ESD-Net Training Workshop

Thailand, 21 - 24 August 2007

Integrating ESD in TEIs

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WHERE TO BEGIN?

• Gain support for infusing ESD in TE programs
• Develop shared values and principles related to ESD
• Decide on implementation strategy/approach
• Staff Professional Development ESD concepts, skills, knowledge, understandings, appropriate methodologies
• Conduct curriculum analysis from ESD perspective
• Consider options for infusing ESD in TE curriculum
• Survey examples/case studies from other TEIs
• Consider what partners & stakeholders to involve
• Consider collaborative action research processes
GAINING SUPPORT FOR ESD IN TEI

Worth gaining support, participation & commitment of TEI staff according to ESD principles of:

• Shared leadership & decision making
• Participation in & ownership of the process
• Individual & collective responsibility to implement
• Each staff member reflects on their potential ESD role
• Develop shared values and principles as foundation
• Collaboration & cooperative curriculum development
• Develop Community of Practice
• Become an ESD Learning Organisation – *Do as you Learn*
Values in UN Decade for ESD

Respect, Responsibility, Equity, Commitment

**Economic Development** - economic viability & sufficiency, economic justice, poverty alleviation, just/fairness, accountability, transparency, efficiency

**Human Rights** - human dignity, social justice

**Equity** - access, gender equity, intergenerational equity

**Culture** - valuing human diversity, social tolerance, inclusion

**Peace** - security

**Environment** - valuing biodiversity, environmental integrity, conservation of natural resources, care & restoration

**Civic** – democratic participation, collective ownership, networking, linkages, exchange, interaction, partnership, alliance, coordination, cooperation

**Education** - quality basic education, mutual learning, creativity, imagination, innovation
ESD KNOWLEDGE & UNDERSTANDINGS

SOCIAL – Human Rights, social justice, equity, ethnic & indigenous minorities, gender issues, quality of life
Peace, human security, solidarity, refugees, hunger
Health, HIV/AIDS, disease, sanitation, life expectancy
Governance, social inclusion, civic participation, livelihood

ENVIRONMENTAL – Natural heritage, resources – water, energy, agriculture, biodiversity, climate change, rural devt deforestation, GM, pollution, urbanisation, disaster preventn

ECONOMIC – Globalisation, poverty, inclusion, access, debt, livelihood, corporate ethics, accountability, trade, market economy, production, consumption, supply/demand

CULTURAL – cultural/linguistic diversity, cultural/oral heritage, minorities, indigenous knowledge, reconciliation racism, discrimination, intercultural/faith understanding
ESD SKILLS

Thinking –
critical, analysis, synthesis, systems, futures, long-term, holistic
Communication, negotiate, conflict resolution, mediate
ICT skills, Media Literacy, Critical Literacy
Creativity, Innovation, Adaptability, Flexibility
Collaboration, cooperate, build consensus, teamwork
Advocacy, ability to change/transform
Review, assess, evaluate, continuously improve
Quality values-based teaching skills
Self reflection, role model ESD values
Problem Solving, leadership, community/partnership development
CRITICAL SUCCESS FACTORS

• Funding & Management – autonomy
• Equal & participatory partnerships. Networking
• Inter/Cross disciplinary curriculum approach
• Process-oriented, participative pedagogies – reflection, problem-solving, inquiry/experiential learning, critical, creative & futures thinking, local & global links
• Holistic understanding of interdependence of all ESD perspectives (socio-cultural, economic, environmental)
• Whole of TEI Approach – role modelling ESD – focus on the process of change/ transformation
• Deep engagement of participants – reflect on applying to own context. Incentives - recognition, support, time-out, networking
• Building organisational change in program design
ESD CURRICULUM ANALYSIS

• Brainstorm the knowledge/understandings, skills & values needed by teacher trainees to teach ESD relevant to local context linked to the global

• Analyse the current curriculum for existing ESD topics and potential new areas for infusion

• Identify and address the gaps in curriculum

• Choose best option/s to infuse in curriculum

• Develop outcomes/indicators for curriculum

• Develop resource materials

• Develop assessment approaches

• Develop infused curriculum & progressively evaluate & continuously improve - Accreditation
Transdisciplinary Approach to ESD Infusion

Disciplinary

Multidisciplinary

Interdisciplinary

Transdisciplinary
CURRICULUM INFUSION OPTIONS

Redesign course completely OR
Improve & add ESD themes/topics into courses

Choose appropriate option/s:
  - separate subject/topic  - compulsory or elective?
  - integrated across all subjects
  - integrated in some subjects
  - a combination of these

Progressively/continuously develop new & innovative teaching approaches & methodologies for ESD

Address non-formal, hidden curriculum for ESD
Teaching practice in ESD focus schools
THE PLACE OF THE LEARNER

Global
National
Local Community
Family
Learner as an individual & as a member of society

Person as Local, National and Global citizen
TEACHING-LEARNING APPROACHES

- Lecture, Seminar, Tutorial
- Group & Panel Discussion
- Simulation & Debate
- Research-based learning, Action research
- Self-directed enquiry
- Experiential learning, Field work, Teaching practice
- Case study, Scenario-based learning
- Issues-based learning, Problem-solving
- Service learning
- Participatory learning
- Individual & Group Projects
- Reflection, critical, creative & futures thinking
- Exploring local & global linkages
PARTNERS & STAKEHOLDERS

- Teaching standards certification authority
- Professional association/s
- Teacher’s union, Student representation
- Teacher Education Board
- Resource centres
- Education Ministry, Ministry for Environment & Heritage
- Intergovernmental Bodies
- Local NGOs with sustainability focus
- Local government representation
- Local cultural & heritage bodies (eg Museum)
- Schools with ESD focus – for teaching practice
TEI – A LEARNING ORGANISATION

The TEI continuously learns & improves as it conducts action-research, conducts ongoing professional development and develops a transformed curriculum.

Process of change over time:
Start → Commit → Integrate → Excel → Transform

What stage of progress has your TEI reached?
Education ABOUT ESD?
Education FOR ESD?
Education AS ESD?
ESD APPROACHES – Progress Continuum
*(Stephen Sterling – Sustainable Education)*

**Education about ESD - Accommodating**
Emphasis on content, information, knowledge
Easily integrated into curricula and existing paradigms
May not change values and behaviours

**Education for ESD - Adaptive - Learning for change**
Includes knowledge, values and skills
Reform curricula but within existing paradigms
Values contradictions between theory & practise

**Education as ESD - Transformative – Learning AS change**
TEI Role Models sustainable practices, values & behaviours
Provide transformative, holistic learning experiences
Participative, collaborative, shared leadership/decision making
Useful Reference

ARIES Review of Models for Professional development in Pre-service Teacher Education for Sustainability, 2006

www.aries.mq.edu.au/portal/keydocs/school.htm
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