



EDITORIAL

Sustainability, environment and co-production: braided with frayed ends

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Environment and Entanglements: Educational Openings

In planning for this editorial, Beth Cross and I met online to reflect on our original call for papers for this special issue. We opened our conversation by reflecting on the question of 'how the environment has been part of our day-to-day?' Beth had just returned from a walk to her nearby beach, where the sun and the tide were out, no sign of seaweed and the sea a grey line. Letting thoughts ebb within her, Beth pondered on how to make more human the weight of articles on key issues of sustainability written in a scientific way? What happens when climate change is encountered through fiction or art?

From my office I saw the sea, with the new wind farm, but know that just over the horizon, we're still extracting oil and gas. I noted the tension between the urgency which is brought about by climate change and the need for employment to support the families of my part of the world once the jobs in fossil fuel industries disappear. In this special Issue the articles and features take us on a journey in which we encounter the role of art practice in giving voice to children and families living in and beyond the arctic circle whose lives are directly affected by climate change and the complexities of fossil fuels extraction.

This issue draws on Ingold's vision of the environment as a domain of entanglement - What are the threads which weave together the practices and concepts which underpin sustainable living and learning?

The first two papers in this issue are set in different geo-cultural contexts, but both highlight the role of art education and practice in supporting the development of pedagogics which open up possibilities for sustainable learning as well as learning for sustainability.

Timo Jokela and Maria Huhmarniemi open this special issue with an invitation to join them in the arctic winters of Northern Scandinavia and North-West Russia to explore the idea of 'ecoculture,' which they have proposed as a means to recognise the entanglements of communities, places, knowledge and culture and the role of art education and practice in fostering sustainability through the transformation of northern knowledge to respond to the needs of contemporary society such as the revitalisation of Arctic skills, cultural practices and knowledge. Here winter is a friend to engage with, to learn to be with, learn with and work with and to enjoy its company.

Laura Barritt asks us to consider how arts practice might 'equip teachers and students' to become more confident in the processes and co-construction of learning between learner, and educator. she argues that arts based practices offer alternative and sustainable approaches to making the lived experience of learning visible. Using examples drawn from creative making with student art teachers, Barritt reflects on how this way of working attends to the learners being-in and understanding of the world, and sustainable pedagogics.

Marcia Lindqvist, Lena Boström, and Ulrika Gidlund present us with the challenge which teacher shortages bring to the Swedish Educational system and beyond in this document-based study. A different perspective in relation to sustainability is brought to the fore, focusing on the challenges which the shortage of qualified teachers brings to the Swedish Education system. Noting that this is a challenge shared by the US, Europe, and the UK in addition to Nordic Countries. This study is framed within the content of Neo-liberal politics and the levers of New Public Management and Managerialism.

In the features section of this issue:

Donald Gray reflects on the richness of opportunities that school gardens provide in reconnecting children to natural environments. He argues that through the experience of garden based learning children and young people can gain a lived understanding of where food comes from, food security and connections with global environmental issues. In this feature, Donald demonstrates the value of schools, NGOs such as One Seed Forward and Universities can work together to support children and young people, teachers, and teacher educators to value food as a starting point for putting the Scottish Government's Learning for Sustainability framework into action through the development of the Food Activism framework.

Beth Cross interviews **Ian Edwards** an environmental educator who spent twenty years developing the education programme for the Royal Botanic Gardens, Edinburgh. Along the way, Ian reflects on his early experiences of learning where knowledge about the environment resides when starting out in his work in Malawi. Rather than repeat the existing model of knowledge transfer in which experts and expertise came from the UK and Europe, Ian discovered and valued the rich, deep and lived knowledge of the local growers and farmers who had learned about the soils, climate, what and how to cultivate through their parents and grandparents. from the Mulanje Cedar in Malawi to the rhododendrons in the UK, Ian considers and challenges our preconceptions of climate change and what should grow where, and why fallen trees should be left in place to do their work.

Mark Langdon in his review of the 2021 report from UNESCO's International Commission of the Futures of Education, asks important questions about the role of educators and educational policy makers here in Scotland in reimagining the future. If we are to respond to the urgency of the moment, he argues, the reimagined inclusive, cooperative and compassionate future must include critiquing business and capitalism as usual. He asks: are we educating people for the world we have, or the world we need? Mark contrasts the policy ambitions in UNESCO's report to the recent *Putting Learners at the Centre: Towards a Future Vision for Scottish Education* report (Scottish Government, 2022) and to emerging practice and dissent on the ground such as Spaces to Be and Fridays for Future. Mark

concludes by observing that many of the issues the report tackles highlight the importance of looking beyond formal education. Here, Scotland's community education sector can play a significant role in the transformative potential of education. One of its most vital roles may be to open the debate much more widely "regarding not only the future of education but the future of life as we know it".

Children's Book Review

We round off our Sustainability section with a delightful review of Karine Polwart's *A Wee Bird Was Watching*. It is important to hear how families engage with books on important themes from an early age, and this review written by **Grace and Anna Cameron** gives us a window on just that.

Digital Learning

The article by **Satu-Maarit Korte, Minna Körkkö, Merja Paksuniemi, Miia Hast, Sanna Mommo, Arto Selkälä and Pigga Keskitalo** on the experiences of teachers switching to working remotely in northern Finland during the COVID-19 pandemic use the technological pedagogical content knowledge (TPAC) model to frame and investigate the preconditions needed for teacher competence in remote teaching. This nuanced study provides insight into the relationship between the quality and consistency of digital technologies, teachers' digital pedagogical competency including use of ICT and producing remote teaching materials, and teachers' job satisfaction.

In the Features Section, **Timo Bautz** challenges us to consider the consequences of the increasing use of digital technologies such as tablets and learning software on children's learning, socialization and education.