



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Hope Togetherness Community (Day 4)





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 3



Learning Intentions Day 4

- **To examine the concept of just transitions in Ireland**
- To further explore how we can plan for effective learning, teaching and assessment
- To support teachers in planning for the first term of the learning journey for students in Climate Action and Sustainable Development



Activity



Reading



Feedback



Reflection



Modelling



Padlet PLE Day 3 & 4

Padlet
Oide + 3m
PLE 3 & 4 Climate Action & Sustainable Development Resources

Session 1 Resources

Session 2 Resources

Session 3 Resources

Session 4 Units of Learning

Session 5 Term Plan

Other Resources

Oide a day ago
CASD Specification (English)
Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development
PDF
SC-Climate-Action-Sustainable-Dev-Spec-ENG

Oide a day ago
Planning in my Climate Action and Sustainable Development Classroom
Reflecting before, during and after
What do my students already know about this area?
How will I engage all my students with this unit?
What will the learning experiences look like for my students?
What evidence will I gather to tell me that my students have met the intended learning?
PDF
Reflection on Planning

Oide a day ago
CASD Specification (Gaeilge)
Sonraíocht churaíom do Ghníomhú ar son na hAeráide agus Forbairt Inbhuanaíthe de chuid na hArdteistiméireachta
PDF
SC-Climate-Action-Sustainable-Dev-Spec-GA

Oide a day ago
Planning a Theme or Unit of Learning
Related Learning Outcomes
Students prior knowledge
Learner Experiences
Unit of Learning Title/Theme
Reflection
Assessment and reporting with the Learning Outcomes
How to best gather evidence of student learning
PDF
Planning a Unit of Learning

Oide a day ago
Just Transitions Teacher Activity
JUST TRANSITIONS IRELAND LO 2-8
PDF
Just Transitions Ireland Canva Double Sided Poster A3 Landscape

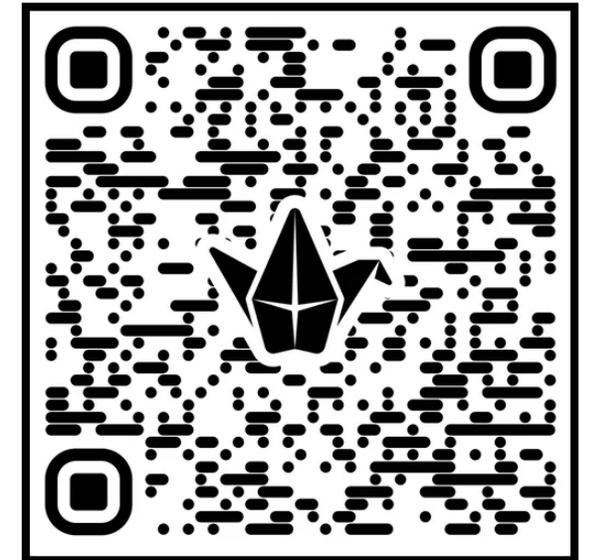
Oide a day ago
Planning a Theme or unit of Learning
Including:
- Students Learn about
- Students should be able to
- Action Verb
Students prior knowledge
Learner Experiences
Unit of Learning Title/Theme
Reflection
Assessment and reporting with the Learning Outcomes
How to best gather evidence of student learning
PDF
Planning a Unit of Learning

Oide a day ago
Just Transitions
YouTube
To solve the climate emergency, we need a just transition that puts people and planet first

Oide a day ago
Planning: Term 1
1. Units of Learning
2. Central Themes
Term 1 Planning
3. Learning Outcomes
4. Next Steps

Oide a day ago
Climate Action video
YouTube
Laois Climate Action Trailer

Oide a day ago
Education & Climate Change
YouTube



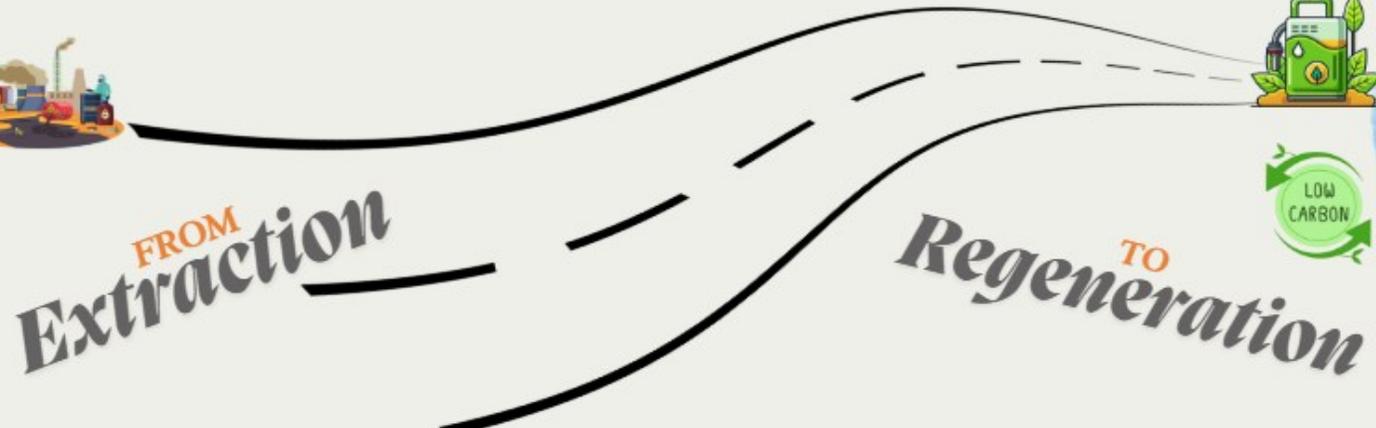
<https://shorturl.at/egRhk>



Decarbonisation
Change
Social Inclusion
Work Opportunities



FROM
Extraction



TO
Regeneration





Teacher activity: Think - Pair - Share

- What is your understanding of a just transition?
- Discuss with the person beside you
- Can you agree a shared definition with your group?





Just Transitions

“Greening the economy in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind.”

International Labour Organization (ILO)

“A just transition ensures that environmentally sustainable economies are promoted in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind. It aims to ensure that the transition to net-zero emissions and climate resilience is orderly, inclusive and just.”

(UN Global Compact)

“A just transition is one which seeks to ensure transition is fair, equitable, and inclusive in terms of processes and outcomes.”

NESC (National Economic & Social Council)

Reminder of Learning Outcome 2.8



Students learn about	Students should be able to	Action verb
a just transition in a particular sector and location	outline the concept of just transitions; identify an example of a just transition in Ireland	Outline: give the main points; restrict to essentials Identify: recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature





View and Respond

Watch the following video clip

- Identify any examples of **just transitions** that you see in the video





<https://youtu.be/kGUKwm04L2k?si=YhqfB6o0CEdN5Enh>



Respond

- What examples of just transitions did you see in the video?
- Can you think of any other examples of **just transitions**?





JUST TRANSITIONS IRELAND LO 2.8



Outline the concept of just transitions; identify an example of a just transition in Ireland

Agriculture



Aurivo Upgrade



Regenerative Agriculture



Irish Dairy Farmer

Bioeconomy



National Bioeconomy Campus



€10m award Midlands



€5m investment Offaly

Regenerative Tourism



Regenerative Tourism



EU Just Transition Midlands



€32m Fáilte Ireland



Teacher Activity



<https://shorturl.at/UXr5O>

JUST TRANSITIONS IRELAND LO 2.8



Oide

Outline the concept of just transitions; identify an example of a just transition in Ireland

Agriculture



Aurivo Upgrade

Regenerative Agriculture



Regenerative Agriculture

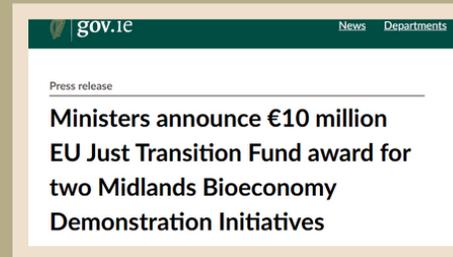


Irish Dairy Farmer

Bioeconomy



National Bioeconomy Campus



€10m award Midlands



€5m investment Offaly

Regenerative Tourism



Regenerative Tourism



EU Just Transition Midlands



€32m Fáilte Ireland



Prompt questions to guide exploration of just transition examples in Ireland

- What circumstances led to each transition?
- What challenges were encountered?
- Would you consider each transition to be just?





Reframing a global challenge into a local opportunity

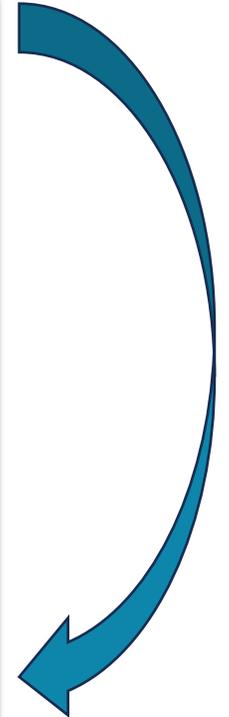
- Are households/ schools the beneficiaries of just transitions?
- What are the elements you would be looking for in an example of a just transition?

Strategies to support the Affective Dimension of Climate Action & Sustainable Development

- 1 Emotional validation**
Acknowledge students' feelings and worries about the climate crisis. This can be done through group discussions, one-on-one conversations, or writing activities. Recognise that their emotions are valid and normal.
- 2 Creating a safe space**
Establish a safe and non-judgmental classroom environment where students feel comfortable sharing their concerns and emotions. This can include creating a 'no judgment zone' or having a designated 'emotional check-in' time each day.
- 3 Building a sense of community**
Foster a sense of belonging and connection among students. This can be done through collaborative projects, group activities, or team-building exercises that promote trust and empathy.
- 4 Reframing a global challenge into a local opportunity**
Highlight the opportunities for students to make a positive impact on their community and the world. This can help shift the focus from worry to action.
- 5 Encouraging self-care**
Teach students self-care strategies and encourage them to prioritise their wellbeing. This can include relaxation techniques, mindfulness exercises, or simply taking breaks.

Sources: <https://www.developmenteducationreview.com/issue/issue-30/affective-pedagogies-foregrounding-emotion-climate-change-education>
<https://my.chartered.college/research-hub/exploring-the-evidence-base-climate-change-and-sustainability-education/>

CC BY NC





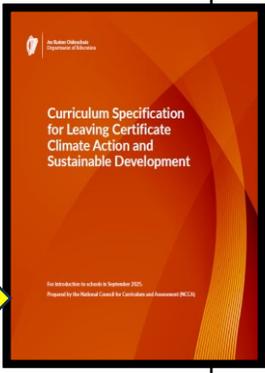
Follow-on Activity



Reminder of Learning Outcome 2.9



Students learn about	Students should be able to	Action Verb
<ul style="list-style-type: none">• how a sector impacts on the environment and ways to achieve the goal of a just transition• employment in the sectors – work opportunities to promote social inclusion• transport – aviation, shipping, public, private• agriculture – policy and cost demands on the farming sector, increased agricultural production, regenerative agriculture movement• residential – construction, energy rating of homes, retrofitting	<p>examine what a just transition would look like for the following sectors in Ireland:</p> <ul style="list-style-type: none">• transport• residential• agriculture	<p>Examine: consider an argument or concept in a way that uncovers the assumptions and relationships of the issue</p>



Teacher Activity: Note-making

Transport



Agriculture



Residential



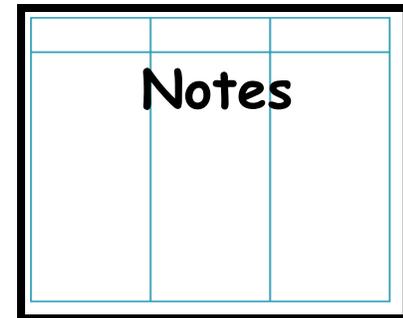
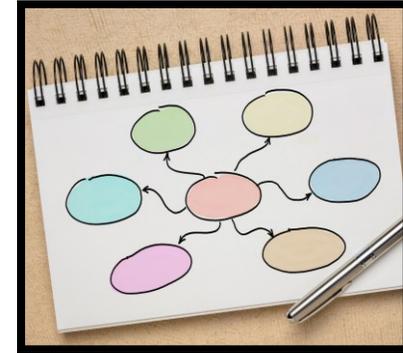
Examine what a just transition may look like in your assigned sector in Ireland





Teacher activity: Note-making

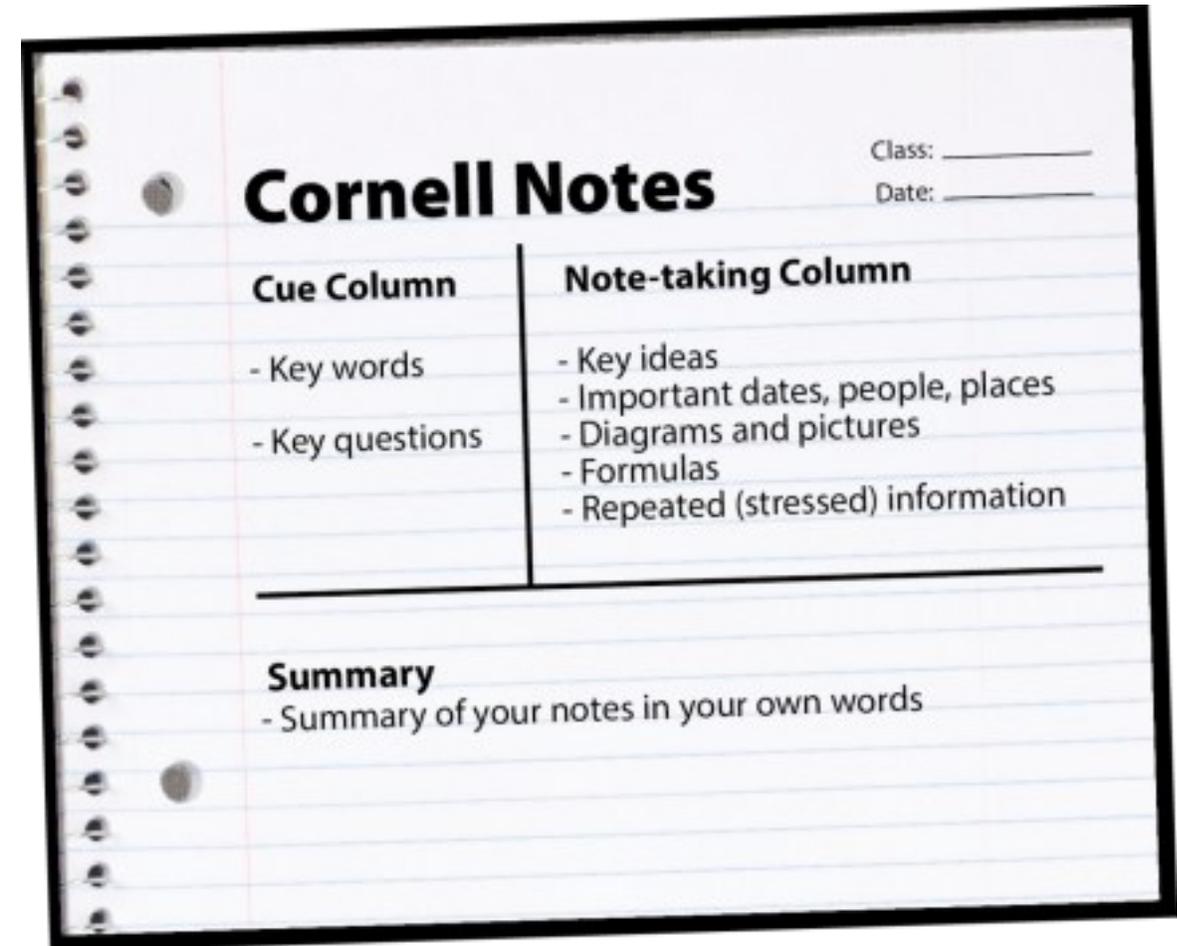
- Choose a form of note-making that appeals to you
- Record what you know. There are resources on the Padlet
- Supplement with your own resources and examples to complete your notes





Cornell Note-making

- The strategy is an active means of taking notes
- It structures how students can take notes on new material in a way that can be reviewed easily
- This approach is especially suited to students in senior cycle





Teacher activity: Note-making

Consider the following:

- how the sector impacts on the **environment**
- ways to **achieve the goal** of a just transition
- **employment** - work opportunities to promote social inclusion

Refer to the ‘Students learn about’ column for each sector
in **LO 2.9**





How could just transitions be explored through the lens of Applied Learning Task 2?

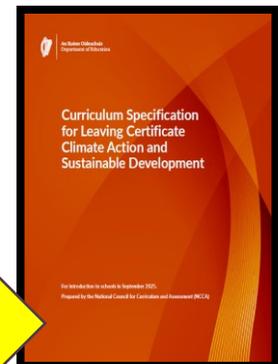
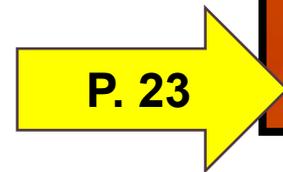




Applied Learning Task 2

Researching Action

Read the overview and share a synopsis with the person beside you



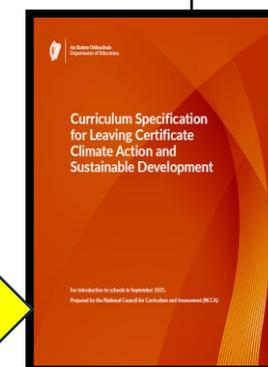
**Qualities
of
Effective Action**





Looking at ALT 2: LO 1

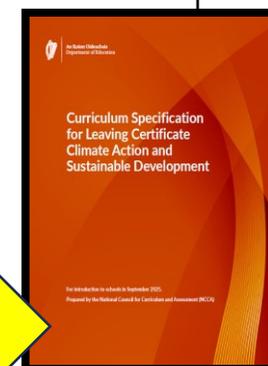
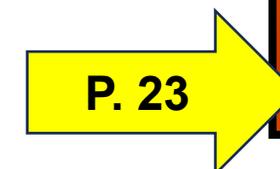
Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">multiple definitions of climate justicehow climate justice can inform personal and group actionhow climate change impacts people differently depending on factors such as age, citizenship, ethnicity, perceived social status, geography, gender, etc.	explore meanings and principles of climate justice	Explore: observe, study, in order to establish facts





Looking at ALT 2: LO 2

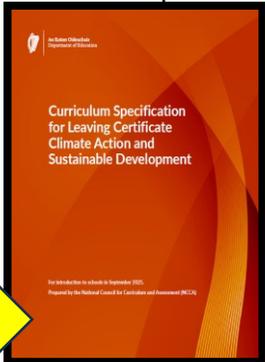
Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">• actions from a local to a global level• connections between modern actions and historical root causes• a variety and range of sources• how sources may lack detail or show bias	<p>conduct research on an action that addresses or causes climate change and unsustainable development; evaluate different sources of information including secondary data</p>	<p>Conduct: perform an activity</p>





Looking at ALT 2: LO 3

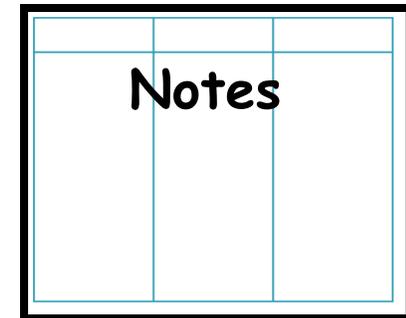
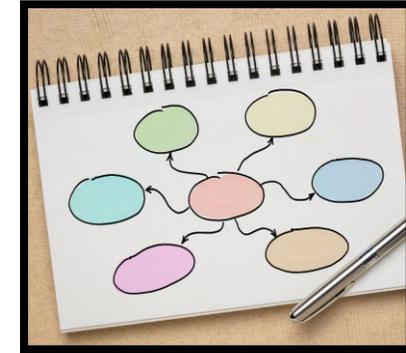
Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">• levels of government and governance appropriate to chosen action• examining power relationships• peoples' political agency to hold systems to account, demand changes, and act in sustainable or unsustainable ways themselves	<p>explain the role political and economic systems have on sustainable behaviour and actions</p>	<p>Explain: give a detailed account including reasons or causes</p>





Teacher activity: Collaborative Planning

- Consider how students could engage with ALT 2 as a lens to learn about a **just transition** (LO 2.8 & 2.9)
- Use your notes from the previous activity and mark in **green** which ALT 2 LOs are relevant
- Use **red** to note aspects of ALT 2 that may not be linked (there may be considerable amounts of red!)



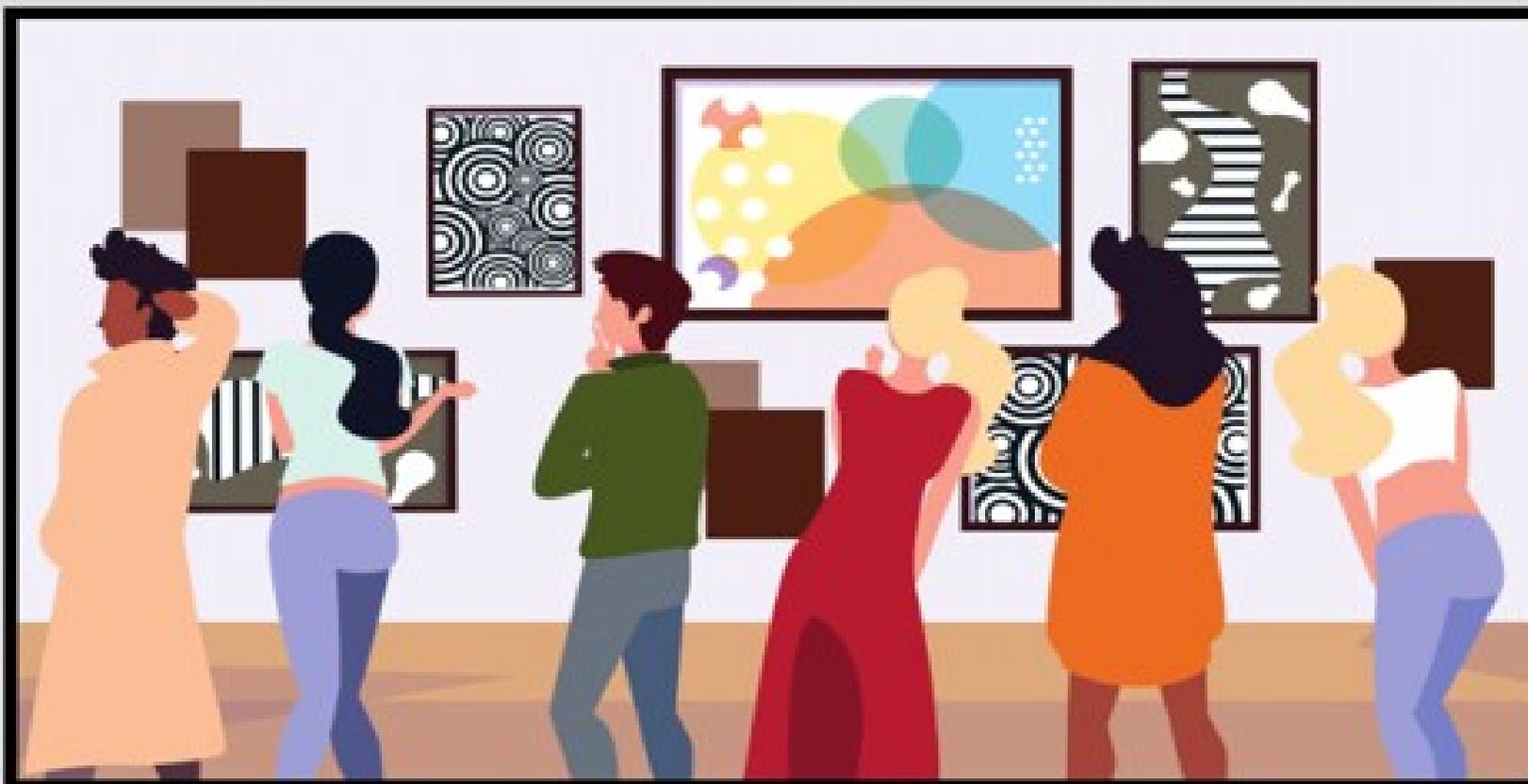


Next steps: ALT 2 – Researching Action

- Which ALT 2 LO did you think was the most relevant?
- What would you need to do to support your students if they were to conduct research on an action?



GALLERY WALK





Reflection

- Is the theme of Hope, Togetherness Community evident in this session? Where?
- Can just transitions be considered a way of tackling global challenges by creating local opportunities?





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 4



Learning Intentions Day 4

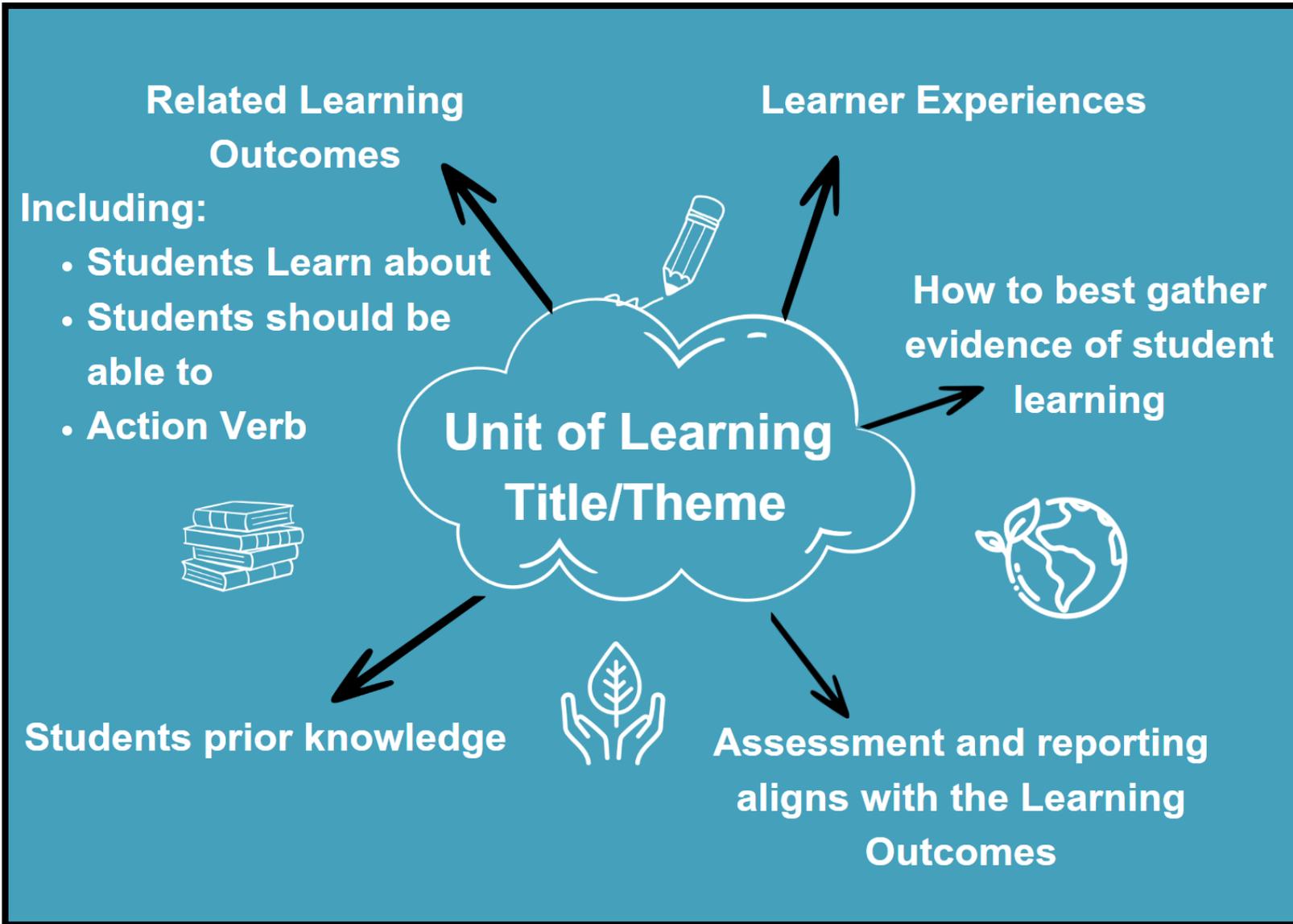
- To examine the concept of just transitions in Ireland
- **To further explore how we can plan for effective learning, teaching and assessment**
- To support teachers in planning for the first term of the learning journey for students in Climate Action and Sustainable Development



Planning

- Fluid
- Flexible
- Responsive
- Local
- Reflective





Teacher Activity:

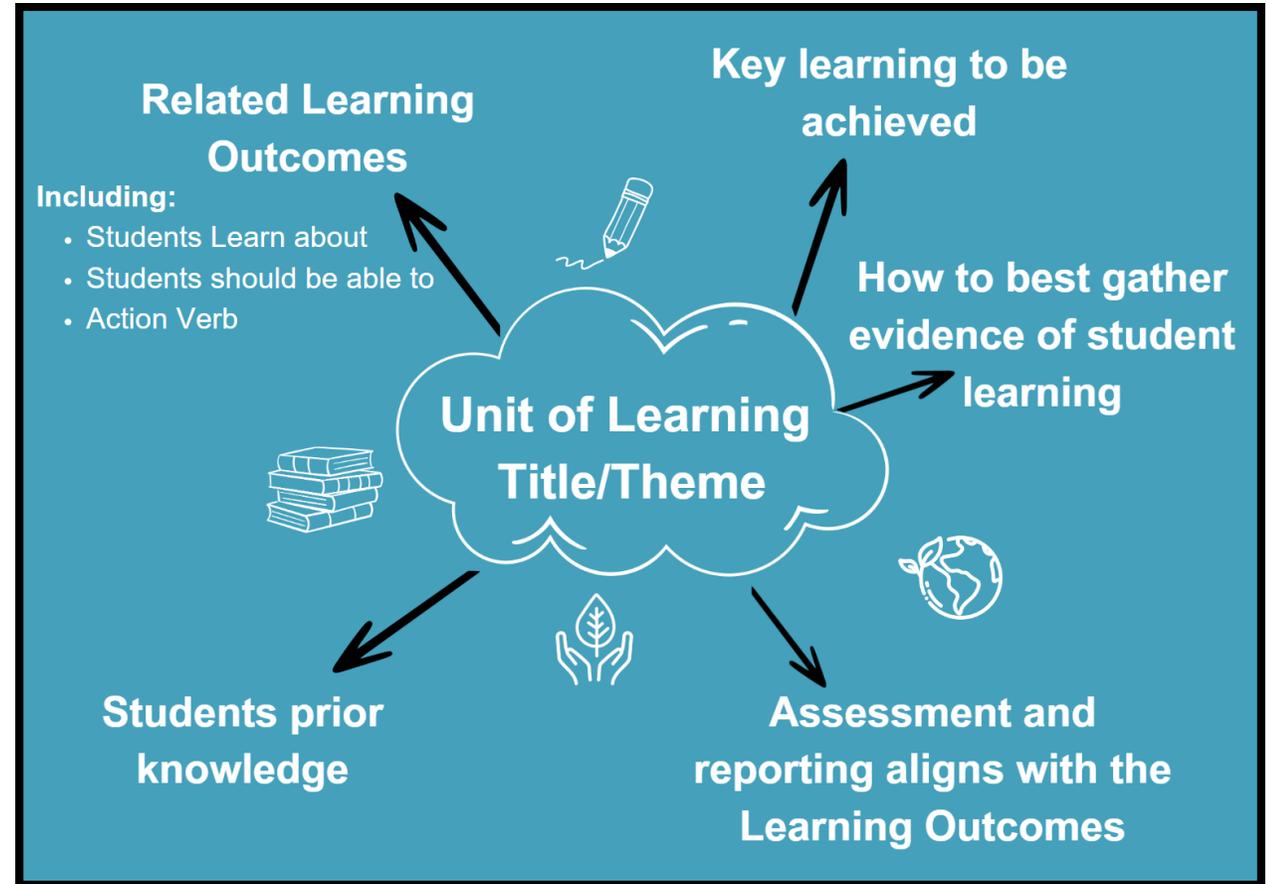
Planning a Unit of Learning





Teacher Activity: Developing a Unit of Learning

- Plan your Unit of Learning
- Use the headings and prompt questions to assist you
- Share on the Padlet





Share your Unit of Learning on the Padlet

Padlet

Oide • 3m

PLE 3 & 4 Climate Action & Sustainable Development Resources

Session 1 Resources

- Oide a day ago
CASD Specification (English)
Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development
PDF
SC-Climate-Action-Sustainable-Dev-Spec-ENG
- Oide a day ago
CASD Specification (Gaeilge)
Sonraíocht churaclaim do Ghníomhú ar son na hAeráide agus Forbairt Inbhuanaíthe de chuid na hArdleistimíreachta
PDF
SC-Climate-Action-Sustainable-Dev-Spec-GA

Session 2 Resources

- Oide a day ago
Planning in my Climate Action and Sustainable Development Classroom
Reflecting before, during and after
What do my students already know about this area?
How will I engage all my students with this unit?
What will the learning experiences look like for my students?
What evidence will I gather to tell me that my students have met the intended learning?
PDF
Reflection on Planning
- Oide a day ago
Planning a Theme or Unit of Learning
Unit of Learning Title/Theme
Related Learning Outcomes
Students prior knowledge
Learner Experiences
Assessment and reporting with the Learning Outcomes
How to best gather evidence of student learning
PDF
Planning a Unit of Learning

Session 3 Resources

- Oide a day ago
Just Transitions Teacher Activity
JUST TRANSITIONS IRELAND LO 2.8
Outline the concept of Just Transitions, identify an example of a Just Transition in Ireland
Applications: Active Citizens, Fish Daily Farmer
Resources: Just Transitions Ireland
PDF
Just Transitions Ireland Canva Double Sided Poster A3 Landscape
- Oide a day ago
Just Transitions
To solve the climate emergency, we need a just transition that puts people and planet first
YouTube
Oide

Session 4 Units of Learning

- Oide a day ago
Planning a Theme or unit of Learning
Unit of Learning Title/Theme
Related Learning Outcomes
Students prior knowledge
Learner Experiences
Assessment and reporting with the Learning Outcomes
How to best gather evidence of student learning
PDF
Planning a Unit of Learning

Session 5 Term Plan

- Oide a day ago
Planning: Term 1
Units of Learning
2. Central Themes
Term 1 Planning
4. Next Steps
3. Learning Outcomes

Other Resources

- Oide a day ago
YouTube
"We can do it. We must do it." | Frozen Planet II - BBC
- Oide a day ago
Climate Action video
Climate Action
YouTube
Laos Climate Action Trailer
- Oide a day ago
Education & Climate Change





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 5



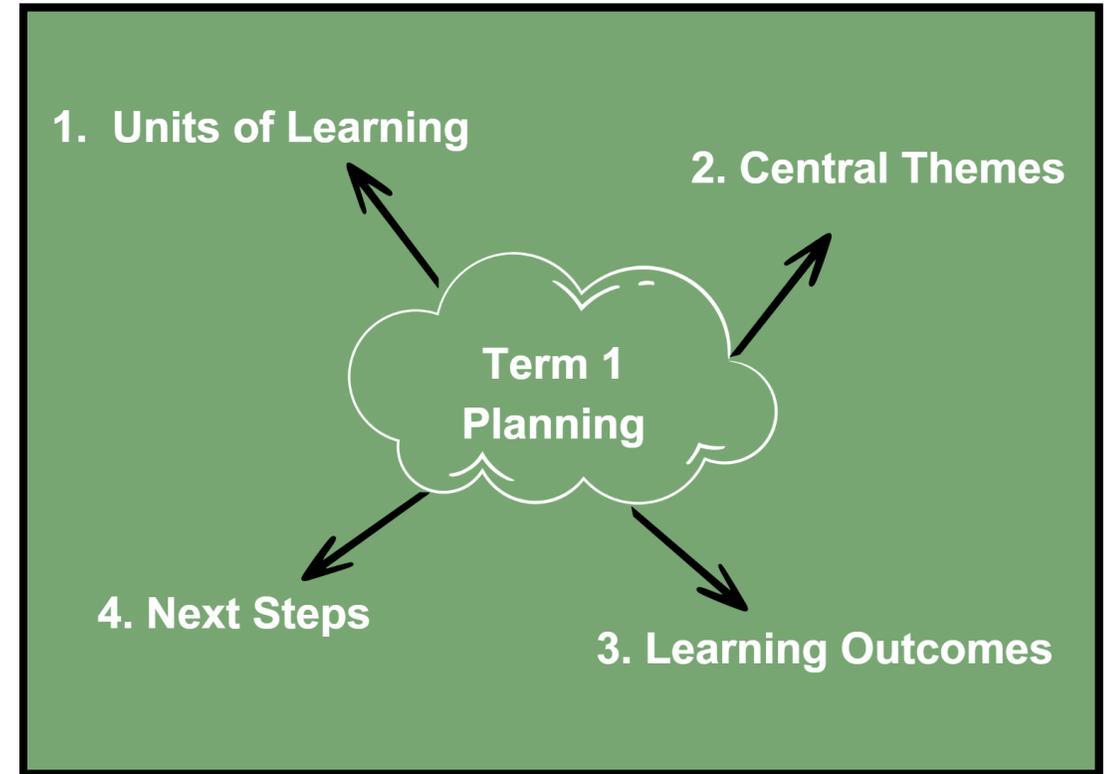
Learning Intentions Day 4

- To examine the concept of just transitions in Ireland
- To further explore how we can plan for effective learning, teaching and assessment
- **To support teachers in planning for the first term of the learning journey for students in Climate Action and Sustainable Development**



Teacher Activity: Planning Term 1

1. Where would you place the UoLs you designed in Session 2 and Session 4?
2. Decide on the central themes for UoLs in term 1
3. Consider what LOs you will engage with in these UoLs
4. What are your next steps in planning for term 1 of 5th year?





Strategies to support the Affective Dimension of Climate Action & Sustainable Development

- 1 Emotional validation**
Acknowledge students' feelings and worries about the climate crisis. This can be done through group discussions, one-on-one conversations, or writing activities. Recognise that their emotions are valid and normal.
- 2 Creating a safe space**
Establish a safe and non-judgmental classroom environment where students feel comfortable sharing their concerns and emotions. This can include creating a 'no judgment zone' or having a designated 'emotional check-in' time each day.
- 3 Building a sense of community**
Foster a sense of belonging and connection among students. This can be done through collaborative projects, group activities, or team-building exercises that promote trust and empathy.
- 4 Reframing a global challenge into a local opportunity**
Highlight the opportunities for students to make a positive impact on their community and the world. This can help shift the focus from worry to action.
- 5 Encouraging self-care**
Teach students self-care strategies and encourage them to prioritise their wellbeing. This can include relaxation techniques, mindfulness exercises, or simply taking breaks.

Sources: <https://www.developmenteducationreview.com/issue/issue-30/affective-pedagogies-foregrounding-emotion-climate-change-education>
<https://my.chartered.college/research-hub/exploring-the-evidence-base-climate-change-and-sustainability-education/>



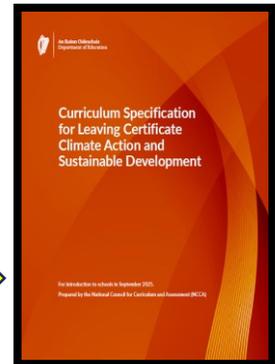
Strategies to support the affective dimension of Climate Action & Sustainable Development

- 6 Incorporating climate-related concerns**
Integrate discussions about climate-related concerns and their effects into your teaching. This can help students feel more comfortable addressing their emotions and develop strategies to cope with their concerns about climate change.
- 7 Providing opportunities for agency and control**
Give students opportunities to take action, contribute to solutions, and make decisions about their learning. This can help them feel more in control and invested in the learning process.
- 8 Seeking support from external resources**
Consider inviting guest speakers, consulting with mental health professionals (NEPS) or using external resources e.g. apps to provide additional supports for students.
- 9 Fostering a growth mindset**
Encourage students to view challenges as opportunities for growth and learning. This can help them develop a more optimistic outlook and build resilience in the face of climate-related concerns.
- 10 Taking care of yourself as a teacher**
Remember to prioritise your own wellbeing and take care of your emotional needs as a teacher. A stressed teacher can negatively impact the classroom environment and student outcomes.

Sources: <https://www.unesco.org/en/sustainable-development/education/greening-future/curriculum>
<https://world.edu/what-needs-to-be-improved-in-the-climate-change-education-guide/>



Reflecting on the Affective Dimension





Reflection Questions

- How was the theme of Hope, Togetherness and Community evident across our two-day PLE?
- How do you think you can bring Hope, Togetherness, Community into your Climate Action and Sustainable Development Classroom?





Thank You