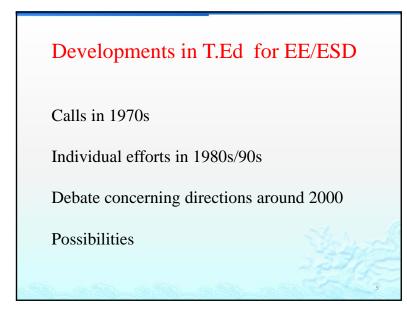
Education for Sustainable Development and Teacher Education: dilemmas and directions

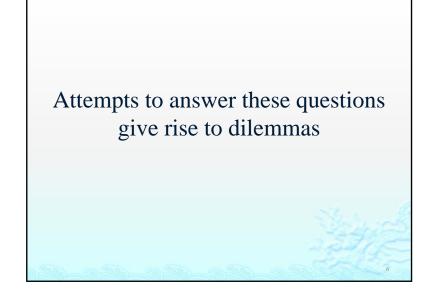
> Philip Stimpson Visiting Scholar HKIED Formerly Faculty of Education HKU

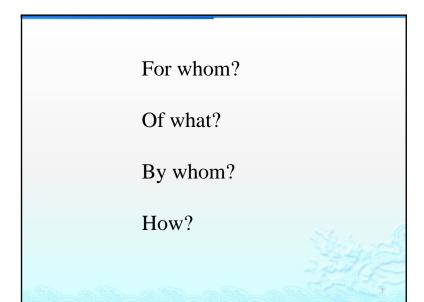
Actions too often, largely opportunistic depending on small groups of two or three enthusiastic, highly committed environmental educators reacting to situations that arise and doing what they feel is right.

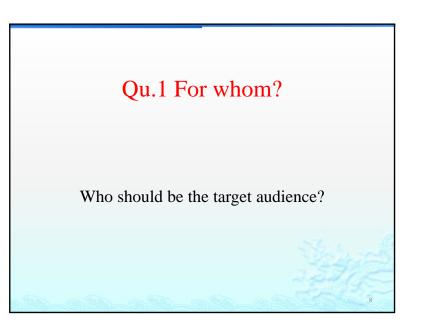


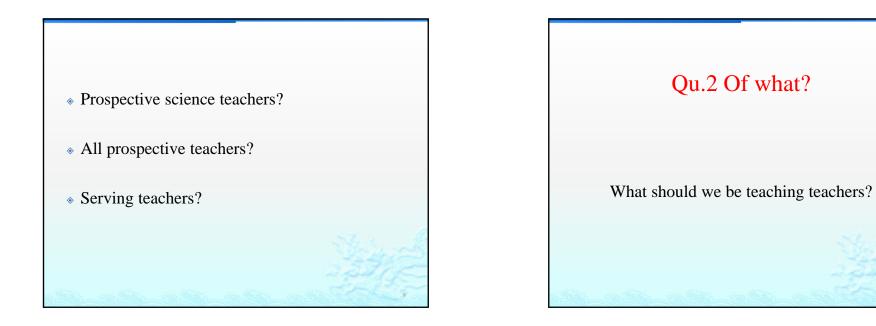


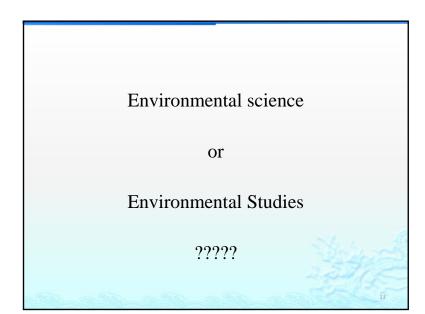


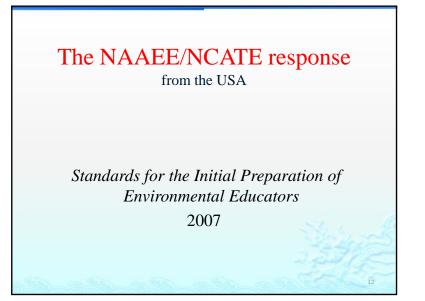








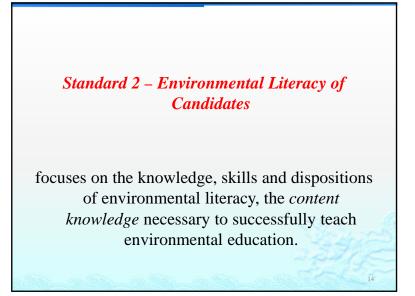




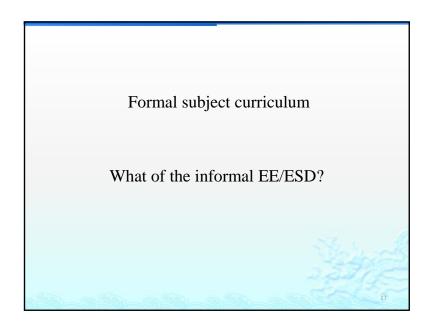
Standard 1 – Nature of Environmental Education and Environmental Literacy

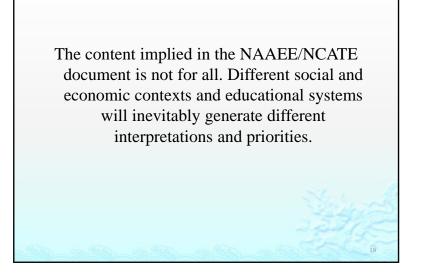
emphasizes *content knowledge* of the historical, theoretical, and research-based foundations of environmental education.

Standard 3 – Learning Theories and Knowledge of Learners stresses knowledge of theories of human development and learning...
Standard 4 – Curriculum: Standards and Integration and Standard 5 – Instructional Planning and Practice emphasize the knowledge, skills and dispositions of *pedagogy* and *instructional planning* needed ...
Standard 6 – Assessment centers on the knowledge, skills and commitment necessary to make assessment integral to curriculum and instruction ....
Standard 7 – Professional Growth in Environmental Education emphasizes professional and ethical practice, the importance and benefits of belonging to a professional community, ....



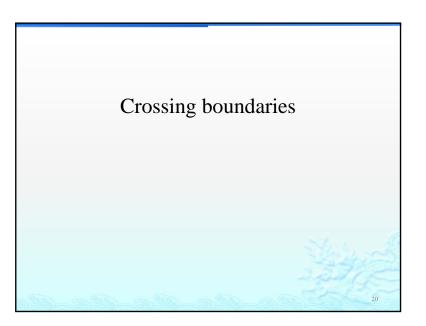








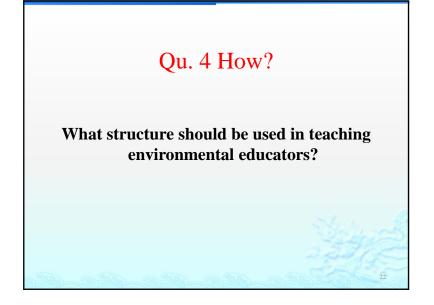
Who should be teaching environmental educators?



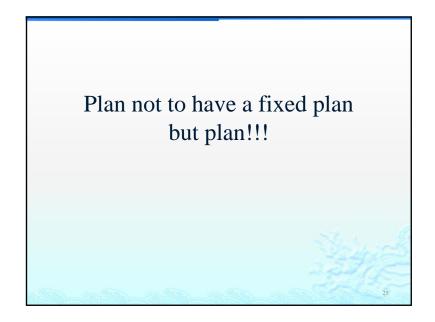


Multi-disciplinary/inter-disciplinary

Problem based learning







Each education system with its own context needs to think through the dilemmas raised.





Make the secret world of teacher education a little less secret

We need to open up the box

