

# **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](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.



**ESD  
Initiatives**

**Winnipeg  
Inner-city  
District**

**Equity**

**Community  
Involvement**

**EDUCATION FOR SUSTAINABLE  
DEVELOPMENT**

**Social Justice**

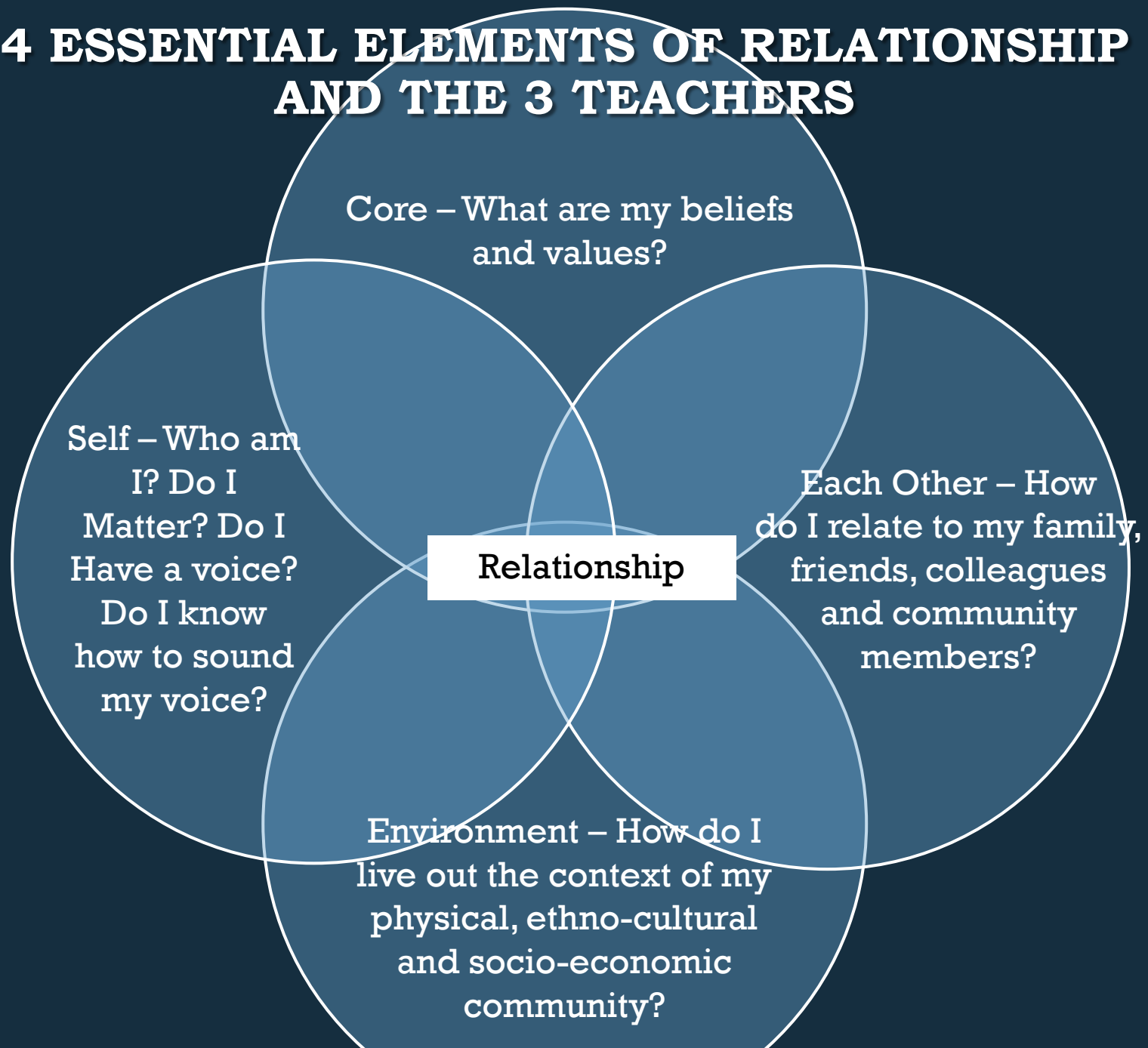
**Cultural  
Proficiency**

**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







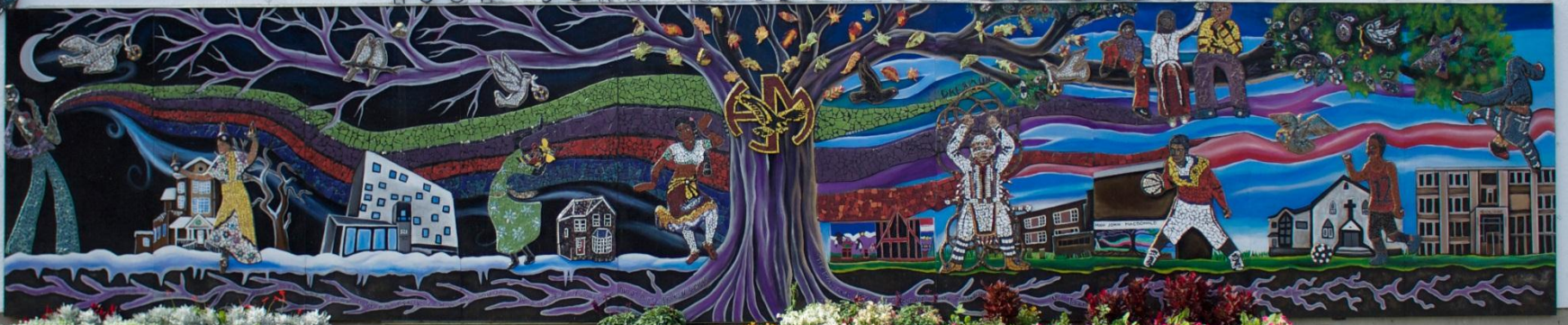








HUGH JOHN MACDONALD SCHOOL























P  
1H  
9:00-7:30  
← ONE WAY →



MAXIMUM  
30

07:00-17:30  
MON-FRI  
SEPT-JUNE



CLASS  
WEDNES  
SAT 11:00-12:00





High John Macdonald

567



NO PARKING  
IN THIS ZONE  
EXCEPT FOR  
LOADING & UNLOADING  
PASSENGERS

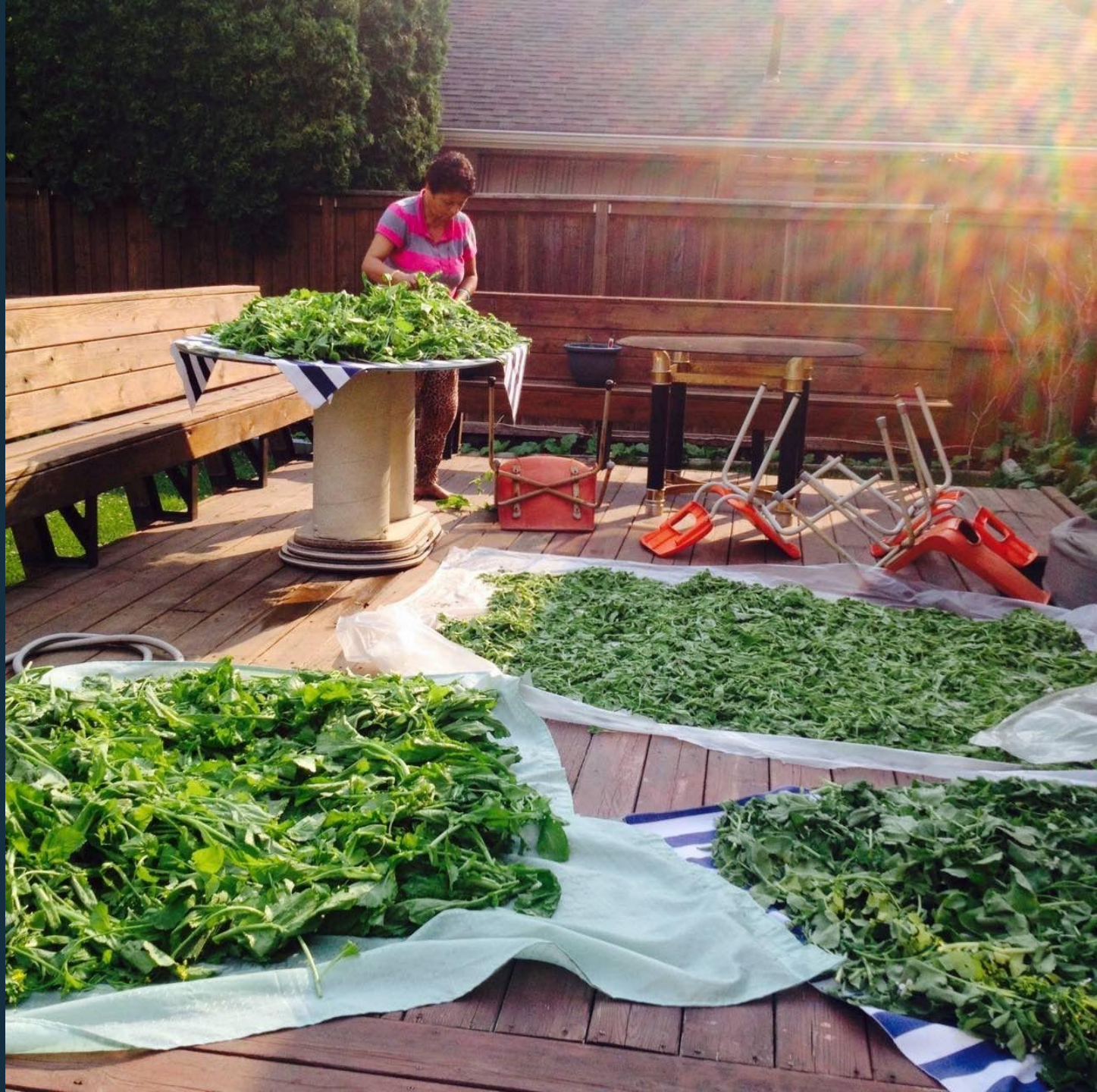




**RAINBOW GARDEN – 2.5 ACRES, 120 FAMILIES, 6<sup>TH</sup> YEAR**









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





**NIVERVILLE – 3.5 ACRES – 76 FAMILIES, 3<sup>RD</sup> 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