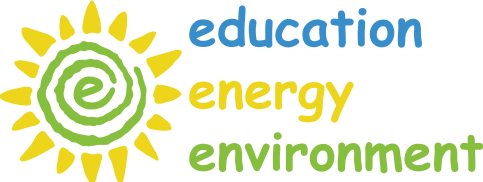


**EDUCATION \* ENERGY \* ENVIRONMENT**

**A FRAMEWORK TO ADVANCE  
ENVIRONMENTAL STEWARDSHIP  
WITHIN THE  
CALGARY BOARD OF EDUCATION**



**Calgary Board of Education**

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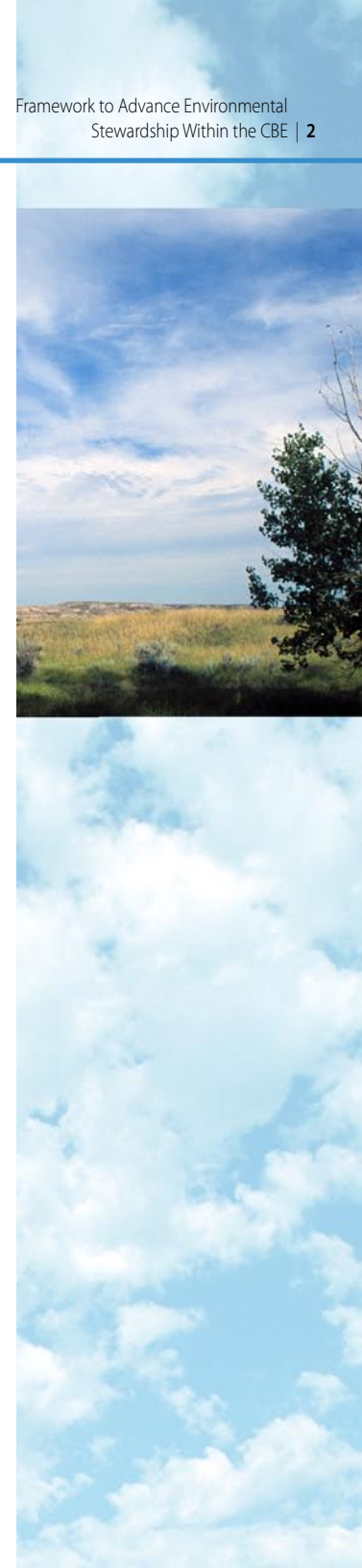
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## Document Development History

Action	Participants	Date
Alberta Community Development (A.C.D.) retained to facilitate the process	EcoTeam, Rebecca Mitchell, A.C.D.	Aug. 29, 2006 – Highfield
Planning session 1	EcoTeam, ACD, advisory committee	Sept. 25, 2006, – Highfield
Individual follow up	EcoTeam	
Planning Session 2	EcoTeam, ACD, advisory committee	Nov. 6, 2006 – Highfield
Individual follow up	Ecoteam	
Planning session 3	EcoTeam, ACD, advisory committee	Dec. 4, 2006 – Highfield
Individual follow up	EcoTeam	
Planning session 4	EcoTeam, ACD, advisory committee	Feb. 2, 2007 – Canada Olympic Park
Individual follow up		



# Executive Summary

The Calgary Board of Education (CBE) has a considerable legacy of leadership and success in environmental education and energy management on both an individual school level and at a system level. The CBE recognizes that efforts must be strategic to ensure current investment levels produce increasingly significant results.

This document describes a strategic framework that will enable the CBE to become a model of environmental stewardship, sustainability planning and quality environmental education. The Five Year Implementation Plan, which is the partner document to this framework, describes the activities that will achieve the outcomes associated with advancing environmental stewardship.

In June of 2006, the Education\*Energy\*Environment Team was created to provide leadership to strategic initiatives within the CBE dedicated to:

- Calculating and reviewing the organization's ecological footprint and use the results to reduce the impact the CBE has on the environment.
- Creating synergy across service units and departments regarding environmental practices and ethics.
- Introducing operational environmental literacy and associated decision making processes.
- Functioning within a model of triad leadership to develop a systemic and cohesive approach in support of environmental stewardship.

This document is based on the collective wisdom of 22 people from both inside and outside of the CBE who contributed time and expertise to:

- Summarize a rationale for this project.
- Develop a vision and mission.
- Generate four high level outcome statements.
- Define the associated individual outcomes, resources, baseline analysis, strategies and performance measures that support achieving the vision.

The CBE's **Executive Limitations**<sup>1</sup> and **Educational Ends**<sup>2</sup> were used as a fundamental criteria to inform this work.

**Annual workplans** for the Education\*Energy\*Environment Team will be generated from this framework to address projects and initiatives. **Project Plans** will be developed for each initiative.

**Currently the CBE has no baseline data** regarding a strategic approach to environmental stewardship, perspectives on operational environmental literacy or measurement of its ecological footprint.

This document will be reviewed and **revised annually** to ensure it remains a relevant and effective tool for advancing progress towards the *Calgary Board of Education becoming a model of local and global environmental stewardship.*

If everyone consumed as much energy, food and other resources as the average Canadian, humans would need more than four Earth's to support their lavish lifestyle.

— World Wildlife Report on Ecological Footprints, October 2006

[www.wwf.org.uk/researcher/issues/footprint/index.asp](http://www.wwf.org.uk/researcher/issues/footprint/index.asp)



<sup>1</sup> CBE Executive Limitations are the expectations of senior system leadership

<sup>2</sup> Educational Ends are the goals of the Calgary Board of Education

# Framework Development Process and Acknowledgements

On May 16, 2006, a representative sample of twenty-four CBE staff participated in an **Energy Master Plan Workshop** to explore some of the challenges associated with achieving an enhanced environmental ethic for the CBE. This workshop provided a planning framework for initiating the process that produced this document.

**In June of 2006 the Education\*Energy\*Environment Team (EcoTeam) was established.** The EcoTeam will provide strategic leadership within facility services, learning and teaching strategies and community engagement that are intent on promoting operational environmental literacy and enhanced thinking regarding ecological sustainability. The EcoTeam is unique to school boards in Canada.

In September of 2006 a twenty-one member **multi-stakeholder steering committee** was established to advise the development of this strategic framework that would guide the efforts of the EcoTeam.

The development of this framework was facilitated by Rebecca Mitchell, Alberta Community Development, with the assistance of the Education\*Energy\*Environment Team throughout the fall of 2006:

Samir Adkar  
Rex Fisher  
Catherine Fradgley  
Olena Juzkiw  
Jeff Reading

Project Coordinator  
Energy Advisor  
General Manager, Plant Operations  
Coordinator, Community Engagement  
Curriculum Specialist

A Steering Committee, comprised of the following people developed and advised on the framework:

Barbara Bannon	Principal, Olympic Heights Elementary School
Karen Bird	Principal, Colonel Macleod Junior High School
Carey Booth	Head, Education and Interpretation, Fish Creek Provincial Park, Alberta Parks and Protected Areas
Paul Bowen	Internal Communications Specialist, Communications
Calvin Davies	Executive Assistant to the Superintendent of Educational Support Services Community Sustainability Initiatives, City of Calgary
Pat Inglis	Science Specialist, Curriculum Support Area Supervisor, Facility Caretaking Services
Pat Kaiserseder Brad Kormann	Executive Director, Alberta Ecotrust Foundation
Pat Letizia	Manager, Corporate Financial Services Mechanical Engineer, Capital Planning and Development
Carla Male Marco Mazzolani	System Principal, Corporate Partnerships Executive Director, Alberta Council for Environmental Education
Kimm Renaud Gareth Thomson	Manager, Policy Operations Development Manager, Information Technology Services
Janice Trylinski Gerry VanKeeken	Principal, Lord Beaverbrook High School
Dianne Yee	

Congratulations on working to create a truly sustainable community linking education with direct service providers at the City of Calgary.

– Dave Bronconnier,  
Mayor, City of Calgary



Environmental education is at a unique crossroad. More than forty years of successful environmental education efforts, an increasing sense of urgency regarding environmental quality, increased economic parity between the cost of living sustainably and the cost associated with the status quo and with the need to live within our means has produced a rationale and associated set of opportunities, that clearly supports adopting practices that lead to an enhanced stewardship of the environment.

## Education

- **As one of the largest school districts in Canada** (96,931 students within 215 schools in 2005-06), the CBE has an opportunity to educate and demonstrate leadership in environmental stewardship.
- **Graduates of environmental education and science** efforts over the past few decades have matured and now occupy positions of decision making authority within today's society. Engaging communities is a critical ingredient in creating meaningful changes in operational environmental literacy abilities.
- **Students receive mixed messages** that represent a disconnect between theoretical classroom based environmental education messages and real life issues and realities.
- **Education can change behavior.** Education is a strong strategic tool, perhaps more effective than regulation, policy, legislation, and enforcement. Education can lay an effective foundation for addressing the root cause of environmental issues, both for future generations and within current associated adult communities.
- **Our choices affect the environment.** Education helps consumers make responsible decisions that contribute to environmental solutions.

- **Environmental education makes good business sense<sup>3</sup>.** Alberta's natural assets need to be managed wisely. When citizens understand the issues, they can help ensure our natural capital is maintained for the benefit of future generations.

## Community

- **Alberta's population is growing** faster than any other province in Canada<sup>4</sup>. Through higher levels of consumption, without thoughtful consideration, we are exceeding the biocapacity of the planet and contributing to an overextension of the earth's capability to support human activity. It is in our best interests to adopt operational environmental literacy abilities that encourage sustainable habits and consumption practices that are within the limits of the planet's ability to support this lifestyle.
- **Since 1996 Calgary's population has grown by 25.8%<sup>5</sup>,** making it the fastest growing metropolitan city in Canada. The CBE has a responsibility to educate about sustainable living practices for current and future generations.
- **Society supports** the need for a strategic and unified approach to advancing environmental literacy that is directed at both future generations as well as the decision makers of today<sup>6</sup>.

<sup>3</sup> The CBE's Education\*Energy\*Environment Team has a partnership with the City of Calgary's Community Sustainability Initiative Team and is guided by Executive Limitation 17

<sup>4</sup> Statistics Canada (<http://www.statcan.ca/Daily/English/060927/d060927a.htm>)

<sup>5</sup> Source: Statistics Canada, Annual Demographic Statistics, 2005.

<sup>6</sup> CBC – Environics poll (Nov 2006) ([http://erg.environics.net/media\\_room/default.asp?aID=615](http://erg.environics.net/media_room/default.asp?aID=615))



A declining water supply, in combination with continued population and economic growth in the Calgary region, make water management one of the city's most critical environmental issues.

– 2007 State of the Environment Report, City of Calgary

- **The public cares about the environment, but lacks knowledge and tools.** According to recent polls<sup>7</sup>, Canadian adults place environmental issues at the top of the political agenda, yet only four percent believe that they know enough to keep the environment healthy.
- **Society is inviting an elevated standard on environmental ethics and stewardship**<sup>8</sup>. In Alberta, the public is aware of environmental issues created by human activity, and is concerned about such issues as climate change, global warming, pollution, globalization, impacts on quantity and quality, energy efficiency, and the health of natural areas.
- **People are becoming increasingly disconnected from the natural world.**<sup>9</sup>
- **Calgary's natural heritage is protected** as we come to better understand the intrinsic value of ecological services provided to us by nature.
- The CBE understands the value of **aligning itself with the City of Calgary's** environmental practices and initiatives and imagineCALGARY planning<sup>10</sup>.

## Facility Operations

- **The operations of the CBE represent a significant ecological footprint.**<sup>11</sup> Calgary has the largest ecological footprint<sup>12</sup> of any major municipality in Canada. Efforts should be made to integrate what is learned from the CBE and City of Calgary footprint analysis to reduce the impact the CBE has on the environment.
- **Calgarians recognize that there is a shared governance responsibility for environmental management.**<sup>13</sup> The CBE has a role to play in building the social infrastructure that supports shared stewardship.

- **Promote sustainable development.** Environmental education delivers on Canada's commitment to support the United Nations 'Decade of Education for Sustainable Development'<sup>14</sup> that began in 2005.
- **There is a financial benefit** to adopting strategic budget decision making processes that consider a wide range of factors and implications.<sup>15</sup>

We are all part of the solution. Addressing today's challenging environmental issues and moving society towards sustainability is best achieved through the active involvement of all stakeholders.

- 
- <sup>7</sup> Ipsos-Reid poll (Nov 2006) ([http://www.ipsos-na.com/news/client/act\\_dsp\\_pdf.cfm?name=mr061118-1.pdf&id=3275](http://www.ipsos-na.com/news/client/act_dsp_pdf.cfm?name=mr061118-1.pdf&id=3275))
- <sup>8</sup> 2007 UN Intergovernmental Panel on Climate Change - summary for policy makers (<http://www.ipcc.ch/>)
- <sup>9</sup> Louv, Richard, Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder (2005) (<http://www.eeweek.org/survey.htm>)
- <sup>10</sup> imagineCALGARY - Long Range Urban Sustainability Plan for Calgary (2006)
- <sup>11</sup> The ecological footprint compares human demand on ecological resources with nature's ability to provide these resources. (Source: The <http://www.footprintnetwork.org/>)
- <sup>12</sup> Federation of Canadian Municipalities Report on Ecological Footprints (2006) (<http://www.fcm.ca/english/media/backgrounders/sept292004bac.html>)
- <sup>13</sup> Sustainable Calgary – State of the City Report (2005) (<http://www.sustainable-calgary.ca/projects/stateofourcityreports.html>)
- <sup>14</sup> United Nations: Decade for Sustainable Development initiative, ([http://portal.unesco.org/education/en/ev.php-URL\\_ID=27234&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html))
- <sup>15</sup> BOMA Guidelines and Standards (2007) (<http://www.boma.org/TrainingAndEducation/BEEP/>)



## Vision

**The Calgary Board of Education is a model of local and global environmental stewardship.**



## Mission

**The Education\*Energy\*Environment team provides leadership to advance operational environmental literacy through strategic facility, curricular and community initiatives.**

Ecological stewardship is quickly becoming one of the most pressing public priorities for communities today. Whether at a global or local level we must continue to ensure that appropriate action and awareness of our environment and the impacts of resource consumption are on our radar screen. At the CBE our dedication to energy awareness and consumption, recycling, and education of our students and public will continue to be a high priority. We have already achieved significant results in energy management. New strategies including greening of our buildings, using better technologies and curriculum integration are now being adopted to strengthen our leadership position to ensure our students continue to understand the importance of these initiatives to help them become responsible citizens of tomorrow. We will, I hope, continue to strive hard to be champions and leaders in building awareness, including our partners and achieving results with our staff and students.

– Don Dart,  
Superintendent, Calgary Board of Education



## Guiding Principles

The following guiding principles will help define the role of the EcoTeam:

- **Operational environmental literacy.** The twelve abilities of environmental literacy are integrated to promote decision making and environmental stewardship.
- **Triad-leadership framework.** A proactive and strategic approach to leadership is applied that integrates curriculum, facility and community aspects in efforts to implement and manage initiatives.
- **Strategic and sustainable initiatives.** Initiatives, based on research and the best available information, will be comprehensive, coordinated and reflect system perspectives.
- **Measureable outcomes.** Initiatives will have clear measurable outcomes that reflect social, economic and environmental perspectives.
- **Inclusive and transparent.** Decisions and interactions will be predicated on collaboration with networks and partnerships with internal and external organizations.
- **Coaching.** Initiatives will support and empower leaders to leave a legacy of individuals and structures that are capable of facilitating meaningful change.
- **Celebrate success.** Effective initiatives and progress that supports operational environmental literacy will be recognized and celebrated.
- **Natural world experiences.** Quality education experiences in the natural world will develop ecological respect, thus promoting the development of a balanced lifestyle and stewardship of the environment.
- **Community Engagement.** As an educational leader, the CBE recognizes its responsibility to educate and share its resources and success with other interested organizations, relevant external agencies and the general public.
- **Aligned and consistent.** Initiatives are consistent with the core values of the CBE as defined in the Executive Limitations and Educational Ends statements.
- **Acknowledge and build on the CBE's environmental legacy** and instill a new standard of best practice regarding a future legacy of sustainability and stewardship.



Those who contemplate the beauty of the Earth find reserves of strength that will endure as long as life lasts. There is symbolic as well as actual beauty in the migration of birds, the ebb and flow of tides, the folding bud ready for spring. There is something infinitely healing in the repeated refrains of nature – the assurance that dawn comes after the night and spring after the winter.

– Rachel Carson,  
Silent Spring, 1962

# Opportunities for Implementing Operational Environmental Literacy

Within the current climate of the CBE there are a number of opportunities that support this framework:

## Education

- **Proven environmental education curricula** have supported programs since 1975.
- **The Destination Conservation<sup>16</sup>** program is currently active in 45 schools during the 2006-07 school year.
- **The Environment Across the Curriculum** planning process provides a structure for schools to explore integrating environmental themes across the school that engage facilities, communities, and the program of studies.
- **The Environmental and Outdoor Education junior high school complementary course**, which is still the only environmental and outdoor education curriculum in Canada, provides a foundation for future curricular initiatives.
- **Quality off-site experiences** offered at a variety of locations in and around Calgary support understanding environmental literacy.

## Community

- **Increased awareness** and concern about environmental issues and the importance of environmental literacy in developing an environmental ethic that promotes a sustainable future.
- **Partnerships** with a variety of environmental organizations offer a wide range of environmental education opportunities for students.

## Facility Operations

- **Overall support for advancing environmental ethics** and reducing the ecological footprint.
- **An energy usage index (EUI)** has been used to track energy consumption in schools for over 25 years. Since 1979 a 35% reduction in energy consumption has been achieved. There are opportunities to further reduce consumption levels.
- **Compartmentalized initiatives** that are models of best practice in addressing environmental concerns within schools, facilities and the community can be strategically applied across the entire CBE
- **Current funding models** can be altered to consider such things as lifecycle costing, new funding sources and partnerships.
- **The CBE can demonstrate leadership** in adopting governance practises that advance environmental stewardship.
- **Motivation across CBE departments** to collaborate and share knowledge provides an opportunity to adopt common perspectives on environmental stewardship.

<sup>16</sup> Destination Conservation program <http://www.dclplanet.org/index.php>



## Strategic Outcomes

The following four high level outcome statements comprise the primary objectives of this framework. Together with the Guiding Principles, they represent the decision making criteria that will support achieving the vision of *the Calgary Board of Education becoming a model of local and global environmental stewardship*

**A: Environmental literacy<sup>17</sup> is integral to the culture of the Calgary Board of Education.**

**B: The Calgary Board of Education co-operates with external initiatives that support advancing environmental stewardship.**

**C: The Calgary Board of Education provides strategic leadership, resources, and programs to schools and associated communities that advance environmental stewardship.**

**D: The Calgary Board of Education is guided by its ecological footprint indicators in efforts to advance environmental stewardship.**



The CBE Education\* Energy\*Environment initiative addresses the environmental concerns critical to Canadians. Thus, I am proud to participate in developing this robust, proactive plan for ecological stewardship. In partnership with others, the CBE will reach new heights in community leadership, forging a sustainable future for all Calgarians.

– Pat Letizia,  
Executive Director,  
Alberta EcoTrust Foundation

<sup>17</sup> Environmental literacy is defined as the capacity to perceive and interpret the relative health of environmental systems and to take appropriate action to maintain, restore or improve the relative health of those systems. Operational environmental literacy, within the CBE context, incorporates the areas of curriculum; the program of studies based efforts schools undertake, facilities; best practices and technological enhancements regarding business operations and environmental services and the community; families, partners, governments and the like, who play a critical role in supporting curriculum and facility efforts.



## Individual Outcomes

These individual outcomes represent the actions that will support accomplishing the four high level outcome statements.

- Coordinate system wide strategies that integrate operational environmental literacy into **CBE governance and practice**.
- Support the integration of operational environmental literacy paradigms into **CBE operational decision making** processes.
- Encourage system wide efforts that **recognize and celebrate** sustainable environmental stewardship initiatives and practice.
- Develop and implement a **communication plan** that ensures the CBE, its partners and the community at large are aware of the initiatives and results associated with this strategic framework.
- Facilitate the gathering, interpretation and application of **meaningful data and research** regarding system wide initiatives that support a culture of environmental stewardship.
- Establish a **framework for existing and potential partnerships** that will support operational environmental literacy within the CBE that includes formalized agreements with key partners such as the City of Calgary, the Alberta Government (i.e. Education and Infrastructure), Federal Government (i.e. Energy and Environment), business (performance contracts, resource development), non-governmental organizations (i.e. Clean Calgary and Alberta Council for Environmental Education), other school boards and relevant organizations.
- Profile and document the **legacy of environmental stewardship** that demonstrates sustainable curricular, facility and community initiatives.
- Research, identify and access a variety of **funding sources**.
- Support current and ongoing system wide **environmental literacy resources and programs**.
- Develop and implement an **EcoSites** program that provides best practice standards to measure progress towards environmental stewardship.
- Facilitate the development and implementation of **new resources and programs**.
- The **social, economic and environmental implications** of initiatives that support environmental stewardship will be reported annually.
- **Provide comprehensive and strategic leadership** to system initiatives that advance environmental literacy.
- Coordinate the calculation and reporting of the CBE's **ecological footprint**.
- Support the development of **decision making protocols** that reflect integration of information generated by ecological footprint interpretations.
- Coordinate development of a **school based ecological footprint application** using system methodology.



The triad approach to leadership by the EcoTeam connecting curriculum, facilities and the community is key to positively impacting the ecological footprint of the CBE

– Dianne Yee, Principal,  
Lord Beaverbrook High School

## Society is at a Unique Crossroad

An increasingly informed and motivated public, societal recognition of the need to adopt more environmentally sustainable practices and the recognition of the positive economic benefits of adopting operational environmental literacy have combined to create an opportunity for the Calgary Board of Education to become a leader in environmental stewardship. Through efforts that integrate curricular initiatives, complete thoughtful facility enhancements and effectively involve the community as partners, *the Calgary Board of Education will become a model of local and global environmental stewardship.*



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## Operational Environmental Literacy Abilities

The ultimate goal of all the various approaches to environmental education is to develop an environmentally literate citizenry that is knowledgeable and able to act on this knowledge.

**Environmental literacy is defined as the capacity to perceive and interpret the relative health of environmental systems and to take appropriate action to maintain, restore or improve the relative health of those systems.** Operational environmental literacy, within the CBE context incorporates the areas of *curriculum*; the program of studies based efforts schools undertake, *facilities*; best practices and technological enhancements regarding business operations and environmental services and the *community*; families, partners, governments and the like, who play a critical role in supporting curriculum and facility efforts.

In essence, environmental education is a state of *knowing*. Environmental literacy is a state of *being*.

Working towards becoming environmentally literate is a constant state of becoming. It is not an end unto itself. These abilities are NOT intended as a checklist or simple measures of success. Nor are they in any order of priority. Instead they represent characteristics or capabilities that individuals and systems constantly aspire to achieve.

## Environmental Literacy Abilities Circle



adapted from: Disinger and Roth (1990), McLaren (1992), Reading (1993) and Kananaskis Country Environmental Education Program (1994)

SO...  
 Catch! Calls the Once-ler.  
 He lets something fall.  
 "It's a Trufula Seed.  
 It's the last one of all!  
 You're in charge of the  
 last of the Trufula Seeds.  
 And Trufula Trees are  
 what everyone needs.  
 Plant a new Trufula.  
 Treat it with care.  
 Give it clean water.  
 And feed it fresh air.  
 Grow a forest.  
 Protect it from axes that  
 hack.  
 Then the Lorax and  
 all of his friends may  
 come back.

– Dr. Seuss,  
 The Lorax, 1971



### **A: Ability to distinguish the reality of planetary health from any projected view.**

We are surrounded by visual images of the natural world that feature species and spaces that many of us will never have the good fortune to actually visit and experience first hand. Through personal connections with natural environments that feature hands-on direct interaction, environmental literacy suggests an ability to distinguish between projected images of a beautiful and seemingly healthy planet from the reality of the relative health of the earth.

### **B: Ability to think in terms of natural systems and recognize that human health is connected to the health of these systems.**

Ecology's central message is that everything is connected. Human beings are now the primary consumers within every global ecosystem – including oceans. Environmental literacy thinking looks to natural systems for guidance when making decisions. There is a recognition that humans are an integral component of the Earth's natural systems and that they need to respect the connections they have with other species, including other people. Actions demonstrate an ability to analyze and understand the impact humans actions have on the health of the planet.

### **C: Ability to think ahead.**

The ability to project the long term results of behaviors and actions, to extend beyond the quick fix solutions into actions that are truly long term and sustainable, characterize environmental literacy.

### **D: Ability to think critically about issues, reflect on personal values, cultural differences and societal beliefs.**

The ability to demonstrate global citizenry, to respect, consider and evaluate all aspects of an issue, to clarify what we value as important and to adopt behaviors in keeping with these ideals characterizes environmental literacy.

### **E: Ability to move from awareness, to understanding, to appropriate action.**

Environmental literacy demonstrates an ability to convert awareness into issues resolution and life-long positive action that in turn leads to greater knowledge and understanding.

### **F: Ability to attain a balanced lifestyle that includes quality immersion experiences in the natural world.**

The vast majority of Canadians live in urban centres and spend very little time interacting with natural environments. The ability to adopt a balanced lifestyle that includes quality experiences interacting with natural landscapes characterizes environmental literacy.

### **G: Ability to communicate.**

The ability to communicate in verbal, written and technological forms, to articulate thoughts and ideas and to offer persuasive and informed arguments characterizes environmental literacy.

### **H: Ability to value the aesthetic as well as the conceptual.**

Much of what we learn about the Earth is cognitively based, conceptual and academic. Environmental literacy people extend beyond this to recognize the value of such things as beauty, harmony and balance and include these in decision making processes.

### **I: Ability to make a long-term commitment to work cooperatively on issues of concern.**

While individual effort is essential, most environmental concerns are very complex and require a cooperative effort to both identify the problem, then chart and carry out an effective course of action.

### **J: Ability to critically evaluate the effects of change before influencing change.**

Change is inevitable. To be able to effectively evaluate change in terms of the impact on the health of the planet, characterizes environmental literacy.

### **K: Ability to offer leadership that supports meaningful change.**

The ability to demonstrate personal conviction and dedication to environmental stewardship, despite a plethora of conflicting media, consumer and social pressures, characterizes environmental literacy.

### **L: Ability to learn new concepts and relinquish old ones.**

In this age of information, humans are consistently presented with new knowledge. Environmental literacy demonstrates an ability to interpret new information, replace old knowledge and adopt new actions and behaviors that represent current best practice and thinking.



## Appendix B

### Connections with the Board of Trustee's Policy – Executive Limitations

The Education\*Energy\*Environment Team has reviewed the Board of Trustee's Policy – Executive Limitations to ensure that all proposed activities are compliant with these expectations. Of particular relevance are the following:

- EL-1 General Executive Constraint
- EL-3 Communication and Counsel to The Board of Trustees
- EL-5 Annual Report the Public
- EL-6 Instructional Program
- EL-10 Budgeting Process
- EL-12 Asset Protection
- EL-13 Facilities / Accommodations
- EL-13E Facility Condition Report Information Requirements
- EL-17 imagineCALGARY

## Appendix C

### Connections with the CBE Educational Ends Statements

The Education\*Energy\*Environment Team has reviewed the CBE Educational Ends statements to ensure that all proposed activities are compliant with these Ends.

#### E-1: Mega End

The EcoTeam supports CBE programs and services intent on each student, in keeping with his or her individual abilities and gifts, completing high school with a foundation of learning associated with environmental stewardship in support of their ability to function effectively in life, work and continued learning.

#### Ends 2: Academic Success

The EcoTeam supports a number of outcomes and measures, in a limited fashion, through integrated environmental stewardship program efforts that support the development of knowledge, skills and attitudes required for academic success.

#### Ends 3: Citizenship

The EcoTeam supports the development of a responsible citizenry through integrated programs and services that inform and involve staff and students in his or her local, national and global communities.

#### Ends 4: Personal Development

The EcoTeam supports the development of skills, knowledge and attitudes related to operational environmental literacy that support achieving the highest personal potential.

#### Ends 5: Character

The EcoTeam supports the character development of staff and students to that each person will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others and the environment.

