

Learnings from the Integral Ecology Project Scan (2020)

1. Background and Context

This report presents insights harvested from engagement with various groups across the EREA community in a range of learning activities from Term 2 2018 to Term 4 2020. (refer to Engagement Map below).

This engagement was part of the Scan Phase of the Integral Ecology Project (IEP). The scan phase is the first of a series of phases that make up the IEP, and will inform the unfolding of the IEP which is set to run from 2020 - 2024¹.

This activity aligns to the aspirations, inspirations and challenges outlined in the EREA Principals' Ecological Sustainability Statement of 2018.

IEP Scan 2020 Engagement Map

2018 - 2019	EChO across EREA Community of Practice (Southern Region)	Southern Region Ecological Educators	November 2018 February 2019 April 2019 June 2019	Focus Group
2019	EChO across EREA Community of Practice (Southern Region)	Northern Region Ecological Educators	August 2019 September 2019 November 2019	Focus Group
2020	EREA Regional Identity Teams Gatherings	Identity Leaders and colleagues	Term 1 2020 (three meetings)	Focus Group
2020	EChO across EREA Community of Practice (Eastern Region)	Eastern Region Ecological Educators	Term 1 2020	Focus Group
2020	EChO across EREA Community of Practice (National)	Ecological Educators	Term 2 2020	Focus Group
2020	Climate Change Survey of Young People across EREA	Young People	Term 3 2020	survey
2020	National EREA Community	Educators and Young People	November 2020	Most Significant Change

2. Aims of the Scan Phase of the Integral Ecology Project

- i. Throughout 2020, conduct an inquiry that identifies how schools make sense of 'integral ecology' and what's needed to apply it holistically.
- ii. Identify possible ways to build capacity and capability for learning, knowledge creation and practices around integral ecology.

¹ The goals of the Integral Ecology Project can be found on page 6-7

3. Insights from the Scan Phase of the Integral Ecology Project²³

3.1 Summary Direction Statements from what we heard from the EREA Community

WE HAVE AN OPPORTUNITY TO RESPOND TO THE URGENT AND ESSENTIAL IMPERATIVE TO CARE FOR OUR COMMON HOME BY:

CO-CREATING A NEW WAY OF BEING THAT COMES FROM

UNDERSTANDING AND LIVING OUT THE CALL FOR AN INTEGRAL ECOLOGY.

Based on what we've heard, the Scan points us toward the following:

- I. *Becoming a distinctive Catholic School in the Edmund Rice Tradition by offering an **education that nurtures holistic care for our common home.***

This will become evident through

- Knowledge creation and learning that develops an ecological consciousness through ecological literacy, ecological ethics, ecological conversion and ecological practices and advocacy that nurtures right relationships with all life.
- II. *Becoming a distinctive Catholic School in the Edmund Rice Tradition that is shaped by **understanding and living out the call for an integral ecology.***

This will become evident through:

- Planning and decision-making
- Community initiatives and practices

3.2 What we heard – Distilling what was voiced

- ***“Caring for Country” and caring for our common home***

Connecting to the principles and practices associated with the way of life expressed by First Nations Peoples of this continent provides a means to co-create a new way of being and living out an integral ecology.

² The COVID 19 pandemic limited the breadth of engagement in the scan, namely Principals, Business Managers and Leaders of Learning. In 2021, the IEP will seek to engage these voices with a focus on obtaining their own perspectives and their responses to the data from this scan.

³ Data from this engagement can be found on page 6.

- ***Co-Creating Knowledge and new ways of Learning that nurture care for our common home***
 - We need to educate our young people in such a way that they come to know, encounter and account for the realities of our world from the perspective of integral ecology so that they understand the systems that limit and enhance life. We need to infuse this learning across and beyond the curriculum to facilitate a knowing of and advocacy for shared life that we are responsible for sustaining in a spirit of global and intergenerational solidarity.
 - There is a call to move young people to encounter and foster diverse ways of knowing (experiential and place based) while also embracing the potential for technology to support ecological learning.
 - Learning for and about an integral ecology will be nurtured by the social-emotional domain.
 - There is a need to provide education to **everybody** within our school communities about integral ecology in order to understand the associations between our educational mission and the new ways of living that our common home requires of all of us.
- ***Designing and Implementing a Framework to enable a strategic and holistic Whole of School Approach***
 - A framework that enables a whole school community to nurture and infuse perspectives of integral ecology is needed. This framework would support a school community to integrate an ecological consciousness and associated practices within all that it does. Organising a framework as a continuum could support schools to begin where they are at while enhancing their practice over time.
 - The inclusion of Benchmarks for ecological practices (eg, waste, energy use etc) could help to encourage the implementation of such practices.
- ***Knowledge Exchange and Knowledge Creation across EREA***
 - As a national community of significant capacity, we need to continue to find ways to support each other and all who we are in relationship with. Some ideas include: peer learning; offering Professional Development. Possible focus areas include: curriculum resources on connectedness with nature; cross curricular opportunities, curriculum integration, whole school and age appropriate responses; having a core group of people within a school educated and resourced to develop holistic approach for community
 - Linking integral ecology to current organisational perspectives (eg Liberating Education, Reconciliation, Touchstones, Advocacy etc)

3.3 Ways of Responding to what he heard

- ***Facilitate a “Caring for Country” EChO across EREA Community of Practice for school communities to participate in.***
 - In endeavouring to bring about ecological ways of knowing and practices, the principles and recommendations named within the EREA Liberating Education Report could inform the nature of this project. With a focus on knowledge creation and exchange, this initiative would also act as a prototype of Research Centres across EREA.
 - The learning associated with this project would serve to support the pathway EREA has set for itself with respect to its Reconciliation Action Plan.
 - The voice of young people would credibly inform the intent of this project and in doing so would provide meaningful learning experiences for young people.
- ***Design a Framework for school communities across EREA that guides them towards integrating an ecological consciousness and associated practices within all that it does.***
 - EChO across EREA Communities of Practice that have learnt about the System of Environmental Economic Accounting (SEEA)⁴, recognise that SEEA provides a practical way of living out the principles and intentions of integral ecology as expressed in *Laudato si’*.
 - Case studies and insights from EChO across EREA Communities of Practice hubs could be incorporated within this Framework to establish guidance and benchmarks for ecological practices and community engagement within schools.
 - This Framework could connect to existing documents such as EREA’s Justice and Peace Framework and the EREA Principals’ Ecological Sustainability Statement.
 - In designing this Framework, the intention would be to generate a whole of school approach.
- ***Nurturing an ecosystem of care across EREA / Knowledge Exchange and Knowledge Creation***
 - Co-Create a knowledge Exchange space as a support to the EREA National Community in its intention to build the capacity and capability for learning, knowledge creation and practices around integral ecology. This could be supported by a model known as Social Systems Mapping tool.
 - Create learning opportunities for the EREA national community that supports school communities to understand and live out the call for an integral ecology. These learning opportunities could respond to facilitating a whole school approach and role specific learning.
 - As a national community, continue working on building a coordinated approach so that we can harness our collective energy. This applies to domains such as

⁴ System of Environmental Economic Accounting (SEEA) has been adopted by the UN as the international standard. It is being applied to measure the UN Sustainability Goals. See <https://seea.un.org/content/seea-and-global-policy>

communication, knowledge creation and learning. One specific example to introduce is to broaden the participation of EChO across EREA Communities of Practice to include not only Ecological Educators, but other roles such as Business Managers, Principals, Leaders of Learning, Deputy Principals, Identity Leaders etc.

4. Next Steps for Integral Ecology Project

2021 Proposed Work Plan

- Term 1 2021: Release *Integral Ecology: A Pathway for EREA*
- Research into Social Systems Mapping tool
- Engagement and Learning for EREA Community: *Integral Ecology: A Pathway for EREA Modules*
- Integral Ecology Scan – Principals; Leaders of Learning
- Design EREA Knowledge Exchange Studio
- Pilot/Prototypes
 - Caring for Country – EChO across EREA Community of Practice
 - Laudato si and Leadership/Decision Making - EChO across EREA Community of Practice

5. Sources of Data and Artefacts

EChO across EREA Communities of Practice

- EChO across EREA Community of Practice Pilot and Post Pilot (2018-2019) – Recording what we have heard so far – [Interactive report](#), [word](#), [PDF](#)
- [Questions emerging out of the EChO across EREA Pilot \(2018\)](#)
- [Goals to shape an ecological consciousness across EREA \(from Ecological Educators, Southern Region 2018\)](#)
- [EChO across EREA Community of Practice \(Southern\) – Term 3 2019 – The voice of Ecological Educators articulating their perspective as to how we might progress.](#)
- EChO across EREA Community of Practice (Southern) – Term 3 2019 [Additional reflections from Ecological Educator](#)
- [National EChO across EREA Community of Practice Meeting – May 5, 2020](#)

EREA Regional Identity Teams Meetings

- [2020 Term 1 – Identity Teams \(Northern Region\)](#)
- [2020 Term 1 – Identity Leaders \(Western – South Australia\)](#)
- [2020 Term 1 – Identity Teams \(Southern Region\)](#)

Most Significant Change

Respondents were asked to write up to 500 words in response to the following question:

Looking back over 2020, from your perspective, what do you think was the most significant change in relation to how your school community understands ecological sustainability?

Climate Change Survey of Young People (1622 survey responses received)

6. Goals of the Integral Ecology Project

1.1 Goals of the IEP

To create and make visible the conditions necessary for a paradigm shift on ecology relevant to our educational mission.

This will be supported by:

- Capturing the diversity and perspective (voice) of stakeholders across the EREA community associated with understandings and implications of integral ecology.
- Capturing current insights, understandings, challenges and opportunities related to nurturing a way of being informed by the concept of integral ecology.

- Heighten awareness, understanding and engagement across EREA and its schools about the implications and possibilities connected to cultivating educational communities that are committed to the challenges and aspirations of the EREA Principals' Statement: Solidarity through care for our common home (2018)

To build capacity and capability for learning and knowledge creation around integral ecology, so that the broader transformational paradigm shift on ecology can be realised through practice, across the national EREA community.

This will be supported by:

- Identifying leverage opportunities to serve the EREA national community based upon what has been discovered from the Scan phase
- Work with schools and communities to develop resources and prototypes that support the leverage opportunities that emerge from Scan phase