

ESDGC Policy



Signed:

Date:

Review Date:

Education for Sustainable Development and Global Citizenship 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

(Education for Sustainable Development and Global Citizenship)

A whole school approach

If it 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 from the canteen to the office and from the classroom to the staffroom. There must be an awareness of what this means at all levels:

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;
- 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;
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

ESDGC is not:

- a separate subject;
- a series of discrete concepts or topics;
- confined to the classroom;

- the responsibility of just one teacher in the school; and
- about transmitting a set of answers to learners.

ESDGC is not just a taught subject but is present within all aspects of the school's ethos and day-to-day operations. It can be broken down into 5 common areas: Commitment and Leadership; Learning and Teaching; School Management; Partnerships and Community and Research and Monitoring.

Within these 5 common areas, there are 7 interconnected themes: The Natural Environment; Climate Change; Wealth and Poverty; Health; Choices and Decisions; Waste and Consumption and Identity and Culture.

ESDGC in St Mary's School

1) Commitment and Leadership

At St Mary's, ESDGC provides a framework to help create a positive ethos. We have appointed leaders in ESDGC in the school, who demonstrate the commitment necessary for ESDGC to be successfully implemented.

2) 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.

At St Mary's, ESDGC is embedded in our planning and teaching throughout the school and is explicit within subject areas such as Science, Geography and PSHE. Symbols are used both in planning and with the pupils to demonstrate when the themes are being used.

We link ESDGC with subjects across the curriculum and with extra-curricular activities such as school trips, visitors to the school and our School Eco/School Council.

3) School Management

ESDGC contributes to our school community by developing a set of shared values and a positive ethos. The learning and teaching of ESDGC is enhanced by the school's connections to the local and global community.

At St Mary's, we demonstrate a commitment to sustainable practices on a school management level, such as:

- energy saving
- ethical purchasing (if possible we try to source local, environmentally friendly and Fairtrade produce to be used throughout the school)
- transport (we encourage children to walk to school)
- healthy eating (we are part of the Healthy Schools scheme)

4) Partnerships and Community

ESDGC connects with many issues in local and global communities. At St Mary's, we are working with organisations in the public sector, in civil society and in the private sector which are concerned with these issues.

E.g.

- Wrexham County Borough Council (Environment Education Officer, Biodiversity Officer, Recycling Officers)
- Eco Schools
- Healthy Schools

Many of the above partners have visited the school to work with the children and staff or have provided support for the development of ESDGC within the school.

St Mary's school contributes to raising awareness of ESDGC in the community through termly newsletters and events which are open to members of our local community.

5) Research and Monitoring

At St Mary's, we believe that retaining an overview of ESDGC in our school is essential to ensure a whole-school approach and continued progress in this area. We aim 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 all contribute to a joined-up approach. We have developed and will review our ESDGC action plan on an annual basis.