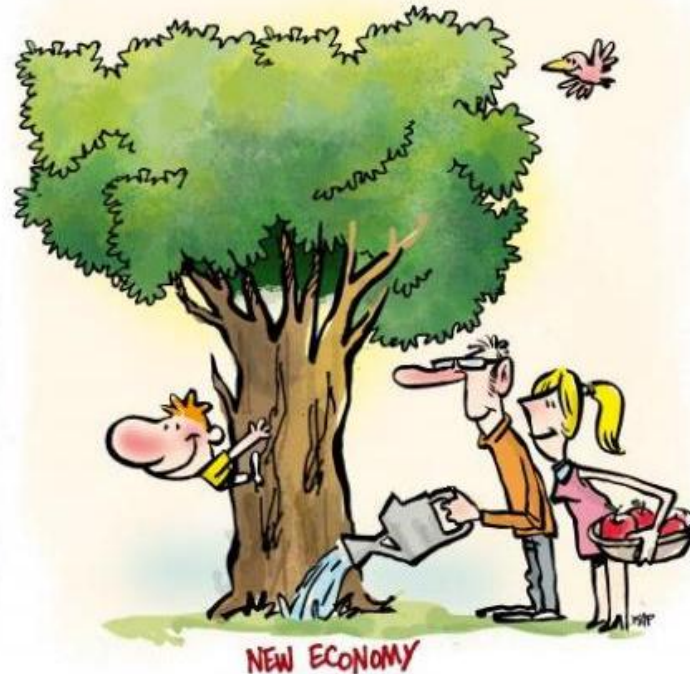




Co-creating ESE in initial teacher education

Tom Kuppens – Belgrade, ECER 2025

Impetus for co-creation in teacher education

Context

- Educational master's degree (a.o. in economics)
- ITE for upper secondary education (14 – 18 yo)

Secondary school curriculum (after reform)

- Structured around *key competences*
- Operationalised in final attainment levels
- Key competence in sustainability
 - No operationalisation
 - Interconnected with other key competences

Impetus for co-creation in teacher education

Higher education curricula

- In general, HE curricula in Flanders are:
 - competence-based
 - influenced by neoliberal, economic efficiency thinking
- Many HEIs are still taking first steps to include LfS, often adopting an instrumental approach
- Sustainability is not formally included in ITE

Impetus for co-creation in teacher education

Conclusion w.r.t. pre-service teachers

- They have little prior knowledge in sustainability
- No training in ESE competence
- Very little high-quality educational material for sustainability available

→ Need for co-creation of 'educational commons'



Co-creating ESE in initial teacher education - Tom Kuppens

Design of the co-creation setting

▪ **Hasselt University**

- Educational master's (EM) programmes
 - Pilots in ITE in economics from 2017-2018 until now
 - From 2025-2026 onwards:
compulsary course 'Sustainability education' (3 ECTS) in all EM

▪ **Vrije Universiteit Brussel**

- Master in primary education
 - 'Children make the metropolitan city'
 - Compulsary course of 3 ECTS
- Educational master's (EM) programmes
 - Subject-specific didactics: economics, project general subjects
 - 'Together we make the metropolitan city'
 - Eligible course of 6 ECTS

Design of the co-creation setting

Assignment

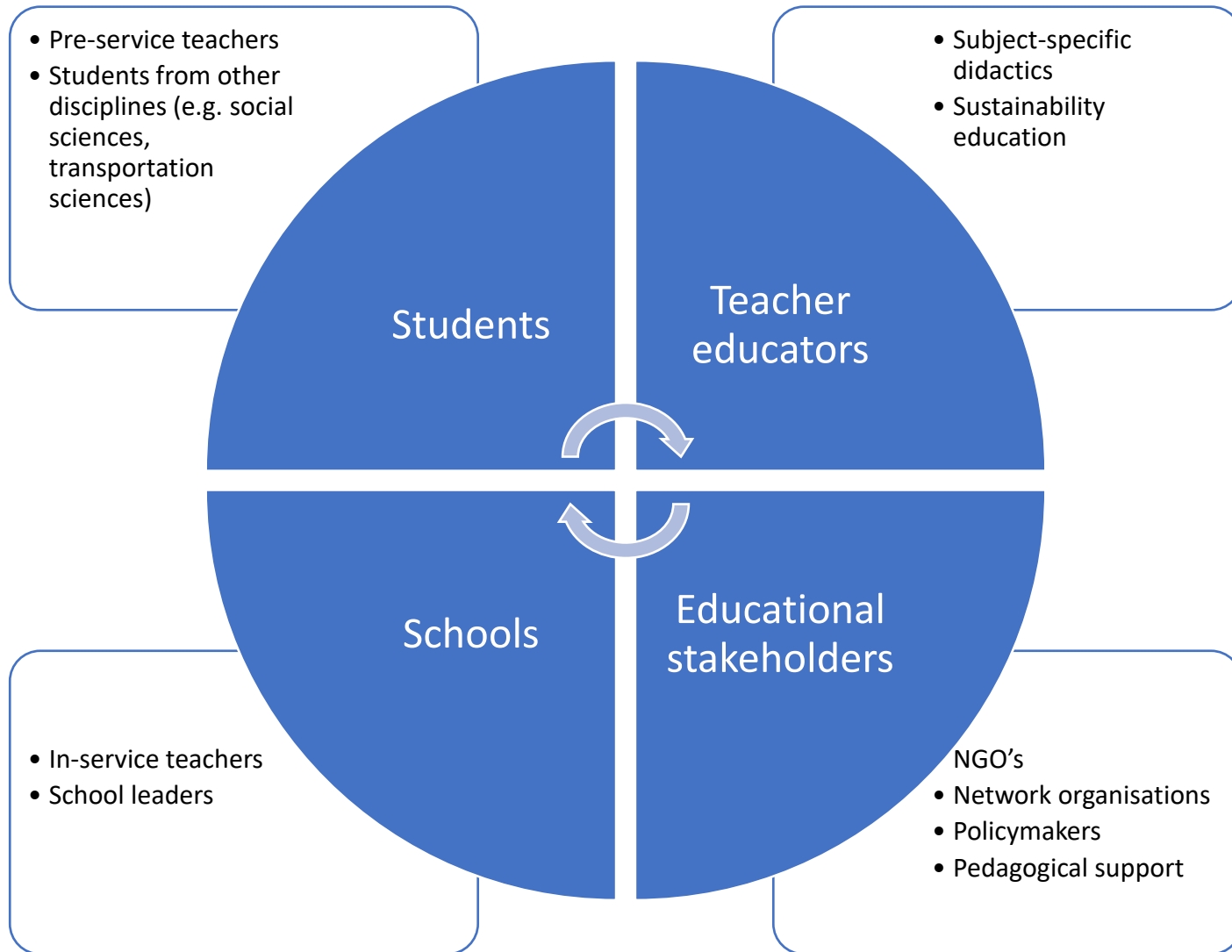
- Design and testing of educational commons
- Support through lesson design workshops
- Participatory approach to assessment

Example: Sustainability Education

1. What is ESE? → Theme setting *
2. Learning line ESE and WSA
3. Sustainability competences
4. Transformative learning for sustainability
5. Assessment of ESE
6. Reflection and exploration of one's role as a teacher *

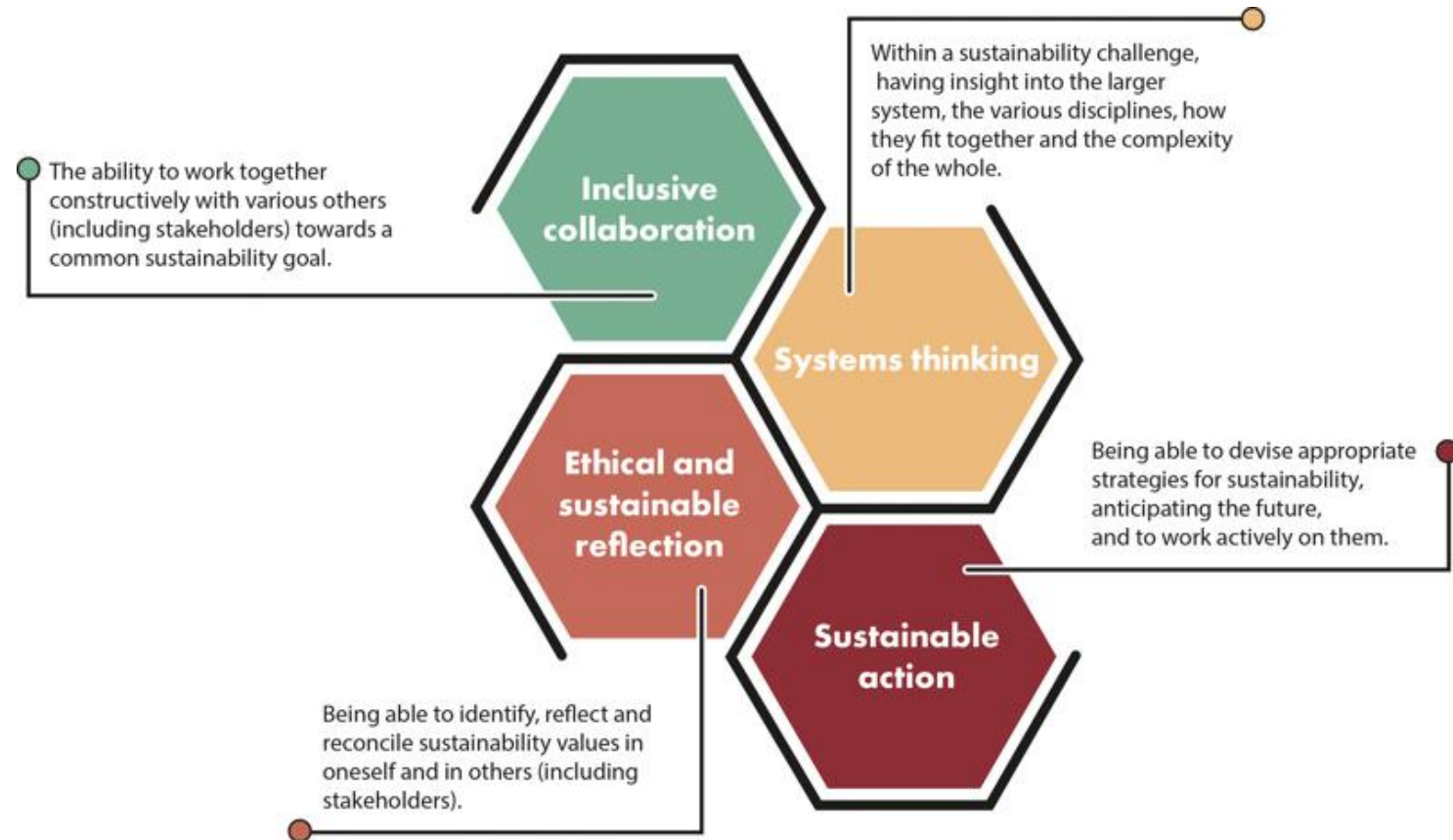
* *Involvement of in-service teachers*

Multi-actor partnership



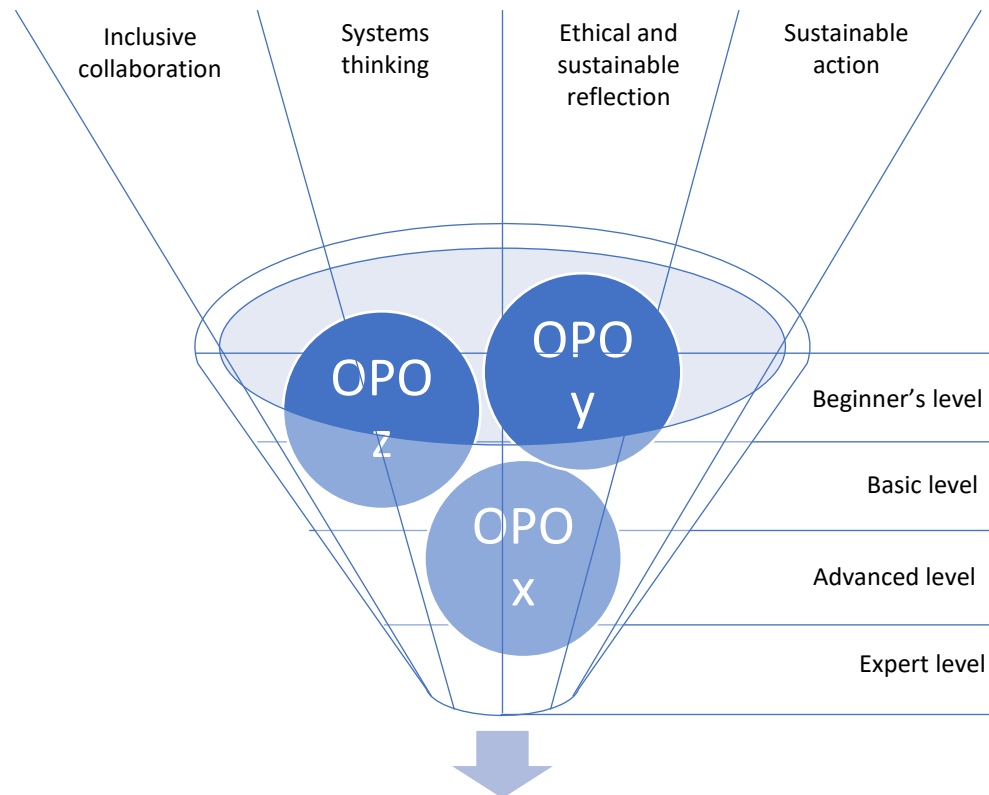
Outlook on results (UHasselt example – DEUSS project)

How to contextualise the UHasselt competency framework towards initial teacher education?



Outlook on results (UHasselt example – DEUSS project)

How and to what extent do lesson design workshops foster teacher's competence in ESE?



Outcome: in-depth acquisition of sustainability competencies throughout the study program with an increasing degree of complexity

(Source: adaptation of Molitor et al. 2024, based on Wiek et al. 2016 and Brundiers et al. 2021)

Critical reflections

- In-service teacher
 - Strong influence of educational background, e.g. dominance of neoclassical paradigm among Flemish economics teachers
 - To what extent can LDW be transformative?
- Pre-service teacher
 - Limited professional knowledge
 - Multiple groups of pupils who are unknown
 - in-service teachers included in the design team
- Who is the practitioner?
 - Teacher educator
 - Pre-service teacher