

Please circulate



esdgc schools net

Update ~ May 2011

This 'Update' builds on the enthusiasm generated by the network seminar in April. It is clear there is potential for the new network but there are many questions. Questions about how we can achieve the qualities we aspire to, about how we best bring added value to what others are doing ... and how we make most of the creative potential to be found in many schools. Oh ... and how we fund it!

It highlights the ESDGC conference on **Monday 4th July** at The Pavilion, Llandrindod Wells. It will take the theme

ESDGC in school ~ enabling sector leading practice

Applications by 24th June

It seeks support for new creative networks in particular:

- ◇ **ESDGC and Out of class learning ~ making it real.**
- ◇ **Key stage 3 work on tropical rainforests**
- ◇ **School governors ... inspiring esdgc**

It also raises questions about ~

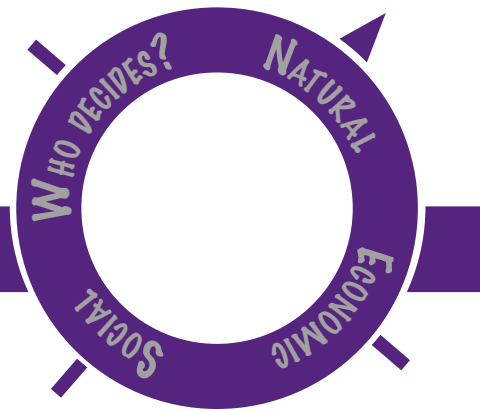
- **how we improve learning connections**
- **how we revitalise global citizenship**
- **how we build a school-led network**



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Overview ~



ESDGC has a key role to play in helping schools respond to recent challenges about quality of learning in Wales, as raised by the PISA report. This was a central theme of a recent 'ESDGC-Schools Net' seminar ... see pages 6,7 & 8.

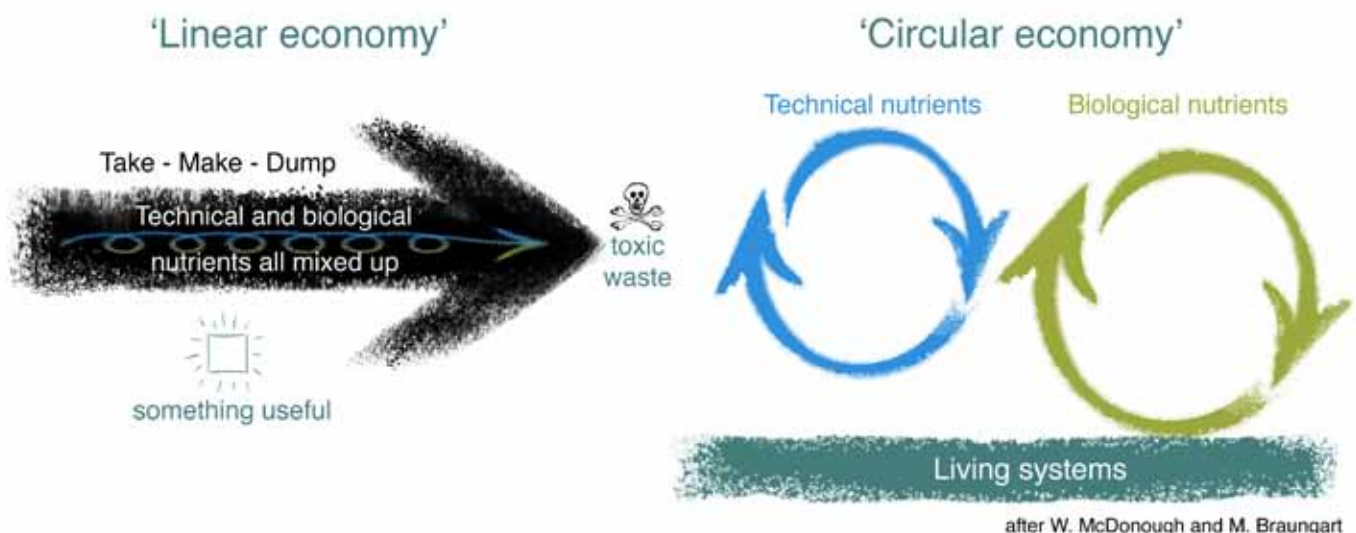
The Times Ed Cymru article *Global citizenship in 'real danger' of being overlooked* featured the event and synthesised concerns ... See <http://www.tes.co.uk/article.aspx?storycode=6080628>

Creative network groups focusing on real tasks can offer professional learning opportunities. They also provide the context for debate about the issues and the implications for teaching and learning. Sector leading practice is about sharing those difficulties and supporting each other as 'critical friends'.

This 'Update' features 3 new groups that help build up our approach. See pages 4,5 and 9. Other groups are beginning to take shape but expressions of interest are key. So please let us know about your interests. The challenge of **improving learning in global citizenship** seems to be a key one ... any proposals?

The conference [4th July] will in part look to the future. The input from the Ellen MacArthur Foundation will enable us to consider esdgc learning in the context of a future more sustainable Welsh economy. See http://www.ellenmacarthurfoundation.org/convince_me

How do we move from a "take, make and dump" linear approach to a 'circular economy'? ... what are the implications for learners?
... what are the implications for future thinking about esdgc?



enabling sector leading practice

Conference ~ Monday 4th July

The day has been designed to bring together teachers, ESDGC coordinators, heads and others from school management teams [both Primary & Secondary] as well as Governors, those from Estyn, LAs, NGOs and other organisations supporting ESDGC in schools such as Out of classroom learning providers.

The conference will address the theme: **ESDGC in school ~ enabling sector leading practice** firstly by providing an opportunity to share ideas and practice and secondly by looking to the future ... working on the creativity needed for the next phase of leadership.

We are working on the programme ~ it will build on your proposals for sharing ideas and practice. Thank you for those already received, we will confirm plans after 14th June. There will also be a 'market place' with table space or poster displays. Please request space.

It will also feature:

Input from Nigel Vaughan [Estyn] on sector leading practice

Panel of teachers and heads highlighting key experiences

Workshops focused on Primary and Secondary

Market place ... trading ideas, offering support

Ken Webster, Ellen MacArthur Foundation

Alun Morgan [Estyn] & Karl Napieralla [Director, Neath/Port Talbot]

Monday 4th July ~ 9.30 for 10.00 to 15.30

The Pavilion, Llandrindod Wells, LD1 5EY

Conference fee £75

Bookings by **Tuesday 14th June**

to book your place~

Please email : scott.sinclair@esdgc-schools.net with:

- ✓ Name, Your role, School / organisation address
- ✓ Email address for invoice [if different]
- ✓ Do you wish poster space/ table space to share ideas?
- ✓ Do you have any dietary or other needs?



Seeking key stage 3 teachers ~

- ◇ to join a small group to help generate ideas and materials;
- ◇ to be part of larger group to receive sample pack to trial.

Tropical Rainforest ~

It is proposed that we start with geography and then seek links to other curriculum.

Rainforests are important locally and globally. They are part of understanding global climate change. Locally in Africa they are the focus of tension about appropriate development.

So we would like to hear from geography teachers, and those in science, PSE and ESDGC coordinators.

As part of the process it is proposed that we send a photo-set with support activities to all involved to stimulate feedback about the issues that learners identify ... and their enquiry questions.

Rainforests have also provided a useful focus for 'innovation weeks' or similar events when the timetable is suspended. We are also seeking teachers who would be interested in sharing such experiences to enable others to learn from it.



How do people interact locally with rainforests?

What are their aspirations for the future?

What are the connections to us here in Wales?

Please email : scott.sinclair@esdgc-schools.net



A partnership with The Size of Wales, a charity committed to sustaining tropical rainforests to protect the world's climate, has enabled us to offer this project.



A partnership with Countryside Council for Wales is being negotiated to enable us to offer this project.



Making it real ~

ESDGC & Out of classroom learning [OCL]

Out of classroom learning is vital to engaging with the aspirations of ESDGC ... it helps make it real.

The project starts from two propositions:

- ❑ **that OCL organisations** need the opportunity to reflect on the learning challenges of esdgc and support each other to improve what is on offer to learners;
- ❑ **that schools at key stage 3** could make more of OCL opportunities to motivate quality learning and develop enquiry skills.

The process of the project will evolve to meet the needs of the partner organisations and ways that it can contribute to their work. How for example it can support OCL esdgc work on a farm, in an environment centre or in the school community?

Seeking OCL providers ~

- ◇ to join a national group to respond to these challenges, develop ideas and work creatively in partnership with teachers;
- ◇ to take stock of what is on offer to schools and help profile it more fully;
- ◇ to host a national event bringing together teachers and OCL providers to learn from the project experience.

The project will provide residential workshops [dates to be agreed by group] to enable to core work.

Seeking teachers ~

- ◇ interested in working creatively with OCL providers.

Interested? please email : scott.sinclair@esdgc-schools.net

The project will contribute to network thinking about Estyn ESDGC challenges ... for example about:

- seeing local issue in their global context;
- connecting esdgc learning across the school curriculum;
- offering skills to engage with in-depth knowledge about issues.

Network Seminar

We live in troubled times. We only have to read the newspapers or listen to the news to hear about wars in Libya, Afghanistan and the Ivory Coast. The economic position of many countries including Britain is a source of concern and there are many stories in the media about the impact of climate change on peoples' lives. Recently we all read about the devastating effect of the earthquakes and the Tsunami in Japan and the worries about the effect of radiation from the damaged nuclear power stations. We were all concerned and worried about the people of Japan.

This is the world that our children and young people live in, and over the coming years these and similar challenges will still face them and many will be working to solve these types of problems for the benefit of mankind in general.

Of course we also have many challenges facing education in Wales these days, and this seminar has been planned with a very clear view of what some of these challenges entail, and the important role that ESDGC has to play in addressing some of these.

There is evidence of underachievement by pupils compared with learners in other countries and the Pisa report has given the education system in Wales a bit of a wake up call.

In spite of this the education system in Wales has many strengths. Developments such as the School Effectiveness Framework, Estyn's new Inspection Framework and the move to establish Professional Learning Communities will provide firm foundations to promote improvements in pupils attainment. However, the important element in all this is the support from, and the support to, teachers. This seminar today has been organized with that intention and ESDGC has a significant role to play in helping teachers address these challenges of underachievement.

I hope that today we will have an opportunity to explore ways in which ESDGC motivates learners to address real world problems, to realize that ESDGC is a link between many subjects of the curriculum, a mechanism to promote higher order skills and a mechanism to develop in young people a realization of the role they have to play in promoting global citizenship through positive values and attitudes.

As you know government policy supports ESDGC in every phase and sector in education and perhaps we will have time to consider the implications of this in our discussions today. But before we do that, one word about the significance of the building we are gathered in today.

We meet here in the Temple of Peace in Cathays Park and as you know this is an iconic and historical building. It was opened in 1938 as a gift by Lord Davies of Llandinam to the people of Wales. It was to be a memorial to those brave people from many counties who lost their lives in the war to end all wars, that is the war of 1914-1918. A question that Lord Davies often posed was **"What profit a country if it wins the whole world but loses its soul?"**

So I believe that it is particularly significant that we will be discussing and working together to promote ESDGC networks within this building with its historical emphasis on promoting global citizenship.

esdgc could contribute to improving teaching and learning by:

Practical suggestion on one hand

- ❑ *Thumb*: making learning contexts real and relevant to the learners and (most) teachers – **motivation**
- ❑ *Index*: providing a host of pupil and community **participation** opportunities,
- ❑ *Middle*: seeking the **local/global axis** in all areas of the curriculum
- ❑ *Ring*: **improving thinking skills** (PISA, P4C, justifying opinions, taking account of others)
- ❑ *Little*: providing practical, **outdoor learning** opportunities (brings us back to eco-systems)



esdgc also contributes to:

The indirect [fuzzy] benefits on the other



- ❑ *Thumb*: a **caring ethos**
- ❑ *Index*: in-school variation, by **engaging the disengaged**
- ❑ *Middle*: physical and emotional **well-being** (eg growing food improves diets and gives gardening opportunities)
- ❑ *Ring*: **saving/releasing money**, but beware of what that money then does
- ❑ *Little*: a **central organising principle** (provides ways that schools can address their core purposes of preparing our young people & enriching the community)

Some suggestions to the April 11th seminar by
Jonathan Rigby, Head, Coedpenmaen Primary School, Pontypridd

Some key challenges for esdgc

The seminar in April focused on esdgc and learning ... it raised many challenges .. eg:

How to make the esdgc agenda sustainable

ESDGC & higher order skills

Networking pupils in school & between schools

Balance of information ... different perspectives

Linking learning to real world

**Keeping learners interested
Making it relevant**

Leadership from Head & supporting innovation from staff / pupils



Two Heads [Jonathan Rigby ~ Coedpenmaen Primary and Phil Jones ~ Heolddu Comp] started the conversation that brought together 70 people at the Temple of Peace. They included heads, senior managers, ESDGC co-ordinators and teachers from schools and LA staff, NGOs and other organisations supporting ESDGC. Professor David Egan and Alun Morgan from Estyn also contributed to the debate.

Ask not what my school can do for esdgc but what esdgc can do for my school proved to be a useful starting point, making it clear that ESDGC is about the core function of schools and meeting the needs of learners.

Seeing this in the context of the PISA report generated much debate. Some questioned the value assumptions of PISA and proposed that more needs to be done to explore the value of participation and empowerment. Others felt

that the response to PISA has not taken time to consider strategies that are best for Wales and its future. For example strategies that see future economic activity linked to sustainability. There was however a consensus that ESDGC has a role to play in enabling schools to improve the quality of learning opportunities on offer ... and that it has distinct advantages.

ESDGC can offer motivation to learners and the opportunity to apply learning to real situations. It provides a stimulus to connected learning. ESDGC provides a range of opportunities to develop higher-level skills, such as those highlighted by PISA, for example through exploring the complexity of issues.

It is clear that there is much to do to enable sector leading practice in ESDGC and that schools working together could be key to this. That is the biggest challenge for the network.

Seeking ... Governors and those that support them ~

- ◇ to join a group in Bridgend and Caerphilly to help generate esdgc ideas and materials;
- ◇ to join a national group to help shape follow up work in different parts of the country.

Governors ~ inspiring esdgc

This question focused workshops at a *Governors Wales Conference* in March.

In partnership with Bridgend and Caerphilly ESDGC LA officers, the Network plans to develop key ideas from the workshops and explore the possibility of a governors' project across Wales.



Key ideas to follow up ~

- ❑ It is valuable to have a lead governor for ESDGC in each school.
- ❑ Those taking that lead need material and activities to support them in their role.
- ❑ We could develop a 'tool kit' ... *"with 10 starting points"*,
- ❑ it could include a short document on ESDGC designed to be given to new governors.

We discussed our perspectives about ESDGC and its potential. We shared aspirations for ESDGC in school and some concerns, for example about the complexity of some issues.



We learnt about an ESDGC charter developed by governors in Caerphilly. The discussion focused on the process of creating the charter and what we could learn from that.

Discussion about ESDGC meeting basic learning needs was generated by an activity that asked us to:

'Imagine learners from our school ~ when they are 50'

There were different views about what their world would be like. Will society be better or worse? What issues in the environment will be dominant? We were clear that we did not know, we could only speculate and that our pessimism [or optimism] had a strong influence. There was consensus that global connections would be increasingly important. Concern was expressed for example about *"Lack of awareness of our global links"* and that *"many children don't experience ethnic minorities in school"*.

Please email : scott.sinclair@esdgc-schools.net



The aims and structures of a renewed network will evolve as it becomes viable.
At this stage we confirm ideas shared in the first edition of 'Update'.

back page ~ network aims

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.



SEF ~ Schools Effectiveness Framework.

CIF ~ Common Inspection Framework.



The role of the Network is to offer added value to what schools are doing, broker partnership across schools and to enable schools to take the lead. Plans have to change in the context of a funding climate but that makes us more aware of assets.

"Ideas, partnerships, clarity of role, energy of esdgc practitioners, the dynamic of schools ... these are our key assets"

