

Changing inside and out: two educational responses to the sustainability challenge

Democracy in the development of a climate emergency curriculum for initial teacher education

8th June 2021



@Elengthorn
@UW_Sustain



University
of Worcester
School of Education

Box 2. Target 4.7 of the SDGs

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Source: United Nations, 2015



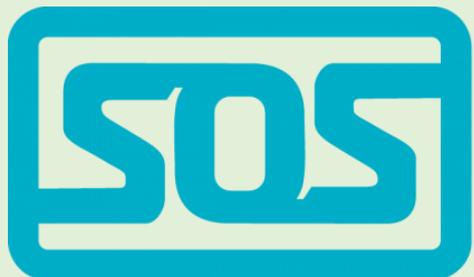
Statistics
derived from
SOS UK's
research
reports from
both students
and teachers

25% of students say sustainable development hasn't been covered at all by their course.

70% of students would like to see sustainable development incorporated and promoted through all courses.

83% of teachers agreed that post-16 education is important in achieving the SDGs by 2030. 28% did not know anything about their institutions' commitment to the SDGs.

Teachers who describe their institution's approach to sustainability as a strategic priority has fallen from 30% to 22% in 2018



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM



Teachers left without climate change training



- 92% teachers are concerned about climate change
- 7 in 10 say they have not received adequate training
- 5% identifying it as integral to many different aspects of the curriculum and teaching in their school
- 41% said it was 'rarely' or 'never' taught in their schools.
- 17% said climate change is mentioned in subjects outside of science and geography." (Hazell, 2021)

**TEACH THE
FUTURE**

Anonymous 1mo

Being the only teacher taking it seriously

0

Add comment

Anonymous 1mo

wanting it to be a whole school effort, not something that is seen just as a geography responsibility

My concern is predominantly that there won't be enough time in the curriculum to implement these lessons so that they make a lasting memory in the pupil's.

Anonymous 1mo

Seen very little, very surprised/disappointed

Anonymous 1mo

that it will fall on deaf ears. Do enough people care to make a difference?

I'm worried about overwhelming pupils with the gravity of the situation although I understand it is extremely important that they are taught about this.

Anonymous 1mo

I haven't experienced any in my placement school

Concerned that students aren't being made aware of this soon enough to be able to tackle it

Anonymous 1mo

I haven't experienced any ESD within schools, and the school I was doing my placement at did not even have accessible recycling bins within classrooms!

1mo

RE

Concerned that the future is in our hands...and its not being encouraged at secondary

Anonymous 1mo

Too many people don't take it seriously enough. I wonder whether we have the collective drive to achieve what we need to in such a short time frame.

Anonymous 1mo

finding the time during the school day/ after school

Anonymous 1mo

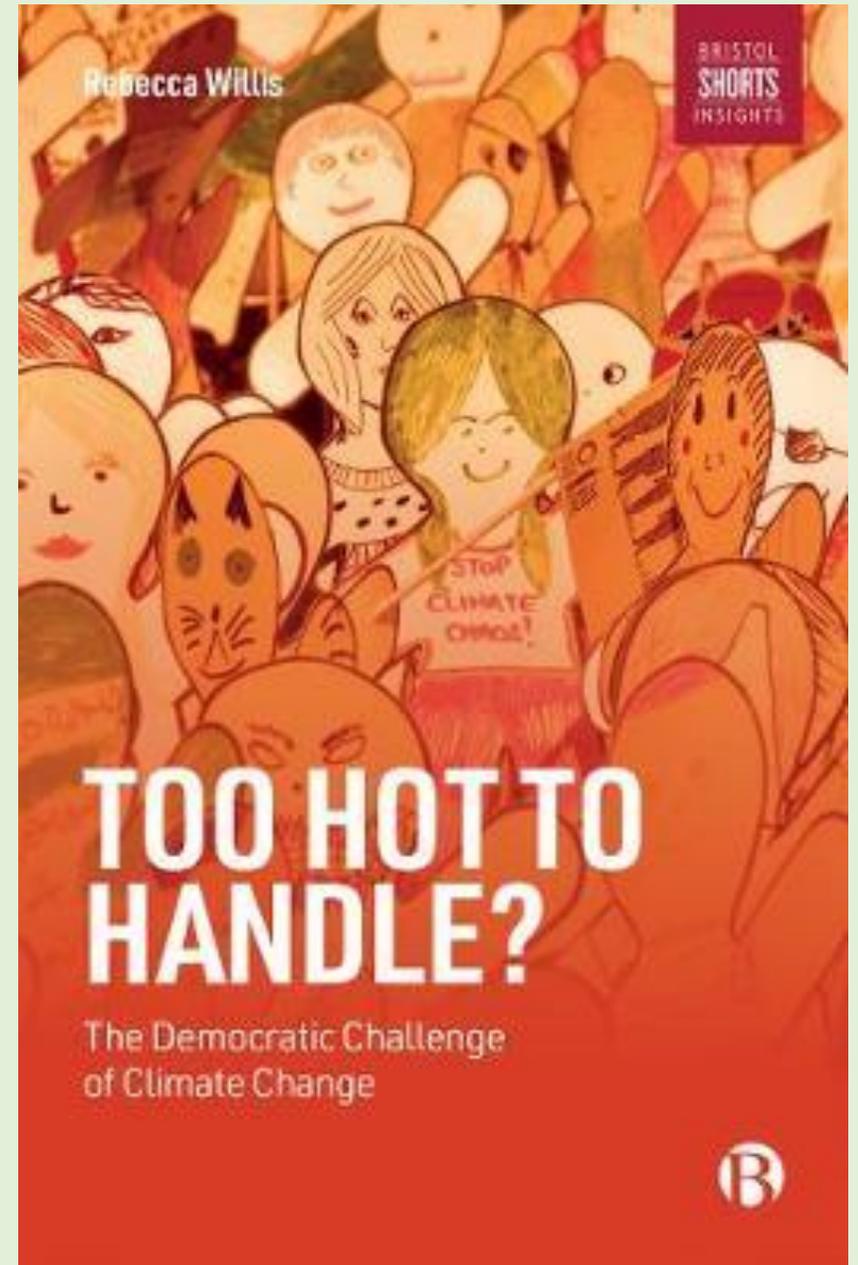
None

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Politics and climate change:

State level responses to climate change are inherently political.

It is possible & essential that we find democratic solutions



Green Impact 2021

Green Impact is a United Nations award-winning programme designed to support environmentally and socially sustainable practice in your organisation.

GIPA – Megan Asbury



Megan Asbury is a first-year undergraduate student studying BSc Geography at the University of Worcester. Alongside her studies, Megan works as a Green Impact Project Assistant, hoping to help create an educator's assembly on climate education. She is also a student volunteer for campus biodiversity management and SOS UK's 'Student Switch Off'. Megan hopes to have a future career in changing how institutions teach, convey, and utilise sustainable practices.

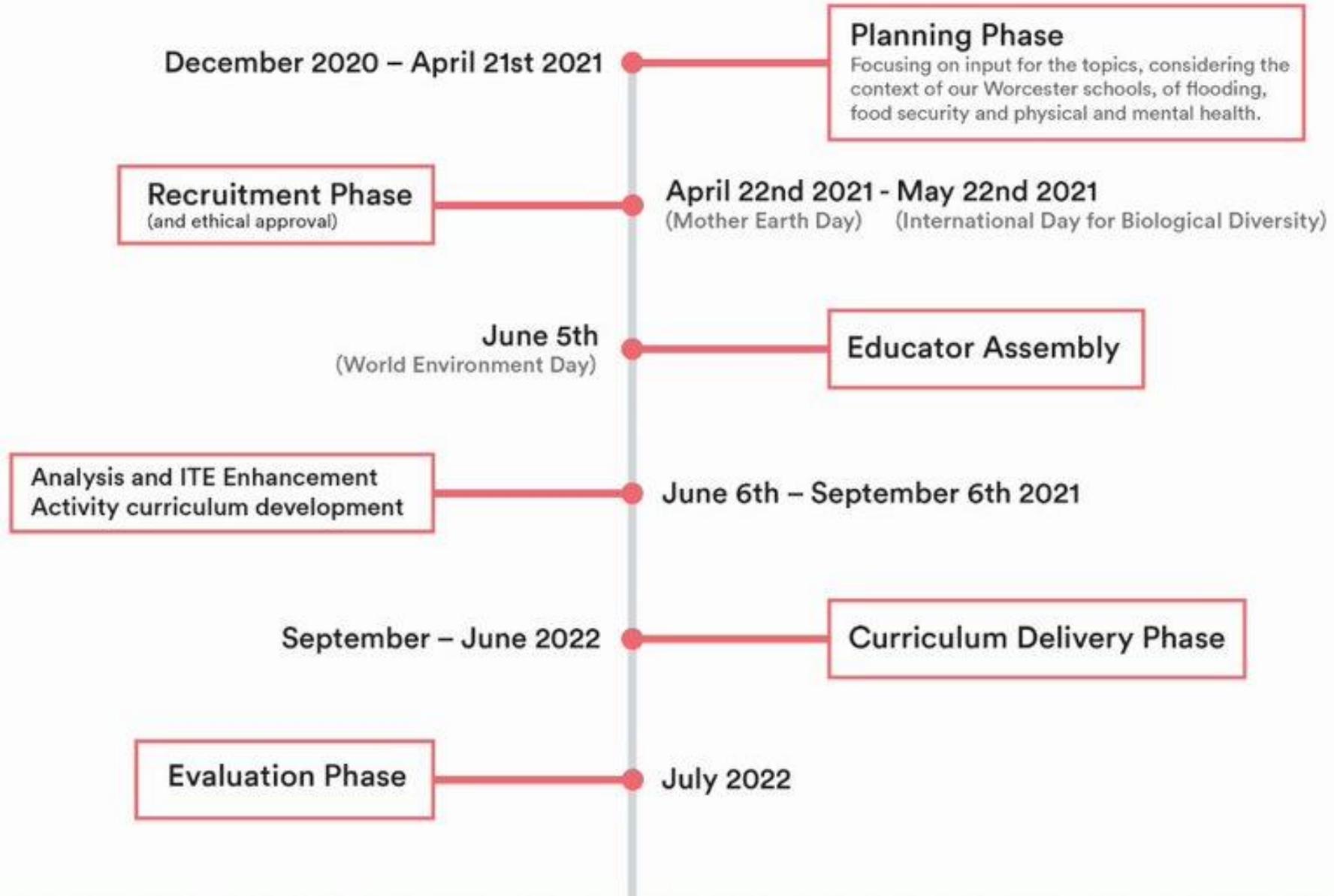


@sosukcharity

nus

greenimpact

Educators Assembly on Secondary Education in Climate Emergency





“...unparalleled levels of global cooperation”

(Attenborough, 2021)



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