

Bronwyn Hayward

Children Citizenship and Environment

<https://www.youtube.com/watch?v=kptEw1aZXtM>

Published on June 2, 2012
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Dr Bronwyn Hayward discusses her 2012 book: Children, Citizenship and Environment: Nurturing a democratic imagination in a changing world. Publisher: Earthscan/Routledge

Dr Bronwyn Hayward - ForesightNZ - 27 April 2016

<https://www.youtube.com/watch?v=kOlKAhjqQkE>

Published on Nov 22, 2016

Bronwyn Hayward, Associate Professor and Head of the Politics Department at the University of Canterbury, discusses policy-making on day one of the three-day ForesightNZ workshop in Wellington on 27–29 April.

Bronwyn Hayward outlines four big challenges that she believes will define the lives of young New Zealanders:

- Dangerous environmental change.
- Weakening of democracies – how do local communities, nations and people hold global financial powers to account?
- Growing social inequality – growing at a dramatic pace.
- Unprecedented youth unemployment.

Bronwyn Hayward also explores three ways that New Zealanders can create positive long

term legacies in policy-making:

- Learning to listen across deep differences – we are not listening to people's experiences and cultures any more.
- Long-termism: e.g Future Generations' Wellbeing Act – how can we change the way we think about public policy so that we push horizons out?
- Leadership: Reclaiming citizenship as a life-long commitment – what is it to be, belong and participate?

Teaching Kids to be Active Citizens

<http://www.radionz.co.nz/national/programmes/afternoons/audio/201825168/teaching-kids-to-be-active-citizens>



What are we doing to teach the next generation of voters - especially given as this generation gets much of their information and news via social media?

Dr Bronwyn Wood is a senior lecturer at Victoria University, and principal investigator into research called Creating Active Citizens. Its aim is to empower young people to be active and critically informed citizens.

The team identified three strategies needed for critical and active citizenship. These are: affective engagement, critical cognitive knowledge and practical democratic skills. Integrating these into planning for social action emerged as a crucial part of the social action process, they say.

Emotional engagement and empathy key to social action. [Via story telling by various means].

<https://www.youtube.com/watch?v=nJociHoB-t8>

Their article says teachers involved in the ‘personal social action’ component stated it was important to connect pupils emotionally to a social justice/[environmental] issue in order to develop empathy with others and motivate them to want to take action.

Their findings also showed that young people respond best when given some autonomy to select a social issue for the assessment, and tend to be more motivated to explore social issues that they had personally or democratically selected as a group*.

The article also identified the importance of young people developing strong critical thinking and cognitive skills in assessing the nature of a social/[environmental] justice issue before deciding on the appropriate action to take.

One student, quoted in a presentation by Dr Rowena Taylor, described the impact of doing the personal social action assessment as such: “Political action (level 3) seems more real, it links you to your own life...The fact that someone in a government reads your email and responds to it – you feel you have some impact. You are engaging in the politics of your own country.”

The research team is made up Mrs Atkins and Dr Taylor (Massey University), team leader Bronwyn Wood and Michael Johnson (Victoria University), and five teacher researchers: Mary Greenland (Nayland College), Amy Perkins (Bishop Viard), Caroline Wallis (Paraparaumu College), Kathy Grey, (Horowhenua College) and Joanne Wilson (Palmerston North Girls’ High).

The article will be published in a special edition of the New Zealand Council for Educational Research’s SET Research information for teachers in December 2016.

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=961B2C81-F002-1ED8-1570-035FC35E7BFE

Accessed 29 May 2016

Where to begin?

*** “Young people respond best when given some autonomy to select a social [or environmental] issue for the assessment, and tend to be more motivated to explore [and act on] social/environmental issues that they had personally or democratically selected as a group.”**

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