

The Competences for educators in education for sustainable development

Learning to know

The educator understands....

HOLISTIC APPROACH

Integrative thinking and practice

- The basics of systems thinking ways in which natural, social and economic systems function and how they may be interrelated
- The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature
- Their personal world view and cultural assumptions and seek to understand those of others
- The connection between sustainable futures and the way we think, live and work
- Their own thinking and action in relation to sustainable development

ENVISIONING CHANGE

Past, present and future

- The root causes of unsustainable development
- That sustainable development is an evolving concept
- The urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability
- The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change
- The importance of preparedness for the unforeseen and a precautionary approach
- The importance of scientific evidence in supporting sustainable development

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Why there is a need to transform the education systems that support learning
- Why there is a need to transform the way we educate/learn
- Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation
- How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to live together

The educator works with others in ways that...

HOLISTIC APPROACH

Integrative thinking and practice

- Actively engage different groups across generations, cultures, places and disciplines

ENVISIONING CHANGE

Past, present and future

- Facilitate the emergence of new worldviews that address sustainable development
- Encourage negotiation of alternative futures

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Challenge unsustainable practices across educational systems, including at the institutional level
- Help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

Learning to do

The educator is able to....

HOLISTIC APPROACH

Integrative thinking and practice

- Create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions
- Work with different perspectives on dilemmas, issues, tensions and conflicts
- Connect the learner to their local and global spheres of influence

ENVISIONING CHANGE

Past, present and future

- Critically assess processes of change in society and envision sustainable futures
- Communicate a sense of urgency for change and inspire hope
- Facilitate the evaluation of potential consequences of different decisions and actions
- Use the natural, social and built environment, including their own institution, as a context and source of learning

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Why there is a need to transform the education systems that support learning
- Why there is a need to transform the way we educate/learn
- Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation
- How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to be

The educator is someone who...

HOLISTIC APPROACH

Integrative thinking and practice

- Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews

ENVISIONING CHANGE

Past, present and future

- Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally
- Is willing to take considered action even in situations of uncertainty

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Is willing to challenge assumptions underlying unsustainable practice
- Is a facilitator and participant in the learning process
- Is a critically reflective practitioner
- Inspires creativity and innovation
- Engages with learners in ways that build positive relationships