2014 Conference Proceedings

Moving from the Edge to the Centre: the role of Education for Sustainable Development/Global Citizenship in a Meaningful Curriculum

Edited by
Dr Philip Bamber and Andrea Bullivant
Teacher Education for Equity and Sustainability Network

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Teacher Education for Equity and Sustainability Network (TEESNet)

TEESnet aims to develop a UK wide community of practice in Education for Sustainable Development / Global Citizenship (ESD/GC) within Teacher Education in higher education and schools that shares research and practice to develop new understanding across the sector in the UK and beyond. This is achieved through

• Embedding ESD/GC in Teacher Education in the UK regions, with links to Europe and the wider world, in relation to ethos, values, curriculum content, learning, teaching and assessment.

• Encouraging and promoting research on ESD/GC within Teacher Education, with particular emphasis on exploring its impact on student teachers, teachers, young people and their communities.

• Connecting researchers and practitioners across the UK and Europe concerned with teacher education and ideas from Development Education / Global Learning / Environment Education and Morals/Values Education

• Reflecting upon and shaping the debate on ESD/GC and the implications for the lives and the work of teachers

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Editorial

TEESNet is the UK Teacher Education for Equity and Sustainability Network. TEESnet aims to develop a UK wide community of practice in Education for Sustainable Development (ESD)/Global Citizenship (GC) within Teacher Education in higher education and schools to share and disseminate research and practice to develop new understanding across the sector in the UK and beyond.

In July 2014 TEESNet’s 7th Annual Conference took place at Liverpool Hope University with the support of Liverpool World Centre. The conference sought to explore the role of ESD/GC in contributing to a ‘meaningful curriculum’ in both teacher education and schools, as a response to wider debates on curriculum reflected in planned changes to the National Curriculum in England and developments taking place in Scotland and other areas of the UK.

In keeping with TEESNet’s aims of promoting a cross-sector community of practice, the conference was attended by over 50 delegates from university based teacher education, non-government organisations, schools and other educational bodies such as the Higher Education Academy, and a number of undergraduate and post-graduate students with an interest in ESD/GC. Delegates came from the four countries of the United Kingdom and five other European countries.

The conference theme, ‘Moving from the Edge to the Centre: the role of ESD/GC in a Meaningful Curriculum’, was explored through key-note and paper presentations drawing on practice and research in diverse contexts, including England, Wales, Scotland, Northern Ireland, Austria, Poland and Kosovo.

Forghani-Arani from the University of Vienna focused her key-note presentation upon bringing the lived experience of teachers ‘from the edge to the centre’ through exploring their experience of teaching in diverse classrooms. Her paper draws upon a fascinating vignette that challenges us to rethink how we prepare teachers to teach in ‘multi-layered spaces of collision, tension and possibility’. Her emphasis on the role of practical wisdom, judgment and tact in such situations raises the question of how these can be educated for and how much can be ‘lost’ if we fail to do so.

The keynote presentations by Johnstone, Her Majesty’s Inspectorate from Education Scotland, and King, from Learning for Sustainability Scotland, shared developments in the Scottish school curriculum and teacher education where Learning for Sustainability (LfS) is in the process of becoming embedded in policy and practice. LfS has moved ‘from the edge to the centre’ in that it is now an integral part of the General Teaching Council for Scotland’s Professional Standards – from
the standards for registration to career-long professional learning and school leadership. In the context of the closing of the UN Decade for Sustainable Development in 2014, their presentation also highlighted the importance of moving the community ‘from the edge to the centre’, with particular reference to the importance of connecting young people to their own communities.

In the individual papers, Clough and Macedo report upon findings from research into the impact of an Erasmus Intensive Programme involving 50 students of higher education from a range of subject and professional disciplines from across nine European countries. They argue this form of intercultural and relational learning experience is meaningful for students: a transformative pedagogy for higher education.

Two papers explore ESD/GC initiatives in post-conflict societies (Kosovo and Northern Ireland). The paper by Frapwell, Taschen, Vehapi, Bajcinca, Turjaka, Krasniqi and Berdynaj sets out to capture the challenges faced in transforming curriculum in Kosovo to support ESD, with a particular focus on physical education and the promotion of healthy active lifestyles. This paper raises questions about the sustainability of curriculum development but also the importance of engaging with such processes. Hanratty presents a critical evaluation of the Literature of the Troubles project, which aimed to support peace and reconciliation between divided communities in Northern Ireland. This paper illustrates the way in which young people’s explorations of ‘Troubles’ literature can encourage reflection on allegiances and identities in the process of conflict resolution.

Echoing the work of Hanratty and also Clough and Macedo, Witt and Clarke reiterate the role of experiential and aesthetics education in their study of imaginative and storied encounters with places and the natural world. For them, meaningful learning is unsettling and demands a creative approach to the curriculum: it occurs through sensory and immersive experiences that help young people and student teachers (re)imagine new relationships with places through play, imaginative exploration and discovery.

Hallam, a Headteacher at a Primary School in Cumbria, and Cosh from the Global Learning Programme, explore ways to move global citizenship to the centre of the new curriculum for schools in England. They argue that the new statutory framework for schools affords opportunities to create a meaningful curriculum, emphasising the importance of moving beyond knowledge-based approaches to developing a ‘global way of thinking and looking’ at subjects.

Finally, Szadzinska presents research into the knowledge of sustainable development among undergraduate students on a range of pedagogy-focused courses
at the University of Silesia, Poland. Exposing the diverse knowledge bases held by students, she highlights the importance of personalising learning and moving the individual student from the ‘edge to the centre’. Writing in her second language, Szadzinska concludes with suggestions for changes to how the curriculum is organised.

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Keynote: Moving Teachers’ Experience from the Edge to the Centre
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Abstract
This paper reflects on the questions of what is involved and what is at stake in teaching for Global Citizenship within national curriculum frameworks in the transnational and transcultural space of classrooms with diverse students. In an attempt to move beyond the frame of catalogues and criteria of teachers’ diversity, ESD and GC competencies, I set out to explore the experience of teaching in culturally, ethnically, nationally and linguistically heterogeneous classrooms characterized by transnational migration, in terms of practical wisdom, judgment and tact. Drawing on interview data from teachers’ day-to-day experience, I try to illustrate that there is more to pedagogic competence than teachers’ knowledge of and commitment to diversity and social justice. In moving teachers’ experience from the edge to the centre, the language of phronesis and tact complicates the language of teacher efficacy and proves to be immensely helpful in discourses in and around teacher education.

Bringing teachers into focus
Bringing teachers into focus is often associated with the growing pressure in recent years on teacher quality as one of the most, if not the most, significant factor in the quality of schooling. As Cochran-Smith (2004) writes:

In a certain sense, of course, this is good news, which simply affirms what most educators have believed for years: teachers’ work is important […]. In another sense, however, this conclusion is problematic, even dangerous. When teacher quality is unequivocally identified as the primary factor that accounts for differences in student learning, some policy makers and citizens may infer that individual teachers alone are responsible for the successes and failures of the educational system despite the mitigation of social and cultural contexts, support provided for teachers’ ongoing development, the historical failure of the system to serve particular groups, the disparate resources devoted to education
across schools and school systems, and the match or mismatch of school
and community expectations and values (Cochran-Smith 2004, p.3)

By moving teachers from the edge to the centre, specifically by moving teachers’
*experience* from the edge to the centre, I mean something quite different.

**Diverse classrooms as spaces of collision, tension and possibility**

In recent years there has been an increasing interest in teaching and teacher
competencies in what we call ‘globalized societies’, which are characterized by a
“transformation in the spatial organization of social relations and transactions ... 
generating transcontinental or interregional flows and networks of activity, 
interaction, and the exercise of power” (Held et al. 1999, p.1). The increasing flows
of people, commodities, cultures and economic and political interests across borders
and the social processes that correspond to these developments prove to be highly
relevant to schooling, both in terms of how they affect day to day life in classrooms
and in how they relate to curriculum desiderata, in order for school curricula to
remain relevant to our globalized social reality.

Looking at these flows and processes has been at the centre of my inquiry for a
number of years, especially as they relate to curriculum and instruction. The signposts
along my personal path of inquiry have been education for international
understanding, peace and human rights in the 80s, global education in the 90s, and
later intercultural education as I became increasingly involved in teacher education
and teacher research. In my research in schools and with teachers I caught sight of
one specific category of transnational flows, which I observed as the most visible,
present and pressing matter in day-to-day school life, namely migration and flows of
people.

Migration and transnational population movements not only affect people who are
themselves directly ‘on the move’ but also the places in which they settle, converting
them to translocational spaces, thereby affecting in different ways all who live within
these spaces (Anthias 2008, p. 6). Migration has converted many a classroom to fluid
social spaces that are constantly reworked through migrants’ simultaneous
embeddedness in more than one society (Forghani-Arani & Phelan 2012; Levitt &
Glick Schiller 2004; Pries 2005; Smith 2005). These classrooms become social
“arenas” among a number of “multi-layered and multi-sited arenas”, including not
just the home and host countries but other sites around the globe that connect
migrants to those with whom they share the same national, ethnic, linguistic or
religious memberships, identity and belonging (Levitt & Jaworsky 2007, p.131). A
‘diverse’ classroom is one such social space constantly reworked through simultaneous cultural embeddedness of the immigrant students in interaction with their immigrant or non-immigrant teachers and classmates. And as such, it is an intersection space of collision, “collision of many layers, relations, perspectives and cosmologies” (Khagram & Levitt 2008, p.12).

By moving teachers from the edge to the centre, I mean taking teachers and their lived experiences in these very spaces into focus and asking: What is it like and what does it mean for teachers to teach in these multi-layered spaces of collision, tension and possibility?

There is much interest in these spaces of congruence-and-incongruence in the educational literature. A spectrum of conceptual, theoretical, and programmatic ‘solutions’ have emerged in response to these alleged ‘problematic’ zones, often embedded in multicultural or intercultural discourses, and more recently in the context of transnational or transcultural studies (Forghani-Arani & Phelan 2012). Whereas the term ‘intercultural’ is often used in a programmatic sense, the ‘multicultural’ is usually more descriptive (Gogolin & Krüger-Potratz 2006, 110). The multicultural describes and analyses a state of affairs, for example the multicultural society or the multicultural setup of a classroom. The intercultural is a normative stance in response to multiculturality. It has to do with the requisites of adequate pedagogical handling of multicultural setups. In educational policy and public debates both terms are often used interchangeably. Transcultural approaches in education are often based on a conceptualization of culture as empirically and normatively ‘transcultural’; mutually delimiting, ethnically founded and socially homogenous cultures are in reality internally plural and externally transboundary (Adick 2010, p. 107).

Literature on diversity competence of teachers is often based on the premise that teaching efficacy in diverse classrooms depends on the teachers’ consciousness of their own enculturation, cultural identities, assumptions, perspectives and biases, as well as of the cultural identities of others (Gay 2000; Guyton & Wesche 2005; Ladson-Billings 1995). The literature suggests that teachers tend to introduce their own cultural beliefs into the curriculum and ignore the cultural heterogeneity of their students (Gay 2000; Reed 1996; Sleeter 2008). When teachers become conscious of their own cultural identities, it is argued, they become culturally efficacious individuals who can move between two or more cultures and also become advocates for those from cultures other than the dominant one (Bennett, 2007; Guyton & Wesche, 2005). Researchers and practitioners have developed tools such as the Multicultural Teacher Efficacy Scale (Guyton & Wesche 2005) and the Multicultural
Dispositions Index (Thompson 2007) to assess culturally responsive teaching (Forghani-Arani & Phelan 2012).

More recent discourse takes a critical stance on the predominant praxis of intercultural communication and intercultural education (Forghani-Arani & Phelan 2012; Phelan & Forghani-Arani 2014). Training programs for intercultural competence are criticized for being limited to imparting culture-specific knowledge in an attempt to decipher the ‘foreign’ and, therefore, for their ‘culturizing’ and ‘ethnicizing’ tendency (Auernheimer 2002; Mecheril 2002). It is argued that there is little acknowledgement of the complications of intersectionality—the weave and intersection of race/ethnicity, gender, class, religion, sexual orientation, age and ability within individual lives (Bhopal & Preston 2012)—and translocationality—the defining and redefining of identity across different spatial and cultural locations at different historical moments (Anthias 2008).

**What is it like and what does it mean?**

The central question of the paper, *what is it like and what does it mean* for teachers to teach in diverse classrooms, is set against this backdrop. The ‘*what is it like*’ purposefully departs from catalogues of required competencies (objectified as measurable outcomes) that teachers need to acquire so that they can be made fit for life in heterogeneous classrooms. Moving beyond the frame of catalogues, criteria and yardsticks of teachers’ competencies means a search for another vocabulary. Recalling Wittgenstein’s caution (2003, p.119) that “the limits of my language mean the limits of my world”, I set out to examine the possibilities to be found in the language of pedagogical tact (Forghani-Arani & Phelan 2012).

I have been asking teachers the ‘*what is it like and what does it mean*’ question in my empirical research. Here I draw on a vignette from an interview with a high school teacher in Vienna. Klaudia is a mainstream, white, middle-class Austrian teacher in an urban high school. The student body at her school is diverse in terms of culture, religion, nationality, ethnicity and language. In the interview Klaudia describes her school and her class:

*My students are the most colourful bunch. I have students from – let’s say – 12 different nationalities. Many of them are from India, one from Iran – her father is from Iran, her mother is from Iraq, very interesting – there is one from Sri Lanka, two from Croatia, from Poland, three from Nigeria, actually there are only two Austrians.* (I-1)
Klaudia clearly makes notice of the plurality of her students into a curriculum resource. While describing her efforts to recognize and include diversity of cultural, religious, ethnic backgrounds in her curriculum, she relates the following story:

A student of mine from Sri Lanka, he went to the, he went to Hajj, you know the Muslim pilgrimage, and I could tell he was different, when he came back. He was just so filled with faith when he came back from Mecca. Imagine, there are millions of people circumambulating the Kaaba, and you are part of it, I mean for a 13-year old. Shortly after that we were doing major religions in history, and I said: “Well, tell us about it, you were there” … and then he took his Koran, stood in the corner of the class and chanted a prayer for us with all the movements that go with the phrases. Everything turned so quiet. Then he told us about his religious beliefs. He made it very clear that he would never ever marry a girl who doesn’t wear a headscarf, and that he persuaded his mother and his sister to wear the hijab after he came back. He said: “otherwise a woman’s hair would catch fire”. That’s when I said: “Let’s change the topic.” (I-1)

Attempting to read, understand and make sense of Klaudia’s account of lived experience, a number of questions arise:

- What is it like for teachers to teach in these multi-layered spaces of collision, tension and possibility?
- How do teachers experience these moments (pedagogical moments) of collision, tension and possibility?
- How do they act? How do they know what is the right thing to do?
- How do they spontaneously assess, judge, decide and act?
- What is involved and what is at stake in handling the ambiguity and uncertainty of these pedagogically significant situations?
- What vocabulary can articulate the process of spontaneous assessing-judging-deciding-and-acting involved?

In an attempt to move beyond the frame of propositional criteria of teachers’ competencies, I change epistemological tracks from episteme to phronesis, from propositional expert knowledge (i.e. predefined criteria of teacher efficacy), theoretically grounded universal assertions and inherently coherent principles (e.g. social justice, human rights, diversity, values and perceptions, sustainable
development and global citizenship), into the practical realm of specific, concrete situations (i.e. day-to-day classroom situations), into spaces of legitimate uncertainty, ambiguity, and disagreement. In oversimplified terms, I change tracks from a conception of knowledge and knowing in terms of Plato’s episteme, the objectivity and universality of ever-abiding truths, to the Aristotelian concept of phronesis as practical wisdom in specific situations, as a contextual kind of knowing, as situational appreciation and discernment.

Here I draw on a construct from the rich tradition of German pedagogy, which has found its way into international discourse, namely the concept of pedagogical tact (Herbart 1802). Johann Friedrich Herbart, who is considered as the founder of pedagogy as a scientific discipline, introduced tact in his first lectures in teacher education in 1802 as a mediator of educational theory and practice, as instantaneous assessment and decision-making of the educator to meet the necessities of the situation, as thoughtfulness, genuine interest and moral commitment to the individual at hand (Asmus 1982; Herbart 1802; Metz 1995; Müßener 1983; Muth 1962). Herbart posited that tact occupies a special place in practical educational action. Tact is the immediate ruler of practice. It manifests itself in everyday teaching in the process of making instant judgments and quick decisions, and forms a way of acting which is first of all dependent on Gefühl (feeling or sensitivity) and only more remotely on convictions derived from theory (Forghani-Arani 2012). Pedagogical tact is sensitive to the requisites of the particular situation, and slips in to position the prevailing condition of the student within his or her entire growth process. Tact is a ruler of practice, which rules in response to the call of the moment moved by a concern for the long-term development and wholeness of the child (Forghani-Arani & Phelan 2012).

Was it pedagogical tact slipping in when the teacher responded to the situation by changing the topic? Or was it a plain lack of tact? The purpose of raising the question of tact in the context of this inquiry is not to come to a judgmental conclusion on the prudent tactfulness or the oblivious tactlessness of the teacher in the given situation. The rationale of drawing on the construct of tact is that tact brings distinctive moments into focus where teachers assess, judge, decide and act – on the spot – in the process of action. Tact brings the practical realm of specific, concrete situations into focus, and as such resonates with the phronetic turn in this inquiry.

Reading the vignette through the lens of pedagogical tact, the classroom moment calls for a response and tact slips in, as mediator of theory and practice in the midst of practice, as teachers’ instantaneous and intuitive assessment and decision-making to meet the necessities of the situation, with a thoughtful commitment to the individual
case at hand. Klaudia essentially makes two key decisions: 1) to invite the student to speak, and the reverse, 2) to put an end to the student’s speech. Her first decision is to include diversity. She notices that Kulasiri, a student from Sri Lanka now living in Vienna, has just returned from pilgrimage. Seeing an opportunity to include values and perspectives of her diverse student body in the context of a history class on world religions, Klaudia calls on Kulasiri to tell his classmates about the pilgrimage. She possibly expects a description, a narrative account and some information about the pilgrimage. The student however, “took his Koran, stood in the corner of the class and chanted a prayer with all the movements that go with the phrases” (I-1). “Everything turned so quiet” (I-1). Instead of a factual account or description, religion is presented as embodied belief. It appears as if the teacher can provide space for this introduced difference. As Kulasiri begins to relate “his religious beliefs” regarding women, however, Klaudia becomes uneasy. The difference he introduces in his argumentation about women’s hair coverage cannot be contained within the assumed rationalism of the study of world religions in a history lesson. The plurality initially sought by the teacher can no longer be managed as a curriculum resource intended to enrich the topic of major religions. The potential response from the other students to Kulasiri’s statement about women’s hair catching fire renders the event sufficiently ‘scary,’ in the teacher’s view, to shut down the discussion before it becomes ignited: “Let’s change the topic” (I-1).

What is at stake?

Klaudia shares the reasoning behind her decision to “change the topic” and explains:

This is always extremely sensitive. As a teacher, if I contradict him, I’d create resistance and opposition on his part. I would end up shoving him into a corner and that is exactly what I want to avoid as a teacher. That’s not my job, that’s not what I’m here for, that’s not my role. If I let it pass and let the other kids take over the discussion ... well actually I didn’t even think of that option. You have absolutely no idea what would turn out. You never know, someone could get up and say: “rubbish”’ or “that’s nonsense’ or something like that. So .. I simply turned it off. I said: “That’s enough for now” because it was getting out of hand, it was actually kind of scary. I was somehow perplexed. You have to be so careful. It’s like walking in a minefield. (I-2)

What is at stake in these multi-layered spaces of collision, tension and possibility? Klaudia’s second decision to put an end to the child’s speech stems from her stated
concern that some harm could befall the child or his classmates. If the topic prevails, she would be compelled to contradict the student’s statement. She fears, however, that harm could result from telling him that he is wrong. To do so, in Klaudia’s view, would be to isolate the student, “shoving him into a corner” (I-2) would mean to literally move the child and his difference to the periphery and margins of acceptability, to marginalizing the othered child, exactly the opposite to the inclusion of difference she is committed to.

*What is at stake* when walking in a minefield with a “colourful bunch” (I-1) of children? Harm could result. The othered child could get hurt by his classmates: “[S]omeone could get up and say: ‘rubbish’ or ‘that’s nonsense’ or something like that” (I-2). “You have absolutely no idea what would turn out. You never know” (I-2). Something could blow up and someone could get hurt. “You have to be careful” (I-2). The teacher also wants to protect her students from Kulasiri. In this instance, she is moved by a commitment, in the sense of responsibility for the wholeness of the child or the children, that competes or actually overpowers her commitment to opening up the classroom space to plurality of values and perspectives. While the teacher’s decision to invite the student to speak was shaped by general principles (e.g. diversity and intercultural, interreligious education as a matter of principle), her decision to “change the topic”, thereby silencing the student and the alienating difference he introduces, appears less principle-driven and more situational.

We encounter conflicting sources of disparate commitments, where ironically the commitment to include and to not-marginalize the immigrant child gets in the way of the commitment to diversity, plurality, difference and openness. A commitment takes over that subdues an open dialogue of perspectives: a commitment that may or may not have to do with tact, but it has its own reasoning. Bill Green (2009) writes that phronesis – and I would add tact – is essentially an aporetic state wherein the ethics of undecidability confronts the politics of decision-making. The moment calls for a response, and in the urgency and drama of the moment, tact slips in to provide one knowing that knows that “you never know” (I-2); “It’s like walking in a minefield“ (I-2).

While it is difficult to argue with Klaudia’s sense of obligation to do no harm, some complex questions emerge about commitment to our agendas in the midst of practice: What is lost and gained in the call of such moments? What sources of commitment are at play in the midst of pedagogical practice? Klaudia’s case study takes us to those layered, loaded, significant spaces of tensionality and potentiality where ironically the very agenda of inclusion runs the risk of marginalization.
In moving teachers’ experience from the edge to the centre we start to discern what it is like, what is involved and what is at stake in teaching for diversity and plurality of values and perceptions within curriculum frameworks in the transnational, transcultural and translocational spaces of classrooms with diverse students. In moving teachers’ experience from the edge to the centre we also move the contextual, the situational, the specific and never-the-same pedagogic situations into the forefront, in a space usually occupied by the propositionals, the principles, the universals, the oughts and ‘shall-be’s. And in moving teachers’ experience from the edge to the centre we come across moments of conflicting pedagogical commitments, where for example commitment to diversity ironically collides with the commitment to include, or to not-marginalize. We come to see that there is more to teaching for diversity than teachers’ knowledge of and commitment to diversity and plurality. In moving teachers’ experience from the edge to the centre, the language of tact complicates the language of teacher efficacy and proves to be helpful in discourses in and around teacher education in globalized societies.

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Keynote: Learning for Sustainability – why it should be at the core

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Abstract

I intend to outline why in Scotland, and in Education Scotland in particular, we believe that Learning for Sustainability (LfS) should be at the core of the curriculum and why this should be embedded to enrich the learning experiences for children and young people. In addition to the why, I hope to demonstrate some of the links between LfS and Curriculum for Excellence (CfE). Finally, I intend to explore how we are supporting teachers and school leaders in delivering this aspiration for LfS and CfE.

There are pressures on children and young people in terms of what they are exposed to from the media on almost a daily basis. We need to support them in understanding how to engage with this and make sense of it. As an example, the Middle East and in particular Syria has dominated the headlines in recent months. Learners will have seen traumatic images from this conflict and the plight of refugees. At a time when World leaders have struggled to find an appropriate response, our young people need to be prepared to deal with complex, moral and ethical issues such as these.

We consider it important that a critical awareness of the media be encouraged in our young people. Around Christmas 2013, many parts of the UK were affected by devastating floods. In the last decade, public perception of climate change has been badly affected by misleading media claims and by those who cast doubt on the scientific evidence. Children and young people need to have the skills to evaluate technical and scientific evidence in order to understand the environmental impact and to recognise bias. They need to have the knowledge and skills to make informed decisions – not just about climate change but also about other issues like the safety of vaccines and pros and cons of fracking.

The Glasgow 2014 Commonwealth Games aspired to be the greenest games ever. They provided an opportunity to look at wider issues of sustainability. For instance, that summer athletes and officials from around the world came to Glasgow from many of the poorest countries in the world. In the best examples of work related to the games, teachers were able to challenge young people with difficult questions such as ‘How equal are the games when it is estimated that each gold medal in major competitions requires millions of pounds in investment in technological innovations
and training regimes?”, or ‘The world leaders set themselves a target to halve the number of people living in poverty by 2015 – the Millennium Development Goals. How far have these targets been met?’

The games also provided children and young people with an opportunity to look at a range of issues, including:

- the values of the Commonwealth – humanity, equality, destiny;
- in terms of sustainable development, the aspiration to be the greenest games ever, growing vegetables and preparing healthy, nutritious meals for athletes as part of eco-activities;
- learning about poverty in the Commonwealth countries within the curriculum;
- international education – linking with countries in the Commonwealth, learning about their culture and sustainability issues;
- education for Citizenship – looking at democracy and human rights issues within Commonwealth countries and linking this to the work of the pupil council and learner voice activities;
- volunteering to support the Games;
- and Scotland’s culture and heritage – How visitors would view Scotland when they arrive? How would we view them? How would we present ourselves through the opening ceremony?

Of course, global citizenship and sustainability are not just ends in themselves but can lead to rewarding careers and positive destinations for our children and young people, e.g. world-leading research in marine renewable technologies is taking place in Orkney – bringing many high-quality jobs to the islands.

The Independence referendum in September 2014 meant that 16 years old in Scotland had the opportunity to vote for the first time. This provided a great opportunity to develop the skills of political literacy in our young people and engage them in dialogue about citizenship, society and the type of future we want for Scotland.

For many young people, however, citizenship is as much about what they see on their computer screens, Facebook pages or on their smart phones as it is about big global issues. This is a big part of the world of young people in the 21st century and where they can encounter the negative aspects such as cyber bullying or the positives such as using technologies to build positive, healthy relationships. We need to equip our young people with the capabilities, skills, knowledge and confidence to engage
with these issues and contribute effectively to their communities and society – not at some distant point in the future but in the here and now. This is our core business – as exemplified in the four capacities of Curriculum for Excellence.

Within Scotland there is strong political will to support and encourage Learning for Sustainability (LfS). Sustainability is not new to Scotland – our reputation for innovative thinking and practice goes back many years. From John Muir through to Patrick Geddes and more recently Prof. John Smyth, all have helped shape our thinking nationally and internationally. The Scottish Government sees this agenda as a key national priority in education. The Learning for Change Report was published by the Scottish Government in May 2010 – the second Scottish action plan for the UN Decade of Education for Sustainable Development which concludes in December 2014. The Learning for Sustainability Report was published in December 2012 following work of the One Planet Schools Group. The report contains 30+ recommendations across many aspects of education. These are currently being taken forward by the LfS National Implementation Group.

The values inscribed on the Scottish mace – wisdom, justice, compassion and integrity – help, it is argued, to define the values for our democracy, and to a large extent they helped to shape the development of Curriculum for Excellence. The Scottish Government’s National Performance Indicators (2011) also reflect our key values and aspirations – they are outcomes that cover all functions of government and public agencies. They are a sustainable blueprint for Scotland.

Within Scotland, LfS is a broad concept that escapes any narrow definition solely focused on the environment. It can be divided into four closely related elements which include:

- Ecological sustainability – protecting biological diversity, species and ecosystems.
- Economical sustainability – ensuring economic activity is stable and balanced and respects the fact that the Earth’s resources are finite.
- Social sustainability – enabling all people of the world to have a quality of life which respects their human dignity and ensures that their rights to nutrition, health, well-being, education and freedom are met.
- Cultural sustainability – recognising that our communities and world are enriched by a diversity of peoples, languages, traditions, knowledge and beliefs.
Learning for Sustainability, as used in the Learning for Sustainability Report, seeks to make greater connections between all these themes and aspects of learning. In terms of initial teacher education and career-long professional learning, one of the biggest challenges is helping some teachers to understand what is meant by sustainability. Many people mistakenly think it is just about environmental or green issues.

The Learning for Sustainability Report viewed LfS as an entitlement for all learners. However, if this aspiration is to be met fully then it is sometimes important to challenge any barriers which may stand in the way.

Education Scotland, the executive agency for improving education in Scotland, is heavily involved in both shaping and supporting the development of LfS. It features strongly in our Corporate Plan and links closely to our mission statement and strategic objectives. Our sustainability team of Development Officers led by a Senior Education Officer are regularly updating and developing advice and resources to support LfS.

Our organisation has presented with the voluntary sector and other partners to promote LfS. Our HM Inspectors, during inspection activity, record evidence of how LfS is helping to support the achievement of children and young people and also how learners’ experiences are enriched through appropriate activities. Moreover, through opportunities in our inspection model to engage in professional dialogue with teachers, we are able to find out about interesting practice, to share that practice across the system and to build capacity. Education Scotland’s suite of 3-18 curriculum impact reports also outline how sustainability is being taken forward by practitioners across different curricular areas.

The General Teaching Council for Scotland’s (GTCS) new Professional Standards were developed taking account of ‘Teaching Scotland’s Future’ (sometimes referred to as the Donaldson Report). LfS is seen to be an essential component of the professional values for all practitioners and has, as a consequence, been embedded in all the Professional Standards – from the standards for registration to career-long professional learning to leadership and management. It is explicitly stated within the standards that all teachers include LfS in their practice. In essence, we need practitioners to model the values, attributes and capabilities we hope to nurture in learners.

We often talk about a whole school approach but LfS requires the support of, and engagement with, the whole community. A really powerful example of this was this year’s winner of the Global Citizenship Award at the Scottish Education Awards. The work of the wider community was making a real impact on the international links which had been initiated by the school (Biggar Primary School). The well-embedded
programme had also encouraged higher order thinking about key issues. Helpfully, research shows that parents recognise the importance of the LfS agenda.

LfS is about making sure young people are fully connected to their community. They need to have the opportunity to engage with community organisations and intergenerational groups. They should be encouraged to feel proud of where they live and be given opportunities to improve their communities – whether it is a deprived urban area or a scenic rural area.

Within schools and the educational community, in terms of preparing our future leaders, we are aware that effective LfS requires collective responsibility supported by effective leadership at all levels – from learners to parents to staff and school leaders. So, working with our future headteachers on the flexible routes to headship (FRH) programme, the issue of learning for sustainability was a major focus for their recent national conference. They explored how an open, participatory ethos is essential to unlock the passions and creativity of all and recognised that effective structures also need to be in place to support this – school committees, effective planning time, learners’ groups, links with community councils etc.

It is important to equip our future headteachers with the skills to deal with challenges they might face in their headship, which include: embedding LfS in all planning and decision making, from ethical procurement policies to discipline policies; planning for a coherent whole school approach; and making provision for career-long professional learning for staff to build their capacity and understanding (the new GTCS Professional Standards mean that LfS also need to feature in the Professional Update process for practitioners). Finally, school leaders will also need to ensure effective policies are in place for improving practice in relation to outdoor learning and children’s rights. These are essential if people are to contribute effectively and if LfS is to flourish.

Values should be central to all activities and to the life of the school. They need to be explicit and reinforced constantly. They also need to be lived out and put into practice in order to make them real for everyone in the community. Positive relationships between staff, learners and the community need to be nurtured and developed. We recognise that LfS is about creating happy, healthy communities so schools and their staff need to model this.

The Scottish view is that if LfS is to flourish and if learners are to receive their entitlement then Learning for Sustainability needs to be embedded within the curriculum and feature in the day to day experience of learners. It is too important to be delivered solely through a lunchtime club for a few fortunate learners or in an isolated off-timetabale experience. The Experiences and Outcomes within Curriculum
for Excellence provide an important and flexible framework to allow schools to embed LfS. Global citizenship and sustainability are important themes across learning and outdoor learning is seen as a key.

Education Scotland has been supporting citizen science activities for a number of years. Through these activities learners can engage with nature and the environment and collect a diverse range of scientific data which they share with the scientific community. The RSPB Big Garden Birdwatch is an example of a citizen science activity. These provide a rich context for outdoor learning, develop scientific skills and at the same time and provide opportunities for connecting young people to their communities.

LfS issues often have complex, moral and ethical dimensions which provide ideal contexts for inter-disciplinary learning. They cut across many disciplines and require a systems approach, which helps develop higher-order thinking skills. Climate change, for example, requires an understanding of ecological systems, meteorology, science, business, behaviour science and economics. All these aspects are interconnected and need to be considered as a system – considering one area in isolation will not provide a viable solution.

In schools across Scotland, young people are being given many opportunities for personal achievement in relation to LfS, e.g. through Eco-Schools, Fairtrade, John Muir Award, volunteering activities etc. In meeting the entitlements of learners, we need to ensure their achievements are appropriately recognised and accredited. We need to make connections between global citizenship, sustainability, international education, and children’s rights activities. We should look at ways of emphasising their interconnectedness and weaving these together. In many schools, eco groups, pupil councils and curriculum initiatives/priorities often operate in isolation.

Buildings, grounds and the school estate should support LfS. It is estimated that over 50% of greenhouse gas emissions from local authorities come from the school estate. This should provide a real impetus for change. On the positive side, many schools are developing outdoor classrooms, vegetable patches, wilderness gardens etc. to support LfS activities. Ensuring effective participation and learner voice is no easy task. Whilst most schools have pupil councils, in some they don’t always enjoy the confidence and trust of pupils. A growing number of schools are trying innovative approaches using peer-led groups, pupil parliaments etc., to ensure all learners can participate and contribute effectively.

If this is really going to make a difference we need to do more to measure the impact of Learning for Sustainability. The research conducted in 2009 by OFSTED showed that engaging with sustainability can bring a real impact to schools.
Hopefully our current work, which involves 20 establishment visits as part of a global UNESCO study, will add to our understanding of the impact that LfS has on a number of indicators including attainment and achievement. I will leave you with the thought that in 2014, not just in Scotland, learning for sustainability is not simply another thing to do - it’s the thing to do!

Acknowledgement
Thanks to my colleague Ian Menzies, Senior Education Officer, sciences and sustainability, Education Scotland and his team for their advice and materials.

References


Keynote: Moving from the Edge to the Centre: Working together to take Learning for Sustainability in Scotland beyond the UN Decade of ESD (2005-2014)

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Introduction

As the UN Decade of Education for Sustainable Development (ESD) draws to a close in December 2014, it is widely acknowledged that Scotland’s formal education response has been strengthened by the culture of collaboration between government (including Members of the Scottish Parliament, civil servants and government agencies), academia, and civil society. This has been an evolution not a revolution, and it certainly hasn’t happened overnight. WWF’s Living Planet reports, produced every two years since the 1960s, show why Learning for sustainability is more necessary than ever. The state of the world’s habitats show continuing decline, while the resources that we use to satisfy our needs, our ecological footprint, continues to increase. If everyone lived as we do in Scotland we would need three planets to sustain us. How can we live within our environmental means in a fair, just and peaceful society? Learning is the key.

Scotland has a distinguished history in recognising the importance of learning, from Patrick Geddes onwards. Our involvement in environmental education, sustainable development education, development education, human rights education, peace education and other adjectival educations that contribute to ESD has grown with the support of many key individuals. Notable among these was Professor John Smyth, who co-wrote Chapter 36 of Agenda 21 in 1992. However networks are even more powerful, and this was recognised by Professor Smyth, who through collaboration and partnership inspired a process of engagement in all sectors which culminated in the important publication Learning for Life in 1993. In Scotland the Scottish Environmental Education Council was succeeded by Education 21. The Sustainable Development Education Network and joined with other networks such as IDEAS, the International Development Education Association of Scotland, to influence policy and inspire practice towards Learning for Sustainability.
Working in Partnership for Learning for Sustainability

In 2005, following joint working with the third sector, Scotland’s Sustainable Development Strategy set out three key outcomes for education: “Learning for Sustainable Development is a core function of the formal education system; there are lifelong opportunities to learn; and the Sustainable Development message is clear and easily understood” (Scottish Executive 2005, p.66). This resulted in two Action Plans for the Decade co-ordinated by Government (Scottish Government 2010), developed collaboratively and setting out ambitions and actions for schools, universities and colleges and lifelong learning.

The end of the Decade provides us with an opportunity to consider and celebrate what has been achieved and what still needs to be done. Remarkable progress has been made in schools, where a national Learning for Sustainability Implementation Group is now driving forward a 31 point plan for a whole school approach to Learning for Sustainability to be in place in all schools to realise the entitlement for all learners. It is recognised that partnerships between teachers, schools and their wider community, as well as with the wide range of third sector organisations with expertise and opportunities to offer schools, are key. Many schools already embody some of the elements of LfS and research into the benefits of LfS within schools is underway. LfS is also now an integral part of the General Teaching Council for Scotland’s professional standards for teachers and school leaders in Scotland and of the Curriculum for Excellence and is reflected in and supported by the school estate strategy, Building Better Schools.

For Colleges and Universities, the Further and Higher Education (Scotland) Act 2005 gave the Scottish Funding Council(SFC) a duty to “encourage the fundable bodies … to contribute to the achievement of sustainable development”. The SFC subsequently funded initiatives providing direct support to educators through the Education Association for Universities and Colleges in Scotland and until recently the Higher Education Academy. One major initiative, for example, is the Universities and Colleges Climate Commitment for Scotland, addressing the challenges of climate change.

Beyond the UN Decade of ESD in Scotland

In the spirit of collaboration Learning for Sustainability Scotland, Scotland’s UN-recognised Regional Centre of Expertise (RCE) in ESD, was launched in November 2013 as an open network bringing together academia, government and civil society to advance Learning for Sustainability practice and policy in Scotland. Now with more
than 250 members, and part of the growing global network of RCEs, Learning for Sustainability Scotland is well placed to continue and build on the spirit of collaboration developed during the UN Decade in Scotland.

Internationally ESD is clearly seen as a component in the proposed post-2015 sustainable development agenda. Proposed Goal 4 of 17 goals, the post-2015 education goal, seeks to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”, while proposed Goal 12 aims to “ensure sustainable consumption and production patterns”, and Goal 13 states the need to “take urgent action to combat climate change and its impacts”. ESD is included in three proposed targets to help achieve these goals.

UNESCO’s planned Global Action Programme on ESD, which aims to generate and scale up action on ESD globally after the UN Decade, will focus on five priority action areas:

1. Advancing policy;
2. Integrating sustainability practices into education and training environments (whole-institution approaches);
3. Increasing the capacity of educators and trainers;
4. Empowering and mobilizing youth;
5. Encouraging local communities and municipal authorities to develop community-based ESD programmes.

A continuing collaborative approach will be vital if Scotland is to continue to play its part. To this end LfS Scotland and The Scottish Government are organising a conference ‘LfS in Scotland: beyond the UN Decade of ESD’ on 29 October 2014 in Edinburgh. The event will allow all those with an interest in harnessing the potential of learning to create a flourishing sustainable world to reflect on the achievements of the Decade and begin to jointly consider what further action is needed in Scotland beyond the Decade.

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Exploring the Impact of ESD/GC on HE Students’ Meaning Making in Unsustainable Times

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Abstract

This paper analyses HE students’ reflections on their learning about Education for Sustainable Development (ESD) and Global Citizenship (GC), bringing to light the ways in which they organised themselves to develop their own enquiries and engaged with diversity to build up their own theories during an ERASMUS Intensive Programme (IP) ‘ESD: Exploring Hopeful Pathways towards Preferable Local and Global Futures’ (Ref. No: 11/0029-E/ 4003: September 2010 / September 2013). It addresses the question ‘What do students learn for their own lives and works from innovative and plural pedagogies for ESD?’. 50 HE students from a range of subject and professional disciplines were participating from 9 different countries in the European region.

The research instruments used that are reported here include:

i) The collection and analysis of a survey of the student cohort’s engagement in learning and teaching sessions where plural / dissonant knowledges are available;

ii) 8 in-depth life story research approaches that draw out students’ learning from the experience of the IP for their lives and works in relation to the following categories

- the meaning of sustainability to themselves
- what the IP is teaching them about the challenges and complexities of living and planning to work in the face of injustice and unsustainability
- their view of useful knowledge / understanding /skills in ESD and how the IP is developing these.

There is evidence from the reported experience of this interdisciplinary ERASMUS programme that curriculum and pedagogical design is significant for learning. This experiential programme, offering varied opportunities for student-led enquiries, facilitated the engagement of students in a process of personal and professional
change. Students evidenced that they are eager to link their own studies to significant public and worldwide issues of our times and that this was facilitated by the holistic and integrated approaches on offer.

Consideration of ESD/GC’s contribution to meaningful curriculum design

It is recognised in some regions that a majority of HE students are expecting to be able to learn about the issues of our times during their studies in Higher Education (Drayson et al. 2013). It is further argued that students are entitled to learning that is ‘future facing’ so that they are supported in their thinking not just about current but also emergent and future situations (HEA / QAA 2013). This view is supported at the level of wider European policy formulation:

HEIs are the focal points for imparting what is known, interrogating what is not known, producing new knowledge, shaping critical thinkers, problem solvers and doers so that we have the intellectual muscle needed to tackle societal challenges at every level necessary… (European Commission High Level Group on the Modernisation of Higher Education 2013)

Cotton et al. further provide evidence from a wide range of subject disciplines that ‘future-fit’ approaches to curriculum design are practicable (Cotton et al. 2013). Thus the enquiry is relevant to an emerging concern that curriculum design in HE is made meaningful through addressing contemporary physical and social issues that we commonly face.

The parameters of the case study

The practicability of the inclusion of questions about sustainability and responsive and responsible global citizenship has been tested during an ERASMUS funded Intensive Programme that is referenced in this paper. Within this 2 week Intensive Programme students from the fields of education, economics, social pedagogy, the arts and psychology have explored together how exposure to broader European contexts is significant for learning about complexities that are played out on the global stage and in their own everyday lives. The themes of ‘diversity’, ‘equality’, ‘ecologies’, ‘economies’ and ‘power’ (DEEP) that have unfolded within the 8 different European regions represented on the programme have been exploited as opportunities for dialogue with others who carry alternative ways of seeing the world. The student cohort was rich not only through the diversity of subject knowledge that...
they brought to the programme but also because of the various European nationalities that were represented. These diversities are illustrated in the tables below.

**Table 1.** Diversity of students and tutors in terms of subjects studied and taught

![Graph showing diversity of students and tutors](image1)

**Table 2.** Diversity of students in terms of countries of study

![Pie chart showing diversity of students by country](image2)
There were higher proportions of students from the UK because of supplementary financial support from UWE, Bristol, on the grounds that the institute were acting as hosts. There was a larger group of Hungarian students who took up places not used by the Belgian partners.

The themes of ‘ESD/GC’ and ‘hopeful pathways towards preferable futures’ were researched through student-led enquires, together with a broad range of complementary pedagogical approaches as summarised below.

Table 3. Summary of activities during the Intensive Programme

<table>
<thead>
<tr>
<th>Activities</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-led enquiries in own region</td>
<td>In own region</td>
<td>Related to ESD/GC in own region</td>
</tr>
<tr>
<td>Preliminary reading</td>
<td>In own region</td>
<td>Through identified websites</td>
</tr>
<tr>
<td>Mini Talks (morning)</td>
<td>Bristol</td>
<td>20 minute briefings on 8 topics</td>
</tr>
<tr>
<td>Interactive Seminars / Workshops</td>
<td>Bristol</td>
<td>5 workshops to help embed themes from the mini talks</td>
</tr>
<tr>
<td>Collaborative Mini Visits to schools</td>
<td>Bristol</td>
<td>One visit to include some interactive teaching / learning with children</td>
</tr>
<tr>
<td>Collaborative Mini Visits to other organisations</td>
<td>Bristol</td>
<td>Two other visits to a range of local organisations</td>
</tr>
<tr>
<td>Mini Talks (afternoon)</td>
<td>Bristol</td>
<td>Short presentations from students and staff at UWE</td>
</tr>
<tr>
<td>Collaborative activities</td>
<td>Bristol</td>
<td>Including the joint presentation of enquiries from own region (Assessed) and many other informal social / cultural activities</td>
</tr>
<tr>
<td>Watching Films</td>
<td>Bristol</td>
<td>The Bristol Bike Project</td>
</tr>
<tr>
<td>Collaborative enquiries in Bristol</td>
<td>Bristol</td>
<td>In Transition</td>
</tr>
<tr>
<td>Writing a reflective log</td>
<td>Bristol</td>
<td>Conducted in groups of 8 (Assessed)</td>
</tr>
<tr>
<td>Writing a reflective log</td>
<td>Bristol</td>
<td>2,000 words (Assessed)</td>
</tr>
</tbody>
</table>
These learning encounters were intended to provide fresh lenses for staff and students alike to explore complexities in their own lives and works. ESD/GC was seen as a vehicle for engagement with new world views that are emerging through external dialogues with others, including academics, local professionals and local practitioners and activists. ESD/GC was also seen as a vehicle for making sense in personal and professional terms of these encounters through ‘internal dialogues’ that were facilitated by the requirement to prepare a ‘reflective log’ for the purposes of assessment and by the complementary shared expectation to engage in the programme evaluation and research processes that are described here. Such experiences could be described as opportunities for a form of ‘networked learning’ that is not common within HE education and training contexts in all the regions represented.

For example, on their arrival students working in mixed groups were asked to co-create an exhibition of artefacts that they had previously collected that reflected their understandings of sustainability in their lives and studies and to prepare a shared text that reflected their view of their future responsibilities as global citizens as it had emerged through the experience of these preliminary discussions together.

**Figure 1. Exhibition of Artefacts**
Details of research instruments used to collect data

Table 4. Survey to whole cohort (48 students) This survey was issued and completed by all students on day 8 of the programme.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Type of response requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your subject discipline that you follow in your home country? What is the country where you are studying?</td>
<td>Words</td>
</tr>
<tr>
<td>To what extent have other subjects influenced your thinking about preferable futures?</td>
<td>Likert Scale. 8 Subject Areas</td>
</tr>
<tr>
<td>To what extent have these activities influenced your learning about preferable futures?</td>
<td>Likert Scale 10 activities</td>
</tr>
<tr>
<td>Please write 2 sentences about the activity that has supported you learning in a critical way about preferable futures</td>
<td>Words</td>
</tr>
<tr>
<td>Which of these perspectives are most significant to you for bringing about changes that are necessary?</td>
<td>Likert Scale 12 perspectives</td>
</tr>
<tr>
<td>Please write 2 sentences about your choice of the most significant perspective</td>
<td>Words</td>
</tr>
<tr>
<td>Select a perspective that is significant for another student who has different views to yourself and who you have talked to/</td>
<td>Tick box 12 perspectives</td>
</tr>
<tr>
<td>Please write 2 sentences that explains why you yourself and this other person have different perspectives and about why it is important to note this.</td>
<td>Words</td>
</tr>
</tbody>
</table>
Table 5. Interview Schedule

These interviews were conducted with 8 students from different discipline/nationality backgrounds during Day 9 and Day 10 of the 10 day programme.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Possible Questions</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning of sustainability to yourselves and the different ways</td>
<td>What attracted you to a programme about ESD?</td>
<td>Meanings of sustainability</td>
</tr>
<tr>
<td>you are learning about it on the IP</td>
<td>What did ‘sustainability’ mean to you before? In what ways was it important for you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How have you been learning about it on the IP? Does sustainability still mean the same to you now?</td>
<td></td>
</tr>
<tr>
<td>What you are learning on the IP about the challenges of living /</td>
<td>What do you think are the main challenges to sustainability and justice in your own region and in the wider world?</td>
<td>Local and global challenges in our lifetime</td>
</tr>
<tr>
<td>planning to work in the face of injustices and unsustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness knowledge / understandings / skills from ESD, how the IP</td>
<td>What skills and knowledge have you been developing related to education for sustainability during the IP? To what extent can this learning be applied in different cultural contexts?</td>
<td>Knowledge, skills and values that are now required - and how they might be applied</td>
</tr>
<tr>
<td>is developing these, how they might be applied in different cultural contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What you are learning from the IP about the complexities of ESD</td>
<td>In what ways can you say that the theme of education for sustainable development is complex? To what extent do people have different knowledge and understandings about education for sustainable development?</td>
<td>Diversity of knowledge, skills and values that are emerging</td>
</tr>
<tr>
<td>The difference between the experience of your initial enquiry and the</td>
<td>In what ways was the experience of the collaborative enquiry during the Intensive Programme different from the experience of your first enquiry in your home region? How did you learn about different ways of learning about ESD from the collaborative enquiry?</td>
<td>Evaluation of own learning about this diversity of knowledge, skills and values</td>
</tr>
<tr>
<td>collaborative enquiry on the IP.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The impact of ESD/GC in envisioning meaningful curriculum meaning making.

The questions that have been opened up for consideration in this paper are selected from those that were posed to the students through the questionnaires completed by the whole cohort and interviews with 8 students from different subject and national backgrounds.

1. To what extent have other subjects than the one you are following influenced your thinking about preferable futures?

2. To what extent has the diversity of activities influenced your thinking about preferable futures?
3. What is the relevance of learning about ESD and global citizenship for your own lives and future employment?

The discussion of data collected through the survey of the whole student cohort and through interviews with 8 students with different cultural and subject backgrounds will be focused on these identified questions.

1. The extent to which other subjects have influenced students’ thinking about preferable futures

The intention here was to begin to explore the impact of exposure to a plurality of subject knowledges on students’ capacities to engage critically with ESD/GC.

To what extent have other subjects influenced your thinking about preferable futures? Q2

The survey indicates that although 43% of the cohort follow education-related programmes, 92% consider the subject education to be most significant in influencing their thinking in this field. Whereas only 10% of the cohort are following FT programmes related to the environment and ecology, 93% of the cohort consider that these programmes are most significant in influencing their future facing thinking. We
can also note that all the other subject areas identified are seen to be significant by a greater percentage of students than there were students following programmes related to those subjects. This point is endorsed through data from the interviews which include these statements

_Here I am learning from all the different experiences that people bring with them. There is not one specific aspect about sustainability that you are learning here. There is such a range. I came in just knowing about the environmental side of it. But now I am learning about community and culture. These are the things that have stuck in my mind._ (UK student: Geography and Environmental Management)

_I realised that I did not have to think in boxes and that everything is a lot wider. Like in our education system you have subjects. I always see them as intermingling but you have to teach them separately. If you know yourself in the world then you can reach out to other stuff. It has opened up my understanding a lot more than 2 weeks ago._ (Belgian student: Teacher Training)

_You have to look at it holistically. There are so many parts that come to it. There is science and economics. I do a science degree. I cannot give exact answers._ (Romanian student: Ecology and Management)

_Also I have learned here about allotment projects where old people plant vegetables with young people. I did not know about these things before. I can ask “I am doing a degree and how come I have not come across these things before?” I need not just to read what I have been given. I need to develop a broader knowledge._ (UK student: Geography and Management)

_My student colleague sees the economy as the core of change and transformation whereas I place my thoughts in terms of the environment because this is where the resources are. This was important to me because it made me more sure about my own perspective, even though I respect his view and the place that he is coming from._ (Portuguese student: Education Sciences)

There is encouragement offered here that some of the integrated approaches to curriculum design that are utilised within early years settings can also have a positive impact within HE settings. Students’ valuing of these opportunities to network their learning across subject boundaries – and the apparent interest shown by all students
in the process of understanding more about the subject ‘education’ as well as ‘environment’ – could be utilised as a basis for developing ‘future-fit’ curricula that help to shape the critical thinkers, problem solvers and doers.

2. The extent to which specific types of activities have influenced students’ thinking about preferable futures

To what extent have activities influenced your learning about preferable futures? - Q3

The intention here was to begin to explore the impact of the diversity of pedagogical approaches used in influencing students’ thinking in this field.

In general terms the survey, represented in the graph below, suggests that students claim that they learn more from collaborative activities (interactive seminars, joint mini visits) than through mini talks (lectures) given by students. Indeed they learned more from the films they were shown and from the process of writing a reflective log than the lectures, which were nonetheless rated as good and very good in the evaluations.
Qualitative data from the interviews also provides some endorsement of this tentative conclusion.

*I experienced the programme rather than just witnessed it. You can just go through the motions. Experiencing is different from participating which can just be a cognitive experience. It touched me. In the workshops I was experiencing something. It was not just a task.* (Belgian student: Teacher Training)

*The dialogue between people – being brought together to work with people with different world views from different courses – this has allowed me to think deeper than just about education.* (UK student: Teacher Training)

*I understood the role of the informal sector. We do not understand that through informal learning and practical experience we can learn more. Theory helps but you need practical things.* (Latvian student: Teacher Training).

These statements taken from the interviews provide illustration of the power of experiential learning of the kinds that are made challenging for HE educators to include in learning and teaching contexts that are prescribed through the formulation of modules around learning outcomes and current standards published by professional bodies and government departments. Here are 3 dimensions of learning that are invoked here – the emotional (“I experienced the programme...It touched me”), critical thinking (“Thinking deeper than just about education”) and the practical (the role of informal learning about practical things).

3. What is the relevance of learning about ESD and GC for your own life and future employment?

The students’ responses during the interviews are included here to stimulate a critical review of what future-fit training and education might involve in practice. Three examples are presented below.

**Student 1:**

This shift in thought amplified itself during one of the minitalks about Life Stories as Geraldine talked about a mirror as her artefact:
You are looking to yourself, your lifestyle, how you are with the planet. Not to be afraid of the ugly things, not to be afraid, but coming to terms with yourself and what you do. It obliges you to apply your thoughts to your own life. The more I learn here the more I have been questioning myself. What have we been doing until now? Why do we limit ourselves to such an extent? Why do we let others dictate our action to a point we can’t think outside their framework and their views? During the second workshop where we had to create a project of our own the tutor had said: “Don’t think about the limitations. Don’t think about regulations, institutions … and think of what you could do despite the institutions.”

**Despite** the institutions! What an intriguing thought, what could be accomplished if we set our minds to it and just do it? I have not been asked to think of a project that I can implement before. It was a short timeframe but from now on I think I could set up a project – It is not daunting for me now. (Belgian student: Teacher Training)

**Student 2:**

I want Finland to have a ‘Transition Project’. I already have developed some plans during these 2 weeks. Where my father lives there are some flats and some open spaces. I want them to come together to grow carrots and potatoes – and to make compost together. It is a good combination – the children with the elders. (Finnish student: Social Work)

**Student 3:**

I have learned how to develop a curriculum that is person centred – involving person centred learning and dialogic learning. My approach with children will be to focus on what they already know - what is important to them - and then to offer experiential learning to support them in developing a love for nature and asking them how we can protect it best. I recognise that it is not about teaching them the ‘you have to do this’ but it must come from the child. It boils down to communication. If you open up a dialogue then pedagogy comes next. (UK student: Teacher Training)

There is evidence here of different strands of professional engagement and personal engagement, though these are expressed in language that does not easily correspond to the statements of professional standards for teachers and social workers. However it would be simple to relate these statements to many of the competences for ESD
educators published by ECE (ECE 2011). For example, the responses of the first student correspond in some ways to the competency statement:

The educator is able to critically assess the process of change in society and envision sustainable futures. (ECE 2011)

There is some correlation between the expressed aspirations of the second student and the ECE recommendation:

The educator actively engages different groups across generations, cultures, places and disciplines. (ECE 2011)

The third student’s statement about his developing preferred pedagogical approaches is well summarised in the ECE competency statement:

The educator understands the importance of building on the experience of learners as a basis for transformation (ECE 2011)

In summary the first student statement communicates a desire to step outside of existing frameworks to seek solutions to challenges that have been perceived. The second statement reflects an interest in synthesising activities that are not always seen as complementary – in this case the provision for younger and older members of society – in order to promote some inter-generational learning. The third statement represents a fresh application of dialogic / socio-constructive approaches in order to engage children in critical review of their lifestyles in the unsustainable times that we share. The correspondence identified here between the interests of the students themselves and the statements of competence identified and published by ECE suggest that such interdisciplinary spaces might provide a fruitful growth point for pedagogical developments within HE settings.

**Reflections**

There is evidence from these enquiries of students’ willingness to link their own studies to significant public and worldwide issues of our times. There is evidence that students are interested in personalising their learning and sharing their emerging inner thoughts and feelings within the formal parameters of this multi-modal social learning programme. There is evidence too that these students engaged in a process of personal and professional change in response to the interactive learning programme that they encountered.
In this way data presented from this innovative and intercultural learning programme can be used to review earlier recommendations to introduce transformative approaches into Higher Education (HE). This is timely given the tendency within the European HE sector to respond to financial restrictions through concentrating available resources for developments within the boundaries of subject disciplines that as isolated units are not well placed to address unsustainable practices worldwide that are only beginning to be recognised and understood.

Learning narratives such as these can be used to support those (e.g. Meziro, Wals) who have publicised the urgent need within HE for pedagogical innovations that can prepare a new European generation for informed and responsible citizenship. For example, Wals argues:

An important task of ESD is to help learners appreciate and utilize difference. The development of knowledge and understanding has both personal and shared elements to it. Social interaction allows one to relate or mirror his or her ideas, insights, experiences and feelings to those of others. In this process of ‘relating to’ or ‘mirroring’ these personal ideas, insights, experiences and feelings are likely to change as a result. This mirroring may lead the learner to rethink his or her ideas in light of alternative, possibly contesting, viewpoints or ways of thinking and feeling. (Wals 2010, p.25)

The data from this study provide illustration of these claims. Through the interviews students have portrayed the particular ways in which they prefer forms of Higher Education that facilitate this kind of relational learning experience: that is learning experiences that relate to themselves and touch them deeply, learning experiences that relate to the commonly felt traumas of our shared ecological predicament, and learning experiences that promote their own engagement through the critical exploration of hopeful pathways towards preferable futures.

While the writings of Wals about education for sustainability may be eschewed as unwanted by ‘business as usual’ neo-liberal diehards whose ideological tentacles pervade current educational reforms, the writings of Meziro provide an additional and complementary rationale for forms of transformative pedagogy in Higher Education. Here the emphasis includes the need to ensure that learning is a meaningful experience – quite justifiable given that for many students formal learning is becoming an expensive commodity.

Transformative learning is the process by which we transform problematic frames of reference (mindsets, meaning perspectives) to
make them more inclusive, discriminating, open, reflective and emotionally able to change. [...] Transformative learning involves critical self reflection and participation in dialectical discourse to validate a best reflective judgement. [...] The purpose of communicative discourse is to arrive at the best judgement. To do so one must access and understand, intellectually and empathetically, the frame of reference of the other and seek common ground with the widest range of relevant experience and points of view. (Mezirow 2009. pp.93-4)

There is evidence in this study presented here that a carefully constructed and challenging learning programme has provided a stimulus for students to participate in dialectical discourses that are meaningful to themselves and which support them in (co)-constructing new critical frameworks for their continuing lives and works.

Summary

Such data support earlier recommendations to introduce transformative approaches into Higher Education (HE) that address worldwide unsustainable practices that are only beginning to be recognised and understood.

A recommendation that emerges from consideration of these data is that ‘education for sustainability’ should be seen as ‘a pedagogical growth point’ that can appropriately inform professional development programmes for teachers in Higher Education so as to safeguard the future of whole-hearted, open and world-minded social constructivism in the field of ‘education’.

References


The Kosovo Curriculum Framework and Implementation: values, beliefs and Education for transformational and sustainable change

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Abstract

The start of the twenty-first century brings several crucial issues facing people in all societies throughout the world, none more so than in Kosovo. Long-term severe ethnic tensions between Kosovo’s Albanian and Serb populations have left Kosovo ethnically divided, resulting in inter-ethnic violence, including the Kosovo War of 1999. This context has left the self-declared Republic of Kosovo (2008) isolated from many of the curricula and pedagogical developments in the last 20-30 years. A plethora of European donor projects have contributed to the redevelopment of the country, including Education projects supporting the development and implementation of the Kosovo Curriculum framework. This paper explores the early challenges faced in communicating and implementing the transformational change required to ensure Education for sustainable development and a world view in the Kosovo Curriculum with a specific reference to and focus on the subject of physical education and the promotion of healthy active lifestyles.

Introduction and background

The current educational situation in Kosovo cannot be understood without knowledge of the former educational system and its transition, and the long-term severe ethnic tensions between Kosovo's Albanian and Serbian populations which have left Kosovo ethnically divided.

Prior to 1991 the educational system and approved curricula were administered and maintained independently by the Ministry of Education, Science and Culture of Kosovo. In 1991 the Serbian political regime essentially annulled previous Kosovo legislation, introduced Serbian laws and enforced closure of primary and secondary schools. Approximately 14,500 primary and 4000 secondary school teachers, and 862 university tutors of Albanian ethnicity were dismissed (Pichl 2006). Albanian teaching staff, pupils and students continued, however, to teach in private homes, often risking raids and beatings from Serbian law enforcement.
Context: Kosovo Independence

Inter-ethnic tensions since 1991 culminated in the Kosovo war of 1999, which ended with the military intervention of NATO. During the same year governance of Kosovo passed to the United Nations. In 2008, the Republic of Kosovo declared itself an independent state and now has control over most of the territory and has partial international recognition. Serbia, however, refused to recognise Kosovo as a state, although following the Brussels Agreement of 2013 it has accepted the legitimacy of Kosovo institutions and its special status within Serbia. Under the agreement, public institutions in Kosovo are operated by the Prishtina government, rather than Belgrade (Pichl 2006).

Context: Statement of the problem

The Kosovo education system in general has a very modest tradition. At the end of the Second World War it had an illiteracy rate of 78% (Pichl 2006). The political development and isolation in the 1980s and 1990s have resulted in a substantial delay in the improvement of the education system still evident 15 years after the 1999 conflict, in which 83% of the schools were damaged or destroyed (European Commission Liaison Office to Kosovo 2011). Although illiteracy rates have fallen to under 5% among the under 45-year-olds in Kosovo, female illiteracy is three times higher than men’s and particularly among rural women (UNICEF 2009). Functional illiteracy is widespread, with 62% of the adult population having low levels of education (UNICEF 2009).

The Kosovo-Albanian isolation from education developments during the late 1980's, the 1990's and early 2000's meant that the education system did not absorb major worldwide changes in terms of quality education and research development and also missed major paradigm advances to pedagogy, curriculum and assessment. When the advancement of Information and Communications Technology (ICT) and its impact in education is also considered, for example the advent of the World Wide Web in 1989, then we begin to realise not only the rapidity but also the magnitude of the changes that have occurred and that Kosovo has missed. In a physical education context, student-centred development, especially approaches that have embraced a shift from performance objectives to health outcomes (healthy active lifestyles) and the expectation from governments of large social returns in terms of health and well-being, is a substantial mind-set shift to make.
Despite improvements after the 1999 war, the education system in Kosovo required (and still requires) further comprehensive interventions in all education sectors, from pre-school education to university education. There are vast disparities from school to school in terms of: the quality of education; teacher professional development that is not fit for purpose; inadequate and out-of-date curriculum approaches; a shortage of learning materials and equipment; and over-crowded schools (frequently missing even basic facilities and equipment to perform quality physical education) especially in rural areas. This overcrowding manifests itself in a shift system in schools which severely inhibits possibilities for extra-curricular activities, especially in the area of physical education and school sport. When reviewed in the context that there is also little or no Elementary School physical education expertise to develop essential fundamental movement skills, key foundational knowledge or healthy habits and routines at an early age, the problem is exacerbated. When coupled with a tradition and culture that views assessment in physical education as synonymous with anthropometrical measures rather than assessment measures in terms of improved outcomes for children, the problem is further worsened. The education system in Kosovo therefore fails to address not only the health behaviours, but also the pedagogical and skills training needs of Europe’s youngest population, resulting in vast numbers of unemployed youth without the skills or training required of a growing economy. The construction of an equitable and quality education system that is internationally benchmarked was defined as one of the priorities by the Government of Kosovo.

**How do we develop Education for sustainable development in Kosovo through teacher education?: sustainable development as transformational change**

The Oxford English Dictionary (2014) defines ‘sustainable’ as “Able to be maintained at a certain rate or level”.

In Education the word has become synonymous with institutionalising system change (Kramer 2002). When observed in this way, it doesn't just refer to the continuation of a project, programme or approach, it refers to the development of relationships, practices and procedures that become an enduring part of the community. Adelman and Taylor (2003) put forward the notion that something of value should be sustained if it is feasible to do so. They suggested that the keys to sustainable development were clarifying value and demonstrating feasibility.

Much curriculum design research in the last 10 years has shifted thinking from an approach that promoted a linear process, where tasks and activities occurred in isolation, to a view that requires practitioners to integrate knowledge, values, systems
and structures into each element of the curricular process. Leading practices are principle- rather than rule-driven, and the guiding principles provide the foundation for all aspects of curriculum design, development and implementation.

The issues to address in the process of change and to effect a paradigm shift of such magnitude, given Kosovo's background and context, were not only of changing the way people think about physical education and curriculum design but also changing the way they manage the transformational process together. Jones et al. (2010) believe that the key to this transformation, and therefore sustainable development, lies in understanding the interrelationships between ecological thinking, systemic change, and learning at individual and institutional scales to help meet the challenge of accelerating the educational response to the sustainability agenda. Many European Union funded projects have contributed to this intended transformational change in Kosovo. A SWAp project for example was inaugurated in 2010, which involved collaboration between the governments of Kosovo and Scotland. This collaboration led to the development of the Kosovo Curriculum Framework (KCF) which was approved by the Kosovo Ministry (MEST) in August 2011. (See Appendix 1 for further legislative background).

The KCF clearly clarified values and beliefs as indicated by a stated curriculum vision and aims and was student-centred in terms of intended outcomes and competencies expected. Three aims in particular are noted here and include: the development of a Kosovo identity and learning to live with cultural diversity; the development of responsibility for themselves, for others, for society and for the environment; and preparation for life-long learning.

These aims signpost a sustainable development approach requiring transformational practice given the Kosovo context. This shift in thinking and change in approach led to a framework that was designed around seven curriculum areas. The subject of physical education, along with other named subjects, was included in the curriculum area 'Health and Wellbeing'. (See Appendix 2 for further reading on the cultural shift being made).

A further European Union project aimed to build capacity in terms of a knowledge infrastructure to help achieve transformational and sustainable change. This focused on pre- and in-service physical education teachers. The three year project, which began in 2011 and completed in 2014, was concerned with the ‘Post-Graduate Level Training of Trainers [ToT] Programme in Physical Education and Sports’. The overall aims of the project were to improve:

- the provision of quality physical education and sport science in Kosovo;
• the opportunities for leisure physical activity; and
• quality health and performance-oriented fitness and sport training for all people in Kosovo.

To achieve these aims, the pre-service training component focused on the participating students’ competences, knowledge and skills in an accredited Masters programme provided jointly by international and local experts at the Faculty of Sport Sciences at Prishtina University. An in-service component also provided continuous professional development to elementary, middle and high school physical education teachers. The focus of this component was to improve understanding of ‘new’ curriculum, assessment and pedagogical approaches, referencing the Europe-wide student-centred shift from performance-oriented to health-oriented physical education curricula and alignment with the constructivist approach of the Kosovo Curriculum Framework.

Whilst clarifying value and demonstrating feasibility are essential, there are other essentials required in transformation for sustainability. Understanding a rationale for change is a must and this also links to an understanding of the change process. Integral to these essentials are communication and relationship building. From the authors’ experience the ‘new’ approach was able to gain teacher support, albeit within a relatively small community of practice, and relationship building was key to this success. A stakeholder issue for the project duration, and one which still requires addressing, was the working relationship with the Kosovo Ministry (MEST). This relationship improved towards the end of the ToT project, but unfortunately the reality in terms of what and how ten national pilot schools were being required by MEST to implement the KCF, which included a requirement for physical education teachers to deliver to the entire outcomes of the curriculum area ‘Health and Wellbeing’, never met the intended practice outlined in the KCF 2011 or the Kosovo Core Curriculum (KCC) 2012 documents. The two hour school physical education timetable allocation was eroded in all ten pilot schools by at least 20% in order to deliver Health and Wellbeing Curriculum Area topics such as ‘dealing with major disasters’ and ‘sexual reproduction’. Whilst physical education teachers were able to acknowledge that many of the health outcomes related to active lifestyles were integral to the subject physical education, they were extremely uncomfortable with what they distinguished as an ‘extended’ role and responsibility, something for which they had not been prepared. The inhibitor, it appeared, was MEST’s inability to make the paradigm shift from a traditional content driven curriculum, based around subject disciplines, to an outcomes focused curriculum, based on competencies. The
curriculum area ‘Health and Wellbeing’ was perceived as being synonymous with the subject physical education. This was never the intention.

As stakeholders, we have to accept partial responsibility for this rhetoric-reality gap as we were an integral part of this change process. Unfortunately MEST’s understanding of curriculum design, influenced by an outdated system of beliefs, had not closed the notional gap required to join the rest of Europe's thinking, perhaps justifiably so following decades of Albanian repression and lack of knowledge infrastructure within the system.

**Cultural Transformation**

If a ‘goal culture’ cannot be immediately established and embedded, then a ‘transfer culture’ must be adopted as the route to achieve the full vision (Fullan 2010). Whilst the underlying concepts may be relatively straightforward – and the objectives clear – the business of realising an authentic collaborative learning culture (Adelman and Taylor 2007) for sustainable development requires that those involved recognise the depth of this task and the multitude of challenges that need to be addressed along the way. Developing a collaborative learning culture is a process, rather than a destination, and one that requires knowledge, skills and persistence (Fullan 2013). Initial communications proved difficult, not only with teachers, but also with MEST. The emphasis needed to shift from communications to implementation. If this cultural shift is to be successful, then it requires a way of working that moves from what Heifetz et al. (2009) refer to as ‘Technical Change’ to ‘Adaptive Change’. The former is characterised as a process that is authority driven, while the latter is characterised as a process that is stakeholder driven. In ‘Adaptive Change’ the stress experienced by individuals declines dramatically as relationships build, collaboration becomes the accepted way of working, and teacher stakeholders accept ownership for implementation, without the spectre of authority.

To this end an accredited Continuing Professional Development (CPD) programme totalling 100 hours was developed and ‘delivered’ for teachers participating in the national pilot project and other teachers not yet implementing the KCF. The CPD was scheduled over five weekends between January 2014 and June 2014, which allowed teachers opportunity between CPD episodes to implement ideas in practice. Workshop documentation was produced to provide a reference resource to support implementation. In addition, a Kosovo physical education programme was developed with accompanying medium term planning to illustrate how ‘new’ physical education with a greater emphasis on health outcomes might look like in practice, together with a cross-curricular illustration to demonstrate an integrated
approach to curriculum planning. Teacher responses to workshop planning tasks were however limited and suggested that the divide created to move from ‘current practice’ to the ‘next’ / ‘expected practice’ is possibly too great to connect. Practitioners, but especially school leaders, require a reference point or benchmark from which to orientate themselves and greater support in the process of change.

A European Union twinning project involving Finland and Austria is the successor to the ToT project. The responsibility of this three-year project is to support the curriculum implementation for the next phase of the pilot, which involves approximately a further 110 schools. This project now becomes essential to developing collaborative adaptive change for sustainable development and must be based on reliable and valid evaluation of the pilot school experiences to ensure system wide acceptance and implementation.

**Changing minds: the basic unit of change**

The basic unit of change is each individual within the system. Many of the ToT individuals embraced the opportunity to learn from European experts and to become self-critical, self-analytical and critically reflective. A growth mindset developed over the course of the project and all ‘students’ felt they had significantly improved both personally and professionally. One professional, who has a national profile in ballet and aerobics, communicated how everything that was learned, right from the first module to the last, was applied directly to their practice. Confidence in the expertise of the course tutors, the course delivery, and an appreciation and understanding of the subject matter content, resulted in confidence to try things out. The student stated it was as though they had been handed a mandate for change. Change was transformational as opposed to incremental. Methods of teaching and coaching became more learner- or client-centred, and this directly impacted on the programme they planned. Specifically, this resulted in a shift in approach from a planned syllabus that would be taught unfailingly to bespoke programmes that were planned and adapted to the needs of the performers. The theoretical underpinnings and applied nature of the ToT programme also resulted in the individual explaining to clients why they were performing or exercising in particular ways in order to improve client awareness, knowledge and understanding of health active lifestyles and health promotion. This aspect was described by the ‘student’ as a 'beautiful thing'.

Sterling (2010-2011), drawing on the work of O’Sullivan (2002) and Bateson's levels of learning (1972), explained this type of experience as moving from seeing our worldview to seeing with our worldview so that we can be more open to and draw upon other views and possibilities.
The case for transformative learning is that learning within paradigm does not change the paradigm, whereas learning that facilitates a fundamental recognition of paradigm and enables paradigmatic reconstruction is by definition transformative. (p.23)

In summary, epistemic learning occurs, or an expansion of consciousness and a more relational or sustainable way of seeing arises, inspiring different sets of values and practices.

Proposals

The Sports Science Department of the University of Prishtina, whilst being overlooked in the early stages of the Kosovo Curriculum Framework development, is realising its role as a key stakeholder in the process of change and undertaking a more active role. Implementing the Kosovo Curriculum Framework so that it transforms the Republic of Kosovo requires all stakeholders to change. The pedagogical and scientific evidence-based preparation of educators and teachers, ranging from preschool to university education, is required in both the initial teacher training process and in-service and continuous professional development opportunities. (See Appendix 3 for Initial Teacher Training developments). The following 10 point plan represents initial proposals for the transformational change required for sustainable development in Kosovo with direct reference to physical education (see also Appendix 4):

1. University of Prishtina staff work collaboratively with MEST and the EU twinning project.
2. The content and pedagogical approach to pre-service teacher training is transformed.
3. Effective assessment practice, which has not been part of any pilot school practice to date, is introduced.
4. An additional number of appropriately trained pre-service teachers to be provided at all levels: Elementary, lower secondary and upper secondary education.
5. A comprehensive review and approach to Elementary School teacher training is undertaken. This school system layer is not part of the national pilot, nor has it yet been considered.
6. Quality teaching and learning materials must be sourced, researched and developed.
7. Facilities and equipment are improved and increased (with direct reference to alleviating the shift system).

8. Improved teacher-student ratios are realised.

9. Quality assurance and improvement mechanisms for ensuring compliance, safety and excellence are outlined and implemented.

10. The ability of all stakeholders to better develop network learning communities in realising adaptive change is developed.

Conclusion

Sustainability is more than just an end goal; it is the transience of the journey itself. It affects all stakeholders at all levels within the system. For transformational change to be implemented effectively, it has to result in improvements to the knowledge infrastructure that change not only individual thinking but also ways of working that become embedded and ultimately create a new destination, a new improving world. Decisions are made about the basic unit of change, the individuals within the system, which collectively impact on the change processes and on the journey to a ‘new world’, rather than a journey to the ‘end of the world’. The journey changes both the destination and the travellers.

The new world of Kosovo continues to evolve.

References


**Appendices**

**Appendix 1**

**Legislative background**

On 16th July 2012 the Minister of Education, Science and Technology decided that all public providers of higher education have to review their teacher preparation programmes in line with the requirements of the Kosovo Curriculum Framework (approved August 2011) and restructure teacher preparation programmes accordingly. **Based on MEST decision no. 191/01 B the preparation of teachers should include academic training (covered by the academic units) and specific training on pedagogy and teaching practice (covered by the Faculty of Education) for education levels and profiles (3 years Bachelor [180 ECTS] + 2 years Master [120 ECTS]). Future pre-school and primary school teachers have to complete a 4 year Bachelor programme (240 ECTS).** A “Teacher Competency Profile” has been developed by the State Council for Teacher Licensing (SCTL) supported by the European Union listing **the competences new teacher should possess structured in 8 categories (methodology, education policy, academic content, learning theories, assessment, teaching practice, professional relations, and curriculum),** which should be included in both pre-service teacher preparation and in-service professional development.
As the Faculty of Education at the moment does not have the capacity and the subject-specific competence to prepare teachers in physical education, this responsibility remains within the Faculty of Sport Sciences for at least 5 more years (up to 2017/2018). Based on the MEST decision (paragraph 4.6 of the conceptual plan for restructuring teacher preparation study programmes in the University of Prishtina, 2013), the Faculty of Sport Sciences holds full responsibility for organizing all pre-university education in physical education. This is a new challenge for the Faculty of Sport Science, which in terms of teacher training has so far only prepared physical education teachers for lower and upper secondary education. It also requires the development of a new physical education curriculum.

There is currently an attempt to implement the new curriculum in ten pilot schools, based on the information provided in Kosovo’s Curriculum Framework. Physical education is placed in the curriculum area “Health and Wellbeing”, which is one of the seven curriculum areas present in all core curricula (Kosovo Curriculum, Draft October 2012). The aim of the curriculum area

…is to provide students with knowledge and skills and guide them towards healthy living so that they can be able to take over the responsibility for health and wellbeing of their own and of others. It also provides students the opportunity to develop and practice habits, attitudes, qualities, values and behaviours that will help them to deal with life successfully. (Kosovo Curriculum Framework, 2011)

However, clear guidelines on how to design, structure and implement the subject specific syllabus and how to connect it with core curriculum areas are missing.

Appendix 2

The paradigm shift

Traditionally the PE content in the school curriculum in Kosovo was completely subject-based and performance-oriented, aiming primarily to enhance overall and specific performance skills. Teaching in physical education mainly focused on technical and tactical skill learning and in increasing performance in motor abilities. Kosovo’s curriculum currently focuses on competitive team sports, especially those game sports which are traditionally most popular in Kosovo, such as Football and Handball, and combat sports such as wrestling, boxing and karate. Teaching methods were usually teacher-centered, using autocratic teaching styles which foster negative associations with physical activity. The new Kosovo Curriculum Framework makes the shift to a new approach involving competence-based teaching. Physical education
as a part of the curriculum area Health and Wellbeing is aligned to an integrated model of teaching and learning and focuses on learning and practicing skills that enhance lifelong fitness, good health and social values. The subject provides an excellent opportunity to improve understanding of social principles and concepts extending beyond physical education and sport, such as fair play and respect, social awareness linked to personal interaction, and team effort and social inclusion.

Appendix 3

Initial Teacher Education

The promotion of physical education in schools involves introducing or adapting policies which aim to raise general awareness of the lifelong social and educational value of physical and sports activity.

In Kosovo, physical education teaching in primary education is provided by generalist teachers (trained in the Faculty of Pedagogy) with no specific training in physical education teaching; in fact there is only one theoretical course (Methodology of Physical Education, provided 2 hrs for 1 semester) for these generalist teachers. In Europe at least 24 ECTS, corresponding to a student workload of 600-720, hours are required.

There are 1865 physical education teachers – 995 male, 870 female – working in secondary education (based on data provided by MEST 2013). No exact information exists about the initial training of these educators. Many of them graduated from university before the Bologna system was introduced from a 4 year programme. After the conflict, the public university and several private ones offered courses in physical education. In 2004, the University of Prishtina offered a 3 year Bachelor and 2 year Masters programme approved by the Senate of Prishtina University. Graduates from a 3 year bachelor programme usually work at the lower secondary education level only, whereas graduates from a 4 year bachelor or a Masters programme work at the higher secondary education level. The 2 year Masters programme offered by the public University of Prishtina failed to be accredited in 2010 (when international accreditation started) and twice failed to fulfill further accreditation procedures. This was due to aspects such as: fields of study and learning outcomes, ECTS distribution, major quality assurance measures not being fulfilled and teaching practice, including school-based practice being widely missing. This resulted in a change in the Bachelor programme at the Faculty of Sport Sciences to again offering a 4 years programme to give students the possibility of becoming physical education teachers. It has to be noted that by current law (Law No.04/L-037 on Higher Education in the Republic
Kosovo, 9th September 2011, Article 16/5) that “only the public provider of higher education could offer study programmes which lead to the qualification of the teacher to be employed in a school”.

<table>
<thead>
<tr>
<th>Pre-school education</th>
<th>Primary education</th>
<th>Lower secondary education</th>
<th>Upper secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6yrs, 5-6yrs</td>
<td>6-10years</td>
<td>11-14years</td>
<td>15-17years</td>
</tr>
<tr>
<td>1-5 grades</td>
<td>6-9 grades</td>
<td>10-12 grades</td>
<td></td>
</tr>
<tr>
<td>High pedagogical school diplomas from educational facilities</td>
<td>Faculty of education generalist</td>
<td>Faculty of sport sciences specialist</td>
<td>Faculty of sport sciences specialist</td>
</tr>
<tr>
<td>3 year bachelor (180ECTS)</td>
<td>3 year bachelor (180ECTS)</td>
<td>4 year bachelor or Masters (240ECTS)</td>
<td></td>
</tr>
</tbody>
</table>

Teachers of physical education are expected not just to be able to practice and organize sports and physical activities but also to have the skills needed to promote a healthy way of life, increase the motivation of young people for physical exercise, and involve them in various sports. Scientific evidence shows major beneficial effects of physical activity on health. Physical activity reduces the risk of most chronic diseases including cardiovascular disease, overweight and obesity, type 2 diabetes and several cancers. Furthermore, physical activity improves musculoskeletal health and psychological well-being.

The licensing of teachers specifies the requirements for teachers to enter and remain in the profession, as well as criteria and requirements for teachers to be promoted in the system. Requirements for teacher qualification, including the specific qualification level for particular levels of pre-university education, are mentioned in the minimum number of accredited hours each teacher must acquire in a 5 years period (100 hours) and in each year (20 hours) as a requirement for licensing was defined. Based on Article 33 of the Law on Pre-University Education (Law No. 04/L-032; 29 August 2011), teacher licensing, the development of a framework and standards for professional development, and performance evaluation are responsibilities of MEST, acting on the advice and recommendations of the State Licensing Council for Teachers.
Appendix 4

Questions to drive change in the system for physical education

• On what should a Physical Education programme be based?
• What should be the appropriate name for a programme involving Physical Education and Health? Physical Education and Health or Physical Education and Wellbeing?
• What should be the minimum number of lessons per week for children of different ages?
• At what age should we start organising physical education?
• Why should competent experts of physical education be involved in the physical and health education of children in reception and not in the case where one teacher works with children up to the age of 12 years old?
• Should the PE programme be adapted based on the condition of infrastructure, the ages and the level of health of children (considering the initial research of motor ability, postural status, the health status of children) or an ideal model based on scientific principles?
• What are the experiences of physical education teachers, their observations and suggestions, based on the experience of teaching ‘old’ PE programmes, contrasted to the new programme implemented in the pilot schools?
• What should be the level of commitment of children (load level)?
• What are Bio-socio-psychology developmental characteristics of children?
• What would be the order of the physical education courses based on age?
• How do we move from play to peak performance? (Improvement of techniques through play)
• What should modules designed for different ages contain for the challenge to be suitable for those ages?
• What can we learn from other countries’ curricula design?
  o the skills and general knowledge that are included
  o the programmes developed for elective physical education subjects
The transformation of children happens when children understand, learn, advance and feel from planned physical education subjects at different ages.
The Literature of The Troubles Project: Implications for Local and Global Citizenship

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Abstract

The paper presents a critical evaluation of The Literature of the Troubles Project which was aimed at using literature in an educational context to help cement the process of peace and reconciliation between Northern Ireland’s divided communities. The Project’s aspiration was that, using a dialogical model of education, it would facilitate Key Stage 4 pupils to engage in verbal and written explorations of carefully selected Troubles literature; these explorations, it was hoped, would enhance the pupils’ aesthetic and imaginative responses to literature while, at the same time, enabling them to reflect on, and perhaps modify, their often conflicted allegiances and identities. Against the background of some literary-critical contexts, the paper offers some details of the Project’s organisation and methodology, while providing also a critical evaluation of the Project’s findings and outcomes. Conflict resolution is the ideal at the heart of the Project, and both the introduction and conclusion highlight the idea of conflict resolution as an important strand of both Global Citizenship and Development Education. The paper also highlights how the work of the Project has implications for curricular development, both in Northern Ireland’s schools and, hopefully, further afield, and also how it has been integrated into Subject Application classes in Northern Ireland’s two teacher-training colleges.

Introduction

The Literature of the Troubles Project was a two-year (September 2007-August 2009), school-focused, cross-community initiative within Northern Ireland. Using carefully selected Troubles Literature – poems by, for example, Seamus Heaney, Ciaran Carson, James Simmons and Paul Muldoon and novels or short stories by David Park, Robert MacLiam Wilson, Jennifer Johnson and Bernard MacLaverty – and a dialogical model of education, the Project sought to enable Key Stage 4 pupils from a range of schools across the sectarian divide in Northern Ireland to engage in verbal and written explorations of some of that literature; through these explorations, it was hoped that the pupils could critically explore their identities and, often conflicted, allegiances, and it was also hoped that this curricular initiative could
contribute to the search for ongoing peace and reconciliation. The project involved thirty schools across Northern Ireland and approximately nine hundred pupils. Some of the literary materials and the complementary curricular approaches which were deployed with those pupils have been endorsed by CCEA (the Council for the Curriculum, Education and Assessment) in Northern Ireland, in that CCEA has formally recommended the writing tasks arising from the Project as an optional element in the Creative Writing Scheme of Work for the GCSE English programme. Furthermore, the Project’s materials and approaches have been incorporated into Subject Application classes for post-primary English students, both in St Mary’s University College, Belfast and in its sister teacher-education college in Northern Ireland, Stranmillis University College.

At the heart of these Subject Application classes, and also integral to the new curricular work in the targeted schools, is the belief that studying and teaching Troubles Literature will raise consciousness about important issues connected with Global Citizenship. Within the Northern Irish context specifically, some key issues relevant both to this programme and to Global Citizenship have a particular urgency; especially important are questions about active citizenship and community action, the necessity of respecting the democratic process, the interaction between ethnic identity, religion and culture in terms of community life, the need for mutual respect and understanding, and the vital importance of community cohesion. At a wider level too, of course, the on-going process of conflict resolution in Northern Ireland has been proposed as a model for addressing issues to do with conflict resolution and human rights on a more global scale. My argument then is that, by engaging with the Literature of the Troubles programme, students and future teachers in Northern Ireland – and, potentially, their counterparts in England and elsewhere – are provided with a curricular design which enables them to address many of the key issues to do with Global Citizenship mentioned above. Certainly in Northern Ireland, such engagement is a statutory requirement, with issues of Global Citizenship necessarily informing all curricular areas.

Before moving now to an evaluation of the methodology and findings of the Project I would like to contextualise my arguments by referring briefly to the complex and often fraught intersection between literature and troubled societies.

(a) The role of literature and criticism in a divided society

In Writing in the Dark David Grossman (2009), writing against the background of the Israel-Palestinian conflict, makes a strong case for, as he expresses it, “observing reality through the enemy’s eyes”. He argues that
Looking at ourselves through the eyes of the nation we are occupying, for example, can sound the alarm bells within us, enabling us to understand, before it is too late, the depth of our denial, our destructiveness and our blindness. (p. 56)

He goes on to suggest that literature can act as a key catalyst in that process. He argues that

what I have broadly termed ‘the literary approach’ is to me, more than anything, an act of redefining ourselves as human beings in a situation whose essence and methodology consist entirely of dehumanisation. (p.59)

Of course, Grossman clearly understands, too, that the relationship between politics and literature cannot be delineated or transcribed in overly simplistic terms. Certainly, in the best literature predicated on the conflict in Northern Ireland, a challenging and complex imaginative space has been opened up that transcends the more simplistic writing to be found, for example, in newspaper reporting of events. In his critical writing as much as in his poetry, Seamus Heaney, especially, has challengingly explored the interrelationship between poetry and political division. While not overlooking the tensions inherent in the enterprise, Heaney strongly acknowledges the potential power of literature in a highly conflicted situation. In his essay ‘The Government of the Tongue’, for example, he observed, tellingly, that

In one sense the efficacy of poetry is nil – no lyric has ever stopped a tank. In another sense, it is unlimited. It is like the writing in the sand in the face of which accusers and accused are left speechless and renewed. (1988, p.107)

(b) Choice of schools/Project website

At the start of the Project, a Project Officer was appointed whose first task was to liaise with interested schools and pupils. Most of the pupils were in Year Eleven, with a small minority (about eighty) in year Twelve. Of the schools involved, seventeen were from the Maintained (or Catholic) sector, six from the Controlled (mainly Protestant) sector, and seven were from the Integrated sector. To complement the work of the Project, and endeavouring to enable the maximum number of schools possible to be involved, a website was established which provided samples of pupils’ written work arising from the Project, with the opportunity of other pupils’ work
being modelled on those exemplars. The website also featured comments by teachers and pupils on the Project, and samples of or excerpts from recommended texts.

(c) Data Sources

The contact with the pupils in each of the thirty schools directly involved took place on three separate occasions – the first two being teaching/exploratory sessions and the third involving semi-structured focus group interviews. Each of the teaching sessions, with two separate pre-GCSE classes in each school, lasted for about ninety minutes. Most importantly, the written work – which will be evaluated fully later in the ‘Findings’ section of this paper – provided a valuable source with which to gauge the pupils’ evolving attitudes and responses both to the literature and to the divided society from which it had emerged.

However, as indicated above, another important data source was provided by the semi-structured focus group interviews which were conducted, after an interval of about two weeks from the ending of the teaching sessions. The interviews involved eight pupils from each class and in co-educational schools an equal number of male and female pupils was chosen. The chief criterion, however, which determined the choice of pupils was the perception of their willingness to engage positively with the researchers and to volunteer interesting points of view; a further important consideration, though, was the Project Officer’s perception of a range of attitudes which had emerged among the chosen pupils during the taught sessions. The interviews were deliberately semi-structured, with the view being adopted that, if an interesting line of thinking was opening up, it should be followed through in the most wide-ranging way possible. The questions asked by the interviewer were mainly focused on whether studying the Project literature had helped to change the pupils’ perceptions of and attitudes to those from a different religious and political background from themselves.

Findings (1): a critical evaluation of pupils’ written work

It is important to highlight, initially, the commendably impressive quality of much of the pupils’ written work in a variety of literary forms. Indeed, in exploring one of the key texts, namely, James Simmons’s *Lament for a Dead Policeman*, the best of the pupils’ writing represented a genuinely empathetic and creative response. From one Integrated school, for example, came a number of diary entries written from the perspective of the IRA killer. One pupil attempted to understand the killer’s motivation by putting language into his mouth which suggested his (the killer’s)
capacity to engage in the objectification of ‘the target’. A typical sentence from the killer’s internal monologue reads:

If another member of the target’s family opened the door I would drop them and make entry, clearing the house room by room if necessary, although I hoped it would not come to that, not least of all because it would considerably slow my escape.

This insight into the coldly clinical mindset of the gunman is provided in what is, generally, a chillingly brilliant piece of writing. From the same school, another pupil provided an impressively intelligent comment on the tragic efficacy of tribal myths, as well as, again, on the need for the killer’s objectification of ‘the enemy’.

Driving through his neighbourhood made my neighbourhood look like a twisted perversion of his. When hating, it is much easier to generalise.

The insight provided, too, into the tension in the mind of the killer is graphically encapsulated in the observation:

The angel on my shoulders pleaded with me not to do it but then the devil made a more convincing case.

This highly impressive piece of internalised discourse is then rounded off by the writer’s ironic quoting of the famous dictum by the Roman senator, Vegetius – ‘Si vis pacem, para bellum’ (‘If you want peace, prepare for war’).

Such intelligent and genuinely emotive responses were not, of course, unique to one school. Not surprisingly, perhaps, some of the writing from female pupils especially, when focused in particular on the grief of the widow in Simmons’s poem, was genuinely lyrical and moving and sometimes, indeed, represented a kind of creative extension of the emotions registered in the poet’s original words. One girl, for example, refers poignantly to ‘this day of desolation’ and adds, memorably:

You have finished work for the last time, off duty forever.

Another female student, imagining the police widow’s diary entry, brilliantly and graphically observes:

I could hear a blood-curdling scream and I soon realised it was myself.

Yet another description of the widow’s grief also deserves mention:

The morning you kissed me for the last earthly time will remain imprinted on the fragment of my heart forever.
However, this genuinely powerful evocation of raw grief is counterpointed by the imagining of the wife’s visceral hatred for the teenage gunman:

*A mixed-up drunken thug with a cream bun in one hand, a gun in the other.*

In general, though, the writing, from female pupils especially, is more elegiac than polemical. Another girl, for example, comments:

*My heart was broken into hundreds of tiny pieces and I fear that I may not be able to put it back together.*

But then she adds brilliantly:

*He will be cremated and I will scatter his ashes on Carntogher mountains... there he will not be tied to either religion.*

In my view, this kind of writing and thinking fully validates one of the key aims of the Project, that is, to enable pupils to move beyond traditional polarities and allegiances.

The pupils’ capacity for empathy and reacting beyond sectarian division are also very evident in their written responses to the aftermath of the bomb, as envisioned in MacLiam Wilson’s *Eureka Street*. Indeed, in many of their graphic and emotive re-imaginings of the original, some pupils achieved a quality of language in their writing which almost matched the original. Thus, the almost unbearably traumatic aftermath of the bombing is graphically conveyed in the description of the victims as being ‘unrecognisable as humans’ and in the detail that

*the bomb had pierced one man’s skin shedding him like cheese through a grater.*

The emotional fallout from the event is also conveyed in equally intense writing, such as the observation, for example, that

*Death relieved them from the excruciating pain that would now start for their families.*

While a certain amount of sentimentality or imprecision could occasionally weaken some of the other observations, in general the majority of the written responses to the piece were characterised by unforced clarity and truthfulness, predicated on genuine empathy.
Findings (2): pupils’ observations in semi-structured, focus group interviews

The questions asked by the interviewer were mainly focused on whether, and in what ways, studying the Project literature had helped to change the pupils’ perceptions of and attitudes to those from a different religious and political background from themselves. In some of the Integrated schools, for example, it was suggested that the Project literature provided pupils with an opportunity to discuss controversial issues in a way which would not otherwise be available; pupils felt that, prior to the Project, any discussion of ‘differences’ needed to be avoided at all costs, as there was a danger of resurrecting polarities which were best forgotten about. As one pupil observed:

Because we are in an Integrated school, they’d be scared to give us pieces with sectarian stuff in it.

It also became clear that while questions of religious identity were, as some pupils stated, studiously avoided in their (Integrated) schools, some pupils retained (at least vestigial) traces of the divided Catholic/Protestant mindset. Gratifyingly, however, some pupils acknowledged that studying Troubles literature could indeed help to break down stereotypical attitudes; as one pupil put it,

Catholics think Protestants did it and vice versa.

Other pupils argued that studying the literature provided a much richer perspective than that offered by newspapers or other media reports of Troubles events. In one of the Integrated schools, in particular, which was situated close to a sectarian interface where, recently, a policeman had been murdered, the pupils acknowledged that the Project literature enabled them to ‘think outside the box’ and enter into the mind of someone who felt very differently from themselves. Interestingly, too, furthermore – and despite the reservations by some Integrated pupils mentioned above – in some non-Integrated schools the view was expressed that Integrated education was the only way forward for Northern Ireland:

If you’re going to keep them separated, then they’re still going to have their different views no matter what they read.

Certainly, in some of the non-Integrated schools – particularly those in the Greater Belfast area – there was an acknowledgment by some pupils that their lives had been sectarianised. References to ‘them’ and ‘sides’ were quite prevalent. A typical observation in a Maintained (Catholic) boys’ school would be:

I mostly had a view of Protestants doing all the bad stuff.
In line with that way of thinking, their initial reaction to some of the Project literature was, they admitted, quite limited. Some had felt, for example, that Simmons’s *Lament for a Dead Policeman* showed

> how one-sided the RUC was

and some had even speculated that

> the policeman had been shot by a Protestant paramilitary.

One pupil admitted that he had felt that

> The poem puts people into different camps.

However, as the Project had gone on, many agreed that their views had become more measured and nuanced.

**Concluding Remarks**

While, as noted, the main work of the Project took place over the two years 2007-2009, and involved a total of thirty schools, it is hoped that the materials and approaches used will continue to influence teaching and learning in Northern Ireland for many years to come. It is also hoped that, as suggested in the Introduction, the Project can have significant implications for the Conference theme – namely, designing and implementing a revamped curriculum which enables questions about Global Citizenship to move from the edge to the centre. Details of the work, with exemplars and suggested methodologies, can be accessed by interested teachers on the St Mary’s University College website. Furthermore, the Project has received some welcome publicity in the *Times Educational Supplement* (16 January 2009, p.42) and the author has given well-received seminars about the Project to interested staff in a number of universities in Europe and America, many of whom are involved in curriculum design in teacher education contexts.

In conclusion, it is gratifying to record, too, that the novelist and short story writer, David Park – some of whose work has been used for the Project – has ‘commended the courage of this project’ (2010, p.43) and has observed further that

> the Project … seeks to explore the realities of what we did to each other and the human cost that entailed. It also serves to challenge some of the thinking that made that possible. (p.42)

In the same context he quotes the American poet Maya Angelou, who said that
History, despite its wrenching pain, cannot be unlived, and if faced with courage need not be lived again (p.43).

Finally, it might be salutary to again quote Heaney on the role of literature in helping foster reconciliation in conflicted societies.

It opens up what Bashó called ‘the world of true understanding’, which is always lying just beneath the surface and just beyond the horizon of the actual words we speak. (2002, p.51)

References


A Good Curriculum is a Global Curriculum

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Abstract

The new National Curriculum (NC) will be implemented from September 2014. This is a time of great review and change in education and therefore provides an opportunity to be creative and innovative. This will ensure that the school curriculum you provide really is relevant for the 21st century – despite Michael Gove’s very ‘traditional’ NC Framework, which is very content orientated and lacks any real focus on sustainability and meaningful global learning.

Young people should be given the opportunity to explore issues within their communities, regions, countries and further afield that equip them with the skills, knowledge and values that will ensure an understanding of how to create solutions for a sustainable future. They should be able to critically debate, problem solve, take responsibility, engage in active citizenship and show empathy towards a world beyond their own immediate environment. Global Citizenship should be and can be integrated into most curricular areas. Our paper will provide practical examples of how to marry up the Global Learning Programme (GLP) Curriculum with the new NC without compromising on statutory requirements. The result will be an exciting and relevant school curriculum that will engage pupils in learning the traditional subjects in a meaningful, global 21st century way.

This approach will provide learning that:

• recognises we live in an Interdependent world where we need global knowledge and skills to help us understand what is going on in the world around us and how events and changes impact on each of us and our environment;

• helps children develop values and attitudes that are outward looking and community focussed, developing an understanding of their place in the bigger picture and how they can make a difference and contribute;

• promotes reflection and critical thinking, problem solving, creativity and working together – essential skills for the future;

• deepens understanding of complex issues- poverty eradication, justice, war/peace, fairness, equality, rights and responsibilities, identity and belonging;
challenges a ‘One World View’, stereotypes and misuse of information/bias by the media;

• gives young people knowledge that empowers them to instigate change, deepen respect for each other and make a difference.

Introduction
In this paper, we will seek to show how, as educators, with the freedom we have been granted, we can decide how to teach the NC most effectively and to ‘design a wider school curriculum that best meets the needs of our pupils’ (paraphrased, DfE, 2011). To this end, there is a great need to raise awareness of the GLP which is being rolled out by DFID. The GLP hopes to create a network of like-minded schools by engaging with over 50% of schools across England in 5 years. The GLP Framework provides a vital approach to education that should be, and can be, dove-tailed with the NC to ensure that it offers opportunities for school leaders to develop a creative, holistic and meaningful school curriculum relevant to their local context and that meets the needs of 21st century learners and citizens.

How does the GLP enhance teachers’ and pupils’ understanding of what it means to be a global citizen?
The GLP purpose is:

to equip children and young people to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. (GLP 2013).

This model offering support for teachers is vital so teachers can actively continue their own professional development, whatever their entry point to global learning. Teachers from Partner Schools are able to access free CPD training from their Expert Centre and local advisor, building up teacher expertise and confidence to deliver good global learning in the classroom. The model also encourages closer networking as GLP schools are encouraged to share resources, ideas and work collaboratively on projects, award schemes, hold transition events and share learning experiences.
In reference to the GLP pupil skills, this model of networking is ‘practising what it preaches’ and encourages teachers to use the skills (marked in bold below) of a global citizen. This includes, for example, critical thinking around current programmes of study and units of work; sharing multiple perspectives on how to approach topics and issues; holding enquiry and discussion on successful ways of teaching and learning; regular communication and teamwork with like-minded colleagues; planning together for a more globally aware curriculum; and then allowing time and space for collective reflection and evaluation on previous, current and future delivery. The main concepts of the GLP (poverty and development) and the use of four lenses in which these can be approached (sustainability, intercultural learning, global citizenship, human rights) are explored so teachers can reflect on their current levels of knowledge and understanding and then think about the application of these to everyday teaching and learning. The model is supportive and inclusive and can help teachers with their own understanding of global issues, which, in turn, means they are better equipped to plan, prepare and deliver everyday lessons incorporating the global themes, skills and values.

There is a natural tendency for teachers to ‘underplay’ the work they are currently doing, but as the GLP takes into consideration many existing award schemes and other forms of global learning, there is a celebration of current work and a clear framework to move the school forward, having used the Whole School Audit (WSA) as a starting point and the tailor-made Action Plan (AP). Having identified what you already do and where there are gaps, there is opportunity to seek support from colleagues in the partner schools and seek out CPD and resources from the GLP website.

Even though the GLP and the presented model of a meaningful curriculum provides many benefits and advantages to teaching and learning, challenges may also arise. With demanding OFSTED Inspections that are driven by achievement (SATs results and progress), there is a tension between offering a meaningful curriculum and one that can achieve results. Schools are under pressure to perform and succeed and, for some; taking onboard global learning might seem like an added, unnecessary pressure. In counter argument, however, global learning can be a curriculum driver and should be encompassed as part of the school ethos so it is therefore not an add-on but an integral part of all aspects of teaching and learning. The possible debates around global issues and the likelihood of research and active engagement in projects is very motivating for pupils; this in turn develops their higher order thinking skills,

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1 For detailed GLP Pupil Skills see below and www.glp-e.org.uk
2 See www.glp-e.org.uk to access the online Whole School Audit
vocabulary and understanding of complex issues. The engagement in global projects
opens their minds to reasoning and searching out information to substantiate their
ideas. This in turn makes a massively positive contribution to their ability to tackle
challenging reading material in their SATs papers at the end of the year and makes a
positive contribution towards the development of the whole child, which includes
their academic achievements at the end of KS 2.

Another possible barrier to applying global learning might be apathy towards the
issues and concepts addressed. The overload of negative images provided by popular
media and the ‘badgering’ from charity organisations, may well have made the
empathy, understanding, engagement and agency we are looking for in a global
learner difficult values to hold, leaving people almost immune to the issues that
ultimately will affect all our lives. So, how can we ensure that the ideas and concepts
are presented in a challenging and stimulating way that will not become jaded and
repetitive over time?

A meaningful curriculum, a meaningful approach

The Global Learning approach to the curriculum is possible, even starting from very
traditional, fact-based topics or subjects from the NC. The important and key factor is
for teachers to develop a global way of thinking and looking at their subject
when planning, to ensure that this way of seeing the world is passed on to their students.

Reviews of the 2014 NC have highlighted that some aspects of the new
Programmes of Study for maths and English might not be relevant for today’s learner.
For example, the Cambridge Review Board said: “The PoS do not reflect what it
means to be a reader in the 21st century” (2013, p.6) and the Association of Teachers
of Mathematics and Mathematical Association said that in the 21st century, “the
ability to approach problems by thinking” is of greater importance than “knowing
facts and being able to perform procedures” (2013, p.7). As teachers and
headteachers consider how to implement the new NC, they should be mindful of the
possible gaps in content and approaches to learning. Young people need to
understand and be prepared for a future we cannot predict; they need the
knowledge, values and skills to be creative, critical and to solve problems that as
yet we cannot even begin to imagine.

As we know, “every child learns best when he is finding out about something that
interest him” (Barnes 1976, cited Tripp 2011, p.50) and a meaningful curriculum
should do just this, be interesting and exciting. But as teachers, that have a statutory
duty to deliver the National Curriculum, where the content of key subjects is dictated
to them, we need to find approaches that allow children the freedom to learn in a way that best excites and motivates them. A broad, global curriculum arguably can create a balanced approach, where pupils are given a significant degree of responsibility and ownership over their own learning. A truly global curriculum is about handing over more control to pupils and increasing awareness of complex concepts and issues, which in turn enables them to see things from multiple perspectives. This approach prepares them for the challenges ahead as global citizens.

So what does a curriculum look like that provides opportunity for a flexible approach to learning? Hawkshead Primary School strives to have a balance between teacher led and pupil led activities. Teachers give initial input, but then pupils have the opportunity to be creative and innovative in reaching the required learning outcomes. Global Learning and Sustainability are embedded in the curriculum through the traditional subjects and non-statutory subjects such as Forest Schools, SEAL, local environmental work (see Case study on Eco Church and Grave Yard Study), Geography Quality Mark work, International Schools Award projects and Eco-Ambassador work.

Pupils are given opportunity to form their own opinions through skills-based learning, such as Philosophy for Children (P4C) and other enquiry based approaches. “You can only teach about justice and democracy by just and democratic means” (Steiner 1996, p.25). The Philosophy model is dipped into by all staff at the school. Strong communities have been established as the school is small and close-knit, and pupils and their families know each other well. Respect is highly valued and the four ‘C’s of philosophy are encouraged through all work; pupils are nurtured to be critical, caring, creative and collaborative. “P4C is about getting children to think and communicate well; to think better for themselves” (SAPERE website). The children have a lot of input on global, environmental issues and sustainability issues, however it is ultimately up to them what actions they will take now and in the future. The school has taken forward this outlook to combine learning with deeper intrinsic human-kind values:

A pedagogy is more than a set of techniques and activities; it entails a moral framework about the relationship between learner and teacher and between teaching activities and the teaching process. (Steiner 1996, p.23)

The NC and GLP are detailed and complex documents. However, teachers are used to planning from complex documents and extrapolating that which is relevant for their specific subject or class of students. The key elements of the GLP can be fine-tuned to the following Pupil Outcomes: Global Knowledge Themes; Skills and Values and Attitudes (two alternatives offered both will lead to Global Learning becoming
embedded in teaching if used consistently across all curricular areas whenever appropriate).

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<td>- Social Justice and equity</td>
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<td>- Development</td>
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<td>- Rights &amp; essential services</td>
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3 Global Knowledge themes, skills and values taken from Education for Global Citizenship, A Guide for Schools, 2006
These pupil outcomes can be used as reminders when planning to help teachers to seek out opportunities to ensure that a global approach is embedded into the usual school format for planning – see appendices. All schools have their own unique way of planning and interpreting the curriculum, and what we propose is a simple proforma\textsuperscript{5} that sits alongside the subject/class plan and will complement any planning format. When planning an area to teach, the teacher will refer to the NC documents and formulate key \textbf{learning outcomes} that are to be achieved. In addition, using the GLP Curriculum Framework and Pupil Outcomes, \textbf{key questions}, often challenging and philosophical, can be formulated to support the area of learning. These will enable students to think about some of the knowledge themes outlined above within a context. The appropriate pedagogy, debate, P4C, team working, problem solving and critical thinking will help them to develop the \textbf{skills, values and attitudes} outlined above.

Without a doubt, for Global Learning and Sustainability to become part of anyone’s way of thinking, it needs to be presented in a holistic way and become embedded in the ethos of the school. To this end, it should be included in assemblies throughout the year, extra-curricular activities (eg garden clubs), non-statutory subjects (eg Forest Schools, SEAL, P4C) and may be supported by work done to achieve Kite Marks (eg Eco Awards and International Schools Awards, Rights Respecting Schools Award, Fairtrade, Geography Kite Marks).

\textbf{Building Capacity to sustain Global Learning into the Secondary Phase}

The GLP targets pupils at Key Stage 2 and 3; the fundamental principles behind it however, can be adapted for all key stages. Some of the concepts are very challenging and complex, such as poverty eradication and the meaning of sustainability for the planet’s future. However, in the primary phase of schooling many important attitudes and skills can be developed, as has been suggested in this paper, which will form a solid foundation on which to build a deeper understanding and knowledge base of what it means to be a global citizen. A key aspect of the GLP is transition work with secondary schools. Currently we are working with two of our feeder secondary schools, both of whom are partner schools in the GLP, on a global transition project. The secondary schools are facilitating understanding of Global Learning across the subject areas, with one school taking the lead from the Geography Department and

\textsuperscript{5} See Case study for a blank proforma planning sheet and example of this in use.
the other from Design and Technology. The project will be for Year 5/6 and build on the work done on interdependence, sustainability and global understanding.

**Conclusion**

Once we realise that we cannot ‘opt out’ of the future, it takes on a radically new meaning. All actions and choices, including choices not to act or chose, have future consequences (Steiner 1996, p. 27).

Staff and pupils alike at Hawkshead take responsibility not only for their own teaching and learning, but also for their own actions too. The nurturing, diverse curriculum is taught to fit the diverse needs of the pupils and, whilst still fulfilling all the statutory requirements, pledges to go one step further. It combines thinking, reflection, feeling and a connection with the real world through the global learning approach which permeates all that is taught.

The GLP framework is helping staff to change the way they consider the activities that will support their teaching of subjects and the pedagogy they use to teach, and so to that end, the way they find opportunities, within their planning, to embed the global curriculum. The skills (critical thinking, multiple perspectives, challenging perceptions, enquiry and discussion, communication, teamwork, planning, reflection and evaluation) and the values and attitudes (fairness, agency, care, self esteem, diversity, respect, social justice, empathy) are so indispensable for twenty-first century living that no educator would dispute the need for them to be developed and honed to enable future generations to live alongside each other in peace.

Many subjects, as discussed above, such as geography, history, science, RE, citizenship and literacy provide opportunities to instil critical global knowledge, which will broaden the horizons of our pupils and equip them with a knowledge base that is more than simply academic facts, figures and information. As the new NC does not include Citizenship as statutory at KS 2 any longer, it is vital that the profile of the GLP is raised and that the programme is rolled out and taken on board by as many schools as possible. Schools must use the opportunity of more freedom to create their own curriculum (whilst still fulfilling the statutory requirements) to ensure that the global framework sits alongside, and is comfortably dove-tailed to, the new NC to make a bespoke and meaningful twenty first century approach to learning prevalent in all schools.
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Appendices: Case Study and Examples

As an Eco Ambassador School, we set out to support other schools and community activities that were working on sustainable projects. One such project involved the local church working for its Eco Congregation. This is how the children were involved:

In the autumn term of 2012 Year 5/6 were working on a Global Citizenship project, (with Curriculum links to Geography) a strong theme was “we can make a difference”. This project was one of many we engaged with in a practical way to reach out and support the community. As it was planned that the project would last a year, in spring and summer the work was not related to the History and Geography units being studied but was able to be integrated into literacy and numeracy work.

How did the pupils involved? How did they have ownership?

Although the project was initiated by me as the class teacher, the planning deliberately focussed on only providing a loose framework as a guide to allow pupils to take things in a direction of their choosing.

The initial visit to the churchyard helped them to formulate ideas, take photos and collect some data. They worked in groups and had decided beforehand to focus on specific areas. (Most children are local so had a good idea of what would be in the graveyard).

Groups focused on:

- Trees – types, heights, girths, leaves, location, providers of food and shelter, legends about trees
- Gravestones and lichen – types, colours, location, whether it made a difference if the stones were smooth or rough/rock types
- Gravestone designs, types of rock, location and common names
- Wildlife – plants and animals found near the graves and in the graveyard
- War memorials – stone, origin, names, war information.
Pupils took photos, made notes of plants and animals found and took measurements of tree girths and heights and recorded locations – high, low, sheltered exposed – they also took temperature readings.

On a second visit – prompted by their extreme interest in gravestones, the children recorded who had died and when, from the dates on the gravestones (a sticker was temporarily put on the grave to ensure they were not done twice!).

Back in school the groups decided how to display and interpret their findings either as individuals or pairs or small groups. Most made posters using PowerPoint or Textease which included information about what they had done, what they had found out, any relevant research e.g. the group studying trees looked up legends about Yew Trees and photos they had taken. The gravestone group also included information about the fact that the church had a “use local and sustainable sources of rock policy” for the Gravestones – mainly local slate and limestone. Two boys collated all the gravestone dates and graphed the results using a data package - we were fascinated to discover the pattern (which we had not predicted) that there was a huge dip in dates/deaths between 1900 and 1950 – the two World Wars – this prompted a really good in class discussion about how many soldiers were “lost” or only had their names recorded on the war memorial.

All the work was minimised by the pupils and put onto an information sheet for the church locals and visitors.

In the spring, the pupils visited again and this time took sections of the church yard to record local flora. They produced a Nature Trail for tourists (of which there are many in Hawkshead).
Invaders and Settlers

Key Elements of Global Learning
GLP Pupil Outcomes

Global Knowledge Themes

- Global poverty *
- Development *
- Rights & essential services
- Globalisation & Interdependence
- Sustainable development
- Actions of governments
- Actions of citizens
- Business and technology

Global Skills

- Critical thinking
- Multiple perspectives
- Challenging perceptions
- Enquiry & discussion
- Communication
- Teamwork
- Planning
- Reflection & evaluation

Global Values and Attitudes

- social justice
- diversity
- fairness
- empathy
- self esteem
- respect
- agency
- care

History Outcomes

- Key events
- Timelines/chronology
- Stories
- Artefacts
- Comparison then/now
- Lifestyles/society/
- trade
- Beliefs and values
- Artefacts/historical evidence
- More than one interpretation
- Visits and trip
- Research
- Empathy/day in the life of

Key questions to support planning of activities

- Why did people migrate to Britain?
- Where did people come from?
- Who are we descended from?
- Where did our culture come from?
- Teams of children- Celts Romans, Scots, Anglo Saxons, Vikings, Normans – research and justify why they settled in GB
- Why did they stay?
- How did they learn to get alongside each other/solve wars/create peace/justice/fairness?
- How did they develop a sense of belonging and Identity?
- Why did systems break down – what key events brought changes?
- How do we know what happened – evidence/artefacts?
- What can we learn from history?
- Who are or nation today in the 21st century?
- What countries do they come from?
- How would we feel as a new comer in a country?
- How have they impacted on our culture and values
- What significant changes have occurred as a result of migration in the last 50 - 100 years?
Rivers and Mountains of the World

Subject/Topic Outcomes

* To know how are mountains and rivers are formed
* To understand their importance in the development of human history, settlement, migration and life styles
* To understand their importance in terms of Bio Diversity
* To recognise that Climate Change and pollution may impact significantly on these habitats
* To know that that rivers have played a key role in world trading and movement of goods
* To recognise that in modern society they have a key role in attracting tourism to their location
* To understand the possible conflicts that can arise from the conflicting roles of tourism, conservation and trade
* To appreciate the aesthetic and religious significance of Rivers (eg Ganges) and Mountains eg Mount Everest and the challenges they offer to humans

Elements of Global Citizenship (Oxfam)

Knowledge and Understanding

- Social Justice and equity (Fairness and Human Rights)
- Diversity
- Globalisation and Interdependence
- Migration and movement
- Sustainable development
- Peace and conflict

Skills

- Critical Thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Cooperation and conflict resolution

Key questions to support planning of activities

* Why are rivers and mountains important to people, plants and animals round the world?
* How have physical features had an impact on where people settle and how they adapt their life style?
* What kind of conflicts arise from the differing interests of stakeholders eg Farmers, planners, (Use of flood planes), industrialists, Tourists and conservationists?
* How are these conflicts managed and resolved in different parts of the world? Who has a say?
* Are rivers managed in a sustainable way? How does this differ round the world?
* In what ways do we depend on rivers and mountains?
* How are these habitats being damaged?
* Why are certain rivers and mountains deemed sacred?
* How can we make a difference to the care of our local rivers and mountains?

Highlight Elements of Global Citizenship covered by key questions and incorporate into planning
Title of Topic or subject area

Subject/Topic Outcomes

Key Elements of Global Learning

GLP Pupil Outcomes

Global Knowledge Themes

- Global poverty *
- Development *
- Rights & essential services
- Globalisation & Interdependence
- Sustainable development
- Actions of governments
- Actions of citizens
- Business and technology

Global Skills

- Critical thinking
- Multiple perspectives
- Challenging perceptions
- Enquiry & discussion
- Communication
- Teamwork
- Planning
- Reflection & evaluation

Global Values and Attitudes

- social justice
- diversity
- fairness
- empathy
- self esteem
- respect
- agency
- care

Key questions to support planning of activities

Highlight Elements of Global Learning covered by key questions and incorporate into planning
Diversity of Students’ Sustainable Development Knowledge and the Changes in the Academic Education Content

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Abstract

The current changes of the academic content in education mostly concern the introduction of sustainable development ideas into everyday academic practice. Current students’ knowledge appears to be an important segment of the process of education, clearly influencing changes in its content. The aim of this research was to obtain a description of students’ knowledge of sustainability issues, as well as an indication of its importance for the changes in its contents. The results of the research showed that up to a third of the polled students were not aware of their sustainable development knowledge. However, all of them appeared to realize the basic parameters after they had become familiarized with the problem. The degree of variation in the students’ knowledge reveals the existing possibilities for enriching content that can additionally develop the scope of cognitive interests of the study.

Introduction

The most important task of modern education is the preparation of people to function in societies in accordance with the rules that describe their sustainable development. A conclusion like this results from new scientific discoveries concerning the importance of sustainable development, as well as the existence of just and fair living conditions in societies needed for the survival of civilization. (Sander, 2008).

Contemporary academic education in Poland concentrates on sustainable development in the environmental education and nature/science educational curriculum (Walosik 2013; Domka 1998). Within this curriculum theoretical and practical studies are undertaken. Diagnostic studies concerning students’ sustainable development knowledge (Żeber-Dzikowska 2013), as well as experimental studies of school teaching, are undertaken (e.g. environmental monitoring goals and implementation, as in “Clean Vistula and Rivers of the Watershed” [Kowalak 1998]; “Shaping the Identity of the Landscape” [Michalczyk 2014]).

Looking at the problem from the point of view of academic practice, the process of preparing aspirant teachers/pedagogy would be to respect the rules of sustainable development based on “Through Education to Sustainable Development: The National Environmental Education Strategy” (Ministry of Environment 2001).
One adverse effect of this education is reduction of students' awareness to protect the environment and to recognize the development of technology as an important factor for improving people's living standard.

Currently, the social aspects of sustainable development are of great importance so we concentrated on education for sustainable development (ESD).

It seems necessary to claim that the whole process of teachers’ education to respect the rules of sustainable development in social life requires the introduction of numerous changes into the academic education content. Consequently, it is felt the content of education should entail knowledge concerning the preservation of human life and health, as determined by the protection of the biosphere and respect for a dignified life (Papuziński, 2005). Apart from that, the most important criterion for the selection of the content of education is to prepare students to ensure inter- and intra-generational equity. The issues specified above should form a vehicle which may be used to solve the problems concerning the maintenance of stable and harmonious conditions between human activities and the biosphere. So, in order to solve these problems, it is necessary to analyze the knowledge of ecological, economic and social of the content of the curriculum (Filho, 2012).

Apart from description of the desired education content, it is important to recognize this in the student's knowledge in practice because this constitutes the basis for the introduction of any changes.

The process of valuing the content of education is based upon both static and dynamic proceedings. The static analysis is necessary when diagnosis of the educational content indicates the necessity of introduction of new skills, abilities and/or social values into programs or syllabuses. Such a form of research procedure allows for the presentation of new segments of the educational content as well as their numerous mutual interconnections (Kojs, 1994).

However, in cases where the desired content is already known, but has not been thoroughly recognized so far, what is necessary is the application of a dynamic procedure, where what appears to be of importance is the sequence of events. It is the scope of connection between the sequence of the activities that are actually being introduced and the educational content, as well as the subjective conditions for their implementation that make the application of the dynamic analysis necessary.

If the principal goal of academic education is the preparation of students to solve the problems as well as to undertake the activities that will follow the generally accepted rules of sustainable development, it is the process based upon the enrichment of pupils’ knowledge and not the one of syllabus content, that functions as the basic indicator of the (planned) educational changes.

The aim of this research is to discover the diversity of the students’ knowledge as an indicator conditioning changes in the educational / curriculum content. Only after
the said diversity has been found out, is it that the possibilities in the introduction of the changes of the educational content by teachers can be established.

The theoretical basis of the research constitutes the theory of the educational process. The structure of the educational process has been formed by a connection found between a learner and the object of his/her cognition (Szadzińska 2012). There are two forms of connections to be found here. The first one is formed by the content actually learned by the pupils. The result of this cognitive activity can be established on the level of compliance between the learner’s knowledge and the educational content that can be found in the process of education. An approach like this means that the content is more important than the knowledge owned by the learner. The second type of connection expects a learner to search for (and find) new, unknown so far to him/her, educational problems. The result of this form of cognitive activity is the learner’s conviction that new forms of knowledge have just been internalized and the whole body of his/her knowledge was changed and reconstructed; this form of connection places the learner’s knowledge above the educational content.

The process of one’s education stresses the importance of the teacher’s responsibility for the order of presentation of the educational content. When the knowledge is presented in the form of a lecture, or some other similar form of display, the knowledge produced in this way is recognized by the learners as a segment of school knowledge, which is not necessarily to be incorporated into their store of personal knowledge. Whereas, it is only when the learners are requested to discover the expected educational contents themselves, when they are given a chance to get the new educational experiences and to compare them with the knowledge just presented by their teacher, that there should appear conditions favorable enough to introduce the ‘new’ knowledge to the amount of the knowledge internalized by the learners in the past (Stemplowska-Żakowicz 1997).

In such a didactic situation formed by the teacher, a learner will not only reveal the scope of his/her interest in the problem, but will also be willing to solve it and/or search for the necessary knowledge individually, his/her teacher functioning as a helper and a facilitator of his/her work only. It is in such a situation that the teacher has far often been able to re-collect the teaching materials, so as to help the learners search for (and find) the content required by the syllabus only. The activities aimed at the introduction of the new pieces of knowledge to the overall structure of the learners’ knowledge ought to be recognized as quite salient from an educational point of view.

Apart from the conditions specified above, such as the hierarchy of the presentation of the educational contents, or the sequence of events of the learners’/teachers’ activities, one more important segment appears to be the individualization of the whole educational process, mainly because of the existing
differences between the cognitive abilities and the interests of the learners, as well as their attitudes to the presented forms of information (Cohen, Manion & Morrison 1999)

In the opinion of the author, the Polish system of academic education lacks research on the recognition of students’ knowledge concerning the issues of sustainable development, as well as reliable information concerning the necessity of changes within the educational content. Thus the research on the topics specified above was planned and carried out to address questions raised by these issues respectively.

Methodology
The research was carried out during normal classes with students studying various pedagogical courses currently run by the University of Silesia and was split into two phases. The first phase took place at the beginning of the semester and the second one at its end. The problems dealing with sustainable development constituted the new research direction of the pedagogical studies and were analyzed in detail during both the classes and the lectures delivered to the students; such problems were also mentioned when other, already existing, pedagogical courses were discussed.

Descriptive research was selected as the tool able to discover and assess the individual knowledge of the students. A characteristic feature of this type of empirical quality research is completion of a written task, which – in this case – was to discover and describe events that took place during the student’s academic career.

The aim of the research was to describe the elements of the knowledge – as well as its segments – that concerned sustainable development of the students, would-be teachers, so as to project possible changes in the educational content. Any discovery of educational phenomena requires the formulation/verbalization of the research problems. The most important issues were presented below in the form of research question/s to determine: how far can the diversity of the students’ sustainable development knowledge condition changes in the educational content?

The detailed questions were:

1. What elements of sustainable development can be discovered in the students’ knowledge?
2. How do the aspects of sustainable development get allocated (stored and retrieved) in the students’ knowledge?
3. What changes ought to be introduced into the sustainable development-focusing educational changes?

The research steps entailed the methods found in a situational test and a knowledge test.
The situational method was applied so as to discover the scope of the students’ knowledge about the conditionings concerning the distribution of natural goods in the world and the consequences of the applied distributive methods for societies (Palka 2010).

The research participants were requested to present their written opinions on the following topic: “My beliefs about the essence of the North-South conflict and the existing abilities to cope with.”

The knowledge test was designed to determine basic knowledge about sustainable development. The test contained six closed questions that required the candidates to select an answer.

The study was carried out in February and June 2014 in the classes of the course titled ‘Contemporary trends in Pedagogy’. It was attended by 142 full-time and part-time first year students at the Faculty of Pedagogy and Psychology at the University of Silesia.

**Conclusions**

The researcher looked for sentences containing description of the essence of the conflict, reasons for its occurrence, assessment, the ability to resolve the conflict so as to distinguish them in the body of the work. The results of the analysis indicated that 13% of the students mentioned all the aspects of the conflict, i.e. environmental, economic and social development, 41% of the students mentioned two aspects of the phenomenon and also 41% of the research participants cited only one aspect. In 6% of the answers only the assessment of the conflict was presented.

A detailed analysis of the expressions of the full-time and part-time students for examining the essence of the conflict is presented in Figure 1 below.

**Figure 1.** Diversification of knowledge ranges of the first year students of pedagogy
Figure 1 shows that far more (21%) part-time students indicated all the aspects of sustainable development in the description of the essence of the conflict than those studying full-time (7%). In the group of part-time students, 12% of them drew attention to the ecological and economic aspects whereas the equivalent figure in those studying full-time was only 7%. On the other hand, this group of students indicated more ecological and social aspects (12%) than the group of part-time students (5%).

Comparison of the data from both groups indicates that – in various configurations – the social aspects of the North-South conflict are indicated more frequently by full-time than part-time students: ecological/social (12%), economic/social (25%), social (33%) of full-time students.

The data in the Figure reveals that 2% of full-time and 11% of part-time students did not present their beliefs (what was actually presented was their assessment of the North-South conflict only).

The presented data show that, approximately half of the full-time students (42%), as well as part-time students (56%), could see the co-occurrence of several aspects of the event (phenomenon), whereas the remainder of the respondents (respectively, 46% and 33%) see the conflict unilaterally.

**Discussion**

Description of the range of diversification of knowledge on sustainable development indicates the prevailing view of the social range, which is consistent with the profile field of the study. A relatively small group of students takes into account all aspects of sustainable development, which indicates the need for the inclusion of new issues to the content of education. The participants showing two aspects of sustainability development can see the values in some other problem-rising situation, which suggests that the content selected by the students ought to be considered as desired.

In the course of the qualitative analysis the following knowledge components were sought: judgments / sentences, justification, and veracity/credibility. The value it is another segment of the knowledge.

Statements concerning beliefs, which presented the social aspects of the essence of the conflict, or cultural forms of behavior, distinguished the following categories: differences in values, religious and political differences, wrong organization and operation of government, differences in the level of education.

A separate group of sentences related to the behavior of people; here, the distinguished categories were as follows: lack of empathy, compassion towards people in a more difficult position. Another category concerned the historic conditionings of the conflict; this is where such categories as colonialism, war were
distinguished. While explaining the reasons for the occurrence of the conflict, the participants appealed to different psychological, or historical categories.

In the statements focusing upon the ecological aspect of the conflict, the following categories were distinguished: climate, natural resources, geographical-biological differences. These issues mostly appeared in the descriptions of the essence of the conflict and the explanations for its occurrence.

The following categories were used to define the economic aspects of the conflict: development of agriculture and/or industry, unemployment, workforce, state finances. The issues mostly appeared when describing the conflict and/or explaining its occurrence.

The descriptions were also analyzed in search for the values. Only three students specified such issues as equity or global meaning of poverty. Values mostly appear in evaluative sentences. Only 30% of the students used the following expressions when assessing the essence of the conflict: such conflicts appeared in the past and will appear in future; the conflict cannot be helped (solved) in any way; as we are in a better position we ought to be able to help.

Two students stated that they were not able to assess the conflict from the point of view of the category of poverty as they did not have enough knowledge of it.

An indication of possible solutions to the conflict is considered an important element of knowledge, when the selection of an appropriate argument to justify the conflict is required. 87% of the students mentioned such arguments as: education; the foundation's activities; mission. Only 13% of the students did not write their proposals to solve the problems.

In the analysis the sentences containing statements of facts were considered an indicator of student beliefs, which are considered as low-value knowledge. Only sentences containing opinions (judgments) and/or the justification, and judgments which were recognized as scientifically valuable, were considered as an indicator of having scientific knowledge.

The description of the diversity of segments of the knowledge indicates that in the process of education, it is necessary to require students to justify both their judgments and the evaluation of opinions presented by them.

After the implementation of all the classes, at the end of the semester, the second phase of the study was completed.

The collected research material from the message test, which was used to check the knowledge of students about sustainable development, contained six questions.

The students correctly presented the meaning of the term ‘sustainable development’, writing that this is a process that meets the needs of people with respect for nature protection and pointed to the necessity of the global scale of operations.
While 37% of the surveyed rated their knowledge as good, most of the students (58%) assessed their knowledge as sufficient; only 4% of the respondents felt that their knowledge on sustainable development is very low.

The knowledge check was based on the selection of three statements (out of the 12 sentences placed in the test) that concerned various indications of a sustainable way of life. The correct answer, according to the definition of sustainable development promoted by the UN, was submitted by 8% of students; the incorrect choice was reported in 4% of the participants, as what was often indicated were concrete activities serving the implementations of the solutions for sustainable development. Only 13% of the surveyed indicated the category equity as a rule of action; by far more (23%) pointed to the category human rights as a basis for action.

90% of the students said that it was in their studies where they came across the issue of sustainable development; 5% of them came to know it in the high school, and 4% found it in the media.

37 % of the respondents declared that they knew the issue well, but only 2% admitted very good knowledge of the issue.

The respondents were also requested to range their interest in sustainable development. The answer ‘very concerned’ was found in 13% of students, ‘occasionally’ in 65%, and ‘not interested’ in the remaining 22% of the research participants.

The results indicate that all the students have acquired basic declarative knowledge about sustainable development. This is the lowest level of the qualitative assessment of the students' knowledge; it is, however, believed that future development of the planned cognitive skills should provide a higher quality of knowledge. If we assume that the interest in these issues, which is declared by the majority of the respondents, has an impact on their level of knowledge, it is the Lifelong Learning Education (learning throughout life) that should secure the transformation of this knowledge.

Comparison of the data collected during the analysis of the written expressions and the test indicates a possibility of changes in the content of academic education, depending on the diversity of students’ knowledge.

Awareness of existing differences in students' knowledge requires that the principle of individualization in the educational process is to be respected. If the goal of education for sustainable development is to prepare the students to be able to solve problems in society, what appears to be far more important is to focus on the individual characteristics of the learners and the development of students rather than on the requirements of program slots. Each student, when solving a problem, would complete the knowledge and determine the ethical dilemmas if only they had a sense of responsibility for the results of their work. To achieve this task academics, aware of the existing diversities in students' knowledge, have to complete and properly
formulate the goals, as well as choose the methods enabling them to turn their students’ attention onto their search for new messages, transformation and use of this knowledge to action and – last but not least – procurement of complex cognitive skills. As it seems, the assessment of the existing diversity range between the level of knowledge of students beginning their studies and the ones completing them, what naturally inspires the development of pedagogical innovations, depends on the level of awareness of the teachers.

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Seeking to Unsettle Student Teachers’ Notions of Curriculum: making sense of imaginative encounters in the natural world

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Abstract

Our study seeks to unsettle undergraduates’ notions of curriculum and experience and use imaginative and storied encounters with places to make sense of abstraction and inter-connectedness. This paper reports on research completed alongside 34 final year primary ITE Science and Geography specialists and 90 Year 6 children at a Hampshire Primary School. The enquiry foregrounds our notion that imagination is central to the process of becoming a teacher as it enables students “to see (and hear, and feel) beyond the visible world, the world as it is ‘given’ by experience” (Fettes 2005, p.3). With this idea at the heart of our work we created experiences in the natural world that would enable students to uncover their sense of wonder and awe (Piersol 2014, p.19). We then invited students to embody this within their own practice in school grounds. Inspired by Payne and Watchow’s (2009, p.16) “slow or eco-pedagogical” approach we encouraged both students and children “to pause or dwell in spaces for more than a fleeting moment”, therefore “enabling them to develop place attachments and make meaning within the landscapes they inhabit”. Our data from questionnaires, student/tutor evaluations, photographs and children’s work captures responses to experiences in the natural world and considers their impact on children’s learning and our students’ future practice. Our findings suggest that storied encounters with nature have inspired both students and children to (re)imagine new relationships with places through elements of play, imaginative exploration and discovery. We conclude that our sensory and immersive experiences invited eco-imaginations to take flight and promoted deep and meaningful learning opportunities which strengthened emotional bonds with the natural world (Bonnett 2007).

Taking a courageous view with Education for Sustainability at the heart

As teacher educators, faced with complex demands, it is all too easy to adopt habitual practices which meet the requirements of our many stakeholders. However, at the University of Winchester our underpinning vision of Rights Respecting Education
(RRE) allows us to take a courageous view, where Education for Sustainability is at the heart of our Initial Teacher Education (ITE) programme. We aim to re-focus our practice and (re)connect students with meaningful learning in diverse contexts, including natural environments. We use an immersion approach to journey from different perspectives, together in a reciprocal relationship as we develop our own identities. These themes – Identity, Perspectives, and Relationships – underpin the BEd/MEd (Hons) programme as our young professionals develop as respectful and confident curriculum makers. We know that rich experiences for our students will in turn generate significant learning for the children they teach as trainees and as future primary teachers.

Unfolding curriculum journeys

On our previous curriculum journeys our emergent travels invited us to explore student playfulness and possibilities of place in a cross curricular context (Witt and Clarke 2012). We also re–worked the notion of Nature Deficit Disorder (Louv 2005) and revealed the potentiality of ‘Nature Naivety’ (Witt and Clarke 2013). In the process of our recent curriculum innovation we again travelled the Hampshire landscape as a stimulus to unfolding ideas, and we once more found that “the act of moving may be as important as that of arriving” (Tilley 1994, p.31). As Education for Sustainable Development (ESD) moves ‘from the edge to the centre’ of our practice as teacher educators, we propose the model of a ‘vortex’ as a means to represent this shift in thinking. A vortex has a spinning motion with a turbulent, vertical flow. Vortices can move, stretch, twist, and interact in complex ways and carry momentum and energy. This paper is a narrative of a journey: a “relational knowing”, which “involves multisensory responses in a particular moment”, produced in collaborations (Somerville 2008, p.212). We position ourselves from a firm belief in the power of eco-imagination to encourage new perspectives in learning, to enrich relationships with the natural world. This position gives rise to “resonant moments” that guide organically our discussions, storied encounters, wonder and meaning making (Somerville 2008, p.216).

Within this paper we adopt an emancipatory stance by giving voice to the marginalised, seeking to listen to the ‘other’ and celebrating a diversity of perspectives; we will embrace the idea of emancipation as a way of educating (Biesta 2010, p.46). Our environmental encounters seek to disrupt dominant hegemonies which often see the educator in a position of authority possessing ‘powerful knowledge’ to transmit to learners, who can be viewed as passive observers. We seek to unsettle this by emphasising the face to face relationship between teachers and
students as polyphonic (McDowell, 1994). We draw on data including tutor and student field jottings, photographs, seminar tasks, online discussion in a ‘Patchwork Text’ format (Ovens 2003), focus group conversations, and the voices of Year 6 children as they worked in their school grounds. Our data illustrates our emerging understanding as we take “a stance of wondering and generating” (Somerville 2008, p.217), firstly with our students in the context of local fieldwork and then as the students develop their practice alongside children from a partner school. Finally we consider the transformative impact of this immersive experience on students’ future aspirations.

**Eco-imaginative fieldwork with ITE students**

On our most recent fieldwork sortie to the village of Selborne we found ourselves reflecting on the centrality of imaginative encounters with nature in creative curriculum design. We worked with 34 final year primary ITE geography and science specialists. We aimed to maintain subject integrity, yet unsettle students’ notions of traditional subject boundaries through cross-curricular border crossing, where ideas of place, people and discipline emerged in an unpredictable mix of chaotic moments. Inspired by a “slow or eco-pedagogical” approach, we encouraged students to pause or “dwell in spaces for more than a fleeting moment”, therefore enabling them to develop place attachments and make meaning within the landscapes they inhabit (Payne and Wattchow 2009, p.16). At Selborne we immersed the students in a range of activities. We followed in the footsteps of early naturalist Gilbert White (1720-1793) as we explored the chalk Hanger, beech woodland, meadows, and river. We undertook activities including sharing stories, making elf houses, positioning small world characters, and recording personal and professional reflections. We worked on the premise that an “ecological imagination emerges out of students’ participation with the world through activities and learning opportunities in which their bodies, emotions and imaginations are actively engaged” (Judson 2010, p.5) and would take us “to the new, the unusual and the extraordinary” (p.4).
Imagination is central to the process of becoming a teacher as it enables students “to see (and hear, and feel) beyond the visible world, the world as it is ‘given’ by experience” (Fettes 2005: p.3). Imagination also develops the “capacity to think of the possible rather than the actual” (Egan 1992, p.4). So, we engaged students in activities where they might “look beyond things as they are” and “anticipate what might be seen through a new perspective or through another’s eyes” (Greene 1988, p.49). As tutors we modelled an attitude of contagious attentiveness (Matthews 1992). When “we conceive of possibilities through imagination, we become emotionally engaged and connect value or significance to what we envision” (Judson 2010, p.4).

Students recorded their reflections on ‘story stones’ (Robertson 2011) as words, including:
intrigue, peace, adventure, tranquil, magical, isolation, serene, colourful, sleepy, stately, mystery, crisp, wonder, inspiring, informative, captivating, empathy, reflection, respect, solitude, spiritual moments, joy

… and as phrases, fully formed, emergent or poetical:

It’s more than a picture in front of your eyes
Looking closer at ‘more than what’s there’ – there’s more!
The golden Autumn colours singing in the trees
Watching the clouds floating by, can you take my spirit too?
I am just a shadow of the sun, waiting to fade as night falls
Bringing magic to an ordinary place

… and as images:

**Figure 2.** Student A looked closely

They considered their identities as *curriculum weavers, wanderers and makers* who *interlace values into their practice* and who position themselves *at the beating heart of the curriculum.*

Students were invited to reflect on relationships with nature through stories of small world ‘others’ and to see a “remarkable opening as an important experiential
dimension of becoming aware of the ecological otherness of nature’s places” (Payne 2010, p.295). Students suggested that the presence of miniature figures immediately created a relationship with landscape.

**Figure 3.** A remarkable opening for ecological awareness

Through a playful imaginative approach we created experiences in the natural world that enabled students to uncover their sense of wonder and awe (Piersol 2014, p.19) and to make sense of abstraction and inter-connectedness. Students found many instances where an imaginative perspective illuminated the complexity of concepts too small (micro-worlds of photosynthesis, decomposition) or too vast (geological time) to experience for themselves. In this way they bridged the gap between experience and abstract contexts.

Louv (2005: 117) suggests it “takes time – loose, unstructured dreamtime – to experience nature in a meaningful way” and so by inviting students into the presence of nature we encouraged them to reflect on their relationship with the natural world.
Students’ silent conversations enabled them to engage in a continuous dialogue with Selborne as the place unfolded deep within them (Merleau-Ponty in Abram 1997, p.52). Students identified their relationship as: interactive, observational, purposeful and respectful. They recognised that relationships are dynamic and may vary with the seasons: “I love the changes nature goes through. I think I take the beauty of nature for granted”. Students expressed that relationships arise from listening. They mused on: hearing what nature says, what nature knows, what nature does, what nature shows us. The students recognised that “landscape is loud with dialogues, with storylines that connect a place and its dwellers” (Spinn, 1998: 17).

Student K attributed opportunities for dialogue with nature as offering potential for making personal meaning:

small personal moments allow us to consolidate, organise and record our own thoughts… it is these 'in the moment' reflections that I think could be
the medium for children's 'eureka' experiences, when their thoughts and ideas begin to make sense.

Travelling with ideas around Selborne encouraged students as “meaning-makers to experientially and reflectively access and address their corporeality, intercorporeality, sensations, and perceptions of time, space and … place.”(Payne & Wattchow 2009, p.30). In moving our students’ ESD thinking from the ‘edge to the centre’, we used “nature awareness activities in a flowingly purposeful, directional way”; starting from where the students were, we roused their “enthusiastic participation” and guided them “through increasingly sensitive activities and deep experiences to new, joy-filled awareness and understanding” (Cornell 1989, p.15).

ITE students apply their experience to their practice

We invited the students to apply this approach to their practice. A range of activities was shared with 90 Year 6 children of a partner school. Our aim was to invite children to build “knowledge by acquaintance” with their school grounds (Bonnett 2007, p.714).

One group chose to use a story starter to introduce the idea of shrinking in size to view the natural world from a different perspective. Student J reflected on his role:

*We played the role of the facilitator rather than the imparter of knowledge which enabled a very positive relationship with the children, empowering them in their freedom of thought and direction of ideas.*

Another group devised a creative activity which prompted the children to experience the world differently:

*Through the inclusion of mirrors, an alternative perspective of a location with which they were very familiar led to the development of higher-order thinking skills, making inferences of whose perspective they may be viewing through the mirror. Children’s answers were varied, ranging from a bird to God, and this activity stimulated their excitement. One child commented “I’m on thin air. Wow, I’m flying”.*

Students reflected on the implications of their experience:

*The children viewed learning through a different ‘lens’ or ‘travelled with a different view’. The children were motivated in their learning. By immersing myself in the imaginative nature of learning and through*
transferring this to my own teaching, I now understand the benefits of this pedagogy and will continue to implement in my future practice.

Group L started with a picture book as a stimulus to a discussion of animal features and then designed their own creature to live in a habitat in the school grounds:

**Figure 5. The Mo-Bird – loosening subject boundaries**

I hope that this experience has 'loosened the boundaries' on how the pupils view science. Personally, I re-gained an insight as to the purpose of this academic degree - to inspire children to be all that they can be.

Group K, inspired by beautiful grounds, encouraged children to take a look at trees in new ways:

They used magnifying glasses to look closely at trees, they described what they saw. Most children were convinced they could see a face in the tree, and that the tree represented a person! They used mirrors to look up into the tree canopy. What does this look like? What could the branches represent? The children offered ideas such as ‘an exploding blender’, ‘Einstein’s hair’, ‘interlocking finger tips’.

The students evaluated their approach:

I feel that the essential attributes included adaptability, spontaneity and creativity. We encouraged the notion that you need to look at something
from many different angles and perspectives to unlock its true beauty and potential.

Group A took small world people on a trail and used observation skills to overcome obstacles:

**Figure 6. Making careful observations**

![Image of children making careful observations](image)

*We did not hold back ... often lying down on the grass with the children to make careful observations. I have never known every single child to come up and want to talk us through all of their findings and that is a reflection on the enjoyment that they experienced.*

Group E developed an activity around the theme of children as architects and place makers:

*Excitement level within the children that afternoon was tangible. Their work was imaginative and elicited their previous knowledge of materials within a creative context.*
Group R focused on den building:

**Figure 7. Den-building**

Den-building taught me there’s more to nature than meets the eye

The students evaluated the activities; topics of discussion included aspects of open, flexible, creative pedagogy, of complexity and transformation of practice. When asked in a focus group interview ‘How do feel the experience in school has informed your practice?’ responses included:

*have more courage to take more risks, don’t become set in your ways, go outside more, just get children to stop and look, invest in deep learning, use immersive tactics, and integrate imaginative techniques.*

There was a realisation that:
There’s a proportional relationship between time, experience and depth of learning. Ecological imagination means looking at the environment differently.

When asked ‘What possibilities does this approach offer to children?’ responses included:

- It’s a whole approach. It promotes progress but it is aimed at the child individually.
- It’s a child centred approach – knowing your child, putting what they need to learn in their context.

**Eco-playfulness ... easing to the centre of the vortex**

In a fast paced curriculum, teachers are habituated with seemingly urgent concerns, and can lose sight of an underlying vision of education. “Of course we want to strive for excellence but if it comes at the expense of integrity, humour and creative insight, we are not really at our best – in truth we are diminished” (Crowell and Reid-Marr 2013, p.57). So what IS urgent? Love for nature is a powerful response that leads to a sense of care for the earth and “it seems urgent to expand the breadth, depth and orientation of how we make sense of the world; we limit our abilities to deal with ecological problems now and in the future if we do not consider how we may educate the ecological imagination” (Judson 2010, p.5).

Student J (Jones 2013) identifies play as an essential dimension of developing relationships with the natural world:

> I really like the idea of Ecological Imagination. Personally, I feel that this could link to the idea of Ecological Play, as through all of our reflections we noted a distinct importance between the relationship of nature and play. As tutors you allowed us the opportunity to be independent, imaginative and reflective learners during our time in nature which, in turn, allowed us even as adults to play and interact with nature in a variety of contexts and ways. Subsequently, for me, a key development was a pedagogical approach to teaching and learning with nature as a colleague.

The importance of play as a major activity in a child’s relationship with nature is well recognised (Kalvaitis and Monhardt 2012) and Jones (forthcoming) takes this to a new dimension as ‘Ecological Play’. A ‘playful’ interaction is a powerful approach to learning and underpins our belief in ‘eco-playfulness’ (Witt and Clarke,
forthcoming). However, we recognise that playfulness can be viewed as simplistic or unsophisticated, whereas in reality we believe it can hide messiness and complexity.

*Real life is a completely interrelated journey with boundaries constantly being crossed and mixed.*

The students acknowledged that innovation is not necessarily straightforward:

*I’m afraid I won’t be able to do this in school*

*It’s very easy to fall into the way a school does something*

*You don’t want to rock the boat too much.*

**From the edge to the centre of the curriculum vortex**

How might this complexity be represented? For our students the experience was at the limits of their comfort zone. They were cast into a vortex, where they experienced the turbulent flow of deep learning. Deep learning forms in a spiral curriculum, where learners have opportunities to revisit ideas from new perspectives. If we are to move ESD from the edge to the centre of the curriculum vortex – which enswirls the perspectives of learners, teachers, curriculum principles and disciplines – it is necessary to imagine new possibilities for curriculum making in a journey to the centre of a meaningful curriculum.

And so, we unsettled our students’ notion and experience, we used imagination to make sense of abstraction and inter-connectedness in our role as “agents of change” in teacher education (Reavey in Bilham 2013, p.196). Our data captured multiple responses to experiences with the natural world, which suggested new relationships that made learning challenging for children – the future of our planet may be at great risk unless we do so. Meaningful learning opportunities strengthen emotional bonds with the natural world (Bonnett 2007) and adopting a ‘futures perspective’ (Hicks 2012) develops mindfulness and attentiveness as essential ESD competences.

**Conclusion**

Our findings suggest that storied encounters with nature inspired both students and children to (re)imagine new relationships with places through elements of play, imaginative exploration and discovery. These “resonant moments” had impact (Somerville 2008, p.215). We conclude that our sensory and immersive experiences
invited eco-imaginings to take flight and promoted deep and meaningful learning opportunities which strengthened emotional bonds with the natural world (Bonnett 2007).

We believe that a playful eco-imaginative approach has a role in ESD as without imagination it may not be possible to open minds to future possibilities. Storied encounters with places can lead to relationships of respect, care and stewardship of the natural world, and are central to the experience of ITE students and their practice with pupils as a means to create a legacy of hopeful futures.

In the words of Student J:

*After thinking more about ‘nature as a colleague’, I like the idea of being equal. I personally don't like the idea of nature being portrayed as a resource. I think this takes away from its importance. When we take the time to go out into nature, when we treat it with respect, dignity and care, from my experience of Selborne and other trips it rewards us fantastically.*

References


