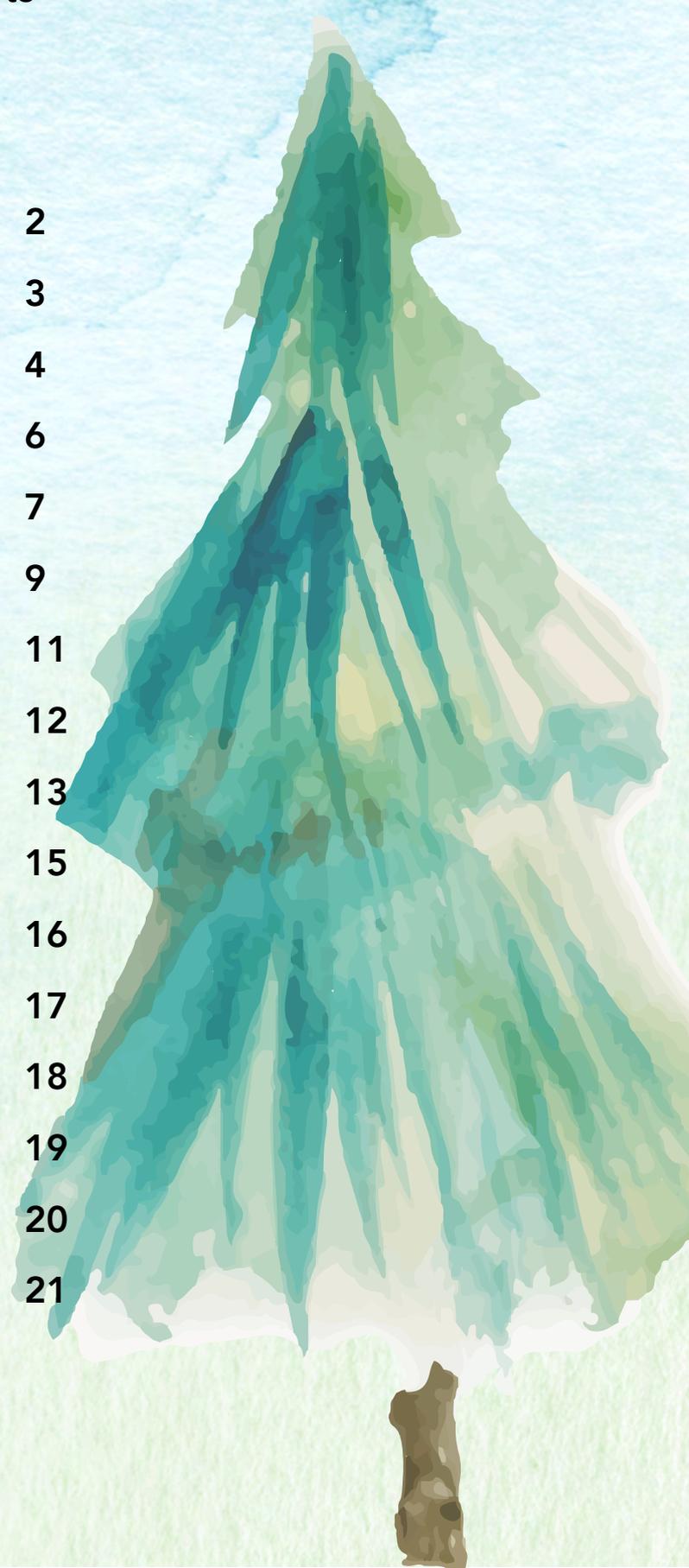


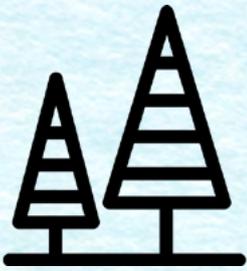
TeachBetter

Professional Development Insights
for Teachers in China

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Sustainability in 5

Keep up to date with China's stance on sustainability with our quick rundown of current events.

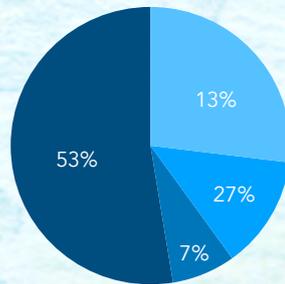
1

China and India made a last minute change to their COP26 agreements, changing their 'phase-out' coal power plan to 'phase-down' instead. This caused quite a stir among the other nations and Alok Sharma, President of COP26, said:

“China and India will have to explain themselves and what they did to the most climate-vulnerable countries in the world.”

2

China's total greenhouse gas emissions are the highest in the world, and it is responsible for almost a third of global carbon emissions. This is also roughly double that of the United States who take second place.



However, when looking at emissions per capita, it is way down the list in 38th position, behind countries such as Canada (7th), Australia (8th) and United States (11th).

● China ● US ● India ● Other

3

China has been funding trains, roads, ports and coal plants in numerous countries, many of them developing nations through China's Belt and Road Initiative. However, in a recent announcement at the United Nations General Assembly, Xi Jinping announced:

“China will step up support for other developing countries in developing green and low-carbon energy, and will not build new coal-fired power projects abroad.”

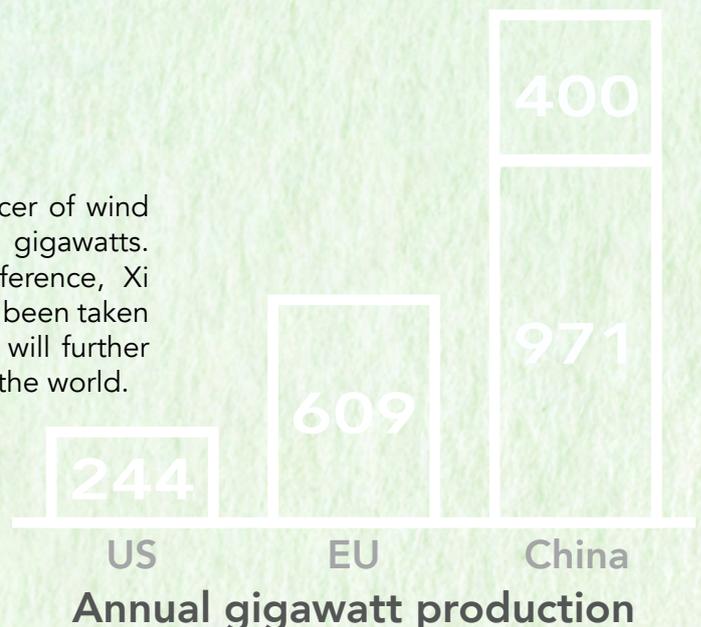
4

Coal is still the biggest power source in China and accounts for more than

70%
of China's electricity.

5

China is already the world's largest producer of wind and solar power, producing an annual 971 gigawatts. At the United Nations Biodiversity Conference, Xi Jinping announced that the first steps have been taken towards the '400GW mega-project' which will further lengthen the lead they have on the rest of the world.





TeachBetter in Review

In January 2022, Venture Education hosted the second TeachBetter series; free online webinars for teachers in China.

With over six hundred registrations, the response from the community was fantastic, and we received great feedback for the webinars which were led by:

- Education in Motion
- University of Nottingham Ningbo China
- University of the West of England Bristol
- Queen's University Belfast



A wide range of teachers:

- 26% Primary School Teacher
- 23% Secondary School Teacher
- 21% Pre-K Teacher
- 15% Education Management
- 8% Other
- 6% University Teacher/Lecturer

While our top three cities were not *that* surprising...

- 144 Beijing
- 119 Shanghai
- 35 Ningbo

...we also had people register from further afield!





Series 2 in Summary

Here is our handy 4 by 4 guide to this series' sessions: all 4 sessions summed up into 4 categories summing up some of our biggest sustainable takeaways.

Session 1: Sustainable Literacy

4 Big Ideas

1. Make whatever you teach or talk about on sustainability personal – it will make it much more meaningful.
2. Think about what it means to be a good global citizen.
3. Work in phases to build sustainability in your context.
4. Teaspoons of change – if everyone is doing a little in their own context, it will add up to really significant change!

4 Quotations Worth Remembering

1. "How much is it being laminated? And how much is it being lived?"
2. "I'm careful using the word 'help'."
3. "Be the change you *can't* see in the world."
4. "I haven't bought a bottle of water in ten years."

4 Facts/Statistics

1. China is currently the largest emitter of CO² (more than the next 3 countries combined).
2. China is currently the largest producer of solar energy (more than the next 3 countries combined).
3. In 1988, there were 350 000 cases of polio worldwide; in 2021, there were 5.
4. In 1981, the proportion of people living in extreme poverty in the world was 52%; in 2015, it was 9.6%.

4 Recommendations

1. Goodlife Goals: a set of accessible targets for living well linked to SDGS - www.sdghub.com/goodlifegoals/
2. The Sustainability Compass and the SDGs - www.compasseducation.org
3. Dollar street: a comparative set of photos from around the world of what it really means to live on different sums per day - www.gapminder.com
4. World's largest lesson: heaps of useful resources on sustainability - worldslargestlesson.globalgoals.org/

Session 2: Cultural Heritage

4 Big Ideas

1. Community museums are powerful tools in connecting students to their local environment and culture.
2. You can apply transmedia storytelling techniques to your visit.
3. A three part structure in organizing visits pulls much more out of a trip – pre-visit, visit and post-visit.
4. Interactivity is key – videos, scavenger hunts, puzzles, responsive work, even walnut cake recipes have a place!

4 Quotations Worth Remembering

1. "Culture can be the missing pillar in traditional conceptions of sustainability."
2. "Participation allows the community to take control of their future by means of work with heritage."
3. "Community museums like the Bang are great because they focus on key cultural values eg pragmatism and honesty."
4. "Visitors expect to personally, mentally and physically interact with and connect to the artefacts, as well as collaborate with others in a group and have conversations."

4 Facts/Statistics

1. By 2030, part of SDG4 is to ensure that all learners have an appreciation of cultural diversity and of culture's contribution to sustainable development.
2. There are 200 honorary citizens in Ningbo.
3. Transmedia storytelling includes a range of different discrete elements telling their own stories – eg animations, movies, videogames, comics.
4. There are buildings across Ningbo including Yifu in the name to reflect the contributions of Shao Yifu, successful businessman.

4 Recommendations

1. Ningbo Bang Museum – as an example of a community museum.
2. Transmedia in Asia and the Pacific ed. Filippo Gilardi and Celia Lam.
3. The Matrix universe – as an example of transmedia.
4. UNNC – the University of Nottingham at Ningbo China offers a wide range of undergraduate and post-graduate courses.

Session 3: Food Ethics

4 Big Ideas

1. Food waste lies at the intersection between concerns about hunger and concerns about the environment.
2. Students are increasingly anxious about the challenges of climate change and need manageable things to do.
3. Bugs are a great topic to learn about sustainability, ethics and food.
4. Make it manageable for kids – think about ways to make the scale understandable, the challenge hopeful, and the action achievable.

4 Quotations Worth Remembering

1. "Asking questions like how many bananas do we throw away every day makes it real."
2. "A lot of kids are really reassured when they learn that they've already been eating insects anyway!"
3. "Children grow up thinking farms look like picture books but the reality of how most chickens live is very different to that."
4. "Involving children in how their food is cooked at school is a powerful way to help them understand."

4 Facts/Statistics

1. Around 350 million tonnes of China's annual farm product, or about 27%, is discarded by retailers, restaurants or consumers — or is ruined and disposed of before reaching retail level.
2. Meat production is predicted to double BUT a reduction in the consumption of red meat would lead to between 15-30% reduction in greenhouse gas emissions.
3. 1 party balloon will hold 30g of carbon dioxide gas before popping.
4. In every 100g of chocolate there will be 30+ insect parts.

4 Recommendations

1. Food miles and carbon emissions calculator - www.foodmiles.com/food/calculator
2. Sarah Beynon and Andy Holcroft – The Bug Grub Couple - www.bbc.co.uk/programmes/p05b5nxz
3. Livin' Farms - www.youtube.com/watch?v=uajEdOFoww8&t=741s
4. Köppen–Geiger climate classification map mapping climate trends and predictions - https://en.wikipedia.org/wiki/K%C3%B6ppen_climate_classification

Session 4: Outdoor Learning

4 Big Ideas

1. Learning outdoors is amazing – promoting subject knowledge, confidence, connection to nature and health.
2. Citizen science is a way to actually contribute to the sum of existing knowledge while you are outdoors with students.
3. Bugs (again), trees and ponds are a great topic for investigation, from building bug hotels, to nature observation and pond-dipping.
4. Going outdoors can facilitate and spark big conversations about big ideas.

4 Quotations Worth Remembering

1. "It's like you're an investigator with trees"
2. "Recent Forest School research highlight the impact of outdoor literacy on communication and social skills"
3. "Literacy is a sensory experience"
4. "You should not use going outdoors as a reward."

4 Facts/Statistics

1. Children need between 6 and 20 exposures to a new word before it is embedded in their lexicon.
2. Positive responses for children's attitudes towards school science all increased after outdoor education in one study.
3. Positive responses to ideas that human needs predominate and the environment can look after itself decreased after outdoor education in one study.
4. Since 2007, OPAL has developed 22 funded partners to include universities, charities, museums and wildlife organisations.

4 Recommendations

1. Wordclouds as a way of developing key vocabulary.
2. Outdoor washing-line story sequencing.
3. Using familiar stories such as The Gruffalo topic-based books such as The Owl Who Was Afraid of the Dark.
4. Open Air Laboratories (OPAL) - a community-focused education and research programme about the environment.





Your Testimonials

After TeachBetter Sustainability ended, we asked you what you got from the course:

"I enjoyed the different, usable ideas put forward and how the facilitators were able to discuss the importance of sustainability for all age levels/grades."

"I'd never been especially interested in sustainability before, but now I'm thinking of ways to include it in my lessons!"

**“It definitely inspired me
to be a better teacher”**

"It has stimulated creative ideas and activities for the classroom across all grades. I am a geography teacher and sustainability is very much embedded in the DP Geo curriculum, but I still learnt a lot of practical ways to include it during lesson planning."

"It allowed me to take time and refocus, considering what I do and what/how I teach from a sustainability perspective. I also love feeling like part of a community of teachers all wanting to improve and to promote sustainability."





Students for Sustainability

In November 2021, three British schools in China made the finals of the British Schools Award for Sustainability. Here's what they had to say about making school life more sustainable.

Cogdel Cranleigh School Changsha

"Sustainability is the **lifeblood** of the school and all stakeholders need to be involved"

Adopt a whole school approach

Every individual at the school is involved in reducing our ecological footprint through adopting sustainable practices in our everyday lives. We seek to achieve this by integrating sustainability into all areas of the curriculum and instilling a sense of ownership and pride in improving the environment.

Empower students

Placing students at the forefront of a school's sustainability programme is critical to the cultivation of the next generation of sustainability leaders. Our students have an endless supply of energy, ideas, and enthusiasm; and we are always keen to harness this invaluable resource.

Think global!

It's impossible to approach the issue of sustainability without putting it in a global context, so every step we take on campus is done with the entire planet in mind. If students are given the necessary context outside the school gates, it reinforces the point that sustainability is more than a school project and can literally change the world.

Harrow International School Shanghai

"Our projects have had such a lasting impact on our community, our curriculum, and the children's appreciation, understanding and **empathy** towards the people who don't have the opportunities that they do"

Remember who you're talking to

Sustainability is a complex concept to understand so develop a child-friendly definition that can be taught from a young age. We teach our youngest learners that 'sustain' means to make something last for a long time and 'ability' is to be good at something! We want to be good at helping our planet last for a long time.

Use the resources available to you

Using the UN's Sustainable Development Goals as a way to structure teaching about sustainability with different year groups or Houses focusing on different goals. The Goodlife Goals provide a simplified version that are accessible for children as young as four years old.

Project-based learning

Teaching sustainability through project-based learning gives pupils the opportunity to learn about an issue that they particularly care about and develop potential solutions. This creates a sense of passion and ownership towards tackling issues relating to sustainability, whilst developing students' teamwork, problem-solving, and self-motivation; all important transferable skills beyond the classroom.

Malvern College Chengdu

"Planting **seeds** for all our **needs**"

Student ownership

It's essential to hardwire sustainability into your students early. Our Eco Committee are at the forefront of all of our sustainability projects and students are in the garden with us from two years old! Through the students' dedication and drive, our garden has gone from strength to strength and now even produces enough fruits and vegetables that we have started supplying to the kitchen!

Practical learning in the great outdoors

From student-led initiatives, our eco-warriors decided they wanted to work on the garden. From weeding and clearing the land, they learnt about healthy soil, how to grow plants and develop a fully organic eco farm. In literacy, students created signs for the garden. In maths, students monitor temperatures of chick incubators.

Parent and grandparent learning

The children's learnt behaviour from the sustainability projects in the school has trickled down to their home life. Many of our parents have mentioned how their children are now advising the family against wasting food and materials, and the children are leading the family towards a more sustainable lifestyle.



From the Chalkface

Are exercise books limiting your teaching?

Exercise books seem to be a standard in every classroom but why? They are limiting in many ways and don't reflect how information is collected and stored in the "real world." As educators, our main goal is preparing pupils for the future to give them the greatest chance of success. We decided to try something new.

After the decision to remove exercise books we have noticed a clear improvement in pupils' responses and engagement in lessons. Another large change has been to the teaching taking place inside the classroom. Removing the exercise books has opened many activities that previously were dismissed due to a lack of possibility to fit it neatly into an A4 book.

Well, what do we use instead? The solution we have settled on is a folder, well, 3 folders to be exact: one for each science discipline (biology, chemistry and physics). By doing this, pupils can then prepare their own resources as well as class notes that can then be placed into the correct folder. This would also work with a single science folder separated by units if you are not teaching the disciplines separately like we are.

As teachers, we are in control of ensuring pupils are keeping to a logical system, but for the most part so far, we have decided to leave this system to the pupils themselves. This added responsibility has had some very positive effects on pupils' retention of scientific knowledge. We believe this is due to them needing a good knowledge of the work they have completed to know where in their folder it should be stored, and a greater tendency to review their own and the teacher's notes together. We are still investigating the full impacts of this change, but the overall response so far has been positive.

As a party involved in this decision, it is easy for me to say it has all be perfect. It hasn't - we have faced a few issues: lost folders, lost work, broken folders and increased printing. This said, these issues are similar to what you would expect from the use of exercise books anyway, and can be quite easily combatted by keeping a teacher's folder with all resources as a bank for pupils to check when they need to reorganise.

Have you ever thought about the removal of exercise books from your subject?



Ryan Kenny
Head of Science
Wellington College

BRITISH INDEPENDENT SCHOOLS IN CHINA

and the rest of the world

January 2022

Analysing the impact and trends of the British independent schools in China
To get the full report, please contact at carol@ventureeducation.org



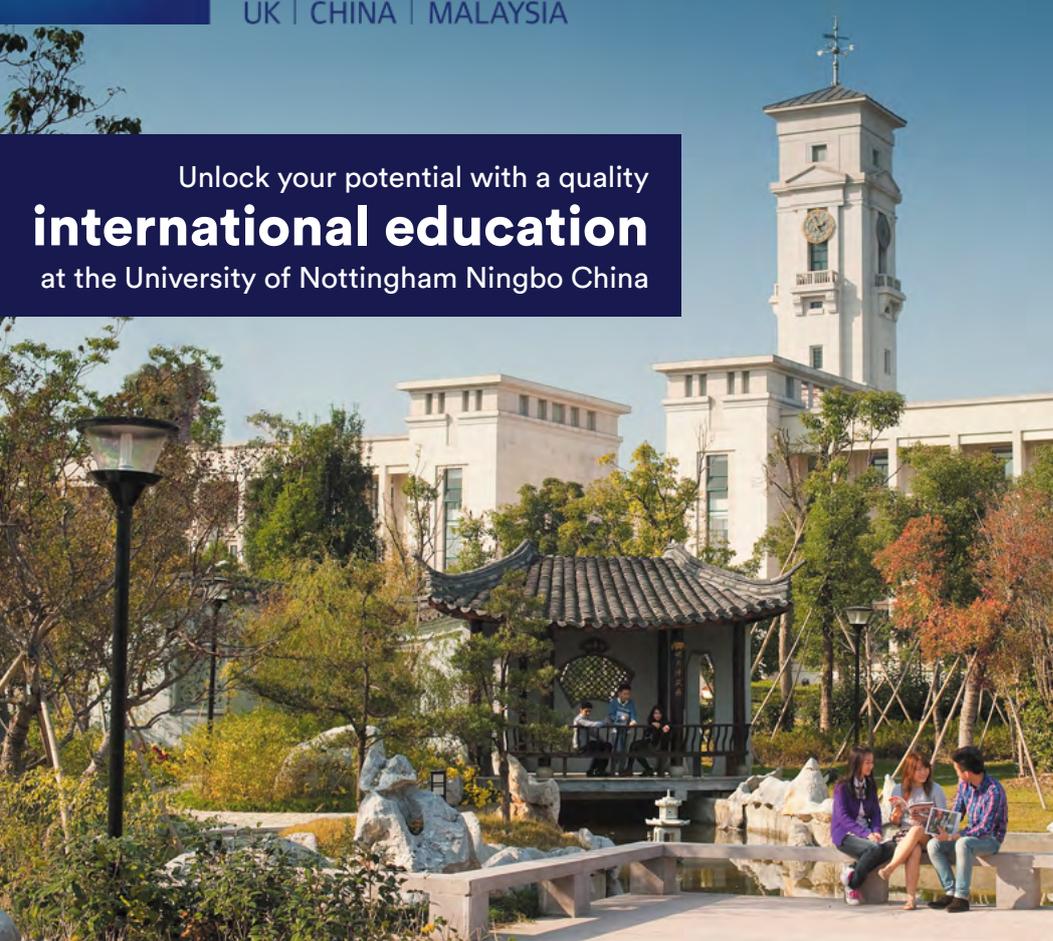
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Sustainability and You

An interview with d'Arcy Lunn, Head of Sustainability at EiM school group, where he expands on Teaspoons of Change.

We liked your teaspoons of change idea a LOT. Your context is working with a group of Dulwich schools, where collegiality is excellent and it's perhaps easier for groups of like-minded people to share teaspoons. Do you have any tips for connecting with others if your context makes this a bigger challenge?

There is something special about being in a family of schools where we can draw upon shared values and put them into action, especially on something like sustainability and global citizenship. However, I do believe the concept and vocabulary of Teaspoons of Change plays a role in finding that common ground on which people can relate, share and grow from.

Having a shared lexicon and vocabulary does make a difference and a good foundation. That vocabulary could be anything from the values of the school, the IB learner profiles or concepts and metaphors that support any ideology into action.

I worked with Dulwich College Shanghai Pudong for a month a few years ago where a big step forward was to have an image with values of the school, the virtue of those values to explain what they mean to us and also with examples.

I find it is important to make sustainability, service and global citizenship as tactile and tangible as possible because they are big concepts for us to get our heads around.

You emphasised in your session the need to engage personally with sustainability - do you think teachers have a duty to be role models for their students?

I'm cautious to say yes to this question...

A strong feeling I get from educators in our schools and all schools I've worked in, is that they aren't 'good enough' or experienced or an expert in sustainability so they are often scared of the concept, and especially to be a role model. I sometimes hear that 'I can't be a sustainability champion' because they might use a delivery service or take taxi's or buy bottled water, but the reality of life is that it is impossible to be perfect.

So to clarify my answer I'll answer with a caveat - yes teachers should be sustainability role models for their students as long as they too can share how hard it is to make good choice as often as possible and the reality we will all have a balance of help and harm in our actions and their impact.

I just encourage teachers to do the best they can by maximizing their help and minimizing their harm and be sure to move forward on a spectrum of becoming a more active and effective global citizen.



Your personal experiences with the End of Polio and Polio Points was incredibly inspiring. Do you have any sense of what the next thing could be that the word has a genuine chance of eradicating?

Actually what we have learnt from the process of nearly eradicating polio is that strengthening health systems overall is probably much better than vertical programs to eradicate one disease. The problem is it isn't as engaging as being able to set a clear simple goal and make



a big statement like eradicating a disease. Instead I wake each morning with a broad but clear goal and that is: to be a part of the movement to end extreme poverty.

I'm not so sure what we will eradicate next but I do know that my actions matter and no matter what I'm doing it can make a contribution to something somewhere in the world!

This is where I use the lens and contextualisation of the micro and the macro:

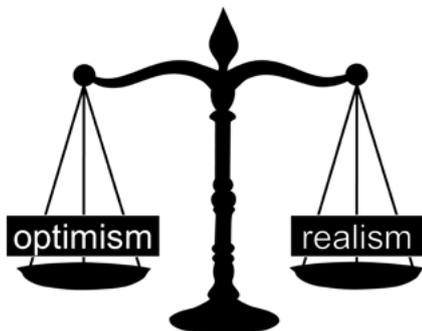
- Micro - Teaspoons of Change as my personal choices, decisions and actions that have a positive impact on people and the planet, and
- Macro - the UN Sustainable Development Goals giving us a plan for the whole world to add their efforts together to end extreme poverty, reduce inequality and protect our planet.

At EiM and our Dulwich / Dehong schools we also add in a meso level of what can we do as a collective in a school and group of schools and what does that look like for us and our contribution towards the SDG Global Goals.

This week in another session, we heard the term 'ecoanxiety' applied to children grappling with the enormity of climate change. How do we make sure we are not making them feel solely responsible for fixing problems created by previous generations?

This is so relevant and important for us to manage ourselves as educators and with our students. I feel like half the time I'm a climate change counsellor - mainly for teachers passionate about sustainability!

I use a balance of optimism and realism because we need both. We can't be too optimistic with ourselves or our students or they will believe that not using a straw will save the planet, and we can't be too realistic where we might feel that anything we do doesn't matter.



As you can see, apparently I like scales!



Some days we might need a little more optimism, so go to The Earthbound Report, World's Largest Lesson or a spot with some nature; and some days we need some realism to dig in our heels and know that it is worth our efforts and energy to at least do something, which is much better than doing nothing!

We can't carry the world's problems on our individual shoulders or put it on the shoulders of our students but we can put on our gloves to get active and do something with our little slice of life and personal acupuncture needle of goodness and influence in the world.

What's the most tempted you have been in the last ten years to buy a bottle of water?

You would think it is the 17th time that I got a dehydration headache from running 20+kms without finding a drinking fountain but actually I've been doing it for so long now that I have my systems and tips well set up to get out of any tricky moments or temptations. I generally know the buildings, shops, offices and locations where are likely to have boiled water or a large water container so I can fill up my water bottle... I've never actually ever bought anything from Starbucks but I've refilled my water bottle there many times! I do sometimes wish I could get vegan bubble tea where you can use your own reusable cup!





The Hidden Head

Ever wondered what your school leaders are really thinking?

In this regular feature, we ask a different anonymous head of a school in China what they think.

They say it's lonely at the top. What work and personal challenges do you face that few others see?'

One of the commonest criticisms you hear about Heads begins with 'I wonder what the Head actually does all day'. Followed by the usual moans about a lack of communication. In reality the hardest job for a Head is the daily tango between the board room and the school floor.

The job of as Head is a unique one as most Heads have developed into CEO's from teachers. They therefore have learned their craft often over decades. There is also a broad remit including operational and strategic.

I sometimes think of the role of the Head as like that of Captain Kirk on the Star Trek Enterprise. In this regard it is critical to have the right team around you so it includes your Spock, Uhura, Scotty etc. All SLT need to be totally trustworthy but also able to question and support difficult decisions. Loyalty is not to be taken lightly or underestimated. There also has to be acceptance that the captain's chair is there for a reason and that reason is to make the decision, whatever the outcome.

The pandemic in China has made the job of a Head remarkably challenging leading to the need for enormous resilience, as well as trying to keep a calm and collaborative community when facing unpredictable outcomes. Many of us have faced a crisis but perhaps not one that has gone on for so long and that has so many different incarnations including separation from family and friends. Not to mention the loss of the face to face annual conferences which are usually a chance to have some downtime and share anecdotes as well as best practice. Recruitment and retention are the words on the lips of all heads as is the inability to easily get staff and dependents into China. It will be interesting to see how history records these incredible leaders and in fact how the leadership of future Heads might benefit from the wealth of unique, 'think outside the box' Heads this pandemic has produced. For now we all push on with determination, professionalism and a sense of humour!



Got a question for a Hidden Head? Contact Mary at mary@ventureeducation.org





Sustainable Leadership

Jamie Hamilton, Sustainability Coordinator at Wycombe Abbey shares his experiences of working on sustainability in school, and how he translates the job title into meaningful action.

I have been working at my current school for almost five years, and this year I have a fancy title, well, I think it is fancy: Sustainability Coordinator. But what does this really mean? Has anything changed? Can anything change substantially, or can we just tinker around the edges while Rome burns and seemingly half the world with it?

The answer is of course mixed. We can change some things but most importantly we can encourage future decision makers to consider their decisions with care and imagination. In truth this position has taught me an enormous amount about how a small group of motivated people, adults or children, can lead change.

The first sustainable action I took when arriving at the school was to organise a sponsored walk for a tree planting charity (as penance for my 6,000 mile flight to work). Since then, 'Walk For Trees' has become an annual event. The year we raised the most money, about 700 pounds, was the year with the smallest cohort. What made that year so successful was the enthusiasm of the walkers. So we decided to see what else we could do with these same volunteers, and four years ago we began not only collecting paper for recycling, but also selling it. This process gave students an insight into the practicalities of managing a recycling scheme in a large school, some practical business experience, and perhaps most importantly of all, an awareness of their ability to change existing systems and organisational habits.

We used this money from the paper sales to donate to charity, as well as buying various items for the improvement of the sustainability offerings, for example the establishment of a butterfly garden, a greenhouse, compost bins and food bins. Primary students have amazed me with their enthusiasm for

collecting fruit and composting it with leaves and coffee grounds. We are now preparing our fourth 380 litre compost bin and they are becoming more ambitious with plans to collect fruit waste from the canteen. I have previously written this off as being a logistical nightmare, however their enthusiasm has given me the energy to reconsider and we will soon be investigating this idea further.

At the other end of the school spectrum, Year 13 students are estimating the carbon footprint of the school. We have learned that repurposing a building to become fully sustainable is no easy feat! For example our current hot water system runs on boiling water to send it around the school as steam, and then through heat exchange cooling it back down to 50 degrees for the showers and 35 degrees for the teaching areas. The cost of replacing this system would be enormous. However the cost of not replacing it is a substantial environmental one.

On a positive note we have got the support of the headmaster to at least halve beef consumption from 22 to 11 tonnes. This alone will save a huge amount of Co₂, perhaps 100 tonnes. This will be replaced by chicken and pork but this is far less damaging to resources. (Not great news if you're a chicken or a pig however...) What this demonstrates to me is the astonishing impact of collective actions. It also highlights the most significant impact that people tinkering around the edges can have. Food is responsible for almost half of our emissions it seems, so diet is a key area for schools to explore.

This exemplifies the concept of low-hanging fruit – some measures are effective, and easy. Focus on what can be changed first, and slowly things will begin to look slightly better. There is a long way to go, but at least we are raising awareness in the minds of the future generations.





Encouraging students to **rediscover** the outdoors



Building a lifelong passion and appreciation for the great outdoors is crucial for a student's long-term development. So getting stuck into activities outdoors is something we believe is really important.

Here at Beijing Field Studies (BFS) we grew up climbing trees, swimming in rivers, watching birds, and sleeping under the stars. The same trees, rivers, birds, and stars are everywhere in Beijing if you only open your eyes and ears and begin to discover. Beijing Field Studies is education in, for, and about the environment.

BFS helps students to reconnect with nature and learn about the environment through interactive, educational field trips aligned with IB and UK national curriculums.

We offer K-8 day trips and G6-12 residential trips in Beijing in English for international schools in China. Working with a variety of different partners all of our field trips take place in stunningly beautiful natural areas in and around Beijing. It's a great city with a rich natural history and we are very lucky to have it at our disposal.

As Spring Festival fast approaches, our team wishes you a happy new year and hopes all of you have some time to get outdoors and explore!

To find out more about our offerings, or to book a day or residential trip with us, please scan the QR code above and get in touch!



Teacher Toolkit #2 - Nature Bingo

We have many fun and engaging activities for students to do and we want to share one of our favourites with you and the TeachBetter community: Nature Bingo!



Where can we do this?

This can be done as part of a nature walk or within a designated zone, both doable in a local park accessible to your school. It works as a great warm up activity!



What ages is it suitable for?

We suggest Grades 1-3.... Although, older ones may also enjoy the competitive element.



Download the bingo sheet below and enjoy!



How does it work?



Everyone loves bingo, and the students are no exception. Given each a pencil, the students aim to spot as many things shown on the bingo sheet and once a row of five has been completed and crossed out you can expect to hear the cry of bingo!!!!!!

Prize for winning?



We love doing high-five circles at BFS and we think you will too. Gather everyone round in a circle facing inwards and stick your hands out into the middle of the circle. The winner can then run round high fiving everyone as they go!



Save the Date

Here are 7 events or courses for teachers taking place in the coming weeks. Click an event to find out more!

JAN-MAR A103: Introducing Data Literacy - Online Training Course



Cambridge Assessment International Education
Cambridge International School

FROM 17 FEB Learnership: The Skill of Learning



11 MAR International SEL Day 2022: Social and Emotional Learning



8-9 MAR Sustainability Leaders Forum: London and online



15-24 MAR TeachBetter: Early Years



21-24 MAR Economist Impact's Sustainability Week



16-23 APR The Wellington College China Festival of Education



Do you run any courses, webinars or other events for teachers in China?

If you would like your event to be featured in next term's newsletter, contact mary@ventureeducation.org



An Extra **Treat**

Resources to help you further develop your world of sustainability.

We asked d'Arcy one bonus question... 'What 3 books, films or podcasts do you think anyone interested in sustainability should read/watch/listen to?'

My favourite blog that keeps my finger on the pulse of all things sustainability, service and global citizenship is The Earthbound Report (<https://earthbound.report/>) from Jeremy Williams. It is UK-based but covers lots of interesting relevant topics and solutions, plus it has been going strong for over 10 years and has a huge bank of past blogs that I use to search and send people articles!

My other favourite resource is the World's Largest Lesson (<http://worldslargestlesson.globalgoals.org/>) and again a wonderful bank of ideas and resources specific to schools and students of all ages centered around the Global Goals. It's fun, creative and makes the Global Goals accessible and engaging.

I'm a big podcast listener and if I need to tap into a wonderful source of perspectives and knowledge on sustainability I go to Outrage and Optimism (<https://www.outrageandoptimism.org/>) featuring the spearhead of COP21 (Paris Agreement) Christiana Figueres.

A little final extra plug for one more, and this one is more on the science and research side of climate mitigation, I don't go past Project Drawdown, to find the very best and biggest Teaspoons of Change the world and humanity needs to take to reduce the impact of climate change - <https://www.drawdown.org/solutions/>





Ask the Agony Ayi

In this section, we attempt to answer some of the PD-related questions of the TeachBetter community.

My homeroom class is behind the other classes in their year. Is it my fault? What can I do for quick improvement?

This question is great – but rather on the scale of a cosmic game of whack-a-mole, with an infinite set of gas-cloud moles and a single hammer made out of 100 words. What I’m saying up front, so that you are fully warned about the total inadequacy of this answer, is that the question raises a range of follow-ups also too huge to adequately answer in a snappy way, since they essentially drive at the core of what teaching is. So, instead of an answer, here are some follow up questions to get you reflecting on how you might whack some of the cosmic pedagogical moles in the question:

- How do you know they’re ‘behind’? How are you measuring their current attainment, and how solid is the baseline data to tell you what they could do (and at what sort of pace) when they reached you at the beginning of the year?
- How important is it to measure their progress against the students in other classes in the year group? Are there other, more appropriate cohorts and measures to consider?
- How much do you know about what’s going on in the other classrooms in your school? Are there ways you could find out more? What can you do with your recent souped-up knowledge of observation (courtesy of UNNC’S Shankar Dutt Batt’s excellent session in TeachBetter, series 1) to investigate the disparity?
- How representative is the data on a single class ever going to be? Are there group dynamics, or even ways of perceiving the class in the school that are different from the other classes?
- When is thinking it’s your fault useful and when is it actively damaging as a teacher? In the excellent presentation from BISE TeachBetter series 1, session 2, Laura Barritt, Laura Barritt challenged us to think about an accountability continuum with respect to our students’ behaviour with this quotation from Dr Robert Anthony. “When you blame others, you give up your power to change.” What can you usefully take responsibility for and change about your practice and expectations, and what should you be careful of taking on?
- How useful is quick improvement actually going to be to your students in the long run? Should you be looking for quick and easy fixes? Or trusting that students will grow and addressing the deeper issues you are finding in your specific interactions with them as individuals?

Got a question you’d like answering? Contact Mary, on mary@ventureeducation, to have your question featured in our next edition!



Jokes about Sustainability

Will they last?

My teacher wanted me to come up with a set of steps that we could use to save the environment... So I created an AI Gore-ithm.

Why didn't the dendrochronologist get married?
He only ever dated trees.

If you want to make friends with new people, start talking about global warming. It's a real icebreaker.

What is a tree's least favourite month?
Sep-timber!

What kind of plants can you grow on your hand?
Palm trees.

Ranchers in Colorado are conducting a crucial experiment on the environmental sustainability of using hemp as a feed source for cattle. The steaks have never been higher.

It baffles me, that bacteria can thrive, even when being turned into cheese. It seems like a such a hostile environment! Then again...
Life finds a whey.

What do you call it when a child teaches you something about the environment?
Instant Greta-fication.

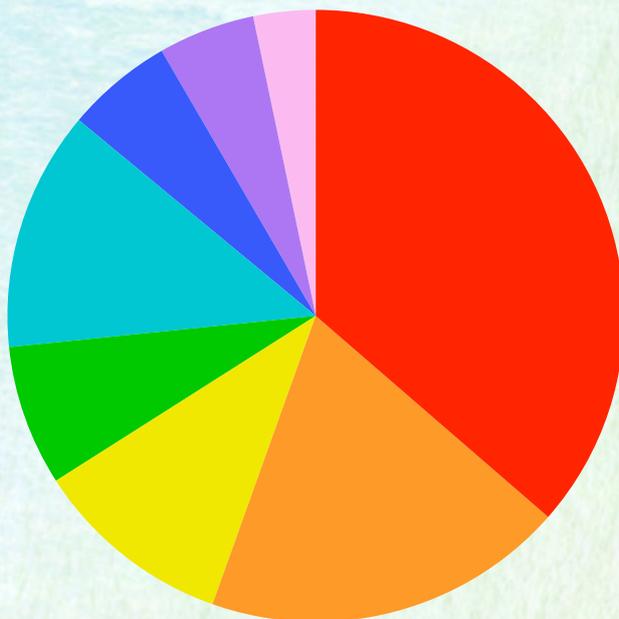
We all know wind turbines are good for the environment, but what if we designed a bine that could be used all four seasons?





Future TeachBetter Topics

What have YOU told us you want next?



- Curriculum
- Early Years
- Mental Health
- Social Issues
- Outdoor Learning
- Technology
- Teacher Training
- Special Educational Needs

Watch this space for more TeachBetter workshops tailored to you!



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TEACH BETTER EARLY YEARS

15 MARCH

17 MARCH

22 MARCH

24 MARCH

REGISTER FOR FREE!



5-6pm China Time

mary@ventureeducation.org

**Would you like to contribute to the next issue of the
TeachBetter Newsletter in March?**

If you have an event to share, a question for our Hidden Head,
Agony Aunt, or anything else you think we might like to include,
please contact: mary@ventureeducation.org



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