

## 4. EDUCATION FOR SUSTAINABILITY

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| <b>SOCIETY:</b> view of      | <ul style="list-style-type: none"> <li>▪ Humanity and the natural world are inextricably <i>interdependent</i> with each other</li> <li>▪ Practices which cause damage to people or the environment are <i>unsustainable</i></li> <li>▪ A sustainable society enhances both <i>human and environmental well-being</i></li> <li>▪ Free market 'rationality' causes <i>serious harm</i> to people and the biosphere</li> <li>▪ This requires transition from a high-carbon to a sustainable <i>low-carbon</i> economy</li> </ul> |
| <b>PURPOSE:</b> of education | <ul style="list-style-type: none"> <li>▪ To <i>critically analyse</i> damaging and unsustainable practices in society</li> <li>▪ To contribute towards building a more just, equitable and <i>sustainable world</i></li> <li>▪ To recognise our <i>interconnectedness</i> with the biosphere: our life support system</li> <li>▪ To equip students with the skills of <i>active and participatory</i> citizenship</li> </ul>   |
| <b>LEARNER:</b> role of      | <ul style="list-style-type: none"> <li>▪ To become a <i>critically reflective actor</i> in the local and global community</li> <li>▪ A <i>commitment</i> towards creating a more just, equitable and low-carbon world</li> <li>▪ To understand nature of the social, political and economic <i>changes</i> required</li> </ul>   |
| <b>LEARNING:</b> form of     | <ul style="list-style-type: none"> <li>▪ Recognising that all knowledge is <i>socially and culturally constructed</i></li> <li>▪ Focus on <i>collaborative</i> and <i>participatory</i> social, environmental, political action</li> <li>▪ With others in the school and in the local and global <i>community</i></li> </ul>   |
| <b>TEACHER:</b> role of      | <ul style="list-style-type: none"> <li>▪ A '<i>transformative intellectual</i>' demonstrating the nature of good practice</li> <li>▪ <i>Facilitates critical reflection</i> on life, society, economics and environment</li> <li>▪ Helping students develop social and political <i>skills for sustainable change</i></li> </ul>   |
| <b>SCHOOL:</b> focus of      | <ul style="list-style-type: none"> <li>▪ The school as a <i>contributor to</i> social, political and environmental <i>change</i></li> <li>▪ Modelling <i>participatory democracy</i> in each classroom and lesson</li> <li>▪ An <i>issue-orientated</i> curriculum focusing on human and ecological flourishing</li> <li>▪ A collaborative and <i>cooperative ethos</i> within both the school and community</li> </ul>  |

*NB. Whilst summaries such as these oversimplify they do nevertheless highlight essential ideological differences*