



Education for Repair and Realising Alternative Futures Together



3rd December 2024

Liverpool Hope
University Campus

KEY CONTRIBUTIONS & PROVOCATION □
PROGRAMME & SCHEDULE □
VENUE □
PAPER PRESENTATIONS □
WORKSHOPS □
STEERING COMMITTEE □

Key Contributions

Dr. Vanessa Andreotti

Dean of the Faculty of Education, University of Victoria

This key contribution invites attendees to critically examine the entrenched societal norms and practices that perpetuate systemic violence and ecological harm, proposing an educational approach that is deeply rooted in compassion and accountability. Through the lens of the Gesturing Towards Decolonial Futures Arts/Research Collective, it will explore the necessity of confronting our collective denials—such as the myths of indefinite growth, our perceived separation from the rest of nature, and the invisibility of systemic complicity in harm. The proposed pedagogical framework encourages a reflective practice that de-centers anthropocentric and ego-driven desires to refocus on collective challenges and resilience. This presentation emphasizes the importance of expanding our intellectual, affective, and relational capacities to not only endure but also creatively engage with the complexities of our times. It challenges participants to step into a space of emotional sobriety, relational maturity, and intergenerational and interspecies responsibility, envisioning an educational paradigm that equips us to navigate the impending

socio-ecological collapses with integrity and foresight.

Biography

Vanessa de Oliveira Andreotti is currently the Dean of the Faculty of Education at the University of Victoria. She is a former [Canada Research Chair in Race, Inequalities and Global Change](#) and a former [David Lam Chair in Critical Multicultural Education](#). Vanessa has more than 100 published articles and has worked extensively across sectors internationally in areas of education related to global justice, [global citizenship](#), critical literacies, [Indigenous knowledge systems](#) and the [climate and nature emergency](#). Vanessa is the author of [Hospicing Modernity: Facing humanity's wrongs and the implications for social activism](#) and one of the designers of the course [Facing Human Wrongs: Climate Complexity and Relational Accountability](#), available at UVic through Continuing Studies. She is also one of the founders of the [Gesturing Towards Decolonial Futures Arts/Research Collective](#) and the co-curator of [Art-Life Rituals for Radical Tenderness](#) with performance artist Dani d'Emilia.

Key Contributions

Dr. Beth Christie

Senior Lecturer, Moray House School of Education

Beth will share three stories:

First, the sustainability education policy context – Learning for Sustainability – that exists across formal (3-18) education in Scotland. She will discuss its history, development and current architecture.

Second, she will move to supportively critique Learning for Sustainability, the area she works within, in terms of the potential and possibility for 'Learning for Unsustainability'. Here she will draw on collaborative research (Christie & McGregor) with young climate activists and teachers which explored the ways in which young people were demanding change within the Scottish education system, despite the ostensibly accommodating space provided by Learning for Sustainability. She will also discuss the 'stuckness' felt by some educators working within this professional policy context and the wider climate and nature emergency.

Finally, she will offer some thoughts as to ways forward related to creating spaces for collective stepping back and questioning, the process of tearing and mending/ rupture and renewal, and the act of listening. She will draw on the work of Andreotti, Facer, Stein, and Hirschfield, amongst others.

Biography

Beth Christie is a Senior Lecturer in the Outdoor and Environmental Education Section of the Moray House School of Education. She is also the Director of Scotland's United Nations University-recognised Regional Centre of Expertise in Education for Sustainable Development (Learning for Sustainability Scotland).

Her interdisciplinary research, teaching and advocacy is broadly located at the intersection of sustainability education, social movement learning and critical pedagogical practices, with research having contributed significantly to the national discourse, policy development and practice of Learning for Sustainability in Scotland.

Beth has created a number of learning (and un-learning) professional development programs for educators. Her pan-sectoral approach has seen her lead a number of creative, arts-based knowledge exchange projects with schools and community organisations, including the Education for Climate Justice Workshop Series, Climate Sisters: Local Women of the World Exhibition and two international MOOCs: Learning for a Sustainable Future and Learning for a Sustainable Future: Live at COP.

Key Contributions

John McLaverty

former Youth Campaigner, Oxfam GB

Jenny Wilson and Sachin Bhopal-Myers

Campaign Coordinators, Teach the Teachers, SOS-UK

Does climate education in England go far enough? Despite a headline government strategy and a multitude of initiatives to support schools, our climate education could still be seen to be incomplete and inconsistent, not doing enough to address the issue and prepare our young people effectively to engage in the solutions. In this contribution John McLaverty, former youth campaigner at Oxfam GB, will offer his personal perspectives on the state of climate education in England in light of the Department for Education's Sustainability and Climate Change Strategy and the Political Impartiality in Schools guidance.

John will be joined by Jenny Wilson and Sachin Bhopal-Myers, current students and campaigners at Students Organising for Sustainability UK (SOS-UK), who bring their insight and experience not only of being in the education system currently, but also of working with schools across the country to support a youth-led approach to improved climate education through SOS-UK's Teach the Teacher campaign. Building off of the DfE's Sustainability and Climate Change Strategy, SOS-UK recently introduced their Green Schools Revolution body of work which aims to support schools to enact the requirements of this strategy

and pushes them to go further. The Teach the Teacher campaign is a part of this body of work, empowering young people to talk to their teachers about the importance of an integrated climate education and supporting them to explore the simple yet effective ways climate can be brought into their classrooms.

John McLaverty

John is a former secondary school middle leader and teacher educator based in London. More recently John was Youth Campaigner for Oxfam GB until retiring in July 2024. He holds an MSc in Development Studies from SOAS, University of London and is interested in how children in UK schools learn about (or don't learn about) international development, global social justice and humanitarian emergencies. He is currently co-chair of the Send My Friend to School coalition.

Jenny Wilson and Sachin Bhopal-Myers

Jenny and Sachin are campaign coordinators for the Teach the Teacher campaign at Students Organising for Sustainability UK (SOS-UK). Jenny studies MEnvScience at the University of Manchester and Sachin is a BSc Sociology student at LSE.

Teach the Teacher is a youth-led project that empowers young people to talk to their teachers about climate change and the simple yet impactful ways teachers can bring climate into their classrooms, no matter what subject they teach! In addition to running youth-led climate education workshops in

primary and secondary schools, they also work with universities to deliver these workshops to their PGCE students with the help of local schools (note – if you'd like to explore this for your school or institution it's currently fully funded! Contact jack.difrancesco@sos-uk.org).

Provocation

Jen Simpson

Thinking Through Learning

This provocation aims to explore the humanizing and energising potential of humour as a vehicle for critically engaging with difficult topics such as social injustice (Zembylas, 2018; Sachs, 2023). I argue that the injection of levity, especially dark humour, can subvert the silencing rhetoric of complex and challenging themes which polarises or paralyses action rather than enabling it. Instead, humour can boost morale and generate 'activation energy' to engage with depressive or difficult topics (Sachs, 2023). Humour has the power to connect with people on both a personal and social level, it is essentially fun but can also initiate fundamental critical thinking and mobilise people for change whilst sustaining a sense of collective humanity, which is essential for us to work through these immense global issues together.

Through this short, hopefully humorous session, participants will be encouraged to think critically and reflectively about their relationship with or attitudes towards humour as part of their work. Drawing on humour as a catalyst for communication, the session hopes to stimulate dialogue and create new approaches towards a social justice mentality and progressive social change.

Programme & Schedule

9.00 – 9.30	Arrival and registration <i>Tea/coffee and light refreshments</i>	Eden Arbour Room
9.30 – 9.40	Welcome and introduction Andrea Bullivant, Director of TEESNet	Eden Arbour Room
9.40 – 10.05	Key contribution Dr Vanessa Andreotti (by video) Introduced by Professor Karen Pashby	Eden Arbour Room
10.10 – 11.20	Parallel paper presentations and workshops	Eden classrooms 004, 005, 006, 007, 008
10.20 – 11.30	<i>Tea/coffee break</i>	Arbour Room Bar
11.35 – 12.35	Key contribution Dr Beth Christie In Conversation John McLaverty with Jenny Wilson & Sachin Bhopal-Myers	Eden Arbour Room
12.35 – 1.10	<i>Lunch</i>	Eden Arbour Room
1.10 – 1.30	Provocation Jen Simpson	Eden Arbour Room
1.35 – 2.45	Parallel paper presentations and workshops	Eden classrooms 004, 005, 006, 007, 008
2.45 – 2.50	<i>Tea/coffee on way to workshops</i>	Eden Corridor
2.50 – 3.45	Parallel workshops	Eden classrooms 004, 005, 006, 007, 008
3.50 – 4:30	Final plenary and reflections With Vanessa Andreotti, John McLaverty, Jenny Wilson, Sachin Bhopal-Myers & all participants	Eden Arbour Room
4.30 pm	Close of conference	

TEESNet 2024: Schedule of Paper Presentations and Workshops				
Morning Session 10.10 – 11.20				
<p>Paper session 1 Eden Room 005 Facilitator: Pablo Guidi</p> <p>The Take 1 Programme: Supporting Teacher Capacity to Embed Education for Sustainable Development in Learning and Teaching</p> <p>Valerie Lewis, Take 1 Programme</p> <p>Should Teacher Development Include More Opportunity for Cross-subjectCollaboration?</p> <p>Jane Yates, SAPERE P4C</p> <p>Exploring the Role of Educational Resources in Enabling ‘Phrónēsis’ and Furthering Teacher Agency for Effective Implementation of Global Citizenship Education</p> <p>Sarah-Jane Anderson, Scotdec</p> <p>The Importance of Principle-led Pedagogy in Re-aligning Purpose, Policy and practice: through the eyes of a primary school headteacher</p> <p>Phil Wright, University of Cumbria</p>	<p>Paper session 2 Eden 006 Facilitator: Mostafa Gamal</p> <p>What Does Education for Peace Mean to You?</p> <p>Angie Kotler & Jo Westbrook, University of Sussex</p> <p>Homeschooling for Repair: Reimagining the Education of Myanmar</p> <p>Karen Taylor Burge & Theint Htet Myat Wai, Hope Institute Burma</p> <p>JUSTICE-ED. Developing and Disseminating Social Justice Approaches Across Physical Education Teacher Education Programmes</p> <p>Brigitte Moody, Elaine Murtagh, Antonio Calderon, Marina Castro Garcia, University of Limerick & Mairead Davidson, Paul McFlynn, Claire McAuley, Ulster University</p> <p>Taking-up the ‘Twin Crises’ of Climate and Inequality Through Bridging Critical GCE and ESD: exploring the pedagogical potential of decolonial concepts with Swedish teachers</p> <p>Marta da Costa & Karen Pashby, Manchester Metropolitan University & Louise Sund, Örebro University (non presenting co-author)</p>	<p>Paper session 3 Eden 007 Facilitator: Nasreen Majid</p> <p>Understanding Teacher Views on Climate Change and Sustainability Education in England</p> <p>Philip Bamber, Robert Booth, Nichola Preston, Lavinia Brennan, Simon Davies, Lucy Dunne, Damien Maguire, Céline Williams, Sofia Wolniakowska Majewska, Liverpool Hope University & Andrea Bullivant, Liverpool World Centre</p> <p>Trainee Primary Teachers’ Perception of the Expert Primary Teacher and Why it Matters</p> <p>Lorain Miller, Northumbria University</p> <p>What are the Challenges and Opportunities to Integrating SDG4.7 into Initial Teacher Education?</p> <p>Jenny Hatley, Bath Spa University</p> <p>The Ubuntu Network: a centre for excellence in initial teacher education for global citizenship</p> <p>Deidre Hogen, Joanne O’Flaherty, Teja Solar, University of Limerick</p>	<p>Paper session 4 Eden 004 Facilitator: Elena Lengthorn</p> <p>Nature Connectedness – Is It More Than Just a Fanciful Notion An exploration of potential links between initial teacher education students’ prior nature connectedness and their positionality relating to CCSE.</p> <p>Jacque Ayre, Sinead Cameron, Ailsa Fidler & Avril Rowley, Liverpool John Moores University</p> <p>The Nature Gap: becoming human within a more than human world</p> <p>Marina Robb, Circle of Life Rediscovery CIC & The Outdoor Teacher</p> <p>Speculative relations: matters of mutual care</p> <p>Sharon Witt, Attention2Place, with Helen Clarke</p>	<p>Workshop 1 Eden 008</p> <p>Bringing to Life the Qualities of a Meaningful Transformative Education: creating spaces for exploratory pedagogies in classrooms and professional development contexts</p> <p>Melissa Glackin, King’s College London & Kate Greer, University College London</p>

TEESNet 2024: Schedule of Paper Presentations and Workshops				
Afternoon Session A 1.35 – 2.45				
Paper session 5 Eden Room 005 Facilitator: Clive Belgeonne	Paper session 6 Eden 006 Facilitator: Karen Pashby	Paper session 7 Eden 007 Facilitator: Pablo Guidi	Paper session 8 Eden 004 Facilitator: Neil Sledge	Workshop 2 Eden 008
<p>Developing Teacher Capabilities for 21st Century Challenges: learning, teaching and action developed through climate simulations – findings from a pilot workshop</p> <p>Diana J Pritchard, University of Bedfordshire & Ross M Purves, University College London</p> <p>A Pedagogy of Hope: developing the action component in global citizenship education</p> <p>Anne M. Dolan, Mary Immaculate College, Limerick</p> <p>The University Is Us! From Guerrilla to Systemic Pro-Nature and Pro Climate Actions at the Jagiellonian University</p> <p>Katarzyna Jasikowska, Jagiellonian University in Kraków</p> <p>Transformative Learning for Sustainability: integrating values in teacher education</p> <p>Sophie Wilson, St Mary's University Twickenham</p>	<p>Thinking Together 'Zones of Sacrifice' and 'Zones of the Nonbeing' in Sustainability Discourses</p> <p>Mostafa Gamal, Queen Margaret University</p> <p>From Evidentiary Epistemologies to Empowered Solidarities – A Pedagogy for Social Change in Genocide Education</p> <p>Kim Sadique, De Montfort University</p> <p>Pedagogical Approaches in Teacher Education for a Just and Sustainable Future</p> <p>Nese Soysal, University of Bath</p> <p>HEADS UP: Using Deliberate Reflexive Practice to Strengthen Decolonial Thinking and Action</p> <p>Anna Olsson Rost, Balqis Mohammed & Karen Pashby, Manchester Metropolitan University</p>	<p>Reimagining Our Future Using a Mathematics Lens: How can teachers and young people be supported to shape conversations on the climate crisis using mathematics</p> <p>Nasreen Majid, University College London</p> <p>The Changing Nature of The Digital Divide and the Need for Digital Literacy Initiatives in UK School</p> <p>Joely Fashokun, University of Brighton/University of Exeter</p> <p>Unpacking the Sociotechnical Imaginaries in Education: re-aligning the purpose, policy and practice of digital citizenship education</p> <p>ack Webster, University of Auckland</p> <p>Imagining the Future: interdisciplinary and collaboration through fiction and non-fiction in education</p> <p>Karolina Sandahl, Global college, Stockholm, Heike Habenicht, Königin-Olga-Stift Gymnasium, Stuttgart</p>	<p>Learning Within and From a Children and Young People's Assembly on Biodiversity Loss: Implications for educational practices</p> <p>Benjamin Mallon & Diarmuid Torney, Dublin City University</p> <p>Researchers Together: insights from Impact and participatory Research on sustainability and climate education in schools</p> <p>Angela Daly, Liverpool John Moores University, Andrea Bullivant, Liverpool World Centre, Andrew Holt, St Bede's Catholic High School, Kirsty Houghton, St Peter's Catholic High School, Liz Callaghan, St John Fisher catholic High School, Renee Anderson, Chesterfield High School, Wendy McDonnell, Cavendish High School</p> <p>Teaching for Sustainable Futures: embedding climate change and sustainability education across the whole school curriculum</p> <p>Alison Kitson, University College London</p>	<p>War and sustainable development</p> <p>Ellis Brooks, Quakers in Britain</p>

TEESNet 2024: Schedule of Paper Presentations and Workshops				
Afternoon Session B 2.50– 3.45				
Workshop 3 Eden Room 005	Workshop 4 Eden 006	Workshop 5 Eden 007	Workshop 6 Eden 004	Round Table Eden 008
<p>Active Learning for Global Minds: Fostering Teacher Confidence and Skills for Global Citizenship Education in the Primary Classroom</p> <p>Claire Glavey, & Ailbhe Joyce, Global Village</p>	<p>Teaching Against the Tide Teach Climate Justice as an additional approach in teacher education</p> <p>Jacquie Ayre, Liverpool World Centre, & John McLaverty, <i>previously Oxfam GB</i></p>	<p>Critical Peace, Art, and Veganism as a Worldview in the Gallery and Curriculum</p> <p>Alexis Stones, UCL Institute of Education, National Gallery & Wallace Collection</p>	<p>See My Voice! Challenging perceptions and enabling learner agency through Photovoice</p> <p>Jen Simpson, Thinking Through Learning, <i>previously University of Cumbria</i></p>	<p>So what? Implications for influencing policy</p> <p>Facilitated by Elena Lengthorn, University of Worcester</p>

Conference Venue

Getting to Hope

- [Directions from the University](#)
- [Google Maps to Hope Park](#)



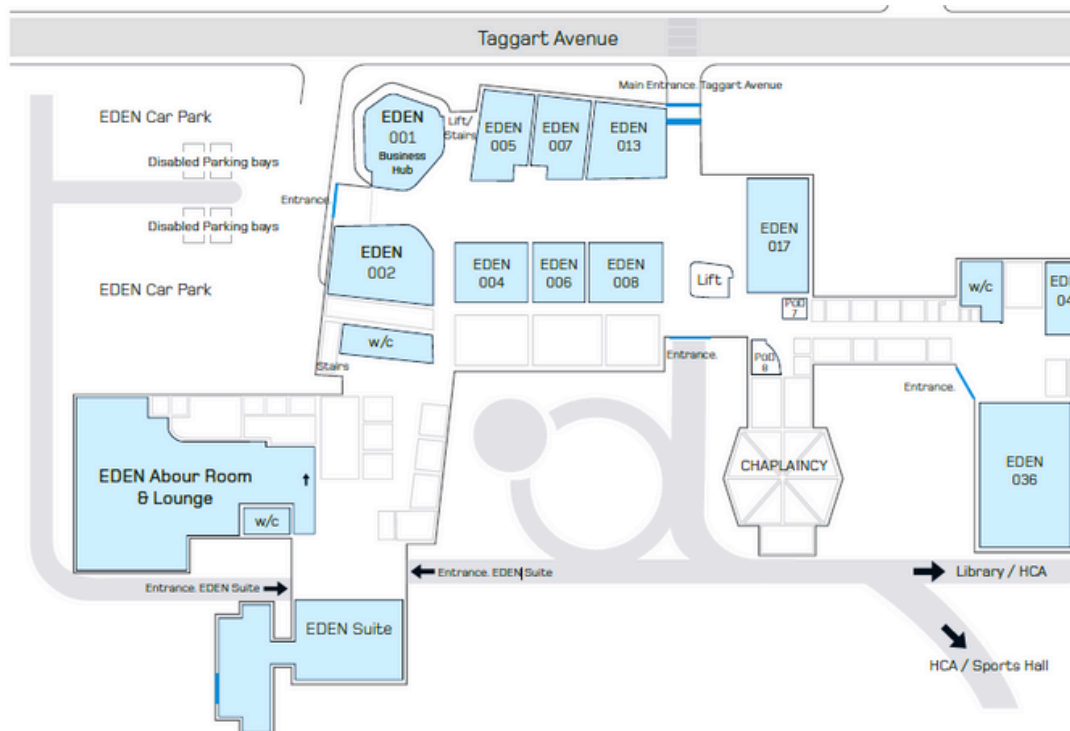
At Hope Park

- Conference registration in EDEN Arbour
- [Block A Campus Map](#)
- Car Parking behind Eden at £2 per day via cash only pay & display machines

EDEN Info

[Wheelchair Accessibility](#)

Floor Plan for conference area, see below



Paper Presentations

A Pedagogy of Hope: Developing the action component in global citizenship education

Anne M. Dolan, Mary Immaculate College, Limerick

Hope is an essential part of global citizenship education including climate change education. Ojala's exploration of climate and hope, including the factors "trust in self" and "trust in others," concluded that "constructive hope" is central to environmental engagement in young people (Ojala, 2012, 635). According to Thunberg (2022:421) 'right now, we are in desperate need to hope. But hope is not about pretending that everything will be fine. It is not about sticking your head in the sand or listening to fairy tales about non-existent technological solutions. It's not about loopholes or clever accounting'. Educators can empower students by providing specific examples of useful actions and relevant tools and opportunities to help them act constructively.

Pedagogies of hope have also been developed by critical educational theorists such as Freire (2004) and hooks (2003), who connect hope with individual transformation. This paper explores different interpretations of hopeful pedagogies by educational theorists in philosophy, theology and psychology. This is a theoretical paper developing a philosophical argument through drawing on a review of literature upon which the framework for hopefulness is developed. The paper presents opportunities and challenges for adopting a hopeful pedagogy. It explores metaphors for hopefulness and it provides a framework for hopeful pedagogies based on research about teaching the Sustainable Development Goals (Dolan, 2024). Hope is closely linked to action, advocacy and activism. It is central to the job of creating just and sustainable futures together. Hopeful Global Citizenship Education has a vital role to play in preparing our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our country, and our global environment.

References

Dolan, A.M. (Ed) (2024) Teaching the Sustainable Development Goals to Young Citizens (10-16 years): A focus on teaching hope, respect, empathy and advocacy in schools London:Routledge

Freire, P. (2004) *Pedagogy of Hope* Bloomsbury: London

hooks, b. (2003). *Teaching community: a pedagogy of hope*. New York: Routledge.

Ojala, M., 2012. How do children cope with global climate change? Coping strategies, engagement, and well-being. *Journal of Environmental Psychology*, 32(3), pp.225-233.

Thunberg, G. (2022) 'Hope is Something You Have to Earn' in *The Climate Book: Created by Greta Thunberg* New York Allen Lane 421-422.

Developing teacher capabilities for 21st Century challenges: learning, teaching and action developed through climate simulations – findings from a pilot workshop

Diana J Pritchard, University of Bedfordshire

Ross M Purves, University College London

Deepening social, environmental and climatic challenges, and our increasingly interconnected and diverse communities, require teachers to nurture relevant learning and agency amongst their learners so that they may engage with complex global problems. Our paper responds to the increasing imperative to embed climate change into school curriculum and UNESCO's Futures of Education call for approaches which are holistic and envision change (ICFE, 2021). We examine the experiences and outcomes of a two-hour workshop centred on collective interactions with the internationally validated software 'En-Roads', a free, online, real-time global climate simulator that was developed at MIT (Climate Interactive, n.d.). We assess the value of this experiential educational practice.

The workshop was held at the Institute of Education, UCL, June 2024, for c.200 pre-service teachers. Participants were tasked as a group, to test the relative contribution of different measures to restrict global warming to below 1.5C (pre-industrial temperatures). A preliminary session established the fundamentals of climate change and global inequalities vis greenhouse gas emissions and climate vulnerabilities. Supported by facilitating staff (Wyatt et al., 2022), multi-disciplinary breakout groups then explored perceptions of the role of distinct subject disciplines to finding solutions and the potential of En-Roads as a teaching tool.

A proportion of participants completed a follow-up questionnaire. This included questions informed by UNESCO's "pillars of learning" (learning "to know", "to do", "to work/live together" and "to be") (Delors, 1996). Feedback from breakout facilitators was also sought. Findings suggested increases in participants' knowledge and understandings about global warming, confidence to interact with En-Roads, appreciation of the value of different subjects and working in multi-disciplinary teams. Participants expressed greater responsibility for and motivation to embed climate education into their future role.

Resultant data suggest the value and potential of this practice to be incorporated, with minor modifications, into teacher education. More broadly, the study contributes to the expanding literature on the value of simulations and solutions focussed approaches in pedagogical contexts (e.g. Creutzig & Kapmeier, 2020; Capellán-Pérez, Álvarez-Antelo & Miguel, 2019; Hallinger et al., 2020; Hickman et al., 2021; Marhraoui, 2023; André, 2024).

References

André, R. (2024). Teaching to Save the Planet: The Challenges Ahead for Instructors, Business Schools, and Universities. *Journal of Management Education*. <https://doi.org/10.1177/10525629241269035>

Capellán-Pérez, I., Álvarez-Antelo, D., & Miguel, L. J. (2019). Global Sustainability Crossroads: A Participatory Simulation Game to Educate in the Energy and Sustainability Challenges of the 21st Century. *Sustainability*, 11(13), 3672–. <https://doi.org/10.3390/su11133672>

Climate Interactive (n.d.). What is En-ROADS? <https://www.climateinteractive.org/en-roads>.

Creutzig, F., & Kapmeier, F. (2020). Engage, don't preach: Active learning triggers climate action. *Energy Research & Social Science*, 70, 101779–101779. <https://doi.org/10.1016/j.erss.2020.101779>

Delors, J. et al. (1996). Learning: the treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000109590.locale=en>

Hallinger, P., Wang, R., Chatpinyakoo, C, Nguyen, V-T., Nguyen, U-P (2020). A bibliometric review of research on simulations and serious games used in educating for sustainability 1997–2019. *Journal of Cleaner Production* 256, e1–15 <https://doi.org/10.1016/j.jclepro.2020.120358>

Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, R. E., Mayall, E. E., Britt Wray, B., Mellor, C. and van Susteren, L. (2021). Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *Lancet Planet Health* 5, e863–73. [https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(21\)00278-3](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3)

ICFE (2021). Reimagining our futures together: a new social contract for education. UNESCO International Commission on the Futures of Education. <https://doi.org/10.54675/ASRB4722>

Marhraoui, M.A. (2023). Smart Education – A Case Study on a Simulation for Climate Change Awareness and Engagement. In: Kacprzyk, J., Ezziyyani, M., Balas, V.E. (eds.) *International Conference on Advanced Intelligent Systems for Sustainable Development. AI2SD 2022. Lecture Notes in Networks and Systems*, vol 637. Springer, pp. 354–363. https://doi.org/10.1007/978-3-031-26384-2_31

Wyatt, S. N., Sullivan-Watts, B. K., Watts, D. R. & Sacks, L. A. (2022). Facilitating Climate Change Action in the Ocean Sciences Using the Interactive Computer Model En-ROADS. *Limnology and Oceanography Bulletin*, 31(3), 92–94. <https://doi.org/10.1002/lob.10504>

Exploring the role of educational resources in enabling 'phrónēsis' and furthering teacher agency for effective implementation of global citizenship education

Sarah Jane Anderson, Scotdec

This presentation proposal responds to the theme of creating just and sustainable futures together, reflecting on global citizenship as a mechanism within the wider goal of inclusive and equitable education (UNESCO, 2016). The presentation showcases the findings from a placement-based dissertation provided by Scotdec and The University of Edinburgh to explore the role of educational resources in teacher professionalism.

The purpose of the research undertaken was to understand teachers' perceptions and use of two of Scotdec's global citizenship resources in the English classroom. Using ethnographic methods, the researcher engaged in classroom observations and interviewed practitioners across three Edinburgh schools. The study utilised Aristotle's theory of phrónēsis to explore teacher professionalism, arguing that teacher agency is essential in enabling effective implementation of the global citizenship education.

Data from the study revealed the presence of managerial and technocratic professionalism (Whitty and Wisby, 2006) existing in teacher practice, alongside a lack of understanding of global citizenship, consistently demonstrating a demand for further teacher education and training in Scotland. The study also revealed the existing and potential role Scotdec's educational resources played in supporting practitioners to become more critical in their global citizenship approach (Andreotti, 2006).

The study acknowledges the limitations that Scotdec has in challenging wider systemic barriers to phrónēsis such as teacher workload and the pressure of formalised assessment. The provocation presents the research findings, exhibiting examples of how the resources have shaped teacher professionalism. Alongside the findings and considering the barriers to wider systemic barriers to phrónēsis the following questions will be presented: Should global citizenship resources align with formal assessment outcomes? What role do resources play in challenging technocratic teacher professionalism?

From Evidentiary Epistemologies to Empowered Solidarities – A Pedagogy for Social Change in Genocide Education

Kim Sadique, De Montfort University

Encounters with 'difficult knowledge' (Britzman, 1998), that which is uncomfortable or unsettling, such as anti-racist, settler-colonial, or genocide education, have the potential for affective disempowerment of learners (Worsham, 2001) or can be the platform for encouraging radical action. Exploring educational experiences in memorial museums at sites of mass atrocities (Auschwitz-Birkenau State Museum and Srebrenica Memorial Centre) from the perspective of both educators and learners, this paper presents a Pedagogy for Social Change in Genocide Education (Sadique, 2024). The model addresses intergenerational learning from past injustices through education that promotes the building or maintaining of sustainable peace, and is delivered outside of the classroom (Bajaj, 2016). It argues that genocide education requires evidence, affectivity, memory formation, reflection and empowerment for learners to be moved from the less radical 'Never Forget' to a more action-oriented position (Zembylas, 2014). Further it proposes that learners need to try out the 'skills' of taking action to build confidence to stand with others in 'empowered solidarity', thereby working towards creating a more just society where 'Never Again' is a possibility.

HEADS UP: Using Deliberate Reflexive Practice to Strengthen Decolonial Thinking and Action

**Anna Olsson Rost, Balqis Mohammed & Karen Pashby,
Manchester Metropolitan University**

In response to the theme 'Creating just and sustainable futures together', we will explore findings from a piece of research looking at connecting critical global citizenship education and history teacher education. We examined the role guided collaborative reflection can play in teachers' development of decolonial thinking and praxis. We explore how the HEADSUP [Hegemony, Ethnocentrism, Ahistoricism, Depoliticization, Salvationism, Uncomplicated Solutions, Paternalism] tool (Andreotti, 2012), integrated within the Ethical Global Issues Pedagogy teacher resource (Pashby and Sund, 2019), encourages collaborative reflection in pre-service History education. We explored how the tools supported preservice teachers to begin questioning and developing their ways of knowing, which is a key starting point for decolonising curricula and practices.

We invited pre-service History teachers to participate in a three-hour research workshop and a one-hour focus group, during which they used and reflected on the HEADSUP resources' applicability in History classrooms. Data collected included recordings and scans of workshop materials and was analysed using reflective thematic analysis (Braun & Clarke, 2021) to identify emergent themes. Findings indicate that despite some initial hesitancy, HEADSUP stimulates collaborative reflection among practitioners, promotes criticality, and is valued by participants for enabling re-education before adapting teaching practices or curricula.

References

Andreotti, V. (2012). Editor's preface: HEADS UP. *Critical Literacy: Theories and Practices*, 6(1), 1–3.

Braun, V. & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352.

Pashby, Karen and Sund, Louise. (2019). Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers. <https://www2.mmu.ac.uk/esri/teacher-resource>

Homeschooling for Repair: Reimagining the Education of Myanmar

Karen Taylor Burge & Theint Htet Myat Wai*, Hope Institute Burma

Myanmar's educational landscape has been deeply impacted by the military coup, resulting in an increasing reluctance of parents to send their children to government-run schools, which are unsafe and poorly staffed. Hi Burma's initiative has established and developed homeschooling programmes to implement pedagogies of hope nationwide. This has ensured continuous learning for children, after what is becoming a five-year hiatus if widespread COVID-19 school closures are included.

The process began with some teachers, who had already received a year's intensive training with the Teaching Association for Monastic Schools (TEAMS), setting up a teaching space in their own homes or nearby monasteries and inviting local children to attend in-person classes. In the immediate aftermath of the coup, this had to be done secretly, for fear of arrest and imprisonment for defying the authorities. As of September 2024, there are now 269 teachers serving 821 children across Myanmar with a lower security risk in areas such as Sagaing Region (now controlled by the democratic government – currently in exile), compared to high risk in Mandalay Region (since there remains a high military presence in the city and surrounding military bases). Maintaining the personal safety of teachers and learners is given top priority, so sessions are labelled as 'tuition' to fall in line with normal practice in Myanmar, subject to the realisation of the low-quality state education.

Hi Burma serves as a model for teacher education in extenuating circumstances, promoting collaboration and CPD. This case study will contribute to the ongoing discourse on education in crisis contexts and offer valuable insights into how homeschooling programs can promote social cohesion and ecological justice; foster intergenerational learning; and align educational purposes with sustainable futures. By understanding and supporting these initiatives, educators can work towards a more just and equitable education system in Myanmar.

Imagining the Future: Interdisciplinarity and Collaboration through Fiction and Non-Fiction in Education

Karolina Sandahl, The Global College, Stockholm

Heike Habenicht, Königin-Olga-Stift Gymnasium, Stuttgart

The slogan of the World Social Forum was "Another world is possible". As educators, we strongly believe that education can contribute to students' development of knowledge, skills and abilities, which helps them imagine other possible worlds. In doing so, we argue that educators need to develop educational methods that stimulate young people's curiosity and imagination for alternative futures. The purpose of this presentation is to share and discuss methods where fiction and non-fiction are used to stimulate students' imagination. Through practical examples from Swedish and German secondary classrooms, we discuss possibilities and challenges in using fictional and non-fictional texts to help students imagine alternative futures that are more just and sustainable. The pedagogical examples are taken from subject-integrated teaching and cooperative learning with a starting point in fiction and non-fictional texts that has a bearing on societal challenges such as climate crises and injustice. We will present examples from Jonas Hassen Khemiri's "I call my brothers", Maja Lunde's "The end of the ocean" and Naomi Klein's "How to change everything". The key question we will address is: What are the possibilities and challenges in working with fictional and non-fictional texts in interdisciplinary projects and cooperative learning environments?

In our work an inquiry-based approach to literature (Hansen et al., 2017) has been central as well as HEADSUP, a pedagogical tool that aims to support a more complex and ethical analysis of representations of global issues (Andreotti, 2016). Furthermore, eduScrum serves as a framework to guide students' collaboration in a team with the aim of self-reliance and taking responsibility for the process and result of the group's work including social aspects in the teaching process.

JUSTICE-ED. Developing and disseminating social justice approaches across physical education teacher education programmes

**Brigitte Moody, Elaine Murtagh, Antonio Calderón & Marina Castro Garcia, University of Limerick
Mairead Davidson, Paul McFlynn & Claire McAuley, Ulster University**

This presentation will share early findings from JUSTICE-ED, a project funded by the Irish Research Council. Building on previous research, investigating Teacher Education (TE) experiences of sharing a social justice space across the island of Ireland, JUSTICE-ED focuses on preservice teachers (PSTs) school placement experiences, capturing the teaching practice realities of striving to develop pedagogies for social justice. Recognizing the imperative for PSTs to learn how to teach for, about and through social justice (Hill et al 202), there are promising developments promoting deep changes in the status quo of TE (Luguetti et al.,2019). However, challenges continue to exist in how to enact social justice particularly in school settings. Using a socio-constructivist approach, PSTs and teacher educators (TEs) from the University of Limerick and Ulster University have been engaged in a collaborative action research project, focusing on the enactment of social justice approaches on school placement and co-designing a toolkit to support TEs to deliver this. Through inductive data analysis of focus groups, critical friend meetings and PST school placement artefacts, initial findings reveal that PSTs acknowledge: their new abilities to recognize social justice issues in the classroom; the challenges around how to address social justice in lessons; the benefits of developing social justice matters 'action plans', when planning for lessons; their motivation to 'make a difference'. TEs recognize the importance of critical reflection; keeping PSTs engaged/accountable and supporting & empowering PSTs. These results are helping construct evidence-based best practices of socially-just approaches through collaboration between TEs and PSTs, which can inform practices across the teacher education continuum.

References

Luguetti, C., Kirk, D. and Oliver, K. L. (2019)
<https://doi.org/10.1080/17408989.2019.1663499>

Hill, J., Walton-Fisette, J.L, Flemons, M., Philpot, R., Sutherland, S., Phillips, S., Flory, S.B., Ovens, A. (2024) <https://doi.org/10.1080/17408989.2022.2123463>

Learning within and from a Children and Young People's Assembly on Biodiversity Loss: Implications for educational practices

Benjamin Mallon & Diarmuid Torney, Dublin City University

In October 2022, 35 children and young people participated in Ireland's first Children and Youth Assembly on Biodiversity Loss, in a process which would contribute towards Ireland's most recent action plan on biodiversity alongside multiple local and national actions (Government of Ireland, 2024). Citizen's assemblies are increasingly recognised as an important aspect of democratic processes, with randomly-selected, diverse, representative members of the public learning about, discussing, and offering public recommendations on important issues (Curato et al., 2021; Harris, 2019). However, there is a recognition that eligibility criteria for membership typically excludes those under the age of 18, which in the context of biodiversity loss and climate breakdown, represents a group that will bear the brunt of the impact of these issues (Harris, 2021). This paper draws on qualitative research exploring the perspectives and experiences of Assembly participants and their parents/carers to consider what learning may be derived from such mini publics for the transformation of democratic education practices and biodiversity education.

Firstly, the paper considers what children and young people's previous education experiences may tell us about the nature of biodiversity education in formal and non-formal contexts, and how this foundation may serve to shape their participation in deliberative decision-making.

Secondly, the paper explores how children and young people perceive a rights-based and biodiversity focused form of deliberative democracy, as an educational experience, with elements of both tension and harmony with educational experiences within the Irish education system.

Finally, the paper considers the hopes and demands that children and young people make for the evolution of education systems and practices, with a consideration of the implications for the purposes and practices of teacher education, in order to support children and young people's understanding of biodiversity loss and to develop their capacity to actively participate in the creation of more just and sustainable futures.

References

Curato, N., Farrell, D.M., Geissel, B., Grönlund, K., Mockler, P., Pilet, J-B, Renwick, A., Rose, J., Setälä, M., and Suiter, J. (2021), *Deliberative Mini-Publics: Core Design Features*. Bristol University Press.

Harris, C., (2019). Mini-Publics: Design Choices and Legitimacy. In Elstub, S. and Escobar, O., eds., *Handbook of Democratic Innovation and Governance*. Edward Elgar.

Harris, C., (2021). Looking to the future? Including children, young people and future generations in deliberations on climate action: Ireland's Citizens' Assembly 2016–2018. *Innovation: The European Journal of Social Science Research*, 34(5): 677–693.

Nature connectedness – is it more than just a fanciful notion? An exploration of potential links between initial teacher education students' prior nature connectedness and their positionality relating to CCSE

**Jacquie Ayre, Sinead Cameron, Ailsa Fidler, Avril Rowley,
Liverpool John Moores University**

Transformative climate crisis and sustainability education in ITE and primary education is critical to embed action-orientated approaches to tackle the climate crisis and injustices the earth and humans face. Teachers in the UK do not believe the education system is preparing pupils for the future nor will the UK be a world leader in sustainable education by 2030 [1].

Some pupils and student teachers experience negative emotional responses to climate change and sustainability issues [2] [3]. This is relevant in ITE as some teachers have expressed concern that their own climate change anxiety might impact pupils' emotional well-being [4]. Some young people take a positive approach to tackling climate crisis. Young people are more likely to engage in activism, such as strikes, when they share the belief that climate change poses a significant problem and that harmonious coexistence with nature is essential for their overall well-being [5]. The concept that student teachers' relationship with nature has the potential to impact their action-oriented response to climate change is pertinent. Therefore, it is essential to ascertain whether student teachers' connectedness to nature influences their emotional responses, values and perspectives regarding CCSE. As teachers play a vital role in delivering CCSE to pupils that fosters critical reflection on environmental issues and sustainable development [6].

Our presentation of research findings from a mixed methods case study, links to the theme of 'possibilities for realigning purpose, policy and practice in teacher education.' It will support understanding the role nature connectedness plays in the positionality of student teachers who are transformative, justice and action orientated educators of primary CCSE. This will be of interest to ITE and educational bodies as the quality of teaching CCSE is a key factor in pupils' outcomes and is part of the large-scale action to tackle the climate crisis [7].

References

1.The Global Learning Network (2023) Meeting Educational Challenges: The Case for Global Learning in the UK [online] Available at:
https://www.thegloballearningnetwork.org/uploads/The%20Case%20for%20Global%20Learning/TC4GL_4Page_FINAL_COMPRESSED.pdf [Accessed: 25.07.24]

2. Rushton, E.A., Sharp, S., Kitson, A. and Walshe, N., 2023. Reflecting on climate change education priorities in secondary schools in England: Moving beyond learning about climate change to the emotions of living with climate change. *Sustainability*. v15 (8) pp.6497.
3. Ojala, M., 2023. Climate-change education and critical emotional awareness (CEA): Implications for teacher education. *Educational Philosophy and Theory*, v55 (10). pp.1109–1120.
4. Baker, C., Clayton, S., & Bragg, E. (2021). Educating for resilience: Parent and teacher perceptions of children's emotional needs in response to climate change. *Environmental Education Research*, v27 (5). pp687–705.
<https://doi.org/10.1080/13504622.2020.1828288>
5. Prendergast, K.; Hayward, B.; Aoyagi, M.; Burningham, K.; Hasan, M.M.; Jackson, T.; Jha, V.; Kuroki, L.; Loukiano, A.; Mattar, H.; et al. (2021) Youth attitudes and participation in climate protest: An international cities comparison *frontiers in political science special issue: Youth activism in environmental politics*. *Frontiers in Political Science*. v 3. <https://doi.org/10.3389/fpos.2021.696105>
6. Anđić, D. and Šuperina, L., 2021. How important is future teachers' "Connectedness to Nature"? Adaptation and validation of the connectedness to nature scale. *Education sciences*. v11 (5). pp. 250.
7. British Council (2023) Global priorities for enhancing school-based climate change and sustainability education [online] Available at:
https://www.britishcouncil.org/sites/default/files/british_council_schools_connet_climate_research_report.pdf [Accessed: 25.07.24]
-

Pedagogical Approaches in Teacher Education for a Just and Sustainable Future

Nese Soysal, University of Bath

Based on the results of the JustEd Project “Education as and for Environmental, Epistemic and Transitional Justice to enable Sustainable Development, it aims to promote justice approach in teacher education by introducing a guide for teachers and teacher educators to embed justice approach in education.

As a mixed methods study, the research design of the project included analysis of policy, secondary school curricula, pedagogy, young people’s experiences, and their intended actions related to the SDG10, 13 and 16 in Nepal, Peru and Uganda.

This presentation aims to;

- explain how the justice approach can be integrated into teaching by summarizing key concepts of environmental, epistemic, and transitional justice.
- introduce and discuss six pedagogical approaches that facilitate the integration of justice into education.
- provide practical examples and activities illustrating the application of these pedagogical approaches in educational settings.

The pedagogical approaches that will be discussed in the presentation are:

- Critical Pedagogy of Place
- Interdisciplinary Approach
- Critical Thinking
- Systemic Thinking
- Individual Agency and Collective Responsibility
- Reparative Pedagogy

Providing examples from the educational contexts of Nepal, Peru and Uganda, this presentation aims to reflect different global perspectives towards education and equip teachers and teacher educators with the necessary tools and knowledge to make a meaningful impact in their educational environments to create just and sustainable futures.

Reimagining our future using a mathematics lens. How can teachers and young people be supported to shape conversations on the climate crisis using mathematics?

Nasreen Majid, University College London

Mathematics is a beautiful subject that connects us to the natural and man-made world. It has the power to shape our understanding and thinking of Climate Change and Sustainability Education (CCSE). However, mathematics is rarely seen as a subject that can support young people's problem framing of the environmental crisis of our times. Teachers work within the constraints of a busy curriculum and in a recent survey conducted by UCL's Centre for Climate Change and Sustainability Education's (CCCSE) 77% of teachers from a total of 104 reported that they rarely incorporate CCSE in their mathematics teaching, (Greer et al., 2023). This proposal argues that mathematical skills are crucial to shape and conceptualise an alternative future. Critical mathematics pedagogies help us to envisage how mathematical thinking can support teachers and young people to envisioning sustainable futures.

The proposed session will present recent work developed for the CCCSE professional development programme; Teaching for Sustainable Futures (TSF). The overview and conceptualisation of the module, along with sections of the module, will be presented to illustrate the power mathematics holds in furthering our thinking of the complexities surrounding CCSE. For example, the World Overshoot Data sets are used within the module to suggest how critical conversations about consumption habits of countries can be shaped using mathematical thinking. Questions such as 'Do all countries around the world overshoot their resources' are posed to critically examine consumption habits and help educators and young people to shape conversations about an alternative future.

At a time of rapid change and increasing complexity, the TSF materials aspire to model an 'alternative future' for mathematics pedagogies. Hence, the work asserts that CCSE forms a critical part of connecting mathematics with our sustainability consciousness to support our thinking and deeply linking us together as global citizens to 'reimagine our future, together'.

Researchers Together: Insights from Impact and Participatory Research on Sustainability and Climate Education in Schools

Andrea Bullivant, Liverpool World Centre

Angela Daly, Liverpool John Moores University

Renee Anderson, Chesterfield High School

Angela Bryant, St John Fisher Catholic High School

Andrew Holt, St Bede's Catholic High School

Kirsty Houghton, St Peter's Catholic High School

Wendy McDonnell, The Cavendish High Academy

This paper offers insights from teachers and educators on researching impact of sustainability and climate education in schools. LJMU's School of Education (Dr Angela Daly) and Liverpool World Centre (Dr Andrea Bullivant) are involved in researching the impact of a series of educational projects with participating schools to explore young people's views on climate change education and actions for sustainability and teacher's views on participatory research and evaluation (funded by LJMU QR Policy Research Fund 2023–2025).

This paper speaks to the conference theme 'possibilities for realigning purposes of education for just and sustainable futures' through amplifying voices of teachers and educators as researchers in the own practice. To do this we will each give a short input on how the process of building an evidence base is important for pupils, teachers and educators to examine current climate emergency and sustainability issues. Angie and Andrea will outline our collaborative intent, approach and reflections about researching impacts of climate and sustainability education. Teachers engaged in the impact research will offer situated reflections on the role, value of research and evaluating the impact of climate and sustainability education, whether pupil-led or teacher-led or with civil society organisations and universities, to inform practice and policy.

We hope collectively to add useful knowledge to the call for and case for global learning approaches in policy and practice in schools. These include practices and skills of critical thinking, debates and discussion, collaboration, dreaming, planning and taking action, which can sometimes be aligned/confined with spaces for learning seen as extra or peripheral. We suggest participatory research processes led by pupils and educators can support these approaches and participatory and collaborative research can support exploration of social and environmental justice issues in education for sustainable futures.

Should teacher development include more opportunity for cross-subject collaboration?

Jane Yates, SAPERE P4C

“Young people are curious about the world around them and their place in it. No single subject alone can answer the universe’s biggest questions, particularly those that bear on the human search for meaning, purpose and truth.” Big Questions in Classroom Project (BQiC)

This presentation will highlight the potential benefits for subject departments in secondary schools to experience collaborative teacher development opportunities, exploring each other’s subjects through the same pedagogical lens. It will detail the implementation and share findings from the SAPERE Thinking Together in Science and RE Project which was funded by the Templeton World Charity Foundation as part of their wider Big Questions in Classrooms (BQiC) initiative.

The SAPERE project brought together teachers from science and RE departments during 2021-2024 from six secondary schools across England, including two SEND schools. Teachers took part in a programme of bespoke SAPERE Philosophy for Children (P4C) training with wider project opportunities and in-school support. There was a specific focus on examining ‘big questions’ within each subject, and to enquire into the deep connections between the concepts that underpin these subjects – in order to give a fuller and deeper understanding of the world and of ourselves. As a result of the project, students and teachers developed skills and techniques for philosophical thinking, reasoning and reflection, enhancing their capacities for intellectual curiosity and wonder.

The presentation particularly responds to the conference theme of creating just and sustainable futures together, and will provide classroom examples from the project relating to the broader themes of the twin crises of the conference: climate and inequality.

Speculative relations: matters of mutual care

Sharon Witt, Attention2Place with Helen Clarke

Written with Dr Helen Clarke, this paper offers provocations within the conference theme of creating just and sustainable futures together. We have explored possibilities for collaborative expansive teacher development and pedagogical approaches that promote intergenerational learning and interdisciplinary ways of working that include more-than human as kin. We illustrate our ideas through examples from our 'Whispers of chalk stream' community project funded by Watercress and Winterbournes and Lottery Heritage Fund. This project foregrounds and celebrates the liveliness of chalk stream through arts-based practices and pedagogies of attention (Clarke and Witt, 2017) exploring watery art, stringy knottings, willow sculpturing and storying place. Sharing chalk stream project events, we draw on Haraway (2016) to propose that the world and its creatures should not be seen as separate stories, but as each other's context in which we are all constantly developing with each other.

We propose a social contract for education that recognises relationality as central; an education that responds to deep interdependencies and kinship between human and more than human worlds. This approach requires a shift in practice to emphasise multi-species justice, imagination, speculative thinking to explore potential futures and relations. Drawing on Puig de la Bellacasa (2017) we wonder what teacher education could be if we framed the idea of learning communities as 'in relations of mutual care' emphasising the importance of empathy, reciprocity and response-ability creating webs of support.

References

Clarke, H. and Witt, S. (2017) A pedagogy of attention: a new signature pedagogy for educators, British Educational Research Association Conference, University of Brighton, September 5-7

Haraway, D. (2016) *Staying with the trouble: Making Kin in the Chthulucene* (Experimental Futures). Durham, North Carolina: Duke University Press

Puig de la Bellacasa M (2017) *Matters of Care: Speculative Ethics in More Than Human Worlds*. Minneapolis, MN: University of Minnesota Press.

Taking-up the 'Twin crises' of climate and inequality through bridging critical GCE and ESD: Exploring the pedagogical potential of decolonial concepts with Swedish teachers

Marta da Costa & Karen Pashby, Manchester

Metropolitan University

Louise Sund, Örebro University

According to the Dublin Declaration, Global Education “enables people to reflect critically on the world and their place in it...to bring about a world of social and climate justice...” (GENE, 2022). As the CfP for this conference highlights, education in the context of SDG 4.7 faces a key concern about the crossovers of GCE and ESD in northern Europe given the attention to reparations at recent COP meetings: those most responsible for unsustainable practices and production of carbon are not those most impacted. Researchers have called for bridging research on Environmental and Sustainability Education (ESE) and GCE in ways that directly respond to how neither field adequately attends to their implication in on-going colonial relations of power (Khoo & Jørgensen, 2021; Swanson & Gamal, 2021). While there is growing support for critical approaches in GCE and making links to ESE, little empirical research exists, particularly in European contexts (as opposed to settler-contexts). Importantly, a critical approach to ESD supported in Swedish curriculum. Responding to the theme, “The climate and nature crisis as both a symptom of and catalyst for inequalities and injustice – what possibilities exist for learning”, at TEESNet we will share emerging findings from a 5 year project that explores the extent to which decolonial concepts support the climate change education practice of 16 expert upper-secondary teachers in Sweden. Through a series of initial focus groups, four full day workshops exploring and developing a conceptual framework and reflecting on practice, and school and classroom visits and reflexive interviews, we are gaining insights into the ways decolonial concepts (e.g. Mignolo, 2011; Ferdinand, 2022) can support practice and what challenges and constraints are evident. In this paper, we will focus on how the educators connect key concepts from the project to reflect on their own teaching.

Teaching for Sustainable Futures: embedding climate change and sustainability education across the whole school curriculum

Alison Kitson, University College London

Climate science is diagnostic, but climate change is not a 'science problem'. It is a societal problem, a human problem (Power & Kitson, 2024). While it is crucial that young people understand the science of climate change, it is therefore equally crucial that they draw on a wide range of subject perspectives to understand the planetary crisis. This approach offers young people an opportunity to consider more fully the actions we might take to create a more sustainable future.

To achieve this, we need teachers to embrace the possibilities of their subject in primary and secondary schools and to think in creative, connected ways. This is a lot to ask when climate change and sustainability barely feature in the national curriculum in England and do not feature at all in professional development and inspection frameworks. Teachers further report that they most commonly engage in 'self-taught' professional development about these issues (Greer et al, 2023). While it is cause for celebration that these extraordinary, committed teachers exist, we should not expect all teachers to teach themselves.

Last year, UCL's Centre for Climate Change and Sustainability Education launched a programme of free professional development. By July 2025, this programme will extend across most subjects on the curriculum. As the title of the programme, Teaching for Sustainable Futures, implies, one of the principles of the programme is the need to be futures focused and to develop an understanding of the different possible futures facing humankind and the systemic changes that are needed.

This presentation will reflect on the principles and values underpinning the programme and explore the inter-disciplinary themes and practices that are emerging. How can and should the sector support teachers to work within and across subjects in response to the planetary crisis?

The Changing Nature of The Digital Divide and the Need for Digital Literacy Initiatives in UK Schools

Joely Fashokun, University of Brighton & University of Exeter

The current cohort of pupils have been dubbed “digital natives”, as they grew up using technology for leisure and communication and therefore did not have to learn how to incorporate this technology into their lives in the way that the older generations have (Prensky, 2001). However, it is becoming increasingly clear that the digital native status of young people today does not translate to sophisticated digital skills (International Association for the Evaluation of Educational Achievement, IEA, 2018).

The corresponding fields model (Helsper, 2012), which links digital and social exclusion between online and offline fields, demonstrates that digital inclusion must also be considered when identifying students at risk of disaffection from education. Those students who lack resources for social inclusion may also lack the capabilities to draw out positive outcomes from an increasingly digital world.

The nature of the digital divide, related to socioeconomic status, has changed in recent years. Second and third-level divides look at the differences in digital skills and positive outcomes (Scheerder et al., 2020). Exposing these differences in digital skills, activities and outcomes provides a new framework for schools that wish to bridge the gap between those students who are lacking in technical and social resources and those who are not. However, there does not seem to be a consistent approach to policy at the school or government level for the use of technology for teaching and learning purposes, despite the increased incorporation of interactive technology into daily educational practices.

Drawing on my research about the perceptions of teachers of their students’ digital skills, this presentation aims to prompt a discussion about the changing nature of the digital divide and discuss the ways in which pupils may face a barrier to learning as a result.

The importance of principle-led pedagogy in re-aligning purpose, policy and practice: through the eyes of a primary school headteacher

Phil Wright, University of Cumbria

In response to the theme 'Possibilities for re-aligning purpose, policy and practice in teacher education' this paper considers the importance of principle-led pedagogic choices and curriculum content coherence, in advance of Curriculum Review led by Professor Becky Francis. The paper takes the example of a primary school in England and considers how this school sought to deepen children's understanding of, and their capacity and efficacy in response to, the social and environmental challenges faced at local, national and global levels.

The school drew upon Fraser's (2009) lenses for social justice and the principles at the heart of Learning Without Limits (2004) as a theoretical framework. This framework was utilised with the intent of developing participatory learner in the children, towards being actors for social and environmental change. This paper highlights ways in which curriculum design and content were developed; pedagogic approaches were underpinned by core principles; and practices in support of pupil voice and leadership development were embedded in school life, to support the alignment of purpose and practice, whilst working within a policy climate focussed on academic outcomes.

By adopting this approach, teachers were encouraged away from the current model of teacher professionalism framed by Sachs (2016) as 'controlled' towards more transformatory 'activist' identities.

The Nature Gap: Becoming human within a more than human world

Marina Robb, Circle of Life Rediscovery CIC & The Outdoor Teacher Ltd.

This presentation will focus on the cultural burden of white supremacy culture, emphasising that a just and sustainable future requires an understanding of trauma and an ecological framework that situates human development within a more-than-human model.

Marina will present a nature-centric model that supports ecoliteracy and the agency children. Climate change education fit for the 21st Century recognises that we are not only machines of reason. Rather we are sensory and passionate, with a rich inner world that is worthy of examination. Our natural self, our natural world, is entwined within a complex web of living and sentient connections. Such an intimacy, Marina believes, is a necessary part of climate change education. This kind of climate change education means not only would we have a chance to learn to not harm what we love, but we would also have the opportunity to participate and re-imagine healthy relational systems.

The *Take 1* Programme: Supporting Teacher Capacity to Embed Education for Sustainable Development in Learning and Teaching

Valerie Lewis, Take 1 Programme

The Take 1 Programme is a professional learning programme which supports senior leaders, middle leaders and teacher leaders in Irish second-level schools to embed ESD in learning and teaching as part of a whole-school approach across the lower second-level (age 12 – 15 years) school environment. The presentation will provide an overview of the structure and content of the programme, highlighting how the United Nations Sustainable Development Goals (SDGs) are used as the conduit for learning and teaching about the many themes aligned to ESD. The learning outcomes from all subject syllabuses have been mapped to the SDGs, demonstrating ESD concepts as an embedded construct. Sustainability themes are interwoven throughout, exposing all students in the class group to ESD learning, moving away from a siloed and subject-specific approach.

The Take 1 Programme approach is demonstrably inclusive of all learners. As engagement is mapped to learning outcomes, no subject-specific modifications are needed, and no adjustments are made for gifted or less able learners, nor senior or junior students. Learning and teaching about ESD and the SDGs, and their relevance to contemporary subject content, occurs as and when applicable alignment appears. Individual teaching plans do not need to be adjusted or amended as teachers reference sustainability in an inbuilt and streamlined manner.

There are 721 second level schools in Ireland and to date over 40% of schools have participated in Take 1 Programme training. Training takes place online and in person and, in recognition of the impact of school leaders positive influence on student learning, teacher participants must be accompanied by one member of the senior leadership team from their school – e.g. School Principal or Deputy Principal.

Monitoring and evaluation to date has been undertaken through logging of participant data and demographics, and the completion of a post training survey. The Director of the Take 1 Programme is currently undertaking a Doctor of Education in Sustainable Futures at Dublin City University, which will explore elements of whole-school engagement with ESD themes in the Irish context, and the potential of the Take 1 Programme to support that engagement.

The Ubuntu Network: A centre for excellence in initial teacher education for global citizenship

**Deirdre Hogan, Joanne O'Flaherty & Teja Solar,
University of Limerick**

Global Citizenship Education (GCE) is increasingly recognised as a critical component of teacher education, essential for preparing educators who can navigate and respond to global challenges with informed, ethical actions (UNESCO, 2017, 2023; Schugurensky & Wolhuter, 2020). The Ubuntu Network, based at the University of Limerick and funded by the Irish Ministry for Foreign Affairs, is a nationwide initiative to support high quality GCE in all facets of Initial Teacher Education (ITE) while aligning with global educational standards and the Sustainable Development Goals (SDGs). This paper describes the core operating principles of the Network which focus on care for both social and ecological justice; fostering a collaborative community of educators; and ensuring evidenced informed pedagogical practice in GCE. It provides an overview of the strategic framework underpinning the Network which focuses on four core areas – curriculum development, professional learning, research, and outreach. The Network integrates GCE into ITE curriculum, supporting alignment with the Teaching Council of Ireland Céim standards for ITE, which advocates for an integrated approach to GCE across curricula. It prioritises professional development of teacher educators in GCE through collaborative learning communities. Emphasising a research-informed approach, Ubuntu draws upon and contributes to scholarly discourse on GCE. The Network engages with a multitude of stakeholders, including Higher Education Institutions, NGOs, and policymakers, to advocate for GCE and influence educational policies and practices at national and international levels. Sample activities for each core area will be presented demonstrating the importance of each in preparing teacher educators and their students to become proactive agents of global change. Using the Ubuntu Network as a case study, the paper outlines an approach to strategic integration of GCE in ITE, and highlights implications for policy and practice for GCE in teacher preparation that may be applicable to an international audience.

The University Is Us! From Guerrilla to Systemic Pro-Nature and Pro-Climate Actions at the Jagiellonian University in Poland

Katarzyna Jasikowska, Jagiellonian University, Kraków

Does climate activism have a chance to achieve its goals in a hierarchical and traditionally undemocratic institution, without the presence of declared enthusiasts of pro-climate change among its authorities? The answer seems obvious, but it doesn't have to be that way. The answer given in this presentation will be based on the experience and practices that took place in the years 2019–2024 among, first of all, a group of Jagiellonian University students` and a few academics devastated by the scope of the climate–ecological crisis accompanied by inaction of great many Polish institutions, including many higher education ones.

The main objective of this paper is to present some guidelines for people who want to have an impact on the way universities operate in such a way that they are “as harmless to the environment and climate as possible” . It is a journey from grassroots initiatives to the creation of the Jagiellonian University Climate Council and the preparation of a climate strategy for a community of over 40 thousand people, adopted by the University Senate in 2024.

Of course, there are no simple and universal recipes for success within the bureaucratic institutions, such as universities, that we want to become responsible for the environment and climate. In each local context, there is a different combination of crisis factors and opportunities to appeal to measures that are already being implemented and delivering the expected results. Nevertheless, I will try to show what mobilized us best to act in inter-generational alliance, what conditions allowed us to survive while struggling for change we want and what price must be paid for achieving common goals beyond divisions.

References

The Jagiellonian University 2030 Environment and Climate Strategy,
https://en.uj.edu.pl/en_GB/about-university/development-strategy

Thinking together 'zones of sacrifice' and 'zones of the nonbeing' in sustainability discourses

Mostafa Gamal, Queen Margaret University, Scotland

A common critique of sustainability and sustainable development discourses is that they tend to privilege social and economic justice over ecological justice (Kopnina and Cherniak, 2016; McCloskey, 2019). Accordingly, these approaches frame inequality and injustice as technical and managerial problems that require technological and economic solutions. Whilst the critique of the "technological solutionism" (Morozov, 2013) and its attendant notions, such as "green capitalism" (Tienhaara, 2014; Zysman and Huberty, 2014) and green washing (de Freitas, et al, 2020), have centred the unintended consequences of "technological solutionism", the enduring legacy of colonialism – especially its taxonomies of the human and ways of inhabiting the world – as a central element of the ecological crisis are missing from these critiques. In this paper, I ask the question of what it might mean to draw decolonial critique in to debates of sustainability? I argue that discussion of ecological justice needs "slowed down spaces" (Azoulay, 2019, p.31) to consider its link to coloniality. This involves pedagogies that foreground the need to unlearn, disinvest from harmful colonial desire (Stein, 2012) and work in "thick solidarity" with others (Liu and Shange, 2018).

I articulate two issues as necessary vectors to illustrate the links between the ecological crisis and coloniality. The first one is the concept of "sacrificial and shadow or denied places" (Plumwood, 2008) that indexes areas that are exposed to extreme degrees of environmental degradation and dangerous waste. The second one is the concept of "zones of nonbeing" (Fanon) that names zones inhabited by racialised Others that are locked into a 'belatedness in becoming human enough in relation to the ideal (White) humanist subject' (Yusoff, 2018, p. 42). Taken together, the "zones of nonbeing" that devalue the lives of racialised Others by locking them in a 'history of injury that has yet to cease happening' (Hartman, 1997, p.772), represent not only the 'ongoing struggle over the meaning of the human' (Snaza and Singh, 2021, p.5) but are also inextricably linked to the ecological crisis. This paper is an invitation to think these two crises together as a reparative gesture that aims to undo the sedimented coloniality in sustainability discourses.

Trainee Primary Teachers' perception of the expert primary teacher and why it matters

Lorain Miller, Northumbria University

This presentation explores Trainee Primary Teachers' (TPT) perceptions of expertise in the primary school classroom. It draws on research evidence to show that knowledge and other capabilities relevant to preparing teachers to contribute to education for just and sustainable futures is lacking in both TPT perceptions of expert teachers and in the Core Content Framework for teacher education.

The presentation identifies the range of traits TPT's perceive Expert Primary Teachers (EPT) hold which identify them as experts and analyses how these perceptions change over their programme of study and how these perceptions affect their teacher identity. Furthermore, the perceived barriers to achieving expertise in primary teaching are discussed. Two programmes of study were analysed: a three-year undergraduate programme and a two-year post graduate distance learning programme. The combined population of these programmes encapsulated 399 students of which 140 participated in the study (35%). The instruments used were an online questionnaire, in-depth interviews and focus groups. Although TPT'S perceived that excellent subject knowledge was key to becoming an EPT all other knowledge domains were not noted. A lack of appreciation of both situational knowledge and contextual knowledge was apparent which is also missing from the Core Content Framework. In addition, TPT's had no comprehension of the EPT as a problem solver. This comprehension created the perception that it was not possible to ever achieve expert status. TPT's perceived that certain personality traits are required to ensure that a primary teacher became an expert and that these personality traits cannot be learned e.g. grit, passion, patience, empathy. This research recommends that these perceptions and elements of development are taken into consideration when preparing teachers for teaching and the requirement of grit and the ability to solve problems are clearly built into the CCF realigning the purpose of teacher education to allow expertise to develop.

Transformative Learning for Sustainability: Integrating values in Teacher Education

Sophie Wilson, St Mary's University, Twickenham

This session aims to provide insights into the role of transformative learning in sustainability education and to share practical strategies for integrating sustainability values into teaching, aligning with UNESCO's vision for the future of education. It will explore the need for a transformative learning approach, showing how GIS can help trainee teachers embed sustainability principles into their lessons. The session will begin with an overview of sustainability education and transformative learning, discussing its significance. It will then examine the shift from traditional methods to transformative learning, drawing on Mezirow's concept of meaning perspectives and UNESCO's recent recommendations on the Futures of Education. This will be illustrated using a case study which was designed to enable transformative learning through the use of GIS to teach Climate Change to PGCE Secondary Geography trainee teachers. Esri's MapMaker and GIS layers from the Gi Pedagogy Hub of interactive maps were used to do this. By toggling between different layers, trainee teachers were able to visualise climate data and link it to the broader geographical context of place studies. This enabled trainee teachers to see how GIS, place-based learning, and transformative principles could be incorporated into their own teaching. This reflects Mezirow's (2000) theory, encouraging them to develop new perspectives on the multifaceted nature of climate change issues. Through this values-based approach, trainee teachers saw how they could guide their own students to explore solutions and adopt more informed actions to address future climate challenges.

This work, was developed in collaboration with international colleagues working on Transformative Learning in Formal and Informal Geographical Education, as part of an Emerging Researchers' Symposium in Galway. Held as a pre-conference workshop for the International Geographical Union in Dublin Congress; 'Celebrating a World of Difference,' it has now been submitted as a white paper to the commission's journal.

Understanding teacher views on climate change and sustainability education in England

**Philip Bamber, Robert Booth, Nichola Preston, Lavinia Brennan, Simon Davies, Lucy Dunne, Damien Maguire, Céline Williams & Zofia Wolniakowska-Majewska,
Liverpool Hope University
Andrea Bullivant, Liverpool World Centre**

The Sustainability and Climate Change strategy for schools in England (DfE, 2022) aims to facilitate transformational behavioural change via educational reforms which inculcate in young people a lasting and action-orientated 'awe and wonder' about the natural world. Our research indicates this approach both limits critical reflection upon the more problematic affect and action-guiding assumptions underlying the entities that mainstream science reveals (Booth, 2023) and fails to account for critical, holistic and transformative dimensions of learning that have been found to be central to effective education for sustainable development (Bamber, 2020).

Global policy discourse has renewed attention on the role and nature of teacher education for climate change and sustainability education. For instance, an indicator for measuring SDG 4.7 (that all learners acquire the knowledge and skills needed to promote sustainable development) is the extent to which ESD is mainstreamed at all levels in 'national education policies, curricula, teacher education and student assessment' (United Nations Statistical Commission, 2018: 5). Nevertheless, the most recent UNESCO update concluded 'climate change education...[is]...less often reflected in curricula and teacher education respectively than other themes' (UNESCO, 2022: 3).

Against this policy backdrop, this presentation will outline the use of Q sort methodology (Watts and Stenner, 2012) to investigate teacher perspectives towards climate change and sustainability education. Preliminary findings will be presented alongside an explication of how this innovative methodological tool was developed through a participative process with expert researchers and practitioners in critical environmental philosophy and global learning. The co-construction of the Q sort exemplifies an approach to evaluation that is an 'integrated, on-going, participatory process of measurement, reflection, adjustment and learning' (Storrs, 2010: 8) by a committed community of practice. This addresses the particular challenge of ensuring monitoring and evaluation of ESD interventions in formal education are consistent with the values of ESD itself.

References

Bamber, P. (Ed) (2020) *Teacher Education for Sustainable Development and Global Citizenship Education: critical perspectives on values, curriculum and assessment*. New York: Routledge.

Booth, R. (2023) We Should All in Part be Naturalists: critical Environmental Philosophy and Education reform in England. Submitted to the Journal of Philosophy of Education December 2023.

Department for Education (2022). Sustainability and Climate Change Strategy. [Online] Available at: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems> [Accessed 1st July 2024].

Storrs, G (2010) 'Evaluation in development education: Crossing borders' in Policy & Practice: A Development Education Review, Vol. 11, Autumn 2010, pp. 7–21. Available at: <https://www.developmenteducationreview.com/issue/issue-11/evaluation-development-education-crossing-borders> [Accessed 1st July 2024].

UNESCO (2022) Where to we stand on Education for Sustainable Development and Global Citizenship Education. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000381362> [Accessed 1 July 2024].

United Nations Statistical Commission (2018). Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development. New York: United Nations. Available at: https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%20refinement_Eng.pdf [Accessed 9 December 2023].

Watts, S. and Stenner, P. (2012) Doing Q methodological research: Theory, method and interpretation. Sage.

Unpacking the sociotechnical imaginaries in education: re-aligning the purpose, policy and practice of digital citizenship education

Jack Webster, University of Auckland

Digital citizenship education refers to the vision, curriculum and practices designed to empower students to navigate a complex digital world. Implicit within visions of digital citizenship education are sociotechnical imaginaries, narratives that view digital technologies in terms of their potential to enhance or harm. Sociotechnical imaginaries that are present in policies, curriculum documents and teacher education programmes indicate technology's role in shaping social futures. Despite seeming to offer both positive and negative views on technology, sociotechnical imaginaries tend to emphasise the same techno-optimistic discourse which emphasise the "correct" use of digital technologies in order to "succeed." This paper examines teachers' perceptions of digital citizenship, the sociotechnical imaginaries that are present in their views and how teacher education can support the delivery of a more critical, participatory form of digital citizenship education.

Drawing on data from 11 semi-structured interviews with teachers from across the curriculum, a critical realist paradigm is used to map out teachers' perceptions of digital citizenship from empirical, actual and structural levels, exploring the relationship between teacher's descriptions of digital citizenship with mechanisms and structures that underpin digital citizenship education. Analysis involves the use of tracing, to examine the influential mechanisms and processes that led to the current understandings and uses of the digital, and mapping, to identify and unmasking alleged "realistic" futures. Using tracing and mapping together creates the possibility to re-align purpose, policy and practice in teacher education by raising awareness of the historical processes that have produced current sociotechnical imaginaries and create conditions to map out possible alternative futures. The paper argues for emphasising the citizenship of digital citizenship in order to enhance teachers' capacity to engage young people's critical antenna, innovative thinking and capacity for democratic participation, creating the possibility to move beyond normative techno-optimistic discourse.

What are the challenges and opportunities to integrating SDG4.7 into initial teacher education?

Jenny Hatley, Bath Spa University

Designing a new undergraduate course in teacher education provided an opportunity to consider how SDG4.7 could be embedded within it. SDG4.7 focuses on education for sustainable development and global citizenship, but this is often reduced to environmental education at the expense of its broader meaning which includes peace, human rights, culture, creativity and gender equality. Putting all of this into one course in teacher education in what is already a crowded and highly regulated space is challenging, but important. Research for the Our Shared World network (Bourn and Hatley, 2022) has shown that there are schools in England enacting these principles in practice very well. Further, a study visit to Geneseo University (part of the state university of New York), to look at their successful attempts to incorporate some elements of global citizenship across their education courses has also shown that embedding some principles of SDG4.7 is possible and shares several principles in common with success achieved in English schools and those recommended by wider research.

This presentation highlights this research and the principles of best practice. Progress to date on a UG teacher education course design then seeks to highlight both opportunities and challenges to embedding these principles in practice and, through feedback from the audience, seeks to gain insight into how to overcome challenges and remain true to the principles of SDG4.7 within such a highly regulated field. Please come ready to share your own challenges and successes so that we – and our future teachers – can play our part to be change agents contributing to the achievement of UNESCO's vision for the future of education to 2050.

What does education for peace mean to you?

Angie Kotler & Jo Westbrook, University of Sussex

Climate change and its related injustices can be seen as the biggest threat to peace and yet this paper also gives hope. Climate change can also present the biggest opportunity for humankind to unite and work together to re-envision our relationship with each other and the natural world. For this to happen we need a radical new vision of the purpose of education itself as a way of repositioning ourselves as part of all life on earth, rather than seeing the earth as resource for humankind. This vision goes beyond UNESCO's aims of developing resilience and climate readiness and draws from a book currently in press entitled: *Excellence and Peacebuilding in Education; pathways to hopeful transformation*, co-authored by Angie Kotler and Professor Jo Westbrook.

The book presents several case studies of collaborative working in education innovation and teacher development in the UK, Rwanda, Ethiopia and Liberia. Each case reveals the possibilities and challenges of respectful and reparative international relationships which we suggest can only occur through deep listening and second order reflexivity (Kester and Cremin, 2107). Each case is also different, illustrating how transformation has to be locally designed and situated, and how each one also has its unique combination of a set of fundamental themes.

The paper exemplifies these themes and concludes by proposing an evidenced based education paradigm which defines excellence in education as curious, critical and collaborative, rather than competitive, and peacebuilding as an outcome of courageous and collective endeavour. We draw upon an eclectic range of writers, and outline an approach to professional development for educators, combining several strands including: the moral imagination of Jean Paul Lederach (2005); the world centred vision of education of Gert Biesta (2022) and the importance of placing teachers at the front and centre of their own learning and development.

Workshops

Active Learning for Global Minds: Fostering Teacher Confidence and Skills for Global Citizenship Education in the Primary Classroom **Claire Glavey and Ailbhe Joyce, Global Village**

This practice-oriented workshop will respond to the conference theme of 'creating just and sustainable futures together'. It will be of particular relevance to those working in, or with an interest in, primary education. It aims to engage participants in reflection and dialogue around teacher confidence, needs, motivation and practice in supporting 'the principles underpinning a culture of democracy, peace, human rights, sustainability and global citizenship' (UNESCO, 2023).

Using story, drama and discussion methodologies from Global Village teaching resources, this workshop will explore connections between sustainability, human rights, peace and social justice. It will highlight the interplay between Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) and will suggest approaches for engaging children and teachers in imagining and contributing to alternative, just and sustainable futures. The IDEA Code of Good Practice for Development Education will be drawn upon, of which Principle 8 (Imagine and Explore Solutions for a better world) is particularly relevant to the conference theme of Education for Repair & Realising Alternative Futures Together.

The workshop will be grounded in the findings and recommendations of research carried out at Dublin City University, in particular the work of Barry, Mallon, Bourke, Usher and Daly (2023). Examples will be provided to demonstrate how their National Survey of Irish Primary Teachers and Global Citizenship Education is used to shape the professional development offerings from Global Village e.g. making connections between local and global challenges; highlighting rights-based approaches to GCE; and using problem-based and inquiry-based learning approaches to embed action within GCE practice.

Global Village is the strategic partnership for GCE in Ireland between Irish Aid at the Department of Foreign Affairs, and a consortium of four partners: Dublin City University (DCU), Irish National Teachers' Organisation (INTO), Irish Primary Principals' Network (IPPN) and Trócaire. This workshop will highlight the Irish education policy context within which Global Village operates.

“Behaviour is what you do, culture is how you’ve learned to do it.”

Ron Johnston, International Research Network for the Study of Science & Belief in Society

Existing models of formal education prioritise achievement in disciplines deemed most useful to a globalised technology-dependent industrial society. They tend towards perpetuation of an ecologically decontextualized pedagogy built around competitive individualism and growth and are thus, ill-equipped to inform effective collective resolution of the socio-ecological crises we currently face.

Cultural perspectives and values owe much to the pedagogical goals which underpin formal education both now and over recent centuries. Education and culture are often characterised as a “chicken and egg” conundrum. Regardless of pecking order, the dynamic interplay between these fundamental elements of societal development exerts a powerful influence on our perceptions of the natural world.

Pedagogical goals are powerful communicators of behavioural memes which can contribute greatly to cultural values which over centuries have invariably fostered an anthropocentric exploitative perception of ecosystems as providers of 'services' principally for the benefit of humans. Although greatly enhancing human well-being in a material sense, these same values have largely failed as harbingers of ecological sustainability or wisdom.

With these contexts as a conceptual framework and drawing on recent work (Johnston, 2022, 2024a, 2024b) this workshop will have cross disciplinary interest for educators, curriculum designers and academic practitioners. It will take the form of a facilitated discussion in groups following key prompts to consider the (reciprocal) influence of cultural values on pedagogical practice and their impact on shaping perceptions of the natural world.

Informed by participant discourse the session will close evaluating the pedagogical import of the title statement “Behaviour is what you do, culture is how you’ve learned to do it.”

Participants will benefit from sharing multiple perspectives on transformative pedagogical goals to inform their own practice focussed on transition towards a more sustainable and socio-ecologically positive interaction with the global ecosystems that support us all

Bringing to life the qualities of a meaningful transformative education: Creating spaces for exploratory pedagogies in classrooms and professional development contexts

Melissa Glackin, King's College London

Kate Greer, University College London

Biesta's (2021) call for depth education and world-centred education, recognises that the current system of schooling is fundamentally at odds with what is required if citizens are to have the intellect, knowledge, skills, capacities and capabilities, to meet and prosper in the face of the multiple challenges, including that of climate change and biodiversity loss. This call invites transformative educational change, which is both challenging in-terms of knowing 'what' is needed but also in 'how' it can be achieved. Sterling's (2010, p.23) proposal to "see our worldview, rather than see with our worldview" provides a useful starting point; rather than the narrow restrictive knowledge-led curriculum offered today in England, a broader and multi-pathway transformative education agenda is required. As Burns explains, transformative pedagogy needs to enable "learners [to] question and reframe unconscious attitudes and values" (Burns, 2015, p.260). We suggest that the same need exists for educators.

For this workshop, we have three intentions. The first concerns the 'what': we will share a heuristic that offers six qualities of a meaningful transformative education (Glackin & Greer, forthcoming). Our second intention concerns the 'how': we will bring the six qualities to life through vignettes which serve as way-markers for potential transformative education practices, and which are inspired by the ideas of Joanna Macy and her collaborators in 'The work that reconnects' (Macy & Brown, 2014) and practicing teachers.

Educators are central to this work. If depth and world-centred educational approaches are to be developed, educators will need to bravely step into the unknown. Given this, as educators ourselves, our third intention is for the workshop is to create an opportunity for all of us to experiment and explore some possible pedagogical practices that are prompted by the qualities, and our emotional reactions to them. Throughout the workshop we will hold the understanding that there is no 'right' way or toolkit but rather, a willingness to stay with the trouble, and relearn how to live and teach on Earth (Haraway, 2016).

Critical peace and veganism as a worldview in the museum and curriculum – practical approaches to connections with the more-than-human world through the arts

Alexis Stones, University College London

Often shrouded in religious, cultural and political frameworks, peace is rarely considered in neutral terms and yet the art and design curriculum can lean more comfortably towards secular approaches to peace. This workshop embraces this tension through the concept of a sociology of the sacred (Lynch, 2012) in which a sociological lens sidesteps potentially divisive issues of truth claims and connects religious and non-religious experiences by acknowledging symbols, affect and messages within, across and beyond religious traditions.

UNESCO's call for an approach to peace education as a "participatory, and dynamic process that nurtures our ability to value human dignity and take care of ourselves, each other, and the planet we share" (2024) demands an education that unites those from diverse worldviews by providing ways to imagine and transform through empathy building rather than problem solving. An inclusive and interdisciplinary art and design curriculum has an important role to play here in the task of finding a critical harmony that values difference and strives for balance (not coherence) among divergent voices (Ho and Barton, 2020).

Examples from museum education exemplify and invite discussion through acts of looking and dialogue to cultivate compassion and activism. Relationships between social and ecological justice are explored through an interdisciplinary case study of teaching about veganism as a worldview that reaches across religious and non-religious traditions while evoking justice for the human and more-than-human world. Drawing on ten years of research, collaboration and practice as a Religious Education teacher educator at UCL, museum education at the National Gallery and Wallace Collection, and peace education, we will explore practical and interdisciplinary approaches to strengthen peaceful relationships with the more-than-human world. This workshop is open to educators, curriculum planners and policy makers in formal and informal education across a range of ages from early years to adults.

See My Voice! Challenging perceptions and enabling learner agency through Photovoice

Jen Simpson, Thinking Through Learning & *previously University of Cumbria*

The workshop aims to engage participants in the participatory research activities explored and trialled in the UKRI funded See my Voice mini project. The project was interested in exploring the reality of children's rights to 'express their views, to be heard and to take part in decisions that affect them' (UNCRC, 1989) specifically in relation to their learning within school. The reality of this within formal education remains limited to forms of consultation, complaints, or fundraising (Whitty & Wisby, 2007; Hulme et al, 2011) rather than fundamentals like teaching. This 'surface participation' (Simpson, 2018: 6) enables adults the ideology of participation without the reality of authentic change within their sphere of control. The perception of 'the child' is a significant factor where pupils are perceived as either 'inadequately socialised future adults' (James & Prout, cited in Rudduck & Demetriou, 2003: 285) or 'adversaries to be managed' (Cook-Sather, 2007: 391) rather than co-agents of their own learning experience. To critically engage with these fundamental concepts the research engaged the provocation of Runciman's (2023, p. 179) call for the enfranchisement of children by lowering the voting age to 6yrs old – Votes for Children! The project utilised aspects of the Community of Enquiry (CoE) and a Participatory Action Research (PAR) Photovoice approach to co-create an exhibition which was then shared with a focus group of school senior leaders and teaching staff to initiate re-thinking on the role of children in society and school.

Participants in this workshop will engage with these participatory and dialogic approaches with the aim to generate our own mini-photovoice 'exhibition' linking to the themes of the conference. This practical and stimulating workshop aims for critical engagement in the concept of 'the child' in relation to global issues and illustrate the efficacy of the research approaches which could be used in future work.

Teaching Against the Tide? Teach Climate Justice as an additional approach in teacher education

Jacquie Ayre, Liverpool World Centre

John McLaverty, *previously Oxfam GB*

Teach Climate Justice is an English ITE course developed by Liverpool World Centre (LWC) in partnership with Oxfam GB and funded between 2021–2024 by the European Union's EC DEAR programme. It was delivered by a consortium of Development Education Centres (DECs). A parallel programme was delivered in Scotland by the West of Scotland Development Education Centre (WOSDEC).

The DfE (England) Sustainability and Climate Change Strategy (2022) contains much to admire. However, there is an elephant in the room. The strategy frames climate education narrowly with a focus on nature and sustainability. Global educators were disappointed at a missed opportunity to additionally examine the inequalities and injustices which lie at the heart of the climate crisis. Teach Climate Justice aimed to fill this gap, albeit on a modest scale. In this sense it is innovative.

This workshop will share learning following running the course at English ITE providers. It is an example of ITE practice which aims to have a global learning impact on the training, values and skills development of future teachers, their pupils and their present and future colleagues.

The workshop will

1. Critically examine climate change and its associated inequalities through the lens of gender
2. Show how a climate justice approach to learning supports young people and their schools to make a positive difference
3. Outline how the course developed the classroom practice of student teachers and promoted intergenerational learning
4. Encourage teacher development for world transformation

In our workshop we will share our rationale, the course methodology and its impact on participants. We will show how this course develops key skills for future education and is now an integral part of participants' journeys towards becoming confident educators who understand the need to repair injustices from the past as well as increasing their understanding of the valuable role children and young people have in transforming the future.

War and sustainable development

Ellis Brooks, Quakers in Britain

Do we need to get used to talking about war at the same time as the climate crisis?

Increasingly, movements for peace and for climate justice are finding common cause. This intersection is not new; the Greenpeace movement began in the context of nuclear testing that threatened environmental devastation and global armed conflict. Indigenous people have long highlighted how they face the double violence of armed force and environmental destruction.

Today, young people are very conscious of both issues: in January 2024, “climate change” was named as children’s word of the year by Oxford University Press with 33% of the responses; “war” was second on 31%.

Today, many questions arise: what is the environmental impact of wars, such as in Ukraine? How does climate breakdown affect conflict? What is the carbon footprint of the world’s militaries, and how are they accountable? Do people displaced by climate breakdown have the same rights as refugees? How does the ‘military industrial complex’ link to the fossil fuel industry?

Quakers in Britain have raised concerns both about military involvement in British schools and climate justice education.

Using the poster ‘Everyday Militarism’, this workshop will ask ‘where is war visible in our lives?’ We will explore contemporary examples of military involvement in schools, such as STEM workshops offered by arms companies.

We will share our pamphlet, ‘Responding to Military Engagement in Schools’, which highlights schools legal responsibility to safety, educational balance and the protection of students’ freedom of conscience, for participants to reflect on their own context.

We will make connections between environmental and armed conflict themes and consider the example of the Marshall Islands, living with humanitarian consequences both from nuclear testing and climate breakdown, and how Marshallese people are speaking out for international justice.

So what? Implications for influencing policy

Facilitated by Elena Lengthorn, University of Worcester

Reflecting upon the research, practice and ideas discussed during today's TEESNet conference and yesterday's UCET Forum, this workshop will provide a space for delegates to discuss policy implications and strategies for influencing policy.

TEESNet Steering Group

2024

Andrea Bullivant, Director – Liverpool World Centre
Phil Bamber, Associate Director – Liverpool Hope University
Ruth Amos, University College London
Clive Belgeonne, Development Education Centre South Yorkshire
Doug Bourn, University College London
Nick Clough, Bath Spa University
Helen Clarke, Attention2Place, Common Worlds Research Collective
Angela Daly, Liverpool John Moores University
Mostafa Gamal, Queen Margaret University
Helen Gadsby, Liverpool John Moores University
Alison Glover, The Open University in Wales
Arthur Kelly, University of Chester
Betsy King, Learning for Sustainability, Scotland
Elena Lengthorn, University of Worcester
Gerard McCann, Queen's University Belfast
Nasreen Majid, University College London
Karen Pashby, Manchester Metropolitan University
Steve Rawlinson, Geographical Association
Jen Simpson, Thinkingthroughlearning
Paul Warwick, Plymouth University

[illegible]

[illegible]

