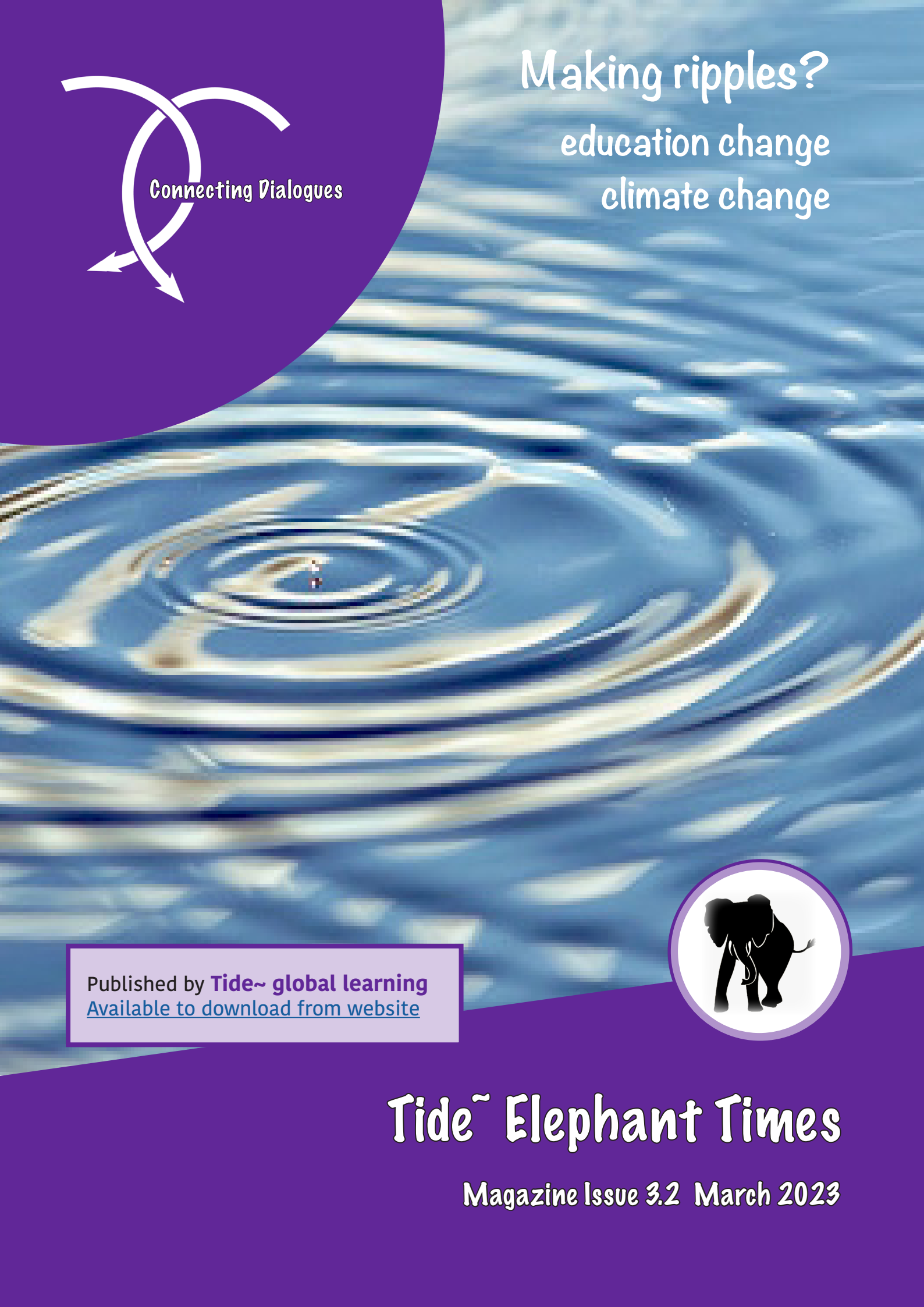




Making ripples?
education change
climate change

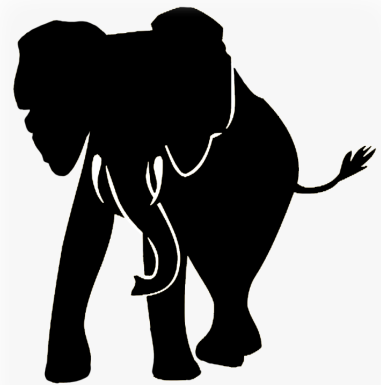


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Tide~ Elephant Times

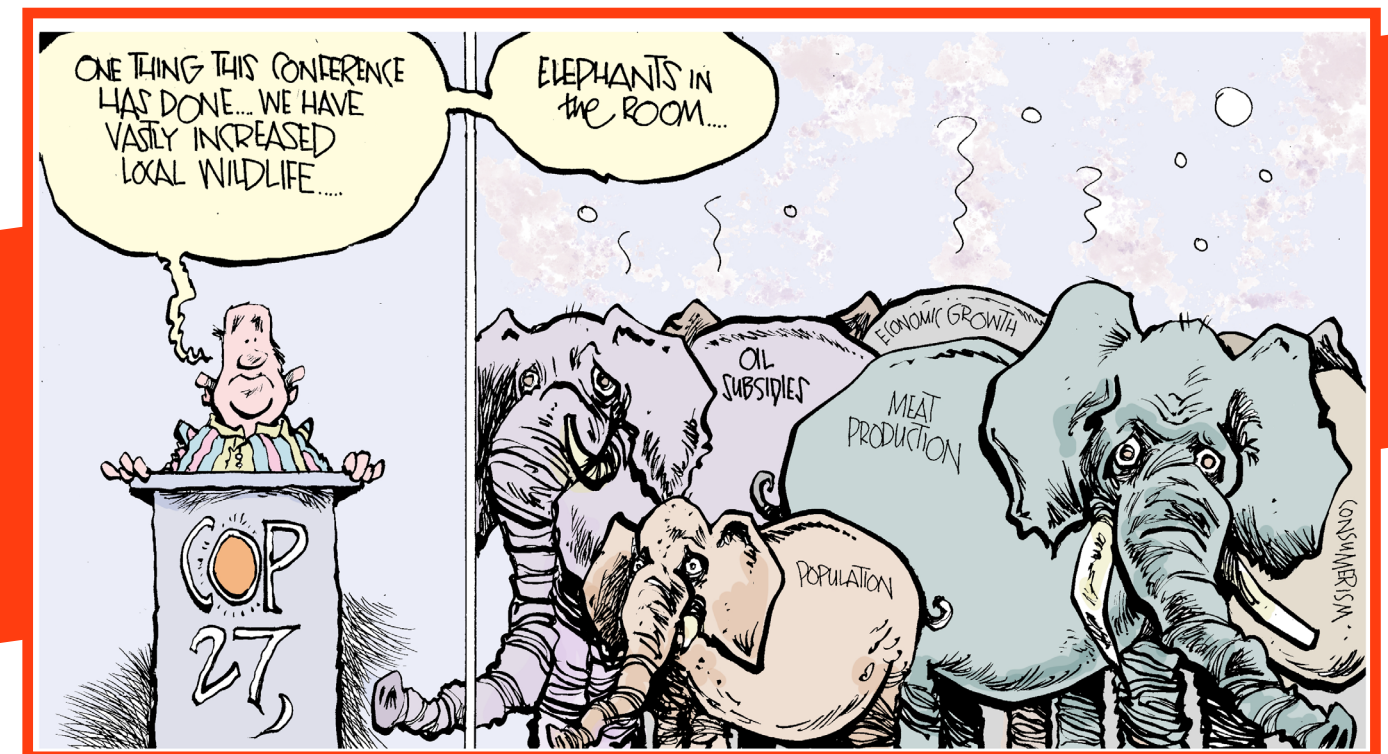
Magazine Issue 3.2 March 2023



Welcome to ET 3.2

The Elephant Times [ET] offers space for dialogue about global realities amongst education professionals. This ET is part of a series exploring the educational implications of climate change.

Tide ~ Elephant Times



Climate change might no longer be 'the elephant in the room' but as this Martyn Turner cartoon highlights there are plenty more elephants! What would you add to the list?

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

Website: www.tidegloballearning.net

It is edited by Jeff Serf & Scott Sinclair

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

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If you have feedback or proposals for future ET articles please email us: elephant.times@tidegloballearning.net

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To [apply to become a Member](#).

Cover: Comment from one of the Conversations ...

"We need to make ripples that might enable educational change"

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Introduction ...

Secondary Schools' Conference
Glamorgan Building, Cardiff University
Thursday 29 June 2023

Teens & Teachers Take on Climate Education

Inspired by conversations between young people and educators, Bassaleg School is working in partnership with Tide~ and Cardiff University to provide a **stimulating and liberating space** for older students (Y10 & Y12) and teachers to jointly explore climate education provision.

We aim to involve up to 120 teacher and student delegates from 20 schools.

Our key question is:

How can we recognise and build young people's skills to navigate the multi-dimensional climate emergency?

A **pre-conference activity** and follow-up **autumn event** will support delegates to apply ideas from the conference to their own setting.

Recommendations from this conference will inform practitioners, policy-makers and politicians in Wales and beyond.

This conference is a pilot for **dialogue events** for young people and their teachers across the UK.

The conference is free, thanks to sponsorship from The Foundation for Compassionate Education (CoEd) and the work of partnership organisations.



YSGOL
BASSALEG
SCHOOL

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

THE
COED
FOUNDATION



Thank you to all those that contributed to the Conversations in November 2022. Those events and the associated reading and interviews, highlighted many examples of sound practice and an enthusiasm for engaging with the issues. **Much to be inspired by**, yet many concerns were also expressed about the schools that are not addressing the basics of sustainability and climate change awareness.

Key events took the theme - *'How goes it one year on from COP26?'*

How goes it for:

- ☐ school initiatives?
- ☐ young people?
- ☐ change agents?
- ☐ children?
- ☐ awareness of justice perspectives?

These Conversations and the articles that have been generated by them provide the core of this Elephant Times, and those to follow in the next few months.

The experience has strengthened the proposition that **there is value in work that focuses on an educational response to the climate crisis**, work that contributes to the confidence of education practitioners to be creative about the role of teachers and schools to be 'part of the solution'. The educational implications are wide ranging.

The issues are complex and dynamic. It is not just learning about climate change. It is that, but it extends, for example, to all aspects of curriculum, the well-being of learners and most importantly rethinking their learning needs in context of the changes [and uncertainty] that will result from the crisis.

Dialogue is core ...

The *'Teens & Teachers'* conference [see opposite] is one of the outcomes of the November Conversations. It highlights the value of teachers and students working together. We hope to learn from this, and the initiatives of others, to promote models for such dialogue.

There is also a need for 'space' for teacher dialogue. We propose that all teachers should have an entitlement to explore their own awareness of climate change and support to engage with the implications.

Learner 'dialogue skills' are core to Tide~ Connecting Dialogues initiative.

Conference contact - click to email: conference@bassalegschool.com

Lighting a fire, not filling a bucket

1. One reason why we're so bad at addressing our massive crises is a **lack of diversity in our thinking**. Too many of us are locked within narrow conceptual frames - unable to imagine different forms of economic, social or political organisation ...
2. When we are all taught the same things, in broadly the same way, **we lose the resilience that diversity affords**. It becomes hard to dissent from mainstream narratives.
3. There are also gaping holes. E.g The great majority of us go through education **without ever being exposed to complex systems**, what they are and how they work. Yet almost everything important to us is a complex system.
4. We're **taught about complex systems as if they were simple ones**. As a result, we're constantly surprised by the real world.
5. Of course there should be strong standards of factual accuracy and common standards of literacy and numeracy. But **no one has a monopoly on knowledge, understanding or wisdom**. No one can say definitively "THIS is important, and will be throughout your life, and THAT is not."
6. The idea that there is a single set of facts and ways of understanding with which all children should be equipped, to the exclusion of other sets of facts and ways of understanding, **suggests an omniscience we do not possess**.
7. The **National Curriculum imposes rigid constraints on teachers**, ensuring that they cannot infect children with their particular enthusiasms and limiting their ability to use other stimulus.
8. Without imagination and determination from the school, it can also **limit other opportunities, such as outdoor education, or making use of current events**, using them to illustrate principles.
9. I see infecting children with enthusiasm as being the first step in effective education - **lighting a fire, not filling a bucket**.

Raising questions that cut through to the core
What questions would you prioritise?

This Elephant Times [ET], like the project as a whole, starts with reference to [‘About Our Schools: improving on previous best’](#). Tim Brighouse reflects on the November Conversations. See p10. Before that, on pages 7 - 9, we reproduce a section from the book that asks - *what do we want our children to understand through their schooling?*

Such basic questions are a foundation to thinking about the implications of climate change. Dawn Haywood [CEO Windsor Academy], for similar reasons, highlights [‘Thrive - the Purpose of Schools in a Changing World’](#)

This [excerpt from ‘Thrive’](#) asks *“why we have to ask why?”*

George Monbiot implies such basic questions in a series of recent tweets that got us thinking. We suggest they *[see opposite]* make a good stimulus. Education responding to the challenges of climate change needs to be *more about lighting fires of inspiration and creativity than a new set of “better” tick boxes*. The climate crisis demands a rethink.

During the Conversations ...

Chris Berry [Windsor Academy] talked about sustainability as a core driver. We asked him to outline such a strategy. See p13.

Steve Rawlinson shared some experiences linked to the publication [‘Sustainability Education: A Classroom Guide’](#) We asked him and co-author Stephen Scoffham to reflect on their “passion for sustainability”. See p17. They also highlight another need for dialogue - between the variety of climate change initiatives. This will be a theme we pick up in later ETs.

Güliz Karaarslan Semiz added to the debate about a whole school approach. Güliz draws on experiences in several countries - in particular Turkey and Sweden. We asked her to reflect on that. She starts by suggesting that *“In a changing world, education should not be part of the crisis, we need to reconsider the purpose of education”*. See p23

See [Tide~ website](#) for articles from first ET magazine in this series.

It features:

- ❑ Ben Ballin & Richard Dawson reflecting on [‘Change the Story’](#)
- ❑ Anne Dolan reflecting on [‘Teaching Climate Change in Primary Schools’](#).
- ❑ Tim Boyes - *Responding to ‘About Our Schools’*
- ❑ Mick Waters - *The case for Compassionate Education*



We are seeking articles
that focus on learning about the
justice perspectives to climate change.

Cop27 highlighted 'loss and damage'.

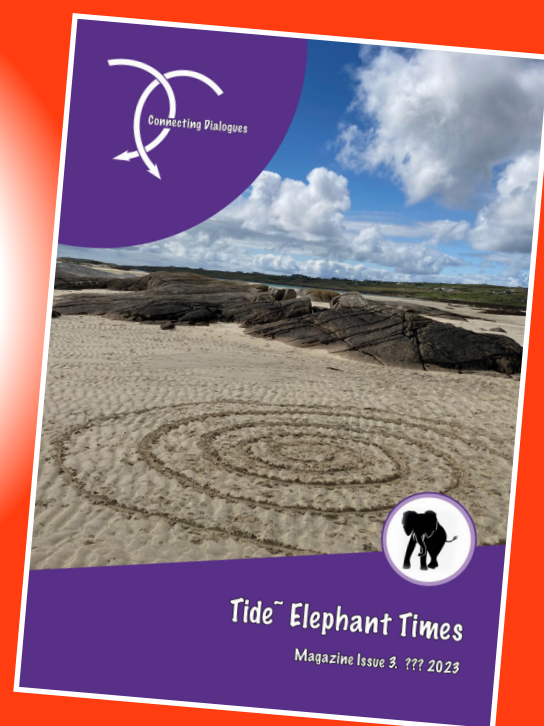
We are seeking resources and
schemes to teach about
the ideas involved.

Change? There is nothing about a caterpillar
that suggests it will be a butterfly

Based on Cardiff Conference
[see page 2]

We plan a ET feature about
students & teachers working together
on an entitlement to climate literacy.

We would like to hear about
experiences of similar
dialogue events.



Spirals - towards positive change?

An ET feature on
Ministry of Eco Education

Paul Turner [MEE] has written
a reflective article.

We seek articles or comments
from teachers about the
work of MEE and its
educational impact.

Exploring the BIG questions

Where should we get our food?
Is carbon a magic ingredient?
Who lives near me?
How much stuff is enough?
Who does the earth belong to?
Who is in charge?

Do we need a metaverse?
How important is play?
Should public transport be free?
Do we live in a plastic planet?
Who made my clothes?
Will we run out of water?

An Elephant Times series ...

This ET magazine, and those planned for later this year, seek to stimulate a variety of dialogues about the educational implications of climate change, and as part of that, review learner needs in a world of accelerating change.

Thank you to those already working on articles.

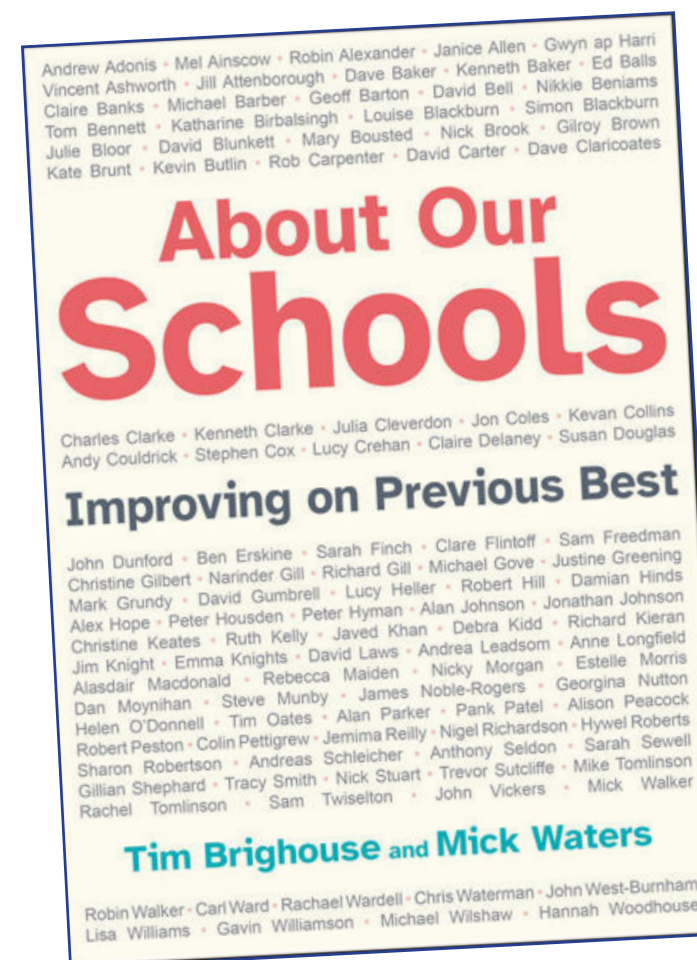
We would welcome feedback, comments or new articles from teachers and other education practitioners, to share experiences and ideas.

Please email: elephant.times@tidegloballearning.net

To keep up to date with the project and articles [see website](#).

From 'About our Schools'

"What should we expect schools to be achieving, and what are the values that underpin those purposes?"



"Hovering in the background, however, is another powerful influence on policy-makers and those in leadership positions - namely, the values and beliefs we all hold, together with what we think the aims of schools and the schooling system should be.

Let us therefore be explicit: if we had to create agreed aims for our schooling system, which surprisingly are not set out for England or the United Kingdom as a whole, we might start with the list"

see next page.

We want our children to understand through their schooling that:

- ❑ It will be their duty as adults to guard and participate in a representative democracy that values national and local government. To that end, schools will progressively involve students in many aspects of school life and the community in which the school and the families are located.
- ❑ Their religious faith and beliefs will be respected and they will be encouraged through their schooling to respect all faiths and the humanist position.
- ❑ The many differently rewarded jobs and careers, which are vital to the well-being and practical operation of our society and others elsewhere in the world, are open to them. These include producing our food, construction and manufacturing, providing energy, medicine and care, logistics, information and entertainment, defending us, making and upholding our laws, cleaning up our mess and doing the tasks that only few can face, caring for our world and working to support less fortunate people and causes, offering solace and helping others to learn, perhaps in classrooms, libraries, galleries or museums. This kaleidoscope of employed and self-employed opportunities, available in the private, public and voluntary sectors, is ever changing and expanding under the influence of accelerating political, economic, social and technological developments.
- ❑ These careers require differing talents, and schooling experiences will be based on valuing them as individuals and equipping them with the values, attitudes, knowledge and skills to make a successful and rewarding contribution to society as adults, in and out of work.
- ❑ They will be encouraged and expected to think for themselves and act for others through their life at school and in the community. They will be aware of how decisions are reached and how actions can work to solve or create problems. In doing so, they will explore and understand the range of obligations, contributions, rights and choices open to them in our own and other societies.
- ❑ They will build a desire to learn and a love of learning by being offered a range of learning opportunities that will reap more benefit if they commit to learning and seek further learning experiences in other positive contexts.

- ❑ They will encounter through their schooling experiences expert help in acquiring a foundation of skills and knowledge which will allow them to survive and flourish in our own and other societies.
- ❑ They will be thirsty to learn about the way civilisation has sought to solve its problems and made incredible discoveries and achievements, while also, at times, making mistakes.
- ❑ They will have the ability to navigate media, including social media, and become critical and discerning users of developments in this field.
- ❑ They will be equipped to make good arguments for a just cause by understanding the views of others and thereby influencing their social and political environment.
- ❑ They will understand and appreciate that our world is comprised of people from different cultures, races and orientations and be aware of the ways that power can be exercised with care or can be abused, and that people can be respected and valued or exploited and persecuted. Their actions in the present and the future will reflect an understanding of our civilisation's past accomplishments as well as acknowledging that some of those achievements have come at the cost of prejudiced and flawed thinking.
- ❑ They will recognise their responsibility to protect the planet and contribute by living sustainably with the aim of preserving biodiversity and limiting global warming.

Tim and Mick conclude ... *Our experience tells us that there would be a broad consensus of agreement.*

What do you think?

Tim Brighouse reflects ...

Should schools teach about climate change?

'He is quick to see a point'. So wrote my history teacher on my first secondary school report. She was wrong. I was very slow to see at least some points. **Let me explain how this misdiagnosis makes me realise we need to teach about climate change.**

Her remark and being taught history by her unforgettable Head of Department (who had the brilliant habit of arguing one way one lesson and the other way the next) so inspired me that I read Modern History at Oxford – a rare destination for a pupil from Lowestoft Secondary School in the 1950s. (Yes, I am that old.) Yet when I was teaching in South Wales in the mid-1960s it came as a shock to find out how the English had treated the Welsh during the industrial revolution. I hadn't been taught about that even though it was my favourite period. In the years since, I have come to realise just how biased the teaching of history has been not just for me but for all our youngsters. From glossing over the slave trade and the appalling acts of the East India Company (later nationalised) to our colonial misdeeds, my understanding as a teacher with a history degree was lamentable.

The bias is compounded by history syllabuses necessarily stopping some considerable time before the present day, on the grounds that 'we don't have access to important evidence protected by the 30-year rule to form a fair judgement'. (In my day, history stopped at the first world war, then it was the second world war and now perhaps the end of the cold war.) This rather dubious criterion is compounded by discouraging teachers from inadvertently stumbling into political bias by discussing hot issues of the day. Remember the intervention of Nadeem Zahawi when a school was reported to have canvassed students' views of Boris Johnson's Covid shenanigans?

So, how do you handle climate change? 'No problem' say some 'It's covered by the geography and science syllabuses.'

'Not so' comes the riposte 'Climate change is existential and raises all sorts of social, economic and ethical questions which any future citizen is going to need to consider. Just consider the Sustainable Development Goals.' Even more seriously, surely nobody still believes we shall achieve the 1.5°C limit to warming? So, what is Plan B and Plan C when we accept that it will be a greater rise during our children's lifetime?

They won't thank us for keeping quiet about it now and not helping them understand the implications for reshaping how people live. What are the implications nationally, locally and internationally for peoples who will be displaced and the implications for policies about migration, environment, resettlement, industry and economics, travel, tourism, food and population? And what should we be doing now?

When Mick Waters and I wrote *'About our Schools: improving on previous best'*, we didn't give climate change the emphasis we might have done partly because we thought it would emerge if the whole schooling system could have an agreed set of specific purposes - where our attempt is shown on page 8/9. With something like that agreed, we could have a much more balanced accountability system for schools rather than the punitive academic outcome orientated existing one based on exams, tests and Ofsted.

Clearly how schools deal with it when pupils are infants and children when existential issues would harm rather than help will be different from when they are later adolescents some of whom are already blaming us for having our heads in the sand by not taking climate change seriously enough. So stories and Forest School – both part of the natural weft and warp of primary schools – is the way to go in the childhood years.

Certainly discussing the many issues involved with individual teachers, young people and leaders of schools and MATS - as I and other contributors to Tide~ have done - has helped me think more clearly about what needs to be done. Ensuring that there is a wide discussion involving all youngsters should be part of their educational entitlement.

Putting sustainability at the heart of all we do



Instil an ethos and ability to care for the natural environment now and in the future, to become carbon neutral and one of the most sustainable school trusts in the country.

[At the heart of our strategy](#)

Click for more information

Chris Berry - Windsor Academy Trust [WAT]

- talked about sustainability as a core driver.

We asked him to outline what such a strategy looked like.

When we talk about sustainability, as a trust, we want to ensure that “we are meeting the needs of the present without compromising our ability to meet the needs of future generations”.

We started our journey to become one of the most sustainable multi-academy trusts in the country in 2020 and since then, extensive work has been carried out to **align our education, operations and estate to ensure sustainable practice across everything we do**. As part of this process, we developed a dedicated sustainability strategy and a 10 year decarbonisation plan with an aspirational target of becoming net carbon neutral by 2030.

Our sustainability strategy is closely aligned with:

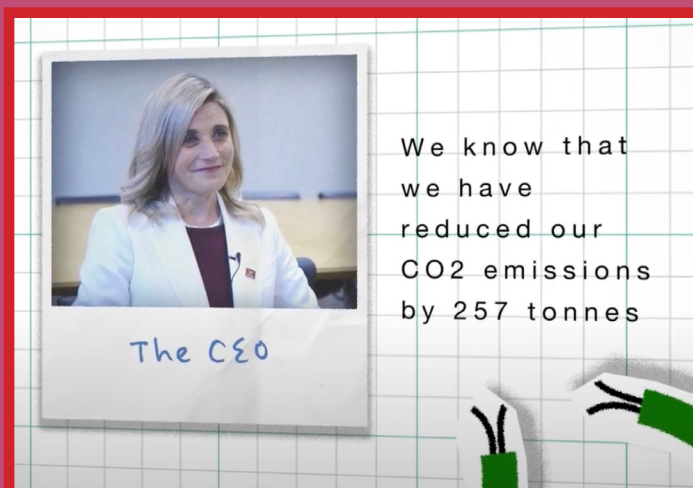
- ◇ DfE [Sustainability and Climate Change Strategy](#);
- ◇ United Nations [Sustainable Development Goals](#);
- ◇ the framework set out in the [One Planet Living principles](#).

For us, **developing a sustainability strategy was not just a tick box exercise - we wanted to develop a clear roadmap to drive lasting change**. As such, we have made sustainability a key agenda point at each of our weekly Executive Team and monthly Leadership meetings to keep us on track, and we have also appointed a trustee champion for sustainability at Board level.

Our supporting 10 year decarbonisation plan, developed through the use of an energy and decarbonisation portal, clearly details our energy consumption and CO2e reduction targets to achieve net zero. In line with this, we have made a capital investment of £4m over the last two years to decarbonise our school estate, through investment of our School Condition Allocation funding and support from the Public Sector Decarbonisation Scheme. [See short [video](#)]



Students and staff from across the Trust, and the wider education community, worked collaboratively on a series of presentations and workshops. In the morning session staff and students followed separate programmes. They came together in the afternoon to share perspectives and start planning action.



Now by 300 tonnes. [See video clip](#)

Funding has helped us to deliver a range of projects including upgrades to heating infrastructure and installation of solar PV panels across our estate, and the introduction of 1:1 devices (iPads) across key stages 2, 3, 4 and 5. This investment has allowed us to reduce our reliance on textbooks, paper and photocopying as well as minimise our impact on transport emissions through reduced deliveries from suppliers. Furthermore, implementing a new energy management dashboard has increased our understanding of energy usage data, including when our energy is consumed.

At a school level, we have worked with each of our nine schools to develop action plans aligned to our overarching strategy. These have been embedded into our School Improvement Plans, and sustainability is now an integral part of our primary and secondary curricula.

On the journey, we have made a concerted effort to engage staff and students in sustainability action including a trust-wide WAT COP sustainability summit engaging one hundred of our student advocates, collaboration at the [Schools for the Future: Sustainable Education Summit](#), and working with our [Student Senate](#) to develop dedicated Eco committees in schools.

As a result, the whole WAT family is engaged - in part, because we provide everyone with the opportunity to influence change.

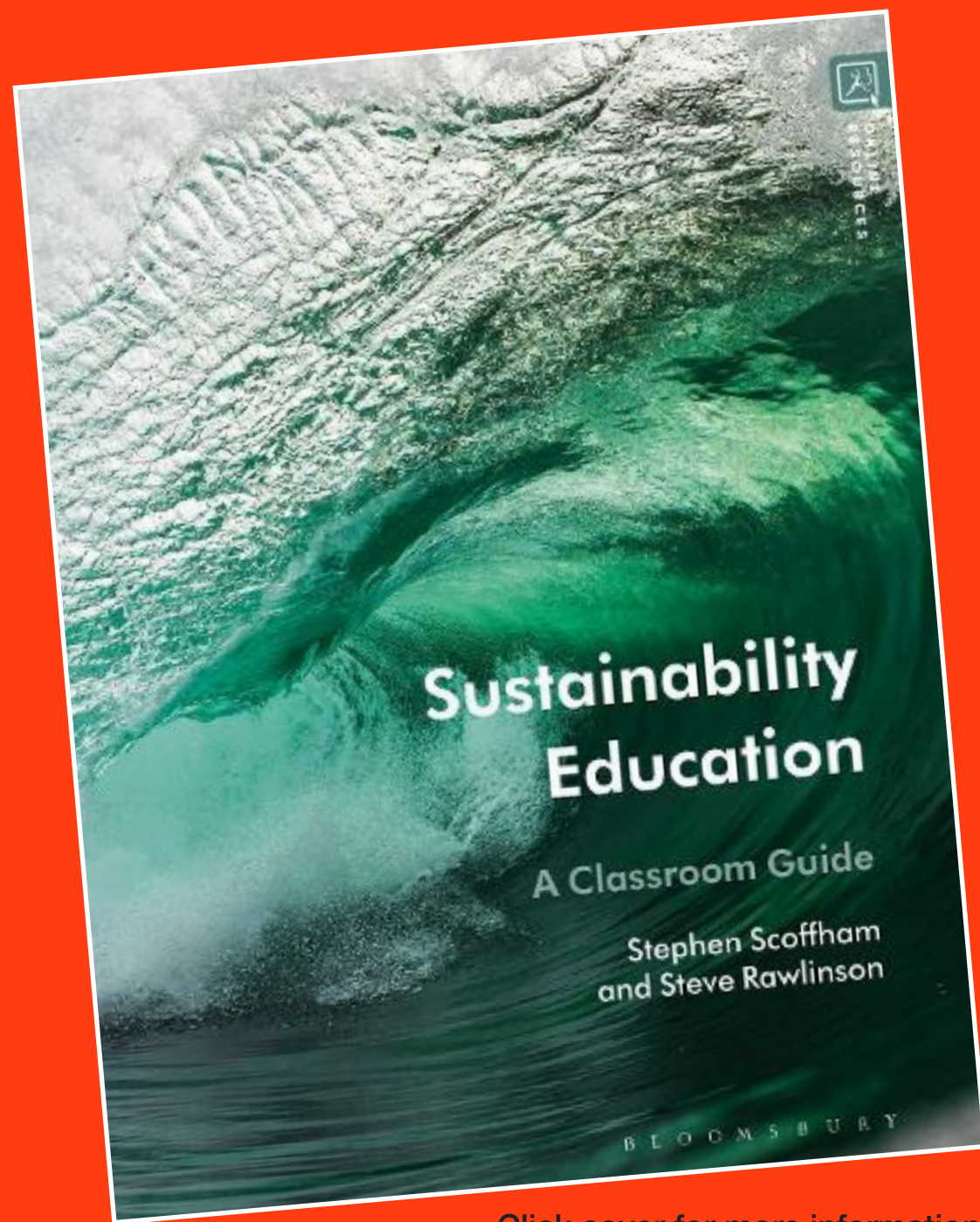
The positive changes we have made to date are significantly improving energy efficiencies and reducing our reliance on non-renewable energy sources. In turn, we are reducing our greenhouse gas emissions. Since April 2021, we have reduced CO2 emissions by over 300 metric tonnes, generated over 630,000 kWh of sustainable clean energy for our schools (the equivalent of powering 150 homes for a year), and reduced our annual energy consumption by 693,000 kWh (12%).

Through further planned investment in solar panels across our schools and reducing reliance on fossil fuels our aim is for 100% of our energy to be provided from sustainable sources and green energy suppliers.

[Windsor Academy Trust](#). A Midlands-based trust made up of five primary schools and four secondary schools

Chris Berry is Director of Operations for the Trust.

Passionate about sustainability



Click cover for more information

“Sustainability education is an emerging and uncertain terrain, as this cover design suggests”

Stephen Scoffham and Steve Rawlinson

reflect on the development of their new book

Let us introduce you to Stevie. Stevie is a young teacher, early in her career. Stevie is passionate about sustainability and wants to offer children the best education she can but lacks experience. Let us also introduce you to Dan. Dan worked as a class teacher for many years, became a Deputy Head and is now a school governor. He is concerned about how the world has changed around him. He has witnessed the decline of wildlife where he lives. He too knows that finding ways to live sustainably is the key challenge that faces us today.

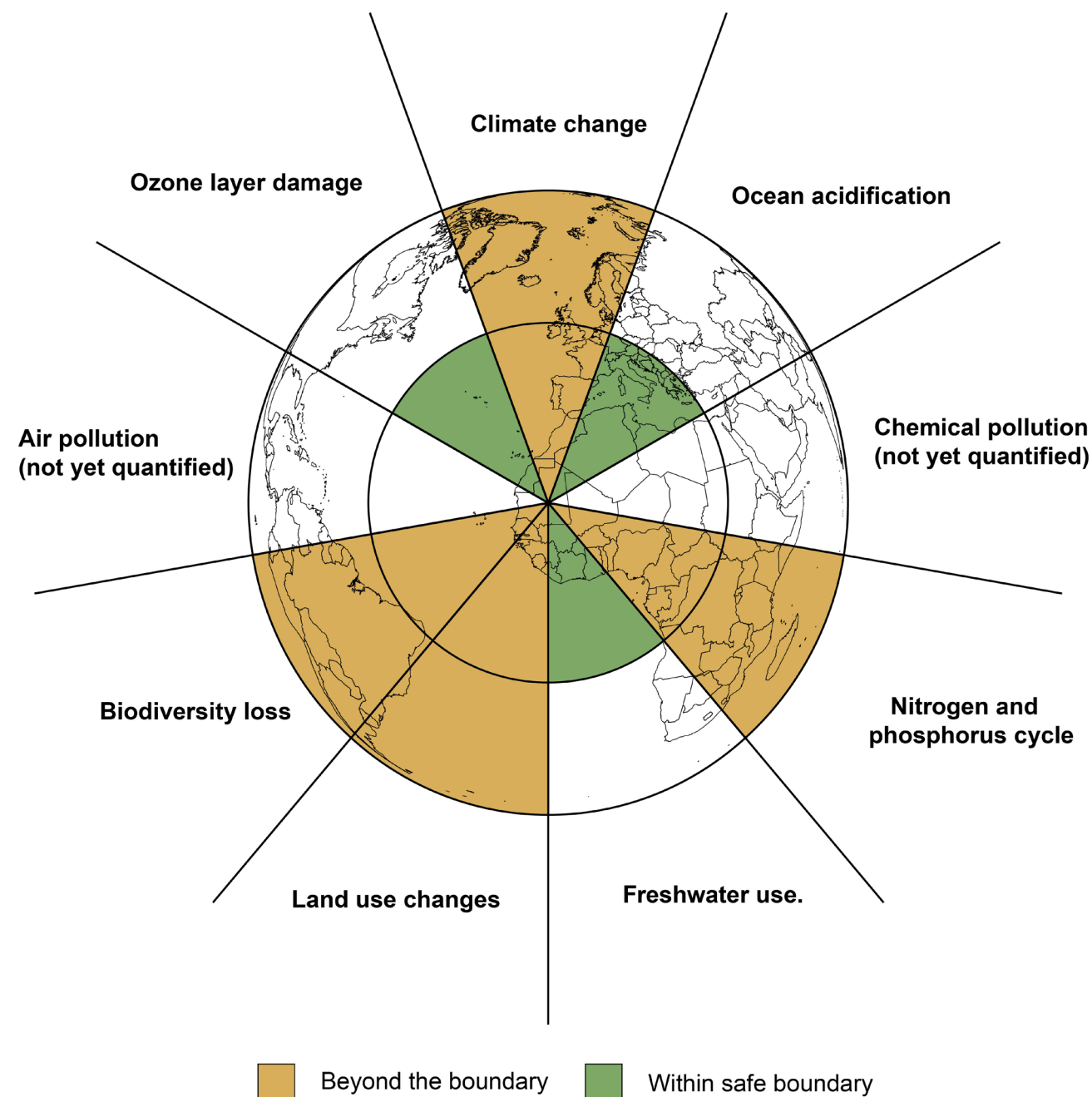
All over the world teachers and school managers are concerned about sustainability but there is precious little guidance on how to re-organise the curriculum in response to the current crisis or how to support young people as they move into a troubled future.

- ❑ What does it mean, for example, for a pupil to be sustainability literate?
- ❑ How does this vary with different age groups?
- ❑ How do subjects as diverse as History, Music, Mathematics and English each make an essential contribution to a curriculum centred on planetary living?
- ❑ What are our responsibilities to ourselves and others both locally and internationally, now and in the future?

Stevie and Dan know that they cannot answer these questions alone. They need advice about how to develop new approaches to teaching and learning. They need to deepen their background knowledge and find out about current developments. They also need their colleagues to work with them, to share approaches and ideas about how to tackle big issues from a subject perspective.

The book, *‘Sustainability Education: A Classroom Guide’* is our response to those needs. It draws on our personal experience of classroom teaching and teacher training. We widened our scope with commissioned contributions from educators in a range of other countries. We also set the latest research and policy initiatives alongside discussion questions and practical teaching activities.

Planetary Boundaries



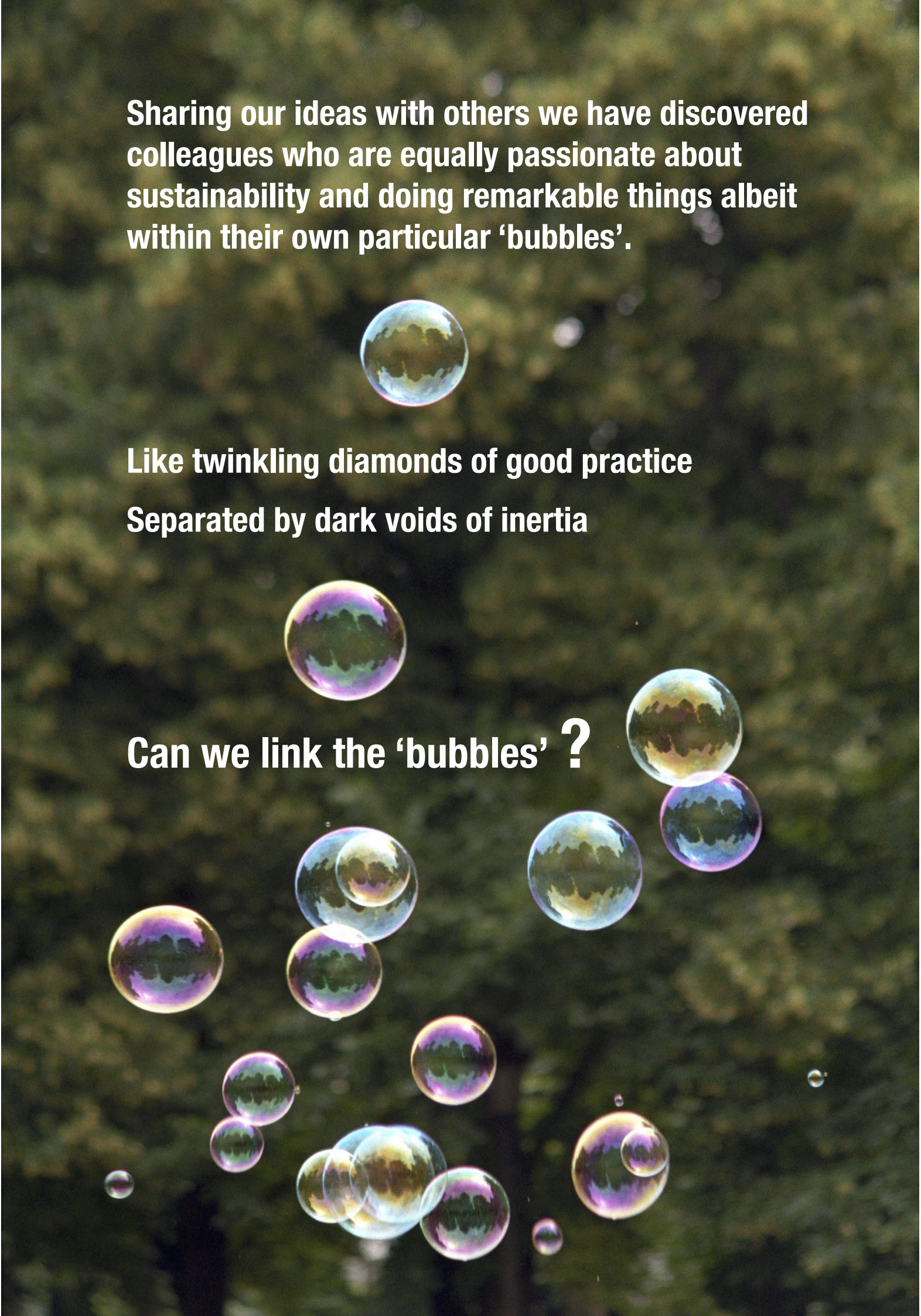
The book explores core ideas as well as offering practical teaching suggestions. It also has an extensive back up website including many stimulating links.

It took us a while to settle on a title and we struggled to find a suitable cover design. We wanted something different - something both inviting and disturbing. We ended up with the image of a wave breaking on the shore. To us, the way the water curls over at the top of the wave represents the enclosing, nurturing part of sustainability we must all embrace. But the wave also reminds us of the formidable power and destruction of the sea, just one of the awesome forces that nature can unleash. The wave hints at both the importance of change, the energy of young people and the enduring cycles of life. Here was a message that was relevant for both Stevie and Dan.



Sustainability education is a fast-moving field. We have already compiled a list of changes we would make in a second edition.

Of course, writing a book of this kind always involves making compromises. We didn't have nearly enough space, for example, to give detailed lesson guidance or to offer in-depth critiques of current trends. The challenges surrounding active learning required deeper examination as did the needs of children with learning difficulties.



Sharing our ideas with others we have discovered colleagues who are equally passionate about sustainability and doing remarkable things albeit within their own particular 'bubbles'.

Like twinkling diamonds of good practice

Separated by dark voids of inertia

Can we link the 'bubbles' ?

So what do we think we have achieved? Perhaps we can claim to have set out a compelling case for putting sustainability and ESD at the heart of education and making it an integral part of every subject discipline. **This involves making subject boundaries much more porous and rethinking what counts as essential knowledge.**

We have shown how the curriculum can be aligned to international policy initiatives such as the UN Sustainable Development Goals [SDGs]. And we have highlighted the importance of different ways of knowing and attempted to address the vexed problem of progression.

We know that sustainability is interpreted variously by different educational communities and we do not attempt to advocate a single approach. Quite the contrary ...

Just as in the natural world diversity helps to ensure the resilience of a habitat, so the educational eco-system benefits from a multiplicity of approaches and interpretations. But we tried to dig beneath the surface and highlight some of the over-arching principles, concepts and beliefs which underpin sustainability education.

Sharing our ideas with others we have also discovered colleagues who are equally passionate about sustainability and **doing remarkable things albeit within their own particular 'bubbles'.** We have begun to see a world populated by twinkling diamonds of good practice but separated by dark voids of inertia. How can those diamonds be linked?

We recognise that at the moment there is a radical disconnect between what we know we need to do and what is actually happening in schools. We agree with Stephen Sterling (2022) when he declares

“young people are fervently waiting for us as educators to catch up with them, to empower them and help them make the future”.

We want to be part of that process. So do Stevie, Dan and lots of others who we have met. This is something we can all contribute to in different ways. And the time to start doing it is not tomorrow. The time is now.

A whole school approach

A WHOLE SCHOOL APPROACH TO SUSTAINABILITY



Whole School Approaches to Sustainability: Exemplary Practices from around the world
Illustration by Nicolette Tauecchio (Nicniq)

Last year, I contributed a WSA report which collected green school examples from all over the world. Edited by Rosalie Mathie and Arjen Wals.

The report includes 17 critical examples from different countries.

These schools have similarities and differences. They present inspiring examples that put sustainability at the heart of the school system.

To review these examples [see website](#).

Güliz Karaarslan Semiz

reflects on an International Collaboration Project

Over the past few years, young people have initiated and taken action to counter global challenges all around the world. They are worried about their future and they express their demands to change our story and combat the climate crisis.

In a changing world, education should not be part of the crisis, we need to reconsider the purpose of education to contribute to a sustainable world as David Orr emphasized years ago (Orr, 1992).

A whole school approach (WSA) to sustainability could be a response for changing our habits in education and enabling young people to find ways for a sustainable living. WSA brings the idea as embedding sustainability in all aspects of school education and creating opportunities for learning and living sustainably (Tilbury & Galvin, 2022).

In order to incorporate a whole school approach to sustainability, **schools need to reconsider their curriculum, their learning and pedagogy, creating a holistic vision, developing authentic participation opportunities for students and creating a shared, distributed leadership as teachers and students participate in designing, planning and taking action for sustainability at school** (see Tilbury & Galvin, 2022; Wals & Mathie, 2022).

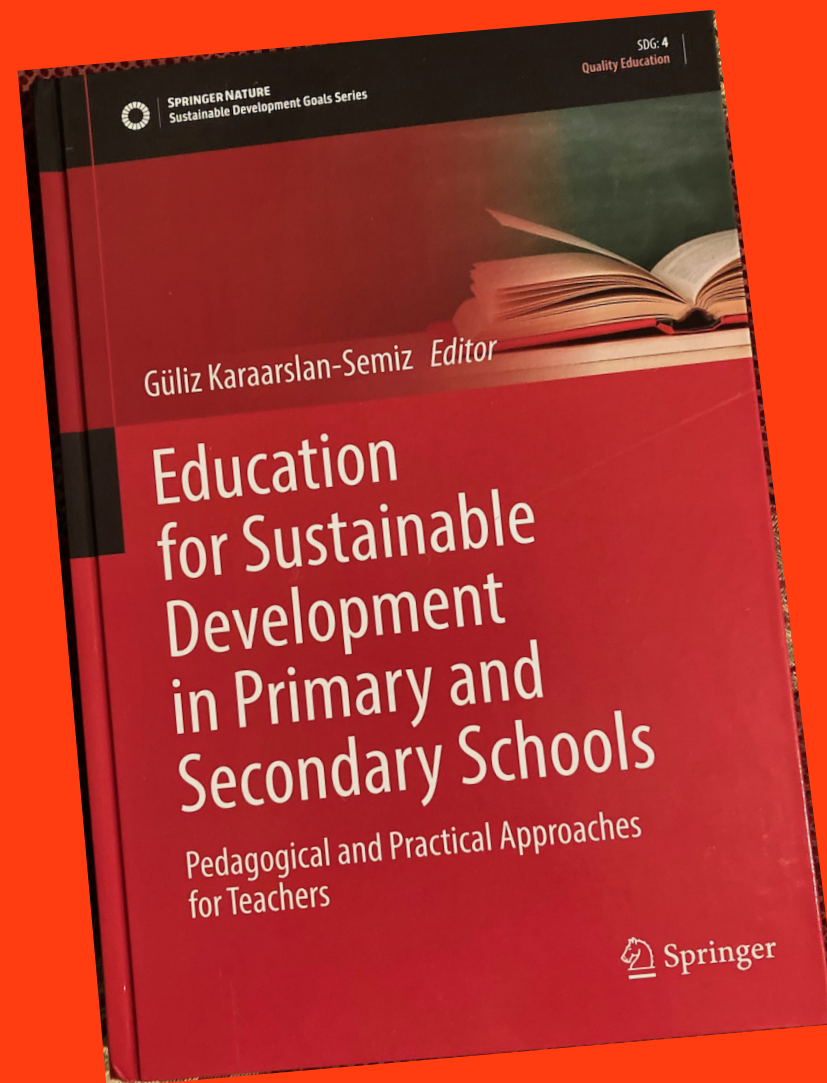
Also, there should be a **focus on outdoor learning** and place-based education to develop students' connection with nature and sense of place.

Moreover, **schools can reduce their carbon footprint** and could be a model for a sustainable society. For example, using renewable energy sources, treatment of waste water, reducing food waste at the school canteen, sustainable material use and increasing biodiversity in the school grounds could be some tangible actions that schools can take.

Last year I conducted an international post-doc project together with Stockholm University with the purpose of investigating green schools' ESD (Education for Sustainable Development) approach and implementation through a whole school approach lens.

“Most schools are designed by architects oblivious to the fact that architecture is a kind of crystallized pedagogy. Instead, they should be designed to mirror the sustainable world we wish to create, giving hope a form and substance at a comprehensible scale.”

David Orr, 2022



Dr. Güliz Karaarslan Semiz is from the Department of Science and Math Education, Ağrı İbrahim Çeçen University, Turkey

She has recently edited

[‘Education for Sustainable Development in Primary and Secondary Schools’.](#)

It involves contributions from twenty two authors who are teachers, researchers and educators from different countries.

The book includes conceptual frameworks, pedagogical methods, case studies, research examples and assessment strategies to guide teachers to teach sustainability in their classes.

We will revisit this book later in the ET series.

I have visited ‘green schools’ from Sweden and Turkey to examine their implementation.

I interviewed teachers and principals working at these green schools. Our aim is not to provide the best green school examples but to show strengths and weaknesses in terms of implementation. Although there are some contextual differences in the two countries’ education policy, I have observed some common features in these schools. For instance, all subject teachers teach sustainability themes based on their curriculum, they develop extra-curricular activities and allocate time for cross-curricular collaboration. **Cross-curricular teacher teams are common in Swedish education system** because the national curriculum supports cross-curricular teaching in order to teach complex sustainability issues (Sund, Gericke & Bladh, 2020).

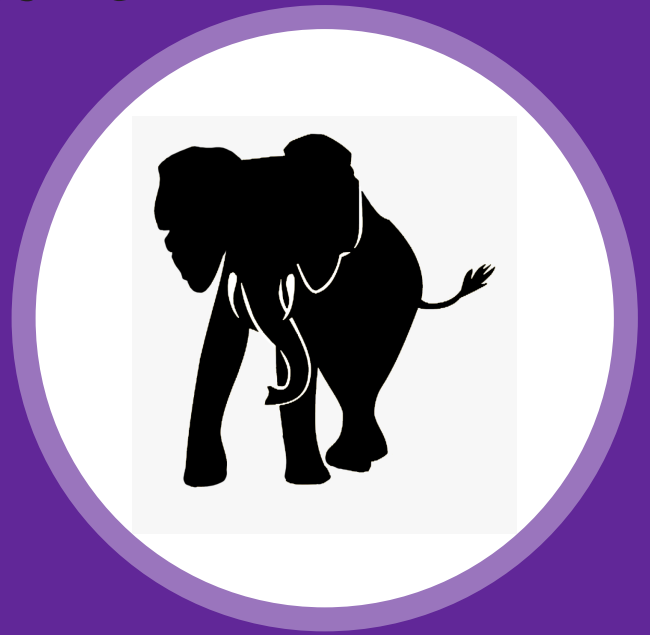
However, in **the Turkish context, we have limited cross-curricular collaboration** because of intense curriculum content and limited time for teachers to collaborate. In these green schools, I observed that students are active and take responsibility in planning and designing environmental projects in their schools. For example, in one Turkish school, students built a permaculture garden together with their teachers and they have started to grow some vegetables.

In the Swedish examples, the student council or student eco-teams choose and decide which sustainability issues they want to work on in their schools. Students collaborate with the municipality while designing their playgrounds. In these green schools, an active and long term leadership play an important role.

In one of the Swedish schools, vegetarian food has started to be made available in the school cafeteria once a week after consultation with students. **All schools focus on some environmental practices such as reducing energy and water consumption, recycling, gardening and offering vegetarian school lunch.** These green schools I have observed are trying to build a sustainability culture step by step. However, it is still the case that a few committed teachers push the sustainability activities. In order to provide a continuous sustainability-oriented education, the whole school staff needs to be encouraged and supported.

For references - see individual article on Tide~ website

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