

# Navigating teaching and learning in the context of climate emergency

## - To reflect on in context of librarianship

“The climate and ecological emergency should be seen as the greatest creative challenge of our time and this recognition must inform what we do in every area of university life”

UAL Citizen Assembly

### **Our commitments:**

- We will change the way we teach and do research. We will teach students to develop sustainable practices and business models, and we will conceive and conduct research that contributes to climate justice.

- We will change how we work with others. We will engage with people, cultures, and creative practices from around the world – sharing our creative insights with wider society, and collaborating with global climate justice movements to bring about change.

- We will change the way we operate. We will reach net-zero by 2040, setting carbon budgets, reducing emissions, and cutting waste. We cannot influence others unless we first change ourselves.

### **Working group 1**

- We will change the way we teach and do research. We will teach students to develop sustainable practices and business models, and we will conceive and conduct research that contributes to climate justice.

### **Working group 2**

- We will change the way we operate. We will reach net-zero by 2040, setting carbon budgets, reducing emissions, and cutting waste. We cannot influence others unless we first change ourselves.

### **Working group 3&4**

- We will change how we work with others. We will engage with people, cultures, and creative practices from around the world – sharing our creative insights with wider society, and collaborating with global climate justice movements to bring about change.

### **Aims**

Through our teaching, learning, and practice, our students will actively engage in discourse relating to climate justice, developing work of environmental, cultural, economic, and social value.

### **Output 1 & 2**

→Co-create a set of guiding principles and initiatives for climate justice that will underpin the curriculum.

→ Develop a programme for staff development that will support colleagues as they change the curriculum to deliver climate justice.

### **Principles:**

→ Move with urgency to become a community that has the capabilities to address the social, racial and environmental injustices of climate emergency using creativity and resourcefulness. We offer hope through action, committing to the decolonisation and decarbonisation of our education and creative practices.

→ Cultivate systems thinking and practices that meaningfully acknowledge the interconnections and complexity of life on earth.

→ Foster futures thinking to design for possible futures that restore and regenerate, unleashing the power of imagination through participatory and speculative methods.

→ Design for human equity, social and racial justice by mobilising critical thinking, humbly questioning the norms, practices and biases embedded in our societies and cultures. We recognise and reflect on our individual actions and societal values through self-awareness and reflective practice.

→ Accelerate activism & advocacy by participating in co-creation and actions that realise change in solidarity with those within and outside of our community. We advocate for justice for nature and humanity through our creative practices

### **What does this mean for teaching and learning?**

#### **Aims:**

→ Embed climate justice, and its intersectionality, in all UAL courses through foundational science-based learning and teaching and discipline-specific critical exploration, contextualisation and pedagogies.

→ Provide UAL staff with opportunities to develop their knowledge and skills, to contextualise their discipline and transform their teaching to advocate for and take action on climate, social and racial justice.

→ Create flexible and collaborative conditions and actively support students and staff to live change and work together as advocates, partners and activists to achieve the above.