Embedding Sustainability: ‘painless is just delay’

Dr Patricia Kelly FSEDA
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?