

460-641 Teaching for a Sustainable World

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Kaye Stacey
Subject Overview:	<p>Teacher candidates will examine the holistic nature of sustainability and the values, principles and philosophies and practices of transformative education. Teacher candidates will develop an understanding of ecology and planetary biosystems, and the role of economics and politics in their health and destruction. They will discuss the importance of values such as a sense of stewardship, respect and belonging with nature, and the principles of sustainable societies so that they are equipped to play a leading role in their creation in schools. Teacher candidates will analyse major reports on sustainability and educational initiatives and visit at least one major site of environmental education. They will examine the philosophical basis and curriculum resources of Australian Sustainability Schools Initiative (AUSSI), and engage with schools implementing the initiative. They will analyse in depth aspects of these programs. Teacher candidates will develop a knowledge of the concepts, tools and techniques of futures education; and teaching strategies that assist school students to develop ecoliteracy. This is a connection to living things, a commitment to the values and practices underpinning sustainability platform; a knowledge base in biophysical earth systems appropriate to their age; and a critical understanding of the relationships and underpinning power structures that mediate between humans and the natural world.</p>
Assessment:	There are 2 assessment tasks: An essay of (1000 words) due mid semester (25%) A project (3000 words equivalent) due end of semester (75%) There is 1 hurdle requirement: Satisfactory completion of weekly tasks
Prescribed Texts:	Flannery, T. (2006) . The Weather Makers. Melbourne: Text Publishing Orr, D. (2004). Earth in Mind: On Education, Environment and the Human Prospect. Washington: Island Press Sterling, S. (2001). Sustainable Education: Revisioning Learning and Change. Schumacher Briefings No 6: Green Books, UK
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Generic Skills:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Describe the direction, purpose, philosophies and principles and practices of education for sustainability; # Discuss the holistic nature of sustainability, including its scientific, ecological, economic and political dimensions; # Describe and critique the five modules of the Australian Sustainable Schools Initiative (AUSSI); # Assess a school environment management plan and curriculum review including opportunities across all learning domains; # Demonstrate an understanding of scientific concepts that underpin the AUSSI modules, as appropriate for primary or secondary school. <p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change. # Work in teams with skills in cooperation, communication and negotiation; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Primary) Master of Teaching (Secondary) Master of Teaching (Secondary)</p>