



Education for Sustainable Development and Global Citizenship (ESDGC) (First published November 2007, updated December 2008, June 2009 and September 2015).

Background.

A formal policy document for ESDGC was devised for the first time in the Autumn term of 2007 by JUP as part of the “healthy schools” brief. The policy was shared with the staff, and an action plan created and implemented. More recently, an action plan will be devised by the Learning Experiences BIG group in the Autumn term of 2015 and actioned throughout the academic year. This policy has been updated using advice from the WAG document ESDGC – a common understanding for schools 065/2008 July 2008.

1. A STD partly devoted to ESDGC was organised in November 2007. Departments were asked to respond to RCH identifying where good practice in ESDGC was occurring. Some of the practice raised has been added to the original policy and audit.
2. Brynteg`s first Fair Trade Fortnight took place in March 2008. These events have continued to take place on an annual basis and include a variety of activities with students across the school taking part.
3. A full STD was organised by CRi in conjunction with the Bridgend EBP and Andrea Meyrick in September 2008 involving many guest speakers from various and diverse backgrounds.
4. Ceri Richmond worked with a team of students to secure the schools 2nd Green Flag award. Kate Perna has since led this agenda and has secured a 3rd green flag award with the Environmental Group.
5. A curriculum audit of ESDGC (November 2014) has been completed to identify the diversity of subject areas that are covering the ESDGC themes and gain an understanding of how different year groups develop knowledge and experience of these varied themes.
6. ESDGC features in the School Council discussions.

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Background to ESDGC

The government of Wales Act 1998 gave the National Assembly a statutory duty to promote sustainable development. Sustainable Development is now a central priority that cuts across everything the Welsh Assembly Government does. The W.A.G. is also committed to fostering a more outward looking and internationalist Wales and to promote Global Citizenship. This was further emphasised in the DCELLS document of 2008 to WAG entitled “Making the most of learning” which expressed a desire to deliver education that prepares students for “their lives in the C21st and their role as global citizens”. Jane Hutt, Minister for Children, Education, Lifelong Learning and Skills “Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices”

Education for sustainable development and global citizenship is about ‘the links between society, economy and environment and between our own lives and those of people throughout the world; the needs and rights of both present and future generations; the relationships between power, resources and human rights; the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.’ (ACCAC, Estyn, National Assembly and DFID) (2002).

‘Children and young adults deserve to know that their fate is inextricably linked to, and affected by, the lives and decisions of others across the world. They have a right to understand the crucial issues facing the planet and know how they can personally play a part in helping shape the future. No school should feel it is unable to help its pupils gain these perspectives on the world’. (Jane Davidson, Minister for Education and Lifelong Learning).

“Education for sustainable development and global citizenship (ESDGC) is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that should be embedded in schools, an attitude to be adopted, a values system and a way of life” (WAG 2008). ESDGC is part of the existing school curriculum and of school life. It is not an additional requirement.

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Relevant learning opportunities are found in National Curriculum subjects, RE, P.S.E and as part of other aspects of school life. I guess it is also something that we are all committed to as citizens and teachers.

What is ESDGC? Two parts?

Education for sustainable development:

This enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, which will improve the quality of life now without damaging the planet for the future. (UK panel for ESD). It also enables pupils to learn how to care for and protect their environment. The philosophy is that in small, yet significant ways, we will strive to reduce pollution, and use our natural resources with thought and care. We will do this with the understanding that collectively, schools in Wales, the UK and globally, can make a huge difference.

Education for Global Citizenship:

This enables people to understand the global forces that shape their lives. It will help them to acquire the knowledge, values and skills that will equip them to participate in decision making, both locally and globally, and promotes a more equitable and sustainable world. It will hopefully help them to understand their own rights and responsibilities, as citizens, locally and globally, and have respect for the rights and responsibilities of others.

Schools strive to give pupils knowledge and understanding about our world and the people who live in it and everyone's relationship with the environment. It also helps them to develop the skills to be critical thinkers by giving them the facts. They will be given a variety of resources so that they can have balanced information and come to their own judgements. ESDGC will also celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different to us.

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In summary the 4 key concepts of ESDGC are expressed by ACCAC 2002 as:

1. The links between society, economy and environment and between our own lives and those of the people throughout the world.
2. The needs and rights of both present and future generations
3. The relationships between power, resources and human rights
4. Interdependence. The local and global implications of everything we do and the actions that individuals and organisations can take in response to the local and global issues. To promote pupil understanding of how people, the environment and the economy are inextricably linked at all levels from local to global.

In addition ESDGC includes

- Citizenship and stewardship – recognising the importance of taking individual responsibility and action to make the world a better place.
- Diversity – understanding, respecting and valuing both human diversity – cultural, social and economic and biodiversity.
- Sustainable change – understanding that resources are finite and that this has implications for people’s lifestyles and for commerce and industry.
- Quality of life – acknowledging that global equity and justice are essential elements of sustainability and those basic needs must be met universally.
- Uncertainty and precaution – acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly changing, indicating a need for flexible life long learning.
- Values and perceptions – developing a critical evaluation of images of, and information about, the less and more economically developed parts of the world and an appreciation of the effect these have on people’s attitudes and values.
- Conflict resolution – understanding how conflicts are a barrier to development and risk to us all and why there is a need for their

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resolution and the promotion of harmony. (W.A.G. ESDGC booklet).

There are six key themes which schools should address. These are detailed below.

School Principles

Brynteg Comprehensive has adopted the following key principles as commitment to ESDGC:

- Resources will be managed carefully and wisely.
- Our environment will be cared for through responsible stewardship.
- Pupils and adults alike will participate in evaluative and management processes.
- Global community links will be nurtured and valued.

Role and responsibilities.

- It is the responsibility for all those who occupy this site to honour this policy.
- All teachers should encourage pupils to take such action as to enact the principles of this policy.
- All pupils should be aware of, and uphold the policy.
- This policy should advise school managers (teachers, managers and governors) in the decision making and in prioritising spending
- ESDGC will be given a prominent role throughout the school, becoming an essential part of school life.

School Aims:

- To reduce the amount of resources wasted whenever possible.
- Reduce litter.
- Conserve all forms of energy.
- Encourage the recycling of materials.
- Establish a sound curriculum framework of teaching ESDGC.

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- Supporting whole school initiatives linked to ESDGC e.g. Eco schools.
- Encourage the development of links with other countries
- Encourage a respect and understanding for other cultures.
- Encourage an enthusiasm for learning languages and an awareness of the benefits to be gained.

Brynteg School ESDGC Audit

1. Curriculum links – skills and themes

Skills

As noted above ESDGC is not a bolt on addition to the curriculum. It is more about the inculcation of ethos and the development of skills. Pupils from 3 -19 should have the opportunity to undertake the following skills:



1. Developing thinking skills

- ✓ Plan (and ask questions)
- ✓ Develop (Entrepreneurial thinking, causes and effects, forming opinions and making decisions)
- ✓ Reflect (Lateral thinking)

2. developing literacy skills

- ✓ Oracy (including presentational skills)
- ✓ Reading
- ✓ Writing
- ✓ Wider communication

3. Developing ICT in ESDGC

- ✓ Finding and developing information
- ✓ Creating and presenting information

4. Developing numeracy in ESDGC

- ✓ Use mathematical information
- ✓ Interpret and present findings

Themes

There are six themes that can be used as potential vehicles for ESDGC opportunities. They are:

- ✚ Wealth and poverty
- ✚ Identity and culture
- ✚ Choices and actions
- ✚ Health
- ✚ Climate change
- ✚ Consumption and waste
- ✚ Natural environment

Illustrative guidance on the above skills and the six themes have been shared with all HoDs in school and have been used to identify

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opportunities for delivery in the formal and informal curriculum at KS3 , KS4 and the 6th form.

All departments identify ESDGC explicitly in their schemes of work by making reference to the themes the work relates to. e.g. Geography and Science in terms of environmental education delivery. Food Technology – Year 8 - Healthy Eating as a whole. GCSE Catering and Health and Social Care students have to write a Health Improvement Plan for a specific client as part of their GCSE course. Healthy eating incorporated into all practical work. Health and Social care students explore wider social responsibilities at both GCSE and A level. Year 9 pupils cook and serve staff in the ‘restaurant’ at lunchtimes

2. Wider school life

- ESDGC is also included in our wider school curriculum including RE, Collective Worship and PSE.
- In recent years we have widened our Learning Pathways to increase inclusivity as part of the Bridgend Learning Network. From 2008 onwards the school has been an integral part of the wider 14-19 Bridgend Learning Network involving a plethora of academic and vocational courses operated throughout several venues across BCBC. Within Brynteg School we have a variety of additional pupil support – E.g.s are Learning Support Faculty including Curriculum Support at KS4, Learning Coaches, Basic Skills, Work Skills, Youth Focus, Key skills and Basic Skills etc

3. Schemes and Awards

- ✓ The school has secured ‘Phase 5’ of the Healthy Schools Award
- ✓ Eco committee have worked to secure the ‘Third Green Flag’ in the Eco School Green Flag awards.
- ✓ Duke of Edinburgh awards

3. Global Connections

- School MFL educational visits to France and Germany
- Other school visits e.g. Rome, Poland, Nepal
- Welsh visits to Glan Llyn and Llangranog

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- Work experience links with German
- Exchange schemes with Berlin and twin town in France
- The many sporting and departmental visits and the excellent local, national and international charity work we have completed in South Africa, Canada, Ecuador and planned visit to Nepal are examples of this.

4. Pupil Participation

There is a specific 'Environmental Group' that is part of the 'Student Community' at Brynteg. This is one of the student involvement groups that is supported and led by staff. The work of these students also feeds into the wider School Council.

5. Equal Opportunities and Racial Awareness

Brynteg has an increasing mix of races and cultures although much less than inner city schools. The RS department cover a large number of multicultural festivals and events throughout their curriculum including Diwallii, Eid Ul Adha, Ramandan etc. School assemblies are essentially Christian in ethos though non Christian are given opportunities to celebrate their own faiths and cultures. Christian events are celebrated e.g. Christmas and Easter.

7. Outdoor Learning

A large number of departments participate in outdoor learning

- ✓ Fieldwork – e.g. Geography and Science
- ✓ Educational visits – many departments
- ✓ Competitions – as above

8. Welsh Dimension

Curriculum Cymraeg is celebrated in school and opportunities to deliver it are explicitly expressed in departmental handbooks and schemes of work? "Welshness" is celebrated in Welsh assemblies and the annual Eisteddfod. Bilingualism is promoted throughout the school via signage. Although Welsh speakers amongst the pupils are less than 1%, incidental Welsh is encouraged in the school.

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9. Evidence of after School Clubs and extra curricular activities

There is a huge range of lunchtime and after school activities for pupils of all ages in Brynteg. These are detailed in the 'Clubs and Societies document'. Attendance at these clubs is monitored by staff.

10. Pupil Support systems and development of self-esteem.

We encourage our pupils to resolve conflict, respect themselves and others, argue effectively, challenge injustice and become critical thinkers? Some examples include:

- ✓ Positive Discipline Systems have rewards and sanctions built in with fairness and consistency essential themes
- ✓ Attendance, punctuality, merits, sanctions have high profiles
- ✓ Thought for the Week – quotes to encourage form groups to discuss moral issues/to raise awareness of others and themselves.
- ✓ Inclusion group in school consists of non-teaching members of staff as well as teachers. (Work has included giving consideration to disaffected pupils, reception areas, new pupils, and displays in Library if pupil has come from another country etc.)
- ✓ Role of the Learning Support faculty, learning coaches etc (detailed elsewhere)
- ✓ Able and talented students identified and involved in specific projects e.g. Thinking and Reasoning GCSE, Debating club
- ✓ Dyslexia working group/Dyslexia Awareness Week.
- ✓ Dyspraxia/Motor programme
- ✓ Form reps/ Year meetings and School Council
- ✓ Bullying surveys – 'Listening to Learners' biannual survey is developed to contain questions relating to bullying and friendship.
- ✓ SHRN – Schools Health and Research Network questionnaire completed by all students in school.
- ✓ Form notice boards celebrate achievements
- ✓ Study skills sessions
- ✓ Anti stress classes

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- ✓ Mentoring schemes – teachers/pupils and pupils/pupils (Peer mentoring – sixth form students)
- ✓ Use of 6th formers to support Year 7 - reading schemes, as mentors and as a link with form classes
- ✓ Lots of policies and surveys in place such as anti bullying survey and policy, racial harmony etc but also specific treatment of Substance Abuse, Sex education.
- ✓ Induction programmes for Y7, Y10 and Y12.
- ✓ Assemblies – promotion of the “hidden curriculum”
- ✓ Y11 and Y13 Leavers balls and awards assemblies, including Y14 Presentation evening.
- ✓ Progress File accreditation.
- ✓ Whole school participation in national events such as “children in Need”, Jeans4Genes etc.
- ✓ Other charity events such as Red Nose Day, Children in Need and local charities such as Santa appeal
- ✓ Pupil interviews - Y11 Mock interviews from EBP.
- ✓ UCAS – positive support for 6th form students plus interviews in preparation for university

11. Transition

We have a clear transition plan in place to smooth the way for children from Foundation Phase to KS2 and ease transition to secondary school. We prepare all stakeholders carefully for the Learning Pathways transitions at Year 9 and 11. In addition we prepare all students at KS4 and 6th form for further education or the workplace

14. The role of assemblies/collective worship in ESDGC.

- ✓ Assemblies – topics frequently cover self-image/ healthy lifestyle/developing world/self esteem, environment, world issues, harvest festival, Remembrance etc
- ✓ Pupils take assemblies on a weekly basis – form rota – and develop their assembly based upon the theme/thought of the week.

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- ✓ Merit/Attendance/Improved Pupil awards and assemblies with certificates, vouchers and prizes.
- ✓ Progress file Leavers Year 11 assembly with guest speakers
- ✓ Rankin Award assembly for past Y13 students – inspiring pupils to make the right choices.

15. School environment

- ✓ Water fountains are available for pupils, bottles allowed in class.
- ✓ Cold water container in staff room and energy efficient water heater.
- ✓ Covered bike racks awarded as part of the Safe Routes to School initiative.
- ✓ Recycling units around the school
- ✓ School council has significant input.

16. Healthy Food and the role of the school canteen.

The school council works with School canteen to offer healthier options and a 'Non chip' day. Vending machines are only accessible at break and lunch to non sixth formers and no longer contain chocolate. They also contain sandwiches and water – not just choc and pop! Breakfast available from 8-15am

17. Wider community links and ESDGC.

A flavour of our wider community links include:

- ✓ Carol concerts and other school events including school productions e.g. Camp Rock 2014
- ✓ Sporting links with local sports teams, participating in national competitions.
- ✓ Charity work
- ✓ Strong links with other schools
- ✓ National and local competitions e.g. National Consumer Quiz, Debating competitions, Spelling Competitions
- ✓ Outside drama links

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- ✓ Local and national initiatives e.g. Road safety, Non smoking day etc
- ✓ School counsellors, school nurse, first aid trained staff and links with health care, medical and other support agencies e.g. Social Services, Child and Family, etc
- ✓ WRE.
- ✓ Harvest festival with collection and distribution in the wider community
- ✓ Rucksack appeal
- ✓ Christmas dinner for the elderly – Wbacc students
- ✓ Links with Madeline Moon – local MP office
- ✓ Participated in Porthcawl beach clean – July 2015

17. Support for staff.

- ✓ First Aid and Child protection training for staff
 - ✓ NQT/EPD induction programme
 - ✓ CPD programme (Brynteg Improvement Groups, Co-coaching model) After school meetings are limited to one per week
 - ✓ Staff must wear security badges
 - ✓ SDD sessions - on a wide range of issues –include non-teaching staff (Often cross-curricular)
 - ✓ 2014/15 Staff well-being group designing whole staff questionnaire

Many thanks

Kate Perna 21st September 2015