# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand - Sustainable Development - Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

In April 2022, the DfE (England) published the ‘Sustainability and Climate Change Strategy’ for educational settings. The strategy is a response to the discussions and outcomes arising from the COP26 meeting convened in Glasgow in 2021. The recommendations focus on education in and about the environment, particularly ‘natural’ environments and the impacts of climate change. Within the strategy there is some acknowledgement of the interdependence between the environment, society and the economy, in effect the three pillars associated with the concept of ‘Sustainable Development (SD).’ The origins of SD lie in the Brundtland Report (1987), wherein there is an imperative for action to secure a sustainable future for people and planet. In 2005, the United Nations (UN) published the Millennium Development Goals (MDG), designed to drive sustainable development for social and economic conditions across the globe. In 2015, the UN revised and expanded the goals to include matters of environmental concern agreeing on the multi-dimensions Sustainable Development Goals (SDG). The 17 SDGs provide a framework that is underpinned by 169 objectives to be achieved by 2030. Scientific, social and economic research (Raworth, 2017; Rockstrom et al, 2021; United Nations, 2022b) aligned to popular campaigns and media reporting of the impacts of climate change, reinforce the intersectionality of the three pillars, and the need for action to ensure that societies and economies operate safely within planetary boundaries.

For the UN, the key to action is the role of education. Embedded within the SDG is explicit reference to quality education, with equitable and inclusive opportunities to be available to all learners, including target 4.7:

‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.’

Within England, education about, for and through the environment has been evident in schools in the post WW2 era (Palmer and Neal, 1994). Environmental education was codified to some extent in the Curriculum Matters series (1989), the cross curricular theme of the first iteration of the National Curriculum (1990), and later included in subsequent versions of the National Curriculum, notably in geography and science (NCC 1990/1; DfE 1995; DfES 1999; DfE 2013). As UN goals and responses have evolved to address ‘sustainable development,’ the role of education is seen as pivotal, with the UN providing guidance on knowledge, strategies and competencies for ‘Education for Sustainable Development (ESD) (UNESCO, 2017). An examination of the National Curriculum reveals the potential for primary schools to address the SDGs, implicitly or explicitly, whilst the characteristics of schools, pupils and the communities that they serve represent the intersectionality of the three pillars and the possibilities for making contributions to learning about, through and for sustainable development in the broadest possible sense.

The curriculum plan is designed to help trainees know and understand the concept of sustainable development and its diverse components, whilst encouraging them to recognise how and where it is represented within the school curriculum, within school communities and within their ITE programme. Practical experience will be gained through discussions and observation in schools, planning for and teaching dimensions of ESD, and supporting them to know about and understand the interplay of social, economic and environmental factors and how these influence schools and communities. Trainees will be encouraged to consider selected dimensions of SD as research prospects for either or both assessed modules, PGP4110 and PGP4111, and to consider how they can access learning contexts beyond the classroom and with wider networks engaged with ESD.

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| * DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 26/7/22). * HMSO. 1989. *Curriculum Matters 13: Environmental Education from 5 to 16*. London: Her Majesty’s Stationary Office. * PALMER, J and NEAL, P. 1994. *The Handbook of Environmental Education*, Taylor & Francis Group.*ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=179406> * RAWORTH, K. 2017. Why it's time for doughnut economics. *Ippr Progressive Review*, 24(3), 216–222. <https://doi.org/10.1111/newe.12058> * ROCKSTRÖM, J., LENTON, T.M., QIN, D., LADE. S.J., ABRAMS, J.F., JACOBSON, L., ROCHA, J.C., ZIMM, C., BAI, X., BALA, G., BRINGEZU, S., BRODGATE, W., BUNN. S.E., DECLERCK, F., EBI., K.L, GONG P., GORDON, C., KANIE, N and WINKELMANN, R. 2021. Identifying a safe and just corridor for people and the planet.*Earth's Future,*9(4), 1–7. * UNESCO. 2017.  Education for Sustainable Development: Learning Objectives. [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page>  (Accessed 7/7/22) * UNITED NATIONS. 2022a. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals)(Accessed 7/7/22) * UNITED NATIONS. 2022b. *Visit to the United Kingdom of Great Britain and Northern Ireland: report of the Special Rapporteur on Extreme Poverty and Human Rights. [online].* Available at:  <https://digitallibrary.un.org/record/3806308?ln=en>  (Accessed 7/7/22) |

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Sustainable Development is a contested term designed to frame key actions needed to protect and sustain people and planet, given direction by the UN SDGs and the DfE Sustainability and Climate Change Strategy (2022).  **LT 3.1,2,5, 6** | | To define sustainable development and the role of the SDGs in providing a framework for action and education. | | Intent |
| Education for Sustainable Development (ESD) equips learners across all disciplines with the knowledge, skills, attributes, and valuesrequired to pursue sustainable visions of the future.  **LT 3.1,2,5, 6** | | To know and understand the role of schools in interpreting policy and practice to support children’s learning about, through and for dimensions sustainable development.  **LH4.1-14** | |
| Schools have a role in delivering ESD through the subjects of the National Curriculum and wider practices such as LOtC.  **LT 4.1-11** | | To interpret and understand the potential of the National Curriculum and wider practices to support children’s learning about sustainable development, and how to recognise this within the diverse subjects and professional training experienced on the ITE programme.  **LH4.1-14** | |
| ESD is significantly aligned with issues of social justice and global citizenship.  **LT 3.1,2,5, 6** | | To recognise that diverse indicators included within the SDGs align with the social, economic and environmental pillars of SD and that there is a significant inter-relationship between them. | |
| There are varied approaches to planning for learning in ESD: for example, subject specific; cross-curricular and thematic.  **LT 3.1,2,5, 6** | | To identify relevant and effective strategies and techniques to support learning about and through SD.  **LH4.1-14** | |
| Schools, pupils and communities are representative of and impacted by dimensions of SD. **LT 3.1,2,5, 6** | | To acknowledge that the lived experience of pupils and communities can inform curriculum development and additional provision within a school. | |
| **Assessment** | **Assessment** | | | |  |
| **Retrieval practice within** Professional Studies and all curriculum areas (where relevant): questions; quizzes, online assessment within Learning Edge.  **Formative assessment.**  Outcomes of classroom-based investigations and discussions with a focus on SD dimensions, including guided exploration of resources. Resources may include: images, texts (fiction/non-fiction), video/online resources, artefacts, case studies, policies, reports.  **Summative assessment:** evidence of students’ knowledge, understanding and application within module assessments. Trainees should be given the opportunity to select from SD foci suggested by the UN SDGs when exploring subject, professional matters or prospects for research. <https://sdgs.un.org/goals> | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * The origins and definition of Sustainable Development (SD), the influence of the framework provided by the SDGs and the DfE Sustainability and Climate Change Strategy (2022). * That SD is comprised of 3 pillars: society, the economy and environment. * Dimensions of SD are evident within and across NC subject and wider practices within schools. * There is a variety of pedagogies that support the development of knowledge, skills, attitudes and values within ESD, which includes initiatives described within the DfE Sustainability and Climate Change Strategy (2022) * Children’s lives and learning are impacted by socio-economic dimensions of ESD as well as environmental issues | * The nature place and purpose of SD within and across some aspects the curriculum. * The influence of the United Nations in establishing a framework for SD and ESD. * Some of the challenges and tensions associated with teaching ESD, including the phenomenon of ‘Eco Anxiety.’ * Effective ESD is promoted through the use of varied, collaborative, interactive pedagogies. * The role of ESD in promoting positive outcomes for pupils and communities. | | * Define SD and ESD. * Begin to identify where within the NC and their ITE programme they encounter dimensions of SD. * Begin to understand how schools plan for and teach aspects of SD within and across the curriculum. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| BRYAN, A. 2022. Pedagogy of the implicated: advancing a social ecology of responsibility framework to promote deeper understanding of the climate crisis. *Pedagogy, Culture & Society*, 30:3, 329-348, DOI: [10.1080/14681366.2021.1977979](https://doi.org/10.1080/14681366.2021.1977979)  DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 26/7/22).  HICKMAN, C. 2020. We need to (find a way to) talk about ... Eco-anxiety. *Journal of Social Work Practice*, *34*(4), 411–424. <https://doi.org/10.1080/02650533.2020.1844166>  PALMER, J. 1998. *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*. London: Taylor & Francis Group. Accessed June 29, 2022. ProQuest eBook Central.  <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=169959>.  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. Sustainability education: a classroom guide. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2017.  *Education for Sustainable Development: Learning Objectives.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page>  (Accessed 25/7/22)  UNESCO. 2019*. Education for Sustainable Development: A roadmap.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000374802/PDF/374802eng.pdf.multi>  UNITED NATIONS. 2022a. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals)  UNITED NATIONS. 2022b. *Visit to the United Kingdom of Great Britain and Northern Ireland: report of the Special Rapporteur on Extreme Poverty and Human Rights. [online].* Available at:  <https://digitallibrary.un.org/record/3806308?ln=en>  (Accessed 7/7/22) | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Schools will have varying approaches for planning, teaching and learning about ESD at a school level.  **LT 1.4,6;** | Curriculum planning for ESD is prioritised and structured within schools/settings.  **LH 3.1-3;6-8;14** | | Schools engage with a variety of learning opportunities, including external locations, projects and initiatives, to support learning through and for SD.  **LT 3.1-3;6** | | To identify and investigate learning contexts, projects and initiatives that support learning about SD, and that may have a local, national or global focus.  To identify networks and resources for CPD in ESD.  **LH 4.1-14;**  **LH 8.1,3-4,7** | | Intent |
| Classes/year groups will have different foci for ESD, including the knowledge, skills and competencies being taught.  **LT 2.; LT 5.7; LT 7.6** | To identify opportunities within their class for teaching selected dimensions of ESD by:   * Observing or supporting teaching for ESD within their class or another class within the same key stage * Planning , teaching and assessing two or more lessons with an SD focus   **LH 4.1-14; LH 5.14-15; LH6.9,11,13;** | | Through the lens of ESD, schools have a role in promoting education for global citizenship, equality and social justice.  **LT 4.1-11** | |
| Local social, economic or environmental factors can influence curriculum or additional provision for ESD  **LT 3.1-3;6** | Individual schools accommodate, support and/or mitigate local, lived experience and the impact on pupils and the wider community through teaching and learning about dimensions of SD.  **LH 8.1,3-4,7** | | There is a range of local, national and international networks that support delivery of ESD in schools.  **LT 8.3, 4,7.** | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| **Completion of a WDS that includes**:   1. A brief summary of school policy and curriculum planning for ESD. 2. Brief notes on the content/focus of ESD within class/year group 3. Notes of observation of teaching and learning within a selected dimension of ESD that identifies subject/ESD focus; teaching strategies; reflections on children’s learning.   **Planning**:  Planning for at least two lessons with a focus on ESD.  A detailed lesson evaluation for one of the lessons with a focus on children’s learning about the relevant social, economic or environmental dimensions of ESD | | | **Retrieval practice within** Professional Studies and all curriculum areas (where relevant): questions; quizzes, online assessment within Learning Edge.  **Formative assessment.**  Outcomes of classroom-based investigations and discussions with a focus on SD dimensions, including guided exploration of resources. Resources may include: images, texts (fiction/non-fiction), video/online resources, artefacts, case studies, policies, reports.  **Summative assessment:** evidence of students’ knowledge, understanding and application within module assessments. Trainees should be given the opportunity to select from SD foci suggested by the UN SDGs when exploring subject, professional matters or prospects for research. <https://sdgs.un.org/goals> | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * The learning intent of the NC provides a fulsome range of possibilities for addressing dimensions of ESD. * There is a variety of pedagogies that support the development of knowledge, skills, attitudes and values within ESD, which includes initiatives described within the DfE Sustainability and Climate Change Strategy (2022) * Children’s lives and learning are impacted by socio-economic dimensions of ESD as well as environmental issues. * Schools engage in a variety of learning contexts and opportunities and initiatives to support ESD and global citizenship education. * A variety of networks provide support and engagement opportunities, including CPD, | | * Effective ESD is promoted through the use of varied, collaborative, interactive pedagogies. * The DfE Sustainability and Climate Change Strategy (2022) promotes strategies for teaching about nature and climate, and learning about, for and in the environment. * The role of ESD in promoting positive outcomes for pupils and communities. * ESD and global citizenship is supported through a variety of learning contexts and opportunities, internally and externally. * CPD can be accessed via specialist networks and third sector/informal contexts. | | * Plan for teaching and learning within selected dimensions of SD * Use effective pedagogies to support the development of knowledge, skills, attitudes and values within SD. * Begin to assess pupils’ progress in selected dimensions of ESD. * Recognise how local priorities and external partnerships contribute to and value the lived, local experience of children and communities. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | |
| AGBEDAHIN A. V. 2019. Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future. *Sustainable Development*, *27*(4), 669–680. <https://doi.org/10.1002/sd.1931>  BRITISH EDUCATIONAL RESEARCH ASSOCIATION, 2022. Embedding Sustainability in Practice. [online]. Available from: https://www.bera.ac.uk/blog-series/embedding-sustainability-education-in-practice [Accessed 26/7/22]  DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 26/7/22).  MINISTRY OF HOUSING, COMMUNITIES AND LOCAL GOVERNMENT. 2019. *The English Indices of Deprivation 2019: Statistical Release. [online].* Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IoD2019_Statistical_Release.pdf>  [Accessed 26/7/22]  SANT, E., DAVIES, I., PASHBY, K., & SHULTZ, L. 2018. *Global citizenship education: A critical introduction to key concepts and debates*. Bloomsbury Publishing Plc.  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2017.  *Education for Sustainable Development: Learning Objectives.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page>  (Accessed 25/7/22)  UNESCO. 2019*. Education for Sustainable Development: A roadmap.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000374802/PDF/374802eng.pdf.multi>  UNITED NATIONS. 2022a. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals)  UNITED NATIONS. 2022b. *Visit to the United Kingdom of Great Britain and Northern Ireland: report of the Special Rapporteur on Extreme Poverty and Human Rights. [online].* Available at:  <https://digitallibrary.un.org/record/3806308?ln=en>  (Accessed 7/7/22) | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Schools engage in a variety of learning opportunities within and beyond school that promote ESD. **LT1.1,3,4,6; LT5.3** | | Schools promote learning in, about and for ESD by engaging with projects and initiatives.  Schools empower pupils through the curriculum and wider opportunities (for example, school eco-councils; lunchtime or after school clubs).  **LH1.1; LH2.4-7; LH3.1-3,6-8,14; LH4.14; LH5.15; LH6.3-5**  **LH8.1,3-5,13,16** | | Intent |
| Schools may engage with projects, initiatives and partnerships with a local, national or global reach. **LT3.1-6,8** | |
| Schools have diverse approaches to empowering pupils and communities in respect of ESD. **LT2.1; LT4.1; LT8.1-4, 7** | |
| **Assessment** | **Assessment** | | | | Impact |
| At the start of the placement, write briefly about your initial discussions/negotiations with your teacher/mentor about ESD. (**Weekly Development Summary)**  In consultation with mentor/class teacher, plan a unit of work (sequence of lessons) that incorporates a subject or cross curricular focus on a selected dimension of ESD. **(Planning file**)  **OR**  Lead a lunchtime or after school club with a focus on a dimension of ESD suggested by the UN SDGs. <https://sdgs.un.org/goals>  (**Interim or final report by mentor)** | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Schools engage in a variety of learning contexts and opportunities and initiatives to support ESD and global citizenship education.  A variety of networks provide support and engagement opportunities. | ESD and global citizenship is supported through a variety of learning contexts and opportunities, internally and externally.  CPD can be accessed via specialist networks and third sector/informal contexts. | | Plan a unit of work/series of lessons with an ESD focus.  Draw on a range of sources of information and expert networks to support teaching and learning about, through and for ESD. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| BRITISH EDUCATIONAL RESEARCH ASSOCIATION, 2022. *Embedding Sustainability in Practice.* [online]. Available from: <https://www.bera.ac.uk/blog-series/embedding-sustainability-education-in-practice> [Accessed 26/7/22]  CLARKE, L and ABBOTT, L. 2019. Seeking equilibrium between a social justice and a charity stance towards global learning among Northern Ireland pupils. *Int J Develop Educ Gobal Learn.* Vol. 11(2):175-188. DOI: 10.18546/IJDEGL.11.2.04   MUNKEBY, E., SCHEJE E., GABRIELSEN, A., JORDET, A., MISUND, S., NERGARD, T. and OYEHAUG, B. 2020. Interdisciplinary primary school curriculum units for sustainable development, *Environmental Education Research*, 26:6, 795-811, DOI: 10.1080/13504622.2020.1750568  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2017.  *Education for Sustainable Development: Learning Objectives.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page>  (Accessed 25/7/22)  UNESCO. 2019*. Education for Sustainable Development: A roadmap.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000374802/PDF/374802eng.pdf.multi> (Accessed 28/7/22)  UNITED NATIONS. 2022. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals)(Accessed 28/7/22*)* | | | | |