



Editorial: Theme: Climate education and sustainability

■ Ade Magaji



I would like to thank the ASE International Committee members and ASE for their ongoing support and commitment in promoting our work. At the time of writing, we look forward to the ASE International Conference taking place on Wednesday 12th January 2022, which we hope will be as exciting as usual, with various programmes and events on offer for all participants. We look forward to meeting you at the Conference.

This issue has been put together to feature Climate Education and Sustainability and remind us of those actions that we can take to promote this

course. Climate change and its impact on our lives, and how to promote a sustainable environment, have been an ongoing concern across the world to encourage responsible living and lifestyles that will not harm our environment. This involves taking actions to preserve our ecosystems, natural resources and economies. It is no coincidence that the recent COP26 in Glasgow focused on the hottest topic on the planet, 'climate change' and was in line with the United Nations Sustainable Development Goal 13, climate action, which focuses on uniting the world to tackle climate change. Climate change could be man-made and, in some instances, competing for 'global fortune' due to the wealth that countries may accrue, especially from those activities that can be considered damaging to the environment such as pollution from greenhouse gases, factories and oil drilling.

In this issue, we have an extended number of articles focusing on either climate education or sustainability, and how to help us to understand our environment and to take care of our natural resources more responsibly.

In the article, ***Sustainable stories and solutions for our planet***, Nicky Waller describes how primary children can learn to look after our planet and explores how industry is playing its part in the bigger picture of sustainability. Nicky shares real examples from the classroom on how to promote sustainability by linking children's learning to a real-life situation, as well as resources for teachers and children to develop their knowledge in this area of learning.

Regarding climate education, Busch and Osborne's article on ***Effective strategies for talking about climate change in the classroom*** outlines five major challenges to communicating about climate change in the classroom by drawing on research in environmental psychology. The challenges include scepticism, complexity, uncertainty, scale and





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emotion. They conclude by suggesting ways to tackle these challenges, such as listening, including the social dimension, using language carefully, making the subject personally relevant to students and balancing emotion with logic.

In the article ***The Earth Science Education Unit's professional development workshop on 'The carbon question – cycling, releasing, capturing' for teachers of Key Stages 3 and 4***, Chris King explores approaches to teaching about the carbon cycle, the use of carbon as a fuel and the resulting issues as directed by the National Curriculum. The role of the Earth Science Education Unit (ESEU) in developing a new workshop to support the teaching of this topic, and how Earth Science can develop a better understanding of how the Earth works, are discussed.

Dillon and Huang's article on ***Education for sustainable development: opportunity or threat?*** takes a critical look at education for sustainable development (ESD) and how it is implemented in school. They discuss why it is a contested term and suggest that science departments might do well to treat Education for Sustainable Development (ESD) with caution and re-examine their contribution and commitment to environmental education.

Science and the Sustainable Schools Initiative: opportunity and imperative by William Scott explores the development of the UK government's Sustainable Schools Initiative by examining the contribution of science teaching. He argues that, in the absence of policy that enables schools to bring subject areas together, schools will have to take responsibility by developing new ways of thinking about the focus and nature of science education. The aim is to help young people understand their world and make it more sustainable.

Finally, we have an original article from ***Busia et al***, which explores climate education and pedagogical strategies to support teachers in secondary schools.

By the time you read this, we hope that you will have participated in and enjoyed the online ASE International Conference on 12th January and we will be revisiting the event in future issues of *ASE International*.

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