Cultivating Green Roots

A Practical Guide to Climate Change & Sustainability in Your Schools and Classrooms

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• Educational consultant
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• >20 years’ experience in education
In this webinar...

- Navigate some key principles of climate change and sustainability education

- Uncover practical guidance for schools, teachers and learners to engage with climate change and sustainability education

- Reflect on your current practices and identify opportunities to promote sustainability awareness and agency
KEY PRINCIPLES
Key principles:

A whole school approach
Key principles:

Interdisciplinary approach and learning about systemics
Key principles:

Strong subject knowledge and secure skills across all ages
Key principles:

Action-oriented learning and the development of agency
Key principles:

Pluralism and the ethical dimensions
Key principles:

Local relevance and global citizenship
Key principles:

• Whole school approach
• Interdisciplinary approach and learning about systemics
• Strong subject knowledge and secure skills across all ages
• Action-oriented learning and the development of agency
• Pluralism and the ethical dimensions
• Local relevance and global citizenship
GUIDANCE FOR SCHOOLS AND THEIR COMMUNITIES
A whole school approach:

• School ethos
• School policies
• Community partnerships
• Curriculum design

https://unesdoc.unesco.org/ark:/48223/pf0000246740
Towards transformative education

Cambridge Pathway
A clear path for educational success from age 3 to 19

Cambridge Early Years
Age 3+
- A play-based programme, with:
  - A holistic curriculum
  - Engaging resources
  - Support to measure progress
- 6 curriculum areas including Personal, social and emotional development

Cambridge Primary
Age 5+
- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to understand potential
- 11 subjects including English, Mathematics, Science, Computing, Art & Design and Wellbeing

Cambridge Lower Secondary
Age 11+
- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to understand potential
- 11 subjects including English, Mathematics, Science, Computing, Art & Design and Wellbeing

Cambridge Upper Secondary
Age 14+
- Broad, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to predict performance
- Cambridge IGCSE: 70+ subjects
- Cambridge O Level: 40+ subjects
- Cambridge IGC

Cambridge Advanced
Age 16+
- In-depth, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to predict performance
- Cambridge International AS & A Level: 55 subjects
- Cambridge AICE, Cambridge IPQ

GLOBAL PERSPECTIVES

Cambridge Professional Development for teachers and school leaders

Making a difference
Learners will explore sustainability and its impact on wellbeing, ethically sourcing everyday items, and protecting and improving the local environment. They will understand the concept of justice and the United Nations Convention on the Rights of the Child, and explore how to address inequalities and take responsibility in local communities.

Ready for the world

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
Global Perspectives – transforming education

• Develops transferable skills

• Discovering, exploring and respecting different views

• Topics of personal interest and global significance

• Agency - Personal & collective investment in action

• Includes sustainability in the aim of the curriculum
Sustainability education - Global Perspectives

- Experiential and place-based learning
- Critical and systemic thinking
- Action and civic engagement
- Holistic development of the learner
Reflection on a whole school approach

- Are climate change and sustainability values included in your school’s vision, mission statement?

- Do members of your school’s community share a common understanding of what climate change and sustainability education means? What opportunities can you create for this to happen?

- Do you have specific policies that address these issues?

- How does the school engage with external partners and organisations to enhance climate change and sustainability education?

- What barriers do you face and how can these be removed?
GUIDANCE FOR TEACHERS
Curriculum coherence

What is taught should be learning-objective led not activity-led
Assessment focuses on the content of the curriculum

Assessment reports indicate what should be retaught

Curriculum
The required knowledge understanding and skills

Learner objectives

Pedagogy
The approaches that help teaching and learning to take place

Assessment
The process of finding out what learners have learned

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Content:</th>
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<tbody>
<tr>
<td>Textbooks (fiction and non-fiction, and scientific reports and publications)</td>
<td>Content which explicitly addresses aspects of climate change and sustainability education</td>
</tr>
<tr>
<td>Identify examples from current practice in your subject area</td>
<td>Identify examples from opportunities for integration in your subject area</td>
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Effective communication: from competence to confidence
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<tr>
<td>Learners work collaboratively to undertake a research project and report on a climate change or sustainability issue present in the local area</td>
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Pedagogy

Teaching & Learning approaches

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Cambridge Professional Development for teachers and school leaders

Ready for the world
Assessment

• Do my assessment methods align with the learning intentions and goals of climate change and sustainability education?

• Do my assessments focus not only on knowledge acquisition about climate change and sustainability but also on the development of critical thinking, problem-solving, and communication skills that are relevant to climate and sustainability issues?
To consider...

• Cultural sensitivity
• Age appropriateness
• Accessibility for all learners
• Hope and agency vs. eco-anxiety
Reflection...

Think about the subject(s) that you teach.

What opportunities do you have to integrate climate change and sustainability education?
GUIDANCE FOR CHILDREN AND YOUNG PEOPLE
- Responsible consumer
- Use climate friendly transport
- Adopt climate friendly practices at school and at home

- School/community-based activities and events
- Read/ research
- Critically evaluate information

- Volunteer/ support climate action projects
- Initiate/ enrol in climate action groups
- Carry out assessments
- Mentor younger students

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
Reflection…

• What opportunities do your learners have to get involved in climate change and sustainability education activities?

• How can these be maximised?
Next...

- How will you get engaged?

Thank you!