



This text **blends three approaches** to ESD:

1.a **'Subject Discipline Approach'** in line with the South African CAPS emphasis on subject knowledge (**Content**).

2.a **'Competence Approach'** using a CAPS+ focus that goes beyond the specified minimum standards (**Process**).

3.a **'Whole-School Approach'** with an emphasis on school-in-community (**Context**).

The Teaching and Learning challenge is mediating co-engaged action learning centred around:

- new environmental **content** knowledge in a subject discipline,
- how this informs **processes** of change in relation to local matters of concern, and
- co-engaged **contextual** learning and change (ESD).

References:

Edwards, A. (2014) Designing tasks which engage learners with knowledge

Elias, N. (2012) The Symbol Theory

Sfard, A. (1998) Metaphor

UNESCO (2018) Issues and Trends in ESD..

Active Teaching and Learning



A subject discipline and whole-school approach to ESD

CAPS in an ESD context

This booklet was developed through an ESD Expert-Net collaboration to clarify Hand-Print CARE tools and starting points in a **CAPS curriculum context (1-3)** where subject knowledge teaching and learning for ESD is being developed.

It is centred on situated work with the environment and sustainability topics that are in the CAPS curriculum. The approach is to work with **Knowledge teaching and assessment practices (4-8)** to bring out and realise ESD and to develop competence in the contexts in which we live, teach and learn together.

To this end, the booklet develops an open-ended CAPS perspective on planning **lesson progressions and assessment (9-14)** for lesson planning work with the CAPS in situated, creative and additive ways.

Contents:

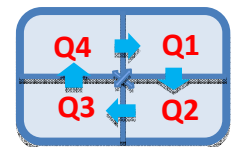
A CAPS+ ESD curriculum in context

1. A CAPS+ approach
 2. CAPS principles and ESD
 3. Contextual social learning
- Knowledge, teaching & assessment**
4. Balance acquisition & participation
 5. Including ESD competence
 6. Mediating knowledge progressions
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Expanding conventional lesson progressions

9. Key words & reading-to-learn
10. Finding out & trying out
11. Synthesis and application



Planning CAPS+ teaching & assessment

12. CAPS+ ESD lesson planning
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1. A CAPS+ approach

- The curriculum stipulates **minimum standards** so we should always teach to CAPS+
- **Environment is already in and across** the curriculum as topics that lend themselves to ESD.
- ESD is thus a matter of **taking up and bringing out** an environment, sustainability and social justice focus in Hand-Print circles of CARE.
- Learning is best located in a whole school approach for relevance and to overcome the **fragmented** nature of a subject-centred curriculum.



2. CAPS principles to bring out ESD

7 CAPS Principles

- Social transformation
- Active and critical thinking
- High knowledge and high skills
- Progression
- Human rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems
- Credibility, quality and efficiency

3 Pillars of ESD

- Social
- Economic
- Environment



3. Contextual social processes of co-engaged change

Subject teaching to mediate the acquisition of **knowledge** can be undertaken as **collectives** in learning progressions that develop around,

• **Key words, pictures & case stories (9-Q1)** to activate **heritage knowledge** and **life experience** that raise questions for

• **Depth inquiry (10-Q2)** to explore and resolve **emancipatory concerns** through **deliberative meaning-making (9-Q3)** towards

• **Change challenges (11-Q4)** to explore more sustainable **material practices** for living together in a changing world.

*Working from **heritage knowledge**,
Life experience and what is known to us,
Sustainable wellbeing is open to discovery*

*During reflexive, **depth inquiry***

*As individuals and **collectives** of people*

*Engage their **emancipatory concerns***

During objective work in the world,

Deliberative meaning-making

And internal conversation,

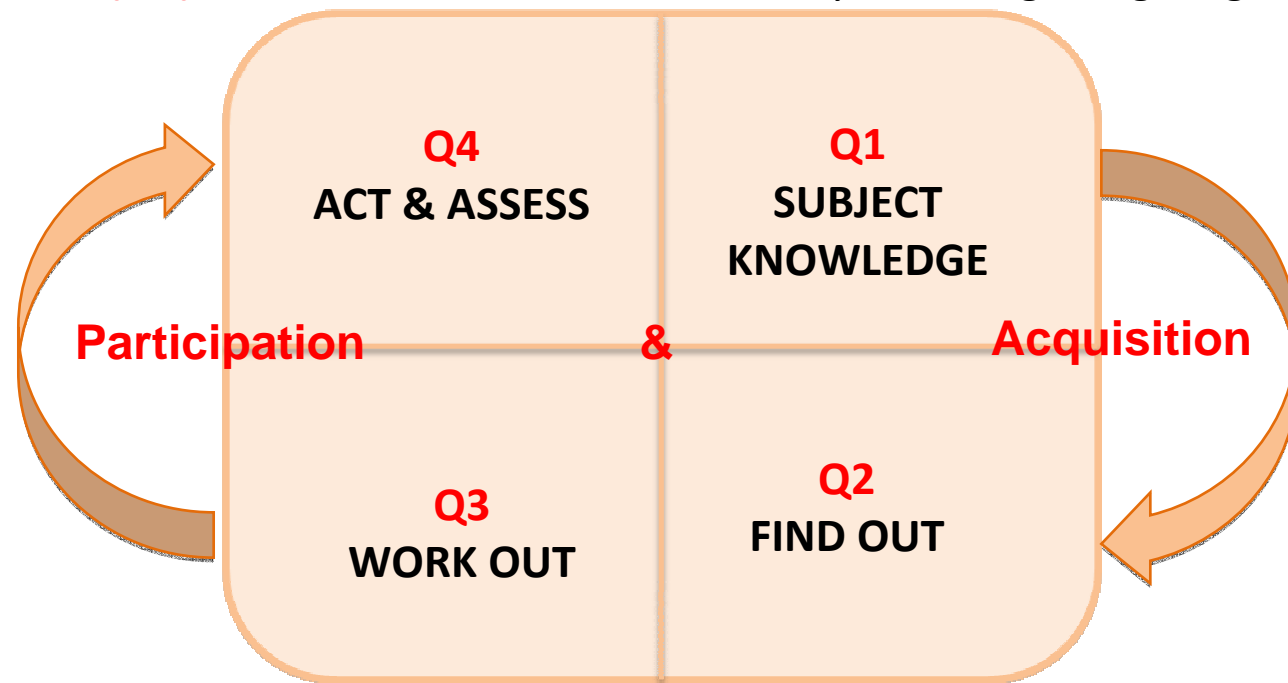
To re-make society and ourselves

*By reconstructing our **material practices***

Together.

4. A balance of subject knowledge and participatory learning

- The mediating of subject knowledge **acquisition** by teachers and learner **participation** to construct knowledge are often seen as opposing approaches to teaching and learning.
- Sfard (1998) describes how these can go hand-in-hand where teaching for knowledge acquisition enables participatory meaning-making (See below.)
- CAPS as a swing back to **subject knowledge teaching** (content) **(Q1)** should not be at the expense of the active participation of learners in meaning-making to find out things **(Q2)**, work out new ideas **(Q3)** and act on and assess better ways of doing things together **(Q4)**.



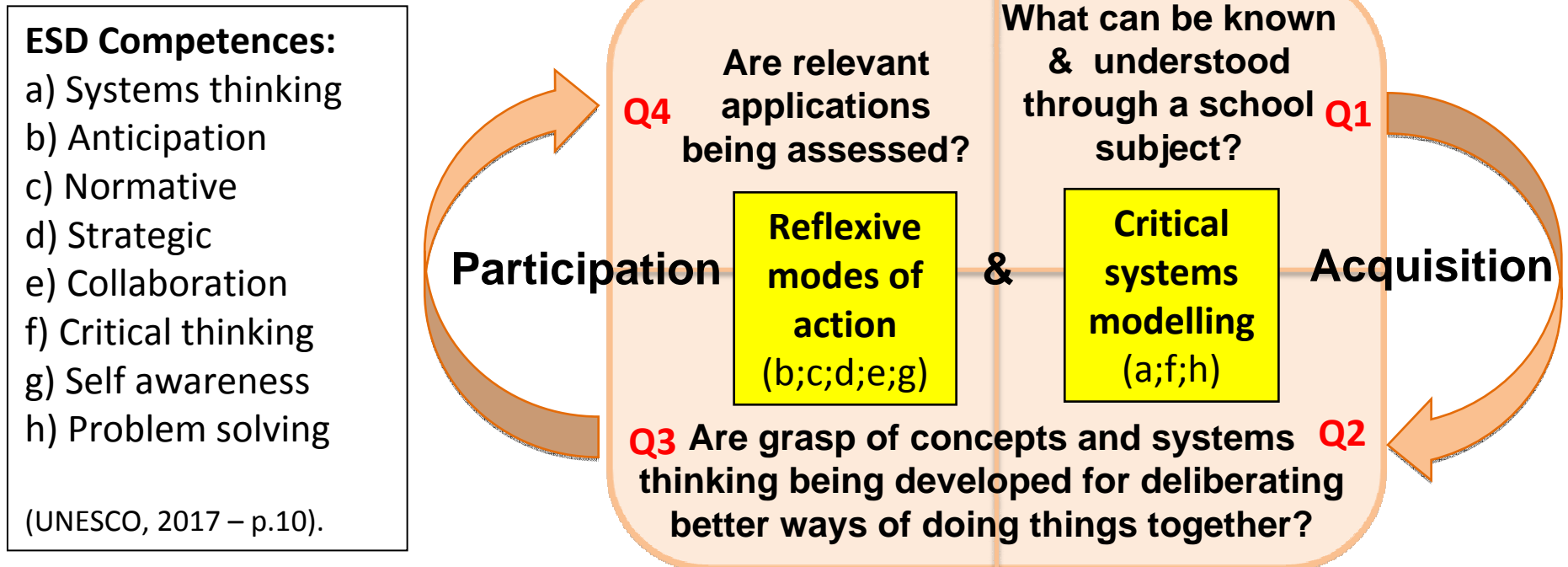
Adapted Edwards, 2014

5. A teacher mediating developing competence

Our knowledge is incomplete in modernity as we are engaged in developing new competences towards more just and sustainable futures for humanity.

Here teachers need to consider:

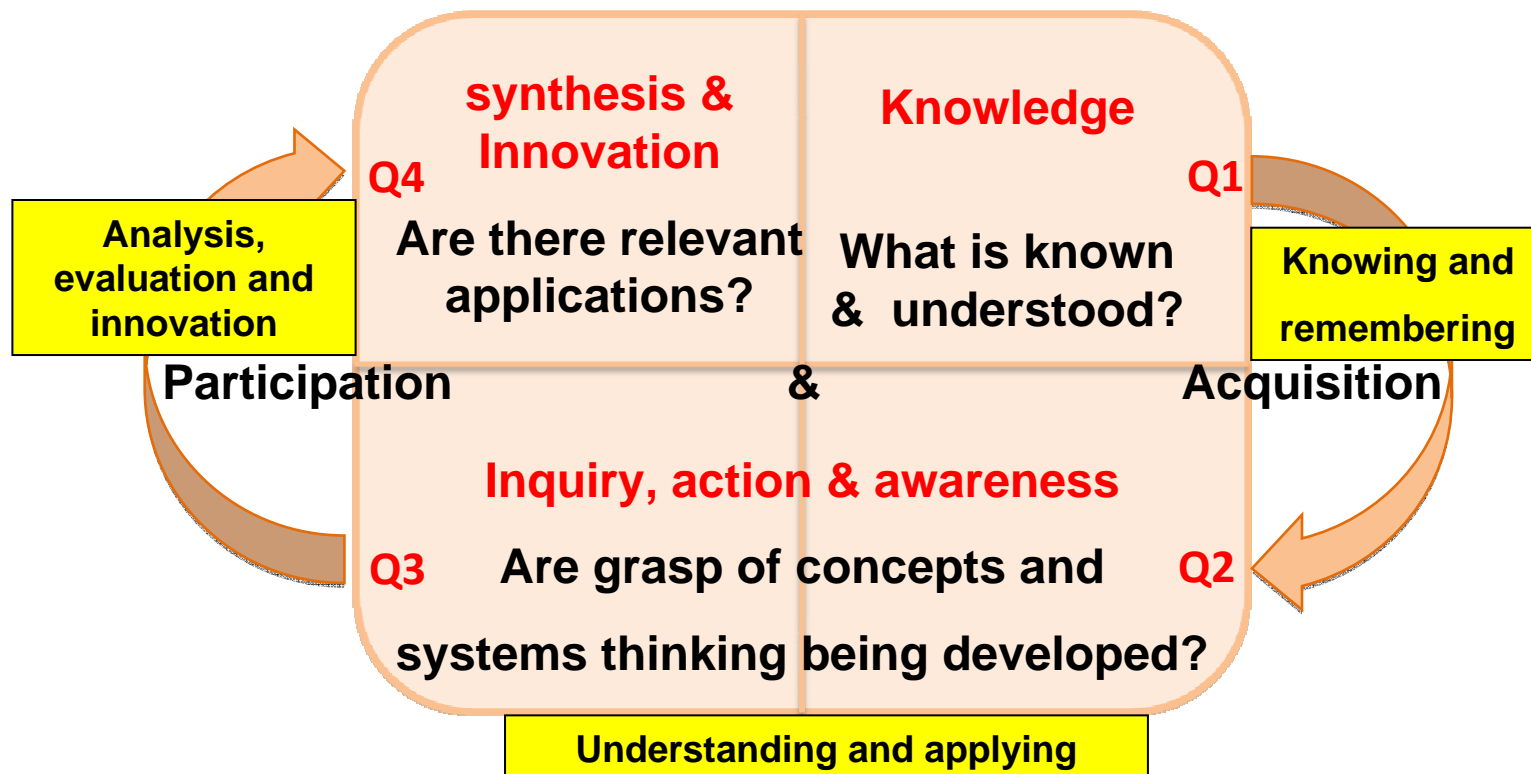
- What is known and understood in a particular subject or on a particular topic **Q1**
- How students participating in learning can develop competences with subject concepts and systems thinking **Q2 & Q3**
- That valued knowings and doings are assessed in problem solving applications. **Q4**



6. Mediating and assessing learning progressions

All of these dimensions of teaching and learning can be moderated in continuous assessment:

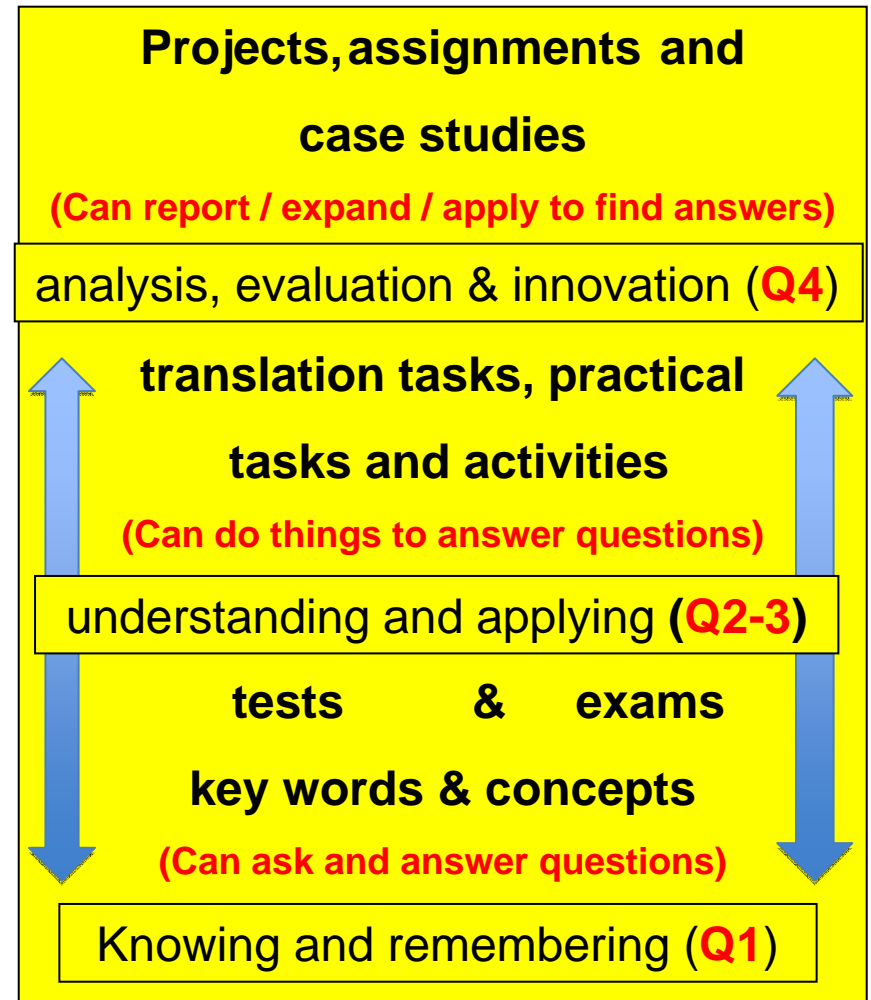
- Knowledge:** What is known and remembered by students (CAPS assessment)
- Action/awareness:** The understanding and application acquired through participation in learning
- Synthesis / Innovation:** An emerging capacity to work with knowledge and skills of analysis, evaluation and innovation.



7. CAPS Assessment of knowledge and developing competence

The assessment of a progressive development of competence:

- Cognitive (knowledge),
 - Social-emotional (disposition)
 - Behavioural (practices)
- can be undertaken in continuous assessment around:
- Knowledge and concepts **Q1-2**,
 - Evidence of application and understanding **(Q2-3)** and
 - Higher order skills of analysis, evaluation and innovation **(Q3-4)**.



8. SDGs as a assessment tool in local depth inquiry

Description of context (Q1)
Our focus and concerns (Q2)
Summary of inquiry (Q2-3)
Questions and ideas (Q3-4)



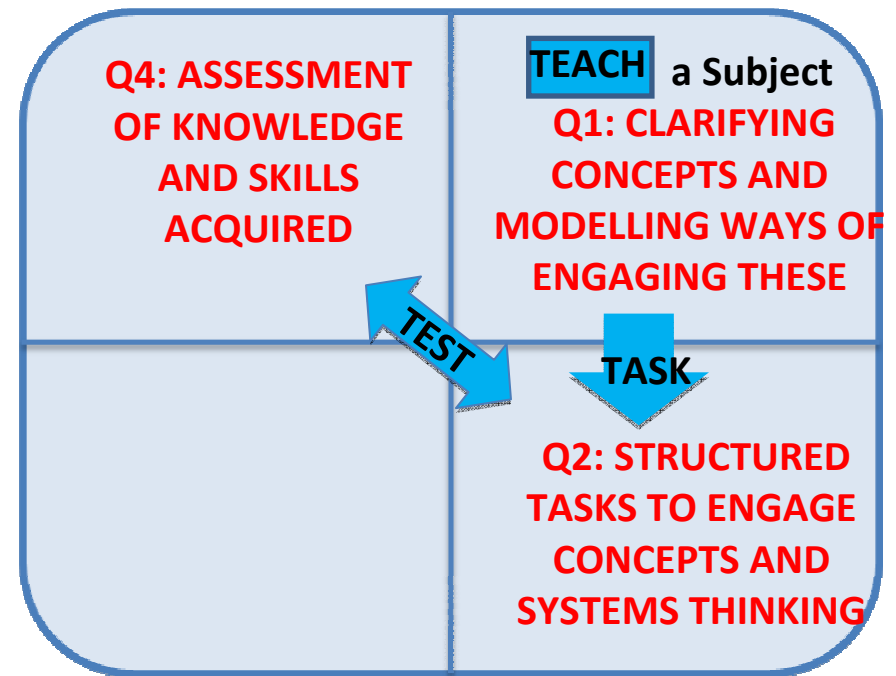


9. Key words, pictures and story (knowledge) start-up in Hand-Print CARE

Conventional classroom Learning is often centred on key words (concepts) in **Teach – Task – Test** progressions

ESD deepens and extends this through:

- Deliberative teaching to clarify concepts **(Q1)**
- Raising questions for structured inquiry tasks which develop systems thinking **(Q2)**
- Assessment tasks that demonstrate, extend, apply and test knowledge and skills acquired **(Q4)**.



Adapted Edwards,2014

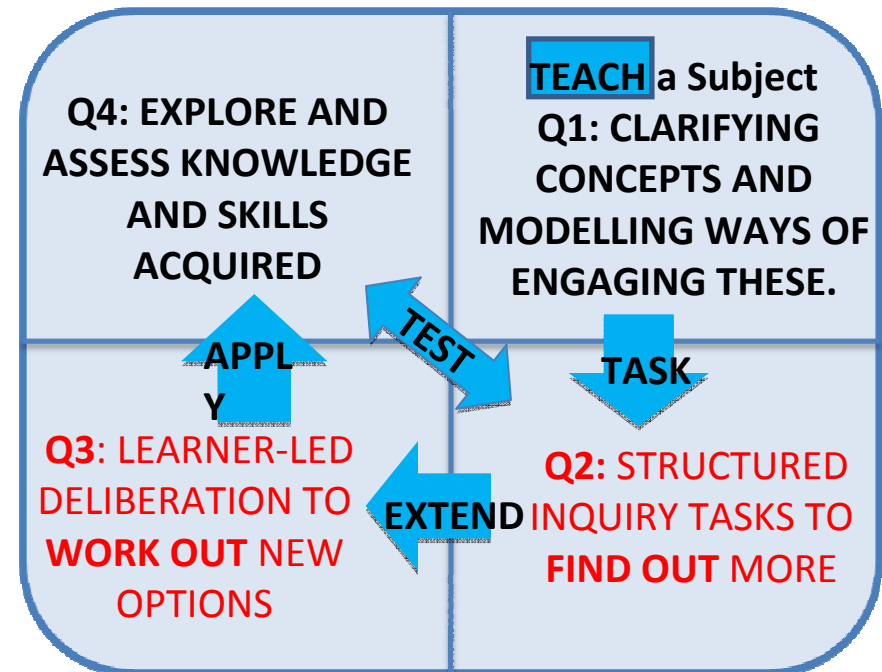


10. Finding out more and working out solutions

Prior knowledge, heritage and experience activated in **Q1** is one of the most important pre-requisites for better situated and collaborative learning involving:

- Inquiry activities to **find out** more (**Q2**) that then extends into
- Practical work to **work out** better options (**Q3**)

Without the acquisition of subject knowledge (Q1) there is little prospect of the application of what is known or the pulling together of key ideas for further, more applied learning that extends Teach-Task-Test progressions into more learner-led deliberation and problem solving actions.





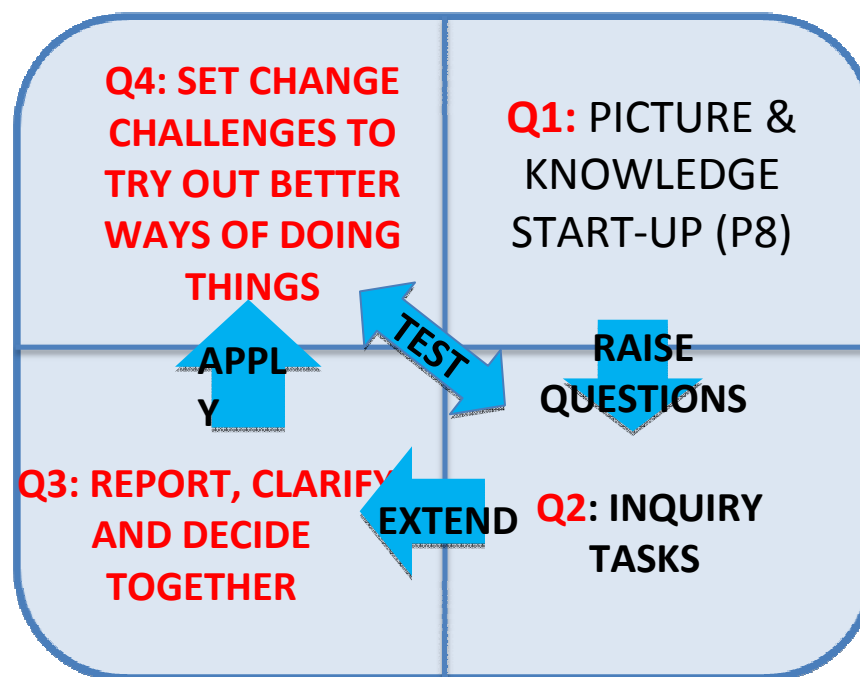
11. Synthesis and application of knowledge / skills

Finally, the higher-order skills and learner agency develop from knowledge acquisition that enables learners to raise questions and undertake local inquiry .

Inquiry task evidence enables:

- debating and deliberating evidence of matters of concern to **work out** other options **(Q3)** and
- undertake and assess **change projects (Q4)** towards better ways of doing things together

Here, synthesis, deliberation and application are central to any ESD learning journey.

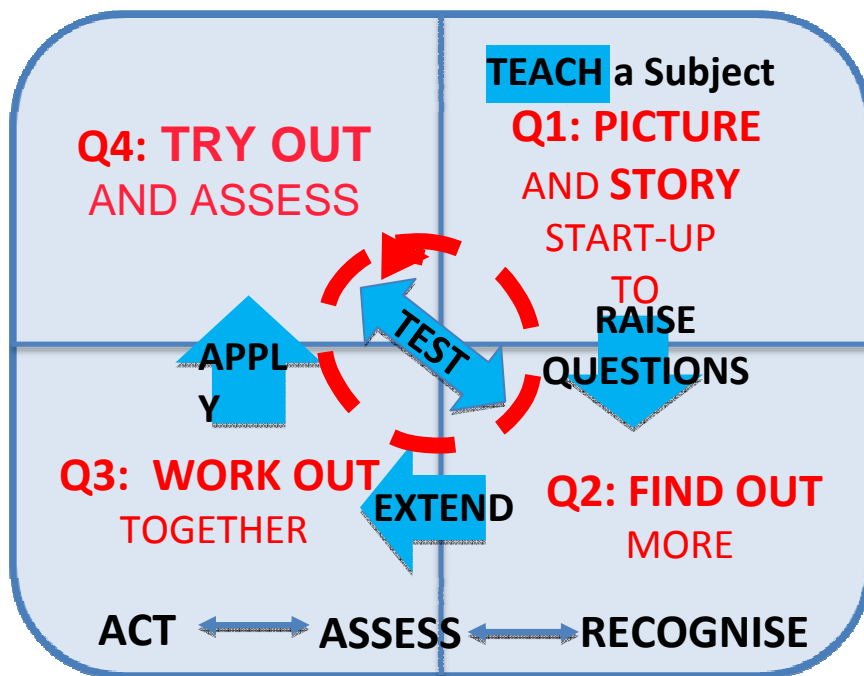




12. CAPS Learning and Assessment

EXPLORE &
WORK OUT

LEARN &
FIND OUT



Projects, assignments and
case studies

(Can report / expand / apply to find answers)

analysis, evaluation & innovation (Q3-4)

translation tasks, practical
tasks and activities

(Can do things to answer questions)

understanding and applying (Q2-3)

tests & exams

key words & concepts

(Can ask and answer questions)

Knowing and remembering (Q1-2)

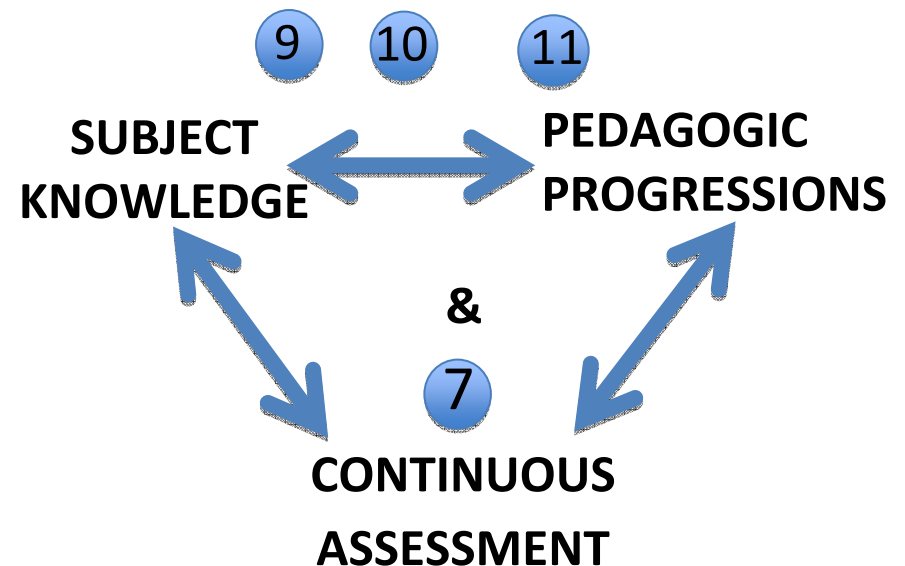
Continuous assessment in
school-in-community
action learning
progressions

13. CAPS and ESD Lesson Planning

A CAPS perspective on ESD has knowledgeable teachers teaching with a knowledge and assessment specified subject curriculum. Here the planning and mediating of co-engaged ESD progressions involves:

- Subject knowledge and skills
- Pedagogy &
- Assessment interacting

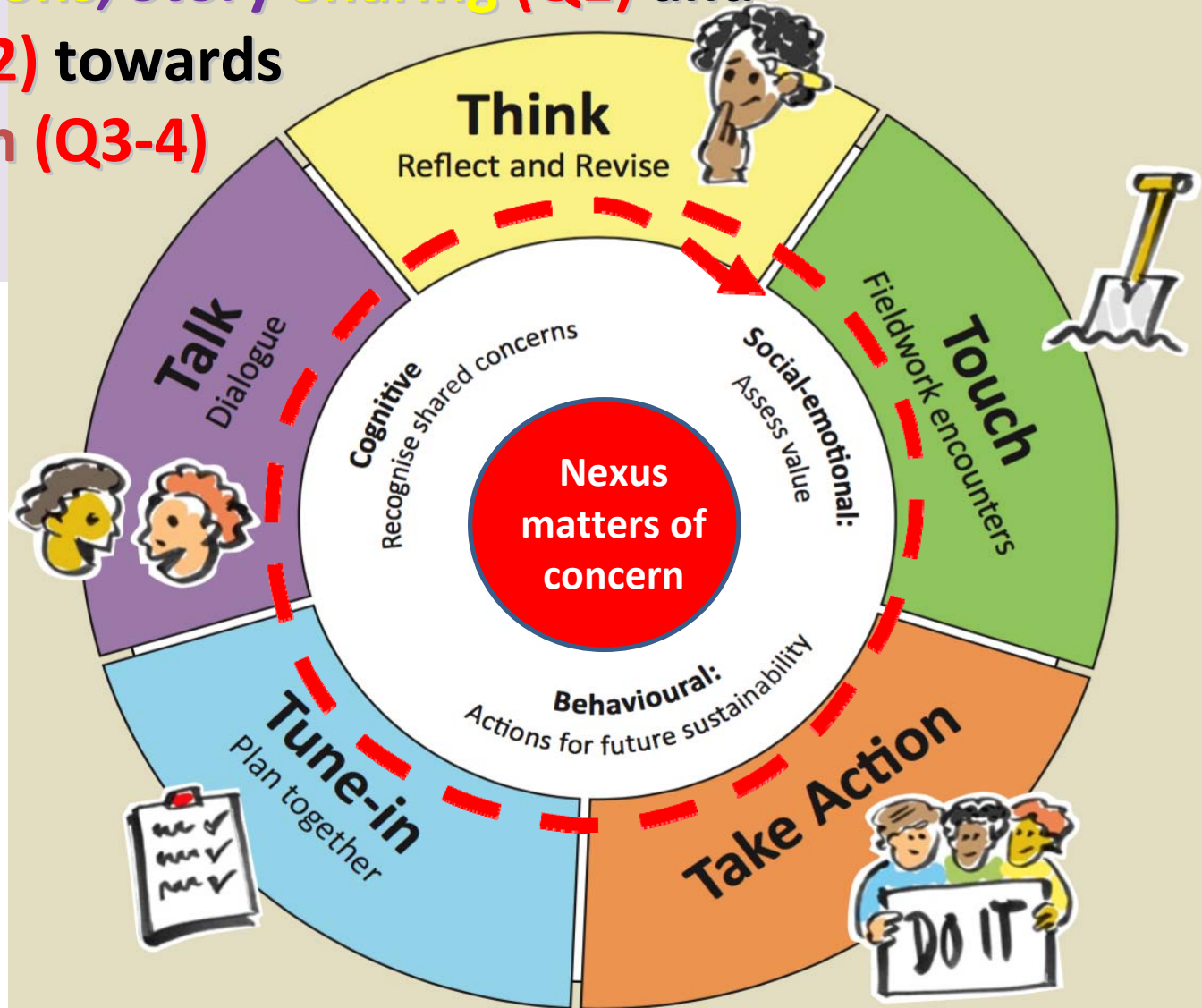
to provide quality education that engages heritage and valued freedoms towards more sustainable livelihoods (ESD). The challenge is to work with the curriculum specifications in enabling ways that bring out ESD.



How can we work with
CAPS in additive ways
that bring out
ESD
Learning-led change?

14. PLANNING 5 T's of Action Learning

Photo deliberations, Story Sharing (Q1) and?
Local Inquiry (Q2) towards
Handprint action (Q3-4)



Source:

How are ESD learning and training environments changing? (UNESCO, 2018)

Nexus learning action towards safer, more just and sustainable futures

CAPS Topic:

FIND OUT (Knowledge)

What I know and can find out?



WORK OUT (Practice)

Why do we do things in particular ways?

Assessment:



CAPS Topic:

Q1-2: FIND OUT (Knowledge)

What I know and can find out?

LEARN & FIND OUT

(Summarize knowledge / skills)

- key words and concepts in the subject
- What is **known** and could be read by the learners?

Working from what learners already know:

Q1: what pictures / stories are relevant?

Q2: what inquiry / activities are relevant?

whilst, at the same time, exploring **heritage** to develop **leading questions** towards '**knowing what we don't yet know,**' but can find out and realise together.

What **Resources** (Hand-Print CARE start-up modules) are needed
&

Possible learning-to-change practices towards realising this shared moral imperative

Q3-4: WORK OUT (Practice)

Why do we do things in particular ways?

EXPLORE & WORK OUT

(Plan local learning / action together)

Q3: what writing/ reporting / debate/ planning?

Q4: undertake change challenge and assessment?

Will enable **understanding** and **deliberative synthesis/application/evaluation?**

Assessment (knowledge, skills valuing)

- What is known and can be remembered (40%)?
- What is understood (25%) can and be applied (20%)?
- What analysis, synthesis evaluation and innovation (15%) of how things can be done better is included ?

TEACH

ASSESS

(For & of learning)

