Ecojustice Education
for OISE MT CTL 7070
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Overview

• Introductions
• Defining Ecojustice
• Practicing Ecojustice Education (EJE)
• Integrating Ecojustice Education (EJE)
• Debrief
By way of an introduction....

Who are you and what do you believe is one purpose of education?
Definitions

Conceptualizing ecojustice through the *Principles of Environmental Justice*

- In pairs or groups of 3, number off and read one or two of the 17 Principles of Environmental Justice
- Identify the issues or keywords that the principle addresses or evokes and write on the board
- *Is there anything missing?*
Four Important Aspects of Eco-Justice

1. Critical Systems Consciousness
2. Eliminating Environmental Racism
3. Recognizing and Valuing Multiple Ways of Knowing
4. Intergenerational Equity

From www.ecojustice.org
Some Issues of Environmental Justice

- Pollution of air, water, soil
- Resource extraction, use and scarcity
- Workplace safety
- Health care
- Waste disposal
- Self-determination
- Compensation and reparations
- Governance
- Globalization
- Consumerism
- Exploitation of people, animals, land, etc.
- Repression
- Conflict
EcoJustice Education: Theory and Practice...

In Theory:

- *Environmental AND social justice*
- *Deep critique of consumerism*
- *Acknowledging power structures and marginalizations*
- *Shift democracy toward those that are most affected*
- *Taking action toward change*

*(Harris and Barter, 2015; Martusewicz, Edmundson and Lupinacci, 2015; Turner, 2015)*
...Theory and Practice

• In Practice:
  – Place-based
  – Learners-as-leaders
  – Integrated
  – Interdisciplinary
  – Experiential
  – Holistic
Critical Literacy Activity

• In small groups, use the photos by Peter Menzel to explore the following questions:
  – What ecojustice issues are provoked by these images?
  – How do these photos relate to you/your students?
  – In what ways can we use these photos to teach ecojustice issues and connect to the curriculum?
  – In what ways could we build on these images to take action, as citizens and educators?

• Prepare to share your highlights with the whole group.
Activity 2 – Critical Literacy

Peter Menzel  http://www.menzelphoto.com/galleries/
Portrait Works by Peter Menzel

- Material World: A Global Family Portrait
- Hungry Planet
- What the World Eats
Modelling EJE

TED Talk: Stephen Ritz – A Teacher Growing Green in the South Bronx (13:42)

Look for:
• issues of ecojustice
• solutions related to
  – formal and non-formal education
  – classroom subject(s)
Conceptualizing Ecojustice Education

- Interconnectedness
- Complexity
- Place-based
- Challenging
- Uncomfortable
- Community
- Action-oriented
- Respectful
Integrating EJE

What form would EJE take in your teaching?

Design an ecojustice-oriented:
- Classroom design
- Plan a day of school for your students
- Field trip
- Other...

Share your idea with the group
Some Resources


Hint: Email me for the online password for free! 🐱
Welcome to ESE @ OISE!

The ESE Initiative provides OISE students, TDSB educators and many others with an introduction to the concepts and practices of ESE to integrate throughout teaching and learning at OISE, our partner schools, and beyond!

News

September 23
#OISEStepsUp Sustainability Campaign

September 10
UTSG Veg Club Call for Mentors/Mentees

September 07
Oct. 13 - Engaging in EcoJustice: Environmental Education & Equity in Action

Events

September 24, 2018
#OISEStepsUp Sustainability Campaign: Taking the Stairs

October 13, 2018
Engaging in EcoJustice: Environmental Education and Equity in Action EcoSchools Conference & EcoFair

October 23, 2018
Casting a Wide Net: Exploring EcoJustice Through Eco-Art Education

Facilitated by: Hilary Inwood

Time: Tuesday, October 23 - 4:30 - 5:30 PM
Location: #134 (at 371 Bloor St. W.)

Environmental art education is an engaging way to help children and youth become more environmentally-attuned, and introduce them to age-appropriate forms of environmental activism. In this workshop, participants will learn more about how artists are addressing ecojustice issues, specifically in relation to the Great Lakes, and work on an eco-art installation for OISE that could be replicated with an elementary or secondary class or EcoTeam.

No previous skills in art-making are necessary and all materials are provided. Free, but registration required.

More info:
http://www.studentsservices.oise.utoronto.ca/
Please send feedback on this workshop or any questions to Erin.sperling@utoronto.ca