Framework for Ethical Leadership in Education: *applied* - **#2 Climate Change**

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

TRUST	*Teachers are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach.	**Be transparent about the school's environmental impact and sustainability goals.**	**Communicate climate change education with scientific honesty—avoiding denialism or alarmism.**	**Foster a culture where students and staff can trust the school to act on environmental commitments, not just talk about them.**	*Example: Regularly share updates on the school's carbon footprint, recycling initiatives, and eco-projects with the community.*
WISDOM	*Teachers use experience, knowledge and insight.* We act calmly and rationally, serving our schools and colleges with thoughtfulness, propriety and good sense.	**Teach climate change with accuracy and balance, encouraging informed, critical thinking.**	**Recognise that meaningful change takes time—set realistic, long-term goals and share them with all stakeholders. Seek student feedback.**	**Use discernment in selecting credible resources and partnerships (e.g. eco-charities, resource providers).**	*Example: Integrate climate science into the curriculum through evidence-based content and avoid politicised or sensationalist materials.*
KINDNESS	*Teachers demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.	**Encourage climate action in ways that are inclusive, respectful, and hopeful, rather than guilt-driven.**	**Support students' emotional responses (e.g. eco-anxiety) with empathy and care.**	**Be kind to staff capacity—avoid burnout from overloading sustainability responsibilities. Make the responsibilities part of everyday behaviours.**	*Example: Offer students opportunities to act (e.g. school garden, energy-saving team), but without pressure or fear tactics.*
JUSTICE	*Teachers are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.	**Frame climate change as a justice issue – highlight global inequalities in its causes and effects.**	**Promote equity in access to environmental education, nature experiences, and green initiatives so all students can have access to the same experiences.**	**Consider the sustainability implications of decisions for future generations. Involve student voice.**	*Example: Include voices from the across the school population, the community and other stakeholders in sustainability discussions and ensure disadvantaged students can participate in outdoor learning.*
SERVICE	*Teachers are conscientious and dutiful.* Our actions protect high-quality education.	**Honour your duty to prepare students for a sustainable future by embedding environmental literacy across subjects. Make it 'everybody's business'.**	**Comply with government expectations for sustainability in the curriculum (e.g. DfE Climate Strategy) where possible.**	**Model responsible environmental practices in the day-to-day running of the school.**	*Example: Include sustainability in the school improvement plan and ensure procurement aligns with eco-friendly policies.*
COURAGE	*Teachers work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account.	**Be brave and speak out about climate issues, even if they are politically sensitive or resource-challenging.**	**Empower students to take constructive environmental action, and to critically evaluate information, not just absorb it.**	**Challenge unsustainable practices within the school or wider community and provide support and guidance to change practices.**	*Example: Advocate for divesting from fossil fuel-linked suppliers or upgrading to green energy providers, even if it means hard conversations.*
OPTIMISM	*Teachers are positive and encouraging.* Despite difficulties and pressures we are developing excellent education to change the world for the better.	**Promote a hopeful vision of a sustainable future, grounded in innovation and global cooperation.**	**Celebrate progress, however small—recycling wins, tree planting days, student-led campaigns.**	**Help students see themselves as agents of positive change, not powerless bystanders.**	*Example: Launch a recognition scheme for students who contribute to sustainability efforts.*