A comparative review of policy and practice for ESD/GC in teacher education across the 4 nations of the UK

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Teacher Education in… Challenging Times??


- Wales: PISA results > focus on ‘excellent teaching’, Teach First established and Graduate Teacher Programme, BA UG route remains 4 years +50% time devoted to relevant subject to degree level

- Scotland: Donaldson review – no moves to schools led / employment based routes, BA UG route remains 4 years +50% time devoted to relevant subject to degree level

- Northern Ireland: also been reviewed (DEL, 2013, DENI, 2010) 5 providers – 4 year Bed or BA + PGCE remains - no moves to school led teacher training
Scotland: professional standards underpinned by ‘values, sustainability and leadership’ at various career stages (GTC, 2013)


England (promote mutual respect and tolerance) and N Ireland (‘promote diversity and developing communities’, ‘reflective’ and ‘activist’): no explicit mention of sustainability – ESD/GC could not be described as a ‘core philosophy’ as in Scotland and Wales.
Values and ideologies

- 1944 Education Act and 1988 Education Reform Act: the school curriculum should ‘promote the spiritual, moral, cultural, mental and physical development of pupils and of society’ (ERA, 1988: section 1.2a)

- Northern Ireland: peace building as a feature of curriculum development and school culture

- Wales: bilingualism

- England: Fundamental British Values (tolerance, respect, rule of law, democracy, individual liberty)

- Scotland: Curriculum for Excellence underpinned by values of ‘wisdom, justice, compassion and integrity’. Professional values of the teacher ‘social justice, integrity, trust and respect’
Curriculum and pedagogy

- Scotland: LfS and GC cross cutting themes of CfE
- Wales: NC links to ESD/GC and promoted through Personal Social Education
- N Ireland: World Around Us, Learning for Life and Work (incorporates local and global citizenship)
- England: guidance and support for ESD/GC withdrawn since 2010; ‘knowledge based teaching’ reduces opportunities for pedagogical approaches that support ESD/GC; however SMSC and FBV as entry-point for ESD/GC
The role of the third sector

- OXFAM / WWF reduced engagement with policy if not practice
- 2008 financial crisis: closure of DECs in England and Wales, all DECs in Scotland remain open as does Centre for Global Education in Belfast
- Pan-UK: Global Learning Programme, British Council Connecting Classrooms
- Support via European Union (DEAR, DEEEP, CONCORD)
- UN RCE – UNESCOs Global Action Programme on ESD
Next steps?

- What are the impact of changes to teacher education upon ESD/GC provision across the UK?
- What are the most effective approaches for educating future teachers for ESD/GC?
- What contributes to effective ESD/GC for Initial Teacher Education?