



Education for Sustainability.

INTRODUCTION. The Bachelor of Education program at Cape Breton University is unique in Nova Scotia for its core integration of the principles and practices of Education for Sustainability (EfS). Today, teachers require special skills and a critical understanding of the challenges and opportunities to this time. EfS is an approach to teaching and learning that ensures education serves a leadership role in preparing the next generation to live sustainably and well in communities that continue to flourish.

At CBU we believe student teachers are systems-thinkers who act holistically to lead transformative change that promotes social, ecological, and personal well-being. Education is often described as the great hope for creating a more sustainable future; teacher-education institutions serve as key change agents in transforming education and society.

CBU Education Department has included EfS in its core values and mission statement.

Department of Education Mission Statement

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

A Core Focus on Education for Sustainability (EfS)

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). Our vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well.

Preservice Teacher Programming.

The B.Ed. program (currently under a provincial review and undergoing accreditation - 2019 - 2021) is designed to reflect the philosophical and pedagogical principles of Efs. The program reflects integrated foci that when taken together shape the program toward teaching to the competencies of Efs ([UNECE Teacher Competencies for ESD](#))

1. Inquiry-based pedagogies
2. A dedicated course EDUC4114: Teaching and Learning for Sustainable Future
3. An Elective EDUC4112: Sustainable Well-being and Deep Learning
4. Service and Community-based Learning Project
5. Mi'kmaw Culture and Language courses
6. Leadership* - coming 2020 – B.Ed. students will be certified Field Leaders Level 1 (Outdoor Council of Canada)

B.Ed. students have the option to choose between two streams or concentrations for which they acquire a special designation in 1. Sustainability Education or 2. Indigenous Teaching and Learning.

Both Concentrations require 4 electives and electives are shared between both Concentrations providing a rich experience of sustainability education and L'nu traditional knowledge and teachings.

Teacher Education.

DESCRIPTION. The Masters in Education with a focus on Sustainability, Creativity and Innovation (SCI) provides educators with the core competencies to integrate sustainability education into their professional practice. This programme utilizes the competencies for Education for Sustainable Development (ESD) that have been defined by the United Nations and emphasizes the significance of utilizing a holistic approach that enables the learner to envision change and engage in personal and professional transformation that align with sustainability principles and actions.

The programme also utilizes guidelines and recommendations as presented in the UNESCO document [The Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability.](#) The programme uses the term Education for Sustainability (Efs) as it is a term widely used in Canada and the United States and understands sustainability as a paradigm for future positive development, action, and environmental transformation³. (The UNECE competencies are included in Appendix E. A Glossary of key terms used in the proposal is included in Appendix F).

The programme extends the United Nation's competencies by integrating the internationally recognized field of Health Promoting Schools. Additionally, the programme introduces students to sustainable entrepreneurship and the concept of Living Schools, promoting within the organization of schools the benefits of creating living classrooms and living schools. Graduates of this programme are well versed in the relationship between and among individual, community and global well-being with respect to the pivotal role of the education sector in fostering sustainable futures

The programme recognizes the importance of explicit instruction to foster creativity and innovation. A key objective of the programme is to foster the ability to design, to create, to perform and to recognize each person's ability to think and act creatively in ways that enrich our lives in substantial and meaningful ways. Thinking creatively, giving expressive shape to ideas, and communicating those ideas with imagination and precision are not only indispensable to all artistic endeavors, they also represent broadly applicable skills that strengthen and enhance traditional academic pursuits, stimulate effective problem-solving, and foster originality and innovation in new areas to contribute to a more sustainable way of living and a more sustainable future – one where people feel empowered and a deep desire to make change. The intersections between sustainability education and education that promotes creativity and innovation will be enhanced throughout the programme by forging connections between theory and practice, knowledge and invention, pure and applied scholarship, analytic rigour and creative imagination.

[See here for a full description of the M.Ed. \(SCI\) course offerings and electives.](#)