

Anonymous 1mo

Being the only teacher taking it seriously

0

Add comment

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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!

roem1_20 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

0

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

Advance HE – Sustainability Symposium:

**Facing forward with sustainability – principles, progress and
partnership**

25th March 2021

 **AdvanceHE**



@Elengthorn
@MAsbury13
@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



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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**

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

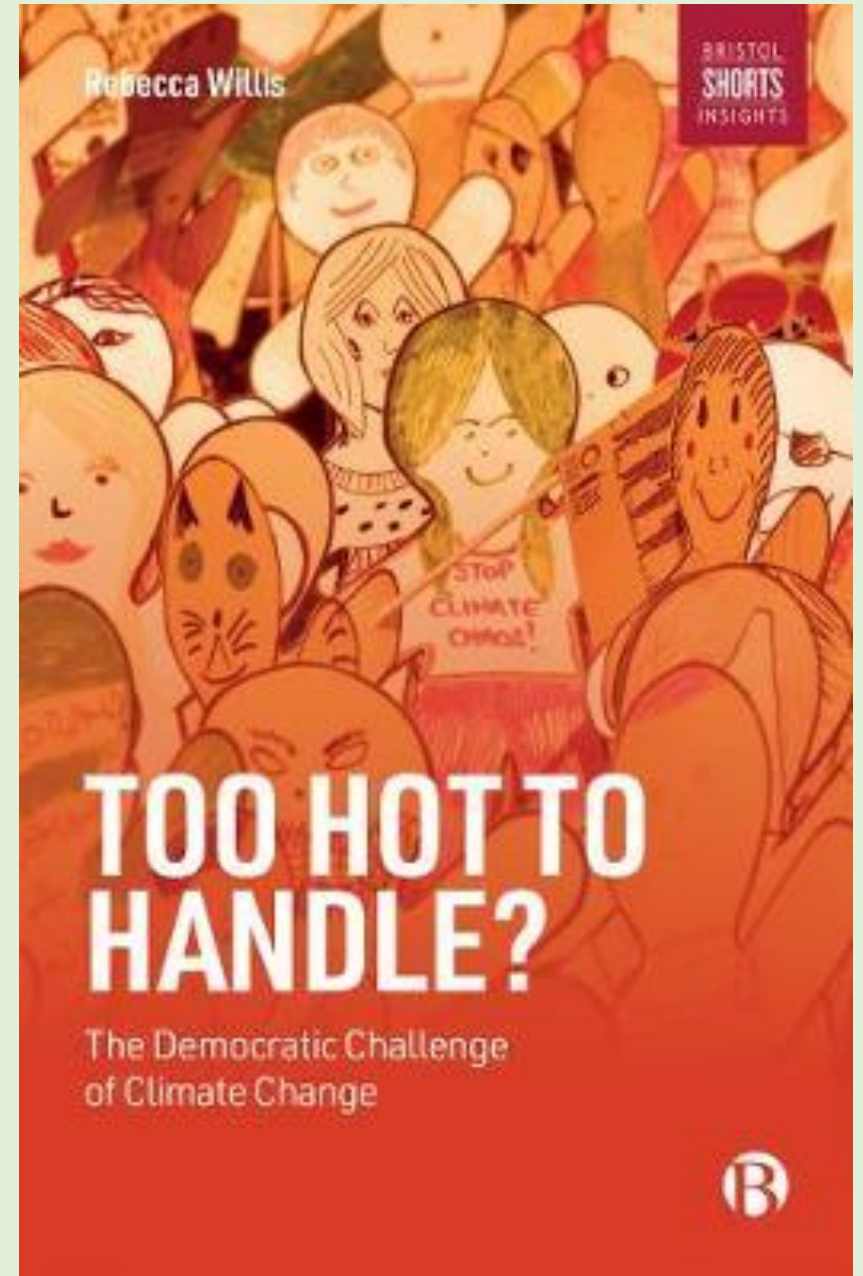
nus

greenimpact

Politics and climate change:

State level responses to climate change are inherently political.

It is possible & essential that we find democratic solutions



The path to net zero

Climate Assembly UK
Full report

Principle 1 (to underpin the path to net zero):

‘Informing and educating everyone’

“There is a need for information and education for everyone – individuals, businesses, government and others – about climate change and the steps needed to tackle it. It is essential for buy-in to the changes that are needed.”

(UK Government, 2020, p6)

ITE in Climate Crisis



Educators Assembly on Secondary Education in Climate Emergency





vevox
Audience Engagement

Join at vevox.app

Or search **Vevox** in the app store

ID: 170-898-074



Join: vevox.app ID: 170-898-074

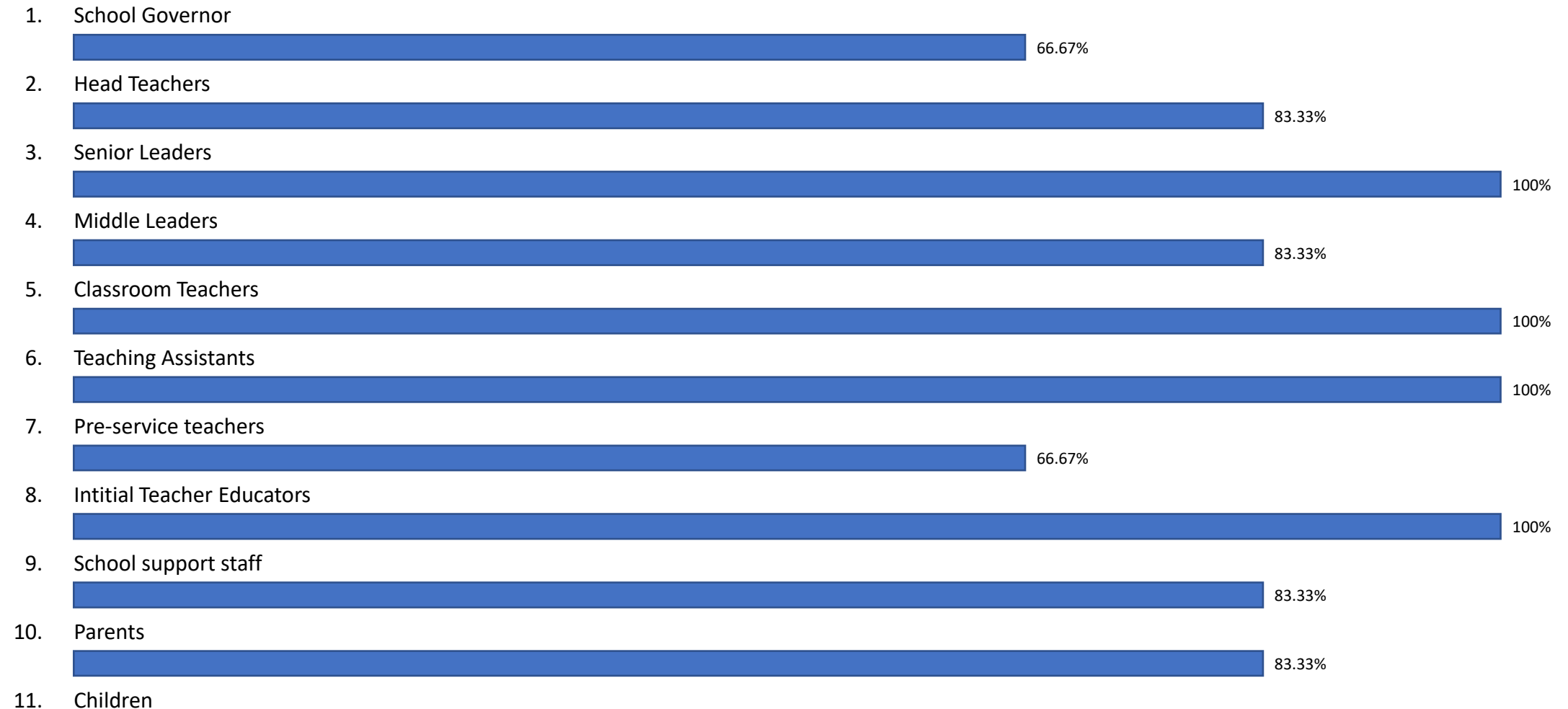
1. What are your initial impressions of this approach to developing an ITE curriculum for 'Education in Climate Emergency'?

Things to consider:

1. What challenges do you perceive? Data Captured
2. What do you feel makes this process a suitable way to explore curriculum content for ITE?
3. Can you see this being replicated?
4. What do you think the long term impacts could be?

2. Who do you think should be involved in an Educator Assembly on 'Education in Climate Emergency'? Please tick all that apply.

Vote for up to 16 choices

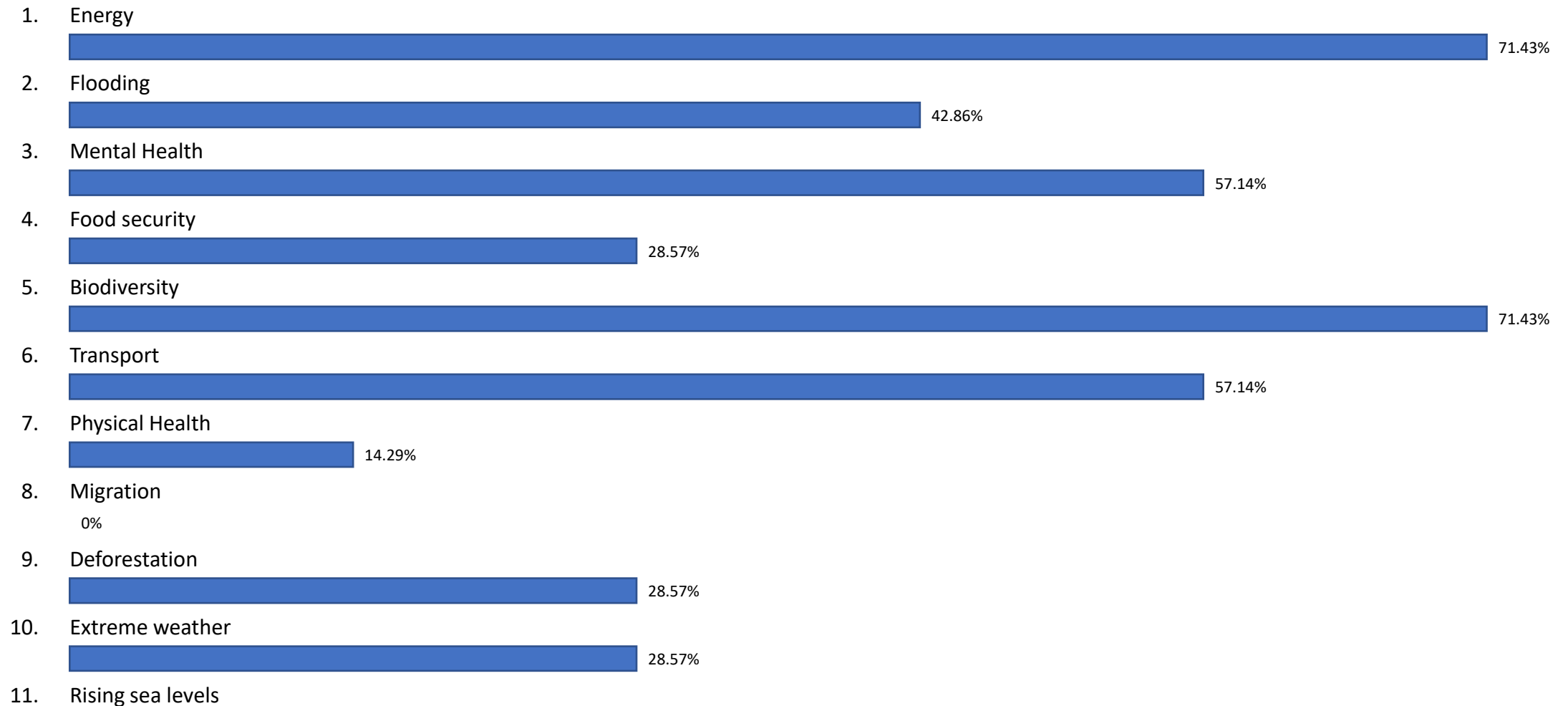


3. Who else do you think should be invited to participate in an Educator Assembly on 'Education in Climate Emergency'?

Data Captured

4. What do you think should be included in an ITE curriculum on 'Education in Climate Emergency'? (select 5 topics)

Vote for up to 5 choices



5. What else do you think should be included in an ITE curriculum on 'Education in Climate Emergency'?

Data Captured

Sir David Attenborough

Climate change is a threat to global security

“...unparalleled levels of global cooperation”

(Attenborough, 2021)



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School of Education



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