Dear readers,

Education today, more than ever, plays a vital role in shaping the minds of young minds, leaders of tomorrow. In the times of uncertainty, ongoing conflicts both domestic and international, it is our common mission to educate ‘responsibly’. The Learning Teacher Network has been trying to keep up with latest trends and keep both educational theoreticians and practitioners united in their noble cause. Therefore, I was very honoured when the outstanding Gerard de Kruif, who has been editor of the Learning Teacher Magazine for many years, offered his position to me. Gerard, together with the late Magnus Persson, has laid the foundations for the growing success of the Magazine and the Network as we know it today. Again, the major challenge is to do this job ‘responsibly’ and live up to the standards set up by Gerard and Magnus! Coming from a post-conflict, quite underdeveloped and troubled country in South Eastern Europe (Bosnia and Herzegovina), I have learned quite early what it means to be deprived of many things – good education being one of them. That is why the struggles of immigrants from Syria and other war-stricken countries are close to me. I feel proud that the LTN is looking into this topic, particularly at the upcoming International GAP seminar “Immigration and Good Quality Education” in Palermo. Responding to the current crisis by recognising the needs of immigrant youth and offering them good educational services to is our responsibility! There are so many challenges in our world – economic, educational, social and environmental –you name it. But if we all share our best practices and the small positive milestones we achieve, we can make our very own micro level impact. And it is precisely because of the latter that I hope to see many of your best practices shared in the Learning Teacher Network Magazine or at one of our bi-annual events. We stand stronger together. With this, I want to thank Gerard for the years of commitment, for building up the Magazine to its current shape and his endless motivation and energy. I will try to work and continue his work ‘responsibly’.

Elma Mahmutović

The Learning Teacher Magazine is published by the Learning Teacher Network

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www.learningteacher.eu/magazine

The publication is published four times a year on a quarterly basis. The publication scheme is posted on the network website.

Materials in the magazine can be used or copied only by permission by the author or the editor.

Views expressed by the authors in the magazine do not necessarily correspond to the view of the editorial board.

VOLUME 8 No.1/2018
March 2018
ISSN 2000-2610

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Articles with no author mentioned are produced by the network’s admin team.
The Framework

The International GAP Seminar, with input from recognized experts and interactive discussions among the participants, offers a learning space to explore, learn more and elaborate on how schools and teacher education institutions can handle immigration and migration from the perspective of Human Rights and Quality Education.

We welcome you to participate in the Palermo Seminar, which will be enjoyable, inspiring and will address this key issue, crucial to the development of education and training, to ensure inclusive and equitable quality education for all.

We are very pleased that we have Professor Leon Tikly from the University of Bristol/UK and UNESCO Chair Charles Hopkins from York University in Toronto/Canada as distinguished international experts for good quality education, diversity and ESD with us at the seminar. They will share their wide expertise in two keynotes and in their active participation in discussions during the seminar. Dr. Susanne Müller-Using, LTN EC-member and researcher at Osnabrück University will contribute regarding her expertise on good quality education with a keynote on Human Rights Education skills for teachers in multicultural settings.

Education for Sustainable Development (ESD) allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ESD means including key sustainable development issues into teaching and learning. The United Nations has adopted the UNESCO Roadmap for implementing the Global Action Program (GAP) on Education for Sustainable Development.

The GAP has two objectives:

* 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 – and make a difference;

* to strengthen education and learning in all agendas, programs and activities that promote sustainable development.

The Learning Teacher Network is an official UNESCO GAP Key Partner on the capacity building of educators and trainers (GAP, Priority Action Area 3). The Sustainable Development Goals number 4 “Quality Education” - within the 2030 Agenda for Sustainable Development - is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Dr. Susanne Müller-Using,
Osnabrück University
Executive Committee LTN member & leader of the ESD Seminar organizational team.
### Keynote speakers:

**Professor Leon Tikly, University of Bristol, United Kingdom**

Leon Tikly is Professor in Education at the University of Bristol. His keynote *Towards a quality education for all: how schools can promote inclusion and diversity* is embedded in his research over many years into the quality of education in Africa and for immigrant learners in the UK and Europe. In the course of his research, Leon has worked closely with education policy makers and educators to implement evidence-based practice in schools. His understanding of educational quality addresses issues of inclusion as well as social justice. Leon is currently writing a book on quality education and sustainable development.

**UNESCO Chair Charles Hopkins, York University, Toronto/Canada**

Charles Hopkins holds the UNESCO Chair on Reorienting Teacher Education to Address Sustainability, focusing upon the development of an international network of teacher preparation institutions collaboratively working on the reorientation of teacher education to address sustainable development. Hopkins is also a senior advisor to UNESCO’s Transdisciplinary Project, Educating for a Sustainable Future and the Chair of the Education for Sustainable Development Working Group of UNESCO Canada’s Man and the Biosphere Committee (MAB). In addition, he is the executive director of the John Dearness Environmental Society and an advisor to Environment Canada’s Ecological Monitoring and Assessment Network (EMAN).

**Dr. Susanne Müller-Using, Osnabrück University, Germany**

Dr. Susanne Müller-Using is scientific director of the interdisciplinary research cluster Costa Rica Center and speaker for the research group Values and Human Rights Education at Osnabrück University. From 2004 on she works as scientific collaborator at the Educational Institute at the Osnabrück University, taking part in several intercultural and comparative research projects in early childhood and school education. Her research focus is on comparative education research, especially on teacher education, ethics and human rights education, empathy and intercultural competencies of teachers, individual pupil encouragement and creativity, school quality development. Susanne is Executive Committee member of the Learning Teacher Network.
As part of the European Week for Waste Reduction activities were being held all over Europe. In the last week of November 2017, the PSCD, Art, Music and PE teachers at Zabbar Primary B organised a week-long event with Year 3, 4, 5 and 6 pupils promoting waste reduction and eco-friendly measures for a better world. As a run up to the event, the pupils were asked to bring along recycled materials to be used during the Art, PE and Music lessons. For the Art lessons, each year group was assigned various recyclable materials to work with on different topics such as creating villages with used boxes, creating super heroes out of empty cardboard tubes, making birdhouses with clean milk cartons and coming up with a painting on old newspaper collage. These projects were finalised during workshops with joined classes at the week-long activity.

With regards to Music, the children were asked to bring along empty plastic bottles which were decorated and filled with rice to be used as shakers. Another year group worked on rhythm using rhythm sticks made of wooden broomsticks. The younger group provided plastic spoons along with a small empty container which they filled with rice and assembled into a pair of maracas. All pupils learnt a song playing along their recycled instruments according to given rhythms in class. These sessions led to music workshops during which they performed short slogans promoting recycling to given tunes and rhythms. As part of the PE sessions, the pupils participated in a treasure hunt around the school premises where they had to look for recycled materials following clues. The objects they looked for were plastic bottles, cereal boxes, yogurt cups, milk cartons and empty kitchen rolls. When each group found all the items, they discussed different ways to reuse or recycle the objects found.

At the end of the week-long event, the students could enjoy their own work being reused and set up in an Exhibition in one of the school corridors. During the following morning assembly, the whole school performed the song learnt using the Kodály method to celebrate their effort in promoting a sustainable environment.

Leonora Azzopardi (PSCD), Charmaine Cassar (PSCD), Sherryanne Gauci (Art), Shirlene C. Dolce (Music), Kyle Cesare (PE)

Teachers at Zabbar Primary B, St Margaret College, Malta
Email: smc.zabbar.prb@ilearn.edu.mt
In our organisation Rethink Human Being we work to create space for (self) reflection and dialogue towards a more sustainable world - based on human growth(!). You could say that we work for a kind of human evolution. Parallel to the effort of solving humanity’s challenges by developing new technologies, communicative platforms, business models and legislation etc. we believe in developing the human understanding and consciousness.

This might sound a bit fluffy – but it’s actually pretty down to earth, and we work with tools where everybody can tap in.

One format that we have developed is The Rethink Human Being Game. It’s actually not a real game but a series of yes/no questions that the participants answer and discuss. Pretty simple it seems, and yet it quickly gets both complicated and personal.

The questions are philosophical, ethical etc. – and they challenge the participants to look deeply into themselves to come up with an answer. One question can be seen from many angles and you can have multiple answers to the same question accordingly – and that creates an excellent base for reflective discussions in the group.

Reading about The Rethink Human Being Game is not the same as trying it, so I would like to invite you to try a little exercise. Below are some of the questions from the game. Don’t just read them, but take a stand and answer either yes or no to them. Underline your answer with a small action, it can be nodding or shaking you head a little, or moving your coffee cup to the left for yes or to the right for no. If you are not alone while reading this article then try to engage the group in dialogue around your favourite question(s).

Are you present right now?
Do you live out your full potential?
Is the human race important?
Can you own anything?
Do you give without expecting anything in return?
Do you know what you can live without?
Are you an honest person?

Thank you, I hope you enjoyed that.

We have used the game in many workshops and teaching sessions at schools with overwhelming feedback. Just playing the Rethink Human Being Game in its basic dialogue-form is awesome with kids and young people. Since they are in the process of forming an identity and not yet stuck in certain ways of thinking, they always seem to bring very innovating ideas and reflections to the table.

We have also experimented with taking it a step further, using the questions as base for deeper literary, intellectual or artistic exploration with the students. Some of the concepts inherent in the questions might seem familiar, but are in fact very abstract and involves high levels of understanding. The Rethink Human Being Game rattles these understandings to bring about development in thinking and acting.

This is necessary. Why? Because the economic, social and environmental systems we are trying to change are built upon understandings and assumptions. We need to educate people to live, act and think in ways that bring about change and not just incremental adjustments to our habits. This is why we focus on an individual and process-oriented way of thinking about sustainability. We focus on “being” as a pedagogical category. In Danish we call it Væredygtighed, but in English it would be something like SustainaBElity.

At the moment we are working on an online version of the game with additional teaching material accessible in many countries in various languages. Let this be an invitation to the Learning Teacher Network if anybody finds this interesting :)
The rich cultural heritage, which we at the Elementary School of Anton Janša Radovljica tend to as if it were the most brittle of porcelains:

Years of Ever-Changing Beehive Panels

A series of workshops connecting folk traditions, contemporary approaches to art, and socialising between children from mainstream and special educational needs schools

Following an initiative led by the Republic of Slovenia, the United Nations declared May 20th as the international day of the bee, thus commemorating the birthday of the Slovenian apiculturist Anton Janša.

At our first beehive panel workshop, a number of years ago, nobody had imagined that we would gather the artistic honey for so many more years to come and with such success. With hindsight, the decade and a half of workshops has built a strong relationship between tradition and new artistic findings. A painted beehive panel is unique to Slovenian artistic tradition. The panels, far from being only a painted piece of wood, capture images of popular artists, while they also depict scenes from everyday life, faith and preserve symbolic imagery from the past.

The workshops are intended for pupils of higher grades of elementary school. They take place each year on the birthday of Anton Janša, a renowned Slovenian apiculturalist and painter. Throughout his youth Janša gathered an intimate knowledge about the life of bees, which he later in his life developed to the point that it allowed him to become an eminent councillor at the Habsburg Crown during Maria Theresa’s reign. Our school proudly, and with the deepest respect, bears the name of this fine man.

The workshop takes place in the historic town centre of Radovljica, by the entrance to the Radovljica Apiculture Museum, which is ranked amongst the best in the world of its kind. The workshop is open to the public and accompanied with a lively cultural programme.

Creativity in today’s world is no longer restricted by location, nor by format or meaning - it can blossom anywhere. For this reason, the participating students not only gain an insight into cultural heritage, but, using the legacy of the ancient art, also transfer tradition to our current time and environment. In doing so, the essence of the heritage is preserved and imagery is created for future generations.

In the introductory part, children learn about topics and motifs through the medium of storytelling. The motifs comprise life events, nature and stories of both traditional and contemporary origins.

The workshops are in no way limited only to paintbrushes. Throughout the years we have used anything from chisels on lindenwood, glass mosaics, linoleum, printing cylinders, nails of different sizes and colours, wax and engraving knives, caligraphy pens, plywood and pyrography, as well as anything that is connected to apiculture and its accompanying lifestyle.

The techniques themselves are not groundbreaking as their use is widespread. However, what is innovative is their use to produce beehive panels. When choosing a particular technique, I also enlist a craftsman who has specialised in its use to participate in the workshop; thus the children can learn elementary skills in the use of a given technique, and the basic rules of creation that their works will follow. The craftsman interacts with children to provide them counsel, help them out with any difficulties and encourage them throughout the creative process. In such an atmosphere, children feel safe and can let their imagination sparkle. Oftentimes, children in this day and age lack experiences from nature, emotional connection, creativity, manual crafts or knowledge of traditions. Only firm roots can enable the growth of strong, green branches of imagination.

By the end of the workshop, each participating student produces their own beehive panel, which enriches the collection that has accumulated over the years. We have now been showing our extensive collection to the public in various public institutions for several years. The portable exhibition has received praise from audiences in the Slovenian Presidential Palace, Parliament, the Department of Education and various public exhibition spaces throughout the country.

In addition to transferring knowledge in the artistic sphere and getting to know the folk traditions, one of the most important aspects of the workshops is the cooperation of young people from the entire region. Participating students come from mainstream schools as well as from schools with special education needs programmes. It is important for children to learn in this way that ‘difference’ is not particularly different – all of them are only children guided by imagination, expressing themselves in their own particular way.

The beehive is a metaphor for hard work, organisation, commitment, persistence and values. Beehive panels, on the other hand, give a special manner of expression to this element of traditional art. Children, as melting pots of ideas, apply their resourcefulness and playfulness to give new meaning to their own world, as well as to the art of contemporary beehive panels.

Tadeja P. Rozman
Art teacher at the school with special educational needs curriculum OŠ ANTONA JANŠE RADOVLJICA, SLOVENIA

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Reality Check – Sweden’s first educational app against racism

Racism is a crucial issue within society and recent figures from the SOM institute in Gothenburg would suggest that it is more important than ever to discuss racist ideologies within schools. The figures show that 45% of Sweden’s population worry about the increasing xenophobia in society, while 37% find the number refugees applying for asylum in Sweden worrying. Young people and children are not immune to these figures, which is why it is so important not only to highlight and counteract discrimination, but also to encourage discussions about respect, human rights and diversity.

In February Sweden’s first educational app against racism, Reality Check, was released, which aims to touch on the everyday racism many teenagers are facing on a daily basis. Reality Check is a collaborative project between The Order of the Teaspoon (Teskedsorden)*, The Multicultural Centre and Anna Lindh Foundation’s Swedish network. It is a gaming app representing everyday life and students will, through a character of their choice, be exposed to everyday situations including racism. The game is interactive and the player will have the ability to choose how to act in certain situations as well as explore the consequences of each action. The content is based on data from focus groups and the scenes and examples used are all based on real life events. Special attention has also been paid to making the app as authentic as possible to assure that students in Sweden can relate to its content and the language used. The app is aimed foremost towards 13-19 year old students, but will hopefully suit both younger and older people too.

Since the majority of students (within this age group) in Sweden have access to a smart phone, this project is believed to be easily implemented within Swedish schools. Reality Check illustrates a great example of how educational technology can be used to enable a discussion about everyday racism as well as strengthen both students and teachers in the discussion of broader topics such as diversity and tolerance. Historical facts about Sweden’s racist history are also included.

The aim of this project has been to create an app which young people will enjoy but also reflect on its content. It will hopefully work as a toolbox of advice on what one can do when affected by racism and what to do when someone else is affected. It is important to remember that racism remains a structural problem within society. The hope is that Reality Check will enable thoughtful and reflective discussions, something which is closely related to what is stated in the Swedish curriculum, ‘intolerance must be addressed with knowledge, open discussion and active efforts’ (2011).

Tolerance and respect are the cornerstones of our democracy, yet never to be taken for granted, which is why it is so important that we work together on this. No one can do everything, but everyone can do something.

The app was released on February the 19th together with a handbook for teachers. You can find the app in App Store and in Google Play (Sweden).

Camilla Rehn
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*The Order of the Teaspoon is an organization working to promote dialogue and discussion to tackle issues such as racism and injustice.
Global Citizens and Decent People

First of all, the Swedish school curriculum and the Global Goals for Sustainable Development (also referred to as SDGs) encourage the student (and the teacher) to be a global citizen. The Upper Secondary School curriculum also emphasizes this notion and comes across loud and clear:

“Schools must help students to develop an identity that can be related to and encompass not only what is specifically Swedish, but also that which is Nordic, European, and ultimately global.”

**Education for Sustainable Development (ESD)** is about interlinking local and global (people-planet-profit) perspectives and as a consequence the world shrinks. As the English poet John Donne said: “No one is an island”. Ironically, this is exactly what many people nowadays are striving for. Creating ethnocentric islands is a global disease. “Make America great again”, “Britain first” etc. are protectionist slogans that have recently dominated the political arena. Therese May, Britain's Prime Minister rejected the idea of global citizenship and the so-called “Globalists” in a now rather infamous speech. She declared:

“But if you believe you are a citizen of the world, you are a citizen of nowhere. You don’t understand what citizenship means”

In other words, an attitude completely in line with what the nationalist anti-Europe, Brexit movement advocates. In addition, the school is inevitably an image of the world at large, where increased polarization, intolerance and climate threats are tangible components in young people's lives. At a time when “alternative truths” and “fake news” are proclaimed, schools need to be a positive contrast, where dialogue (inter/multicultural), critical thinking are viewed as good, quality education.

**How can the school then act and present a more just image of the world?**
To actively oppose the “closed door pedagogy” and promote collaborative, interdisciplinary thinking between educators, is indeed a key factor. If the Global Goals are to be realized in school, teachers must deliver a pluralistic and holistic approach where many perspectives can be embedded.

“Many stories matter”, the Nigerian writer Chimamanda Adichie said in her brilliant and widely popular Ted-talk “The Danger of a Single Story”. If the school is to implement the curriculum and Global Goals, more models, more identities and more ways to interpret the world must be made visible. The multicultural classroom is a reality and the world is already in the school. Turning back the clock and pretending society to be something else is not only absurd but also utterly boring.

“Why can’t we live like decent people?”
When he was up in space on Apollo 8, the American astronaut Frank Borman said in frustration that, despite all political, cultural and religious differences, there is actually only one globe, one human kind. From above it is so obvious. Perhaps we should send more political leaders up to the space? (and some teachers as well!)

**The Global Goals for Sustainable Development** offer a great opportunity to become part of a global movement. “No one left behind” is the motto. There are 17 new goals with 169 targets that all aim at creating a better, fairer and more sustainable world. These goals should eradicate poverty and hunger, realizing human rights for all, achieving gender equality and empowerment for all women and girls, as well as ensuring resilient protection for the planet and its natural resources. How can anyone be against all this?

Sustainable development does not mean a step back and therefore we must demonstrate in schools that sustainable development worldwide is not just a naive dream but possible to achieve. As teachers we need to present positive and innovative images to an otherwise gloomy and dark world view that most of media portrays. It is not a conservative yearning for an old fashionable, ascetic society. On the contrary, this ambitious and progressive agenda shows that the world is willing to move forward, to take responsibility. Finally, embracing the Global Goals, and as a teacher highlighting the importance of global citizenship is, in the words of Frank Borman, a great attempt to make the world a little more decent.

**Mathias Demetriades, The Global School at The Swedish Council for Higher Education**
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**The deadline for submitting articles for the next edition of the LTN Magazine is May 15, while the next edition will be published on June 15.**
**Design & Technology course in Teacher Education - The Hague University of Applied Sciences: Learning by Doing**

On regular Sundays in November the Hague University of Applied Sciences is closed, but today the large central hall and side rooms are buzzing with hundreds of children, accompanied by parents and adults: it is Nature- and Technology Festival! Children are all busy playing with large technical games, making small products, observing animals etc.

The Festival is organised in co-operation with the local Environmental Education Service. About half of the activities are designed, constructed and supported by 2nd-year student teachers from Teacher Education Department at The Hague University of Applied Sciences. This is their practical assignment for the Design & Technology course: it’s an essential element in the course, because working with children in a relevant and realistic setting motivates student teachers most, even to step out of their “comfort zone”. It started only two weeks ago, at a local primary school, where the students, after a short preparation, experienced in the classroom how children cope with a design challenge.

They then received their own challenge (in groups of 3-4 students): design, make and test a life-size attraction and a practical “maker-workshop” for the festival! It should be attractive, challenging and should contain at least two technical principles: children should discover technology while playing. Since most of our students believe they’re not “technical” at all, this evokes a lot of anxious cries and objections. We have to persuade them that they WILL be able to make it, with our support.

To gather inspiration, the students and teachers visit a well-known science centre, a maker-education workshop and a design factory. We do workshops on design skills (such as thinking in many directions, sharing ideas, daring to make mistakes, etc.) as well as health & safety instructions, and we join beta-students of a partner-institute, who help our students to sketch and evaluate their ideas.

In the engineering hall of Industrial Product Design, students construct three dimensional so-called “spitting-models” of their sketched ideas, which makes them aware of construction-principles, features of different materials, ways to attach parts, etc.

In the second week, when their designs have been approved by the staff-teachers, they get their budget (100 euros, provided by Environmental Education) and then the party is on! Hammering, sawing, shouting, screwing, discussing, painting, laughing (and sometimes crying). In about three days, under the supervision of staff-teachers, some technical students and “staff-students” the designs are being materialised to life-size attractions and workshops.

The challenge for staff-teachers is to reinforce student’s self-confidence, to ask the right questions and especially: to keep your hands off!!! Never solve the problem for them because you have the skills, but ask the right question instead. During a plenary presentation they get some feedback and tips and then the products are ready to be tested in “real-life”!

During and after the Festival reactions we mostly hear are: “I didn’t believe I could really make this...”, “When we see the happy faces of the children, we know it was worth it!”

The Festival is not the end, of course. Finally everything in Teacher Education has to “land” in the classroom, where we started. Therefore we add some lessons especially to prepare for that “transfer”. Didactical skills have to be added to the real experience of the design-cycle, to feel safe and confident to DO design & technology with kids!

**To get a more lively impression of this course, you are invited to view a five minutes**

https://www.youtube.com/watch?v=N-QBKnYGz4kI

For English subtitles see 'wheel'

**Gert van der Slikke,**
**senior lecturer Primary Teacher Education**
There’s a wealth of talent that lies in all of us. All of us, including those who work in schools, must nurture creativity systematically and not kill it unwittingly.

Ken Robinson
Education for Sustainable Development (ESD) requires re-imagining the model of teaching and introducing significant changes in the way education is often practised today. Sustainable development cannot be achieved by technological solutions, political regulation or economic instruments alone. We need to change the way we think and act. We need to think creatively, out of the box.

Creativity is one of the most exciting concepts in education. The attainment of creativity in the classroom is most probably dependent on teachers’ own creative practices. However, these practices need not always be thought of as generating novelty out of nothing. The myth that creativity is only about creating works of art or enabling learners to be artistic is detrimental to teachers’ efforts to be creative. Being creative is not exclusive to using arts and crafts, poetry or film in language lessons. The essence of creativity for teachers goes beyond classroom activities. Being creative means daring to do things differently, thus expanding the boundaries of what we know about teaching and learning in order to discover new worlds within the confines of our classrooms. A creative individual is someone whose thoughts or actions change a domain, or establish a new domain. In a very practical course workshop participants will be able to engage in training that consists of creative, divergent thinking, discover their creative potential and learn how to teach creatively.

ESD requires a new model of teaching which is more based on meta-cognition and meta-reflection of students therefore more types of learning have evolved since ESD was introduced in different types of schools.

Four key processes underpinning ESD have been identified: processes which stimulate innovation within curricula as well as through teaching and learning experiences; processes of active and participatory learning, processes which engage the ‘whole system;’ and processes of collaboration and dialogue.

Join us at our course CREATIVITY FOR SUSTAINABILITY and learn how to make your teaching more creative.

Location: ZAKOPANE, POLAND 8-13 OCTOBER 2018
Fee: 1100 Euro including full board accommodation
Register now, and catch the early bird fee!
A core purpose of education is to prepare young people for life after school; to get them ready, 'not just for a life of tests, but for the tests of life' (Prof. Art Costa).

Young people need subject knowledge, but they also need inspiration, creativity and the ability to apply it all to thrive in a sustainable way and promote a sustainable world. Creative and innovative thinking is essential if this is to happen.

Education for sustainable development (ESD) is therefore a mandatory requirement at all levels of education and society, both nationally and internationally. Within every community and culture, education and training is pivotal to define, expand and build knowledge, understanding and action for a sustainable future.

Therefore, we invite teachers, educational staff and practitioners to save the date and stay tuned as we announce program and conference details in the coming months.

For any questions, please do not hesitate to get in touch: info@learningteachernetwork.org