Integrating Education for Sustainable Development into the music curriculum

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What is Education for Sustainable Development?

• Making education fit for the 21st century; creating a sustainable future

• Understanding the key issues and developing the key skills required to create future sustainability

• What are the key issues? Not just climate change – see the UN Sustainable Development Goals

• Key writers in the UK include Stephen Stirling, Ros Wade, Paul Warwick, Douglas Bourn. And, linked to the key skills, Bill Lucas on creativity.
UN Sustainable Development Goals

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals
UN SDG target 4.7 within the Quality Education goal:

‘by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development’
How music education can support the goals of Education for Sustainable Development?

• Increasing awareness of issues around the UN Sustainable Development Goals through integrating it into the music curriculum, helping make the topic engaging, relevant and meaningful. Choice of songs; issues of equality, diversity, inclusion and social justice.

• Developing the keys skills children need to create a sustainable future including collaboration, creativity, global citizenship, communication.

• Increasing learning agency on these issues and having a strong learner voice in the process.

• ‘…no discipline can claim ESD as its own, but all disciplines can respond and contribute to ESD individually and/or collectively’ (from Issues and trends in Education for Sustainable Development UNESCO, 2018)
Examples of good practice
British Council Connecting Classrooms Programme
Global Science Opera
www.globalscienceopera.com
Over 35 countries from across the world
Arts Award

• Young people develop skills that are essential for success in 21st century life, ensuring they can thrive in a world where change is constant and learning never stops. These include collaboration, communication, critical thinking and creativity.

• The community young people are becoming part of, and the working world they will enter into, requires them to understand what it takes to be a good citizen - one who can be civicly engaged, a critical thinker, digitally literate, globally aware, and an effective communicator. By taking part in Arts Award, young people have the opportunity to develop in all these areas.

(Taken from Arts Award Adviser Online Training PPT)
Lyfta – Lyfta.com
Secrets of the Opera (Finland)

What is Lyfta?

Lyfta is an award-winning immersive learning platform where teachers can easily build or curate powerful, interactive and curriculum-aligned lessons that bring learning to life.

Lyfta helps educators to engage and inspire digitally-native children and young people; foster critical skills and values for navigating our changing world; and broaden horizons by giving children and young people opportunities to see beyond their everyday realities.

Lyfta Storyworlds

Lyfta offers a series of immersive learning environments called storyworlds, where students can explore real life human stories through stunning 360° environments, high quality films and digital content.

lyfta.com/training
Free training; 30 days free access
Approach with minimal impact: ESD is included as another ‘subject’
For true change and impact, ESD needs to be at the heart of the curriculum and school ethos.
Pedagogical approaches favoured to develop key competences

- Learner-centred activities;
- Inquiry-based approach;
- Experiential learning;
- Problem-based learning;
- Interdisciplinary thinking skills;
- Reflective thinking skills;
- Future thinking skills;
- Dialogic thinking skills;
- Values-based approach;
- Critical thinking skills;
- Social-collaborative learning;
- Student empowerment;
- Integration of socio-emotional and behavioural domains;
- Integrated use of knowledge, skills, and values of ESD.

‘...early childhood is the best place to start with global citizenship education, where early learners acquire the right mindsets for global citizenship.’

From *(The ABCs of Global Citizenship Education* UNESCO, 2017)
Recommendations:

- The Open University: Looking globally: the future of education (6-week free Open Learn course) [https://www.open.edu/openlearn/](https://www.open.edu/openlearn/)
- Learning for Sustainability Scotland [https://learningforsustainabilityscotland.org/](https://learningforsustainabilityscotland.org/)
- British Council Connecting Classrooms Programme and their Professional Development Courses (Lyfta and Learning for Equity and Sustainability) [https://connecting-classrooms.britishcouncil.org/](https://connecting-classrooms.britishcouncil.org/)
- Consortium of Development Education Centres [https://www.codec.org.uk/](https://www.codec.org.uk/) Global Teachers’ Award
- A New Direction ‘Teaching for Creativity’ resources [https://www.anewdirection.org.uk/programmes/teaching-for-creativity](https://www.anewdirection.org.uk/programmes/teaching-for-creativity)
Global RCE Network
https://www.rcenetwork.org/portal/

Learning for Sustainability Scotland
https://learningforsustainabilityscotland.org/
Recommended reading:

• Sustainable Education – Re-visioning Learning and Change (2001) by Stephen Stirling
• World-Centred Education– a view for the present (2021) and Letting Art Teach (2017) by Gert Biesta
• Teaching for Survival (1971) by Mark Terry
• Teaching Creative Thinking (2017) by Bill Lucas and Ellen Spencer
• Education for Social Change (2022) by Douglas Bourn
• Teaching for Social Justice and Sustainable Development Across the Primary Curriculum (2021) (ed. Kavanagh, Waldron, Mallon)
And finally…

Any thoughts or good examples of teaching sustainability through arts education, do let me know.

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Thank you for listening!