Healthy Policy Frameworks for Transformative Education

Concurrent sessions 1
Session 1.1

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BE SURE TO WASH YOUR HANDS AND ALL WILL BE WELL.

BIODIVERSITY COLLAPSE

CLIMATE CHANGE

RECESSION

COVID-19
OECD and Pisa tests are damaging education worldwide - academics

In this letter to Dr Andreas Schleicher, director of the OECD's Programme for International Student Assessment, academics from around the world express deep concern about the impact of Pisa tests and call for a halt to the next round of testing.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Country/Region</th>
<th>No. of Int. Students</th>
<th>No. of Students total</th>
<th>Employment Rate</th>
<th>Salary/Ratio</th>
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Sustainability is not just something to learn, it's something to live!

Based on: UNESCO, 2016 / GEM2016 Report
Whole School Approach (WSA)

Source: Wals & Mathie, 2021
Arts-based transformation
Vintage clothing fairs
Pedagogy & Learning

- Inquiry-based
- Values-based – pedagogy of care
- Place-based situated learning
- Transformative learning
- Citizen Science
Curriculum

- Localized/place-based
- Responsive: Emergent – Event/situation based
- Whole Subject Approach – cross-cutting themes
Embodied vocational learning
Institutional Practices

- Enacting a sustainable, equitable, healthy and democratic school for real!
- All staff and students can provide input and are heard
- ‘walking the talk’ and ‘we make the road by walking’
Community Connections

- Involving/including local actors (parents, NGO’s, businesses, etc.
- Brokering and nurturing good relationships
- How can the school surroundings become a living resources for teaching and learning?
Capacity-Building

- What competencies are needed?
- Where/how/when are they developed?
- What is the role of teacher education?
- What is your school doing in this regard?

CAPACITY-BUILDING
Continued professional development of all staff
Vision, Ethos and Leadership

- What is the purpose of our education?
- What is it strengthening in our students and the world, what might it be weakening or silencing?
- What ‘profile’ do we want to have as a school?
- What kind of leadership is needed?
- How do we organize and support a Whole School Approach?
Student voice

Engaged leadership
Healthy Policies for Enabling a WSA

Source: Wals & Mathie, 2021
Key actions for policy

• Create space for localized curricula
• Upgrade the importance of socio-emotional learning
• De-emphaze testing, control and accountability
• Have more faith and trust in teacher and their capacities
• Support whole child, whole school and whole community approaches
• Invest in capacity-building of all staff in schools
5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being

The Implementation of transformative education – where do we stand?

Thank you