



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

Cop27 highlighted 'loss and damage'.

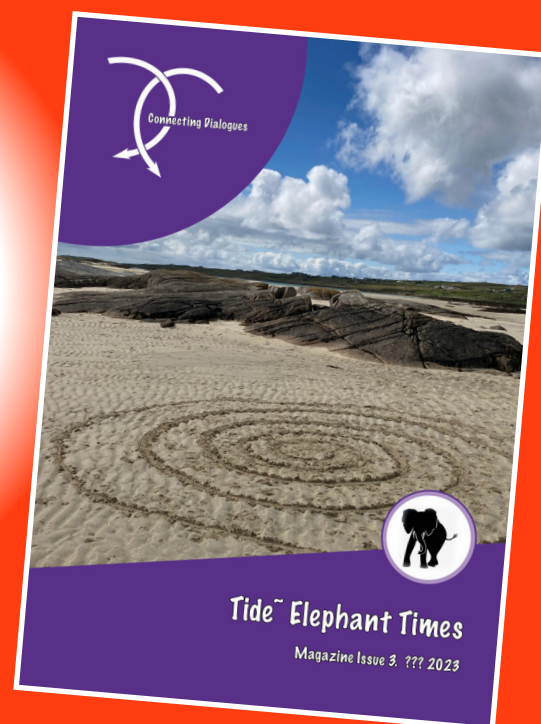
We are seeking resources and
schemes to teach about
the ideas involved.

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 and teachers working 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 Taylor [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.

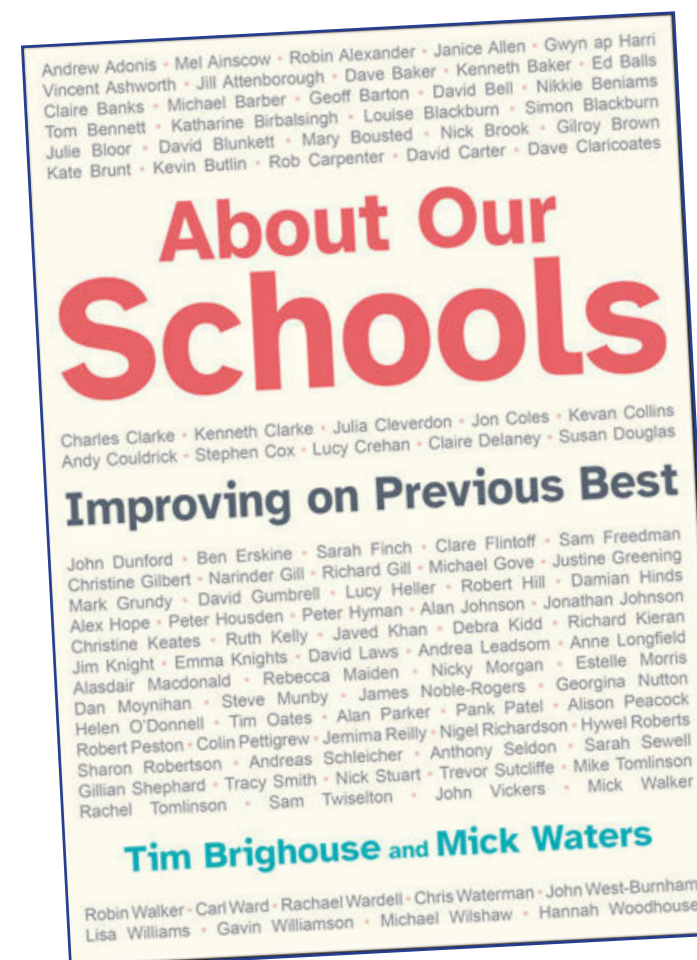
We would welcome feedback, comments or new articles from teachers and other education practitioners, to share experiences and ideas.

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.

Tide ~ Connecting Dialogues
Climate Change



Article from Elephant Times 3.2

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.

