

A Framework for the Future: Embedding ESD in a Pathways College

Ways of Practicing

The journey so far



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LANGUAGE TEACHING FOR THE PLANET COURSE



Mainstreaming the sustainability dialogue since 2012

Helping every language teacher engage and empower language learners in the global dialogue on sustainability and action to

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The workplace



Though I didn't know it then ...

Subject knowledge and knowledge of SDGs	Strategic competency	<ul style="list-style-type: none">• Develop and implement innovative actions that further sustainable development	Ways of practicing
	Collaboration competency	<ul style="list-style-type: none">• Learn from others• Understand and respect the needs, perspectives and actions of others• Deal with group conflicts• Facilitate collaborative and participatory problem solving	
	Integrated problem solving competency	<ul style="list-style-type: none">• Apply different problem-solving frameworks to complex sustainable development problems• Develop viable, inclusive and equitable solutions• Utilise appropriate competencies to solve problems	

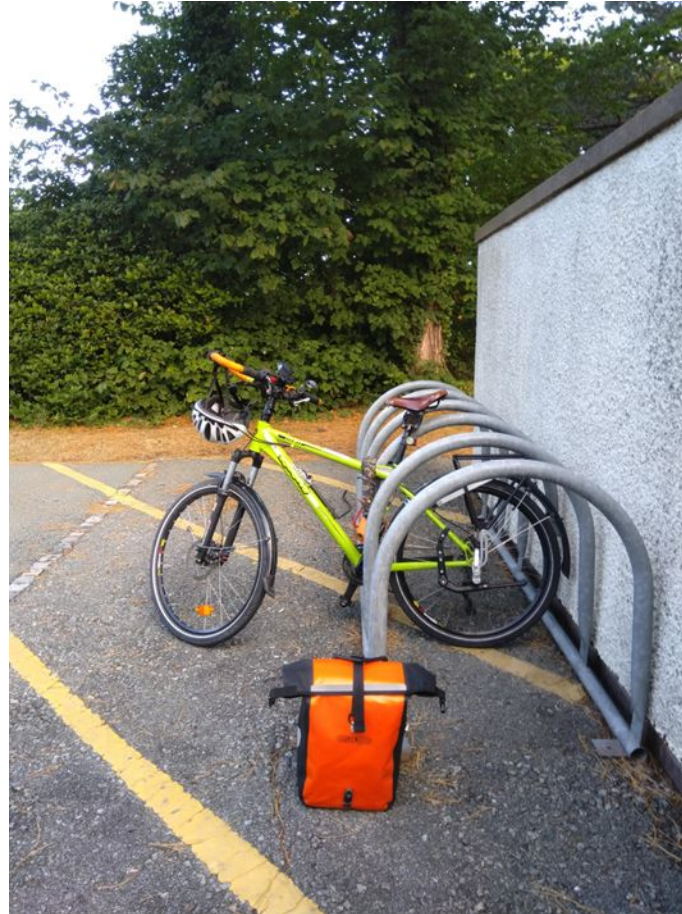
The framework



Vision document

- Strand 1 – academic
- Strand 2 – facilities
- Working with key people
 - Management
 - Colleagues
 - The university sustainability team

Low hanging fruit – bike rack



*Buildings have their own
hidden curriculum that
teaches us as effectively as
any course taught in them.*

David Orr

Strategy goes to the company

Sustainability into the programmes

- Meetings with programme leads
- Meetings with management team
- Sustainability outcomes in Programme specifications
- (some) sustainability outcomes in modules

Teachers' buy in

- Professional development session
- Discussions

A man with short dark hair, wearing a light blue button-down shirt over a black t-shirt and dark pants, is smiling and helping a young boy ride a blue and red bicycle. The boy is wearing a yellow and black helmet, a striped shirt, and denim overalls. He is laughing joyfully. They are on a paved path in a park with trees in the background. A semi-transparent blue banner with white text is overlaid on the image.

The way ahead

According to the vision document ...

Time frame	facilities and operations	Academic		
6 months	Bicycle parking in place ✓ Sustainability audit of premises undertaken ✗	A dialogue opened with students, teachers, admin and other stakeholders on how sustainability permeates all topics of study	✗	✓
1 year	Target in place for increasing sustainability and reducing negative environmental impact	Sustainability embedded in every module Training and support offered to teachers		
5 years	Actions have led to the targeted reduction in environmental impact of BUIC	Sustainability is embedded in every lesson All staff have high eco-literacy		

Recalibrating the framework

facilities and operations	Academic
Aim to get this under the university umbrella	<ul style="list-style-type: none">• Create opportunities for teachers to develop eco-literacy• Identify a global goal for each module in a way that makes sense from the module syllabus perspective• How to get sustainability outcomes into modules when it would require that they are also assessed• Get sustainability outcomes into assessment<ul style="list-style-type: none">• Further management buy in• Bring students into the dialogue<ul style="list-style-type: none">• Revisit and edit the vision document• Get a student sustainability officer

Recalibrating the framework – 2023 - 2025

Students	Teachers	Courses	Management
<ol style="list-style-type: none"> 1. Bring students into the dialogue <ol style="list-style-type: none"> 1. Revisit and edit the vision document 2. Get a student sustainability lead 3. Have an event on ESD 	<ol style="list-style-type: none"> 1. Create opportunities for teachers to develop eco-literacy 2. Map what teachers already do that qualifies as ESD and recognise it 3. Empower teachers to lead in the development of ESD 	<ol style="list-style-type: none"> 1. Identify a global goal for each module in a way that makes sense from the module syllabus perspective 2. How to get sustainability outcomes into modules when it would require that they are also assessed 3. Get sustainability outcomes into assessment 	<ol style="list-style-type: none"> 1. Further management buy in 2. Agreement on changing the assessments to include a sustainability element 3. Buy in on sustainability going into the module outcomes

References

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