

EDUC90492 Teaching for a Sustainable World

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Dianne Chambers
Contact:	Education Student Centre
Subject Overview:	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 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. They will examine the philosophical basis and curriculum resources of Australian Sustainability Schools Initiative (AUSSI). They will analyse aspects of these programs. Teacher Candidates will develop a knowledge of the concepts, tools and teaching strategies that assist school students to develop ecoliteracy.
Objectives:	On completion of this subject, teacher candidates will be able to: <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; # Assess a school sustainability 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.
Assessment:	There are 3 assessment tasks:Two teams reports (50 per cent)Briefing paper on an aspect of sustainability (35 per cent)Meeting Report and Reflection (15 per cent) Assessment is due throughout the semester
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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <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):	Master of Teaching (Primary) Master of Teaching (Secondary) Master of Teaching (Secondary)