

# Integrating sustainability into teacher education in the lifelong learning sector



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# Integrating sustainability into teacher education

- Background
- Local context
- Research methodology
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- Work in progress ...
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# Background

- International (IPCC 2007), national and local growing concern about global warming
- 1987 - Brundtland Report
- 2003/2005 – Ofsted/TDA – education in schools
- 2005 – UN Decade of Education for Sustainable Development
- 2005 – Sustainable Development Commission set up by Government for advice on strategy
- 2005 – HEFCE and the LSC



# Local context

- Genesis Project at Somerset College
- Sustainability champions
- CPD module
- Cross college co-operative inquiry
- Schumacher College
- Trialling intro to ESD in Cert Ed/PGCE
- ESD outcome in new Cert Ed/PGCE
- Recognising CPD need of Teacher Ed team
- Bid for Help-CetI/CSF Fellowship

# Aims of Research

- Use and evaluate influence of co-operative inquiry approach to provide for CPD requirements of my team;
- Share our developments with the UoP partnership;
- Evaluate the influence on our curriculum;
- Evaluate the influence on our students' development and teaching practice.



# Methodology

- **Action research:**

... action research is a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes ... to contribute through this practical knowledge to the increased well-being ... of human persons and communities, and to a more equitable and sustainable relationship with the wider ecology of the planet of which we are an intrinsic part.

(Reason and Bradbury, 2001, p1-2)

- **Co-operative inquiry:**

... a way of working with other people who have similar concerns and interests to yourself, in order to: (1) understand your world, make sense of your life and develop new and creative ways of looking at things; and (2) learn how to act to change things you may want to change and find out how to do things better. (Heron and Reason, 2001, p144)

# Methods

- Initial questionnaires to staff and students
- Regular meetings, setting objectives, taking action, sharing reflections on action
- Courses at Schumacher College
- Course on Gandhi and Globalisation, Bija Vidyapeeth, Dehradun, India
- Evidence of students meeting the ESD outcome
- Questionnaires to students
- Reflections on CI process

# Results so far ...

- Module 1 – sustainable resources, sustainable communities of practice
- Module 2 – sustainable assessment
- Module 4 – students to develop plans and resources to introduce sustainability in own practice
- Module 5 – exploring curriculum ideologies and changes required to integrate sustainability



# Work in progress ...

- Module 3 – introducing non-violent communication in relation to classroom management
- Module 6 – further development of NVC, evaluating provision in relation to sustainability
- Evaluation of effects of co-operative inquiry on team's and curriculum development
- Evaluation of effects of this on our students' development

# What next ...?



## CSF Fellowship to enable:

- Further evaluation and development of curriculum to embed within programme
- Staff development sessions for UoP and partner colleges to support integration across partnership
- Writing paper as follow up to paper on Sustainability and Teacher Education

(Martin, Summers, Sjerps-Jones, 2007, Journal of Further and Higher Education)