

Agriculture as a Pedagogical Advantage for Rural School Innovation and Effectiveness

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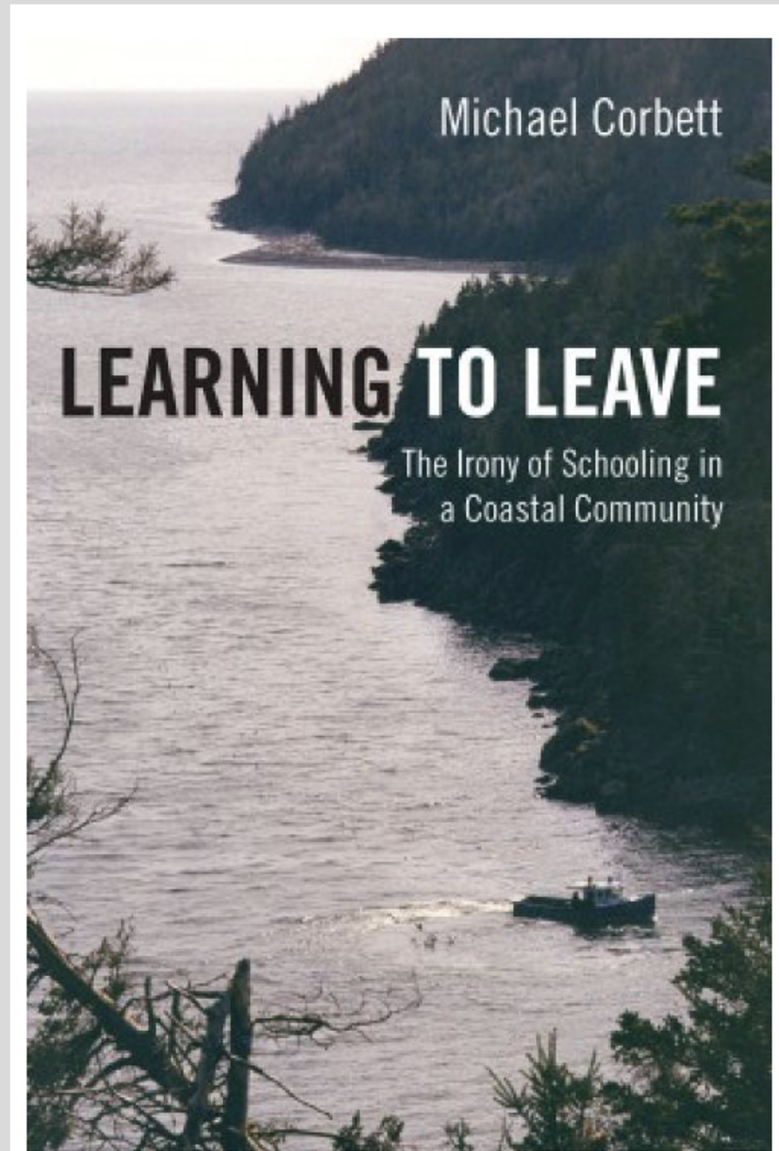


A blurred background image of a schoolyard. In the foreground, three children are sitting on the grass. On the left, a boy in a purple and blue striped shirt is looking down at a book. In the center, a girl in a red sweater is smiling at the camera. On the right, another child is partially visible, also looking down. In the background, there are other children playing, a blue play structure, and a chain-link fence.

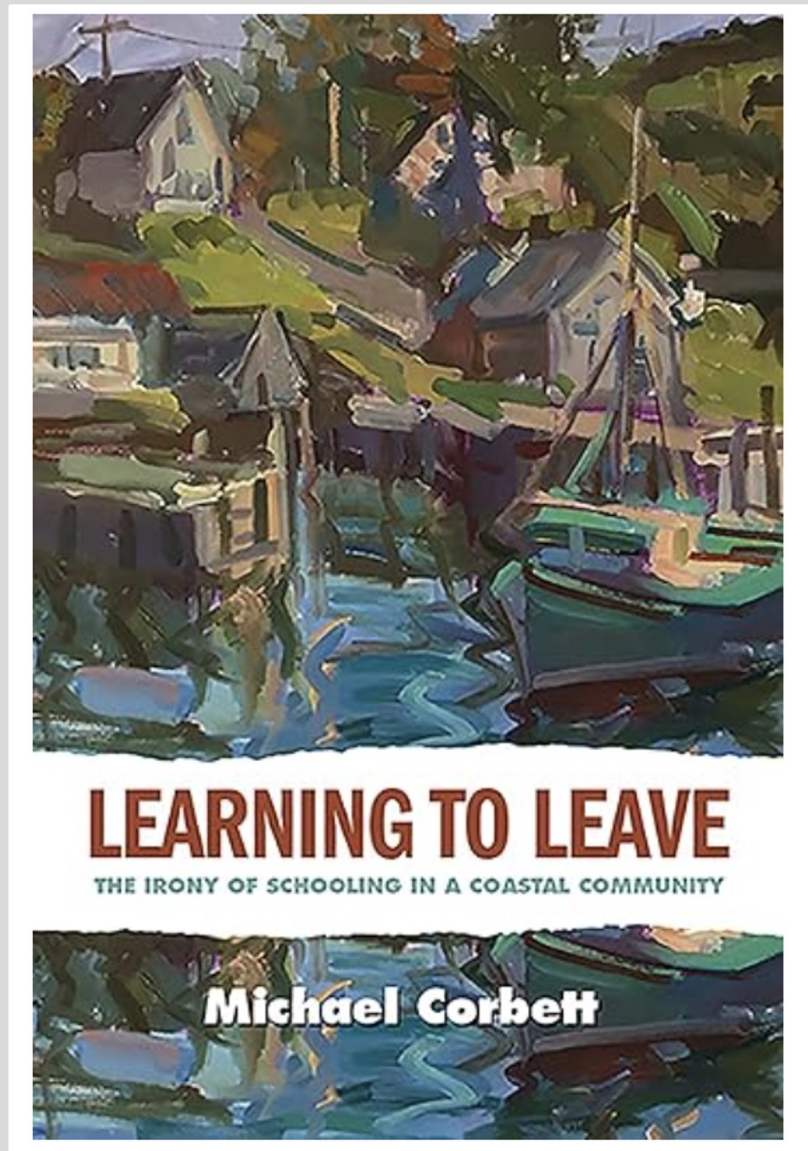
Urbanormativity (Fulkerson & Thomas, 2019)

**“Unacknowledged
Metrocentricity”** (Farrugia, 2014, p. 293)

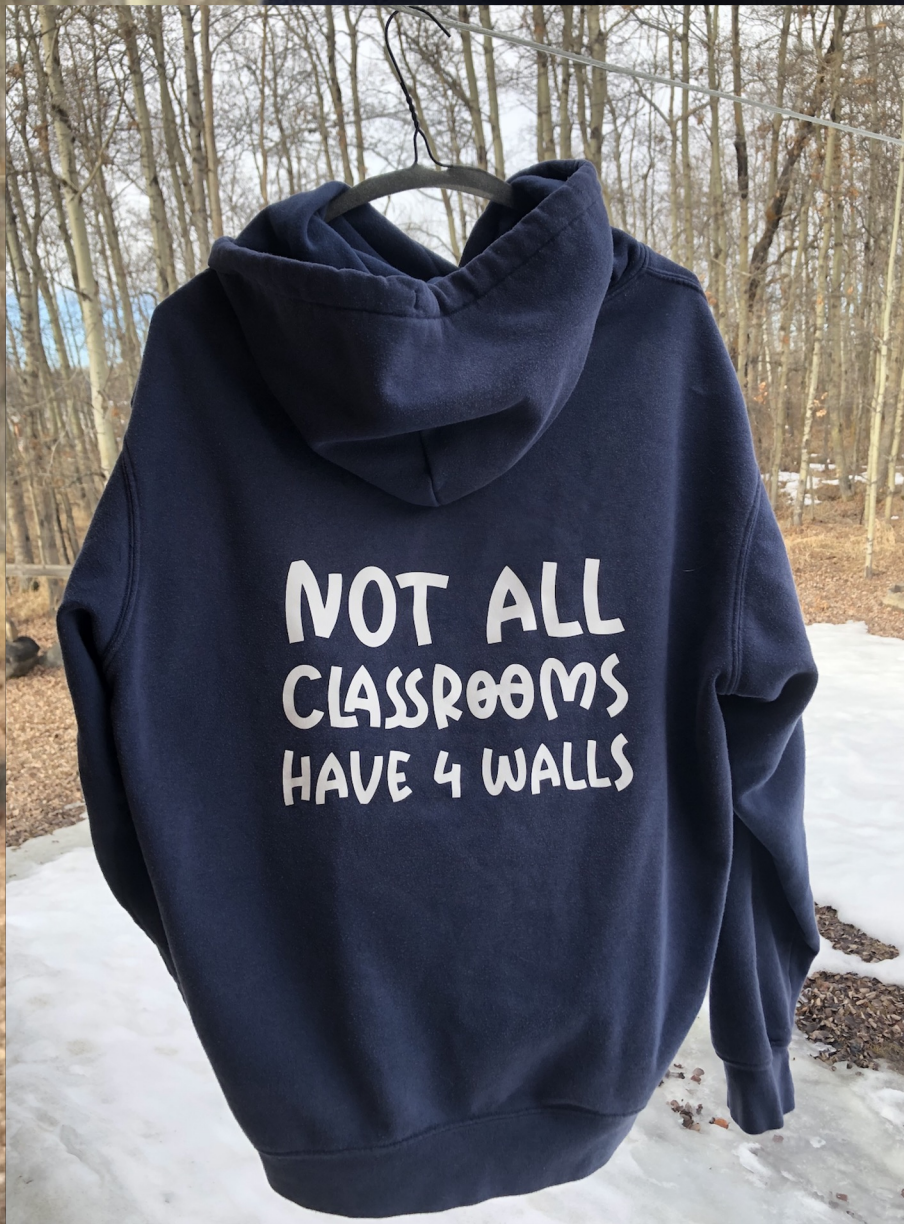
Big School Ideology (Hargreaves et al., 2009)



2007, Fernwood



2020, West Virginia University
Press



Place-based education framework

(Granit-Dgani, 2021, as cited in Yemeni et al., 2025)

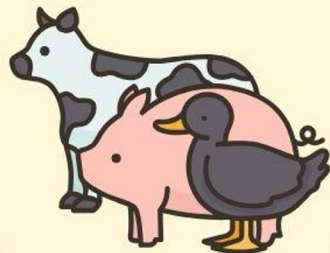
- Learning IN place
- Learning OF place
- Learning FROM place
- Learning FOR THE SAKE OF place
- * *Learning that VALIDATES place*

The Five Themes of Agricultural Literacy

Agriculture
and
the
Environment



Plants and
Animals for
Food, Fibre
and Energy



Food,
Health,
and
Lifestyle



Science,
Technology,
Engineering
and
Mathematics



Culture,
Society,
Economy and
Geography



arning IN Place



*"The difference here at [Prairie Roots] is [the students] are able to have purposeful chores that actually means something ..meaningful and actually contributing."
(parent)*



"I NEED to do well in school." (student)

Bonnie: *So, what do you think about planting trees?*

Student: *It's fun! It's SO much better than SCHOOL! (Gr. 4)*



Learning OF Place

Bonnie: “Does it change how you think about food because you’ve actually grown it or raised it?”

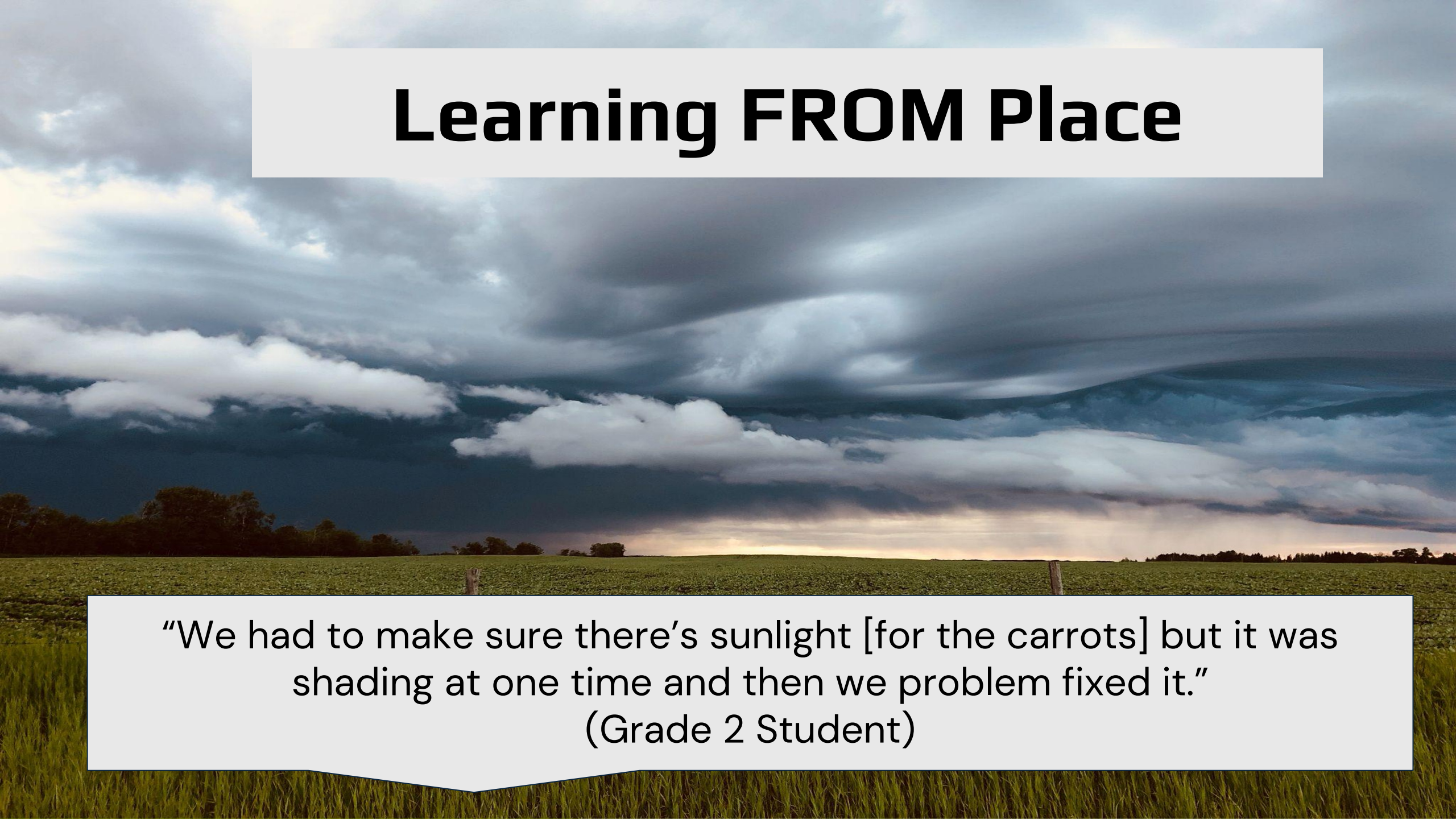
Gr. 5 Student: “When you’re raising it, it’s like, it feels like you’re part of its life and stuff because you were always there. You were watering it or like feeding it and stuff. It’s very cool.”

A pink sticky note is pinned to a blue background. The note has a dark brown border and contains the handwritten text "I'm making a difference." in black ink.

I'm making a
difference.

*“The reward is not in getting paid....the reward is in the **sense of purpose** they feel, **sense of accomplishment** they feel, being **part of a team** that can work together...the physical reward of **getting up and moving around**...the psychological reward of **learning about oneself**—what they’re good at, what they’re interested in, **overcoming challenges**, including NOT enjoying some aspects of work...**being respected for being capable.**”*

(Parent)



Learning FROM Place

“We had to make sure there’s sunlight [for the carrots] but it was shading at one time and then we problem fixed it.”
(Grade 2 Student)

Learning FOR THE SAKE of Place

*“It really makes you appreciate farming more because of **how much work they put into that** ... lots of city kids don’t even really think about where their food comes from...sometimes they can take it for granted that they get this food.” (Grade 6 student)*



"I like holding worms because it makes me respect nature." (Grade 3 student)



"I got some [chickens] to sit on my shoulders and on my head, and then they would sit on my lap and sleep..." (Grade 6 student)



Learning that VALIDATES Place

*“This is our livelihood,
feeding the world” (Parent)*

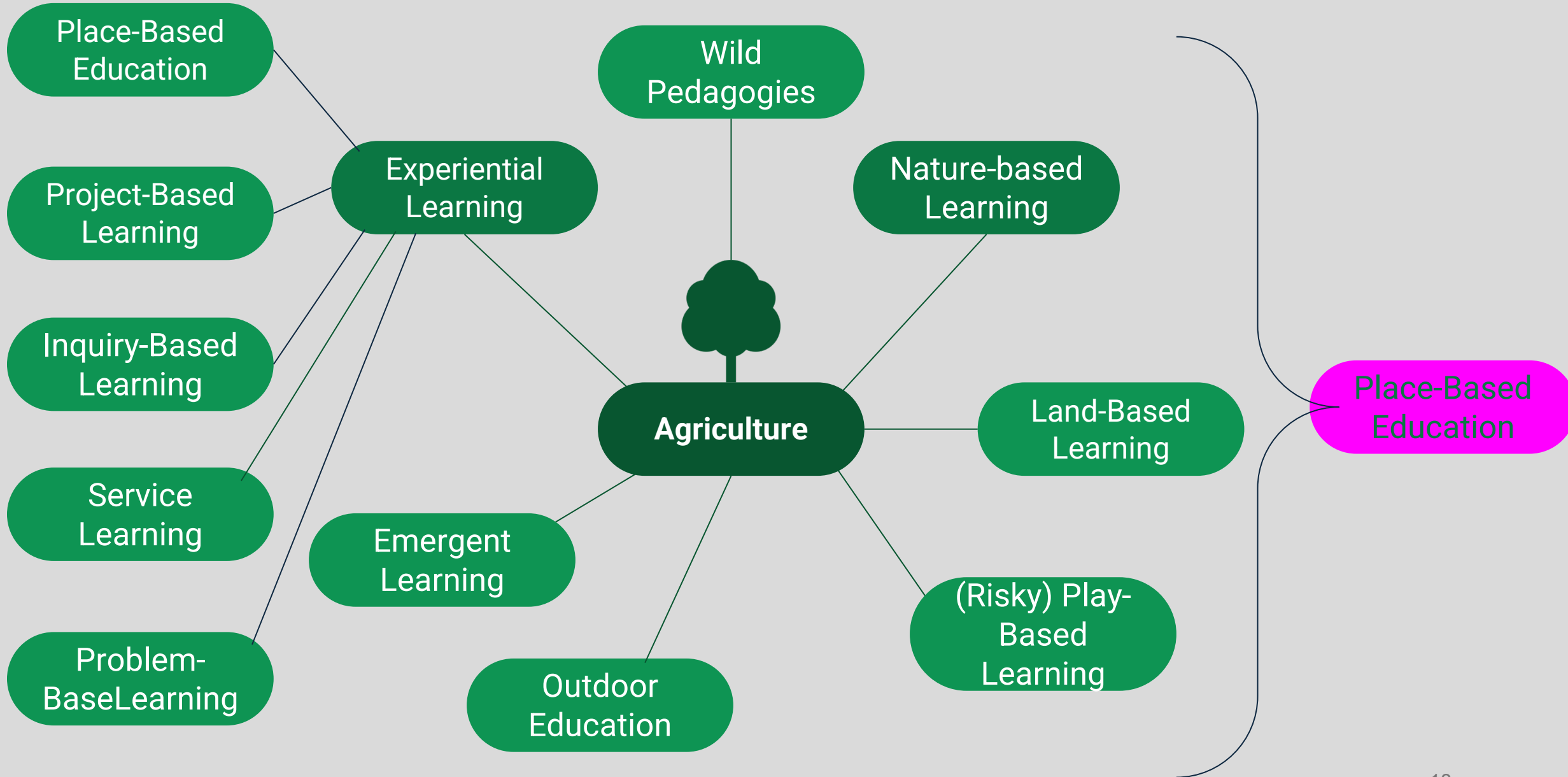
*“As you start talking about
something, they (students)
have a story...” (Teacher)*







What is special about agriculture?





“If this school wasn’t here, I don’t know what I would do.” (Grade 6 student)