

4. EDUCATION FOR SUSTAINABILITY

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

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