

Inspire

Include

Improve



Sir Thomas Picton School

Education for Sustainable Development and Global Citizenship Policy

*“Looking after the World and its people as though we intend
to live in it forever. . .”*

Policy for Education for Sustainable Development and Global Citizenship (ESDGC)



Sustainable Development and Global Citizenship is a term that has many and varying definitions. At Sir Thomas Picton School, we have adopted our own simple mission statement that we believe can be equally understood by children and adults alike:

“Looking after the World and its people as though we intend to live in it forever”

ESDGC is about

- the links between society, economy and environment and between our own lives and those of people throughout the world
- the needs and rights of both present and future generations
- the relationships between power, resources and human rights
- the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues

In defining our mission statement, we have paid due attention to the definition expressed in ACCAC’s “Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002”

Education for sustainable development (ESD) is about enabling pupils to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

Education for Global Citizenship (GC) enables people to understand the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision-making, both locally and globally, which promotes a more equitable and sustainable world.

Sustainable development is about integrating our social, economic and environmental objectives to improve our well being now and in the future.

ESDGC should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life. ESDGC links the environment and the people who live in, and from, it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it. ESDGC encourages and supports the development of thinking skills, and helps involve and engage young people in their own learning.

The challenge for schools is to provide opportunities for teachers and learners to consider global issues; make links between what is personal, local, national and global; engage in culturally-diverse experiences; critically evaluate their own values and attitudes; and develop skills that will enable them to challenge injustice, prejudice and discrimination. This is ESDGC: embracing it has the potential to enhance and enrich education.

A Whole School Approach to ESDGC

If Sir Thomas Picton is to succeed, ESDGC needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors and non-teaching staff. To be effective, ESDGC needs to be embedded across the curriculum and infused throughout the life of the school.

There must be an awareness of what this means:

For schools, ESDGC is:

- part of the ethos, pedagogy and organisation of the school;
- about the messages inherent in the way the school is organised and managed;
- something that requires schools to “do” as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

For teachers, ESDGC is about:

- a whole-school approach to education;
- preparing learners for the new challenges that will be a part of their future such as climate change and international competition for resources;
- developing learners’ worldview to recognise the complex and interrelated nature of their world;
- an approach to teaching and learning to which every subject can contribute; and building the skills that will enable learners to think critically, think laterally, link ideas and concepts, and make informed decisions.

For learners, ESDGC is about:

- being encouraged to care for themselves, each other and their environment;
- the issues they have a right to know about for their future;
- appreciating their role in the school community, the local community and the global community;
- discovering that, whatever they are studying, there are connections with the “big picture” of the wider world; and
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

The Common Areas of ESDGC

Commitment and leadership

ESDGC can provide a framework to help headteachers manage change and create a positive ethos. Leaders in ESDGC are also needed at all levels in a school, but the demonstration of commitment to ESDGC by headteachers and senior leaders in schools is essential for ESDGC to be successfully implemented.

Learning and Teaching

ESDGC draws on the skills, knowledge and values of many subjects in the curriculum. ESDGC also provides relevant examples for all subject areas to use. It complements the work on Developing Thinking across the curriculum and encourages learners to develop and re-assess their values from an informed position. ESDGC contributes to the overall development of learners preparing them for the challenges they will meet in the 21st Century.

School management

ESDGC can contribute to the school community by developing a set of shared values and a positive ethos. The curriculum aspects of ESDGC are successfully delivered when the management of the school recognises its connections to the local and global community; demonstrates a commitment to sustainable practices such as energy saving, ethical purchasing, transport or healthy eating; and exemplifies its commitment to cultural diversity through its school management policies.

Partnerships and Community

ESDGC connects with many issues in local and global communities. There are increasing numbers of organisations in the public sector, in civil society and in the private sector which are concerned with these issues. Many of these organizations can offer support for ESDGC in either the curriculum or the management of the school. Equally the school can contribute to raising awareness of ESDGC in the

Research and monitoring

Retaining an overview of ESDGC in a school is essential to ensure a whole-school approach and continued progress in this area. It is important to identify the connections between different activities across the school, thus reflecting the interdependent nature of ESDGC. Researching possible developments, monitoring resource use and auditing the curriculum can all contribute to a joined-up approach. These actions will also link into the ESDGC aspects of an Estyn inspection.

Implementation of our ESDGC policy

We recognise that in order to educate our children in sustainable and global issues, we need to go beyond the formal curriculum and demonstrate that the school practices what it preaches. We aim, therefore to instil in our children **the six R's**

- **Rethink**
- **Refuse**
- **Reduce**
- **Reuse**
- **Repair**
- **Recycle.**

There is a **seventh "R"** which is **respect** without which the others would not be possible.

These tenets will underline our work in the following ways.

- 1. The formal curriculum:** we will address the explicit references to sustainable development and global citizenship where they exist in the National Curriculum Programmes of Study, particularly in science and geography, and within DCELL's PSE Framework 2008. Where possible, links between ESDGC and other curriculum areas will be explored, for example in Welsh/ English, D&T, art, music and RE.
- 2. Informal Curriculum:** by the provision of out of school hours activity under the auspices of "xtr@stp" such as Chill zone, Skill zone and Learn zone.
- 3. Environment:** Our environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as Pembrokeshire County Council Waste Management Service, Eco-Schools, Pembrokeshire Sustainable Schools Award, SCAN, West Wales Eco Centre and The Pembrokeshire Coast National Park.
- 4. Involving all stakeholders:** Children and adults (teachers, governors, parents) alike will participate in evaluative and management processes, through our School Council and Eco-Council.
- 5. Resources:** Resources will be managed carefully and wisely. We will develop a school policy on purchasing with criteria, which take into account environmental impact, fair trade and benefits poor people in less economically developed countries.
- 6. Global and community links will be nurtured and valued:** We aim to make our school the centre of its community, drawing upon the expertise within it whenever possible. We will seek to make links with other schools in this and other countries. We will explore the concept of interdependence by pupils sharing their views about issues that the schools have in common.

Learning Outcomes.

These can be viewed in the Welsh Assembly Government Document "ESDGC a common understanding for schools"

Assessment, recording and reporting

The work that the pupils do in different subjects that involves ESDGC will be assessed as other aspects of those subjects are assessed. Some of this work may be formally assessed but much will be informally assessed. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Work undertaken through the formal and informal curriculum will be assessed by Health Promoting Schools Award, Sustainable Schools Award and Ecoschools. Significant achievements will be reported to all stakeholders.

Co-ordination and CPD

The teacher who has the ESDGC responsibility has attended LEA courses on ESDGC and provides updates for the rest of the staff. Further in-school training, led by this teacher, is planned over the next two years.

Extra-curricular and out of school opportunities

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development. We participate in the Eco-Schools initiative and have a strong Eco Warriors that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in the Healthy Schools initiative and 'Sustainable Schools'. Our school regularly promotes and sells a range of fresh fruit and 'Fair Trade' items.

Leadership and management roles and responsibilities

A governor has a responsibility for ESDGC and is also a member of the Eco-Committee. This governor is the first point of reference for ESDGC on the Governing Body. The Co-ordinator for ESDGC monitors the quality of provision within curriculum plans. The Eco-committee monitors and evaluates progress towards sustainability of the school community. It produces a termly bulletin to celebrate achievements and inform and involve the school community in developments. Action plans are drawn up by the Committee each year, outlining what further work will be carried out. These are presented at meetings of the governing body for comment and then are incorporated in to the school improvement planning cycle. Developments have been reported in the Annual Report to Parents.

Health and safety

Parental permission is sought for all work off site and also in those activities in the school grounds that involve pupils taking action e.g. litter sorting and recycling etc. Advice is taken from outside agencies. We adhere to the requirements and recommendations of the LEA's Health and Safety Policy.

This policy will be reviewed on an annual basis and will be changed accordingly.

Signed: _____ Head teacher

Signed: _____ Chair of the Governing Body

Signed _____ ESDGC coordinator

Signed _____ School Council Representative

Date: _____

Review date: _____

