

## 3. The School Sector

### **Developments in the schools sector in 2006-2007**

It has been an active year within the schools sector. The development of a revised national curriculum offered opportunities to embed ESDGC throughout the curriculum increasing prevalence and prominence. We have begun the task of increasing coordination and stakeholder involvement in ESDGC developments through the EES fora and also with the new local authority ESDGC representatives.

### **LA representatives (Action 2.1.6)**

Directors of Education in each local authority have nominated a representative to act as the conduit for information regarding ESDGC in their local authority. Following a meeting with some of the representatives in South Wales a full national meeting was held on December 11th 2007. The agenda will look to cover bridging national strategic leads with the diversity of approaches in regions. This group will be vital in forming enhanced communication between further developments in ESDGC and the needs of teachers.

### **Enabling Effective Support (EES) (Action 3.4.1)**

EES has developed and now has 10 fora throughout Wales. EES has continued to ensure that developments in ESDGC are taken through the EES fora and that the fora are inputting into developing resources such as the Common Understanding document. The ESDGC Champion is involved in the discussions as to the next phase of EES (2009 and beyond) and close working between the EES co-ordinator and the ESDGC Champion will continue.

### **National Curriculum (Action 3.2.3)**

The national curriculum was out for consultation during January - March 2007. The ESDGC panel sent in a formal response and was also able to be involved in the developments of the PSE framework and its supplementary guidance. Discussions since have enabled links to be made between the ESDGC common understanding document and the PSE framework as it emerges post consultation.



### **Common Understanding (Action 3.2.1)**

As a result of the Estyn Baseline report on ESDGC (March 2006) work was undertaken to find a new way to address helping teachers to understand the breadth and depth of ESDGC. A 'common understanding' for ESDGC was developed and trialled by both new to ESDGC teachers and teachers already engaged with ESDGC in their schools. It has been aligned with the draft curriculum and an interim version (July 2007 - Jan 2008) is now being used as a guide for developing resources, training and developments at a local, regional and national level. Feedback from EES fora, local authority advisory staff, various networks and individuals will help adjust this interim document and when the new curriculum is published in January 2008 a final version of the common understanding will be produced, along with a curriculum map and the good practice case studies mentioned below.

### **Out of Classroom Learning - good practice guidance (Action 3.4.5)**

Out of Classroom Learning can provide a vital link between the theoretical aspects of ESDGC and the reality of the issues that affect our future lifestyles and the natural world around us. This document, published and sent out to all schools in October 2007, is aimed at those organisations, individuals and teachers that seek to encourage young people to learn about appreciate and enjoy the natural environment and cultural heritage through first hand experience. A downloadable version can be seen on [www.esdgc-wales.org.uk](http://www.esdgc-wales.org.uk). It offers a guide on the planning required to organise a safe, effective and enjoyable visit. It will support initial teacher training students to work towards QTS Standard S3.1.5 which requires trainees to demonstrate that they are able to plan opportunities for pupils to learn in out of school contexts and will make the link between this and ESDGC.

### **WLGA framework (Action 3.3.1)**

The Welsh Local Government Association has been working with Forum for the Future, Environment Agency and Value Wales to look at how to support local authorities in ensuring increased

effective delivery of sustainable development across all delivery areas. A sub group of the ESDGC panel have been working with WLGA to develop the framework focussing on LA responsibilities and possibilities within ESDGC. The framework concentrates on highlighting opportunities for increasing ESDGC within Wales, the UK and further afield. These frameworks will be used by the LA coordinators in their work to look at embedding ESDGC at a local authority level and in achieving changes to food procurement, issues relating to fair trade, increasing biodiversity and encouraging schools to develop out of classroom learning. A copy of the framework can be found at [www.esdgc-wales.org.uk](http://www.esdgc-wales.org.uk) or at the WLGA site [www.wlga.gov.uk](http://www.wlga.gov.uk).

### **Welsh Assembly Government Local Authority Co-ordinator (Action 3.1.2)**

In order to take forward work at a local authority level, a coordinator has been appointed on a twelve month secondment, focussing on Strategy and Youth.

### **Good Practice (Action 3.5.1)**

Good Practice examples of schools delivering ESDGC style activities relating to the key themes in the common understanding document have been collected together. These will form part of a resource for schools that will look at ESDGC under the headings of the ESDGC action plan - leadership and commitment, teaching and learning, institutional management, partnerships and research. This resource will be available to schools by March 2008.

### **ITET (Action 3.1.1)**

A tender has been let to develop clear learning outcomes, support materials and resources for qualifying teacher status (QTS) students relating to ESDGC. The project will provide training for staff at ITET institutions to raise awareness of ESDGC and offer best practice for delivery to teacher trainees. The project will take the common understanding for ESDGC out to each ITET college and provide resources for trainee teachers. This will follow up the UCET Cymru pilot project, and develop links and momentum created within that project.