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***Education for
Sustainable Development
in ETB Schools***

13 CLIMATE ACTION



ALS



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SUSTAINABLE DEVELOPMENT GOALS



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Challenging the message

- 1** *The public has a limited carrying capacity and a finite pool of worry, especially when confronted with extreme and immediate economic threats and risks. Individuals are likely to become desensitised to the message*
- 2** *Dramatising climate change, in terms of the most extreme impacts and using exaggerated imagery, risks damaging trust in the messenger, be it environmentalists, scientists, political leaders or the media.*

- 3** *When individuals are confronted with messages that present risks which are perceived beyond their control—and they are given little information about what can be done—they cope psychologically with that risk by engaging in self-denial (i.e. “Other people will get cancer, but I won’t” or “climate change is not real” or “the impacts of climate change won’t affect me”), or they cope with the risk by becoming fatalistic and apathetic, believing that there is nothing to be done about a risk such as climate change.*



Source: “Fear Won’t Do It”: Promoting Positive Engagement With Climate Change Through Visual and Iconic Representations, Saffron O’Neill and Sophie Nicholson-Cole, Science Communication, Vol 30, Issue 3, pp. 355



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Values in Education for Sustainable Development

- Allows every human being to acquire the **knowledge, skills, attitudes and values** necessary to shape a sustainable future.
- Means **including key sustainable development issues into teaching and learning**; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.
- Requires participatory **teaching and learning methods that motivate and empower learners** to change their behaviour and take action for sustainable development.
- Promotes competencies like **critical thinking**, imagining future scenarios and making decisions in a collaborative way.

UNESCO is the lead agency for the UN Decade of Education for Sustainable Development (2005-2014).

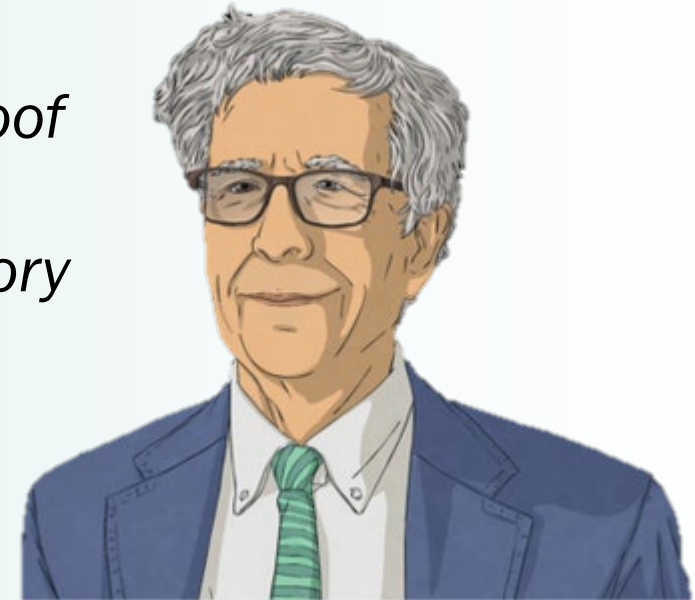


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“Indeed, in an art like teaching, the proof comes down to whether an approach works, it matters little whether the theory was correct”

*Howard Gardner
(Intelligence Reframed, 2000)*



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Areas of school that contribute to teaching and learning about sustainability



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Audit....



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Areas of school that contribute to teaching and learning about sustainability

A whole-school approach to sustainability is practised in a variety of ways. Whole-school approaches usually address the following:

- The formal curriculum contains knowledge, skills, perspectives and values related to sustainability.
- Learning includes real-life issues to enhance pupils' motivation and learning

School management practices reflect sustainability (e.g. procurement, water and energy use, and waste management).

The school has a sustainability ethos which can be seen in the treatment of others, school property, and the environment

School policies reflect environmental, social, and economic sustainability.

- Interactions between the school and the community are fostered.
- Special events and extra-curricular activities apply and enhance classroom learning about sustainability.
- Pupils engage in decision-making affecting school life.



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<http://www.worldwiseschools.ie/global-passport/>

The outcome document for the SDG Agenda combines the breadth of these issues by declaring that the SDG framework will stimulate action on five key themes:



PEOPLE - Social Dimension

"We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment."



PLANET - Environmental Dimension

"We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations."



PROSPERITY - Economic Dimension

"We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature."



PEACE - Ethical Dimension

"We are determined to foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development."



PARTNERSHIP - Collective/Collaborative Dimension

"We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people."



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*ETB schools are state,
co-educational,
multidenominational
underpinned by the core
values of
Excellence in Education,
Respect, Care, Equality
and Community*



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Excellence in Education

- Curriculum is delivered in the most innovative, stimulating ways to enhance pupils' love of learning
- High expectations of our staff and pupils
- Broad range of extra-curricular activities



Respect

- Diversity is welcomed and celebrated
- Voice of all members of the school community is facilitated and encouraged



Care

- Pupils are enabled to care for themselves, each other and the environment
- Pupil support structures are in place



Equality

- co-educational
- multidenominational - welcoming pupils of all faiths and beliefs
- Inclusive



Community

- School communities are guided and united by shared values
- Schools are central to the local community
- Schools belong to a broader network of ETB schools

TAKE 1 Programme

To support ETB schools at both Primary and Post Primary level to establish themselves as Sustainable Development Goals (SDG) schools, who use the formal and non-formal education space to support engagement with the Global Goals by:

- *emphasising the role of **all** 17 SDGs, their collective impact on climate change and the need for their interdependent relationship to achieve success.*
- *highlighting and supporting, through a programme of training and resources, the inclusion of sustainable development education in every subject, aligned to Junior Cycle learning outcomes*
- *building the confidence of the school community to establish and integrate the sustainable education agenda as a part of the embedded curriculum and wellbeing programme.*



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- *The Centre for School Leadership (CSL) is charged with supporting the design, development and delivery of quality professional learning for school leaders.*
- *CSL has a responsibility to bring coherence, consistency and structure to the wide and increasingly expansive leadership professional learning landscape by endorsing this learning.*

Take 1
etbi **Programme**
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Sustainable Development Education
in ETB Schools

=

CSL
Endorsed
Programme

January 22nd ~ 2020



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March
23rd – 27th

Take 1

Teach **1 Lesson**

About **1 SDG**

To **1 Class**

Over **1 Week**



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Tell Us....

**March
23rd – 27th**

Let everyone know what your students are learning about the SDGs

- Print the appropriate SDG card for your lesson.
- Photograph the card/topic/students while they are learning
(show classwork/white board/background if you don't want to include faces)
- Tweet the photo, your subject, the topic and the SDG to **@ETBIreland** with the **#ETB_SDGS** during the week of March 23rd – 27th
- If your school doesn't have a twitter account email a photo and short description to ***sdgschools@etbi.ie***

#ETB_SDGS



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 **@ETBIreland**

sdgschools@etbi.ie

Subject specifications at Junior Cycle

Applied Technology		7 AFFORDABLE AND CLEAN ENERGY	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	11 SUSTAINABLE CITIES AND COMMUNITIES
Strand 1	Strand 2	Strand 3		
Principles and Practices	Home Economics			
<i>Learning Outcomes</i>	1 NO POVERTY 2 ZERO HUNGER 7 AFFORDABLE AND CLEAN ENERGY 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION			
<i>1.7 apply innovative approaches in design solutions</i>	2.6	and		
<i>1.9 select appropriate materials, equipment and processes in solving a problem</i>	2.7	and solve		
	Strand 1	Strand 2	Strand 3	
	Food, Health and Culinary Skills	Responsible Family Living	Textiles and Crafts	
	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	
	<i>1.15 investigate the impact of their food choices from an ecological and ethical perspective</i>	<i>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</i>	<i>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled</i>	
	<i>1.16 apply sustainable practices to the selection and management of food and material resources</i>	<i>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</i>	<i>3.7 evaluate textile care procedures used in the home from an environmental perspective</i>	
		<i>2.9 explore the influence of technology on the management of personal, family and household resources</i>	<i>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</i>	



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Take 1



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Ireland's Skills Authority

Programme

Sustainable Development Education
in ETB Schools

(WEEK)

Dec 2nd -6th

SUBJECTS REPRESENTED

- Irish
- English
- Geography
- Science
- Visual Art
- Maths
- Religion
- Engineering
- Business Studies
- MFL Home
- Economics
- CSPE Drama History
- Applied Technology

15



6047

Number of times article read on twitter

PARTICIPATING ETBS

10

- CORK
- CITY OF DUBLIN
- DUBLIN/DUN LAOGHAIRE
- GALWAY/ROSCOMMON
- KERRY
- KILKENNY/CARLOW
- KILDARE/WICKLOW
- LIMERICK/CLARE
- LONGFORD/WESTMEATH
- TIPPERARY
- WATERFORD/WEXFORD

141552 Twitter Impressions



3



Government Departments

Programme Participants 86

ETB CORE VALUES

- Excellence in Education
- Respect
- Care
- Equality
- Community

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SDG KEY THEMES

- People
- Planet
- Prosperity
- Peace
- Partnership



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#ETB_SDGS

sdgschools@etbi.ie



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