

**Educators as Learners  
Establishing 'Spaces of Growth'**

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# ≡ Educators as Learners

## ESTABLISHING 'SPACES OF GROWTH'

Olga Ioannou and Tillmann Klein (Delft University of Technology, NL)

For the past years, the Faculty of Architecture and the Built Environment of TU Delft and in particular, the Circular Built Environment (CBE) Hub, have been systematically involved in research related to how the concept of circularity affects and is affected by the built environment. But how can the input of this research be organically integrated into the faculty's education in order to inspire students and educators towards adopting circular principles? Two major challenges emerged: the first was relating the research findings in one consistent narrative and translating the research input into communicable knowledge. The second, was developing novel pathways for teaching circularity and most importantly, building the capacity of the school's educators to support students in their learning.

This paper looks into the strategic plan developed by the CBE Hub for circular education and in particular, a newly established program directed towards supporting educators. The program originates from the premise that circularity as a concept in-the-making requires that educators work synergistically and that safe spaces are needed for educators to publicly perform their views and work their way through the indeterminacy together. The set up consists of two open and freely accessible online platforms: the first platform, *Circularity for Educators*, is a space meant for sharing content that capitalizes on the CBE Hub research background and the group's modelling of circularity in the built environment. The second platform, *Educators for Circularity*, is a space destined to sharing experiences and therefore offers multiple communication channels

for informal exchanges between peers for circularity and also for pedagogy. The paper provides with an overview of the collective effort behind the making of the two learning environments and the ways in which it aspires to facilitate the integration of circularity, help educators endorse the concept, but most importantly, help create a shared imaginary for educators and students alike.

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