

# 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??

- ◆ England: outlier – 2010 Importance of Teaching – craft / technician based training – reduced space for ‘research-informed’ teacher education
- ◆ 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

# Professional standards / competences

- ◆ Scotland: professional standards underpinned by ‘values, sustainability and leadership’ at various career stages (GTC, 2013)
- ◆ Wales: development of citizenship in learners within leadership standards. Qualifying standards – promote and create ESD/GC opps. Not in practicing teachers standards. Furlong review to support progression.
- ◆ 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- ◆ England: guidance and support for ESD/GC withdrawn since 2010; 'knowledge based teaching' reduces opportunities for pedagogical approaches that support ESD/GC; however SMSC and FBV as entry-point for ESD/GC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 DEC's in England and Wales, all DEC's 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 – UNESCO's 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?