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TITLE: *Neoliberalism and Sustainability: The challenge of climate change education in neoliberal times*

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This presentation first examines the influence of the dominant neoliberal political-economic climate in shaping educational policies (e.g., related to testing and accountability) and curriculum and pedagogical practices in Australian schools. Educational responses to the complex and contested global issue of climate change demand a focus on developing student capacity to think, to inquire and to reflect, not only about the science but also the uncertain human consequences. A current study of Queensland teachers' views on climate change education reveals that opportunities to engage students in the kind of activities necessary for examining climate change are seen as greatly limited as a result of policies that narrow the focus of curriculum and assessment to memorisation and rote learning for content-based tests. In contrast, another study will be reported where student engagement in peer-to-peer-learning and taking action on global issues, such as climate change, is occurring in a new educational space of social media networks. The hegemonic reach of neoliberal policies in these two different learning spaces is contrasted to examine the potential of education for building individual and collective capacity to respond to climate change and as an oppositional force of resistance to neoliberalism broadly and the exploration of alternatives.