International Network of Teacher-Education Institutions

Rosalyn McKeown, Ph.D.
University of Tennessee
mckeowni@utk.edu
Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead
International Network

- International Network
  - 30 ITE in 28 Countries
  - All types: big, small, old, new
- UNITWIN/UNESCO Chair at York University, Canada
- Secretariat at University of Tennessee, USA
International Network Was Formed in Response to:

Work Programme of the ESD: Education, Public Awareness and training April 1998

Priority Area: B. Review national education policies and reorient formal education systems

Task B.3. Develop guidelines for the reorientation of teacher training.
Work program

- Called for guidelines to reorient teacher training to address sustainability
- UNESCO task manager
- UNESCO Established UNITWIN/UNESCO Chair at York University
- Chair established International Network
UNESCO identified teacher-education institutions and teacher educators as key change agents in reorienting education to address sustainability.
Teacher-educators

- Have broad influence
  - Educate next generation of teachers.
  - Sit on national curriculum committees.
  - Write textbooks for elementary & secondary.
  - Invited to give advice to ministries.
  - Speak at conferences.
  - Publish.
  - At local, regional, and national levels.
International Network

- Met in 2000, baseline reports.
- Agreed to experiment at home institutions.
- Set up reporting format.
- Sent in reports.
- Met in 2002.
- Sent in reports and responded to survey.
- Revised
- Published guidelines in 2005
Common Understandings

4 Thrusts of ESD
- 1-Access to quality basic education
- 2-Reorienting education
- 3-Public awareness and understanding
- 4-Training for all sectors of society
Guidelines for Teacher Education

- Must be tailored to each teacher education institution.
- Reflect campus, local, regional, and national sustainability goals.
- Fit the environmental, social and economic contexts of the institution.
Chair Design Criteria for ESD

- ESD is *locally relevant* and *culturally appropriate*
- ESD is based on local needs, perceptions, and conditions while mindful of global consequences.
- ESD engages formal, nonformal, and informal education.
- ESD is a life-long endeavor
Chair Design Criteria for ESD cont.

- ESD accommodates the evolving nature of the concept of sustainability
- ESD addresses content, context, pedagogy, global issues, and local priorities.
- ESD deals with the well-being of all three realms of sustainability — environment, society, and economy.
ESD Should Not:

- ESD is not imported from another cultural, economic, or geographic region.
- ESD is not “one size fits all,” but must be created to account for regional differences.
Initiatives of International Network

- Curricular / Program Development
- Institutional Change
- Faculty Professional Development
- Networking
- Partnerships/Community Service
- Promotion of ESD
- See pages 17-28 Guidelines document
Please note that members of the International Network received no funding from the Chair or any other international organizations to support their activities to reorient teacher education to address sustainability. We knew success stemming from personal initiative and internal allocation of resources would be believable and replicable.
Survey of IN Participants

• Make a list here of every initiative that you attempted since you joined the network. Sort the list into an order of most successful to least successful.

• For each initiative, make brief notes on [1] what the main outcomes were, and [2] on why you think it was successful / or unsuccessful.

• Within your own work, what were the key things that you could change directly? Why was this? What was it that enabled you to make change happen? How significant was this change?
Survey of IN Participants

• What could you influence, indirectly, although not change yourself? Why was this? What was it that enabled you to influence things? How significant was this change?

• Where you had no influence, why was this? How significant was this?

• Were there systemic limitations (either national or institutional) to reorienting teacher education that were beyond your power to change?
Survey of IN Participants

• What issues did you face at your institution during the project? (For example, administration change; financial cutbacks; new strategic plans; re-focusing of national priorities etc.) List these, and comment how these helped / hindered your work. If you were able to get round particular problems, explain how.

• On the basis of what you’ve written here (and your experience in the Project) please distill the important lessons you have learned into recommendations about reorienting teacher education.
Analysis

- Chair & Secretariat read all survey responses.
- Noted variety and major recurring themes
- Sorted recommendations.
- Themes for recommendations emerged from sorting.
- Vetted to Network, met May 2004, edited, reviewed
- Revised, comments by network, revised, published.
Lessons Learned: Communicating about sustainable development and ESD

- Use the vocabulary of your audience to promote ESD
- Link the strengths and passions of others to sustainability
- Describe ESD as a solution to an existing educational issue
- Use all three strands of sustainability to promote ESD
- Promoting ESD: a priority for years to come
- Page 53 - 54.
Recommendations: Ministerial and National Level Involvement

- Work with ministries of education to make ESD a mandatory part of elementary and secondary education at national and provincial levels.
- Work with ministries of education to revise teacher education and certification requirements to include ESD and to align these revisions to correspond to the ESD components of elementary and secondary education.
- Work with the ministries of education to create professional development programs related to ESD for teacher educators.
Recommendations: Community and Regional/Provincial Involvement

- Make use of community resources to teach about local sustainability issues, efforts to address these issues, sustainable practices, and sustainable businesses.

- Establish new models of professional development in ESD that draw together essential skills, cross-curricular approaches, and action-based learning models.
Recommendations: Change in Institution of Higher Education

- Promote reorienting education as a viable avenue for research and teaching in higher education institutions.
- Garner support of upper administration in the forms of mandates and resources to assist those who are working in ESD at lower levels.
Recommendations: Change in Faculties of Education

- Make the administration and faculty leaders aware of the need for reorienting the teacher-education program.
- Provide educational opportunities to ensure that every member of the faculty of education understands the need for ESD, how it is relevant to teacher education in both improving quality basic education and reorienting existing education, and how each faculty member can contribute to the overall effort.
Recommendations: Engaging Pre-service and Inservice Teachers

- Require interdisciplinary coursework on sustainability for student teachers and make materials available for student teachers on local and global sustainability issues.

- Demonstrate pedagogical techniques that foster higher-order thinking skills, support decision-making, involve participatory learning, and stimulate formulation of questions.
Recommendations: Individual Faculty Member

- Begin by working within your own sphere of influence; change the things within the areas that are under your individual authority.
- Build partnerships; work closely with at least one colleague to ensure continuity and mutual support.
- Document work for ongoing reflection and evaluation.
Recommendations: Funding and Other Resources

- Work with ministries of education to redirect existing funding to address ESD.
- Seek new sources of funding through grants, contracts, and sponsored research.
- Collaborate with NGOs and environmental and social foundations.
Recommendations: Partnerships

- Strengthen local, regional, and international networks by sharing ideas, experiences, and materials and maintaining the vision of a sustainable world.
- Work within national and international networks to help overcome difficulties and barriers at institutional and governmental levels.
Recommendations: Research

- Create a research agenda to address important questions, such as the effectiveness of faculty efforts to reorient education to address sustainability.
- Develop strong arguments backed by research to submit to academic boards to show that education for the future that does not include ESD is not an appropriate education for the future.
Recommendations: Communications

Document successful ESD programs that have reoriented teacher education to address sustainability. Publish and disseminate this work.
Recommendations:
Information Technology

- Provide professional development opportunities for teacher educators to use information and communication technologies (ICT) to provide professional development about ESD to inservice teachers who work in locations distant from campus.
- Develop guidelines for using information technology related to ESD.
Concluding Remarks

Many survey respondents repeatedly Mentioned the urgency to act and the need for profound change.

It will take concerted effort and resources to establish ESD into curriculums, programs, practices, and policies of teacher-education institutions.
Participating Institutions

- Argentina, National University of Rosario - Argentina
- Australia, Griffith University
- Barbados, Erdiston Teacher’s Training College
- Brazil, Federal University of Parana
- Canada, York University
- China, Beijing Normal University
- Czech Republic, Charles University and University of J.E. Purkyne
- Denmark, N. Zahles College of Education
- Germany, Freie University Berlin and University of Duisburg-Essen
- Hungary, University of Debrecen
Participating Institutions cont.

- India, National Council for Teacher Education and Jamia Millia Islamia
- Jamaica, Mico Teachers’ College and University of West Indies
- Korea, Ewha Womans University
- Latvia, Daugavpils University
- Lesotho, National University of Lesotho
- New Zealand, Christchurch College of Education
- Nicaragua, University of the Autonomous Region of the Caribbean Coast of Nicaragua
- Pakistan, University of the Punjab
- Peru, Pontifícia Catholic University of Peru
- Russia, Rostov State University
Participating Institutions cont.

- South Africa, Rhodes University
- Spain, University of Girona
- Sweden, University of Uppsala
- Taiwan, National Taiwan Normal University
- United Kingdom, Scotland, University of Edinburgh
- United Kingdom, England, University of Bath
- United States of America, Florida Gulf Coast University
- Vietnam, National Institute for Educational Science and Ministry of Education and Training
- Zambia, University of Zambia
Guideline and Recommendations for Reorienting Teacher Education to Address Sustainability


- E English
- F French
- S Spanish
- A Arabic
- Chinese online soon
- Russian in translation
Next Steps

- Plans for distribution of guidelines
- Plans regional networks, based on pilots in Caribbean, Eastern Europe, and Canada.
  - Including Southern African network
  - Asia-Pacific network
  - Pakistan network
- Recording distribution efforts so can make recommendations about implementation of guidelines.
Reference

Education for Sustainable Development Toolkit http://www.esdtoolkit.org
Contact Information

Rosalyn McKeown  mckeowni@utk.edu