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***Warming to Global Issues: Embedding  
Education for Sustainability in a Language,  
Literacy and Numeracy Class***

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## 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*
- *Living Sustainably, the Australian Government's Action Plan for Education for Sustainability 2009*
- *National VET sector, Sustainability Policy and Action Plan 2009-2012*

# 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 VGCETfS, 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.

(VGCETfS, Nth Qld)



EfS:

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

(VGCEfS, Nth Qld)

<http://genesisnetwork.files.wordpress.com/2009/08/grassroots.jpg?w=426&h=296>

## 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>

EfS:

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



(VGCETfS, Nth Qld)

# Envisioning a better future

Swinburne



EfS:

engages people in  
developing a shared vision  
for a sustainable future

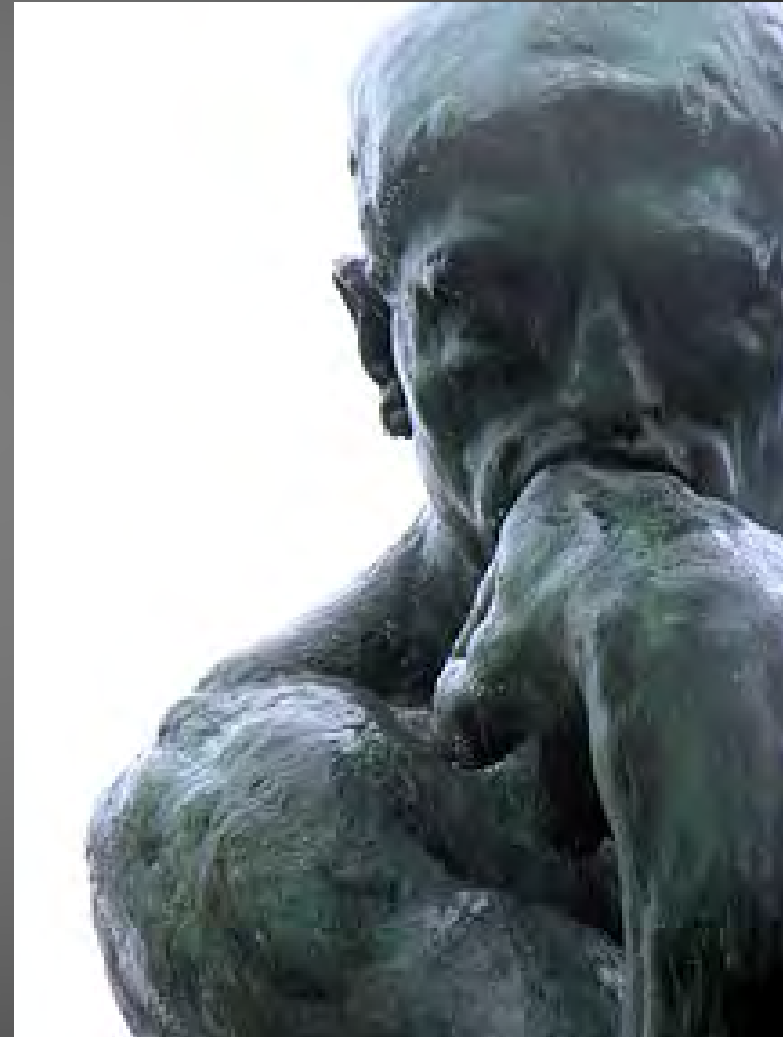
(VGCETfS, Nth Qld)

<http://soundoflife.net/wp-content/uploads/2008/07/future1.jpg>

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





## 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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