

Education for Sustainable Development and Teacher Education: dilemmas and directions

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1

Teacher education's support for ESD is at best piecemeal

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Actions too often, largely opportunistic depending on small groups of two or three enthusiastic, highly committed environmental educators reacting to situations that arise and doing what they feel is right.

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Short lived

A lack of sustained engagement

Individual

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Developments in T.Ed for EE/ESD

Calls in 1970s

Individual efforts in 1980s/90s

Debate concerning directions around 2000

Possibilities

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Attempts to answer these questions
give rise to dilemmas

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For whom?

Of what?

By whom?

How?

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Qu.1 For whom?

Who should be the target audience?

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- ◆ Prospective science teachers?
- ◆ All prospective teachers?
- ◆ Serving teachers?

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Qu.2 Of what?

What should we be teaching teachers?

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Environmental science

or

Environmental Studies

?????

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The NAAEE/NCATE response from the USA

*Standards for the Initial Preparation of
Environmental Educators
2007*

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Standard 1 – Nature of Environmental Education and Environmental Literacy

emphasizes *content knowledge* of the historical, theoretical, and research-based foundations of environmental education.

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Standard 2 – Environmental Literacy of Candidates

focuses on the knowledge, skills and dispositions of environmental literacy, the *content knowledge* necessary to successfully teach environmental education.

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Standard 3 – Learning Theories and Knowledge of Learners stresses knowledge of theories of human development and learning...

Standard 4 – Curriculum: Standards and Integration and ***Standard 5 – Instructional Planning and Practice*** emphasize the knowledge, skills and dispositions of *pedagogy* and *instructional planning* needed ...

Standard 6 – Assessment centers on the knowledge, skills and commitment necessary to make assessment integral to curriculum and instruction

Standard 7 – Professional Growth in Environmental Education emphasizes *professional and ethical practice*, the importance and benefits of belonging to a professional community,

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Science & Society Approach

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Formal subject curriculum

What of the informal EE/ESD?

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The content implied in the NAAEE/NCATE document is not for all. Different social and economic contexts and educational systems will inevitably generate different interpretations and priorities.

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Qu. 3 By whom

Who should be teaching environmental educators?

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Crossing boundaries

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Ownership and micro-politics

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Qu. 4 How?

**What structure should be used in teaching
environmental educators?**

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Multi-disciplinary/inter-disciplinary

Problem based learning

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Directions

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Plan not to have a fixed plan
but plan!!!

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Intellectual Leadership

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Each education system with its own context
needs to think through the dilemmas
raised.

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**Make the secret world of teacher
education a little less secret**

We need to open up the box

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Thank You