

Social and Environmental Education



INTO Education Conference 2024

John Copley and Aoife Mullen



NCCA

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Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

**Bunscoil
Primary**



Overview of today's session

| | |
|----|--|
| | |
| 1. | Welcome and Introduction |
| 2. | Overview of the curriculum development process |
| 3. | ESD in the <i>Primary Curriculum Framework</i> |
| 4. | Workshop activity |
| 5. | ESD in the SEE specification |



Education for Sustainable Development

Education for Sustainable Development (ESD) equips learners with the knowledge, skills, attitudes, and values necessary to address global sustainability challenges, enabling them to contribute to a more just and sustainable future.



To start...



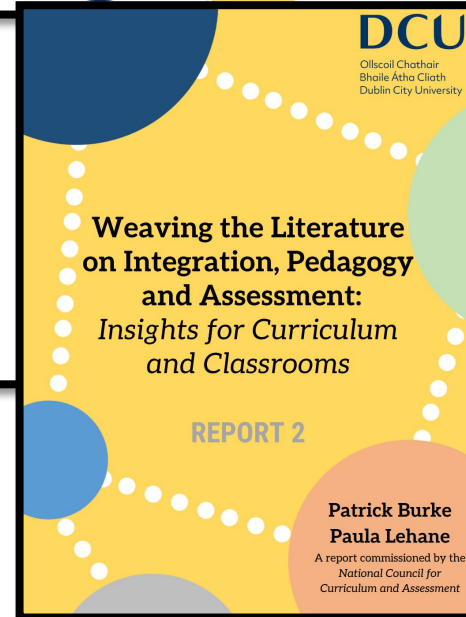
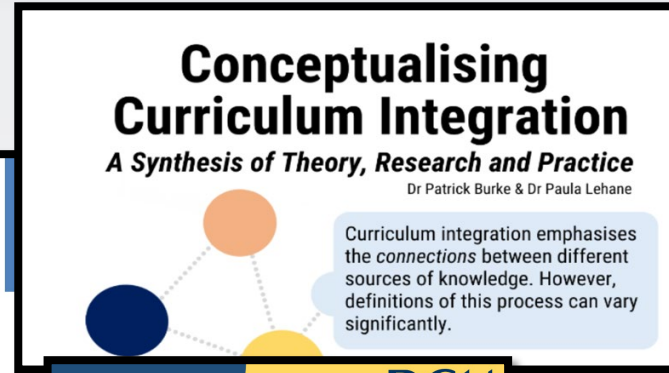
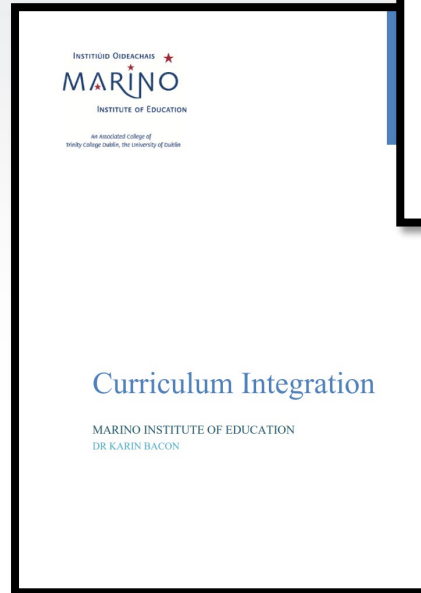
At your tables, please share:

- Your name
- Reason for attending this workshop
- 1 example of ESD in practice from your context

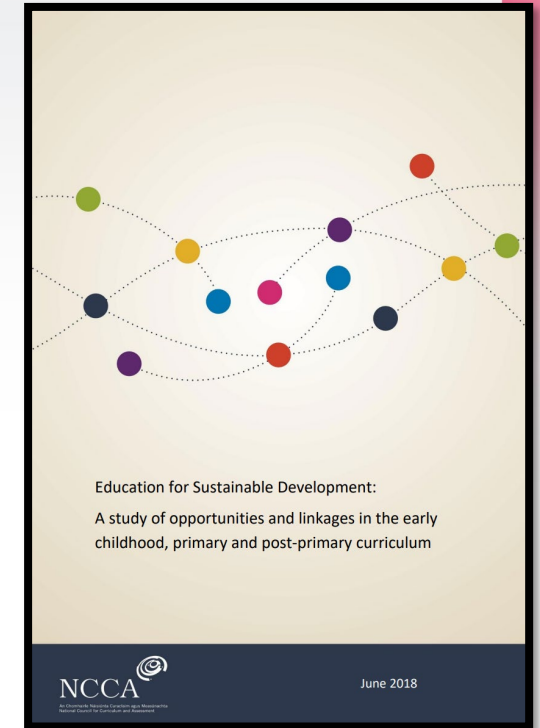
Engaging with research



Good practice in other jurisdictions



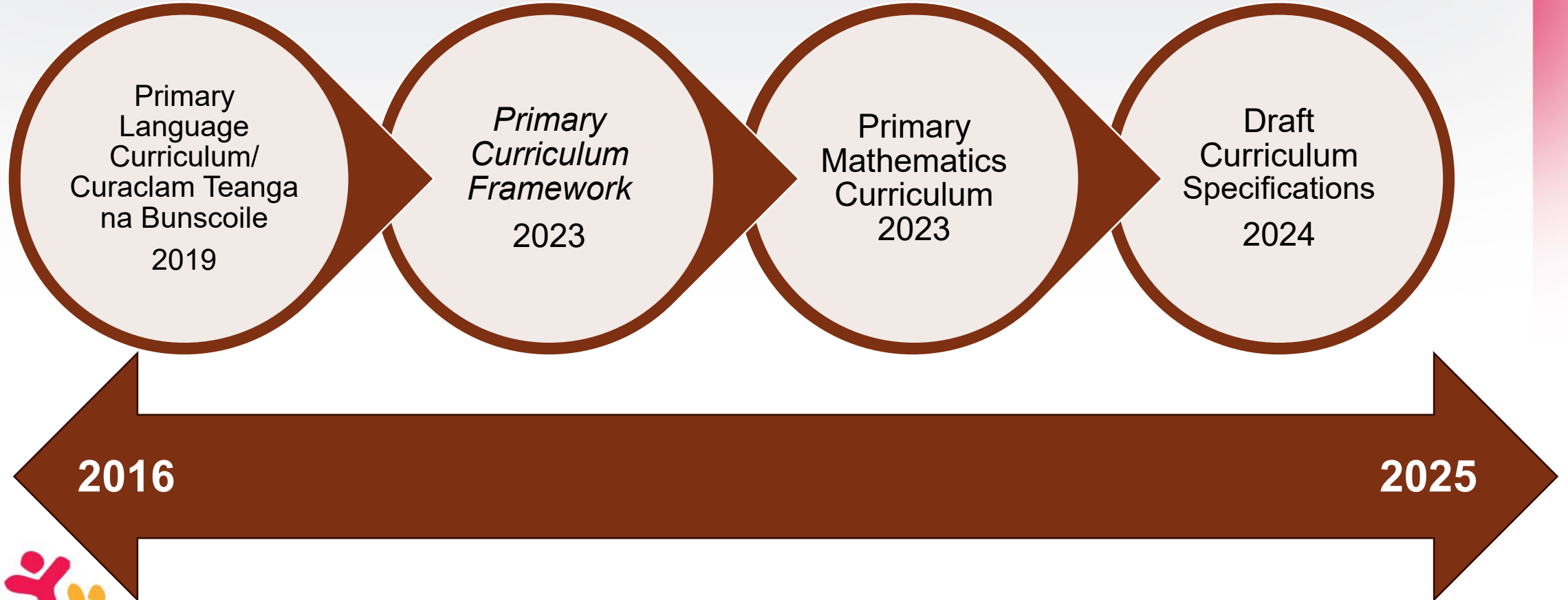
Integration



ESD audit

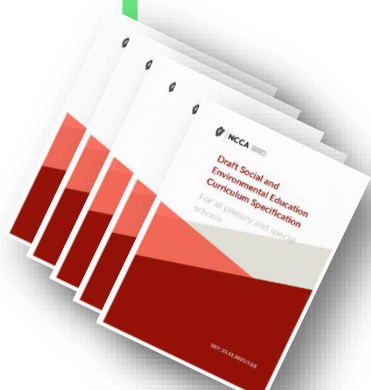
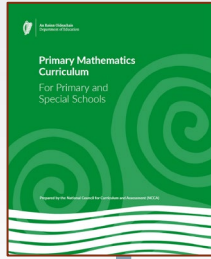
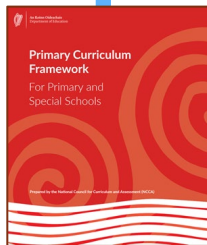
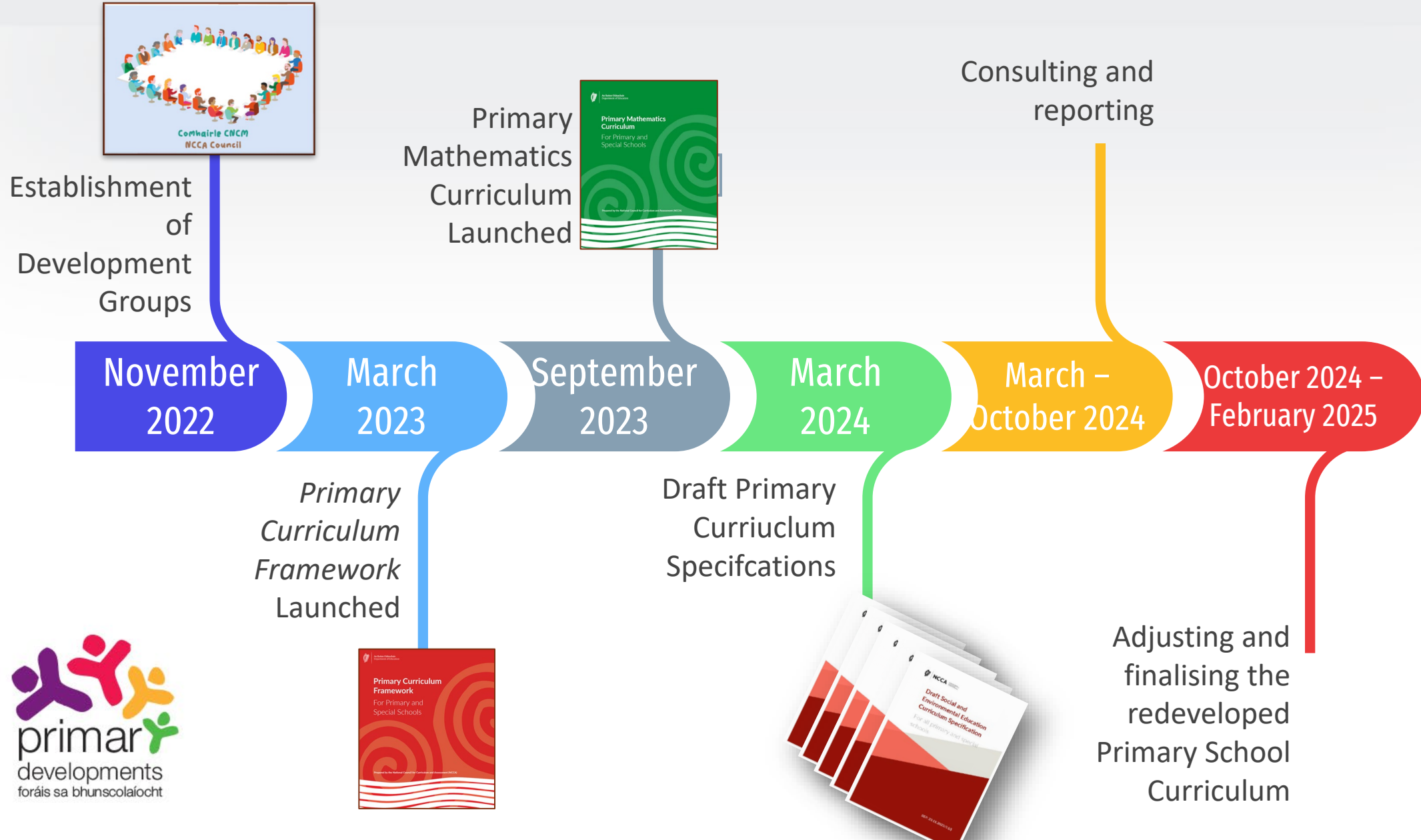


Primary Curriculum Review and Redevelopment: the journey so far...





Timeline of recent developments

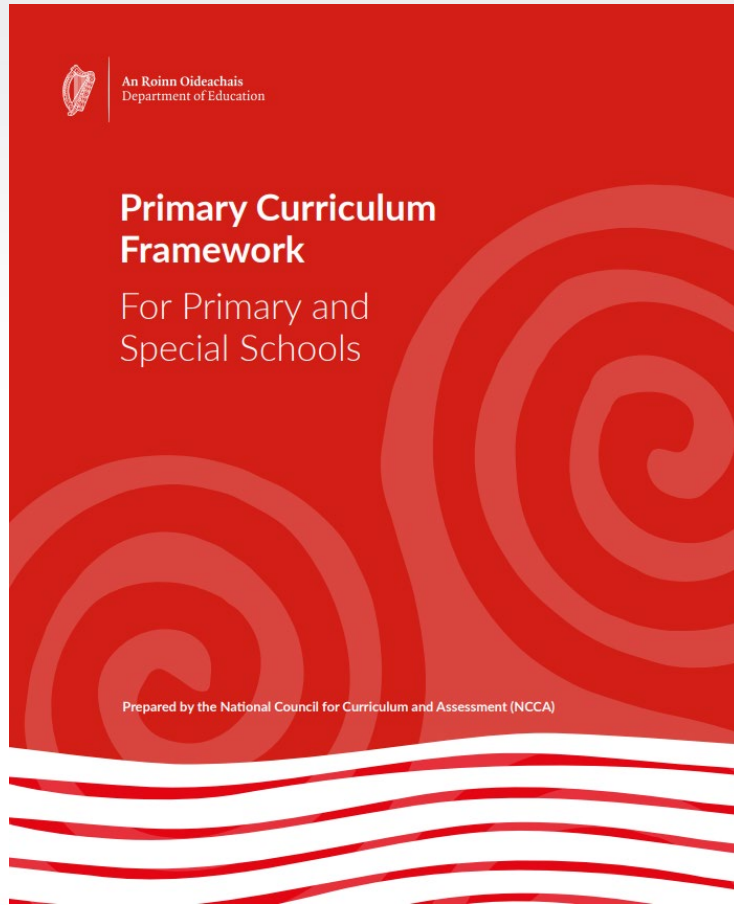




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The Primary Curriculum Framework (2023)



- Education plays a pivotal role in contributing to a democratic, equitable, and just, Irish society
- enables children to see themselves as individuals, with rights and responsibilities
- views children as unique, competent, and caring individuals
- views teachers as committed, skilful, and agentic professionals



ESD across the curriculum...

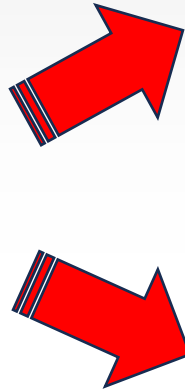
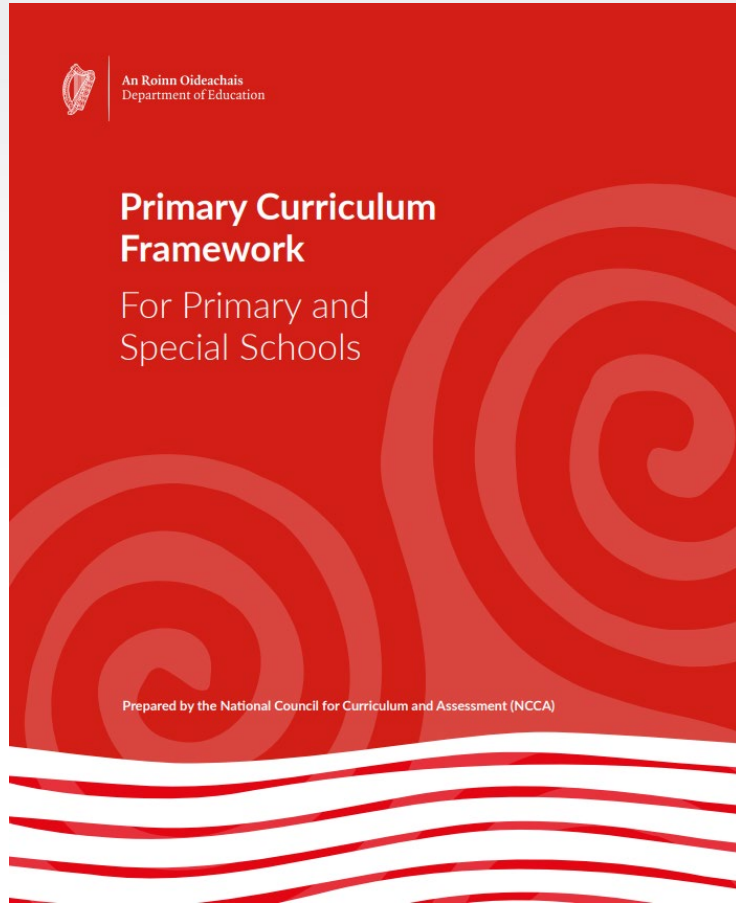


Figure 2: Key competencies

Principles of Learning, Teaching, and Assessment

There are eight overarching principles that schools need to consider in pursuing the curriculum vision (see Figure 1). The principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.

PARTNERSHIPS

Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

LEARNING ENVIRONMENTS

Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

INCLUSIVE EDUCATION & DIVERSITY

Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

PEDAGOGY

Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

RELATIONSHIPS

Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

TRANSITIONS & CONTINUITY

Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

ASSESSMENT & PROGRESSION

Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

Figure 1: Principles of learning, teaching, and assessment

Principles of Learning, Teaching and Assessment

Assessment
and
progression

Engagement
and
participation

Inclusive
education and
diversity

Learning
environments

Partnerships

Pedagogy

Relationships

Transitions
and continuity

Principles in Practice activity

- Currently developing examples of the principles in practice for each curriculum area
- **In your group:**
 - 2 x principles at each table
 - Think of a practical example of each principle as it relates to ESD

For example:

| Principle | Example |
|-----------------------------------|--|
| Inclusive education and diversity | Fostering a classroom / school culture based on respect for human rights, equity, social justice, and sustainable development. |

Feedback





Key Competency of 'Being an Active Citizen'

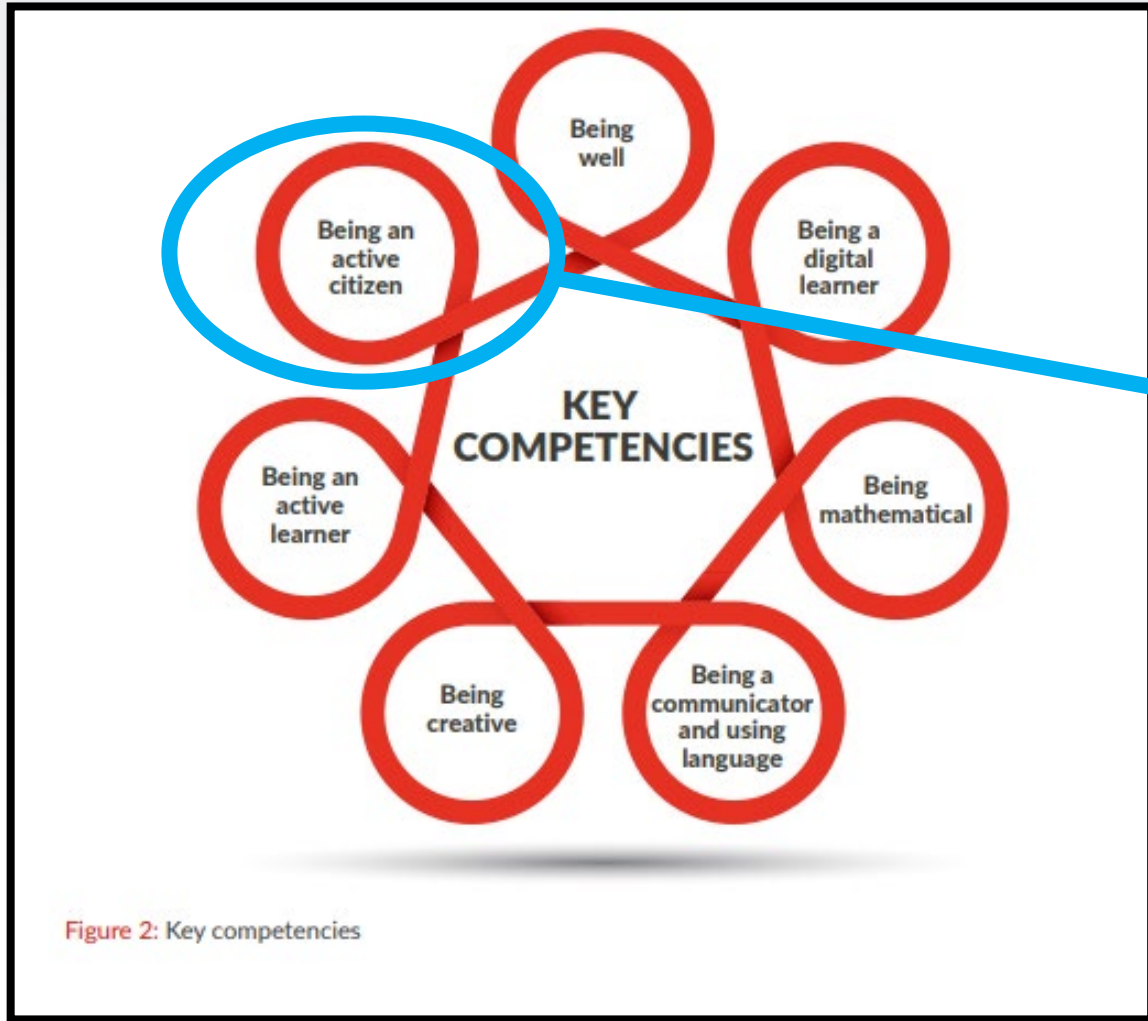


Figure 2: Key competencies



Being an active citizen

- fosters the **knowledge, skills, concepts, attitudes, values, and dispositions** in children that motivate and empower them as citizens **to take positive actions** to live **justly, sustainably**, and with regard for the rights of others
- **question, critique, and understand** what is happening in the world **within a framework of human rights, equity, social justice, and sustainable development**
- fosters their ability **to contribute positively and compassionately** to creating a **more sustainable and just world.**





Being an active citizen - attributes

- Developing an understanding of, and acting on, the rights and responsibilities of myself and others
- Experiencing learning through democratic practices
- Recognising injustice and inequality and ways to take action
- Developing capacity to make choices and take action in favour of a sustainable future



Activity

In groups of 3 / 4

- Consider the ‘Being an active citizen’ competency and its attributes

Discuss:

1. How can this key competency be embedded throughout children’s learning across the curriculum?
2. Thinking about your own setting / class group, give an example of how this may look in practice.
3. How does this support ESD?

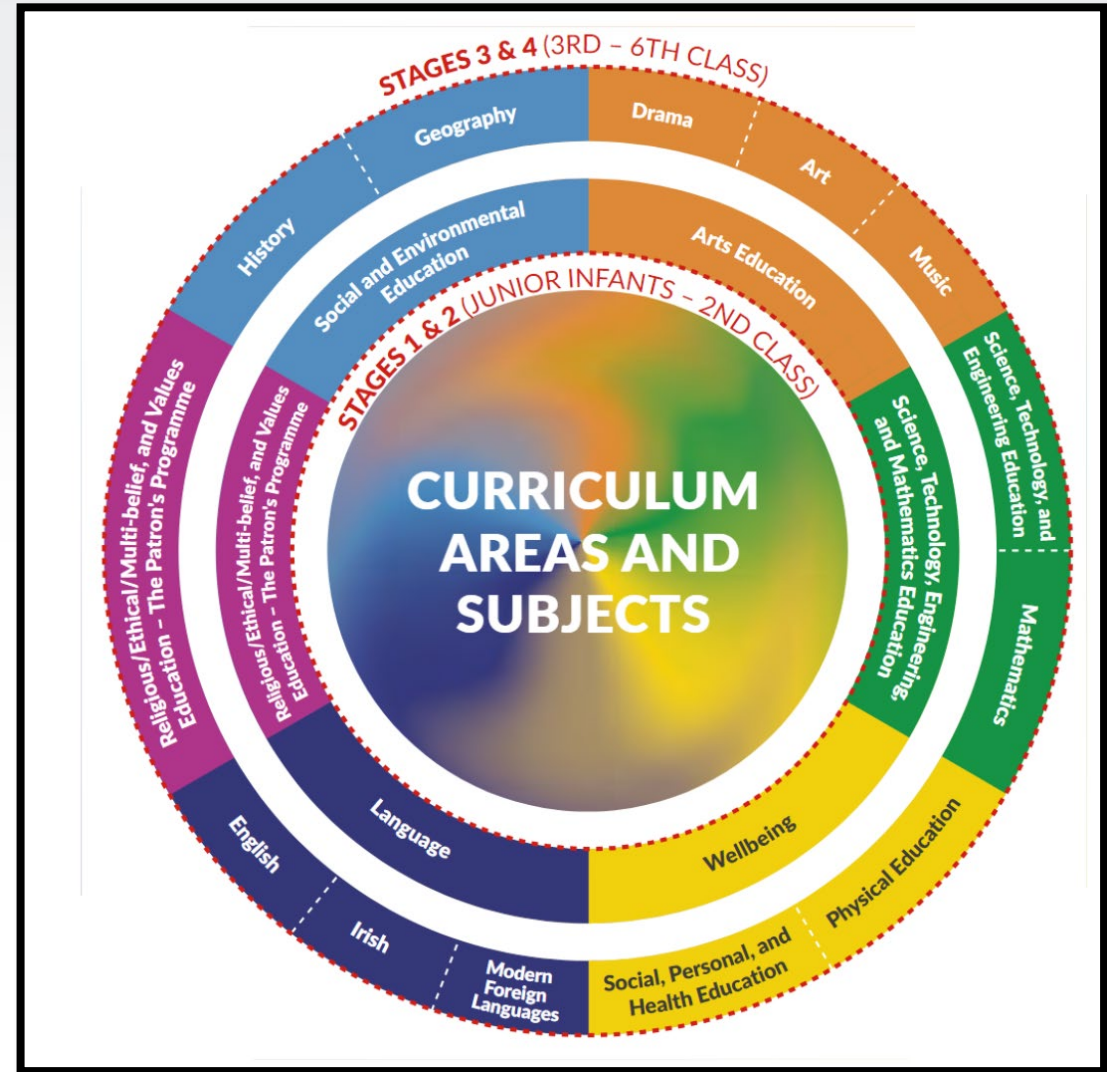


Feedback





Social and Environmental Education





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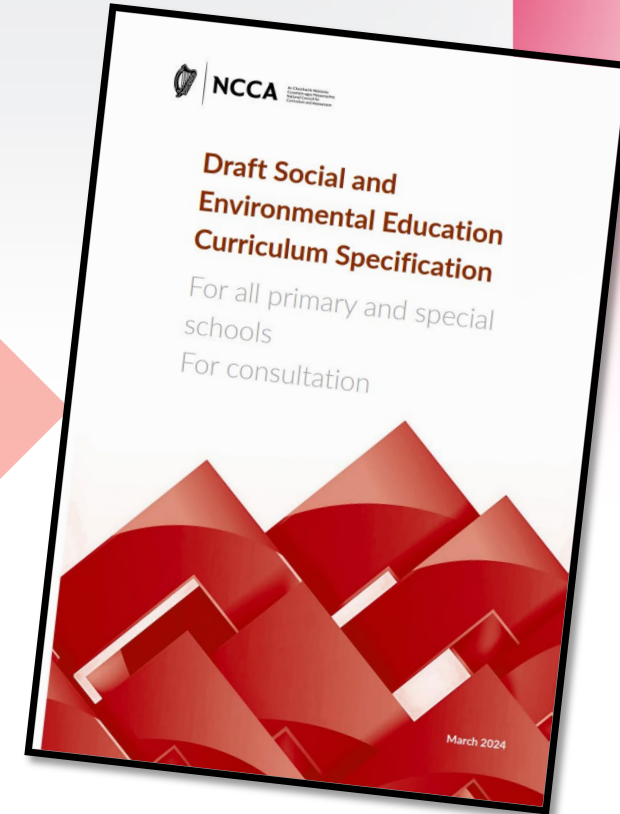
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Developing the draft SEE spec.



Deliberations:

- NCCA Executive
- Development Group
- NCCA Board
- NCCA Council

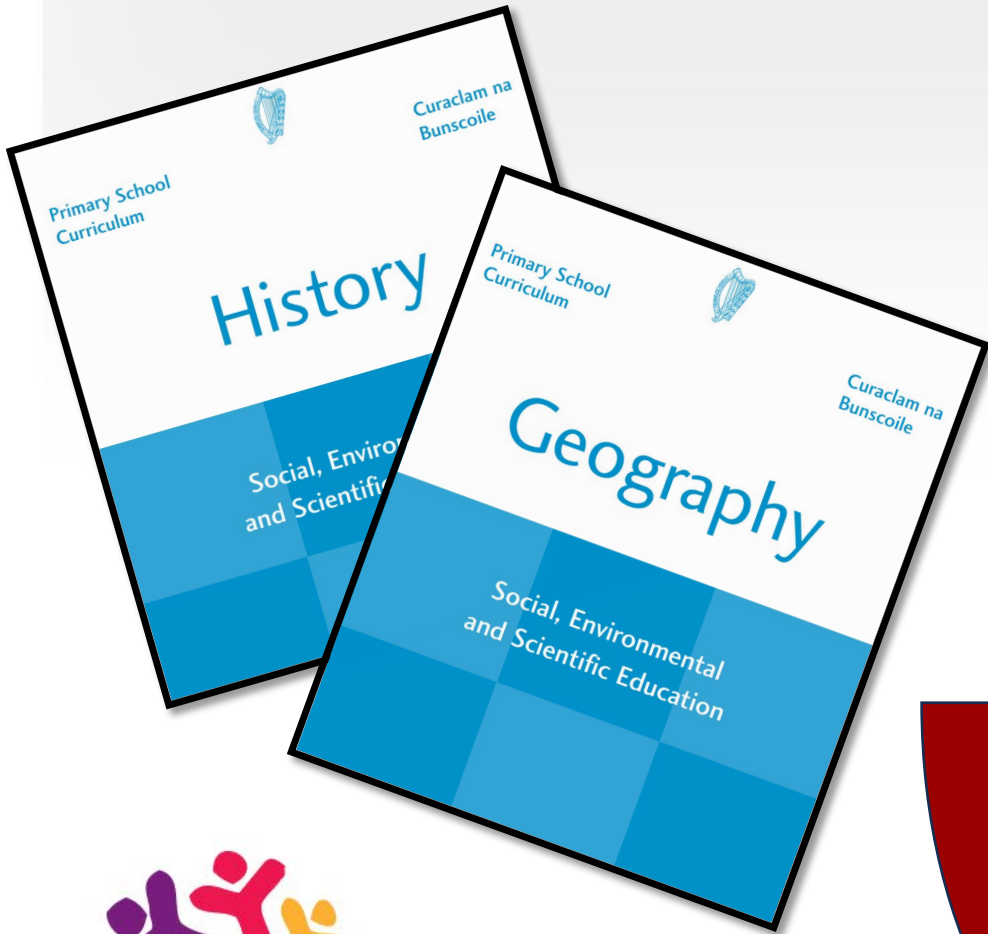




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What's new?



Social Environmental and Scientific Education

Social, Environmental and Scientific Education (SESE) consists of three subjects: Science, Geography and History. SESE enables children to explore, investigate and develop an understanding of local and wider environments.

His

History

Geo

Geography

Sci

Science



Changes to note ...

- **Integrated Learning Outcomes
for Stages 1 and 2
(Junior Infants – Second Class)**



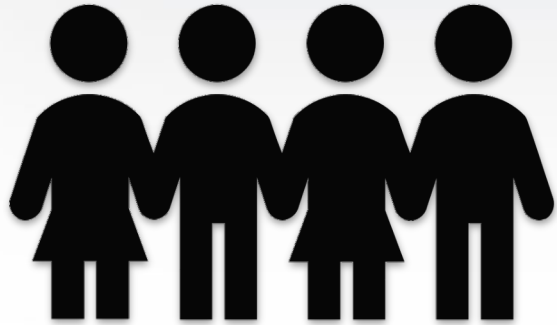
- **Learning delineated into
subjects from Stage 3 (Third
Class)**

- **Inclusion of learning about
Religions, Beliefs and
Worldviews**



The WHY of SEE?

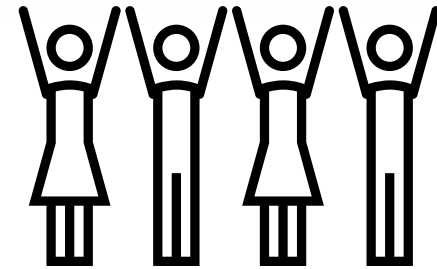
**That children will develop
an understanding of:**



**the interconnectedness of
historical, geographical and
societal processes of life**



**diversity of peoples and
their experiences, in
different times and
places**



**their roles and
responsibilities as
active citizens.**

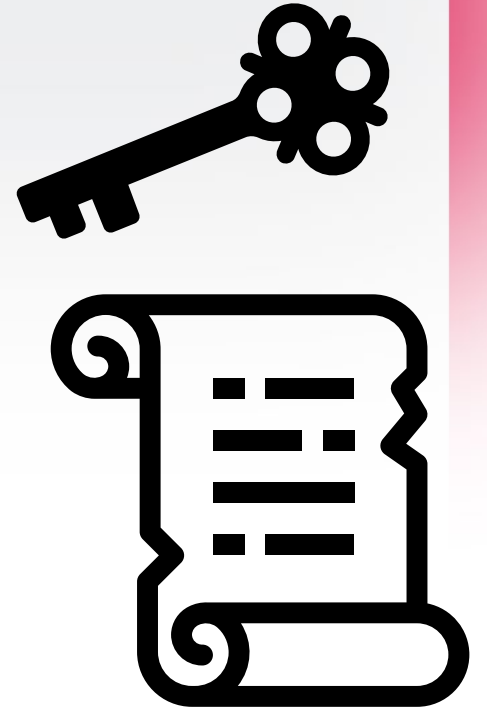
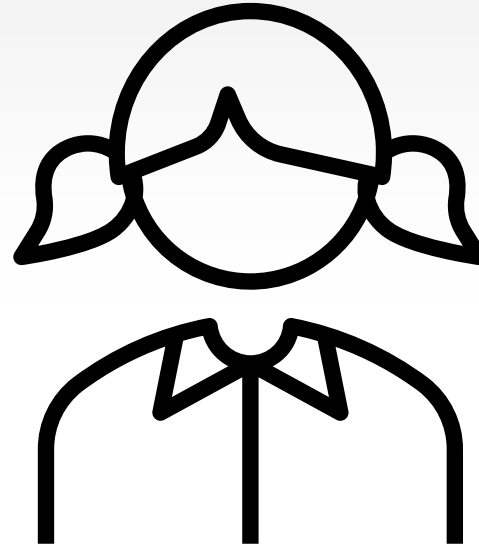




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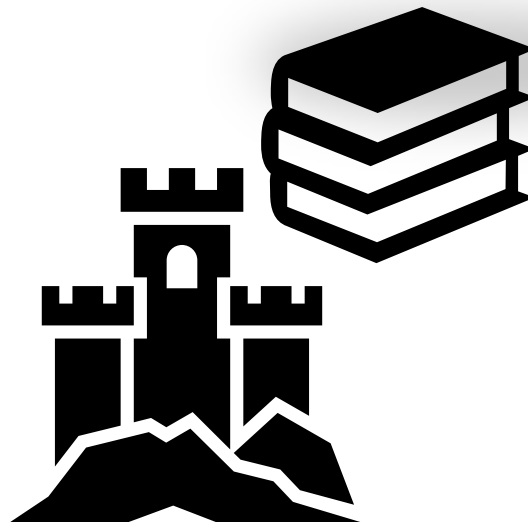
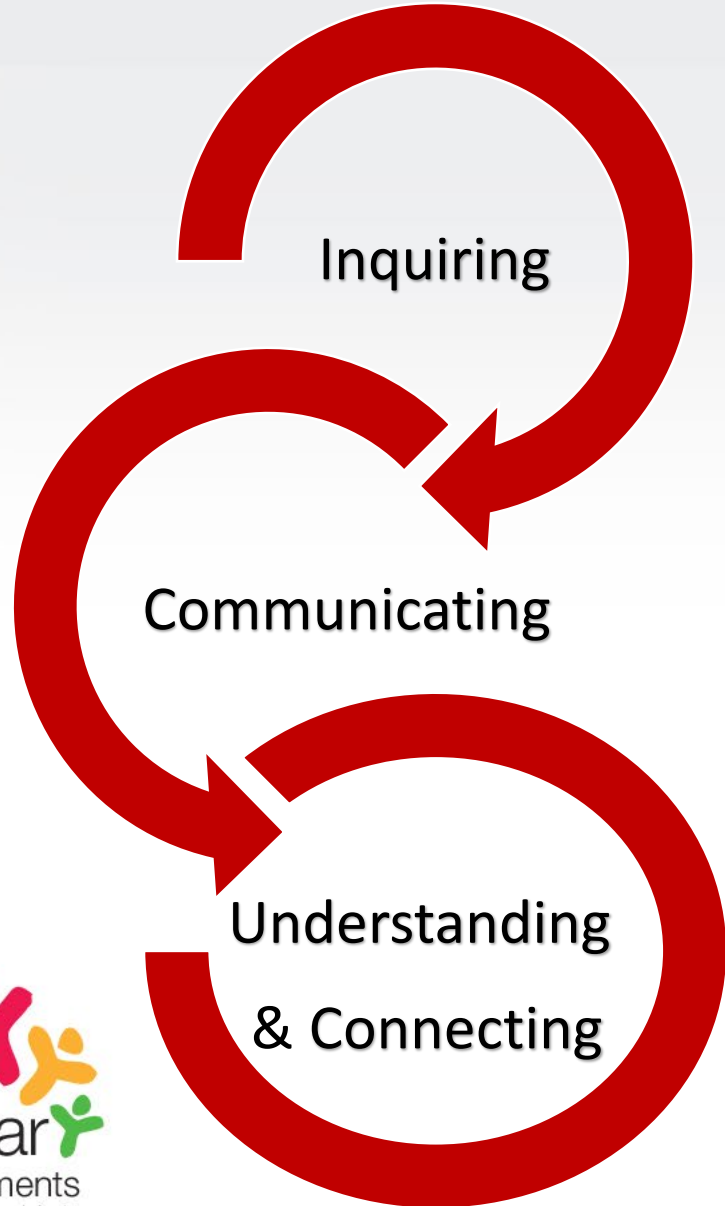
HOW are children learning in SEE?



Working as historians and geographers

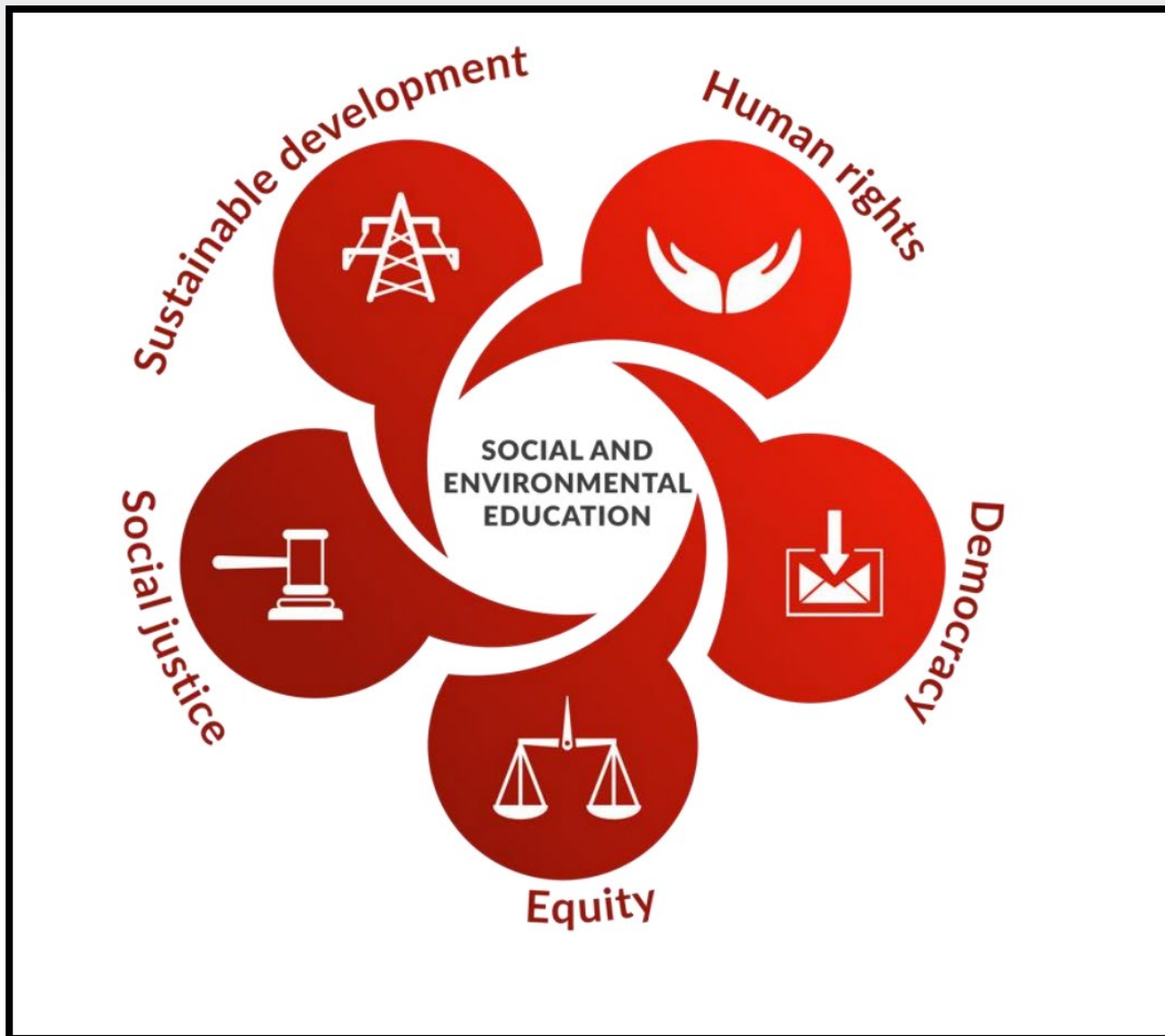


HOW are children learning in SEE?





Global Learning Themes





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Information about
consultations

Features on the faces
behind curriculum
developments





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Go raibh maith agaibh go léir.