Warming to Global Issues: Embedding Education for Sustainability in a Language, Literacy and Numeracy Class
The Challenge: a Sustainable Future

Internationally, Australia enjoys an enviable quality of life....
However,
there are many challenges if we want to continue to prosper.....
In a globalised world, individual actions are connected..... but often not for the collective good
How can Education for Sustainability (EfS) help?

1. EfS can change the *mental models* which have driven communities to unsustainable development

2. It can use new learning approaches that help to explore sustainability and build skills that enable change
What are some (recent) key drivers for EfS?

**International/Australian Plans and Agreements:**

- *UN Decade of Education for Sustainable Development* (2005-2014)

- *Green Skills Agreement*, Council of Australian Governments 2009


What are the Principles of EfS?
Transformation and change

EfS:
- is not just about information
- equips people with the skills, capacity and motivation to plan and manage change towards sustainability

Adapted from VG CETfS, Nth Qld

http://www.shmula.com/wp-content/gallery/blog-pictures/shmula-transformation-butterfly.jpg
Education for all and lifelong learning

EfS:

- involves people of all ages and backgrounds and at all stages of life

- occurs in all possible learning spaces, formal and informal, in schools, workplaces, homes and communities.

http://imaginingourselves.imow.org/Asset/4284_five_generations.jpg

(VGCETfS, Nth Qld)
Participation

EfS: recognises participation as critical for engaging groups and individuals in sustainability.

(VGCETfS, Nth Qld)

Partnerships for change

EfS:
- focuses on the use of genuine partnerships to build networks and relationships
- improves communication between different sectors of society.

http://www.glos.ac.uk/vision/sustainability/partnerships/PublishingImages/partnershipsmain.jpg

(VGCETfS, Nth Qld)
Systems thinking

EfS:

aims to equip people to understand connections between environmental, economic, social and political systems.

(VGCETfS, Nth Qld)
Envisioning a better future

EfS:
engages people in
developing a shared vision
for a sustainable future

(VGCETfS, Nth Qld)

Critical thinking and reflection

EfS:
- values the capacity of individuals and groups to reflect on personal experiences and world views
- challenges accepted ways of interpreting and engaging with the world.

(VGCETfS, Nth Qld)
Have you tried to incorporate sustainability themes into your classes?

Please share some of your experiences……..
My teaching context

- Certificate in Spoken and Written English III (ISLPR 1+)
- Funded by DIIRSTE, in the LLNP (ACSF levels 2 and 3)
- Mainly refugees from Burma (Karen/Chin)
- Educational background: Year 10, but interrupted schooling
Classroom activities and assessments

CSWE III, Module A3

World Heritage
- learner-centred activity
- enquiry-based
- students learn the value of conserving unique global environments
- emphasise that humans are one member of a complex interconnected system
CSWE III, Module F2

Towards a Better Society

- environmental/social/economic spheres
- positive approach
- consciousness-raising activity which may lead to reflection
- values education
- a positive message
CSWE III, Module F2

Participate in a Discussion

- some envisioning discussion
- some questions about Ecological (Eco) footprint
- respect for the environment
- respect for future generations
Module K2

Park Beach Coastcare

- story telling to illustrate environmental concerns
- values education
- illustrates participation
- community problem solving
CSWE III, Module K2

The Trees and the Axe

- story telling to portray values
- touches on importance of community problem-solving
- reflection
CSWE III, Module K2

Reedy River

- story telling (poetry) to describe the beauty of nature
- reflection
CSWE III, Module K2

Zimbabwe

- systems thinking
- reflection
- story telling to illustrate environmental concerns
- community problem solving
CSWE III, Module O1, O2

How would you like the world to be in 30 years?

- envisioning exercise
- respect for future generations
- values education
- critical thinking and reflection
- communicative
CSWE III, Module I2

Educating Sudan

- reflection
- concentrates on social aspects of sustainability
- possibility of being agents of change
CSWE III, Module F2

How Can We Make a ‘Greener’ Swinburne?
- enquiry based learning
- communicative group activity
- authentic, local setting relevant to learners
- systems thinking: connections between local situation and wider concerns
- students as agents of change
CSWE III, Module H1

What is Palm Oil?

- systems thinking (palm oil/ deforestation/ loss of habitat)
- biodiversity
- critical thinking and reflection
New Sustainability Paradigm

“a wide public awareness of the need for change and the spread of values that underscore quality of life, human solidarity and environmental sustainability.”

*Stockholm Environment Institute 2002
Any Questions?
Thank you

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