

***Pedagogy of entanglement:
a response to the complex societal challenges that permeate our lives***

We live in a world permeated by grand social-ecological challenges, and it proves to be rather hard to develop an adequate educational response. It is striking to observe that ‘attuned to later’ as education is, there is relatively little space for students’ here-and-now-involvement in society. Yet, every human being – in whatever societal position and phase of life – is shaped-by and shaper-of the grand challenges in his/her environment. We can see this direct involvement as a pedagogical opportunity. The plea of this dissertation is, therefore, that it should be at the top of our educational priorities – from primary school up to university – to create space to live the questions of our time together with students. To relate to them personally, explore diverse experiences and perspectives, imagine alternative futures, and mindfully shape our actions in the world. In close collaboration with 12 teachers over a period of 2 years, I explored how teachers can iteratively (1) open, (2) organize, and (3) consolidate such a space. We concluded that in this effort the art of teaching especially lies in an ongoing practice of perceptiveness – what emerges here & now? – and integrity: in my responses to what emerges here and now, how can I stay true to an embodied pedagogical purpose, myself, and my colleagues?