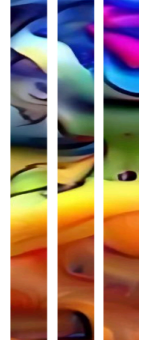


ACCELERATE / ACCÉLÉRER

CLIMATE CHANGE EDUCATION
IN CANADIAN TEACHER EDUCATION

L'ÉDUCATION AUX CHANGEMENTS
CLIMATIQUES DANS LA FORMATION
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PROFESSIONAL LEARNING VIGNETTE

Climate Change Education Otherwise

Meredith Lemon & Aleks Waliszewska
University of Victoria
March 2025

Program Description

As part of the Climate Education Fellowship Program at the University of Victoria, (supported by Drs. Mildred Shaw and Brian Gaines), we created a two-part workshop for local elementary educators guided by the following questions. *How do we facilitate learning invitations with elementary learners that will help to repair and rebuild their relationships with the more-than-human world? How might we build children's stamina, intellectual, affective, and relational capacities to survive and thrive in a precarious future (Stein et al., 2023)?*

We collaboratively developed and facilitated two four-hour workshops with inspiration (and some activities) from the *Facing Human Wrongs* course developed in part by University of Victoria's Dean of Education, Dr. Vanessa Andreotti. Through professional circles we intentionally invited educators from diverse groups to cross-pollinate ideas and practices; participants included Indigenous and settler educators from local public school districts, the Esquimalt Nation, a forest school, and a Montessori school for a total of 8 and 9 educators at each workshop, which took place in May 2024 on Lekwungen lands in BC.

Creating community amongst the educators was our first goal, knowing this would shape our conversations. To that end, lunch was provided, as were informal table discussion questions about educational roles and perspectives on Climate Change Education (CCE). The first workshop included activities such as: engaging with quotes from the article *Beyond Colonial Futurities in Climate Education* (Stein et al., 2023) and creating mind maps representing some of their discussion; nature-based activities; and imagining a child in 2054 to contemplate what skills they would need to survive and

thrive while living with the predictions of the climate crisis. At the end, participants were invited to reflect in provided journals.

The second workshop, a few weeks later, began again with lunch and conversational questions about the previous workshop and ideas that had arisen since then. The group spent most of the afternoon outside reading a Cree story called *The Four Mountains (Gesturing toward decolonial futures, n.d.)*, and reflecting on their responsibilities at various life stages. This was followed by optional nature-based activities and small group discussions on existing sample CCE guidelines. A discussion was centred on the degree to which these guidelines supported ideas in Stein et al. (2023)'s article on building children's stamina, as well as intellectual, affective, and relational capacities to thrive in precarity.

These were inspiring and important workshops. Some themes that arose include the importance of centring local Indigenous practices and worldviews in CCE, learning how to be a good visitor on Indigenous lands, the necessity of building a community of diverse educators passionate about climate education, and the power of space, time and emergent dialogue with minimal attachment to outcome to hold complexity and precarity. We will share this work at two upcoming education conferences in 2025 (Provoking Curriculum and CSSE), and develop further workshops to build both educators' and learners' abilities to navigate a precarious future (Stein et al., 2023).

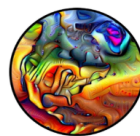
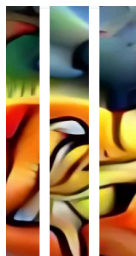
More Information

For more information on this professional learning program in CCE, please contact: Meredith Lemon [mjlemon@uvic.ca] & Aleks Waliszewska [awalisze@uvic.ca].

References

Gesturing toward decolonial futures. (n.d.). *The four mountains (collaboration with Cree elder John Crier)*. <https://decolonialfutures.net/portfolio/fourmountains/>

Stein, S., Andreotti, V., Ahenakew, C., Suša, R., Valley, W., Huni Kui, N., Tremembé, M., Taylor, L., Siwek, D., Cardoso, C., Duque, C. "Azul," Oliveira da Silva Huni Kui, S., Calhoun, B., van Sluys, S., Amsler, S., D'Emilia, D., Pigeau, D., Andreotti, B., Bowness, E., & McIntyre, A. (2023). Beyond colonial futurities in climate education. *Teaching in Higher Education*, 28(5), 987–1004. <https://doi.org/10.1080/13562517.2023.2193667>



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