

Kate Minnock

*A Teachers Perspective ESD
within secondary school context*

- Sample ESD projects
- What has helped me
- Challenges
- Recommendations



Schools for Resilience

Linking schools with
local communities' sustainability



NORTH WICKLOW
EDUCATE TOGETHER
SECONDARY SCHOOL

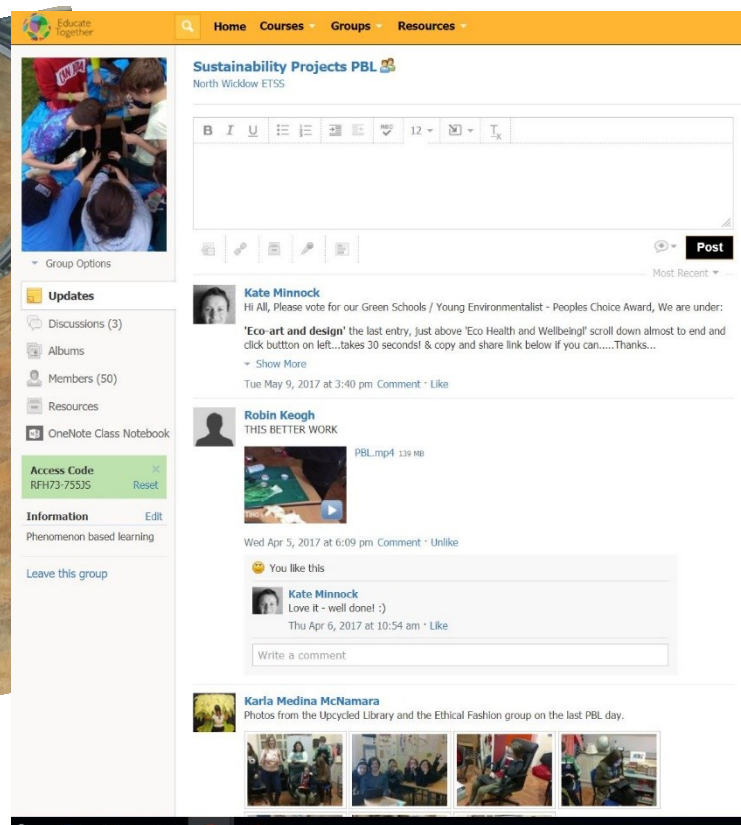
- New school, Opened in 2016
- Currently 120 x 1st & 2nd Year students
- Art, Ethical Education and ESD
- 2nd year piloting Sustainability as a short course with Jerriann Sullivan Cork ETSS colleague
- Phase 2: working with NCCA Short Course development guidelines
- 1 hour per week class for all students at Junior Cycle + additional hours





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Phenomenon-based Learning



PBL + Self-directed learning

- *Students propose own topics + groups via on-line platform*
- *Facilitation Tool Kit: Students given skills to facilitate own groups*
- *Place-based learning: using local landscape and local community to help*



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SCHOOL MURAL

BIO DIVERSITY

UPCYCLE LIBRARY

NO TO BOTTLED WATER

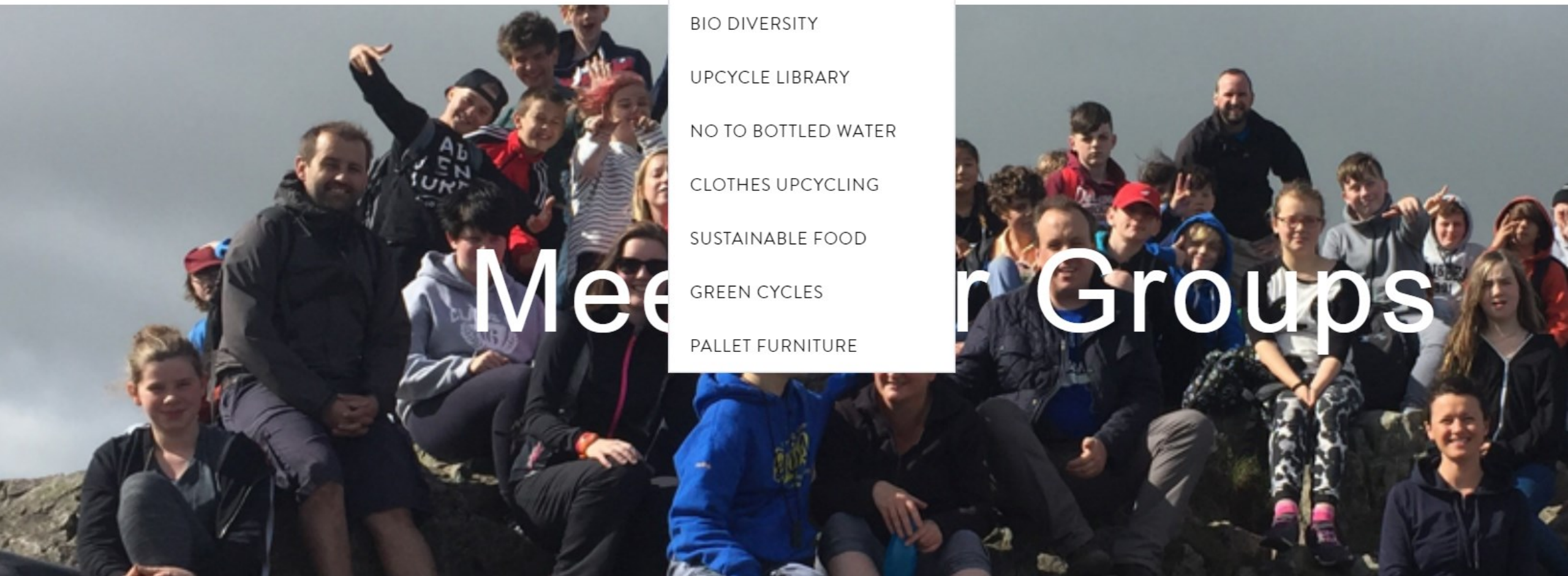
CLOTHES UPCYCLING

SUSTAINABLE FOOD

GREEN CYCLES

PALLET FURNITURE

Meet our Groups





Lililotus Pascoe, Abbie Connolly, Dylan Brandon, Teacher Kate Minnock, Liam O'Brien and Alan Moran are pictured at North Wicklow Educate Together Secondary School's World Cafe Community event.

World Café showcase event addresses community's resilience to climate change

North Wicklow Educate Together Secondary School in Bray last Wednesday evening put on a 'market-place' showcase event of their recent group projects on the theme of Sustainability.

The event was part of the school's current Phenomenon Based Learning (PBL) project. This aim of this project is to enable students to work in a cross-disciplinary way to research and action a solution to a topic within the broad theme of Sustainability that students themselves had an interest in exploring.

Students, parents, carers, teachers and members of the wider community with an interest in Education & Sustainability, came together through a World Café event to discuss how we can collaboratively work towards building our communities' resilience to climate

change. A light meal consisting of salads and dips made

with seasonal ingredients from the school garden together with a 'Stop

Food Waste' soup were served as part of this World Café.



Jacob Byrne, Hugo Guyt, Jacob Quinn Fleming and Aishling Tee Hamm are pictured at North Wicklow Educate Together Secondary School's World Cafe Community event.



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World Café

- PBL group example: One group grew salad, foraged nettle + garlic pesto, stop food waste soup 110+
- 3 world café questions Why ESD is important, What should student's learn? How might the wider community support this in our school.

Opportunities: What has helped me to bring ESD into schools

1. **Space on the curriculum** as a stepping stone

Colasite Chill Mhantain, TY Module - EfS

NWETSS JC Short Course

2. Creating a Sustainability **Strategy Group**

pioneering teacher plus 4-5 subjects teachers



Educate Together SECONDARY SCHOOL



‘... a learning environment that is participatory, inclusive and valuing of diversity ...’

Educate Together school communities will endeavour to create a learning environment that is participatory, inclusive and valuing of diversity and will adopt policies and practices to support this.

2.12 Assessment

Educate Together second-level classrooms will be learner-centred, where students are the key initiators and architects of their own learning.

Weimer (2002) identifies learner-centred teaching as encompassing a shift in the balance of classroom power from teacher to student, designing content as a means to building knowledge rather than a ‘knowledge end’ in itself, positioning the teacher as facilitator and contributor, rather than the source of knowledge, shifting responsibility for learning from teacher to learner and finally promoting learning through effective assessment.

The UK Assessment Reform Group (2002) identifies

challenging problems, and hence with the chance to learn in depth and test the limits of their understanding’. Black and William (1998) reviewed 250 research articles relating to the role of classroom assessment in learning and concluded that it ‘typically encourages superficial and rote learning, concentrating on recall of isolated details, usually items of knowledge which pupils soon forget’. The UK Assessment Reform Group research (2002) also identified a number of risks with regard to assessment:

- valuing quantity and presentation rather than the quality of learning;
- lowering the self-esteem of students by over-concentrating on judgements rather than advice for improvement;
- demoralising students by comparing them negatively and repeatedly with more successful learners;

‘... students are the key initiators and architects of their own learning’

The UK Assessment Reform Group (2002) identifies

Curriculum Opportunities

– Short Course in Sustainability as a stepping stone

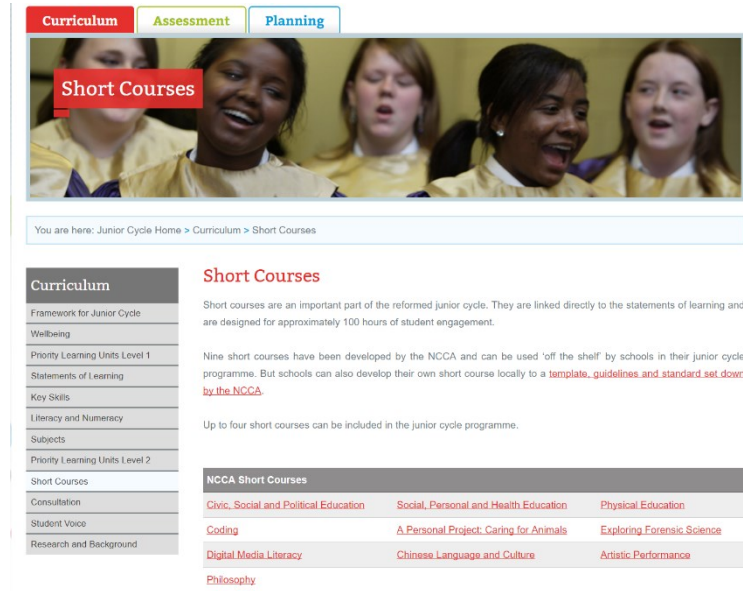
The learning outcomes (10 per strand) are organised into four Core Strands and two choice strands:

Strand 1 – Just One Earth

Strand 2 – Picturing a just and sustainable world

Strand 3 – Taking Action

Strand 4 - Skills for a sustainable future



The screenshot shows a website navigation menu with 'Curriculum', 'Assessment', and 'Planning'. Below the menu is a banner image of students in yellow uniforms with a 'Short Courses' overlay. The main content area has a breadcrumb trail: 'You are here: Junior Cycle Home > Curriculum > Short Courses'. On the left is a 'Curriculum' sidebar menu with items like 'Framework for Junior Cycle', 'Well-being', 'Priority Learning Units Level 1', 'Statements of Learning', 'Key Skills', 'Literacy and Numeracy', 'Subjects', 'Priority Learning Units Level 2', 'Short Courses', 'Consultation', 'Student Voice', and 'Research and Background'. The main text area is titled 'Short Courses' and explains that these courses are linked to learning statements and designed for 100 hours of engagement. It mentions that nine courses have been developed by the NCCA and can be used 'off the shelf' by schools. A table lists 'NCCA Short Courses' with categories: Civic, Social and Political Education; Social, Personal and Health Education; Physical Education; Coding; A Personal Project: Caring for Animals; Exploring Forensic Science; Digital Media Literacy; Chinese Language and Culture; Artistic Performance; and Philosophy.



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CORK EDUCATE TOGETHER
SECONDARY SCHOOL

Curriculum Opportunities

Short Course in Sustainability

Sample Choice Strands:	Strand 5 – Arts & Sustainability	Strand 6 – Sustainable Design and Technology	Strand 7- Sustainable Food
Anchor Subjects	Visual Art, Design, Music, Drama	Materials Technology (Wood), Construction Studies, Technical Graphics, Art, Digital Media, CSPE,))	Home Economics
Resources	WWGS Visual Art Junior Cycle Resource	Irish Architecture Foundation + Kate Minnock currently developing new resources	Taste Council of Ireland: adapt TY module http://www.tastecouncilofireland.com/schools-ty-unit.html
	Comhlamh Exploring Diversity & Global Justice through the Arts	Ubuntu: http://www.ubuntu.ie/teaching-resources/Green%20Architecture.html	Voice Ireland – Food Waste http://voiceireland.org/information-for-schools/
	more on http://www.ubuntu.ie/teaching-resources-by-subject.html Art Design Craft	http://worldslargestlesson.globalgoals.org/	Schools for Resilience – resource by Kate Minnock & http://schools-for-resilience.eu/

What has helped me to bring ESD into schools

1. **Space on the curriculum** as a stepping stone

TY Module - EfS

JC Short Course

2. Creating a Sustainability **Strategy Group**

pioneering teacher plus 4-5 subjects teachers

3. Incorporating **Outdoor Learning**

4. **Inspiring Training** – NCAD, Forest School, Burren-Beo, inspirational

5. **Financial Support** – for myself and other teachers from Local Agenda 21 and WWGS



The focus on Outdoor Learning



- reduction in stress levels
- helps tackle growing obesity levels
- benefits those who suffer from depression
- increase exam performance in students

Yale University, the University of Minnesota, and the Children & Nature Network, US

- relieves the symptoms of attention difficulties such as ADHD

American Journal of Public Health
no. 9 (September 2009) copyright American Public Health Association.

WHAT WILL STUDENTS BE LEARNING IN THEIR WELLBEING PROGRAMME?

Through the Wellbeing programme students will be learning the knowledge, attitudes and skills to enable them to protect and promote their own wellbeing and that of others.

The junior cycle Wellbeing programme will begin in 2017 with 300 hours of timetabled learning in Wellbeing over the three years of junior cycle. This will build up to 400 hours by 2020 as the new junior cycle is implemented in schools.

- The four main pillars of the junior cycle Wellbeing programme are Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE) and guidance education.
- Other subjects, short courses and units of learning can also contribute to a school's Wellbeing programme.

Schools can be flexible when planning their Wellbeing programme. Students, parents and teachers all have a part to play in planning a programme that suits the needs of the students in their school.



For further information:
www.juniorcycle.ie
www.jct.ie

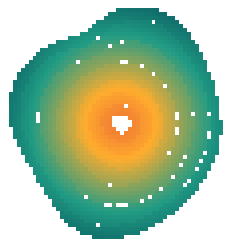
'ALL OF US NEED 'ONE GOOD ADULT' IN OUR CORNER. THIS IS SOMEONE IN OUR LIVES WHO GETS US, WHO LISTENS TO US AND WHO BELIEVES IN OUR POTENTIAL.'
DR TONY BATES



WELLBEING
IN JUNIOR CYCLE



Outdoor Learning



**Irish Forest
School Association**

Architecture as pedagogy



- Irish Architecture Foundation Architect in Schools initiative 2nd years Art + Technology
- Outdoor Classroom design for their new school 2019
- Access to Department Architectural Planning Drawings + Authentic dialogue with students + Government departments
- Departments Building Specifications + Subject Equipment List



Teacher Training- *experiential & inspired by local landscape*



Place-based learning



Recommendations to embed ESD into Second Level Education

In addition to what I have just mentioned;

1. Space within the curriculum
2. Support for Outdoor Learning
3. Meaningful Teacher Training, co-created and in consultation *with* teachers and school management

ESD needs to be;

4. Student-centred, Content-appropriate

- Risk eco-paralysis if content too climate science heavy
- Belief in themselves that their action projects can initiate real change in society through authentic dialogue
- Personal interest in projects as displayed in PBL projects

5. ESD Co-Ordinator as a paid Post of Responsibility

- expectation to apply funding eg WWGS, LA21 / create resources / planning in free time etc not sustainable

6. ESD Teacher Association

- Like with other subject teachers, Art Teachers Assoc. Ireland ATAI

Curriculum Opportunities



Circular 0001/2017

To: The Managerial Authorities, Principals and Teachers of Recognised Primary, Secondary, Community and Comprehensive Schools, the Chief Executives of Education and Training Boards.

GRANT SCHEME FOR ICT INFRASTRUCTURE– 2016-2017 SCHOOL YEAR

Introduction and Purpose

As part of the implementation of the Digital Strategy for Schools 2015-2020 Enhancing Teaching Learning and Assessment, funding of €210m for ICT Infrastructure will be distributed to schools over the five years of the Strategy, commencing with €30m in the 2016-2017 school year, rising to €50m towards the end of the period (2020-2021 school year). The first tranche of this funding (€30m) is now being issued to schools. This circular provides information of this Scheme.

A shift in focus towards

Digital + Ecological Literacy

Contact: kateminnock@nwetsss.ie

or via

Facebook group 'Secondary Teachers for Sustainability'

