

# ***ESDGC Schools Networks*** ***The first two terms***

***Report ~ October 2010***

***Wales ~ learning for global future***



Reg. Charity No.1127706

The report has been compiled by Scott Sinclair drawing on a range of work from participants and Helen Bradley, Anita Diamond, Karen Mills and Janie Pridham.

**Thank you to all those that have contributed to work building this new Network.**

“ *Since January 2010, 21 projects and a national conference have involved over 800 people. The evaluations have been very positive. I would like to thank all those involved for delivering this ambitious programme so successfully.*

*This is a new phase in building networks that can take on the challenges of ESDGC and support schools preparing for a new inspection regime. The challenge now is sustaining our momentum to offer the support that is needed.* ”

Gareth Wyn Jones ~ Chair,  
ESDGC SN Management Group

This work would not have been possible without the support of:

- ... **all our partners,**
- ... **the Department of International Development,**
- ... **and the Welsh Assembly Government.**



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# ESDGC Schools Networks

## The first two terms

ESDGC Schools Networks [SN] is a voluntary sector initiative working in partnership with educational practitioners in LAs and schools across Wales.

It was set up as a new structure in January 2010 and is managed by a Project Management Group [PMG] and Cyfanfyd [a registered charity which is the Development Education Association of Wales].

The proposal for ESDGC Schools Networks was developed as a result of a major review of the Enabling Effective Support project [EES]. The five year plan that was agreed sought to build on the strengths of that work, address its weaknesses and make the most of WAG ESDGC policy\* to move to a new dynamic of implementation. In the event due to policy change in DFID that plan has not been funded into its second year.

This report offers an overview of work during the two terms since the new project was set up. It is part of a process to take stock of what has been learnt and how best to take it forward in a new context building on the potential that has been demonstrated.

\* **WAG ESDGC policy**  
See document:

*'Education for Sustainable Development and Global Citizenship' - a common understanding for schools'*

often referred to as  
**common understanding**

### Contents

<b>Introduction ~ the programme</b>	<b>2</b>
<b>Synthesis</b>	<b>6</b>
<b>Looking to the future</b>	<b>10</b>
<b>Appendix: Synopsis notes ~ 21 key projects</b>	

# Introduction ~ the programme

ESDGC Schools Networks [SN] has over two terms planned and implemented a considerable range of work, engaged a wide range of partners, including activity in all 22 local authorities in Wales and made a significant contribution to building a national learning network, as exemplified by the national conference.

The programme has featured 21 key projects [see Appendix A]; they focussed on different themes, age groups etc, as well as different approaches to project design.

The overall project kept to schedule and delivered a successful programme despite the continued uncertainty about long term plans and the uncertainty that this then caused for project partners about the viability of plans and for staff about their own future.

Work this year was designed as the first phase of a long term project. The experience has demonstrated that potential.

## Aims

to support embedding of ESDGC in the curriculum and infuse it throughout the life of the school;

to enable educators to have access to ideas, resources and support and enable them to be pro-active in developing the implementation of ESDGC;

to facilitate and contribute to the development of a 'joined up' approach to ESDGC in schools, nationally and regionally.

## Staff Team

Helen Bradley - South Central

Anita Daimond - North Wales

Karen Mills - South East

Janie Pridham - SW & Mid Wales

Scott Sinclair - Manager

ESDGC Schools Networks has taken the first steps in establishing an organisational identity within the overall work of Cyfanfyd. This has not been an easy process because it challenges assumptions and vested interests but it was done in a way that in the long run will enable clarity about partnership and an 'added value' role to enabling change in response to ESDGC challenges.

It was clear from the earliest of conversations that there were different perspectives on how 'regional structures' might work. Following consultation with WAG the PMG decided to delay action on such structures until plans post September 2010 were clear. They are still not clear. Priority was given to projects working regionally rather than building structures out of context.

## Main objectives

### A. Commitment and Leadership

Developing sustainable and sustained support for educators through effective regional networks

### B. Teaching and Learning:

Enabling educators to develop their professional understanding, capabilities and creativity in relation to teaching and learning, subject requirements, school ethos and management of ESDGC by providing awareness raising, training and curriculum development opportunities

### C. School Management:

Providing financial support to schools to pilot whole school and cross school ESDGC projects and programmes and to make learning from these available to other schools

### D. Partnerships:

Encouraging and enabling collaboration between teachers, their schools and external organisations and initiatives in the development of new work that assists in the development of ESDGC



The process of negotiating the core drivers for the projects was on the whole creative and led to sound proposals that involved significant partnerships. This was however not without its difficulties particularly when the role of the new organisation was either not recognised or not valued.

Clearly our strategy would be more effective if it had time to mature ... and time for practitioners to gain confidence in their leadership roles and to value the processes involved.

Progress has been made on all projects, partnerships have been consolidated and there is enthusiasm for sharing ideas and building a future network.

# 21 key projects ...

Following work in January, that was initially disrupted by heavy snow, the key projects were identified and an implementation plan was agreed early in February.

This list offers an overview of the project featured in the Appendix [see page 16]

The qualities we identified at that time proved useful ... and could be the basis for thinking about future developments.

They are:

Working towards generating a lively programme:

- that will make a significant contribution to capacity building and to generating creative thinking about the application of ESDGC in schools;
- that is ambitious yet realistic in terms of both time available and budget;
- that offers added value to local ESDGC initiatives;
- that shares, in the context of a national ESDGC learning community, ideas that are generated by local initiatives;
- that provides in-depth opportunities for practitioners to be involved in taking a lead in developing approaches to ESDGC within the context of specific focus, age groups, and/or curriculum areas;
- that contributes to laying the foundations of the next cycle of work ... whatever structures are decided on;
- that maximises the enabling and facilitating role of staff.

*What qualities do we aspire to?*

**1. Inspiring School Governors.** A project that used the experience in Caerphilly to raise debate about how School Governor work can enable whole school approaches to ESDGC.

**2. Cross department LA cooperation** Within a LA many departments are engaged with aspects of ESDGC but often in isolation from each other. Projects with Cardiff and Newport LAs provided the opportunity to explore new approaches.

**3. Philosophy for Children.** A project in South Central highlighted the importance of teaching approaches and pedagogy to quality ESDGC and developed a DVD to share the experience.

**4. Coordinating ESDGC in school.** A project in the South East involving all 5 LAs focused on the ESDGC Coordinator role. A series of school cluster meetings built up to a regional conference for ESDGC Co-ordinators.

**5. Foundation Phase.** A group involving Pembrokeshire, Carmarthenshire and Ceredigion met to share idea and experiences and bring together case studies about ESDGC and the 'Foundation Phase framework'.

**6. Welsh Dimension.** 22 Secondary geography, history and RE teachers from schools in Gwynedd and Anglesey explored the potential of a Welsh perspective to ESDGC. In dialogue with Estyn they reviewed how these two CIF "learning experiences" could enhance each other.

**7. Global Citizenship Working Party.** A group drawing on experience in primary schools across the 5 LAs in the South East met to share ideas, draft a document to present at a regional event.

**8. School grounds to inspire ESDGC.** A project involving 10 Primary Schools in Wrexham LA shared ideas at key stage 2 building on foundation phase approaches to plan 'Out of classroom learning'.

**9. Secondary Inspiration Network.** A project in South Central hosted by Ogmere Comprehensive School enabled ESDGC coordinators to exchange experiences, learn from each other and consider their future plans.

**10. Heads ~ a common understanding?** An experimental project in the South East involving meetings in each LA hosted by the Directors to brief Heads on key ESDGC documents and follow them up.

**11. ESDGC Quality Circles.** ESDGC 'Quality Circles' in North Wales enabled clusters of schools to come together to share ideas.

**12. ESDGC & the Primary Curriculum.** A project in partnership with the World Education Centre in Bangor brought together 40 teachers from small rural primary schools focusing on a day conference in Bala.

**13. Raising Standards through ESDGC** A series of secondary school-centred projects contributed to a conference for headteachers and others with lead roles in schools across the South West and Mid Wales area.

**14. ESDGC Peer Education.** This project brought together young people from 20 schools in Neath /Port Talbot for two weekend workshops and follow up work in school. The young people also contributed to the conference [13].

**15. Creating an ESDGC plc.** The project involved secondary schools in Swansea in experimental professional learning communities that was shared at a regional event.

**16. Millennium Development Goals.** A project in Ceredigion in partnership with Small World Theatre focused on Rights and using a TiE [Theatre in Education] approach. They too contributed to a regional event.

**17. Learning out of the classroom.** A day workshop at the National Botanic Gardens brought together a cross section of practitioners [from schools, NGOs, environment centres and LAs] from different parts of Wales.

**18. Primary pupils audit the LA.** In partnership with Eco Schools the project engaged pupils from primary school Eco Committees in auditing LA departments.

**19. International Linking & ESDGC.** Building on the work of partner organisations teacher groups considered how aspects of school linking can best enhance ESDGC learning.

**20. Community Recycling Partnership.** In partnership with Newport City Council, and key organisations the project focused on 4 secondary schools hosting community Recycling Days.

**21. Eco-school partnership.** In partnership with Eco schools ESDGC SN raised the profile of the Green Flag Scheme in schools across the 5 South East LAs.

# Synthesis ...

The 'Wales ~ learning for a global future' programme gained momentum, despite the short time-frame and uncertainty about future plans.

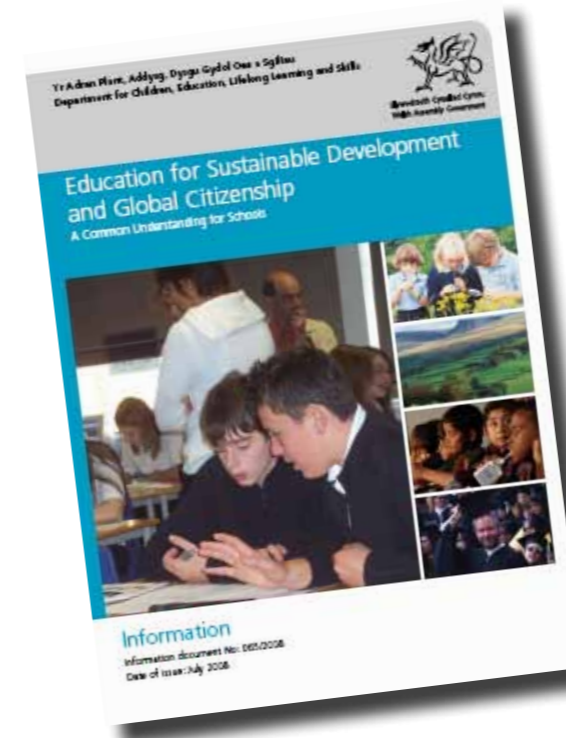
A series of synthesis events brought together a significant amount of work that engaged people both in matters of their own practice and thinking through the issues. There were also contributions from most of the 21 projects [page 4].

These events included 3 key conferences and seminar workshops focusing on ESDGC and its relationship with: Out of classroom learning; the Welsh Dimension; Governor Training support; and the Global Dimension. Together they involved nearly 400 practitioners in the synthesis of the programme and thinking about ESDGC in the future.

The first of the conferences [in the South East on 6th July] focused on ESDGC Co-ordinators in schools, the second [in Swansea on 7th July] focused on senior management and raising standards in secondary schools from South West and Mid Wales.

The third was a National Network Conference [in Cardiff on 12th July]. It addressed key challenges from an Estyn perspective and the need for pedagogy [and the contribution to that thinking from a variety of experiences e.g. Foundation Framework and Philosophy for Children.] It considered the stimulus of both shared and mutual learning and also looked to the future and raised debate about leadership from schools in building ESDGC strategy.

A growing number of practitioners have sought to become engaged in the programme's activities and there is evidence that a further development of the approach could unlock much creative potential from within the school sector ... particularly from within schools.



## Do people know about ESDGC?

It is easy to assume, because of the people we come across at meetings, workshops and conferences, that there is a popular understanding of ESDGC. Feedback would suggest this is far from the case, that there is still a lot of basic work to be done. Many are not familiar with the 'Common Understanding' document and its implications.

We made good use of the re-print of 'Common Understanding' that we negotiated with WAG. Many people, including those that were quite familiar with the area of work, were appreciative of having their own copy to work with.

Another easy assumption is that what ESDGC involves and why it matters is obvious and not very debatable. Yet those that are most involved find that they are learning new things all the time, making new connections and being challenged by some of the questions that result.

There is potential for a series of workshops designed to engage teachers in thinking afresh about the challenges and their educational implications.

It was a theme of our work to address the idea that the global dimension had something to offer to all aspects of ESDGC. As the diagram suggests there are links between each of the domains G, D, C and S. However there is still a notable tendency to see sustainable development and global citizenship as two separate ideas that have been put together for historical reasons, rather than that they all feed on each other and enable a more coherent understanding of the key issues. It is felt that there is further work to do on this.



# National Conference

The national conference also took the theme, 'Wales ~ learning for a global future'.

## Introduction

ESDGC in school - some key challenges  
*Alun Morgan, HMI lead on ESDGC, Estyn*

Group discussion

Wales ~ learning for a global future  
*Gareth Wyn Jones, Chair ESDGC SN*

## Building an ESDGC pedagogy?

ESDGC and the Foundation Framework  
*Heather Cale, Pembrokeshire LA*

Philosophy for Children ~ P4C  
*Sue Tozer, ESIS*

Young people's motivations 7 propositions  
*Prof William Scott, University of Bath*

## Mutual Learning: a stimulus?

Cross departmental thinking improves  
ESDGC learning  
*Sheila Davies, Corporate Director, Newport LA*

Wales UNESCO Regional Centre of Excellence  
*Jane Claricoates, RCE, University of Swansea*

European Studies in Ireland  
*Maxine Judge, Programme Manager*

Making the most of our partnership experiences  
*Sharon Pruski, Neath Port Talbot & WIDE*

Network Market ~ Sharing experiences

## ESDGC Professional Learning Communities

*We have strong ESDGC policy & a supportive inspection structure.*

*How do we enable schools to take a lead responding to the challenges?*

Not another initiative!  
*Karl Napieralla, Corporate Director, Education, Leisure & Lifelong Learning Neath Port Talbot LA*

Group discussion

Looking to the future

The evaluation provided a very positive feedback:

Organisation, 89% grade 4/5.  
Opportunity to participate 76%, grade 4/5.  
Quality of presentations 92%, grade 4/5.  
Venue, 85%, grade 4/5

We are nevertheless not complacent about the need to improve on the conference; key points included the need to further improve the opportunity to participate. We were trying to cram a lot into the day, but what was equally important was the genuine networking between different representatives of projects, areas, regions, and roles.

There was also a feeling that there could have been a stronger representation from schools. Overall the balance was even with 25 people from local authorities, 24 from schools, and 27 from voluntary sector organisations /official bodies.

It is proposed that any future events of this nature should give greater priority to the notion that we are a schools network and therefore to representation from schools. Within that, it was felt to be important that we should represent a range, including governors, head teachers, senior managers, as well as younger, less experienced teachers.

In terms of thinking about balance, however, it is also important to note feedback that valued the opportunity to network with providers and agencies and those that had lead roles nationally, eg Estyn. Another participant said, *"It renewed my enthusiasm for networking"*. This is useful feedback, but also a key challenge for future work ... How do we make networking focused, engaging, dynamic and of value to day to day work in the classroom?

Several participants highlighted the challenges presented by both Alun Morgan [Estyn] and Karl Napieralla [Director, Neath Port Talbot] and felt that it had given them *"confidence that the ESDGC linkages we have been making are appropriate."*

Others gave greater emphasis to, *"New approaches to learning,"* such as highlighted by the Philosophy for Children and Foundation Phase inputs. Most projects addressed the issue of pedagogy; particular emphasis to this was given by the P4C project which also developed a DVD demonstrating the approach in secondary schools. This was done in South Central region. The project focussing on the Foundation Phase involving people in Pembrokeshire, Ceredigion and Carmarthenshire also gave a strong emphasis to pedagogy and highlighted the commonality of approach between ESDGC and the Foundation Phase Framework.

There was a general sense of people valuing *"networking and talking to other people who are enthusiastic about ESDGC"*. This, and questions raised about communication, highlight the need for Schools Networks to develop strategies that enable ongoing communication as well as at key events.

The feedback gave no sense of complacency about the issues either, some challenged that we need to take more seriously the knowledge base, in tandem with the methodology. Many made suggestions about things that they would do to follow up in their own work. There was a strong sense of, *"great progress is being made,"* but as one participant put it, *"the situation is still very fragile and seems to require careful management,"* ... perhaps the key challenge for us.

Clearly the conference brought together some of the most enthusiastic people that we have been in contact with. For many it involved considerable travel, for all it meant giving up a day in their normal role without cover costs. We need to build on that energy. However, we also need to remember that there are many that have not yet understood the significance of ESDGC. They too are important to building a sound network.

## The Estyn challenges

*Maintain and further develop the progress schools have achieved over the last five years*

*ESDGC integrated across the whole school curriculum*

*Clearly defined global citizenship*

*Community and international partnerships are well developed*

*Arrangements for pupil participation is well developed*

*Pupils understand and apply knowledge of ESDGC to analyse a range of interpretations about sustainability*

*Challenge simplified or stereotypical views of other societies*



## Looking to the future

Future funding is key ... it is a major issue but nevertheless subsidiary to clarifying our role and building a plan that attracts practitioner support.

The process of building a plan will involve learning from the experience to date, focussing more on practitioner-led projects in a way that complements other areas of policy and creating an atmosphere of self-help that enables institutions to respond to the challenges of the new Estyn inspection framework.

As part of that, it is felt that we should make a lot more of the potential of addressing these issues, [both local and global] within a Welsh context.

The DFID report on the overall project includes a section on key learning points.

These external observations have been particularly useful as a focus for thinking about key principles that might be part of future developments. In response it would be useful to consider:

- ❑ The potential to develop the idea of **'added value,'** and the notion that SN's inputs aim to be short term and a stimulus to the long-term work of schools, LAs, etc.
- ❑ That there is potential for further development of the idea that the **Welsh dimension** has a core contribution to make to a sense of the global and global learning... and that there is motivation that can be constructed by local work being seen to contribute to national thinking.
- ❑ Much has been achieved in terms of capacity building linked to teaching and learning outcomes; however, there is a need to make this strategically clearer, to develop a programme of engaging lead people, [eg. ESDGC Coordinators], in a facilitating/capacity building role and articulating a **stronger learner-centred approach.**
- ❑ Networking as an **effective strategy is a long-term concept;** the ownership of initiatives and taking up of lead roles is linked to a confidence in the network idea and the image that the network itself has the capacity to follow through on their side of the commitment. The strength of a future network will be one of the factors that would enable a high impact against a modest budget.

There may be value in designing projects that in effect establish sub-networks, bringing people together from different parts of Wales, focussing for example on the interests of:

- Teachers
- Subject groups
- Heads & SMT
- ESDGC Coordinators as 'PLC' facilitators
- ITE tutors
- NGO staff
- LA advisers
- OCL providers

## Professional learning communities

At the conference for ESDGC Coordinators [South East 6th July] Gareth Coombes, School Improvement Newport, highlighted that skills such as critical thinking, problem solving, co-operation and communication are vital to enabling people to understand and to interact with a changing and complex world. He pointed out that they are also pivotal in the context of both the School Effectiveness and Common Inspection frameworks.

The SEF highlights ways in which PLCs [professional learning communities and networks] can be a powerful staff development approach and improve learner outcomes.

There is potential for a future SN programme to support people in designing PLC processes and facilitating cross-school initiative. There is particular potential for parallel work, perhaps focussing on a common ESDGC theme, taking place in contrasting parts of Wales, but bringing together those in lead roles to support each other, help with planning and developing their skills as facilitators.

It is proposed that **all future SN work should reflect the principles that underlie a PLC approach.** Projects should be opportunities for both individual and group growth. The project process should maximise leadership from participants but also focus on real learning challenges and the need to improve opportunities for learners.

SN groups should be enabled to work towards a shared learning vision but one that engages with a diversity of views and the dynamic nature of the issues. The collective growth proposed will in part be achieved by the creativity involved in developing and then sharing, quality outcomes.

In addition to dissemination projects to enable schools to adapt existing ideas and material, there is a need for innovatory work... e.g. relating to:

- Inspiring Governors
- ESDGC & the Welsh dimension.
- Making it real ~ ESDGC & Out of classroom learning
- Learning about aid ....
- Wales learning for global future ~ cross sector understanding
- Climate change ... the implications for learning strategies
- Cities and global citizenship

## ... & making more of a Welsh dimension

At the 7th July conference in Swansea, Peter Davies, Commissioner for Wales [UK SD Commission] highlighted the notion of the green economy and how sustainability is not just about a good cause, it is potentially about our economic well-being in the future.

He highlighted the potential of schools making links with business about and recognising the value of green skills, e.g. in science and geography, as well as the broader understanding of sustainability and our global linkages.

There is a Welsh perspective to development and sustainability, to the global as well as to citizenship. ESDGC has a role in Cwrricwlwm Cymraeg. Some would argue that the ESDGC agenda has the potential to feature at the core of future Welsh identity and how Wales sees itself in the world.

Linked to this there is a need to build an awareness that 'the global' aspect of this agenda is not only about other places nor the issues of 'other' people. Our lives are [and have been historically] interlinked in many ways. The forces that shape our opportunities today have much in common with those effecting people in other parts of the world. An understanding of this can enable us to relate better to the complexity of development issues, the dilemmas of sustainability and the importance of citizenship.

Both ESDGC and the Welsh Dimension feature in Key question 2 of the new Estyn inspection framework. An SN project offered an opportunity to explore how these two aspects of what Estyn calls the "learning experience" can best relate to each other and in the context of history, geography and RE working together in secondary schools.

[See Project 6 in the appendix.]

Looking to the future  
there is a need  
to consider the  
particular situation  
Wales,  
not just the  
strong ESDGC policy  
and supportive  
inspection framework  
... but something  
about the future.

What do we assume when we  
talk about the global?



© Tide~ global learning



*An LNG tanker leaving Milford Haven*

*Just one example of how global challenges influence the local social, environmental and economic landscape.*

*There are different perspectives but the politics of energy supply can only be understood in its global context.*

*A good starting point for understanding 'the global' [the big issues & the everyday] is here in Wales.*

Jane Davidson, [Minister for Environment, Sustainability & Housing] puts it very clearly in her recent response to news about UK government cutting the work of the Sustainable Development Commission ...

“**Sustainable development will be the lens through which we develop our policies and programmes in ways which meet the long-term economic, social and environmental challenges and opportunities in Wales, and which promote the long-term wellbeing of people and communities.**

**Sustainable development is, and will remain, at the heart of Welsh administration.**”

- What do learners understand of such concepts?
- How can we offer the curriculum connections that enable them to engage with the possibilities.?

# Future aims & strategy ...



## esdgc schools net is building a dynamic network ...

of education practitioners from schools, those supporting schools and ITE as well as those involved with sustainable development and global citizenship issues through voluntary sector organisations, research or other ESDGC work.

### We aim ...

To broker mutual support in the school sector to enable approaches that engage learners in the challenges of ESDGC.

To engage with knowledge, up to date information and inspirational thinking about ESDGC issues and apply that to designing learning opportunities.

... and to share such work.

### We propose to give priority to strategies ...

- ❑ that offer added value to thinking about the professional learning communities approach featured in the SEF by making use of those principles in the design of all projects;
- ❑ that support schools in their development of ESDGC learning and curriculum planning in the context of Estyn Guidance on ESDGC and the CIF;
- ❑ that develop, in partnership with practitioners, ideas and practice that strengthens the contribution of global learning to all aspects of ESDGC ... and as part of that to develop a stronger Welsh dimension.

ESDGC Schools Networks has taken significant steps towards establishing an organisational identity linked to the overall work of Cyfanfyd.

Progress was made on all projects, partnerships were consolidated and there is enthusiasm for sharing ideas and building a future network. There is an awareness of some of the key challenges in particular the need for new work on global learning within ESDGC.

The theme *Wales ~ learning for a global future* proved useful but there is still an opportunity to build a distinctive Welsh perspective and the notion Wales' role in the world.

Clearly our strategy would be more effective if it had time to mature ... and time for practitioners to gain confidence in the leadership roles we seek from them. The programme has opened up new approaches but they need to be followed through.

We need to take stock of what that now means in a new context. Future funding is key but is subsidiary to clarifying our role and building a plan that could attract practitioner support at all levels to engage with the core challenges.

### Challenges such as:

- ▲ how to focus more fully on learner experience of ESDGC and improve on that;
- ▲ how to make the best use of the WAG 'professional learning communities' initiative to further teacher engagement with ESDGC;
- ▲ how to make the most of the potential role of ESDGC Coordinators as facilitators [especially in secondary schools] and how to support them;
- ▲ how to enable clarity about the global learning aspects of ESDGC and provide support in terms of learning approaches as well as up to date stimulus material;
- ▲ how to offer opportunities for teachers to work on their own understanding of issues and key concepts particularly those relating to development;
- ▲ how to make the most of the ESDGC learning experiences given priority by Estyn and how to support whole school planning in this context;
- ▲ how to bring together key people from schools, LAs, ITE institutions, and voluntary sector organisations to contribute to the network's thinking.

**Partnership between the voluntary sector and educational practitioners has been at the heart of ESDGC since it was just an idea.**

**Schools and LAs now have ESDGC responsibilities.**

**We seek to clarify our role in enabling that work.**



# ESDGC Schools Networks

## The first two terms

# 1

ESDGC SN PMG Report Appendix ~ A



# Appendix A

## Synopsis notes ~ 21 key projects

This contents list introduces Appendix A.

Projects are linked to the strategic objective that provided the initial driver in designing the project.

However in practice all projects addressed aspects of each objective:

- A. Commitment and Leadership**
- B. Teaching and Learning**
- C. School Management**
- D. Partnerships**

For list of objectives: see page 1.

These notes reflect the range of approaches that have been used and offer a stimulus to work on future plans.

The information is varied in style. This partly reflects the nature of the project but it also raises a question about the form of data that would be most useful to future evaluation.

1. **Inspiring School Governors**
2. **Cross department LA cooperation**
3. **Philosophy for Children P4C**
4. **Coordinating ESDGC in school**
5. **Foundation Phase**
6. **Welsh Dimension & ESDGC**
7. **Global Citizenship Working Party**
8. **School grounds to inspire ESDGC**
9. **Secondary ESDGC Inspiration Network**
10. **Head teachers common understanding?**
11. **ESDGC Quality Circles**
12. **ESDGC across the Primary Curriculum**
13. **Raising Standards through ESDGC**
14. **ESDGC Peer Education**
15. **ESDGC learning communities**
16. **Millennium Development Goals**
17. **Learning out of the classroom**
18. **Primary pupils audit the LA**
19. **International School Linking & ESDGC**
20. **Community Recycling Partnership**
21. **Eco-school partnership**

## Inspiring School Governors

The project was set up by ESDGC SN in partnership with Caerphilly LA building on the work of Tracy Evans from their Sustainable Development team. It focused on a day seminar for LA Governor Support Units and associations. A consultation prior to the seminar received positive feed back from the majority of LA units across Wales but the event hosted by Caerphilly attracted mainly people from south and mid Wales. 16 people represented 7 LAs. The seminar included opportunities to:

- ♦ investigate and further understand ESDGC
- ♦ share experiences of promoting the agenda to governors
- ♦ hear about the experiences of involving governors in Caerphilly
- ♦ discuss the support needed to promote ESDGC to governors across Wales

The first half of the day involved giving participants the opportunity to develop their knowledge and understanding of ESDGC in the context of schools. Participants were asked to identify how various aspects of school life could help shape good ESDGC practice.

The role of governors was then explored and further developed by the Education for Sustainable Development Officer, Caerphilly who gave a presentation outlining various ways governors in the local authority have become engaged in ESDGC. Councillor Mann, Deputy Leader of the Council also made an input.

Discussion provided opportunity for further thinking on this matter and led to participants working together to develop their ideas and possible actions.

### Potential Next Steps

Proposals from seminar ...

#### 1. Sharing ideas

In this workshop we have shared some experiences from different LAs about the work of governor training units and ESDGC. It would be useful to hold further events and build a fuller picture ...

#### 2. Schools enabling each other?

We felt that in our experience a lot of work is taking place in primary schools, but it is often more difficult in secondary schools.

There is potential for a project that experiments with clusters of schools in different parts of Wales. Each cluster could involve a secondary school and the primary schools it links to. The project could enable governors to have joint workshops.

#### 3. A Governor Toolkit

We discussed the potential for a toolkit to enable governors to explore the role of ESDGC in their particular schools. Some of the activities we have done could be included in the toolkit, e.g. the school mapping activity. This could use plans of actual school sites.

A project could enable a group to develop such a tool kit. Also that some of the activities could be designed so that governors, staff and learners could contribute to the same activity, both jointly and separately, as a way of increasing ownership and generating ideas appropriate to the school.

#### 4. Not another initiative

We feel that the ESDGC agenda should not just be seen as yet another initiative, but one that complements matters that are already important in school.

*I plan to “work on how to support a bottom up and top down approach to ESDGC in schools”*

*“I valued the opportunity greatly – will discuss with LA further and have dialogue with Governor Support”*



## LA Cross departmental cooperation

ESDGC Schools Networks in partnership with Cardiff City Council and Newport City Council considered how cross departmental working within each authority might support ESDGC in schools. It involved 34 key people across 2 LAs but had wider impact in terms of what was then on offer to ESDGC.

Newport LA set up a strategic group, Cardiff LA set up an operational group, both were attended by the SN Regional Coordinator.

Newport had a corporate sustainability group with representatives from all sections of the council. This group is led by a strategic director from within the authority. In Cardiff the SN Coordinator worked with the Policy Department to facilitate meetings across the various sections of the council.

Quarterly meetings have taken place in both and people whose work already relate to ESDGC have been able to meet and exchange information which in itself proved useful by providing staff with contacts and networking as well as raising the profile of the ESDGC Schools Network.

These two different levels of working have both been successful but the model with representation and drive from senior management level will probably be more sustainable and have a greater strategic effect.

Shelia Davies who chaired the group in Newport is a Corporate Director. She shared her experience at the SN National Network Conference and highlighted the value of this strategy approach to other LAs.

### The lists illustrate the scope of the groups.

Sustainability Officer, Sustainable Development Unit  
PE Advisory Teacher  
PSE and Healthy Schools Team Leader  
MFL and International Dimension Advisory Teacher  
School Improvement Adviser - Science  
Recycling Education Team  
Humanities and RE and ESDGC Advisory Teacher  
Safer Routes to Schools Officer  
DT Advisory Teacher  
Energy Awareness Officer for Schools  
DSU Group Manager  
Manager, Sustainable Development Unit

Corporate Director (Regeneration & Environment)  
Assistant Corporate Policy Officer  
Corporate Health & Safety Advisor  
Resources Manager  
Energy Utilities Manager  
Sustainability Manager  
Traffic, Transportation & Development Manager  
School Meals Area Supervisor  
Operations Manager  
Countryside & Conservation Manager  
Document & Creative Services Manager  
Sport & Leisure Projects Manager  
Planning Policy Liaison Officer  
Assistant Corporate Policy Officer (PR)  
Museum & Heritage Officer  
Corporate Communications Officer  
Senior Youth Information Worker  
Assistant Corporate Policy Officer  
Principal Consultant (Information Systems)  
Strategic Procurement Officer  
Technical Officer  
Children's & Young People's Services Manager

*“Just being aware of what each other is doing opens up new possibilities”*



## Philosophy for children ~ P4C

P4C is a classroom method which helps improve pupils' critical thinking skills, their ability to work co-operatively and to question and explore ideas. As such the approach is a valuable pedagogical tool for ESDGC. The 3 projects that involved 30 key people, were developed in partnership with Sue Tozer, Geography and ESDGC Advisor, ESIS (Education and School Improvement Service).

- ◇ A 'Level 1' course took place at Dow Corning Education Centre near Barry. 23 teachers participated from across the region. Feedback from evaluation forms was very positive - *“Inspirational! A huge variety of new techniques/strategies to use with pupils.”*
- ◇ A DVD on P4C in Secondary was filmed in Bryncelynnog Comprehensive School. It demonstrates the approach from the perspective of the classroom teacher and shows the process used during P4C sessions. The DVD has been replicated and distributed to schools and will be on the NGfL site.
- ◇ A selection of teachers who completed the 'Level 1' training and more experienced practitioners were invited to a P4C network meeting. They worked together to plan their next steps in developing the approach in their school in the context of ESDGC.

*“Inspirational! A huge variety of new techniques/strategies to use with pupils.”*

The P4C network was an important progression for the teachers who attended the P4C Level 1 course. They were able to develop their confidence and practice and continue to explore how to bring ESDGC themes into the sessions. The involvement of both newly trained P4C teachers and also more experienced practitioners benefitted the network. It enabled an element of learning from real experiences and the research project developed knowledge and skills that will enable the teachers to progress with the approach.

The secondary P4C DVD was developed in partnership with Sue Tozer and Carys Thomas (Associate Advisor for Religious Studies) from ESIS, Rob Thomas Video Services and Bryncelynnog Comprehensive School. The school has adopted the P4C approach during the last few years and it now forms a major part of the delivery of the PSE framework. The aim of the DVD is to share this practise and enable others to see the outcomes and benefits of the approach. The DVD demonstrates the approach from the perspective of the classroom teacher and shows the process used during P4C sessions. There is also feedback from pupils giving insight into the impact of the approach on their thinking and learning.

The DVD has enabled the benefits of the approach to be demonstrated to others and provided the teachers involved in the course and network with a resource to support the development of P4C in their school. The DVD has been duplicated and disseminated to schools involved in the ESDGC Schools Networks P4C project with further copies being given to interested and relevant organisations and schools as well as going on the NGfL ESDGC website.



## Coordinating ESDGC in school

In the build up to a regional conference several pieces of work engaged school ESDGC Coordinators through 'cluster meetings'. This took place in 2 authorities and proved very successful and popular with the schools. It demonstrated good practice in transition working with each secondary school ESDGC Coordinator arranging a half day meeting with the ESDGC coordinators from their feeder schools.

SN Regional Coordinator made an input to these meetings exploring core documentation; what ESDGC looks like in the classroom, school and community and how to use the audit and self evaluation tool in the ESDGC 'A Common Understanding for Schools'.

All of the clusters have expressed the intension to continue the meetings as 'professional learning communities' to share good practice and work on joint projects. This work in Cardiff is coordinated by the ESDGC Advisory Teacher.

### ESDGC Coordinators Conference

SN in the South East set up a conference facilitated by a range of partners. It had Global Citizenship as a theme and focused on the role of ESDGC Coordinators. It was held at University of Wales, Caerleon Campus.

It was open to all 5 SE authorities. 162 school delegates booked and 137 actually attended including 64 from Newport [5 of whom were UWCN student teachers], 33 from Cardiff, 17 from Monmouthshire, 15 from Torfaen and 13 from Blaenau Gwent. In addition there were 23 people including LA advisers and people from a variety of organisations.

There were inputs from schools on their ESDGC work in particular: Chepstow Comprehensive, Queen Street Primary School, Gaer Junior School, Beaufort Hill Primary, New Inn Primary and Gilwern Primary.

16 organisations took part in an exhibition. There were 13 workshops provided by local authority advisory staff, organisations and the voluntary sector including: *Fair Trade, The International Dimension, Eco-Schools – Global Citizenship focus, Energy use in your classroom, new classroom materials written for the Foundation Phase, Exploring Controversial Issues, Local School Linking For Community Cohesion, Climate change – Welsh Water's new ESDGC resources., Can Trees Save The World? International Schools Award, P4C and ESDGC and Planning, mapping, auditing, self-evaluation and action plan for ESDGC.*

Gareth Coombes, SWEC Coordinator for School Effectiveness Framework, set the scene for the day by making links between the new Common Inspection Framework (CIF), School Effectiveness Framework (SEF), DCELLS Pupil Voice initiative and ESDGC.

The feedback was very positive ... as is the potential to follow up the work.

*"One of the best training days I have had in 24 years of teaching!"*

*"Useful being able to network with colleagues from different LAs"*

*"Amazing day – head spinning with ideas"*



## Foundation Phase

ESDGC Schools Networks worked with the Advisory service and teachers in Ceredigion, Carmarthenshire and Pembrokeshire to develop a piece of work to enable teachers to make good use of 'A Support Pack for the Integration of Education for Sustainable Development & Global Citizenship through the Foundation Phase'

This support pack had been developed the previous year under EES. It took the themes of ESDGC as set out in 'ESDGC: A Common Understanding for Schools', and mapped them against the 'Foundation Phase Framework'.

Four schools and Advisers from each LA were involved in the new working group of 12 practitioners. Time was given for teachers to plan, investigate and further understand ESDGC, choosing one of the themes from the *Common Understanding* to work on. They chose: 'identity & culture', 'consumption & waste', 'natural environment' and 'health'.

Teachers worked on the theme with their pupils, drafted a case study from their school and then came together for a day to:

- ◇ Share experiences
- ◇ Bring together case studies from each school
- ◇ Identify resources
- ◇ Discuss disseminating the outcomes to a wider audience

The results are being made into a booklet which will be made available through INSET in the counties involved and electronically via NGfL.

Teachers appreciated the time to discuss the work they had done, and there is potential to do more of this work with the other themes. With a longer time scale there would have been time to make much more of the opportunity and to work on sharing it with colleagues in local schools.

*"Time is needed to negotiate meetings that every one can come to ... and to make the most of working in school"*

There are many possibilities to develop this style of project ... and also for more work focused on the Foundation Phase.

However to make the most of the investment good time needs to be given so that teachers can be involved in all stages of the work including the planning in a way that fits round their main commitments.



## ESDGC and the Welsh dimension

ESDGC SN set this up in partnership with Bethan James [Cynnal]. Representatives from the Humanities' departments of Anglesey, Conwy and Gwynedd were invited to a conference to discuss ESDGC within the context of the revised curriculum and new Estyn guidelines. The key question: 'Am I a global citizen?' proved to be a relevant focus to the day.

Feedback from the 22 delegates including geography, history and RE teachers gave the event a very high grading on all aspects. They clearly got a lot from working in a cross-departmental way, recognising that others had similar interests, problems, challenges etc. They particularly valued the opportunity for dialogue with Estyn [Alun Morgan] about the relationship between these two aspects [ESDGC and the Welsh dimension] of the 'learning experience' in the inspection framework. As one teacher put it >>>>

*"Good ideas for making global links, but also strengthening Cwricwlwm Cymreig"*

Welsh and regional newspapers and magazines provided a wide range of contemporary case studies. Teachers were asked to identify a news story which could serve as initial stimulus material for an enquiry. Whereas one teacher was heard to say that *"there was nothing much in these"*, others argued that *"there were so many stories which could be used!"* Few secondary pupils have access to Welsh newspapers and few choose to watch the 'Welsh' evening news – but these can provide an important source.

Inevitably any lesson which asks pupils to interpret newspaper articles must also focus on developing their reading and thinking skills. After selecting an appropriate story, we considered 3 key questions in the context of Curriculum, subject skills and understanding of SD and GC.

Working in separate groups before they came together to share planning ...

- The Geography teachers wanted pupils to study a selection of newspaper stories about individuals in Wales in order to answer the question, 'Am I a global citizen?'
- The History teachers chose a magazine article about the local issues which had featured in the recent general election campaign in Anglesey.
- The RE teachers chose a profile of Fred Fransi as an individual who would give learners an opportunity to explore 'belonging' and 'authority'.

*"that the world is looked at in Wales as well as in the wider world"*

There is considerable potential for further work in this area. The group identified three projects that they would like to take up focussing on the Welsh dimension. One was about getting young people to look at concepts of Welsh citizenship, another on well known Welsh personalities who demonstrate high levels of global citizenship, and the third is focussing on developing original materials.

The event also highlighted the potential for new initiatives relating to ESDGC within the context of the Welsh Bac. The unit Wales, Europe and the World could gain a lot from the kind of links that we have been making today ... *"that the world is looked at in Wales as well as in the wider world"*.



## Global Citizenship Working Party

ESDGC Schools Networks facilitated a cross authority working party to produce support materials for ESDGC. 5 teachers – 1 from each authority in the South East plus 3 Advisory Teachers were funded for 3 days to produce support materials for schools and classroom teachers. There was also input from organisations interested in the ESDGC agenda. In addition to the joint work, the process also supported thinking and planning for the schools involved.

An ESDGC development document was put together in response to questions and queries from practitioners. Three key questions were agreed:

- How can I become more confident in supporting both sustainable development (SD) and global citizenship (GC)?
- How can I link local and global issues meaningfully?
- How can I ensure the inter-connectedness of both SD/GC and local/global with pupils across all key stages?

The topics are: Energy, Festivals, Food and farming, Health, Homes, Myself, Recycling, School, Travel and Water.

The purpose of the document produced was to provide further advice and clarification to address all three questions. The group proposed four key principles of 'teaching and learning' which they explore in the document:

1. ESDGC should be embedded across the curriculum, through all subjects (where appropriate) and for all ages;
2. Learners should be given opportunities to develop their own global awareness, appreciating that this, necessarily, accommodates an understanding of the local, national, and international;
3. All ESDGC themes should be given equal weighting;
4. The concept of interconnectedness underpins ESDGC, for there are always social (i.e. global citizenship) aspects of any environmental (i.e. sustainable development) topic.

*"Can we support people to be more confident in supporting both sustainable development (SD) and global citizenship (GC)?"*

### Local and Global?

The need to balance the local alongside the global when considering the issues involved, has also been built into the examples. As the document puts it:

*"Please note 'Local' should be taken to mean local from the perspective of where you live, regardless of where in the world that may be and 'Global' should be taken to mean considering the world wide picture from your own perspective and that of others."*



## School Grounds to inspire ESDGC

The project involved 10 Primary schools from Wrexham LA. They attended a day event at Ysgol Bwlchwyn, the first part of which focused on hands on activity in the school grounds. The event was followed up by work in their own schools and then a second event two months later to share experience.

As part of the first event there was an opportunity to explore ESDGC themes: climate change, choices and decisions, consumption and waste, the natural environment, health, wealth and poverty, identity and culture. In groups teachers took an activity and looked at the potential learning opportunities linked to that activity for each of the ESDGC themes.

Activities were diverse and included things like, pond dipping, ceramic mural and potting on pumpkin seedlings. Groups shared their ideas.

The feedback was positive, all participants felt it met their needs and improved their understanding of ESDGC. Most said that they would make use of the school grounds as a stimulus, all set up projects to experiment with this.

At the second event on 29th June the teachers that attended shared the work they had done and plans from their schools. This went well even though only half the group were able to come due to end of term commitments. One of those teachers provided a copy of her planning for a 'Be Green' day in her school.

In the evaluation teachers identified that they had particularly valued the opportunity to network with other schools and visit another school, seeing their grounds and learning about ESDGC experience.

**The out of the  
classroom  
learning agenda  
starts in the  
school grounds**

The project was agreed as part of the Regional Coordinators induction as it made use of her previous work experience and applied them to her new role. It is unclear whether this induction process was useful because of the timing. The post holder left a few days after the second event.

It is however important that PMG take stock of the need for an induction process to support all new appointments to SN.



## ESDGC Inspiration Network

Secondary schools often meet barriers and difficulties when trying to develop ESDGC in their schools. This network aimed to look at how these schools can move forward with ESDGC and develop it fully into all aspects of school life. The network was co-ordinated in partnership with Vicki Pearce, Ogmore Comprehensive School. The objectives were to -

- ◇ Allow coordinators to share experiences and information about their ESDGC work
- ◇ Enable coordinators to work through challenges and move ESDGC forward in their schools
- ◇ Identify resources and support to help other schools overcome challenges
- ◇ Bring together information gathered into a 'support resource' for schools
- ◇ Discuss disseminating the outcomes to a wider audience

During the three sessions the group from 7 schools compared the ESDGC progression framework with the new Common Inspection Framework and created a grid that cross-referenced the two frameworks. Each teacher completed a case study detailing their ESDGC journey and also focusing on an element of the Common Understanding progression framework. They also documented their 'Top Tips' which included useful website, grants and resources. It is proposed that these resources will be made available to teachers and enable them to benefit from the experiences of the network.

Schools involved in the project:

Ysgol Gynradd Llanhari, St Cenydd School, Brynteg Comprehensive School, Bryncelynog Comprehensive School, Cowbridge Comprehensive School, Pencoed Comprehensive School and Ogmore Comprehensive School

*“Greater sense  
of purpose that I  
am not alone in  
my pursuit of the  
ESDGC goal”*

*“ A clearer direction  
for my school”*

*“Some great  
contacts and some  
fab people”*

At the end of the third session the teachers discussed how the network had benefited them. Each felt that they had progressed during the three sessions and valued the support of others in the group. They had started the network facing challenges in their school and were unsure how to move forward. By working together, understanding how others have progressed and learning from each other the group have managed to take the next steps in developing ESDGC in their schools.

The group have decided to meet regularly next term and continue to share experiences and learn from each other. This is independent of ESDGC Schools Networks and shows the value the teachers have placed in the network and also the sustainability of the project. It is also an example of how SN can work in partnership in a way that partners can take on the process for themselves.



## Heads ~ a common understanding?

SE Schools Networks coordinator in partnership with Directors from Blaenau-Gwent, Cardiff, Monmouthshire, Newport and Torfaen authorities contributed to meetings with primary and secondary head teachers.

- ◇ Meetings with head teachers all followed the same format:
- ◇ Distribution of 'ESDGC – A Common Understanding for Schools' document
- ◇ Distribution of ESDGC mapping documents for foundation phase, KS2 and KS3
- ◇ Run through of audit, self-evaluation and action plan as suggested in 'Common Understanding'

Through the Directors meeting with Headteachers the project has been able to engage about 75% of the Headteachers across the South East consortium and of this 75% less than half had already undertaken the audit and even fewer had undertaken the self-evaluation or drawn up an action plan for ESDGC.

It was noticeable that a higher percentage of primary schools had completed the audit/self-evaluation/action plan recommended in 'ESDGC: A Common Understanding for Schools' than secondary schools.

As a result of the ESDGC Schools Networks project most schools in South East Wales have now completed the audit/self-evaluation/action plan and there has been a significant increase in secondary school involvement. Many secondary school Estyn inspection reports in the South East are now grading ESDGC as good or outstanding.

The project has also engaged with Senior Management Team members in all of the secondary schools in one authority, which has highlighted some outstanding practice. In one school sustainability of the Wye Valley is the basis of the curriculum in Year 7 and in another the whole ethos of the school is based around ESDGC.

*There is more primary school uptake of the audit than there in secondary schools*

It is useful to note that this experience suggested that there is a need for more work on basic policy awareness. Is that the case, and if so what can be done about it?



## ESDGC Quality Circles

The aim of the project was to bring together school representatives and Advisers from all local authority areas across North Wales to explore the value of meeting each term as part of an authority wide ESDGC Quality Circle Group.

The idea was already established in Denbighshire, Flint and Wrexham LAs involving representatives of Secondary and special schools meeting to share their ESDGC progress and experiences. The meetings were held in a different host school each time with the host school sharing their ESDGC work in depth and other schools giving a summary of any new or planned activities.

This project sought to support the idea by enabling those involved to take stock of the experience and to share it with other LAs, in the first instance in other parts of North Wales. This was also seen as a way of helping build new links across North Wales.

The first event aimed to introduce the concept of ESDGC Quality Circles to a new audience and provide a forum to share and discuss ESDGC activities and practice in these schools.

An approach using joint venues at Ysgol Tryfan and Dolgellau Council Offices linked by a 'video conferencing' facility was used.

Secondary schools [2 from Anglesey, Arfon, Dwyfor/Meirionnydd, Conwy] were invited. Schools that were able to send representatives were Ysgol Llangefni, Ysgol David Hughes, Menai Bridge, Ysgol Tryfan, Ysgol Aberconwy, Ysgol Syr Hugh Owen, Ysgol Arudwy and CYNNAL.

The feedback was positive however the second event had to be cancelled so the synthesis of the project was not completed.

The second event was planned to share practice across North Wales and evaluate the benefits of the ESDGC Quality Circle model. It was hoped that there would be 2 representatives of Secondary schools in each county at the event. Unfortunately this was not possible due to a number of teachers not being released from school.



## ESDGC across the Primary Curriculum

The project was set up by ESDGC Schools Networks in partnership with the World Education Centre, Bangor.

It focused on a conference involving 40 teachers from primary schools in rural southern Gwynedd, Conwy and Denbighshire to explore ways of integrating ESDGC learning in their primary school curriculum.

The conference which was also supported by LA Advisers, NGOs and schools running workshops was held in Bala on June 16<sup>th</sup>.

The World Education Centre (WEC) at Bangor University has worked with a number of teachers locally supporting them to develop their ESDGC learning in their schools. This had led to the development of a core group of teachers experienced in developing ESDGC in their schools. Many of these teachers have been involved in supporting other schools through a peer mentoring project. Schools in the Southern areas of Gwynedd, Conwy and Denbighshire have had less access to training from WEC and there are few schools in the area that have been part of the peer mentor project to date. This therefore was the focus of the project.

This event brought together teachers from small schools across a rural area that is divided by administrative boundaries, with teachers from relatively urban areas in the same area who have, through the benefits of scale and location, access to wider support.

The event was a success with most of the teachers attending on the day.

- ◇ Bethan James and Sylvie Gartau from Cynall lead with a session focussing on a whole-school approach to ESDGC including a section about auditing.
- ◇ The participants were fully engaged in a range of activities.
- ◇ John Sam Jones, Denbighshire delivered a session linking PSE to ESDGC.
- ◇ Teachers Mared Gwyn, Geraint Rowe and Gwion Owen led workshop sessions sharing their school experiences
- ◇ Gwydion Tomos from Urdd gobaith Cymru led an informative brief session introducing the John Muir Award.

Feedback from the evaluation was positive.

*Small schools  
Rural networking*

*How do we follow  
it up?*



## Raising Standards through ESDGC

The main focus for ESDGC Schools Networks in the South West and Mid Wales area was secondary schools. This was decided at a meeting with LA advisers from each of the six LAs in the region. They all contributed to a key event which brought together a range of work including some SN projects.

It is widely recognised that it is difficult to embed ESDGC into a school without the support of senior management. It is also known that secondary schools are not as developed in ESDGC as the primary schools. To address these issues, 'Raising Standards through ESDGC' a conference aimed at headteachers and senior management in secondary schools. It was held in Swansea on 7<sup>th</sup> July.

The conference was opened by Wyn Williams, Head of Education Services in Carmarthenshire. Presentations were made by:

- ◇ • Peter Davies UK Sustainable Development Commission
- ◇ • Alun Morgan Lead Inspector for the Humanities, ESTYN

Schools shared their experiences, some of their work in partnership with ESDGC Schools Networks, some of their ESDGC journey:

- ◇ Newtown High School: *Now and Then ~ How we moved from Special Measures to where we are now & the role that ESDGC has played in that.*
- ◇ Sir Thomas Picton School: *Sustainability Matters ~ How working as a team has helped the school to embed ESDGC*
- ◇ Swansea Schools ~ ESDGC and Professional Learning Communities
- ◇ Penglais School ~ *The Millennium Development Goals project and how it fitted into their overall global work in school*
- ◇ Ysgol Dyffryn Taf ~ *Bringing the Global Dimension to Life: Impacts & Challenges*

The end of the day provided space for networking within their own counties with advisors. They discussed Estyn's Supplementary Guidance for ESDGC, the self evaluation tool in 'ESDGC: A Common Understanding for Schools', ESDGC in the CIF and made plans for future development back at school.

*'A really great day  
– everything really  
positive,  
professional,  
enjoyable  
and  
very motivating'*

*The presentations  
were very well  
received, with one  
school asking for  
the presentation  
from Dyffryn Taf to  
show in an INSET  
at their own school,*

*and another school  
in Powys arranging  
to send their  
ESDGC  
coordinator to  
Sir Thomas Picton  
school next term to  
find out more.*

The conference was very well received ... there were 72 delegates, including 20 senior management, 11 pupils from 4 different schools and 7 advisors, as well as heads of geography, ESDGC Coordinators, a school business manager, and a site manager. Three schools sent more than one member of staff.

Each school identified 3 targets for improvement on their self evaluation and were invited to write these on a postcard. These postcards will be posted to them next term asking how they are getting on and whether they need help.



## ESDGC Peer Education

ESDGC SN in partnership with Sharon Pruski and Jen Malcolm from Neath Port Talbot LA set up a project focusing on pupils in secondary schools. Sophie Cooper and Hanna Miyir from Cyfanfyd were asked to design a residential ESDGC peer learning programme for year 9 pupils.

The 20 schools each identified 2 young people to put forward for the training, which was a residential weekend at Margam Discovery Centre and a follow up Saturday. The aims of the project were to support young people to develop their knowledge and understanding of ESDGC issues and to enable them to become skilled in working with their peers as mentors for ESDGC within their own schools, feeder primary schools and community.

Advisory teachers were present during the training, together with the youth service who supported pupils when the training day was over. Support was available for pupils back in school to present to lower years and / or in primary schools.

The project included opportunities to:

- ◇ Support young people to develop their knowledge and understanding of ESDGC topics and issues.
- ◇ Enable young people to become skilled in working with their peers as mentors for ESDGC within their own schools, feeder primary schools and community.
- ◇ Give young people a voice on important issues that directly affect them
- ◇ Empower them within their schools / community to be active citizens
- ◇ Support their informal learning
- ◇ Contribute to the Learning Core and WBQ learning opportunities
- ◇ Support voluntary work and DoE award
- ◇ Develop their leadership skills
- ◇ For the group to plan ESDGC activity sessions to run with their peers in Year 7-9 or in a local primary school

The advisory teachers involved and two of the pupils made a presentation about the project at the 'Raising Standards through ESDGC' headteacher Conference on 7th July in Swansea.

*"The pupils got a lot out of the training and the presentations they made afterwards, as well as knowing more about ESDGC, they became far more confident and made many new friends, in a small geographical area where socialising tends to be within school areas."*

*"I've visited primaries and talked to the year 6 eco clubs."*

*"We invited them up to the school, we gave them a tour of the school and discussed any improvements to the school grounds"*

*Pupil feedback*



## Creating an ESDGC 'PLC'

A Professional Learning Community (PLC) is a group of people engaged in a process of enquiry in order to improve student outcomes. Existing collaborations, partnerships and networks are not PLCs by default.

In Swansea teachers identified by the Science Advisor formed a group to investigate overcoming the practical issues around embedding ESDGC into the organisation and management of a secondary school and to further explore the impact that ESDGC could have on pupil learning.

At the 'Raising Standards through ESDGC' headteacher conference [See project 13] they made a presentation with the following aims:

- ◇ to explore ways in which Professional Learning Communities can be used to further School Improvement through ESDGC
- ◇ to identify the main features of a PLC
- ◇ to identify a key area in ESDGC which may benefit from forming a PLC.

The group have achieved a lot in a short time span including auditing ESDGC in their schools and looking at ESDGC policies, and there is the enthusiasm to carry on, though maybe in a slightly different way depending on whether funding is available for days out of school.

There was a lot of interest at the conference in setting up PLCs, which this presentation no doubt contributed to.

*"There was a lot of interest at the conference in setting up PLCs"*

The presentation set out the following steps to forming a PLC:

- ▲ Self evaluation of ESDGC identifies of an area for development.
- ▲ An enquiry is raised.
- ▲ Needs are identified – what knowledge, skills etc are required to bring about an improvement?
- ▲ Key people (inside and outside school, teaching and non-teaching)/ interested people/ those with professional development needs are invited to form the PLC.
- ▲ Members of the PLC work collaboratively to set short term goals, experiment with strategies, observe, research.
- ▲ Trial innovations, feedback, refine strategies. Share outcomes.
- ▲ Change embedded (teachers practice/ pupils' learning experience).
- ▲ Improved student outcomes.



## Millennium Development Goals

ESDGC Schools Networks in partnership with Ceredigion Council have begun a network of ESDGC secondary school co-ordinators. At the first meeting teachers were offered the opportunity to take part in a Millennium Development Goals project.

The project included opportunities to:

- ◇ investigate and further understand ESDGC
- ◇ encourage teachers to work together across curriculum areas on ESDGC
- ◇ work with an outside provider in the arts e.g. theatre company, artist
- ◇ share their experiences at the headteacher conference in Swansea

The 8 people in the core group worked in partnership with Small World Theatre and two schools to experiment on ideas. There is potential to follow these work up to engage others in the approach.

The English department at Penglais school in Aberystwyth (head of English and an NQT) worked with year eight pupils on issues around poverty and the environment. A day was arranged at Small World Theatre's centre in Cardigan where they explored these issues through theatre. Back in school the pupils gave assemblies to other year groups on the Millennium Development Goals. The two teachers involved used this project as a case study in the Internationalising the Curriculum course they have been doing with the NUT. The school then followed this up with a presentation at the 'Raising Standards through ESDGC' headteacher conference in Swansea. [See Project 13]

At Aberaeron Comprehensive School the science and art departments collaborated on a project about Millennium Goal 6, Fight Infectious Diseases, which culminated in an installation to be displayed at the conference in Swansea.

This small project brought an additional dimension to the programme in SW and Mid Wales, contributed to the overall focus of that programme on ESDGC in secondary schools.



## Learning outside the classroom

ESDGC Schools Networks invited a group to what was described as a "workshop to start a new dialogue".

The group of 24 represented a spectrum of practitioners [in school and out] who are engaged with both ESDGC and the 'Out of classroom learning' agendas.

We met for the day on May 26 at the National Botanic Garden aiming:

- to review the value of farms, gardens and growing things to all aspects of ESDGC learning and in particular their contribution to global learning;
- to make a case for support to ESDGC work in this area and make recommendations for strengthening this dimension of the work of schools.

The context was the relationship between two key WAG documents:

- ◇ 'ESDGC; a common understanding for schools'
- ◇ 'Out-of-the-classroom Learning; making the most of first-hand experiences in the natural environment' [OCL].

The evaluations show that participants found it a useful professional development experience as well as an opportunity to network. The process provided the material for a document that was then circulated to the group for comment. It is clear that there is potential for taking the ideas, issues and process much further but as the expected clarity about SN future plans was delayed this too has been effected.

It is important to recognise that even within this one sector of thinking about ESDGC, there are many perspectives. These reflect different starting points that focus on a wide range of issues ... all of which contribute to the agenda.

It may be useful to map the ESDGC / OCL relationship in more depth, but in particular there is a need to demonstrate ways in which the global learning aspect of ESDGC can also be addressed by out of classroom learning.

Proposed that this document >>> is circulated with proposals on ESDGC and OCL as part of consultation about SN's future role.

*"How ESDGC can be brought to life through OCL"*

*"Good to see farm visits on the agenda"*

*"I feel rejuvenated!"*





## Primary pupils audit the LA

ESDGC Schools Networks in partnership with Eco Schools and Newport City Council asked Eco committees from primary schools to audit the local authority.

- ◇ Schools audited: Health, Waste Minimisation, Water and Energy, Transport

Each pupil group had two visits:

- ◇ 1st to meet Corporate Director and relevant officers and also survey workers in the Civic Centre
- ◇ 2nd to report back using a traffic light system on what the authority was doing well, what needed improving and what the authority might consider implementing.

Each month one of the 8 Eco-School areas; health; waste management; transport; energy; water; grounds; global citizenship and litter was addressed. 10 children, 5 from each of 2 schools have worked together on one of the Eco-Schools areas.

They met with the relevant council officers to ask them questions about practice and provision in that area. This was followed by a tour of the Civic building where the children were encouraged to ask council workers for their views on the area being audited. Two weeks later the groups met with one of the Strategic Directors to report their findings. They have given a traffic light report of green – strategies working well; amber – strategies needing work and red – a strategy that the council might consider introducing.

The project involved pupils and teachers from Eveswell Primary School, Glan Usk Primary School, Gaer Junior School, Malpas Park Primary School, Caerleon Endowed Junior, Rogerstone Primary School and Malpas Church in Wales Junior School.

*“All pupils who have taken part have enjoyed the experience ... they got a lot more out of it than we expected.”*

*“The local authority staff valued the experience too”*



## International Linking & ESDGC

ESDGC Schools Networks set up this project to explore with schools the notion that international school linking provides opportunities for the delivery of effective and engaging ESDGC. Working with Brian George, [Consortium Co-ordinator re Linking for Central South] schools were identified across the region that have an established international link and invited to join the project.

The 7 schools [Tynewydd Primary School, Markham Primary School, Caedraw Primary School, Cwmlai Primary School, Ysgol Gynradd Gymraeg Garth Olwg, Bedwas High School, Ysgol Gynradd Gymraeg Cynwyd Sant] identified a links between their programmes and ESDGC themes and skills. The project focused on 2 half day sessions about a month apart and a day in each school.

SN consulted both the British Council and WIDE [Wales International Dimension in Education] network in the process of setting up the project. Many schools have formed international links with schools overseas through British Council programmes such as Global School Partnerships and Connecting Classrooms as well as through other linking organisations. The outcomes of these programmes are often used as evidence of ESDGC in the schools and with the new Estyn framework requiring more self-evaluation it is important for schools to be able to demonstrate how this is the case and to develop ways of maximising the learning from links.

This project aimed to give teachers the space and support to analyse their global partnership and highlight how its outcomes relate to ESDGC teaching and learning.

The group produced full and detailed reports from each school containing excellent examples of how international linking programmes bring global and sustainability issues to life. It is proposed that these reports will be made available to teachers and interested organisations, via the NGfL ESDGC site, to highlight the opportunities that international partnerships bring for ESDGC teaching and learning.

*“It was good to have time to think about what we have been doing”*

*“ Sharing ideas”*

*“The findings from this project have demonstrated strong links between international partnership outcomes and ESDGC teaching and learning. Global partnerships can provide opportunities for pupils to investigate first hand the issues which affect people’s lives both in Wales and in other countries. The process of exploring, sharing and comparing in an equal and meaningful way can nurture the skills needed for pupils to become true global citizens. Connections made between local life and that of others not only brings opportunities to challenge stereotypes and celebrate diversity but also enables pupils and staff in both countries to realise their similarities.”*



## Community Recycling Partnership

ESDGC Schools Networks in partnership with Newport City Council, DESH, SIMS and WRAP ran a pilot project to raise the awareness of small WEEE recycling.

- ◇ Four secondary schools hosted community recycling days
- ◇ Local recycling company (SIMS) facilitated recycling
- ◇ Message of reduce, reuse, recycle reached pupils, their households and communities

Through partnership working with Waste Awareness Wales, Centre for Alternative Technology, DESH, WAG, Newport City Council, SIMS Recycling Solutions, WRAP, SIMS Recycling Solutions, Newport Wastesavers, and Keep Wales Tidy/Eco Schools a pilot project to encourage small WEEE recycling through schools took place.

Eco Committees, Estate Staff and Teachers from four Newport secondary schools were involved. [ Bassaleg School Newport, Duffryn High School, Hartridge High School and St Julian's High School.]

They hosted community recycling days in their school grounds which resulted in 10.468 tonnes (1134 items) of small WEEE diverted from landfill. More importantly the importance of small WEEE recycling and the general message reduce, reuse, recycle has reached over 6,000 pupils and their communities.

**Reduce  
Reuse  
Recycle**



## Eco School partnership

ESDGC Schools Networks Coordinator in partnership with Eco Schools Field Officers raised the profile of Eco Schools Green Flag scheme. The outcome is clearly as a result of partnership rather than any one cause. The question for SN is what partnerships should be our priority.

Through partnership working the uptake of applications for Bronze, Silver and Green Flag awards across the consortia since 1st October 2009 has increased as follows:

- ◇ 35 New registrations;
- ◇ 35 Bronze awards;
- ◇ 31 Silver awards;
- ◇ 13 Green Flags

Green Flag awards across the consortia now stand at:

- ◇ Blaenau Gwent 53%,
- ◇ Monmouthshire 53%,
- ◇ Newport 84%,
- ◇ Torfaen 56%
- ◇ Cardiff 37%

The national average being about 40%. A strong picture is emerging across the South East regarding uptake of second, third and fourth flags suggesting a continued and sustainable interest in this area of work.

Local Authority	Total Registered Schools	Bronze or Higher	%	Silver or Higher	%	1st Green Flag	%	2nd Green Flag	%	3rd Green Flag	%	4th Green Flag	%
Blaenau Gwent	36	35	97	28	78	19	53	5	14	1	3	0	0
Pre-Sept 1st 09	35	27		21		10		4		0		0	
Monmouthshire	38	33	87	27	71	20	53	4	11	0	0	0	0
Pre-Sept 1st 09	34	28		24		15		2		0		0	
Newport	61	58	95	55	90	51	84	24	39	2	3	1	2
Pre-Sept 1st 09	61	52		49		47		12		1		1	
Torfaen	41	34	83	32	78	23	56	4	10	2	5	2	5
Pre-Sept 1st 09	37	29		26		16		3		2		1	
Cardiff	124	102	82	78	63	46	37	18	15	6	5	2	2
Pre-Sept 1st 09	122	91		69		31		9		1		0	