

**Transforming my Pedagogy to Integrate a Learning-for-Sustainability
Approach: A Practical Sharing of Ideas from the Université de St.-
Boniface**

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Teachers play a significant role in educating youth so that they may help create, contribute to, and live harmoniously in a more just, sustainable, and viable society and planet. As such, initial teacher education can be instrumental in developing values and practices so that teacher candidates may develop a pedagogical approach needed when facilitating an education that supports a transition towards sustainability (UNECE, 2012). As those values and practices emerge for beginning teachers, those teachers may in turn transform the learning experiences of their students. At a university level, particularly as found in faculties of education, this complex process requires a pedagogy which engages with diverse perspectives and is oriented to inquiry, problem-solving, and a systems approach. In this discussion-paper presentation, I will share how I integrate an education-for-sustainability pedagogy into my teaching and professional practice in the faculty of education at the Université de St.-Boniface (Winnipeg). My pedagogical approaches are informed by UNECE competencies (2012), Kozak and Elliot's *Learning for a Sustainable Future* (2011), and a recent study looking at promising practices in other faculties of education in Canada (Sims & Falkenberg, 2013).

The document *Learning for a Sustainable Future* (2011) highlights seven strategies that allow teachers to integrate environmental and sustainability education into formal education. The strategies highlight that education should include: learning locally, providing opportunities for integrated learning, acting on learning, making real-world connections, considering alternative perspectives, enabling inquiry-based learning, and sharing the responsibility for learning with the learners. In this discussion-paper presentation, I would like to share how I have adapted, and in some case transformed, my courses [particularly "Curriculum and Instruction Social studies secondary level" (B.Ed.)],

"Aboriginal perspectives in Education" (B.Ed.), and "Education for Sustainability" (M.Ed.)] to incorporate these strategies.

Some successes I would like to share include: how students are engaged in the decision-making process around course content in order to tailor the course to meet their needs; how assignments are created to reflect, and put into action, the concepts that they are learning - including using an inquiry-based and experiential approach; how an attempt is made to integrate the real-world and the community into the classroom and how the local community becomes the context for learning; and how students are encouraged to critically reflect upon their practice from a variety of perspectives to understand broader relationships and systems. The discussion will be enriched and framed by how these practices relate to the development of core education-for-sustainable-development competences for educators as established by UNECE (2012).

During the round table discussion, I would like to discuss the following questions with those present: What are other faculties of education doing in Manitoba with respect to well-being and sustainability? What are others' thoughts on how these approaches might be strengthened or what their weaknesses might be? Might practicing teachers find a workshop on these approaches useful? What challenges might teachers in K - 12 schools have in trying to integrate and live these strategies with their students?

Works Cited

Kovak, S. and Elliot, S. (2011). *Connecting the Dots: Key Strategies That Transform Learning for Environmental Education, Citizenship and Sustainability*. Education for a sustainable future. Available at: lsf-1st.ca

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