

# Suggested Actions for Reorienting Teacher Education in the Faculties of Education in Manitoba to Address Sustainability

## Capacity Building

- ➔ Manitoba Education and deans will consider holding a professional learning workshop/conference for faculties of education that could bring together university and faculty leadership and faculty members, bridging gaps between university-wide commitments, faculty-level mandates and policies, and individual faculty member efforts. This could be done in partnership with the annual Sustainability and Education Academy (SEdA). Faculty-based professional learning should also be considered.
- ➔ Manitoba Education will continue to provide pre-service workshops at the request of faculties of education. These workshops also explore the initiatives of, focus of, and commitment to ESD in schools and school divisions in the province so that pre-service students are aware of what they will encounter in the field. These can be promoted through the faculties of education listserv in May/June each year.
- ➔ Manitoba Education will identify regional, national, and international resources to support sustainability training for pre-service teacher education.
- ➔ The provincial Faculties of Education ESD Committee will continue its work, in order to create a vibrant community of practice for ESD in teacher education. The committee will share best practices about concepts of sustainability and could be expanded to include other interested faculties of education members.
- ➔ Faculties of education will consider providing professional learning opportunities on ESD programs for pre-service and in-service teachers and for faculty advisors.

## Policy

- ➔ Manitoba Education will consult with deans, the Manitoba Teachers' Society, the Manitoba First Nations Education Resource Centre, and the Council on Post-Secondary Education to explore ways in which teacher certification and accreditation standards could align with education for sustainable development. This alignment should reflect the United Nations Economic Commission for Europe (UNECE) competencies for educators found in *Learning for the Future: Competences in Education for Sustainable Development*.
- ➔ Manitoba Education will include deans of the faculties of education as members of the Manitoba ESD Leadership Council.

## Curriculum

Faculties of education will

- ➔ consider a course in sustainability as a prerequisite for admission to the faculty
- ➔ consider infusing sustainability learning outcomes within the existing curriculum at the faculty of education level
- ➔ continue to strengthen partnerships between faculties of education and to collaborate on the delivery of sustainability courses (e.g., University of Winnipeg's post-baccalaureate course in SD)
- ➔ consider developing a graduate program in education for sustainable development
- ➔ encourage student teachers to undertake action projects during their practicum in sustainability—these action projects will allow student teachers and other educators to connect sustainability to relevant and important issues related to their communities' future well-being
- ➔ encourage student teachers to analyze the mandated curriculum they will be teaching to identify topics and themes related to sustainability
- ➔ consider embedding ESD into the evaluation of the practicum placements (self-evaluations, cooperating teacher evaluations, faculty advisor evaluations)

## Administration

- ➔ Faculties of education will consider establishing participatory and democratic processes involving every member of their faculty (faculty, staff, administration, research personnel, students, etc.) to look at ways for teacher education to address sustainability.
- ➔ Faculties of education will consider revising their vision and mission statements to include ESD.

## Research

Manitoba Education will consider partnering with and providing resources to support faculties of education to

- ➔ study quality teaching and learning approaches for ESD so that learning approaches become more transformative in nature
- ➔ conduct school-based longitudinal studies to determine the impact of ESD on student learning and actions in the community
- ➔ collect examples of models of professional learning in ESD
- ➔ study Indigenous knowledge as it relates to ESD

## Partnerships

- ➔ Faculties of education will consider developing strong partnerships at the institutional and individual staff level with relevant agencies and NGOs, schools, and other institutions seeking whole-school approaches to sustainability. This would ensure up-to-date and relevant content, a synchronicity between university and school teachings, and an opportunity to share what has been learnt with others.

#### Faculties of Education ESD Committee Members

Laura Sims (Université de Saint-Boniface)

Sherry Peden (Brandon University)

Glenn Cockerline (Brandon University)

Lee Anne Block (University of Winnipeg)

Don Metz (University of Winnipeg)

Barbara McMillan (University of Manitoba)

Nathalie Piquemal (University of Manitoba)

Buddy Loyie (University College of the North)

Elisabeth Mouland (University College of the North)

Heather Creech (International Institute for Sustainable Development)

Carolee Buckler (Manitoba Education)