

Teachers' and pupils' perceptions of climate change

The term climate change has appeared regularly in news reports in recent years. It was the focus of a major UN conference in Glasgow in autumn 2021. Its significance is such that there is a proposal to put forward the term 'Anthropocene' for the current geological epoch which is being shaped by half a century of climate and environmental changes, combined with a longer history of political and economic changes.

But what exactly do we mean by climate change and why is it important in education?

This study aimed to understand teacher and pupil perceptions on climate change. The study captured both teacher and pupil knowledge and understanding of the climate crisis.

A predominately qualitative approach was adopted for the data collection to explore issues of climate change, in depth, with participants. However, some data was also gathered in a quantitative approach to consider time constraints experienced during the Covid Pandemic.



Nasreen is currently an Associate Professor of Education at the University of Reading. Previously, she was a primary teacher, predominantly working in urban settings across London and the South-East. She has two years of international teaching experience at the British School in Jakarta, Indonesia. Nasreen was an Advanced Skills Teacher for Mathematics and Science (AST).

Nasreen is currently leading on a portfolio of work on climate education and sustainability at the Institute of Education, University of Reading. She has developed a framework for climate education and sustainability for trainee teachers. Nasreen has conducted research in teacher and pupil perceptions on climate change. This research will be drawn upon, during her presentation, to frame the current thinking in the field.