

ENVIRONMENTAL EDUCATION CAUCUS GREEN PAPER

The purpose of this Green Paper is to recommend that **ENVIRONMENTAL EDUCATION*** become a priority area in the Faculty of Education Strategic Plan. We envision the shaping of Environmental Education to be an integration of the following four interrelated, transdisciplinary, and cross-cultural dimensions:



- **INDIGENOUS & HOLISITIC LEARNING** incorporates the physical, mental, emotional and spiritual aspects of teaching and learning through ecoliteracy education that includes Indigenous environmental thought and practices, as well as an understanding of the diversity and interdependence of human and non-human lifeworlds;
- **EXPERIENTIAL & OUTDOOR LEARNING** offers students hands-on engagement with their environments providing opportunities to experience (re)connections between place, people, and other lifeforms through art, wilderness programs, place-based projects, and school and community garden projects;
- **ENVIRONMENTAL SUSTAINABILITY LEARNING** offers ecopedagogies focussed on the impacts and mitigation of global market economies on the planet and the lifeforms it supports, including environmental protection, urban ‘greening’, biological and landscape diversity, food security, sustainable consumption, and living within limits;
- **ENVIRONMENTAL JUSTICE LEARNING** links sustainability and social justice issues offering students an opportunity to work toward ‘just sustainability’ and inter-generational equity as they examine such issues as environmental racism and human rights violations, locally and globally, as a result of global market economies and development in an unequal world.

** The Environmental Education Caucus/Sustainability Working Group invites suggestions for a title that better exemplifies the complexity, diversity and interrelatedness of the four dimensions (e.g. Place, Ecoliteracy and Just Sustainability Learning)*