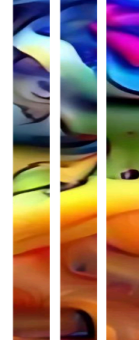


**ACCELERATE / ACCÉLÉRER**

CLIMATE CHANGE EDUCATION  
IN CANADIAN TEACHER EDUCATION

L'ÉDUCATION AUX CHANGEMENTS  
CLIMATIQUES DANS LA FORMATION  
DES ENSEIGNEMENTS AU CANADA



# CCE IN TEACHER EDUCATION PROJECT REPORT

## Climate Change Education: Collaborative Course Development



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University of Victoria

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### Summary

Upon receiving this grant, we hired a graduate student, Nabila Kazmi, who is part of our collaborative team, to develop a course for our teacher education program. The team met to discuss the focus and format of the course, with the intent of integrating it into the program. This course was created as three modules (Self-reflection and Praxis, Interconnectedness of Climate Change and Social Justice and Think Global, Act Local) and it will be integrated into our 2025-2026 course offerings.

Additionally, we created a workshop to share and discuss the course framework, inviting faculty, teacher candidates and graduate students to attend. From this workshop we gained further insights and clear commitment to interweave learning

about climate change into our teacher education program. We developed a workshop that was presented at the WestCAST conference (for teacher candidates, teacher educators, and teachers) held at SFU in February and a subsequent presentation at the Provoking Curriculum Conference held at U of Calgary in February.

We then created a website (<https://onlineacademiccommunity.uvic.ca/climateproject/>) to be used in the course and by others. The website outlines our course draft and includes resources and activities that we have planned in each of the modules listed above.

## Gaps & Needs Addressed

We had recognized the lack of opportunity for teacher candidates to learn about or address issues of climate change in their programs, which is extremely problematic as they will be working with future generations of students in important ways. By offering limited opportunities for teacher candidates to address the more than human world, climate issues, place-based education, etc. we recognized that they were deeply interested and committed, as well as already very knowledgeable about climate issues. These realizations prompted us to find ways to more fully integrate climate issues into



our programs. We also realized that there was limited expertise in climate/environmental issues in our faculty, and have since begun to address this limitation by hiring Dr. Germanos, taking the “Facing Human Wrongs” course designed by Dr. Andreotti, and extending conversations across the faculty.

## Theoretical Framework/s or Guiding Concepts

We drew upon Andreotti’s (2021) framework presented in *Hospicing Modernity*, considering ways to face global challenges, including climate change, with an educative approach that demonstrates and models maturity, humility, and integrity through our teaching and research. We additionally built our work around post-qualitative and post-human research approaches, addressing a more-than-human world that is entangled, interrelated, rhizomatic, and complex. Our work addresses and

moves beyond the ACDE Accord on Education for a Sustainable Future, creating a course that draws on post-human perspectives through identity, interconnectedness of ecological and social justice, action, and transformative theory.

## Outcomes

Our initial outcome was to create a full course in climate change education, and to ensure that it was included in our teacher education programs. These outcomes were fully met. We also wanted to create ongoing opportunities for teacher candidates to discuss, share, and support each other; however, given their very busy schedules only one opportunity at UVic was possible. However, we found other opportunities at conferences and in creating growing networks in the Victoria area and beyond. Our intentions to enhance awareness of climate issues across our campus, our communities, and schools, is interwoven with our work to challenge colonial practices and to work to incorporate Indigenous ways of knowing and learning into our teaching and research.

## Successes & Challenges

As described above, we were able to meet most of our outcomes successfully, and now have a robust course and set of resources that can be used by teacher educators, as well as teacher candidates as they embark on their teaching careers, at both the elementary and secondary levels. We were able to develop a network of scholars, graduate students, and faculty who are interested in developing a Climate Education hub at UVic, and to share this with local community and educators. As described by the ACDE Sustainability document (2022), “we recognize the power of education to transform practice...this is a social and an ethical responsibility. We must act.” At UVic we agree, and are committed to responding to this imperative, and to that of the UN SDGs, to make changes by 2030.



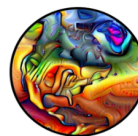
## Lessons Learned

The process of creating the climate change curriculum for us was iterative. We were constantly learning, gaining feedback and bringing resources from other places into the

course design. If we did it the next time, we would like to connect with community organizations early on and see any possible collaborations. This would give us the capacity to include more community-engaged work in the course. Even though we have designed the course for CCE, we would have liked to offer people resources around community collaboration work.

## Advice & Resources

A list of resources is included and can be accessed through the website. A piece of advice would be to build the course by doing some of the foundational work around what worldview, values and belief systems the course is embedded in. We were looking at building the course through the lens of decolonizing climate education and educational spaces in general. A lot of the work we did was then focused on creating content/resources/activities that were embedded in that framework. We also used the framework to validate some of the content that we were finding in our research. We modified things and built on ideas that were matching with our ideologies.



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