

# The SDG Accord

*The University and College Sector's Collective Response to the Global Goals*

## Climate Pedagogy Symposium



# CONESTOGA

Connect Life and Learning

### **SDG focus**

- ☒ Goal 4 - Quality education
- ☒ Goal 13 - Climate action
- ☒ Goal 17 - Partnerships for the goals

### **What did you do?**

In May 2025, Conestoga College, in partnership with the Waterloo Climate Institute, the University of Waterloo, and Wilfrid Laurier University, hosted a one-day Climate Pedagogy Symposium that brought together over 70 participants. The event focused on sharing innovative and interdisciplinary approaches to teaching for climate action. Faculty members, teaching and learning professionals, and students came together to exchange ideas, explore new strategies, and learn from one another.

The symposium featured insights from Indigenous Elders, along with presentations, interactive workshops, dialogue sessions, and networking opportunities. Key findings and takeaways were compiled and shared across the participating institutions to inform and inspire future climate change education efforts.

## **What were the benefits and outcomes?**

1. Recognizing that climate action is not solely an environmental issue, but one that intersects with all disciplines and academic areas:

"Since I do not teach courses that focus on sustainability or environmental causes, I was not sure that I could do this. I walked away with several ideas of how to incorporate climate change-related topics and themes into my courses by way of scenarios, case studies and collaborations with community partners."

2. Involved all interest holders, faculty, staff and students in the process:

"It was wonderful to have so many deeply engaged graduate students involved in the conversations and knowledge-sharing. They brought vitally important perspectives to discussions about what does and doesn't and should happen in the classroom when teaching about climate change"

3. An ongoing collaboration has been established, with planning already underway for a second annual session focused on community-engaged learning for climate action. (Fall, 2025)

## **What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?**

### **1. Limited Understanding of Climate as a Cross-Cutting Issue**

Some faculty initially did not recognize that climate change is not just an environmental issue, but one that intersects with all disciplines and subject areas. Engaging in dialogue with educators from diverse fields helped broaden this understanding and highlighted the relevance of climate action across the curriculum.

### **2. Lack of Confidence in Teaching Climate Content**

Several faculty members expressed uncertainty about their knowledge and ability to teach climate-related topics. In response, Conestoga developed and launched a free, openly accessible training program titled *Climate and Sustainability Foundations*, designed to build foundational knowledge and support educators in integrating sustainability into their teaching.

## **What are your conclusions and recommendations for others?**

Bringing together faculty from diverse disciplines and institutions—and empowering them to lead peer discussions as subject-matter experts—proved to be a powerful way to foster agency and support the development of meaningful, course-specific connections to climate action.

## **Web link to further information:**

[Climate Pedagogy Symposium | Waterloo Climate Institute | University of Waterloo](#)