



Embedding the English Early Years Foundation Stage into the Eco-School programme; visualising the journey

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Setting the scene

ESD pillars



Delors Report (UNESCO, 1998):

- learning to be,
- learning to do,
- learning to learn,
- learning to live together

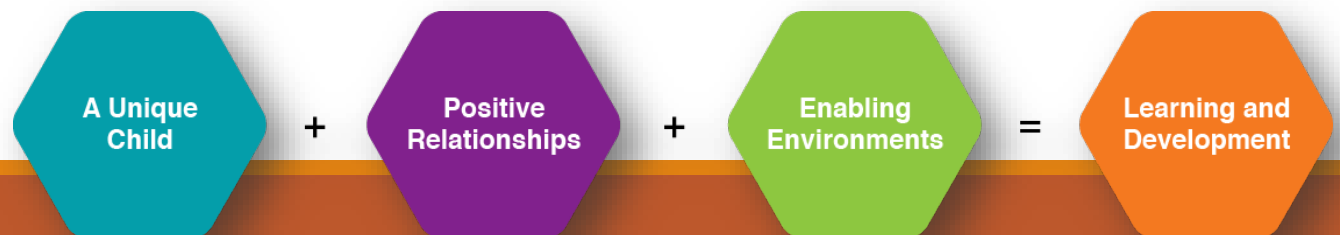
ESD in early childhood education curriculum:

- (a) context sensitive and culturally relevant;
- (b) content that fosters caring attitudes and empathy vis-à-vis the natural environment, and people living in other parts of the world;
- (c) learning about respect for diversity;
- (d) learning about gender issues and equal rights, opportunities and responsibilities of boys and girls;
- (e) learning of basic life skills,
- (f) the concept of learning for life,
- (g) activities built around the 7Rs: reduce, reuse, repair, recycle, respect, reflect and refuse (Samuelsson and Kaga, 2008)

EYFS: Early Years Foundation Stage

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

→ sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (DfE, 2014: 5)



Eco Schools England



Eco-Schools were developed in 1992 by the Foundation for Environmental Education (FEE) in response to the UN Conference on Environment and Development. FEE's aim for Eco-Schools is to "empower students to be the change our sustainable world needs by engaging them in fun, action-orientated learning".

Keep Britain Tidy is an independent charity, best known for litter campaigns; but today they do much more. Eco-Schools is just one of the programmes aiming to achieve the vision of a world where people understand and actively care for their environment (2015:4).

Tensions.....

The EYFS (DfE,2014) statutory framework (0-5 years) is holistic in approach with the four overarching principles:

Unique Child-Positive relationships-Enabling Environments-Learning and Development

In contrast, the Eco -School terminology focuses on 'schools', 'students' and what schools can do, however, there is a recognition of opportunities for ...

“Projects (that) are pupil-led, action-orientated and develop each child’s ‘ability to make sound choices in the face of the inherent complexity of the future.’” (2015:6)

This resonates with research conducted by Siraj-Blatchford, Smith and Pramling - Samuelsson (2010) that very young children are capable of sophisticated thinking in relation to socio-economic aspects.

This project is attempting to develop a shared understanding of ESD to help those working with young children to see the connections.

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FREE RESOURCES

Lesson Ideas

5-7 Years

7-11 Years

11-14 Years

14+ Years

How They Work

Outcomes

Useful Links

Eco-Schools in the garden


BBC Learning Primary Eco-Clips

BBC Learning Secondary Eco-Clips

GreenBlue Urban: The Importance of Trees

5-7 YEARS

You are here: Home > Free Resources > Lesson Ideas > 5-7 Years



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5 - 7 Years (Key Stage 1)

Our lesson ideas are intended to enhance learning and embed sustainability into your teaching.

They are ideas designed to inspire and provoke further questioning and investigation by young people into social and environmental issues. They can be adapted in a variety of ways to suit your needs.

To see which subject areas the lesson ideas cover and how they link to the curriculum download our [KS1 curriculum grid](#). To find out how they fit with the Eco-Schools nine topics, download our [Eco-Schools KS1 topic grid](#).

Eco-Schools

and the National Curriculum

Primary school

The table below shows how primary schools delivering the National Curriculum are already delivering sustainability education with very clear links to Eco-Schools topic work they may also be engaging in.

This table is intended as a guide to help demonstrate how schools can link their classroom work with sustainability and Eco-Schools topics. This will help ensure that sustainability education is embedded throughout the school. It will also help schools to create links between Eco-Schools topics and the work they need to deliver, enabling pupils to learn the National Curriculum through real world examples.

Key Stage	Subject	Topic	Eco-Schools
1	Science	Plants	School grounds, Biodiversity
		Animals, including humans	Biodiversity, Healthy living
		Everyday materials	Waste

		creatively	
Design and Technology	Cooking and nutrition		School grounds, Biodiversity, Global perspective

No early years evident in either the handbook or the Eco school website



Previous projects related to ESD

Visibility within the Early years framework and DfE website



Email responses from the Department of Education -

"Please note that I have passed on the action points you have provided to Paul Kissack's office, who I'm sure will be most appreciative of the information.

While I cannot commit a representative to attend the meeting you discuss this far in advance, this is something I can certainly review in the New Year, possibly with a steer from Paul's office, and with more information provided by yourself."

"I hope this is not of further disappointment, but as is the nature of these busy diaries I am hasten to commit anything more at this stage.

" I apologise for the delay in responding to you, but we do receive a huge volume of correspondence into this inbox."



Department of environment

Thank you for your email of 23 February, addressed to Amber Rudd, about sustainability. I hope you can appreciate that the minister receives a large amount of correspondence and cannot always respond personally. I have therefore been asked to reply.....

“The statutory framework for the early years foundation stage gives broad areas for learning and development and more specific early learning goals. Childcare providers can make use of the goals to help children understand their environment and take care of their world. In understanding the world by the end of the foundation stage, children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.”

Eco School England



The nine areas of their curriculum:

Energy / Waste /Water / Litter / School Grounds /Transport /Healthy Living |
Global Perspective | Biodiversity.

As a team we developed a draft table that incorporated these nine areas with both the prime and specific areas of the EYFS (DfE) 2014 and the characteristics of effective learning (Play and Exploration, Active learning and Creating and Thinking critically).

Cluster consultations

Each lead practitioner within the cluster groups arranged consultations with practitioners /managers in regard to the first draft table.

Geographically the clusters are spread across a diverse range of England .

A diverse range of settings were consulted- children's centres (with childminders) , reception classes, nurseries , pre school settings etc.

A draft framework to trial was developed as a consequence of the feedback . This will be trialled in the Autumn term onwards ...

Feedback collated by interns

The information presented in the next slide represents the combined feedback from the cluster groups....



In keeping with the philosophy of the research design, the feedback is themed and encourages group dialogue beyond binary responses.

For manageability and efficiency, analysis of the findings have been collated using a colour coded table.

Positive feedback =brown

Things that need changing= orange

Ideas for development=blue

Table 1: Proposed ESD for EY feedback

<ul style="list-style-type: none"> • Language 	<ul style="list-style-type: none"> • - Scientific and terminology can relate to initiatives such as eco-schools. 	<ul style="list-style-type: none"> • - Technical and complicated. • - Exclusive to those with prior knowledge. 	<ul style="list-style-type: none"> • - Include glossary of terms. • - Simplify language used.
<ul style="list-style-type: none"> • Content 	<ul style="list-style-type: none"> • - Very useful for those who have prior understanding of ESD. • 	<ul style="list-style-type: none"> • - Not a working document for 0-2 age. • - Not tailored to range of learning styles. • - Overwhelming for those with no knowledge of ESD. • - No linking ideas. 	<ul style="list-style-type: none"> • - Resource activity packs would aid the table framework. • - Leadership pack useful for those leading and guiding the process. • - Specific age group options for 0-2. • - Clarity of awards/how to achieve them. • - Adapt content to relate to a non-school environment.
<ul style="list-style-type: none"> • General 	<ul style="list-style-type: none"> • - Aids in awareness of ESD in general. 	<ul style="list-style-type: none"> • - ESD and EYFS are not synced clearly in table. • - Very text heavy. • - Framework is broad and difficult to interpret. 	<ul style="list-style-type: none"> • - Set initiative into manageable chunks. • - Expanded auditing tools. • - Support and mentoring to gain understanding of implementation. • - Links to ESD websites and/or forums to share and gain ideas (networking). • - Use pictures/display board to demonstrate ESD activities. • - Allow flexibility for adaptation between locations.

NEXT STEPS

From the collated feedback highlighted in Table 1, a workable plan was devised.

Table 2 illustrates the responses to the cluster group feedback



Table 2: **Workable plan outline**

Generic

- Create a working document (flexible/adaptable to locations)
- Provide a link to online practitioner tools
- Incorporate 'development matters' and 'characteristics of effective learning'
- Utilise a range of resource types to accommodate learning styles
- Specific to age groups

Resources

Resource Pack (Basic + online expansion)

- Leadership Guide (Manager)
- Site audit tools
- Self-assessment tools
- Clear progression criteria
- Practitioner Activity Packs
- Practitioner Activity Packs
- Glossary of terms
- Poster display (per room)
- Reward tags (for poster)
- Activity cards
- ESD personal planner (staff)



GLOBAL CITIZENSHIP INITIATIVE

What is Global Citizenship?

Global Citizenship encompasses a range of values and elements that individuals are encouraged to adopt into their everyday lives. These values include an awareness for the world around them and the respect for diversity, a high level of commitment to social justice and equality, and a willingness to contribute to the community at local as well as global levels. The prospect of becoming a Global Citizen allows societies across educational settings, but many of us incorporate elements of Global Citizenship without realising.

Are Different Elements of Global Citizenship?

Global Citizenship is a comprehensive framework of all environmental, political and economic elements that should be explored and understood by children of all ages to ensure that their voices are being heard and that the complete areas of learning and similar questions are covered. This can be through reading books that explore and understand the complex world that this term covers. Due to the wide area that this term covers, it is adapted throughout all countries, gender, ethnicity and cultures, in order to ensure that children are able to access learning resources such as reading books that challenge stereotypes.

Why should we be Global Citizens?

Every year the increase in technological advancement means that we are becoming more and more able to connect to the world around us. This development provides many opportunities for our children to gain a desire to understand, explore and contribute to the health and wellbeing of present and future generations, as a society and as environmental advocates, becoming 'agents of change'. Allowing children to develop into globally aware and responsible adults will enable them to make positive connections between cultures and societies and create a global community that allows equality and opportunities for all.

Simple Steps to Global Citizenship

- Encourage curiosity toward the world
- Join local community groups
- Allow opportunities for children to explore issues that affect other children
- Initiate and take part in local and global initiatives
- Teach others what you have learned
- Promote connections between social groups
- Allow access to a wide range of inclusive and diverse learning resources

- Teach others what you have learned
- Promote connections between social groups
- Allow access to a wide range of inclusive and diverse learning resources



For children and early years providers, teaching British values will be a part of the curriculum.

- Promoting British values as defined by DfE – which are already embedded in children's lives.
- Teaching children more about the world in which they live and about modern Britain.

... Valentine's Day cards in the local shops, making links...

... children across the world will be sending...

... that you are making cards and...

... flowers, trees, ducks etc...

... pick up litter after the picnic...

... children to respect the law, learn right from...

... gain... contribute to... as environmental... children to develop... connections between... create a global... opportunities for all...

Autumn onwards 2016 - trialling the project

1. Possible lines of direction related to ESD
2. Embedding the three pillars within the pilot project?
3. Practitioners feedback over the year.....
4. Development of Early Years Eco clusters around England.

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