

YSGOL GYMRAEG GWAUN Y NANT

POLICY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

CONTEXT

ESDGC is a non-statutory requirement of the National Curriculum.

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.

The key concepts of ESDGC as identified by the Welsh Assembly Government are:

- interdependence,
- citizenship and stewardship,
- needs and rights,
- diversity,
- sustainable change,
- quality of life,
- uncertainty and precaution,
- values and perceptions,
- conflict resolution.

The framework for ESDGC is based on seven interconnected themes:

- Wealth and poverty
- Identity and culture
- Choices and decisions
- Health
- The natural environment
- Consumption and Waste
- Climate change

SCHOOL MANAGEMENT

Quality delivery of ESDGC is not confined to the classroom, or to one teacher. It is integrated across the whole school, involving all teachers, ancillary staff, governors and the external partnerships that the school forms with organisations and the local community.

What does ESDGC mean for teachers, learners and the school?

For teachers, ESDGC is about:

- a holistic 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, 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 and laterally, link ideas and concepts, and make informed decisions..

For learners, ESDGC is about:

- being encouraged to care for themselves, care for each other and care for 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 other subjects, topics and issues, and 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.

For the school, ESDGC is:

- part of the ethos, pedagogy and organisation of the school;
- something that the school “does” as well as teaches. (initiatives on Eco Schools, Healthy Schools)

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;
- about transmitting a set of answers to learners.

CURRICULUM

ESDGC is skills based and is delivered through a cross-curricular approach. Areas which have particular relevance are Knowledge and Understanding of the World, Personal and Social Development and Well Being, and Multi-cultural Understanding in the Foundation Phase, and Geography, R.E., P.S.E., and Science in Key Stage 2.

Initiatives such as “Eco Schools” and “Healthy Schools” also have key roles to play in the delivery of ESDGC.

TEACHING AND LEARNING

Through the school children will be developing and consolidating their Key Skills (Communication, Numeracy, ICT, Thinking Skills.) alongside Problem Solving, and Collaborative Working skills.

The use of visits and visitors is vital in the delivery of ESDGC. The school uses visits to develop skills and understanding.

THE ROLE OF THE SUBJECT SPECIALIST

ESDGC is a cross-curricular approach and as such no single member of staff is responsible for its implementation. Subject Specialists for Geography, Science, RE and PSE will all liaise with the Mrs B Williams – Eco School co-ordinator and Headteacher to ensure ESDGC is developed, monitored, evaluated and resourced. Staff development needs are met through school based INSET and other relevant courses. Classroom practice and this policy will be regularly reviewed during the monitoring process. Evaluation will continue to take place as a result of the monitoring process and will contribute to the annual self-evaluation review.