



ENVIRONMENTAL EDUCATION CAUCUS / SUSTAINABILITY WORKING GROUP GREEN PAPER

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The purpose of this Green Paper is to recommend **ECOLOGY, TECHNOLOGY, and INDIGENEITY** as a priority area of study at the undergraduate, pre-service, and graduate levels in the Faculty of Education.



The three interdisciplinary and cross-cultural themes of **ECOLOGY, TECHNOLOGY, and INDIGENEITY** are interconnected with the following four dimensions:

- **EXPERIENTIAL LEARNING** incorporates the physical, mental, emotional and spiritual aspects of learning through ecoliteracy education, and offers Indigenous and other intercultural ecological understandings of the diversity and interdependence of human and other than human lifeworlds. Hands-on learning creates (re)connections with place through arts, crafts, place-based projects, outdoor learning, and school and community gardens;
- **SUSTAINABILITY LEARNING** offers ecopedagogies focussed on the impacts and mitigation of climate change, resource extraction, global market economies on the planet and the lifeforms it supports, including environmental protection, urban 'greening', biodiversity, food security, sustainable consumption, and living within limits;
- **SOCIAL JUSTICE LEARNING** links ecology and social justice offering opportunities to work toward 'just sustainability' and inter-generational equity through examination of such issues as environmental racism and Indigenous rights/human rights violations worldwide as a result of global warming, global capitalism, and government policies in an unequal world.

- *AESTHETIC LEARNING* examines the material, sensory, and conceptual meanings and values associated with various forms of representation and lifestyle choices. People throughout the world have contemplated the aesthetic and ecological value of biodiversity as a way to understand how people shape the earth and in the process are affected by their creative practices to control, design, and interact within their environment.