



SevernWye
ENERGY AGENCY

Training the Teachers

The Role of Energy Agencies

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What do we need to think about?



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What do agencies want to
teachers to be able to teach?

How can agencies deliver
training?

What do teachers want
to know?

Do teachers want agencies
involved? Why should they want
this?

How can agencies engage
teachers to take up training?

Why do agencies need to be
involved in delivering training?

What do agencies need to
know about schools?

How can agencies make
training accessible for
teachers? (Content and
method of delivery)



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Underlying Principle



Delivery, Method, Content

Must be focused on...

Wants, Needs, Ideals of...

Teachers and their educational systems



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Two main aims

1. To analyse the training needs
2. To examine how to motivate teachers to take up training and how it can be delivered.

1. Needs

- What do we need to train teachers to do?
- Explain the relationship between energy use and climate change
- Encourage positive energy related behaviour
- Understand the consequences of our energy use – environmental, economical, political, social
- Understand the solutions – RUE, RES
etc...

Training needs but....



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...from whose
perspective?



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What are the training needs?

Teachers want support to be able to do their job

- Local education system and National Policy
- Level of understanding of their pupils
- Level of existing teacher knowledge
- The reasonable expectation of what can be achieved

We asked teachers, what do you need?

UK only

- Review of current educational policy and practice for s.e.e in secondary schools

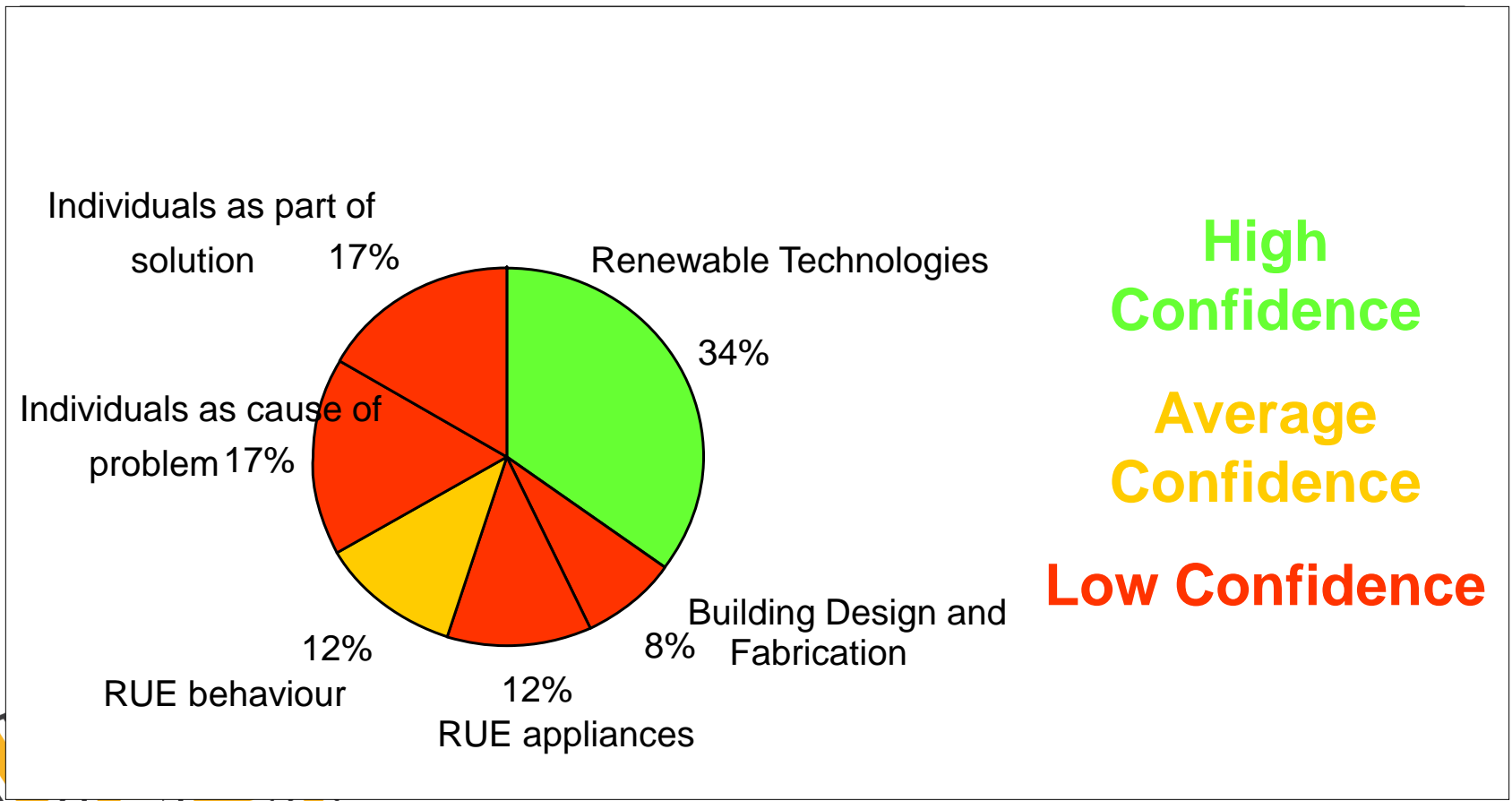
European partnership (YEP!)

- Review of current curriculum context for s.e.e. – www.youngenergyypeople.com
- Survey of teachers

Common Issues

- Little/ no specific teacher training
How do we fulfil the need?
- Specific standards for ESD emergent
How do we support the development of good standards in practice?
- Low curriculum time – Science emphasis
How can we use and extend the science focus?
- Other sustainability issues receive more attention
How can we raise the priority for energy topic?
- Primary motivator financial (buildings focus)
How can we increase the scope of motivation?

Teaching of Energy Topics



High
Confidence

Average
Confidence

Low Confidence

Addressing the issues and the needs



How do we fulfil the need?

How do we support the development of good standards in practice?

Identifying the specific needs and focusing our efforts

How can we use and extend the science focus?

Emphasise the role of the individual as part of the solution

How can we raise the priority for energy topic?

By raising confidence in topic areas where it is low

How can we increase the scope of motivation?

By doing all of the above!



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2. How to motivate take up and deliver

- Content – provide what is wanted!
- Research curricula and evidence the links
- Know motivations – save school money/contribute to pupil development/inspiring lesson content

Be aware of behaviour change V problem solving/skills issue.

Delivery

1. Integral to Project



Primary



Secondary



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2. A Course

Could provide a
formal qualification

Focused entirely on
teachers

Structured content
and Delivery

Requires
attendance
external to school

Harder to make
directly applicable
to the classroom
situation



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3. Team Teaching

Directly applicable
to classroom

No need for class
cover

Requires skill

Feedback needs to
be considered

Must be joint
planned

Limited to one topic
focus per lesson



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Delivery

4. A course – partnership delivery

Could provide a
formal qualification

More to offer the
school – bigger
audience?

Organisation and
delivery partners
required

External to school –
class cover?

Delivery

5. Informal – communications/e-learning

Teachers decide
when they learn

How to reach
audience?

Less organisational
issues

No opportunity to
interact



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Guidance

- Narrow the focus
- Use student activities
- Include planning time for teachers (before and after)
- Include experience exchange



**Teachers as pupils with FEEDU –
Climate change Map Activity**



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