



*Environmental and Sustainability Education
in Teacher Education:
Canadian Perspectives*

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Abstract:

This symposium examines Canadian perspectives on environmental and sustainability education in teacher education (ESE-TE) through the newly published Springer book volume titled, *Environmental and Sustainability Education in Teacher Education: Canadian Perspectives* (2019). The book's contributors, from diverse faculties of education across Canada, employed a range of research methods in exploring various aspects of Environmental and Sustainability Education in Teacher Education (ESE-TE). The book includes the results of empirical and non-empirical studies, including case studies, mixed methods studies, self-study and narrative inquiry, as well as theoretical, conceptual and philosophical inquiries on ESE-TE. The book volume concludes that ESE-TE in Canada depends on the determined, persevering and passionate efforts of faculty members working in varied contexts while exhibiting a fair degree of autonomy. While provincial policy directives for ESE-TE are the exception rather than the norm, the degree of autonomy that post-secondary instructors enjoy could be further supported and strengthened by consistent policy directives that help further local curriculum development by faculty members representing different curricular areas. Additional empirical research is needed to identify specific factors—including a) approaches employed in Canadian ESE-TE programs, b) theoretical frameworks informing such approaches, c) curricular emphases and outcomes implemented in these programs, and d) experiences of ESE-TE students, instructors, administrators and policy-makers—that facilitate or hinder the enhancement of ESE-TE.

Keywords: environmental sustainability education (ESE); teacher education; post-secondary curriculum

Biographical Notes

Maurice DiGiuseppe is an associate professor in the Faculty of Education at Ontario Tech University. His teaching and scholarship focus on teacher professional development, environmental sustainability education, scientific inquiry, and science and environmental education learning resources. Maurice has authored numerous science and environmental science textbooks and learning resources.

Douglas D. Karrow is an associate professor in the Department of Educational Studies, Faculty of Education, Brock University. His current research interests are empirically and philosophically oriented: the empirical work focuses on environmental and sustainability education programs in P-20 contexts while the philosophical work explores the relationship between knowledge and mystery.

Hilary Inwood teaches in the Master of Teaching program and leads the Environmental and Sustainability Education Initiative at OISE, University of Toronto. Her research focuses on developing teachers' knowledge and skills in environmental literacy, with special interest in art education. Her website is found at www.hilaryinwood.ca.