

## A Rounder Sense of Purpose

### *Educator competences in learning for sustainability*

<b>Thinking Holistically</b>	<b>Envisioning Change</b>	<b>Achieving Transformation</b>
<b>Integration:</b>		
<p><b>Systems</b>                      The educator helps learners to develop an understanding of the world as an interconnected whole and to look for connections across our social and natural environment and consider the consequences of our actions.</p>	<p><b>Futures</b>                      The educator helps learners to explore alternative possibilities for the future and to use these to consider how our behaviours might need to change.</p>	<p><b>Participation</b>                      The educator contributes towards system level changes that will support sustainable development and develops their learners' ability to do the same.</p>
<b>Involvement:</b>		
<p><b>Attentiveness</b>                      The educator alerts learners to fundamentally unsustainable aspects of our society and the way it is developing and conveys the urgent need for change.</p>	<p><b>Empathy</b>                      The educator is considerate of the emotional impact of the learning process on their learners and develops their self-awareness and their awareness of others.</p>	<p><b>Engagement</b>                      The educator works responsively and inclusively with others, remaining aware of their personal beliefs and values and develops their learners' ability to do the same.</p>
<b>Practice:</b>		
<p><b>Transdisciplinarity</b>                      The educator acts collaboratively both within and outside of their own discipline, role, perspectives and values and develops their learners' ability to do the same.</p>	<p><b>Innovation</b>                      The educator takes a flexible and creative approach using real world contexts wherever possible and encourages creativity within their learners.</p>	<p><b>Action</b>                      The educator takes action in a proactive, considered and systematic manner and develops their learners' ability to do the same.</p>
<b>Reflection:</b>		
<p><b>Criticality</b>                      The educator critically evaluates the relevance and reliability of assertions, sources, models and theories and develops their learners' ability to do the same.</p>	<p><b>Responsibility</b>                      The educator acts transparently and accepts personal responsibility for their work and develops their learners' ability to do the same.</p>	<p><b>Decisiveness</b>                      The educator acts in a cautious and timely manner even in situations of uncertainty and develops their learners' ability to do the same.</p>

Version: 31<sup>st</sup> July 2018

**Project partners:** University of Gloucestershire (UK); Duurzame PABO (NL); Italian Association of Sustainability Science (IT); Frederick University (CY); Hungarian Research Teachers' Association (HU); Tallinn University (EE)

## Systems

**The educator helps learners to develop an understanding of the world as an interconnected whole and to look for connections across our social and natural environment and consider the consequences of our actions.**

**Learning Objectives:** The educator helps learners to...

*1.1 Understand the root causes of unsustainable development and that sustainable development is an evolving concept*

*1.2 Understand key characteristics of complex systems, such as living environments, human communities and economic systems, including concepts such as interdependencies, non-linearity, self-organisation and emergence*

*1.3 Apply different viewpoints and levels when looking at systems, considering different dimensions, connections, interactions and varying flexibly between analytical and holistic perspectives, using different types of logic and thinking*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC1.1a Identify and discuss causes of unsustainability, be they environmental, social or economic

UC1.1b Understand and critique different models of sustainability

UC1.2a Explain the difference between systematic and systemic thinking

UC1.2b Understand and apply boundaries and frames to systems, look for interconnections and emergence and recognise feedback

UC1.2c Understand the difference between linear and circular economies

UC1.3a Analyse issues and contexts from different perspectives and from different levels of detail

UC1.3b Use different forms of thinking and logic to aid analysis, e.g. linear vs systemic approaches, scientific method and artistic interpretation.

## Attentiveness

**The educator alerts learners to fundamentally unsustainable aspects of our society and the way it is developing and conveys the urgent need for change.**

**Learning Objectives:** The educator helps learners to...

*2.1 Discuss limits and resilience of natural and human-made systems, and describe structural flaws in human-made systems that exceed limits and cause unsustainability*

*2.2 Recognise and discuss the urgent need to fundamentally change those human-made systems in order to address such flaws*

*2.3 Identify opportunities to contribute to improvements in quality of life, equity, solidarity, and environmental sustainability*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 2.1 Identify the way in which issues are often multi-dimensional and interrelated

UC 2.2 Research issues themselves either on the internet or by other means

UC 2.3 Keep an open mind in relation to the multiple solutions that might emerge while maintaining the principles of sustainability

## Transdisciplinarity

The educator acts collaboratively both within and outside of their own discipline, role, perspectives and values and encourages their learners to do the same.

**Learning Objectives:** The educator helps learners to...

*3.1 Identify and express their own values and perspectives and the strengths and limitations of these within a given context*

*3.2 Cooperate in multi-, inter- and trans-disciplinary contexts*

*3.3 Cooperate in intercultural and intergenerational contexts*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 3.1 Recognise the importance of having skilled people from different disciplines to tackle specific issues

UC 3.2 Identify the difference between consensus building and 'winner-takes-all' approaches

UC 3.3 Recognise the fundamental role that values play in our decision-making

## Criticality

The educator critically evaluates the relevance and reliability of assertions, sources, models and theories and develops their learners' ability to do the same.

**Learning Objectives:** The educator helps learners to ...

*4.1 Reflect critically on the framing of problems and not just on their solutions*

*4.2 Distinguish between facts, assumptions and opinions, including their own*

*4.3 Apply models and theories carefully, considering their limitations and uncertainties*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC4.1a Utilise problem-based learning techniques which pose the problem/issue as a starting point

UC4.1b Guide the discussion and give space and value to diverse opinions and hypotheses

UC4.2a Identify and propose a number of sources, accompanying their use and analysis

UC4.2b Encourage the analysis of sources and differentiate them according to the contexts and related values

UC4.3a Be aware of the implicit theory behind the interpretations of phenomena and know how to explain it

UC4.3b Propose theories for interpreting problems / phenomena and explicate the limits and uncertainties by bringing concrete examples

## Futures

The educator uses a range of techniques to help learners explore alternative possibilities for the future and to use these to consider how our behaviours might need to change.

**Learning Objectives:** The educator helps learners to...

*5.1 Envision a range of possible or thinkable futures and their sustainability aspects; focusing near and far, moving flexibly between short and long term goals and perspectives*

*5.2 Recognise relations and possible evolutions between past, present, near future and far future worldviews, developments and actions*

*5.3 Think creatively and critically about possible futures, sharing and debating ideas, worldviews and possible evolutions*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 5.1a Imagine a number of different future scenarios and consider whether they are sustainable

UC5.1b Understand how the world might change as we project into the future and how these changes might be considered from different perspectives.

UC5.2a See how changes that take place are linked to past actions and evolve over time.

UC5.2b Analyse and look for causes of change from different perspectives

UC5.3a Think creatively about possibilities for the future and critique suggestions

UC5.3b Share and debate ideas, suggestions and worldviews.

## Empathy

The educator is considerate of the emotional impact of the learning process on their learners and develops their self-awareness and their awareness of others.

**Learning Objectives:** The educator helps learners to...

*6.1 Listens to their own emotions and those of others; understands and applies strategies for dealing with fear, conflict or despondency, differentiating between unfounded hope and realistic sources of hope*

*6.2 Helps learners to recognise needs and connections within and beyond the human species*

*6.3 Develops their own and others' coping mechanisms and sources of resilience*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 6.1 Differentiate between understanding, sympathy and empathy

UC 6.2 Identify situations where they have drawn on coping mechanisms themselves

UC 6.3 Use their imagination to “put themselves in other peoples’ shoes”

## Innovation

**The educator takes a flexible and creative approach using real world contexts wherever possible and encourages creativity within their learners.**

**Learning Objectives:** The educator...

*7.1 Applies creative and innovative teaching techniques in relation to sustainability issues, positioning the teaching processes in a real-world or simulated context*

*7.2 Uses the local and global natural, social and built environment, including their own institution, as a context and source of learning, recognising the importance of building on the experience of learners as a basis for transformation*

*7.3 Uses their judgement to recognise when tried and tested approaches are appropriate rather than assuming that 'new' is always 'better'*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC7.1 Facilitate a process of generating new ideas among learners

UC7.2 Identify ways in which creativity links to a range of learning theories

UC7.3 Recognise opportunities for building new 'value' (new social, environmental or economic benefits) from any given situation

## Responsibility

**The educator acts transparently and accepts personal responsibility for their work and develops their learners' ability to do the same.**

**Learning Objectives:** The educator ...

*8.1 Accepts personal responsibility and accountability towards others and acts transparently by reporting to others in appropriate ways*

*8.2 Reflects critically on their educational practice looking for opportunities for improvement and development*

*8.3 Helps learners to identify, evaluate and take responsibility for the potential consequences and impacts of their decisions and actions*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC8.1a Make independent choices in classroom management (towards pupils, colleagues, materials and resources) and be a well-functioning educator within their own context.

UC8.1b Consider the consequences of their actions and have basic knowledge of people and (technical) installations / systems

UC8.2 Reflect on their own work and functioning.

UC8.3 Behave responsibly to pupils and colleagues

## Participation

**The educator contributes towards changes in education that will support sustainable development and develops their learners' ability to do the same.**

**Learning Objectives:** The educator helps learners to...

*9.1 Uses participatory approaches giving learners the opportunities to share ideas and experiences openly*

*9.2 Develops and applies education goals, methods and content that increase the ability of learners to recognise their potential contribution towards societal transformations for sustainable development*

*9.3 Proposes and facilitates actions that will trigger transformations of education systems and unsustainable education practices*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 9.1 Identify varying degrees of participation and different ways in which people can participate

UC 9.2 Understand the central importance of *agency* – i.e. a voice and the belief that we will be heard

UC 9.3 Employ creative means of listening to people

UC 9.4 Identify strengths and weaknesses in top down and bottom up approaches and note the advantages of participative solutions

## Engagement

**The educator works responsively and inclusively with others, remaining aware of their personal beliefs and values and develops their learners' ability to do the same.**

**Learning Objectives:** The educator...

*10.1 Is a facilitator and participant in the learning process with colleagues as well as learners*

*10.2 Engages with learners and others in ways that build positive relationships and trust*

*10.3 Helps learners identify and analyse their own values and beliefs and to recognise how they underpin actions and behaviours*

### Underpinning Components

In order to achieve the above Learning Objectives the educator should be able to:

UC 10.1 Use a variety of approaches and methods which stimulate learning in a collaborative and collegiate way

UC 10.2a Recognise and embrace difference, treating all equally and with respect

UC 10.2b Operate in an open way that engenders trust and empowers others

UC 10.3 Recognise the values and beliefs behind the actions and behaviours of others

## Action

**The educator takes action in a proactive, considered and systematic manner and develops their learners' ability to do the same.**

<b>Learning Objectives:</b> The educator...
<i>11.1 Places the learners and their development at the centre of the education process, supports them to meet new challenges and builds on their experience and interest</i>
<i>11.2 Applies a learner focused approach to engage learners in democratic processes</i>
<i>11.3 Helps learners develop their agency and their awareness of social, political and economic structures</i>

<b>Underpinning Components</b>
In order to achieve the above Learning Objectives the educator should:
UC 11.1a Be 'student-centred' in their approach
UC11.1b Be supportive and encouraging towards students, coaching them in order to enhance their sense of agency
UC11.1.c Make use of the reflective learning cycle (planning, acting, reflecting, adjusting or the Anticipation-Action-Reflection cycle)
UC11.2 Work in a democratic, open way with students
UC11.3 Be able to see meaningful educational opportunities in 'real life' and encourage learners to do the same

## Decisiveness

**The educator acts in a cautious and timely manner even in situations of uncertainty and develops their learners' ability to do the same.**

<b>Learning Objectives:</b> The educator ...
<i>12.1 Acts in a timely manner even when faced with unforeseen events, keeping in mind the precautionary principle</i>
<i>12.2 Takes decisions even in a context of dilemmas, uncertainties, contradictions and wicked problems in accordance with their values, being aware that postponing decisions and not acting is also a decision and helps learners do the same</i>
<i>12.3 Gathers information and considers various options while being open to alternatives and encourages learners to do the same.</i>

<b>Underpinning Components</b>
In order to achieve the above Learning Objectives the educator should be able to:
UC12.1a Identify a variety of information sources and ensure that these present alternative options
UC12.1b Exercise good judgement and make sound and well-informed solutions based on pre-identified alternatives or known options.
UC12.2a Manage competing priorities and make effective and timely decisions addressing conflicting issues.
UC12.2b Make decisions with significant consequences and perceive the impact and implications of these decisions
UC12.3a Highlight the impact of different time-frames when addressing a problem.
UC12.3b Act promptly and with confidence when a situation requires a quick decision.