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Nota di contenuto	Chapter 1. Green school movements: An introduction -- Chapter 2. Seeking a green future through education -- Chapter 3. Towards a Generation of Sustainability Leaders: Eco-Schools as a global green schools movement for transformative education -- Chapter 4. The Enviroschools Programme in Aotearoa New Zealand: Action-orientated, culturally responsive, holistic learning -- Chapter 5. Moving Green to Mainstream: Schools as models of sustainability for their communities - The Australian Sustainable Schools Initiative (AuSSI) -- Chapter 6. The Austrian ECOLOG-Schools Programme – Networking for Environmental and Sustainability Education -- Chapter 7. Ontario EcoSchools: A framework for environmental learning and action in k-12 schools -- Chapter 8. The Past, Present and Future of Mainland China's Green

Schools -- Chapter 9. French Sustainable Development Schools (E3Ds) to promote awareness and commitment -- Chapter 10. Eco-Schools Movement in Germany in the Light of Educational Reforms -- Chapter 11. The Green School Award in Hong Kong: Development and impact in the school sector -- Chapter 12. Journey of Green Schools in India -- Chapter 13. Green Schools in Israel: Multiple rationales and multiple action plans -- Chapter 14. Eco-Schools Kenya: Practising Education for Green Economy and Sustainability -- Chapter 15. Green Schools in Mexico and Spain: Trends and critical perspective -- Chapter 16. Eco-Schools as Education for Sustainable Development in Rural South Africa -- Chapter 17. The Green school movement in Sweden – past, present and future -- Chapter 18. The development of Greenschools in Taiwan: Current situation, obstacles and prospects -- Chapter 19. Impact of the Eco-schools Program on “Education for Sustainable Development” in Turkey -- Chapter 20. The Ebb and Flow of Environmental and Sustainability Education in UK Schools -- Chapter 21. Green Schools in the United States -- Chapter 22. A Regional Approach to Eco-Schools in the Western Indian Ocean -- Chapter 23. Transforming education through green schools: Trials, tribulations and tensions.

Sommario/riassunto

Green Schools Globally brings together stories of the green school movements (Eco Schools, Enviroschools, Green Schools, Sustainable Schools, ResourceSmart Schools etc) in several countries around the world, with a focus on the impact of the movement on the development and implementation of education for sustainable development in each of the countries. In particular, each story explains the history of the movement per country, its current status, achievements, obstacles and broader impact. Green schools focus on a whole school approach which aims to include everyone (students, teachers and the local community) to improve school environments, including resource usage and the environmental footprint of the school, to motivate students to take on environmental problems and seek resolutions particularly at a local level, but also thinking globally, and to improve students' attitudes and behaviours as part of developing a sustainability mindset. Here are their stories together in one volume for the first time. A distinctive feature of Green Schools Globally is the diverse array of perspectives that illustrate why it was not easy being green. Readers will appreciate the courage and resilience of the people who have persisted in the 'stories of vision' as curriculum demands have increased across vastly differing cultural and education environments. They should also appreciate how well supported these school initiatives are, by decades of scientific and educational research. One might ask, on reading these fascinating tales of green schooling, exactly where responsibilities for our common futures must now reside. - Emeritus Professor Paul Hart, University of Regina, Canada This Volume brings together a diverse group of dedicated emerging and established scholars and practitioners who are all committed to reorient education towards people and planet. Their collective wisdom has resulted in a rich collage of perspectives and practices from around the world, showing how schools can connect to the grand sustainability challenges of our time, not only by paying attention to key emerging topics, like climate urgency, in the curriculum, but also and, foremost, by connecting to the existential questions young people bring to school, and finding more relational and actionable pedagogies that will help them develop the competencies they need in creating a better tomorrow. - Professor Arjen E.J. Wals, Wageningen University, The Netherlands, UNESCO Chair
