



Policy Section: **School Administration**

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Policy Name: **Environmental Education**

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Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to deliver environmental education, to model environmentally responsible practices, and to raise environmental awareness for all staff, students, Trustees, and the community. The Board will consistently consider the impact, on the environment, of decisions that are made in the delivery of curriculum, and in the daily operations of the School Board.

Rationale

The Keewatin-Patricia District School Board is committed to environmental education, environmental action, and care of the environment. The Board recognizes that locally relevant and culturally appropriate environmental education, not only increases students' environmental literacy but also contributes to higher academic achievement in all students. Engaging students with authentic, experiential environmental education will prepare them with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens.

Definitions

"Environmental Education" is education about the environment, for the environment, and in the environment, that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:

- The earth's physical and biological systems;
- The dependence of our social and economic systems on these natural systems;
- The scientific and human dimensions of environmental issues; and
- The positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Cross Reference
Shaping Our Schools, Shaping our Futures
Environmental Stewardship Mandate
Environmental Education, Scope and Sequence of Expectations Gr. 1-8 (2009)
Environmental Education, Scope and Sequence of Expectations Gr. 9-12 (2017)
Policies
331, Instructional Practices
401, School Student Activities Outside the Classroom
607, Procurement
801, Use of School Facilities Grounds Equipment
803, Facilities
808, Accessibility Standards for Design of Public Spaces

Date Adopted: 11/05/2010
Date Reviewed: 12/04/2011; 10/02/2015;
08/05/2018; 23/05/2023

Review By: 2027

“**Environmental Literacy**” has five (5) essential components:

- General awareness of the relationship between the environment and human life;
- Knowledge and understanding of human and natural systems and processes;
- Attitudes of appreciation and concern for the environment;
- Problem-solving and critical thinking skills; and
- Capacity for personal and collective action and civic participation.

“**Experiential Education**” – is an engaged learning process whereby students “learn by doing” in a cycle of experience, reflection, and application of the learning to new contexts. Through experiential learning, students increase knowledge, develop skills, and clarify values in a non-biased manner.

“**Outdoor Education**” is planned and organized learning that takes place in the outdoors.

“**Land-Based Learning**” brings together layered concepts like the importance of language and the geography of stories, cosmologies and world views, land protections and rights, relationality and accountability, a connection to reconciliation, and much more. It is sometimes described as learning from the land, or using regional Indigenous cultures as the compass or guide for learning. Land-based learning uses an Indigenous world view and environmentally-focused approach to education, is tied to language and culture, and includes Indigenous Elders or Knowledge Keepers.

Guidelines

The Keewatin-Patricia District School Board will take on a leadership role in the following areas:

Teaching and Learning

- Placing environmental literacy within the content and methodology of instructional programs in all divisions; and
- Providing opportunities, resources, and training for staff to learn, develop, and implement the cross-curricular nature of environmental concepts.
- Supporting schools to provide experiential learning opportunities, explore multiple environments and engage in learning activities that are situated in the outdoor environment, including land-based learning, and involve actions to improve the environment.



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Student Engagement and Community Connections

- Supporting student, parent/guardian, community, and educator partnerships in developing classroom, school, community/local, and wider environmental actions; and
- Retention and development of natural/green landscaping and wildlife habitats on Board property.

Environmental Leadership

- Ensuring that environmentally sound operational and purchasing practices are consistent with what students are learning in the classroom; and
- Facilitating appropriate waste management procedures (reduce, reuse, repurpose, recycle) and conserving energy and water resources.