



Education for Sustainable Development and Global Citizenship (ESDGC)

Yali Cheng

Mosley Once said:

(Episode 5, 2014)



Well, I believe
that education is the gate
that leads to any future
worth having.

**A quality
education is
the backbone
of sustainable
development.**



9 ESDGC Concepts

- Independence
- Citizenships and stewardship
- Needs and rights of future generations
- Diversity
- Quality of life, social justice and equity.
- Sustainable change
- Uncertainty and precaution
- Values and perceptions
- Conflict resolution.

(WAG, 2008, page 52)



ESDGC 7 themes (WAG,2008, page 53)

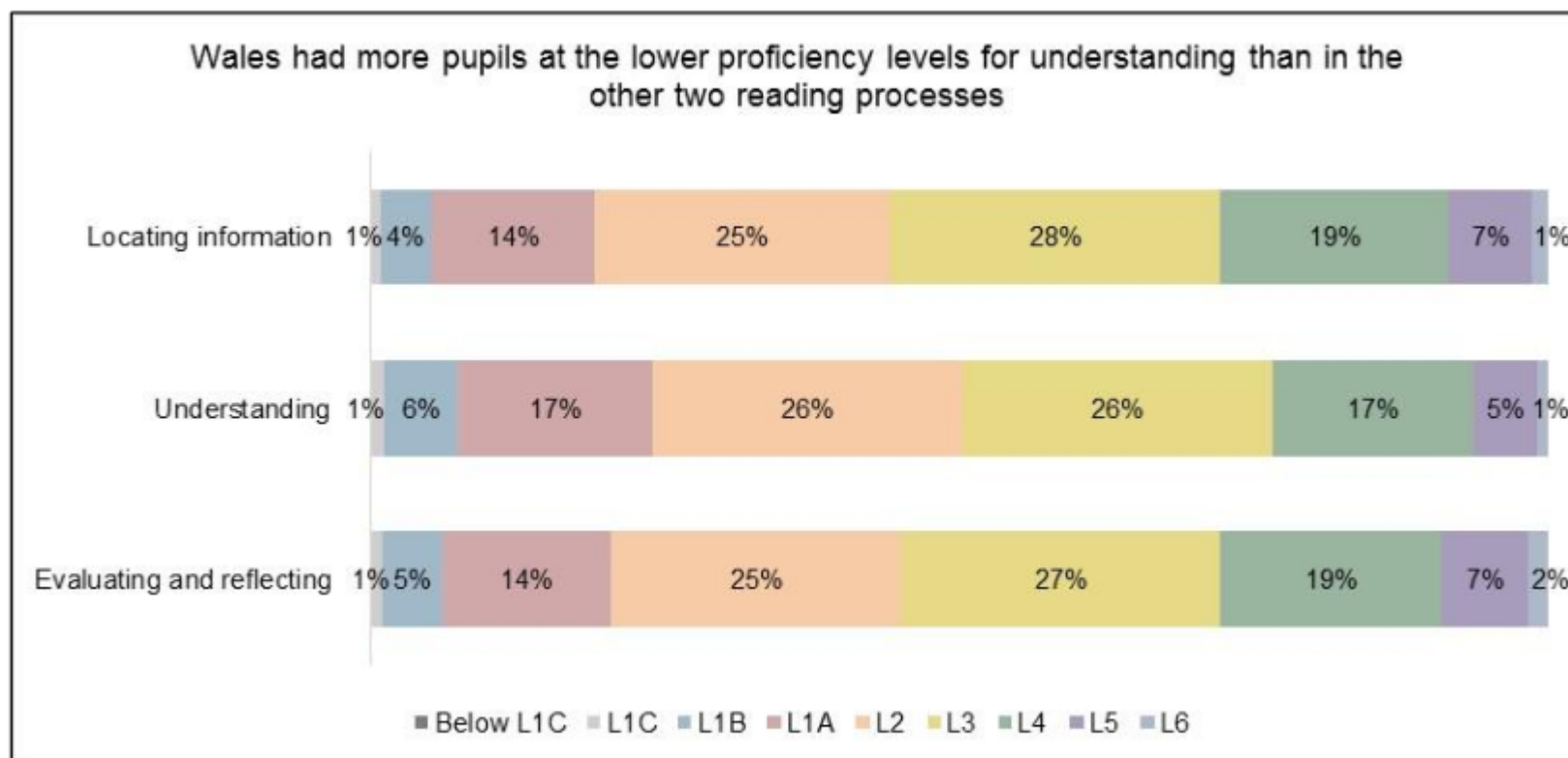
WAG

Wales PISA 2018

Reading

'In general, pupils in Wales performed better in the locating information and evaluating and reflecting processes than in understanding. Whilst all 3 processes have similar proficiency distributions, there were slightly higher numbers of pupils at the lower proficiency levels (below Level 2) in the understanding process than for the other 2 processes.'
(Welsh Government, 2019, Page 52-53)

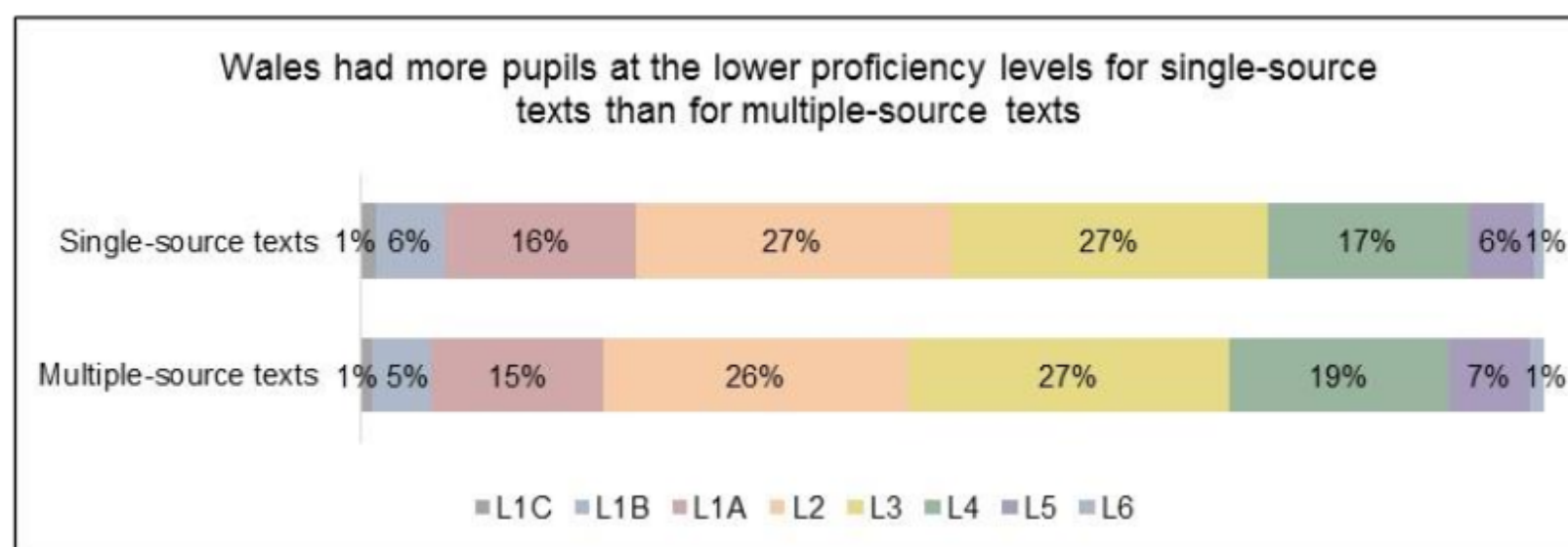
Figure 2.11 Reading proficiency levels by cognitive process in Wales



Note: All percentages are rounded.

Source: PISA 2018 database

Figure 2.12 Reading proficiency levels by reading source in Wales



Note: All percentages are rounded.

Source: PISA 2018 database



Table 4.2 PISA International results for science: participants with SIMILAR science scores to Wales (not statistically significantly different)

Country	Scale score		Country	Scale score	
Czech Republic	497		Austria	490	
Republic of Ireland	496		OECD Average	489	
Switzerland	495	v	Wales	488	
France	493		Latvia	487	
Denmark	493	v	Spain	483	v
Portugal	492	v	Lithuania	482	
Norway	490	v	Hungary	481	

^v Indicates a statistically significant change in science since PISA 2015

OECD countries (not italicised)

Countries not in OECD (italicised)

Source: PISA 2018 database

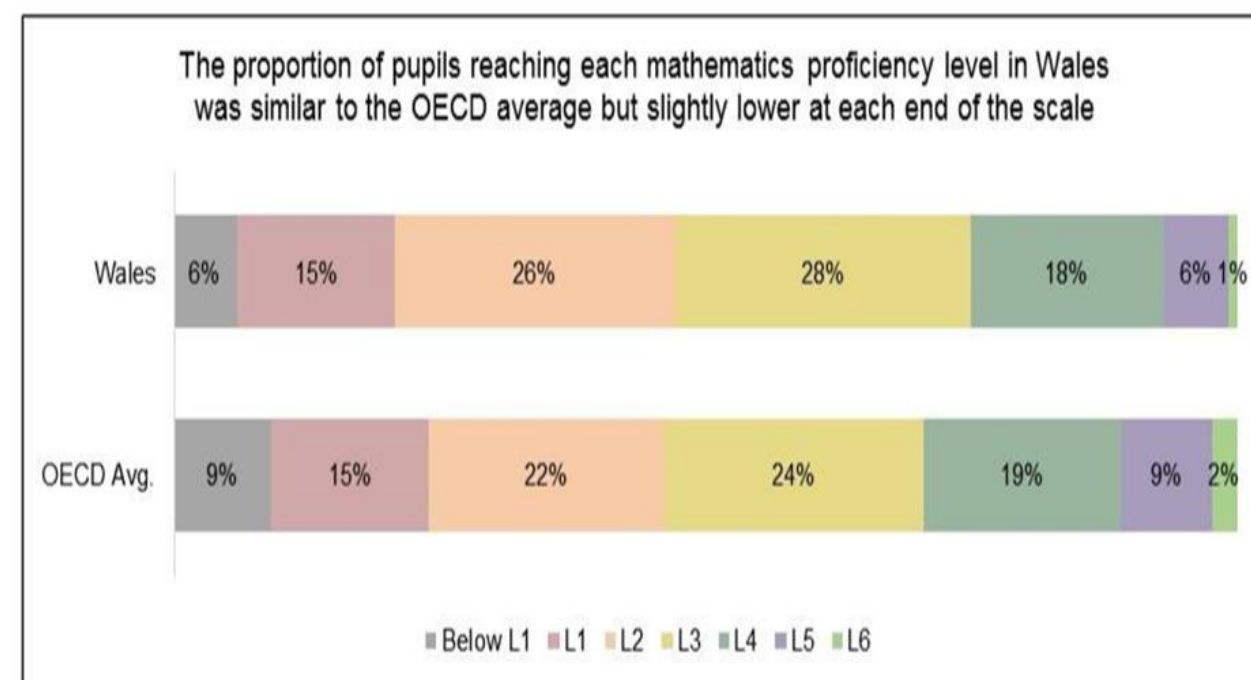
‘The average PISA science score for Wales in 2018 was 488. This is 17 points lower than the average in 2006 (505) but 3 points higher than the 2015 (485). There are 19 countries where the mean science score was ahead of Wales compared to 28 in 2015. Wales significantly outperformed 45 countries.’ (Welsh Government, 2019, Page 86)

‘Pupils who score below Level 2 are considered low performers in mathematics and those that perform at Level 5 or above are considered top performers’ (Welsh Government, 2019, Page 106)

**PISA
2018**

Figure 5.6 shows that, compared with the OECD average, Wales had a lower proportion of pupils working at both the highest proficiency levels (Levels 5 and 6) and at the lowest proficiency levels (below Level 2).

Figure 5.6 Mathematics proficiency levels in Wales and the OECD



New Curriculum

2022

THE 4 PURPOSES of Curriculum for Wales

"Learners at the heart of what we do"

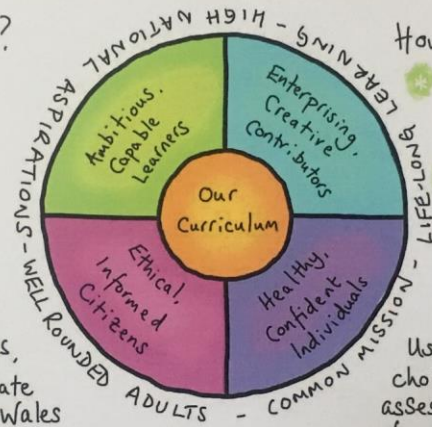
Why do we need 4 Purposes?

- to set a common mission for all teachers & leaders.
- to set a common vision for the aspirations of our pupils.

How should we use the Purposes?

- as a guide when choosing curriculum content
- as a framework to choose the most appropriate pedagogy

By engaging with the 4 purposes, teachers will understand & assimilate a shared vision for education in Wales



Using the 4 purposes to make choices about content, pedagogy & assessment will develop the capacity of our self-improving system.

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNCRC	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
-------------------------------	----------------------------	-----------------------------------	-----------------------------------	-------------------------------

The 4 Purposes of Curriculum for Wales by Impact Wales (2018) has outlines the 5 aspects underpinned.

Curriculum for Wales (2018)

@ImpactWales

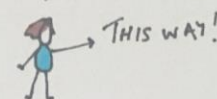
CURRICULUM for WALES

Copyright © 2016

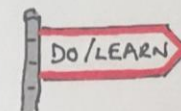
All schools begin to embed the 4 purposes



Pioneer schools start work on new curriculum.



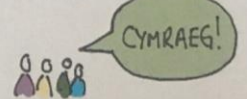
Learners' experiences extended & enhanced



Cross curricular responsibilities developing

- 4 CURRICULUM PURPOSES
- Ambitious, capable learners
 - Enterprising, creative contributors
 - Ethical, informed citizens
 - Healthy, confident individuals

Enabling Welsh language to thrive



A new assessment & evaluation framework created



Building the capacity of all practitioners & leaders.



Establishing a robust & constructive accountability system

- 3 CROSS CURRICULAR RESPONSIBILITIES
- Literacy
 - Numeracy
 - Digital Competence

Eco school



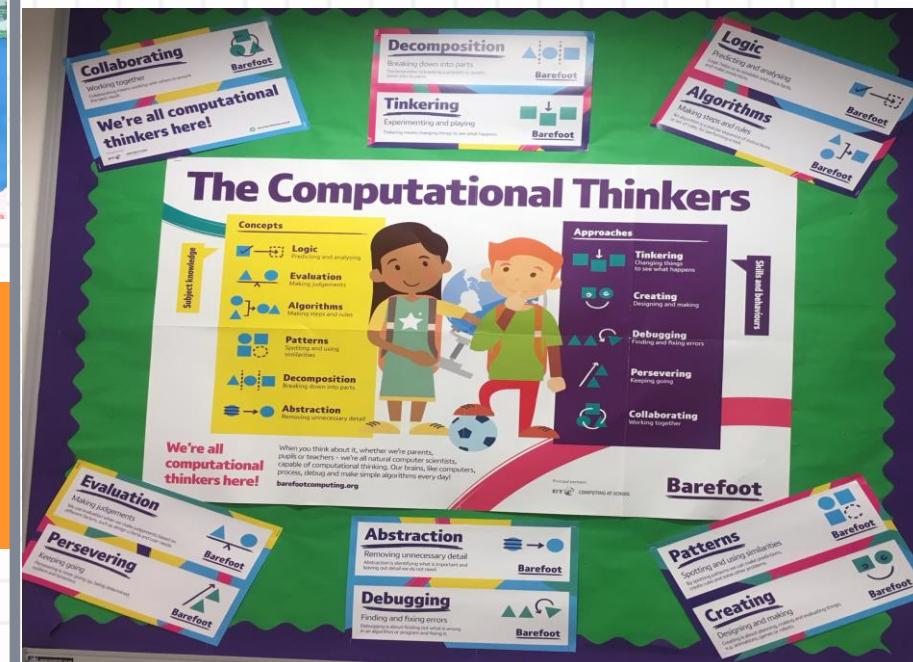
Welsh



School
setting

DCF

Digital
Heroes



Healthy School

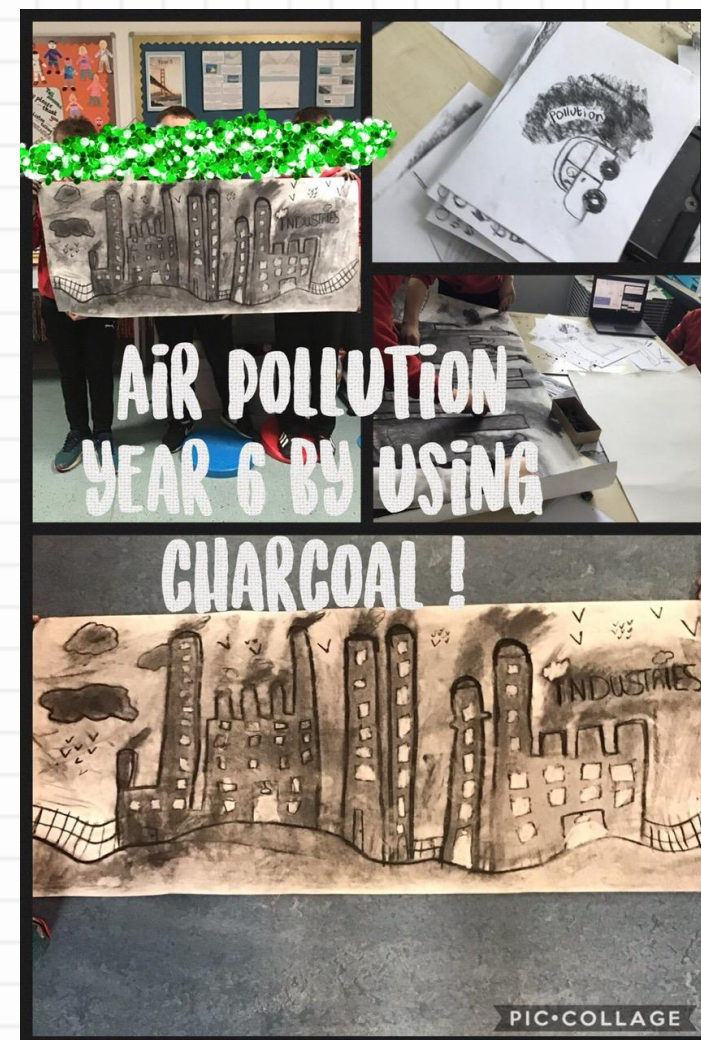


Art and craft



Climate
change

Missions and challenges



School Council



UNICEF UK RIGHTS RESPECTING SCHOOLS AWARD

BRONZE – RIGHTS COMMITTED



is committed to placing the UN Convention on the Rights of the Child at the heart of their ethos and is working towards becoming a Rights Respecting School.

Mike Penrose,
Executive Director

Frances Bestley,
Programme Director

21/02/2020

Date



Choices
and
Decisions

Sports Ambassadors



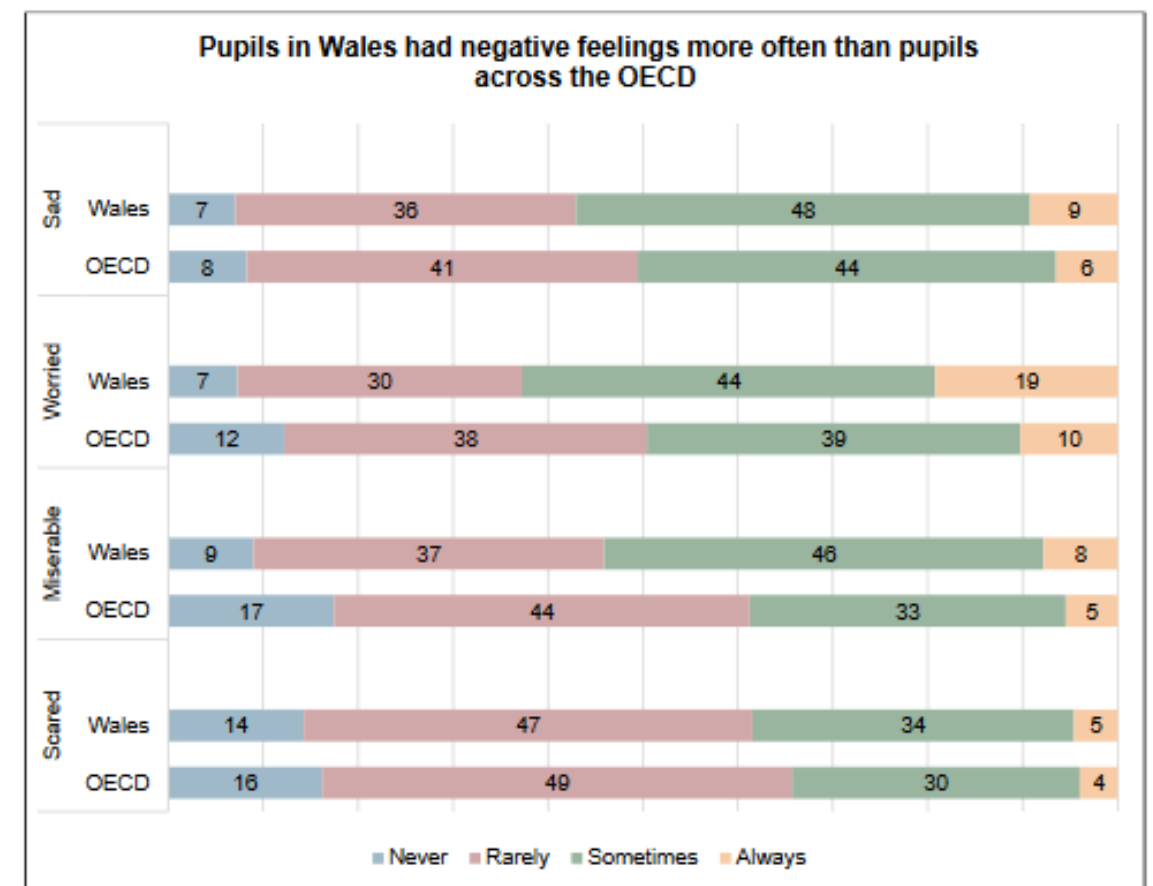
UNCRC



Since

The right respecting school

Figure 3.7 Percentage of pupils who reported never, rarely, sometimes and always for each negative feeling



Well-being

(Welsh Government, 2019, Page 78)

Strength

- Pupils' voice and ideas are heard and respected.
 - Staff training are held regularly.
 - Good management and performance.
 - School leaders have clear focus on pupils' well-beings.
 - Good learning environment.
 - Good care, support and guidance.
 - Good relationship with local communities.
 - Provide a wide range of extra-curricular activities to promote ESDGC and extend pupils' knowledge and experience.
- (Estyn, 2014)

Weakness

- Budget and funding.
- Resources.
- Attendance.
- Global citizenships.
- Fairtrade.
- Parents' participation.

**Estyn
Report
2014**

**Erw
Report
2016**

Reference

Episode 5 2014, television series episode, in Downton Abbey, ITV, London, UK, Witten by J. Fellowes, directed by M. Engler, G. Neame.

Welsh Assembly Government, (2008),Page 52, Education for Sustainable Development and Global Citizenship A Common Understanding for Schools, Available at: <https://hwb.gov.wales/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf>, (Assessed:14/03/2020)

Welsh Assembly Government, (2008),Page 53, Education for Sustainable Development and Global Citizenship A Common Understanding for Schools, Available at: <https://hwb.gov.wales/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf>, Assessed:14/03/2020)

Welsh Government, (2019), Page 52, Achievement of 15-YearOlds in Wales: PISA 2018National Report, Available at: https://gov.wales/sites/default/files/statistics-and-research/2019-12/achievement-15-year-olds-program-international-student-assessment-pisa-national-report-2018_0.pdf, (Assessed: 14/03/2020)

Welsh Government, (2019), Page 53, Achievement of 15-YearOlds in Wales: PISA 2018National Report, Available at: https://gov.wales/sites/default/files/statistics-and-research/2019-12/achievement-15-year-olds-program-international-student-assessment-pisa-national-report-2018_0.pdf, (Assessed: 14/03/2020)

Welsh Government, (2019), Page 86, Achievement of 15-YearOlds in Wales: PISA 2018National Report, Available at: https://gov.wales/sites/default/files/statistics-and-research/2019-12/achievement-15-year-olds-program-international-student-assessment-pisa-national-report-2018_0.pdf, (Assessed: 14/03/2020)

Welsh Government, (2019), Page 106, Achievement of 15-YearOlds in Wales: PISA 2018National Report, Available at: https://gov.wales/sites/default/files/statistics-and-research/2019-12/achievement-15-year-olds-program-international-student-assessment-pisa-national-report-2018_0.pdf, (Assessed: 14/03/2020)