Environmental Education At Primary Schools In Iloilo City

This dissertation, “The Influence of Principals’ Attitudes on the Implementation of Environmental Education in Primary Schools” by Kam-ling, Samantha, Chan, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b3196145 Subjects: Environmental education - China - Hong Kong Elementary school principals - China - Hong Kong - Attitudes

Hauptbeschreibung
Field trips are a popular method for introducing students to concepts, ideas, and experiences that cannot be provided in a classroom environment. This is particularly true for trans-disciplinary areas of teaching and learning, such as science or environmental education. While field trips are generally viewed by educators as beneficial to teaching and learning, and by students as a cherished alternative to classroom instruction, educational research paints a more complex picture. At a time when school systems demand proof of the educational value of field trips, large gaps often exist in the integration of environmental education into the primary school curriculum. The findings of the study suggest that Sechaba Primary School has managed to integrate environmental education in its curriculum through the help of non-governmental organisations (NGOs) and other stakeholders. The research concluded by arguing that OTL about the environment appear to be enhanced where there are strong connections between the schools and NGOs. Specifically, the following set of recommendations was documented: First, local leadership and agency are required to pursue the various opportunities and resources to build the school's capacity for environmental learning. Schools should be encouraged to designate and support local leaders to take responsibility for driving the integration of environmental learning into their curriculum. Such integration is too important and maybe too demanding to be left to individual teachers independently in their own classrooms. Second, converting the latent capacity and/or physical and intellectual infrastructure for environmental learning into real OTL about the environment for the students will continue to remain a challenge for some of the teachers while others have managed the integration in some exemplary fashion. Opportunities for teachers to observe each other, plan together and work collaboratively on issues of integration should be created at school and district level. Third, it is critical that all teachers undergo in service training regarding the implementation of environmental education, and such training should provide teachers with enough time to learn. One of the major limitations of the Department of Education's programme of implementation of the new environmental learning policy has been the inability to provide teachers with enough time to learn and implement the new ideas of the revised national curriculum statement. Finally, it is important to reiterate the importance of providing adequate resources for implementation of environmental learning from the Department of Education. Having said that, however, the case of Sechaba has demonstrated how such resources can also be mobilised from elsewhere outside the system. Encouraging beneficial partnerships between schools and NGOs may in itself be a valuable resource to encourage many primary schools in SA for whom government resources in this field continue to remain inadequate.
Environmental Education in Primary Schools

This book encapsulates four sections about open and equal access for learning in school management. The first section is related to school management and leadership. Second section of the book gives insight on school culture. Third section of the book underlines the importance of open learning. Latest section of the book covers the importance of equal access and learning in curriculum, environment, gender, youth. I have a firm belief that authors can find great insights on open and equal access for learning from different reflections and researches of chapters.

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

This book presents an international perspective on environmental educational and specifically the influence that has on this aspect of curriculum. The focus is on environmental education both formal and non formal and the factors that impact upon its effectiveness, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

The effectiveness of Education for Sustainable Development depends on the ability of schools and teachers to embrace pedagogies that reduce the gap between the rhetoric of education for the environment and the reality of classroom practices. This book responds to the need to better understand the nature of the relationships between agency and structure that contribute to the development of educational rhetoric-reality gaps in order to inform processes that most effectively facilitate pedagogical change. This book explores the issues of pedagogical change through the experiences of Australian primary school teachers faced with the challenge of implementing an environmental education program in which young students were positioned as active participants in the social processes from which environmentally sustainable practices could be developed. These teachers were required to adopt pedagogies that often represented the antithesis of their well-established teacher-directed approaches. Through the use of Anthony Giddens' Theory of Structuration this book provides unique perspectives of the teacher mediated manner in which certain elements of structure and agency interrelate to enable and constrain classroom practices—essential understandings for school principals and educational policy developers who aim to effectively implement pedagogical change. This book also demonstrates that the Theory of Structuration provides a valuable ontological research framework, and provides social researchers with practical guidance for how to relate this theory to specific research issues.

In examining opportunities to learn environmental education at the school and classroom level, we were interested in ascertaining how teachers in primary schools have made sense of the new policy of integrating environmental education in the various learning areas. The researchers wished to find out how workable the policy was in one school context, and what its consequences were in terms of providing better opportunities for learners. Indeed the case of Sechaba Primary has provided some insights into these questions. We now know how some schools have taken the new policy and made it work for them. They have developed their own local environmental policy, which served as a basis for mobilising and organising resources for learning and teaching environmental education at the school. It is this localised policy that seemed important in driving the integration of the environment into the curriculum at Sechaba Primary.

Furthermore, the local policy created a platform for mobilising the intellectual and material resources for the integration of environmental education at the school. For us, the most important lesson coming out of this research therefore is the need for local school actors to take the initiative and be the agents of change. Agency and teacher leadership have proved to be cornerstones of the success story of the integration of environmental education at Sechaba Primary. There is, however, still a long way to go in terms of reaching the conceptual depths of the integration and extended participation of learners in environmental education, as the case of Sechaba Primary has illustrated. The lessons learned from the Sechaba Primary case would be applicable in schools that have taken environmental education as seriously as Sechaba Primary has done.

"The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet."-Marc Bekoff, author of The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint "Slayan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act."-Peter Saundra, Ph.D., Executive Director of the National Council for Science and the Environment "A clarion call to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards."-Mark Gold, President, Heal The Bay "We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right."-Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global "The greatest threat to the future of all species on the planet is the huge gap between what is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public. The sound prescriptions in this book need to be read now. We are running out of time."-Dr. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity "Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us."-Paul R. Ehrlich, author of The Population Bomb and Humanity on a Tightrope

Education for Sustainability is a key priority in today's schools, as our society seeks to find a balance between environmental, social, cultural, political and economic imperatives that affect our future. As young children will become the next generation of adults, it is vital that they are educated about sustainability issues, so that they can learn to make informed decisions and take positive action for a sustainable world. Teachers are ideally placed to educate for sustainability issues, and indeed have a responsibility to do so. However, they often lack support and experience in this area, and constraints of current curriculum priorities can inhibit Education for Sustainability being taught effectively in many classrooms. Educating for Sustainability in Primary Schools: Teaching for the Future addresses this problem by showing how Education for Sustainability can be developed within and across all areas of the primary curriculum in the Australian and New Zealand contexts. The book provides a range of educational approaches and examples of activities to support teachers in addressing national requirements for teaching the major primary curriculum learning areas, while simultaneously educating for sustainability. This integrative approach to primary education can promote knowledge of, positive attitudes towards and suitable action for sustainability in relevant, meaningful, enjoyable and creative ways. This book is a valuable resource for all primary teachers who wish to make a real difference to educating children for the future.
Originally published in 1994. This work is intended for teachers in primary and secondary schools faced with the challenge of maximizing National Curriculum opportunities for environmental or “green” issues. The contributors suggest ways of augmenting pupils' understanding of the issues. This book is for teachers in primary and secondary schools faced with the challenge of maximizing curriculum opportunities for environmental issues. Specialist contributors suggest practical ways of augmenting their pupils' understanding of these issues, via work in the other cross-curricular areas, in core and foundation subjects of the National Curriculum and in other areas of study.

Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: naaee.org/eepro/resources/urban-ee-essays. These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

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