



WWF *for a living planet*

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Review of Teacher Education in Scotland – WWF response February 2011

WWF Scotland welcomes the recommendations of *Teaching Scotland's Future*, December 2010, recognising the need to build on current strengths, to enhance teacher professionalism and to view teacher education as a career-long development.

While acknowledging that the Review's recommendations are chiefly concerned with the structure and delivery of teacher education in the context of Curriculum for Excellence, we urge that the Review be seen by the Scottish Government as an opportunity to emphasise the core place of sustainable development and global citizenship (SD/GC) in *Teaching Scotland's Future*.

Clear commitments to embed sustainable development and global citizenship within teacher education were made by the Scottish Government in *Learning for Change, Scotland's Action Plan for the Second Half of the UN Decade of ESD*, May 2010.

Schools, Action 6, states:

'The Scottish Government will encourage initial and continuing teacher education establishments to embed sustainable development education within the ITE curriculum and beyond to ensure lecturers, student and qualified teachers are adequately equipped and motivated to deliver sustainable development education through Curriculum for Excellence'.

The response to *Teaching Scotland's Future* must make it clear that this is a priority and will be achieved.

1.0 THE CHALLENGES 21ST CENTURY EDUCATION ADDRESSES

The Review recognises the need for change in teacher education in terms of responding to the fast pace of change in the world, but misses the opportunity to set out the full range of unprecedented global challenges that Scotland faces. These include the impacts of global interdependence, climate change and natural resource depletion in addition to changing technologies.

The Climate Change (Scotland) Act 2009, for example, commits Scotland to cutting its carbon emissions by 42% by 2020 and 80% by 2050. This means that when a child starting school in August 2010 is old enough to leave school, our country will be emitting around half of the carbon emissions it does now. The economy these young people enter, the decisions they will be expected to make and the lives they live will be very different from those we live now. Knowledge alone simply will not equip young people to deal with these changes; skills and attitudes and values that build resilient, adaptable individuals will also be needed.

Sustainable development/global citizenship education is an essential core component of teacher education. It provides a means for all teachers to address the knowledge and understanding set out across the Experiences and Outcomes of the Curriculum for Excellence, in ways that also encourage learners to give high priority to the values that promote successful, confident, effective and responsible behaviour in a rapidly changing world.



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2.0 STANDARDS

WWF welcomes the recommendations to reinvigorate the Professional Standards and to develop a new Standard for Active Registration (Rec. 35 and Rec. 36) .

The current Standard for Initial Teacher Education (SITE) (December 2006) and the Standard for Full Registration have aspects of sustainable development and global citizenship throughout. The SITE, for example, states that, at the end of the programme, all student teachers *are to “have knowledge and understanding of... sustainable development, citizenship, international education; know about the principles of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens within a local, national and global context; know about environmental issues and be able to contribute to education for sustainable development”*. WWF research¹ has shown that Scotland’s teacher education universities have not fully integrated sustainable development and global citizenship into their initial teacher education provision, despite these clear references throughout the Standard.

The Scottish Government response to *Teaching Scotland’s Future* should indicate that sustainable development and global citizenship will continue to be reflected throughout the Professional Standards Framework. In addition teachers and teacher educators will need support to realise this aspect of the Standards and ensure they are effectively used.

3.0 SD/GC EDUCATION AND CAREER- LONG PROFESSIONAL DEVELOPMENT

WWF welcomes the recommendation (Rec. 3) that teacher education should operate as a continuum, with closer working amongst schools, local authorities, universities and national organisations.

While the Curriculum for Excellence Experiences and Outcomes set out the knowledge and understanding learners are expected to acquire; how this is taught is pivotal to the development of the values and attitudes set out in the Purposes of the Curriculum. The teaching and learning strategies employed by schools that are successfully addressing sustainable development and global citizenship in ways that build values and attitudes have recently been documented by WWF², showing that SD/GC education also increases motivation for learning and raises attainment. Research, undertaken as part of IDEAS’ Taking a Global Approach to Initial Teacher Education initiative, shows ways of more adequately preparing teachers and learners for the uncertainties and challenges of the future.³

WWF’s research shows that the vast majority of teachers do not currently have confidence in their own knowledge and understanding of SD/GC concepts nor are they skilled in the use of pedagogical approaches that support effective SD/GC teaching and learning and allow it to be embedded in schools. The response to the Review should indicate that planning and additional capacity is required to ensure that it is a core aspect of the continuum of teacher education.

- Initial teacher education (ITE) should include learning and teaching approaches that are required for effective SD/GC education and introduce SD/GC education as a context for learning across different subjects.
- Once qualified continuing professional development (CPD) should focus on building knowledge and confidence around SD/GC concepts and effective learning and teaching approaches.

¹ Inskipp, C: *Sustainable Development in Scotland’s Universities’ Teacher Education provision*, WWF Scotland, 2007

² Gayford, C: *Pedagogies for effective learning for sustainability*, WWF-UK, 2010.

³ Wisely, TKL, Barr, IM, Britton and King, B (eds): ***Education in a Global Space: Research and Practice in Initial Teacher Education***, IDEAS, 2010

- At management level CPD should focus on leading sustainable schools and whole school approaches to SD/GC education

4.0 SUPPORTING THE 21ST CENTURY TEACHER

WWF welcomes the Review's recognition that there is a need for stronger collaboration and interconnections to ensure coherent and progressive teacher development (Rec. 3). The response to *Teaching Scotland's Future* should acknowledge the voluntary sector's current and potential contribution.

In taking forward sustainable development and global citizenship in both ITE and CPD it will be necessary for the statutory bodies charged with responsibility for these to form effective partnerships with the voluntary and NGO sector to ensure that teacher education activities incorporate the expertise that exists in this sector.

Sustainable development (SD) and global citizenship (GC) education is a process of building knowledge, skills and values that enable learners to participate in reducing our impact on the environment and making society just and equitable now and in the future – locally, nationally and globally.

Although either term can be used, in WWF's experience SD is often viewed only in terms of the environment and GC only in terms of social justice. Understanding and addressing these in a holistic, joined-up way is essential and we have combined the terms into SD/GC education to ensure that it is clear that what is described here encompasses learning in relation to the environment, social justice and economic development.

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