

# The Learning Teacher magazine

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The Learning Teacher Network

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# A Sad Departure



After the devastating news we received about Magnus Persson's death, the Executive Committee and the Editorial Board of the Magazine had to take time to reposition and to reorganize the work for the network and the magazine. (For more information, see our website [www.learningteacher.eu](http://www.learningteacher.eu)).

Seven years ago, Magnus and I started the preparations for the magazine during the autumn of 2009 and the first edition was published in March 2010. He was very proud of that and we became used to each other over the years in the way we worked. Magnus was part of the Editorial Board and he loved to do the design work himself taking pleasure in being creative in the making of it. At the beginning, he consulted people but after several editions, he was the one doing the lay-out work.

Magnus was quick, always answered my emails within some hours or few

(even during the night) and we co-operated increasingly well. The magazine was always produced during the weekend. Once he had a test version ready, the editorial board was informed and we all looked at it, made our comments and sent these back to Magnus. In a short time, (that was half a day maximum) all was ready to be presented to the printer. Soon after that, the new edition was published on the internet and authors and subscribers received a hard copy.

Our last edition together (4/2016), was in the final phase of preparation and soon the first deadline for contributors (November 15th) would have been there. We never could finalize that edition.

It took several months to re-start.

Here is a new edition of the magazine which is different but with the same goals and aims. We will pursue the topical issues which were so dear to Magnus: Education for Sustainable Development and important issues for the network and magazine such as inclusion, education for all, innovation, reports on new initiatives of teachers to improve education - especially these days. Magnus would have put extra energy in these items under the current European/American circumstances.

**Gerard de Kruif**  
Editor



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UNESCO Global Action Programme on Education for Sustainable Development



## The Learning Teacher magazine

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"Meeting other people fosters personal growth and the growth of others. It helps one to grasp things that they have not wanted or have not been able to see. When people meet, they reflect, confront and evaluate themselves. It helps them to soften their views, change their attitudes and grow through constant learning. This chain of encounters generates love and helps create their personal signatures."

*Magnus Persson*  
(Translated from Swedish)

It is with deep sorrow that the ESD community learned of the passing of a dear colleague Magnus Persson of Sweden. Magnus died of a fatal heart attack on November 11, 2016. As well as a loving husband and father, Magnus was a manager in International Affairs in the Local Education Authority in Karlstad, Sweden. In the past Magnus served the city as Mayor and Vice-mayor.

Magnus worked tirelessly as President and Coordinator of The Learning Teacher Network (LTN), an organization of formal and non-formal educators spanning approximately 50 countries. With Magnus's leadership and the strong support of the membership, the LTN won a Gold Medal from the European Commission for best Network Project. Through his influence the LTN began to focus on education for sustainable development and in 2014 became a key GAP member and focal point on teacher education. Magnus believed very deeply in the potential of education, public awareness and training as keys to a more sustainable future for all. He largely devoted his life and being to this belief.

As well as an ESD leader in Sweden, Magnus worked extensively on the international scene. Over the last ten years Magnus emerged as a leading global champion of ESD as a cornerstone of quality 21<sup>st</sup> Century education. Only days before his passing, he addressed the 7th Beijing International Forum on Education for Sustainable Development of the Asia-Pacific Institute on ESD where he also served as Deputy Director.

Magnus will be remembered as a passionate human being and as an ESD visionary. He saw the power of policy and pursued it; but along the way he constantly stopped to help others in any way he could. No one knew where he found the time to accomplish so much and yet remain in personal contact with his large circle of friends and colleagues around the world.

We were fortunate to have Magnus with us for the Decade and GAP years. He was and remains an inspiration and ESD role model for many and we will remain thankful for his endless support of ESD. In an obituary published in China he was referred to as a True ESD Hero. He will be missed sorely by many and we mourn our loss.

**by Charles Hopkins,**  
*UNESCO Chair in Reorienting Teacher Education to Address Sustainability, York University, Canada (GAP Key Partner)*



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Global Action Programme on Education for Sustainable Development

# The Future of the Network

The Learning Teacher Network (LTN) would like to update all members and conference participants about the future plans for the LTN. As many of you will already be aware, the President of the LTN, Magnus Persson from Sweden, died very suddenly in November 2016. This has been a huge loss to the members of the Executive Committee, the national members and the wider European teaching community. Magnus' contribution to developing awareness of Education for Sustainable Development (ESD) has been very significant within Europe and internationally.

To those who knew him, his death has meant the loss of a great friend, mentor and supporter of educational change and development. His kindness and generosity was evident to all who met him in any context. Magnus led the LTN with vision and directed every facet of its activities. As a result, it has taken the Executive Committee a number of months to sort out accounts, legal arrangements, access computer files and databases and re-structure the network itself.

## Palermo GAP Seminar, March 2017 / Postponed to March 2018

As part of the time delay and re-structuring, a number of major decisions had to be made. The first one has been to cancel the Palermo GAP Seminar due to be held in March 2017 and reschedule it to March 2018. Due to the low number of registrations and the short time available, the committee decided that by postponing the Seminar until March 2018 it would be possible to create greater interest and deliver an event

that would be meaningful and beneficial to all participants.

## Annual Conference in Aarhus

The primary focus of the LTN this year will be the Annual Conference which will take place in Aarhus, Denmark from Thursday September 21st until Saturday September 23rd 2017. The theme of this conference will be 'Rethinking Education' and the committee hope to have a big international panel of keynote speakers, presenters, and participants. It will also be an opportunity to formally acknowledge the work and contribution of Magnus Persson.

The LTN will also continue its engagement with the UNESCO GAP project and will contribute fully to developing ESD on a global level.

## Magazine and newsletter

The Magazine will continue to be published 4 times a year. Please check the website; [www.learningteacher.eu](http://www.learningteacher.eu) for updates, schedules and deadlines. The newsletter has been cancelled temporarily but I would ask members to stay informed through the website as the LTN's key source of information.

## Courses

Our well established and valued courses will be postponed until 2018 to ensure that the highest quality is maintained. Future course participants will be informed in time to apply for ERASMUS+ financial support.

## Changes to the Structure of the LTN

Inevitably due to the recent sad events, the LTN has had to make changes to

its structure and how it will carry on with its work into the future. As a result the Executive Committee has been enlarged with a wider international representation and roles and duties have been redistributed. In addition the committee will engage with the regional membership shortly to get feedback on plans and progress and also to engage with the network in a more active manner. We will look forward to this process and to your support as always.

## The executive committee

- Dr. Martin Fitzgerald, Tipperary, Ireland, President
- Damjana Potočnik, Ljubljana, Slovenia, Treasurer
- Maria Holm, Karlstad, Sweden, Co-Treasurer
- Anton de Vries, Leeuwarden, the Netherlands, Committee Member
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- Dr. Alan Britton, Glasgow, the United Kingdom, Committee Member
- Birthe Witt Jason, Sabro, Denmark, Committee Member
- Elma Mahmutović, Sarajevo, Bosnia and Herzegovina, Committee Member



# The ESD-GAP Forum - Ottawa, March 2017

Members will remember that The Learning Teacher Network is a UNESCO GAP Partner in Partner Network 3 which is focused on Education for Sustainable Development (ESD). The Network was represented at the recent UNESCO Global Forum in Ottawa, Canada where we joined with practitioners, policymakers, experts and stakeholders of ESD from more than 90 countries, from the 6<sup>th</sup> to the 8<sup>th</sup> March, for the Review Forum for the UNESCO Global Action Programme (GAP) on ESD: Implementation and Innovation. The event was part of the UNESCO Week for Peace and Sustainable Development: the Role of Education. The Forum was followed by the third UNESCO Forum on Global Citizenship Education (GCED) which had a joint day and official opening, the first time that the two main educational programmes, ESD and GCED, had been brought together.

The GAP was launched in 2014 as the official follow-up to the United Nations Decade of ESD (2005-2014) with the aim of scaling ESD approaches. The Review Forum provided the opportunity to take stock of progress achieved since its

launch and to examine the way forward with a focus on pedagogical approaches.

The UNESCO week was opened by an Indigenous Elder, the Director General of UNESCO, the Canadian Minister for the Environment and Climate Change, the Ontario Minister of Education, a UNESCO special adviser for Implementation of the Sustainable Development Goals, on behalf of the United Nations General Assembly, and the Secretary General of Education International. The GAP Forum was further opened officially by another Indigenous Elder, the President of the Canadian Commission for UNESCO, the UNESCO Director of the Division for Inclusion, Peace and Sustainable Development, the Permanent Delegate to UNESCO of Japan, and the Director of MGIEP (Mahatma Gandhi Institute for Peace and Sustainable Development). You can see from this list that this Forum was a globally important event.

A new publication, "Education for Sustainable Development Goals: Learning Objectives" was launched at the Forum. It was developed by UNESCO to support policy-makers, curriculum developers and educators to promote learning for the

Sustainable Development Goals (SDGs). It contains learning objectives and suggestions for classroom activities to address each of the SDGs as well as guidance on how to integrate ESD into policies and teaching. Additionally, UNESCO published "Scaling up Education for Sustainable Development", the 2017 mid-term report on the implementation of the GAP on ESD. Both of these publications included the logo 'Education 2030' on their front covers, highlighting the importance of the development of both in terms of a focus on education in 2030.

The 3-day Forum was organized along interactive concurrent sessions and town hall debates on different topics such as "Effective teaching and learning for transformation", "Preparing Educators for ESD", and "Emerging global issues for ESD".

There were 8 plenary sessions, 14 workshops and 8 debates, the latter two running concurrently and being the subject of choice by each representative. In addition there were 42 Exhibition Booths from colleagues around the world which showcased practices and approaches to ESD and GCED.

The Forum was inspirational in terms of content and powerful in terms of networking and we expect our network to continue to play its part in disseminating ideas, initiatives and practice through our conferences and seminars. In the meantime members who wish to know more about the Forum are invited to contact Bill Goddard through [wbillgoddard@aol.com](mailto:wbillgoddard@aol.com) with your specific questions. I will do my best to meet your needs.

**Bill Goddard**  
[wbillgoddard@aol.com](mailto:wbillgoddard@aol.com)

## Call for papers

Hereby we invite to proposals for presentations (workshops, lectures, paper presentations, or poster presentations) for the Learning Teacher Network's 12th International Conference in Aarhus, Denmark on 21-23 September 2017. We will be pleased to welcome you as presenter, and sincerely appreciate that you wish to present, contribute and share your experiences and knowledge with a European and international audience.

The next issue of the Learning Teacher Magazine will be published in June 2017. Articles may be submitted no later than May 15 2017.



Personal, Social and Career Development is a subject facilitated in Schools in Malta and Gozo. It empowers students to become healthy, independent and responsible citizens. The mission statement of the PSCD syllabus states that PSCD "aims at empowering students to develop skills, knowledge and attitudes which will enable them to live and participate fruitfully and effectively in their environment" (Abela et al., 2002, p.3). PSCD is student oriented. The topics address the students' needs. The main topics are group building, myself, relationships, citizenship, growing up and health and safety. So, PSCD helps children to develop attitudes and skills like self-awareness, building confidence, emotional literacy, good communication, respect, celebrating diversity, building good relationships, co-operating with others, resolving conflicts, responsibility, how to keep themselves safe and decision-making skills.

Throughout the Scholastic Year 2015-2016, the Students' Council at Qala Primary School within the Gozo College organized various activities. 'Enjoy Euro 2016 Responsibly' was one of the activities organized during the third term by the Qala Students' Council. The UEFA European Championship brought a lot of enthusiasm amongst the students, for some of them being the first encounter. However, unfortunately things didn't start as the world of sport wanted it to start. Violent clashes by fans were reported in various cities in France after the football matches. In this light, the Students' Council members were encouraged by the PSCD (Personal, Social and Career Development) teachers to think about an activity that helps / encourages fans to have fun and celebrate their team in a responsible way.

The Students' Council members invited all the students to wear the colours, kit, do face painting and bring flags of the football



## 'Enjoy EURO 2016 Responsibly' at Gozo College Qala Primary School

PSCD helps students to become critical thinkers, to express their opinions, to share experiences and to feel part of the learning experience. PSCD is based on Experiential Learning and Processing. So, students learn from experience through role-plays, case scenarios, group work and other activities. Then, there will be the processing in which the PSCD teacher uses questioning or probing to help students to reflect, analyse, discuss and act. This leads the students to transfer and apply the skills they learned to real life situations. During PSCD, students are seated in the form of a circle which promotes inclusion, respect, empathy and empowerment.

PSCD (Personal, Social and Career Development) also encourages students to play an active role in the school council. It also helps students to experience the process of democracy. The PSCD Teachers help in organizing the process by which the students are chosen to be members of the students' council. They facilitate the nominations, electoral campaign and elections process. Some of the PSCD teachers also facilitate the meetings for the students' council during the scholastic year. In the election process, a student from each class is elected by his/her classmates. Then, the members elected for the Students' Council will meet frequently to voice their opinions and suggest ideas for fund-raising, enjoyable and educational activities. Students' Councils help students to be active participants and thus, train them in leadership roles.

team they support. Unfortunately the Maltese football team didn't make it for the finals. However the students were also encouraged that while wearing another country's football kit, to bring the Maltese flag, keeping in mind that after all we are Maltese citizens. Everyone was really excited about such an activity. During break time the members of the Students' Council played the official Euro 2016 Anthem on the PA system and prepared a refreshing non-alcoholic cocktail suitable for children. The members of the Students' Council passed on a positive message to the rest of the students. They encouraged them to celebrate their favourite team as fans in a peaceful, respectful and responsible way, celebrating one's win and congratulating others for doing their best. Students learned to make good and responsible choices and to celebrate without the use of alcohol. Students were also encouraged to take home this ideal and share it with the rest of their family members.

Indeed, the activity was successful and it was great fun for everyone. Students learnt important values like responsibility, decision-making skills and respect which enriched the students' character in order to become responsible citizens, who think and act with respect for themselves and for others.

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 PSCD Teachers within the Gozo College in Malta



## Search Engine 'GroenGelinkt':

Find the right education for sustainable development for you!

More and more Dutch primary schools and child care centres pay attention to nature and environment in their curriculum. The search engine GroenGelinkt ("Linking Green") helps them to find suitable activities, locations and learning materials for Education for Sustainable Development. One can select age, theme, region and even quality.

"Why did people actually invent plastic?" a twelve-year-old asked Irene Boerman, a teacher at a primary school in Alkmaar. "Children are naturally interested in nature", she says. "It's the place where they spend a lot of time", says the teacher. "We help them to open their eyes." Nature and environmental education is not mandatory but this school regularly spends time on the subject: "We find it important. This is what we depend on and what we spend our entire lives on. We start in the first year of education. The shape depends on age, theme, news items and the children's interests."

In search of suitable educational material, Boerman and her colleagues make use of GroenGelinkt, the information system to look for Education for Sustainable Development (ESD). Boerman: "In a wink you can see what activities are free and local. First you tick off which age group you are searching for, then you choose the theme of interest and you will immediately be given a short description with some suggestions. In my experience the ESD suppliers are fast in reacting to any questions sent by email."



Only recently Boerman found herself at a local nature education centre for a so-called bee lesson. "We work with fixed themes, but also consider current events by reading the newspapers on subjects like the declining number of bees. GroenGelinkt gives us the means to make fast connections outside the school environment."

### ESD is important

Child care centre Sam&Pluk regularly makes use of ESD. Pedagogical employee Tamara Tiggelovend: "Three years ago we acquired a new garden and made a 'bare-foot-foot-path'. From that moment on we worked solely with green themes. Being outside, playing, crawling and climbing is healthy. It is important for motor development, group dynamics, but also in a social context: how do you treat nature? That is what we want children to experience at a young age."

### Your own database

The thing Tiggelovend finds convenient about GroenGelinkt is the fact that she can make her own 'database'. This is made possible by saving Favourites as a PDF file. "Not long ago I saw a nice interactive exhibition, the price was too high for us at

the time", she continues. "We don't have the financial possibilities right now but when the money is available, all I have to do is go to my saved activities. I now have all material saved for the upcoming Farm theme. The educational box, Wilbert the Worm, is perfect for our future theme 'Creepy Crawlies'."

"Google is your search engine, GroenGelinkt is your 'finding engine' for ESD," says Ijmker, manager of GroenGelinkt. The system offers the possibility to filter on age, region, theme and even quality. "We make a distinction between an expert score and a user review. Users can give an evaluation by assigning yellow stars. Besides that, a few independent experts evaluate educational material based on criteria like didactics, organisation and design. They give their evaluation by assigning green stars." So if, as a Dutch teacher or pedagogical employee, you are looking for ESD activities, locations or lesson kits fitting your requirements, you go to GroenGelinkt.nl. because that is where it is found!

### Martijn Reinink

Contact information GroenGelinkt:  
[www.groengelinkt.nl](http://www.groengelinkt.nl)  
 or email to [info@groengelinkt.nl](mailto:info@groengelinkt.nl)



## Helping Learners Develop a Sustainability Worldview

We face tremendous challenges today, unparalleled in human existence. There are problems such as climate change, loss of biodiversity, racism, mass refugee migrations escaping endless wars, and gross economic inequities around the world. The reason we face these challenges is that the thinking that informs our public policy, our educational institutions, and our financial systems has changed very little since the dawn of the Industrial Revolution. This is the thinking that created these challenges but it is not helping us solve them. We need a new way of thinking!

Today, the goal of education today must be to help students develop a *sustainability worldview*—seeing and interacting with the world through the lens of sustainability.

A sustainability worldview is a thoughtful and skillful way of being in the world that is positive, life affirming, future oriented, and solution-focused. However, a sustainability worldview is not simply a collection of facts, opinions, and beliefs about sustainability related problems. For example, knowing facts about the water cycle would not necessarily lead to changes in behavior aimed at conserving water. At the same time, a sustainability worldview entails more than just being disposed to become engaged with sustainability problems. Someone could care deeply about the impacts of gender inequality in education or the impacts of

climate change on vulnerable populations but not know how to become directly involved with these problems in ways that would have a meaningful impact. To enact a sustainability worldview, an individual must know *what* needs to be done, know *how to do* it, and have the *ability* to act in a way that has meaningful impact. Thus, a sustainability worldview involves a combination of **values, knowledge, dispositions, and agency**.

**Values** refers to our beliefs about what is important or should be held dear. Values inform decisions of right versus wrong, good versus bad, and desirable versus undesirable. **Knowledge** refers to various types of information that an individual brings to bear on a particular issue or problem, including facts, concepts, principles, mental procedures (e.g. follow a plan, solve a problem, or compose a letter), or physical procedures that involve application of information (e.g. riding a bicycle, dancing, building a chicken coop).

**Dispositions** refer to an individual's tendency or likelihood to behave or think in a particular way. Dispositions involve clusters of preferences, attitudes, and intentions, as well as a set of capabilities that allow these preferences to become realized in a particular way.

**Agency** refers to an individual's ability to make choices and to act effectively so as to bring about a desired effect.

You can help your students develop a sustainability worldview by providing op-

portunities for them to:

1. To clarify their own values and to understand the values of others. Look for ways to help your students investigate areas where their own values coincide with or conflict with the values associated with creating a safe and just space for all now and in the future.
2. Help your students acquire direct experience and practice that supports development of self-efficacy and agency. Create opportunities for them to engage directly with real-world problems and challenges and to apply theory in authentic contexts.
3. Help them develop habits of thinking and dispositions to act on behalf of sustainability goals. Create classroom environments that nurture peaceful, creative, collaborative solutions.
4. Encourage your students and test their own assumptions, biases, beliefs, and preconceptions and continue to assess and adjust their own evolving worldview as they develop deeper understanding and experience with the world.

This article was adapted from Nolet (2016) *Educating for Sustainability: Principles and Practices for Teachers*. Routledge: London

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# How to Prepare the Teacher of Tomorrow?

## Problem Based Learning

The college students of class 3P are sitting in a circle, watching a short movie about Ethan. Ethan is a quick, impulsive and enthusiastic 7-year-old boy. In the video, he is telling the students that his head is always busy and that the teacher always tells him to sit still, but his body just won't listen!

During the 11<sup>th</sup> LTN International Conference in Tallinn, Estonia, I had the opportunity to present a teaching method which I learned during my third year of studies as a future teacher. In this article, I will explain PBL further.

PBL was first introduced in the 1960s at the McMaster Medical University in Canada, by Mr. Howard Barrows. Medical instructors were frustrated by the difference between traditional lectures and the reality that their students would eventually face, so they decided to base their instruction on actual cases, so called 'problems'. PBL is a teaching method that continually gives meaning to new information; the student is building on his existing knowledge and his personal views about the problem. Students have a large responsibility for their own learning process. This is a big difference from the regular method used in many schools: the teacher provides the information the student needs, and tells the student what work needs to be done to achieve a sufficient grade. The other big difference is that the students will not attend class in a college classroom, but in small groups. About ten to twelve students will be presented with a 'problem', which will be discussed according to a listed procedure.

In order to allow the learning process to proceed as smoothly as possible, fixed roles will be set. One student will be the chair and another student will take the role of the secretary. A tutor needs to lay out the curriculum based on the sev-



en-jump method, which is to be followed when working with PBL. These seven steps are:

1. **Clarifying terms:** The text or small movie with the problem is introduced to the students. Unknown terminology is explained and clarified.
2. **Defining the problem:** The problem is presented and the methods used to find the solution are selected.
3. **Brainstorming:** A group discussion is held where the students use their prior knowledge to come up with ideas for different hypotheses to explain the problem. During this step, all students are encouraged to speak their mind and all ideas are valued and noted.
4. **Structuring and hypothesis:** A review of steps two and three is carried out and different possible explanations of the problem are given.

5. **Learning objectives:** When the hypothesis is chosen and formulated, the students must agree on achievable learning objectives for the problem. These objectives will be the necessary knowledge the students need to collect before they will be able to continue working with their hypothesis.

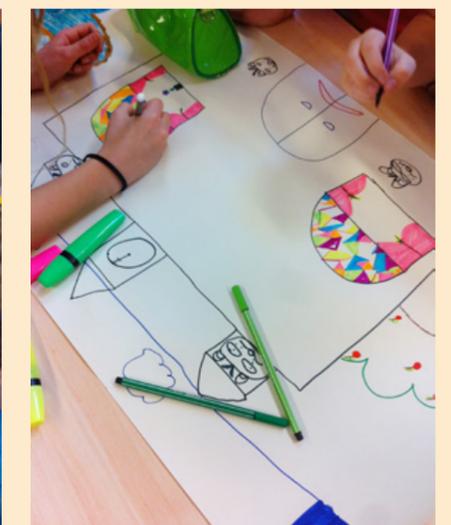
6. **Searching for information:** The search for information is done individually (homework).

7. **Synthesis:** During the final step the members of the group share the results of their individual findings with each other. With this new information, they analyse the problem and come to a solution.

The first five steps form the preliminary discussion. This discussion will take place in one session. The homework will be completed at home, after which the students will again come to school for the debriefing. So, in the case of Ethan, the students will learn the characteristics of ADHD, what causes ADHD and how they can create a low-stimulus environment in their classroom.

**Problem Based Learning gives us a window on a learning environment that is lively with discussion, debate and intellectual curiosity, driving the force for student learning.**

**Saskia Degens-van der Most,**  
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# The White Space

## Where is the White Space?

How often do teachers limit their pupils' or students' learning by over-planning teaching sessions or over-filling the curriculum? The concept of White Space for 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. Our intention is to introduce the concept of White Space by considering white space perspectives and initiate a dialogue by asking the question: Where is the White Space?

## What is White Space as a concept?

The word 'space' suggests many concepts - in the world of learning and personal development, the term 'space' could mean

'room for growth'. In the world of education, we see White Space as a concept about deliberately (and strategically) leaving, 'room for thinking', 'room for creativity', 'room for learning'.

## Developing a 'Less is More' strategy in teaching and learning

So often during presentations, workshops, teaching and even just during the waking day we do not provide time and space for ideas and concepts to be processed because of pressures of time and the requirement of modern society to fit as much as possible into every minute of the day. Before our professional lives crossed paths and as educators who have both seen many cycles of approaches and

initiatives in teaching and learning we had both, separately, reached a point where we were considering the importance of White Space and the philosophy that in teaching and learning, 'less is more'.

*Steve's story - For some time as a teacher, headteacher and university lecturer I have been exploring different ways of empowering students to take greater responsibility for their own learning. In developing a model of transition from dependent to independent to inter-dependent learning for the pupils in my own primary school, I started to identify the personal skills and attributes, and dispositions to learning that are needed to enable learners to take greater control of what, when, where, how and with whom they might learn best.*

*I was also considering how we enable learners of all ages to have an authentic voice with regards to expressing their learning preferences. To support this kind of facilitation, I had been researching what the combined effect of higher levels of metacognition and increased self-efficacy can have on undergraduate and postgraduate students in becoming co-constructors of their learning. In schools I had become an advocate of reduced planning and allowing pupils to have an input into deciding what the learning objectives might be. At university, I specifically re-designed modules so that they had time, space and opportunity deliberately written in to the teaching sessions and module assessments for student input and student choice and voice. The concept of White Space had already started to take shape within my own teaching and consultancy work by the time I met Jori during his extended study visit to Staffordshire University from Tampere University of Applied Sciences, Finland in January 2015.*

*Jori's story - I have been a teacher in Universities of Applied Sciences (UAS) in Finland for 25 years. I started as a lecturer, subsequently worked as a principal lecturer and head of (IME) study programme and finally, after PhD (Ed), started my third career and became teacher educator*



*in Tampere University of Applied Sciences. As typical in Finland, UAS teachers have - actually they must have - a prior career in business or administration out of school. I graduated MSc (Tech) and worked in industry as mechanical designer, design manager and director working in several companies. I have always considered myself being innovative. There is some evidence in industry and in education available to show that. When I started my teaching career, one of my subjects for engineering students (BSc) was "enhancing creativity and innovative thinking". As a teacher, I soon realised that learning and innovation processes have similarities. They both require White Space. I was not aware of that term then, though. But I found myself - later as a teacher educator - often using the expressions "less is more", "maximise cognitive process" and "give students time to think".*

*I met Steve during my teacher exchange visit in Staffordshire University in the spring 2015. From the first discussion onwards, I have enjoyed discussing and working with him. It seems we have a similar mindset and thoughts about how to process abstract phenomena.*

## Invitation to join the discussion about White Space

We would like to invite you to consider where is the White Space ... in your learning, in your life, in your teaching, in your students' learning etc.

At the end of this article you find a link to blog where we would like you to engage with the discussion on White Space. One of our starting points for thinking about White Space was to ask one another the following questions. The bullet points are our initial responses but we know they are not complete. They just start the discussion we would like you

to join in with and share your thoughts with us. Where can White Space exist in teaching and learning? Can there be pauses in speaking to provide time for processing information and reflecting on its meaning? Should there be blank pages for doodles, places to go to, thinking and reflection, unplanned time for follow-up and follow-through, open doors, open minds, coaching conversations?

**How could you use White Space** to make learning more effective? Recognise the need for imagination, delay stating learning objectives - leave it as white space until midway through the learning activity, only plan (initially) for 50% of teaching time, stop talking, not too much (not too much confusion, not too long away from your comfortable zone), not too little right moment for it.

## Why is White Space important and what is its meaning?

Where is the White Space ...for teachers and students to test out what competences students have learned, for students to engage and find their motivation (space for their own objectives, space to test their competences by facing real life problems), for teachers develop themselves, to benchmark other schools, to share ideas with colleagues "developing soulmates" in their schools? In other schools - even in other countries, to try new things and even fail, learn from failure and try again, for teacher groups, for leaders on various levels, in a student's mind for new understanding, for changing attitude, for considering different kinds of opinions (peers' opinions, ...), for self-reflection, to ask silly questions?

Where is the white space during lectures ...time for students to think (mulling?) test their ideas and under-

standing through discussion and debate?

Where is the white space to relax? Where is the space for teachers' authority and autonomy (power) and trust so that they can concentrate on developing, implementing and enquiring for themselves the results, the pros and cons, and to continue developing? Usually this process takes years.

We learned a great deal from running a workshop on Where is the White Space? at the recent Learning Teacher Network conference in Tallinn Estonia and it provoked discussion and dialogue for some time with participants after the workshop had finished, such as with Irmeli Halinen, until recently Head of Curriculum Development at the Finnish National Board of Education, Finland who helped us to deepen the dialogue and thinking including a magic moment when we considered the translation of the White Space term into Finnish: "Avara tila".

We realise that it has created more questions and we would like to widen and deepen the discussion by inviting you to visit the blog at <http://whereisthewhitespace.blogspot.fi/> and respond to any questions or statements you see there. Alternatively, you could pose your own question to widen and deepen the discussion.

In the blog, you can for example, find our reflections during and after the recent Learning Teacher Network conference in Tallinn and what we learned, what surprised us and what has motivated us to write this article.

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# SAME WORLD

The SAME WORLD project (Sustainability, Awareness, Mobilization, Environment) in the global education for EYD 2015 ([www.sameworld.eu/](http://www.sameworld.eu/)) was designed to raise students' and teachers' awareness of the interdependence between Europe and Developing Countries with a focus on Environmental Justice and on the mobilization towards a sustainable way of living for a decent life for all.

The promotion of Global environmental citizenship, climate friendly practices and cultural change of attitude towards immigrants called the attention of thirteen European Institutions which are working together for the last two years in the frame of European Year of Development (EYD) 2015. Their action is being reflected in significant educational experiences aiming at encouraging students' and teachers' critical understanding on Climate Change, Environmental Justice, Rights of

Nature, Refugee and Migrant Rights.

The world is experiencing an amazing development but it only reaches some countries. But who is at fault? Is climate change a reality, something that questions our lifestyle and economic system? Why have some parts of the planet suddenly become dangerous or uninhabitable causing forced migration? These questions have been largely debated in society and schools cannot be left out of this discussion. But better than discussing, engaging students in simple and significant actions can definitely change our behaviours contributing to a 'SAME world for all people'.

For the promotion of meaningful changes in sustainable practices, the project consortium under the supervision of experts has succeeded in producing an educational kit for schools, already online (<http://edu-kit.sameworld.eu/>) a digital

and powerful tool contributing for a better and interactive understanding of the project topics.

An integrated approach has been adopted to achieve a blended course to be developed in ten different European countries. Outdoor activities, the creation and staging of a theatre play, online role playing and the creation of an observatory on environmental justice are some of the other project outcomes.

All these activities aim at collecting good practice and making a concrete proposal to submit to the educational authorities of the countries involved in order to include the main topics in the project in different school curricula.

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## More Languages, More Shine!

Teachers play an important role in pupils' ignorance of their mother tongue, or their use of it in addition to the national language. Diana Debbagh (formerly newcomer and now teacher at a refugee school) explained how the focus on the national language was perceived as a deprivation of the mother tongue: "My experience in primary and secondary education, where my mother tongue was forbidden, prohibited me from informing my classmates at teacher education training about my real mother tongue. I would have appreciated the opportunity to use and further develop my mother tongue in order to learn Dutch. That would have given me a much more positive school experience." The example of Diana's experience is underscored in the Validiv-project: Valorising Linguistic Diversity in Flanders (2012-2015). The project shows the need of students to sometimes consult their native language during the process of learning the national language. For them, the mother tongue is NOT a threat for learning Dutch and English, but an important resource for learning. By experiencing the equivalence of the mother tongue and the new languages they need in society (Dutch and English) pupils can cope better with the cultural differences.

Teachers cannot be expected to teach all mother tongues of the pupils at school. But they can include the different languages and cultures of their pupils in their lessons and make them visible in the classroom. Pupils can be invited to compare their mother tongue with the national language: words, phrases,

names, expressions. For instance, the primary school "De Flambou" in Oosterbierum (Friesland, Netherlands) welcomes the different mother tongues of the pupils in the classroom. That small trilingual (Dutch, English & Frisian as target languages) elementary school caters for forty-nine pupils of which 20% have another mother tongue, for example Polish and Arabic. The (grand) parents are considered language experts in the home language; they contribute greatly to the school success of their children by comparing and using various languages, by telling stories or singing songs. In addition, pupils' language awareness and sensitivity is enhanced by the blank notebook that the pupils could fill with words or images with texts in different languages they encountered during summer vacation. By translating and explaining those beautiful 'bouquets of words' all pupils learned about language differences and similarities.

An extremely good example of parental involvement is the linking class for preschoolers in Lelystad (Netherlands). The migrant pupils of the first grades get to learn five Dutch words each week, together with their parents. Those target words are translated by the parents in their mother tongue, and made visible on posters - both in class and at home. This approach encourages the parents and pupils to use and train those words in both languages every day. This can be accompanied by the reading of children's books in two languages, as encouraged by the project O Mundo. As a result, the value of pupils' own tradition and language is

confirmed for identity formation and at the same time the consciousness of the value of multilingualism is strengthened.

Teachers, counsellors, and teacher trainers search in co-operation with volunteers for better educational approaches towards the integration of newcomers. As from 2016, the national Lecturers' Initiative on Professionalization of Language Education for Newcomers (LPTN) in co-operation with the national Primary Education Council and the NGO LOWAN, is supporting teacher training and schools. The main goal is to collect, investigate, and disseminate the expertise that is required and available for a professional approach to care for and educate refugee children in the Netherlands.

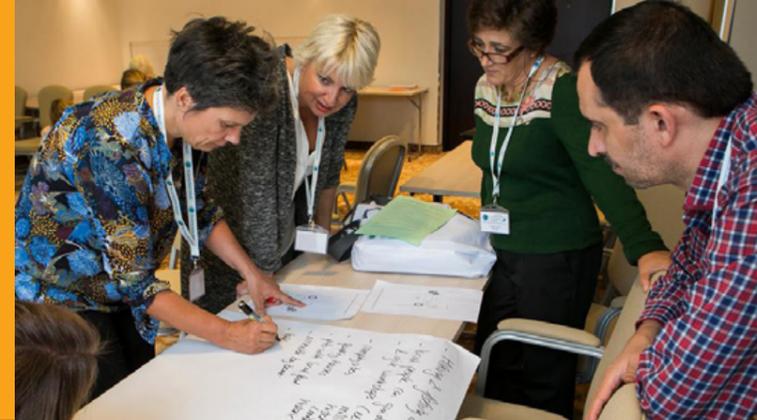
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Multilingualism in Education and  
Parenting  
NHL University of Applied Sciences and  
Stenden University of Applied Sciences

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- [www.taallectoren.nl](http://www.taallectoren.nl)



The 11<sup>th</sup> International LTN Conference  
**“Empowering the Teacher of Tomorrow”**  
 Tallinn, Estonia



# To Reach Peace, We Teach Peace

Insecurity has become a primary development challenge of our time and with an increase in humanitarian emergencies, more people have been affected.

Back in Syria where you can find multi referent governorate that are suffering from war, there will be always a place for peace starting with teenagers and children. Tartous one of the small coastal governorate with almost the same referent community, some members from this community are part of the Mobaderoon Team where we start implementing the AFLATOUN INTERNATIONAL programme.

Aflatoun’s curriculum contains both social and financial themes. The teaching principle used in Aflatoun’s program is called child-centered learning. Children are given space to express themselves, to act on their own and to solve practical problems together.

They act in these situations according to the Aflatoun motto ‘Explore, Think, Investigate and Act.’ Methods of learning include storytelling, song, drama and dance,

games, saving clubs, financial enterprises and community improvement activities.

This is one of the teenagers’ club success stories and impacts on their society. In Tartous one of the Aflateen clubs (Spotlight) has decided to start practising their social responsibility by starting an initiative that aims to organize peace in villages with children by opening series of Aflatoun clubs in the Tartous countryside reflecting the values that they have been working on with their facilitators.

- Some of the initiative’s goals are:
- building trust with the local society through the work with children and the positive effect that they achieve with their clubs;
  - empowering other teenagers from the countryside to help them with facilitating so they can also start with clubs in their region and sustain the club in their locality;
  - new implementation in outcast rural areas;
  - implanting values in children.

At the end of the initiative they could send from Tartous to Aleppo messages of peace for co-existence, through Ramadan lanterns and written messages from the children describing how they empathise with the children there because of the hard situation.

They speak from their heart, without script or rehearsal, bringing simplicity to important issues that human beings often find complex. This initiative has the potential to assist in conflict transformation and become a regional initiative, by giving children and young people the skills to promote understanding and critical thinking vital to analyze the underlying cause(s) of conflict. They become active participants in society and can develop their skills to stimulate local economies through the creation of micro-enterprises, which have the power to contribute to sustainable peace building.

[www.mobaderoon.org](http://www.mobaderoon.org)  
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# Speaking Your Way Hello, Around the World ©

**H**ello! Hej! Jamba! Hola! Ni hao! Namaste! Privyet! How do you say "Hello?" Implementing an around the world "Hello" during your school day introduces students to different languages spoken around the world. An introduction to how people of the world speak different languages encourages students to learn the beauty of spoken words. Once modelled, a student may begin the greeting by sharing the word hello with classmates. Over time, a student's global vocabulary will increase and could eventually lead to an introduction to an assortment of globally spoken words.

To create a classroom environment that has your students yearning for additional activities that relate to the diversity of our world, here are a few examples to get you started. When teaching students that different languages are spoken around the world, it is a wonderful time to incorporate multicultural literature. One supportive book title is **'Hello World'** by Manya Stojic. This book features forty-two different ways to say **"Hello"**. Promoting global awareness in your classroom enables students form a positive global connection to their place in the world. As they are exposed to the world of language, they are encouraged to develop an appreciation for spoken words

and establish a meaningful respect towards the variety of diverse cultures, customs and traditions they are exposed to during their lifetime. Teaching students to pronounce words in a new language allows them to practise producing different sounds and provides opportunities to experience changes in pitch and tone. While learning traditional greetings, they are introduced to the correct way to position their body, their hands and how to nod their head in the culturally approved manner. As children learn to speak a few words in a new language they become aware of the importance of how learning a new language helps to establish friendly world relations and encourages students to form an appreciation towards the variety of world cultures.

When sharing with students spoken languages from around the world, include an introduction to world geography. Make available a world map and a globe for reference. These teaching tools help students to identify a specific country's location where the particular language you are studying is spoken. Help students to locate particular countries on a world map and plan to include an introduction to the seven continents and things like a country's capital city and climate. Share facts about a specif-

ic country through books, realistic photographs and classroom visitors. Invite community members to share aspects of their cultural background. As you teach students how to speak "Hello" in a new language, plan to create hands-on learning centres where students are able to explore cultural artefacts. From dolls, to stamps, to clothing and postcards, global learning centres offer an enriching hands-on learning experience.

Additional ways to introduce students to their world is through food. Prepare recipes that include common global ingredients like herbs, spices, bread and rice. Other extensions include opportunities for students to experiment with art and music by implementing global art and craft projects and by playing music from around the world. A teacher and student created display that features children of the world saying, "Hello" in different languages makes a supportive display. These types of consistent exposure and experimentation help teachers to establish a classroom culture that values and appreciates global diversity while encouraging students to develop respect and appreciation towards the world.

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# Contacts of Students to International Space Station in programme ARISS

**A**mateur Radio on the International Space Station (ARISS) inspires students, worldwide, to pursue interests and careers in science, technology, engineering and math through amateur radio communications opportunities with the International Space Station (ISS) on-orbit crew. ARISS provides opportunities for the school community (students, teachers, families and community members) to become more aware of the substantial benefits of human spaceflight and the exploration and discovery that occur on space-flight journeys.

- Goals of the ARISS Programme
- Inspire an interest in science, technology, engineering and maths (STEM) subjects and in STEM careers among young people;

- Provide an educational opportunity for students, teachers and the general public to learn about space exploration, space technologies and satellite communications;
- Provide an educational opportunity for students, teachers and the general public to learn about wireless technology and radio science through Amateur Radio;
- Provide an opportunity for Amateur Radio experimentation and evaluation of new technologies;
- Provide a contingency communications system for NASA and the ISS crew;
- Provide crew with another means to directly interact with a larger community outside the ISS, including friends and family.

During the preparation to the ARISS school contact, students from Private Salesian High School attended an amateur radio course prepared by SP6PWR - a local Polish Amateur Radio Union club (DOT-01 PZK), in co-operation with members from other amateur radio local clubs: SP6ZWR, SP6PSR and SP6PWS. Wlodek SQ6NLN, Piotr SQ6VY and Waldemar 3Z6AEF prepared lectures and workshops on amateur radio classes at school.

Teachers of different subjects gave many lessons based on materials the NASA and ESA, associated with the subject matter of the project. Students learnt about life on board the ISS and explored Earth from space through science and maths activities. They had the opportunity to learn about space





ry in Białków, and various activities were undertaken there: observation of the sky, astronomical lectures and exercised astrophysical experience such as building a rocket and a spectroscope. Eventually, a few new amateur radio licensed operators (so-called HAMs) should become active on amateur radio bands in the near future.

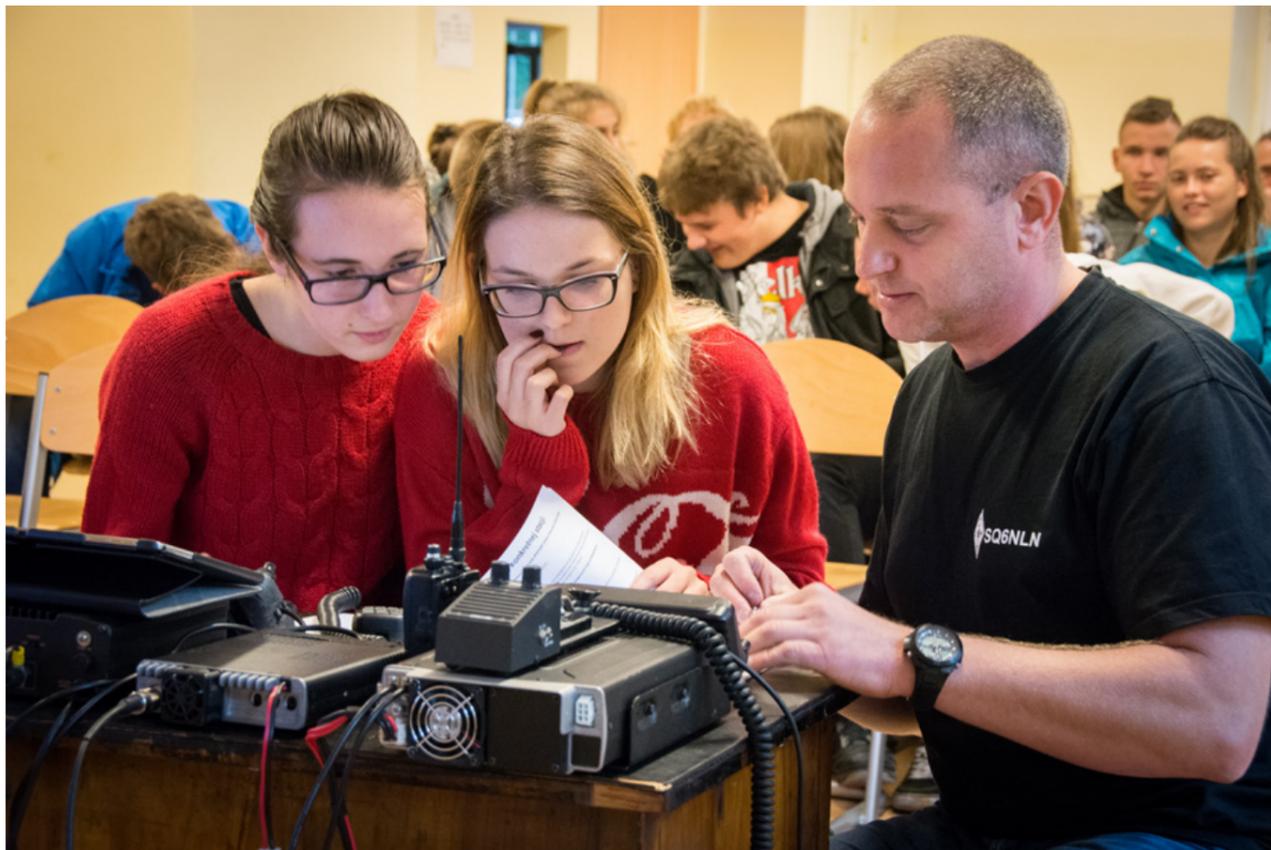
The highlight of the project was the connection to astronaut Robert Shane Kimbrough. The students asked him seventeen questions and received responses. At the meeting students from other schools attended with principals and city authorities. The project was big team success.

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technologies and the technologies involved with space communications through exploration of amateur radio.

The school invited a few astronomers, who gave very interesting lectures. Students created models of spaceships, capsules of mankind and science fiction literature. They took part in the 6th Polish-wide Conference of Contributors and Sympathizers of the ARISS programme in Ostrów

Wielkopolski. Students and teachers were invited to the Wrocław Opera to the "Chopin: The Space Concert". During this event, within the World Space Week 2016, a special guest - an astronaut George D. Zamka gave them an award for promoting astronautics and astronomy amongst young inhabitants of Wrocław. In cooperation with the Wrocław University, they organised workshops in the astronomical observato-



# Be the Change

## - Unite for a Better Internet

Children and youths are amongst the biggest users of online and mobile technologies. Whilst we undertake every effort to ensure the safety and well-being of ourselves and others in the real world, the same has to be done in the virtual world. Statistics gathered from a research carried out with students aged 11 to 14 between 2014 and 2015 has shown that up to 72% of Maltese youths between the ages of 11 and 12 have a Facebook profile, although this is against the rules of the popular social networking site. More than 90% of youths between the ages of 13 and 14 also make heavy use of social networking and 56% have internet access on their smartphones.

The BeSmartOnline! project which is an EU co-funded project by the European Commission, has the aim of raising awareness and educating children and young people, parents, carers and educators on the safer use of the internet by children. The Project in Malta is implemented through a consortium which is coordinated by the Malta Communications Authority and includes the Foundation for Social Welfare Services and the Office of the Commissioner for Children. Also, the Personal Social and Career Development

Subject (PSCD) within the Directorate for Quality and Standards in Education is a collaborating partner in this project. With the funding obtained through the project, the PSCD Education Officers, in collaboration with the PSCD peripatetic teachers, have developed three different workbooks entitled *Communicating respectfully*, *Choosing wisely*, and *Making Good Use of Digital Technology* for year 3, 4 and 5 students respectively.

The aim of the workbooks is to that of developing digital citizenship, 21st century skills, from a very young age. The workbooks which are interactive, fun and thought provoking are an important tool being used by PSCD teachers so that students learn how to communicate and collaborate safely and responsibly online. Comparison between online and offline citizenship is emphasised within the workbooks so that students become aware that the virtual community to which they belong also has its rules and regulations.

With the aid of these workbooks, various areas related to digital citizenship education are being explored since children and youths, more often than not, embrace technology without examining the consequences of what they post, search or



download. Therefore, emphasis on the importance of protecting one's private information, communicating respectfully, being careful about what one posts are all given their due importance. Importance is also given to the creation of online personas that project a positive and constructive image, how to prevent, protect and report cyberbullying and how students look up, select, and streamline information from the internet and thus choose authentic sources of information.

The workbooks are a pro-active way on how to deal with the engagement of students in the digital world. The workbooks are an excellent tool to help students acquire the necessary skills that include, amongst others, media literacy skills and communication and critical skills.

**Stephen Camilleri**  
 Education Officer - PSCD - Malta





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