



Environmental Sustainability Education in the Anthropocene

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Message from the Guest Editors

Dear Colleagues,

Recent literature in environmental sustainability/education has identified the naming of the Anthropocene, providing new possibilities for noticing and attending unknown worlds. Reconfiguring these possibilities as being in relation-with the planet is compelling educators to acknowledge that our human fate is determined by the collective fate of a host of more-than-human entities we share the planet with. Education plays a critical role in bringing attention to possibilities that articulate a collective relational response that does not perpetuate or transmit the cartographies of humanism. To be effective, new theoretical and pedagogical approaches are needed that take into account the complex relations that exist between humans and more-than-human worlds. This Special Issue provides the space to explore the potential and limitations of current approaches to environmental sustainability education in how it addresses the naming of the Anthropocene and will provide the opportunity for researchers to propose a rethinking of environmental sustainability education for the future.

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