



Whole School Approaches to Eco Justice & Sustainable Practice

Ms Samah Taki

Objectives of this workshop:

- Discuss why Irfan promotes eco-justice and sustainable practice.
- Analyse methods used to link eco-justice inquiries and initiatives across curricular and co-curricular dimensions.
- Group activity: Analyse outcomes from KLAs and create curricular ideas to implement sustainable practice initiatives within and beyond the classroom.

Context

- The workshop will focus on my experience at Irfan College and the Permaculture project.
- Commenced with ITEP (focusing on Islamic Pedagogy).
- Stage 2 (years 3 and 4) Science and Geography program linked to Islamic Worldview and sustainability.
- Co-curricular activities.

The Importance of Environmental Consciousness in schools

- Environmental crisis: climate change, population growth & the depletion of Earth's resources.
- “We are the first generation to know we are destroying the planet, and the last one that can do anything about it” (World Wide Fund for Nature).
- *“Corruption has appeared throughout the land and sea by [reason of] what the hands of people have earned so He may let them taste part of [the consequence of] what they have done that perhaps they will return [to righteousness].”
(Ar Rum 30:41)*

Principles of Ecological & Sustainable Living

Deepening our connection to nature & all living things.



What is Ecology?

Ecos- Where we 'be'.
Our place of 'being'.

Logos- The meaning
we make and the care
we take of wherever
we 'be'.

Eco Logos= I will take
care of EVERYWHERE
I go.

What is Sustainability?

Sustain- To maintain or prolong; provide for
or give support to.

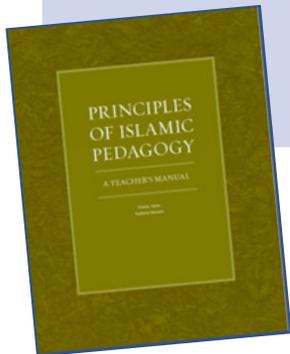
Ability- The capacity to do or act.

Sustainability = 'In ecological terms,
sustainability is a process to make deeper
meaning of the world we live in and as we
do that, to have or find or create within
ourselves and our communities, the vitality
& courage to hold up for, what we come to
see as the truth, about the path we need to
walk, to live in love and respect for all
things'

(Peter Rutherford, Senior Ecologist, Eco House
& Garden)

Steps to Integrate Eco-Justice at Irfan

| Islamic Pedagogy | Units of Work for all KLAs | Co-Curricular opportunities |
|--|---|---|
| <p>Principle 4: The responsibility to act upon what one learns & teaches.</p> <p><i>4.1 Teachers design learning activities that encourage acting upon or encourage experiencing what is learned.</i></p> <p><i>4.2 Teachers use instructional resources that draw students toward societal relevance and civic engagement.</i></p> | <p>The Australian Curriculum places emphasis on Sustainability as a priority for study that connects and relates relevant aspects of content across learning areas and subjects.</p> <p>Cross-curriculum learning is fundamental to:</p> <ul style="list-style-type: none">- Understanding the ways social, economic and environmental systems interact to support and maintain human life- Appreciating and respecting the diversity of views and values that influence sustainable development- Participating critically and acting creatively in determining more sustainable ways of living. | <ul style="list-style-type: none">- Gardening Club- Vicegerency Club- Recycling Rosters- Events e.g. World Bee Day |



Elements of Sustainable Practice

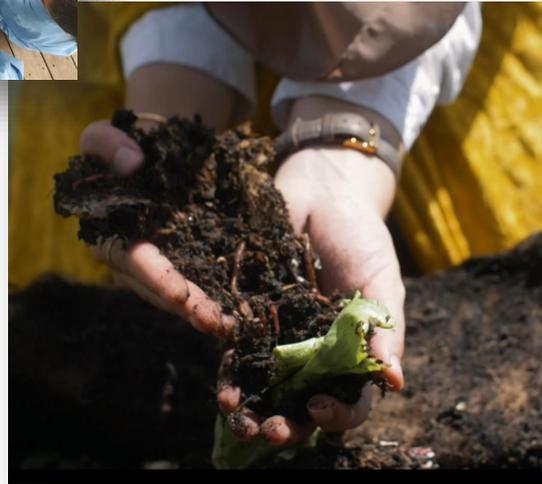
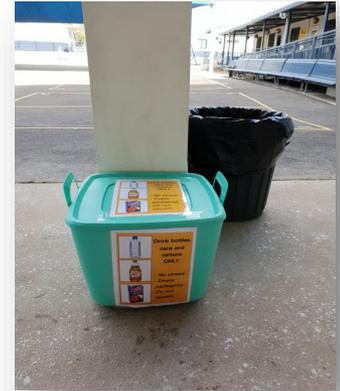
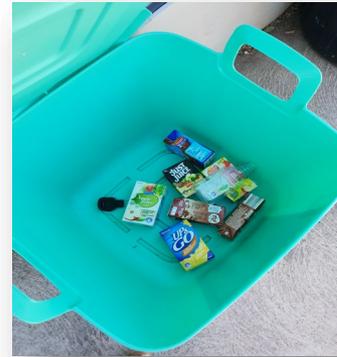
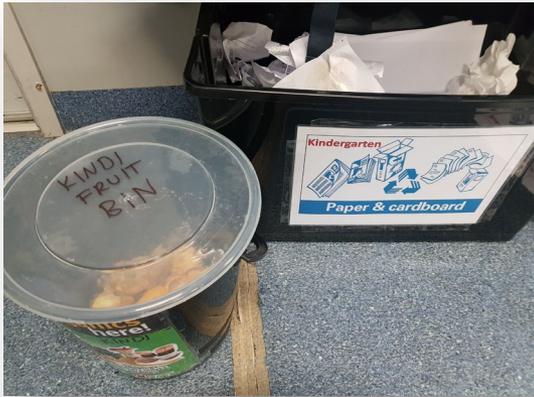
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graph TD; A[Elements of Sustainable Practice] --> B[Recycling]; A --> C[Permaculture];
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Recycling

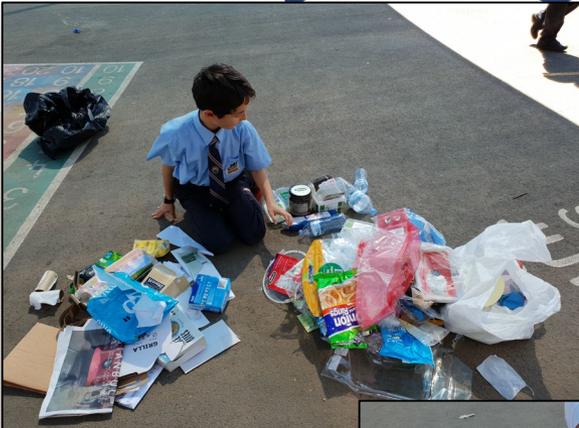
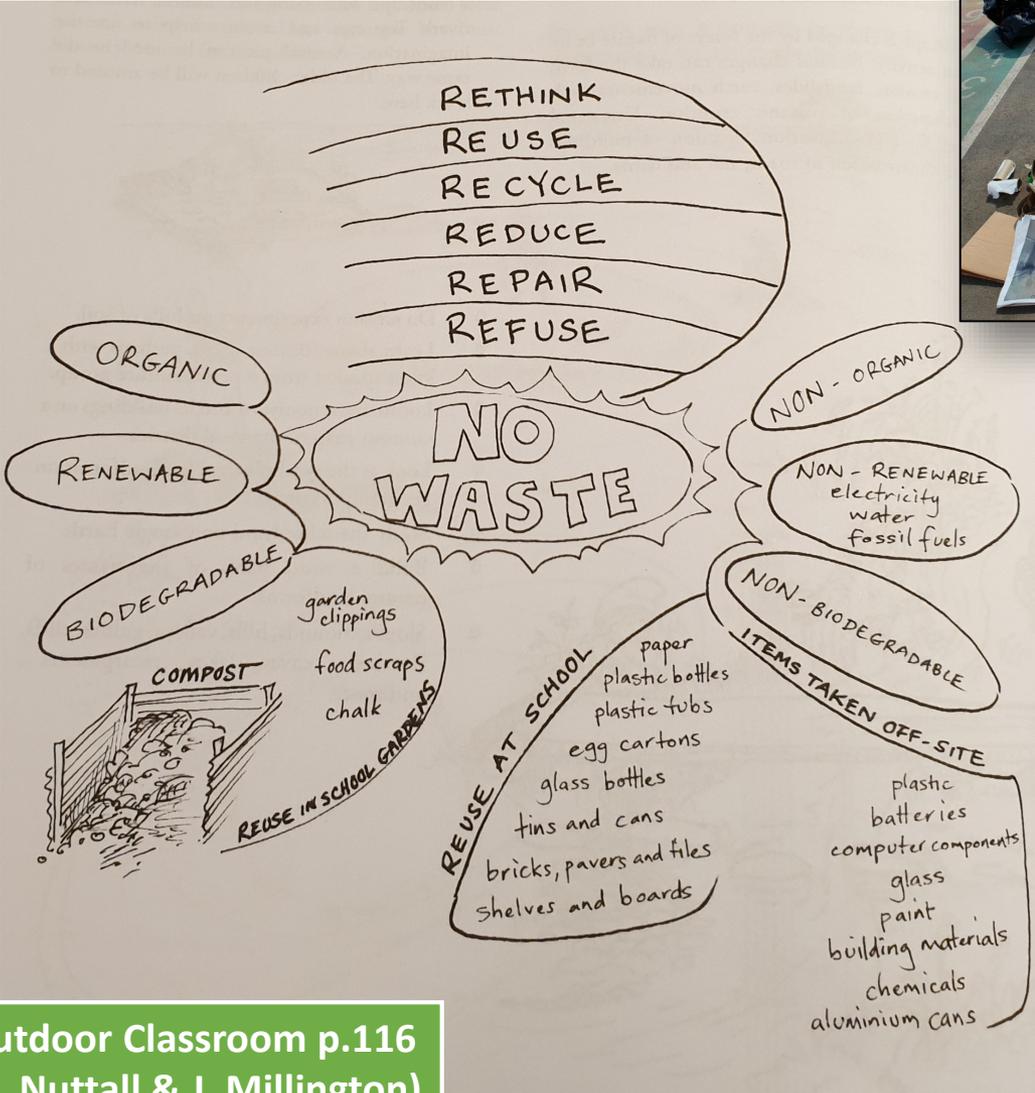
Permaculture

Recycling at Irfan

| Food Scraps | Plastic | Paper/Cardboard |
|----------------------------|--------------------------|--------------------|
| Compost bins Worm farms | Container Deposit Scheme | Paper/Carboard bin |



Future Directions for Recycling



Outdoor Classroom p.116
(C. Nuttall & J. Millington)

Permaculture at Irfan

Integrated in units of work in collaboration with Sr Sahar Dandan- Science, Geography & English.

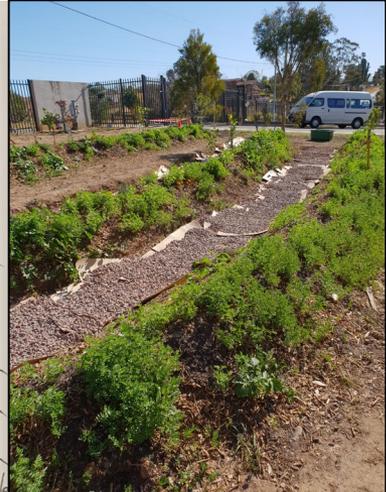
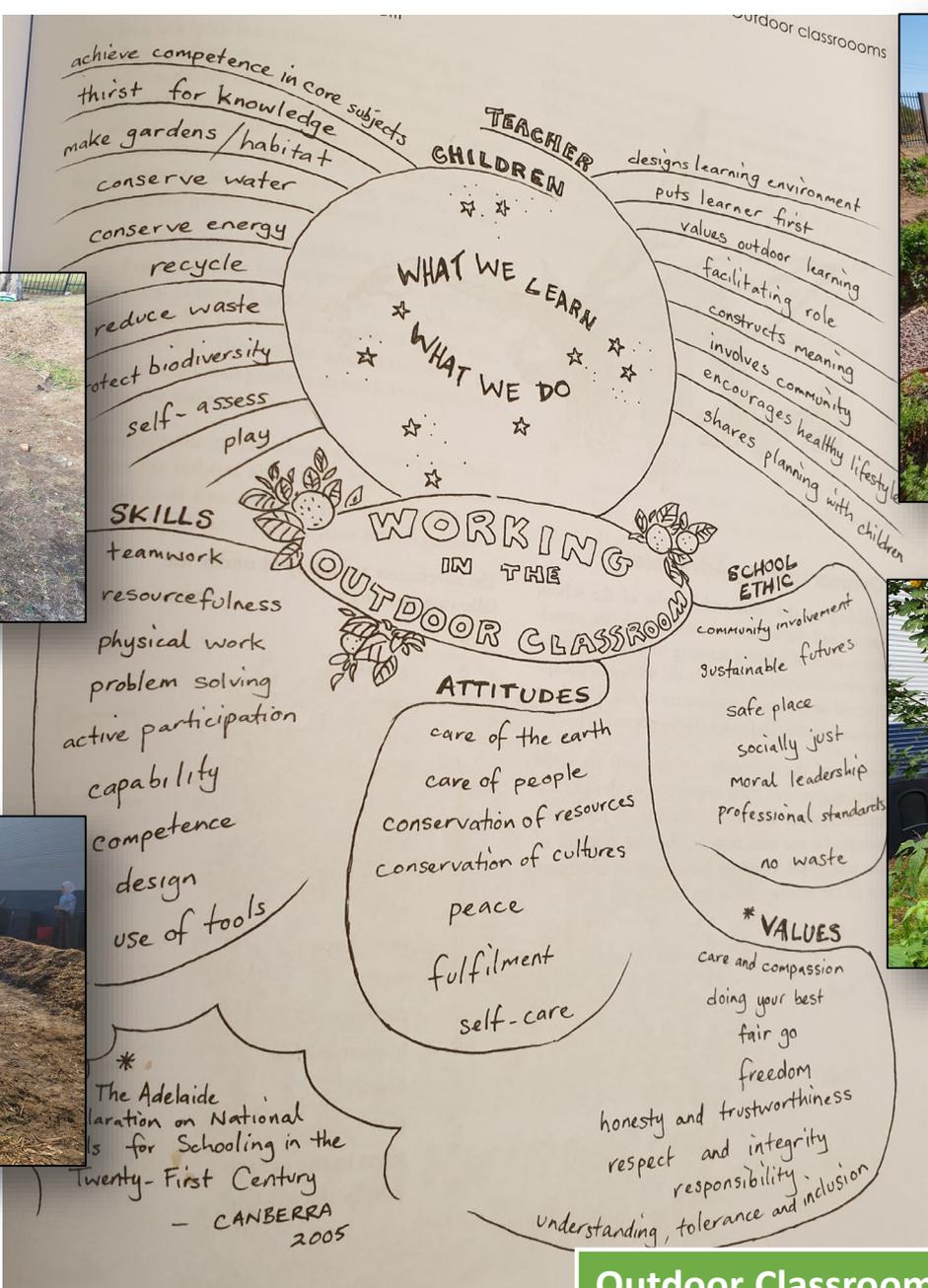
Islamic Themes- Vicegerency & Halal/Tayyib

'He brought you forth from the earth and has caused you to cultivate it.' (Hud 11:61)

[Allah said], "O messengers, eat from the good foods and work righteousness. Indeed, I, of what you do, am Knowing. (Al Mu'minun 23:51)

Site Plan Implementation created by Sh Anthony Andrist:

| Elements of the Garden | Establishment Phases |
|--|--|
| 1. Earth works: <ul style="list-style-type: none">Swales (garden beds on contour)Herb spiral/pondBanana circle | Stage 1: Site analysis <p>Aspects of the sun; contouring of the land; sector analysis (winds and times of the year); zones.</p> |
| 2. Structures: <ul style="list-style-type: none">Classroom/shelterRaised bedsWater tankGrowing house | Stage 2: Structures <p>Swales; Herb spiral; Pond; Classroom/shelter; Water tank; Raised beds.</p> |
| 3. Garden plants: <ul style="list-style-type: none">Annuals (begin with raised beds)PerennialsShrubsMedium treesLarge trees | Stage 3: Planting <p>Compost bins; Worm farms; Banana circle; Annuals; Cover crop; Initial shrubs and trees.</p> |
| 4. Animal systems: <ul style="list-style-type: none">Compost bins/worm farmsNative beesChickens | Stage 4: Garden beds <p>Planting in the ground; Perennials; Support trees (nitrogen fixing).</p> |
| | Stage Five: Creating a system <p>Increase tree plantings; Native bees; Grow house.</p> |



**Outdoor Classroom p.93
(C. Nuttall & J. Millington)**



Concluding thoughts

- Purposeful pedagogy; student engagement and community relationships.
- Trial and error.
- Each school community is unique and one size will not fit all.

Anas ibn Malik reported: The Messenger of Allah, peace and blessings be upon him, said, **“If the Resurrection were established upon one of you while he has in his hand a sapling, then let him plant it.”** (Musnad Aḥmad 12491)

Activity Instructions

1. Analyse outcomes from the syllabus of your choice and content indicators of your given stage.
2. Discuss and list strategy ideas focusing on eco-justice and sustainability practice. Strategies can include lesson ideas, resources and references.
3. Optional: You could include the 5 core areas of Islamic Edu:

- 1. Historical contributions** e.g. significant contributions of Muslims (past and present).
- 2. Contemporary issues** e.g. modernity, Muslim world politics.
- 3. Values and character education** e.g. Prophetic character.
- 4. Literature** e.g. The Seerah and valid scholarly works.
- 5. History and heritage** e.g. The study of the Ottoman Empire.

(Dr Nadeem Memon)

Reference:

- ACARA, 2019 <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>
- Principles of Islamic Pedagogy-a teacher's manual by Sh Ramzy Ajam and Dr Nadeem Memon (2011)
- Outdoor Classrooms- Carolyn Nuttall and Janet Millington (2012)



Thank You!