

Part 2

Section 1

Good evening I am Apryl Lewis-James and I Work as a Learning support assistant in Pennar community school with ages from 2 up to age 11. On reflection of this project working alongside the children, parents and families and my colleagues has Definitely supported a community approach.

As I am not from or live in the Pembroke area I am not used to the history or the surroundings. By focusing on discovering the wild garden it has allowed me to learn more in-depth about the history behind it as well as learning alongside the children to find out that there used to be a fishpond there before the wild garden was created. We also discovered that the school used to be just a junior site and was extended 20 years ago to allow space for the younger classes to join on site.

Developing and creating a better area with the children for the use of classes within our school has allowed me and the children to improve my understanding and knowledge on sustainability. Sustainability can have numerous benefits to an environment and lots of measures can be put in place to support sustainability.

In this project we used so many different skills to support the development of children with their knowledge and understanding in cross curricular subjects and skills. We used Digi maps to identify and located the area in which we were focusing on. I chose to do the wild garden as everyday I park my car I look at the garden and feel that it lacks life and character and needs maintenance. When we explored the wild garden, I encouraged the children to use their 5 sense which supported them in thinking more deeply about their surroundings and the environment. This was successful as it allowed the children to go off in groups and each focus on a different sense before feeding back to the whole class.

On exploring the wild garden, we were made aware of challenges on the floor, the lack of wildlife such as bugs and insects and birds. Also having bees in an enclosure within our school site we raised a concern on the lack of flowers on site for the bees. As well as birds flying over in passing and tending to stop within the garden, on exploring many varieties of plants, flowers and trees were discovered. The children were able to work independently to use an app to support them in discovering the

name and types of trees and plants. It allowed them to develop their knowledge and progress into gaining and accessing more information and knowledge.

On working to conserve the Wild Garden we organised a walk to school week to encourage staff, children and families to reduce car emissions and to see if it would improve the wildlife within the school. We went on a litter pick around the school to clear up all the rubbish, we also designed litter posters to place around the school as well as sorting out more bins around the school in the hope to reduce littering. We planted wildflower seeds in the planters next to the garden and the bee enclosure in the hope to attract more bugs and insects. We added wood and rocks into the bird bath to support the bees and birds in landing to drink water. We also placed a bug hotel into the garden with the idea of building a bigger one in the next academic year. The Children also created fat balls to hang up in the garden to encourage more birds. We explored with leaves and patterns and did leaf printing onto black card. Upon sharing the findings and project with the parents and staff within the school we received lots of feedback on how people don't realise how the smallest thing can make a difference when it comes to making the world sustainable and supporting living creatures. Such as the little things like walking to school to cut emissions and not littering to prevent harm. It also allowed us to raise a small amount of money to be able to invest back into the wild garden and make improvements with being more sustainable. This project has turned into an ongoing process that with the school we will continue to improve and make changes inside the area in the future. Thank you for taking the time to listen to my reflection I will now be moving onto my critical evaluation.

Section 2

Welsh Government (2008) suggests that ESDGC stands for the Education for Sustainable development and Global Citizenship. The aim of ESDGC is to support people with the foundations of knowledge and transferable skills to be able to cope with the challenges that the world is presented in for example issues with shortages of resources, climate change, poverty and terrorism. ESDGC supports connections between the economy, environment and society between people and the representation of the current and future generations. ESDGC recognised that people from all areas of the world are faced with similar issues when it comes to social, environmental and economical issues. As globalisation sped up it caused a concern in the rate of economic and industrial development thus effecting the global environment.

Tinney and Hirst (2018) States that children play an important role in changing the values and behaviours of people to create an environment that works for leading a sustainable future. The Welsh government were swift in adopting ESDGC policies and intergrading it into education and making it compulsory for it to be integrated into all age groups. Providing children with valuable opportunities to activities and information regarding sustainability is important and allows children to be engaging in citizenship within their school community. There are nine key aspects underpinning ESDGC including, citizenship and stewardship, needs and rights, conflict resolution, values and perceptions, quality of life, sustainable changes, diversity and interdependence. However, sustainability should be focused not only on environmental factors but should connect a wider variety of issues.

The Welsh government strategy for action highlighted that the Nine different concepts of ESDGC were proving difficult to implement into education and deliver, so seven connected aspects were introduced to support the implementation and delivery into education, these included, choices and decisions, consumption and waste, identity and culture, health, natural environment, climate change and wealth and poverty. (Welsh government 2008).

Barrable (2019) states that Early years education has always portrayed the importance of learning outdoors and having accessible outdoor environments as it benefits children's development. An ecocentric orientation can allow children to feel as part of nature. The pedagogy of connectedness suggests that guiding children to a non-human nature could result in children adopting a pro environmental behaviour as well as adapting compassion to animals. The pathways to nature connection are Contact, meaning, emotion, beauty and compassion. Activity that is physical and adventurous can also contribute to a nature connection. Similarly with the John Muir Award where it should support people in developing an appreciation and value for nature and raise awareness and understanding for nature environments and well as a responsibility for it. The criteria for the John Muir Award can be seen as focusing more on the environment and the conserving of an area whereas Barrable focuses more on being at one with nature rather than an area.

Welsh Government (2008) states that ESDGC is important as it shows the importance of the role of people as global citizens and how individuals can learn the connections between values, attitudes and connections which can develop into being responsible and committed to creating a sustainable world. Incorporating ESDGC into learning and education can support the passing on of knowledge and values which can be adapted into positive attitudes into global citizenship.

According to United Nations Department of Economic and Social Affairs. (No Date) Article 21 is a plan of action that was taken on by 178 different governments at a United Nations conference on Environment and development also known as UNCED. The Article 21 addresses different environmental challenges from local to national to global. The article connects collaboration among different organizations from within the United Nations system.

The Future Generations Commissioner for Wales (2015) suggests that the well-being of future generations act is in place from Wales to consider the long-term impacts of choices and decisions that are made and working collaboratively with communities and others in regards to issues such as poverty and climate change. The act has seven different wellbeing goals to ensure that all goals are being met. The seven include, a prosperous Wales, a resilient Wales, a more equal Wales, a

healthier Wales, a Wales of vibrant culture and a thriving Welsh language, a Wales of cohesive communities and a globally responsive Wales. The act states that a sustainable development should be a continuous development of the Social, economic, environmental and cultural wellbeing in Wales, this can be done by aiming and achieving and working towards the goals. The working and aiming can be achieved by having long term needs, integration, involvement, collaboration and prevention.

According to CAFORD (2015) Climate refers to the different types of weather over a numerous number of years and can different from country to country, the CO₂ within an atmosphere can protect the earth from the heat of the sun, however over the years the earth gradually is able to cope less and less to the changes in the climate, and the changes have started to increase over the last 200 years, this can be as a result of, social, economical and environmental changes and more CO₂ and heat is being trapped within the earth, it can cause sea levels to rise icebergs to melt and resulting in a higher temp coming from the sea which is causing a knock on affect to the weather, making it more extreme.

Katharina and Pegels (2014) Suggests that Poverty and climate change can be linked. They suggest that human development is causing environmental issues in the world such as, biodiversity, destruction of ecosystems and fuelling up climate change and whilst these types of issues can have an effect on everyone, they tend to be having a greater impact on those struggling with poverty. Governments tend to have policies that tackle issues separately. Economic growth is needed in order to support Income poverty, however, when the economy expands the environment tend to bear the negatives. protection of the environments can have a negative impact on the people living in poverty.

According to The United Nation environment programme (No Date) Poverty environment action for sustainable development goals by the United Nations environment program has a goal to promote a collaborative approach that connects poverty, environment and climate together to connect to sustainable management to reduce poverty. Farms, woods, Greenland and water and oceans account for over half of the income for families living within poverty, sources that are beginning to

rapidly decrease due to poverty, climate change and other environmental factors. Strengthening these issues within the environment can support families and households within poverty. For example, Myanmar government has vowed to tackle climate change, and disaster risk reduction to support the economic growth to create a more inclusive and sustainable environment. Their aims and goals are to improve and implement policies and frameworks, local environment issues are addressed and adapted in line with the new policies and framework. An increase in green investments, and investments that support a sustainable development such as assessment and regulations in areas to improve the quality.

Welsh Government (2008) suggests that ESDGC is about skills and values that can be embedded into the school's environment. ESDGC also encourages children in developing their skills and knowledge into their own learning. Schools struggle to provide links of opportunities between global issues and make the links for it to be personal, local, nationally and globally relevant. It is important for teachers to also have the willingness and be equipped with the resources to develop and maintain ESDGC knowledge and skills into the curriculum for the children.

Croke et al., (2021) suggests that Wales took a step in connecting the UNCRC rights of the child and the Sustainable development goals. Connecting them and adapting to a new pathway can support children. As part of the children's rights children should have the ability to make decisions and children should be included and be able to participate into matters regarding sustainable development. The 2 agendas interlink and should be connected to support children.

Boyd (2017) suggests that family and community approaches helps to support the pillars of sustainability. Eco schools is about supporting children to develop and learn skills and values that will allow the development of sustainability. The current methods of living are not sustainable and will cause the environmental factors in the world to impact negatively. Education plays an important part in implementing sustainability from a young age as children in education are the future generation. Eco Schools was brought out in order to empower students and motivate them into making sustainability more interactive. It is also shown that children benefit from an eco-schools approach as it can positively impact their skills engagement well-being and behaviour. It is important to keep monitoring and evaluating the changes that

are being made to show the difference before and after as well as keeping others informed and involving the community within projects. Eco schools links nicely with a curriculum in that being outdoors can link to the curriculum and allow children to play and explore being independent and thinking critically as well as learning skills across the curricular. The Eco schools programme sets out nine different topics that a school can choose to focus on these include, energy, litter, waste, water, global perspectives, transport, school grounds, biodiversity, and healthy living.

Amnesty international (No date) brought out first steps to be used to allow children ages of 3-5 to explore and understand their human rights. It breaks down into 5 different lessons which include feelings, relationships and belonging, choices and voices, well-being and bodies. This programme is designed to allow children in education to learn and engage in their human rights through fun activities. The programme also provides what article each section which links to as well as the aims of each lesson.

Sterling (2001) states that sustainable education should be learnt through knowledge and learning. A shift in mindset moving forward is key to developing a sustainable world. Learning the knowledge and skills to make and adapt to change is important in changing values. Then reflective learning is delving deeper into why and how and thinking about the learning. Then being able to see things from a different perspective and shifting the mindset and having a more in-depth learning and understanding of changing to a more sustainable environment. A critique of the government approaches is that they want to make people adapt to the different changes rather than people developing and moulding the change. However, changes being made into education which fits in with positive impact on sustainability attitudes is that education is seen more as learning rather than teaching. Education should develop children into lifelong learners and develop skills and values for life.

Recognising and sustaining changes within schools should be approached following five key factors these include, increasing the staff awareness on sustainability issues. Leading a whole school approach with all staff, children, families and communities being involved. Allowing the children to be involved in the process of decision making allowing them to voice their opinions and be independent. Increasing the connections between school and community approaches can be beneficial to provide

real life authentic experiences for the children and support the community in feeling involved and making a difference. Going one step at a time is important in ensuring all measures are evaluated along the way and the process is logged to provide evidence of change over time to build a picture of the development of sustainability within an area or setting.

Thank you for taking the time to listen.

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