

Proposal: Working Together More Fund July18

°Climate Learning

5 July 2018

a. Purpose: 3 reasons for launching the collaboration

1. A symposium hosted by VUW and University of Waikato researchers and Response Trust in March 2018, with over 100 participants affirmed the timeliness and need for climate learning in schools and informal education.

We wish to pursue a collaborative approach and coherence in pathways for practice in °Climate Learning, on a Te Tiriti o Waitangi partnership basis. The timeliness of working together on education is underlined with the zero carbon legislation immanent, involving both adaptation and just transitions.

2. There is dispersed climate change learning in schools and informal education, including through the framework of Global Citizenship Education and Education for Sustainability, including through NGO's. This proposal is for collaborating partners to bring together stakeholders, share information and identify how to collaborate, identify duplication, and create coherence.

3. Prepare case studies (2 or 3) of climate learning (including in the context of Global Citizenship Education or Education for Sustainability, based on place-based sites of practice. Case studies will enable us to identify best/wise practice, challenges in this field of learning and teaching, and provide some solution focussed reflection. Case studies will facilitate dissemination of this area of learning and teaching.

b. Describe your collaboration

Response Trust and key partners: Philosophy Association with Independent teacher practitioners, Our Climate Declaration, Generation Zero, will share the experience of each and work together for climate learning in the formal (school) and informal sectors.

Building on the knowledge we have gained in the past 2 years we will engage a wider stakeholders from initiatives on climate learning, Global Citizenship Education and Education for Sustainability to achieve an overview and more coherence of this work. We envisage 2 stakeholder workshops / seminars with Business, Farmers, Council of Trade Unions (working on Just Transitions), Māori, Toimata Foundation. We wish to engage with relevant Ministries

c. List the outcomes you are seeking to achieve the purpose

Our work to date raises key areas for development and action for climate learning – listed below. However is a a large field and relatively new, and identifying one collaborative action and carrying it out within a year would provide an achievement and a case study learning opportunity that would be a significant step forward. Some organizations have already taken such action – the °Climate Learning action would be intentionally on a collaborative basis.

Identified areas for achievement:

- a. Build recognition of climate learning for formal and informal education and build bridges between these sectors in collaborative, community engaged learning practice.
- b. Establish a co-ordinating body to enhance collaboration in this work
- a. Share information and resources on NZ and international best practice.
- b. Identify support needed for teachers engaged in climate learning; also professional development interests and needs
- c. Prepare for the development of integrated learning from preschool to secondary and vocational training for a post carbon world – with capability in complex problem solving, solution focus decision-making, synthesis – and be equipped for post-school pathways for just transitions to a zero carbon economy.
- d. Develop a comprehensive understanding of climate change learning provision and start mapping these
- e. Identify key areas of further research required to support evidence based policy

d. What are the roles and responsibilities of each organisation in your collaborative initiative?

Response Trust will have a Project Management role with responsibilities for liaison with key partners Climate Declaration, Generation Zero, Philos Assn, Forest and Bird; and for financial management.

The Key partners will meet for joint planning, each bringing their expertise in formal and informal sectors:

Partner A (Philosophy Assn and Independent teacher /practitioner: working with the NZ Curriculum and the experience of implementing Global Citizenship Education , inclusive of climate change learning in 2 secondary schools –

Partner B (Our Climate Declaration) The Declaration is a basis for workshops in communities and schools. They will contribute to addressing c. above, to stakeholder engagement and workshops.

Partner C. Generation Zero – a youth organization that mobilized the Zero Carbon Act and achieved major success in schools, in the community sector



'Zero Carbon Act' Generation Zero

and politically to engage NZers in climate responsibility.

Each of these partners will contribute to an engagement strategy with stakeholders (b above), plan for and participate in 2 workshops (Nth is. Sth Is).

Potentially:

- Run 1 pilot professional development workshop for teachers.
- Establish a collaboration hub and resource centre
- Host a Student field workshop on °Climate Learning and Global Citizenship Education

e. Do you anticipate any other benefits from your collaborative initiative e.g. to your community or participating organisations?

The workshops will act like a fan, with each partner drawing on business, agriculture, education, local government and NGO and enterprise networks and create a profile of climate learning and engagement in transitions to support the Zero Carbon by 2050 goal

By seeking a more coherent approach to climate learning each of the partners will benefit from wider multi-sector engagement envisaged for this project.

Local organizations and a youth led focus in schools and the communities will resource leadership for change.

We anticipate that this will benefit a research programme that supports the needs of climate change education. Research questions will emerge though the collaborative and stakeholder involvement process.

A series of case studies in different types of schools (inclusive of and running through preschool, primary, secondary, kohanga kura, aoga o mata) to support next steps and wider dissemination in NZ and beyond.



Water, Coast & Climate – Kura activity

What does your initiative involve?*

In the last year there has been new momentum for Climate Learning. A symposium in March 2018, with over 100 participants affirmed the timeliness and need for climate learning in schools and informal education. The Zero Carbon Act consultation is generating public engagement, and showing the need for education on zero carbon, for adaptation and just transitions.

Response Trust and key partners: Generation Zero, Philosophy Association with Independent teacher practitioners, Greenpeace, Forest and Bird and ACE, to share the experience of each and work together for climate learning in the formal (school) and informal sectors. There are various initiatives on climate learning and we wish to achieve an overview and more coherence by engaging with relevant stakeholders in workshops / seminars with Business, Farmers, Council of Trade Unions (working on Just Transitions), Māori (eg 'No Plastic Māori'), Toimata Foundation and Ministries for strategic planning for:

- b. an integrated learning programme for schools from preschool throughout schooling.
- c. designing and running Professional Development for in-service teachers,
- d. initiating conversations with Teacher Education for pre-service training
- e. informal education in collaboration with others in this field (ACE, Forest and Bird, Gen Zero, Greenpeace)
- f. Identify key areas of research required for evidence based policy

Working Together resources will enable the partners to meet and discuss prospects for formal and informal education with stakeholders – and the possibility of working together across these sectors. Several partners have expertise and enterprise in informal education, and we wish to clarify an action plan of preparation and delivery, alongside research

We wish to take climate change learning forward to develop conceptual and integrative skills, equity approaches, technology and innovation in the context of reshaping of the economy towards net Zero Carbon. The approach is to go 'beyond the borders of the classroom' for community engagement with climate change impacts and responses, and to prepare young people for transitions to different worlds of tertiary education and work.

Response Trust is working with researchers in Education at Victoria and Waikato Universities, and the VUW Climate Change Institute. We have hosted seminars for researcher engagement and have prepared a literature review.

The initiative will gather stakeholders (above), teachers, policymakers and groups focusing on climate change in school communities.

How will your initiative strengthen communities and/or achieve better outcomes for clients?

The initiative is oriented to providing communities with climate change education. New Zealand communities are being impacted 'on the ground' by rising ocean temperatures and changing weather patterns. Therefore community engagement in reorienting education is a key strategy of adaptation.

Our clients are organisations and businesses with climate change interests (stakeholders), and teachers and students.

Better outcomes for stakeholders will be achieved by a shared, multisectoral vision for climate change education, by an integrated approach with strategic pathways for

implementation, and by policy development for climate education. Building capability for teaching and learning is a key to long-term outcomes. Currently, the Ministry of Education mandates no education regarding climate change or even, more broadly, sustainability education, yet climate change is perhaps the greatest concern of the youth generation (Eames, 2017).

Students who are educated in climate change, and more specifically how to assess and engage against climate change will be better prepared to deal with their changing environments. These students will be the ones who can resource their communities as adults with resiliency, with knowledge and technology skills, and with greater ability to respond to social, political and economic instability. These students will be community engaged to manage change.

How will you know?

Success can be measured by the involvement and contributions of organizations, practitioners and businesses for a collective, integrated initiative that is community-engaged and not prescriptive. New community-led initiatives may arise in response to climate change such as plastic straw bans, new bike lanes, emissions caps, etc. Youth engagement may extend beyond the students to parents, inspiring economic and environmentally conscious behaviour. More community clean ups, hikes and outdoor activities could serve as another indicator of the success of the curriculum.

More immediately, collaboration between local organisations and their initiatives, and the youth focus, will resource leadership for change. Local businesses and community groups will be further empowered by the collective engagement and commitments to take action for students/ young people. This collaboration may generate further initiatives in communities, business and industry, and by educators.

Further achievements include developing a clear plan to run a pilot In-Service Professional Development course, liaison with Teacher Education institutions to support Teacher training in climate education, and engagement with Ministry of Education to develop policy in this field. A sense of pride and empowerment in communities may grow, which was not previously believed possible.

(200 words)

Total budget \$25,125 Applied for \$18,500.

Budget

Two Stakeholder Workshops:

25 people per workshop + Facilitator = 2x 1750 = \$3500

Travel Expenses - \$1500

Establishment and Maintenance of Website - \$1,800.00

Koha /Mealofa - \$500.00

Administration, Office resources- \$1,800.00

Project Management, Co-ordination- \$8250.00

Resource Materials - \$3,525

Report and Dissemination \$1500

Review and Evaluation \$2750