

Embedding Sustainability: *'painless is just delay'*

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Embedding sustainability

a work in progress – involves us all

1



My perspectives

2



Sustainability in higher education

3



Sense Making Methodology

4



Nurturing Gaiademia

5



WIIFM - WITT



1. My perspectives

reject business-as-usual based on growth

Staff development

Transformative education with engineers

- On the outside
- See the gaps

Futures studies

Metadimension

Health
Healing
Sustainability



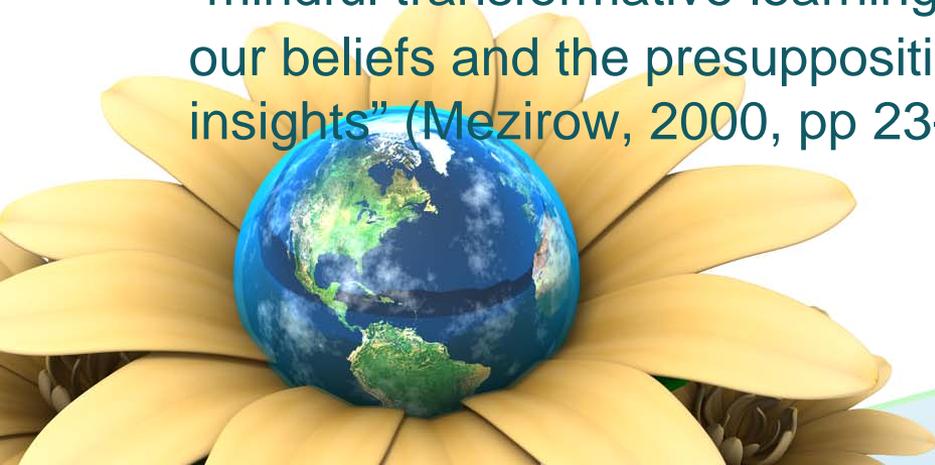
2. Sustainability in Higher Education

- Which definition? Whose?
- Sterling's 3 levels: education about; for; as; sustainability
- Implications for tertiary educators:
 - “not merely *about* the world but on *behalf* of the world” (Rappaport 1994)
- Global competence (Badley, 2000)
- Transformative learning
- Evaluate or perish



Resistance /resistings

- Sites of values struggles
 - “re-enchantment” versus “sustainabullies / sustainatopians”
- “personal reconnection” to “other species and to the earth’s living systems”
Expand/ complement scientific thinking in ‘stereoscopic vision” (Barlett, 2008)
- “mindful transformative learning experience - reflection to reassess our beliefs and the presuppositions behind them - act on the insights” (Mezirow, 2000, pp 23-4).



3. Sense-Making Methodology

- Useful to understand transformation
- To gather evidence for credibility
 - to identify emotions and feelings*
 - to describe the gaps they identified and had to bridge*
 - to describe the helps and hindrances in this process*
 - to document the outcomes - improve the curriculum*
- Fears about writing
- Teaching response



What does it add?

Can improve teaching and curriculum

Takes time versus “hurry sickness”

No transformative ‘recipe’



4. Nurturing a *Gaiademia*

Growth not a sustainable 'meme' (transforming idea)

Try *Healing*, ourselves, the planet

Signs of hope

Leadership:

Global citizenship: “*respond with energy, moral stamina, enthusiasm, and ecological competence*” (Orr)



5. From WIIFM to WITT

New expectations

Massive values changes

Inner – outer work

Globo sapiens:

- *Empathy, global consciousness, transgenerational thinking, the ability to contemplate changes to their current way of life, courage, being able to work for healthier futures.*

Is your curriculum helping?

