

Education ...



... Climate Change



Tide~ Elephant Times

Magazine Issue 3.1 October 2022



Welcome to ET 3.1

The **Elephant Times [ET]** sits at the heart of plans for a revitalised Tide~ network. It offers space for new conversations amongst education professionals in response to global realities.

This edition has a focus on climate change.

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Tide ~ Elephant Times

The **Elephant Times [ET]** magazine is a Tide~ network initiative.

New Website: www.tidegloballearning.net

It is edited by Jeff Serf & Scott Sinclair.

We have taken on this voluntary role as Tide~ Trustees.

Dorit Braun, Darius Jackson, Andrew Simons & Clive Harber have also contributed to the ET editing team.

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To make proposals for future ET articles

please email us: elephant.times@tidegloballearning.net

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Cover image: A representation of global temperature change since 1850.

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Tide~ invites you to generate conversation about the educational implications of climate change ...

One year on from COP26

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See also Tide~ website

Please use this form to book places

Tide~ website

Introduction ...

This ET introduces a new Connecting Dialogues project that uses the anniversary of COP26 [and events at COP27] as a focus for thinking about education and climate change.

An article by Prof Bill Scott in ET 4 led to discussion - about the value of the many initiatives responding to climate change and the need to learn from them, but also about the need to consider policy. The talk at, and around, COP26 in Glasgow last year gave a sense that, at last, such matters were being taken seriously. But quickly there was much to doubt, not least the DfE response.

‘About Our Schools: improving on previous best’ by Tim Brighouse and Mick Waters provided the opportunity to consider the bigger education picture, and the need for policy that enables the practice needed.

Fiona Millar [*The Guardian*, Jan 22] stimulated our awareness.

In this Elephant Times ...

We introduce the project: **‘How goes it? One year on from COP26’**

To help set the scene we sought reflections from those involved in the development of two climate change resources. Ben Ballin and Richard Dawson on ‘Change the Story’ - [p4], and Anne Dolan ‘Teaching Climate Change in Primary Schools’ - [p8].

Tim Boyes responds to our request to reflect on ‘About Our Schools’ - [p13]. We invite other articles responding to this book.

In the final article Mick Waters sets the scene for the dialogue the project seeks, reflecting on Compassionate Education. **The project will generate thinking over the next few months, leading to a publication designed to stimulate wider debates about both practice and policy.**

A new Tide~ website ...

There is much to do, but the site is open. The Connecting Dialogues work on the themes of Commonwealth Awareness, the Pandemic, and Ireland and Britain is represented. We are seeking further contributions on each of those themes.

The educational implications of climate change



Climate change is no longer “the elephant in the room”.

It is widely recognised that we need to engage.

The challenge for schools and for teachers is no longer just about the need for an awareness of climate change and sustainable development concepts.



It is also about the implications for an education that meets the needs of learners growing up in a complex and dynamic, yet uncertain global context. Decisions - individually - locally - at work - as a nation - and internationally - will have to respond creatively to a global climate crisis.

How goes it? - One year on from COP26

An initiative to stimulate conversations involving teachers, other education practitioners, young people and environmental organisations -

to bring together a resource that enables dialogue about the educational implications of climate change.

‘About Our Schools: improving on previous best’ provides the opportunity for new conversations about schools and their future role in meeting learner needs in a world of accelerating change.

The *anniversary of COP26* provides the opportunity to consider these ideas in the context of the educational implications of climate change.

Teachers should act as **curriculum designers**. Can we highlight good practice? Can we contribute to building confidence in this role?

Subsidiarity is key – enabling decisions to be made as close as possible to the learners if they are to take their learning practice into their everyday ... and their adult life.

How is climate change seen? Is there an awareness of **justice perspectives**? Is there an awareness of the international justice issues?

Is there a need for debate about how 'extra-school organisations' could **engage more with the need for educational change** – and a little less on profiling their campaign?

How do we minimise learners being left with **feelings of helplessness** in the face of the climate crisis?

What could we learn from teacher **experiences in differing contexts** including, for example, the five main jurisdictions in these islands?

We need to recognise that, without appropriate local and global actions, a series of **climate tipping points** may be reached before many finish their school education.

Can we generate debate about the need for more **nuanced awareness**? For example, a good TV programme convinces us about reducing the use of plastic – how do we enable learners to engage with the complexity of this?

We have limited resources – we need to maintain a focus on **getting people to talk about this** – and value the wide range of responses. There is no quick fix.

"Teachers and teacher perspectives are key to a Tide~ approach"

Please sign up to ...

- ◇ Join Zoom conversation[s]
- ◇ Learn what others have been doing
- ◇ Share work you have been doing
- ◇ Recommend resources
- ◇ Seek support for your own plans
- ◇ Write an article

A Core Group provides an anchor to the process. They are: Ben Ballin, Dorit Braun, Tim Brighouse, Lucy Kirkham, Jeff Serf, Scott Sinclair and Mick Waters.

At a meeting to refine plans we emphasised that **teachers and teacher perspectives are key to a Tide~ approach**. We highlight some priorities [opposite].

The project will develop a resource that is a stimulus to thinking about education and climate change. It will feature reflections on a range of experience - and future challenges.

Starter Conversations

Will enable us to hear about a range of experiences and ideas - and identify how best to follow them up.

Please see Tide~ website for more information and updates.

Tide~ website

How goes it for:

- ❑ **school initiatives?** 6.30 Tuesday 15th November Tim Brighouse, Mick Waters and people in school leadership roles, including those from Bosworth Academy - Leicestershire, Barrowford Primary - Lancashire, and Windsor Academy - West Midlands, will start the conversation. What we can learn from school initiatives?
- ❑ **young people?** 6.30 Thursday 17th November The conversation will be started by Lucy Kirkham, Bassaleg School, Newport, her students, and Rhiannon Hawkins. What is the scope of student feelings? How we find out about them?
- ❑ **change agents?** 6.30 Tuesday 22nd November Bill Scott and Dorit Braun will start a conversation about the tension between education driven and campaign driven agendas. How do we bring these together to address the needs of learners?
- ❑ **children?** 6.30 Thursday 24th November Head, Rachel Tomlinson and author, Anne Dolan will start the conversation focusing on Primary school experiences and the challenges involved. What are the priorities?
- ❑ **awareness of justice perspectives?** 6.30 Tuesday 29th November Liz Cripps, author of 'What Climate Justice Means and Why We Should Care' will start the conversation.

Please use this form to book places

We are also seeking conversation: about experiences in the different jurisdictions in 'these islands'; about the experience of particular school orientated projects; and about how education 'policy influencer' networks are seeing these debates.

Is it already too late for climate education?



Click on images to see examples

Ben Ballin and Richard Dawson have, for the past three years, been working on a European project called 'Change the Story'.

We asked them to reflect on the experience.

In the project, pupils explore processes of change – past, present and future. They then create climate stories about the future they want, which are shared with others. Resources and stories from the project can be freely accessed at <https://www.changethestory.eu>

In July, we had a final project partnership meeting in Monza, Italy. At the meeting, thoughts inevitably turned to what partners might next do together. Some playful and child-friendly ideas started to emerge.

However, the next three years also take us to the point that most scientists believe to be the 'cliff edge', the point beyond which meaningful action to mitigate the climate crisis becomes near-impossible.

That striking time-line throws our playful ideas into stark relief, and causes us to ask if it is already too late for climate education? Would another three years of enthusiastic exploration and investigation be something of an indulgence or – worse - an evasion of responsibilities? Is radical citizenly action the only remaining option? We are clearly well past the point where 'business as usual' is worth countenancing.

The following day, as if in agreement, the thermometer in Monza hit 40°C. Two weeks later, temperatures in Southern England and the Midlands also hit an unprecedented 40°C.

Some commentators, such as the Nigerian writer Bayo Akomolafe, argue that it is not only too late for education, but even for activism. We need to prepare ourselves (and by extension, young people) for a future where runaway climate change and species collapse are realities:

"The sooner we confront our situation and realize that there is nothing we can do to save ourselves, the sooner we can get down to the difficult task of adapting, with mortal humility, to our new reality."

In this scenario, we are all a little like the inhabitants of the shtetls in Jonathan Safran Foer's brilliant novel *'Everything is Illuminated'* (2002), deluding ourselves that we can keep on living the way we always have done, even as the panzer tanks inexorably close in on our villages.

A big YES to ...

- ❑ Understanding that while education cannot bring about the level of carbon reduction currently required, it does need to prepare young people with the skills to create - and live with - a very different future.
- ❑ A recognition that managing fears and anxieties – our own and those of young people – is something that we need to take very seriously. It is a safeguarding issue.
- ❑ Teaching the basic science and geography of the greenhouse effect and challenging common misconceptions, **provided that we swiftly move on to ...**
 - ◇ Thinking about change and the future [and radically re-imagining what they could be like – framing values that question dominant world-views]. Making sure young people are not led by the nose into unquestioning acceptance of outdated ‘solutions’;
 - ◇ Continuously upgrading our own knowledge - to keep rethinking and re-imagining how the climate crisis is taught – knowledge, resources and pedagogies can become obsolete very quickly;
 - ◇ Recognising that the climate crisis requires thought and action at every geographical scale, from local to global;
 - ◇ Recognising that the climate crisis is not [and never has been] an environmental issue - by necessity, it is a political, cultural and economic matter.

Ben & Richard highlight some key challenges.
How do you see them?

We are not sure that this is quite where we are, yet, though it sometimes feels that way.

So, where might we as schools, teachers and educators need to be in order to act effectively during this three-year-prequel to a runaway climate crisis that young people are visibly inheriting?

Based on what we have learned from the **Change the Story** project, we offer a big NO and a list of things we say YES to.

A big NO to ... business as usual – educationally, systemically, economically and politically. For example, the new DfE strategy comes about twenty years too late.

For our **big YES** please see stimulus opposite. **What are the implications as you see them?** For us they raise issues of personal and institutional responsibility. In short we see schools as a springboard for fresh thinking and citizenly mobilisation, that enables young people to hold decision makers to account.

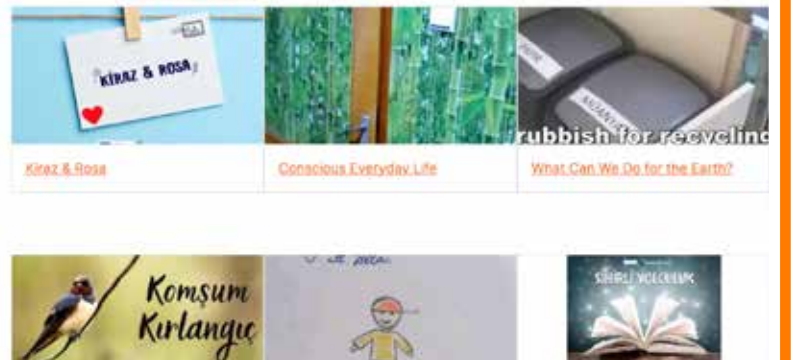
Visit - [Stories for Change](#) to review young people's work [9-14] from Austria, Hungary, Italy, Turkey & the UK.

The images on p9 link to selected stories on the website.

Stories

Here is a list of stories created by the Change the Story project

Filter by country : [Austria](#) | [Hungary](#) | [Italy](#) | [Turkey](#) | [UK](#)



Ben is UK project worker for
'Change the Story'
Richard is Director of [Wild Awake](#).

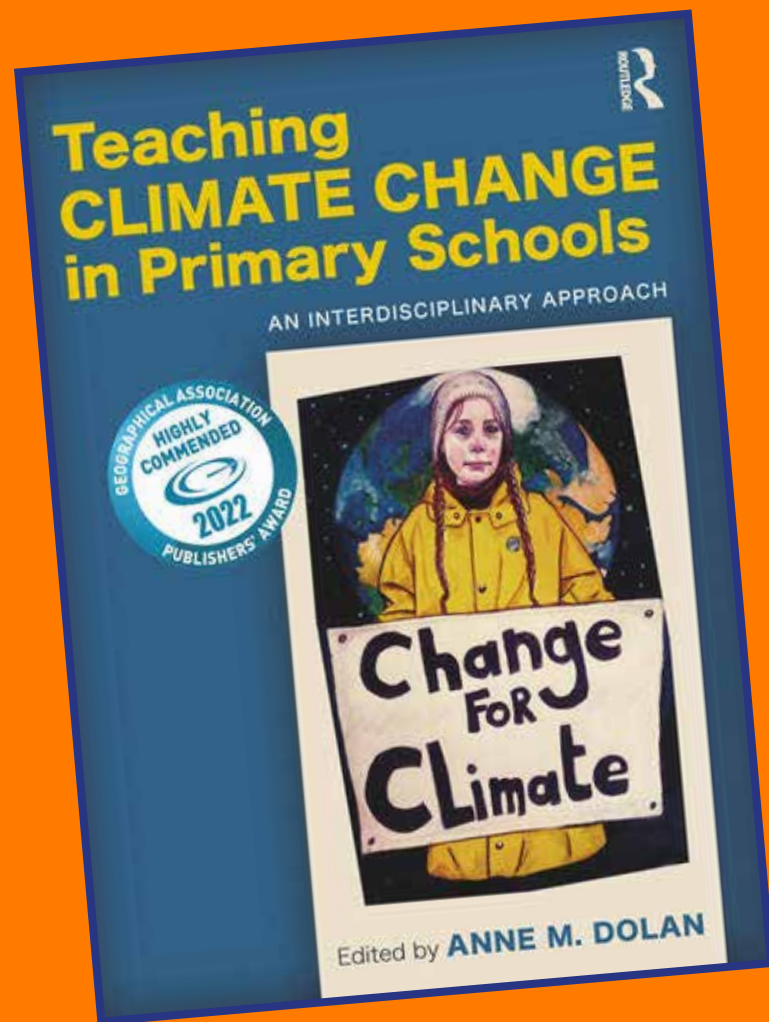
[More about the project ...](#)



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- Akomolafe, B. (n.d.) 'What climate collapse asks of us'. The Emergence Network.
http://www.emergencenetwork.org/whatclimatecollapseasksofus/#_ftn1
- Foer, J.S. (2002). 'Everything is Illuminated.' London: Penguin Books.

Playing music ... while the ship sinks?



Dr Anne Dolan brought together the process that led to this Routledge publication. She is a College of Education lecturer in Limerick.

We were impressed by the book and asked Anne to reflect on her experience.

“The book is proudly dedicated to the late Professor Peadar Cremin, an advocator and enabler of Global Citizenship Education in our college and further afield.”

Peadar was also involved in several Tide~ initiatives. His work is much valued.

What will it take for educators to take climate education seriously?

As the RMS Titanic began to sink in 1912 a brave eight-piece band played music. For years people have been touched and fascinated by the story of them playing to help calm passengers during the disaster, ending their set with *Nearer My God to Thee* before going down with the ship. It's the most famous disaster in the annals of nautical history, and one that is emblematic of human arrogance at its worst.

As we face the catastrophic disaster of climate change, designed and enabled by human arrogance, ignorance and misplaced superiority - how are we as educators responding? Are we playing music trying to calm our students or are we jumping ship (metaphorically speaking)?

As a teacher educator, I have spent many years teaching about climate change and climate injustice. I have taken my students outside trying to generate an appreciation of nature and a love of the great outdoors. Frustrated by the limitation of this approach, I knew a more extensive programme approach was required.

Teaching weather and climate is an obvious part of my teaching remit as a lecturer in primary geography. However climate change is bigger than geography, it is bigger than any single curricular area or discipline. With this knowledge in mind, I invited my teacher education colleagues to come to a meeting to discuss the possibility of creating a multidisciplinary resource for our students. While they were interested, many expressed concern about a lack of knowledge.

A rigorous CPD programme ensued. A group of committed teacher educators met monthly to discuss the causes and impacts of climate change. We invited guest speakers, we travelled to sustainable projects but most importantly of all we began a conversation.

Gradually we began to make connections with the social, economic, environmental and political dimensions of climate change. Each member crafted an initial idea for a chapter. These were discussed and revised before they began to write.

As activities were developed and exemplars created we became more confident. At this point we were less reliant on external guest speakers, we began to share carefully innovative ideas for teaching climate change including stories, poetry, art and games.



**“Real leadership”
- the inspiration of
Greta Thunberg
and
Vanessa Nakate**



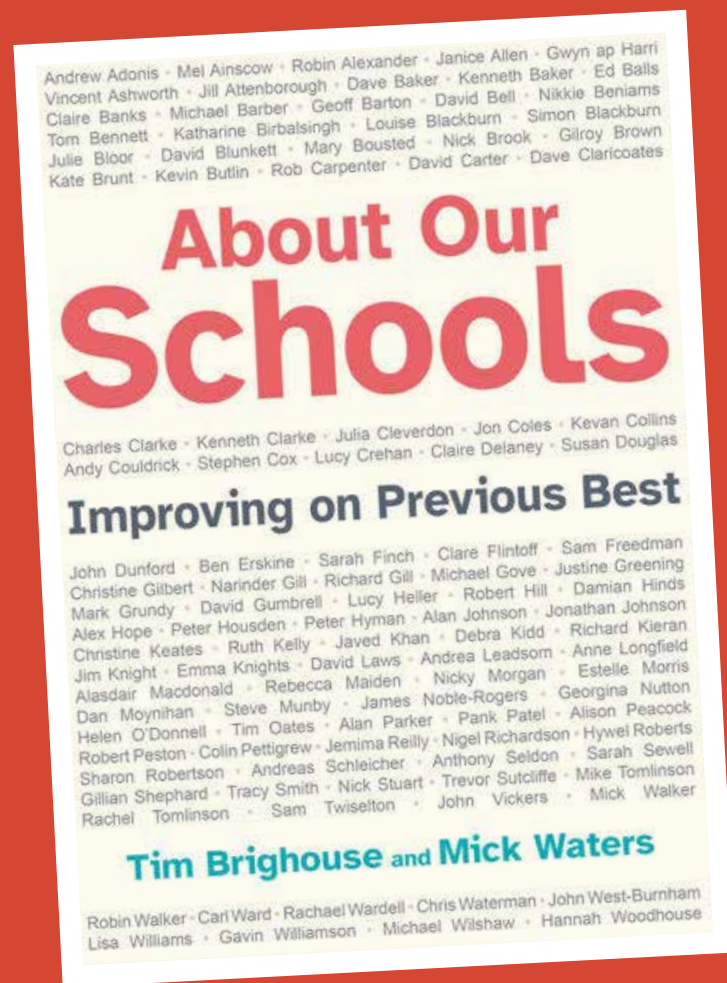
The group grew and moved from a whisper to a confident conversation. As chapters were drafted and re-drafted. A peer review process was an important part of the process. Three years later we were proud to launch ..

‘Teaching Climate Change in Primary Schools: An Interdisciplinary Approach’.

During the process I naively believed that as soon as the book saw the light of day, climate change education would become embedded in primary schools. That of course has not happened. There is another step or two required. Hence I write to invite you to read this book, to share the ideas and use them in conversations about climate change education. **Fear of not knowing enough is not an acceptable excuse. We need to talk about climate change now.**

Last year, I had the privilege of hearing Greta Thunberg and Vanessa Nakate address climate protesters about the empty promises and pointless rhetoric from our ‘so called’ leaders. Real leadership, they argued was evident in the young people mobilizing to take a stand. Despite the stark reality of the climate situation, the effectiveness of political and economic responses has declined even further in the last year. Climate change denial is a badge proudly worn by right wing leaders. As war continues in Ukraine, major economic powers wrestle with each other in the search for fossil fuels. While the narrative of energy security abounds, the opportunity to grasp the nettle of renewable energy has yet to be realised.

With heat waves in the U.S., wildfires in Europe, floods in Asia and famine in the Horn of Africa, the summer of 2022 has demonstrated that we have already hit the metaphorical iceberg of climate calamity. **We are all on the Titanic now.** Some of us are steering the boat, some of us are ignoring the warning signs and some of us are playing music. As educators, what melody are we playing, what instruments are we using and is our music resonating with those who have financed, designed and created the ship? We cannot afford to ignore the warnings. We need to change our tune. We have to change the direction of the ship and prepare the lifeboats. **According to the UN there is a small window of time available for the world to change its tune. If we continue to play the same old song, COP26 will have been a complete waste of time.**



Tide ~ would welcome comments, suggestions, or articles responding to 'About Our Schools' in the context of the Connecting Dialogues initiative



School 21 - "Education must be done differently if we are to prepare young people properly for the world they are going into. We need schools to rebalance head (academic success), heart (character and well-being) and hand (generating ideas, problem solving, making a difference)."

We asked Tim Boyes to reflect on his own experience in the context of 'About Our Schools'

If we need a re-set in the English education system educators need to be at the centre of the debate, and know what we are aiming for and why.

Our strident new Prime Minister smiles her assertion that everything will be well with Brilliant Britain. Justifying lower taxes in her first session of PMQs she trusts in a world shaped by market opportunities, telling Keir Starmer he just doesn't understand aspiration. There seemed to be an echo of Norman Tebbit in 1981 telling the unemployed to simply get on their bikes to find work. When the elite, who live in the midst of privilege and endless opportunity, tell the poor that they just need to aspire and try harder, we should get angry.

Similarly, Sanah Ahsan wrote in the Guardian yesterday ...

"I'm a psychologist – and I believe we've been told devastating lies about mental health. Society's understanding of mental health issues locates the problem inside the person – and ignores the politics of their distress."

Sanah goes on to reflect on the folly surrounding her clinical work that thinks 6 sessions of CBT will help when the individual's distress has its roots in poverty, external injustices and insecurity.

As a professional school improver I know the positive difference made by an inspiring leader who builds belief and fosters a culture of high aspiration, growing the confidence that anything is possible.

However, over the last 30 years governments have continually failed in systematic school improvement. Considerable effort and resources have gone into targeted programmes to raise standards in poor communities. EAZ's and Opportunity areas have worked for a while or to an extent, but have come nowhere near dealing with the deep systemic nature of poverty and disadvantage impacting on these schools. Improvements are therefore short lived, as individual endeavour and the gospel of aspiration is repeatedly trumped by the weight of systemic factors, and so inequality gaps in the UK continue and widen.

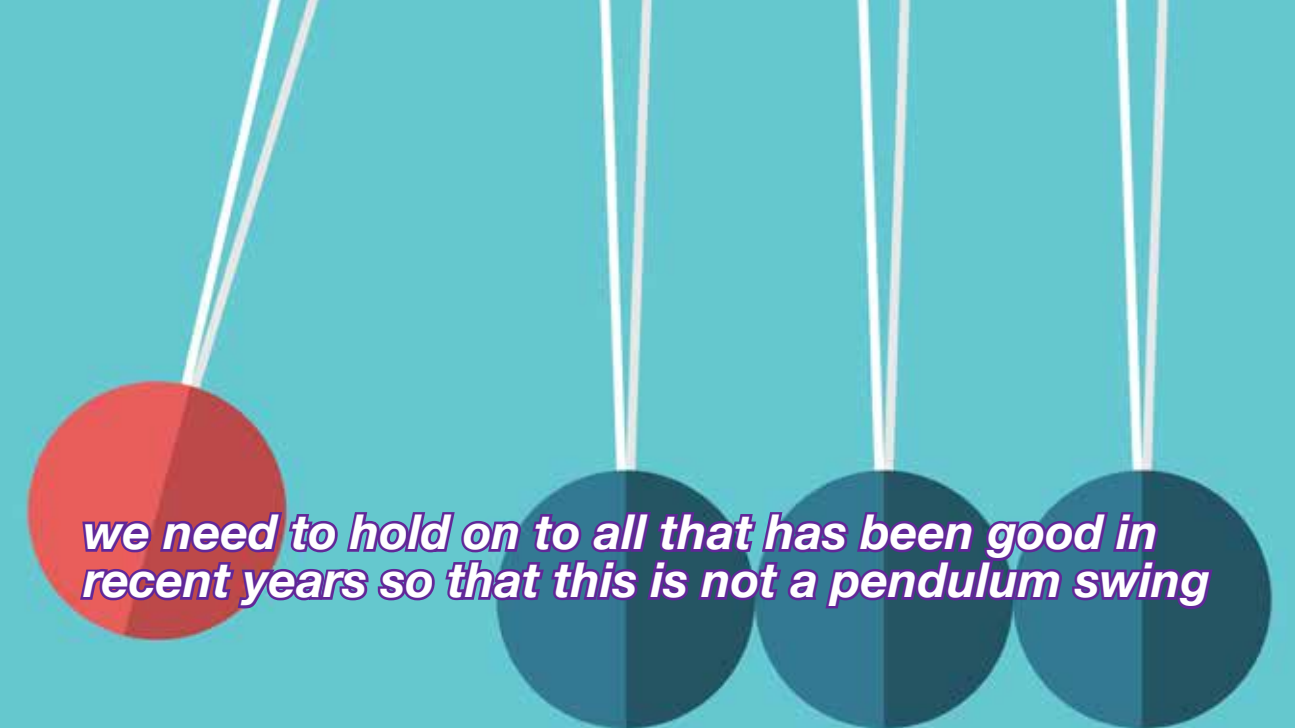
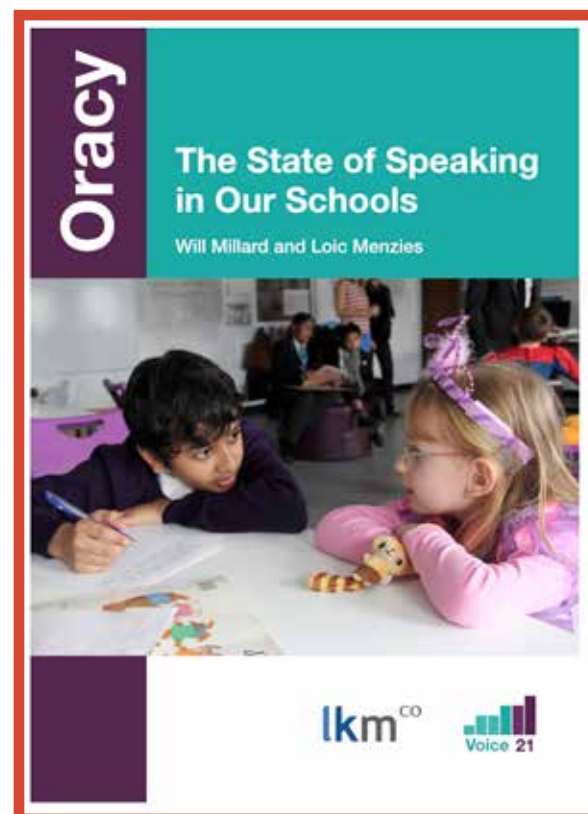
As a head I thought I could build a brilliant team, grow a fantastic school and “win” for our children. This meant competing to recruit the best teachers and expect improved results every year, and because we were winning, we accepted the rules of the game.

Critically, as long as the profession, leaders, governors & MAT boards, buy into this same game, nothing much will change.

Accountability gets tweaked and cranked up, but the schools that struggle to recruit great teachers and carry more than their share of need, will continue to have the poorest inspection outcomes.

And now with the political imposition of EBacc and the Knowledge Curriculum, **what is offered to our children is the narrowest it has ever been, measured via lots of remembering as they are squeezed through high-stake terminal exams.**

So, along with all the possible groupings that sit around the profession, we need to take every opportunity to fuel a national debate about the madness of keeping the status quo. While the poorer a school's intake the more it must focus on chasing results, elite schools are focussing on additionality for character and self-esteem. I was recently struck by the headteacher of Rugby School explaining that all his staff were trained in coaching to ensure that all their interactions with staff and pupils were deeply humanising.



So where should we start?

Look at [‘Voice 21’](#) and [‘School 21’](#) to see an approach to curriculum that starts with empowering young people.

We need to grow curricular opportunities that are centred on giving learners real purposes to which they can apply their learning. We need to give much greater thought and value to structuring residential and immersive learning experiences that are based in processes that are relational and collaborative.

As we do these things internally at school level, we need to work together in local and national communities to build a sense of connectedness and shared investment, bringing young people together across all our deep social divides, sharing their learning and action locally on the global priorities of climate, sustainability and justice.

.... and while this might be a deep re-set, it needs to not be a reaction. In the spirit of Tim and Mick's book, we need to hold on to all that has been good in recent years so that this is not a pendulum swing - or a marginal irrelevance.

Tim Boyes is Chief Executive Officer,
Birmingham Education Partnership

The case for ...

Compassionate Education?



Mick Waters sets the scene ...

for the 'popular dialogue' we seek

A cloud seems to hang over many children and young people in the UK. They have the ongoing worry of Covid and what it might do to their families, which in turn are - in too many cases - dreading a winter of food or fuel poverty, or both. Stability in Europe is threatened by the war in Ukraine, as well as in numerous regions around the world. There are regular reports of the global shift of population due to climate, war, or economy.

On the Front Line?

Our young seem more aware than any age group of the catastrophe which is global warming. All this on top of the usual challenges and threats to optimistic, enjoyable, and productive childhood and youth: diet, exercise, alcohol, drugs, sex, weaponry, and the Internet to name but few. Little wonder that anxiety is growing in children and calls for more attention to well-being and mental health rise in proportion. Adolescence has always been a difficult period, but it now begins earlier and seems more difficult than ever to negotiate.

The concerns of pupils are of course shared by most in our society and many parents turn to schools as beacons of hope. Schools traditionally pick up the mantle of caring for pupils in the widest sense, some through formal systems and others through that intangible thing called ethos. Schools must grapple with the complexities of children's lives while trying to keep learning moving forward, yet most of the separate concerns are seen more as provisions schools might make rather than aspects of learning. Food banks, warmth banks, counselling, family support are almost taken as read and government guidelines prop up actions over Covid or 'messaging' about conflict. Schools are warned by government and Ofsted that they should be careful to remain 'impartial' over anything that might be deemed 'political'.

There is a need for a sense of proportion.

Society has a way of lazily saying '*we need to start in our schools*' and assuming that is enough. Schools can help to change society, they can only do so in support of the effort that society wishes to make for itself.

Many schools will support families and local communities within the context of food and energy shortages, just as they did during lockdown. They know that some essentials need to be in place for learning to flourish. Schools will continue to help their pupils to welcome refugees and understand some of the horrors of their experiences whilst being careful not to step on metaphoric minefields.

Within the context of global sustainability, there is now a more formal expectation on schools. The DfE released its **'Sustainability and Climate Change Strategy'** in April, which sets out how schools should build sustainability into their curriculum, green skills and careers, and the development of the school estate. A pity then that the White Paper published just days before, **'Opportunity for All: strong schools with great teachers for your child'**, spelt out what seems to be a limited 'vision' for education with 'challenging' targets to help children lead a 'happy, fulfilled and successful' life. **There is not one mention of 'sustainability', or 'environment', or 'climate'.**

For many schools and trusts, sustainability was already a central priority and part of a commitment to a more sustainable future and to leaving the world in a better place for future generations. Although the DfE's strategy will be welcomed as a first step from those on the frontline of the climate fight, schools need to see these as suggestions for a starting point rather than the end goal. In some schools, sustainability is a strategic priority and the achievement of sustainability objectives takes its place alongside other key priorities. Leaders amongst both staff and students are committed to action to drive positive change. A critical part of this is pupils' active involvement in developing and taking sustainable action to reach Net Zero by 2030. In too many schools the display of posters showing the **UN Sustainable Goals** becomes the extent of leadership influence, a bit like thinking the provision of a library ensures children enjoy literature, or a clock and a bell ensures punctuality.

What could and should schools be doing?

How might schools respond to the twin pressures from government outside and pupils within in terms of structuring their response?

How can schools organise their teaching to have maximum benefit for children who will go forward to become the adults who both influence and carry the consequences of our current actions in the future?

As with any subject discipline, what we want children to learn, our curriculum content, falls into three sections: what we want to teach them about the subject, what we want to teach them how to do and what we want to teach them through the discipline. In this way they build important knowledge, skills, and understandings. **It is the same with sustainability, except that many children are already ahead of the game.** Just as with 'e' technology, where many youngsters know 'how to' far more than their well-meaning, diligent teachers, so they have remarkable awareness of the issues surrounding sustainability and often a level of frustration whilst the adult world has not grasped the issues that will affect them. Indeed, many would argue that governments have only begun to include the issue of global sustainability within educational policy because of the pressure from young people themselves.



The learning *'about'* and *'how to'* agendas are the ones that governments tend to see as the curriculum, listing the things children need to be told, practise and tested upon. It is essential that sustainability is not separated from subject disciplines with an allotted time allowance, but that it permeates a range of disciplines: engineering, mathematics, science, design technology, art, history, geography, business studies and careers **all have a collective role to play in providing an authentic and embedded understanding relevant to the maturity of pupils that will build an increasingly sophisticated progression.**

Schools need to be aware of the need to go beyond the 'special event' or addressing issues in a token manner. A display of the detritus of single-use plastic makes an impact and gets a message across to children but, depending upon their maturity, children need to be helped to see and explore complexities. It is not that all plastic is bad. A close look around any classroom will show just how much plastic holds our world together and allows flexibility and progress and how the previous wooden, metal or glass alternatives are a bigger drain on the world's precious resources if we want to have the lifestyle we have created.

An 'Eco-week' is a brilliant way of highlighting the range of issues and demonstrating the role we can all play. However, if the end of the week sees the end of attention until next year, it is surely an opportunity lost.

Actions speak as loud as words?



We need to be aware of 'double standards'. While a new set of exercise books at the beginning of a school year provides a 'fresh start', the collective waste of nearly empty books from the previous year denies our teaching about protecting woodland.

Sticking photocopied SDG worksheets on clean pages of exercise books provides evidence to show inspectors sustainability has been covered. But - they have also added to the wasteful use of resource.

Real benefits lie in teaching children 'through' a focus on sustainability.

When it comes to sustainability, all staff and students can agree that direct action is needed to drive sustainability forwards.

As we continue to see the devastating impacts of climate change, including the rise in natural disasters and the consequential human impact, children and young people are increasingly impassioned, driven to want to make a positive change.

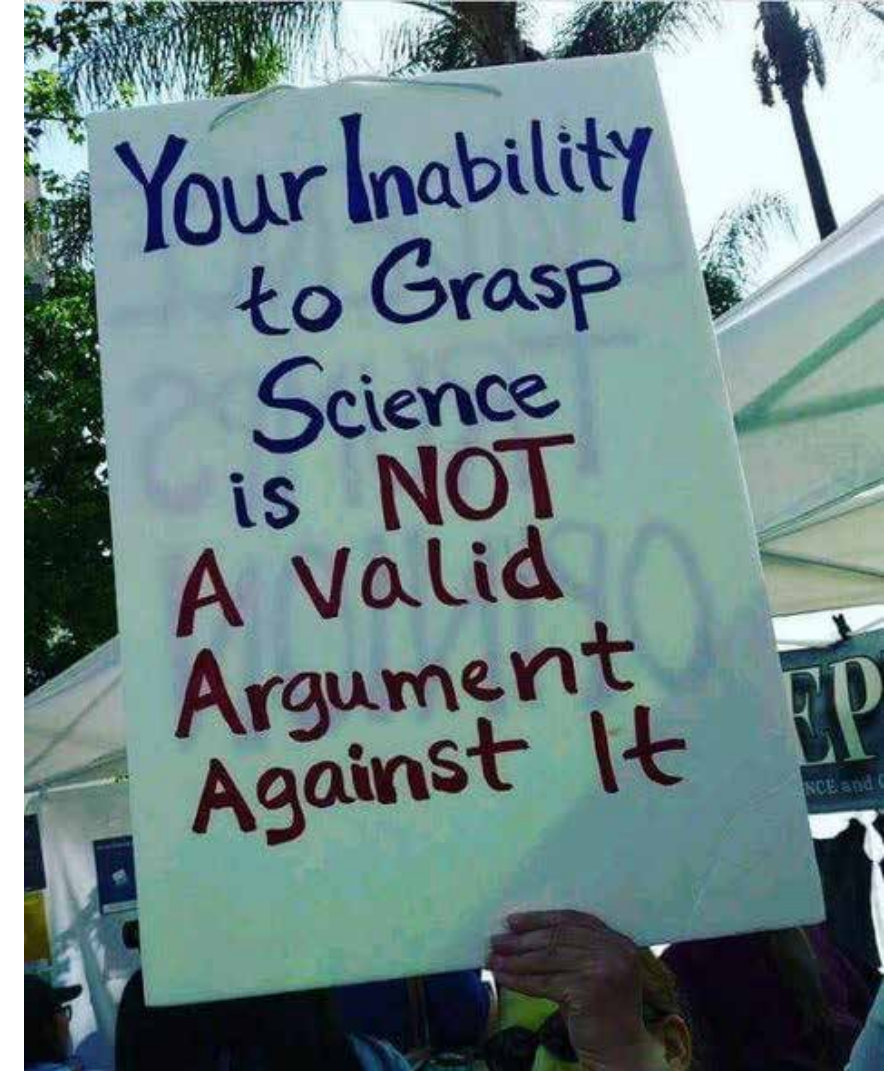
Empowering our pupils to become self-regulating and take responsibility for themselves and others as contributing citizens will unlock personal potential as well as opening academic, practical and vocational avenues *through* the *'about'* and *'how to'* elements.

A Learner's Role?

How do we help pupils to feel that they are at the forefront of sustainability development, while oiling the wheels and moving the building blocks to help them make it to happen?

The Children's Commissioner's recent 'Big Ask' emphasised that children care deeply about the environment. In good schools this is echoed by calls from pupils, who continue to use their voices to highlight the urgency they feel over climate change and their own futures. **Being an active part of the planning helps students be part of the solution.**

Some schools begin with a 'Student Summit' on sustainability, where leadership presents their ideas and students are encouraged to share their views, helping them play an active role in decisions.



Students can offer their insights. On the back of the Summit, the strategy evolves to include sustainable development embedded into the curriculum, a focus on helping to prepare students for a future which includes green careers and further investment in their own sustainable school estates, built upon the One Planet Living Principles and UN SDGs.

Pupils need to see they are driving the agenda alongside adults. All staff can be part of the process: administration, site, and catering as well as teaching focused colleagues. Are the pupils' voices being used to drive the agenda as well as to comment upon it?

Essentially, children can learn about personal and social responsibility: thinking wider than self. The recently revised 'Country Code' asks people to conduct themselves with others in mind as does the 'Highway Code' in terms of our use of roads. **This notion of a code of conduct with coherent reasoned logic might be at the heart of how our schools could run themselves. That is different from an approach built on individual reward and sanction or behaviour consequences ladders.**

Wildfires caused by the use of portable barbeques or campfires in drought conditions are the result of individuals not thinking about their wider responsibilities rather than whether they are breaking rules and weighing up the risk of being caught.

The earth will be alright, of course. It has survived for billions of years, adapting and changing. What is at risk is our capacity to survive along with the creatures that live upon it unless we take action.



Our children (and all of us) need to learn that our actions have consequences not just for ourselves but for others.

What we do in the more affluent and developed parts of the world will often affect people living in the poorest conditions elsewhere.



Compassionate education matters

Whatever we consider in terms of global sustainability, we must come back to decisions we make and, of course, that includes who we elect to govern. This is why we need our young to learn about their role as citizens of our nation and the world. If that starts with 'British Values' it needs to be more vital (fundamental even) than a curriculum add-on.

Our curriculum and the way we teach it need to be more connected and authentic than ever before.

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