**Learning Teacher Network - Tallin Conference Friday Sessions**



Tallinn Conference Friday Sessions 23rd September 2016

KEYNOTE SPEECH FRIDAY 09.00-10.00

*Ms. Irmeli Halinen, Head of Curriculum Development, Finnish National Board of Education, Helsinki, Finland*
“Collaborating to create a relevant curricula based on well-being for all in 21st Century Finland”.

PARALLEL SESSIONS FRIDAY 10.30-11.30

**A1  Successful contributions to education for sustainable development into state curricula in Estonia***Presenters: Maris Kivistik, Environmental Board of Estonia, and Marika Kose, Estonian University of Life Sciences, Tallinn, Estonia*Workshop. 60 min. Target groups: Pre-school and primary; Secondary and upper secondary; Youth
In Estonia “Environment and sustainable development“ has been cross- curricular topic in state curricula since 2000. Last decade Estonian governmental policies have supported establishing and renovating Environmental Education Centres in larger cities as well in remote areas. The wide range of programs is used by large number of Estonian population and information about EE in Estonia is available in one website (<http://www.keskkonnaharidus.ee/en/>). The latest initiative of Estonian MoE was ESF funded training of school and kindergarten teams to promote teaching ESD in all subjects and organize school life more sustainably. Estonian Environmental Board had 3 year effort to create relevant study materials and replicate them to all EE centres. The innovative materials can be rented by schools. In workshop the authors will introduce the EE system and large number of tools and materials.

**A2** **How can we help students to put sustainability goals into practice?**
*Presenters: Elaine van Herwaarden and Joke Alink, University of Applied Sciences Utrecht, Utrecht, the Netherlands*
Round table. 60 min. Target group: Higher education
For the third time, the University of Applied Sciences Utrecht has been chosen as one of the most sustainable universities in the Netherlands. This has been awarded by ‘The Jury of Tomorrow’. This institution judges all Dutch institutes of higher education regarding their level of sustainability and how this effects education, research and business management. The University of Applied Sciences Utrecht has also won the golden ‘SustainaBul’, for the most iconic project, called ‘ONE-STOP-SHOP’. In this project students work on solutions about reducing the use of energy in existing houses and buildings. Sustainability is being integrated in housing, but also in research and education. Students are also educated in these three subjects and they take this knowledge with them during their lives. So to speak: ‘Practice what you teach!’ Sustainability-education is integrated in themes like mobility, housing and supporting processes. The main question is: what do the institutes do to achieve their goals and how are they being put into practice? How do institutes contribute to the fact that students are able to put these goals into practice and incorporate them in their work and way of life? What does this mean for teachers/ professionals? In this workshop we discuss this theme and generate ideas.

**A3/1  Awareness of sustainability of pre-service teachers***Presenter: Marianne Lind, University of Tartu, Tallinn, Estonia*
Lecture/paper. 30 min. Target groups: General; Pre-school and primary
This study aims to describe views on sustainability of pre-service teachers. A diary method was used to collect data. The diary entries were used to obtain data related to ideas of three pillars of sustainable development. The entries were analysed with deductive content analysis based on 7 dimensions of sustainability or 7Rs (reduce, reuse, respect, reflect, rethink, and redistribute). Preliminary results suggest that pre-school teachers in Estonia are familiar with the 7Rs. The study also suggest that the diary method is a good way to make learning more practice-oriented and helps to bridge the gap between theory and practice.

**A3/2  How to empower the pre-school teacher of tomorrow***Presenter: Ebba Hildén, Department for pre-school and compulsory school education, Karlstad, Sweden*Lecture/paper. 30 min. Target group: Pre-school and primary
The role of the pre-school teacher is of great importance to enhance children’s learning and development. Building on the preliminary findings from an ongoing project the presentation focuses on aspects that increase the status of the preschool teacher. In the ongoing project aspects like learning different ways to document the children’s learning processes are combined with learning how to analyse the documentation and how to come to adequate conclusions that lead to the improvement of preschool practice. Preliminary findings show that these are aspects that empower the role of the pre-school teacher.

**A4  Reading Strategies for Better Comprehension - How Teenagers  Can Improve Their Reading in Every School Subject***Presenters: Susanne Mellerskog and Ingegerd Norder, Nobelgymnasiet (Nobel Upper Secondary School), Karlstad, Sweden*Workshop. 60 min. Target group: Secondary and upper secondary
International studies (e.g. PISA) show that many Swedish teens lack basic reading skills and have below-average results in reading comprehension tests. The poor reading comprehension has negative effects on the individual student as well as on Sweden as a country: reading skills are absolutely fundamental for functioning in society, learning new things, finding a job and understanding the world! How is it possible to work with teenagers in the classroom to increase and improve their reading comprehension skills in every school subject? This interactive session will present different research-based methods for the classroom and enable the participants to experience the techniques. The workshop will be held by two experienced lead teachers in Sweden, who have written a reading comprehension manual to help teachers implementing reading strategies in different school subjects.

**A5  Working Apart Together***Presenters: MSc H. Koldijk and J. van der Wal, NHL Hogeschool, Leeuwarden, the Netherlands*Lecture/paper. 60 min. Target groups: Secondary and upper secondary; Higher education
Within the Teacher Education for both primary and secondary schools, the NHL University of Applied Sciences started working with so-called ‘training schools’. These training schools are collaborations in which all partners intensively cooperate, with partners being several primary schools, secondary schools, universities of applied science as well as universities. Objective of these training schools is threefold: enhance the adjustment of the education on the field of work (and vice versa), professionalize (current and aspiring) teachers, and better prepare aspiring teachers for the first few years of their working life. Since the start of these training schools, several years have gone by and lessons can be learned. We would love to share our lessons and insights with you!

**A6  Change The School And You Change The Local Community***Presenters: John Murray, Jennifer Mayo and Rebecca Kingston, Francis Askew Primary Academy, Kingston upon Hull, England UK*Lecture/paper. 60 min. Target group: General
A successful school can, and should, have a dynamic and positive effect on the local and wider community and if it does not then we need to ask the question, why? The school should be proud of the community in which it is situated and the community should certainly be proud of its school. We will attempt to show how, in our experience, how a successful school will ultimately begin to affect, not just standards in education, but such diverse issues as: health, adult and pre-school education, the performing arts, the local economy and even crime.

**A7  Can innovative learning applications influence the students' attitudes towards science: The case of digital games***Presenters: Ilias Batzogiannis and Evripidis Hatzikraniotis, P technologies, Katerini, Greece*Lecture/paper. 60 min. Target group: Secondary and upper secondary
This paper suggests the introduction and use of digital games construction in secondary school education aiming at changing students’ attitude towards science. The theoretical background of the methodology is learning by inquiry and the tool that is going to be used is Kodoo, which offers great programming potentials.

PARALLEL SESSIONS FRIDAY 11.45-12.45

**B1  Helping All Students Develop a Sustainability Worldview: Principles and Practices for Teachers***Presenter: Dr. Victor Nolet, Western Washington University, Bellingham, USA*Workshop. 60 min. Target groups: Pre-school and primary; Secondary and upper secondary;  Higher education
This interactive workshop will provide participants with principles and practices for helping learners develop a sustainability worldview.  The session addresses sustainability big ideas, curriculum design, thinking strategies, and pedagogical approaches that help learners engage directly with sustainability related challenges.  The session is appropriate for teacher educators interested in including education for sustainable development in the pre-service and ongoing professional development of teachers.  The session also would be useful for teachers working at the PK-12 level, school administrators, and policy-makers.  The workshop will include a combination of hands-on activities and discussion.

**B2  WhiteSpace Learning; Where is the White Space?***Presenters: Steve Hall, Staffordshire University/Summit Education, Stone, England UK and Jori Leskala, Tampere University of Applied Science, Tampere, Finland*Workshop. 60 min. Target group: General
How often do teachers limit their pupils' or students' learning by over-planning teaching sessions or over-filling the curriculum? The concept of whitespace learning is that it deliberately builds and designs space into learning activities for learners to think, imagine and shape their own ideas and their own learning. The workshop introduces the concept of whitespace learning, considers white space perspectives and is designed to initiate a dialogue by asking the question....where is the White Space?

**B3  The mathematicians of tomorrow***Presenter: Nina Holm, Karlstad School of Nature, Karlstad, Sweden*Workshop. 60 min. Target group: Pre-school and primary
According to the Swedish preschool curriculum each child should develop their “ability to use mathematics to investigate, reflect over and test different solutions to problems raised by themselves and others”. In this workshop we will focus on how to daily give the youngest children the opportunity to discover and experience mathematics in a Swedish preschool. The importance of the preschool teacher’s knowledge and their engagement in their work as well as the learning environment can be crucial for the children. Let the children see themselves as the mathematicians of tomorrow, and do it today.

**B4  How NGOs can reinforce teachers' professional skills for sustainable education: NGO Mondo, Estonia***Presenters: Mari-Kätrin Kinks and Johanna Helin, NGO Mondo, Tallinn, Estonia*Workshop. 60 min. Target group: General
NGO Mondo Global Education Center ([www.mondo.org.ee](http://www.mondo.org.ee/)) is a leading NGO in Estonia that helps to improve teachers' professional skills on development education. Our main mission is to give teachers' toolkits how integrate global education into school curriculum and subjects. For that, we have published several original teaching materials for primary and secondary schools.  Teachers can also participate in 60hours in-service training and summer schools on global education issues. We also help schools with ideas how to organize whole school activities e.g. Global Education Week. We would like to share our knowledge with other conference participants and start a discussion - How and why NGO' s should reinforce teachers to integrate sustainable development education issues into school curriculum.

**B5  Practical placement of student teachers: Empowering the teacher and the student teacher***Presenters: Anne Lindblom and Irené Olsson, Department of Educational Studies, Karlstad University, Karlstad, Sweden*Lecture/paper. 60 min. Target group: Higher education
During the past few years Karlstad University has worked determinately to create stable and prosperous routines and structures for the practical placement of student teachers. This presentation aims to give an introduction to the current system and receive comments and feedback from the Learning Teacher community of practitioners and researchers. Teachers in the field and student teachers are engaged in a process of sharing knowledge and skills that can be empowering. This mutual exchange has potential to generate positive effects, not only for the teachers and student teachers, but for the pupils in the specific learning environments.

**B6  Creating a Curriculum in the Context of the Developing World***Presenter: Helen Horton, Lancaster, England UK*Round table. 60 min. Target groups: General; Secondary and upper secondary; Higher education
Grounded in the pedagogies of such philosophers as Frieire and Illych, this presentation will consider some of the challenges faced by developing world countries in creating real and relevant curricula for the 21st century within the context of the global goals for 2030. It will draw upon the experience of working in collaboration with teacher educators and the Department of Education in Papua New Guinea. Consideration will be given the linguistic diversity and also the concept of ethnomathematics within a Melanesian context.

**B7  Lowering the threshold for teachers to embrace ESD: how GroenGelinkt makes all ESD lessons and activities accessible***Presenter: Hans Lodders, GroenGelinkt, Amersfoort, the Netherlands*Poster presentation. 60 min. Target groups: General; Pre-school and primary; Secondary and upper secondary; Youth
GREEN has never been this close! The Dutch ICT platform GroenGelinkt improves the access to activities and teaching materials in the field of nature, environment and sustainability.  By doing this, GroenGelinkt also brings sustainability within reach for a younger generation. GroenGelinkt ensures that the ESD supply of organisations such as the local visitor centre, the rural nature museum, the municipality or the regional environmental education centre is available and accessible for everyone.  The GroenGelinkt search screen has been integrated into the websites of all these organisations, making their own supply and the supply of their fellow providers available everywhere.

PARALLEL SESSIONS FRIDAY 14.00-15.00

**C1  Shifting gears: Transforming a school into a hub for community development***Presenters: Prof. Olena Pometun, NGO "Teachers for Democracy and Partnership", Kiev, Ukraine*Workshop. 60 min. Target group: Secondary and upper secondary
Following the Decade of Education for Sustainable Development, UNESCO has launched its Global Action Programme for ESD, and makes a strong appeal for a whole-school approach. At first glance this may seem like an intimidatingly long-term ambition. However our experience shows that the transformation can in fact be accomplished in only a few years.
The research shows the whole-school approach in Ukrainian schools is introduced as combining three components. They are the educational, environmental and social components of school activity: the shift of behaviour of all members of the educational process to the one focused on sustainable development.
In particular, they cover systematic teaching of ESD as a separate subject, extra-curricular activities, focused on SD, the implementation of SD ideas and concepts in teaching various subjects, pedagogical paradigm shift to the learner-oriented and active study; gradual transition to resource-saving, environmentally sound behaviour of students and teachers of CEI, parents, community members, where the school is located; improvement of relations and interaction at the student - student, student - teacher, teacher - teacher, teachers - parents, teachers - administration, administration - parents - local community levels.
The identified features are inherent in all schools, whose work was analysed, but they manifest themselves in different ways due to the peculiarities of the region, the community where a school is located, its traditions, previous experience, management style, etc. Obviously, this approach is fruitful for the development of ESD and should be spread and investigated thoroughly. In this workshop we share our experience and invite you to contribute your own experience, ideas and experiments.

**C2  Is passion enough? Empowering the School Leaders of tomorrow: what lessons can we learn from today's School Leaders?***Presenter: Francia Kinchington, University of Greenwich, London, England UK*Lecture/paper. 60 min. Target groups: General; Pre-school and primary; Secondary and upper secondary
Exactly what makes an effective school leader? Is passion enough to lead a school? How do school leaders lead and model practice and importantly how do their values and their world view impact on the students, staff and the ethos of the school for which they are responsible?  This session explores the views and decision-making of school leaders during the course of running their schools to examine the role of values-driven leadership and its reported impact on the school community. It will offer an opportunity for participants to explore their own values as educators in their current working context and to reflect on the impact this has on their practice.

**C3/1  Working Together in order to Deepening Student Learning: Collaborative Learning in Organisations and Classrooms**
*Presenter: Jessica Jarhall, Department for Education, Linköping; formerly at the Swedish National Agency for Education, Sweden*
Lecture. 30 min. Target group: Pre-school and primary; Secondary and upper secondary
The lecture looks into how you can build capacity in a school organisation through collaborative learning on different levels.  Through professional learning and methods of collaborative learning school leaders as well as teachers can improve the quality of their meetings, working toward a common goal of enabling students to deepen their learning.  The presentation includes two parts, first a discussion on an organizational level including examples from the City of Linköping, Sweden, and then a presentation of research results on a classroom level. This second part consists of a case study on how teachers work together to improve their history teaching. The results are preliminary and drawn from an ongoing research project on history teachers teaching strategies in secondary schools. History teachers who work collaboratively have been interviewed about their thoughts on history teaching in their own classrooms. The results will be discussed in a broader sense, linking history teaching to the surrounding society.

**C3/2  Critical Literacy and Sustainable Development***Presenters: Theresé Guttke and Annette Carlsson, Department for pre-school and compulsory School education, Karlstad, Sweden*Lecture/paper. 30 min. Target group: Pre-school and primary
Teachers have the power and opportunity to create teaching, with language as a tool, which enables an understanding, challenges students to interpret, make comparisons and inspire them to critically assess their environment. Language and a critical attitude, critical literacy, give students the opportunity to develop an approach that can make them creators of a future sustainable development. ”The bridge of books” is an ongoing project, addressed to teachers and student in pre- and primary school, that makes a work of fiction and critical literacy possible in an entire school organisation.

**C4  ECO drama in education for sustainable development***Presenter: Alicja Galazka, University of Silesia, Katowice, Poland*Workshop. 60 min. Target group: General
It has never been so pressing for all of us to develop lifestyles and behaviours that are sustainable for the future of our planet. Develop students’ thinking with regard to ‘human’ sustainability – peace and human security – in order to develop environmental sustainability and living a sustainable lifestyle. In this practical workshop participants will experience how to teach sustainability through drama.
The workshop will show how to use drama to explore the key issues around sustainability using stimuli, stories, content and form. Drama has the power to engage students’ affective and cognitive domains in learning about sustainability. Drama allows participants to imagine other ways of being and possible alternative futures, through creating and performing theatre based on exploration of issues of sustainability. It will demonstrate how to maintain an optimistic view that adopting sustainable practices is possible and that students can be agents of change.

**C5  Teachers' Professional Development and Quality Education**
*Presenter: Sitaram Dahal, University Grants Commission Nepal, Kathmandu, Nepal*
Lecture/paper. 60 min. Target group: Higher education
The foci of higher education have been broadened as it seeks to meet changing global demands and needs. The broadened horizon of higher education demands dynamic facilitators. Quality of education highly depends on quality of teachers. In the context of changing roles of teachers over a period of time, the role cannot be limited to teaching- learning; now teachers have to play multiple roles. Therefore, from humanitarian perspectives as well, teachers need to be strengthened on their capacity as well. Keeping this on mind, University Grants Commission of Nepal in its process of Accreditation demands assurance of faculty development programs from the institutions for the institutional accreditation. It is likely that such provisions motivate teachers to perform well and also contribute in internal quality assurance of the institution.

**C6  Using Student-initiated projects to drive school-wide service learning***Presenter: Rebecca Gillman, CAS Coordinator at the International School of Tanganyika, Dar es Salaam, Tanzania*
Workshop. 60 min. Target group: Secondary and upper secondary
Empowered learners who are provided the support to initiate projects that address authentic community needs can be the driving force for school-wide service learning. Service learning is key to building the skills required for contributing to sustainable development and societal cohesion. This session aims to explore a range of strategies that strengthen student-initiated action through using the service learning cycle, developing leadership opportunities and supporting project management. Workshop participants will engage in activities and explore ideas that can be implemented in their own schools as they strive to cultivate a culture of service learning.

**C7  Education for Sustainability in Joensuu Teacher Training School***Presenters: Dr. Minna Haring, Merja Kukkonen, Mari Kuusimäki and Päivi Vesala, University of Eastern Finland, Teacher Training School at Joensuu, Joensuu, Finland*Workshop. 60 min. Target groups: Pre-school and primary; Secondary and upper secondary
The Finnish schools will start implementing the new curriculum from autumn 2016 on. The new curriculum has a very strong idea of education for sustainability. In the Teacher Training School of the University of Eastern Finland at Joensuu we have been developing a special curriculum for sustainability studies. The idea is that the studies are systematic and form a continuum throughout the basic education. The studies will be realized especially through multidisciplinary learning units and the teacher trainees will participate in planning and implementing them. We will present our plan for sustainable education studies and challenge the audience to share their good practices and ideas on the topic.

PARALLEL SESSIONS FRIDAY 15.30-16.30/17.00

**D1  The long and winding road.... (Lennon, McCartney)**
*Presenter: drs. Gerben de Vries, Marnix Academie, Utrecht, the Netherlands*
Workshop. 60-90 min. Target group: Higher education
Implementing Education for Sustainability in a Teacher Training College in The Netherlands follows a long and winding road that is never ending. Marnix Academie, TTC in Utrecht, follows that road stepwise, from a broad, identity based concept. In the session the process will be explained, some of the used instruments will be put into practice, strategies discussed.  During a closing, reflective dialogue the usefulness for other TTC's and institutes for education will be discussed.

**D2  The power of observation and professional dialogue: Ensuring teacher growth which impacts student learning***Presenter: Dr. Konsctancija deGoeij, The Alberta Teachers' Association, Edmonton, Alberta, Canada*Workshop. 60-90 min. Target group: General
Meeting the demands of the teaching profession requires tremendous will, ability, and preparation. It also requires continuous learning and support. Evaluation is only one component of a comprehensive teacher growth and development system. The teacher’s ability to assess student learning, analyse outcomes, and adapt instruction to meet student needs may not always show up on a standardized exam. However, principals who pay attention to a range of measures of teacher effectiveness can provide more meaningful teacher feedback that promotes teacher growth. The Teacher Growth, Supervision and Evaluation model in Alberta, Canada will be discussed.

**D3  Storyline - a method for teaching students sustainability and how to handle transformations in society***Presenters: Lena Sundberg, Siv Åhs and Barbro Carlsson, Herrhagsskolan, Karlstad, Sweden*Workshop. 60-90 min. Target group: Pre-school and primary
Storyline is a pedagogical method for active learning. It gives teachers tools for teaching sustainable development. This method motivates and encourages learners to take action for sustainable development and make good choices. The core elements of Storyline are learners’ activities, influence, collaboration, cross curricular studies, democracy training and creativity. We would like to inspire and briefly present the method and invite you to take part in some activities from a theme.

**D4  Reorienting education in the post 2015 UN development agenda: The 21st century teacher**
*Presenter: Dr. Shepherd Urenje, SWEDESD - Uppsala University, Visby, Sweden*
Workshop. 60 min. Target group: General
Increasing complexity of current and future environment and sustainability challenges continue to put pressure on science and society. Despite current developments in pedagogy, we have learnt that many teacher educators and teachers still struggle with the practical implementation of Education for Sustainable Development (ESD) in their own teaching. This worldwide phenomenon demands a 21st century teacher equipped with new competences essential for a sustainable society. The workshop will discuss a teaching and learning tool, ESD Navigation Tool, which we are experimenting with to investigate effective learning for a sustainable future – developing learners with essential skills for a changing world.

**D5  What to do, that everybody gives his best: Educational leadership and empowerment of teachers**
*Presenters: Ulrich Hammerschmidt and Klaus Walter, Waldblick - Oberschule Freital – Niederhäslich, Freital, Germany*
Lecture/paper. 60 min. Target group: General
The lecture looks on the way of leadership to empower teachers to do their best. We will critically reflect the traditional thinking to motivate somebody and couple to the importance of intrinsic motivation. We understand Educational Leadership as a special tool of methods, based on a humanistic image of people and the special systemic characteristics of school as a social organization. We will integrate the experiences of the participants of the lecture in moderated impulses.

**D6  Learning for Sustainable Development in TVET as key for GAP***Presenters: Karolina Sandahl and Christer Torstensson, Den Globala Skolan/The Global School, Visby, Sweden*Workshop. 60-90 min. Target groups: Secondary and upper secondary; Higher education; Adult education
The UNESCO Global Action Programme aims at the reorientation of learning institutions capacity to build a sustainable society, and one of the key challenges is the transformation of the industrial and business base. Hence, the greening of Technical Vocational Education and Training (TVET) has a key role in the transformation process. This workshop will highlight capacity building and curricula interpretation for TVET institutions that goes beyond environmental and ecological borders, towards the change of mind-set and wider roles, bringing in the Sustainable development goals (SDGs) as well as Learning for Sustainable Development/Global Citizenship Education/learning. The workshop will draw from experience of TVET institutions in Sweden, India, Uganda and Zimbabwe.

**D7  How to build your 'Learning Power'?***Presenters: Anton de Vries and Herman Hoedemaker, Stenden University, Leeuwarden, the Netherlands*Workshop. 60-90 min. Target group: General
Building Learning Power (prof. Guy Clacton) is about helping young people to become better learners, both in school and out. BLP prepares youngsters better for an uncertain future. Today’s schools need to be educating not just for exam results but for lifelong learning, in order to thrive in the 21st century. It is not enough to leave school with a clutch of examination certificates, pupils/students need to have learnt how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive. Within this context, BLP provides two frameworks. The first is a coherent picture of what the powerful learner is like. It consists of 17 ‘learning muscles’ like: collaboration, revising, questioning, perseverance and absorption. The second is the ‘teachers palette’; a route map of how teachers can build the constituent dispositions of the powerful learner. In this workshop your 'learning muscles' will be activated by two Dutch BLP trainers.