

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	ENVIRONMENTAL SUSTAINABILITY EDUCATION
<b>Unit ID:</b>	EDBED3118
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED3009 and EDBED3013)
<b>ASCED:</b>	070103

## Description of the Unit:

In this course preservice teachers (PSTs) are introduced to the philosophy, policy and practice of environmental education and education for sustainability, including a focus on taking action to create a more ecologically and socially just world. They explore place-based theoretical perspectives and pedagogies through experiential learning opportunities that support their future practice for teaching about and for environment and sustainability-related matters. They weigh up political, ecological, social, cultural and economic factors that may influence attitudes and actions toward environment and sustainability. Through fieldwork opportunities, PSTs develop an appreciation for how local places (and people) offer context-specific pedagogical opportunities with potential to provide knowledge and give depth and integration to environmental teaching and learning. The course will equip them with tools to embed environment and sustainability practices into primary and/or junior secondary education using interdisciplinary teaching and learning strategies.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Investigate and critically appraise place-based pedagogies and concepts of sustainability and environmental education and their relevance to students in schools.
- K2.** Examine recent thinking, policies, perspectives and research in sustainability and environmental education and the reasons that have led to its emergence as an educational priority.
- K3.** Explore how environmental and education for sustainability is understood and practiced in local and global contexts, including a focus on taking action to create a more ecologically and socially just world.
- K4.** Recognise the diverse range of factors that influence attitudes and action towards environment and sustainability and critically evaluate public discourses on sustainability and environment.
- K5.** Develop an understanding of Environmental Education and Education for Sustainability (Efs), for different schools and communities including Aboriginal and Torres Strait Islanders and members of other cultural groups.
- K6.** Understand the interconnectedness and interdependence of natural and human systems.

**Skills:**

- S1.** Draw on and articulate personal and professional beliefs, values and assumptions of sustainability and environmental education by engaging with current theory and research literature.
- S2.** Think and reflect critically about the concept of sustainability and about environmental education so they are able to differentiate between them.
- S3.** Develop and reflect on interpersonal and communication skills to work within a school setting.
- S4.** Demonstrate innovation in the design, adaptation and implementation of effective learning events and sequences that reflect an appreciation for local environments and their potential for integration into teaching and learning, including a focus on taking action to create a more ecologically and socially just world.

**Application of knowledge and skills:**

- A1.** Discuss and evaluate the influence of cultural, social, economic, ecological and political factors on how concepts of environment and sustainability are understood and incorporated into contemporary curricula in local and global environments.
- A2.** Demonstrate understanding of appropriate pedagogical approaches for environment and sustainability education and communicate this understanding to peers.
- A3.** Design, implement and evaluate holistic learning experiences for environment and sustainability appropriate for primary and/or junior secondary school levels, including a focus on taking action to create a more ecologically and socially just world.
- A4.** Analyse sustainability and environmental education practice through current theory, research and evidenced based practice.

**Unit Content:**

## Topics to be covered

- Definitions of environmental education and sustainability education (Education for Sustainability), including their nature and purpose, and their development as areas of inquiry for schools and communities.
- Exploration of ethical, political, economic, cultural, and scientific perspectives and issues that may inform and justify education for environment and sustainability, including a focus on taking action to create a more ecologically and socially just world
- Interpretations of the interconnections of the natural and social worlds; the state of the planet; and living in the era of the Anthropocene.
- Sustainability as a multifaceted concept which incorporates elements from a range of disciplines (such as economics, science, sociology, geography, politics, history) that may be interpreted differently by various social stakeholders.
- Re-orientation of school education to accommodate contemporary issues and the challenges of social and ecological sustainability.
- Examination of scientific and social aspects of specific environmental issues appropriate for the primary and/or junior secondary curriculum.
- Ecological Literacy: ecological approaches (eco-pedagogies) to teaching and learning.
- Education for a sustainable future; approaches to teaching sustainability and Environmental Education and student engagement in local environmental contexts and diverse settings.
- Examination of various types of curricular materials and policy documents relating to sustainability and Environmental Education.
- Pedagogical models of Education for Sustainability: place-based sustainability.

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	S3, A2	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	S1, S3, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S4 A1, A2, A3, A4	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	A2, A3, A4 S4	AT1, AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S4 A1, A2, A3, A4	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K6, S1, S2, S3, A1, A2 APST 2.1, 3.5, 7.4	Video supported by current research literature that engages with a sustainability issue/topic from the Sustainable Development Goals, and which analyses its local/national and or global importance within an educational context.	Video	40-60%
K1, K3, K5, S4, A3, A4 APST 2.2, 2.4, 3.2, 3.3, 3.4, 3.6, 5.1, 6.3	Integrated unit of work framed by environmental and/or sustainability education	Part A: Unit of work Part B: Presentation	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO

expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate

Professional Engagement

6. Engage in professional learning

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Yes

Intermediate

7. Engage professionally with colleagues, parents/carers and the community

7.4 Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Yes

Intermediate