



Towards the future – identifying best practices

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(VUB, UHasselt, COPERNICUS Alliance)

NBS Academy International co-design workshop
“Teacher training in NBS: where are we, and where are we going?”
20th October 2023

Competences for students: GreenComp



Source: Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-53201-9, doi:10.2760/821058, JRC128040.

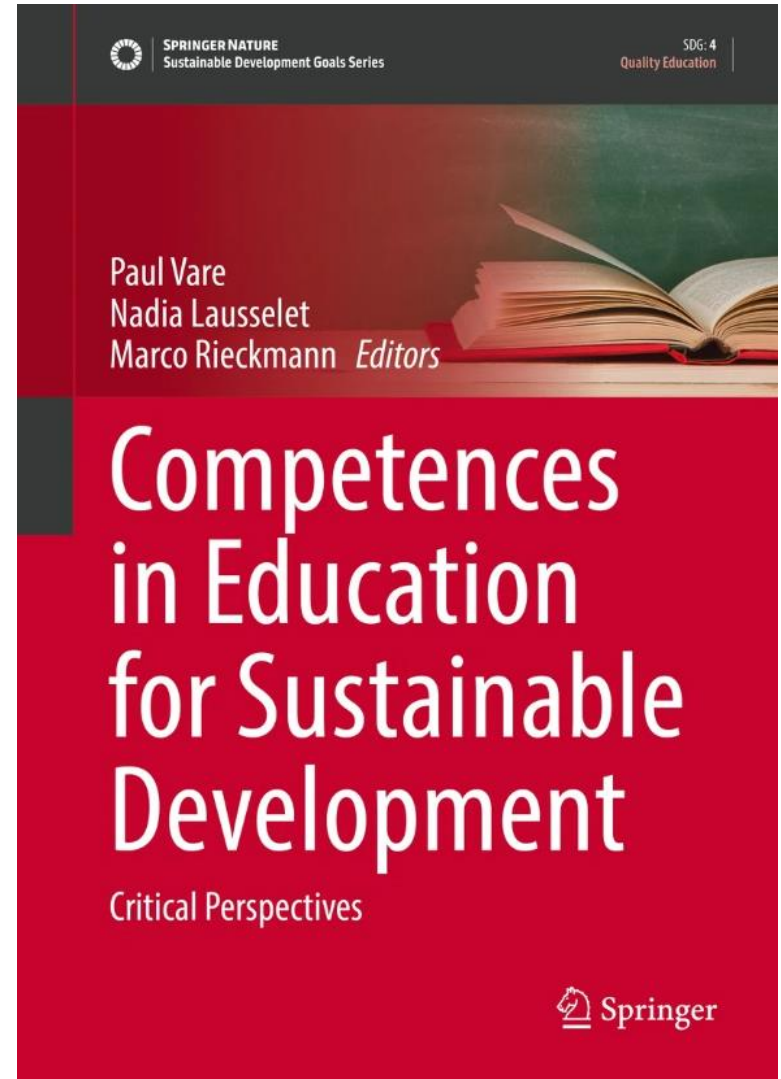
Competences for teachers

Box 7: Learning objectives for teachers to promote ESD

- Know about sustainable development and the related topics and challenges;
- Understand the discourse on, and the practice of ESD in the local, national and global context;
- Develop an integrative view of the key issues and challenges taking into account social, ecological, economic and cultural dimensions from the perspective of the principles and values of sustainable development;
- Develop disciplinary, interdisciplinary and transdisciplinary⁵ perspectives on issues of global change and their local manifestations;
- Reflect on the challenges facing promotion of the concept of sustainable development and the importance of their field of expertise for facilitating sustainable development and their own role in this process;
- Reflect on the dynamics of formal, non-formal and informal learning for sustainable development, and apply this knowledge in their own professional work;
- Understand the ways in which cultural diversity, gender equality, social justice, environmental protection and personal development are integral elements of ESD and how they can be made a part of educational processes;
- Practise an action-oriented transformative pedagogy that engages learners in participative, systemic, creative and innovative thinking and acting processes in the context of local communities and learners' daily lives;
- Act as a change agent within a process of organizational learning to advance the school towards sustainable development;
- Identify local learning opportunities related to sustainable development and build cooperative relationships;
- Evaluate and assess learners' development of cross-cutting sustainability competencies and specific sustainability-related learning outcomes.

Source: UNESCO (2017).

For more information, please visit: https://www.leuphana.de/fileadmin/user_upload/portale/netzwerk-lena/Memorandum_LeNa_English_Stand_August_15.pdf

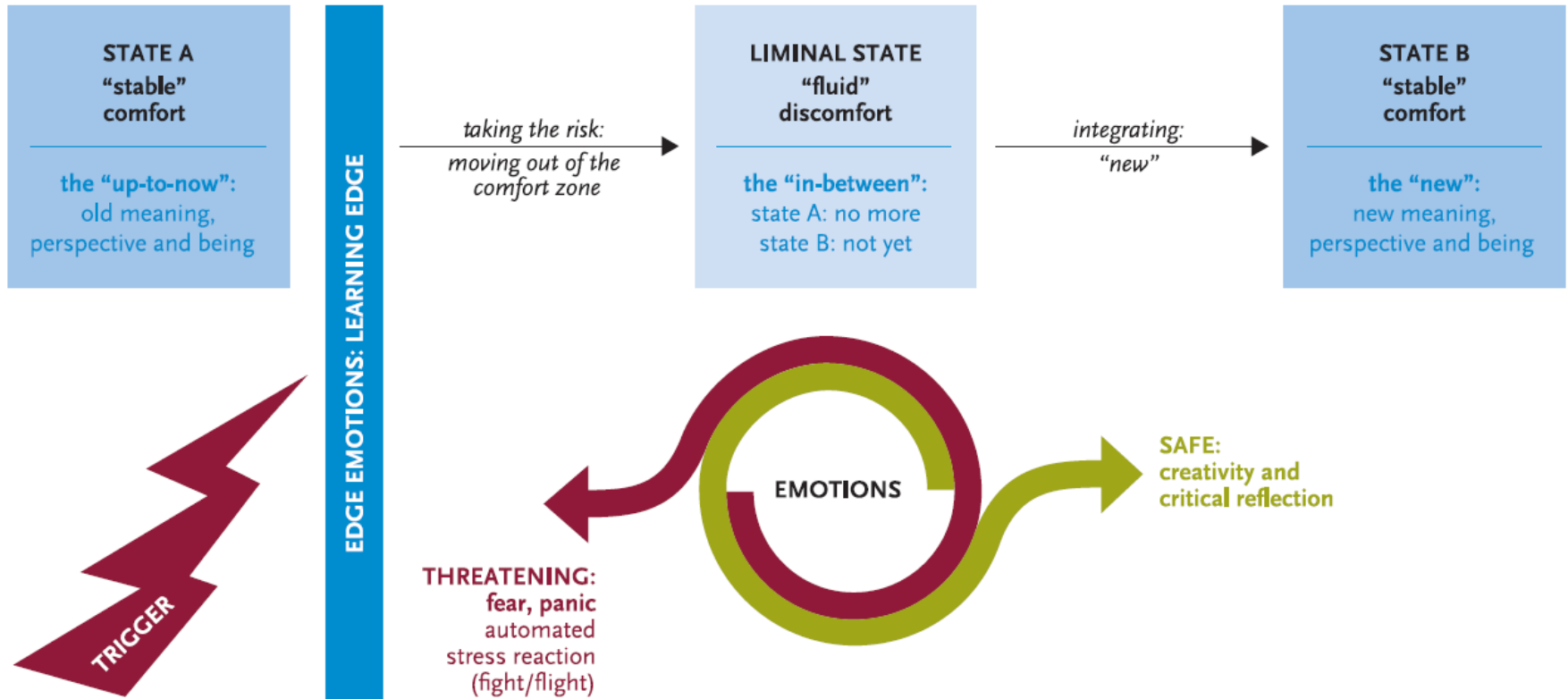


Pedagogical framework: ESDUC



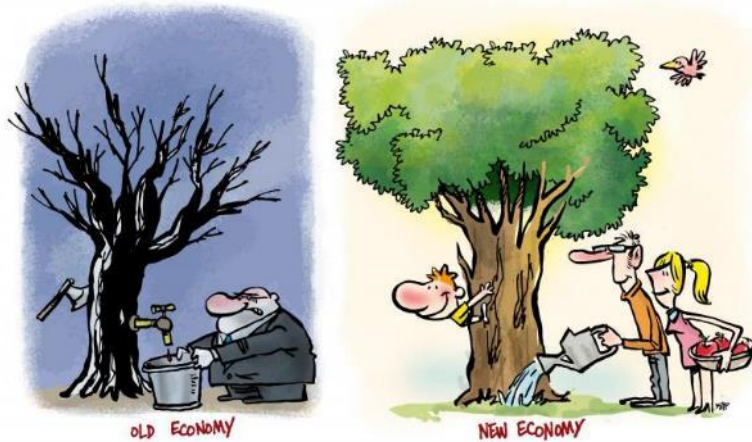
Source: Zenasni, S.; Vaesen, J.; Surmont, J.; Stiers, I.; Kuppens, T. (xxxx) Conceptualizing Education for Sustainable Development in Urban Secondary Schools. Education and Urban Society (under review).

Pedagogical framework: transformative learning



Source: Förster, Zimmermann & Mader (2019) Transformative teaching in Higher Education for Sustainable Development: facing the challenges. GAIA 28/3: 324-326.

Example teacher training (UHasselt)



- Educational master economics – Course 'Project economics and sustainability teaching methodology'
- Development of qualitative learning materials and activities
- Transformative learning for sustainability
- Teacher design team
- Design based research

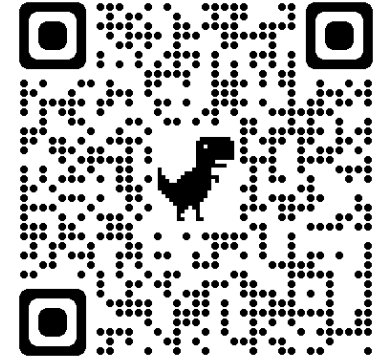
Example teacher training: DESIDERATRA (VUB)



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- Student-teachers vocational education
- “Design thinking as inclusive method to engage vulnerable youngsters for climate action by transformative learning” (art-based teaching methods)

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Towards the future - NBS in teacher education



Interested in co-creating transformative change?



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