

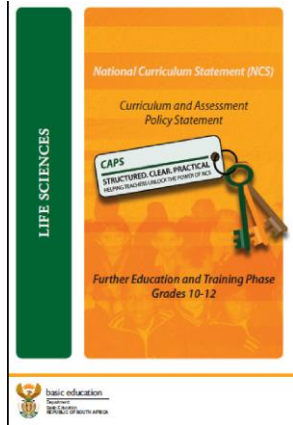


## A national professional learning community

**Shanu Misser:** National Fundisa for change Coordinator (SANBI)

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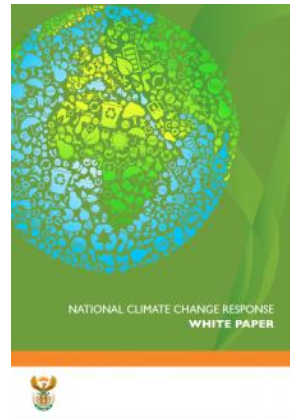
A multi-stakeholder collaborative national professional learning community established as a South African community of practice response towards enhancing and supporting transformative ESD, Climate Action and environmental learning through teacher education in the country.



South African National Curriculum (CAPS) has this as a principle ..... "Human rights, inclusivity, environmental and social justice" ...

National Climate Change Response White paper (RSA 2011) calls for mainstreaming ESD, environment and CC into the education and training system.

SA - UNFCCC report 3rd Communique – Fundisa for Change identified as a program for scaling.

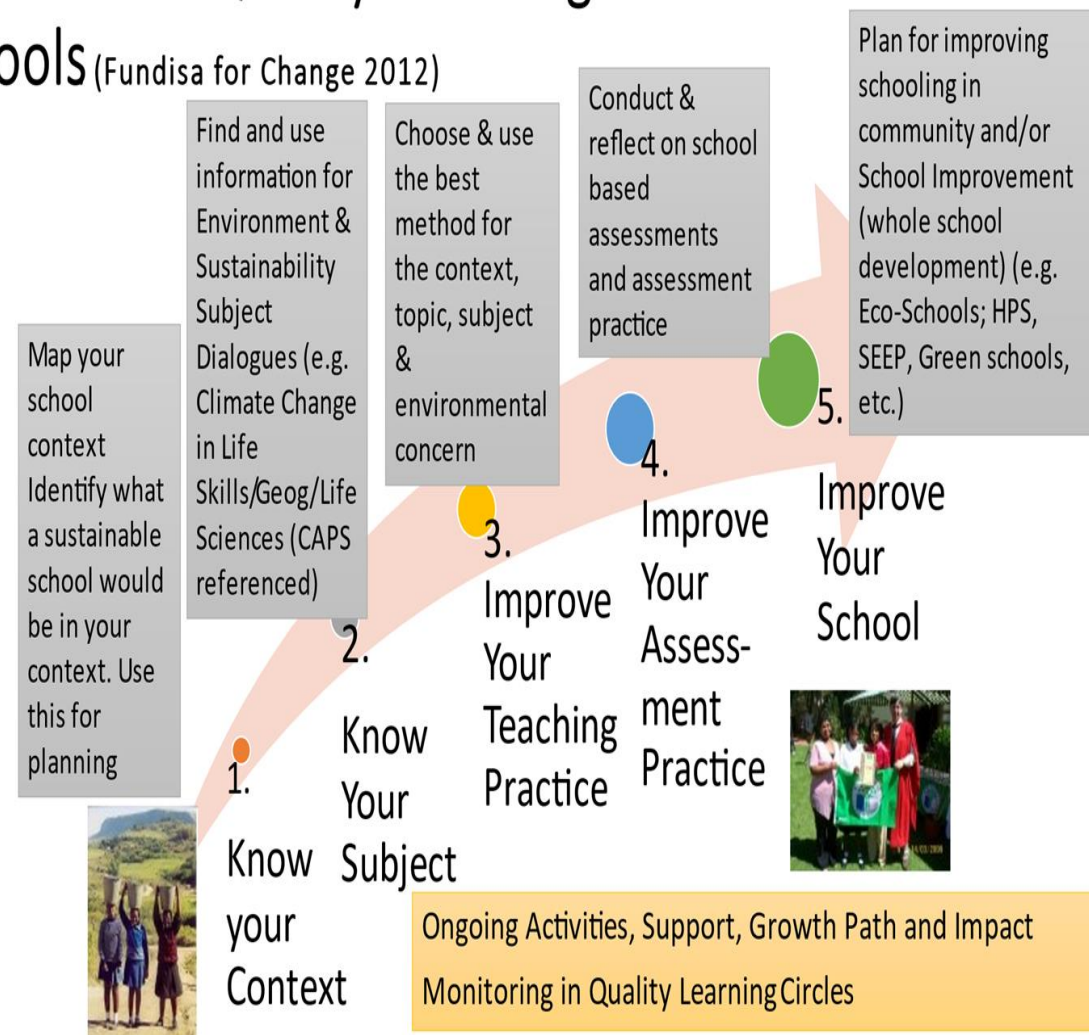




# Programme course structure

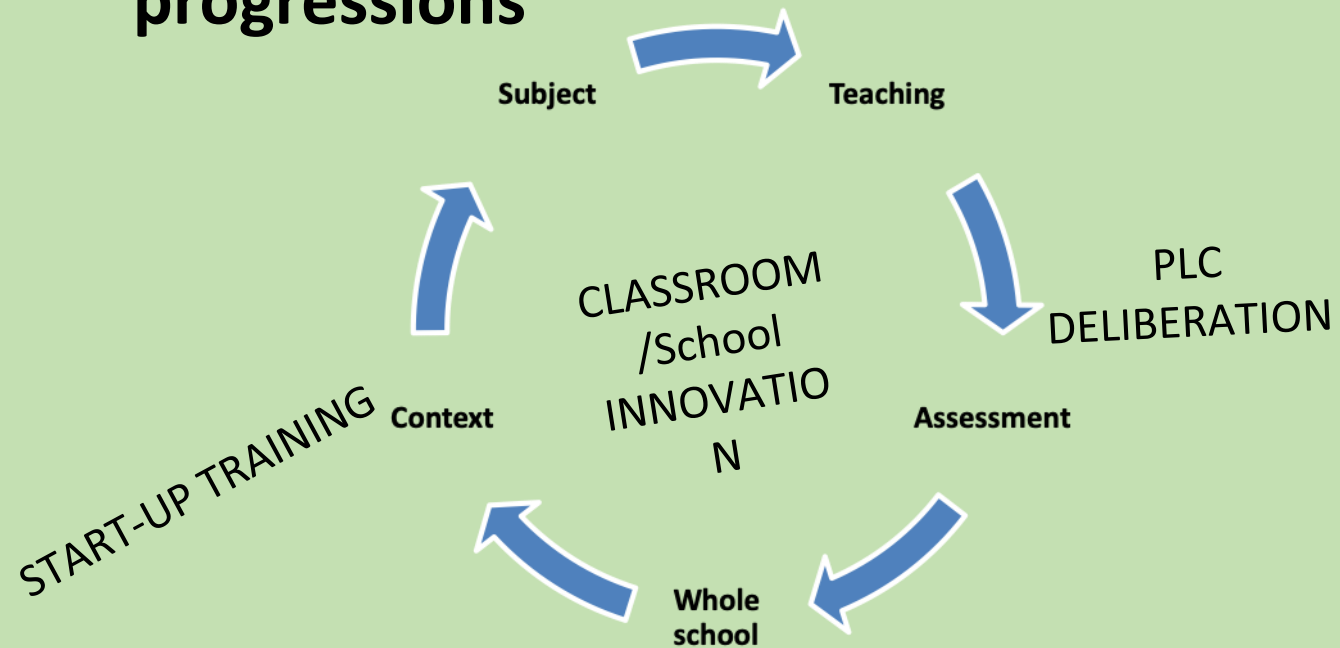
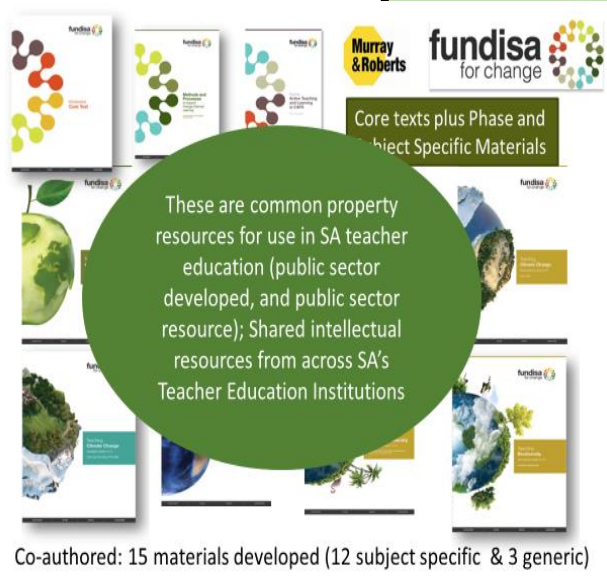


## Framework: Quality Teaching in Sustainable Schools (Fundisa for Change 2012)



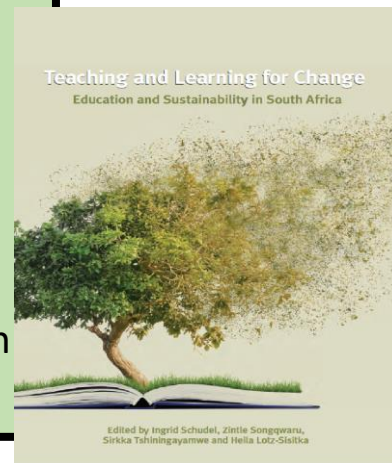
# Phasing on learning pathways from start-up training through school-based curriculum activated climate change projects with Professional Learning Communities (PLC) mediated deliberative engagement and review

## Expansive CCE innovation progressions



*Teaching and Learning for Change* is now available on the African Minds website:

<https://www.africanminds.co.za/teaching-learning-change/>





## 1. ASSESS CONTEXT

Review specified subject content / competences

## 2. CO-DEFINE CONCERNS



## 3. RESOURCE LEARNING ACTIONS



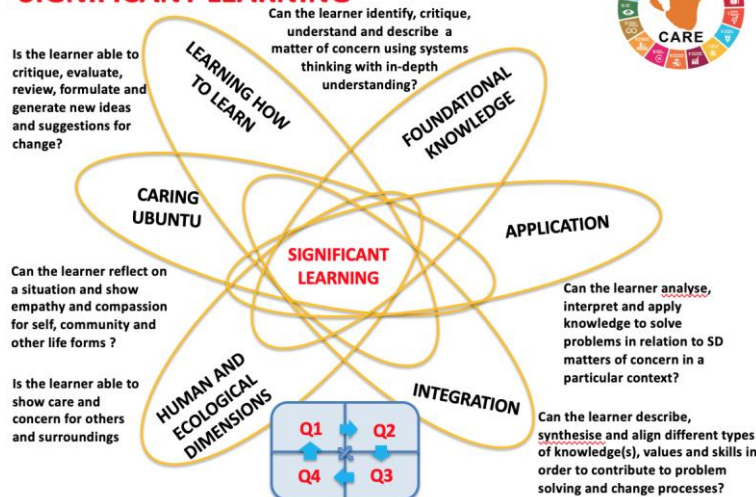
**Cattle** (Nagana, litter & herding pastures)  
**Water** (Amanzi mNandi and uthuthu)  
**Sanitation** (Hand-washing and cholera)  
**Nutrition** (Amasi and maRewu)  
**Waste** (Izala)  
**Insects** (Grain pits, chickens and bees)  
**Domestic animals** (Hunting dogs / wild cats)  
**Trees** (Marula pruning, and mycorrhiza)  
**Climate** (Climate migration and Gelesha, )  
**Agriculture** (cattle dung / compost gardening)

# Include ESD in subject disciplines

## 4. PLAN LEARNING TOGETHER

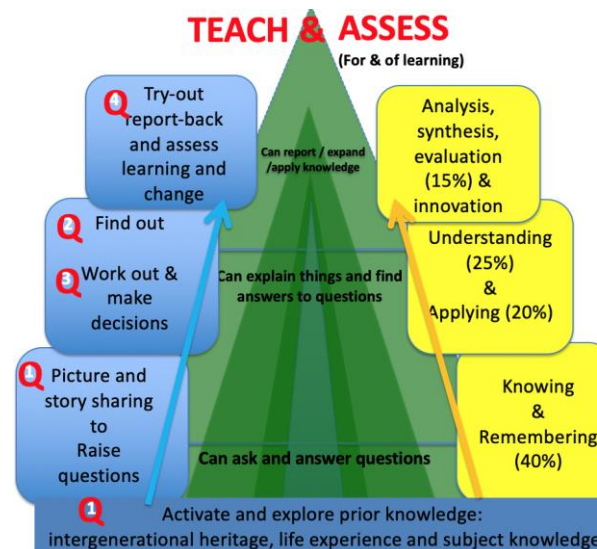
## 5. ASSESS LEARNING OUTCOMES

### Assessing SIGNIFICANT LEARNING

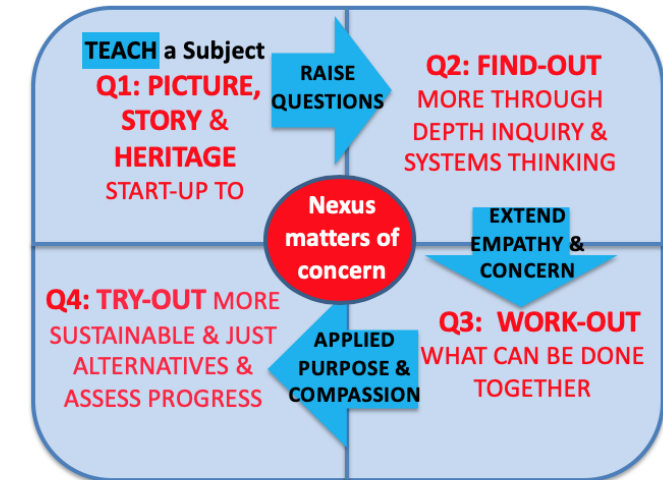


### TEACH & ASSESS

(For & of learning)



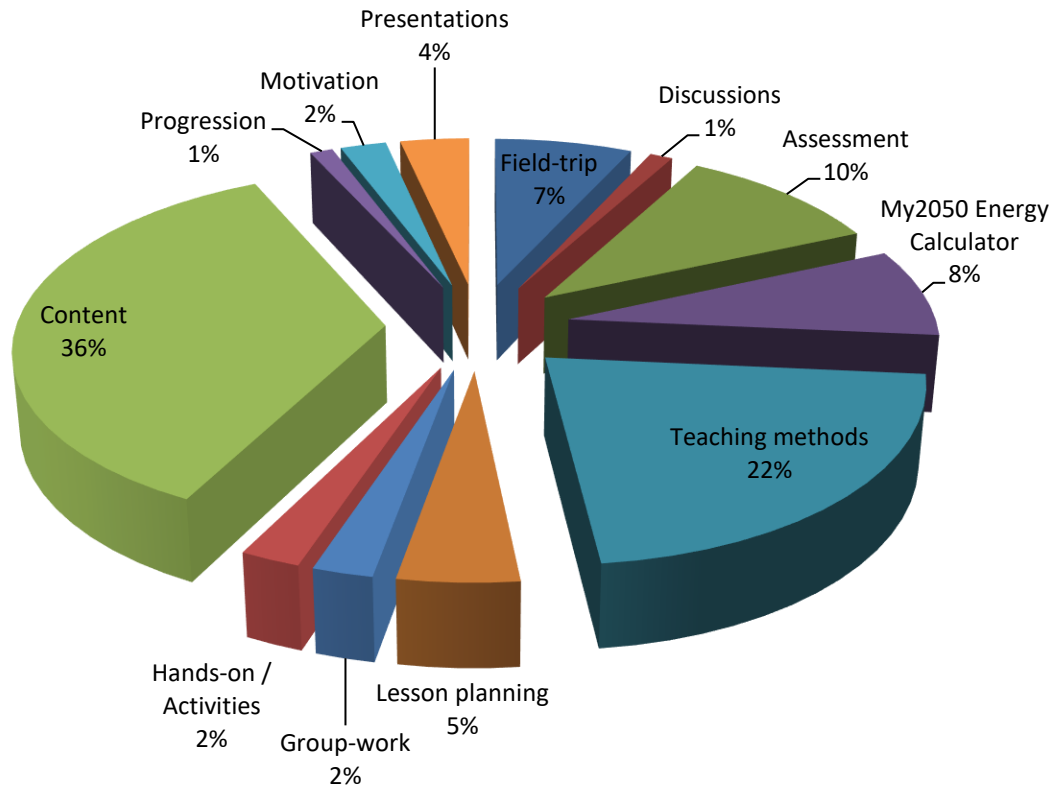
### LEARN & FIND OUT



### EXPLORE & WORK OUT

# What are teachers and teacher educators valuing?

Best aspects of Fundisa for Change SP Climate Change Course (%)



- Educators are valuing the engagements with **universities** and the deep dialogues that emerge. Strong intrinsic level of **motivation** and will to want to innovate.
- The framework that is used focuses on **teacher practices**: content knowledge, subject pedagogy, and assessment and a change project.
- **PLCs** and the opportunity for teachers to engage with each other to share practices. PLCs provided emotional and professional support.
- Teacher Educators valued the opportunity to work in a **Community of practice**.
- Good quality **resources**.