

ACER connections to the recommendations made by “The working group on Environmental Education” found in *Shaping Our Schools, Shaping Our Future* (June 2007).

- Recommendation 10- Support school boards in their capacity to both develop board-wide environmental education programs and assign staff with expertise in education and the environment to monitor their development and implementation.
- Recommendation 11- Increase the cross-curricular focus of environmental education by embedding environmental expectations and topics across all subjects, discipline, and grade.
- Recommendation 13- Incorporate in the front matter, and other appropriate sections of curriculum documents, information stressing the urgency of environmental education, defining strategies for implementation in each subject area, and providing examples of excellent environmental activities.
- Recommendation 15- Ensure that the curriculum provides an opportunity for elementary students to study explicitly an environmental topic in each grade, and that curriculum expectations, particularly in the elementary grades, specify that students explore and investigate their local environmental, and contrasting environments outside their local area, wherever reasonable for the subject matter.
- Recommendation 16- In recognition that secondary students have reached a critical capacity to engage more deeply in environmental education, ensure that all secondary students are exposed to environmental education through the substantial presence of environmental education expectations in Grade 9 Geography, Grade 9 and 10 Science, and Grade 10 Civics.
- Recommendation 24- Use the natural and human-built environments as sites of discovery and active learning, involving projects that invite problem solving, as well as first-hand experiences that put students in touch with nature.
- Recommendation 26- Develop and support workshops and summer institutes on cross-curricular environmental education.
- Recommendation 30- Facilitate access to environmental education resources developed by school boards and other stakeholders such as community groups, non-governmental organizations, governments, and teachers.