



University of Glasgow | School of Education

# Embedding Sustainability education into core and elective routes in undergraduate teacher education

Dr Alan Britton





## Internal Context

- Education for Global Citizenship Unit (2001-present);
- DFID funded projects with IDEAS;
- IDEAS led Global Citizenship in ITE project;
- LfSS and GTCS led project on LfS in ITE (Gordon Cook funded);
- New Undergraduate ITE qualification with some Masters level elements (2014-) – the Meduc.



## External context and connections

- Education for Citizenship Advisory Group;
- The Global Dimension in the Curriculum (2007);
- One Planet Schools Working Group/Learning for Sustainability Report (2011-2012);
- Europeaid funded “Don’t Waste our Future” project on Food Waste reduction;
- New Europeaid project “Walk the Global Walk”, focus on SDGs.



## Influences and perspectives

- Professional dimensions for ITE:
  - GTCS Standards including Values, Sustainability;
  - Curriculum elements, including People in Society, People and Place, Environment; People in the Past;
  - Outdoor learning;
  - Interdisciplinary elements, including LfS, responsible citizenship, Health and Wellbeing.
- Theories and frames around futures education, biodiversity, heritage, citizenship, globalisation.



## Core provision

- Social Studies and Science curriculum inputs;
- Whole year group interdisciplinary conference on 'Optimism, pessimism, and the human future' with cross-university input;
- Education and Society Years 1-4 of Meduc, including Utopia and Dystopia, Globalisation, Poverty and Inequality, Futures perspectives;
- Outdoor learning for Health and wellbeing.



## Elective provision

- Heritage, Citizenship and Sustainability elective (year 3 of the MEd):
- Britton, Dunkley, McCluskey:
  - Exploration of place/sites for learning;
  - Natural heritage and human heritage;
  - Biodiversity;
  - Political literacy;
  - Field trips (self guided, plus Loch Lomond)
  - Assessments on place based learning and implementation in primary schools



## Issues emerging/learning points

- ITE already a crowded curriculum, with political pressure to focus more on teaching of literacy and numeracy;
- Balance of core and elective a fair compromise; develops generalists as well as specialists;
- In an ideal world, would have more depth for all students;
- Challenge remains to go beyond minimal input on one year postgraduate teaching qualifications – requires new model of transitional learning for beginning teachers.