn and discuss what the words mean and for you to draw attention to related work done under other topics and subjects. In this way they will begin to see the connections and the bigger picture.



4 ESDGC in Learning and Teaching

How do I integrate ESDGC in Learning and Teaching?

Making the most of learning (DCELLS, 2008) highlights ESDGC as a cross-cutting theme in the revised curriculum for Wales. You will find opportunities for ESDGC at all levels of education, in all topics, in all subjects, in PSE and the Curriculum Cymreig, in whole school activities and in the way the school works as an institution.

Education for Sustainable Development and Global Citizenship: A Common Understanding contains examples of ways to develop skills, knowledge and understanding and values for each key stage. You should refer to this for further information.

Here are some questions to consider:

- Does the learning offer past, present and future perspectives?
- Does the learning address any of the major themes within ESDGC i.e. wealth and poverty, health, climate change, the natural environment, consumption and waste?
- Does it make interconnections between these themes and between people, places and events both locally and globally?
- Is the learning relevant to learners' lives?
- Does it encourage critical examination of issues?
- Does the learning address controversial issues and examine conflict resolution?
- Does the learning explore values and cultural perspectives?
- Does it empower learners to take appropriate action?

Teachers today are encouraged to share the learning objectives with their pupils at the beginning of the lesson and this would be an appropriate point to note if elements of ESDGC are included in that particular lesson. If there is a plenary session, then this again would be an appropriate point to discuss ESDGC with pupils.

Making ESDGC relevant to your pupils' lives

Making ESDGC relevant to the lives of your pupils makes it more interesting and motivating and it will help them to more easily perceive and understand the world as a complex and inter-connected place. Here are some questions and ideas to consider:

- What links do pupils already have with other places and countries? For example, do pupils know where their food, clothes, computers, mobile phones and household goods have come from, how they are made and the impact on people and the environment?



- Ask pupils to think about what they have done today to make the world more sustainable. For example you may get answers such as walking to school, turning computers off, buying local produce, being kind to others.

Think of some other ways in which ESDGC can be made relevant to your pupils.

5 Values and Attitudes in ESDGC



“Before you finish eating your breakfast this morning, you’ve depended on half the world”.

Martin Luther King

To ensure that ESDGC is NOT about transmitting a set of answers to learners it is important that pupils have access to a range of materials from different perspectives. Critical thinking about issues such as poverty cannot begin with a set of assumptions e.g. that debt relief and Fairtrade are the solutions. Other possible solutions e.g. free trade, good governance have to be considered. No teacher would introduce ethical issues such as abortion without making sure that pupils were given views from different perspectives and the same has to be true for ESDGC.

Learners need opportunities to develop their own values through investigating and assessing evidence, discussing and reasoning, and becoming aware of their own values in relation to those of others. Only then will they have a reasoned base for whatever actions they take in relation to ESDGC issues.

As teachers we need to be aware that our own values are shaped by our experiences and to consider how these will impact on our teaching. We should be facilitators of learning and not be expecting pupils to accept our own values or a particular set of values. However we should be aware of our potential as positive role models so that there is not a contradiction between what we say and what we do.

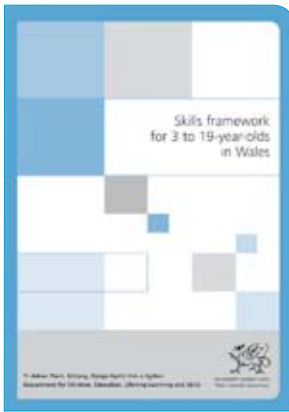
How do you think your own values affect your teaching?

Do you think there are certain fundamental values?

How can you avoid imposing your values on pupils?

What opportunities do you give your pupils to consider and develop their own values?

6 Developing Skills in ESDGC



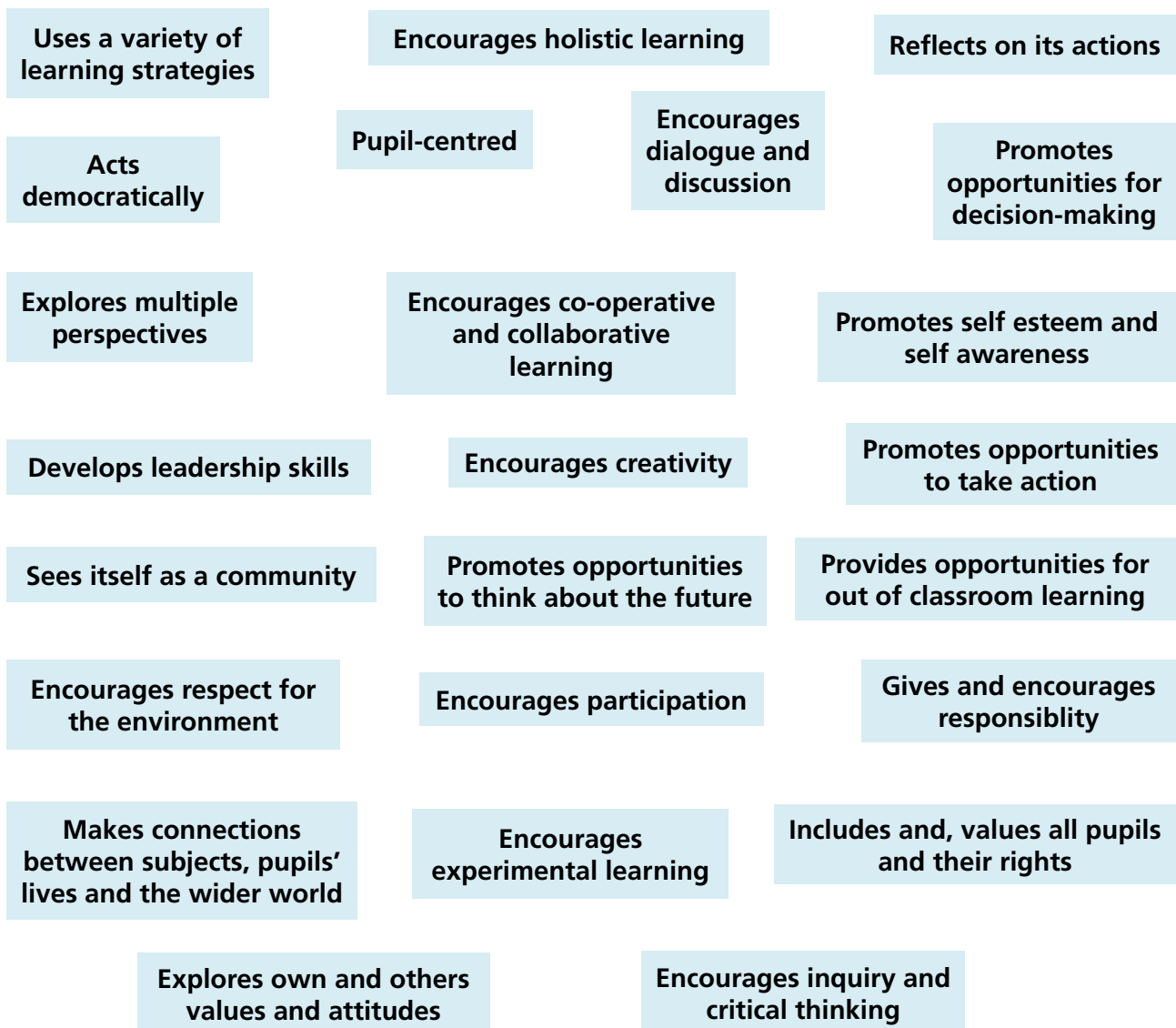
The Skills Framework (DCELLS, 2008) emphasises the importance of developing learning rather than merely transferring facts. It promotes teaching approaches such as collaborative learning, active and interactive learning, including questioning, planning, problem-solving, creativity and reflection. It helps to develop the key skills of thinking, communication, ICT and number.

The Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools (DCELLS, 2008) also emphasises the need for skills such as thinking critically, thinking laterally, linking ideas and concepts and making informed decisions.



What kinds of strategies would a school need to promote these skills?

Which of the strategies below do you think are most important?



7 How Can You Promote Some of this in Your Teaching?

ESDGC has brought my teaching alive. The pupils are motivated and it makes my teaching so much more interesting by providing real contexts for learning”

PGCE Primary trainee



There are many learning and teaching strategies which can help develop knowledge and understanding, skills and values in ESDGC. *Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools* (DCELLS, 2008) gives tables of learning outcomes and activities for each Key Stage which can enhance ESDGC in the classroom, in the whole school and through partnerships. See also the ESDGC section of the Wales National Grid for Learning www.ngfl-cymru.org.uk for examples.

Many NGOs have developed useful, and free, lesson plans and resources for ESDGC. See the teaching resources and websites listed at the end of this booklet.

The activities described in the following pages will give you some ideas for getting started.

ESDGC in the Foundation Phase

The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (DCELLS, 2008) offers many opportunities for developing ESDGC. It encourages experiential learning and co-operative play and places emphasis on the holistic development of children and their skills across the curriculum. Children's views and opinions are valued, and opportunities to discuss their own experiences and ideas about their lives and their futures underpin the approach. It promotes equality of opportunity and values, and celebrates diversity. The emphasis on outdoor play offers the opportunity for children to develop an appreciation of the natural world, to learn to play co-operatively, to make decisions etc. Knowledge and Understanding of the World can be used as the starting point for learning about people and places and for exploring similarities and differences. Creative development will enhance their ability to communicate and express their creative ideas.

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Sustainable Development and Global Citizenship is one of the five themes of PSE

ESDGC in Personal and Social Education

The Personal and Social Education Framework for 7 to 19 year olds in Wales (DCELLS, 2008) takes a broad, balanced holistic approach to PSE which features a range of experiences to promote the personal and social development and well-being of learners. This includes all the planned learning experiences and other opportunities which are features of the ethos and community life of the school or college. Sustainable Development and Global Citizenship is one of the five themes of PSE, as is Active Citizenship which encourages successful relationships, participation in their local and global community and a practical understanding of their rights and of the links between political decisions and their own lives.

Some Ideas for ESDGC In Subject Teaching

All of the revised National Curriculum subject orders contain opportunities for ESDGC and these should be consulted when planning activities. There is a statement in each subject order about the relevance of ESDGC. The examples listed below will help you to begin thinking about the relevance of ESDGC to your subject.

You should refer to the *Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools* (DCELLS, 2008) for further information on both the scope and content of ESDGC.

Opportunities for ESDGC within subjects include:

English

- Including stories and texts from various cultures and in local, global and sustainable development contexts.
- Using discussions, debates, drama and role play to learn more about their own identity, experiences of others, the world and their place in it, and issues such as democracy and citizenship.
- Critical evaluation: What is 'news'? What makes a 'good story'? Who decides?
- Analysing advertising. and the impact of media on local, national and global issues.



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- Using dual language texts to raise awareness of other languages and countries.

Welsh

- Discussing and learning about the importance of their own culture, about the differences in Welsh culture - North/South, urban/rural etc, and about the diversity of other cultures in Wales;
- Including stories and texts from various cultures and in local, global and sustainable development contexts;
- Using discussions, debates, drama and role play to learn more about their own identity, experiences of others, the world and their place in it, democracy and citizenship.
- Vision a future Wales.

Mathematics

- Exploring shapes and patterns from a variety of cultures;
- Discussing the origins of mathematics - what different cultures have contributed to development and application of mathematics;
- Applying maths to real life problems based on 21st century issues e.g. Using/handling data about other countries, global issues, using of graphs to record energy consumption, poverty and development statistics etc.

Science

- Comparing the needs of living things and the importance of biodiversity.
- Doing science and environmental work outdoors.
- Examining interrelationships in communities - interdependence.
- Learning about the earth in space - significance, size etc.
- Discussing the nature of science, moral dilemmas in science.
- Exploring scientific and technological developments on local and global scales.
- Debating nuclear energy use.



CAT

Pupils visited the Centre for Alternative Technology and explored renewable sources of electricity.

It has made me more aware that science can be used as a tool for EGSDC. I will definitely keep thinking about it.

PGCE secondary trainee



- Exploring properties of materials in relation to sustainability e.g. Learning about mass/energy conservation, recyclable, renewable materials, energy and resources use in recycling.
- Learning and discussing global warming and other impacts on the atmosphere.
- Exploring low carbon futures, personally, locally, nationally and globally.
- Learning about renewable and non-renewable energy resources.

Design and Technology

- Using of recycled and renewable resources in design and make activities.
- Considering needs and wants.
- Considering different cultures, ethnicity, dietary preferences, religious beliefs, when designing and making food products, greetings cards etc.
- Considering sustainable product design e.g. choice of materials and the relative benefits of re-using, recycling and biodegradability.
- Considering product packaging and sustainability issues.
- Considering classroom, playground & school design.
- Discussing the use of Fair-Trade products, impact of processing, food miles & locally produced food.
- Considering design influences from a variety of countries and societies.
- Discussing how technology can be used to improve people's quality of life, locally and globally.

ICT

- Exploring the potential of ICT for learning more about, and communicating with, people from other cultures and societies;
- Discussing the effect of ICT on language and cultures.
- Exploring energy implications and other impacts of ICT.
- Using ICT applications to aid in decision-making activities.

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- Handling of data about global issues e.g. population, refugees etc.
- Disposal/recycling of hardware.

Geography

- Observing and asking questions: where is it, what is it like, how did it get like this, how is it changing, what might happen next, what do I think about it?
- Noting similarities and differences.
- Recognising the importance of the environment.
- Using Out of classroom learning - visits, surveys etc.
- Discussing how people across the world are linked (interdependent) - food, clothes, fuel, environment etc.
- Taking part in international school partnerships and links and using them to explore opinions and responses to issues such as climate change and trade.
- Holding role plays and debates about sustainable development and global issues.
- Playing simulation games on food and farming, global trading and comparing issues of free trade, fair trade, unfair trade.
- Exploring economic, social and environmental aspects of issues that affect communities in Wales.
- Discussing the importance of the environment, people's effect on environment; caring for environment.
- Discussing preferable, possible and probable futures.
- Exploring global warming and climate change impacts.

History

- Comparing life in the past with life today and life in another society today.
- Comparing where foods and materials came from, and come from today.
- Considering the impact of people on the environment and development in different times.
- Comparing daily life of two contrasting periods and what life was like for rich and poor.
- Looking at links across ages and links of the past with today.



“Key Stage 2 pupils visited an exhibition on the transatlantic slave trade in Penrhyn Castle as part of their study of historical and present-day links between the north Wales quarry area and Jamaica.”



- Finding out about the history of democracy and human rights.
- Considering political, social, environmental, economic and cultural aspects of Wales as part of the world.
- Considering different views and interpretations of people and events.

Art

- Exploring expression of feelings through art.
- Learning about Welsh artists/world artists and their motivation.
- Using natural, reused, reclaimed and sustainable materials.
- Exploring and observing art from/in nature.
- Exploring diversity, richness of other societies and cultures.

Music

- Music and emotions.
- Exploring the contribution of world music to popular culture.
- Exploring music from people’s revolutions, songs to express feelings.
- Singing and composing songs about global issues.
- Exploring Music as a response to environment.

Physical Education and outdoor education

- Learning about of the value of play and of exercise for healthy living and social functions.
- Learning to appreciate the value of working co-operatively.
- Exploring ways of overcoming difficulties, development of self esteem and confidence.
- Discovering the influence of other dance forms and games from other countries; richness of other societies.
- Walking and cycling to school.
- Learning to appreciate the environment and act sustainably.
- Finding out about sports people from different countries, their motivations and experiences.

Religious Education

- Exploring issues within and between faiths, and understanding the influence of beliefs, values and traditions on individuals, societies, communities and cultures.

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- Considering questions of meaning and purpose in life.
- Learning about religious and ethical teaching.
- Reflecting on their own beliefs, values and practices.
- Discovering and experiencing the wealth and variety that exists in religious traditions and the way they are expressed through practices and customs such as worship, literature, drama, dance, music, art.
- Encouraging respect, tolerance and empathy for the beliefs and practices of other people.
- Exploring different religions' approaches to the environment, natural world, economic growth etc.

Modern languages

- Using authentic materials on global issues from the countries of communities of the target language
- Communicating with native speakers e.g. through school partnerships and ICT projects
- Learning about ways of life in countries where the language is spoken
- Discussing or role playing in the language about sustainable development and other global issues

Economics and Business studies

- Learning about economic and industrial issues which impact on parts of the world
- Recognising the local and global links in these issues
- Learning about international agreements and their impact
- Globalisation and the issues raised by this process
- Economic development and its positive and negative impacts

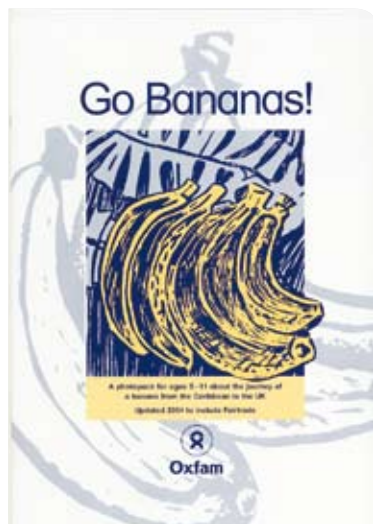
The Welsh Baccalaureate

Many secondary schools offer the Welsh Baccalaureate qualification to all post-16 pupils, at one of three levels, Foundation, Intermediate or Advanced. There are many opportunities for ESDGC within the modules *Wales, Europe and the World*, in *Personal and Social Education* and in *Careers and the world of work* (www.welshbaccalaureate.org.uk/)

Working across the Curriculum

Making the most of learning (DCELLS, 2008) stresses that in the Revised Curriculum for Wales schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs. It suggests that one way of doing this could be to adopt a **thematic or topic approach**.

This type of approach can be particularly beneficial for ESDGC where the linking of ideas, topics and subjects can help pupils gain a holistic understanding of the complexity of interconnections in their lives.



“During a recent school experience I introduced the topic to the group by giving them some facts about our mystery topic while a banana was in a black feely bag. When some suggestions had been offered, a child took out the fruit which was to be our focus for 4 weeks. During that time we discussed jobs and who should earn more and why.

We sequenced these jobs and discussed each. We had debates from shippers and growers etc. We learned about the monies involved and we discussed fair trading. The children then thought of their own questions to research and did so through the internet Wibdeco site, and books” *Primary PGCE trainee*



CAT

Pupils investigated the far-reaching impact of products through playing the activity ‘Where’s the Impact’ (Centre for Alternative Technology, 2004). They researched the life-cycle of a product. They investigated the amount of transport, energy and resource use involved and the impact on people and the environment. They discussed how the product and its lifecycle could be modified to reduce energy use, carbon emissions and other impacts. ESDGC themes covered were Climate Change, Consumption and Waste, the Natural Environment, Choices and decisions and Wealth and Poverty. The pupils developed thinking skills, research and ICT skills and touched on topics from Geography, Science, ICT, Maths and Design and Technology.

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Out of Classroom Learning

Not all learning takes place in the classroom. There are many opportunities to enhance ESDGC through learning outside of the classroom and this can provide a vital link between the theoretical aspects of ESDGC and the reality of the issues that affect our future lifestyles and the world around us. Used effectively, Out of Classroom learning can be an important tool in helping pupils recognize that the issues they face are complex and the solutions likely to be grey, rather than black or white.

QTS standard S3. 5 requires trainees to demonstrate, as relevant to the age range they are trained to teach, that they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

ESDGC in out of classroom learning can take many forms, such as learning about interdependence and diversity in the natural environment, carrying out surveys on views of topical issues such as fair trade, visiting museums to learn about the impact of past happenings on the present, and even visiting schools in other countries.

The document *Out of Classroom Learning* (DCELLS, 2007) points to the many opportunities to enhance ESDGC through studying the natural environment. Being outdoors, and working with living things in their environment, children can begin to understand how the natural world actually works, and how materials are produced from it, and they can develop the attitudes, values and commitment needed to support popular and sustainable change.



8 Whole School Case Studies

The ESDGC Common Understanding emphasises the importance of commitment and leadership, school management, partnerships and community, research and monitoring as well as teaching and learning.

Here are some fictional case studies which show a mixture of practices which schools implement when they are developing ESDGC.

What examples can you see of:

- Commitment and leadership
- Teaching and Learning
- School management
- Partnerships and community
- Research and monitoring

How could these schools develop ESDGC in a more co-ordinated way?

Would you do anything differently?

School A is a rural Primary school with 300 pupils. It has been a Green School for some years and has developed good energy-saving policies and a travel policy which includes a walking bus for Years 1 and 2. It is also working towards becoming a Healthy School. It has a school garden tended by the pupils, who work with a local gardener from the village. There is no parent-teacher association. There is a school council with representatives from each year, however pupils in each class do not feel very involved in this. Teachers have been promoting an international school link with a school in Lesotho for several years, the Headteacher and head of the juniors have visited Lesotho for a week and two teachers have visited this school. Most of the work between the two schools has been exchanging of the pupils' personal details. The school inspection noted that the school had begun to develop ESDGC but could make more of opportunities.

For case studies of schools in Wales see the ESDGC section of the NGFL Wales website www.ngfl-cymru.org.uk.

School B is a Secondary school. It has no ESDGC policy but it does address many ESDGC issues through the curriculum, which it audited for ESDGC last year. The school has begun working towards becoming an EcoSchool but still has a big problem with litter in the school grounds. The school buildings are very old and not energy efficient.

Teachers tend to work in subject teams and very rarely talk to other subject teachers about their work. Some Year 11 pupils are now studying for the Welsh Baccalaureate and the Head of Year 11 has been trying to find suitable speakers to come into school to contribute to the teaching of the Wales, Europe and the World module. The school has an annual week for Year 9 when they invite organisations into the school to run activities related to ESDGC, although these are mostly charities. The deputy head teacher has begun to audit ESDGC across the school.

Estyn, in its *Update on inspecting education for sustainable development and global citizenship in schools* (Estyn 2006) gives a table of stages through which schools move as they develop ESDGC. You may want to think about how these schools fit into that continuum.

The Education for Sustainable Development and Global Citizenship: A Common Understanding for schools (DCELLS, 2008) has a school audit tool which enables the school to monitor its ESDGC development in relation to Commitment and leadership, Teaching and Learning, School management, Partnerships and Community and Research and monitoring.

When you are on school experience look for ways in which the school is promoting ESDGC.

For example, does the school have ESDGC embedded in its policies? Is there an ESDGC Co-ordinator? What kind of world is being depicted in school and classroom displays? Do the images challenge or reinforce stereotypes? Are pupils involved in decision-making and ESDGC initiatives?

9 Planning for your Future



If you would like to learn more about ESDGC and include it in your Early Professional development why not include it in your Career Entry Profile.

You could consider:

- the knowledge and understanding and skills of ESDGC you need to gain
- teaching and learning methodologies which you will need to practice
- your future training needs for ESDGC
- how to develop leadership skills in ESDGC

In which areas of teaching would you value further experience in the future?

Two of the trainees who took part in the Bangor University Wales-Jamaica Slaves to Slate project went on to secure teaching posts in those schools where they had worked. Both have continued to develop their work on ESDGC through taking every opportunity for Continuing Professional Development and they are now co-ordinators for ESDGC in their schools.

<p>Areas of strength that you want to build on</p> <p>ESDGC classroom practice</p>	<p>Specific actions or development opportunities that would be valuable in further developing your strengths</p> <p>LEA and MA modules on ESDGC Grants to develop ESD</p>
<p>Aspects that you would want to develop further</p> <p>Learn more about ESDGC teaching and learning strategies</p>	<p>Ideas about how new or additional experiences or opportunities would help you to develop these areas</p> <p>Develop an international partnership</p>

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10 Documents and Resources

Welsh Assembly Government documents referred to in this publication

Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools (DCELLS, 2008). This is the key Welsh document dealing with ESDGC. It includes definitions, learning outcomes, and practical examples from the key areas.

Making the most of learning (DCELLS, 2008).

National Curriculum subject orders. (DCELLS, 2008).

Personal and Social Education (DCELLS, 2008, AC/GM/0828) contains ESDGC as one of its five themes.

Update on inspecting education for sustainable development and global citizenship in schools (Estyn, 2006).

Out of Classroom Learning (DECWL 022/2007).

Education for Sustainable Development and Global Citizenship - A Strategy for Action (DELLS, 2006).

Resources and Support for Trainees and Teachers

Below are listed some key texts for trainees. This is not an exhaustive list but suggestions to get you started, linked to the themes in the *ESDGC common understanding for schools* (DCELLS, 2008) document and following on from suggestions outlined in this publication.

- Building Energy Efficiency in Schools - A guide to a Whole School Approach BRECSU.
- Citizenship Education: the global dimension: guidance for key stages 3 and 4.
Brownlie, A. (2001) Development Education Association.
- Citizenship and the challenge of global education. Osler, A. & Vincent, K. (2002) Trentham.
- Developing a Global Dimension in the School Curriculum. Department for Education and Employment (2005) London:DfES 1409/2005DOC-ED.
- Education for Sustainable Development and Global Citizenship: Why? What? How?
(ACCAC, 2002) Ref:AC/GM/0317.
- Education for Sustainability, Huckle, J. & Sterling, S. eds. (1996) Earthscan.
- Education and Sustainability: Responding to the Global Challenge,
Tilbury, D. et al. (2002) IUCN
- Education for a Global Citizenship: A Guide for Schools. Oxfam (2006).
- Key Issues in Sustainable Development and Learning: A Critical Review, Scott, W. & Gough, S. eds. (2003) RoutledgeFalmer (375.57452).
- Lessons for the Future: The Missing Dimension in Education, Bell, B. (2002)
Foreword, in: Hicks, D., RoutledgeFalmer.
- Not Aliens: primary school children and the Citizenship/PSHE curriculum.
Claire, H. (2001) Trentham Books.
- Sustainable Education: Re-visioning Learning and Change, Sterling, S. (2001) Green Books for the Schumacher Society.
- Sustainability and Learning: what role for the curriculum? Scott, W. (2002)
Professor William Scott Inaugural Lecture, University of Bath, 25th April 2002
<http://www.bath.ac.uk/cree/scott.htm>.
- Teaching and learning for a Sustainable Future, UNESCO (2000) UNESCO, CD ROM or
<http://www.unesco.org/education/tlsf/>.

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Techniques to help teachers explore pupils' values and the effect on values of global education. Also offers tools for monitoring and evaluating knowledge, understanding and skills. Helen Lawson (Manchester Metropolitan University) http://www.citized.info/pdf/commarticles/Helen_Lawson.doc.

'Values and values education in the geography curriculum in relations to concepts of citizenship', Slater, F. (2001), pp. 42-67 in: Lambert, D. and Machon, P. *Citizenship through Secondary Geography*. London : RoutledgeFalmer.

Visions of the future: Why we need to teach for tomorrow. Hicks, D & Holden, C (1995) Trentham Books.

Where's the Impact, Centre for Alternative Technology (2004).

Key Learning and Teaching Texts

Foundation Phase

Drama and Traditional Story for the Early Years, Toye, N., Prendeville, F. (2000) RoutledgeFalmer.

Early Years Equality www.earlyyearequality.org.

Growing up Global, Garforth, G, Hopper, L., Lowe, B. & Robinson, L. (2006) RISC.

Key Stage 1 and global citizenship, DEC (2001) Birmingham: TIDE DEC.

To Begin at the Beginning. Bringing a Global Dimension to the Early Years, Brightwell, J. & Fidgin, N. (2005) Development Education in Dorset (DEED).

Primary

Fat Felts and Sugar Paper: Activities for Speaking and Listening About Issues. Johnson, C. L. (1998), Teachers in Development Education (TIDE).

Global Citizenship : the handbook for primary teaching, Young, M & Commins, E. (2002) Oxfam.

Local citizen; global citizen : activities for teaching citizenship and personal-social development - for use with 8- to 12-year-olds, Brown, M & Durie, D. (2000) Christian Aid.

Teaching the tricky bits: Topical, political and controversial issues. Holden, C. (2002) *Education 3-13*, 30:2, 17 - 23 Available at: <http://dx.doi.org/10.1080/03004270285200181>.

Values and Visions: Spiritual Development & Global Awareness in the Primary School, Burns, A. & Lamont, G. (1995) Hodder & Stoughton.

Primary and Secondary

Children Thinking Creating Learning Opportunities through Enquiry www.childrenthinking.co.uk.

Citizenship for the Future. A Practical Classroom Guide. Hicks, D. (2001) WWF-UK.

Energy towards a sustainable lifestyle: 5 - 18: This guidebook in the Eco-Schools series gives practical advice on how to involve pupils in school energy management by combining the requirements of the curriculum with those of the Eco-Schools Awards Scheme.

In the Global Classroom: Book 1, Pike and Selby (1998) Toronto, Pippin Publishing Corporation.

In the Global Classroom: Book 2, Pike and Selby (1998) Toronto, ~ Pippin Publishing Corporation.

Open Spaces for Dialogue and Enquiry in Education - www.osdemethodology.org.uk.

Teaching the Global Dimension. Hicks, D. and Holden, C. (2007) Oxon: Routledge.

Secondary specific

Education for Citizenship: Ideas into Action. Clough, N. and C. Holden (2001) London: RoutledgeFalmer.

Get global: a skills-based approach to active global citizenship. Price, A. (2000) Action Aid.

Subject specific resources

Association for Science Education: global dimension http://www.ase.org.uk/html/ase_global/index1.php.

Citizenship: the global dimension. *Guidance for KS 3 & 4* DEA (2001) The Development Education Association, London.

Energy Efficiency Lesson Plans for Trainee Teachers: Schemes of work, lesson plans and worksheets for Biology, Physics, Mathematics, Geography, English, Design & Technology (textiles, electronics, food) together with child development and the built environment. www.nea.org.uk.

European Picture Book Collection <http://www.ncrcl.ac.uk/epbc/EN/index.asp>.

Exploring values: outdoor activity session: an activity pack sharing experiences from Cumbria to support global citizenship education at KS3 and 4. CDEC (2005).

Geography and the global dimension, Young M. (2004) in Scoffham, S. (Ed) Primary Geography Handbook. Sheffield. Geographical Association.

Geography: the global dimension. Guidance for KS 3 & 4. DEA (2003) The Development Education Association, London.

Just Business: activities on the global dimension for business studies <http://www.jusbiz.org/>.

Mathematics: bringing citizenship to life in the maths classroom, Wright, P (2004) London: Amnesty International UK.

Science: the global dimension. *Guidance for KS 3 & 4* DEA (2003) The Development Education Association, London.

Step In - Sustainable Technology Education Project: Activities and case studies for design and technology and science www.stepin.org.

Sustainability Handbook (for Design and Technology teachers) Centre for Alternative Technology (CAT) (2007).

Thinking Through Geography, Leat, D. (1998) Chris Kington Publishing.

More Information on Global Issues and Sustainable Development

An Introduction to Global Citizenship, Dower, N. (2003) Edinburgh University Press.

Capitalism and Its Economics: A Critical History, Dowd, D. (2000) Pluto.

Development in an unequal world, 80:20 Educating and Acting for a Better World, Regan, C. (ed.) (2002) 80:20 Ireland.

Ecological Literacy: Education and the Transition to a Post Modern World, Orr, D. (1992) Albany, State University of New York Press.

Globalization - Tame It or Scrap It? Buckman, G. (2004) Zed Books.

Global Citizenship, A Critical Reader, Dower, N. & Williams, J. (2002) (Eds.) Edinburgh, Edinburgh University Press.

Global Sociology, Cohen, R. & Kennedy, P. (2000) Palgrave Macmillan (301).

Global warming. A very short introduction. Maslin. M. (2004).

Heat. How We Can Stop the Planet Burning (Paperback) Monbiot, G. (2007) Penguin Books Ltd.

In Defence of Global Capitalism, Norberg, J. (2001) Timbro AB.

The Exploration of the Future, World, Cornish, E. (2004) Futuring: Futures Society.

Stimuli for debate

These examples for trainees illustrate the sort of discussion that should be going on in the classroom as pupils approach these and other issues concerned with ESDGC.

Globalisation, trade and the role of multi-nationals

There are ferocious debates about globalisation, trade and the role of multi-nationals. For different opinions see:

John Pilger: New rulers of the World on the evil that they bring <http://video.google.com/videoplay?docid=-7932485454526581006>.

Johan Norberg: Globalisation is Good. <http://video.google.com/videoplay?docid=5633239795464137680> Purchase from: http://www.electricsky.com/catalogue_detail.aspx?program=168.

The Copenhagen Consensus - Subsidies and trade barriers looks at the pros and cons of trade subsidies <http://www.copenhagenconsensus.com/Default.aspx?ID=967>.

Global warming and climate change

For the scientific consensus that global warming and climate change are both real and caused by human beings see:

IPPC <http://www.ipcc-data.org/>.

Hadley Centre www.metoffice.gov.uk/research/hadleycentre/.

Tyndall Centre for Climate Change - <http://www.tyndall.ac.uk/>.

James Hansen, NASA <http://www.guardian.co.uk/environment/2008/apr/07/climatechange.carbonemissions>.

For the debate on what should be done about climate change see:

a) It is possible, if we act now:

The Stern report (2006) http://www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_summary.cfm on the economics of climate change.

b) It is possible but only by treating it as an emergency:

Climate 'code red' The case for a sustainability emergency. David Sprat and Philip Sutton (2008) Friends of the Earth. Available to download at: <http://www.carbonequity.info/climatecoded/index.html>.

Zero Carbon Britain - <http://www.cat.org.uk> on how it can be done.

c) Should we accept that we are past the point of no return and look at survival strategies?

James Lovelock (2007) <http://royalsociety.org/page.asp?id=7250> (draft of speech).

Origin and limits - the debate about resources

Many people argue that resource depletion is a major concern, and that we are rapidly running out of key resources.

For discussion on "the limits to growth" see

<http://www.guardian.co.uk/uk/2002/jul/07/research.waste>.

<http://www.progressive-economics.ca/2008/04/03/is-infinite-economic-growth-possible/>.

For discussion on "there are no limits to growth" see <http://www.progressive-economics.ca/2008/04/03/is-infinite-economic-growth-possible/>.

Journals

Critical Enquiry

Gender and Development

Journal of Adventure Education and Outdoor Learning

Environmental Education Research

New Internationalist www.newint.org

The Ecologist

The Journal of Environmental Education

The Journal of Ethics

The Development Education Journal

Websites

There are many other websites for ESDGC. This is just a selection linked to the ESDGC themes.

Visit www.esdgc-wales.org.uk to find many of the documents mentioned in this publication.

Identity and Culture

Britkid, Comic Relief sponsored site, suitable for KS2 upwards www.britkid.org.

Crosspoint: collection of links in the field of Human Rights, Anti-Racism, Refugees etc www.magenta.nl/crosspoint.

Institute of Race Relations www.irr.org.uk See their publications section and multimedia production on racism and the black presence in Britain www.homebeats.co.uk.

Languages of the world www.ethnologue.com.

Multiverse - resources for teacher educators and student teachers/trainees focussing on the educational achievement of pupils from diverse backgrounds. <http://www.multiverse.ac.uk/>.

QCA Respect for All <http://www.qca.org.uk/6166.html>.

Climate Change

An Inconvenient Truth www.aninconvenienttruth.co.uk and Guidance for teaching staff www.teachernet.gov.uk/sustainable-schools/upload/CC%20Final%20guidance%204oct.pdf.

Carbon detectives www.carbondetectives.org.uk - website for schools' carbon footprint.

Climate Equality <http://www.carbonequity.info/>.

Hadley Centre www.metoffice.gov.uk/research/hadleycentre/.

IPPC <http://www.ipcc-data.org/>.

Tyndall Centre for Climate Change Research <http://www.tyndall.ac.uk/>.

Vital climate change graphics <http://www.vitalgraphics.net/climate2.cfm>.

Wales Climate Change website www.climatechangewales.org.uk - website for schools.

The Natural environment

Countryside Council for Wales <http://www.countrysidecodewales.org.uk/educational-resources.aspx>.

Field Studies Council www.field-studies-council.org/.

Growing schools <http://www.teachernet.gov.uk/growingschools/>.

National Botanic Garden of Wales www.gardenofwales.org.uk/.

National Parks <http://www.nationalparks.gov.uk/learningabout/education-services.htm>.

The Environment Agency http://www.environment-agency.gov.uk/fun/?lang=_e.

World Conservation Union www.iucn.org.

RSPB www.rspb.org.uk.

Consumption and waste

UK Government: www.sustainabledevelopment.gov.uk/what/priority/consumption-production/index.htm.

Vital Waste graphics <http://www.vitalgraphics.net/waste2/>.

Health

The Copenhagen Consensus 2008 Paper on Hunger and malnutrition by Horton. S. www.copenhagenconsensus.com.

World Health Organisation <http://www.who.int/en/>.

Wealth and Poverty

Christian Aid on poverty <http://www.christianaid.org.uk/stoppoverty/lifeonthemargins/facts/index.aspx>.

Oxfam www.oxfam.org.uk.

Save the Children www.savethechildren.org.uk See teaching resources on rights.

UNICEF Convention on the Rights of the Child www.unicef.org/crc.

UNICEF Voices of Youth <http://www.unicef.org/voy/>.

UN Millennium Development Goals www.un.org/millenniumgoals.

World Bank www.worldbank.org/poverty/.

Positive futures and Sustainable development

Climate Challenge www.climatechallenge.gov.uk.

Globe www.globe.org.uk An international project through which pupils measure aspects of their local environment, producing data which is entered into a global database via the internet. Pupils then have access to the data entered all over the world. The scheme offers practical activities in Geography, Science, Maths and ICT.

Sustainable Development Commission <http://www.sd-commission.org.uk/wales.php>.

Welsh Assembly Government Sustainable development <http://new.wales.gov.uk/topics/sustainabledevelopment/?lang=en>.

Welsh Youth Forum on Sustainable Development - www.wyfsd.org/.

WWF Learning - supporting learning for sustainability www.wwflearning.org.uk.

Young people taking action on Climate Change - www.switchonswitchoff.org/.

Zero Carbon Britain - <http://www.cat.org.uk>.

Global statistics

Gapminder website www.gapminder.org Statistics and other information about social, economic and environmental development at local, national and global levels.

World Bank <http://web.worldbank.org/>.

World Mapper website <http://www.sasi.group.shef.ac.uk/worldmapper/>. The maps presented on this website are equal area cartograms, otherwise known as density-equalising maps. The cartogram re-sizes each territory according to the variable being mapped.

National school schemes

Eco-Schools Wales www.eco-schoolswales.org/.

Fairtrade schools Wales <http://www.fairtradewales.com/schools/>.

Forest School Wales <http://www.forestschoolwales.org.uk/>.

Global Gateway www.globalgateway.org.uk/ for international partnerships.

Healthy Schools <http://www.healthschool.org.uk/>.

Learning through landscapes <http://www.ltl.org.uk/>.

Schools Council Wales www.schoolcouncilswales.org.uk/.

Sustainable schools www.teachernet.gov.uk/sustainableschools/.

BBC Breathing Places www.bbc.co.uk/breathingplaces

Other educational support and resources

Centre for Alternative Technology www.cat.org.uk - support, training and resources for teachers and teacher trainees across the whole spectrum of ESDGC issues and across subjects.

CEWC-Cymru www.cewc-cymru.org.uk - support for schools and bilingual resources.

Christian Aid: www.christian-aid.org/learn - downloadable resources.

Cyfanfyd: Education for Sustainable development and Global Citizenship in Wales <http://www.cyfanfyd.org.uk>.

Development Education Association www.dea.org.uk.

Education for Sustainable Development (England) <http://www.nc.uk.net/esd>.

Education for Sustainable Development and Global Citizenship Wales. <http://www.esdgc-wales.org.uk>.

Enabling Effective Support - www.cyfanfyd.org.uk/ees

Global Connections, Pembroke www.globalconnections.org.uk - local support and resource centre.

Global Dimension website: <http://www.globaldimension.org.uk>. UK sites sponsored by DFID. Large resource database and links to countries curricula.

National Grid for Learning Wales (NGFL) ESDGC pages <http://www.ngfl-cymru.org.uk/>.

Open Spaces for Dialogue and Enquiry in Education - www.osdemethodology.org.uk.

Oxfam www.oxfam.org.uk/education, downloadable resources, also access to resource catalogue which contains resources from many other organisations.

PEDEC Powys Environment and Development Education Centre, Llanidloes www.pedec.org.uk - local support and resource centre.

South-east Wales ESDGC www.sewalesedgc.org.uk - online resources.

TIDE - global learning materials www.tidec.org.

World Education Centre, Bangor University <http://addysgbyd.bangor.ac.uk> - teaching support, training and resource centre.

WWF Learning www.wwflearning.org.uk downloadable resources.

Research Papers on ESDGC in ITET

Attitudes toward education for global citizenship among trainee teachers, Robbins, M., Francis, J., & Elliott, E. (2003) *Research in Education* 69, 93-98.

Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability: Education for sustainable development in action, UNESCO 2005 Technical Paper No. 2, October 2005.

Initial Teacher Education and the Outdoor Classroom http://www.ase.org.uk/html/teacher_zone/ITE%20report.pdf.

Making global connections: The knowledge, understanding and motivation of trainee teachers, Holden, C. and Hicks, D. (2007) *Teaching and Teacher Education*, Volume 23, Issue 1, January 2007, pages 13-23.

Providing a global dimension to Citizenship Education: a collaborative approach to student learning within Primary Initial Teacher Education, Martin, F.(2003) *Citized website* http://www.citized.info/pdf/commarticles/Fran_Martin.pdf.

'Student teachers' conceptions of sustainable development: the starting-points of geographers and scientists, Summers, M., Corney, G. and Childs, A. (2004), *Educational Research*, 46:2, 163 - 182.

Making Space for the Global Dimension on a Primary PGCE course, Watts, P. and Mackay, S. (2007) <http://escalate.ac.uk/3678>.

DEP research on current practice in GD and ITE.
<http://www.globalteacher.org.uk/research.htm>.

Sustainable development in teacher education
<http://www.ttrb.ac.uk/ViewArticle.aspx?contentId=11695>.