

SEEPS PROJECT: Sustainability Education in European Primary Schools

**COMENIUS COURSE GB 41186:
Creating a Better Environment in Our
School.**

SEEPS model of teacher education



- ◆ school focused
- ◆ training trainers
- ◆ processes: how rather than what
- ◆ support materials
- ◆ case studies
- ◆ models, principles and theory
- ◆ networks.

SEEPS PROJECT Units.

0. Whole school approaches
1. Why bother with ESD?
2. Values and attitudes.
3. Culture & sustainability.
4. Change management.
5. Teaching through the environment.
6. Action research and evaluation
7. Case studies.

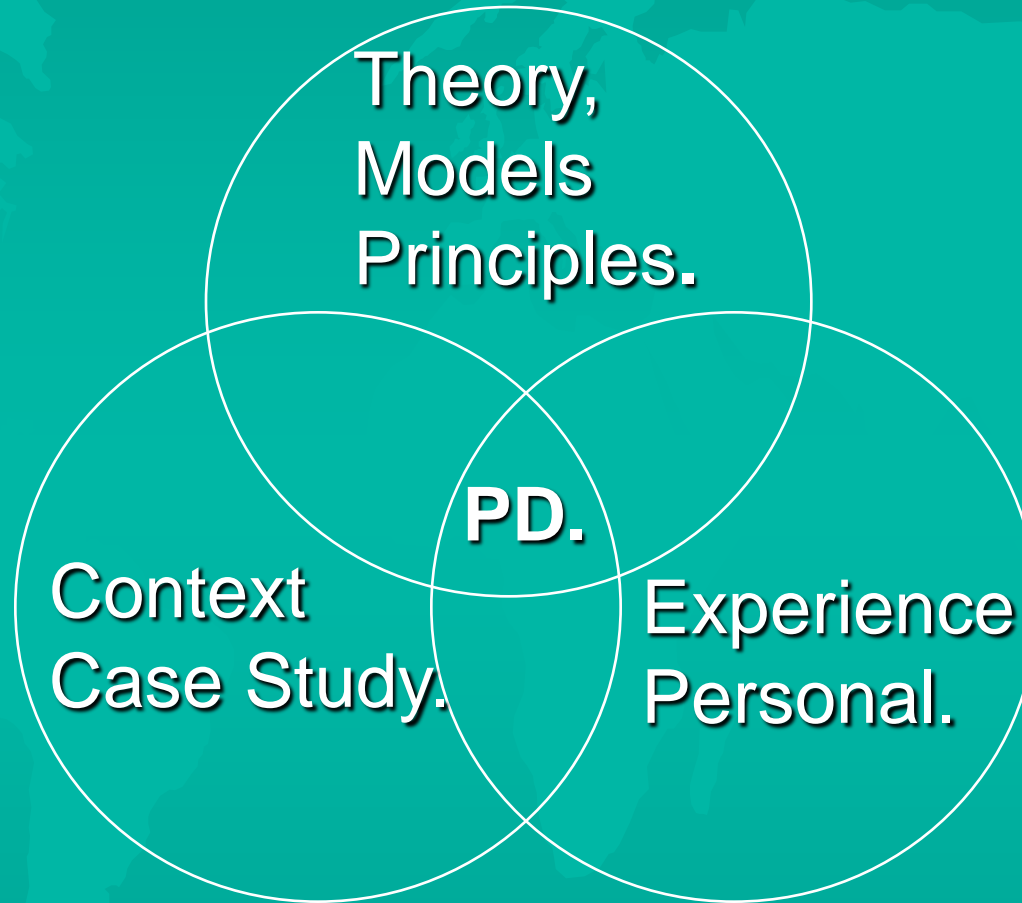
Website: www.education.ed.ac.uk/esf

UN Decade of ESD (2005-2014)

There is no universal model of ESD. Each country has to define its own priorities and actions. The goals, emphases and processes must, therefore, be locally defined to meet the local environmental, social and economic conditions in culturally appropriate ways.

(UNESCO 2004).

The three knowledge bases of successful professional development



Writing for rather than as generalisation

Case study template

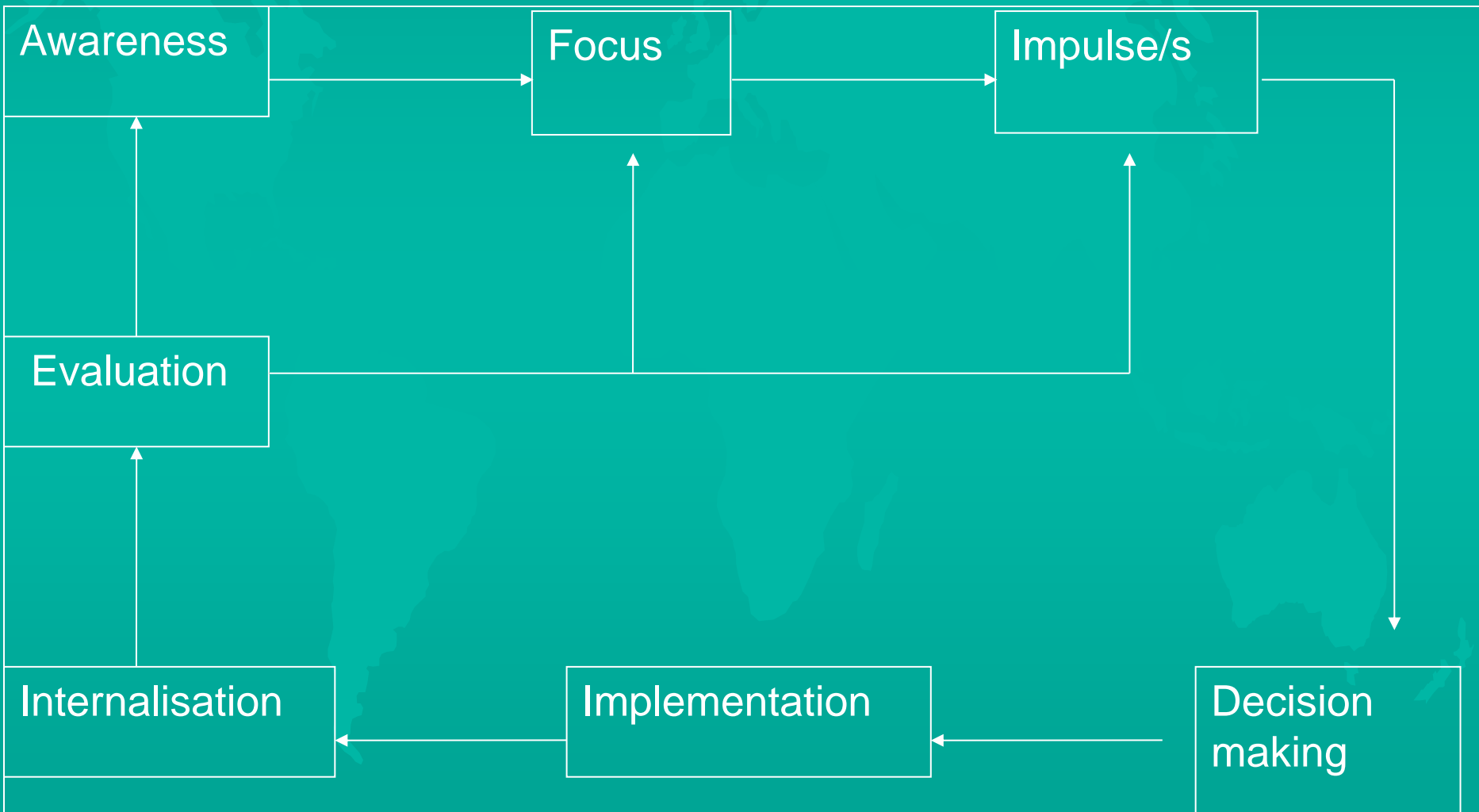
1. Description of the school
2. Aims and outcomes of the project
3. Project: content and development
4. Drivers: internal and external
5. Assessment
6. Evaluation
7. Constraints or difficulties
8. Benefits
9. Future developments
10. Additional information

Priority of Platforms in CPD

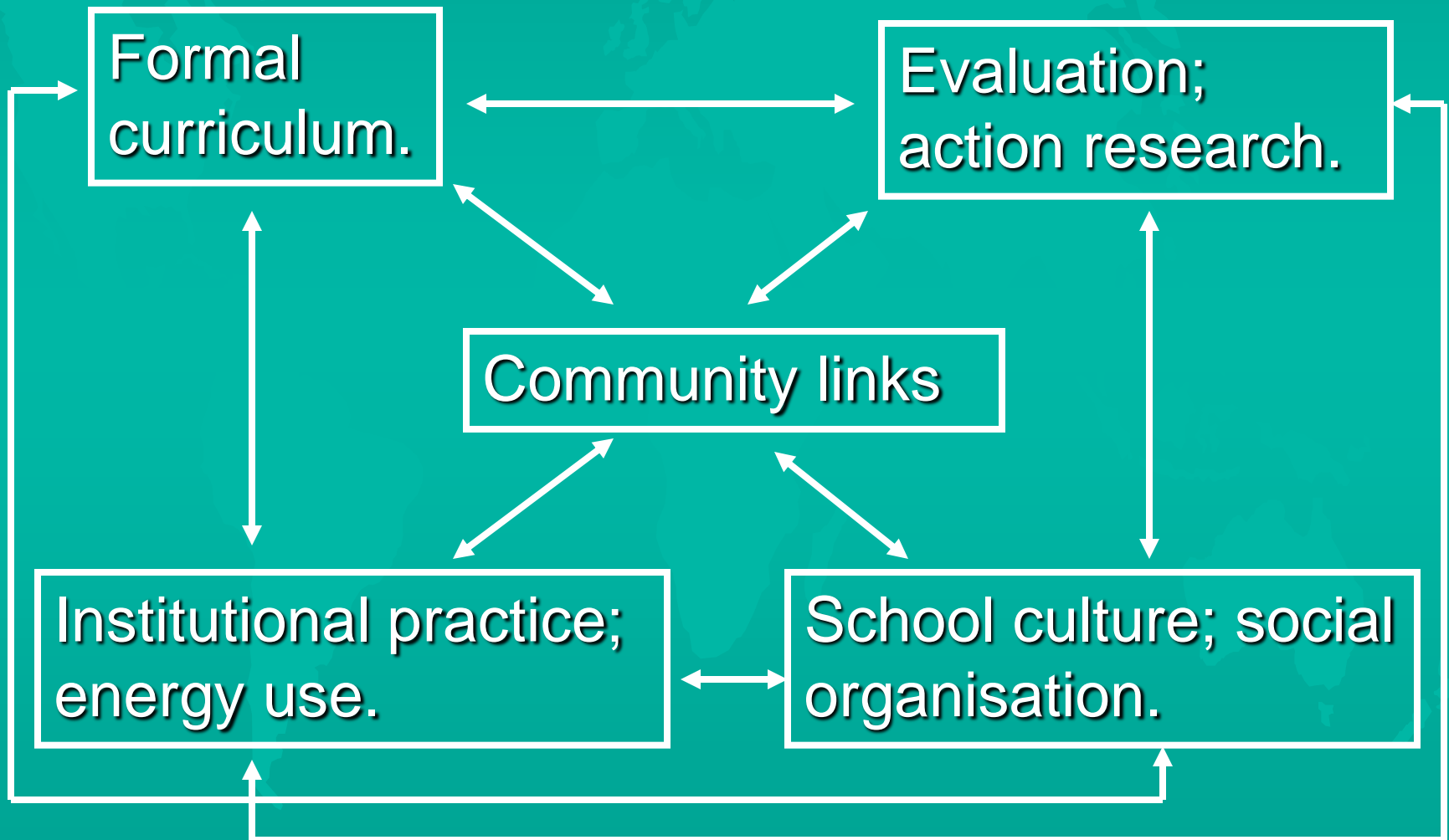
1. **Concrete actions – healthy eating school**
2. **Decision making – curriculum priority**
3. **Platform: principles – whole school approaches**
4. **Ultimate values: ideologies – social ecology**

Naess 1992

A model of policy and practice import at the personal/institutional level



Whole school approach



Linking curriculum and institutional practice

- ☞ [f]or example, if parks are litter free, it is often easier to persuade people who would otherwise litter not to do so. It is also usual to tolerate a low level of defection within such a hypothetical community. However as soon as the numbers defecting increase significantly, and the park starts to fill with litter, the social pressure diminishes and a widespread outbreak of defection and littering tends to follow (Clayton & Radcliffe, 1996: 171).

School-community links in ESD

1: Isolated island.



2: Community in school.



3: School as guest



4: School as agent



Interdisciplinary teaching

Whole school approaches
(metapedagogy)

Life cycle analysis

Simulations

Role plays

Research projects

Authentic issues

Problem solving

School business management

Types of sustainability: outcomes/

processes



Closed
Prescribed

	Deep interaction Big Brother Sustainability	Shallow interaction	
Hierarchical Conditioning	Shallow interaction	Deep interaction Transformatory Grassroots Sustainability	Integrated Democratic

Open



Self-determined

Passive
Citizens

Active
Citizens

Hierarchical
Conditioning

Integrated
Democratic

Detachment

Empowerment

Ways forward

Strengths rather than deficit

Mainstreaming whole of system and
action research

TTISSA

MESA

Structure and agency

Process

Educating for Sustainable Development?

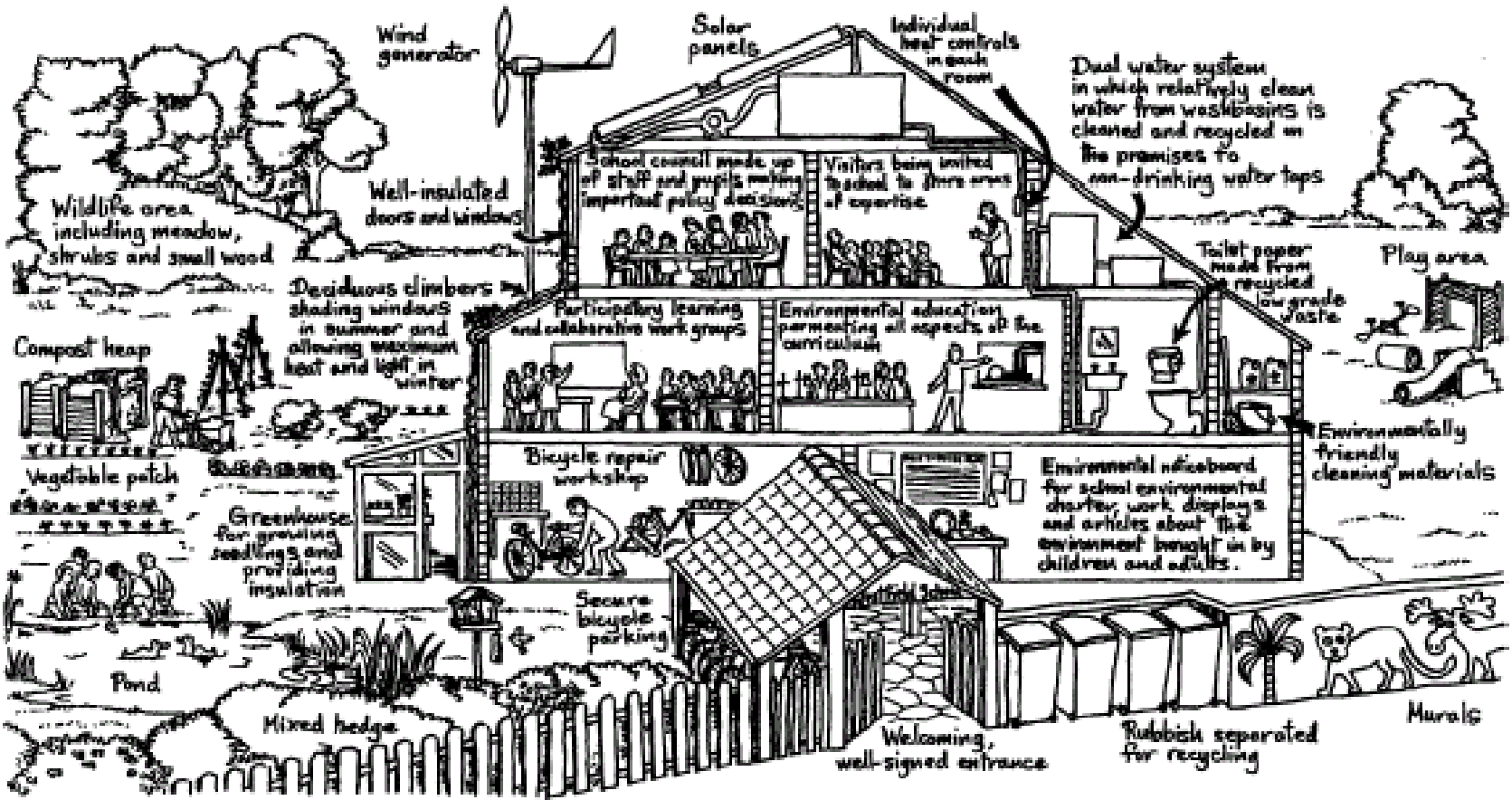


Figure 1.2.1