

# A Rounder Sense of Purpose:

Integrating competences in education for sustainable development into educator training

**This project aims to develop:**

- an accreditation model based on competences in Education for Sustainable Development (ESD)
- continuing professional development (CPD) programmes that will reflect the role of formal education in supporting sustainable development.



# The Six Partners



- University of Gloucestershire (UK)
- Frederick University (Nicosia, Cyprus)
- Hungarian Research Teachers' Association (Budapest, Hungary)
- Italian Association for Sustainability Science (Rome, Italy)
- Duurzame PABO (Oostburg, The Netherlands)
- Tallinn University (Tallinn, Estonia)

# A rationale:

“Education should play an important role in enabling people to live together in ways that contribute to sustainable development.

**However, at present, education often contributes to unsustainable living.**

...The recasting of development, therefore, **calls for the reorientation of education towards sustainable development.**”

(UNECE,2012)

# Project goals

1. Develop a practical accreditation model that teacher educators can use in any European context
2. Develop and disseminate a 'tools and guidelines' document to help teacher educators implement the accreditation model in a variety of contexts
3. Enhance existing mainstream educator training programmes with a wider set of competences that will more accurately **reflect the role of formal education in supporting smart, sustainable and inclusive economic development.**

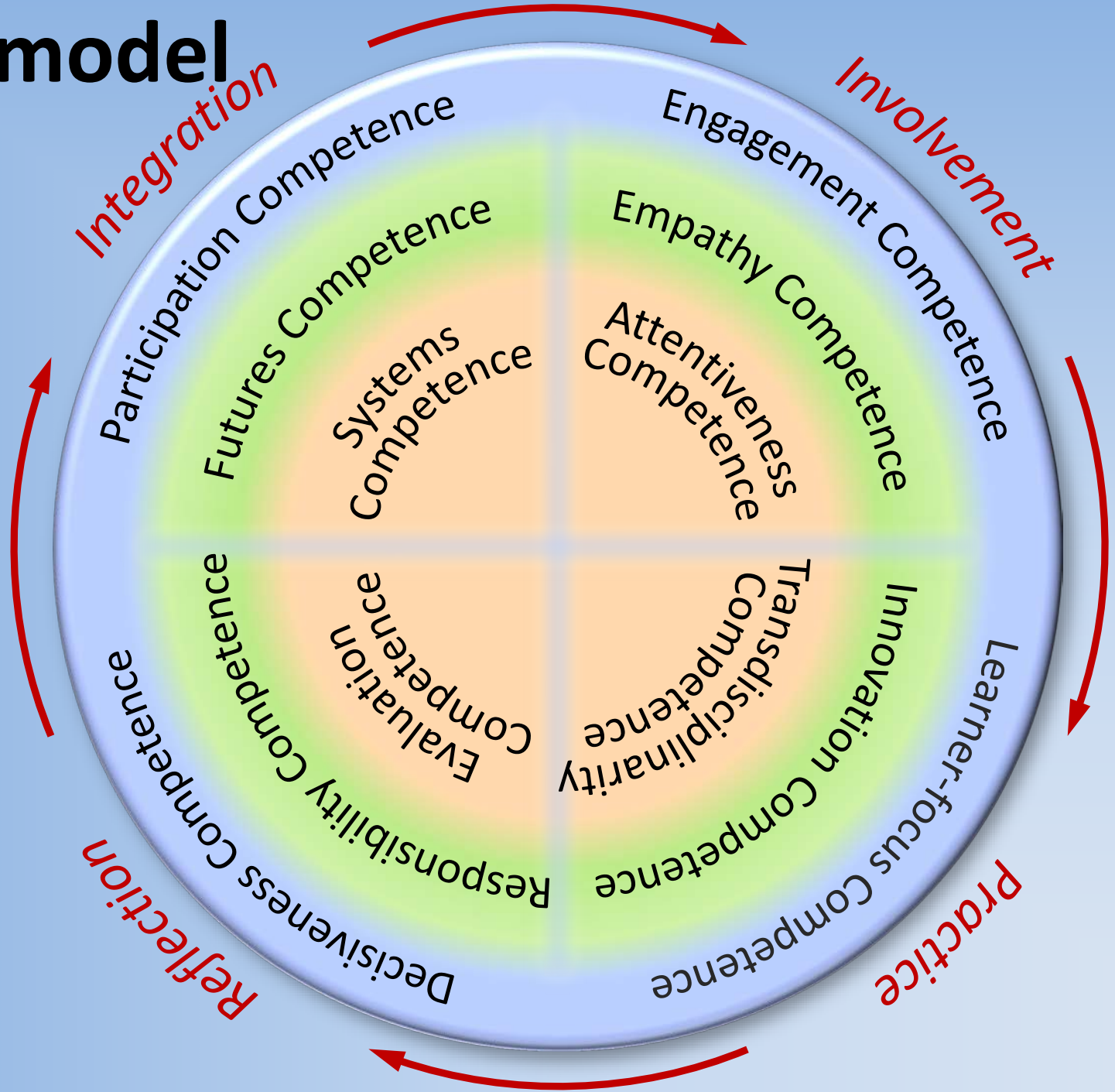
4. By working closely with practitioners in a range of different contexts, the project aims to engage 50 teacher educators and over 400 pre-service teachers in the practical application of the ESD competences.

5. At UoG that means 9 teacher educators and 70 pre-service teachers

# Project progress

- ✓ Revised framework of competences
- ✓ Proposed three stages/levels of achievement
- ✓ Basic format proposed for CPD programme
  - ✓ 24 hour contact time
  - ✓ Portfolio of evidence to demonstrate competences

# RSP model



*Integration*

*Involvement*

*Practice*

*Reflection*

# The 12 Competences

<i>Thinking Holistically</i>	<i>Envisioning Change</i>	<i>Achieving Transformation</i>
<i>Integration:</i>		
<b>Systems Competence</b> The educator helps learners to develop an understanding of the world as an interconnected whole and look for connections across human and natural worlds and consider the consequences of our actions.	<b>Futures Competence</b> 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.	<b>Participation Competence</b> The educator contributes towards changes in education that will help sustainable development and encourages their learners to do the same.
<i>Involvement:</i>		
<b>Attentiveness Competence</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.	<b>Empathy Competence</b> The educator is considerate of the emotional impact of the learning process on their learners and develops their self-awareness.	<b>Engagement Competence</b> The educator works flexibly and responsively with others, remaining aware of their personal beliefs and values, and encourages their learners to do the same.
<i>Practice:</i>		
<b>Transdisciplinarity Competence</b> The educator acts collaboratively both within and outside of their own discipline, role, perspectives and values and encourages their learners to do the same.	<b>Innovation Competence</b> The educator takes an innovative and creative approach using real world contexts wherever possible.	<b>Action Competence</b> The educator focuses on the development of learners' critical thinking skills and helps them to take considered actions in their own context
<i>Reflection:</i>		
<b>Evaluation Competence</b> The educator helps learners to critically evaluate the relevance and reliability of assertions, sources, models and theories.	<b>Responsibility Competence</b> The educator acts transparently and accepts personal responsibility for their work and encourages their learners to do the same.	<b>Decisiveness Competence</b> The educator acts in a cautious and timely manner even in situations of uncertainty and encourages their learners to do the same.



# Want to know more?

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