

ENABLING EFFECTIVE SUPPORT (EES)
ESDGC RESOURCES

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ESDGC

Taking a Critical Approach

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Contents

Introduction

- 1 Where to look for resources**
- 2 Taking a critical approach to resources**
 - 2.1 What to look for when choosing a resource
 - 2.2 Key questions
- 3 Improving access: the different approaches**
 - 3.1 Working in partnership with the schools library service
 - 3.2 Resource libraries
 - 3.3 Resource boxes located in school clusters
 - 3.4 Focusing on one resource
 - 3.5 Working with secondary schools
- 4 Conclusions**

Introduction

The Enabling Effective Support (EES)¹ initiative supports the delivery of education for sustainable development and global citizenship (ESDGC) in schools. Many of the regional EES fora / networks across Wales have recently been involved in projects and activities focusing on resources and materials for ESDGC.

As well as looking at specific resources² the fora have considered how collections of appropriate resources might be made more readily accessible for teachers and have explored different ways in which this might be achieved. It is not sufficient; however, to just provide resources and / or disseminate them, training about the resources and how to use them is equally, if not more, important. The work undertaken with teachers by Cyfanfyd (the umbrella body for ESDGC in Wales) to encourage and develop critical thinking around resources and the ways that they are used is a useful starting point and one of the recommendations to come out of this collaborative work is that there should be a 'resources' component in all continuing professional development (CPD) relating to ESDGC.



This joint EES / Cyfanfyd report contains ideas for educators wanting to encourage critical thinking about resources and also highlights the various approaches that some EES fora / networks have used to improve accessibility to teaching resources.

1 Where to look for resources

There are a huge number and variety of resources available to support ESDGC. A useful place to start is the web site www.globaldimension.org.uk which is searchable by topic and key stage and contains resources from many different sources. You may also want to look at the resource bank on www.dep.org.uk, which provides lists of resources relevant to a number of given topics (black history, food and fair trade, human rights and refugees, sustainable development and the global dimension). NGfL Cymru has just launched a new ESDGC micro site, www.ngfl-cymru.org.uk, which has teaching resources and activities for ESDGC as well as links to many other sites.

Some fora during the course of their work on resources, have undertaken research with groups of teachers to determine what is currently available for various themes and topics. Teachers have visited resource centres such as TIDE³ in Birmingham and made use of the resource collections at the World Education Centre⁴ in Bangor, Powys Environment and Development

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¹ Enabling Effective Support is a UK wide Department for International Development (DFID) initiative. In Wales it is supported by the Welsh Assembly Government (WAG) and managed by Cyfanfyd. The aim of EES is to put in place the mechanisms to support the delivery of ESDGC, EES is part of the work of the WAG ESDGC Advisory Panel and has contributed to the action plan for ESDGC.

² Resources in this context are taken to mean materials to support ESDGC in the classroom such as teaching packs, DVDs, posters, artefacts and web-based materials. ³ www.tidec.org ⁴ www.bangor.ac.uk/addysgbyd

Education Centre⁵, Oxfam Cymru and Cyfanfyd. As an outcome of this, various 'customised' resource lists that meet particular needs within each region have been produced and are downloadable from: www.cyfanfyd.org.uk/ees/resources. Please note however, that inclusion in these lists **does not** mean that the resource has been endorsed in anyway. Teachers are urged to make use of the generic checklist (in the section **Taking a critical approach to resources**) when considering any resource.

The themes used by the various fora are for illustrative purposes only. Different regions need to develop their own approaches to meet their own particular needs.

2 Taking a critical approach to resources

2.1 What to look for when choosing a resource

One of the challenges involved in teaching ESDGC is knowing which resources to use - there are very many available from a wide variety of sources and the choice can often be overwhelming. What criteria do you use when deciding which resource to use? Consultations with teachers suggest that decisions are often based on:

- *Cost: this is often a determining factor and many resources are supplied free of charge*
- *Availability and familiarity: resources already held in school are readily available and familiar to teachers*
- *Word of mouth: it is easy to rely on recommendations from friends and colleagues*
- *Random choices from catalogues / web sites*



However, we need to bring a more critical approach to the choice of resources and to consider how useful they really are in the context of ESDGC. A range of ESDGC guidance is available⁸ for schools in Wales.

The Skills Framework for 3 to 19 year olds in Wales (WAG 2008) provides guidance about continuity and progression in developing thinking, communication, ICT and number skills of learners. The Skills framework is available from: http://new.wales.gov.uk/topics/educationandskills/curriculum_and_assessment/?lang=en. The Personal and Social Education Framework for 7-19 year olds in Wales (WAG 2008) identifies ESDGC related skills and learning. The PSE Guidance web site provides schools with advice about the delivery of the revised PSE Framework and also signposts sources of support. The site is available at: www.wales.gov.uk/personalsocialeducation. It is helpful to consider all resources in the context of these documents.

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⁵ www.pedec.org.uk ⁶ www.oxfam.org.uk/cymru ⁷ www.cyfanfyd.org.uk

⁸ *ESDGC: A Common Understanding for Schools* (2008). Welsh Assembly Government, Information document No: 065/2008 DCELLS. *ESDGC: Information for teacher training and new teachers in Wales* (2008). Welsh Assembly Government, Information document No: 066/2008 DCELLS.

2.2 Key questions

There are a number of key questions that should be considered whenever a resource or activity for ESDGC is selected.

1 Is it relevant to ESDGC?

Think about the definitions of ESDGC and the Common Understanding – does the resource reflect aspects of these definitions?
Does the resource address the inter-relatedness of ESDGC themes?

2 Is it educational?

What is the aim of the resource?
What message is it trying to convey? Is it educational or does it focus on fund raising / campaigning?
Who has written, produced and funded the resource? What is their agenda? How do you know? How can you find out?

3 Is it appropriate?

In terms of age and development of users?
Does it cater for learners with additional needs and include differentiation?
Is it available bilingually (English / Welsh)?

4 Does the resource encourage questioning and discussion?

Are different view points presented?
Are learners encouraged to develop the skills outlined in both the Skills Framework and PSE Framework through using the resource?
Are learners' values and attitudes challenged?
Are there opportunities for learner involvement and active / participative learning?

5 Is the information accurate and up to date?

The issues involved in ESDGC are constantly changing, does the resource reflect this?
Will the resource date very quickly?
Is appropriate language and terminology used?
Is it scientifically accurate? What sources does it use?

6 Does the resource reflect a range of different perspectives?

Whose attitudes / values and view points are being put forward?
How does it make us feel about people and places in other parts of the world?
How does it make us feel about equalities?
Does the resource reflect viewpoints from less economically developed countries and black and southern perspectives?
Are the views put forward balanced and fair?

7 Does the resource enforce / reinforce negative stereotypes?

What kind of language does it use?
What kind of pictures does it contain?
Does it generalise?
Is it biased in any way?

8 How accessible / usable is it?

Does it help you / your learners to understand ESDGC?
Are the activities easy to understand and to use?

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3 Improving access: the different approaches

Each EES forum / network approached the dissemination of resources in slightly different ways depending on their own regional needs. Often a combination of approaches work best, including:

3.1 Working in partnership with the Schools Library Service

In this instance the Schools Library Service in collaboration with the fora (South East Wales, Powys and North West) manages the requests, distributes the resources (usually themed boxes) and monitors their use. This approach works well for primary schools.

Example: South East Forum

A working group of KS1 and KS2 teachers was established. The teachers visited resource centres and examined a range of resources. They chose to select resources around the popular topics: Food, Health, Home, School, Travel, Water, Weather and Child. Each topic has a box of resources suitable for KS1 and another for KS2. Once schools had attended a half day INSET they were able to borrow the boxes from the Schools Library Service (SLS) who are also monitoring and evaluating the project.

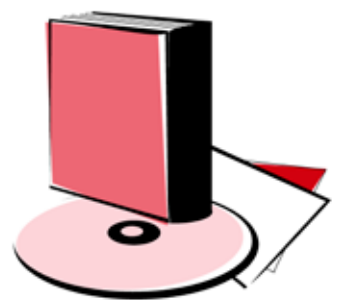
Example: North West Forum

In the North West resource boxes focusing on slavery were compiled to support an extensive project 'Slaves to slate' that was being undertaken in Gwynedd. Information about the project and the resource lists are available on the NGfL web site www.ngfl.org.uk/vtc/slaves_to_slate

3.2 Resource libraries

This approach can work in 2 ways.

- Resources located centrally in library / teachers centre. Teachers visit and borrow what they require (North East - Wrexham Teachers Centre; North West - World Education Centre). Feedback indicates that these tend to be under used and there is no way of knowing 'how' the resources are being used. This can be a good option, however, for the smaller / more densely populated regions.
- Resources are located centrally but teachers also have the option of requesting resources that are then distributed by the Local Authority's internal mail service. Powys Environment and Development Education Centre have been managing a successful loan service along these lines for over 10 years. A similar scheme operated in Pembroke managed by Global Connections. This is a good option for rural areas.



3.3 Resource boxes located in school clusters

School clusters have their own resource boxes and the schools organise the loans between themselves.

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Example: Powys Forum

A cluster of schools in South Powys applied for a grant (from the EES forum) to purchase artefacts to support a bigger, longer term, Global School Partnership Project that they were all part of. The schools are to be supported by forum members who will assist with the development of guidance on the use of artefacts in the classroom (Spring/Summer 2008)

3.4 Focusing on one resource**Example: North West Forum**

Advisors from Gwynedd's Foundation Phase Team have been working on developing the 'Knowledge and Understanding of the World' aspect of the new Foundation Phase Framework for 3-7 year olds. Two schools, using grants made available through EES, were amongst those who have contributed to this work. This involved trialling activities and purchasing dedicated resources. Of the resources that were trialled the teachers all felt that 'Growing Up Global'⁹ was particularly suited to their current needs. The intention is to purchase one copy for each school in Gwynedd. The outcomes of this work will be disseminated via the Local Authority INSET programme (2 days are planned). This model is to be replicated with EES support in both Anglesey and Conwy next year (08-09).

3.5 Working with secondary schools**Example: Powys Forum**

Resource loan services are generally under used by secondary schools. The Powys forum have been working with secondary teachers to identify and address their specific needs. The original intention was to set up a working party of secondary teachers. This proved to be extremely difficult. The schools were very supportive but couldn't justify the time (even with supply cover). They were, however, happy for forum members to visit and conduct surveys amongst the teachers. The surveys indicated a preference for short 'starter' activities that would compliment particularly the PSE framework and also support Science, Design and Technology and Geography. Further work with the teachers has led to the development of 'global education in a box'. The box contains materials and ideas for activities ranging from 10-15 minute starters to more in depth work. The box is now being piloted (summer 08) and distribution and monitoring is currently being undertaken by the Local Authority advisor.

Example: South East Wales Forum

The forum has supported a module of work being undertaken by trainee Design and Technology teachers. The students and their tutor have developed a programme of work around the resource '*The Sustainability Handbook for D&T Teachers*' published by the Centre for Alternative Technology and Practical Action¹⁰. The students have used this whilst on teaching practice and the intention is to leave the resource and any accompanying materials with their host schools.

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⁹ *Growing up Global: early years global education handbook*. Garforth, Hopper, Lowe and Robinson (2006). RISC ISBN 1 874709 041

¹⁰ *The Sustainability Handbook for D&T Teachers*. Practical Action Centre for Alternative Technology.

4 Conclusions

Collating this information has highlighted the range of creative and innovative approaches that are being explored. In some instances it is still very early days and what works for one area may not work as well elsewhere, but there are already some clear patterns/trends emerging.

- There is no shortage of resources 'out there' but teachers need help and guidance on what to look for and how to use them.
- Training is key. Ideally there should be a 'resources' component to all INSET / CPD
- Targeting resources to support/compliment 'bigger projects', works well. It not only supports the teachers in a practical way but helps them to move on in terms of their thinking and understanding of ESDGC and all its complexities.
- If a particular resource is to be recommended, ensure that its choice is as a result of thorough trialling and input from teachers.

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