

CITY OF WINNIPEG'S ORGANIC SYMPOSIUM SOCIAL: THE PEOPLE FACTOR



Panel Member: Vinh Huynh, Winnipeg School Division

QUESTIONS AND COMMENTS FOR CONSIDERATION

- What can you (the audience) do? What have communities/school division done?
- Role of education and youth – why are educators composting in schools?
- Changes to human behaviour (students, teachers, parents)
- Source reduction – stopping food waste (food recovery hierarchy)
- Need for user equity – Mayor's Challenge

“Seeing the forest and the trees.”

- Peter Senge, *The Art and Practice of the Learning Organization*

ENCOURAGING EVERY SCHOOL IN MANITOBA TO HAVE AN ESD SCHOOL PLAN BY 2015



- Sustainable development has been defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland, 1987).
- Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being, and an equitable quality of life for all, now and in the future.

ECO-GLOBE SCHOOLS 2015

- **Awareness Level** – A school community demonstrates a general awareness of the ESD principles and the practices of sustainability. 22
- **Action Level** – A school community at the action level includes ESD awareness and is characterized by a school community that practices ongoing sustainability. 26
- **Transformation** – A school community at the transformation level incorporates awareness and action and is characterized by a school-wide culture transformed by an ongoing commitment to the principles and practices of ESD. 6
- http://www.edu.gov.mb.ca/k12/esd/eco_globe/2015.html

ENOUGH FOR ALL FOREVER

- To strengthen and enhance Education for Sustainable Development initiative that address environmental, social and economic issues world-wide. (one of 4 priorities)

WINNIPEG SCHOOL DIVISION

- 86 Sites
- 78 Schools
- 8 Ancillary buildings
- Microcosm of the wider society and reflects spectrum of growth.

Winnipeg
Inner-city
District

Equity

ESD
Initiatives

Community
Involvement



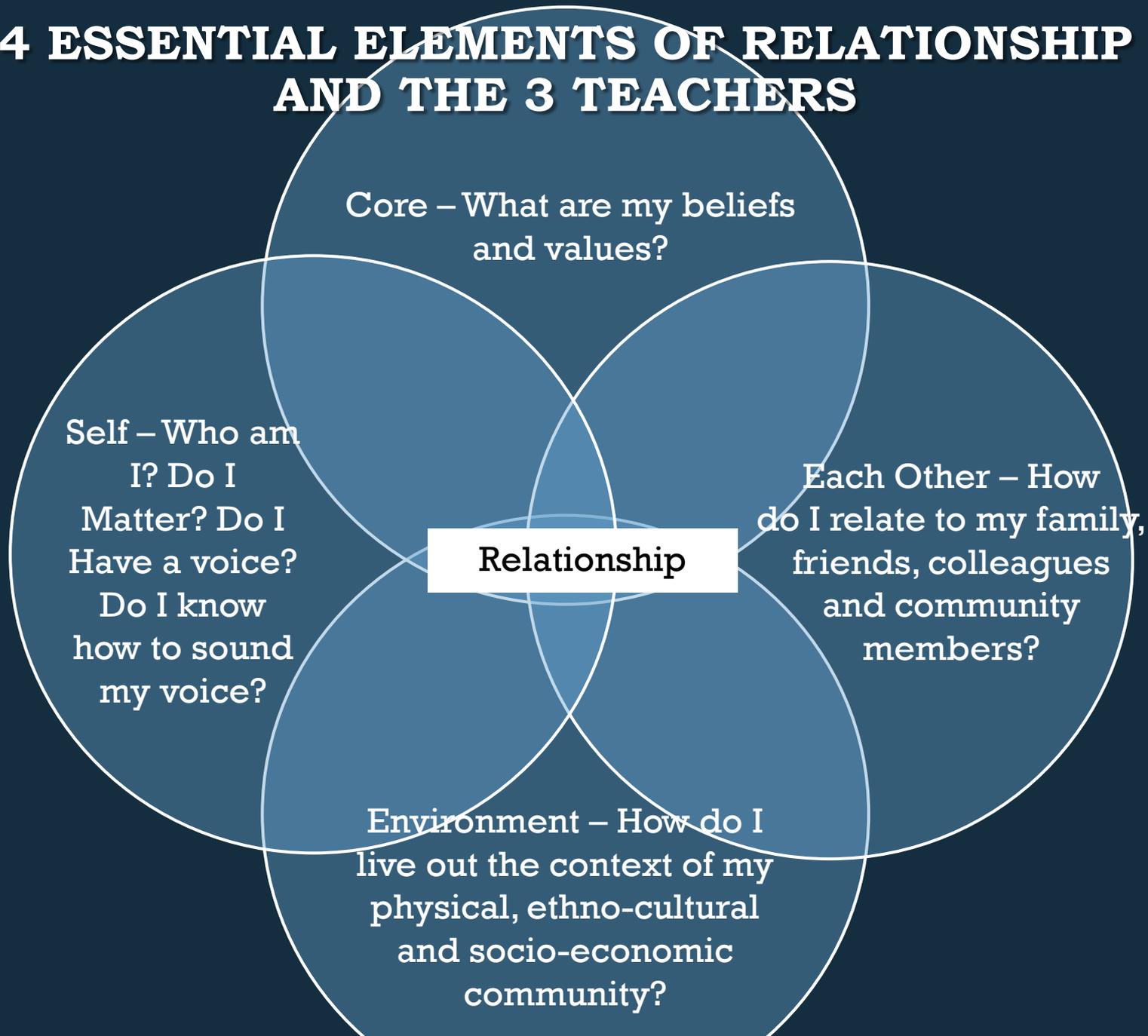
Cultural
Proficiency

Indigenous
Education

Human
Rights

Ethical
Leadership

4 ESSENTIAL ELEMENTS OF RELATIONSHIP AND THE 3 TEACHERS



Circle of Courage

Dr. Martin Brokenleg, Augustana College, Sioux Fall, South Dakota

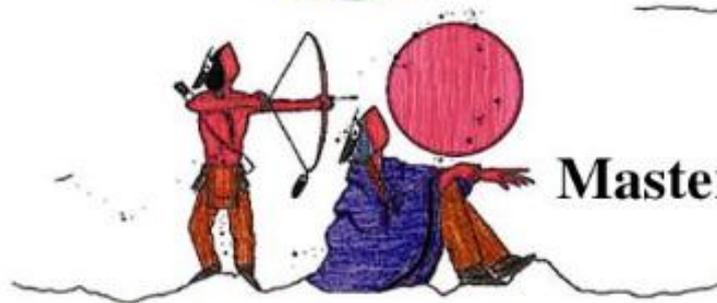
Generosity



Independence



Belonging



Mastery

1ST, 2ND 3RD PLACES

- “First place” — homes where we live surrounded by our family.
- “Second place” — workplaces and schools where we earn our livelihood and are engaged in learning — where people may actually spend most of their time.
- “Third place” — “anchors” of community life that facilitate and foster broader, more creative interaction and are important for civil society, democracy, civic engagement, and establishing feelings of a sense of place.
 - Ray Oldenburg, The Great Good Place

- Seeing the garden and tending to the plants
- Strengths and Assets based instead of a deficit approach.
- Imagining possibilities in our challenges



Food Recovery Hierarchy

Most Preferred

Source Reduction

Reduce the volume of surplus food generated

Feed Hungry People

Donate extra food to food banks, soup kitchens and shelters

Feed Animals

Divert food scraps to animal feed

Industrial Uses

Provide waste oils for rendering and fuel conversion and food scraps for digestion to recover energy

Composting

Create a nutrient-rich soil amendment

Landfill/ Incineration

Last resort to disposal

Least Preferred



PETER JOHN MACQUIBBAN SCHOOL





HUGH JOHN MACDONALD SCHOOL



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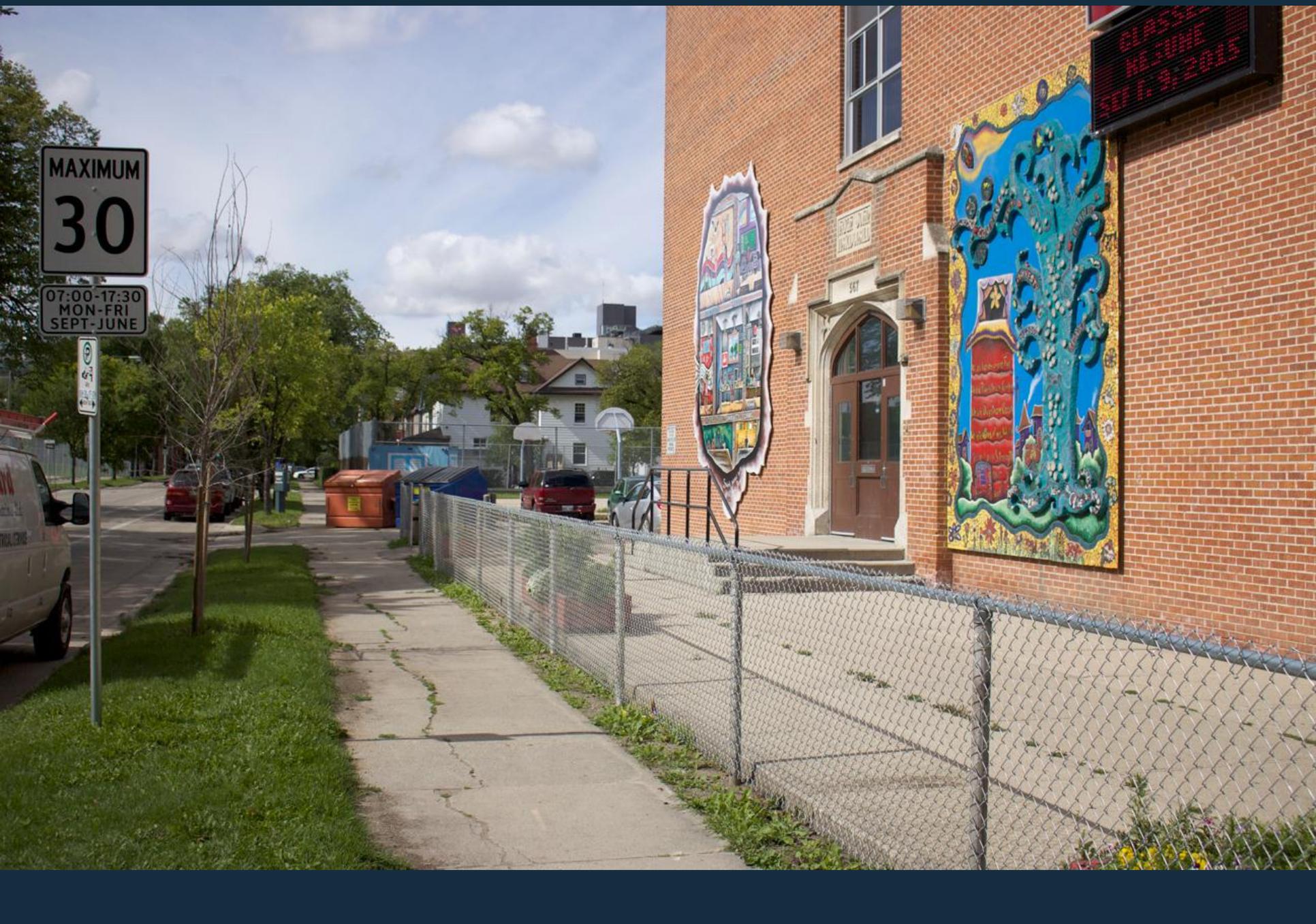






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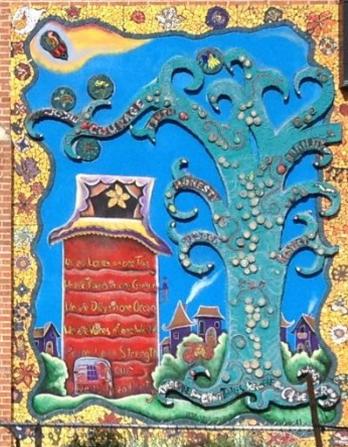
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MON-FRI
SEPT-JUNE





Blair John Macdonald

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Blair John Macdonald
Inter-Cultural Community School
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RAINBOW GARDEN – 2.5 ACRES, 120 FAMILIES, 6TH YEAR





**PEACEFUL VILLAGE GARDEN – 1.5 ACRES
BETWEEN DAKOTA AND ST. MARY’S – 31 FAMILIES, 4TH YEAR**



NIVERVILLE – 3.5 ACRES – 76 FAMILIES, 3RD YEAR







THE PURPOSE OF EDUCATION

That the purpose of education and schooling includes more than achievement has been long debated – from Plato and his predecessors, through Rousseau to modern thinkers. Among the most important purposes is the development of critical evaluation skills, such that we develop citizens with challenging minds and dispositions, who become active, competent, and thoughtfully critical in our complex world.

THE PURPOSE OF EDUCATION

This includes: critical evaluation of the political issues that affect the person's community, country and world; the ability to examine, reflect, and argue, with reference to history and tradition, while respecting self and others; having concern for one's own and others' life and well-being; and the ability to imagine and think about what is 'good' for self and others (Nussbaum, 2010) .

- John Hattie, Visible Learning for Teachers