11th INTERNATIONAL CONFERENCE
TALLINN ESTONIA
22-24 SEPTEMBER 2016

EMPOWERING
THE TEACHER OF TOMORROW

www.learningteacher.eu
The Learning Teacher Network’s 11th International Conference is held at the four star Nordic Hotel Forum in Tallinn, Estonia on 22-24 September, 2016 with the title ‘Empowering the Teacher of Tomorrow’.

The focus of the 2016 conference is how to empower and build capacity of ‘The Teacher of Tomorrow’ for inspiring and successful teaching and learning today and tomorrow. The underpinning perspective of the conference will be quality education and to embrace knowledge, skills, values and attitudes that empower learners and schools/teacher education to learn and educate for sustainable development.

There is now a growing international recognition of ESD as an integral element of quality education and a key enabler for sustainable development. The Sustainable Development Goals (SDGs) adopted by the global community over the next 15 years include ESD in the targets.

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) seeks to generate and scale-up concrete actions in ESD. The GAP is the follow up to the United Nations Decade of Education for Sustainable Development (2005-2014). We believe that this conference will be a capacity-building event that will give deepened knowledge and understanding but also stimulate participants to scaling up actions ‘back home’.

We are delighted to present an international conference with very rich content and high quality presentations, with internationally highly recognized keynote speakers and a large number of colleagues from a range of countries sharing their knowledge and experience at sessions of workshops, lectures or paper presentations.

Alike the previous conferences, we welcome colleagues from education and training as well as from organisations addressing sustainable development to a golden opportunity for gaining new knowledge and sharing experience in a good and friendly atmosphere in an international setting.

On behalf of the Learning Teacher Network I wish you warmly welcome to the 11th annual International Conference!

On behalf of the Conference Committee,
Magnus Persson
Tallinn Conference Chair
Network President and Coordinator

THE GLOBAL ACTION PROGRAMME (GAP)

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) contributes to achieving the vision put forward by the UN Decade of ESD: “a world where everybody has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation”.

The overarching goal of the GAP is “to generate and scale up action in all levels and areas of education and learning to accelerate progress towards sustainable development”. The GAP has two objectives to multiply and to scale up ESD action:

- Objective 1 “to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development”
- Objective 2 “to strengthen education and learning in all agendas, programmes and activities that promote sustainable development”

The GAP identifies five priority action areas to advance the ESD agenda: Advancing policy; Transforming learning and training environments; Building capacities of educators and trainers; Empowering and mobilizing youth; AND, Accelerating sustainable solutions at local level.

Established by UNESCO, Partner Networks drive implementation of the Global Action Programme (GAP). They serve as a global community of practice and exist for each of the five Priority Action Areas. Partner Networks intensify synergies between the GAP activities of their members, the Key Partners, and catalyse further action from other ESD stakeholders.

The Learning Teacher Network is honoured to be a selected UNESCO Key Partner, implementing the Priority Action Area 3 “Building capacities of educators”.

On behalf of the Conference Committee,
Magnus Persson
Tallinn Conference Chair
Network President and Coordinator
The new, modern Nordic Hotel Forum four-star business and conference hotel is situated in the heart of Tallinn on Viru Square, just a short stroll from business, shopping and entertainment venues. Tallinn’s picturesque Old Town is just 150 metres away. The hotel rooms are modern, spacious, and with free WiFi.
Thursday 22 September 2016
Afternoon 13.00 (optional)
School visit to Jacob Westholmi Gümnaasium or Tallinna Kunstikool, or Visit to the Tallinn University Centre for Innovation of Education
16.15-17.45 Registration of delegates
18.00 Cultural-Musical Programme
18.30 Conference Opening Session with Words of Welcome from Honoured Guests
18.45 Introductory Address in plenary
19.00 Moderated Expert Panel discussion
20.00 Welcome Dinner, the Monaco Restaurant

Friday 23 September 2016
09.00 Keynote speech
10.00 Coffee break
10.30 Parallel Sessions A
11.45 Parallel Sessions B
12.45 Group photo
13.00 Lunch
14.00 Parallel Sessions C
15.00 Coffee break
15.30 Parallel Sessions D
20.00 Conference Dinner, the Monaco Restaurant

Saturday 24 September 2016
09.00 Keynote speech
10.00 Coffee break
10.30 Parallel Sessions E
11.45 Parallel Sessions F
12.45 Lunch
14.00 Parallel Sessions G
15.00 Coffee break
15.30 Keynote speech
16.30 Cultural Programme and Closing Session

Sunday 25 September 2016
Departure
OVERVIEW OF PARALLEL SESSIONS

PARALLEL SESSIONS A  FRIDAY 23 SEPTEMBER at 10.30 - 11.30
A1 Successful contributions to education for sustainable development into state curricula in Estonia
A2 How can we help students to put sustainability goals into practice?
A3 Reading Strategies for Better Comprehension - How Teenagers Can Improve Their Reading in Every School Subject
A4 Working Apart Together
A5 Can innovative learning applications influence the students’ attitudes towards science: The case of digital games

PARALLEL SESSIONS B  FRIDAY 23 SEPTEMBER at 11.45 - 12.45
B1 Helping All Students Develop a Sustainability Worldview: Principles and Practices for Teachers
B2 The mathematicians of tomorrow
B3 How NGOs can reinforce teachers’ professional skills for sustainable education. NGO Mondo, Estonia.
B4 Creating a Curriculum in the Context of the Developing World
B5 Lowering the threshold for teachers to embrace ESD: how GroenGelinkt makes all ESD lessons and activities accessible

PARALLEL SESSIONS C  FRIDAY 23 SEPTEMBER at 14.00 - 15.00
C1 Shifting gears: Transforming a school into a hub for community development
C2 Is passion enough? Empowering the School Leaders of tomorrow: what lessons can we learn from today’s School Leaders?
C3/1 Working Together in order to Deepening Student Learning: Collaborative Learning in Organisations and Classrooms
C3/2 Change The School And You Change The Local Community
C4 ECO drama in education for sustainable development
C5 Education for Sustainability in Joensuu Teacher Training School

PARALLEL SESSIONS D  FRIDAY 23 SEPTEMBER at 15.30 - 16.30
D1 WhiteSpace Learning; Where is the White Space?
D2 Storyline - a method for teaching students sustainability and how to handle transformations in society
D3 Reorienting education in the post 2015 UN development agenda: The 21st century teacher
D4 Learning for Sustainable Development in TVET as key for GAP
D5 How to build your ‘Learning Power’?

PARALLEL SESSIONS E  SATURDAY 24 SEPTEMBER at 10.30 - 11.30
E1 Our City 2030 - we are all well on the way towards a sustainable society
E2/1 Teachers’ Professional Development and Quality Education
E2/2 Blame Game Between Parents and Teachers
E3/1 Life-long learning and music: Well-being from choir music
E3/2 Empowering Teachers: Ensuring well-being for all children
E4 A Teacher’s Handbook: Hazardous Substances in Consumer Products
E5 What to do, that everybody gives his best: Educational leadership and empowerment of teachers
E6/1 A Digital Ecosystem for Learning
E6/2 Sharing Changes Teaching

PARALLEL SESSIONS F  SATURDAY 24 SEPTEMBER at 11.45 - 12.45
F1 Climate crisis: do something about it!
F2 The Teacher of Tomorrow; How shall we know him or her?
F3 Student active Parent-Teacher meetings
F4 Know your talents!
F5 Learning to Learn as an Adult: Collaborative Decision-Making and the European Language Portfolio

PARALLEL SESSIONS G  SATURDAY 24 SEPTEMBER at 14.00 - 15.00
G1/1 Creating opportunities for teacher competence development
G1/2 Implementation of Whole Institution Approach on ESD
G2 Empowering the student of tomorrow
G3 Moofy, improve learning by moving!
G4 Classrooms without walls – Leadership Keys
G5 How to prepare the teacher of tomorrow: Problem-Based Learning in a Teacher Training School in the Netherlands
Irmeli Halinen has worked in the Finnish National Board of Education (FNBE) as the Head of the Curriculum Development until her retirement 1.9.2016. FNBE is a state agency in charge of the development of education in Finland, working under the auspices of the Ministry of Education and Culture.

Irmeli was coordinating the national curriculum reform 2012-2016. She has also been a member of the Finnish National Commission for UNESCO until 2015. She has been active in UNESCO/IBE-organization and as a member of the international Advisory Board for the Sustainability and Education Academy (SEdA). In addition, a permanent expert member of the Advisory Board of The Ombudsman for Children in Finland.

Until 2016 she was the national coordinator of the CIDREE organization (Consortium of Institutions for Development and Research in Education in Europe). She has influenced as a curriculum expert in Nepal, India, China, the Caribbean area, Canada, and several European as well as in some Arab, Latin American, and African countries.

Charles Hopkins is the UNESCO Chair on Reorienting Teacher Education to Address Sustainability. Within this appointment he coordinates an international network of teacher education institutions from 55 countries collaboratively working upon the reorientation of elementary and secondary teacher education to address sustainable development. Charles is also a United Nations University (UNU) Chair on Education for Sustainable Development, developing Regional Centers of Expertise in (ESD) globally.

As a former Superintendent with the Toronto Board of Education and as a long time, highly respected leader in the fields of education and ESD, Charles lectures and meets with education leaders and national decision makers all around the world.
Dr. Elena Cavagnaro
PROFESSOR OF SUSTAINABILITY IN HOSPITALITY AND TOURISM, THE NETHERLANDS

Elena Cavagnaro was born in 1963 in Rome, Italy. She holds a MA from the University of Rome and a Ph.D. from the Vrije Universiteit in Amsterdam. In 1997 she joined Stenden University of Applied Sciences, the Netherlands, and in 2004 she became Stenden professor of service studies and in 2014 Stenden professor of sustainability in hospitality and tourism.

In both roles, she has consulted several organizations in sectors such as hospitality, retail and health care on sustainability strategy and implementation. She is visiting professor at the University of Derby (UK).

Following her understanding of sustainability as a multi-dimensional and multi-layered concept, her research focuses on issues that run across and connect the social, organizational and individual layer of sustainability.

Julia Heiss
TEAM LEADER AND PROGRAMME SPECIALIST, SECTION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT, DIVISION FOR INCLUSION, PEACE AND SUSTAINABLE DEVELOPMENT, UNESCO, PARIS

Julia Heiss is currently the team leader of the Education for Sustainable Development programme at UNESCO and chair of the UNESCO Partner Network 3 in the implementation of the Global Action Programme on ESD. She has worked for the United Nations Education Culture and Science Organization (UNESCO) for 20 years in Kenya, France and coordinated programs in several other countries in Africa, Asia and Latin America. She also worked for the Global Monitoring Report for Education For All.

Julia Heiss is a social anthropologist and education planner with extensive experiences in design and implementation of education programs in the area of science education, technical and vocational education, girl’s education, education for sustainable development, education for sustainable consumption and climate change and DRR education.
THURSDAY 22 SEPTEMBER at 13.00 – 16.00
STUDY VISITS (OPTIONAL)

School visit, to Jacob Westholmi Güümath or Tallinna Kunstikool, or
Visit to the Tallinn University Centre for Innovation of Education

THURSDAY 22 SEPTEMBER at 16.45 - 17.45
REGISTRATION OF DELEGATES

18.00 Cultural-Musical Programme
   School choir and folk dance group from Aruküla Basic School

18.30 Words of welcome from honoured guests from:
   - Deputy Mayor Mr Mihhail Kõlvart, the City of Tallinn
   - Ms Maris Ilves, Head of Press and Communication, the European Commission Representation in Estonia
   - Ms Kerli Gutman, Secretary-General of the Estonian National Commission for UNESCO
   - Prof. Priit Reiska, Vice Rector for Academic Affairs, the Tallinn University
   - Mr Magnus Persson, the Learning Teacher Network

18.45 ‘Scaling up ESD – implementing the UNESCO Global Action Programme’. Introductory address in plenary.
   Ms Julia Heiss, UNESCO Paris, Team Leader and Programme Specialist at the Section of Education for Sustainable Development, Division for Inclusion, Peace and Sustainable Development

19.00 Expert Panel Discussion: ‘How to connect Quality Education, ESD and the Sustainability Goals into practice?’
   Expert Panel:
   - Prof. Charles Hopkins, UNESCO Chair
   - Ms Irme Halinen, Finnish National Board of Education, Finland
   - Ms Julia Heiss, UNESCO
   - Prof. Elena Cavagnaro, Stenden University of Applied Sciences, Academy of International Hospitality Research, the Netherlands
   - Ms Maris Kivistik, National Environmental Board of Estonia

20.15 Conference Welcome Dinner at the Monaco Restaurant (at the Nordic Hotel Forum)

FRIDAY 23 SEPTEMBER at 09.00 - 10.00
KEYNOTE ADDRESS

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

10.00 - 10.30
COFFEE BREAK

FRIDAY 23 SEPTEMBER at 10.30 - 11.30
PARALLEL SESSIONS A

A1 Successful contributions to education for sustainable development into state curricula in Estonia
Maris Kivistik, Environmental Board of Estonia, and Marika Kose, Estonian University of Life Sciences, Tallinn, Estonia

A2 How can we help students to put sustainability goals into practice?
Elaine van Herwaarden and Joke Alink, University of Applied Sciences Utrecht, Utrecht, the Netherlands

A3 Reading Strategies for Better Comprehension - How Teenagers Can Improve Their Reading in Every School Subject
Susanne Mellerskog and Ingegerd Norder, Nobelgymnasiet, Karlstad, Sweden

A4 Working Apart Together
MSc Hiske Koldijk and Jantsje van der Wal, NHL Hogeschool, Leeuwarden, the Netherlands

A5 Can innovative learning applications influence the students’ attitudes towards science: The case of digital games
Ilias Batzogiannis, P technologies, Katerini, Greece

FRIDAY 23 SEPTEMBER at 11.45 - 12.45
PARALLEL SESSIONS B

B1 Helping All Students Develop a Sustainability Worldview: Principles and Practices for Teachers
Dr. Victor Nolet, Western Washington University, Bellingham, USA

B2 The Mathematicians of Tomorrow
Nina Holm, Karlstad School of Nature, Karlstad, Sweden

B3 How NGOs can reinforce teachers’ professional skills for sustainable education: NGO Mondo, Estonia
Mari-Kätrin Kinks and Johanna Helin, NGO Mondo, Tallinn, Estonia

B4 Creating a Curriculum in the Context of the Developing World
Helen Horton, Lancaster, England UK

B5 Lowering the threshold for teachers to embrace ESD: How GroenGelinkt makes all ESD lessons and activities accessible
Hans Lodders, GroenGelinkt, Amersfoort, the Netherlands
C1  Shifting gears: Transforming a school into a hub for community development  
Prof. Olena Pometun, NGO “Teachers for Democracy and Partnership”, Kiev, Ukraine

C2  Is passion enough? Empowering the School Leaders of tomorrow: what lessons can we learn from today’s School Leaders?  
Francia Kinchington, University of Greenwich, London, England UK

C3/1  Working Together in order to Deepening Student Learning: Collaborative Learning in Organisations and Classrooms  
Jessica Jarhall, Department for Education, Linköping; formerly at the Swedish National Agency for Education, Sweden

C3/2  Change The School And You Change The Local Community  
John Murray, Francis Askew Primary Academy, Kingston upon Hull, England UK

C4  ECO drama in education for sustainable development  
Alicja Galazka, University of Silesia, Katowice, Poland

C5  Education for Sustainability in Joensuu Teacher Training School  
Dr. Minna Haring, Merja Kukkonen and Mari Kuusimäki, University of Eastern Finland, Teacher Training School at Joensuu, Joensuu, Finland

D1  WhiteSpace Learning: Where is the White Space?  
Steve Hall, Staffordshire University/Summit Education, Stone, England UK and Jori Leskala, Tampere University of Applied Science, Tampere, Finland

D2  Storyline - a method for teaching students sustainability and how to handle transformations in society  
Lena Sundberg, Siv Åhs and Barbro Carlsson, Herrhagsskolan, Karlstad, Sweden

D3  Reorienting education in the post 2015 UN development agenda: The 21st century teacher  
Dr. Shepherd Urenje, SWEDESD - Uppsala University, Visby, Sweden

D4  Learning for Sustainable Development in TVET as key for GAP  
Karolina Sandahl and Christer Torstensson, Den Globala Skolan/The Global School, Visby, Sweden

D5  How to build your ‘Learning Power’?  
Anton de Vries and Herman Haedemaker, Stenden University, Leeuwarden, the Netherlands

E1  Our City 2030 - we are all well on the way towards a sustainable society  
Gitte Jutvik Guterstam and Germund Sellgren, World Wide Fund for Nature (WWF), Sweden

E2/1  Teachers’ Professional Development and Quality Education  
Sitaram Dahal, University Grants Commission Nepal, Kathmandu, Nepal

E2/2  Blame Game Between Parents and Teachers  
Amar Bahadur Sherma, Euro School, Kathmandu, Nepal

E3/1  Life-long learning and music: Well-being from choir music  
Eija Liisa Sokko-Meaney, University Teacher Training School at Joensuu, UEF, Joensuu, Finland

E3/2  Empowering Teachers: Ensuring well-being for all children  
Associate Prof. John Kesner, School of Education, Georgia State University, Atlanta, USA

E4  A Teacher’s Handbook: Hazardous Substances in Consumer Products  
Tiina Elvisto, Tallinn University, Tallinn, Estonia

E5  What to do, that everybody gives his best: Educational leadership and empowerment of teachers  
Ulrich Hammerschmidt and Klaus Walter, Waldblick - Oberschule Freital – Niederhäslich, Freital, Germany

E6/1  A Digital Ecosystem for Learning  
Ola Henningsson, Department for pre-school and compulsory School education, Karlstad, Sweden

E6/2  Sharing Changes Teaching  
Tobias Berger, Department for pre-school and compulsory School education, Karlstad, Sweden
SATURDAY 24 SEPTEMBER at 11.45 - 12.45
PARALLEL SESSIONS F

F1 Climate crisis: do something about it!
Wim Van Buggenhout, Gemeentelijk Technisch Instituut Londerzeel, Londerzeel, Belgium

F2 The Teacher of Tomorrow; How shall we know him or her?
Dr. Martin Fitzgerald, Limerick Institute of Technology, Co Tipperary, Ireland

F3 Student active Parent-Teacher meetings
Anna Niklasson and David Sjöö, Stodeneskolan, Karlstad, Sweden

F4 Know your talents!
drs. Karen de Boer, NHL University of applied Sciences, Leeuwarden, the Netherlands

F5 Learning to Learn as an Adult: Collaborative Decision-Making and the European Language Portfolio
Cristina España, Official School of Languages (EOI-Collado Villalba), Collado Villalba, Spain

12.45 - 14.00
LUNCH

SATURDAY 24 SEPTEMBER at 14.00 - 15.00
PARALLEL SESSIONS G

G1/1 Creating opportunities for teacher competence development
Prof. Olena Pometun, NGO “Teachers for Democracy and Partnership”, Kiev, Ukraine

G1/2 Implementation of Whole Institution Approach on ESD - Karlstad
Daniel Olsson, Department for pre-school and compulsory school education, Karlstad, Sweden

G2 Empowering the student of tomorrow
Birthe Witt Jason, Sabro-Korsvejskolen, Brabrand, Danmark

G3 Moofy, improve learning by moving!
Michiel de Bruijn and Neda Mutabdzija, Moofy BV and Cedin, Drachten, the Netherlands

G4 Classrooms without walls – Leadership Keys
Torbjörn Wrange, Department for pre-school and compulsory School education, Karlstad, Sweden

G5 How to prepare the teacher of tomorrow: Problem-Based Learning in a Teacher Training School in the Netherlands
Iris Booster and Saskia Degens-van der Most, Hogeschool Rotterdam, Rotterdam, the Netherlands

15.00 - 15.30
COFFEE BREAK

SATURDAY 24 SEPTEMBER at 15.30 - 16.30
KEYNOTE ADDRESS

Being human, sustainability from the inside out
Dr. Elena Cavagnaro, Stenden University of Applied Sciences, professor of sustainability in hospitality and tourism, Leeuwarden, the Netherlands

16.30 Musical Programme
Young musicians from the Georg Ots Music School
16.55 Closing words, end of conference

SATURDAY 24 SEPTEMBER at 16.30 - 17.00
CLOSING SESSION
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 as 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 ‘Sustainable a Bul’, 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 can be 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 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: Higher education 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.

A4 Working Apart Together

**Presenters:** MSc Hiske Koldijk and Jantsje 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!

A5 Can innovative learning applications influence the students’ attitudes towards science: The case of digital games

**Presenter:** Ilias Batzogiannis, 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.

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 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.

B3 How NGOs can reinforce teachers’ professional skills for sustainable education: NGO Mondo, Estonia  
Presenters: Mari-Kärtin Kinks and Johanna Helin, NGO Mondo, Tallinn, Estonia  
Workshop. 60 min. Target group: General  
NGO Mondo Global Education Center (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 60-hours 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.

B4 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 Freire 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.

B5 Lowering the threshold for teachers to embrace ESD: how GroenGelinkt makes all ESD lessons and activities accessible  
Presenter: Hans Ladders, 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 support 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.

C1 Shifting gears: Transforming a school into a hub for community development  
Presenter: 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 - administra- tion, 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?  
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 Jarholl, 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 Change The School And You Change The Local Community
Presenter: John Murray, Francis Askew Primary Academy, Kingston upon Hull, England UK
Lecture/paper. 30 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. This presentation 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.

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 Education for Sustainability in Joensuu Teacher Training School
Presenters: Dr. Minna Haring, Merja Kukkonen and Mari Kuusimäki, University of Eastern Finland, Teacher Training School at Joensuu, Joensuu, Finland
Workshop. 60 min. Target group: 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.

D1 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?

D2 Storyline - a method for teaching students sustainability and how to handle transformations in society
Presenters: Lena Sundberg, Siv Åhs and Barbro Carlsson, Herrhagskolan, Karlstad, Sweden
Workshop. 60 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.

D3 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.

**D4 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 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.

**E5 How to build your ‘Learning Power’?**
*Presenters: Anton de Vries and Herman Hoedemaker, Stenden University, Leeuwarden, the Netherlands*

*Workshop. 60 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.

**E1 Our City 2030 - we are all well on the way towards a sustainable society**
*Presenters: Gitte Jutvik Guterstam and Germund Sellgren, World Wide Fund for Nature (WWF), Sweden*

*Workshop. 60 min. Target groups: Secondary and upper secondary; Youth*

As teacher, you can make an important contribution to sustainable development. Today over half the world population lives in cities. Within a few decades it is estimated that 70 per cent will be urban dwellers. Cities account for an ever-increasing environmental impact, but they also hold out great possibilities. Our City 2030 is all about learning—and at the same time about how to contribute to greater social and ecological sustainability. Our City 2030, the interdisciplinary teaching programme is a part of WWF’s global efforts to reduce ecological footprint. Our City 2030 strives to arm students with knowledge and provide them with experience through action and immersion in initiatives designed to promote sustainable development.

**E2/1 Teachers’ Professional Development and Quality Education**
*Presenter: Sitaram Dahal, University Grants Commission Nepal, Kathmandu, Nepal*

*Lecture/paper. 30 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 in 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.

**E2/2 Blame Game Between Parents and Teachers**
*Presenter: Amar Bahadur Sherma, Euro School, Kathmandu, Nepal*

*Lecture/paper. 30 min. Target group: General; Secondary and upper secondary*

If a student is trapped within a triangular framework of teachers, school administrators and legal guardians/parents, no students are likely to stray away from the path to their destination. Proper cooperation and frequent communication are the major factors for overall development of students. In recent time there is hardly any good rapport established between parents and teachers, and teachers and school administrators. Egocism, irresponsibility and modern life style are hindering factors to the educational achievement. This issue needs to be taken in serious consideration and addressed appropriately on time, for students are the pillars of the nation.

**E3/1 Life-long learning and music: Well-being from choir music**
*Presenter: Eija Liisa Sokka-Meoney, University Teacher Training School at Joensuu, UEF, Joensuu, Finland*

*Lecture/paper. 30 min. Target groups: Adult education; Higher education*

The latest findings in music and brain research have shown what beneficial impact music has on the wellbeing and active learning of both young children and the aging population. This presentation is a case study on a choir in Joensuu, Finland, and how participatory music activities bring social and intellectual well-being and sustainable life-style as experienced by the members and choir director/teacher of a choir. These kinds of activities are also mentioned in the new high school curriculum and its links to life-long learning and cross-generational activities.
E3/2 Empowering Teachers: Ensuring well-being for all children
Presenter: Associate Prof. John Kesner, School of Education, Georgia State University, Atlanta, USA
Lecture/paper. 30 min. Target group: General
In the United States, not only are parents free to utilize corporal punishment in disciplining their children, but 19 states still allow corporal punishment to be used in schools. Teachers are legally bound to report suspected maltreatment to child protective services (CPS). What is the line between “acceptable” physical discipline and abuse? The difference is often vaguely defined and often confusing to school personnel. In addition, it could be argued that by allowing the use of corporal punishment in their schools, some states are implicitly condoning a certain level of child maltreatment. Of all the mandated reporters in the U.S., teachers are in a unique position to recognize, either through direct disclosure or observation, the symptoms of all types of child maltreatment; sexual abuse, physical abuse, emotional abuse, and neglect. Aside from the vagaries of maltreatment definitions, and implicit acceptance by states, there are other factors which contribute to a teacher’s decision to report suspected child maltreatment. Teachers’ attitudes toward, and individual definitions of what constitutes maltreatment are major factors in their decision to report. The purpose of this workshop is to share the results of an ongoing research study into pre-service teachers’ attitudes towards child maltreatment and their responsibilities as mandated reporters. This workshop will also explore how individual variations in beliefs about corporal punishment and the acceptable level of involvement of the in family life will be explored.

E4 A Teacher’s Handbook: Hazardous Substances in Consumer Products
Presenter: PhD Tiina Elvisto, Tallinn University, Tallinn, Estonia
Workshop. 60 min. Target groups: General; Secondary and upper secondary; Higher education; Adult education; Youth
The teacher’s guide prepared for the European Union Life+ Project “Baltic Info Campaign on Hazardous Substances”. Workshop topics are: 1) hazardous substances as ingredients in household chemicals, cosmetics, baby care, toys, car care products, indoor paints & varnishes; 2) how hazardous substances enter our body and the effect they have; 3) effects of hazardous chemicals on other organisms in the environment; 4) ways to avoid hazardous substances and minimize their effect on our lives. The teaching materials are available in Estonian, Latvian, Lithuanian, Russian, and English at: www.thinkbefore.eu

E5 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.

E6/1 A Digital Ecosystem for Learning
Presenter: Ola Henningsson, Department for pre-school and compulsory School education, Karlstad, Sweden
Lecture. 30 min. Target group: General
We leave the learning management system (LMS) built for an ecosystem of applications and digital learning environments. We define how it can support the learning and developing processes for pupils and teachers. An ecosystem that develops with new technology but always is based on a modern model of teaching and learning based on Education for Sustainable Development and Formative assessment and in line with the EU Data Protection Regulations. This presentation will show you how we are building the ecosystem in the municipality of Karlstad, Sweden.

E6/2 Sharing Changes Teaching
Presenter: Tobias Berger, Department for pre-school and compulsory School education, Karlstad, Sweden
Lecture. 30 min. Target group: General
We all have a basic urge to share what we know. That makes it possible to ask a question on the internet and get help from a stranger from another city or country - with no demand for anything in return. Traditionally the teacher profession has been lonely work, but the sharing culture is changing that. Tobias Berger is web editor of a highly successful regional sharing website for teachers, www.pedagogvarmland.se, and will reveal the reasons for success.

F1 Climate crisis: do something about it!
Presenter: Wim Van Buggenhout, Gemeentelijk Technisch Instituut Londerzeel, Londerzeel, Belgium
Lecture. 60 min. Target group: Secondary and upper secondary
The project ‘CLIMATE CRISIS: do something about it!’ is a boundless project of a close collaboration of students and teachers, coordinated by Wim Van Buggenhout. The principle: after the information- part, with scientific lessons we motivate our students to do concrete actions in benefit of our planet. The project has led to a lot of climate actions whether or not for charity, interdisciplinary projects and educational courses summarized in a website. We made a Technical ecological school-garden, a climate- website, an aquaponics-system. ... We also developed an eco-village summarized in a website. We made a Technical ecological school-garden, a climate- website, an aquaponics-system. ... We also developed an eco-village...

F2 The Teacher of Tomorrow; How shall we know him or her?
Presenter: Dr. Martin Fitzgerald, Limerick Institute of Technology, Co Tipperary, Ireland
Workshop. 60 min. Target groups: General; Pre-school and primary; Secondary and upper secondary; Higher education; Adult education
Many of the jobs in the future haven’t been invented yet. How therefore does an educational system prepare learners for such a future? What
skills/attributes will the teacher of tomorrow need to deliver effectively in this environment? How shall we know this teacher and what type of teaching and learning world will he or she inhabit?

F3 Student active Parent-Teacher meetings  
**Presenters:** Anna Niklasson and David Sjöö, Stodeneskolan, Karlstad, Sweden  
**Lecture. 60 min. Target groups:** Pre-school and primary; Secondary and upper secondary  
At Stodeneskolan in Karlstad, Sweden, we have high expectations of our pupils. The children get influence and understanding at an early age of their learning. Twice each school year they invite their parents into a “Student Active Call” where they talk about their work in school and their learning. After having prepared well along with their teachers, the children lead the meetings themselves while discussing, evaluating and looking forward. Parents get to know about their children’s strengths and needs, but the biggest gain is that the children become more active, aware and responsible for their school work.

F4 Know your talents!  
**Presenters:** drs. Karen de Boer, NHL University of applied Sciences, Leeuwarden, the Netherlands  
**Workshop. 60 min. Target group:** General  
How would it be to do your work in your own way? If you could do (most of the time) the things that fit you perfectly? If you feel strong and competent doing the things you do?  
During this workshop we will be exploring your unique talents, and make plans to develop them further. The training is divided in three steps:  
1. With the help of a test you will discover your own talents. Do this before attending the workshop. The test can be found on www.talent-assessment.nl (in English). You need a code before you can do the test, we will take care of this.  
2. Recognise your own talents: in what ways did you use your talents already?  
3. How can you use your talents more conscious? How can you do the things you most loved to do on your own ways?  
This workshop is based on the training ‘Know your talents’ which students at the NHL University of Applied sciences can attend. The lessons are based on positive psychology insights and have a positive effect on motivations and study results. Above all, it is a workshop that made you happy, feeling strong and proud of who you are! ;-) The principles can be used for children and adults of all ages.

F5 Learning to Learn as an Adult: Collaborative Decision-Making and the European Language Portfolio  
**Presenter:** Cristina España, Official School of Languages (EOI-Collado Villalba), Collado Villalba, Spain  
**Lecture/paper. Target group:** Higher education; Adult education  
Now that there is a growth of interest in the promotion of autonomy in language learning, the development of the adult learner’s autonomy should not be overlooked, under the framework of life-long learning. This contribution will present the results obtained in a small-scale action-research undertaken with adult English learners which aimed at analysing the impact of collaborative decision-making processes on the development of students’ “learning to learn” ability. The European Language Portfolio will be used as an evaluative learning tool to integrate evaluative thinking into learning, hence improving the quality of language learning.

G1/1 Creating opportunities for teacher competence development  
**Presenter:** Prof. Olena Pometun, NGO “Teachers for Democracy and Partnership”, Kiev, Ukraine  
**Lecture/paper. 30 min. Target group:** General  
The Partner Project of the Teachers for Democracy and Partnership (Ukraine) and Global Action Plan (Sweden) is for scaling up of the current, successful schools program for sustainable behaviour changes in Ukraine which comprise a range of optional courses (for grades 1-9). Underlying such a program is a pedagogy of empowerment: a way of working with the children that creates excitement and contributes to releasing their powers of caring, creativity and action. Teaching experience shows that students learn better if teachers:  
- Create a supportive learning environment  
- Develop students’ reflective thinking and their activity  
- Motivate students’ learning and mastering new knowledge  
- Organize interactive learning for students  
- Establish the relationship between students’ acquired knowledge and their experience  
- Maintain the link between the learning and teaching processes.

G1/2 Implementation of Whole Institution Approach on ESD - Karlstad  
**Presenter:** Daniel Olsson, Department for pre-school and compulsory school education, Karlstad, Sweden  
**Workshop. 30 min. Target groups:** General; Pre-school and primary; Secondary and upper secondary  
Karlstad municipality is currently conducting a pre-study for implementation of Whole Institution Approach on Education for Sustainable Development (ESD) into the local school system. To empower young people with competences and capacities for future decision-making is the main purpose of education. Hence, what are we already doing in a teacher level through the level of school leaders, administration and politics to ensure the desired outcome among students? What pieces are we missing to establish coherence for the Whole Institution Approach on ESD in the local school system? The workshop addresses ways forward for implementing ESD and results from Karlstad.

G2 Empowering the student of tomorrow  
**Presenter:** Birthe Witt Jason, Sabro-Korsvejskolen, Brabrand, Danmark  
**Workshop. 60 min. Target group:** General  
Understanding the skills and competences future generations need is not easy. The speed of change the last 10 - 20 years has been explosive, and we can only guess what the future will bring. Yet as educators we have to empower our students for tomorrow, a task that demands we learn, unlearn and rethink education and learning.
G3  Moofi, improve learning by moving!
Presenter: Michiel de Brujin and Neda Mutabdzija, Moofi BV and Cedin, Drachten, the Netherlands
Workshop. 60 min. Target group: Pre-school and primary
Moofi was founded by Neda Mutabdzija and Michiel de Brujin in June 2015 during the Master International Sport Management at the Johan Cruyff Institute in Amsterdam. We believe that it is increasingly important to create a good balance for children between concentrating and learning during the school day and to have time to move and relax between the lessons. Michiel has considerable knowledge and experience as a director in primary education and noticed that most of the teachers are having problems to manage the concentration and focus of the class during the entire school day. We have developed a digital platform with many short movies (3-5 minutes work out) for children which are available through our website. This product is for children of primary schools and the exercises need no preparation of the teacher and can be done in the classroom behind their tables. Moofi gives teachers an instrument to let the children ‘discharge’ and gives the children a possibility to move and relax during the school day to renew their focus. In this workshop we will show you some movies, we will join everyone to try it and we will explain what the argumentation is of the advantages of learning by moving.

G4  Classrooms without walls – Leadership Keys
Presenter: Torbjörn Wrange, Department for pre-school and compulsory School education, Karlstad, Sweden
Round table. 60 min. Target group: General
Discussions and theories around benefits for a leadership not depending on classroom walls. What kind of leadership works when we don’t see the students, when we leave them a maximum of responsibility? How can we draw learning benefits by leaving the school, working with curricula outdoors? Professional process leaders work with the physical distance as a tool, to get an overview and to steer, leading, what can be in our minds when we get there?

G5  How to prepare the teacher of tomorrow: Problem-Based Learning in a Teacher Training School in the Netherlands
Presenter: Iris Booster and Saskia Degens-van der Most, Hogeschool Rotterdam, Rotterdam, the Netherlands
Workshop. 60 min. Target group: Higher education
Problem-Based Learning (PBL) is a student-centred approach to learning. A teaching method in which students play an active role in their own learning process through solving complex open-ended problems in small groups. At our Teacher Training School of the Rotterdam University of Applied Sciences we have recently chosen to use this teaching method because we believe it will prepare our students better for their role in our changing society. In this workshop we will discuss the advantages and disadvantages of PBL and let you experience the process of learning through PBL!

POSTER PRESENTATIONS

PP1  From idea to implementation of projects in primary school for sustainable development: A case study in Slovenia
Presenter: Tatjana Devjak, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia
Poster presentation.
The authors in this paper derive from the definition, which says that sustainable development is such a form of development of human society, which ensures economic and social development while protecting the environment and includes environmental, economic and social aspects. Sustainable development as the idea of the development of human society is sufficient for today’s needs and does not threaten the possibilities of life and the development of future generations. Education for sustainable development is extensive, comprehensive, coherent educational process, which includes the relationship between man and nature and relations between human beings and tries to actively and constructively resolve current and future environmental and social issues. The presentation shows how a small rural elementary school that bears the name after Primoz Trubar, who wrote the first Slovene book, plans to implement the ambitious objectives of the education for sustainable development. They are included in various projects and competitions on the different levels of the narrow and wider environment. The environmental and economic aspect is developed in the projects: the Scheme of school fruit, Eco gardens, the Editing of the orchard and processing of the crop, Healthy school etc. From the social aspect they are developing projects Older students teach the younger, Intergenerational cooperation, etc., every year they participate in many charitable campaigns: Assistance to homeless people, Donate toys to the Paediatric clinic, Donate work-book, ... and charitable concerts. Within each of the planned project, special care is paid to the balance of content and relation point of view from the idea to the realization of the set objectives. Co-author: Metoda Kolar, Elementary school OS Primoz Trubar Velike Lasce, Ljubljana, Slovenia.

PP2  Partnership cooperation between teachers and parents as part of Education for Sustainable Development
Presenter: Sanja Bercnik, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia
Poster presentation.
The author of this paper emphasises the quality of interpersonal relations as an important element of education for sustainable development in Slovenia. In the school field we are increasingly faced with cultural diversity, with individuals of different language backgrounds and different religious orientations. Since we are talking about the meeting of cultures, it is necessary to take into account the interpersonal differences and different social contexts, which on one hand enable the flow of knowledge and experience, and on the other hand, demand more communication and social skills. Such a meeting of cultures often causes difficulties in the interpersonal relations in the school field, within which we especially mention the relations and cooperation between teachers and parents, who come from a variety of cultural, linguistic backgrounds and religious orientations. The author shows how teachers should plan high-quality cooperation with culturally diverse parents and points out elements of the high-quality cooperation. For the exercise of the predetermined guidelines of sustainable development in the field of quality of interpersonal relations, it is important, that all the participants of education are integrated in the achievement of the objectives, which schools manifest through the design of educational plan. The results of the survey carried out in 2012 (N=342) show, which elements of educational plan include parental cooperation and in what way parents are involved in the design of educational plan and also what is the opinion of teachers and parents about the importance of cooperation with parents in individual elements of the educational plan.
The Sustainable Development Agenda (Agenda 2030)

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

Goal 4: Quality Education

The Sustainable Development Goal number 4 in particular highlights education and training:

Goal 4 is to “Ensure inclusive and quality education for all and promote lifelong learning”.

Obtaining a quality education is the foundation to improving people’s lives and sustainable development.

The targets within Goal 4 are:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the 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

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Additional support

Accompanying the Sustainable development Framework is the Incheon Declaration (pdf) adopted by around 1600 participants at the World Education Forum held in Incheon, Republic of Korea in May 2015. The Declaration represents the firm commitment of countries and the global education community to a single, renewed education agenda.

A Education 2030 Framework for Action was adopted in November 2015 by UNESCO together with Member States, which outlines how to translate global commitments into practice at a country, regional and global level.
The Conference Venue
Nordic Hotel Forum, Tallinn, Estonia

The conference is held in a high quality environment at the Nordic Hotel Forum in Tallinn, the capital of Estonia. The venue is located in the city centre, just a stroll away from the Old Town, the main attractions and major shopping centres.

Information about the hotel/conference venue:
www.nordichotels.eu/en/

Network website
www.learningteacher.eu

Conference pages
/tallinn-conference-2016

THE LEARNING TEACHER NETWORK’s CONFERENCES
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