



CAMBRIDGE

Cultivating Green Roots

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

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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



School culture of sustainability

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:

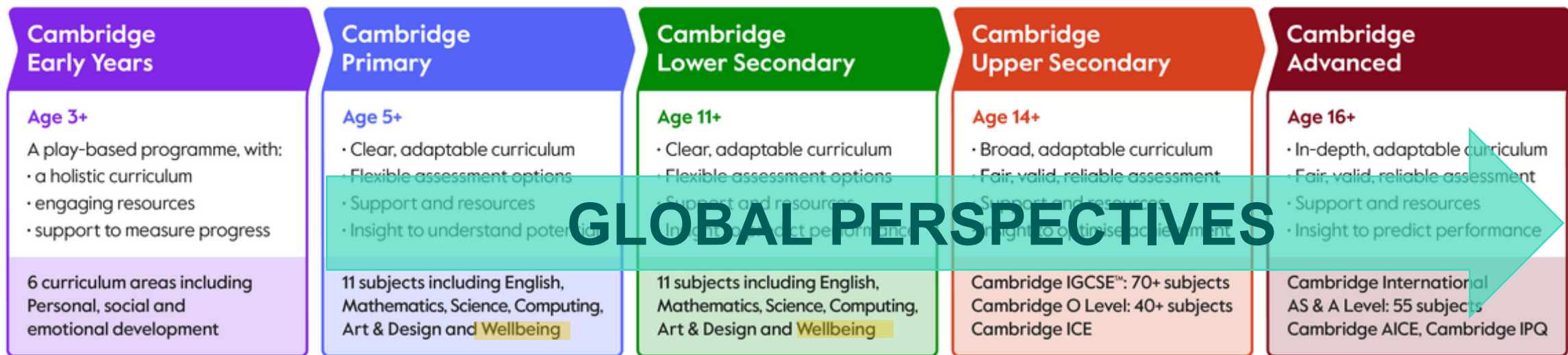
- School ethos
- School policies
- Community partnerships
- Curriculum design



<https://unesdoc.unesco.org/ark:/48223/pf0000246740>

Towards transformative education

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



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

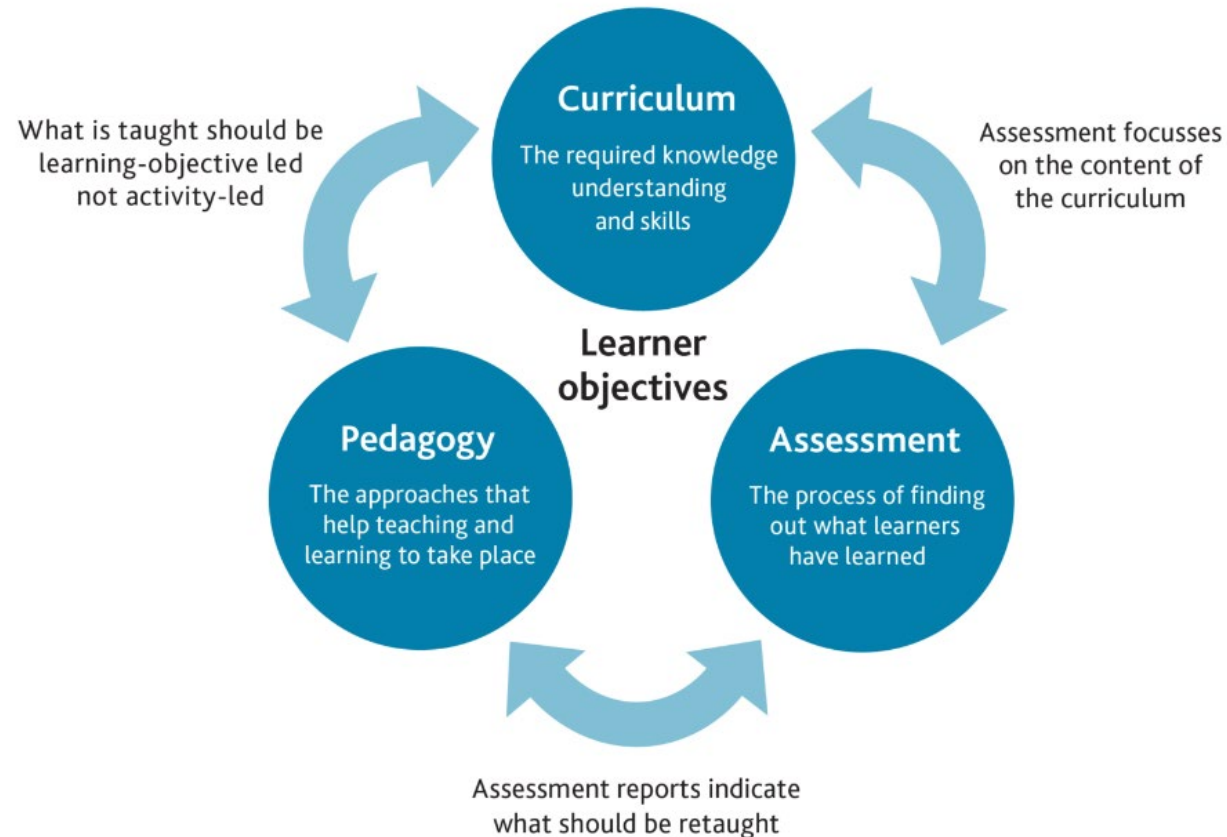
Reflection on a whole school approach

- *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



<https://blog.cambridgeinternational.org/describing-coherence-of-curriculum-pedagogy-and-assessment/>

Content:	Identify examples from current practice in your subject area	Identify opportunities for integration in your subject area
Content which explicitly addresses aspects of climate change and sustainability education		
...		

Resources:	Identify examples from current practice in your subject area	Identify opportunities for integration in your subject area
Textbooks		
Library books (fiction and non-fiction, and scientific reports and publications)		
...		

Curriculum

Content
Resources

Practice:	Identify examples from current practice in your subject area	Identify opportunities for integration in your subject area
Learners work collaboratively to undertake a research project and report on a climate change or sustainability issue present in the local area		
....		

Pedagogy

Teaching & Learning approaches



- 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?

Assessment

To consider...

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



Reflection...

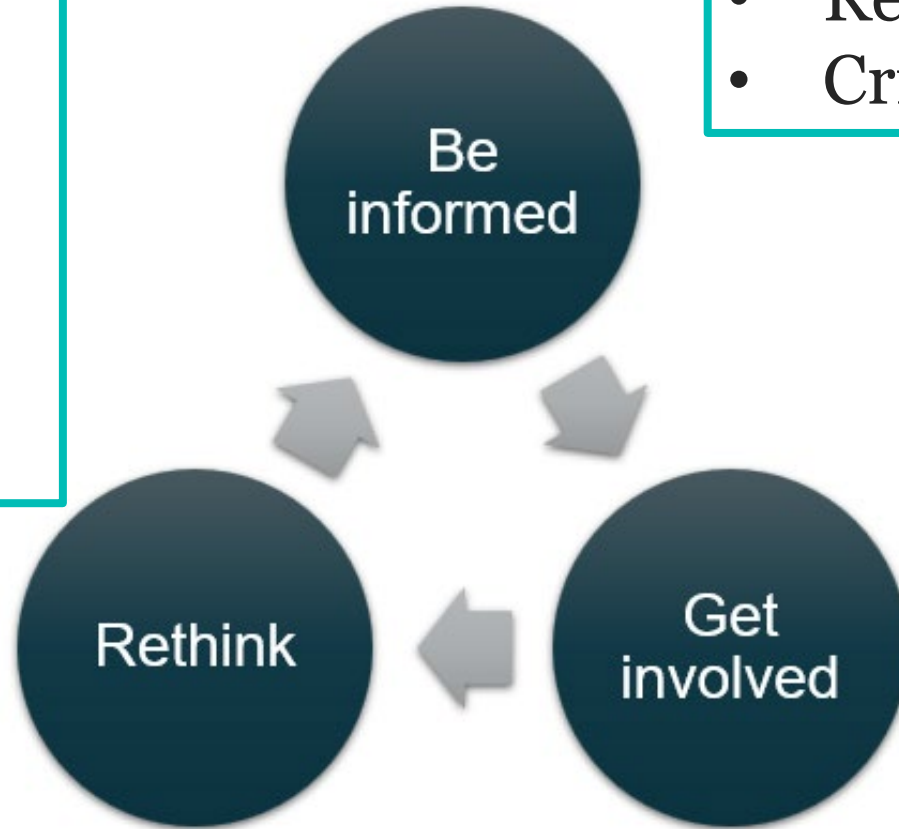
Think about the subject(s) that you teach.

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

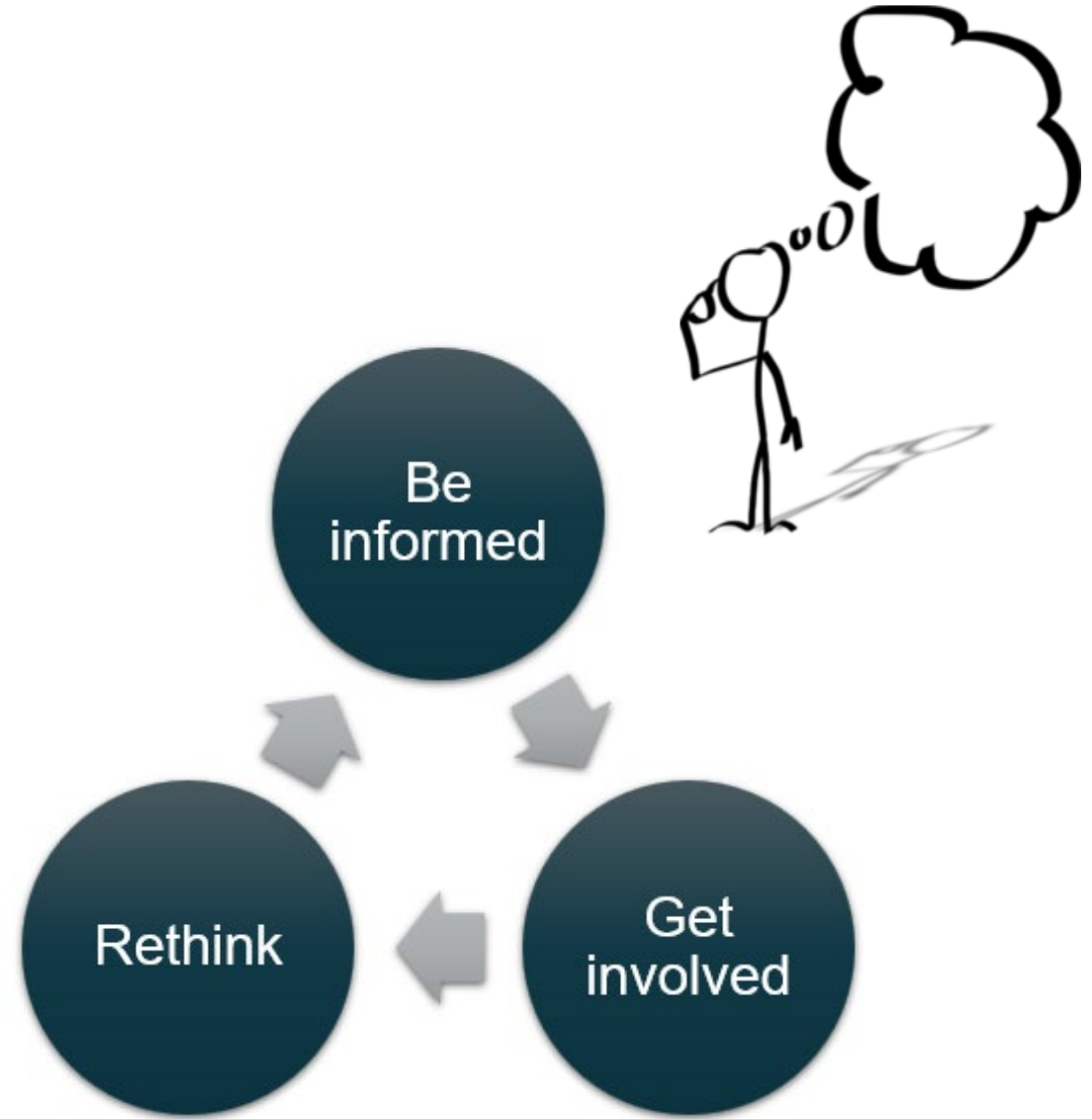


- School/community-based activities and events
- Read/ research
- Critically evaluate information

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

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?



<https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/climate-change-education/>





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Thank you!

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