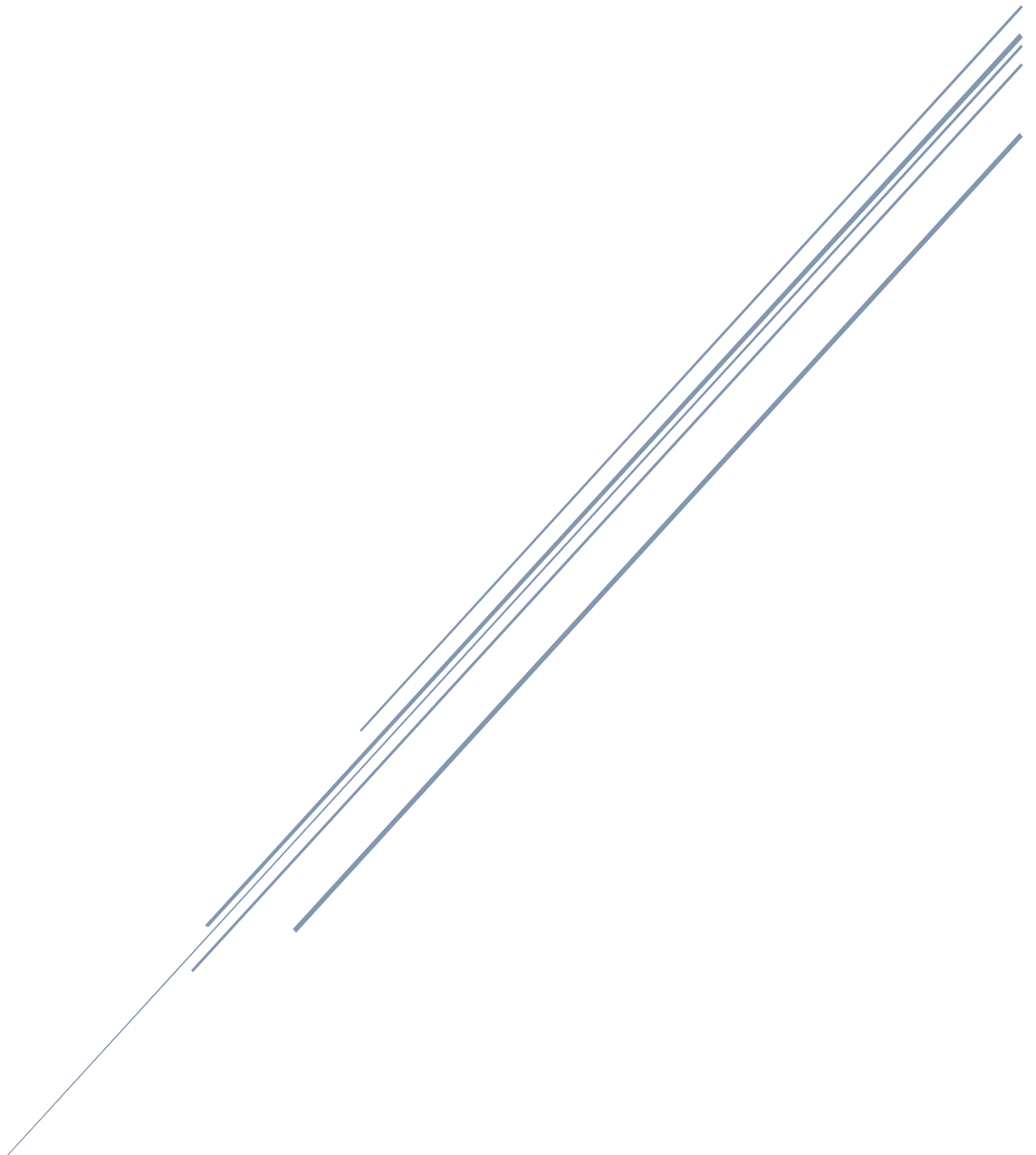


POLICY RECOMMENDATION GUIDE (LITHUANIAN)



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Mokymasis ateičiai: bendrojo ugdymo orientavimas į darnų vystymąsi

Mokymasis ateičiai reikalauja, kad visi išmoktume gyventi ir dirbti tvariau. Todėl reikia tokių mokyklų, kuriose visi rūpintųsi savimi, vieni kitais ir planeta – dabar ir ateities perspektyvoje. Mokyklų, kuriose siekiama tvarumo raiškos visose veiklose: kaip mokiniai įsitraukia į mokymąsi ir tampa pokyčių iniciatoriais; kaip tvarkoma mokyklos fizinė aplinka ir išteklių; kaip tarpusavyje bendrauja darbuotojai ir mokiniai; kaip bendradarbiauja su vietos bendruomene ir plačiau.

Tai būtų mokyklos, kuriose visais vadovavimo lygmenimis darnus vystymasis yra suprantamas kaip švietimo kokybės sudėtinė dalis ir įtrauktas į visus mokyklos gyvenimo aspektus vadovaujantis visuminiu mokyklos požiūriu.

Santrauka

- 2020-2023 metais Erasmus+ projekte „Super-Vision-4.0“ bendradarbiavo partneriai, atstovaujantys Europos šalių (Čekijos, Italijos, Latvijos, Lietuvos, Rumunijos, Škotijos ir Vokietijos) mokyklas ir universitetus. Projekte dėmesys buvo sutelktas į besimokančiųjų pasirengimą pasitikti 21 a. vietos ir pasaulio iššūkius bei įgyvendinti Jungtinių Tautų 4-tąjį Darnaus vystymosi tikslą – užtikrinti švietimo kokybę ir stiprinti **darnaus vystymosi švietimą** (DVŠ).
- Projekte dalyvavusios mokyklos įrodė, kad **visuminis mokyklos požiūris** į DVŠ, (įskaitant mokyklos viziją ir vertybes, ugdymo programas, valdyseną, mokymosi patirtis, infrastruktūros tvarkymą ir partnerystes) suteikia unikalių galimybių ugdyti mokinių ir mokytojų kompetencijas ir įvairiais būdais prisideda prie ugdymo kokybės.
- Įgyvendinant projektą buvo nustatytos mokinių ir pedagogų **pagrindinės kompetencijos**, svarbios konstruktyviam ir atsakingam dalyvavimui šiuolaikiniame pasaulyje, bei jų vertinimo prieiga. Šios darnaus vystymosi kompetencijos pagilina visus tris mokymosi matmenis (kognityvinį, socialinį ir emocinį, elgsenos) ir yra susietos su Europos Komisijos rekomenduojamomis gyvenimo įgūdžių (LifeComp)¹ ir tvarumo kompetencijų (GreenComp)² gairėmis.
- Mokymasis ateičiai skirtas visų amžiaus grupių mokiniams visose mokyklose. Projekte dalyvaujančios mokyklos pastebėjo, kad **mokinių įsitraukimas** į DVŠ prisideda prie: pozityvesnio požiūrio į mokymąsi; pagrįsto sprendimų priėmimo ir veiklos; gilesnių asmeninių ir pilietinių kompetencijų; besimokančiųjų gerovės ir aukštesnio pasiekimų lygio bei pažangos.
- Daugelis mokytojų nesijaučia pasirengę ugdyti tvarumą. Nustatyti **sėkmingo mokytojų rengimo** ir nuolatinio profesinio tobulėjimo pagrindiniai elementai, kurie lemia mokytojų ir mokyklų vadovų pasitikėjimą, yra motyvacija ir gebėjimą įgyvendinti DVŠ: mokymą(si) inicijuoti pokyčius; į ateities perspektyvą kreipiantį sisteminių mąstymą; mokymo ir vertinimo priegas; plėtoti visuminį mokyklos požiūrį; kurti DVŠ mokyklų tinklus.
- Partnerių nuomone, visų partnerių šalyse mokyklų įsitraukimas į DVŠ dar ne tokiu mastu paplitęs ar įtrauktas į švietimo sistemą, kaip turėtų būti. **Reikia nuoseklaus pokyčio**, visose mokyklose ir platesnėje bendruomenėje įgyvendinant visuminį mokyklos požiūrį, kad jaunimas būtų pasirengęs ateičiai.

¹ EC (2020) LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. doi:10.2760/302967, JRC120911.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

² EC (2022). GreenComp: The European Sustainability Competence Framework. doi:10.2760/13286, JRC128040.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

„Super-Vision-4.0“ projektas parodė, kad visuminio mokyklos požiūriu pagrindu kreipiant bendrąjį ugdymą į darnų vystymąsi, esminiai yra šie veiksniai:

Mokiniai, kurie yra

- sveiki, laimingi ir įgiję jų ateičiai perspektyvių transformuojamųjų kompetencijų;
- įgalinti savarankiškai mokytis ir inicijuoti prasmingus pokyčius mokyklos ir platesnės bendruomenės gyvenime.

Mokytojai ir jų rengėjai, kurie yra

- įgiję jų ateičiai perspektyvių transformuojamųjų kompetencijų;
- pasitikintys savo žiniomis ir supratimu svarbiais darnaus vystymosi klausimais;
- įgudę naudoti į veiklą kreipiančią didaktiką, užtikrinančią veiksmingą DVŠ;
- įgalinti strateginiais metodais ir priemonėmis, kad galėtų įtraukti darnaus vystymosi temas į visas savo mokomąsias veiklas;
- įgalinti susieti darnaus vystymosi klausimus su realiais gyvenimo kontekstais.

Mokyklų vadovai, kurie yra

- pasitikintys savimi ir įgiję esminių įgūdžių savo mokykloje kurti ir įgyvendinti giluminę darnaus vystymosi etosą;
- įgalinti naudoti priemones šį etosą įdiegti mokyklos kultūroje, ugdymo programose, visose veiklose ir savo bendruomenės santykiuose;
- visapusiškai įsitraukę į pokyčiams reikalingų strateginius planų kūrimą ir susijusių veiklų įgyvendinimą.

Vietos ir nacionaliniai lyderiai, kurie yra įsipareigoję:

- įdiegti DVŠ į švietimo strateginius planus, atliepiančią esminius švietimo prioritetus ir derinant su kitomis politikos sritimis, formuoti visuminį vietos/ nacionalinį požiūrį;
- reikalauti ir pokyčių valdymo procesuose remti vadovus įgyvendinant visuminį mokyklos požiūrį į DVŠ;
- nustatyti lūkesčius ir būdus, įskaitant profesinį tobulėjimą, kad mokytojai, siekdami tapti veiksmingais pedagogais, ugdytųsi DVŠ svarbias kompetencijas per visą savo karjerą;
- skatinti sąveiką tarp mokyklų be tarp mokyklų ir vietos bendruomenių.

Learning for the Future: Recommendations for Curriculum Development and Practice

School engagement with education for sustainability as a curriculum priority in all partner countries is not yet as widespread or mainstream as it should be.

The ESD SuperVision 4.0 Erasmus+ Project developed a **Curriculum Development roadmap**, with recommendations derived from work on the curriculum development of participating schools, the research and experiences of partner organisations and evaluation of the project.

1. Towards a whole school approach to ESD

Taking a whole school and community approach is crucial to reorienting curricula towards sustainability, and is an essential part of educational quality. Enabling the changes required to develop a whole school approach means school development of targeted policies which recognise the role of all students, teachers, school managers and staff as well as partners in the wider community. To initiate the change process leadership is required.

Key dimensions of a whole school approach are:

CULTURE

Co-creation of a **clear and coherent vision and values**

Leadership and management, embedding education for sustainable development in the quality criteria of the school

Professional learning

CURRICULUM

Teaching and learning opportunities and approaches

Assessment for improvement

CAMPUS

School infrastructure and operations

COMMUNITY

Partnerships and networking

Recommendations for making progress towards a whole school approach are:

- School leaders are equipped with the tools for change management, to support them in embedding a strong sustainable development ethos in the culture, curricula and operations of their school and its relationship with the wider community
- 'ESD Teachers' or 'ESD Supervisors' are identified to support the initiation, co-creation and co-development of a change process for the implementation of ESD in schools
- Self-assessment tools are used as an ongoing component in the process of developing a whole school approach

2. Key competences for students and educators

A whole school approach requires that sustainability themes are embedded throughout the curriculum, providing unique opportunities for competence development of students and teachers and contributing to the quality of the education provided by meeting core educational priorities. This should be addressed through action-oriented teaching and learning approaches appropriate for the specific learners and their local contexts and relevant to current policy frameworks

Recommendations for curriculum design supporting a whole school approach to ESD are:



- The 17 UN Sustainable Development Goals provide a good starting point for introducing sustainability across the school curriculum. They concentrate teaching and learning on real-world themes, involving all relevant disciplines.
- Although themes can be introduced in separate subjects, interdisciplinary learning is most appropriate, addressing complexity and making the learning more meaningful for students
- A learner-centred competency-based curriculum is adopted, emphasising learning outcomes and supporting students to engage constructively and responsibly with today's world.
- Curriculum design addresses the following sustainability competences, enhancing all dimensions of learning (socio-emotional and behavioural as well as cognitive.). This supports current EU frameworks: LifeComp and the European Sustainability Competence Frameworks.

When adapted to local school contexts this framework has an impact on practice, as an integral aspect of a whole school approach

Competences for sustainable development	
Dimensions of learning	Key abilities
HEAD Cognitive (Learning to know)	Critical thinking; Systems thinking; Creative thinking
HEART Social and emotional (personal) (Learning to be and to live together)	Communication; Collaboration; Solidarity
	Reflexivity; Value-orientation; Responsibility
HAND Behavioural (Learning to do)	Exploring alternative futures; Innovative decision; Transformative action

- SOLO (Structure of Observed Learning Outcomes) taxonomy is recommended as the basis for describing learning outcomes and assessment of the competences, describing progressively levels of student achievements.

3. Teacher training and ongoing professional learning opportunities

Many teachers do not feel ready to teach sustainability, and professional learning opportunities are required to enable all school staff at every level to fully engage with a whole school approach. Mainstreaming ESD into existing professional learning programmes for student teachers and existing teachers supports transformational change in schools.

Individual schools should carry out ongoing rigorous self-evaluation of professional learning needs to enable full engagement with a whole school approach.

Recommendations for professional learning that supports a whole school approach to ESD are:

- Undertake professional learning with **groups of staff over an extended period of time**. This supports the development of teacher competences and deeper learning, rather than one-off sessions for individual teachers
- Support **collaboration and peer learning** to activate a culture change in schools
- Start from a **self-assessment and reflection** on the actions already implemented to bring out strengths, weaknesses and opportunities
- Provide opportunities for critical **reflection and self-evaluation**, to increase awareness of professional skills
- Offer **opportunities for cooperative learning and mentoring** to strengthen the ability to work in teams
- Support development of both **theoretical and methodological pedagogical skills** shown to support effective education for sustainable development
- Use **innovative and alternative methodologies** to let participants experience non-traditional ways of managing teaching and learning processes

- be strongly connected and **responsive to the specific needs of the different school contexts** different levels and areas of needs
- support networking learning by **fostering cooperation between educational institutions other stakeholders**
- **evaluate the impact** of the professional learning and resources offered

Key elements of successful teacher training and ongoing professional learning that results in teachers and school leaders that are confident, motivated and skilled to address ESD were identified as: ESD fundamentals - learning for transformation; Systems thinking – learning for the future; Learning and teaching approaches; Contributing to a whole school approach; Learning and assessment; Networking schools on ESD.

Professional leaning needs, identified through this project, are in supporting teachers and school staff to:

- Design and implement **interdisciplinary activities** that will transform the traditional school curriculum.
- Build **experiential learning environments** that engage students in real world problems.
- Support **development of pedagogical skills and techniques** for conducting effective ESD activities, including the use of inclusive and differentiated teaching strategies and materials
- Engage with innovative approaches for **assessment of learning outcomes**
- **Engage with students** to develop their sustainability awareness and sense of responsibility as decision makers and agents of change. Promote the development of students' awareness and agency regarding financial management and decision-making processes of the educational institution.
- Build **pathways to micro-entrepreneurship**
- **Participate in ESD opportunities** already offered by the school.
- **Collaborate** with other educational institutions and stakeholders related to sustainability issues
- **Promote dialogue with local governments** to develop consistent and integrated practices between educational institutions and communities
- Extend their **knowledge on certain topics** such as the circular economy or the possibility of starting fund-raising activities.

For more information about the resources developed in the ESD SuperVision 4.0 Erasmus+ project please contact the Project Lead: University of Vechta, Germany.