



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 3)





Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Session 1



Learning Intentions Day 3

- **To explore strategies to support the affective dimension**
- **To examine how social position and power effects capacity for action**
- **To plan for effective learning, teaching and assessment**



Activity



Reading



Feedback



Reflection



Modelling



Oide Supports

PLEs

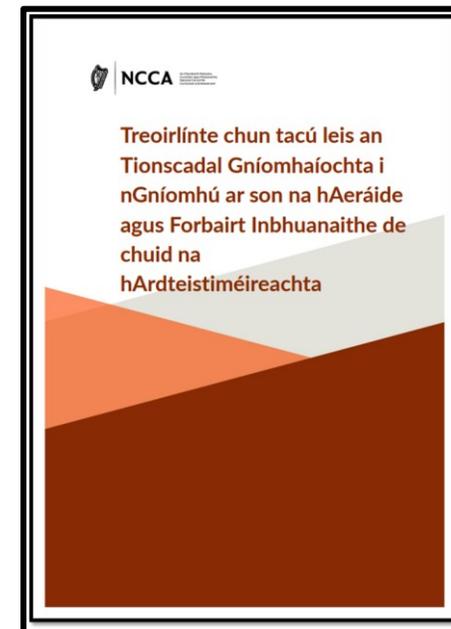
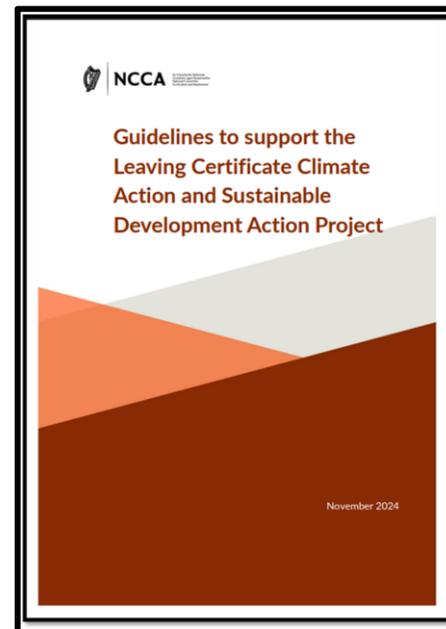
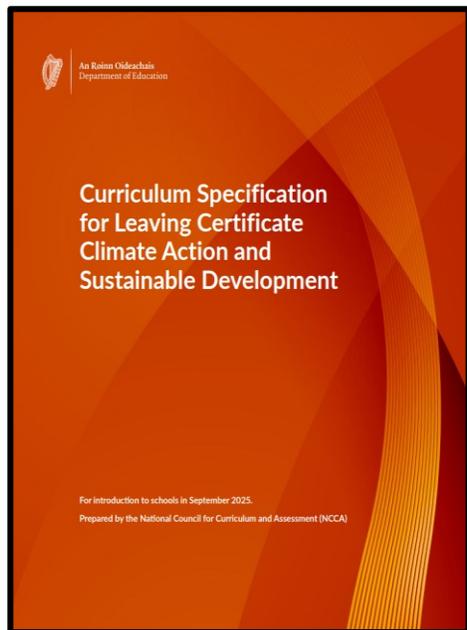
Webinars

Collaboratives

School Support

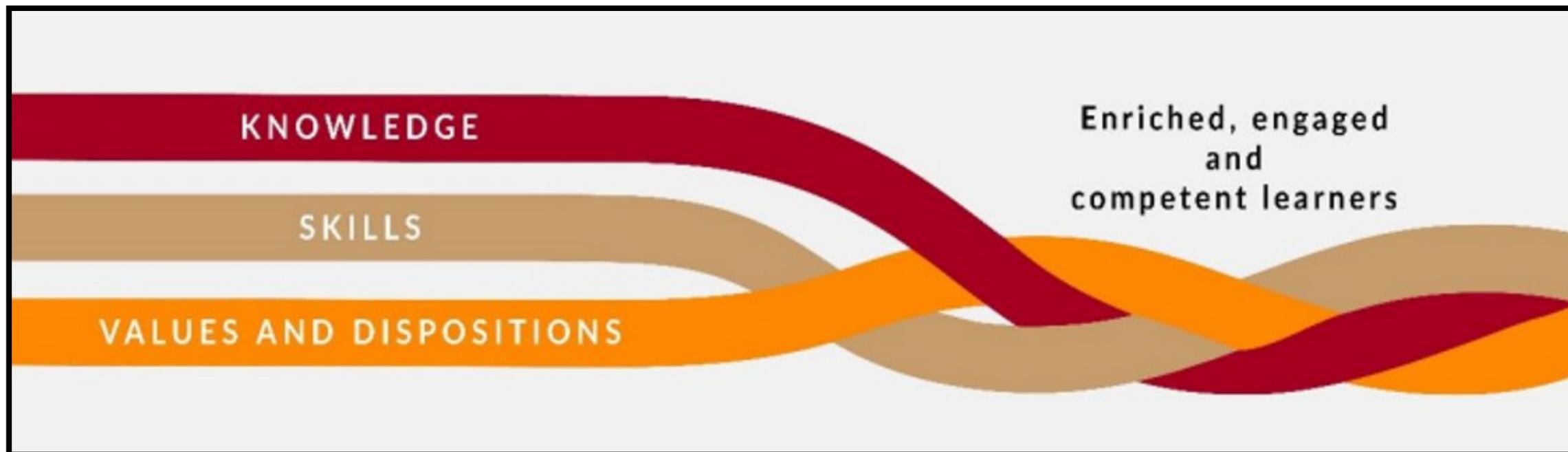
Scoilnet
oide.ie

Practical
Workshops



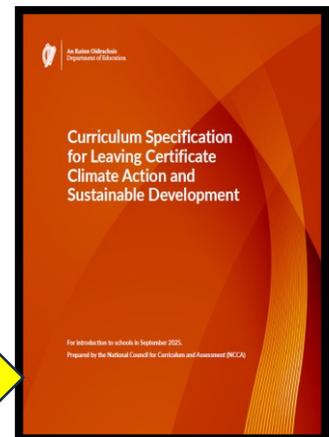
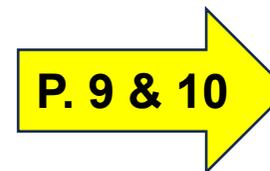
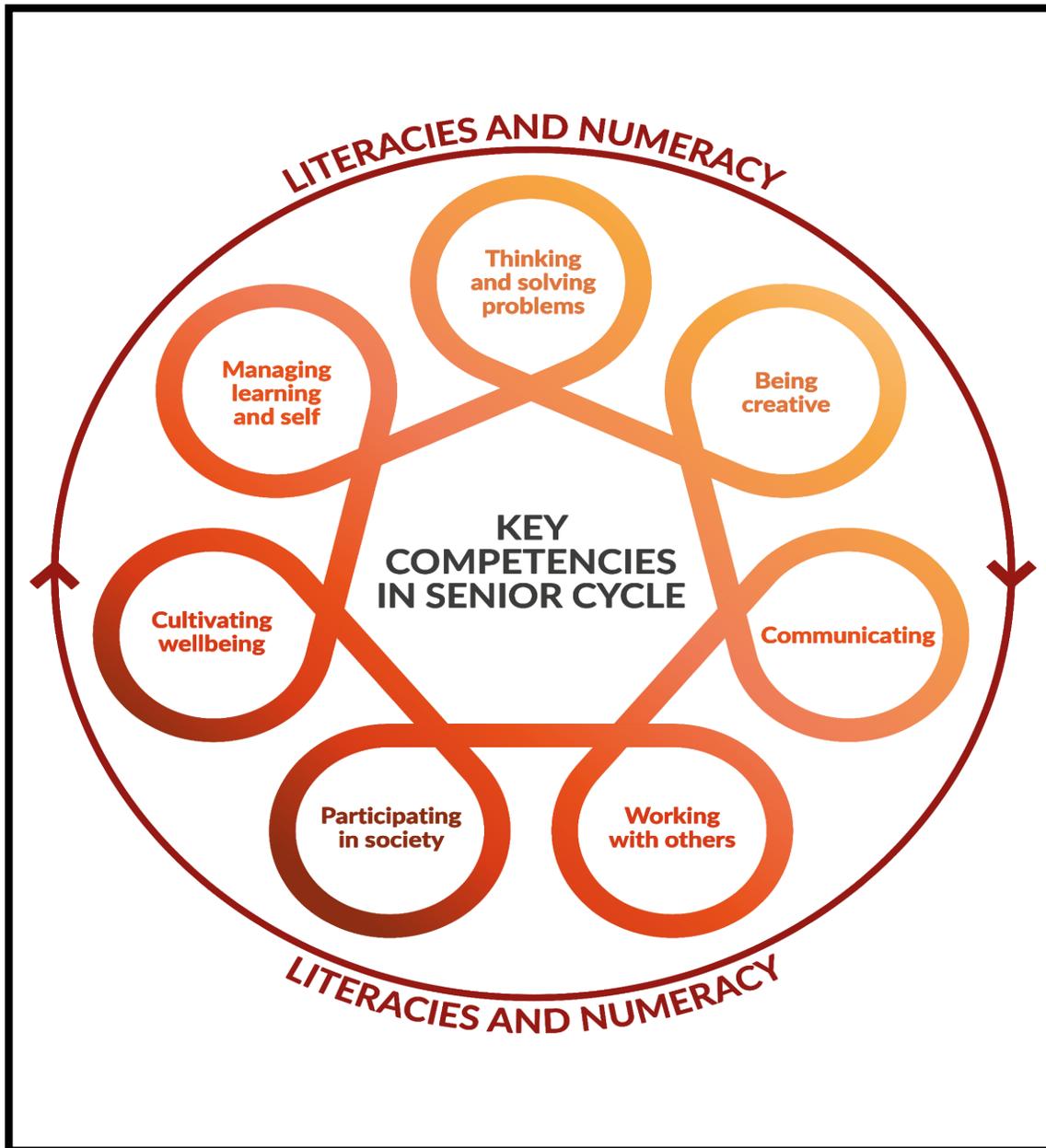


Senior Cycle Key Competencies

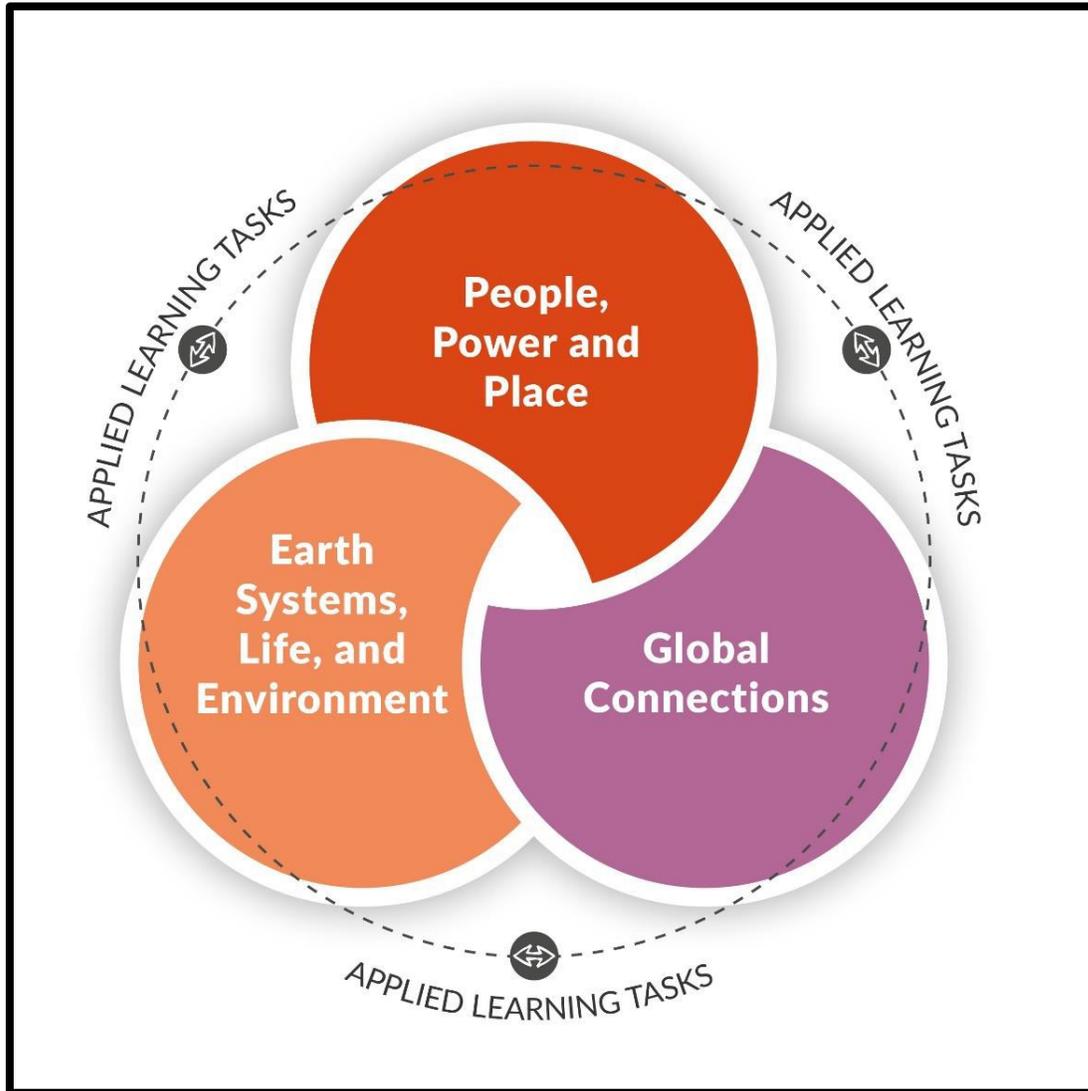




Key Competencies in Senior Cycle

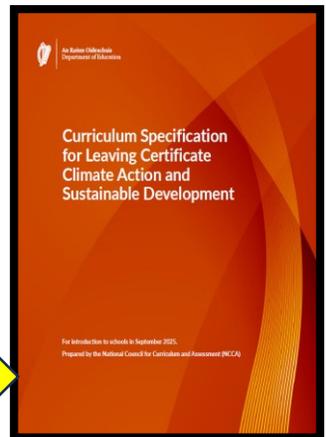


Strands of study



- Learning Outcomes
- Non-linear, integrated approach
- Meaningful action
- Higher & Ordinary

P. 11

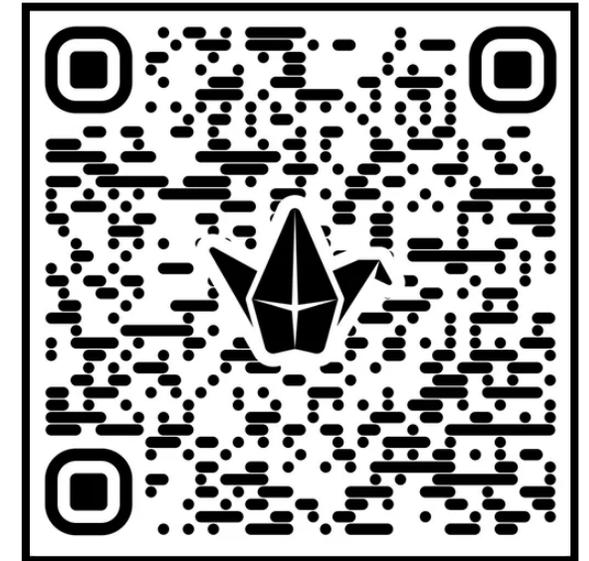




Padlet PLE Day 3 & 4

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

- Session 1 Resources**
 - Oide a day ago: CASD Specification (English) PDF
 - Oide a day ago: CASD Specification (Gaeilge) PDF
- Session 2 Resources**
 - Oide a day ago: Planning in my Climate Action and Sustainable Development Classroom
 - Oide a day ago: Planning a Theme or Unit of Learning
- Session 3 Resources**
 - Oide a day ago: Just Transitions Teacher Activity
 - Oide a day ago: Just Transitions Ireland Canva Double Sided Poster A3 Landscape
 - Oide a day ago: Just Transitions
- Session 4 Units of Learning**
 - Oide a day ago: Planning a Theme or unit of Learning
 - Oide a day ago: Planning a Unit of Learning
- Session 5 Term Plan**
 - Oide a day ago: Planning: Term 1
- Other Resources**
 - Oide a day ago: Climate Action video
 - Oide a day ago: Education & Climate Change



<https://shorturl.at/egRhk>



*Hope
Togetherness
Community*





Why incorporate the themes of hope, togetherness, community?

- empower young people
- foster collective action
- build resilience
- encourage sustained engagement in sustainability efforts
- cultivate an informed and proactive generation capable of addressing the pressing challenges



View and Respond

Watch the following video clip:

- Note where you see the sense of hope, togetherness, community
- Share your response with another person



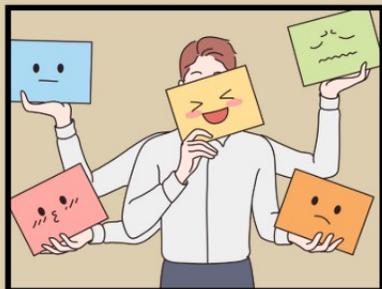
THEN



NOW



https://youtu.be/ovf_uv-eOek



Optimism

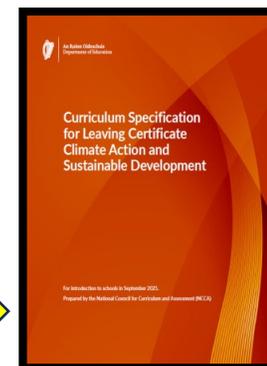
Realism

Emotional responses are valid



The Affective Dimension of Teaching & Learning

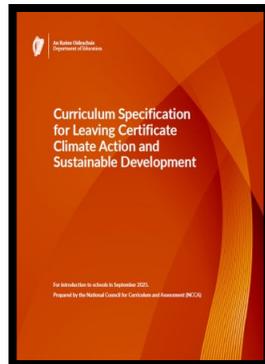
P. 26 & 27





The Affective Dimension

P. 26 & 27



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.

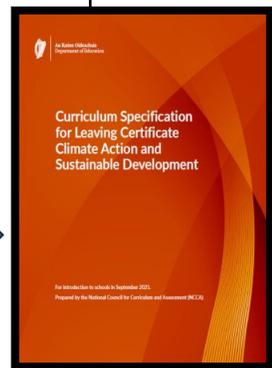
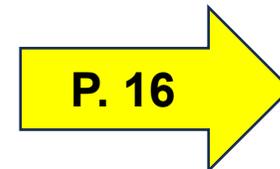
Sources: <https://www.unesco.org/en/sustainable-development/education/greening-future/curriculum>
<https://world.edu/what-needs-to-be-improved-in-the-climate-change-education-guide/>





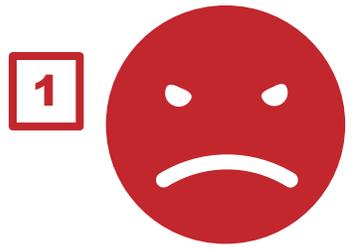
Learning Outcome 2.2

Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">the intersectional nature of climate injustice and other injusticesdifferences in social position and power as influenced by ethnicity, gender, socio-economic status, etc.	<p>appreciate how differences in social position and power in society affects capacity for action</p>	<p>Appreciate: Recognise the meaning of, have a practical understanding of</p>





EMOJI RATING SCALE



1

Not Very Confident



2

Not Confident



3

Not Sure



4

Confident



5

Very Confident

How confident do you feel about the concept of Social Position and Power?





Teacher Activity: Visual Stimulus



What do you see?





Social Position & Power

- What does power mean in society?
- How do people gain power in society?
- How do social factors such as wealth, social status, education, occupation, gender, race, ethnicity etc. shape power and opportunities?





VISUAL THINKING STRATEGY POSSIBLE QUESTIONS

- What emotions does this photograph evoke? Why?
- What do you think is happening in the photograph?
- What might the people in the photograph be thinking or feeling?
- What story do you think this photograph is telling?
- What clues in the photograph can help you figure out the location?
- If you could ask one of the people in the photograph a question, what would you ask?
- What title would you give this photograph? Why?
- Does this photograph have a message or commentary about society?
- What ethical issues might arise from the situation shown in the photograph?
- If this photograph were part of a news story, what might be the headline? How does this image reflect or challenge your views about the world?



Possible Additional Questions to ask on the Visual Stimulus





Follow-on Activity

Reading Activity



Social Position & Power in Society Oide

Social Position refers to one's status based on class, race, gender, income, education, and other identity markers

Power refers to the ability to influence decisions, access resources, and shape outcomes

Access to resources & Information

Wealth & Economic Power

1

- Wealthy people, communities, and countries typically have greater access to resources (financial, technological, and infrastructural) enabling them to mitigate and adapt to climate change
- Richer communities can afford solar panels, energy-efficient homes, or electric vehicles, whereas poorer communities may struggle to afford basic utilities
- High-income households can often recover more quickly from climate-related disasters due to insurance, savings, and social safety nets, while low-income households may lose everything, plunging them further into poverty

Access to Information & Education

- Social position impacts access to education and information about climate risks and sustainable practices
- Wealthier and better-educated people are more likely to be informed about climate issues, enabling them to take proactive measures
- In contrast, marginalised communities may lack access to climate-related information, leaving them less equipped to respond

Political Power & Influence

2

Decision-Making Power

- Political power often rests with those in higher social positions i.e. wealthy people, corporations, or political elites, who have greater influence over policy decisions related to climate action and sustainable development. These groups may shape policies that serve their interests, sometimes at the expense of marginalised or vulnerable populations

Marginalised Voices

- Communities with lower social positions—such as indigenous peoples, women, ethnic minorities, and the poor, often have limited representation in decision-making processes. Their perspectives, needs, and traditional knowledge are frequently overlooked in national and global climate policies. This exclusion limits the scope and inclusivity of climate action

Vulnerability to Climate Impacts

3

Social & Economic Marginalisation

- Marginalised groups (e.g., low-income communities, racial minorities, women, and the elderly) are often more vulnerable to climate change due to their location, occupation, and social status i.e. poor communities may live in areas prone to flooding, heatwaves, or pollution, and they often have fewer resources to cope with such events

Gender Inequalities

- Women, particularly in developing countries, are more vulnerable to climate impacts due to existing gender inequalities
- Women often have less access to land, financial resources, and decision-making power, making it harder for them to recover from climate shocks or participate in climate adaptation strategies
- Gender also influences how resources are distributed within households, often leaving women with fewer choices in crisis situations

Social Capital & Community Networks

4

Stronger Networks in Higher Social Positions

- People in higher social positions often have better access to social networks, support systems, and community organisations that can enhance their capacity for climate action. These networks can provide financial resources, collective action opportunities, or access to policymakers

Marginalised Communities

- Marginalised communities often rely on informal networks for support in times of crisis, but these networks may lack the resources necessary for large-scale adaptation or mitigation.
- Community organising can be a powerful tool for climate action, but without institutional support, these efforts may struggle to scale up



Social Position & Power in Society Oide

Social Position refers to one's status based on class, race, gender, income, education, and other identity markers

Power refers to the ability to influence decisions, access resources, and shape outcomes

Inequities in Climate Policy Outcomes

5

Unequal Distribution of Climate Solutions

- Climate policies and sustainable development initiatives can sometimes exacerbate existing inequalities if not designed with equity in mind
- Policies that promote carbon taxes or renewable energy subsidies may benefit wealthier households (who can afford solar panels or electric cars) while placing additional financial burdens on low-income households (who may face higher energy costs or lack access to sustainable technologies)

Gentrification and Displacement

- Climate adaptation measures, such as building sea walls or retrofitting cities to be more climate-resilient, can lead to the displacement of low-income communities
- Wealthier people may benefit from these developments, while marginalised groups are pushed out of their homes due to rising property values

Power imbalances in International Climate Negotiations

6

Global North V Global South

- Wealthier, industrialised nations in the Global North have historically dominated climate negotiations, often shaping policies that reflect their own priorities and capabilities
- Meanwhile, countries in the Global South, which are more vulnerable to the impacts of climate change and less responsible for global emissions, often struggle to have their concerns addressed
- Wealthy nations have been slow to meet their commitments for climate finance to support adaptation and mitigation in developing countries, leaving poorer nations without the necessary funds to cope with climate impacts

Employment & Job Security

7

Green Jobs & Skill Gaps

- While the transition to a green economy presents opportunities for job creation, it also requires new skills and training. Those in higher social positions with better access to education and training are more likely to benefit from green jobs, while those in lower positions may lack the resources to acquire new skills

Impact on High-Carbon Industries

- Workers in carbon-intensive industries (e.g., coal mining, oil production) may resist climate action due to fears of job loss. Without a just transition that provides reskilling and alternative job opportunities, these workers (often from lower social positions) may suffer economically, leading to social unrest and pushback against climate policies

Health & Environmental Inequalities

8

Disproportionate Exposure to Environmental Hazards

- Marginalised communities often live in areas with higher exposure to environmental hazards, such as industrial pollution, heat islands, or toxic waste sites. These environmental injustices compound the effects of climate change, as vulnerable populations are more likely to experience poor health outcomes, limiting their capacity to engage in climate action or sustainable development

Health Inequalities

- Socially disadvantaged groups often face worse health outcomes due to poverty, lack of healthcare access, and environmental conditions. Climate change exacerbates these inequities, as extreme weather events (heatwaves, floods) and shifting disease patterns disproportionately affect those with limited access to healthcare or living in unsafe environments

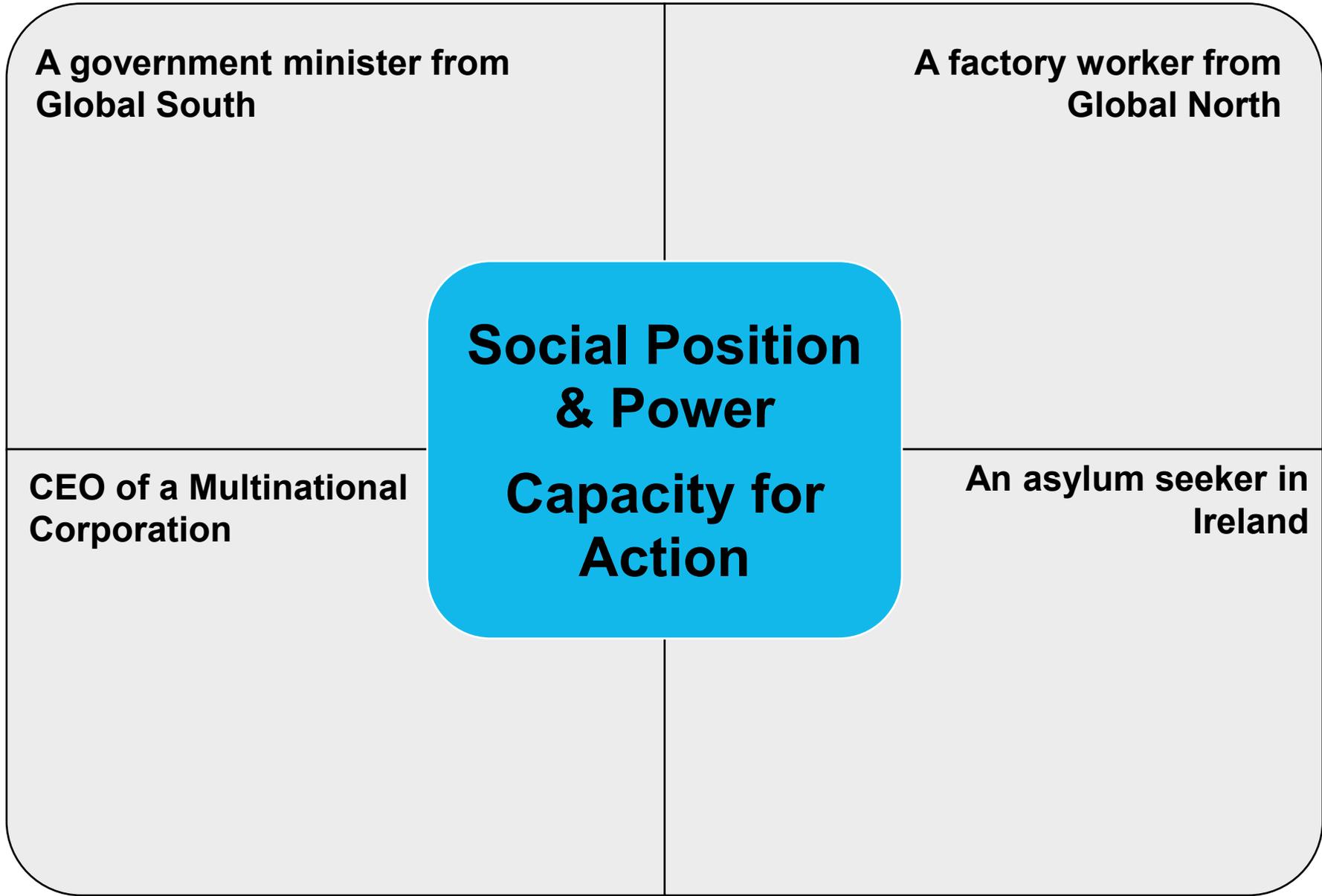
Sources:

<https://www.worldbank.org/en/topic/social-dimensions-of-climate-change>
https://www.un.org/esa/development/papers/2017/wpi62_2017.pdf



Social Position & Power





Teacher Activity





Consider the questions

1. How do differences in social position shape each person's ability to act?
2. What factors contribute to an individual's social status within a community or society?
3. Can someone have a high societal position and not have power?





ALT 1

Learning Outcome 3 – facilitate inclusive dialogue around climate action and sustainable development

- facilitation skills:
 - active listening
 - awareness of the behaviour of others
 - self-awareness
 - questioning
 - managing conflict, etc.
- encouraging participation and voice of all involved in dialogue
- removing possible barriers to participation





Consider the questions

1. How do societal changes affect the dynamics of social position and power?
2. What could be done to try to ensure that everyone is on an equal footing?
3. Reflect on a situation where social position impacted power dynamics in your community or in your own experience



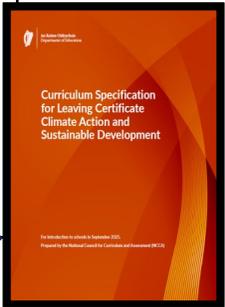
Follow-on Activity





Learning Outcome 2.5

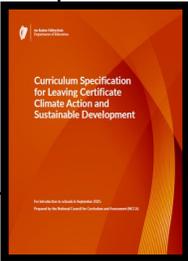
Students learn about	Students should be able to	Action verb
<p>sources of evidence such as:</p> <ul style="list-style-type: none">• news articles• social media• testimony from individuals/groups• place-based visit• current or previous actions and initiatives	<p>Investigate the effectiveness of a climate or sustainability action in a school-based or local setting</p>	<p>Investigate: observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions</p>





Learning Outcome 2.6

Students learn about	Students should be able to	Action verb
innovative communities engaged in participatory problem-solving	Compare how an innovative community in Ireland and an innovative community from the Global South are adapting to the effects of climate change	Compare: give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout



Differences in Social Position and Power in Society & Capacity For Action

2.2 & 2.5

SCHOOL BASED

Collinstown Park Community College achieve its sustainability goals



TY Students Vision for Ennis



2.2 & 2.5

LOCAL SETTING

Ballina Ripple, Co.Mayo



Sustainable Clonakilty



2.2 & 2.6

INNOVATIVE COMMUNITY IN IRELAND & GLOBAL SOUTH

Lower Lee Flood Relief Scheme



Resilience in action: Implementing locally-led adaptation in Bangladesh



Social Position and Power Questions



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Learning Outcomes 2.2 & 2.5

- What problem were they trying to solve?
- What action did they take?
- Was it effective?
- Did their social position/power influence their action?
- **School based examples** that were unsuccessful?

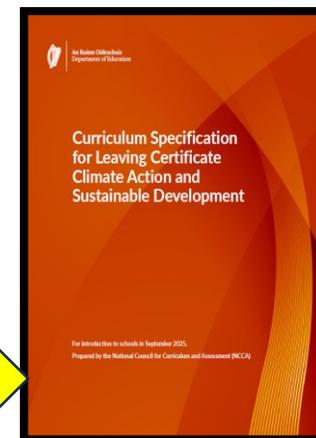
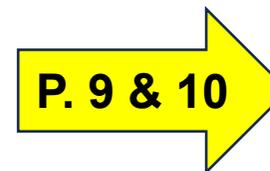
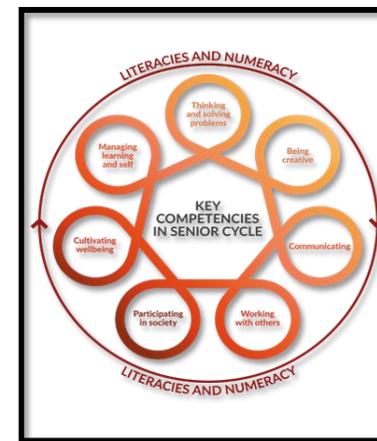
Learning Outcome 2.2 & 2.6

- What problem were they trying to solve?
- What action did they take?
- Was it effective?
- Did their social position/power influence their action?
- Give an account of the **similarities and/or differences** (in how they have adapted to the effects of climate change) between Ireland & Global South



Learning Outcomes & Key Competencies

- Identify the Learning Outcomes engaged with across the strands throughout Session 1
- Examine instances where the Key Competencies were actively encouraged



Evidence of Learning



What students should be able to

- appreciate how differences in social position and power in society affects capacity for action

Students learn about

- differences in social position and power as influence by ethnicity, gender, socio-economic status, etc.

Action Verb - Appreciate

- recognise the meaning of, have a practical understanding of



Reflection

- Is the theme of Hope, Togetherness, Community evident in this session? Where?
- What is your understanding of a community?
- How confident do you feel now about the concept of Social Position & Power?





Oide

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Supporting the Professional
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and Teachers

Session 2



Learning Intentions Day 3

- To explore strategies to support the affective dimension
- To examine how social position and power effects capacity for action
- **To plan for effective learning, teaching and assessment**



The Affective Dimension

Building a sense of community



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.

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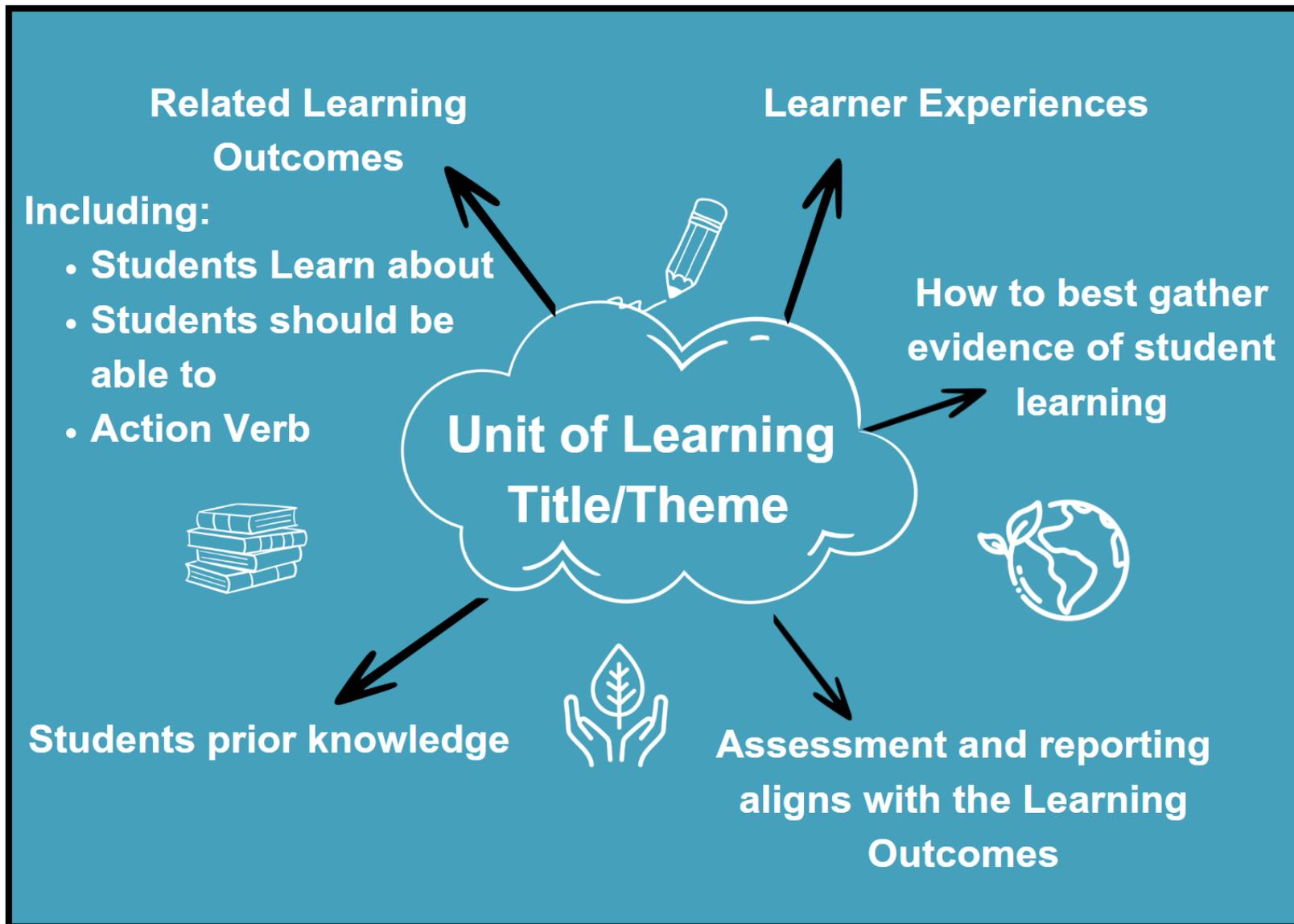




Planning

- Fluid
- Flexible
- Responsive
- Local
- Reflective





Collaborative Planning





Modelling Steps in Planning

LO: 2.2 Students should be able to:

Appreciate how differences in social position and power in society affects capacity for action

SLA: differences in social position and power as influenced by ethnicity, gender, socio-economic status, etc

Identify **related Learning Outcomes** across the specification that could form a Unit of Learning





ALT 1: Learning Outcome 3

Students should be able to facilitate inclusive dialogue around climate action and sustainable development

- facilitation skills:
 - active listening
 - awareness of the behaviour of others
 - self-awareness
 - questioning
 - managing conflict, etc.
- encouraging participation and voice of all involved in dialogue
- removing possible barriers to participation

Identify **related Learning Outcomes** across the specification that could form a Unit of Learning



Modelling Steps in Planning

- What do my students already know about this theme?
- Transition Year
- Other subjects



Consider your students' **prior knowledge**, reflect on previous planning and share experience





Modelling Steps in Planning

- Visual Thinking Strategy
- Prompt questions provided to support dialogue
- Group placemat activity on how social position & power influences capacity for action
- Discussion on placemat findings
- Case studies
- Reflection

What **learner experiences** will support students to achieve the Learning Outcomes?

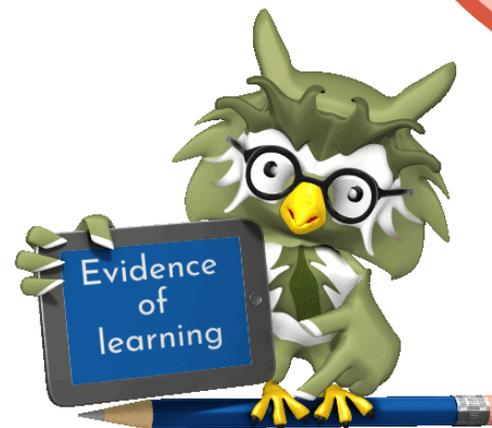




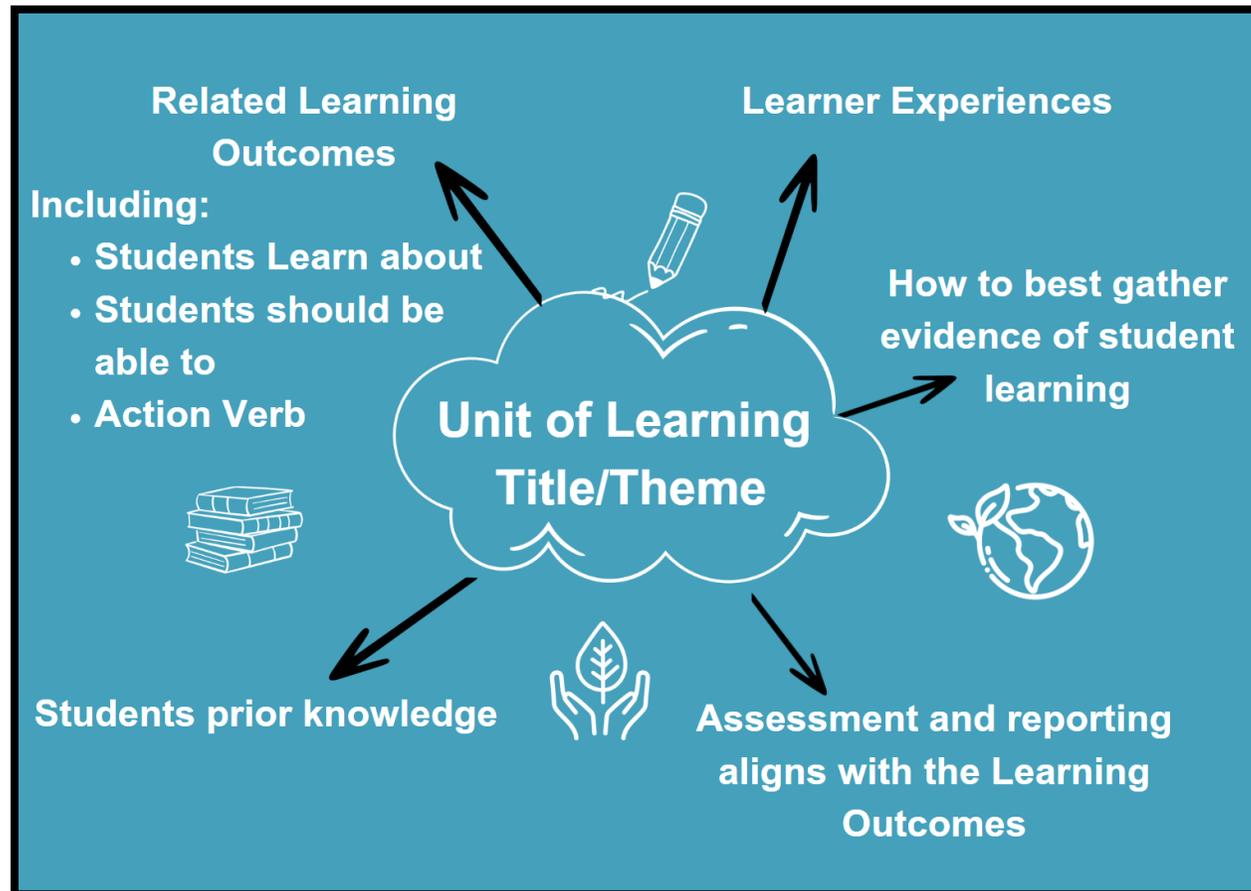
Modelling Steps in Planning

- Questioning
- Written responses
- Observation and feedback
- Peer discussion
- Facilitated feedback
- Summative Assessment.
- Etc.

Consider how to gather the **best evidence** of student learning



Teacher Activity: Planning a Unit of Learning: learning experiences



- Create a **Unit of Learning**
- Using a **Learning Outcome** from **strand 2**
- **Choose related Learning Outcomes**
- **(ALT 1)**

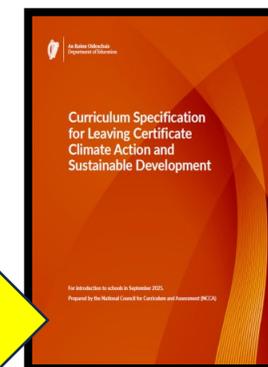


Applied Learning Task 1

Engaging in dialogue about climate action and sustainable development

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

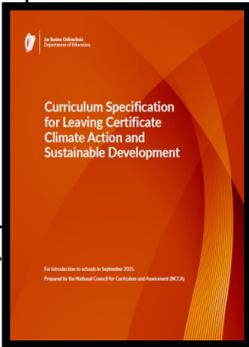
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ALT 1: LO.1



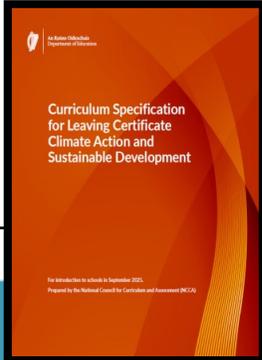
Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">• how values drive individuals' attitudes and dispositions either in support of or against a sustainable present and future• the influence of messaging from advertising, media, companies, economic ideology	Compare how different people's values, including their own, underpin their attitudes and dispositions to climate action and sustainable development	Compare: give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout



ALT 1: LO.2



Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">• how different groups and individuals hold different values• how value systems impact the way different people, communities, societies (including indigenous people), relate to nature now and in the past	Discuss how values relating to nature can vary between people and across time	Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence



ALT 1: LO.3



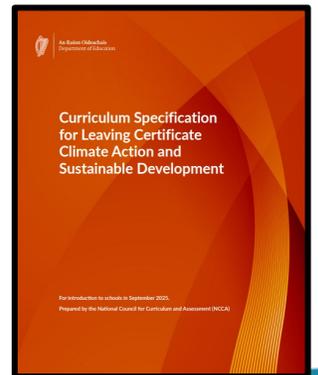
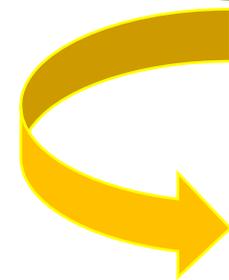
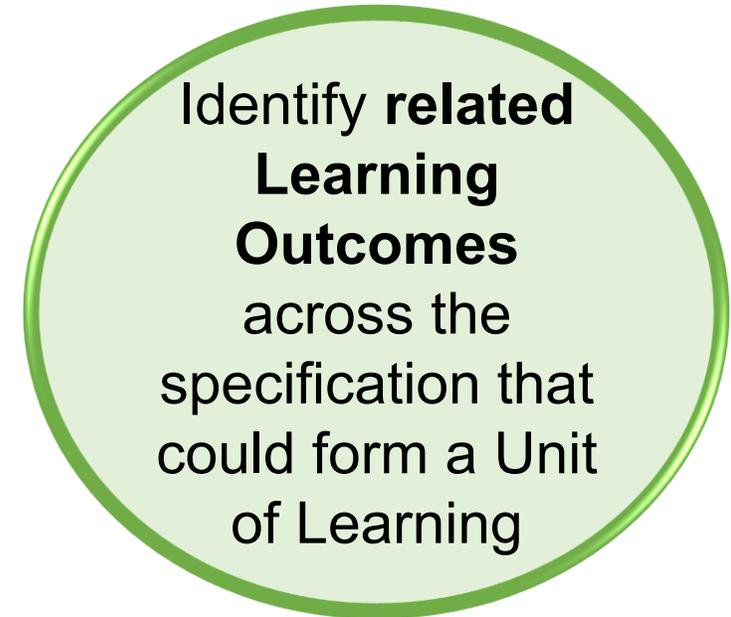
Students learn about	Students should be able to	Action verb
<ul style="list-style-type: none">• facilitation skills:<ul style="list-style-type: none">➤ active listening➤ awareness of the behaviour of others➤ self-awareness➤ questioning➤ managing conflict, etc.• encouraging participation and voice of all involved in dialogue• removing possible barriers to participation	<p>Facilitate inclusive dialogue around climate action and sustainable development</p>	<p>Facilitate: make an action or process easier; consciously guide a dialogue so that it stays on course and reaches the agreed-upon goals</p>



Learning Outcomes



- Which Learning Outcome from Strand 2 will be the starting point for this Unit of Learning?
- What Learning Outcomes from across the strands link to your chosen Learning Outcome?
- ALT 1
- What is the **key learning** for your students?





Prior Knowledge

- What do my students already know about this theme?

Consider your students' **prior knowledge**, reflect on previous planning and share experience





Learner Experiences

- What learner experiences will support students in achieving the Learning Outcomes?
- How will I engage all students with this unit?

What **learner experiences** will support students to achieve the Learning Outcomes



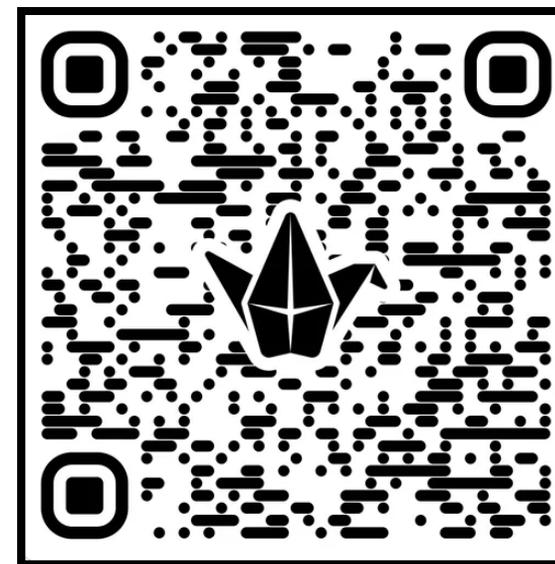
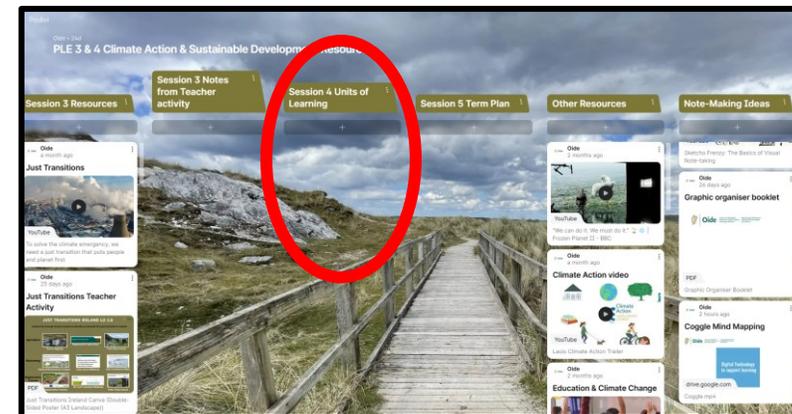


Evidence of student learning

- How will students demonstrate the key learning?
- What evidence could show that your students have achieved the Learning Outcomes?

Consider how to gather the **best evidence** of student learning







Reflection

- How has collaborative planning influenced the sense of connection and support within the group?
- How confident do you feel now about planning?





Thank You