

Opportunities offered by creative learning for developing sustainability



Henderson, Laura and Dlouhá, Jana



By disregarding the affective domain, Czech education denies pupils the chance to fully develop sustainability competences. “Education for the Future” activates imagination and the affective learning domain through creative learning and supports pupils’ self perception as agents of change, making the future here and now!

METHODS

- Participatory: Lundy Model of Participation
- Interdisciplinary: Creative Partnerships methodology (external artists work with classroom teachers and pupils)
- SDGs as a tool for analysis of local sustainability challenges.

RESULTS

Observation of key competencies for sustainability (Reickmann 2017) and Creative Habits of Mind (Lucas et al 2013) to support action competence in practice (Jensen and Schack 1997).

Action competence	Sustainability competence	Creative habits of mind
knowledge and insight	systems and critical thinking	making connections, challenging assumptions, reflecting critically, inquisitive
commitment and vision	normative and anticipatory	imaginative, playing with possibilities, tolerate uncertainty
action experience	self awareness and collaboration	persistent, dares to be different, collaborative, sticks with difficulty

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Creative sustainability learning supports envisioning, experiencing, embodying and reflecting change.

Analysis of intrinsic motivation [1] and self-efficacy [2] uncovers the psychology of the **transformative learning process**.

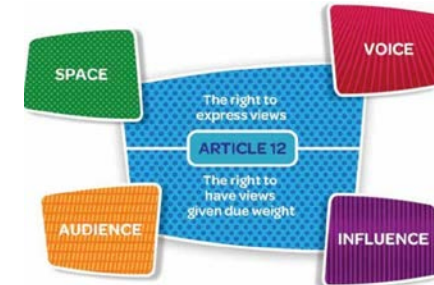


Pupils identifying the challenges of city living, who is most negatively impacted, and what needs to change in order to meet the needs of all residents.

<https://rce.czp.cuni.cz/index.php/en/projects>

- [1] (Ryan, 1982) and others
[2] (Smetáčková et al., 2017)

Lundy (2007) model of Participation
Conceptualising the UN Convention on the Rights of the Child, Article 12:



Program aims at:

- cultivating the **voice of the child** informed by Sustainability values
- providing **space for expression** - Creative Habits of Mind model (Lucas, Claxton, Spencer, 2013)



- increasing opportunities for independent **actions** in a safe environment
- and exploring **internal transformation** for social change



CHARLES
UNIVERSITY

RCE Czechia