2015 Conference Proceedings
From Curriculum Makers to World Shapers: Building Capacities of Educators for a Just and Sustainable World

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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Biographical Notes

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Stephen Scoffham is a Visiting Reader in Sustainability and Education at Canterbury Christ Church University, where he has a leadership role developing sustainability and environmental perspectives in university life. He is the author of many texts for children and teachers on primary geography and is co-author of the Collins Primary Geography textbook series (Collins, 2014). His professional interests include intercultural understanding, the global dimension, creativity and learning. Stephen has been an elected member of the Geographical Association’s governing body since 2011 and is an educational advisor for Commonwork, a Kent-based charity which explores sustainable living and working.

Jen Simpson’s career began in primary schools in Bradford and Leeds, later joining the team at CDEC-Developing Global Learning in Chester as an Education Officer delivering training and school-based workshops to various education establishments from Sure Start to the University of Chester until 2011. Within her time at CDEC, she also had the opportunity to train up to Level 2 in Philosophy for Children (P4C), which has since become a passion and important element in her work. Her current role as GLP Local Advisor involves engaging with educators and schools across Cheshire and Merseyside, delivering support and training for teachers within GLP Expert Centres and raising general awareness of the importance and educational value of global learning in schools.

Marta Sykut works at the Centre for Citizenship education in Warsaw, Poland. Her involvement in global education started from coordinating a ‘One World film Clubs’ project, which was a natural continuation of her personal interests after graduating from a film and media theory faculty. Today, her main area of focus is inclusion of global education into everyday subject classes. She especially values the knowledge which can be turned into action; this is why for years she was involved in youth and voluntary work in the Balkans. In free time, she is engaged in the climate justice movement and supports grassroots projects in that area.
Editorial

The 2015 TEESNet conference, ‘From Curriculum Makers to World Shapers: Building Capacities of Educators for a Just and Sustainable World’, explored the pivotal role of educators as agents of change to support the development of a just and sustainable world. Building upon the 2014 conference, ‘The Role of Education for Sustainable Development and Global Citizenship (ESD/GC) in a Meaningful Curriculum’, the 2015 conference focused upon the knowledge, skills, values and capabilities required of educators to make this vision for the curriculum a reality, drawing on UNESCO’s Global Action Programme on ESD and the ‘global call for more and better global citizenship education’ (UNESCO, 2014).

A central aim of TEESNet is to promote a cross-sector community of practice, and we were delighted that delegates at the 2015 conference included teacher educators in universities and schools, educators in NGOs, researchers, policy makers, classroom practitioners and those engaged in informal educational settings such as museums and outdoor education. The desire for TEESnet to re-connect research with practice was also reflected in the choice of keynote presenters, which included Cathryn Gathercole, Director of TIDE~global learning, Joyce Hallum, Headteacher of Hawkshead Primary School, Cumbria, and Tom Harrison, Deputy Director of the Jubilee Centre for Character and Virtue at the University of Birmingham. The conference theme was also explored in fifteen paper presentations drawing on the findings of research and project work in diverse contexts as detailed here.

A central theme of these presentations was the knowledge, skills, values and capabilities required of teachers in facilitating a meaningful curriculum for ESD/GC. Tom Harrison opened the conference arguing that the moral philosophy of virtue ethics provides a useful theoretical lens for ESD advocates who seek to understand how teachers and their students develop as persons. From this view, educators should prioritise the development of what could perhaps be called ‘environmental virtues’ such as prudence, compassion, benevolence, unselfishness, being honest, patience and humility (towards nature). Tom outlined how virtue ethics underpins the current pre-occupation with character education, creating funding opportunities for teacher educators in England at a time when citizenship education has been marginalised in the curriculum and EU funding is vulnerable following the UK decision to leave the EU.

The papers from Alison Clark and Stephen Scoffham also pursue the role of formation of teachers and teacher educators, this time with respect to particular
values. Clark highlights the complexity of the process whereby particular values are explored and lived out in educational settings. Her case study of a school whose ethos is underpinned by the five core values of respect, co-operation, compassion, honorable purpose and stewardship illustrates the importance of ‘acting out’ these values in the governance, systems and relationships of school life. Whilst emphasizing that meaningful curriculum must move from the cognitive to affective, she concludes that educators need the time and space to reflect upon and identify the values which are meaningful to them.

This is the starting point for Stephen Scoffham’s work, which investigates how teacher educators in a University setting foreground values and deeply held principles in their everyday work. Through a participatory process, the five themes of community, respect, knowledge, evidence and innovation emerged as being particularly useful and relevant to different aspects of teacher education in that University, including work in ESD/GC. Scoffham echoes Clark in concluding that values provide an essential moral compass for ESD that must be continually re-assessed and re-affirmed. Jen Simpson’s school-based action research study in this volume investigates this learning process. Her paper examines the role of in-service teacher education in encouraging critical and reflective learning that nurtures moves from a charitable to a social justice perspective. This research identifies the importance of teachers ‘learning to unlearn’ through critical thinking with peers and pupils in order to engender values that support the development of a more equal global society.

A number of papers in this volume illustrate sophisticated, creative and often inspirational curriculum development projects related to ESD/GC in diverse educational settings. For instance, Silvana Birchenough et al. outline how video, images and hands-on examples can expose young children to complex scientific issues, in this case ocean acidification. Their paper highlights the importance of nurturing the agency of children in terms of how best to represent knowledge and transfer to others. It provides an important reminder to the scientific community that young children have both the inclination and capacity to engage with issues related to climate change and are concerned with safeguarding marine eco-systems.

Zoi Nikiforidou et al. also highlight the essential, and perhaps often overlooked, role of the youngest children and their teachers in delivering an educational response to promoting a just and sustainable world. The Bat Conservation Project, which has been undertaken in England and Kenya, provides a professional development resource for early years teachers that, critically, through activities for children also challenges teacher perceptions and attitudes towards ESD. They conclude that this co-construction of knowledge provides a model for a practical
and investigative approach within early years teacher professional development for ESD/GC.

A number of papers in this volume remind us of the importance of tackling complex and controversial issues such as climate change with the youngest learners. Like Zoi Nikiforidou et al., they highlight pedagogical approaches that are age-appropriate and sensitive, preparing children for an uncertain but more hope-full future. Building upon their paper at the 2014 conference (Witt and Clarke, 2015), Sharon Witt and Helen Clarke use the metaphor of the curriculum as a ‘vortex’ to represent the dynamic processes involved in planning learning for children. Their paper illustrates the potential for ‘eco-playful pedagogy’ and ‘small world play’ to develop the knowledge, skills and values of pre-service teachers to facilitate a meaningful curriculum for ESD. They identify the importance of values such as curiosity, creativity, openness, imagination and responsiveness alongside care and love for the subject. Their conclusion that nurturing the relationship between children and their environment empowers them to act for that environment clearly applies as much to the student teachers involved in this work. There is also a growing interest in ESD/GC beyond the schools sector. In this volume, Yoko Eng Tan draws our attention to important work with undergraduate students beyond disciplines directly related to education. Her work with business students demonstrates again how interactive teaching and collaborative learning can impact upon students.

These conference proceedings include a group of papers disseminating research from EU-funded initiatives in schools, pre-service and in-service teacher education across a range of countries, including Poland, Slovakia, Czech Republic, England, Wales, Ireland, Italy, Spain, Denmark, Germany, Belgium, Austria and Ethiopia. The papers by Alison Huntley and Marta Sykut et al. report on the EU-funded World Class Teaching project that sought to engage in-service teachers in the curriculum development process to systematically embed ESD/GC within subject-specific secondary school curriculum. Huntley shares subject-orientated resources for global learning that were developed as part of this work. It is clear that the initial phase of establishing principles for global education among the project participants was of critical importance to the project’s success. The quality criteria for global learning generated by teachers, together with project leaders, exemplifies an inclusive and participatory reflective process, as advocated by Scoffham and Clark in this volume, in order to form values. Marta Sykut and Elzbieta Krawczyk highlight the challenges and opportunities of the World Class Teaching project within the context of the Polish educational system. They identify the importance of confronting ethnocentric perspectives within current resources and for individual
teachers to acknowledge the limitations of their own knowledge and understanding related to global issues. Arguably the most significant challenge they identify for teacher education, with potentially the greatest reward, is the necessity to expose and overturn what are often deeply held stereotypes and prejudices amongst educators.

The importance of addressing teacher and pupil attitudes is also the focus of Barbara Lowe and Liz Allum’s paper on measuring the impact of global citizenship education. Reporting findings from a large EU-funded project across 5 different countries, their research exposes an uncertainty amongst pre-service teachers as regards their role in influencing pupil attitudes for fear of political indoctrination. Those who object to the idea that the educator’s role is to mould certain kinds of people, as determined by the virtues, values and attitudes they hold, are reminded by Scoffham in this volume that ‘values underpin all aspects of education at both an explicit and implicit level’. Education in general, and ESD/GC in particular, is deeply value-laden and, whether consciously or unconsciously, values underpin practice. While educators may wish to avoid being accused of dogma or bias, ‘the sobering reality is that all teachers are indoctrinators for a “doctrine” is a “teaching” and to “indoctrinate” is to lead others into that “teaching”’ (Pike, 2011, p. 184). The innovative strategies outlined by Lowe and Allum for assessing attitudinal change amongst pupils can be easily adapted for use in the formation of teachers. Their paper provided the inspiration for the 2016 TEESNet conference theme of ‘Measuring what’s valuable or valuing what’s measurable? Monitoring and evaluation in ESD/GC’.

A strong commitment to collaborative and relational aspects of learning is a feature of a number of papers here. These themes are particularly pertinent to Mitchell and Pelka’s report on the outcomes of the EU-funded Comenius project ‘Learn to Teach by Social Web’, which sought to exploit the use of social media to enable teachers to engage learners in a project with eleven partners across eight countries. They argue that social media as a tool of innovation can provide future educators with the knowledge, skills, values and capabilities relevant for facilitating a meaningful curriculum for European citizenship and sustainability.

Fatima Pirbhai-Illich and Fran Martin also explore approaches for teachers to open up inviting spaces for interaction and learning, in this case with marginalized students. Their particular backgrounds and perspectives with regards to intercultural learning provide the foundations for their fascinating research with pre- and in-service teachers in Canada. Drawing upon post-colonial theory and relational pedagogies, they present data that explicates the important notions of
invitation and hospitality that clearly have great relevance within teacher education for ESD/GC.

A second Anglo-Canadian partnership, this time between John Patterson and Colleen Loomis, highlights the importance of reciprocity within collaborative project-based activity. The SIGNAL model presented here aims to support inclusion within society for visually impaired students in England, Ethiopia and Nepal. This paper argues creativity and enterprise are central to curriculum development for global and local citizenship. They provide evidence that pre-service teachers volunteering provides an innovative model for ‘reverse inclusion’ with an impressive range of diverse outcomes.

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References


Universal Virtues for a Universal Purpose?

A role for character education in education for sustainable development

Tom Harrison

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This short paper accompanies the keynote presentation given to the TEESNet Annual conference at Liverpool Hope University on the 9th July 2015. The paper explores the potential of teaching young people about issues relating to sustainable development through character education.

Character Education – A new hope for sustainable development?

Schools have always done character education – even if they have never labelled it so. Teachers have always been character educators – even if they dislike the description. Whatever their view on the semantics of the language, few teachers would disagree that good education is about more than delivering an academic curriculum. That true education is about the development of the whole child, which includes making and taking all opportunities to inculcate qualities, strengths and virtues in the students they teach. Education in its fullest sense is about preparing young people for life after school and to be successful in all the roles they take on: being a good employee, parent, neighbour, friend, amongst others. The true goal of education is about enabling young people as well as the societies they grow up in to flourish.

So if education has always been about character development – why the recent interest in character education? Nicky Morgan, the Secretary of State for Education, as well as the Shadow Secretary of State for Education, Tristram Hunt, have both spoken recently and regularly about the need for schools to ‘do’ character education. Nicky Morgan has even argued that Britain should become a global leader in character education. Character education has also been picked up elsewhere – in leading ThinkTank and APPG reports, newspaper leading articles, the riots commission report and CBI speeches, to name a few. The reasons given for the renewed focus are many and include a reaction to concerns that the (over) focus on attainment has left character education in the shadows; concerns about the decline of ethics and morality in society; concerns about wellbeing; and concerns that schools are not preparing young people to succeed at work. There is another reason why a renewed focus in character education should be welcomed – it focuses schools’ attention on developing the character of young people to deal with issues that will face them in the future. One of the most acute of these issues is likely to
be sustainable development – which is defined for the purpose of this paper as ‘an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society’.

Character education, when carried out in an intentional, planned, reflective and conscious way, should be about inculcating essential character virtues that enable young people both to flourish and, most importantly, flourish in harmony with the wider environment. This calls for character education to focus on the development of moral and civic virtues, more than performance virtues such as grit and resilience. The development in young people of moral and civic virtues such as future-mindedness, justice, compassion, humility, gratitude, prudence, service, are therefore essential.

**What is character education?**

The Jubilee Centre defines character as an umbrella term to describe a set of qualities or virtues that guide our behaviour and conduct (see Jubilee Centre, 2013). Character education is therefore seen as any educational activities, implicit or explicit, that encourage young people to develop these qualities or virtues. Importantly in this definition is the emphasis on implicit and explicit. It is both caught and taught.

Character education shares some of the same properties as citizenship education. These include: i) both character and citizenship education are concerned with helping to develop a ‘good’ society; ii) both have a concern for the moral and emerge from concern about current trends in society; iii) both seek a balance between personal rights and societal responsibly; and iv) both make good vehicles for teaching about justice and the virtues associated with sustainability. There are further features common to both – which means they should be conceived of as more that ‘just subjects’. Both citizenship and character education can’t simply be taught as discrete subjects – say as one forty minute lesson a week. Further, they can’t simply be limited to the classroom. They must live and breathe across the whole school and beyond into the community (be it local, national or global) it serves. Character and citizenship, if to be successful, should be treated differently from other subjects like Maths and English, as they require a special position in schools – one that is elevated from the core curriculum.

Character and citizenship education are on different trajectories. Whereas character education is very much ‘of the minute’, citizenship education continues to be

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1 Definition adapted from Sustainable Development Commission – http://www.sd-commission.org.uk/pages/what-is-sustainable-development.html
marginalised both by government policies (for example, the revised CE curriculum is much narrower in focus than it predecessor) and by individual schools (who have either subsumed it into other subjects or don’t teach it at all). Those advocating a place for sustainable development in the curriculum should not be disheartened as the focus on character education offers an excellent vehicle for teaching about sustainable development in schools.

**Virtue Ethics and Character Education**

Increasingly the moral philosophy of virtue ethics is being seen as providing a good foundational basis for character education. Kristjansson (2015) argues that character education is any form of moral education focusing on the development of virtues as stable traits of character with the aim of promoting human flourishing (*eudaimonia*) and founded on (some) general theory of virtue ethics – most notably Aristotelian. He argues that that a pragmatic approach to interpreting Aristotelian Virtue Ethics is required – allowing the philosophy to be tested by social scientific research and reconstructed based on evidence.

Aristotelian-inspired virtue ethics provides an excellent theoretical framework which character educationalists can build upon; rather than giving a detailed argument for why this might be the case, see Kristjansson (2015) for a good overview, including arguments concerned with sustainable development. It also offers a viable and useful alternative to other moral theories such as utilitarianism and deontology. The focus on human virtues as opposed to say rules and duties (deontological approach) or consequences (a utilitarian approach) brings the requirement to do the right thing by others and the environment back to individual agency. We should not do the right thing because of a sense of duty or trying to calculate the consequences, but because we possess some key character virtues. At the heart of virtue ethical philosophy are three pillars, *eudaimonia, arête and phronesis*, which are useful for thinking about sustainability. The focus on *eudaimonia* (often translated as flourishing) as the goal of human life chimes neatly with issues of sustainability and environmental flourishing. Louke VanWensveen (2000) in his book *Dirty Virtues* argues that the language of environmentalists is often virtue-based and suggests that Environmental Virtue Ethics (EVE) provides a full conception of how humans might live a good life within a flourishing environment. Virtue ethics provides a positive approach to sustainability rather than a negative one as sustainability can be seen as contributing to flourishing, rather than in terms of restraint or prohibition. Another pillar of virtue ethics is the importance of *arête* (often translated as virtues or excellences). Rosalind Hursthouse (2007) in a chapter entitled ‘Environmental Virtue Ethics’ sought a new interpretation of traditional virtues, one that might be applied to how humans should relate to nature. She argued that virtues such as prudence, practical wisdom, compassion, benevolence, unselfishness, being honest, unmaterialistic, just, patient
and long-sighted, and humility (towards nature, as opposed to arrogance/assumption of dominance) were all vital for suitable development. In contrast, vices, including greed, self-indulgence, short-sightedness, cruelty, pride, vanity, dishonesty, arrogance, are a cause of unsustainability. Phronesis (often translated as practical wisdom) is also a useful construct for sustainable development educationalists. Sustainability is beset with complex problems. It is concerned with balancing conflicting needs – individual, social and environmental – and as a consequence virtues often come into conflict. Phronesis is essential in order to adjudicate complex problems – so the ‘no rules’/‘no clear course of action’ criticism of Virtue Ethics is actually an advantage in an area such as sustainability, where there are few easy answers, and sustainability is inherently context-specific.

Approaches to education for sustainable development based on a virtue ethical approach to character development are available. For example, two units in the Character Education Secondary Programme of Study (Jubilee Centre, 2014) are entitled ‘Ethical Consumption’ and ‘Virtues, Vices and the Natural World’ and both seek to encourage students to think about how they can live more thoughtfully in the natural world, and consider notions of the ‘flourishing earth’ and ‘suffering earth’. They challenge students to identify their emotions in relation to environmental issues – and give reasons for them. Likewise, sustainable issues are being explored by teachers who are developing materials for a new set of resources looking at how character can be taught through and within all curriculum subjects. The Design and Technology teachers are considering environmental and sustainable design and Geography teachers the virtues associated with making ethical decisions in planning. Although more explicit approaches to character education such as those described above are useful, and provide students with tools and rational motivation to explore these issues and the implications they have for their character, it is important that such approaches are not confined only to the classroom. Schools need to consider questions such as: how can virtues associated with sustainability be caught across the school? and how is an ethos and culture that promotes them established and adopted by everyone involved in the school? Only when schools adopt comprehensive taught and caught approaches to character education that are mutually supportive of each other will issues relating to sustainable development be adequately addressed in schools.

References


Understanding Ocean Acidification Effects: bringing science evidence through education

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Abstract

Evidence indicates that absorption of atmospheric carbon dioxide (CO₂) in the ocean has already decreased pH levels by 0.1 pH units since 1750, and CO₂ concentrations are projected to rise further by the end of the century as fossil fuel reserves continue to be exploited. To date, ocean acidification (OA) research has demonstrated that some species are robust to lower pH, whilst others show marked sensitivity. There is still much research needed to understand some of the observed organisms’ responses to changes in pH under laboratory conditions and under their natural environment. A very important aspect is how the effects of ocean acidification will affect shellfish species and what will be the repercussions for food security. Most relevant to this paper is how to make this information available to future generations, and what is the role of science education in schools regarding the topic? This paper explores such questions and reports on work conducted with children from a school in Suffolk (Years 3 and 4) through experiential learning activities. Children received ocean acidification background information using a suite of tools (e.g. video, images and dedicated hands-on examples). Discussions prompted with open questions followed to ascertain their understanding of the key points of i) ocean acidification effects (via changes in pH levels); ii) how species of commercial importance may be affected, iii) how such changes will affect ecosystems and iv) what will be the implications for food security. An important part of consolidating learning was the application of the new knowledge into further learning activities and the production of materials by participants for wider information dissemination on the topic. A key aspect of ensuring consolidation of learning was the agency of children in the process and deciding how best to represent knowledge and transfer this to others. The paper provides examples of how to translate complex scientific issues into simple messages by giving a clear framework to inform teachers and student teachers on ocean acidification research.
and issues associated with climate change to safeguard marine ecosystems. It also brings to the attention of the scientific community the extent to which education serves the purpose of disseminating science knowledge.

**Keywords**: ocean acidification, pH changes, education, shellfish, ecosystems and research, experiential learning, practitioner, participatory learning and action methodology.

**Introduction**

Presently science experiences are included in all learning curricula for young children. The aim is that children can learn about natural phenomena and the environment and gain understandings of how the natural world works. The rationale behind such learning curricula activities is that children, rather than being taught, can instead construct their own ideas by experiencing science in enabling and supporting environments.

However, as scientific knowledge advances, teachers and children need to be more aware of the complexity of relationships between humanity and the environment. In this respect, there is a growing trend of interest in sustainability, and conservation and topics such as the one in this paper are important to include in science teaching and learning.

Climate change effects are occurring at a much faster pace than originally expected (see Chapter XX, WG II, Intergovernmental Panel on Climate Change- IPCC AR5)\(^2\). Evidence suggests that absorption of carbon dioxide (CO\(_2\)) in the ocean has already decreased pH levels by 0.1 pH units since 1750, and CO\(_2\) concentrations are projected to increase further by the end of the century as fossil fuel reserves are exploited (Birchenough et al., 2015). The CO\(_2\) increase is altering the chemistry of the oceans, making them more acidic (described as ocean acidification – OA). The potential effects of OA are poorly understood but have prompted considerable interest among scientists and concern among policy makers, NGOs and industry. There is a need to bring together existing ocean acidification effects observed in commercial species in the UK. This information will help to provide an evidence base for local stakeholders depending on these fisheries and, additionally, seeks to educate school children, providing background information on ecosystems at risk from the effects documented by studying ocean acidification. This study has been designed to engage with a local school (e.g. years 3 and 4). The main purpose was to explain issues associated with ocean acidification and what will be the likely changes observed in the future as well as considering aspects of food security and preservation of the marine environment. In so doing, the role and potential of

science education for teaching and learning about complex issues becomes highly relevant. In addition to enhancing children’s knowledge and understanding of the topic, the intention is that children can use their agency to make decisions that will position them towards being increasingly ethical and exert a degree of positive connections with the environment. When teaching science, there is little acknowledgement of the capacity of children to use the information to make choices and to understand the effects of such choices on the environment. In this paper, we report such experiences.

**Methods**

During British Science Week (on 16th March, 2015) a presentation was made to years 3 and 4 (age groups 7, 8 and 9 year old) pupils at a private school in Suffolk, UK. The beginning of the session was given to both classes as an introduction to ecosystems. The main emphasis was given to questions such as: i) what is the definition of an ecosystem? and ii) what risks are ecosystems facing at present? The main risk identified and presented was in relation to ocean acidification (defined as lowering the pH of the carbonate chemistry of the seawater) and explained in simple terms with examples to all students.

**Participatory research with children**

Prior to initiating any of the practical activities, an assent form and dedicated explanation was given to all students and teachers of both classes. All of the students agreed to complete a two-page set of statements provided, and this information helped to guide the students through the activities and agree their willingness to accept and follow instructions. The assent form was also a reassurance tool in case any of the students did not want to continue in any of the activities, having the option to stop at any time. The completion of the assent form was recorded over 10 minutes.

**Ocean acidification: introduction**

The first part of the programme was to provide an overview of Cefas’ science and to inform the students of the role of the oceans. Some examples of ecosystems were shown and discussed with the students during the presentation. Additionally, the most important species and ecosystems functions for the marine environment and humans were illustrated with known images. The children were encouraged to ask and answer questions on any of these topics. Under the sub-theme of ecosystems at risk, the main aspect covered was ocean acidification (e.g. pH changes in the oceans). A series of distribution maps of UK commercial species was discussed (thereby to create understanding of the importance of food sources) as well as current challenges faced by the environment. Further to the general introduction, a
A dedicated ocean acidification film, *The Other CO2 Problem*, which was created by a local school (Ridgeway School, Plymouth),\(^3\) was used to illustrate changes in marine life understood from a children’s perspective. The children were able to ask questions and provide their own opinions on how these changes could affect marine species, ecosystems and their day-to-day life. Some ideas were also further discussed in relation to species familiar to them (e.g. mainly as food or iconic species observed during holidays and/or trips to the local aquarium).

The two classes were divided into 4 groups and each group worked over different stations; these are described below:

**Activity 1: Understanding pH (measuring pH across different products)/Generating and understanding CO₂ emissions**

During the overview presentation, a detailed explanation of what pH represents in simple terms (e.g. the acidity of water, \(\text{pH} = -\log_{10}[\text{H}^+]\), where \([\text{H}^+]\) is used to denote the concentration of hydrogen ions). The pH is done under a logarithmic scale that implies that one unit reduction of pH indicates a tenfold increase in \(\text{H}^+\) ions (Dickson, 2010). A simple equation and the different pH scales, related to know products (e.g. mineral water, milk, juice, vinegar and coffee), were used. The aim of this activity was to measure and record pH over different household products and relate these to the changes observed in our oceans. Additionally, the second activity was to recreate the increase of carbon emission by using carbonated water and blowing through a plastic straw. The children worked in pairs and recorded the pH before and after creating the bubbles. Their comments and results were recorded in dedicated sheets.

**Activity 2: Assessing different seabed types and species (computer game)**

A CD created under the project Mineral Wealth – Seabed Health (funded by the Aggregates Levy Sustainability fund – ALSF)\(^4\) was used to illustrate where different marine species (e.g. molluscs and crustaceans) live. What are their preferred environments (e.g. sand, muds or crevices), and how do we take samples from the seafloor, bring them back to the laboratory and undertake further analyses to understand their characteristics and distribution? Some of the marine organisms lived in shells (e.g. mussels and cockles), whilst other organisms depended on exoskeletons (e.g. crabs and lobsters). The children were able to make decisions (e.g. using the software to place the marine species under different sediment types and habitat levels).

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\(^3\) [http://www.oceanacidification.org.uk/Resources](http://www.oceanacidification.org.uk/Resources)

Activity 3: Understanding shellfish and their importance (microscope work)

All of the students had the opportunity to select species of interest and look at their characteristics under the microscope. The main aim was to observe and characterize marine species. For crabs, the main characteristics were their eyes, carapace, legs and presence of eggs; students described and recorded their observations on a provided clip chart. For molluscs living in shells, the main attributes to look at were growth lines and shell sizes and shapes.

Activity 4: Overall message: what would you take home (drawing activity and final message from the students)

The final exercise was for the students to express their understanding of the concept of ocean acidification and the expected effects for different marine species. The final output was for students to draw a picture summarizing the importance of marine species and the environment and how the full session has helped them to understand these messages.

Results and Discussion

The activities presented in this paper form the basis to establish the scientific understanding of children and their educators of the effects of ocean acidification and commercial species. The area where the study was conducted has a very strong dependence on marine commercial species (e.g. mainly Cromer crabs5 and Brancaster mussels6), which are local produce from East Anglia. The most relevant messages of the children’s discussions were their interest in understanding the role of marine organisms and how they live under current and future conditions, with a particular interest in their body characteristics and different habitat types.

The messages related to ocean acidification and how these effects could affect marine life were of particular importance. A clear aspect of interest was observed when further explanation was given on the role of species of local commercial importance (e.g. scallops, mussels, crabs and lobsters). The children were able to relate these marine species to day-to-day routine (e.g. eating seafood, visiting these species at the local aquarium, rock pooling and seeing these species in their typical environment).

From the questions and responses gathered, it was clear that the majority of year 3-4 children understood the message and were able to relate to marine changes and their repercussions for marine species. A summary of feedback is presented in

5 http://www.crabandlobsterfestival.co.uk/
6 http://www.deepdalefarm.co.uk/events/indevent.asp?EventID=109
Figure 1 for all of the activities. The overall experience demonstrated that most of the students enjoyed, learned and understood the scientific messages.

Figure 1. Overview of activities and students’ responses to the different science activities delivered.

The field of ocean acidification has increasingly provided evidence needed to provide inform about the biological effects on certain species and ecosystems. Some of this research has been fostered via national and international collaboration. The ocean acidification research community has invested significant effort into translating the research into policy advice (via high profile reports), targeting the scientific outcomes at the science community and some messages to the general public, stakeholders and decision-makers (Branch et al., 2012; Broadgate et al., 2013; Riebesell and Gattuso, 2015). Whilst these messages have been considered, there is a further level of ongoing research to generate additional evidence. There is a clear gap in relation to how it is best to educate the future generations and their educators. This aspect clearly needs to be considered, particularly in the area of science, when the UK is an island with a vast extent of marine life, a breadth of maritime activities and depends on marine species of commercial importance for food security.

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References


How do Teachers Engage with School Values and Ethos?

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Abstract

The question ‘How do teachers engage with school values and ethos?’ has implications for education for sustainable development and global citizenship (ESD/GC). Drawing on a case study in a Catholic High School, this paper will suggest that taking a stance can have a powerful impact on teachers. However, the process of exploring and living out that stance is a complex one for teachers, and deserves more consideration and support.

Keywords: values, ethos, curriculum, education, formation

Introduction

The TEESnet 2015 conference headline, ‘The knowledge, skills, values and capabilities required of teachers in facilitating a meaningful curriculum for ESD/GC’, links to this paper in two ways. First, it focuses on the teacher’s skills and qualities, and second, emphasises the content of the curriculum that they are expected to facilitate. However, there is also an assumption in the statement that the content is ‘meaningful’. This raises the question, what might make it so? In order to discuss these two aspects and this assumption, I am going to draw on a research project conducted during the academic year 2012-2013 with twenty-one teachers in a Catholic High School. The study examined how these teachers perceived and implemented the expectation that they engaged with school ethos, which had a focus on Five Core Values. While the research was not specifically on how teachers managed a curriculum for ESD/GC, (although that was part of the school’s curriculum), I believe the process teachers used for values presentation and ESD/GC to be similar, precisely because these aspects of a school are more than simply functional. Both values in a school ethos and curriculum for ESD/GC relate to more than academic content – they cause us to ask: What does this mean for me, and how I choose to live my life?
The Research Context

The research took place in a Catholic 11-18 High School in England during the school year 2012-2013. There were pupils and students from a wide range of socio-economic backgrounds, and 62% were identified as baptised Catholic (Diocesan Inspection Report, 2011). An Ofsted Inspection in 2011 referred to the school as ‘characterised by a palpable ethos’ and an ‘inclusive, harmonious community’, where ‘students have a well-developed moral sense’ (Ofsted, 2011).

Values were a prominent part of the expressed ethos of the school, and had been established as such since the appointment of the current Headteacher, in 2006. However, the values had not been a strong focus in the school prior to that, despite its Catholic foundation; while always ‘a great school’, the Headteacher commented that when he arrived, ‘teamwork, and culture and ethos ... needed renewing’ (HT, 2012b, 8). Five Core Values terms were developed by a process of discussion and negotiation, finalised by the senior team, and adopted as the aspirational ethos of the school. They were: Respect, Co-operation, Compassion, Honourable Purpose, and Stewardship. The Headteacher stated, ‘Values are at the core of what I think is the main motivational driver in terms of leading a good church school’ (HT, 2012a, 6). Along with this set of core values, there were themes such as ‘Pay it Forward’ relating to acts of kindness, and the strap line ‘Aspire not to have more, but to be more’ attributed to Archbishop Oscar Romero (1917-1980) of El Salvador (Gearon, 1998).

The main data collection for the case study took place during the academic year, with a minimum of five days in each of the six half-term blocks. There were three stages of interviews with volunteer teachers, and the interviews were recorded and fully transcribed. The volunteer sample consisted of twenty-one teachers, which was about a third of the teaching staff; twelve were female, and nine were male. Five of the teachers were newly qualified teachers (NQTs), and another two were experienced teachers, although new to the school. Through these subgroups I gained fresh impressions of the school. Seven of the sample had been in the school for ten years or more, so were able to speak about the changes brought about since 2006 when the current Headteacher had taken over the headship, introducing values and a new approach to school ethos. Three of the sample held senior responsibility, and a further three had pastoral middle management roles while six were academic department leads. All curriculum subject areas were represented in the sample. Five of the teachers had training or mentoring roles with other schools.

This group of teachers formed the core of the data collection and analysis, but many other staff at the school had general discussions with the researcher. The longitudinal nature of the data collection meant that there was time to reflect on data, and then return to the school with new questions, or to revisit previous topics.
in order to triangulate data and to test emerging themes. The two key research questions were:

- *How do the Five Core Values influence the day-to-day activities, choices and behaviours in the school?*

- *How do the Five Core Values impact upon the roles and work of teachers?*

The relevance of these questions in relation to ESD/GC resides in the following areas. Firstly, this research sought to identify a perspective that was being imparted in the school and find out how teachers interpreted and communicated that perspective. Secondly, the research sought to understand what made the perspective meaningful.

**Theoretical Framework**

The study focused on the school’s aspirational ethos and how this was interpreted. Ethos as a term is used in the literature a variety of ways, of which two dominate: one is to refer to the aspirations of a school and its educational purposes and the other to the mood or atmosphere that is experienced (Allder, 1993; Donnelly, 2000; Hogan, 1984; McLaughlin, 2005). Ethos may be aspirational as the intention is that ‘A mission statement should frame, inspire, give purpose to, drive and guide, the daily work of an educational community’ (McKinney and Sullivan, 2013, p. 216). Therefore, the ethos of an institution may be evident in its policies, activity, decisions and relationships (Donnelly, 2000, p.150) and promoted visually in displays and on the website. However, experience of school life may or may not live up to or match the public message (Donnelly, 2000; McLaughlin, 2005). I used Donnelly’s terminology to frame the layers of ethos, as shown in the following diagram:

![Diagram of school ethos layers](Adapted from Donnelly (2000): structure of school ethos.)
Within this framework, the content of the aspirational ethos was examined and the outward manifestations of it identified. Teachers’ perceptions of how the ethos should be expressed in action and relationships were sought. Through analysis of the data an aim was to identify evidence of inward attachment to the school’s values and ethos and what that might mean to the teachers and for the school community’s future action and development.

**Findings and Discussion**

The values terms were evident in a variety of contexts. There were visuals such as posters in corridors and headings on school documentation. The values were reflected upon in assemblies, both those taken by teachers and those by the students. The use of space and time during the school day to make them evident indicated that the school’s ethos, as a message, was important to senior management. In observations around school and in the classroom, it was noted that teachers referred to the Five Core Values, especially when talking about how the students should work together, and often linking to the content of the lesson.

In order to understand how the Five Core Values ‘influenced the day-to-day activities, choices and behaviours in the school’, I used word-cards of the values terms on a table during the interviews, and encouraged teachers to arrange them in a way that was meaningful to them. Questions focused on the meaning of the terms to each teacher, and how, in their experience, the values were experienced. On occasion, values terms were prioritised. An example of this is shown below in Figure 2:

![Figure 2: Pattern of the Five Core Values cards: Teacher Y.](image)

For Teacher Y, the concept of Honourable Purpose was the umbrella that brought all the meaning of the Five Core Values together, and acceptance of it could be life changing, as he explained:
Honourable Purpose is the one that ... sits up there separately at the moment, it says that 'If you do it, you are the pupil that we’re looking for. You are the individual human being that could make a difference.' (Teacher Y.71, researcher’s emphasis).

The variety of the patterns given to the five values word-cards and the different priorities given to terms by teachers were striking. There was no uniformity and no evidence that certain values terms would be emphasised by a particular teacher, for example, by subject taught, or faith perspective, or time in the school. There was, however, an indication that Heads of Year found ‘Compassion’ particularly meaningful. This term was used frequently by them in the context of understanding the difficulties many students faced in their home lives, and the world today.

Cooling argues that a shared anthropology is fundamental for genuinely shared values (Cooling in Arthur and Lovat, 2013, p.110). There was evidence of values underpinning the relationships with students: for example, seeing everyone as an individual deserving of Respect. It meant teachers were subject to the same expectations as students – an example being, saying sorry. All the teachers in the study identified that they had a responsibility to be a role model, and the term ‘lived-out values’ was used by the teachers to express this obligation: as Hill states, ‘[requiring] commitment of the whole self’ (Hill in Arthur and Lovat, 2013, p.29; see also Pring, 2010, p.xxi). Another example of living-out values was the link made between ‘Stewardship’ and management of resources in the classroom, the use of Fair Trade products in the canteen and action on recycling. ‘Stewardship’ extended into the curriculum, as in Art, where murals were created of found objects (litter) in the school grounds. Indeed, the term ‘Stewardship’ appeared even more personally meaningful for two teachers. One spoke of stewardship in terms of the futures of the students, linking it to how she taught her subject, and the commitment she had to the students. The values term had moved beyond simply relating to external behaviour to providing internal meaning. Another teacher used the term to define what being a teacher was all about for him, particularly in care for them as people: ‘I think it’s stewardship of the kids ... you are stewarding their life in some way ...’ (Teacher H.48).

This diversity of interpretation and emphasis indicated three aspects of engaging with an aspirational ethos. The first was that all teachers in the study did indeed connect with the values of the school, accepting their importance, and these values were in varying degrees and with different emphases significant in their role and work. The second related to the teachers themselves: they assimilated the terms into a pre-existing personal ethos, as shown by stories and key moments they described to illustrate the importance of a values term. The third aspect was the sense of freedom that teachers had in relation to the school’s very specific message. The Headteacher spoke of the school’s aspirational ethos as supporting a ‘personal
journey’. The assurance with which teachers described that journey in their individual interpretations showed that this was an enabling factor in engaging with the ethos of the school.

Implications for ESD

The focus of this paper is on the ‘knowledge, skills, values and capabilities’ which teachers need to facilitate a meaningful curriculum. The knowledge that teachers needed for values education concerned not just content but also the visible application of it, and they interpreted how they as teachers would live them out. Equally, they identified the need to provide opportunities to students to live-out the values as well. The skills and capabilities teachers stated as most helpful in supporting the ethos of the school were dialogue and negotiation. Thiessen’s term ‘critical openness’ is a useful concept and descriptor for the way that dialogue operated. It encourages frank questioning, conducted with respect (Thiessen, 1993). This, I would argue, allowed for genuine engagement with the values and ethos, and would also help to make a curriculum meaningful.

Given that the aspirational ethos and values of the school were presented as a meaningful, relevant and important message, the same would need to be said of the curriculum related to ESD/GC. This research indicated that for a curriculum to be made meaningful it needs to move from cognitive to affective. The values in this school were not just talked about, they were acted out. Teachers articulated how they made the school’s values relevant in the classroom and around school. Furthermore, there was evidence of how values influenced the systems of the school – through policy decisions, timetabling and budgets; how they were integrated into the life of the school outwardly through assemblies and inwardly in relationships. However, teachers also discussed how an ethos (or curriculum) may lack meaning when it is perceived to be hypocritical (Hill, 2008). The same can be true for ESD/GC: if it is just words, without commitment, then it will not be meaningful.

Conclusion

The teachers in the study had been presented with values that they were to promote, in the same way that teachers may be asked to deliver ESD/GC. All teachers in the study stated that the values were important and sought to apply them in their teaching role and relationships, albeit in diverse ways. This willing attitude towards the aspirational ethos is linked to Donnelly’s idea of outward attachment and might be seen as simply compliance. However, it became clear that, by having time to reflect and consider the implications of the school ethos, there was evidence of a values cycle, where the values engagement became part of the individual’s perception of what it meant to be a teacher and promoted attitudes relating to the
values. It was at this level that the ethos moved towards inward attachment and, through this values cycle, further enhanced the meaning of the aspirational ethos.

As a result of this case study, I would suggest that the ESD/GC curriculum needs to involve several features. The most important is the clarity of the aspirational ethos that underpins it – that is, the educational purpose of ESD/GC, and also the values connected with it. Having identified this starting point, there needs to be a commitment to cultivating an ethos of outward attachment at every level of school life, including governance, systems and relationships. ESD/GC must be lived-out, and in order for this to be meaningful, and not hypocritical, all members of the community need time and space to reflect on and identify how the purpose and values of ESD/GC are shown in the school and the areas for which they are responsible. Finally, there needs to be support for teachers to develop the ‘knowledge, skills, values and capabilities’ that will empower and sustain them in this role.

References


World Class Teaching: systematically embedding ESD/GC in the curriculum – considering the implications for curriculum change and development and the implications for teacher training and capacity building

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Abstract

There is growing international recognition of ESD/GC as an integral element of quality education and a key enabler for sustainable development and that educators and trainers are powerful agents of change for delivering an educational response to sustainable development and global citizenship. According to UNESCO’s Global Action Programme, for them to help ‘usher in the transition to a sustainable society, they must first acquire the necessary knowledge, skills, attitudes and values’ and also develop the requisite ‘motivation and commitment’.

The World Class Teaching project is a three-year European initiative during which high school teachers participate in a curriculum development process to systematically embed GC/ESD in their subject-specific curricula. The first steps of curriculum auditing, reviewing and mapping to reveal what ESD/GC was already present in teaching, or where further opportunities for inclusion of ESD/GC presented themselves, proved to be fairly straightforward. A variety of tools and self-evaluation forms were used for this. The next phase of ‘systematically embedding’ ESD/GC into the classroom teaching evidenced through our baseline questionnaires revealed the lack of confidence and competence of teachers and raised questions around what exactly constituted the ‘necessary knowledge, understanding, skills, values and attitudes’ in relation to GC/ESD for them to be able to deliver quality education in this area, not losing any of the subject criteria content. This paper will outline the learning journey that teachers have made to identify the ‘Essential Ideas for GC/ESD’ in their subject and how they have implemented them in their classroom practice. It will unpack answers to questions such as: ‘what has changed in the way that I teach this lesson? ’; ‘what specific knowledge and understanding (GC) did I need to have to deliver this lesson well?’; ‘how has my teaching impacted on student learning?’ The paper will give specific examples from three subject areas, History, Art and Design, R.E. and English.
From this work there are also implications for teacher training and Initial Teacher Education and the possibility to further evidence that ESD/GC is an integral element of quality education and a key enabler for sustainable development.

**Keywords:** curriculum development; confidence and capability of teachers (in the area of GC/ESD); teacher training and education; impact assessment, quality GC/ESD teaching

**Phase 1: Starting places**

At the outset of this initiative it was necessary to establish some principles for Global Learning/GC and to bring teachers together to agree what those might be. From this meeting, an operational framework for the development and delivery of systematic Global Learning in secondary school curricula was agreed and produced.

We introduced a ‘world café’ style activity which allowed participants to explore various questions beginning with:

This is Global Learning how I see it … (some examples of responses):

- Motivating for students, interesting, active learning
- Sustainable futures
- Still under construction
- Opens questions and promotes curiosity
- Teachers need support
- Challenging (in a good way) > personal growth + awareness
- Global Learning has been here for ages
- Engaging and enriching
- A way to make sense of the world
- Past-present-future, local-global linking
- Empowerment
- Values-based/oriented
- Long and complex process which needs deep self-reflection
- To become a human being again
- Tool to link different subjects
- Return to our roots
- An effective way to develop critical thinking skills & promote citizenship
- Increases tolerance through empathy
… leading into ‘Why is Global Learning necessary?’, the ‘HOW of Global Learning (Methodology)’, ‘Global Learning in schools, subjects?’ and, ‘Definitions of Global Education’.

Inevitably, discussion soon began to explore quality in Global Learning, with a few challenging questions.

Some responses from the open space discussions:

What kind of didactical arrangement is needed for Global Learning?

- One that recognises students learn better in different ways
- Workshop – active learning
- Nurturing critical/global thinking skills > methods based on reflection
- The same used in quality education + global dimension
- Asking open questions, openness to different opinions
- Team-work, project-based learning

Is the aim of Global Learning ‘taking action’?

- The aim of Global Education is to make independent choices
- Using the knowledge to produce action
- Actions are based on the ethics value system
- It is not the aim but it can be one of the results of the process.
- It is a question of values
- What do we mean by actions?

And finally, how Global Learning should deal with ‘complexity’?

- Systematic approach to learning
- Understanding different perceptions
- Make it accessible to everyone
- Appropriate methods of education according to the age of participants
- Use decision making activities (exploring pros and cons + controversy)

Teachers’ discussions of the systematic inclusion of Global Learning overwhelmingly concluded that ‘Teachers need to be educated first … Rethink their own teaching’, ‘Analyse the teaching program – see opportunities for inserting themes that deal with global issues and use active methodology’ and that ‘Teachers need to feel that they are part of the learning experience themselves’.

Systematic inclusion of GC/GL into subject teaching will not happen automatically when resources are produced. Certain competences from the teachers are required
as well. This includes: a good understanding of the Global Learning framework and the ability to think strategically about how certain questions on global issues can be answered during their course and how to build up the specific skills students need to engage with and participate in today’s globalised world.

The graph below further illustrates the need teachers felt for training and support, from a sample of 180 ITE students, before and after a five-week training course on GC/Global Learning, on how confident they felt about delivering global learning in the classroom.

Statistical evidence also recognises that alongside the desire for training to increase their confidence, teachers also firmly believe that GC/Global Education is valuable and important:
Phase 2: Subject-oriented Global Learning resources are developed with teachers.

This phase proved challenging and exhilarating as it has provoked the most intense discussion between subject specialists and no doubt will continue to do so! It is hoped that this brief paper will capture some of the insights and also encourage more teachers to participate in discovering GC/Global learning opportunities in their subject areas. As a starting place for each subject, and topic within the subject, we began with the question, “What are the key (and essential) GC/Global learning ideas?”
The important issue is that teachers view the subject topic from a ‘GC/Global learning’ perspective and this position ‘colours’ and informs the learning outcomes for students. Another illustration of this process is shown here through the topic the Trans-Atlantic Enslavement Trade:

**GC/Global Learning the Big Ideas – The Trans-Atlantic Enslavement Trade**
• The Transatlantic African Enslavement Trade (TAET) was a new form of slavery and an important economic process.
• The Slave Trade depopulated Africa and slowed its development. Views of Africa today are affected by perceptions of the slave trade.
• Slavery was justified on both moral and pragmatic grounds.
• The Slave Trade enriched Europe and contributed to the Industrial Revolution.
• Resistance of slaves helped bring about its abolition.
• The legacy of the TAET is here today in Africa, Europe and the Americas.
• Slavery did not end with the abolition of the trade. Although illegal, slavery is widespread in the world today including in Europe.

For Global Learning to be systematically embedded in the subject, it must be evidenced in the learning outcomes for students, as well as in the objectives for the lesson. For example, in the Trans-Atlantic Enslavement Trade:

**Learning Outcomes for students:**

1. Students have an awareness of the richness and achievements of West African civilisations e.g. Benin, Songhai.
2. Students can explain the TAET was a new form of slavery and an important economic process and know that it depopulated Africa, which in turn slowed its development while it enriched Europe.
3. Students have an awareness of how the enslaved people resisted and can give examples of their successes.
4. Students can explain the legacy of the TAET in Africa, Europe and the Americas for the current day.
5. Students demonstrate understanding of how slavery was justified on both moral and pragmatic grounds; and that this was challenged by ‘activists’ at the time.
6. Students can explain how and why attitudes have changed.
7. Students are aware of the scale of modern slavery.
8. Students can identify a contemporary injustice and explain how it is justified.

English teachers enjoyed exploring GC/Global Learning in their subject area and discussed at length ‘the Human Condition’ and whether or not this constituted global learning and if so, how?

One teacher chose to look at a short fable, ‘Blodin’ by Michael Morpurgo, as a starting place for GC/Global learning with her drama class. Again, we identified, ‘Global Learning the Big Ideas’ and what were the intended learning outcomes for students. The fable is about a beast that stalks the land, breathing fire, reducing
villages to ruins and enslaving people. The story focuses on whether the inhabitants of the last free village will dare to stand up against the tyranny of ‘Blodin the Beast’.

Below are the Learning Outcomes which the teacher felt would bring GC/GL ‘Big Ideas’ more clearly into her teaching.

**Learning Outcomes for students:**

1. Students have a better understanding of injustice and oppression.
2. Students have an understanding of why people become enslaved or take part in exploitative systems/economic processes that are not really in their interest.
3. Students understand the concept of an allegory.
4. Students are able to make connections between Blodin’s World and organisations and processes in the world today.

**Possible Base/End Questions**

1. What do you think about injustice?
2. Why sometimes don’t people fight things that oppress them?
3. Can you think of a time when someone has done something to change things when other people were too scared? Can you give an example?
4. Have you ever done something you felt really scared to do?
5. Can you imagine doing something that challenged or changed something or someone really big and powerful?
6. What is the significance of the carpet? What could it be in real life?
7. Can you think of something in the news that corresponds to the message in the story?
8. Why didn’t other people fight Blodin?

We have also begun looking at Shakespeare’s plays in relation to GC/ Global learning, bearing in mind key GC/ Global learning questions such as: ‘What can Shakespeare’s plays teach us about development processes; can they teach us about this?’ ‘What was going on in the world at the time and how does Shakespeare use his plays to illustrate historical events?’ ‘What do his plays show us about social justice and inequality; power relationships and poverty? Power relationships and injustice, discrimination?’

An example is given here, from The Merchant of Venice, which is just at its exploratory stage.

**Global Education themes covered:** Political Power, Democracy and Human Rights; Diversity and Intercultural Relations
Global Learning ‘The Big Ideas’ in The Merchant of Venice

Antonio is a rich merchant and successful businessman who has ships returning to Venice, laden with goods from overseas. He has not got the money to lend Bassanio, his friend, now, but on the strength and anticipation of the safe arrival of his ships with this rich cargo, he will back Bassanio (his friend and an unsuccessful businessman) to go to Shylock for a loan. Shylock only agrees, with the proviso that if the loan is not returned within x3 months, he will take a pound of flesh from Antonio. The play paints a picture of life in Venice at the time and Venice as a thriving commercial port. Venice is an exciting, cosmopolitan setting for the play because it's a hotspot for trade. While Jews had been legally banned from England since 1290, Venice had laws in place to protect non-Venetian traders who supported the city's economic well-being. Even before the Renaissance, Venice had already been trading with the Islamic world as early as the ninth century, and continued to in the sixteenth century. During the 1200s, trade between Egypt, Syria, Southeast Asia, Iran and China was present, especially with their trade of spices, grain, wine, and salt. The spice trade with the east was the reason for Venice’s expansion of their high quality textile manufacturing. Antonio has built his fortune through trade. In the play, news comes that the ships have floundered and therefore their cargo must be lost.

Can this help us understand something about the nature of interdependence and trade and how businessmen became rich across Europe?

Shakespeare’s play, written in the final years of the sixteenth century, is rooted in a world of commerce and explores the fault-lines in a community consumed with trade. The play addresses issues that were very much on the minds of people living in London at the time, where a merchant class was accumulating power and influence, fuelling resistance to royal authority, and reinforcing the non-conformity of a growing Puritan movement. Within a few decades, the social and economic processes would spark a revolution against the aristocratic order. In setting this play in Venice, Shakespeare found a mirror in which to examine his own city and society with particular attention to the hypocrisies of the rising merchant class.

Can we learn something from the situation that has arisen in Venice which could help us understand issues around debt and poverty faced by many people and countries today?

Values and Attitudes: There are many opportunities to explore values and attitudes through the play. E.g. Justice or Recognising & Challenging Racism and stereotyping.
This paper sought to outline aspects of the learning journey that teachers made to identify the ‘Big Ideas for global learning’ (GC/ESD) in their subject and how they implemented them in their classroom practice. It looked to illustrate answers to questions such as: ‘what has changed in the way that I teach this lesson?’; ‘what specific knowledge and understanding (GC) did I need to have to deliver this lesson well?’; ‘how has my teaching impacted on student learning?’

Essentially the most significant element is to evidence that global learning (ESD/GC) is an integral element of quality education and a key enabler for sustainable development. For this, it was found to be important to set up quality criteria for global learning and that these criteria were not just global learning specific, but subject-specific. These criteria related closely to student learning outcomes and can be evidenced through baseline/endline assessments.

Briefly, it was agreed that Global Learning Quality Criteria comprised:

1. Global education puts emphasis on the interdependencies between global South and global North – it is not limited to the presentation of global problems.
2. Global education shows global processes in the local perspective, it presents their consequences for everyone, and it is not limited to the abstract.
3. Global education uses up-to-date and factual descriptions of people and places – it does not sustain existing stereotypes.
4. Global education shows causes and consequences of global processes; it is not limited to facts and statistics.
5. Global education stresses the importance of long-term individual involvement in reaction to global challenges, it does not sustain a sense of helplessness, and it is not about fundraising for charities.
6. Global education respects the dignity of people it speaks about; it does not focus on the negative but rather seeks to represent a balanced picture of their realities.
7. Global education facilitates critical thinking and supports individuals to develop opinions around global issues; it does not promote one ideology and does not offer quick answers.
8. Global education promotes understanding and empathy; it does not refer to pity.
9. Global education allows the people it refers to, speak for themselves; it does not rely on guesswork and imagination.

Assessment Example: Religious Education

**Theme:** Refugees

**Global Learning:** Human Rights/Peace and conflict/Globalisation and interdependence

The teacher identified the following Global Learning Objectives:

1. Conflicts within countries are the biggest cause of people becoming refugees.
2. Resolving conflicts is the key way to reduce the number of refugees.
3. Most refugees and asylum seekers are in countries of the Global South/Majority World.
4. Understanding terms: Refugee, Asylum Seeker and Migrant
5. Refugees live in very precarious situations, often without their basic needs.
6. The media portrayal of refugees and asylum seekers is often inaccurate and biased.
7. Misconceptions about refugees and asylum-seekers are common.
   Refugees have made many important contributions to the culture of the UK and other host countries.

The challenge and opportunities for global learning (GC/ESD) present themselves to us in these times of change. Teachers involved with this three year initiative are concerned that this work will speak to and evidence quality provision in their classrooms and quality outcomes for their students. This is the way forward on our ‘Global Learning Journey’ together.

This paper is based on outcomes from the World Class Teaching project, an EU-funded initiative with partners CEO, Poland, PIPA, Slovakia and Sudwind, Austria.
Values - Attitudes - Skills: Coherent Global Education Framework in addressing school reality in Poland

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Abstract

Global education is part of the secondary school curriculum of several subjects in Poland. Teachers that we encounter through our work are often excited to introduce it to their teaching practice. They know it is an important perspective, even though many of them don’t understand what global education really means. Through our project we wanted to channel this willingness to tackle important issues in class, while at the same time understanding the need to start with the basics.

Keywords: global learning framework, curriculum, teachers as experts, peer to peer mentoring, classroom activities, creative approaches

Background on the World-Class Teaching project

World-Class Teaching is a project which aims at systematic introduction of global education (GE) in subject lessons. In a participatory process, which involved teachers at every stage, we developed a set of six subject-oriented toolkits, which comply with the national school curriculum and show GE as an integral part of it. In our materials we show that the global education perspective can be integrated in regular school activities even if it is not explicitly mentioned in the curriculum. The toolkits we developed are being distributed to interested secondary school teachers and they have already become important supporting materials for a blended-learning course introducing new teachers to the concept of global education. We continue our cooperation with many of the toolkit authors and are now building up from this ‘grassroots level’ to reach higher-level school administrators with our concept.

The recipients have evaluated the educational materials developed within the project in a very positive way – teachers are using them and reporting on changes observed in their students as well as in themselves. These changes include, among
other things, the level of students’ engagement in lessons and the attitudes presented by them in discussions. Students are reportedly asking more questions or independently searching for information about subjects that they find particularly interesting. When they express stereotypical views, these can be tackled and challenged in class. Teachers themselves report on looking differently on materials they select for their classes (including visual aids or content of the textbooks), examples they use to describe various issues as well as language they use in class and which they request students to use towards each other and inhabitants of the Global South.

Throughout the project it became clear that many teachers want to try new ways of teaching and they wish to engage their pupils more. However they need various conditions to be fulfilled for this to be possible. We have explored these needs and tried to find answers to some of them. The key to our approach was participation of the recipients in developing these responses.

To facilitate this process, we developed the Global Learning Framework that was based on experience and reflections about global citizenship education from four partner countries (Austria, Poland, Slovakia and United Kingdom). In this framework, we attempted to show the complementary role of knowledge, attitudes and values, skills and reference to action in achieving quality and consistent global citizenship education outcomes.

**Polish Educational System: supportive and challenging**

In the beginning of 2013 we conducted a baseline study with over 800 secondary school teachers of Polish, English, Civics, History, Arts and Biology to ask if they see space to introduce GE into their subject and what do they need for this task to become easier for them.

From this baseline research we learned that:

- Close to 70% of teachers had come across the concept of global citizenship education before, but few of them understood it correctly;
- Approximately 60% of teachers believe they do or could include GE in their teaching and they can see how it could link with their subject’s curriculum;
- 80% of teachers declared they would like to implement GE in their teaching, but they lack resources to do so;
- The more experience a teacher has introducing GE in their teaching practice, the more likely they are to see further possibilities of doing so.

The study has shown that many respondents were not able to provide a coherent definition of GE, often mistaking it for intercultural education, human rights
education or simply mentioning current issues in their classes. Nevertheless, it was obvious that the majority of them want to tackle new, maybe even controversial, issues in class. Taking into consideration the fact that the concept of GE is widely misunderstood, we can interpret teachers’ willingness as being open to teach about contemporary issues, explain the link between school knowledge and real world expectations in a better way or use knowledge as a trigger for active citizenship involvement of pupils in their communities and various actions.

The educational system in Poland, however, is not yet appropriately suited to provide conditions for this to occur, e.g. global citizenship education is not a part of pre-service teacher education program. While it is written into the curriculum of certain subjects – specifically Civics, where it is mentioned explicitly – it is understood mainly as ‘the problems of the contemporary world’, ‘conflicts between countries’, or ‘situations requiring humanitarian aid’. Interdependencies between the Global South and the Global North are mentioned, but only in one part of the curriculum. It was obvious to us that in order to achieve better integration of GE with the curriculum we needed to identify more entry points.

Unfortunately we could not search for supporting material in the most popular subject textbooks, as they don’t comply with GE. Detailed analysis of Geography textbooks has shown that examples and images used to talk about North-South relations, as well as contemporary issues, contributed to reinforcing popular stereotypes. Textbooks of many other subjects didn’t even use examples from other continents, locking students’ perspective into a small sliver of processes shaping the globalized, interconnected world.

Finally, we diagnosed a challenge in the way teachers and students account for the results of the learning process. A majority of Polish schools are organized such that students attend several 45-minute units of various subjects every day. Each subject has from 1 to 5 units devoted to it per week, with lead subjects depending on the profile of the class. It is already a big challenge to execute fully the curriculum of each subject before the final exam, which is why teachers and students often see proposing any new educational approach and content as a burden.

We saw there is little systemic support that can be found by teachers willing to include global citizenship education to their teaching practice. Still, we drew several conclusions from this diagnosis and from the baseline research:

- If we wanted to explicitly link GE with the curriculum, we can expect a number of people to work with it because many teachers expressed an interest in doing so.
• We needed to train a group of teachers in what GE actually means and, at the same time, learn from them about ways in which it can be better introduced into their professional practice.
• We needed reliable multipliers to spread this approach independently from us.
• We needed to develop quality educational materials, which would fit best to the school reality.

Strategy of the World-Class Teaching project

The World-Class Teaching project was designed in a way that allowed us to cover many of the identified challenges as well as approaches that could mitigate them.

After conducting the baseline research as a starting point for the project, we invited a group of about thirty teachers to participate in an approximately 18-month-long process that included trainings, subject-specific working group meetings and individual work. Teachers were identified from among our former collaborators as well as recruited through an open call. To begin with, all teachers went through a three-day long training, during which they learned about the Global Learning Framework. Based on this introduction, they analysed their subject’s curriculum and identified areas where global education could best be integrated. One of the key points of this and further trainings was critically approaching the ethnocentric perspective that dominated most educational materials as well as facing their own stereotypes and lack of knowledge of other regions of the world (especially of positive examples from the Global South). Teachers who underwent this introduction were eager to challenge their teaching habits and often put a lot of work into acquiring new knowledge or critically analysing their work. It was a very rewarding process to observe and we are still impressed by the courage and devotion that went into it.

For over a year we continued to work with six subject-specific groups of teachers to develop six sets of classroom activities that became practical examples of the Global Learning Framework integration into school practice. Experts from the field relevant to particular subjects supported working groups and the project coordinators facilitated their work.

To begin with, working group members identified several subject areas that seemed most interesting to them from among the ones listed in the curriculum analysis. These areas were supposed to be spread out through all levels of secondary school, so that GE could be implemented in class systematically. Each person had the task of coming up with a classroom activity to be presented and discussed in a working group meeting. Each educational material was supposed to include an example of a global interdependency (specific approach depended on the subject of focus), active
methods that allowed engaging students in the activity and an element of reference to action as a conclusion of the lesson. This final element was particularly important, as otherwise tackling often difficult issues can lead to feeling powerless, unless students identify areas of their personal influence.

Ideas, in various stages of development, were then presented to other working group members for discussion. Other teachers shared their thoughts about the material. They expressed their support, as well as identified weak points, which in their opinion might not work out that well in class. The materials needed to comply with the curriculum, but also be appropriate for students on various levels of knowledge. Instructions had to be clear and, in some cases, additional background information was provided to help other teachers prepare for the class. Classroom activities were designed to fit a 45-minute unit, although some of them were shorter (to make it even easier for teachers to incorporate them in their teaching plan). In practice, duration of the implementation depends on each class (e.g. their prior knowledge, or willingness to go deeper into discussion), but it was important that each activity has a clearly defined designated duration.

Working group members gave each other feedback about the shape of the activity itself, coming up with ideas on how to make it even better. The main role of the expert and the project coordinator was to ensure that the activity fit global education quality criteria. In some cases it was also about pointing teachers to other sources of information, visual aids and others.

Teachers participated in this cycle of individual work and feedback for over one year. They each developed 3-5 classroom activities. On the way they tested the materials in their classes and refined them based on this experience. For many of the teachers it was their first experience of developing their own classroom activities from scratch, which makes the final result even more impressive.

In a later stage of the project, participants of the blended learning course gave detailed feedback on their experience of working with these materials. This feedback was very positive but also showed us that many of the teachers used materials provided by us as a starting point and developed these ideas to fit their context best. We believe this to be a big success.

Examples of classroom activities developed throughout the project

- **Civics:** “Before you finish eating breakfast, you’ve depended on more than half of the world” – based on specific examples like buying peaches or
going on all-inclusive holidays, students analyse outcomes of their choices for Global South and Global North. They decide which actions they would be ready to take in order to positively influence the lives of other people.

- **English as a Foreign Language:** Students learn to understand and formulate instructions while building a simple water still. They learn why access to water is important and how it looks across the globe.

- **Polish (as a native) Language:** Students learn to describe objects based on examples of items that change the lives of people in the Global South, like a simple solar lamp and solar oven, or containers that make it easier to transport water from far away. They discuss the meaning of access to technology in different parts of the world.

- **History:** Students analyze cooperative movement in Poland from its beginnings and compare it to contemporary cooperatives and fair trade initiatives. They discuss the issue from the perspective of combating poverty.

- **Arts:** Students consider ways of overcoming stereotypical thinking about the Global South through discussion and analysis of an anti-discrimination campaign regarding negative images of the African continent in the media.

- **Biology:** Students learn about the meaning of personal hygiene by analysing the way that access to sanitation influences quality of life around the world. They reflect on their daily behaviours related to hygiene.

**Next steps**

Based on sets of around twenty classroom activities for each of the six subjects, we implemented blended learning courses that allowed introducing around 200 teachers to the Global Learning Framework and encouraged them to use the materials developed within the project. Courses were subject-specific, written for each of the six subjects separately. Each course participant went through a series of two stationary workshops and six online modules. Every module was concluded with a reflective or a practical task for individual work. Step by step these tasks led participants to writing their own classroom activities with elements of global education. Teachers who authored the subject-specific brochures before also mentored participants of the online modules, providing feedback on their reflections and attempts to introduce global education in their teaching practice. We see the authors of the publications and later mentors in the blended learning course as a valuable resource for advancing the position of GE in the educational system and, to foster this cooperation, we intend to continuously deepen and further the expertise of this group of educators. Hopefully with time this group will also grow through its own efforts and ours.
Our future plans include reaching out to the in-service teacher training institutions, as well as headmasters and textbook publishers with information about the concept of GE, its value to the learning process and the educational resources that enable introducing it to teaching practice. All materials are public and published on open licence. Anyone can use them and create their own content based on them, under the condition that they mark the original source and authors. We hope that, thanks to this, one day some of the materials will become part of popular secondary school textbooks.

Conclusions

Inviting teachers to develop the educational materials helped us bridge the gap between school reality and institutions, like ours, offering new approaches to learning. By using this strategy, together we managed to make a positive impact on facilitating a meaningful curriculum in an educational system that does not yet fully recognize the role of global education. We also provided the spark that was necessary to get a group of devoted teachers actively engaged in bringing GE into more and more classrooms. We hope that this work will inspire more educators who struggle with rigid educational systems to find ways of creatively incorporating new approaches to learning.
Quality or Quantity? measuring teachers’ impact on pupils’ attitudes and actions as Global Citizens

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Abstract

This paper outlines a strategy which supports teachers in their response to UNESCO’s call in 2014 for “more and better Global Citizenship education”. It seeks to provide one answer to the question: how can teachers know the extent to which their teaching is having a positive impact on their pupils’ knowledge and understanding, skills, and in particular their values and attitudes in relation to Global Citizenship education?

This project is built on a methodology first developed in 2004, by Reading International Solidarity Centre (RISC), a Development Education Centre, in collaboration with a group of Global Schools across Berkshire and Oxfordshire. It’s publication “How do we know it’s working?” was funded in 2008 by DfID with the aim of equipping teachers with a practical set of activities which can be built into their teaching, so they can discover whether their teaching is resulting in positive change in pupil attitudes.

The current development of this methodology, funded by the European Union, is in collaboration with 6 Development Education Centres in London and the SE of England, partner NGOs in Slovakia, the Czech Republic, Ethiopia and Ireland. It involves 16 universities, hundreds of schools, and thousands of pupils from EYFS to KS5. 2015 sees the launch of this expanded and improved toolkit with more than 30 activities linked to the 5 key concepts of Global Citizenship, and supported by 50 case studies written by teachers, showing how these audit activities have been used to capture the impact of their teaching on their pupils’ attitudes.

Our informal surveys of trainee teachers confirms their initial uncertainty about whether it is appropriate for teachers to influence pupil attitudes for fear of political indoctrination, and their belief that there would no way to track that impact. We have also seen a change in these attitudes as a result of their use of the activities. The presentation will include time to examine and discuss a selection of the audit activities, and see examples of pupil responses to activities, showing significant change both in knowledge and attitudes.

Keywords: global citizenship, attitudinal change, values, measuring impact

Introduction

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This paper describes an EU funded project led by Reading International Solidarity Centre (RISC), a Development Education Centre (DEC), with partners in the Czech Republic, People in Need (PiN), and Slovakia, the Milan Simecka Foundation (MSF); other participating organisations include DECs in London and the South-East of England (Brighton Peace and Environment Centre, 18 Hours, Centre for Global Awareness, World Education Group, EDJI, Humanities Education Centre, Commonwork, Galway One World Centre in Ireland, PiN Ethiopia, and 21 teacher training institutions:

UK: Brighton University, Cambridge University, Canterbury Christ Church University, Chichester University, Cumbria University, London South Bank University, Oxford University, Oxford Brookes University, Reading University, Winchester University

Czech Republic: Charles University, Hradec Kralove University

Slovakia: Comenius University, Matej Bel University, Zvolen Technical University

Ireland: Church of Ireland College, Froebel College, Marina College, Mary Immaculate College, St Patrick’s College

Ethiopia: Hawassa College

The aim of this project is to improve the quality of Global Citizenship (GC) education taking place in schools in the EU and to increase the number of teachers actively engaging with it. It builds on an existing methodology to discover what pupils know and think about GC issues and what action they are prepared to take for positive change.

This methodology was first developed in the UK in 2004 by RISC and was published in 2008 (funded by DfID) as How do we know it’s working? A toolkit for measuring attitudinal change from early years to KS5. It has proved to be an invaluable tool in enabling teachers to assess the impact of their teaching on pupils’ GC attitudes and actions. When used alongside its sister publication, Are we nearly there? A self evaluation framework for Global Citizenship, it supports schools in achieving and sustaining whole school change.

“It responds to the challenge of measuring what is valuable, rather than valuing what is measurable.”

Judy Dyson, Senior Advisor, Partnership Development and Extended Learning, Oxfordshire
This project further develops the methodology, drawing on the expertise of hundreds of teachers who have created and trialled new activities in their classrooms. The new toolkit of activities will be published in hard copy and online in 2015, accompanied by case studies written by teachers from UK, Slovakia, Czech Republic, Ireland and Ethiopia. These case studies describe the process of teachers using the audit activities to discover their pupils' attitudes towards key concepts of GC (human rights, diversity, interdependence, sustainability, peace and conflict), how the findings informed the development of GC learning objectives in their teaching, what they discovered when they repeated the audit activities, and how this has informed their future plans in relation to GC.

The project

At the outset of the project, a review of the pilot toolkit (How do we know it’s working?) indicated that while some of the activities such as Africa Map and What’s the Same? What’s Different? were used virtually unchanged in each partner country, others had a much more localised appeal, for example Who will have which job? was popular in the UK but considered too controversial by respondents in the Czech Republic.

Each of the participating DE organisations established a teachers’ working group to create, discuss and trial new activities; these working groups met termly and were formed of teachers from nursery, primary and secondary schools. Ideas and findings were shared through a single online forum used across the project.

In parallel to this activity, opportunities were identified to embed the audit methodology within ITE. Inevitably, opportunities for student teachers to trial the activities while on their school experience were limited; however GTP and School Direct trainees proved to have greater capacity to trial activities and provide feedback, with their regular access to pupils.

Through this process, more than twenty-five new audit activities have been developed, five for each of the GC key concepts. Here follow examples of four new audit activities developed through the project. Each of these activities is designed to be used as a baseline, and with minor amendments, repeated after the end of a scheme of work or topic, ideally 6-12 months later.

1. What makes a good community?

Ask the pupils to “Imagine a new town is going to be built nearby and the people building it want to know what you think it should be like”.

The aim of the activity is to find out what pupils consider to be important for the life of a community, the extent to which they take into account the needs of others,
are aware of the impact of their choices on people and the environment locally and globally, and understand the importance of participation and action.

Pupils are shown captioned photos grouped by theme, one theme at a time. Within each theme they vote for what they consider to be the priority. The themes are:

- transport
- trade (shopping and food)
- healthcare
- law and order
- democracy (participation)
- housing
- places to go (leisure)
- energy
- waste

These year 4 pupils prioritise homeless shelters over affordable homes and expensive homes.
These year 3 pupils value public transport and safe routes for pedestrians and cyclists above good roads.

These year 2 pupils rank schools which welcome everyone above good results and the best resources.
A straightforward comparison can be made of the number of times each image is prioritised within each theme in the baseline audit and in the follow-up. Justifications and discussions are also noted which enable comparison of the pupils understanding and insight into their attitudes.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Photo card (with summary of caption)</th>
<th>Baseline votes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td>Expensive houses</td>
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</tr>
<tr>
<td></td>
<td>Houses everyone can afford</td>
<td>53.5</td>
</tr>
<tr>
<td></td>
<td>Hostel for the homeless</td>
<td>70.5</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Where old are cared for</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>A place to go when ill</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Healthcare you pay for</td>
<td>2</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>Welcomes everyone</td>
<td>117.5</td>
</tr>
<tr>
<td></td>
<td>Best resources</td>
<td>18.5</td>
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<tr>
<td></td>
<td>Good results</td>
<td>19</td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td>Good roads</td>
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<tr>
<td></td>
<td>Good public transport</td>
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</tr>
<tr>
<td></td>
<td>Safe to walk and cycle</td>
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<td><strong>Law &amp; govt</strong></td>
<td>Laws are fair</td>
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<td></td>
<td>Told what to do</td>
<td>4</td>
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<tr>
<td></td>
<td>Asked for opinion</td>
<td>15</td>
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<tr>
<td><strong>Shopping and food</strong></td>
<td>Local shops</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Big supermarket</td>
<td>35</td>
</tr>
<tr>
<td>Places to go</td>
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<td></td>
</tr>
<tr>
<td>----------------------</td>
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<td></td>
</tr>
<tr>
<td>Grow own food</td>
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<td></td>
</tr>
<tr>
<td>Safe places to play</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Shopping mall</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Worship your religion</td>
<td>24.5</td>
<td></td>
</tr>
<tr>
<td>Place to meet (not y2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Green spaces looked after</td>
<td>27.5</td>
<td></td>
</tr>
</tbody>
</table>

**Transport**

“Public transport makes more pollution than walking and cycling but less than roads” (year 4).

“Safe to walk and cycle – you get more exercise, but there is a bit much pollution” (year 2).

**Schools**

“If poor people don’t have a house and no money the child could go there and do well” (year 4).

“It’s more important to welcome everyone like with disabilities – it’s more fair” (year 3).

“Welcomes everyone because otherwise no one would want to come to the school, more friendly, important to welcome people who are black” (year 4).

**Homes**

“Houses everyone can afford and a shelter for the homeless – both really” (year 2).

**Shopping and food**

“Supermarkets because there’s more to choose from, more fair trade” (year 2).

“Supermarkets have lots of food, they never run out” (year 2).

“You can’t grow bananas (here) – or dinners – or spaghetti” (year 2).
Teachers reviewed responses from this activity alongside ten others. They felt happy that when pupils were considering schools, homes and transport they reflected the school’s ethos and values of respect, resilience and responsibility; however they felt they needed to find opportunities to develop pupils’ ability to think critically about food production, consumption and waste and its impact on producers, communities and environments. This work is ongoing.

2. Not all tomatoes are the same

This activity aims to find out what information pupils take into account when deciding whether or not to buy a product. Which factors convince them to buy it? Do they take into account just the personal benefits (the price of the product, its looks or nutritional value and taste)? Or is their decision-making more complex, e.g. where was the product grown, how much water was used in its production and in which locality, was it genetically modified or chemically treated, how much material was used for its packaging?

Working in groups, pupils identify the pros and cons of a range of products, in this case tomatoes, and then choose which of the tomatoes should be bought – either by their own family, or by the school.
Extract from Czech case study, year 7:

With the farmer’s tomatoes, the children emphasised quality and the fact that they are natural, also mentioning the higher price. Some said the disadvantage to balcony tomatoes was that you have to take care of them. With the other types of tomatoes, pupils had a problem with their price, the fact that they could have been treated with pesticide, or that they are not fresh (need to be transported). Other criteria like packaging, nutritional value, transportation from grower to shop (or our table) were not taken into consideration. Pupils did not consider these as possible criteria in their decision-making process.

As a result of these findings the teacher would emphasise other factors for pupils to consider in their shopping (amount of packaging, distance produce travels, effect of growing produce on the environment). I would introduce the eco footprint concept and look at how to calculate it for a family. I would set assignments aiming to track the tomatoes on offer in different seasons, or to find out which is the farthest away country from where tomatoes are imported to the Czech Republic.

3. Choices for Action

The aim of the activity is to discover the extent to which pupils:

- understand their potential power as consumers and as agents for change – individually or as part of a bigger group
- consider the consequences of their actions
- are motivated by injustice to take action.

Show the pupils, in groups, the photo of 9 year-old Jean Baptiste harvesting cocoa pods in the Ivory Coast. The sacks of cocoa pods weigh about 30 kg

Ask the pupils to rank the actions according to:

a. which would make most difference to this situation

b. which they are most likely to do/have done
Examples of responses from the baseline audit indicate the pupils show no awareness of the role of consumer choices and campaigns in achieving change, and feel relatively powerless beyond sending money to the child.

Sponsor a child: “it would give him more money, we can give them more money” (year 3).
Buy fair trade chocolate more often: “The money wouldn’t go to him, no it wouldn’t, it doesn’t make much difference” (year 3).

Stop eating chocolate: “It might make a little difference, we could give the money to them, it would be more healthy” (year 3).

In contrast the follow-up audit nine months later shows they are able to consider a range of actions, learning from existing campaigns, and considering their potential impacts.

Sponsor a child: “that would only be one child – there are lots out there” (year 3).

Write to a company asking them to use fairtrade cocoa and sugar: £If you write saying you want them to use fair trade – ‘cos he has a right to an education like Malala, it would make it fair” (year 3).

Participate in the Send my Friend to School Campaign: “We’re campaigning to send more children to school – we’re making buddies, because it reaches world leaders” (year 4).

Stop eating chocolate: “If we did this the children would be slaves to something else, no! stop eating that brand! How do you know he’s growing cocoa for Nestle?” (year 4)

“If he stopped working ‘cos we stopped eating chocolate he wouldn’t get paid” (year 4).

4. Developed or developing?

This audit activity was undertaken with 57 student teachers at Hawassa College of Teacher Education in Ethiopia.

This activity was designed to discover students’ preconceptions about the characteristics of developed and developing countries, their understanding of (global) interdependence of the developing and developed world, and their similarities. It was built into an existing Advanced Civics and Ethical Education course.

The student teachers were asked: Are these features of developed countries, developing countries or both?:

- use of family planning; supply of electricity; provision of health care service; long distance to school; mothers’ employment; unemployment; industrialised economy; homelessness; big cities.
Following the baseline audit the intervening programme of study was intended to raise students’ awareness of the “harsh living conditions of people in various parts of the world (not only in developing countries) and understand that the world is not developed and developing, but a single world, the one we are living in”.

“The analysis of the Initial audit results showed that the participants associate all the problems in the topics to developing countries. Totally basing on the age-old conception of developed nations as a paradise for all its inhabitants whereas in the developing nations there is no such thing to mention as a good prospect for betterment and change for good. Hence, after attending lessons on the topics during the intervention activity, they changed their minds and come to understand that both developed and developing countries share the positive as well as the negative aspects of the nine issues at hand.”

Wubet Girma, The World I live In: a report on global citizenship activities carried out at Hawassa College of Teacher Education 2014

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**Impact on teachers**

We asked what the impact of using this methodology has been on project participants, and found that for many, devoting the time and energy has been rewarded with support, insights, inspiration and increased confidence.
“I think I changed the attitudes of pupils. At the same time I took the risk that my own attitudes changed as well. And the change really happened. My pupils, me and relations between us have changed. That is why I value this project.” Teacher in vocational school in Nitra, Slovakia

“I myself wanted to find out if there is a sense in what I am doing (DE). The methodology offers a systematic work with all outputs. We also received many materials how to further work with children. It is graspable.” Focus group, the Czech Republic

“Measuring attitudes and their change had an impact on my teaching. I know better how to define the goals of each lesson and I think more about the characters of my pupils.” Božena Mihóková, teacher in primary school in Poproč, Slovakia

“Student teachers ask why to measure children’s attitudes if we see them the whole day (in first 4 grades). But this is not true – I am often surprised (at the findings) too.” University tutor, the Czech Republic

“It was not only about collecting the boring data and analyse them. It was about using the participative methods, finding out about more than just knowledge of the pupils. This project showed me that measuring the impact can be fun.” Student teacher from the Faculty of Pedagogy in Bratislava, Slovakia

“Teachers were uncomfortable with some findings and did not know how to address them. We have found that showing positive pictures did not help to change attitudes. Then we focused on (challenging) stereotypes. This year we could see a bigger change.” UK focus group

A recurring debate takes place over whether teachers should intentionally influence pupils’ attitudes. This is summarised in the ‘Mid-Term Evaluation report’:

DE providers thought that they should have impact on pupils’ knowledge, skills and attitudes/values. According to the project partners, some teachers shared this opinion, while others were less comfortable with this idea. Especially student teachers in the UK and the CR reportedly preferred to be “neutral”.

On the other hand, MSF mentioned that with respect to DE, teachers more focused on different global issues rather than on skills, values and
attitudes. Training helped to challenge this. Further, universities involved in the evaluation wanted to address student teachers’ attitudes too. For example, the Matej Bel University wants them to be more sensitive, tolerating and with fewer prejudices.

At the start of RISC’s GC training with undergraduates and postgraduates at Reading University, we routinely ask trainees to show cards to agree (green), disagree (red), be undecided (white) with the statements “Teachers should influence children’s values and attitudes” (image 1) and “We can measure changes in children’s values and attitudes” (image 2)
By the end of the training, these responses show greater confidence that this is indeed an appropriate role for teachers – with caveats in relation to political indoctrination.

**How important is Global Citizenship?**

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**How confident do you feel to deliver Global Citizenship?**

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Teachers should influence pupils’ values and attitudes

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We can measure changes in pupils’ values and attitudes

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Similarly, as part of the evaluation process, participants at MSF’s national education conference in May 2015 were asked: Should teachers only measure attitudes or aim to actively influence them?

“School is not a sterile environment and pupils are directly or indirectly influenced by the behaviour of teachers, presentation of their own attitudes and opinions. It is not possible to separate ‘measuring’ from ‘affecting’ and ‘changing’”

“Changing attitudes of pupils is an indispensable part of the education process. It is and will be happening no matter what methods teachers apply. It is thus important they know how to work with attitudes and values of pupils. And measuring them is the first step.”

“It is controversial and disputable but by measuring only, teachers would take the role of statisticians. I take this project as a big challenge which opens up a public discussion on the role of schools.”

Their responses reflect the need to continue this discussion, in the open.

In conclusion, what has been the impact of the project so far?

The project highlights the benefits of assessing pupils’ attitudinal change to curriculum planning and teaching, beyond Global Citizenship content. Where teachers have most thoroughly audited impact, we have seen the greatest change in the quality and quantity of Global Citizenship education. Where a school audited
every year group, then built in Global Citizenship learning objectives to their school development plan, the effect was that teachers had motivation and responsibility for delivering GC in the classroom, which in turn led to a cohesive approach across the whole school, and to significant positive change at the end of the year.

Finally, we look to Inka Pibilova’s Mid-term evaluation report for the most objective view available to us:

The main value for teachers was that they understood children better and could better direct further teaching. They also started to question own attitudes. These benefits go beyond Development Education. Further, some teachers were able to prove to the school management and other colleagues that Development Education has helped to develop children’s skills and attitudes. This leverages the value of DE among those not involved.

In a number of cases, Development Education was taught more systematically, with thorough planning, structured follow-up including different interactive exercises and with final evaluation that has confirmed the progress (or lack). Even identified lack of progress helped to redirect further actions in order to be more effective. Thus it was a long-term learning path towards more effective teaching for all involved.

References


Mind the (Digital) Gap!: Exploiting the Educational Potential that Social Media offers Teachers in Bridging their Learners’ Skills and Knowledge in Creating a Just And Sustainable World

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Abstract

The key focus of this paper revolves around the dual concepts of teachers acting as ‘digital intermediaries’ for students, pupils or marginalised persons and their ‘designing’ role in developing, maintaining and celebrating the creation of ideas, collaborative interactions and dissemination in the form of information as a sustainable commodity. The use of social (and digital) media becomes the ‘alternative’ collaborative tool that allows participants to engage in innovative learning environments, existing both inside and outside of the classroom. In using the platform of social media as a social innovation tool the project provided educators with the relevant knowledge, skills, values and capabilities required in facilitating a meaningful curriculum for the development of citizenship (in this case European) and sustainability in terms of a knowledge sharing community. The basis of this paper surrounds the intentions, implementations and outcomes of the EU-funded Comenius project ‘Learn to Teach by Social Web’ (L2T – www.learn2teach.eu) which set out to exploit the educational potential that social media offers teachers in engaging their learners in the contextual development of skills and knowledge through an ‘alternative’ or unfamiliar learning paradigm. The project outcome is a self-study curriculum for teachers who would like to use social media in their classroom lectures.

Keywords: digital divide, social media, social innovation, communities of inquiry, sustainable learning environment, collaborative environment; empowering learners
Prerequisite: recognising the gap that exists

This paper and the ideas that brought about the construction of the ‘Learn2Teach by Social Web’ curriculum are not distracted by the incredible growth of social media around the world. Even though it is estimated that over 2.44 billion people will have social media accounts by 2018, doubling that of 2011, at a measly 1.44 billion world-wide (cf statista.com, 2015), we are only too aware that this represents a paradigm of particular populations and generic uses of the media itself. It is often easy to forget the vast number of individuals who do not, will not and cannot engage in the use of social media. So called ‘usage gaps’ may be traced along features such as disability (cf Bühler and Pelka, 2014), access to the labour market (cf Kaletka et al., 2012) or age; the biggest differences in access to social media are seen between so called ‘developed’ and ‘underdeveloped’ countries. Many, especially those in the developed western world, are carried away with the concept of social media and the promise that this brings in growing their network of friends, following celebrity in infinite detail and acquainting themselves with the memes of modern society. We recognised\(^1\) that there were inherent flaws within social media, issues that could not be ignored, but many that could not be surpassed. The aim of this paper is to consider how teachers could repurpose social media rather than to dismiss it completely.

It is important at this time then, to note that there is an element of Bourdieu’s ‘misrecognition’ (James, 2011). This is to suggest that we recognise, firstly that many people do not engage in the use of social media, or as we outline shortly, in the use of the internet altogether, and secondly, that social media is often avoided in educational settings, often seen as a disruptive element of the modern age. Misrecognition allows us to acknowledge that these issues exist, but our focus remains positive in the use of social media to create collaborative learning environments, despite this knowledge.

Our key focus is to identify the idea of using social media as a means of using information as a sustainable commodity.

In developing this idea and the concept of creating a curriculum for teachers, by teachers, we were only too aware that a gap existed within education as much as it did in the outside world. This gap would require the development of a new set of skills within teachers, many of whom would not wish to engage in the use of social media within the teaching and learning environment. From this point we develop

\(^1\) At this point the authors want to thank the project’s critical friend, Emeritus Professor Frank Coffield, who draw our attention to the ‘black side of social media’. 
the idea of building teachers into the go-between, joining social media with education, linking teaching with learning with the teacher as an intermediary.

**Rationale: the digital divide and the role of intermediaries**

18% of the EU population aged 16-74 have never used the internet (cf Eurostat, 2015). This means large groups of adult citizens are excluded from services such as education, eHealth, wide parts of the labour market and eGovernment. There remains a digital divide within society that is threatening cohesion within modern civilizations, where we see a constant shift that takes more and more services and discourses to online spaces (specifically via social media that supports dialogue rather than simple information transfer) and, with this shift, away from those people who are not online. The threat is twofold: firstly, ‘offliners’ tend to be excluded from societal services and discourses which are shifted to digital channels; secondly, those new digital spaces tend to grow in certain areas of society with a specific cultural capital attached (meaning that there is often a low participation rate of elderly, poorly educated or unemployed individuals) – with effects on the design of those digital spaces that continuously replace or amend societal procedures.

A national comparison shows that the percentage of ‘offliners’ is not a universal standard. In some countries (Iceland, Denmark, Netherlands, UK, Finland, Sweden or Norway) only 1-8% of adults have never used the internet. In other countries (such as Italy, Greece and Romania), more than 30% of the adult population have never used the internet (cf Eurostat, 2015). A key means to suture this ‘digital gap’ seems to be the support of digitally excluded groups by professional digital intermediaries – like teachers, trainers or facilitators (cf Rissola and Diaz, 2010; Rissola and Centeno, 2010; Rissola and Garrido, 2013; Pelka and Rissola, 2015). Millard (2006) documented for the first time the importance of intermediaries in eGovernment, i.e. actors who mediate between a public service and the intended end-user. Data from the 2006 study show that 53% of users of eGovernment do so for their own purpose, 51% as part of their job, and 42% on behalf of family or friends, the latter thus being termed ‘social intermediaries’. Moreover, each social intermediary on average assists 2.6 other individuals who are not themselves direct eGovernment users, thereby dramatically extending the actual impact of eGovernment. Intermediaries with digital skills and a good access to specific target groups seem to be a strong instrument to tackle digital exclusion.

The discourse on the ‘digital divide’ has in the past decade agreed that the threat of losing social cohesion reaches further than simply providing access to ICT: the challenge is to provide adequate digital skills. On the backdrop of this understanding our focus turns to schools – as they bring together students, skilled intermediaries (teachers) and the correct methods and equipment to develop digital cohesion. We would argue that the teacher as facilitator is the ideal person to
empower learners in meaningful competence-based use of social media promoting a just and sustainable world.

**Practice: can teachers be intermediaries for digital skills?**

The digital divide clearly shows a ‘generation gap’: While children and young adults do show a high internet usage (e.g. at school), the elderly fall back. But applying the ‘skills perspective’ on this phenomenon, one could scrutinize the pure access rates of young people to the internet and ask what are they doing and how competently are they interacting and behaving when online? This question was the starting point for the development of a vocational training curriculum for teachers whose objective is to develop digital media (teaching) skills to teachers. The curriculum development was funded by the EU Commission with a Comenius Grant in the form of the project ‘learn to teach by social web’ (L2T, www.learn2teach.eu). Initial research from the project showed that Europe’s teachers are aware of the need for developing digital skills and the need to apply digital technology in classroom teaching. However, it also showed that a majority of teachers are afraid of using digital technology in their lessons or build their methodology around them. The reasons offered seemed to round on a lack of competences and confidence on the side of the teachers, with only a small percentage of more than 250 surveyed teachers indicating a lack of hardware; hence, the physical presence of equipment was not a barrier, but likewise its presence was not a catalyst for action. A special challenge seems to lie in social media applications: while students are using social network sites like Facebook to a large extent, teachers indicated a discomfort in using this kind of technology in a classroom setting.

A closer look at social media, however, reveals massive pedagogical potentials. They can be regarded as digital learning spaces that enable constructivist oriented learning (cf Pelka and Mitchell, 2014). Social media platforms build on the users to actively create content and begin relationships: ‘These technologies do not create the transformations in society by themselves; they are designed and implemented by people in their social, economic, and technological contexts.’ (Mansell and When, 1998, p.12, cited in Servaes and Carpentier).

Social media offers at the same time the advantages of:

- distance learning arrangements (free decision on time and place of learning, conservation of travel),
- electronic learning (multimedia applications, hyper-textualisation, communication, storage of large data volumes, archiving, connection to knowledge management), and,
constructivist-inspired user-driven content production and communication (action learning, active learning, learner-to-learner interaction, learning by teaching, exploring learning).

These are, we believe, essential in developing a sustainable and engaging environment for learning and development to take place. The collaboration of people and their ideas, of shared experiences and new learning ensures that all learners become knowledge producers and part of the information society, thus promoting an enduring environment for learning growth.

Furthermore, although we ask the question ‘can teachers be intermediaries for digital skills?’ we should perhaps be framing this as the statement ‘teachers must be intermediaries for digital skills’. The pressures that are present in modern education across Europe deem it necessary for teachers to become the agents of change, to create environments that make success more likely. We must reduce costs while improving quality, increase numbers while decreasing in size, moving from the factory production approach of one size of education fits all, into a world where students experience a unique, individual, personalised style of learning.

In the UK, as far back as 2003 the then Labour government’s consultation document ‘Towards a Unified E-Learning Strategy’ stated that e-learning had the potential to revolutionize the way that we taught and learnt. They suggested it had the capacity of raising standards, improving quality, removing barriers to learning, widen participation and assure full potential was reached. With all this came the added bonus (to governments at least) that it would also reduce costs.

Jump forward to 2015 and a report by the British Educational Suppliers Association (BESA), which suggests that state funded schools will spend around £623 million on ICT in 2015 alone. Whether the ideas of reducing costs have come to fruition is perhaps not clear in today’s economic climate, but whether this investment has proven successful has been measured, and the result is not what one would expect. A 2015 research report by the OECD has found that technology does not seem to have had any impact on either bridging the skills divide between advantaged and disadvantaged students, nor it seems any positive impact at all, at least compared with countries where investment in ICT is greatly reduced.

What then does this suggest for the role of teacher as intermediary? Certainly the debate on whether technology should have a place in the modern classroom has shifted towards that of discussing how it can be ‘integrated into lessons to achieve specific learning goals’ (Collins and Higgins, 2013). In answering this debate, however, there lies a paradigmatic choice; what stays and what goes? Across practically all teaching provision tutors will often argue that there is already too
much to deliver in too small a timeframe with too few resources – so where do we place the technology?

In a recent article detailing a similar curriculum for developing digital literacies in Australian trainee teachers, Jansen and van der Merwe (2015) suggest that we are required to ‘guard against a reductive or mechanistic approach’ in assessing digital literacy within teaching practice students (2015, p.191) and rather support the development of competencies within trainee teachers as they develop an ‘informed digital participation’ (2015, p.197).

It is this ‘informed digital participation’ that Learn2Teach by Social Web aims to enhance, and through the approach of developing a curriculum for teachers, by teachers, it is hoped that teachers of all levels and experiences are able to act as a transitional aid for their learners in an ever evolving digital landscape to participate more actively and more purposefully due to the guidance of their teacher as intermediary.

Consideration: information as a sustainable commodity

It might be agreed that a vast amount of the World Wide Web is made up of pages in the guise of a repository of information, with millions of pages, often existing in isolation from one another, seldom seen, rarely read. If we consider this as the makings of an information society, where the 1:9:90 ratio – active editors, reactive correctors and passive readers (cf McConnell and Huba, 2006) – still exists, it is clear that this does not operate effectively as a sustainable entity (cf Spangenberg, 2005). Essentially, for information to be useful, and in the context of the internet, for it to be sustainable, information requires context, and context is given by the knowledge possessed within the audience. Without the correct context, information might be missed, misused or misappropriated.

The focus of the L2T project was not based on the technology presented by social media and Web 2.0 itself but rather the engagement with the technology. In this project we did not consider the technology to be a driver for change but rather, as Servaes and Carpentier suggest, ‘as tools which may provide a new potential for combining the information embedded in ICT systems with the creative potential and knowledge embodied in people’ (2006, p.5). We explain our understanding of social media as a learning environment, a space. This space is shared with others as a communal collaborative environment, and we understand this sharing as learning. This space provides users, both teachers and, through facilitation, the students themselves, with the support required to participate in the collaborative activity of developing effective teaching and learning environments, and thus developing a fairer learning experience for all.
If we reconsider the discussion above regarding our ‘information society’ from the perspective of how we interact with technology, how we use it to collaborate and share ideas, then perhaps we might consider that there are ways of making this a ‘sustainable information society’, where we make use of both technology and knowledge in ‘fostering a good life for all human beings of current and future generations’ (Fuchs, 2008, p.291).

The concept of making ideas sustainable ensures that neither time nor resource is wasted in the creation of an approach, an activity or a concept. Although time and resource might be spent adapting approaches to the specific need of the group or topic, the majority of work and therefore effort has been carried out already. Much of the internet is set out using this approach; often, however, this is produced by experts, or at least a Vygotskian-styled More Knowledgeable Other in their field. We appreciate that there is often little wrong with this approach; however, the difference we set out to achieve in the L2T project was that the ideas and activities presented have been researched, practiced, adapted and produced by practicing teachers, for practicing teachers.

**Curriculum: the L2T project**

Sustainable information societies will have to find answers to a range of questions, if they want their schools to be places where young citizens are prepared for the use of innovative technology in a productive way. The project ‘Learn to teach by social web’ (L2T, www.learn2teach.eu) aimed to train teachers to empower their students to use social media for learning, communication, working and political participation. It developed a curriculum with over 100 hours workload to empower teachers to use social media in the classroom with the twofold aim of providing ICT skills to teachers and students alike. With the participation of eleven partners from eight countries, including six schools we started on the assumptions that:

1. teachers are ideal intermediaries for digital skills for the target groups of children and young adults;
2. schools set a good framework for accessing hardware and employing tested pedagogical settings and;
3. social media offers a multiple of pedagogical potentials; many of them linked to a constructivist understanding of learning.

The L2T curriculum was built on a media-wiki structure, allowing for multiple contributors, including project partners, trainee teachers and other interested parties, to add content on a range of social/digital media ideas for developing skills in teachers and students alike. This was essentially for teachers, by teachers, a theme that developed throughout the curriculum.
The curriculum was split into sections helping to guide the audience around a wealth of informative and directed topics. The curriculum outlined key elements relating to changes that social media has offered to society as a whole and to education and learning more specifically. This first section, entitled ‘Pedagogics’, focuses on changes in teaching approach, online etiquette (or netiquette), personal security and wider implications of social media interaction within society. The final section focuses on using social media in specific subject areas, using tried and tested approaches from across the schools within the partnership. This, once more, pushed the idea of content created by teachers, for teachers.

Each article within the curriculum is created in five sections, all with the same headings and themes in order to make the reader’s journey through the wiki as comfortable as possible, regardless of the author/s. The first four sections are What? - Why? - How? - Try?

- What? offers a brief overview of the articles content.
- Why? discusses why each issue might be important to the learners’ development, or perhaps the science or theory behind some of the ideas.
- How? suggests ways that social media has been introduced to each topic area, often with real life examples given.
- Try? offers a selection of additional ideas, often at a basic level, for teachers to employ in developing their use of social media skills.
- The final section is Resources which offers links to relevant websites, articles and additional materials that may help the teacher’s development.

The format and content of each article is developed to encourage critical thinking and reflection, allowing the reader to question their current beliefs and assumptions relating to knowledge, perspective and teaching approaches in the context of a range of subject areas.

This is perhaps best exemplified by the article ‘What are social media?’, in which the authors are able to present both a simple introduction to the concept of social media and also challenge the reader to embrace an alternative approach to key topics with their students, including discussion and research on democratic movements, the environment and critical voices within the social media world.

Further to this, articles are set to develop systemic thinking in the process of acknowledging the complexities of using social media and interaction with the wider world. Problems are presented for which answers are not yet clear and therefore invoke a discussion that seeks to discover links and synergies in an attempt to find solutions. This is illustrated in the article ‘Classroom Management’, where the constant issue of learner empowerment and control in a new learning space is considered, including the development of personalised learning
environments. In this section we discuss how we might contest the way in which our learners (and the wider community) engage in the way that people are now using technology to ‘shape their own learning spaces, to form and join communities and to create, consume, remix, and share material”’ (Attwell, 2006, cited in McLoughlin and Lee, 2010).

Finally, in the article ‘Working in Groups’, we are able to see one of many examples within the curriculum that discuss and encourage the process of building partnerships. Using ideas linked to ‘Communities of Inquiry’, we discuss how, when working together, individuals are able to gain access to the knowledge that others possess, through the process of dialogue. This dialogue is key in developing sustainable information’ as Coffield and Williamson state, ‘dialogue is collective ... reciprocal ... supportive ... cumulative ... and purposeful” (2011, p.51), hence it provides both context and value to the sharing of information.

A further illustration building on partnerships is shown in the school subjects article ‘Maths’. This offers an example of a community built (within project member Gloucestershire College), where students studying maths across a range of levels and qualifications were brought together via the use of Twitter, Educreations and Edmodo in order to share ideas, solutions and wider knowledge. This approach to group work promotes dialogue and negotiation, and helps to develop purposeful and supportive learning in a range of areas.

**Personalisation: European citizenship**

In addition to the many articles written within the curriculum, an unexpected outcome from the project was that of learner collaboration and unification across nationalities, and the relationships that have developed during and since its creation. This has occurred in a variety of ways, for example, through learners sharing experiences of using social media with other students online from across the participating countries; sharing examples of curriculum and school experiences; students and teachers co-operating in transnational projects on a range of topic areas; and latterly student exchanges between schools across the partnership, building long-lasting relationships.

No example of this learner collaboration from within the project is perhaps greater than the bringing together of fifty students from the six schools across the partnership, meeting in Bielefeld, Germany, to gather a range of collaborative ideas to be presented at CeBIT, the world’s largest ICT fair in Hanover. This event celebrates the effort that both teacher and student have applied in using social media

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2 Presentation available at https://www.youtube.com/watch?v=N2b9KCGrHcU&feature=youtu.be
to develop new forms of learning, sustainable information communities and collaborative environments to consider and share a plethora of ideas.

In line with wider, more traditional concepts of sustainability, this project (by creating content by teachers, for teachers) has empowered individuals (both teachers and students alike) ‘with information on the impacts of their daily choices and actions, while tapping into their creativity and determination to find workable and innovative solutions and alternatives’ (UNESCO, 2014, p.22), providing innovative solutions in search of a more effective way of learning in an ever changing world.

References:


Bat Conservation in the Foundation Stage: An Early Start to Education for Sustainability

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Abstract

This paper highlights the essential role of early years teachers and teacher educators in delivering an educational response to promoting a just and sustainable world. ESD/GC has expanded in schools and in further and higher education but has received less attention in early years, particularly in England. In the light of this, we offer an account of a practical project that provides an exemplar of ESD/GC in the early years – the Bat Conservation Project. The Bat Conservation Project has been implemented with young children in England and in a parallel project in Kenya and then used as the basis for a professional development resource for early years teachers. The Bat Project training resource comprises three phases/sections bringing together teachers’ own perceptions, attitudes and broader understanding of ESD with the implementation of a project with young children under the EYFS principles and the active learning approach and finally the review and future considerations of ways to enhance ESD. Precisely, in phase 1 the project proposes activities that focus on teachers’ personal and shared understanding of ESD; phase 2 is about exploring with pre-schoolers the worldwide issue of conservation of protected species (in this case bats); and phase 3 consists of assessing provision and planning further steps in promoting ESD in the Early Years classrooms. All the proposed activities are flexible and can be used by individuals and groups, face-to-face or online. Using this project as a basis, we then explore some of the possibilities and challenges of introducing meaningful curriculum for ESD/GC in the earliest years of education. We draw parallels between the opportunities for experiential learning on offer to the children and strategies for the training and professional development in order to build the knowledge, skills, values and capabilities of early years teachers and other early years practitioners. World OMEP and OMEP UK have been working in this direction by addressing the necessity and urge to consider ESD from Early Childhood onwards in accordance with the United Nation’s 2015-2030 sustainable development goals.

Keywords: ESD, Early Years Foundation Stage, training, professional development, natural world

Education for Sustainable Development in Early Childhood
Education for Sustainable Development (ESD) both as a content area and a way of working with children has recently gained attention within Early Childhood (EC) (Pramling Samuelsson, 2011; Davis and Elliott, 2014; Davis, 2015). Frequently, ESD is connected with environmental education and engagement with issues that relate to the environment and nature. Educating all children, including the youngest, about the intrinsic value of their physical environment is key for a sustainable future. Sustainable development means working for a world that is diverse, fair, just and peaceful, with careful use of limited resources and concern for the well-being of people and the planet. As such, children from a young age can be introduced and become aware of aspects related to the three key pillars of sustainable development: environmental and ecological concerns, social and cultural implications and economic aspects (Brundtland, 1987). Pramling Samuelsson and Kaga (2010) propose seven notions that are embedded in a sustainable environment for social life and economy: respect, reduce, reflect, reuse, repair, recycle and responsibility. These ‘7Rs’ underline the basic principles children need in order to foster love and respect towards nature. The purpose of ESD in EC is ‘fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit’ (UN, 2005: p.23).

While discussing ESD in EC, and in particular about environmental issues, Davis (2009) proposes the distinction between education in the environment, education about the environment and education for the environment (p.235). Today, environmental behavioural modifications indicate and align with more participatory approaches, where children are seen as competent, active agents, with the right to be involved and be heard (James and James, 2004). They become global citizens in the sense that they learn to become independent, knowledge constructors, problem solvers and critical thinkers (Johansson, 2009) about issues that matter. These issues link to the wider natural and social environment and are connected with values, practices and behaviours that promote a sense of justice, responsibility, exploration and dialogue.

A significant factor related to the pedagogical implications of ESD in Early Childhood is the role and attitude of the practitioner. Firstly, practitioners can draw and direct children’s attention to particular aspects related to ESD (Pramling Samuelsson, 2011; Davis, 2015). With teachers’ support children can engage with and understand themes and topics linked to ecological cycles, people’s lifestyles, nature, society and culture. Furthermore, Thulin and Pramling (2009) found that the way the teacher introduces tasks influences the outcome and how children will participate in the project. Dialogue, questions, questioning are also techniques that will generate active engagement. The practitioner should provide safe and enabling environments for children’s meaning-making. Even though the practitioner should
have knowledge and understanding of the topic under investigation, children should be encouraged to explore, create meanings, develop skills, attitudes and understandings, driven by their own interests and experiences (Pramling Samuelsson and Asplund Caarlsson, 2008; Davis, 2015).

In addition, ESD in EC should be based on a play-based pedagogy and the principles of playful learning (Edwards and Cutter- MacKenzie, 2009; Wright et al., 2014). In 2011, Edwards and Cutter-MacKenzie found, in précis, that a play-based pedagogy in combination with intentional teaching can support children’s knowledge and understanding of sustainability. Another pedagogical aspect of ESD relates to the fact that activities should enhance opportunities for communication, participation and interaction (Pramling Samuelsson, 2011). These opportunities have many facets: children and nature, children and others, children and tradition, children and themselves, children and the wider community, children and economy. Accordingly, early learning for sustainability can take place in different settings: in families, communities, schools, early childhood settings. According to Kaga (2008), formal, non-formal and informal spaces should all be used in promoting awareness that everyone is responsible for making societies sustainable. She proposes that cultural resources (e.g. local folk tales and songs, traditional ceremonies), economic resources (e.g. businesses), social and political resources (e.g. NGOs, governments) must be organised for making learning experiences relevant to sustainability and meaningful for young children. In the case study project, reported here as an exemplar of ESD/GC in early years education, these pedagogical principles are implemented within a project on conservation of bats (see also Luff et al., 2015).

Exploring the worldwide conservation of protected species in pre-school children: The Bat Conservation Project

Animal or environmental protection are often left to the ‘experts’ deemed responsible for the protection of ever decreasing wildlife and habitats. The attitude would be, ‘why bother? what is the relevance to me now?’. The answer lies in our children; the legacy of our indifference will pay a significant price to them in future if we do not start to raise awareness of the fragility of our world from the early years. Education for Sustainable Development will allow every child to develop skills, attitudes and determination to shape their future to meet their needs.

Why bats? This particular species is a threatened and protected species around the world and, in Kenya (the partnership country for this project), the bat is synonymous with myths, and so feared as carriers of evil spirits and ghosts. They are also reservoir hosts of many parasites including Malaria and, more recently, Ebola, which does not add to their popularity. In the UK, the bat has a long history associated with Halloween and other media generated stereotypes. A lack of
knowledge leads to myths such as ‘bats get into your hair’ that fuels the paranoia. The greatest devastation to bats in the UK and Kenya is from home building, persecution, deforestation and general habitat loss.

The importance of these animals to our eco-systems is much less understood and this is where the early years can gain their first ‘experience’ of this animal and all species that are essential for our food security. Two of the UK’s most common species of bat are the Common and Soprano Pipistrelle, living within housing estates, woodlands and arable land. This species, in Asia and elsewhere, has recently been found to be ‘a very convenient sustainable hazard free alternative to pesticides’ with evidence of ‘the ability of the Soprano Pipistrelle to control the rice borer moth (Chilo suppressalis) a major pest of rice around the world’ (Puig-Monteserrat et al., 2015, no page). In addition to controlling borer infestations, in the UK they can consume up to 3000 Lepidoptera sp per night. In Kenya, two of their rarest bats are Cardioderma cor (Insect bat) and Epomophorus whalbergi (Fruit bat), and Kenbats (the Kenyan bat conservation trust) are urging for more education to help reduce the myths surrounding them. Bats in Africa are Pollinators for over 500 species of fruits and plants including Mango, Banana and Cocoa, arguably the main economically important fruits in Africa.

In Sunbeams Nursery at Alderholt, Dorset, UK, a project was launched in 2015 for three weeks, run by the staff members of the setting (Table 1). The three weeks were interspersed with four sessions from an Environmental Educator under the headings: Introduction to Bats; Echolocation or ‘See with Sound’; Evening of Bat Detecting; and Bat Habitat Sharing. The aim was to familiarise the children on this species as an important, protected and exciting animal. Children engaged through a diversity of activities and play-based tasks in connection with the Early Years Foundation Stage learning and development areas (DfE, 2014) (see Table 1); also, the community was brought in with an evening bat walk. The Sunbeams Nursery sessions video is available to view at:

https://www.youtube.com/watch?v=w19GMXRAd70&feature=youtu.be

**Table 1:** Outline of the pedagogical sessions of the Bat Conservation Project

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EYFS - Areas of Learning and Development</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Bats to children — Story For three weeks, twice a week</td>
<td><strong>C&amp;L</strong> – Listening to stories with increased attention. <strong>Lit</strong> - Repetition of words with the children each week</td>
<td>Story Book – Bat loves the Night with Bat Toy to go to Kenya</td>
</tr>
<tr>
<td>Activity</td>
<td>UW – Becoming familiar with the natural world around.</td>
<td>Maths – Bug to be placed in numbered baskets 1-5, count out and place with support.</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Bats love Bugs – Following from a bug hunt in the grounds from educator</td>
<td></td>
<td></td>
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<tr>
<td>The children learnt about the positions of the bats in their homes (habitats) and how bats ‘hang upside down’. They made their bats and hung them around the nursery.</td>
<td>EA&amp;D – Make a bat that hangs. Egg box for younger children and loo roll for older ones. Exploring using various construction materials.</td>
<td>Egg boxes. Loo rolls, Pipe cleaners, Paint, Tape, Glue, Googly eyes, “Can you find somewhere to hang”</td>
</tr>
<tr>
<td>The children re-enacted being a bat and flew around ‘like a bat’ avoiding obstacles to follow the ‘echolocation’ song and video and ‘sound to see session’ from educator.</td>
<td>PD – Moving and handling Runs skilfully and negotiates space successfully adjusting speed or direction to avoid obstacles</td>
<td>Bat Capes Cones Stands</td>
</tr>
<tr>
<td>Bat Songs sung twice a week over 3 weeks</td>
<td>Maths – Number and counting songs from bat song sheets EA&amp;D – Song and music expression</td>
<td></td>
</tr>
<tr>
<td>After the bat was made and hung the children started to think about where a bat might live following habitat session from educator, over 2 weeks.</td>
<td>UW, EA&amp;D, C&amp;L – Draw, design and make a home for a bat, using prompt sheets for ideas</td>
<td></td>
</tr>
<tr>
<td>Children to take the toy bat to show him/her their favourite thing to do and record, photo to show children in Kenya.</td>
<td>PSED – The toy was filmed and given to Kenya/UK OMEP partnership to take to Kenya</td>
<td></td>
</tr>
<tr>
<td>Playing in a ‘bat cave’ extending and</td>
<td>PSED – Bat tent cave – provide props for the</td>
<td></td>
</tr>
</tbody>
</table>

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elaborating play ideas, building role-play activities with other children.

<table>
<thead>
<tr>
<th>activities</th>
<th>children to engage in role play scenario</th>
<th>Capes Cushions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bat Threading – Handles tools, objects, construction and malleable materials safely with control.</td>
<td>PD – Thread wool through the holes around a bat silhouette.</td>
<td>Bat shape Wool Tape to fasten</td>
</tr>
</tbody>
</table>

**Implications**

The Bat Conservation project in the EYFS, including the link with pre-schools in Kenya, offers an example of how cross curricular, experiential learning can be used to engage young children with complex environmental topics in ESD/GC through learning about a local species. We argue that this strategy could and should be used more widely to foster appreciation of present eco-systems and encourage young children, and their families, to consider and protect the natural world. The earliest years of education are a vital period in which the values, knowledge and skills of ESD/GC can be introduced (Pramling Samuelsson, 2011; Davis 2015). The principles that underpin the EYFS curriculum support an ecological approach, sustaining the optimal growth, learning and development of each unique child through positive relationships and within an enabling environment (DfE, 2014). The challenge is to make these implicit values more explicit and to link them firmly to ESD/GC.

Whilst ESD/GC is well established in schools colleges and universities, in England, early years education lags behind other sectors, and work during the United Nations Decade of Education for Sustainable Development appears to have made little impact. Recently, and at the present moment, ‘sustainability’ in early years education is about maintaining provision in an era of low funding (e.g. Morton, 2015), and there is little capacity to embrace a wider commitment to global concerns. Early years practitioners of all types, and with a wide range of qualifications (including both those with the new Early Years Teacher status and those with Qualified Teacher status who work in the EYFS), are deeply committed to the present and future well-being of the children in their care but, arguably, often have limited knowledge of complex economic, political, social and environmental issues. They may also lack confidence in their own abilities to understand the intricacies of ESD/GC and to incorporate it within their work with children and families.
It is in this context that we anticipate the United Nation’s 2015-2030 sustainable development goals and the challenge of inspiring early years teachers and other early years practitioners to embrace ESD/GC. This will require imaginative training and professional development in order to consider values, build knowledge, develop skills and extend capabilities. There are two potential strands. The first is to highlight existing practices within early years settings (such as listening to children, encouraging cooperation, promoting outdoor play in nature, furthering inclusive practice and the embracing of diversity) and to link these overtly to ESD/GC. The second is to increase awareness of responsibilities for local and global citizenship and find ways to challenge and change complacency and consumerism. This latter task is daunting but essential. The practitioners who were involved in the Bat Conservation Project learned alongside the children and this co-construction of knowledge provides a model for a practical and investigative approach that could prove fruitful for early years teacher professional development for ESD/GC.

OMEP, World Organisation for Early Childhood, is an international non-governmental and non-profit organisation with Consultative Status at the United Nations and UNESCO. Since 2010, they have led projects on Education for Sustainable Development (ESD) in order to raise awareness among OMEP members, in more than 70 countries, and so influence young children and their families and make a difference in early childhood education at large (for details, see link below). This year the focus is upon resources for teacher education. The Bat Conservation project, described above, is part of the OMEP UK contribution to this effort and we look forward to ideas and inspiration from around the globe as we aim to embed ESD/GC within the EYFS for an earlier start to Education for Sustainability.


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‘Education and Enterprise’ Village: supporting visually impaired (VI) learners locally, nationally and internationally through ‘values’ education and service-learning

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Abstract

This paper explores the reciprocal value between school communities of learning and student teachers engaged in collaborative, project-based learning. Case studies, focused upon Liverpool Hope University students working alongside visually impaired (VI) students at St. Vincent’s school for sensory impairment Liverpool, are investigated through a ‘service-learning’ lens. Specific reference is made to students from the Wider Perspectives module choosing to undertake Schools Intergenerational Nurturing and Learning (SIGNAL) projects within St Vincent’s ‘educational and enterprise’ village: a concept underpinned by social capital theory and ‘reverse inclusion’. Impact is reflected against new ‘Education Health and Care Plans (EHC) VI outcomes, and acquisition of the knowledge, skills and understanding surrounding Qualified Teacher Status (QTS) ‘Standards’. Simultaneously, ‘soft’ outcomes surrounding the teaching and learning of entrepreneurial learning, Social Moral Spiritual and Cultural (SMSC) and the PREVENT agenda, are highlighted as positive ‘outcomes’ emerging from a learning community engaged with social capital. Specific reference is made to the sharing of best practices locally and nationally in challenge to the 85% VI unemployment rates, and internationally to VI schools in Ethiopia and Nepal twinned with St Vincent’s.

Keywords: Collaboration, social capital, visual impairment, ‘values’.

Introduction

Engaged civic participation has been declining (Putnam, 2000), and schools and universities contribute to the problem by functioning in ‘silos’ detached from ‘the
real world’ or to the solution by collaborating with local schools, agencies and organizations to enhance social capital. Disengagement from communal life has negative consequences for individuals, institutions and society such as increases in school drop-out, delinquency, crimes, depression, anxiety and lost learning opportunities (Brodsky et al., 1999). Education is a viable way to deal with the problem of decreased participation, but education without actual civic collaboration is incomplete, so service-learning (SL) approaches have been implemented in many countries, with varying models and successes. These important efforts always occur within a historical and political context. The Schools’ Intergenerational Nurturing and Learning project (SIGNAL) serves as a case example of a SL focused partnership among Liverpool Hope University (UK), student teacher volunteers, Merseyside Police and Primary School clusters, delivered over ten years, that illustrates ways SL partnerships are a cornerstone through which collaborations and collaborative learning experiences can be promoted and realised. Central to any value emerging from the SIGNAL partnership and its collaborations is the role of engaged, volunteer student teachers. Holding to a belief in the popular education theory of Gramsci (1971) and Freire (1972), we present their active and truly voluntary participation in community collaborations as an area worthy of investigation and development. In this paper we chart developments in educational policy and practice in the UK during the past two decades, which appear to indicate a progressive desire to move community partnership work into the deeper learning experiences afforded by collaborative projects, briefly critique earlier forms of SL practices, and highlight how a values-based SL model implemented by SIGNAL has facilitated collaborations in project based work.

**Government Interventions**

Over the last decade, much of government education policy has set out to facilitate a greater engagement by schools in civic society beyond the prescribed curriculum. The developing role of Citizenship Education (CE) and calls for partnership activities to achieve civic engagement were first outlined in the Crick Report (Qualifications and Curriculum Authority [QCA], 1998), heralding a raft of changes in primary and secondary schooling towards this end. From 2015, CE has itself taken an even wider remit within the curriculum, falling under Social, Moral, Spiritual and Cultural (SMSC) education, and, moreover, new OFSTED inspection criteria with links to entrepreneurial learning and, as we suggest here, the PREVENT agenda. These will be discussed in more detail presently. The introduction of Every Child Matters (Department for Education and Skills [DfE], 2003a), not dissimilar to No Child Left Behind in the USA, and the primary curriculum Excellence and Enjoyment (DfE, 2003b) somewhat revealed the ‘New Labour’ government’s intended direction. Partnered, community cohesive, innovative and creative learning experiences interwoven with signposts towards
employment were to be sought. Central to the governmental changes in policy was the significance placed on social capital theory in drawing together networks of neighbourhoods, community groups, religious organisations and businesses in a complete moral and social reconstruction of the perceived ‘torn’ communities (Commission on Social Justice [CSJ], 1994).

More recently, the Prime Minster, Mr. Cameron, launched ‘Big Society’ in Liverpool, followed by the hosting of the International Business Festival in 2014. A refreshed focus has fallen on social capital, and how we can collaborate in communities of learning linking to ‘outcomes’ such as employment generation. The need to collaborate has been acutely highlighted by the need for new ‘Education Health and Care Plans’ (EHC) replacing Statements of Special Educational Needs and Learning Difficulty Assessments from September 2014. An EHC plan is to draw together what a child or young person (up to the age of 25) wants to achieve and support needed. It means the different agencies providing education, health and social care support will need to work more closely together to help achieve and support an individual towards their goals. Interestingly for student teachers in this ever more connecting arena, the ‘Standards’ they need to evidence so as to qualify (DfE, 2011) now make direct reference to the PREVENT agenda. PREVENT is one of the four strands making up the Government’s counter-terrorism strategy (CONTEST). With the overall aim of stopping people being or supporting terrorism, PREVENT aims at working with a wide range of sectors including education, criminal justice, faith, charities, the internet and health, providing people with appropriate advice and support. From July 2015, it is a legal duty for schools and Universities to prevent students being radicalised; this has implications for SMSC. From November 2014, all schools must promote ‘British Values’; the DfE advice is to do so through SMSC. How well Universities and schools achieve this will be part of OFSTED inspections.

If we expect students to grasp the value of social capital, PREVENT, SMSC and ‘British Values’ pre-service so as to provide the greatest impact, where and how are we providing the knowledge, skills and understanding and making the ‘links’ between SMSC ‘British Values’ and PREVENT aims (and EHC funding collaborations) in the classroom? In the next section we reflect more on social capital in building a picture of SIGNAL as a curriculum intervention and reciprocal value learning tool connecting Higher Education (HE) with the school communities it serves, via student volunteerism.

As a sociological concept relating to the connections within and between social networks, attention to the worth of social capital amongst social scientists, policy makers and researchers has gained pace since the work of Bourdieu (1986) and Coleman (1989). Placing a similar emphasis on the functional value of social relations as an educational resource, their work linked educational achievement to
social inequality, where the individual is seen as not solely a product of their own talents. In England, reflections on the use of social capital saw calls for wide partnerships to achieve the ‘added-value’ for communities (Dhillon, 2009). It is the work of Putnam, however, in ‘Bowling Alone’ (2000), which placed social capital as central to an argument for reclaiming public life in linking it with civic engagement.

Putnam (2000) makes reference to two forms of social capital, bonding capital and bridging capital. Bonding relates to where value is assigned to social networks between homogeneous groups, whereas bridging relates to where value is assigned to social networks between socially heterogeneous groups. Bridging capital is characterised as outward looking and inclusive, contrasted to bonding capital characterised as inward looking and exclusive. Where social capital was perceived by some as a cure for all social problems (Groutaert and Van Bastelaer, 2002), and high social capital engagement in schools was linked to lower crime, better health and higher educational achievement (Halpern, 2009), education and training in the UK was placed as central to its development (Hodgson and Spours, 1999). In England, the significance placed upon social capital by the last government may be seen as championed by the Excellence in Schools Whitepaper (1997) and the introduction of its Excellence in Cities programme (EiC) of 1999. Encouraged to actively engage local partnerships in education, EiC was a multi-strand approach aimed at raising standards in the most deprived areas of England by offering a diversity of provision. Seen as a ‘coherent framework’ by the National Foundation for Educational Research (NFER, 2001, p.1), the EiC policy included a Gifted and Talented Programme, Learning Mentors, Learning Support Units, City Learning Centres, Action Zones, Specialist Schools in Action Zones and Beacon Schools. Extended in 2003 to cover all primary schools with more than 35% of pupils on free school meals, it peaked in 2004 where it covered 1,400 schools in urban areas. Research from the first ten inspections of EiC however suggested failures in the connection and embedding of partnerships into school communities (Excellence Clusters, 2003). Furthermore, activity in some areas was seen as generating distinct tensions across the groups EiC was designed to connect and assist (Lister, 2001; Shah, 2004). Emerging from what may be viewed as a large scale social capital experiment, the Russell Commission (2005) called for an increase in the amount and quality of partnership volunteering into school communities. It is within this backdrop and across EiC zones in Liverpool, England, the SIGNAL project was developed between the main partners of Liverpool Hope University, Liverpool Football Club and Merseyside Police.

As argued by Patterson and Loomis (2007), Patterson and Patterson (2010) and Patterson (2011, 2013) what marks SIGNAL as distinct from other educational interventions, is the positive engagement of student teacher volunteers in diverse
school communities within the flexible framework of the SIGNAL process. It is this framework which allows for local meaning and thus reciprocal value for school communities and student volunteers to be ‘built in’ to each locally relevant and individual SIGNAL project. This vibrant and creative platform has been researched for over ten years engaging student teacher (action) research, using both ‘soft’ and ‘hard’ outcomes measured against student teacher acquisition of the ‘Standards’ required to qualify as a teacher. The role of ‘soft outcomes’ in research has grown in importance since the works of Dewson et al., (2000) and Farrer (2007). They identified ‘soft outcomes’ as changes resulting from project-based work which are not directly measurable. Such changes are discussed in terms of the ‘distance travelled’ in the voluntary sector seeking to generate employment. Although requiring ‘indicators’ for achievement and record keeping, Farrer (2007) and Dewson et al. (2000) agree that working towards the capturing of soft (quantitative) data enables hard (qualitative) data to be secured. We suggest in this paper that student teachers engaged in the SIGNAL process taking ‘soft’ outcomes (action) research across learning communities has longitudinal ‘hard’ outcome data gathering opportunities across their future careers. Although the thinking behind ‘New Labour’ social capital may be seen as praiseworthy, studies into the raising of standards by Black et al. (2001: 7) proposed that ‘the sum of these reforms has not added up to an effective policy because something is missing’. We suggest here that part of what is missing is ‘long sight’ attached to the teaching and learning of new generations of teachers, the longer term solutions to the issues society faces now, and will face in the future. Pivotal to the SIGNAL process and part of a solution is the role of volunteering within teacher training as a distinct, voluntary and ‘value added’ opportunity; a creative yet civically focussed experience, both replicable and scalable as it engages student teachers year on year.

The Role of Volunteerism.

More recently, under the coalition Government, calls for partnership and volunteering have given way to those emphasising the need for collaborations. Whilst the Cambridge Review of Primary Education (2009, p.362) suggested a long way to go in re-conceptualising the school as a ‘collaborative, inclusive community for learning’, the Department for Education and Skills (DfE, 2001) called for consideration to be given to the individuality of schools and classrooms as collaborative communities of learning. Collaborative practices are ‘highly complex’ and impacted by ‘an ensemble of policy approaches’ adopted by the Government (Higham and Yeomans, 2010, p.382). Within this paradigm, important contributions were made by cross-curricular activity and values education (Gearon, 2003; Halstead and Taylor, 2000; Kerr, 2008, 2009) – a stance reinforced at the Ninth and Tenth Annual Citizenship and Values Conferences (Kerr, 2008, 2009). As reflected on by Patterson and Hamill (2013), within the context of University and school community collaborations, the need to provide young people with
meaningful opportunities and responsibilities related to ‘values’ has been clearly underlined.

Kerr (2009, p.12) called for wider research into ‘what works’ in communities, the place of ‘values’ in education, and clarity on the role of student teachers in disseminating the outcomes. The teaching of CE has been nurtured to have a clear focus on ‘reconciling social cohesion with economic success’ (OECD, 1998, p.34) whilst generating ‘higher order critical and creative learning skills within the process of learning itself’ (EPPI, 2004, p.3). The EPPI (2005) added further considerations for educationalists in calling for CE to be reflected upon within a local and global vision of learning and achievement and from a more holistic perspective, where different kinds or categories of learning are viewed as complimentary, not separate’ (EPPI, 2005, p.5). Encouraging the participation of student teachers in such activity is being undertaken more readily in Scotland (Donaldson, 2011), and beginning to become part of the student experience in other parts of the UK. Similarly, the explicit use of SL has been identified globally as an important part of civic education curricula (Pritzker and McBride, 2006). Understanding SL as a means to empower students and institutions to become aware of the needs of the communities they are part of and to ‘become engaged and civically active in mutually beneficial ways’ with them is growing within research circles (Mc Knight et al., 2005, p.xi). We believe SL to be of particular importance to those institutions involved in the education of teachers and the broader inclusive agenda for HE. Simultaneously, the SIGNAL model of SL offers scope as something which ‘works’, to reflect against its impact on issues important to us all as collaborative communities, such as our ‘values’, the employment of our children and indeed, the PREVENT agenda.

Service-learning exists in many forms. In the past, SL has been implemented as a component of a course that mandated volunteerism in a local school; historically the primary beneficiary of this arrangement has been for a university student to have an applied learning experience. Both positive and negative effects have been observed as a result of this type of SL, with some students learning the value of providing service to their community through volunteer work beyond when it is mandatory, and others further entrenching negative stereotypes such as those who are poor students are lazy. One explanation for variable outcomes may be the various ways in which SL is implemented. A problem with many SL courses is that the result is volunteerism without learning (Eyler and Giles, 1999). Another limitation is that collaboration is often between individuals or a faculty and an organization. Addressing this limitation, some places of learning have made agreements at the institutional level. This approach has been successful in increasing the number of placements available to university students. These agreements, however, often take the form of legal contracts, with a goal of
protection from lawsuits, omitting the importance of shared values. Building on earlier forms of SL, SIGNAL has institutional collaboration revolving around values, education, and mentoring.

In describing the SIGNAL project we maintain that the effectively project based delivery afforded by an adherence to a SL strategy has a part to play in the collation of local curricular and local (action) research. Furthermore, the use of any such research is valuable in enhancing communities of learning by generating more meaningful collaborations within individual classrooms. The specific use of student teachers in SL action, underpinned by a values formula where students see themselves and those they engage with as equals in teaching and learning, (Gramsci, 1971) is central to the success of SIGNAL itself. The student teachers’ generation and use of cross-curricular lessons in non-formal settings sit in sympathy with the popular education theory of Freire (1972). It presents an opportunity whereby students themselves may actively participate in innovative local research alongside their peers and tutors. The question is, however, whose values should we use where institutional values are different from those of the community? In the following section we describe how the SL focus of SIGNAL and its core value messages have facilitated collaborations in project-based work.

As a model of SL, SIGNAL follows the significant components of SL: active participation, thoughtfully organized experiences focused on the community needs, school and community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge and the extension of learning opportunities (Billig, 2000). These components are reflected in the SIGNAL three-stage model – engage, educate, celebrate – and generate local, project and values-based curricula that incorporate community collaborations (Patterson, 2011). Current ‘Snapshot’ examples of SIGNAL projects can be observed in St. Vincent’s school for sensory impairment (Twitter@StvincentSL12). The school has an ongoing collaboration with volunteer students from Liverpool Hope University, including students from the Wider Perspectives module and from the new Schools Direct pathway towards qualified teacher status. More recently, collaboration has grown with student engineers from Liverpool John Moores University in developing some more ambitious access and supportive (sports) technologies for visually impaired (VI) pupils. The connection between student teachers and student engineers within SL projects is producing some exciting results, not least of which being a start-up design company from newly qualified students to take VI ideas forwards (Juvo Designs Ltd). The focus for the school moving forwards in 2016 is the generation of a website to connect photographic images with key areas such as knife crime and cyber bullying, through which to generate SMSC lessons aimed at opening up ‘difficult discussions.’ Simultaneously, a range of access technologies are being developed by engaging
VI pupils. Our vision is to share these access ideas focussed on VI employment (physically and on the internet) globally with the help of Rotary International and the development of a ‘sightbox’. Follow our progress on @StVincentsL12. We suggest that collaborations such as this between (cross –faculty) University students, public, private and voluntary sectors drawn together via the SIGNAL process, offers powerful learning experiences, thus aiding acquisition of knowledge, skills and understanding of the links between CE, SMSC, ‘British-Values’ PREVENT and ultimately (EHC) employment generation. Surely, is this not something we would hope for in the teachers of our children in our communities?

Going beyond the basic principles of SL, the SIGNAL collaboration ordinarily starts with a values-based assembly (engage) delivered by Liverpool Football Club. Similar assemblies have been delivered via mediums such as cricket or martial arts. In this, school children are asked to consider a number of core-value messages including; we is better than me, show racism the red card, kick drugs into touch, more important than being a good footballer is being a good person and give bullying the boot. Student teachers are asked to work with the children (educate) and generate lesson plans to reinforce one of the messages the children find of relevance. For instance, the misuse of drugs may be relevant within their community at that time. Children may write poems, write songs or undertake artwork relating to their feelings on the issue. Student-teachers are encouraged to invite parents and community-focused groups/faith groups to participate in their activities. Research into the process has found that the combination of student-teacher and Football Club/Intermediary agency participation has facilitated opportunities for Merseyside Police to engage positively with some harder-to-reach communities (Patterson, 2013). The final stage of SIGNAL (celebrate) encourages children to celebrate all their work within a social enterprise. In this, time is given by engaged lecturers to teach the elements of enterprise. As such, children sell tickets to their celebration and devise other ways to generate funds. These funds are given to a charity decided on by the children, in keeping with the ‘British values’ underpinning the SIGNAL project.

Outcomes / development.

As a school, St Vincent’s is developing the concept of becoming an ‘education and enterprise’ village. We are sharing our VI education best practices by ‘twinning’ with schools in Nepal, Ethiopia and across Africa. Our drive is to be the centre of excellence for teaching, learning and innovation for VI, providing thus better ‘outcomes’ for our pupils. Part of this involves an engagement in ‘reverse inclusion’ to secure collaborations. The concept of reverse inclusion is to have students without special needs attend classes with special needs to serve as social and educational models. In the UK, reverse inclusion in sports is having positive
outcomes; a VI individual reported ‘it has given me social skills, self-confidence, self-esteem, opportunities for travel and the vehicle to show my ability rather than my disability’ (Vickerman, Hayes and Whetherly, 2003, p.49). In addition to benefits to individuals, reverse inclusion across agencies provides additional resources to schools. Collaborations with a local university and businesses for example can enrich educational settings; this often occurs in the form of SL. The development of the ‘sightbox’ enables us to share physical access and supportive ideas with disabled groups across the world. Our starting point here is the development of sports access technologies and ‘soft’ outcomes. The engagement of teacher training and engineering students provides wide learning experiences but also a flow of innovation and ideas. We invite further collaborations in project-based learning embracing SL.

Conclusion.

We believe the SIGNAL model outlined above has two defining characteristics which distinguish it from other SL programmes. Firstly, the core set of values are used and interpreted by individual communities in different ways. Secondly, student-teachers lead the process on a purely voluntary basis. This freedom within the loose framework of the SIGNAL process, we maintain, has generated innovative, mutually beneficial and exciting learning experiences. Furthermore, and over time, this creative freedom has allowed for wider community collaborations unique to the individuality of diverse learning communities. It is here we may engage student teachers themselves in generating the research agenda for the future. The consideration of ‘common sense’ in collaborations, as called for by Gramsci (1971), we suggest can open doors in establishing ‘what works’ (Kerr, 2009) in local communities of learning now, and in the future.

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Understanding Hospitality and Invitation as Dimensions of Decolonizing Pedagogies when Working Interculturally

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Abstract

The authors of this paper both work in the field of intercultural learning, but bring different personal and professional lenses to this work. Fatima brings a critical lens to the understanding of literacy in intercultural contexts, specifically to the intercultural space between white mainstream Canadian higher education students and minoritised communities including First Nations adolescent students. She has worked in collaboration with minoritised communities to create innovative approaches to literacy curriculum development using a culturally responsive pedagogy of relations. Her research deepens understandings of the beliefs systems and the historical, cultural, political, social and economic contexts that affect how diverse cultural groups learn with and alongside each other in the very specific context that Regina and the province of Saskatchewan offer.

Fran uses a critical lens to explore Global Education Partnerships as sites for Intercultural Learning in post-colonial contexts. Although much has been done on the nature of culture, less is understood about the inter, or location between cultures as a space for intercultural learning. Bringing spatial understandings from geography, and dialogic understandings from education, the research challenges notions evident in some policies that reduce successful intercultural communication to the acquisition of a set of skills and competencies, arguing that knowledge of the histories behind the relationship of those in conversation is a crucial factor influencing what is ‘heard’, how it is ‘translated’ and therefore what it is possible to learn from each other.

Together they are working on a project that combines each others work in a pilot project undertaken during Fatima’s course with undergraduate pre-service teachers during their final semester before qualifying. In this project they take a collaborative, action-research approach to: trialling interventions that have developed from their findings; gathering data on the impact of these on pre-service teachers’ epistemological and pedagogical conceptions; and monitoring the effect this has on the young marginalized youth they work with during the service-learning element of the course. Having developed a relational approach to culturally responsive pedagogy, questions remain as to the effectiveness with which pre-service teachers are able to put this into practice. What approaches can pre-
service teachers use to open up an inviting space for interaction and learning? Once open, how can pre-service teachers work with their students to maintain that engagement over a period of time? These questions provide the focus on the proposed project, and are informed by Invitational theory (Novak & Purkey, 1992, 1996; Schmidt, 2004) and the concept of hospitality as proposed by Derrida (2000). Currently invitational education theory focuses on how the teacher invites students to work with them; our research will extend this by focusing on the interaction between teacher and student, conceptualizing it as a dialogic, rather than monologic, space.

Keywords: culturally responsive pedagogy, relational pedagogy, decolonizing pedagogy, intercultural learning, diversity, postcolonial theory, glocal education

1. Introduction

As academics working in teacher education, we work in the field of intercultural learning; however, our different socio-cultural histories and subject disciplines mean that we bring different personal and professional lenses to this work. Fatima, a scholar of colour, was born in Tanzania and immigrated to Canada at the age of 16. She brings a critical lens to understandings of literacy in intercultural contexts, specifically to the intercultural space between white mainstream Canadian higher education students and minoritised communities, including First Nations adolescent students. She has worked in collaboration with minoritised communities to create innovative approaches to literacy curriculum development using a culturally responsive pedagogy of relations. Her research deepens understandings of the beliefs systems and the historical, cultural, political, social and economic contexts that affect how diverse cultural groups learn with and alongside each other in the very specific postcolonial context that Regina and the province of Saskatchewan offer.

Fran, a white Western middle class scholar, uses a critical lens to explore Global Education Partnerships as sites for Intercultural Learning in postcolonial contexts. She has worked with teachers and researchers in The Gambia and Southern India, investigating the nature of the ‘inter’, or location between cultures, as a space for intercultural learning. Bringing spatial understandings from geography, and dialogic understandings from education, her research contests some policies that reduce successful intercultural communication to the acquisition of a set of skills and competencies, arguing that knowledge of the histories (socio-cultural, political) behind the relationship of those in conversation is a crucial factor influencing what is ‘heard’, how it is ‘translated’ and therefore what it is possible to learn from each other.
Our interests converge in developing relational understandings of how, through intercultural interactions, it is possible to establish a form of intercultural literacy that is supportive of education for just and sustainable futures. In so doing, we aim to make explicit the powerful forces at work in education that, we argue, reproduce inequalities rather than challenging them. For the purposes of this paper we discuss the ideas behind our collaborative pilot project that we commenced in 2015. The pilot builds on Fatima’s research, conducted over the last six years, from which key findings indicate the need to develop pre- and in-service teachers’ understandings of the importance and relevance of invitation and hospitality when using culturally responsive pedagogies of relation.

2. Background to Fatima’s research and findings of longitudinal study.

Over the past six years Fatima has conducted an ethnographic study into pre-service and in-service teachers’ ability to use culturally responsive pedagogy (CRP) when working with marginalized adolescent students in the Regina school district who have been failed by the education system (Austin et al., 2014; Pirbhai-Illich, 2013; Pirbhai-Illich et al., 2011, 2010 and 2009). The findings are summarised under four key areas, from which flow a number of implications that are being explored in the next phase of research.

Constructions of culture.

Understandings of how culture is conceptualised and constructed in education needs to be broadened, moving away from essentialist, surface level manifestations, to fluid, deep level understandings that include funds of knowledge (Moll et al., 1992). Teachers need to envision culture as integral to people’s individual and communitarian identities, and as situated within specific domains that are historically, politically, spatially and socially contextualized. The findings of my ethnographic studies suggest that pedagogical practices need to be based on the premise that these situated, contextualized domains contribute to the production of cultural literacies – literacies are plural because the form that each takes will differ according to the specific nature of the influencing factors and domains. In turn, this requires recognition on the part of the teachers that their conceptualization of culture and literacy is just one conceptualization and that other conceptualizations are just as legitimate. Developing deep understanding of the home cultures or ‘funds of knowledge’ (Moll et al. 1992) of the marginalized youth they work with is one step towards this, but my research shows that on its own this is not sufficient.
**Funds of knowledge**

Using funds of knowledge empowered the school students because they felt they had the agency in determining their curriculum, which the teacher candidates then built on and connected to the school curriculum. This led to high levels of student engagement, which helped the teachers to push the students to stretch themselves and have higher expectations of what they were able to achieve. In order to successfully use funds of knowledge, the teacher candidates had to learn how to work with multiliteracies, since these were the forms in which the students shared their funds of knowledge. It was a combination of these factors that increased the language and literacy abilities as the students had to engage with academic literacy in order to use their multimodal forms of literacy.

However, some teacher candidates struggled to work with these approaches as a result of confusing funds of knowledge with ‘interests’, continuing to focus on surface level features of culture, and even if they showed some understanding of the multiliteracies approach in class, reverting to the autonomous model (explained below) during the one-on-one tutoring program. The students of these teacher candidates showed absenteeism, disengagement and low levels of achievement. Data suggest that one of the key reasons for teacher candidates apparently rejecting the multiliteracies, CRP and funds of knowledge approach is that in ERDG 425, the module that is scheduled at the end of their degree, they learn that the accepted autonomous model that predominates in mainstream classrooms only suits mainstream students. If they wish to be truly inclusive they need to take a risk in using an ideologically new model that, in many ways, turns everything they have learnt up to that point on its head. Some were prepared to take the risk on, but others stayed within their comfort zone.

**Models of literacy education**

Analysis of data show that we need to move away from an autonomous model of literacy (Street, 1995), where literacy skills are seen as neutral, technical and unaffected by their context, towards an ideological model of literacies that is culturally informed, socially situated, plural, (De Castell and Luke, 1983) and that are also linked to existing power relationships. The autonomous model uses a developmental stages approach to progress. Developmental models are assumed to be universal, but are generalized from a European, middle class population (Escobar, 1995) which is then applied to other cultures and communities as if they have the same characteristics. The ideological model envisions literacy as a social practice, historically situated, that cannot be understood as autonomous from the

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9 The concept of ‘funds of knowledge’ is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. In her work, Fran refer to this as ‘ethno-knowledges’.
social, political, economic and cultural contexts within which it is enacted. Findings from Fatima’s previous studies show that when an ideological model, focusing on multiliteracies, is used it has increased the attainment of student participants by 2-6 grades over the course of the six-week, 2 x 45 minute per week tutoring sessions. However, this was more likely to be the case if the teacher candidate was able to build relations with their student that enabled them to access the funds of knowledge that provided the basis for the six-week curriculum.

**Pedagogies of relation.**

The final finding that has emerged more strongly over the last few iterations of the research is that learning cannot take place without relation. This became clear during the early iterations of the ethnographic studies, and in later iterations of ERDG 425, Fatima explicitly incorporated a focus on relationality. However, teacher candidates struggled with the concept and often confused building relationships of an enabling, supportive professional with personal relationships – becoming a confidant and friend. This is explored in more detail in section 4.

### 3. Background of Fran’s research and findings relevant to Fatima’s work.

Between 2009-2013 Fran and a team of researchers from the UK, Gambia and Southern India conducted a study into ‘Global Partnerships as Sites for Mutual Learning’.

Analyses of the data have led to findings unanticipated at the outset, specifically that the intercultural nature of experiences in educational partnerships and study visits requires a refocus on the ‘inter’, the space for learning between cultures. Our findings relate to two interconnected areas:

**Intercultural learning**

Beliefs about cultural difference and intercultural dialogue are at the heart of activities informed by global education policy. A common belief is that communicative competence and a focus on commonalities are key to the success of intercultural dialogue. Our findings show that while communicative competence is important, how people relate inter-culturally is strongly influenced by the socio-historical contexts of those engaging in dialogue. Our findings also indicate that while a focus on commonalities is important for creating a sense of connection between people, on its own it avoids the more challenging work of learning about and from differences. We argue that a deeper understanding of the concept of difference, informed by a relational ontology and epistemology, enhances understanding one’s own and others’ cultures and identities (Martin and Griffiths, 2014). If culture is conceptualised in the form put forward by Fatima above, then

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10 http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=39818
intercultural learning takes place between individuals and groups on a variety of levels, where the dimensions of difference to be explored might include gender, ethnicity, language, religion, sexuality, discipline, organisational affiliation, nationality and so on. Pedagogies that aim for transformations in perspective therefore need to focus not only on object-based outcomes (knowledge of self and other), but also relational outcomes (self in-relation-to other knowledge).

**Transformative learning.**

Our findings show that if intercultural encounters are to lead to transformations in meaning perspectives (Mezirow, 1985), there needs to be attention not only to the process of transformation, but also the form that transformations take. In other words, what ways of thinking and being are proving insufficient as a basis for achieving social and environmental justice? In terms of relating to each other interculturally, our findings suggest that there is a need for individuals to become aware of, and deconstruct their worldviews; this requires having access to different models of culture and development and developing an understanding of the legacy of colonialism and the worldwide systems it has created that privilege the West. Our findings also show that processes of transformation are enhanced by group processes and facilitation of learning by ‘differently knowledgeable’ others (Martin and Griffiths, 2012).

4. Implications of Fatima and Fran’s research: focus for the next phase of investigation.

The findings from our research have demonstrated that cultural responsiveness is not, on its own, sufficient. CRP is not just a technical know-how, it also requires a shift in a state of mind from one that is object-focused to one that is relational (Pirbhai-Illich, 2013; Martin, 2012). In this, the work of Nel Noddings and, in particular, Martin Buber, provide a means of theorising what we have found to be the case empirically. Relationality includes but is not limited to teacher-pupil relationships. Bigger (2011) argues that in order to develop successful teacher-pupil relationships it is necessary to understand the relationship between self and identity (Buber’s I-It) before one can develop an understanding of the spiritual/existential nature of ‘I’ in relation to others (Buber’s I-Thou). Buber believed that, ‘the relation in [genuine] education is one of pure dialogue’ (Buber 1947, p.98). In order to help the realisation of the best potentialities in the student’s life, the teacher must learn to see the student ‘in his potentiality and his actuality’, and to do so through awareness of ‘him as a whole being and affirm him in this wholeness’ (Buber 1958,

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11 We use the term ‘differently knowledgeable’ rather than ‘more knowledgeable’ to recognise that different forms of knowledge are equally valid, and to challenge the power hierarchy that exists between academic and other voices.
pp.164-5). For Buber, ethical education therefore entails educators engaging with others with their whole being through direct relations and dialogue.

There are parallels with Noddings’ work on care ethics in education.

Those of us who work from an ethic of care regard moral life as thoroughly relational. From this perspective, even the self is relational … our selves are constructed through encounters with other bodies, objects, selves, conditions, ideas, and reflective moments with our previous selves (Noddings, 2003, p.158).

Where Buber uses the term affirmation, Noddings talks about confirmation: ‘when we confirm someone we identify a better self and encourage its development. To do this we must know the other reasonably well. Otherwise we cannot see what the other is really striving for … formulas and slogans have no place in confirmation’ (Noddings 1998, p.192). In this regard, Noddings disagrees with universal ideals and goals in education; rather ‘we recognize something admirable, or at least acceptable, struggling to emerge in each person we encounter. The goal or attribute must be seen as worthy both by the person trying to achieve it and by us. We do not confirm people in ways we judge to be wrong’. (Noddings 1998, p. 192)

The challenge, and one that we are investigating in Fatima’s pre-service course this year, is how to provide teacher candidates with the knowledge and skills to enter into a professional relationship with marginalised students that enables this to happen. Fisher (2013) argues that this requires humility on both the part of the teacher educators and the teacher candidates. Everyone has a journey to make and teacher educators should use their power to ‘guide, promote, encourage, challenge, pursue and hold accountable … but not to shame, ridicule, embarrass, humiliate or punish’ (Fisher, 2013). We need to model ‘authentic, loving, and humble human interactions that [are] transformational and affirming’ (Fisher, 2013) in order that our teacher candidates can do the same – this is called by some a pedagogy of unconditional love (Andreotti, 2011).

Drawing on postcolonial theory and decolonizing pedagogy, Andreotti has referred to the conditions needed for such a relation as being ‘before will’ (2011) in the sense that to enter into the encounter without objective, without seeking in relation to any agenda, requires a suspension of the ego and the historico-cultural influences on this – a stepping outside of the socialized self – into a space between (what Bhabha, 1994, refers to as third space, or intercultural space). However, in order to do this and to avoid ‘translating’ the encounter through a socialised lens one has to learn how to do it. Power relations are so implicit that (as Spivak notes, 1991) there is a need to learn to unlearn before one can learn to listen and be open to what the Other has to teach us. Knowledge of self and the processes that have formed that self are
therefore crucial first steps to stepping outside that self and learning how to
encounter before will. This is what Buber refers to as the I-Thou.

5. Pilot project: Using the concepts of invitation and hospitality in a service-
learning course.

The pilot project investigates the application of these concepts in Fatima’s course
with undergraduate pre- and in-service teachers during their final semester before
qualifying. In this project we are taking a collaborative, action-research approach
to: trialling interventions that have developed from our findings; gathering data on
the impact of these on pre-service teachers’ epistemological and pedagogical
conceptions; and monitoring the effect this has on the young marginalized youth
they work with during the service-learning element of the course. Having developed
a relational approach to culturally responsive pedagogy, questions remain as to the
effectiveness with which pre-service teachers are able to put this into practice. The
questions guiding our study are: What approaches can pre-service teachers use to
open up an inviting space for interaction and learning? Once open, how can teacher
candidates work with their students to maintain that engagement over a period of
time? These questions provide the focus on the proposed project, and are informed
by Invitational theory (Novak, 1992; Novak and Purkey, 1996; Schmidt, 2004) and
the concept of hospitality as proposed by Derrida (2000).

Invitational theory is a theory that has been developed within a counselling context,
and applied to education – particularly where learner populations are diverse
(Schmidt, 2004). Professionals who apply the principles of invitational theory and
practice adhere to four fundamental beliefs:

1. Every person wants to be accepted and affirmed as valuable, capable, and
   responsible, and wants to be treated accordingly.

2. Every person has the power to create beneficial messages for themselves and
   others, and because they have this power, they have the responsibility.

3. Every person possesses relatively untapped potential in all areas of learning
   and human development.

4. Human potential is best realized by creating places, programs, policies, and
   processes intentionally designed to invite optimal development and
   encourage people to realize this potential in themselves and others. (Novak
   and Purkey, 1996)

Currently invitational education theory focuses on how the teacher invites students
to work with them; our research extends this by focusing on the interaction between
teacher and student, conceptualizing it as a dialogic, rather than monologic, space.
Hospitality, according to Derrida, has an inherent tension between ownership of a bounded space and unconditional opening of this space to an unknown ‘Other’. In order to be hospitable, there is an assumption of ownership that gives the power to host. It follows from this that the host will have control over the people being hosted – where they can have access to, what they might be able to do in the host’s space. On the other hand, genuine hospitality requires the host to relinquish judgement and control in regard to those receiving the hospitality, abandoning all claims to property – Derrida refers to this as unconditional, or impossible, hospitality. Welcoming someone on one’s own terms is therefore a hollow form of hospitality. Odin (2001 [cited in Burwell and Huyser, 2013, p.10] takes this further to suggest that “hospitality is not so much a singular act of welcome as it is away, an orientation that attends to otherness, listening and learning, valuing and honouring” (p. 14). Regarding the purpose of providing hospitality, Oden goes on to say: “The host identifies with the stranger/guest and chooses not to live out of any privilege those resources offer, but rather to understand himself or herself as a recipient, too” (p. 26). This dialogic conceptualisation of hospitality is central to our study.

6. Tentative findings and conclusion.

Data have been gathered from the course, but we are in the middle of analysing these data and so will share initial analyses at the conference. The extracts below indicate how three teacher candidates understood and applied the concepts of invitation and hospitality during their one-to-one tutoring during the course. These have been taken from their final assessment portfolio.

Invitation is about recognizing people’s boundaries and trying to see the situation through the eyes of the other person, so thinking about how they might react to situations. It is about examining your own actions with an eye to being respectful. It is also about being aware of greeting and conversation conventions that are common within your own community and examining whether they are acceptable to everyone. This self-awareness is important with working with students from communities who have historically had negative relationships with mainstream communities because it means that you aren’t taking the interaction for granted. ... It means examining the messages that you are sending and how you are receiving the messages of others. It means becoming conscious in the ways that this is done both verbally and non-verbally. Further, through invitation you are also giving this student the opportunity to reject your offer. They know that they choose to be in this environment and interaction; it isn’t because they are forced to. It also welcomes the whole individual to the interaction and giving them the space to be present and make whatever contributions their wish to. It is not about the teacher directing conversation or
content; by agreeing to participate in the interaction the students is also agreeing to contribute and share. It makes the interaction less one-sided.

When critically analysing our tutoring sessions I found that when there was choice and power given to student C, she was much more willing to participate. Cultural responsiveness focuses on the ability to learn from, and relate respectively to others, and I found at the beginning I was not prepared to allow student C to play an active role. When I took on the teacher role and led the activity she would disengage and I was not prepared for this reaction. ... When student C had a say and was given the opportunity to interact on an equal level she did great. It was then that I realized that I need to be more hospitable and let student C show me what she knows and how she wants to demonstrate her knowledge.

Invitation and hospitality are part of creating a comfortable learning environment and most importantly building relationships with students. These concepts challenge negative historical educational relationships where students were expected to conform to what the dominant culture decided was the right way of knowing. Our schools in Canada are far from the residential schools that closed in the 1990s, but there still are some lingering oppressive qualities that need to be addressed.

It is too early to draw any conclusions from the project. However, we think there is enough evidence to suggest that a focus on invitation and hospitality has enabled teacher candidates to develop deeper understandings of culturally responsive pedagogies that are based on relational ways of being and knowing. A plurality of perspectives is needed to address socio-cultural, political, environmental and economic challenges, with critical intercultural dialogue being an essential part of this process; yet Education for Sustainable Development policies, although they acknowledge the relevance of intercultural dialogue, rarely promote it explicitly. Indeed, culture is often presented as a challenge rather than an opportunity to move closer to sustainability’ (Tilbury & Mulà, 2009, p. 16).

It is important to emphasize that sustainable development is an open concept which embraces different understandings. This plurality in understandings needs to become an invitation for dialogue to contextualize (culturally and regionally) the definitions. This pluralism should not be understood as a limitation or disqualification among the different opinions and views. (SEMARNAT, 2006, p.32, cited in Tilbury and Mulà, 2009, p.16).
We argue that a focus on multiple ways of being and knowing, including those of indigenous communities, is crucial for teachers and learners if we are to develop future citizens who are able to work towards a just and sustainable world. This is a project which explicitly seeks to centre other ways of knowing and doing, and to decenter the dominant ways that continue to divide the world in inequitable ways. Our teaching and research is a contribution to that goal.

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In Search of Core Values

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Abstract

It is widely acknowledged that effective ESD needs to be underpinned by personal values and conviction. A concern for social justice and equity is an integral component of sustainability thinking and a sense that we are doing the ‘right thing’ contributes to the notion that engaging with sustainability really matters. ESD is much more than simply learning specific knowledge and skills. To use a much quoted mantra, it involves the ‘head, hands and heart’.

Such perspectives play out in different ways in educational contexts. Hicks (2014) acknowledges his personal commitment to exploring just and sustainable futures, Booth and Ainscow (2010) focus on inclusion and our responsibility to future generations, while Parkin (2010) points out that a sustainability literate world view involves equity in international relations as well as in the use of resources. These various approaches all imply a moral dimension and are referenced to values.

This paper explores how tutors in a Faculty of Education at one UK University are attempting to foreground values and deeply held principles in their everyday work. As part of a staff development day, colleagues working in the primary phase met together to try to articulate the ethos which permeates their work. Five main themes emerged – community, respect, knowledge, evidence and innovation. These values have the potential to underpin many different types of work and to support ESD at a deep and lasting level. They also provide a moral compass against which to make judgements and strategic decisions.

Keywords: ESD, inclusion, social justice, values

Introduction

The debate around sustainability and the environment raises fundamental questions about what we value, what we think is important and the way that we live our lives. It calls into question the purpose of schooling and the nature of the society we want
to create both now and in the future. These are over-arching issues which are not just confined to ESD. They are legitimate concerns for all academic disciplines, and they impact directly on economics, politics, religion, literature, the arts, architecture, engineering and many other areas. Building the capacity of educators is vital if we are to develop an informed response to current ecological challenges. This paper explores the way that one university has begun the process of identifying and affirming the values and principles which might underpin this endeavour.

Why do values matter?

Put simply, values provide us with a sense a direction and help us to make choices and decisions in both our professional and personal lives. Booth and Ainscow (2011) see values as ‘fundamental guides and prompts to action’ which spur us forward (p21). How we derive our values and whether they are absolute or subjective are questions which have exercised moral philosophers and spiritual leaders from at least the time of the Ancient Greeks. Some people opt for theological interpretations – values are God-given and are part of a set of religious beliefs. Others favour social and cultural explanations which highlight the needs and welfare of groups. But values also operate on an individual and personal level. Altruism and self-sacrifice, for example, describe the way a single person behaves rather than the response of a whole group or nation.

Without trespassing further into this debate, it is interesting to note that modern neurological research is beginning to suggest that some socio-moral norms may be ‘hard wired’ and thus culturally universal (Goswami 2015). Even very young babies, for example, appear to have a sense of fairness and preference for helping rather than hindering others. Although further evidence is needed, such findings begin to suggest that the beliefs and principles which are central ESD could be based on innate human propensities.

There is a sense in which values need to be contextualised and applied in practice. It is easy to say that we believe in certain things but it is much harder to live by our ideals as conflicts often arise. For example, our loyalty to our friends and family may be at odds with our respect for authority. Or the people that we love may not always turn out to be the people that we trust. Furthermore, what we believe matters most in our private life may not always align with the ethos of our working or professional environment. Children too are liable to experience differences between the values that they experience at home and how they are expected to behave at school. It is important to recognise these tensions. Talking about what is most meaningful and important in our lives builds our understanding of ourselves and enhances our sense of identity, even if it doesn’t result in agreement. It also helps to stop us feeling unhappy, misunderstood or compromised.
Such dilemmas open up a debate about whether there is a hierarchy of values. Is love or loyalty, for example, more important than honesty or trust? Rather than seeking to establish an order or sequence, Booth and Ainscow (2011) provide an alternative model which illustrates how values interconnect with each other. Using the metaphor of a flower, they portray inclusion as the ‘stalk’ which, together with courage, compassion, trust and rights, provides the support for other values. The ‘petals’ are formed of a number of mutually reinforcing values such as community, equality, non-violence and other sustainability. Wisdom, love, joy, honesty and other positive qualities appear at the centre of the flower (Figure 1). For Booth and Ainscow the role of inclusion as a core principle is fundamental. If it is replaced by its opposite value, exclusion, all the other values change too. For example, courage is replaced by compliance, trust is replaced by competition and sustainability is replaced by exploitation. There would, of course, also be fundamental implications in terms of our behaviour and sense of priorities.
Opening up a debate

How then can educators, both individually and collectively, build their understanding of the values which underpin their work and develop common understandings? The cycle of strategic planning which schools and universities undertake provides a key opportunity to open up such discussions as a wide range of stakeholders are usually involved. At Canterbury Christ Church University, for example, managers, staff, students and governors have all contributed to a debate.
which has seen a steady shift towards sustainability perspectives. Ten years ago environmental issues hardly gained a mention. Now the latest strategic framework acknowledges the importance of building a sustainable future in both the mission and values statements. Furthermore, sustainability is explicitly identified as one of ‘six cross-cutting themes’ and it is implied in several of the others, especially internationalisation and employability (Canterbury Christ Church University 2015). In due course, the university’s achievements and progress will be evaluated against these criteria.

The restructuring of the Faculty of Education which was undertaken in 2014 provided a further chance for a fundamental review at a more specific level. This process involved a fundamental evaluation of roles and responsibilities and led staff to reflect on their practice in both private and public conversations. As they considered their fundamental beliefs, many colleagues referred to the distinctive ethos which they believed was widely shared across the Faculty. Features which stood out as particularly significant included a deep commitment to understanding learning and a concern for children and their various needs, coupled with a strong sense of collegiality. Such values, although implicit, are vulnerable unless publicly affirmed and are liable to become eroded by external pressures. It is for this reason that staff working in the primary phase met together for an in-service development event to try to further articulate their shared values and beliefs.

Building a consensus

Colleagues from the School of Teacher Education and Development began by exploring the terrain and entering into an open discussion about their values, visions and dreams. They then divided into groups where they could share and develop ideas in greater detail and begin to collaborate on building a consensus. Although there were no official convenors, one member of each group agreed to take notes to share with others and to compile a summary. There was tacit agreement that discussions should be positive and forward looking – this was not the forum for making complaints or sharing grievances.

After a lengthy and animated dialogue, each group reported back to the others to share ideas. The main points were written down as bullet points on a flip chart by the group spokesperson, together with any immediate observations or comments from other staff. Colleagues were also invited to provide individual feedback using post-it notes to capture wider, and possibly divergent, views. The format of the day and the spirit in which it was conducted was both affirmative and collegial. Amin and Roberts (2008) build on Wenger’s notion of a ‘community of practice’ (Wenger 1998) to recognise how impromptu networks can develop in situations where professionals come together to experiment and create new ideas. The way that colleagues engaged with the values discussion showed many of the features which
Amin and Roberts identify – including the untidiness that surrounds creative endeavour and the difficulties surrounding dissemination.

Figure 2: Five main themes emerged from the data

In order to identify an agreed statement of values, three colleagues with research experience agreed to undertake a more detailed analysis of the days’ discussions. The flip-charts, post-its and other notes were carefully scrutinised and categorised into emerging themes using a grounded theory approach (Glaser and Strauss 1967). Each statement was examined in turn and all three researchers had to agree that it had been correctly categorised and was genuinely rooted in what staff had written, both in spirit and in detail. After much discussion a set of statements emerged as succinct summaries which encapsulated the original notes and which articulated the ethos of the School in a meaningful way (Figure 2). There were five themes, each imbued with values:

**Community**: We learn from each other, through co-operation, collaboration and the building of quality relationships.

**Respect**: All learners need to be in environments where they are trusted, nurtured, loved and supported in becoming autonomous.
Knowledge: We believe in the importance of developing the expertise of all learners in all disciplines

Evidence: We recognise that the education profession must be underpinned by research, debate and the opportunity for critical reflection.

Innovation: We support each other to move beyond compliance by taking risks, being creative and thinking globally.

The next step was to report back to the School on what had been achieved and to discuss how the summary statements might best be used. In the ensuing discussions, questions were raised about how the values could be disseminated to students, whether they should be published and if they might be used for judgement or assessment. The values statements were also seen as important for informing all aspects of practice, including school partnerships, and as a base for programme and course development. Some colleagues challenged the extent to which the values reflected their personal views. Others affirmed that the process of discussion had itself reinforced the ethos of the School which had been the stimulus for the whole exercise. The debate continued.

Reflection and analysis

It would be an exaggeration to claim that discussing and agreeing values has transformed the practice of the Faculty or School. It has, however, had a significant impact. As well as being affirmative, the process has served to raise the profile of values and re-inforced their important in underpinning practice. An article about the process has been posted on the University blog (Barnes and Scoffham 2014). Colleagues are also clearer about the values that they share and better placed to talk about values in their work with students. Finding commonalities and affirming the deeper purpose of educational practice also seems to have been particularly helpful at a time of unsettling organisational change.

There are also signs that the values debate will have a more lasting impact. Candidates applying to work in the School of Teacher Education and Development are now made aware of its ethos when they come to be interviewed. The values which underpin the Christ Church approach to primary education are also included in marketing material. Interestingly, there has been an impact in other academic areas too. The new framework for sustainability which will be applied across the University now identifies a similar set of values as its ethical underpinning and has clearly been informed (and inspired) by the developments in the Faculty of Education.
How then do the general principles and values of primary educators relate to sustainability which is a much more specific area of study? At first glance, there might seem to be little congruence. The term ‘sustainability’ does not appear directly in any statements the educators devised, and terms such as social justice and global equity – two key values which are integral to ESD – are not identified either. However, a closer reading reveals that the foundations for sustainability education are embedded within all the statements. Taking each in turn:

1) **Community** Building and working with communities at both a local and global scale are part of inclusive practice and lead directly to considerations of equality and justice

2) **Respect** Learning to understand yourself, honouring the wisdom and experience of others and working collaboratively are key features of a sustainability mind-set

3) **Knowledge** Being sufficiently well informed about environmental issues is a basic requisite for wise decision making

4) **Evidence** Recognising research evidence that sustainability education involves overcoming hidden barriers and psychological resistance is essential if it is be effective

5) **Innovation** Being creative and adopting new approaches to environmental problems is essential if we are address global warming and other global issues

This overlap should not come as a surprise. The ethos which underpins sound educational practice is necessarily universal. What is much more interesting, however, is that ESD is not normally considered in such a wide context and is usually underpinned and supported by a narrower set of considerations. Concepts such as conservation, stewardship and resource management, whilst important, have limited application outside the world of ESD. Taking a different starting point has led to a much broader perspective.

**Conclusion**

Generic values such as the ones developed by the Christ Church primary ITE tutors need unpacking if they are to be applied to sustainability education. However, they have wide appeal and are relevant to many different contexts. The way they have been generated in an inclusive manner and the meaningful involvement of a significant number of colleagues is also important. Such an approach offers a model which could be re-interpreted in different settings.
Recent guidance for higher education providers from the Qualifications and Assessment Authority (QAA) now formally recognises the role of values in ESD. The guidance declares that ‘all graduates will share responsibility as stewards not only of the environment but also of social justice’ (p6). The guidance goes on to note that ‘the development of personal values is increasingly seen as important for professions where ethics and moral behaviour are a hallmark of good practice’ (2014 p6). This guidance is not unproblematic. There is deep seated unease in both schools and universities about promoting particular orthodoxies and ways of behaving. Bias and indoctrination stand in stark opposition to critical thinking and academic freedom. However, giving greater prominence to values and recognising them more explicitly might be one of the hallmarks of an increasingly confident and mature approach to ESD.

Whether we acknowledge it or not, values underpin all aspects of education at both an explicit and an implicit level. Basic decisions about learning and the selection of curriculum content are necessarily based on a set of beliefs and principles about the things which we believe really matter. But it is also important to acknowledge that the values dimension to education is much more prominent in some subject areas than others. In mathematics, for example, the subject matter is very often either abstract or neutral and there is a particularly strong emphasis on skills. ESD stands at the other end of the spectrum. Here a commitment to the welfare and well-being of others at an individual, local and global level is a fundamental pre-requisite. So too is a deep concern for the natural world and the health of the planet that sustains us. It is important to acknowledge this ethical basis, to find ways in which colleagues can develop shared values and to incorporate them appropriately in teaching programmes. Recognising the way that values interconnect and overlap is an important part of this process and exploring these complexities could be one way to develop an increasingly mature understanding of the role of sustainability perspectives in all aspects of education.

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Learning to Unlearn: Moving Educators from a Charity Mentality towards a Social Justice Mentality

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Abstract

Educators hold a potentially pivotal role in promoting a just and sustainable world for current and future generations. However, in reality, for many schools and educators, global learning begins with charity and fundraising or what Anderotti (2006) likens to ‘soft global citizenship’. This ‘charity mentality’ can distort people’s perceptions of other countries or peoples, particularly of those in the ‘South’. This paper discusses the possible negative outcomes of a ‘charity mentality’ and how engaging in critical reflections into local and global injustices, especially from the perspectives of others, educators can begin to disrupt the ‘myths’ about our relationship with the global ‘South’ and ensure a more equitable educational response to global issues based on social justice.

This paper endeavors to explore the potential of one of the six aims of the Global Learning Programme (GLP); to move educators from a ‘charity mentality’ towards a ‘social justice mentality’ and how we, as educators, can engender this ‘social justice mentality’ in ourselves and our pupils. Drawing upon research and qualitative evidence from my school-based action research study funded by the GLP Innovation Fund the paper examines interventions used in a twilight training scenario designed around the ‘learning to unlearn’ ideology to encourage a process of critical and reflective learning to produce a transformative move towards a social justice mentality.

Keywords: charity mentality, social justice mentality, transformative learning, critical thinking, critical reflection, teacher training, approaches to learning

Introduction

Drawing upon the initial findings from my school-based action research study funded by the GLP Innovation Fund, this paper introduces and discusses the potential of interventions used in a twilight session to encourage a process of critical
and reflective learning (learning to unlearn) to produce a transformative move from a ‘charity mentality’ towards a ‘social justice mentality’.

Outline:

1. Learning to unlearn
2. Charity mentality v’s Social Justice mentality
3. Research methodology
4. The Training session - Interventions
5. Initial conclusions

Learning to unlearn

‘The mind is not a vessel to be filled but a fire to be lit’ Plutarch (AD50-AD127).

Learning is, essentially, about moving the learner forward, whether it is their knowledge, skills, behaviour, understanding or initiating change. Our education systems for both children and adults generally reflect the constructivist theory of learning which throws up a number of issues, especially for trainers of Development Education or Global Learning. Our learners do not arrive in our classrooms ready to have their minds ‘filled’, but are individuals with their own construct of their immediate world and their ‘global’ world. The ‘landscape’ of their minds, as suggested by Piaget (1952) has been continuously built upon (assimilated or constructed) and moulded (accommodated) as the individual has tried to make meaning from the world around them. The ‘constructed world’ of the learner can significantly hinder real or deep learning as it relies on building on previous ideas to develop new understanding. These previous ideas may be distorted, shaped by various education initiatives, or overly impacted by influences such as media, family, social groups and the internet.

Spivak (2010) and Freire (1996) argue, and I am inclined to agree, that actively unlearning is an essential part of the process of deep learning. Through embracing a practice of deconstruction and reconstruction of knowledge (Campbell and Baikie, 2013) teachers can encourage critical and reflective learning or learning to unlearn which has the potential to result in a ‘major shift in perspective’ (Hoggan, Simpson and Stuckey, 2009, p.8).

Charity Mentality v’s Social Justice Mentality

‘Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary’. Martin Luther King, Jr.
Commentary and debate on charity is not new; philosopher J.S. Mills, writing in the late 1860s, criticized the lack or type of education of those providing charity. He argued that focusing on the ‘education of sentiments rather than understanding’ and ‘looking to immediate effects on persons and not to remote effects on classes of persons’ (cited in Saunders-Hastings, E, 2014, p.246) was ultimately detrimental to those they wished to aid.

Moving to the 21st Century I would argue that these criticisms of charity still hold true in terms of education; there is still too much emphasis on the helplessness of those in ‘need’ and the emphasis or ‘our’ role in solving the problem which, as Andreotti argues, just perpetuates an unequal relationship and continues a ‘colonial framing of the world’ (cited Tallon, 2012, p.7). This focus on the West’s responsibility for the South places those in the North in a position of power, creating a seemingly kind and benevolent master but a master nonetheless.

The charity mentality may have more recently been re-packaged into more palatable forms such as Band Aid, Comic Relief or through education initiatives such as active global citizenship but essentially the message remains the same; ‘we learn about you and we help you’ (Tallon, 2012, p.8), reinforcing that sense of responsibility without questioning why. This standard message promoting a charity mentality as the norm has the potential to distort people’s perceptions of other countries or peoples, and it can become a smoke screen behind which hide complicated issues and historical prejudices which allow the continuation of unfair practices and promote unbalanced societies. Andreotti likens it to a ‘sanctioned ignorance’ (2006, p.44) for societies of the West, preventing critical engagement whilst perpetuating the ‘myth’ of the West as the ‘good guys’ on a civilizing mission.

If we consider social justice mentality in relation to a charity mentality the main difference is that we remove the smoke-screen of ‘sanctioned ignorance’; by engaging in critical reflections into local and global injustices, especially from the perspectives of others, we begin to disrupt those ‘myths’ about our relationship with the global ‘South’.

It is suggested by Andreotti that education policies relating to the global dimension in England have provided a continuation of imperialistic thinking and encouraged educators towards a soft global citizenship (GC) approach to teaching and learning about the world. The tokenistic attempts at promoting the ‘Other’ through dance, art and music along with the images of poverty-stricken countries have unintentionally undermined educators attempts to engage their pupils with issues and possibly reinforced stereotypes and prejudices. I would suggest that much of what Andreotti calls soft GC can be compared to charity mentality with similar negative outcomes such as ‘cultural supremacy’, ‘reinforcement of colonial
assumptions’ and ‘uncritical action’ (Andreotti, 2006, p.48). It must be recognised however, that charity or soft GC is often the starting point into learning about global issues and development (Bourn, 2014) especially within schools, and therefore unlearning this bias is essential for educators in order to move forward towards a social justice or critical GC mentality.

**Research methodology**

**The participants – context**

A group of six teachers from the same primary school offered to take part in the research. The school is a Partner School with the Global Learning Programme (GLP). The range of teaching experience varied from between 1-5yrs (2), 5-10yrs (2), 10-20yrs (1) and one over 20yrs experience. Initially, all participants were requested to complete a Learning Needs Analysis (LNA) baseline on their understanding of the terms charity mentality and social justice mentality and to discover what ‘forms’ of Global Learning currently occur in school.

The training session was recorded, transcribed and analyzed; however, within the limits of this paper; I am only able to outline the interventions and the key findings so far. A full and detailed report for the GLP Innovation Fund will be completed by the end of summer. All participants were asked to complete a questionnaire a week after the session, which allowed time for reflection and any changes in practice following the interventions.

**The Training session - Interventions**

Employing the ‘learning to unlearn’ ideology, I designed the training session around the critical reflection process proposed by Fook (2006):

1. Unsettling or unearthing of fundamental assumptions
2. Potential for further reflection on assumptions
3. Breakthrough connections are made/recognizing the origins of assumptions
4. Evaluating assumptions against current experience/experiences of others
5. Old assumptions are reframed
6. Changes within practice based on new/reconstructed understanding

**The Interventions**

**Intervention 1: Framing (part 1) – Uearthing of fundamental assumptions**

Taking Andreotti’s (2006) suggestion of a ‘colonial framing of the world’ I adapted a ‘spectacles’ activity used in GLP twilights, using instead a frame to surround a world map, and asked the participants to write elements of their identity which
might influence their world view. The activity highlights how our influences, experiences and personalities can affect our perception of the world around us and draws attention to the fact that we ‘construct’ our world view based on those elements:

\[D\] – ‘You could write some of these down’

\[A\] - ‘I wouldn’t think of those . . . I am not middle-aged, married or a parent’

\[D\] - ‘I wonder if we see the world different, you and me.’

This activity set the scene for the ‘unlearning’ to begin.

**Intervention 2: Why are we changing the maps? – Unsettling and further reflection of fundamental assumptions**

The ‘unlearning’ or ‘deconstructing’ process was initiated using a clip from ‘The West Wing’ as used by Campbell and Baikie (2013) as a means of challenging assumptions and the notion of a ‘world view’. This proved a surprisingly ‘unsettling’ experience for the participants:

\[B\] - ‘You never think about it that way’

\[C\] - ‘Do you not just assume North is up?’

\[D\] - ‘You’ve freaked us out a bit’

It was also a liberating experience as it opened up new possibilities and avenues of thinking or questioning and was referred to throughout the session. The participants themselves rated this intervention highest in terms of impact.

**Intervention 3: Framing (part 2) - Breakthrough connections are made/recognizing the origins of assumptions**

This intervention was designed to mimic what Andreotti (2006) refers to as the ‘colonial framing’ of the world by introducing a ‘hidden’ frame of influences such as colonialism, Empire, media, to further challenge the participants’ assumptions and their origins.

\[C\] – ‘We should have a balanced view’

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12 ‘Why are we changing maps? https://www.youtube.com/watch?v=eLqC3FNOaI

116
D – ‘But we don’t have a balanced view do we? Because of the way we have been brought up and the way we’ve been taught these countries are portrayed.

Intervention 4: Box ‘o’ Poverty cartoon - Evaluating assumptions against current experience/experiences of others

Designed to push the participants into reviewing their role within social injustice, for as Bryan (2013) stresses we must recognize that our own lifestyles, actions and choices are part of a structurally unjust world. The intervention used the Box ‘o’ Poverty cartoon by Jen Sorensen and questions relating to Andreotti’s (2006) Soft v’s Critical GC;

- What is the problem?
- Who benefits?
- What needs to change?
- Why?
- What can individuals do?
- What are the grounds for acting?
- What are the benefits?

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13 http://jensorensen.com/2014/07/14/big-box-o-poverty/
Intervention 5: Soft GC v’s Critical GC – Old assumptions are reframed

This provided an opportunity for the participants to begin to reconstruct or reframe their new understanding around critical GC, thereby encouraging their future educational practice around a social justice approach. After an initial open discussion about the grid the participants were asked to consider their global learning activities in school and decide which were soft or critical.

The general agreement was that much of school practice focuses, as expected, on the ‘soft’ GC and, as participant D is quoted, ‘I think most schools would say that wouldn’t you?’

Various reasons for this were discussed such as their own confidence in teaching about the complex issues involved because ‘you shy away from stuff you don’t know’ (Participant D) and that soft GC presented ‘easier solutions’ (Participant B) for primary age children.

Evaluation/Follow-up review – Changes within practice based on new/reconstructed understanding

In order to analyse whether the intervention produced a transformative move towards social justice mentality the follow-up questionnaire was focused on impact in terms of the participants’ personal and professional perspectives and their educational practice. It also provided opportunity to review their understanding of social justice providing comparisons with the LNA.

The initial analysis of the qualitative data from the questionnaire show promising results in most areas;

Impacts on personal perspectives, for some, were profound:

\[D\] – ‘It has made me question my own life, my family life and my perspective on my teaching of geography and global issues’.

\[F\] - ‘I have been inspired to do some more research into the issues raised, reading papers and listening to talks to gain a deeper insight into some of the issues, particularly the issue of tackling poverty and providing education for all.’
While others revealed changes in attitudes and behaviour:

\[ B \] - I will now question and have a more critical view of things seen in the media and what I am being told

\[ A \] – ‘I am going to question everything’

In relation to teaching practice, the participants reported some changes in their approach to teaching and learning especially in terms of facilitating questioning and encouraging open dialogue:

\[ D \] – ‘In future I will be a lot more careful about giving a balanced view of things and making sure that the information I give the children is correct. Or if I don't know – putting it out there for discussion’

\[ B \] – ‘I encourage the children to question more and to find out why’.

One participant demonstrates a ‘shift’ from the charity mentality or focus to a more critical/Social Justice approach:

\[ F \] – ‘When discussing the 'send my friend to school' campaign with my class, I ensured that I guided the discussion beyond the idealistic idea of building schools in villages in Africa by discussing the issues of safety, resources, expertise etc. I also asked the children to think about possible reasons why some countries do not have the same opportunities for everybody’

When asked about whole school impact, the participants reported some potential changes;

\[ F \] – ‘I think that as a school we will look into more detail about the subjects that we deliver making sure that we are providing the children with a non-biased up to date education’.

\[ B \] – ‘I think we may be less willing to join in with the loudest shouting charities and instead focus on something that we have really looked into and researched.’

Interestingly, although the responses to the questionnaire proved positive in terms of moving towards social justice/critical GC, when asked about the importance of schools teaching and learning about social justice the responses were split;

\[ A \] – ‘Yes, the children need to be aware that it is much 'bigger' than just charity/ 'soft' Global Citizenship. However, I do feel that Primary School children are too young to understand what is going on’.
‘Children often see charity videos etc linked to Africa and poverty and rarely discuss issues beyond this. Discussing issues such as homelessness, poverty in England, gay rights and inequality in general may give the children situations and contexts more accessible to them and make them realise that Social Justice extends beyond poverty in Africa’.

Initial conclusions

First impressions from the dialogue and qualitative data do show a promising trend or a significant shift in perspectives and practice by many of the participants. Further analysis of the dialogue and feedback from the planned follow up interviews will reveal more detail and whether the impact felt initially by the participants would continue its momentum once the teachers were back in the classroom and other pressures came into play. Realistically, in the scope of this small research study, I would suggest that full transformation might not be the goal and it is difficult to qualify, as Bourn (2014) argues, that simply judging success based on participants’ changes in views or actions is too simplistic. That being said, in light of the work so far I would suggest that promoting the skill of critical reflection or learning to unlearn amongst teachers is very valuable for their practice and would go so far as to suggest it could become a pedagogical skill. The ability to engage in critical thinking with their peers and their pupils as an approach to learning has the potential to engender a culture of transformative learning.

In terms of educators and a social justice mentality, Bryan et al. (2009) suggest that its importance has been amplified with modern globalization and the realization that many issues are indeed global ones which ‘transcend national borders’ (2009, p. 21). If this is the case, the role of educators in encouraging young people to develop a social justice mentality is more significant than ever, as is the need to overcome a charity mentality and see beyond our colonial psyche to engender a truly equal global society.

References


Teaching Business and Sustainability to Undergraduate Students: Paradoxes and Challenges

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Abstract

One of the aims of university education is to prepare young people to be responsible citizens for the future. This paper explores how business school students can be introduced to some of the key ideas of business sustainability and equipped with some of the tools to deal with its challenges. Galea (2004) argues that a mixture of knowledge and skills are essential, but the question remains about what can be achieved in practice. Additionally, Stibbe (2011) draws attention to knowledge of sustainability together with skills, attitudes, competencies, dispositions and values which are all necessary for thriving in the 21st century, thereby adding a further level of complexity.

The concept of sustainability is complex, and so it is hardly surprising that there is no universal agreement as to how it should be taught. Banerjee (2004) suggests that within business schools, a critical approach can be achieved.

Being a module leader for Developing Sustainable Enterprises at Canterbury Christ Church University gave me the opportunity to innovate. The research reported here highlights how interactive teaching and collaborative learning can impact on student experiences.

Feedback data from students has been very positive in a number of pedagogy areas: achieving intended learning outcomes, module content, learning and teaching approaches, assessment, learning resources and support/supervision. Preliminary research indicates that the module has contributed to their understanding of the relationship between business and sustainability and that business has a greater role to play in addressing sustainability challenges; addressing sustainability challenges is the concern of everyone. Students now realise that sustainability is more than recycling. It poses fundamental dilemmas about the structure and purpose of the market economy.

Keywords: sustainability, business, sustainability literacy, active learning
Introduction

The concept of sustainability is increasingly recognised as important by both corporations and universities, but its precise meaning is difficult to define. Business approaches to sustainability derive from the definition of the Brundtland Commission (1987, p. 8): ‘(Economic) development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs.’ This definition challenges the perceived wisdom and boundaries of business, which centres on economics, products and markets, to embrace social and environmental concerns. At the same time it raises difficult questions about the current economic systems and related business models which have an impact on traditional business education.

Sustainability is a contested term. It is sometimes used interchangeably with other notions such as corporate citizenship, corporate social responsibility, and corporate sustainability. Some see sustainability as a strategy for risk avoidance; however other sees it as a public relations exercise or a marketing tactic. Each of these positions can be interpreted in different ways, and so it is hardly surprising that there is no universal agreement as to how sustainability should be approached or taught.

A number of frameworks have been proposed to help managers incorporate sustainability into management practices. For example, the Triple Bottom Line (Elkington 1997), also known as People, Planet and Profit, is one such framework, which has been widely adopted to help companies account for their social, economic and environmental performance. It could also be used as an analytical tool to help students understand how organisations approach sustainability and how the three elements are inextricably linked.

According to Stubbs and Cocklin (2008), teaching students to approach sustainability from different perspectives can help to broaden their mindsets about sustainability and make sense of the assumptions that underlie organisation actions. For example, the neo-classical perspective is built on the assumptions of unlimited economic growth via free markets and increasing consumption of products and services; the ecological perspective challenges the idea that growth can go on forever in a finite environment (Schumacher 1973). It promotes the intrinsic values of nature and ecosystems which are viewed as having inherent worth independent from human value judgement. Ecological modernisers also do not believe that growth can continue forever in a finite world. They regard improving human welfare and environmental stewardship in addition to economic prosperity as essential. Each of these paradigms reflects a set of shared fundamental assumptions about sustainability and they have an impact on business ideas and decisions.
One of the features of sustainability problems is that they are often no clear solutions. Issues such as climate change, social justice, food security, resource depletion and ecosystem decline are often described as ‘wicked problems’. Rittel and Webber (1973) describe wicked problems as having no precise formulation, have no definitive results, are non-soluble, have irreversible consequentiality and are essentially unique. This implies that tackling sustainability challenges requires new competencies. The conventional ‘problem-solving’ skills with which business school students are familiar for solving well-defined problems may be inappropriate for solving complex issues of sustainability. Instead, developing the ability to think systematically has the potential to encourage holistic approaches to complex sustainability problems. It is suggested that using learner-centred approaches such as case studies and problem-based learning can help reorient learners’ worldview and also their thinking and practice (see for example Stibbe 2011).

As far as higher education is concerned Business Schools have a key role in preparing students for the future. The Higher Education Funding Council (HEFCE) acknowledge that

The greatest contribution higher education can make to sustainable development is by enabling students to acquire the skills and knowledge that allow them to make a lasting difference. What they learn and what they are taught are therefore critical. (HEFCE, 2008, p.15)

More recent advice from the Quality Assurance Agency (QAA) emphasise education for sustainable development as the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic well-being, both in the present and for future generations (QAA, 2014). In line with this trend, sustainability-related subjects have now been offered by many Business Schools. The growing interest in sustainability has resulted in calls for business schools to educate socially responsible and ethically aware graduates. However, such initiatives pose some difficult educational challenges on how best to integrate sustainability into course offerings and how it should be taught.

**Teaching approaches to /methods for sustainability**

The controversial nature of sustainability issues makes it challenging for educators to address in existing courses. Banerjee (2004) suggests that within Business Schools a critical approach can be achieved through a multi-disciplinary and critical analysis of the way sustainability is theorised and practised in management. Benn et al. (2015) advocate the use of boundary objects (eg case study of an archetypal sustainable business, the concepts of wicked problem and circular economy, news report, video cases, and sustainability concepts) to widen perspectives on
sustainability as a broad-based problem with social, environmental, economic and governance implications. To thrive and survive in the 21st century, Stibbe (2011) recommends the development of sustainability literacy (skills, attitudes, competencies, dispositions and values, in addition to subject-specific knowledge) through active learning of self-reflection, self-directed enquiry, learning by doing, engagement with real life issues, and learning within communities of practice. Such varied and wide ranging proposals suggest the need for innovation and reform in business education for sustainability.

**Developing Sustainable Enterprise Module**

In devising a new model on Developing Sustainable Enterprise module, I decided to define sustainability as a way of thinking about the relationship of business to society on the basis that business and society are not separate entities – they are mutually interdependent.

The module was offered for the first time in 2014-15 to a group of 60 second year Business School students as an option. The module aimed to introduce students to the key concepts and challenges of business sustainability, and to develop sustainability literacy skills – key skills for the 21st century which also fitted neatly within the strategic objective of the university where I work. Sustainability has been adopted as one of six cross-cutting themes within the latest strategic framework.

The module spanned a period of two terms (22 weeks). The taught sessions consisted of weekly lectures and seminars with accompanying readings centred on a sustainability topic. In addition, students were expected to devote personal time and resources to independent learning.

**Background of students**

Students had no prior knowledge of business sustainability, but had all studied accounting, contemporary issues, economics, management, marketing, and applied statistics in year one. Approximately half of the students were in part-time employment and so were familiar with business operations. The student group was diverse, consisting of both UK and European students, of which there were 14 female and 46 male students.

**The module content**

The module content was organised under three broad themes: a) The context of business, which explores the relationship between sustainability and business, and the specific sustainability challenges confronting business; b) The role of leadership, strategy, innovation for sustainability, finance and investment, partnership and business competencies for sustainability; and c) The way other
segments of society, from government to consumers, are reacting to sustainability challenges and future thinking of the business-sustainability relationship.

**Teaching and learning methods**

A wide range of teaching and learning strategies were adopted to promote active learning and help students develop knowledge and sustainability literacy. These include interactive lectures and seminars, visiting speakers, outdoor exercises, reflective exercises, critical incidents, news articles, video cases and case studies, and use of scenarios. Experiential project work and problem-based learning assignment presented two novel assessment tools.

**How the students responded**

At the end of the module, students were asked to reflect on their learning experiences in the areas of knowledge and understanding, teaching and learning methods, and assessment. Their reflection revealed very positive responses. Below are key themes that emerged from student summative commentaries.

Student reflection revealed a growing awareness of sustainability and implications for business. One student said that ‘my knowledge of sustainability has expanded past basic green methods of sustainability to a more advanced perspective of how a business must place sustainability at the centre of its agenda, how the business policies impact consumers and other major stakeholder, not to mention the planet’. Another student declared that ‘Sustainability is not just about recycling – it is about business operations that benefits society and environment’; a third identified the potential for incorporation into future business practice. A fourth added ‘I have become more open-minded and have started to see things from different perspectives’. Such responses show students responded to the module at a deeper level and can see how their new learning related to practice.

Feedback revealed that some topics were more successful than others. For example, the topic of sustainable consumption and production was particularly popular. The range of materials and use of examples received favourable comments such as ‘topics and examples are current and extremely relevant to business’; ‘the range of topics was broad and diverse – very interesting’; ‘lots of interesting examples which I didn’t know before and they helped to bring theory to life’. This feedback suggests that students react to learning materials which have personal meanings to them.

Students responded well to the range of learning and teaching methods. They valued the variety and the inputs from invited guest speakers which helped to bring a business context to the classroom. One student said that ‘as a visual learner, the
video clips, news reports and case studies have helped me learn’ which highlights the strength of using vivid examples and creativity to enhance learning.

Most students disliked in-class writing, but enjoyed the lively discussion. They remarked that ‘everyone can contribute in this class’ which implies the classroom atmosphere was inclusive.

The range of assessment methods was commented on by most students. The experiential project work was singled out as ‘engaging, challenging, helped us think about sustainability in a business context’. ‘It was a new and effective way of learning’ – a view that was shared by all students.

A number of students found the follow-up group assignment difficult and managing group members as the main barrier to learning. Since effective group work requires an intricate set of skills, for some students further development is still desirable.

Many students appreciated the opportunity to choose their own topics for the problem-based assignment – they found this approach motivates and engages their interests. One student said ‘I found choosing a topic, developing and identifying the question difficult at first, but I learned so much from doing the research and the reading’. Such remarks indicate that students have a positive attitude towards activities that match their preferences and are open to student leadership and empowerment.

**Tutor reflection on the challenges**

Although the overall impact of the module on students was indeed positive, I do not want to create the illusion that there were no difficulties. There were a number of challenges; perhaps the most significant were:

Approximately 20% of the students were unable to engage with the module fully. Timetabling issues, paid-work commitment, family and personal problems, pressures of other assignments and sickness were cited as the barriers to learning. Some students also underestimated the amount of independent studies they were required to do. The lack of critical thinking skills and failure to undertake background reading compounded their weaknesses.

For the tutor, developing adequate subject knowledge and innovative teaching materials were a key challenge; offering relevance and meaningful learning experiences had meant that considerable time and energy were needed in research and learning. However, one of the benefits is that it has proved possible to incorporate research into the module and to share the findings with colleagues.
The pressure of managing the paradox of delivering sustainability topics which students should learn and meeting student preferences which affect their perception of the quality of the learning approaches added another dimension to the complexity.

**The way ahead**

Despite these challenges, setting up and running this new module has been interesting and fulfilling in terms of my own personal development. It has been rewarding, too, to see my students develop and mature in their thinking – a substantial and worthwhile achievement!

Thinking ahead to the future, I have concluded that the competencies needed for teaching sustainability are not dissimilar to implementing sustainability in organisations. Subject knowledge together with the qualities of consideration and empathy, integrity, cross-cultural awareness, mutual respect, open-mindedness, and stakeholder engagement are fundamental in transforming student learning.

**References**


Into the Vortex: Exploring Curriculum Making Possibilities that Challenge Children’s Responses To extreme Climate Events

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Abstract

Our study continues to explore the power of an eco-playful pedagogy and builds upon our previous work with ITE students as curriculum makers who possess powerful potential to make a difference to the world (Witt and Clarke, 2014). This paper reports on a case study, which illustrates our notion of curriculum making as a ‘vortex’. We invited our students to engage with playful pedagogies that offer an educational response to sustainable development issues (UNESCO, 2014). We cast our aspiring teachers into the turbulent flow of alternative perspectives and deep learning to design meaningful curriculum opportunities for Education for Sustainable Development. Building children’s capability to cope emotionally and practically in the face of extreme climate events provides the context for our work. We report on research completed with twenty five final year primary ITE science and geography specialists and 90 Year 6 children at a Hampshire Primary School. In an imaginative storied approach to real world global and environmental issues, together we explored the possibility of using small world play to develop children’s deep knowledge and understanding of our complex and dynamic earth. This positioned the children as powerful problem solvers who could readily take an active role in supporting local communities during an extreme weather event. Our data from student and tutor reflections and evaluations, photographs, field notes and children’s work captures this experience, and the findings suggest that a range of carefully planned activities can encourage children to take a proactive response to ‘disaster risk reduction’ (UNESCO, 2014). The ITE students guided the children to create models and to engage in role play that developed empathy for, and understanding of, possible future scenarios within their own neighbourhoods. These activities channelled the children’s natural curiosity, invited them to participate in a collaborative enquiry as they rehearsed environmental change events and developed skills of critical literacy. We conclude that such an approach can be challenging for educators as they are often working at the limits of their comfort zones deep within the complexity of the curriculum vortex. It is proposed that this work will help student teachers and their children to envision and shape a
more sustainable future as young citizens who are capable of taking a solution focused role.

Keywords: curriculum vortex, extreme weather events, eco-playfulness, imagination, agency, hope

Eco-playfulness for hopeful perspectives

Opportunities for curriculum-making deepen and strengthen the initial training of teachers. As tutors, 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. We cast our aspiring teachers into the turbulent flow of alternative perspectives and deep learning to design meaningful curriculum opportunities for Education for Sustainable Development (ESD). This experience prompted us to explore the knowledge, skills and values required of young professionals in facilitating a meaningful curriculum for ESD. Tackling climate change with young learners is potentially problematic due to its complex, challenging and controversial nature. In addition, this topic often elicits a doom-laden, catastrophising approach (Weintrobe, 2013). An eco-playful pedagogy (Witt and Clarke, 2014) takes a more hopeful perspective, inviting openness and honesty. Climate change education, handled in an age-appropriate and sensitive way (Sobel, 2008), equips and empowers children for the future. Such outcomes offer hope in uncertain times (Hicks, 2014).

Big and little stories

The creation of learning spaces for our ITE students is integral to our practice, and these spaces should take into account both the “little” stories of the individual and the “big” stories of the disciplines and traditions’ (Palmer 1998, p.76). To begin our encounter, we immersed a group of final year undergraduate primary education students (geography and science specialists) in experiential fieldwork in the village of Selborne, Hampshire (see Witt and Clarke 2012, 2013, 2014). Multisensory encounters in the natural world engaged these becoming teachers in reflection on place, nature and connectedness. We then focused on the student teachers’ role as curriculum makers: a role in which they are required to balance their own experiences, their professional knowledge and skills and children’s expertise as learners.
The ‘curriculum vortex’ explored – movement and flight

We previously proposed the metaphor of the curriculum as a ‘vortex’ to represent the dynamic processes involved in planning learning for children. There is considerable momentum and energy in the complexity of curriculum planning, and students are required to ‘move, stretch, twist, and interact’ with ideas in complex ways as they respond to encounters with children and their world (Witt and Clarke. 2014). Figure 1 represents this metaphor, which ‘draws in’ many elements of the ESD curriculum.

Figure 1: The curriculum vortex (Image: Manley, 2009)

This vortex analogy invites student teachers to begin curriculum making ‘from anywhere, to pick up from the middle and to create a path or multiple paths’ (Coley, Lockwood and Meara, 2011). A ‘rhizomatic’ principle suggests space for experimentation, play and discovery of potentialities and allows an ESD curriculum to be ‘spontaneously shaped, constructed and reconstructed’ by experiences through ‘multiple entryways and exits’ developing ‘lines of flight’ (Deleuze and Guattari, 1988, p.21). Through taking an open and broad approach that simultaneously layers experience, place, teacher and learner these multiple trajectories avoid an ESD curriculum that is disconnected from reality and from children. Our students were encouraged to find their own new trajectories to seek innovative and creative ways to approach ESD. We hoped to unsettle the status quo in relation to their own experiences, personal knowledges and perspectives; to lead them into ‘the domain of potentialities’ and direct them towards ‘becomings’ (Dahlberg and Moss, 2009, p.x).
Into the vortex – energising learning

In the context of ESD, we explored the notion of curriculum vortex with the students to provoke their thinking, reflective and evaluative skills and to scaffold links between theory, experience and practice. In an act of co-construction, this discussion was also a pre-cursor to planning activities in school.

Figure 2: ITE students working with the vortex

We encouraged the student teachers to identify resonance (Somerville, 2008) within their thinking. One student saw the vortex as a way to represent ‘connections and interconnectedness between places, ideas, themes and people’. Another viewed the curriculum in a vortex as ‘flexible – something that can be moved, stretched twisted and interacted with’. For some, the metaphor captured the way ‘ideas are always changing, they are dynamic – they progress – and focus your interests’. Possibilities within the vortex were recognised for ‘energised learning carried out at an appropriate pace’. These ideas extended our notion of the curriculum metaphor, which was then enacted and embodied through our work in school.

Working in the vortex – taking flight as curriculum makers

We used a process planning model (Clarke and Witt, forthcoming) to guide the students in preparing for school-based work with ninety Year 6 children at a Hampshire Primary School.
We introduced an imaginative and storied approach to real world global and environmental issues. Together we explored the possibility of using small world play to develop children’s knowledge and understanding of extreme weather conditions. The aim was to position the children as powerful problem solvers who could readily take an active role in supporting local communities during such an event. As tutors, we recognised that the students faced aspects of uncertain subject content, unfamiliar pedagogy and in an unknown setting. We took a guiding and mediating role to support students to be flexible, spontaneous and responsive to the learners and their local context. This paper draws on tutor and student field jottings, photographs, online discussion in a ‘Patchwork Text’ format (Ovens, 2003), focus group conversations and the children’s responses. The data illustrates the developing practice of tutors and students and also emerging themes, which offer an interpretation of the knowledge, skills and values employed by this group as they engaged in ESD.

**Reflections on context**

Children were given opportunities to explore their school grounds as a way to elicit discussion about microclimates and familiar weather phenomena and to establish a context for problem solving. They observed their environment, experienced the elements and reconnected to significant places. Some children took miniature figures to seek a different view, to consider scale and perspective and to discuss scenarios. Children were then invited to engage in place-making by creating small worlds in a plastic tray; these small worlds would later be affected by simulated extreme weather events. The children drew on their familiarity with local landscapes and used a range of natural and man-made materials to re-construct
features in an act of creation, which was ‘central to the thinking process’ (Robertson, 2014, p.75).

**Figure 4: Exploring the school grounds**

![Image](image1.jpg)

In evaluation activities, Student J identified developments in her own practice and reflected on the value of a playful approach to ESD. She acknowledged that small world play was a novel approach for her. She dealt with uncertainty and evaluated a new strategy. She supported the children to negotiate a human response to a physical phenomenon. She made explicit links between theory and practice:

> *The idea of small-world play was something new to me. Once we got into school I was really interested to see how the children would react and they seemed to really enjoy it. All of the children were thoroughly engaged with the activities they were given. We decided to plan the activities around the school as it is a familiar area for the children so that they could fully immerse themselves in the concept of storm defences. By using the school the children were able to recreate similar landscapes in their trays, which created a higher level of discussion. As Loxley, Dawes, Nicholls, and Dore (2010) suggest, the context in which enquiry is carried out gives it purpose and meaning. Effective contexts are those which are already familiar to the children and make their enquiries personally significant. The children could easily relate to the idea of a storm coming to the school.*

**Reflections on real world learning**
Students introduced a forthcoming weather event into the scenario in a variety of ways. They utilised video clips, weather forecasts and television and radio news reports to prompt the children to talk about existing knowledge of weather events and also to discuss the experiences of others. The students then asked the children to plan for such an event in their small worlds. To simulate extreme weather events children flooded their small worlds, created snow blizzards and modelled storm conditions. They then enacted and evaluated their risk management strategies. The children experienced agency and took control of situations.

Figure 5: Constructing small world flood defences

Student T identified the value of real life scenarios. He recognised familiarity, yet challenge on a scale where the children could respond with a practical solution:

*I really liked how the morning’s activities were about a problem which had to be faced – the storm which was forecasted to occur soon. This is a real life problem and I think it is something the children could relate to ... the children brought their own experiences and knowledge to the conversations.*
Student J was explicit about the enquiry based nature of her approach to ESD:

_The puzzle of our session was to investigate how the school could be protected if there was a flood. The children were immediately intrigued by the situation. Throughout the activity, it was interesting to see how it enabled the children to engage with the investigation ... they discussed their ideas and established new ways to protect the school from flooding. I would definitely use this method again as it gave the children a different perspective to work from._

Student J was tentative in her realisation of possibilities for practice:

_It seems by immersing yourself in imaginative teaching you can promote deep and meaningful learning opportunities for the children._

Student L shows a more confident pedagogical knowledge in the identification of higher order thinking in the investigation:

_The children in our group started to show some aspects of meta-cognition by evaluating where they were and where they wanted to go next. This was displayed when one student asked to flood the tray again faster, in order to see if the sandbags would work as well._

**Reflections on small world play**

Small worlds are vehicles for teachers to support children in working through life’s events. Small world play ‘excites, emboldens and empowers’ (Bromley, 2004, p.1) and enables abstract ideas of the potential effects of climate change to become accessible to learners. This approach starts from ‘inside the child’s world, recognising children’s inherent fascinations with nature and with people, and then builds from these starting points to create sturdy community valued knowledge’ (Sobel, 2008, p.3).
Student L reflected on the potential of play beyond the early years to explore ESD issues:

*I liked the idea of using creative contexts, having used them regularly when working with infants, but was unsure as to how this would work with juniors. I was worried that they would be less enthused to use their imagination in the activity. However, I found the children extremely receptive to the activity, even excited at the prospect of creating and protecting ‘their school’.*

Student L was cautious about opportunities to apply their new approach in practice:

*There is definitely space in today’s classroom for imaginative play and thinking, but not as often as we might like. Time is a valuable resource and there is just not enough of it to do all we would like.*

Student C responded to her peer:

*I like the honesty in your reflections about standing back and letting the children take the role of active investigators. It is often hard to stand outside the process of learning, when experiences like this promote so many opportunities for further discussions and build on understanding.*

Student L linked her observation to an implication for practice and identified the value of the miniature:
I found the use of small-world play focused the children's attention. I found they also tried really hard to think about the scale of what they were making in the tray.

Student I recognised theoretical significance in the use of small worlds:

In working with the children in the group it offered me insights into how to incorporate the use of role play and small world enquiry to elicit understanding about weather and its consequences. Craciun (2010) also highlights the importance of using role-play in science as part of the constructivist idea of active learning.

Reflection on positive outcomes

The small world scenarios reported here promoted sophisticated and personal responses, mediated by student teachers, using positive playful approaches. The children devised safe rehearsals of potentially serious real world events. Figure 7 exemplifies children’s thinking about risk assessment and management.

Figure 7: A small world representation of the school and school grounds, protected from a flood. Children’s responses show critical thinking and evaluation skills.
For the student teachers too, a positive outcome is important when they have been challenged in the vortex of curriculum planning and are working outside their comfort zones. For Student L, this work challenged her experience and offered new perspectives on practice:

The idea of a small-world enquiry unsettled my notion of curriculum experiences. The use of this imaginative teaching seemed abstract to me and I was unsure how Year 6 children would engage in an activity that was highly dependent on their imagination. However, Fettes (2005) notes that imagination is central to the process of becoming a teacher by requiring us to use our senses beyond the visible world. I found I had to become more open to a new creative teaching method which made me engage more with the task. I can see that the small world was something they all engaged with and the size helped to focus
their attention due to the higher concentration level the small scale required.

ESD - knowledge, skills and values – for ITE students

Our observations and dialogue with student teachers as they engaged children with issues of environmental change extended our thinking about the knowledge, skills and values required of teachers in facilitating a meaningful curriculum for ESD. The findings of our study show that students could articulate, both in discussion and practice, their emerging awareness of guiding principles of how to teach challenging, dynamic issues. Curriculum making requires student teachers ‘to balance several competing priorities … and thus places a sophisticated form of curriculum thinking at the heart of what it means to be(come) a teacher’ (Lambert and Biddulph, 2014, p.4). Figure 8 summarises the students’ view of these guiding principles with regard to the knowledge, skills and values that underpin playful and positive learning experiences for children. These emerged as significant implications for our students’ practice. The views offered here are not a definitive list, but are a summary of findings to date and a stimulus for others’ thinking.

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<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Values</th>
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<tbody>
<tr>
<td>Personal experiences, which bring personal knowledge</td>
<td>Reflection</td>
<td>Curiosity</td>
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<tr>
<td>Discipline subject knowledge, in this case geography and science</td>
<td>Humanity, human response</td>
<td>Respect for children’s agency and teachers’ agency – in a democratic approach to ESD curriculum making</td>
</tr>
<tr>
<td>Interdisciplinary knowledge – of sustainability</td>
<td>Flexibility and adaptability in planning</td>
<td>RESPONSIVENESS TO CHILDREN</td>
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<tr>
<td>Theoretical knowledge – of children’s learning and of human response</td>
<td>Creative and innovative curriculum making</td>
<td>Creativity</td>
</tr>
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<td>Pedagogical knowledge</td>
<td>Willingness to try new ideas, take risks, deal uncertainty – of ideas and responses</td>
<td>Playful experiences</td>
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<td>Self awareness – of reflection</td>
<td>Positive playfulness</td>
<td>Imagination</td>
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<td>Confidence using the outdoors</td>
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Figure 8: Knowledge, skills and values of student teachers that underpin playful and positive learning experiences for children.

ESD – the human dimension

We are prompted to reconsider some vocabulary surrounding ESD. The term ‘capability’ suggests a finite extent of an individual’s ability. The term ‘competence’ denotes the ability to do something efficiently rather than deeply. The term ‘capacity’ suggests the maximum amount that might be contained or produced. We want our students to be more than capable, competent and capacious. Our work with these students has given us a different perspective, one that has helped us to reframe our view of ESD. It has also captured complexity, nuance and, above all, the human dimension. Our study suggests that educators would be well served by a more positive vocabulary, one that is couched in humanness. Humanness allows certain affordances in education; relations between the children and their environment afford opportunities for them to act for that environment. We frame curriculum making as a way of being, of ‘designing teaching and learning in an interactive, learner centred way, that enables exploratory, action-oriented and transformative learning’ (UNESCO 2014, p.12). Indeed, an eco-playful pedagogy enhances the work of educators and prepares for hopeful futures.

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Teacher Education for Equity and Sustainability Network (TEESNet)
8th Annual Conference