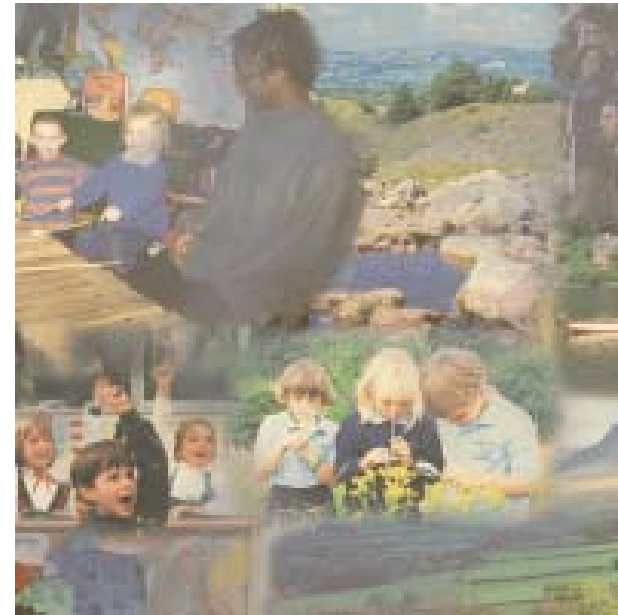


Education for Sustainable Development and Global Citizenship

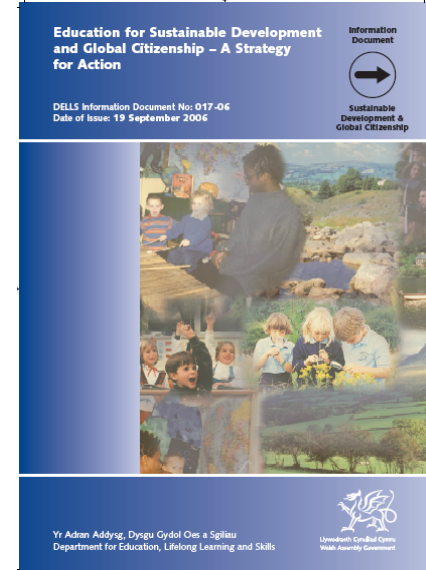
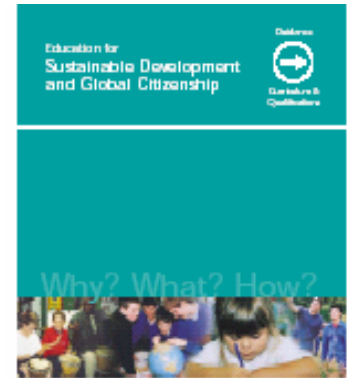
Policy and developments in ITE in Wales

Sheila Bennell,
World Education Centre,
Bangor University

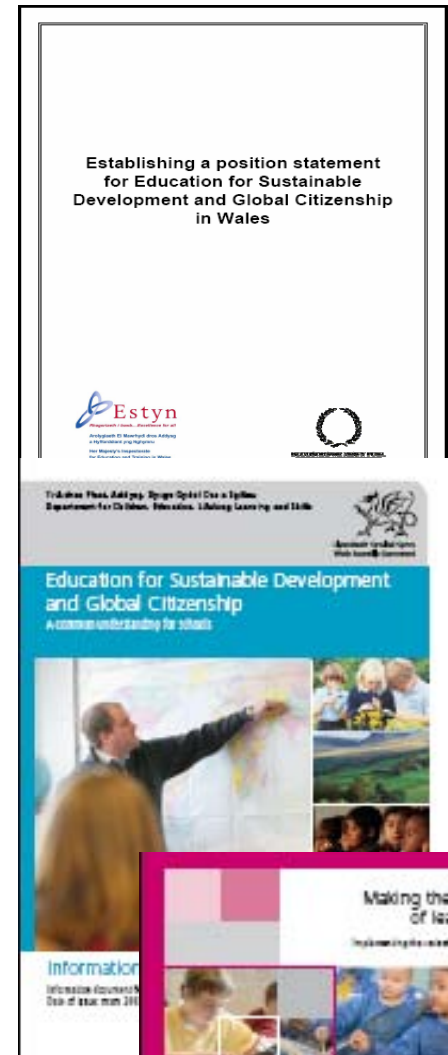
ESDGC in Wales Overview



- The Government of Wales Act of 1998
- ESDGC - 2002
- The SD Action Plan 2004
- Estyn – ESDGC questions – 2004 and 2006
- ESDGC Champion appointed
- ESDGC Action Plan – 2006



- Estyn Position Statement on ESDGC -2006
- ESDGC: A Common Understanding for schools – 2007-08
- Revised curriculum – cross-cutting theme



ITET developments

- 1990 Development Education in ITE conference
- 2001-04 University of Wales, Bangor project
- 2002 Cyfanfyd survey of ESDGC in ITE
- 2003 ITET Wales conference
- 2003-05 UCET-Cymru - ESDGC website and staff training
- 2006 - QTS standards – ESDGC named
- 2008 - ESDGC – Information for Teacher trainees and new teachers and ITE training

Education for Sustainable Development and Global Citizenship

www.esdgc-wales.org.uk



ESD - Education for Sustainable Development - Microsoft Internet Explorer

File Edit View Favorites Tools Help

ESD&GC

education for sustainable development and global citizenship

Welcome to the Education for Sustainable Development and Global Citizenship website.

Sharing information about services, resources and organisations working to support ESD&GC throughout Wales.

ENGLISH ► CYMRAEG ►

Croeso i wefan Addysg Datblygu Cynaliadwy a Dinasyddiaeth Fyd-eang.

Rhannu gwybodaeth am wasanaethau, adnoddau a sefydliadau sy'n gweithio i gefnogi ADC&DF ledled Cymru.

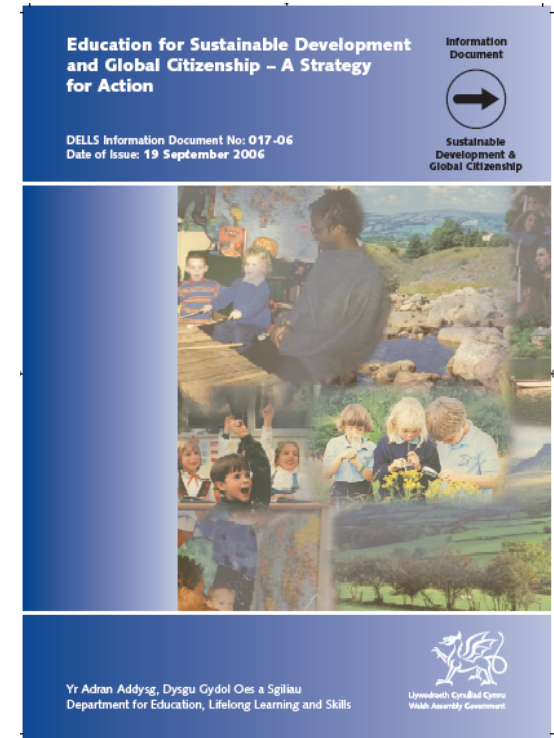
ADC&DF

addysg datblygu cynaliadwy a dinasyddiaeth fyd-eang

Done Internet

.... all projects fed into new Government initiatives

- ESDGC Action Plan



Revised QTS Standards in Wales



The QTS Standards

S2.2 NC aims and guidelines

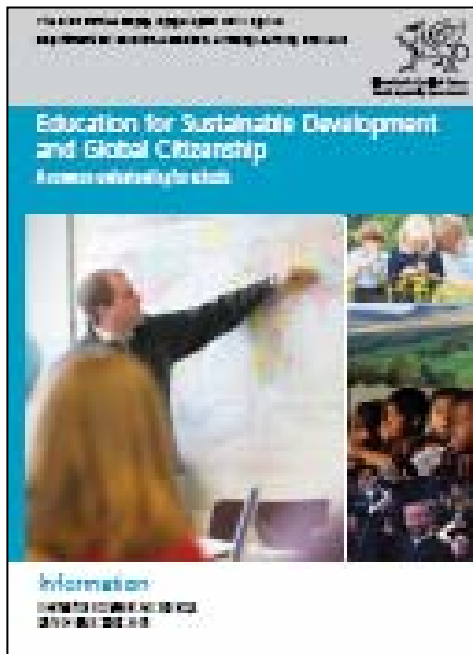
- To gain QTS, trainees must show that they know and understand the NC aims and guidelines, in particular:-**
- they are familiar with the most recent national guidance on the promotion of ESDGC.**

S3.1 Planning, expectations and targets

- **To gain QTS, trainees must demonstrate:**
- **(that) they take appropriate opportunities to promote and teach ESDGC in all relevant aspects of their teaching**

Latest developments

Two key new documents

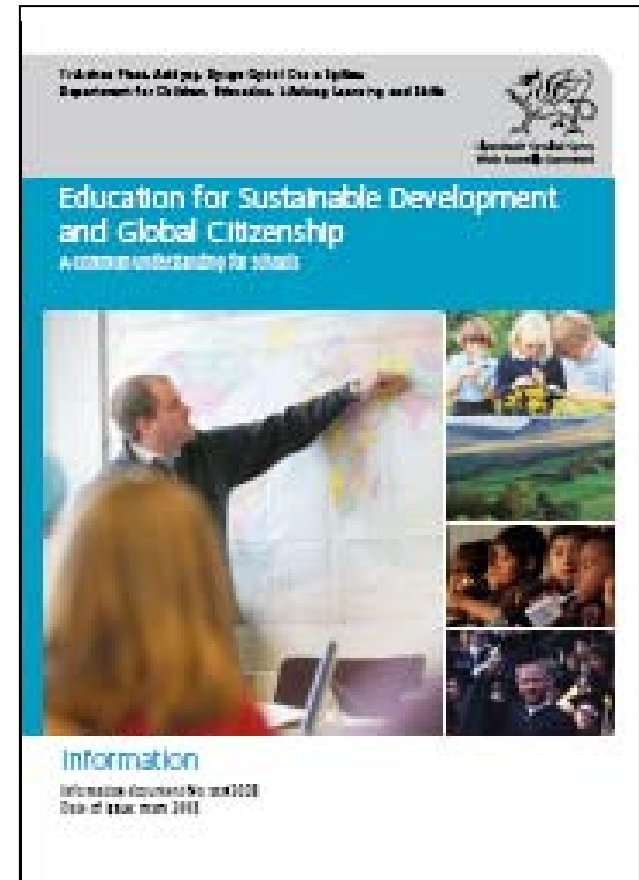


Information for
teacher
trainees and
new teachers
in Wales

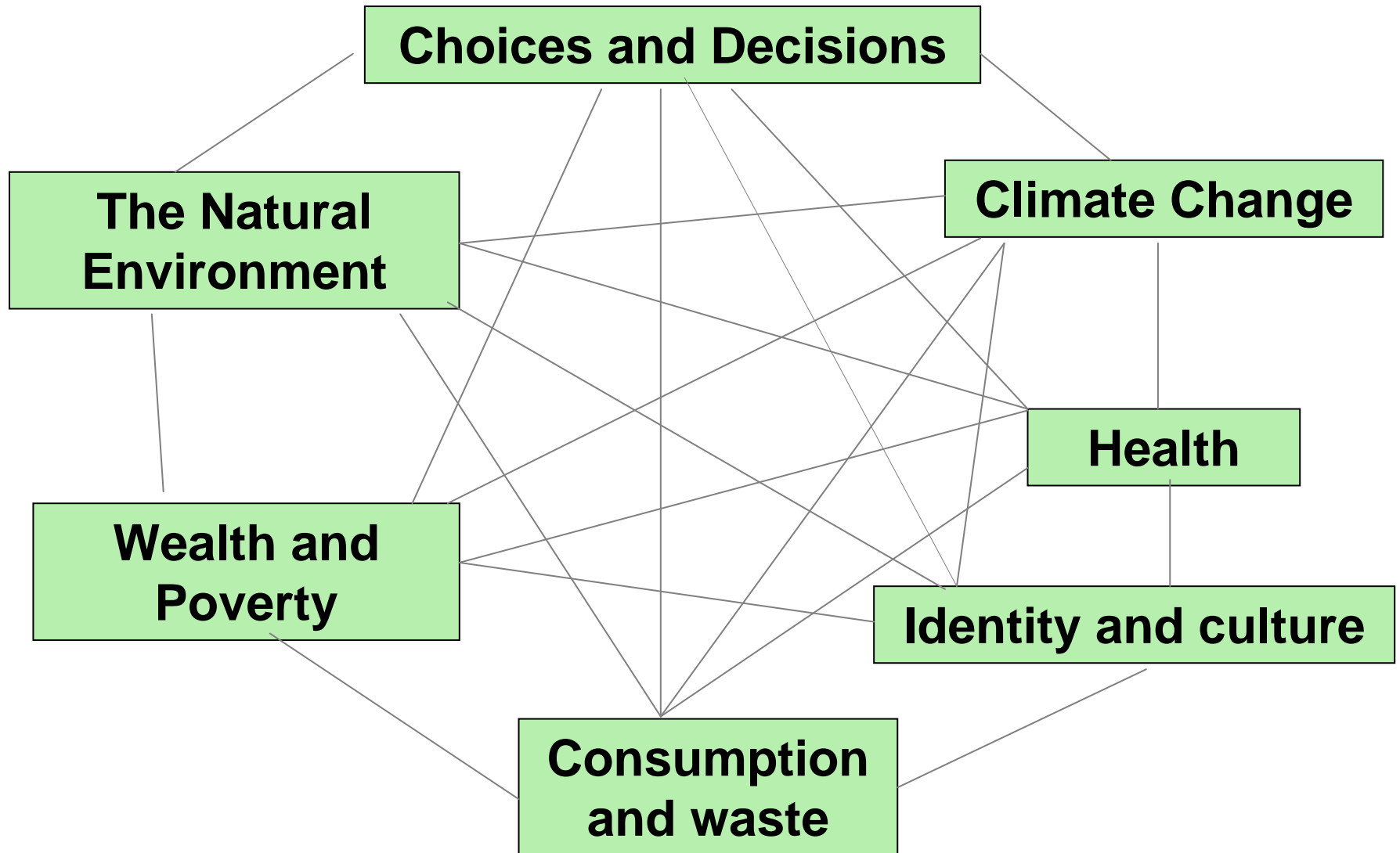
**ESDGC:
A Common Understanding**

ESDGC: A Common Understanding

- Definitions
- Where ESDGC occurs in schools
- Tables of learning outcomes
- Classroom, whole school and partnership examples
- Audit Tool
- Guidance for development levels of ESDGC



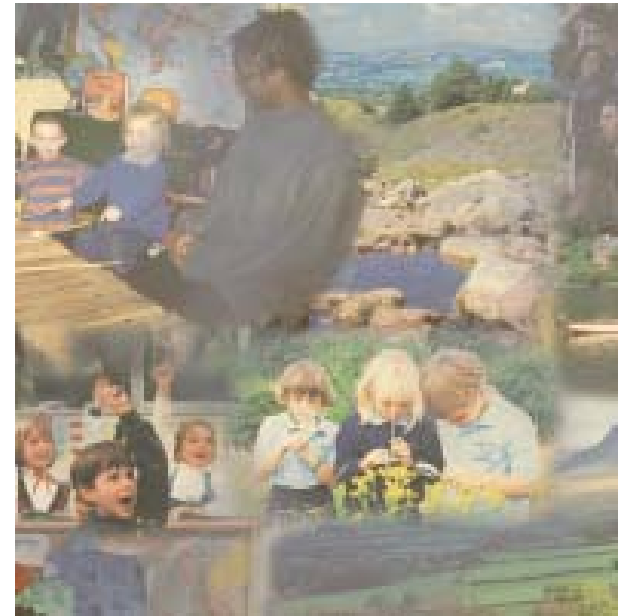
Seven interconnected themes



ESDGC

Should be dealt with across the **whole** school through:

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



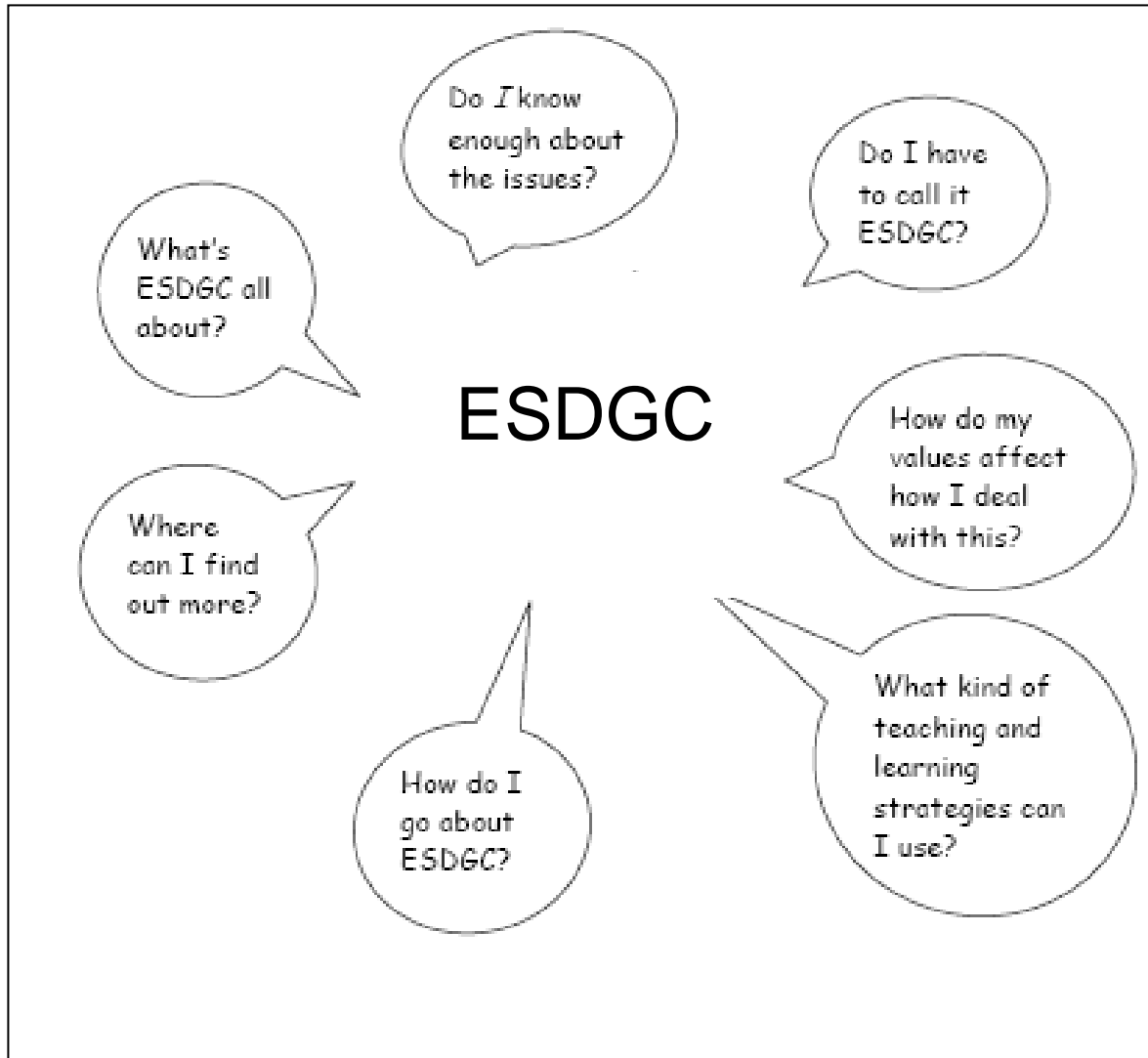
ESDGC is **NOT**

- 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

What do teacher trainees need to know?



Guidance for teacher trainees and new teachers



What's ESDGC all about?

Do I know enough about the issues?

Do I have to call it ESDGC?

ESDGC

How do my values affect how I deal with this?

Where can I find out more?

What kind of teaching and learning strategies can I use?

How do I go about ESDGC?

The booklet

- Clarifies the QTS standards
- Sections on:
 - Values
 - Skills and Strategies
 - Curriculum opportunities
- Bibliography
 - key texts
 - background information and stimuli for debate
 - websites

Where can ESDGC be addressed?

- in all subject teaching where appropriate
- the ethos and activities of the institution
- Foundation Phase
- PSE within and outside of subject teaching
- cross-curricular activities
- out-of-classroom learning
- partnerships



Key questions

Does my teaching address:

- past, present and future perspectives
- the major strands within ESDGC
- interconnections
- relevance to learners' lives
- values and cultural perspectives
- opportunities to take appropriate action

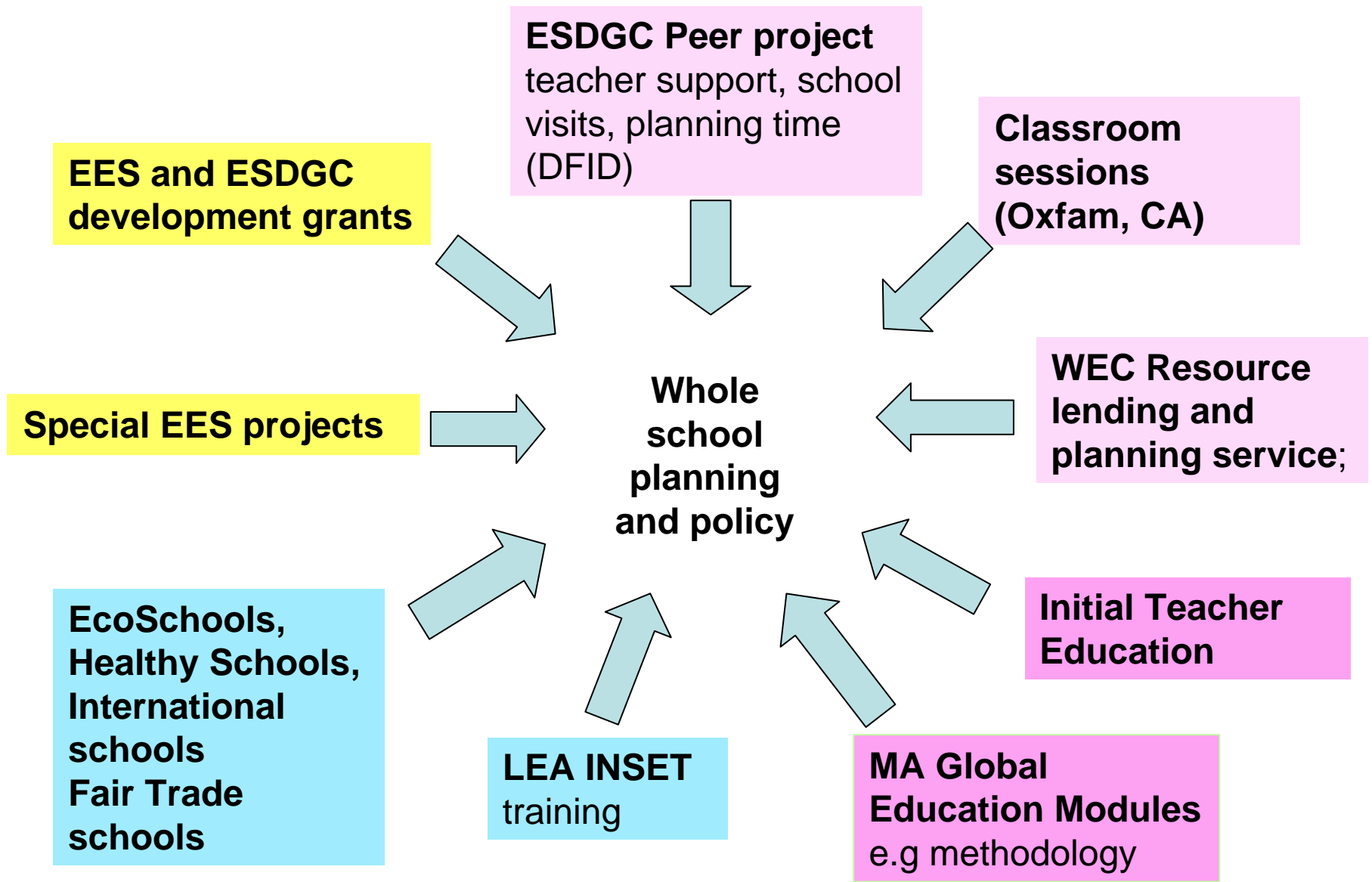


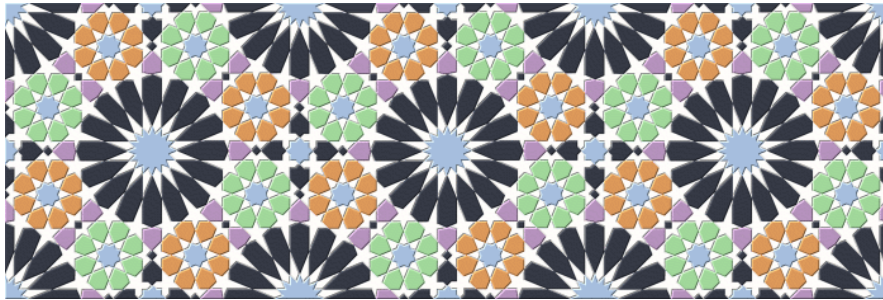
Workshops for all ITET institutions

- July 2008
- Excellent feedback so far

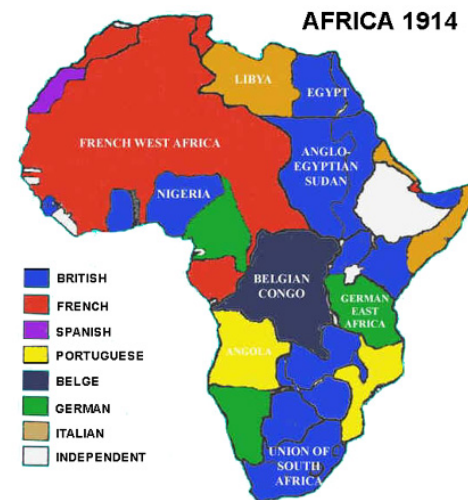
Co-ordinated approaches

an example from north-west Wales





Where is it in your specialist area?



The impact of values

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



Skills

- What skills are important?



Strategies

- What kinds of strategies would your institution need to promote these skills?



Making it relevant

- What links do your trainees already have with other places and countries?
- Do they 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?

