

# **TASKER MILWARD VC SCHOOL POLICY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP**

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## **Tasker Milward V.C. School**

### **Policy for Education for Sustainable Development and Global Citizenship**

Sustainable Development and Global Citizenship is a term that has many and varying definitions. At Tasker Milward V.C. School, we have adopted our own simple mission statement that we believe can be equally understood by children and adults alike:

**"Educating responsible, healthy, global citizens who treat the world and its inhabitants with respect"**

Our mission statement draws on the information in the following documents; WAG's 'ESDGC a common understanding for schools' (2008) and ACCAC's 'Guidance on Education for Sustainable Development and Global Citizenship' (2002)

**Education for Sustainable Development (ESD)** is about enabling pupils to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

**Education for Global Citizenship (GC)** enables people to understand the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision-making, both locally and globally, which promotes a more equitable and sustainable world.

#### **Implementation of our ESDGC policy**

- ◆ We recognise that in order to educate our children in sustainable and global issues, we need to plan for and embed ESDGC into the curriculum and all aspects of school life, as well as demonstrating that we practice what we preach.
1. **The curriculum:** We address the explicit references to sustainable development and global citizenship where they exist in the National Curriculum Programmes of Study,

Common Requirements and Key Skills. Maximum opportunities are taken to exploit specific local, national or global events.

2. **Environment and Community Links:** Our environment is cared for through responsible stewardship. We actively seek partnership working through such organisations as Sustainable Schools, Eco-schools, West Wales Eco Centre, Centre for Alternative Technology and Pembrokeshire Coast National Park.
3. **Involving all stakeholders:** Children and adults (teachers, governors, parents, LEA, members of community, local councillors, church representatives), alike participate in evaluative and management processes e.g. Governors, School Council and Eco-Council.
4. **Global and community links are nurtured and valued:** We aim to make our school the centre of its community, drawing upon the expertise within it whenever possible. We make links with other schools in this and other countries. We explore the concept of interdependence by pupils sharing their views about issues that the schools have in common.
5. **Resources:** We recognise the importance of having high quality resources that motivate children and support learning. Resources are not always physical e.g. British Council offers a gateway to finances, links and training information. Some resources will be held at school level and a school policy on purchasing and using resources are developed which takes into account environmental impact and fair trade. All resources are evaluated to ensure they present a balanced, non-stereotypical view of the world. Other resources will be shared through effective networking.

### Learning Outcomes

| Themes                                 |  | Examples that might be found in school   |
|--|--|--|
| <b>CONSUMPTION AND WASTE is about:</b> | Sustainability; understanding that some resources are finite and that managing these resources has implications for people's lifestyles and for business.                                      | Recycling<br>Eco-schools<br>Walking buses<br>Healthy Eating<br>Using school grounds<br>Food miles<br>Millennium Centre |
| <b>CHOICES AND DECISIONS is about:</b> | Developing respect for self and others, accepting responsibility for personal actions and participating in group decisions.<br>Understanding how our actions can have consequences for others. | Racial Equality Action Plan<br>Anti-bullying<br>Anti-racism<br>Stereotypes<br>Charities<br>Healthy Schools             |

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|--|--|---|
| <b>HEALTH is about:</b>                  | Understanding the essential features of 'good health' and recognising the impact of choices about health issues on the quality of life for all people.   | Family<br>Numeracy/Literacy<br>Eco-schools<br>Recycling<br>Fair Trade   |
| <b>CLIMATE CHANGE is about:</b>          | Recognising that climate can be affected by many factors and that climate change affects humans and other living things.   | Healthy Schools<br>Healthy Tuck<br>Food Miles<br><br>Local and global issues e.g. tsunami, hurricanes, flooding<br>Dynamo<br>Fairtrade                                |
| <b>IDENTITY AND CULTURE is about:</b>    | Recognising and respecting diverse views, values and beliefs and acknowledging their importance in shaping lives and communities.  | Racial Equality<br>Action Plan<br>Anti-racism<br>Stereotypes<br>Multicultural resource boxes<br>International Linking<br>Equality, Diversity and Achievement<br>Award |
| <b>THE NATURAL ENVIRONMENT is about:</b> | Recognising the wealth, diversity and value of natural environments and how these can affect, and be affected by the actions of human communities.   | Environmental packs<br>Biodiversity Plans   |
| <b>WEALTH AND POVERTY is about:</b>      | Recognising that all human beings have certain needs, but that these needs are not always met in all places, in all societies and understanding that inequalities can seriously affect people's lives, but our actions as individuals/groups can make a difference in combating poverty. | Fair Trade<br>Fair Deal for Africa<br>Global Equity<br>Literacy books and poems<br>Making Poverty History<br>Charities  |

**Assessment, recording and reporting**

The work that the pupils do in different subjects that involves ESGC will be assessed as other aspects of those subjects are assessed. Some of this work may be formally assessed but much will be informally assessed. Work carried out outside the boundaries of National Curriculum or other accreditations will be assessed informally. Significant achievements will be reported to the parents.

### **Co-ordination**

The teacher who has the ESGC co-ordinators role develops, raises awareness, support and work with colleagues to monitor and evaluate the area. Further in school training will be identified within the School Improvement Plan and the school performance management cycle.

### **CPD**

CPD will be provided to support the needs of the school and individuals.

### **Extra-curricular and out of school opportunities**

Our extra-curricular provision allows our pupils to broaden their understanding of sustainable development and Global Citizenship. We participate in the Pembrokeshire Sustainable Schools scheme, Eco-Schools initiative and have a strong Action Team that provides a forum for pupils to express their views, plan action campaigns and feedback to governors. We participate in Fairtrade fortnight, Healthy Schools' initiative, 'One World Week' and 'National School Grounds Day'. Our canteen stocks a range of fresh fruit and 'Fair Trade' items. We have a Connecting Classrooms project which links us with Schools in Ethiopia and South Africa and a link with Yukiminami High School that has been running for 13 years. We also organise expeditions through Outlook Expeditions. The extra curricular provision supports the Gifted and Talented agenda and allows children with specific interests to pursue them further.

### **Leadership and Management roles and responsibilities**

A link governor has a responsibility for ESGC and is the first point of reference for this area on the Governing Body. The Co-ordinator for ESGC monitors the provision within the curriculum.

### **Racial Equality**

ESGC merges with areas covered by Racial Equality. It is essential to bear in mind that there are differences. It is easy, but inappropriate, to teach ESGC without bringing in a racial equality dimension or perspective. To embed ESGC and Racial Equality as an ethos within the school community, they will be linked and those links made explicit.

### **Equal Opportunities**

All work on ESGC supports the school's equal opportunities policies and practices.

### **Health and Safety**

We adhere to the requirements and recommendations of the LEA's Health and Safety Policy. Parental permission is sought for all work off site and also in those activities in the school grounds that involve pupils taking action, eg, litter sorting and recycling etc. Advice is taken from outside agencies.

Signed: \_\_\_\_\_ (Head Teacher)

Signed: \_\_\_\_\_ Chair of the Governing Body

Signed: \_\_\_\_\_ ESDGC coordinator

Signed: \_\_\_\_\_ School Council Representative

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

