Teacher Education for Global Citizenship and Sustainability

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Aims of Presentation

- What are common ways of preparing teachers in the areas of ESD and GCED?

- What is the best methodology to monitor the GCED and ESD-related training of teachers, particularly at the level of initial teacher education (ITE) from a comparative perspective?

- What is the available evidence base on the extent to which GCED and ESD are included in ITE and materials in different countries, as well as CPD programmes? What are the most emphasized GCED and ESD-related issues in teacher training around the world?

- What could be the best mechanisms to improve GCED and ESD-related teacher education?

- What are the prospects (given the current situation and the available evidence) that systems will meet the 4.7 target in relation to teacher education by 2030?

Sustainable Development Goals 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.*

Complexity of Concepts

- Teacher education tended to promote ESD and Global Citizenship as separate themes

- Themes such as gender equality, peace education, human rights and intercultural learning tend to have different roots and often promoted as additional lobbying themes.

- Need to re-conceptualise these themes and consider framing with emphasis on global social and environmental justice.

Dominance of Education for Sustainability

- Education for Sustainable Development been more prevalent than themes such as global citizenship, inter-cultural understanding in initiatives promoted by UNESCO

- Resultant dominance of environmental education

- Tendency also to focus on safer and softer themes rather than social justice, global inequality

Varied Nature of Teacher Education Around the World

- In many regions of the world the quality of initial teacher education is poor.

- Secondary school teachers often not properly trained

- Increasing influence of private providers

- Common challenge is that because there are so many basic needs to enable effective training of teachers, themes such as sustainability and global citizenship regarded as a luxury and not a necessity.

Factors That Inhibit ESD and GCE within Teacher Education

- Motivations and Skills of Teachers and Teacher Educationalists

- Competing Priorities in terms of what teachers need to know, skills to have developed and methods of accreditation and assessment

- Pedagogical Focus and emphasis on more didactic forms of teaching

Gathering Evidence

- Examples from:
- Canada – national strategy on ESD includes teacher education
- Costa Rica- Earth Charter training programmes and CREADS- teacher training course
- Australia – ESD projects
- Ireland e.g. DICE and Ubuntu Networks
- China – ESD Network and Beijing international Forum on ESD
- Uganda- Gender socialisation in schools programme
- Brazil – Environmental education courses and one on Teaching Respect
- Jamaica- Sustainable Teacher Environmental Education Project
- Pakistan- programme on 21st Century Skills
- Spain- range of courses at Navarre, Oviedo for example
- USA – Teacher Education ESD Network

Preparing Teachers: Initial Teacher Education

- Training on Purpose and Role of Teaching and it wider social purpose within ITE.

- Content within specific training for subject based teachers, particularly geography, sciences, citizenship/civics/social studies, religious education within ITE.

- Specialist modules and courses, usually of an optional nature within ITE – often on longer teacher preparation courses.

- Courses that whilst not explicitly aimed at training of teachers but are aimed at existing or prospective teachers such as undergraduate education degree courses and masters level programmes

- Short sessions introducing trainees to these concepts, but with little depth

Preparing Teachers : CPD

- Professional development courses run by NGOs, universities or private companies

- Study abroad or international partnership initiatives (Martin and Raja, 2014; Liddy, 2016).

- Outdoor learning activities particularly in environmental education (Rickwood, et al, 2009; Tan-Hus, et al, 2007).

- Courses that are part of broader accredited or validated programmes such as at Masters level.

- Teacher led CPD based on forms of peer learning.

Comments from Evidence

- The incorporation of ESD and GCED in ITE is generally via dedicated and interested teacher educators (e.g. Scoffham, 2013; Carr, 2016).

- Some teacher preparation programmes have specific modules related to ESD and GCED. Teacher educators seem more able to incorporate these aspects on longer courses, such as undergraduate teaching programmes.

- Some subject areas lend themselves to ESD and GCED, such as science and geography, and examples show how these links can be enhanced.

- There are examples of government-funded support to ESD and GCED in teacher education (e.g. DICE in Ireland).

- CPD often takes place with the support of external bodies, but there are also examples of peer-led learning for teachers in ESD and GCED.

Main Themes

- Lack of clarity on terminology
- Agendas of policy-makers
- Value of initial versus in-service training
- Role of teachers as agents of change
- Subject-based courses
- Training school leaders

Key Questions and Issues to Discuss

- Expertise and Building Capacity in ESD and GCED

- Role and Contribution of External Bodies such as International NGOs

- Value of International Partnerships to support development of models of good practice and sharing expertise

- Role of Policy-Makers

- Incorporating ESD and GCED themes within the training of teachers in specific subjects

- Quality Assurance and Inspections

- Developing modules that include specific emphasis on ESD and GCED themes within training courses for senior managers within schools.

- Resourcing opportunities for teacher educators to network and share expertise and approaches

- Recognising Specific Starting Points

- Using the Language and Themes within Education

Thank you

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