Integrating education for sustainability into civics and citizenship education in Australian schools

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Getting our conversations started ...

Where is this idea of integrating education for sustainability into civics and citizenship education featured in Australian education policy? ... and in curriculum?

Why does it matter?

So ... the focus of this session is on...

How can we create teaching and learning that engages youth actively in EfS and CCE?

In this session we begin by exploring how the Melbourne Declaration (MCEEDYA, 2008) and the Australian Curriculum provide the policy imperative and opportunities for integrating EfS and citizenship education, to achieve authentic and engaging citizen action for young people to be connected to school- and community based learning, in new and powerful ways.
Where is this idea featured in Australian education policy?

…The Melbourne Declaration… (MCEEDYA 2008)

- act with moral and ethical integrity
- appreciate Australia’s social, cultural, linguistic and religious diversity, and have an understanding of Australia’s system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia’s civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens,
Integrating EfS and citizenship education . . . Why and how?

There has been a global surge of interest in the importance of CCE in school practice, and increasing evidence that schools in Australia are making connections between these fields and developing theory and practice in education for sustainability (EfS) (Fien, 2001; Fien, & Tilbury, 2002; Henderson & Tilbury, 2004, Rauch, 2002, UNESCO, 2005, Tudball, 2010)

"Learning for Work, Citizenship and Sustainability". The triple bottom line

(UNESCO-UNEVOC Bulletin: Special Issue -2005-06)
The context and the challenges for all educators globally!

**WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?**

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.
Getting our thinking started…. showcasing successful programs, with engaging practice and ideas focused on this work! First an NGO… [http://withoneplanet.org.au/#](http://withoneplanet.org.au/#)
Second an amazing school...
During their journey at Bulimba State School (Qld) children develop values and skills to become: healthy, informed, creative, democratic, eco-Citizens...
Schools make sustainability splash

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Five Queensland state schools have featured prominently in this year’s Premier’s Sustainability Awards.

Bulimba State School’s long term commitment to reducing its impact on the environment over more than 15 years was recognised with the top schools award.

In addition, Hermit Park and Boronia Heights State Schools were named as finalists in the schools section, and Tagai State College and Trinity Beach State School were the two finalists in the community section of the awards won by Business South Bank.

Bulimba’s ethos that sustainability is not just about saving energy and water or reducing waste, but about meeting the needs of the present without compromising the future, led to its award.

The school uses a large area for edible gardens, and outdoor learning classrooms where students learn from practical experiences and make decisions which impact the school environment.
Integrating EfS and citizenship education ... Why and how?

- There has been a global surge of interest in the importance of CCE in school practice, and increasing evidence that schools in Australia are making connections between these fields and developing theory and practice in education for sustainability (EFS) (Fien, 2001; Fien, & Tilbury, 2002; Henderson & Tilbury, 2004, Tudball, 2010);

- EfS must encourage students to develop understanding of the complex relationships between economic, environmental and social goals, systems and processes (Rauch, 2002, UNESCO, 2005) ... goals that are consistent with key goals for citizenship education and the Melbourne Declaration;

- We explore together programs and approaches you are using to achieve EfS ... as well as some exemplars including:
  - Student Action Teams (SATs),
  - the Australian Youth Climate Coalition (AYCC).
Reasons for making connections between EFS and CCE in the school curriculum in Australia...

- Australia has:
  - One of the highest per capita greenhouse emissions in the world
  - One of the highest per capita water consumption rates in the world, even though we are the driest permanently inhabited continent
  - One of the highest forest clearance rates in the developed world
  - One of the highest species extinction rates in the world
  - The second highest producer of garbage per capita
  - One of the largest ecological footprints in the world

- These facts raise challenges for citizens’ rights and responsibilities
How is Education for Sustainability different from Environmental Education?

... Environmental education is a well-established discipline which focuses on humankind’s relationship with the natural environment and on ways to conserve and preserve it and properly steward its resources.

...EFS encompasses environmental education, setting it in the broader context of socio-cultural factors and the socio-political issues of equity, poverty, democracy and quality of life...this should be linked to CCE and working for the Common Good.

...EFS must be integrated into other disciplines and cannot, because of its scope, be taught as a discreet (sic) subject.

....This is also true for civics and citizenship education.
Sustainability in the Australian Curriculum

The Sustainability priority has been developed around the three key concepts

- **Systems**: explores the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing.

- **World views**: enables a diversity of world views on ecosystems, values and social justice to be discussed and recognised when determining individual and community actions for sustainability

- **Futures**: aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to more an equitable and sustainable future.
Cross-curriculum Priorities in the Australian curriculum

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia’s Engagement with Asia
- Sustainability
Cross-curriculum opportunities
http://www.australiancurriculum.edu.au/crosscurriculumpriorities/sustainability/key-ideas

Key ideas…

- The **Sustainability priority** has been developed around the three key concepts of **systems, world views and futures** that have multiple connections to CC ...including for example:

  - ‘exploring the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing’.
  
  - ‘enabling a diversity of world views on ecosystems, values and social justice to be discussed and recognised when determining individual and community actions for sustainability’
  
  - ‘building capacities for thinking and acting in ways that are necessary to create a more sustainable future’.
  
  - ‘promoting reflective thinking processes in young people and empowering them to design action that will lead to more a more equitable and sustainable future’.
  
  - ‘The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future’.
  
  - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
Integrating education for sustainability into civics & citizenship education...

...CC curriculum opportunities


- **Civics and Citizenship Knowledge and Understanding** and **Civics and Citizenship Skills**

**See for eg. Year 7**

- Students consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to **develop** solutions to an issue. Students **develop** and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They **identify** ways they can be active and informed citizens.

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action

(ACHCS072)

- **See for eg. Year 8**

- **Key inquiry question:** How do citizens participate in an interconnected world?

- Students study the responsibilities and of citizens and how Australians can actively participate in their democracy. ...EfS is one possibility

**Analysis, synthesis and interpretation**

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)
...CC curriculum opportunities (cont’d)

- **Civics and Citizenship Knowledge and Understanding and Civics and Citizenship Skills**

See for eg. Year 9

- **Key inquiry question:** How do citizens participate in an interconnected world?
- **Year 9 Achievement Standard:**
  - Students **analyse** ways they can be active and informed citizens in different contexts.

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### Citizenship, diversity and identity

How and why individuals and groups, including religious groups, participate in and contribute to **civic life** (ACHCK079)

### Communication and reflection

Present evidence-based **civics** and **citizenship** arguments using subject-specific language (ACHCS088)

Reflect on their role as a **citizen** in Australian, regional and global contexts (ACHCS089)
Model developed by Arjen Wals

Quality of life requires Sustain “abilities”

- Sustainability literacy
- Systems thinking
- Adopting an integral view
  \{ Dynamics & contents of sustainability \}

- Questioning hegemony and routines
- Analysing normativity
- Considering ethics
  \{ Critical dimension \}

- Leadership and entrepreneurship
- Unlocking creativity, utilizing diversity
- Appreciating chaos & complexity
- Empowerment and collective change
  \{ Change & Innovation \}

- Connecting with people, places and other species
- Passion, values and meaning-making
  \{ Existential dimension \}

WAGENINGEN UNIVERSITY

UNIVERSITY OF GOTHENBURG
Theoretical frame: ‘active citizenship’ and ‘social action competence’

- Developing EfS through active and informed democratic action among young citizens is now widely regarded as an urgent education priority in schools and through community organizations’ involvement to increase participatory citizenship. It requires meaningful involvement in civil society and politics. (Nelson & Kerr, 2006).

- Young people should be able to “voice their will, needs and opinions” (Aldenmyr et al., 2012, p. 256), “critically engage with and seek to affect the course of social events” (Ross, 2012, p. 7) and, ultimately, act as “agents who shape and change society” (Onyx et al., 2012, p. 56).

- It is these kinds of participatory citizenship that can lead to “action competence” (Jensen & Schnack, 2006).

- The challenge for educators is to first develop students’ knowledge and understanding of their rights and responsibilities as citizens so they can then be involved in participatory citizenship experiences.
What programs and approaches are you currently using to achieve EfS... and make links to CC?

- **Participants:**
  ...divide into primary, secondary, teacher educators and other groups to discuss your approaches and then share.
How can we create other opportunities for teaching and learning that engages youth actively in EfS and CCE? Programs for you to choose to explore:
Cool Australia.org
http://www.coolaustralia.org/curriculum-materials/##body-wrapper
…Resource Smart schools

- demonstrate significant leadership in each of the five Resource Smart Schools modules of Core, Biodiversity, Energy, Water and Waste as well as actively helping other schools to start their own sustainability journey.
- Don’t miss the professional learning button for great ideas!
Student Action Teams (SATS) or sustainability…
see http://www.asprinworld.com/student_action_teams

- See for eg. Banyule Primary school

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**STUDENT ACTION TEAMS**

**Definition:**
*Student Action Teams* involve a group of students who work on a real, identified issue of community interest. The students carry out research on the topic and develop solutions – either proposals for others or action they then take.

**Principles:**
- An active role for young people as part of their community;
- Young people as community *investigators*;
- Young people doing something that makes a difference or *brings about change*;
- Programs that involve *learning* and meet academic goals

**Roles in SATs:**
There are changed roles for students in their learning through SATs:
- **Purposeful**: students see outcomes that are important to them
- **Productive**: students create something that makes a difference
- **Communal**: students work together with fellow students, teachers and others
So looking ahead to the future...climate change and a range of global challenges

There is **scientific consensus** that global warming is real, is caused by human activities, and presents serious challenges. The most authoritative source of information is the UN Intergovernmental Panel on Climate Change (**IPCC**) which draws upon the collective wisdom of many hundreds of scientists from around the world.

The **IPCC** projects global temperature increases of 3 to 10 degrees F in the next 100 years and says that human activity is the cause of most of the observed and projected warming.
A MULTIDIMENSIONAL MODEL OF CITIZENSHIP EDUCATION

Dimensions of Citizenship (based on Cogan, 2001)

- **PERSONAL**
  - A personal capacity for and commitment to a civic ethic characterized by responsible habits of mind, heart, and action.

- **SOCIAL**
  - Capacity to live and work together for civic purposes.

- **SPATIAL**
  - Capacity to see oneself as a member of several overlapping communities — local, regional, national, and multinational.

- **TEMPORAL**
  - Capacity to locate challenges in the past, present, and future; a sense of heritage and an eye to the future; in touch with reality.

Contents of a Multidimensional Citizenship Education

<table>
<thead>
<tr>
<th>CIVIC EDUCATION</th>
<th>VALUES EDUCATION</th>
<th>ENVIRONMENTAL EDUCATION</th>
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<tbody>
<tr>
<td>The building of a knowledge base for civic beliefs and skills for civic participation</td>
<td>The acquisition of dispositions and predilections that provide the foundation for civic attitudes and beliefs.</td>
<td>The process of developing understanding, skills, and values consistent with the notion of sustainable development.</td>
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Photo: Most Polar Bears Gone By 2050, Studies Say
The Future Spark Schools Energy Challenge

...students from a Melbourne school ...

http://www.futurespark.com.au
Teaching & Learning approaches...

- Teachers need to promote opportunities for students to develop ethical and critical reasoning... particularly in secondary schools where the connections are more difficult to find!

- And motivate and equip young people to participate in action for sustainability...

- e.g. in Green Teams, community projects and active involvement in local, national and global issues and concerns
Action competence and participation…
for e.g. in Resource Smart schools…

- **Students will**
  - develop a preparedness to examine & change **personal lifestyles** to secure a sustainable future
  - develop a motivation to **take responsible action** to promote environmental quality
  - acquire communication and leadership **skills** for initiating responsible actions to protect environments
  - develop a capacity to **reflect on and evaluate forms of action**, to review progress and to reconsider forms of action
  - Be willing to challenge pre-conceived ideas, accept change and acknowledge uncertainty
In conclusion..

- There is a great deal of evidence to show that schools, professional associations, NGO’s and community orgs are already making connections b/w CCE and EfS.

- As academics and educators looking to the future of CCE its clear that we have a responsibility to also carry the EfS agenda forward in our teaching, curriculum leadership, research and action.