



Appendix A

Definitions of Environmental Education Traditions

Environmental Education (EE)

"Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- the Earth's physical and biological systems;
- the dependency of our social and economic systems on these natural systems;
- the scientific and human dimensions of environmental issues;
- the positive and negative consequences, both intended and unintended of the interactions between human created and natural systems"

Working Group on Environmental Education. (2007). *Shaping our schools, shaping our future: Environmental education in Ontario schools.*

<http://www.edu.gov.on.ca/curriculumcouncil/shapingschools.pdf>

Education for Sustainable Development (ESD)

"Education for Sustainable Development (ESD) encourages us to explore the profound interdependencies of ecological, societal, and economic systems. ESD is about respecting and preserving our histories, valuing culture and community, caring for others and the environment, and taking action to create a fair, healthy, and safe world for all beings. ESD also supports flexibility, creativity, critical reflection, and fosters a sense of personal responsibility for the economy, society, and environment"

Learning for a Sustainable Future

<http://lsf-lst.ca/en/what-is-esd>

Outdoor Experiential Education

"Outdoor education directly exposes participants to our natural environment in ways that engender personal connections, knowledge, skills and a lifelong environmental ethic. Outdoor education powers the realization that this ethic is applicable to the very life support systems of this planet, be they found in urban, rural or remote settings... The experiential nature of outdoor education relates curricula to real life situations and the complexities of our natural surroundings. In so doing, it provides a unique means of developing critical thinking skills and stimulating desirable attributes such as innovation and imagination. Outdoor education also broadens and deepens the knowledge base of all subject areas, and it can do so in integrated ways."

Council of Outdoor Educators of Ontario,

<http://www.coeo.org/>

Environmental and Sustainability Education

"Environmental and sustainability education (E&SE) is about healthy relationships between humans and the Earth's living systems. It includes the many and varied forms of education that help us appreciate and maintain the integrity of the biosphere...the transmission, growth and application of environmental knowledge across all sectors of society."

Environmental Education Ontario,

<http://www.eeon.org/pdf/greeningsummaryint.pdf>



Place-based Education

"Place-based education takes us back to basics, but in a broader and more inclusive fashion. Desirable environmental education, or what we're calling place-based education, teaches about both the natural and built environments. The history, folk culture, social problems, economics, and aesthetics of the community and its environment are all on the agenda....one of the core objectives is to look at how landscape, community infrastructure, watersheds, and cultural traditions all interact and shape each other"

Sobel, D. (2004). *Place-based education: Connecting classrooms and communities*.
Great Barrington, MA: Orion Publishing.

Sustainability Education:

"The goal of sustainability education is to develop...new knowledge and new ways of thinking needed to achieve economic prosperity, participate democratically, secure justice and equity, and all the while regenerate the health of the ecosystems, the gift upon which all life and all production depend."

Madeson, F. (2009). *Spotlight On: The Cloud Institute for sustainability education*.

<http://cloudinstitute.org/>

Eco-justice Education:

Ecojustice education "is connected with the need to reduce the impact of the industrial/ consumer dependent culture on everyday life while at the same time ensuring that people are not impoverished and limited in terms of equal opportunity; the five aspects of ecojustice ... include (1) eliminating the causes of eco-racism, (2) ending the North's exploitation and cultural colonization of the South (Third World cultures), (3) revitalizing the commons in order to achieve a healthier balance between market and non-market aspects of community life, (4) ensuring that the prospects of future generations are not diminished by the hubris and ideology that drives the globalization of the West's industrial culture, (5) reducing the threat to what Vandana Shiva refers to as "earth democracy" – the right of natural systems to reproduce themselves rather than to have their existence contingent upon the demands of humans."

Ecojustice Education

<http://www.ecojusticeeducation.org>