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Analysing pedagogical approaches for promoting ESD in Geography Grade 11-curriculum and assessment policy statement

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This study explores and discusses how in-services geography educators reinterpret, reconstruct and subsequently teach Education for Sustainable Development. Furthermore, this study analyses the nature of pedagogies employed by in-service educators in promoting and incorporating ESD in geography. The findings of the study reveal that educators use different teaching and learning methods to promote ESD across topics in the geography grade 11 syllabus. The findings also reveal that the pedagogies used by different educators are largely underpinned and shaped by how educators reinterpret, reconstruct and re-represent ESD.

This study is qualitative in nature, underpinned by phenomenology, the study used semi-structured interviews, questionnaires and classroom observations as data collection methods. The study is located and informed by the interpretivist research paradigm and uses Basil Bernstein's pedagogic device as a theoretical framework.

keywords: Educational for Sustainable Development; pedagogy; geography; geography educators.