Localising the SDGs in ITE at the University of Worcester

Research to explore:
1. The levels of knowledge of the SDGs prior to undertaking the workshop.
2. The relevance participants in the workshop felt the SDGs have within their curriculum areas and wider professional role.
3. Participants ideas/experiences on how best to embed the SDGs in secondary education settings within their curriculum areas.
University of Worcester

5/150 in the UK’s greenest universities in 2016
People & Planet University League

First EcoCampus Platinum status in June 2010, and the second to gain ISO14001:2015 for all our campuses

Responsible Futures accreditation from the NUS

Green Gown finalists in 8 categories in 3 years
Learning and Teaching Project
The SDGs: From Pessimism to Hope?

• Introduction to the SDGs
• Critical reflection
• Exploration of SDGs teaching resources
• Reflection on relevance to curriculum areas.
• Consideration of next steps.
Resources

What is YPOGS?

An international creative curriculum development project for secondary schools.

Co-funded by the European Union as part of its Development Education and Awareness Raising programme

The project ran from 2013-2016.
Resources

1. Communique
2. Global learning lenses on the world
3. A bank of downloadable resources
Next steps....

Explore what trainees have taken from the workshop through a series of ten questions.

Ethics
- [x] Explained
- [x] Refused

Research
- [x] Confirmed
Prior knowledge

MFL/Geography/Science - no prior knowledge

Some knowledge of the MDGs

Displeasure at not knowing them/having had them included in their undergraduate courses.

'Good building blocks for change'

'Excitement' 'Arbitrary'

Learn more about the 17 SDGs and how your company can advance each one.
Relevance and responsibility

A cross-curricular appetite for the goals.

A personal responsibility to the goals and to young people in relation to the goals.

A call for high level responsibility.

Perceptions and experiences of a humanities burden.
Action/experience

Little experience: planner pages and MDGS

Definite interest in taking action but often in an extra curricular capacity.
Limitations and long range thinking

• Small scale
• NQT year +
• Secondary L&T research bid
• Primary programme?
• How to support existing teachers?
Susthingsout

Building links at the University between sustainability academics and educators.

Share good practice from school experience.

Share resources.
Bibliography


http://www.eco-schools.org.uk/


https://en.unesco.org/gap

