

A whole child in a whole school: a relational approach to creating vibrant green ecologies of learning

Arjen Wals

Professor of Transformative Learning for Socio-Ecological Sustainability

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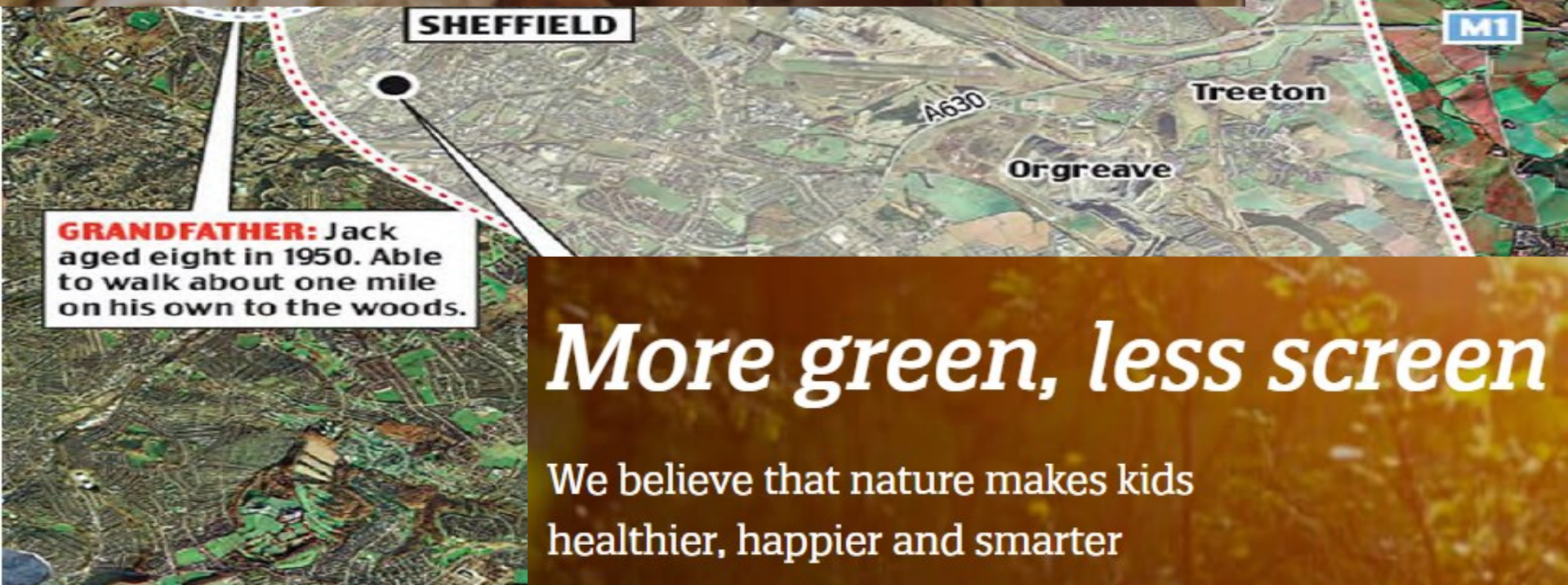


Anxiety about the future can lead to despair, depression and apathy



Kids won't remember their best day of YouTube

We believe that nature makes kids healthier, happier and smarter



More green, less screen

We believe that nature makes kids healthier, happier and smarter



WAGENINGEN UR

For quality of life



Big Tech Is Co-Parenting Our Children. Yes, Be Afraid.

In “Who’s Raising the Kids?” Susan Linn’s searing indictment of corporate greed, tech companies targeting children are rivaled only by the lawmakers who let them get away with it.



How tech companies like Instagram, TikTok, YouTube and Snapchat pose as caregivers, cultivate affection and attachment in children, use psychological insights to prey on their weaknesses, patiently fatten them up — that is, train them in consumption — all the while viewing children as profit centers.



How children are being targeted with hidden ads on social media

Published: November 3, 2021 1.24pm CET

Stealth advertising is cropping up in children's social media feeds. BearFotos

Have you ever accidentally clicked on an advert while scrolling on social media because you didn't realise that's what it was? This is what advertisers call “content marketing”.

Using funny memes, insider-driven stories or inspirational





WILLEN
DOVE
T!

WIL EEN DOOD
DROONE
TOEGELATEN

WIJ UNEN DE
LUCHT
PROPER!



AUTO'S BOE
VOETGANGERS
FIETSERS ZUN
!!IGOE!!!

IK KEER
ME OM
WAGT DE

WIJ STIKKEN!
WILLEN
SCHONE
LUCHT!!

WIJ WILLEN
SCHONE
LUCHT!!

IK WIL SCHONE
LUCHT. ANDER
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Schone L



For quality of life

United Nations



The Doughnut of social foundations and planetary boundaries (Raworth 2017)



From cosmetic reform to deep change

Degrees of response depends on institutional 'response-ability'

- (1) **no response** (conformative) - global precarities are absent or barely reflected in policies and practices
- (2) **accommodation** (conformative) - responses centre on campus greening and some curriculum in “obvious” disciplines
- (3) **reformative** - intentional re-thinking at a policy level leading to some shifts across much of the institution
- (4) **transformation** - a sustainability ethos drives purpose, policy, and practice, resulting in fundamental redesign, reflexivity, and organisational learning

Denial

Bolt-on

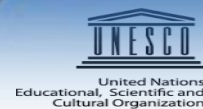
Build-in

Whole
system re-
design



WAGENINGEN **UR**
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Source: creative commons



Whole School Approach (WSA)

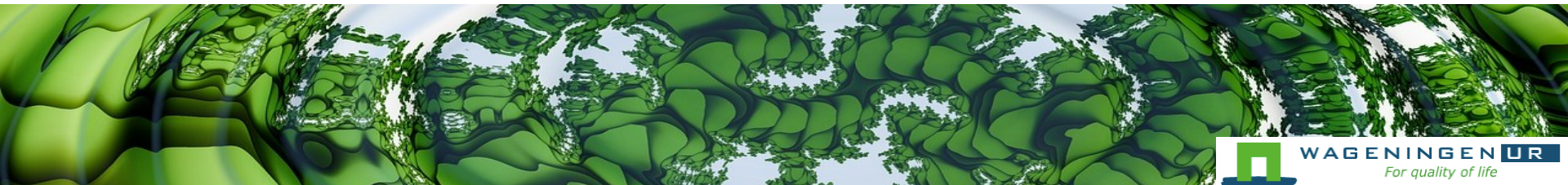


Source: Wals & Mathie, 2022

Curriculum



- As a complicated conversation (Pinar)
- Playful and Care-Full
- Localized/place-based
- Responsive/Adaptive: Emergent – Event/situation based
- Balanced (eco)socialisation, qualification and subjectification (Biesta)

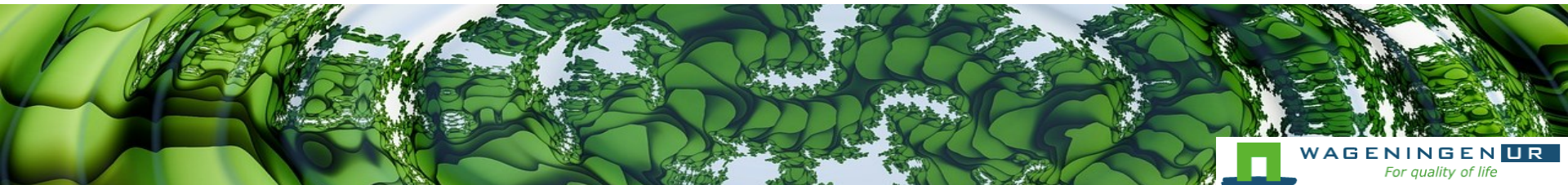


Pedagogy & Learning

PEDAGOGY & LEARNING

New/alternative
learning processes
and learning
environments

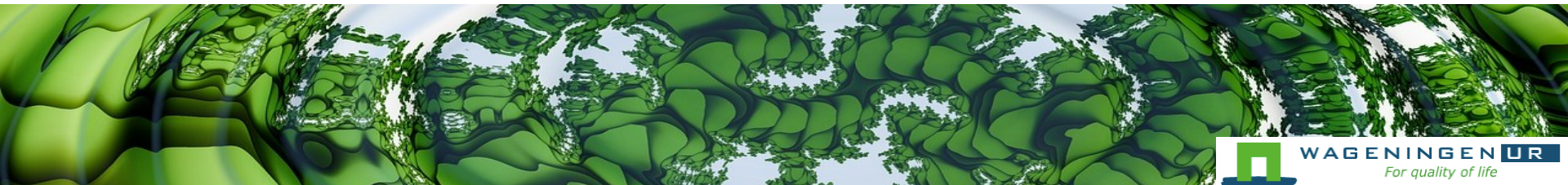
- Inquiry-curiosity based
- Values-based – pedagogy of care (Noddings)
- Place-based immersive situated learning
'pedagogy of entanglement' (Wessels, 2022;
Weldemariam, 2020)
- Embodied learning
- Play-responsive learning (Pramling, 2019)



Institutional

INSTITUTIONAL
PRACTICES
Walking the talk:
experimenting with and learning from creating sustainability
on location

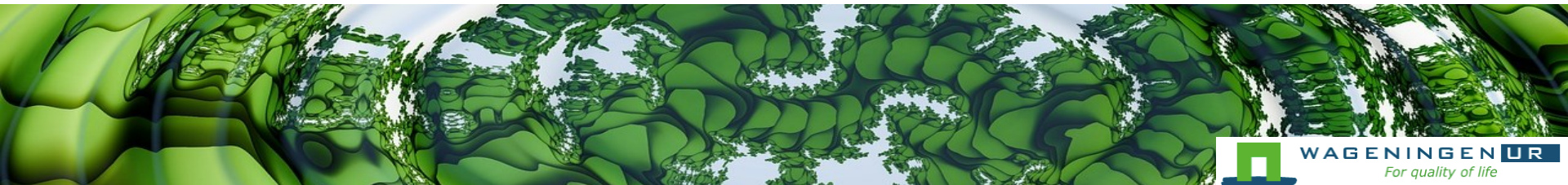
- Enacting a sustainable, equitable, healthy and democratic centre/school for real!
- All staff and children/youth can provide input and are heard (Thorsdottir et al. 2022, 2023)
- 'walking the talk' and 'we make the road by walking'



Community Connections



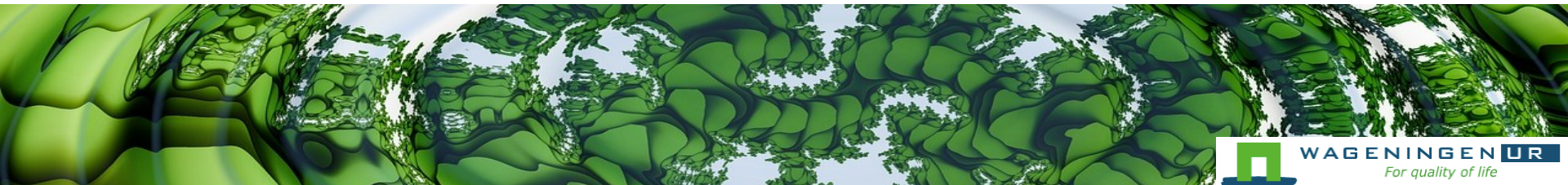
- Involving/including local actors (parents, NGO's, circular enterprises, etc.)
- Brokering and nurturing good relationships
- How can a school, the building, the grounds and the neighborhood, become a living resources for unfolding everyone's sustainability potential?



Capacity-Building

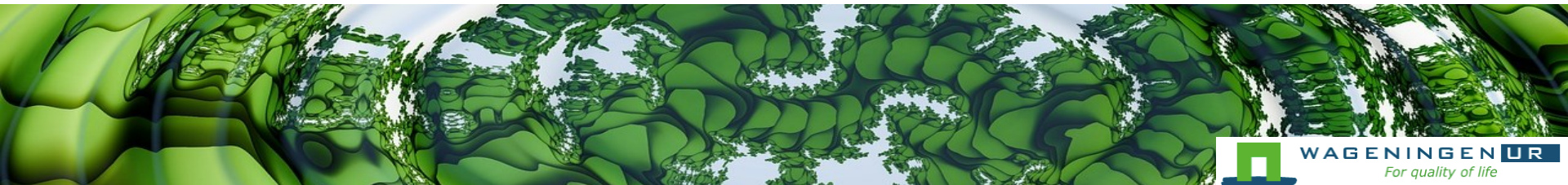
**CAPACITY-
BUILDING**
Continued
professional
development
of all staff

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



Vision, Ethos and Leadership

- What is the purpose of our education & care?
- What might we be strengthening in our children and the world, what might we be weakening or silencing?
- What 'profile' or identity do we want to have as a school?
- What kind of leadership is needed?





Klimaatspeelplaats.com

Climate adaptive school ground Sint-Paulus Belgium

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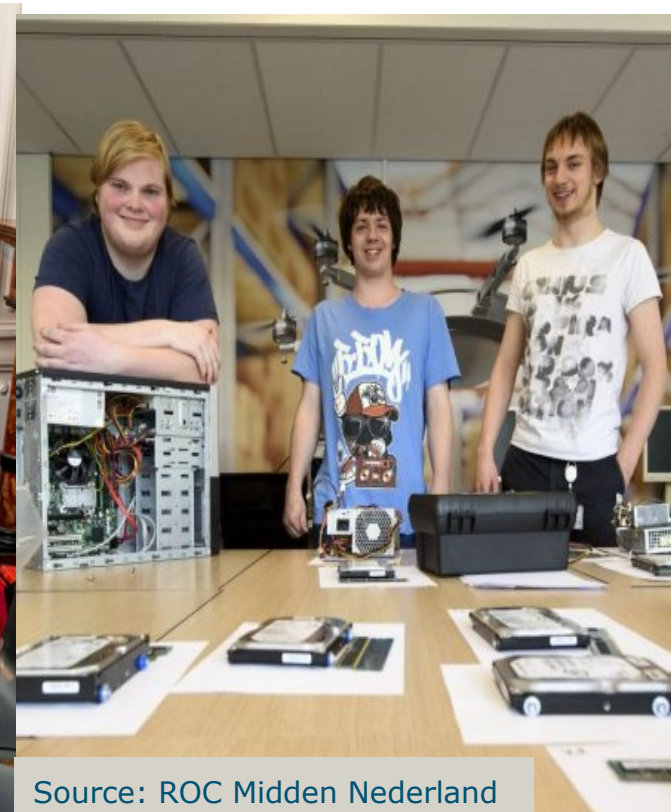
[Weatherstation](#)

[Nederlands](#)









Source: repairtogether.be/nl/repair-cafes-in-cijfers/

Source: ROC Midden Nederland



Foto: Frans Stegeman/ OldambitNunl



Teacher Workshops



Sustainability is not just something to learn, it's something to live!



Source: UNESCO, 2016 /GEM2016 Report

Some guideposts

- Create (green) spaces where learners can experientially investigate existential issues rooted in their life-world and local environment while being mindful of the bigger picture
- Promote and support a boundary crossing approach (health, sustainability, climate, citizenship, inclusiveness, etc) – using a WSA as a catalyst for educational renewal and creating more sustainable communities
- Rethink schooling, curriculum, teaching, educational assessment and professional development considering the competences and qualities needed
- Create synergies with niches and movements in science, society and policy that work in similar directions with a similar moral compass
- Replace a culture of fear and powerlessness with a pedagogy of hope and space for action

Thank you – time
for questions &
reflections!



Twitter: @arjenwals

Email: arjen.wals@wur.nl

Blog: www.transformativelaarning.nl

Source: Banksy