



Erasmus+

Education for sustainability and resilience

2022. *Future research*. Volume 1 Number (8).

Professional development with experienced Storyline teachers: A look ahead for future research.

Virginia (Gini) Lockhart-Pedersen



Storyline workshop at Ringstabekk Jr. High, Norway. Pictured action : Yngvild Elvemo, Thomas Hame, Vigdis Storsveen, Kristine Jerven, Eivind Beck og Tone Merete Udland

A collaboration between the Norwegian National Center for English and Foreign Languages and the ERASMUS + project, Education for Resilience and Sustainability laid the groundwork for the opportunity to work with the leadership team at Ringstabekk Jr. High,

Bærum, Norway. Together, Virginia (Gini) Lockhart-Pedersen, Hans-Marius Fløtre Christiansen, Linn Marie Kjekshus Selmer og Mari Bergwitz wrote a storyline to inspire and encourage the staff at Ringstabekk school to reflect on their interdisciplinary teaching practices while focusing on sustainable development. Ringstabekk school has a long history of interdisciplinary teaching and learning and has implemented storylines at the school since 1998. The school can be considered one of Norway's most experienced public schools in interdisciplinary teaching and the Storyline approach. Despite their many years of experience, the leadership team wanted to anchor the teachers' understanding of the Storyline method with research, sustainable development, and Norway's new curriculum, LK20.

Gini worked closely with the school's leadership team for over two months to develop a unique storyline where the teachers stepped into the roles of teachers at new showcase school that marketed sustainable development at all levels of their education. This “new” school was to use storyline as a method, and the teachers had to present elements of the method to parents at a public meeting. In carrying out the storyline, the teachers experienced several methods for creating roles and being-in-role as teachers. The teachers reflected around how being-in-role contributes to the uniqueness of Storyline as a method, and how being-in-roles lays the framework for teachers and pupils to experience empathy towards differing views.

One aim of the European sustainability competence framework, GreenComp, is to

“foster a mindset by helping users develop the knowledge, skills and attitude to think, plan and act with empathy (Bianchi et al., 2022, p. 5).

In addition being-in-role, the teachers created several multimodal products to demonstrate their understanding and reflections on elements such as sustainability, assessment, adapted teaching, and interdisciplinary work. The emphasis on aesthetic processes during the seminar presented opportunities for the teachers to develop a relational competence among the staff and toward their pupils. Developing relational competences is supported by Häggström



Teachers-in-role: Timothy Schuster, Anne Barlindhaug, Anette Lund, Anne-Sophie Kvikstad.

(2022), whose research emphasises the importance of the teachers' relational competences when working with Storyline and sustainable development.

On the final day of the seminar, a systematic mapping of Storyline research was presented (Høeg Karlsen & Lockhart-Pedersen, 2020) and research from ERASMUS + project (Häggström, 2022; Häggström & Schmidt, 2020, 2021), anchoring the experiences of the teachers with current research. At the end of the seminar, the teachers themselves were asked to contribute their wishes for further research on Storyline as a method and sustainability.

What do experienced Storyline teachers suggest for further research?

- Assessment and Storyline
- Motivation, learning, and Storyline
 - Differences between boys and girls
- Storyline and life-long learning
- What type of learning occurs during storyline? Social? Academic?
- Storyline at the secondary school
- Inclusive pedagogy and Storyline. How pupils with special needs learn in a storyline? For example, how do students with anxiety or other social challenges work within a storyline?
- Learning outcome differences between Storyline and other teaching approaches
- Identifying potential benefits of Storyline on students life coping competences
- Teacher competences for developing a storyline. The framework for the storyline. Time use, involvement of the entire teaching team. The importance of having several teachers who drive the action/keep the story going.
- How to make Storylines relevant to the pupils
- How can Storyline develop scientific competence? As a method in sustainability education?
- How teachers implement several subjects into a Storyline?
- What is the teacher's role in a Storyline?
- Identifying when to use Storyline and when to use other project-based methods.

- Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022, januar 12). *GreenComp The European sustainability competence framework*. JRC Publications Repository.
<https://doi.org/10.2760/13286>
- Häggström, M. (2022). Utilizing a storyline approach to facilitating pupils' agency in primary school sustainability education context. *The Journal of Environmental Education*, 53(3), 154–169. <https://doi.org/10.1080/00958964.2022.2067110>
- Häggström, M., & Schmidt, C. (2020). Enhancing children's literacy and ecological literacy through critical place-based pedagogy. *Environmental Education Research*, 26(12), 1729–1745. <https://doi.org/10.1080/13504622.2020.1812537>
- Häggström, M., & Schmidt, C. (2021). Futures literacy – To belong, participate and act!: An Educational perspective. *Futures*, 132, 102813.
<https://doi.org/10.1016/j.futures.2021.102813>
- Høeg Karlsen, K., & Lockhart-Pedersen, V. (2020). Story-based Cross-Curricular Teaching and learning A systematic mapping of the Research Literature on The Scottish Storyline Approach. I K. Høeg Karlsen & M. Häggström (Red.), *Teaching through Stories Renewing the Scottish Storyline Approach in Teacher Education* (s. 291–432). Waxmann. <https://www.waxmann.com/buch3986>