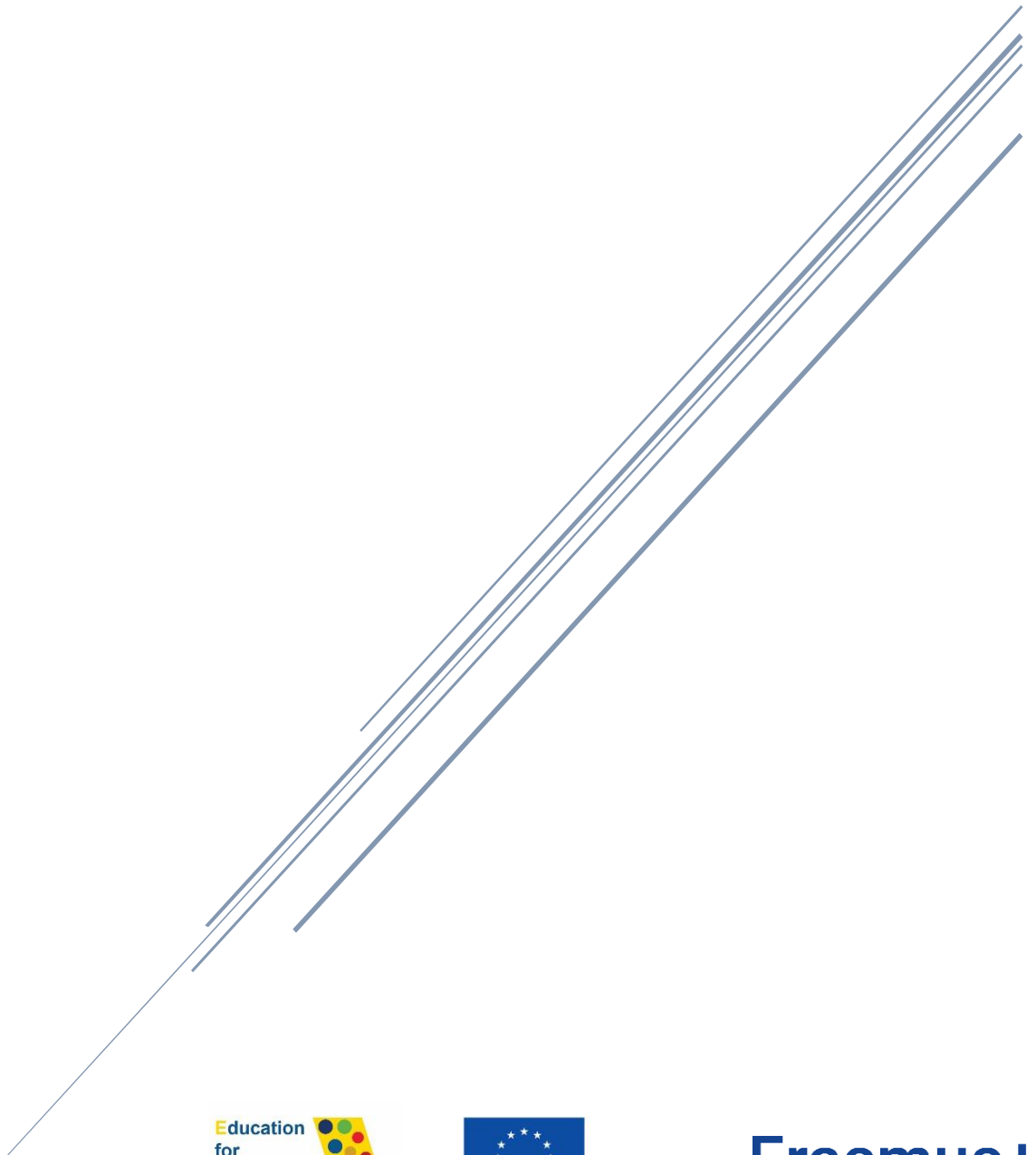


ESD:SUPERVISION 4.0 - SKOLOTĀJU APMĀCĪBAS ROKASGRĀMATA



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Project partner consortium:

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Daugavpils Universitāte
Daugavpils Valsts gimnazija
Integrierte Gesamtschule Oyten
Italian Association for Sustainability Science
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	<i>2 x 5 h</i>	3.3. Reviewing and discussing educational plans. Analysis of the experiences within Teacher Training Programme; establishing Bank of Ideas.
4. ESD - Curriculum – Whole School Approach <i>3-6 h</i>	4. Creating a learning environment: modelling sustainable school <i>2 x 5 h</i>	4.1. Whole school approach based on a synergy of all school activities, its importance for the competence development (UNESCO, EU documents). The Concept of Good School in Lithuania, and its implementation. 4.2. Operating principles and quality criteria of sustainable schools. Practical examples, their critical assessment, reflection and discussion on teachers' professional experiences. 4.3. National Sustainable Schools Network: aims, objectives, implementation results. Task: Assessing the learning environment and identifying the perspective for change in a particular school by the internet tool Sustainability Framework for School Self-Assessment.
6. Networking schools on ESD <i>3-6 h</i>		
Total: 18-34 h	40 h	

COMMENTS

The Concept of Good School was approved by the Minister of Education, Science and Sport in 2015. It is compatible with the main principles of ESD and with a whole institution approach as a basis for school development.

National Sustainable Schools Network (established in 2014, 70 schools involved)

Coordinator: Capital Children and Youth Centre, Vilnius

The targets of the networking schools currently are:

- to mobilise school communities for implementing United Nations Sustainable Development Goals (SDGs);
- to integrate ESD issues into all components of school life including governance and partnerships, school curriculum planning, learning experiences, capacity building of personnel, and sustainability in school operations.

Reikalavimų pedagoginių darbuotojų (išskyrus aukštųjų mokyklų darbuotojus) kvalifikacijos tobulinimo programoms ir nacionalinėms kvalifikacijos tobulinimo programoms ir nacionalinių kvalifikacijos tobulinimo programų vertinimo, akreditavimo ir registravimo tvarkos aprašo
1 priedas

Pedagoginių darbuotojų (išskyrus aukštųjų mokyklų darbuotojus) kvalifikacijos tobulinimo programa

1. Programos teikėjas

1.1. Programos teikėjo rekvizitai (pavadinimas, juridinio asmens kodas, adresas, pašto indeksas, telefonas, el. paštas)	Vytauto Didžiojo universiteto Švietimo akademija, įm. kodas 111950396, T. Ševčenkos g. 31, Vilnius, LT-03111, mob. +370 68544066, el. paštas giedre.kvieskiene@vdu.lt
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2. Programos pavadinimas

Darnaus vystymosi temomis grindžiama kompetencijų plėtotė įgyvendinant atnaujintas Bendrąsias programas (Pagrindinis ugdymas)
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3. Programos rengėjas (-ai)

Dr. Laima Galkutė

4. Programos bendraautoris (-iai)

Dr. Edvina Krokaitė-Kudakienė; Šarūnas Gerulaitis

5. Programos anotacija (aktualumas, reikalingumas)

<p>2023–2024 mokslo metais pradedamos diegti atnaujintos Bendrosios programos (toliau – BP), kurių išskirtinė savybė – sistemingas bendražmogiškųjų vertybių ir kompetencijų ugdymas, siekiant asmens gerovės ir visuomenės pažangos. Siekiama sukurti sąlygas kiekvienam mokiniui įgyti aukštesnius pasiekimus, formuoti vientisą pasaulėvaizdį ir prasmingai įsitraukti į bendruomenės gyvenimą. Pasirenkamasis turinys (iki 30 proc.) gali būti skiriamas tarpdalykinėms temoms plėtoti, projektinėms ir kitoms pažintinėms kūrybinėms veikloms (<i>Bendrujų programų įvadas</i>, 2022).</p> <p>Kompetencijų plėtotė reikalauja interaktyvaus, į praktinį žinių taikymą ir elgsenos pokyčius kreipiančio ugdymo(si) proceso organizavimo. Svarbu atkreipti dėmesį į mokytojų kvalifikacijos aspektus, apimančius: ugdymo(si) turinio kūrimą ir įgyvendinimą; mokinių pažangos ir pasiekimų vertinimą; bendravimą ir bendradarbiavimą mokyklos komandoje užtikrinant visuminio mokinių ugdymo(si) rezultatų kokybę. Pateikiamoje kvalifikacijos tobulinimo programoje dėmesys sutelktas į kompetencijų plėtotės ir vertinimo ypatumus aktualiuose darnaus vystymosi (toliau – DV) kontekstuose, įveiklinant <i>Geros mokyklos koncepciją</i> (2015).</p> <p>Tarpdalykinės visuomenės DV temos atliepia įvairius – artimiausios aplinkos, valstybės ir pasaulio iššūkius, todėl susieja ir aktualizuoja įvairius mokomuosius dalykus. Kompleksinių – socialinių,</p>

aplinkosauginių, ekonominių aspektų sąveika grindžiamų problemų analizė ir sprendimų paieška ugdo aukštesniojo lygio mąstymo gebėjimus ir skatina pokyčių įgyvendinimą praktikoje. Kompetencijos atsiskleidžia veikloje bei jos rezultatuose, todėl DV kontekstai kiekvienam besimokančiajam suteikia erdvės veikti ir įrodyti kompetencijų ugdymo pasiekimus.

DV klausimai yra įtraukti į daugelio Europos ir pasaulio valstybių kompetencijomis grindžiamas ugdymo programas. Jie yra siejami su globaliaisiais DV tikslais (toliau – DVT), kurie suformuluoti Jungtinių Tautų rezoliucijoje *Keiskime mūsų pasaulį: Darnaus vystymosi darbotvarkė iki 2030 metų* (2015). DVT, kuriems būdingas vertybinis kryptingumas, tarpusavio susietumas ir į veiklą kreipiantys uždaviniai, įsipareigojo įgyvendinti ir Lietuva drauge su kitomis Europos Sąjungos valstybėmis. Atnaujintose BP rekomenduotos DV temos yra adekvačios globaliems DVT, o atitinkamų DVT uždaviniai atskleidžia kiekvienos iš jų sudėtingą turinį.

BP siektini ugdymo rezultatai aprašyti kaip mokinių kompetencijų ugdymo pasiekimai, išskiriant keturis lygius. Kompetencijos plėtotės pažangai stebėti būtina pasirinkti tinkamą taksonomiją. Mokinio pasiekimų lygiams aprašyti pasirinkta SOLO taksonomija (angl. *Structure of Observed Learning Outcomes*, Biggs and Collis, 1982). SOLO lygmenys nustato atskaitos taškus tiek mokymuisi, tiek kompetencijų vertinimui, nuosekliai didinant ugdymo turinio kompleksiskumą ir visuomeninį reikšmingumą.

Tarptautiniuose švietimo dokumentuose – ir UNESCO, ir Europos Sąjungos, pažymimas visuminis mokyklos požiūris (angl. – *Whole School Approach*) pripažįstamas veiksmingiausia kompetencijų plėtotės prieiga. Ji telkia mokyklos bendruomenę ugdymo kokybei gerinti ir sieja skirtingas mokyklos gyvenimo sritis: strategiją ir valdymą, ugdymo turinį ir didaktiką, mokinių patirtis, infrastruktūros naudojimą, daugialypes partnerystes ir bendradarbiavimą. Visuminis mokyklos požiūris yra prielaida sistemškai ir nuosekliai įtraukti DV aspektus į mokyklos veiklą. *Geros mokyklos koncepcija* (2015) teikia pagrindą savitai įgyvendinti visuminį mokyklos požiūrį Lietuvoje (žr. SVJC programą *Darni mokykla*).

Programos apimtis – 40 akad. val., iš jų 14 val. teorija, 14 val. praktika, 12 val. savarankiškas darbas. Programą sudaro 4 moduliai (8 sesijos):

1. Visuomenės DV aktualijos BP ugdymo(si) turinyje;
2. Kompetencijų raiška ir vertinimas;
3. Ugdymo veiklos planavimas ir organizavimas;
4. Mokymo(si) aplinkos kūrimas.

Programoje bus naudojama informacinė ir metodinė medžiaga, programos autorių parengta įgyvendinant tarptautinius Erasmus+ projektus „Mokyklų darnumo įsivertinimo gairės“ (2020-2022) ir „Darnaus vystymosi švietimas: Super-Vision-4.0“ (2020-2023), taip pat SVJC nacionalinės programos „Darni mokykla“ patirtys.

Kvalifikacijos tobulinimo programa atitinka 2023–2025 metų prioritetinę kvalifikacijos tobulinimo sritį „Ugdymo praktikos ir didaktikos kompetencijų tobulinimas“ (*Pedagoginių darbuotojų (išskyrus aukštųjų mokyklų darbuotojus) 2023–2025 metų prioritetinės kvalifikacijos tobulinimo sritys, Lietuvos Respublikos švietimo, mokslo ir sporto ministro 2022 m. gruodžio 13 d. įsakymas Nr. V-1942*).

6. Programos tikslas

Programos tikslas – įgalinti skirtingų dalykų mokytojus įgyvendinti atnaujintas BP pagrindinio ugdymo programas: veiksmingai ugdyti mokinių kompetencijas autentiškuose darnaus vystymosi kontekstuose.

7. Programos uždaviniai

1. Diskutuoti atnaujintų BP ypatumus, remiantis kompetencijomis grindžiamų ugdymo programų tendencijomis (UNESCO, EBPO dokumentai).
2. Modeliuoti tarpdalykinį mokymo(si) turinį vadovaujantis DV/ DVT aktualijomis bei jų autentiška raiška nacionaliniame ir vietos kontekste.
3. Analizuoti ir planuojant veiklą taikyti į kompetencijų plėtotę kreipiančias ugdymo strategijas ir metodus (atsižvelgiant į ugdymo uždavinius).

4. BP numatytose pasiekimų srityse formuluoti pasiekimų lygių kokybės kriterijus mokinių kompetencijų plėtotei pažangai ir rezultatams vertinti.
5. Kompleksiškai vertinti mokymosi aplinką (mokyklos) DV švietimo aspektu vadovaujantis *Geros mokyklos koncepcija*.
6. Aptarti mokytojo vaidmenis bei jo kompetencijų raišką įgyvendinant atnaujintas BP.

8. Programos turinys (įgyvendinimo nuoseklumas: temos, užsiėmimų pobūdis (teorija / praktika / savarankiškas darbas), būdai (kontaktinis / nuotolinis / mišrus) ir trukmė)

Kiekvienos sesijos temos ir užsiėmimų pobūdis (teorija/ pratybos/ savarankiškas darbas) ir trukmė toliau pateikta lentelėje.

Siekiant veiksmingo dalyvių į(si)traukimo ir bendradarbiavimo tarpdalykinėse grupelėse atliekant ir aptariant užduotis, kvalifikacijos tobulinimo programa Vilniaus mokytojams teikiama kontaktiniu būdu.

Eil. Nr.	Temos	Teorija	Praktika	Savarankiškas darbas	Iš viso
		Akad. val.			
1	Visuomenės darnaus vystymosi aktualijos BP ugdymo(si) turinyje				
1.1	Atnaujintų BP ypatumai: aukštesniųjų gebėjimų ugdymas; kompetencijų samprata ir vaidmuo šiuolaikinėje visuomenėje; mokymo(si) turinio kokybės kriterijai.	2	2		4
1.2	DV samprata, daugialypis švietimo vaidmuo siekiant visuomenės tvarumo; aktualūs tikslai (DVT) – Jungtinių Tautų <i>Darnaus vystymosi darbotvarkė iki 2030 metų</i> (2015).	2			2
1.3	Tarpdalykinių DV temų žemėlapis, grindžiamas globaliaisiais DVT. <u>Užduotis:</u> mokymo(si) turinio modeliavimas pasirinktai DV temai.		2	2	4
2	Kompetencijų raiška ir vertinimas darnaus vystymosi kontekstuose BP ugdymo(si) rezultatai – kompetencijos. Kompetencijų raiškos dalykiniai ir kontekstiniai ypatumai, ugdymo uždaviniai ir pasiekimų sritys skirtingų mokomųjų dalykų programose.				
2.1	Pasiekimų raida BP, pasiekimų lygiai, jų požymiai. SOLO taksonomija – gairės kompetencijų ugdymui(si); formuojamojo vertinimo vaidmuo.	2	1		3
2.2	Pasiekimų lygių aprašai, grindžiami SOLO taksonomija; atvejų analizė. <u>Užduotis:</u> ugdymo(si) uždavinių formulavimas ir pasiekimų lygių aprašų rengimas pasirinktai DV temai.	2			2
2.3		1	2	2	5
3	Ugdymo veiklos planavimas ir organizavimas				
3.1	Veiksmingo kompetencijų ugdymo strategijos ir metodai, mokytojo vaidmens kaita. Mokytojų profesinės patirties refleksija ir perspektyva, specialiosios kompetencijos.	1	1		2

3.2.	Ugdymo proceso planavimas; formaliojo ir neformaliojo ugdymo sąveika. <u>Užduotis</u> : integruoto ugdymo plano pasirinktai DV temai rengimas (bendradarbiaujant skirtingų mokomųjų dalykų mokytojams).	1		3	4
3.3	Ugdymo planų recenzavimas ir aptarimas. Kvalifikacijos tobulinimo programos patirčių analizė, mokytojo kompetencijų raiška; Idėjų banko formavimas.		3	1	4
4	Mokymo(si) aplinkos kūrimas: tvarios bendruomenės modelis				
4.1	Visuminio mokyklos požiūrio, grindžiamo visų veiklos sričių sąveika, svarba kompetencijų plėtotei (UNESCO, ES nuostatos). <i>Geros mokyklos koncepcija</i> (2015), jos įveiklinimas Lietuvoje.	1	1		2
4.2	Darnių mokyklų veiklos principai ir kokybės kriterijai. Praktikos pavyzdžiai, jų kritinis vertinimas, mokytojų profesinės patirties refleksija ir aptarimas.	1	1		2
4.3	SVJC programa „Darni mokykla“: tikslai, uždaviniai ir įgyvendinimo patirtys. <u>Užduotis</u> : mokymo(si) aplinkos įvertinimas ir poreikių nustatymas savo mokykloje naudojant interneto įrankį „Mokyklų darnumo įsivertinimo gairės“.	1	1	4	6
	Iš viso:	14	14	12	40

9. Programos rezultatai (įgyjama (plėtojama) kompetencija (-os))

<p>Programa skirta gilinti Specialiąsias kompetencijas, numatytas <i>Pedagogų rengimo reglamente (Lietuvos Respublikos švietimo, mokslo ir sporto ministro 2018 m. gegužės 29 d. įsakymo Nr. V-501 redakcija)</i>.</p> <p>1) „ugdymo(si) turinio kūrimo, valdymo ir įgyvendinimo“ –</p> <ul style="list-style-type: none"> ○ atskleis tarpdalykinių DV temų spektrą remdamiesi pasauliniais DV tikslais bei jų raiška nacionaliniu ir vietos lygmeniu, įvertins jų įtraukimo į skirtingų dalykų mokymo(si) turinį galimybes; ○ parengs integruoto ugdymo planą pasirinktai DV temai, pagrįstai pasirenks į tikslingą veiklą ir kompetencijų plėtotę kreipiančias ugdymo strategijas ir metodus, detalizuos pasiekimų sritis (kompetencijų raišką). <p>2) „ugdytinio pažangos, pasiekimų vertinimo ir grįžtamojo ryšio užtikrinimo“ –</p> <ul style="list-style-type: none"> ○ ugdymo planui suformuluos 4 lygių mokinių pasiekimų aprašus, remdamiesi SOLO taksonomija, aptars jų taikymą formuojamajam vertinimui. <p>3) „profesinės partnerystės, tinklaveikos, bendravimo ir bendradarbiavimo“ –</p> <ul style="list-style-type: none"> ○ įvertins visuminio mokyklos požiūrio į DV būklę ir perspektyvą ugdymo kokybei tobulinti savo institucijoje (mokyklos bendruomenės į(si)traukimą, formaliojo ir neformaliojo ugdymo sinergiją, prasmingas partnerystes ir kt.). <p>4) DV, DVT neatsiejami nuo pamatinių humanizmo, solidarumo principų, todėl juos aptardami ir taikydami ugdymo procese mokytojai pagilins „socialinio teisingumo, pilietiškumo“ bendrąją kompetenciją.</p>
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10. Įgyjamos (plėtojamos) kompetencijos (-ų) į(si)vertinimo būdai

<p>Vertinimas, vadovaujantis nustatytais/ suderintais kriterijais, grindžiamas:</p> <ul style="list-style-type: none"> ○ savarankiško darbo užduočių rezultatais (žr. modulių aprašus) bei jų pristatymu; ○ kolegų parengto ugdymo plano recenzija; ○ realių/ hipotetinių situacijų bei praktikos pavyzdžių kritiniu vertinimu; ○ profesinės patirties (įskaitant dalyvavimą šioje programoje) refleksija ir analize.

11. Programai rengti naudotos literatūros ir kitų informacinių šaltinių sąrašas

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Švietimas

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Naudingos interneto svetainės

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Medžiaga mokytojams apie darnų vystymąsi ir DVT;

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<https://sdgs.un.org/>

<https://en.unesco.org/themes/education/sdgs/material/>

<https://en.unesco.org/themes/education-sustainable-development/what-is-esd/sd>

https://unesdoc.unesco.org/ark:/48223/pf0000247444_eng

<https://www.undp.org/sustainable-development-goals>

<https://worldslargestlesson.globalgoals.org/about-us/>

<https://globalgoalscentre.org/resource-hub/>

<https://app.participate.com/pages/sustainable-development-goals-teacher-guide>

<https://oxfamlibrary.openrepository.com/handle/10546/620564>

<https://aroundersenseofpurpose.eu/>

<https://www.un.org/sustainabledevelopment/takeaction/>

Annex 1

Most prominent frameworks addressing ESD competences for teachers

The Curriculum, Sustainable development, Competences, Teacher training (CSCT) project is an attempt to meet the call of the UNECE ministers of the Environment to offer curriculum models to teacher training institutes which are searching for attainable possibilities to integrate ESD in their curricula (https://www.ensi.org/Projects/Our_Projects/CSCT/). The result of the international group three years long process is a dynamic model for ESD competences for teacher education.

In this model the professional dimension of the teacher is considered as:

- a dynamic relationship with the educational institution as well as the wider society that is seeking to confront the issue of sustainability;
- based on three overall competencies for ESD: teaching, reflecting/visioning and networking;
- a combination between the professional dimension and the overall competencies;
- an integration of five domains of competencies (knowledge, systems thinking, emotions, ethics and values and action) that interact intensively and are in reality inseparable and that have to be applied to each of the professional dimensions and to all the overall competencies

The United Nations Economic Commission for Europe (UNECE) (2012) proposes a set of 39 competences for educators as a goal to which all educators should aspire for their professional development in order for them to engage in Education for Sustainable Development. The framework is designed as a guide for educators, composed of 4 domains:

- learning to know, which refers to understanding the challenges facing society both locally and globally and the potential role of educators and learners;
- learning to live together, which contributes to the development of partnerships and appreciation of interdependence, pluralism, mutual understanding and peace;
- learning to be, which addresses the development of one's personal attributes and ability to act with greater autonomy, judgement and personal responsibility in relation to sustainable development; and
- learning to do, which refers to developing practical skills and action competence in relation to education for sustainable development.

The competences are clustered around 3 essential characteristics of ESD:

- a holistic approach, which seeks integrative thinking and practice;
- envisioning change, which explores alternative futures, learns from the past and inspires engagement in the present; and
- achieving transformation, which serves to change in the way people learn and in the systems that support learning (UNECE, 2012).

While the document emphasizes formal education, the competences identify the knowledge and abilities of all educators, including, but not limited to, teachers. Education happens not only through formal learning and teaching, but also through facilitation and support of non-formal educators who operate in informal and social contexts.

Moreover, a competence model for ESD for educators was generated in the Austrian research project KOM-BiNE (Competences for ESD in Teacher Education) as part of a larger scale EU project, the CSCT mentioned above (Sleurs, 2007). Rauch & Steiner (2013) developed a model of

competencies that the ESD teachers should have acquired, through training, in the context of the KOM-BiNE project. The originality of this competency framework relies on the fact that competencies are not elaborated at the individual level but rather for a group that acts as a team, in line with the idea that only with cooperation and targeted competency development within a team is it possible to fulfil the complex task presented by ESD.

The model includes the following competence fields: knowing and acting, valuing and feeling, communicating and reflecting, visioning, planning and organizing, and networking.

Teachers are presumed to use those competencies in 3 different social settings (or fields of action): instruction (classroom), participation in the design of one’s own educational institution, and reaching out to society.

Finally, “A Rounder Sense of Purpose (RSP)” EU-funded project developed a framework of educator competences for educators who wish to act as change agents (Vare et al., 2019, Millican R. 2022, Farioli & Mayer 2022). The RSP project set out to revisit the UNECE (2012) competence framework, looking for overlap and redundancies with the explicit aim of developing a workable set of competences for all educators, working at any level and range of contexts, who wish to provide ESD. . RSP partners reorganised UNECE’s original 39 competence statements in 12 through a process of “distillation”. The resulting framework is a matrix of 12 competences (Table 2) visually represented by an artist’s palette with the intention of showing that they are mutually supportive and therefore should be seen not in isolation, as well as they might be combined by educators in creative ways based on the context.

Table 2: The Rounder Sense of Purpose Framework

<i>Thinking Holistically</i>	<i>Envisioning Change</i>	<i>Achieving Transformation</i>
<i>Integration:</i>		
<p>Systems</p> <p>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 actions.</p>	<p>Futures</p> <p>The educator helps learners to explore alternative possibilities for the future and to use these to consider how behaviours might need to change.</p>	<p>Participation</p> <p>The educator helps learners to contribute to changes that will support sustainable development.</p>
<i>Involvement:</i>		
<p>Attentiveness</p> <p>The educator helps learners to understand fundamentally</p>	<p>Empathy</p> <p>The educator helps learners to respond to their feelings and</p>	<p>Values</p> <p>The educator develops an awareness among learners</p>

unsustainable aspects of our society and the way it is developing and increases their awareness of the urgent need for change.	emotions and those of others as well as developing an emotional connection to the natural world.	of how beliefs and values underpin actions and how values need to be negotiated and reconciled.
<i>Practice:</i>		
Transdisciplinarity The educator helps learners to act collaboratively both within and outside of their own discipline, role, perspectives and values.	Creativity The educator encourages creative thinking and flexibility within their learners.	Action The educator helps the learners to take action in a proactive and considered manner.
<i>Reflexivity:</i>		
Criticality The educator helps learners to evaluate critically the relevance and reliability of assertions, sources, models and theories.	Responsibility The educator helps learners to reflect on their own actions, act transparently and to accept personal responsibility for their work.	Decisiveness The educator helps the learners to act in a cautious and timely manner even in situations of uncertainty.



Erasmus+



INTRODUCTION

ESD SuperVision 4.0

Survey_Teacher Training Programme

The following survey is used to provide an overview of the state of the art regarding the implementation of the whole school approach to ESD in your institution, identify case studies and to collect data to improve the ESD_SuVi Teachers Training Program.

SECTION ONE is related to implementation of the whole school approach to ESD.

SECTION TWO aims to measure participants' perception of the effectiveness of the ESD_SuVi Teachers Training Program.

SECTION THREE intends to identify possible flaws and further training needs for the development of an ESD whole school approach in the participating schools.

All data are collected and analysed anonymously.

I agree

Country

- Czech Republic
- Germany
- Italy
- Latvia
- Lithuania
- Romania
- United Kingdom

Please specify your role within the institution

- Teacher
- ESD Projects Coordinator

- Headmaster/Principal
- Administrative staff
- Others working in ESD activities in the institution (but are not teachers)

Type of Institution

- Primary School
- Secondary school
- Other educational institutions (specify)

Name of Institution

Teaching subject/discipline

Number of years of involvement in environmental /ESD education

- Beginner
- From 5 to 10 years
- More than 10 years

Please state your engagement within ESD activities (multiple choice):

- I have participated to the ESD_SuVi Teachers Training Program
- I have a coaching/leadership/networking role within my school
- I am ESD responsible contact persons in my school
- I have already been involved in ESD activities for my school
- I have an evaluation/monitoring task of educational projects/activities in terms of impact on local community

Did you attend the ESD_SuVI Teachers Training Program?

- YES, at least one meeting
- YES, the whole program
- NO

FIRST SECTION. Assessing ESD implementation in your institution

FIRST SECTION. Assessing ESD implementation in your institution

The Formal Curriculum (learning activities that are planned, organized and implemented within regular school hours)

Rate in a scale from 1 to 4 each of the following features within your institution

	1 Getting started	2 Fair	3 Good	4 Excellent
There is a written policy that states the aims and objectives of ESD in our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a co-ordination of ESD as a cross-curricular theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have competencies to introduce issues of sustainable development into their subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school can offer teaching materials on issues of sustainable development for all grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers regularly evaluate the effectiveness of teaching/learning activities or topics about sustainable development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding ESD implementation into the Formal Curriculum

Socio-political Dimensions of Sustainability

Rate from 1 to 4 each of the following features within your institution

	1 Getting started	2 Fair	3 Good	4 Excellent
The vision of the school and the curriculum are sensitive to issues of (social) entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are given opportunities and equipped with skills to participate constructively in helping to solve local community problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prevailing vision of the school and the curriculum adequately prepare students for life as citizens of a global community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prevailing vision of the school and the curriculum adequately deal with inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and staff are skilled in conflict resolution strategies as a support for positive student behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding the implementation of socio-political dimension of sustainability in your institution

Ecological Dimensions of Sustainability

Rate from 1 to 4 each of the following features within your institution

	1 Getting started	2 Fair	3 Good	4 Excellent
The school uses recycled materials whenever possible and has an active and comprehensive recycling policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school actively promotes and practices energy efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school purchases and uses resources with a view to minimize harm to the planet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School buildings and surroundings provide an aesthetically pleasing environment in which to live and learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 Getting started	2 Fair	3 Good	4 Excellent
The school actively promotes attitudes of care and responsibilities for nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The vision of the school and the curriculum is sensitive to environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding the implementation of ecological dimensions of sustainability within your institution

Economic Dimensions of Sustainability

Rate from 1 to 4 each of the following features within your institution

	1 Getting started	2 Fair	3 Good	4 Excellent
A spirit of co-operation and sharing – not competition – is customised in the allocation of resources in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn small business skills through opportunities to organize school and community's projects (for example in the frame of circular economy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have opportunities to participate in decisions about how resources are allocated in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in a good condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's fund-raising activities reflect ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding the implementation of economic dimensions of sustainability within your institution

Cultural/pedagogical Dimensions of Sustainability

Rate from 1 to 4 each of the following features within your institution

	1 Getting started	2 Fair	3 Good	4 Excellent
The school vision and teaching approaches foster self-esteem, mutual respect and human social relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prevailing vision of the school and the curriculum adequately prepare students for life in a multicultural society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school plays an active role in building support for cultural diversity, both within the school and its wider community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school plays an active role in the community and the community in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prevailing vision of the school demonstrates that people matter and that everyone has a contribution to make to sustainable development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school participates to local governance on issues related to sustainable development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ethical principles that are at the basis of ESD are made explicit and clarified in the educational offer of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding the implementation of cultural/pedagogical dimensions of sustainability within your institution

Further clarifications

Is training/professional development opportunities provided on Education for Sustainable Development in your country? (multiple choice)

- YES, promoted by my school
- YES, promoted by other institutions
- NO

If yes, who does provide it?

What kind of training action is carried out?

How long does the training last?

What are the learning outcomes?

What future professional learning needs regarding ESD implementation do you consider relevant in your institution?

SECOND SECTION. Assessing Course with regard to ESD integration

SECOND SECTION. Assessing ESD_SuVi Teachers Training Program with regard to ESD integration

Rate in a scale from 1 to 4 each of the following features

	1 Getting started	2 Fair	3 Good	4 Excellent
The training course develops an understanding of the concept and practice of ESD through the identified content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The proposed teaching and learning approaches are appropriate for the level and experience of the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training course (content and method) is relevant to my local context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training course is relevant according to current policy frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training course gives opportunities to develop competences for institutional leadership and commitment to ESD integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are processes in act to ensure that the training structure and content are flexible in relation to adjust to the dynamic context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the training experience is sufficient to develop competencies to foster ESD as mainstream in the curriculum and in my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave a comment regarding ESD integration within the ESD_SuVi Teachers Training Program



THIRD SECTION. Highlight further training needs

THIRD SECTION. Highlight further training needs

Rate in a scale from 1 to 4 each of the following features of the ESD_SuVi Teachers Training Program

	1 Getting started	2 Fair	3 Good	4 Excellent
The training experience allows us to familiarise with the requirements of a whole-institution-approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training experience offers appropriate process-related tools to deal with and to coach a whole-institution-approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training experience supports competence development to address the needs of change process concerning the implementation of ESD in curricula of secondary schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training experience supports competence development to prepare solid didactical material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training experience supports competence development in managing participatory methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training experience supports competence development to deal with a whole institution process, change management, networking, and campaigning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate strengths and flaws of the course and how it could be improved in case of future piloting of it

FINAL SECTION

Do you think the Survey is an effective tool to self-assess your institution?

YES NO

Please leave a comment on your last response

Do you have any documents to share?

Through the following link you can upload evidence (data/info) on actions/practices currently in place in your institution. You can provide one or more examples but you can upload max 1 document (as PDF file). The PDF should be named with COUNTRY_INSTITUTION NAME.

Link: https://bit.ly/Evidence_SurveyESD

YES NO



Co-funded by the
Erasmus+ Programme
of the European Union

ESD_SuVi Survey Report on teachers' training needs

Report by IASS- Italian Association for Sustainability Science

1. Introduction.....	2
1.1. Methodology	4
2. SECTION ONE: Assessing ESD implementation in your institution.....	5
2.1. ESD implementation into the Formal Curriculum (Figure 4).....	6
2.2. Implementation of socio-political dimension of sustainability (Figure 5).....	7
2.3. Implementation of ecological dimensions of sustainability (Figure 6).....	8
2.4. Implementation of economic dimensions of sustainability within your institution (Figure 7).....	9
2.5. Implementation of cultural/pedagogical dimensions of sustainability (Figure 8)	10
2.6. Areas for improvement related to professional training needs for ESD implementation	11
3. SECOND SECTION. Assessing ESD_SuVi Teachers Training Program with regard to ESD integration.....	12
3.1. Usefulness of the training programme.....	13
4. THIRD SECTION. Highlight further training needs	14
5. Conclusion: self-evaluation tool	16

1. Introduction

Within the Erasmus project "ESD Supervision 4.0" a semi-structured questionnaire was administered aimed at providing an overview of the state of the art on the implementation of ESD in the different partner countries. The purpose was also to understand the current situation of the development and integration of ESD in the specific school context, identify main criticalities in implementing a Whole School Approach (WSA) to ESD, point out areas for a more effective implementation, as well as key elements (as training needs) for designing a teacher training course which addresses the identified criticalities. The areas investigated referred to the key dimensions of the WSA: holistic view, organization and practices, professional development, and pedagogical methods and approaches. The instrument was structured in three parts:

- SECTION ONE: related to implementation of the whole school approach to ESD;
- SECTION TWO: aims to measure participants' perception of the effectiveness of the ESD_SuVi Teachers Training Program;
- SECTION THREE: intends to identify possible flaws and further training needs for the development of an ESD whole school approach in the participating schools

Sections two and three were made accessible only to participants in the ESD_SuVi Teachers Training Program. The total sample involved was 109 participants spread across six countries (Figures 1), with different roles within their educational institution (Figures 2) and diverse professional experience (40 percent with less than 5 years of service; slightly more than one in three had experience beyond 10 years) (Figures 3). The sample also showed varying involvement/engagement within the project:

- 47.7 % have participated to the ESD_SuVi Teachers Training Program;
- 26.6% have a coaching/leadership/networking role within the school;
- 25.7% is ESD responsible contact persons in the school;
- 53.2% have already been involved in ESD activities for the school;
- 22% have an evaluation/monitoring task of educational projects/activities in terms of impact on local community.

Country	Frequency	%
Czech Republic	24	22.0 %
Germany	9	8.3 %
Italy	9	8.3 %
Latvia	39	35.8 %
Lithuania	3	2.8 %
Romania	25	22.9 %
TOTAL	109	100%

Figure 1. Sample

Role within the institution	Frequency	%
Administrative staff	5	4.6 %
ESD Projects Coordinator	6	5.5 %
Headmaster/Principal	7	6.4 %
Others working in ESD activities in the institution (but are not teachers)	10	9.2 %
Teacher	81	74.3 %
TOTAL	109	100%

Figure 2. Professional role

Number of years of involvement in environmental /ESD education	Frequency	% del Totale
Beginner	44	40.4 %
From 5 to 10 years	25	22.9 %
More than 10 years	40	36.7 %
TOTAL	109	100%

Figure 3. Working Years

1.1. Methodology

For each of the 5 areas in SECTION 1, the following data processing? were made:

- Frequency distribution related to scoring from 1 to 4 for each item;
- Basic descriptive statistics: mean and standard deviation;
- Identification of training needs of teachers and school staff from the descriptive/narrative summary of the most significant common aspects that resulted from the processing of the open-ended responses for each area.
- Further professional training needs for a more meaningful and effective ESD implementation in school context were then identified (§2.6).

For SECTION 2, the following data processing ? were carried out:

- Frequency distribution related to scoring from 1 to 4 for each item;
- Basic descriptive statistics: mean and standard deviation;
- Participants' perceptions related to the usefulness of the delivered training program (§3.1).

For SECTION 3, the following data processing were carried out:

- Frequency distribution related to scoring from 1 to 4 for each item;
- Basic descriptive statistics: mean and standard deviation;
- Participants' reflections related to the strengths and weaknesses of the implemented course and suggestions for improvement.

In the conclusions we present the elaboration of qualitative data related to participants' reflections on the instrument's ability to self-assess the actions implemented within their organization.

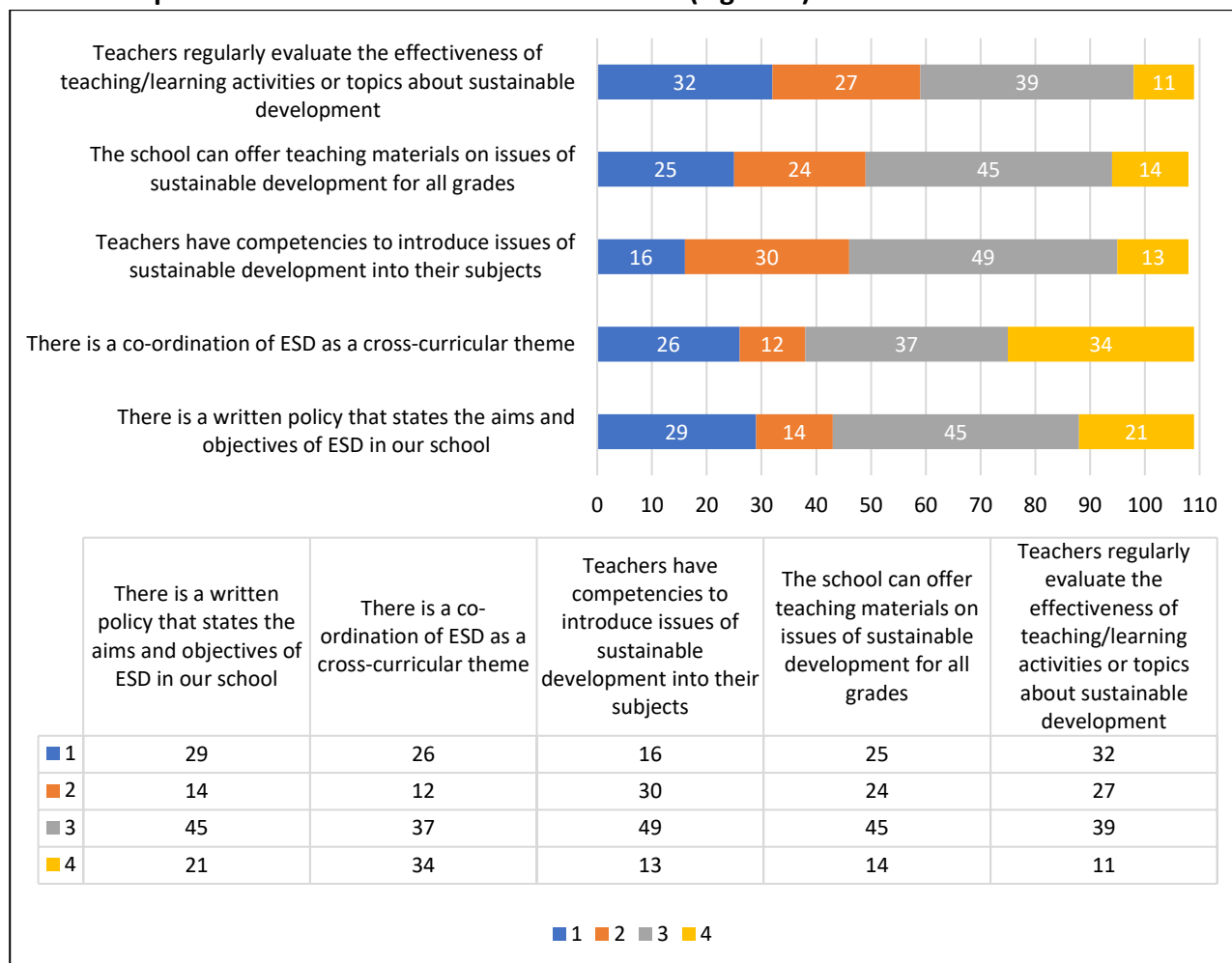
2. SECTION ONE: Assessing ESD implementation in your institution

The first part of the questionnaire aimed to assess the implementation of sustainability education in different partner countries. The areas investigated were:

- ESD implementation into the Formal Curriculum;
- Implementation of socio-political dimension of sustainability;
- Implementation of ecological dimensions of sustainability;
- Implementation of economic dimensions of sustainability within your institution;
- Implementation of cultural/pedagogical dimensions of sustainability.

Each of the 5 areas corresponded to a variable number of items rated on a 1-4 scale (1 Getting started; 2 Fair; 3 Good; 4 Excellent) and an open question for personal reflections and comments. A final question addressed to participants was, "What future professional learning needs regarding ESD implementation do you consider relevant in your institution?"

2.1. ESD implementation into the Formal Curriculum (Figure 4)



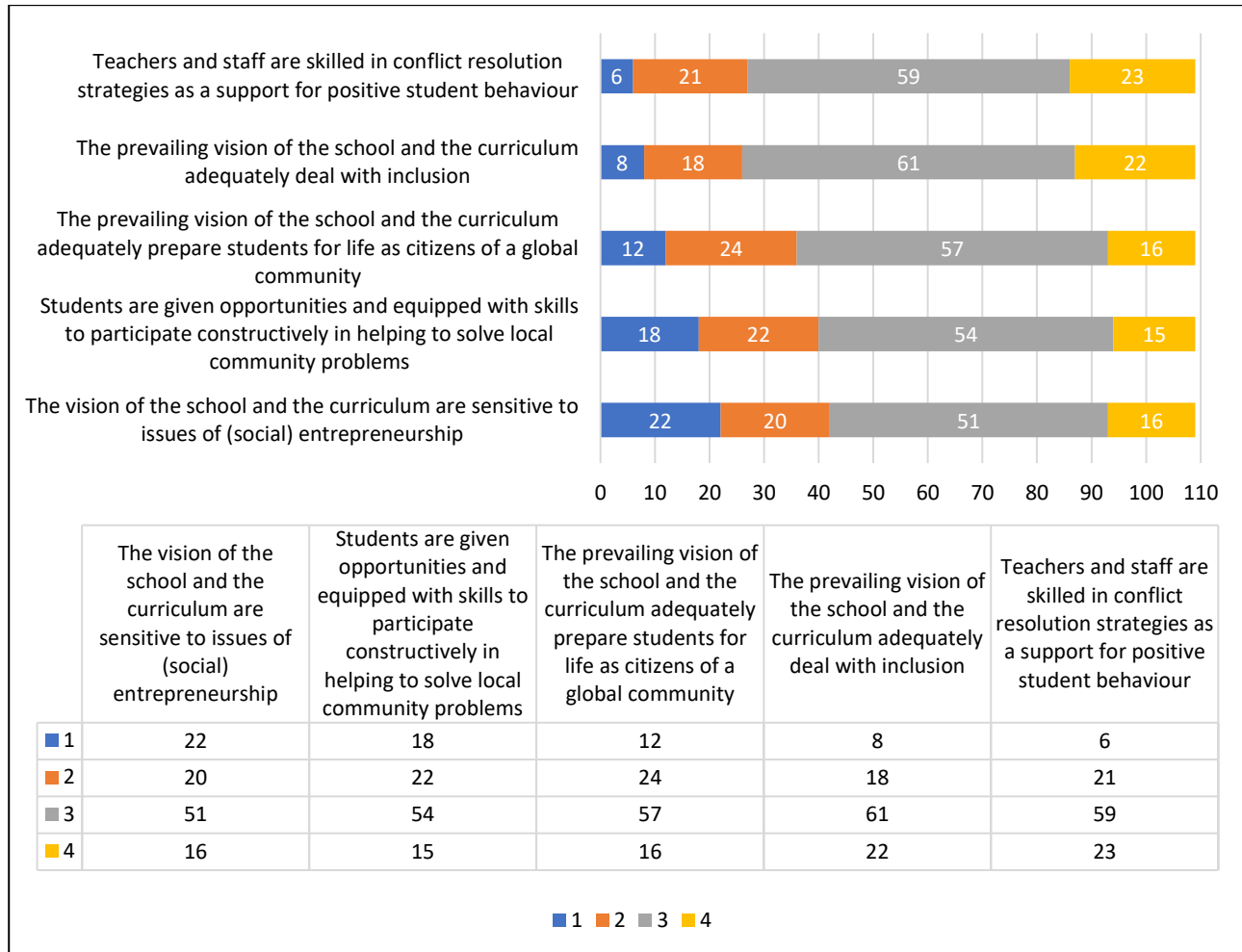
	N	Missing	Media	DS
There is a written policy that states the aims and objectives of ESD in our school	109	0	2.53	1.085
There is a co-ordination of ESD as a cross-curricular theme	109	0	2.72	1.146
Teachers have competencies to introduce issues of sustainable development into their subjects	108	1	2.55	0.890
The school can offer teaching materials on issues of sustainable development for all grades	108	1	2.44	0.989
Teachers regularly evaluate the effectiveness of teaching/learning activities or topics about sustainable development	109	0	2.27	0.997

Figure 4. ESD implementation into the Formal Curriculum

TRAINING NEEDS

- Design and implement interdisciplinary activities capable of transforming the traditional school curriculum.
- Promote the involvement of all stakeholders in integrated training activities related to sustainability issues.
- Enhance the daily use of targeted teaching materials that are functional for the conduct of activities and the assessment of learning outcomes.
- Promote integration and shared work between educational institutions and local administrative institutions, with facilitation related to procedures and bureaucratic aspects.

2.2. Implementation of socio-political dimension of sustainability (Figure 5)



	N	Missing	Media	DS
The vision of the school and the curriculum are sensitive to issues of (social) entrepreneurship	109	0	2.56	0.976
Students are given opportunities and equipped with skills to participate constructively in helping to solve local community problems	109	0	2.61	0.923
The prevailing vision of the school and the curriculum adequately prepare students for life as citizens of a global community	109	0	2.71	0.853
The prevailing vision of the school and the curriculum adequately deal with inclusion	109	0	2.89	0.809
Teachers and staff are skilled in conflict resolution strategies as a support for positive student behaviour	109	0	2.91	0.788

Figure 5. Implementation of socio-political dimension of sustainability

TRAINING NEEDS

- Build experiential learning environments that engage students in real problems.
- Promote students' development of awareness and sense of responsibility.
- Facilitate access to and participation in opportunities already present and offered by the school.
- Strengthen teachers' skills through targeted training courses.
- Foster cooperation between educational institutions and local administrative institutions.

2.3. Implementation of ecological dimensions of sustainability (Figure 6)

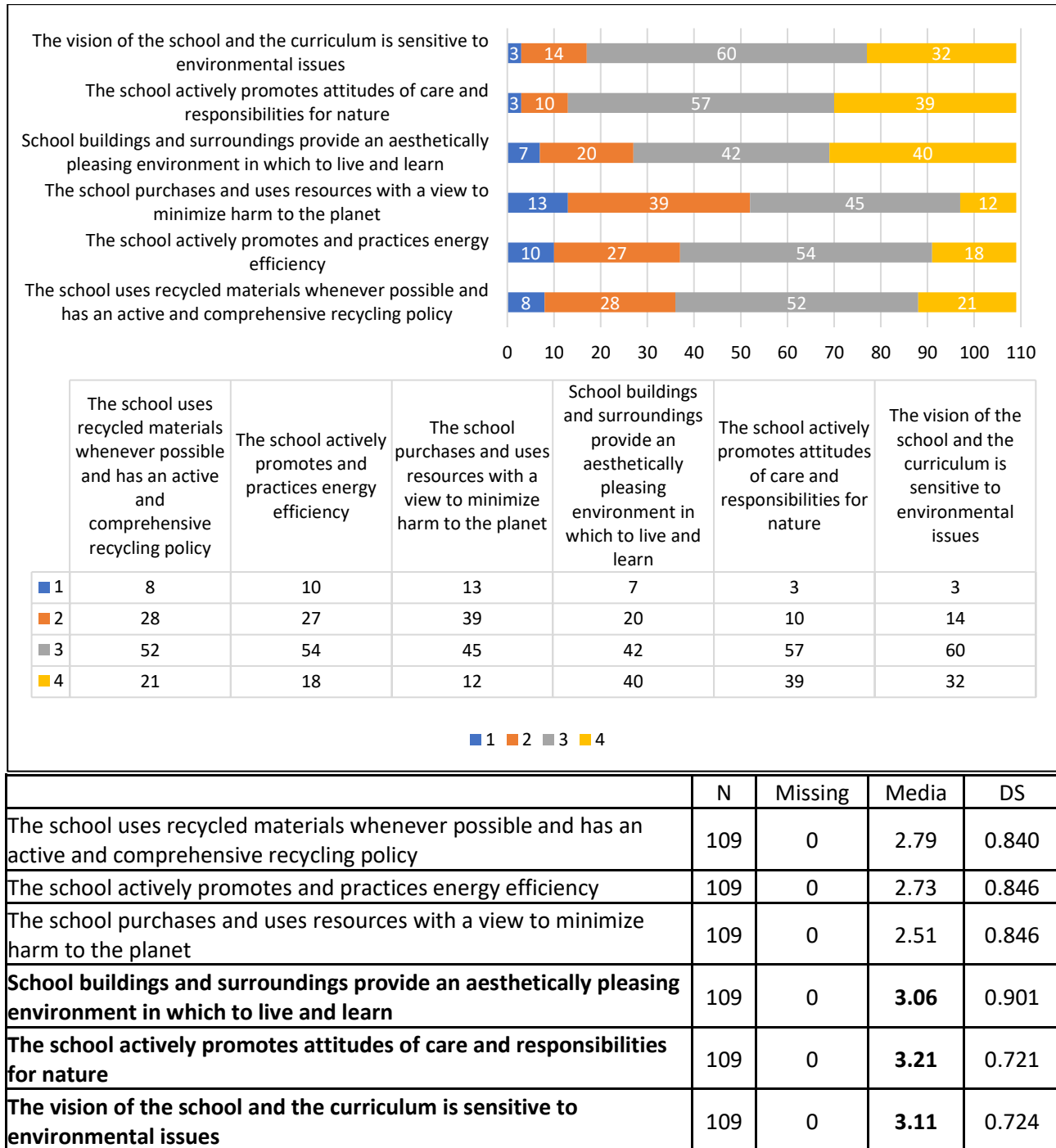
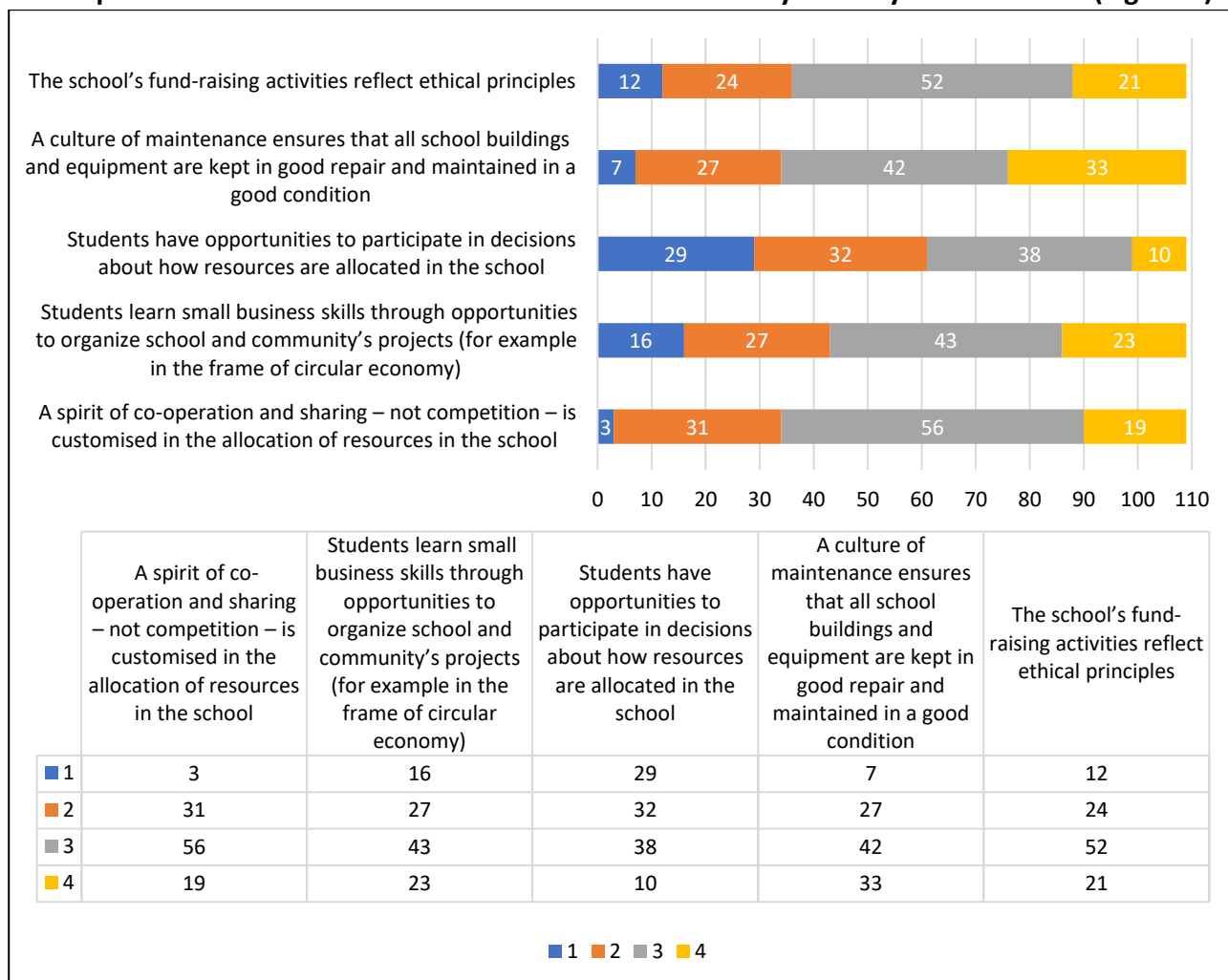


Figure 6. Implementation of ecological dimensions of sustainability

TRAINING NEEDS

- Develop a comprehensive ecological approach with respect to the integration of care/efficiency of school facilities and the environmental impacts, resource use, and energy issues.
- Improve the use of economic resources for the development of sustainable practices (e.g., recycling collection), but also for the energy efficiency of school facilities.
- Promote dialogue with local governments to develop consistent and integrated practices between educational institutions and communities.

2.4. Implementation of economic dimensions of sustainability within your institution (Figure 7)



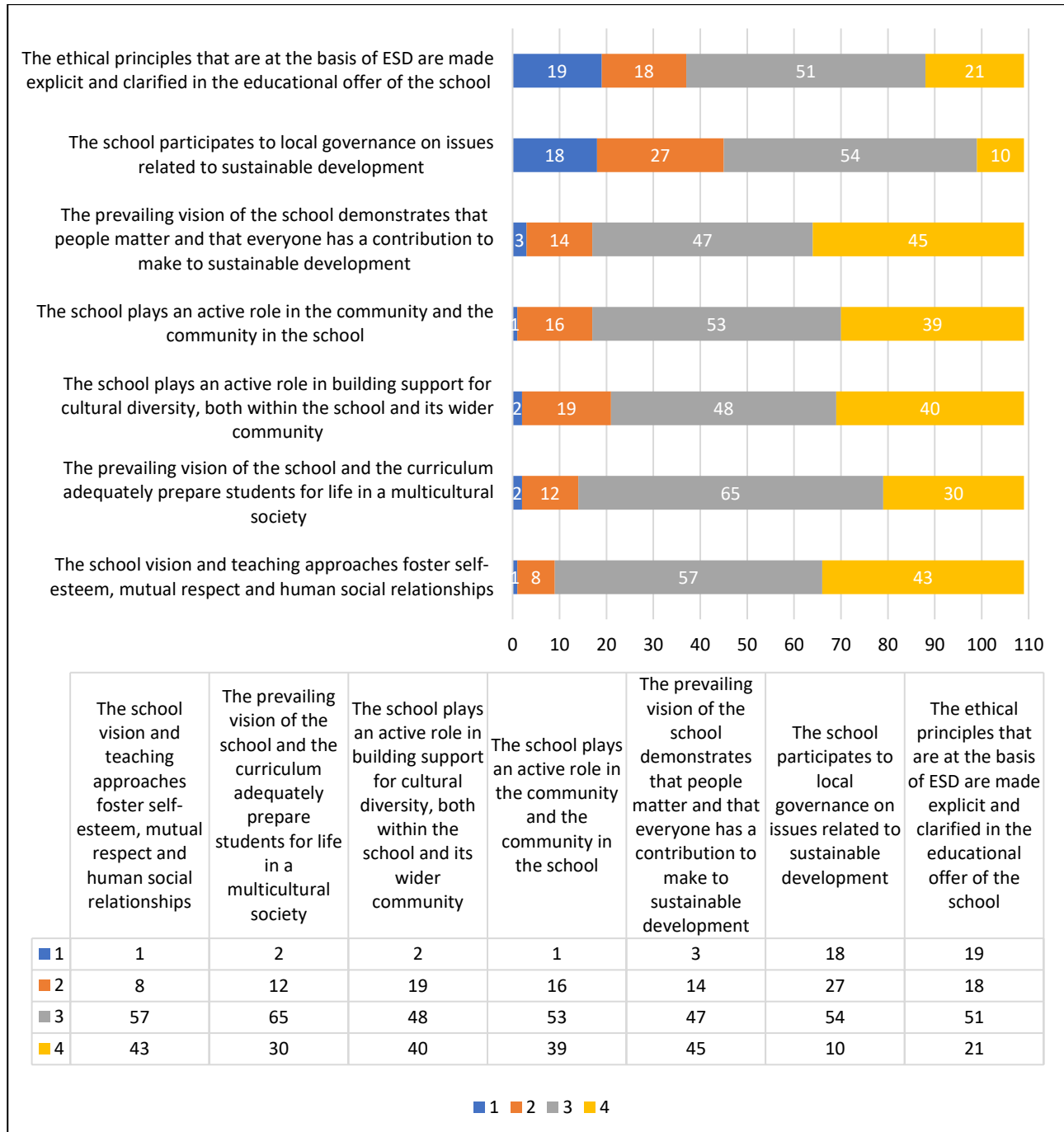
	N	Missing	Media	DS
A spirit of co-operation and sharing – not competition – is customised in the allocation of resources in the school	109	0	2.83	0.739
Students learn small business skills through opportunities to organize school and community's projects (for example in the frame of circular economy)	109	0	2.67	0.972
Students have opportunities to participate in decisions about how resources are allocated in the school	109	0	2.27	0.959
A culture of maintenance ensures that all school buildings and equipment are kept in good repair and maintained in a good condition	109	0	2.93	0.900
The school's fund-raising activities reflect ethical principles	109	0	2.75	0.894

Figure 7. implementation of economic dimensions of sustainability within your institution

TRAINING NEEDS

- Promote the development of students' awareness regarding the care and economic management of the school facility.
- Involve students within the decision-making processes of the educational institution.
- Promote dialogue with the private sector.
- Building pathways to micro-entrepreneurship.
- Fostering knowledge on certain topics such as the circular economy or the possibility of starting fund-raising activities.

2.5. Implementation of cultural/pedagogical dimensions of sustainability (Figure 8)



	N	Missing	Media	DS
The school vision and teaching approaches foster self-esteem, mutual respect and human social relationships	109	0	3.30	0.646
The prevailing vision of the school and the curriculum adequately prepare students for life in a multicultural society	109	0	3.13	0.668
The school plays an active role in building support for cultural diversity, both within the school and its wider community	109	0	3.16	0.772
The school plays an active role in the community and the community in the school	109	0	3.19	0.713
The prevailing vision of the school demonstrates that people matter and that everyone has a contribution to make to sustainable development	109	0	3.23	0.777

The school participates to local governance on issues related to sustainable development	109	0	2.51	0.878
The ethical principles that are at the basis of ESD are made explicit and clarified in the educational offer of the school	109	0	2.68	0.980

Figura 8. Implementation of cultural/pedagogical dimensions of sustainability

TRAINING NEEDS

- Foster the development of teachers' pedagogical skills through targeted trainings.
- Enhance the use of inclusive and differentiated teaching strategies and materials.
- Strengthen the intercultural dimension of sustainability in the school curriculum.
- Promote institutional dialogue between schools and local governments on intercultural issues.

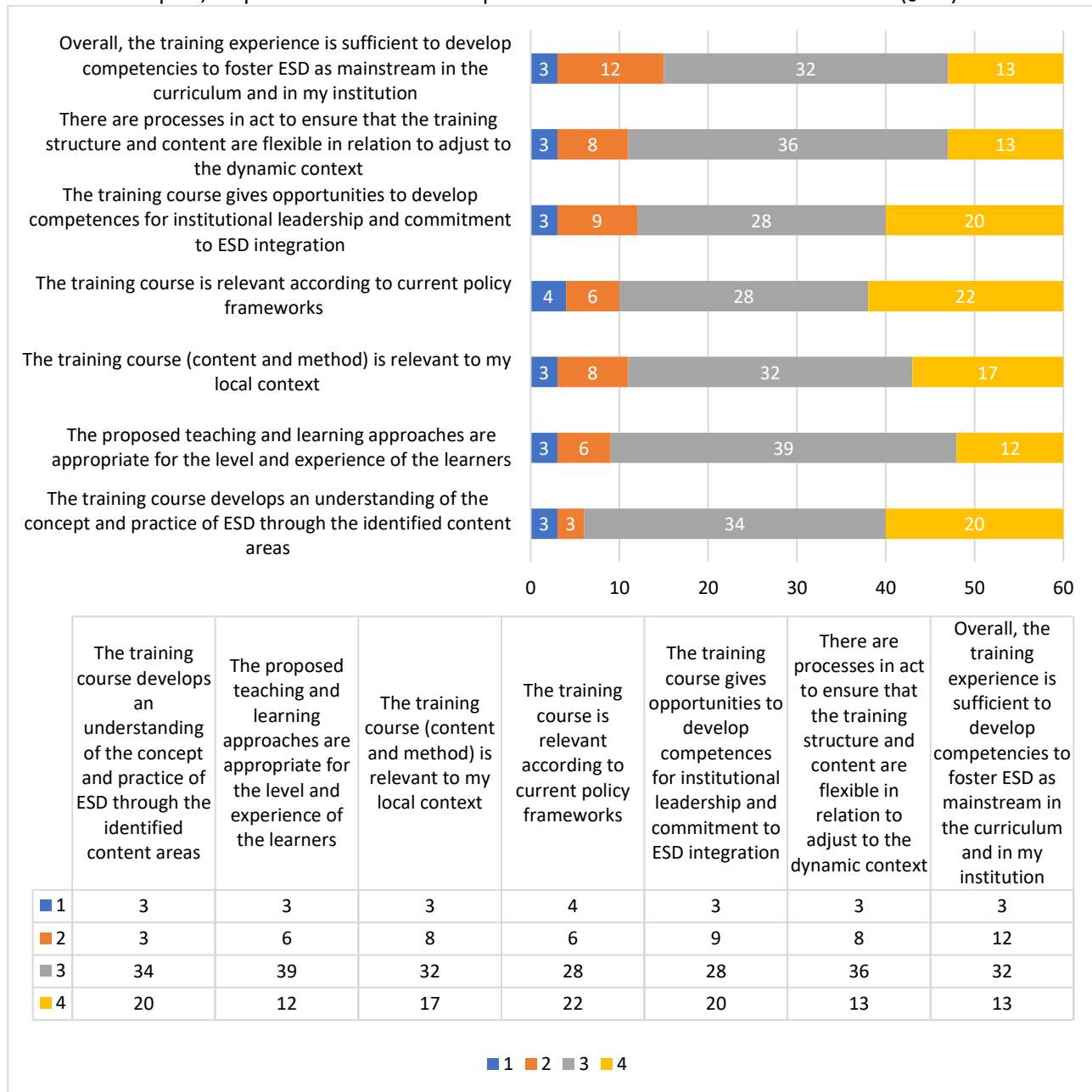
2.6. Areas for improvement related to professional training needs for ESD implementation

From the processing of the responses provided to the question "What future professional learning needs regarding ESD implementation do you consider relevant in your institution?" a number of areas for improvement and development related to a more meaningful and effective implementation of ESD within school settings were identified. The areas for development can be traced to all the dimensions of sustainability investigated in section one of the questionnaire. In particular, 3 aspects emerge as most relevant:

- Construction of cooperative learning environments and activation of self-directed processes in which students can activate empowerment processes, be protagonists, actively participate in the opportunities offered by the school and develop problem solving skills;
- Initial and ongoing training for teachers aimed at the development of interdisciplinary curricula oriented to the dimensions of education for sustainability, including through the study of relevant and replicable practices; training related to methodological-didactic strategies of education for sustainability, including design centered on the definition of coherent learning outcomes,;
- Promotion of learning communities among all stakeholders (school, family, institutions, community, world of work, etc.) including the possibility of activating shared projects that primarily involve students on the different dimensions of ESD and the potential concretization of the SDGs.

3. SECOND SECTION. Assessing ESD_SuVi Teachers Training Program with regard to ESD integration

With the second part of the questionnaire, the aim was to assess, from the participants' perspective, the effectiveness of the teacher training program implemented within ESD_SuVi project. A battery of 7 items rated on a 1-4 scale (1 Getting started; 2 Fair; 3 Good; 4 Excellent) was constructed. At the conclusion of the structured part, respondents could leave a personal comment on the items covered (§3.1).



	N	Missing	Media	SD
The training course develops an understanding of the concept and practice of ESD through the identified content areas	60	49	3.18	0.748
The proposed teaching and learning approaches are appropriate for the level and experience of the learners	60	49	3.00	0.713
The training course (content and method) is relevant to my local context	60	49	3.05	0.790
The training course is relevant according to current policy frameworks	60	49	3.13	0.853
The training course gives opportunities to develop competences for	60	49	3.08	0.829

institutional leadership and commitment to ESD integration				
There are processes in act to ensure that the training structure and content are flexible in relation to adjust to the dynamic context	60	49	2.98	0.748
Overall, the training experience is sufficient to develop competencies to foster ESD as mainstream in the curriculum and in my institution	60	49	2.92	0.787

3.1. Usefulness of the training programme

The evaluation of the training program recorded positive comments about the usefulness of the course, going in line with the positive mean values obtained in the structured part of section 2.

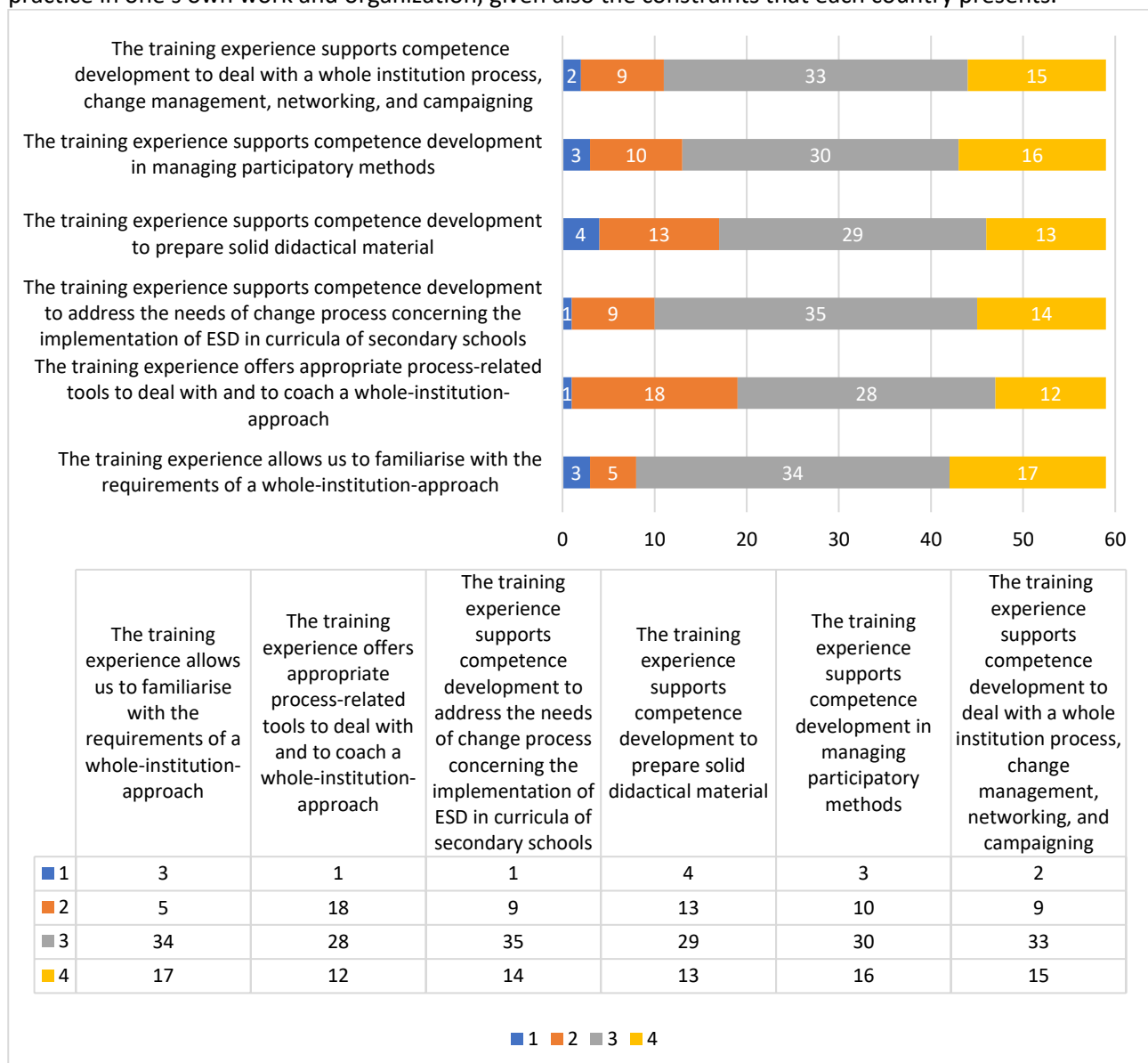
In particular, the experience was perceived as an opportunity to:

- learn about experiences in other countries and reflect on sustainability issues;
- bring out potentials and critical issues about what is already being implemented in one's own school context;
- check the adequacy of professional skills already possessed;
- develop new ideas and understand how to adapt them to one's own context, while also managing to overcome any critical issues;
- create a link between school activities and out-of-school experiences;
- develop professional skills useful in the implementation of ESD activities.

4. THIRD SECTION. Highlight further training needs

The third part of the questionnaire sought to map additional emerging training needs related to the development of a whole-school ESD approach within respondents' organizations. A battery of 6 items rated on a 1-4 scale (1 Getting started; 2 Fair; 3 Good; 4 Excellent) was constructed. At the conclusion of the structured part, respondents could leave a comment indicating strengths and weaknesses of the pathway implemented and suggestions for improvement and future development.

Participants' comments indicate that the experience implemented should be more widely disseminated in terms of the number of participants. It represents an opportunity to develop new knowledge and skills useful for the implementation of sustainability education actions, professional development and improvement of their own organizations. This type of course has also been considered important for increasing personal motivation and for experimenting with tangible methods and tools for working on sustainability issues. The course was found to be very challenging and in some cases it is felt that it could have been structured over a longer time. There was a lot of satisfaction, but it was also considered that adequate time for personal reflection and reworking will be needed to be able to put what was learned into practice in one's own work and organization, given also the constraints that each country presents.



	N	Missing	Media	SD
The training experience allows us to familiarise with the requirements of a whole-institution-approach	59	50	3.10	0.759
The training experience offers appropriate process-related tools to deal with	59	50	2.86	0.753

and to coach a whole-institution-approach				
The training experience supports competence development to address the needs of change process concerning the implementation of ESD in curricula of secondary schools	59	50	3.05	0.680
The training experience supports competence development to prepare solid didactical material	59	50	2.86	0.840
The training experience supports competence development in managing participatory methods	59	50	3.00	0.809
The training experience supports competence development to deal with a whole institution process, change management, networking, and campaigning	59	50	3.03	0.742

5. Conclusions: self-evaluation tool

In the concluding part of the questionnaire, participants were asked to leave a comment regarding the tool's ability to self-assess the actions implemented within their organization.

Among the comments that welcomed this moment of self-assessment, it emerges that the tool is considered useful to:

- reflect analytically on the practices already implemented in one's own organization, bringing out strengths and weaknesses;
- gain greater personal and institutional awareness of needs and potentials, starting with what is already being implemented;
- reflect on the sustainability education actions implemented as part of formal education pathways;
- get useful feedback on the implementation of sustainability education actions and understand the current state of the art from which to start new processes and improve results;
- build a global vision on sustainability and have new ideas to share with one's own organization;
- learn more about one's own organization.

In some cases, the questionnaire was not considered useful for self-assessing the actual situation of organizations on the implementation of sustainability education actions. An in-depth qualitative questionnaire was indicated as more effective for better understanding and analyzing the state of the art, highlighting those areas of improvement needed for targeted development of sustainability education actions.

Annex 4

Report on piloting Guiding Questions in collective interviews (Focus Group) and unstructured in-depth interviews- case study: Italy

Guiding questions for in-depth interviews and focus groups have been elaborated and tested within the ESD_SuVi project.

A - Guiding questions for unstructured in-depth interviews

- Please explain what you understand by the Whole School Approach?
- (after a short explanation) Do you think it could be applied within your school? Which are the key elements to be transformed or reinforced?
- In what way and with which activities (methods, offers, contents) could an ESD-teacher training support the process of implementing an Education for Sustainable Development or Whole School Approach?
- Please name and explain the training needs of teachers/principals/other schools' staff for implementing a Whole School Approach within your school from your point of view.
- Please name and explain your learnings from participating in previous ESD trainings that you would recommend to other schools.

B – Piloting phase: testing guiding questions in collective interviews (Focus Group) and unstructured in-depth interviews

1. Introduction

Within the Erasmus project "ESD Supervision 4.0" two focus groups (FG1, FG2) and 2 semi-structured interviews (I1, I2) were carried out, at the Italian level, respectively with university tutors of students enrolled to become primary school teachers and with in-service teachers with several years of experience in implementing ESD in schools. Guiding questions above illustrated have been used in this piloting. The focus groups and interviews aimed at understanding, based on the interviewee's experience, what are the training needs of teachers and what might be helpful in making sure that an integrated approach to developing sustainability competences can be adopted, with particular reference to initial and in-service teacher training.

The above "Guiding Questions", although initially elaborated in order to collect elements useful for the Project, in their piloting application demonstrated they can usefully be applied for activating processes of reflection and self-evaluation and for developing awareness of specific training and professional development needs.

1. Methodology

Seven people attended the first focus group and five the second one. Two people have participated in the structured in-depth interviews. The focus groups and the interviews were divided into 3 'rounds of table' each touching a specific topic related to ESD:

1. teachers' competences;
2. teacher training needs for the implementation of a whole school approach;
3. Key stakeholders for the implementation of a whole school approach.

Specifically the questions were the following:

Round 1

Based on your experience, do you think the school is working on the following competences?

- Critical thinking
- Systems thinking
- Innovative decision
- Communication
- Collaboration
- Solidarity
- Reflexivity
- Value-orientation
- Responsibility
- Futures thinking
- Creativity
- Transformation

Are they integrated into the curriculum? In what way? Are teachers "trained"/equipped to enable the development of these competences in the learners? Are there school actions/policies that can support the process of applying sustainability competences?

During the interview an additional question was asked:

What is your commitment/role in sustainability education activities in your school? and what are the key elements of sustainable development education in your school?

Round 2

How can teacher training support the process of implementing an educational approach for sustainable development or WSA?

What are the training needs of teachers/headmaster/staff for implementing a comprehensive approach within the school?

Round 3

What key stakeholders are important to support the Whole School Approach process or effective Sustainable Development Education? What is needed to integrate the school into the broader local community?

2. Results

The results follow the logic of the questions and are divided into three main emerged topics:

- the state of implementation of a WSA within the Italian school system, challenges and opportunities;
- teachers' training needs;
- key stakeholders that can play a role in it.

3.1 The state of implementation of a WSA within the Italian school system

Interviewees report that ESD is implemented within the Italian school curriculum according to the “Civic Education” law emanated in 2019. However, many activities are carried out as extra-curricular activities and therefore are perceived as marginal.

The most recognised issue concerning the implementation of ESD in the Italian school curriculum is what the participants called “the domain of disciplines” (FG1,2; I1,2) hence the organization of knowledge in separate forms that makes the effort of implementing a WSA vain. Along with it, the Italian school system is seen as “strongly theoretical, strongly hierarchical and anchored to content knowledge” (I1). The problem interests predominantly secondary schools where “professors are trained in specific disciplines” (I1) while “in primary school and kindergarten, teachers are more used to work transversally” (FG1,2; I2).

Nevertheless, interdisciplinarity and transdisciplinarity are seen as the solution to this issue by all interviewees, in terms of teachers capable of working with colleagues from different disciplines and implementing sustainability transversely to all disciplines.

Another aspect of the Italian school system that is seen as a limit to the implementation of a WSA is that learning is focused around “content transmission rather than the application of participatory methodologies to stimulate competencies development” (I1). This aspect has been exacerbated by the Covid-19 restrictions. Moreover, an interviewee highlighted that “if we want to transmit civic education competences to students, it is not so much the “civic education hour” that is effective, but it is effective to build a framework, a climate, a situation, in which civic education is not something theoretical, but something in which school life is permeated with civic values, and this must also be the case for sustainability education” (FG1). On the other hand, the introduction of “new didactic methodologies and new ways of being in school” (I1) are recommended.

In terms of buildings, the interviewees highlight that there are “too many pupils per room, poor setting, no equipment” (FG1). Moreover, in terms of operations, the participants suggested that there are “too many activities and not enough time to digest them”. The situation is made worse by “parents [that too often] do not respect the teacher profession”. Furthermore, teachers perceive themselves as “overwhelmed by bureaucracy”. To overcome these issues, the interviewees suggest learning “new ways of being in school where spaces and context are anchored in values”. Finally, the implementation of a WSA depends also on the creating “a setting that takes into account the spaces and times appropriate to the pupils, i.e. that everything is functional for the pupils using these spaces” (FG2).

3.2 Teachers’ training needs

In terms of professional development, an element that concur to prevent a WSA implementation is “to conceive the teacher profession as a job done alone” (FG2). In fact, “the sharing and intertwining aspect of what is didactic management is absolutely negligible” (FG2). However, “It is there [in sharing] that those aspects that have to do with promoting the kind of relationship you establish with the pupils, how much freedom to give, what kind of experiences to have are at play” (FG1). Nonetheless, “competences [development] depend on the subjectivity of the teacher's preparation, of his/her own competence, not only methodological-didactical but also relational, because if the teacher approaches the teaching-learning process with those same competences, then they are passed on indirectly to the pupils, so sustainability becomes really transversal” (FG2). Thus, what is needed according to the interviewees are, on one hand, “Initial and in-service training

pathways for teachers and study of practices relevant to the dimensions of ESD”, and on the other hand, “Changing mindsets and defining what ESD means for the schools”.

3.3 Key stakeholders

In terms of key stakeholders, both the participants of the focus groups and of the interviews agree that having a headmaster who “has a vision [in terms of sustainability]” (I2) plays a fundamental role in implementing sustainability in schools as he/she can “give teachers the reassurance of working critically across disciplines and without being asked to mechanically apply the syllabuses of individual disciplines” (FG2). At the same time, the interviewees agree also on the fact that implementing sustainability “has to be a common effort” (I2) negotiated among “the headmaster, the teachers, the students, the families and the school personnel” (FG2; I1) in order to achieve the goal.

For those stakeholders to work together for the implementation of a WSA, “what is needed is precisely a change and development of the mindset, perception, clarification of what sustainable development actually represents for the school” (FG2, I2).

Annex 5

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