A Rounder Sense of Purpose
Towards a pedagogy of transformation

(Paul Vare), Rick Millican, Gerben de Vries
University of Gloucestershire, UK
Marnix Academy, The Netherlands

TEES-Net Conference 2017, Theme 3: What opportunities exist to develop synergies and convergences in ESD/GCE across local, national, European and global contexts?
Six partner institutions aiming to:

...develop a practical accreditation model that teacher educators can use in any European context so that pre- and in-service educators can demonstrate their competence in ESD through a widely-recognised qualification.
ESD 1

• Promoting/facilitating changes in what we do

• promoting (informed, skilled) behaviours and ways of thinking, where the need for this is clearly identified and agreed

• learning for sustainable development

Vare & Scott 2007

ESD 2

• Building capacity to think critically about [and beyond] what experts say and to test sustainable development ideas

• exploring the contradictions inherent in sustainable living

• learning as sustainable development
‘Distilling’ the UNECE competences

Refining, filtering, extracting the essential elements

(Also using Wiek et al 2011 & Roorda 2012)
<table>
<thead>
<tr>
<th>Integration:</th>
<th>Envisioning Change</th>
<th>Achieving Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems Competence</strong></td>
<td>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.</td>
<td><strong>Futures Competence</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attentiveness Competence</strong></td>
<td>The educator alerts learners to fundamentally unsustainable aspects of our society and the way it is developing and conveys the urgent need for change.</td>
<td><strong>Empathy Competence</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transdisciplinarity Competence</strong></td>
<td>The educator acts collaboratively both within and outside of their own discipline, role, perspectives and values and encourages their learners to do the same.</td>
<td><strong>Innovation Competence</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Competence</strong></td>
<td>The educator helps learners to critically evaluate the relevance and reliability of assertions, sources, models and theories.</td>
<td><strong>Responsibility Competence</strong></td>
</tr>
</tbody>
</table>
For example: **Futures Competence**

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.

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>The educator helps learners to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Envision creatively and critically a range of possible or thinkable futures and their sustainability aspects, sharing and debating ideas, worldviews and possible evolutions; focusing near and far, moving flexibly between short and long term goals and perspectives</td>
<td></td>
</tr>
<tr>
<td>5.2 Recognise relations and possible evolutions between past, present, near future and far future worldviews, developments and actions</td>
<td></td>
</tr>
<tr>
<td>5.3 Anticipate how sustainability problems might evolve or occur over time, considering inertia, path dependencies and triggering events, critically assessing processes of change in society</td>
<td></td>
</tr>
</tbody>
</table>
3. Learning Outcomes:

3.1 Knowledge – at the end of the module/unit the learner will have been exposed to the following:

<table>
<thead>
<tr>
<th>3.1.1</th>
<th>3.1.2</th>
<th>3.1.3</th>
<th>etc.</th>
</tr>
</thead>
</table>

3.2 Skills – at the end of the module/unit the learner will have mastered the following skills:

3.2.1 Applying knowledge and understanding

<table>
<thead>
<tr>
<th>i.</th>
<th>ii.</th>
<th>iii.</th>
<th>etc</th>
</tr>
</thead>
</table>

The atomisation of learning

3.2.2 Communication skills:

<table>
<thead>
<tr>
<th>i.</th>
<th>ii.</th>
<th>iii.</th>
<th>etc</th>
</tr>
</thead>
</table>

3.2.3 Judgmental skills:

<table>
<thead>
<tr>
<th>i.</th>
<th>ii.</th>
<th>iii.</th>
<th>etc</th>
</tr>
</thead>
</table>

3.2.4 Learning skills:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Underpinning Components</td>
<td>Connections with the Learning Objectives of this and other competences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In order to achieve the above Learning Objectives the educator should be able to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC 5.1 Facilitate a process of imagining different future scenarios and help learners consider whether they are sustainable</td>
<td>5.1 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC 5.2 Analyse changes; link them to the past, explain how these changes might evolve over time and how they might be seen from different perspectives</td>
<td>5.2 &amp; 5.3 3 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC 5.3 Think creatively about possibilities for the future and critique suggestions</td>
<td>5.2 &amp; 5.3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>My vision of the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technique used (e.g. research, simulation, debate)</strong></td>
<td>Visioning exercise with discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aim of activity</strong></td>
<td>To help students imagine positive alternatives for a sustainable future</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connection with underpinning components (from same competence)</strong></td>
<td>UC 5.1 Facilitate others to imagine different future scenarios and consider whether they are sustainable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 5.1 Understand how the world might change as we project into the future and how these changes might be considered from different perspectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connection with underpinning components (from other competences)</strong></td>
<td><em>(To be completed when all templates are filled)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short description (10 lines max)</strong></td>
<td>Close your eyes and sit in silence – relax. Now listen for 10-15 minutes while the facilitator asks you to imagine yourself in 30 years time but imagine it is a positive future etc.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Website

With:

• Framework of 12 competences
• Learning objectives (2-4) for each
• Underpinning components for each
• Example activities (12 x 2 hours) for trainers
• Related reading & research
• Suggestions for assessment
### Three stages of achievement

e.g. The University of Gloucestershire’s Educator of Education for Sustainable Development Award (L5)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Presented to students who have participated in the University’s Education for Sustainable Development programme and have attended at least 20 of the 24 contact hours.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Presented to students who, in addition to Stage 1, have produced a portfolio of evidence (of between 3,000-5,000 words or equivalent in other media) that demonstrates their engagement with each of the competences in practice.</td>
</tr>
</tbody>
</table>
| Stage 3 | Presented to students who, in addition to Stage 2, have produced evidence (of between 3,000-5,000 words or equivalent in other media) that shows either:  
  a) How they have brought about change in others and/or in a place of work  
  b) A series of critical reflections on the ESD competence framework. |
Thinking Holistically

Envisioning Change

Achieving Transformation

Integration:
Systems Competence

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.

Futures Competence

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.

Participation Competence

The educator contributes towards changes in education that will help sustainable development and encourages their learners to do the same.

Involvement:
AVenueveness Competence

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

Empathy Competence

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

Engagement Competence

The educator works flexibly and responsively with others, remaining aware of their personal beliefs and values, and encourages their learners to do the same.

Practice:
Transdisciplinarity Competence

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

Innovation Competence

The educator takes an innovative and creative approach using real-world contexts wherever possible.

Action Competence

The educator focuses on the development of learners' critical thinking skills and helps them to take considered actions in their own context.

Reflection:
Evaluation Competence

The educator helps learners to critically evaluate the relevance and reliability of assertions, sources, models and theories.

Responsibility Competence

The educator acts transparently and accepts personal responsibility for their work and encourages their learners to do the same.

Decisiveness Competence

The educator acts in a cautious and carefully manner even in situations of uncertainty and encourages their learners to do the same.
How has this learning **affected** learners?
Vertical and horizontal: dialogue; thinking; learning

**Horizontal:** this is dialogue, thinking or learning taking place in different contexts (e.g. learning about SDGs; SD literacy?)

**Vertical:** occurs in response to new events, across contexts, it challenges existing practices (e.g. critical thinking; consideration of underpinning ethical dimensions and values; an ability to move across single, double and triple loop learning).

(After Wegerif 2011)
Assessment tools

1. Presentation and discussion including a question and answer session
2. Engagement in the question and answer session of one's peers
   (In 1 and 2 the assessor pays attention to the dialogic dimensions in play)
3. Portfolio – possibly multimedia

**Under development...**
Assessor’s guidelines on how to identify vertical and horizontal growth through learner dialogue in the context of ESD. (Evidence to include novel examples)
When?

• Pilot programmes in each partner context this coming year
Particular challenges

- How to ensure that assessments are constructively aligned with the LOs
- How to produce a pan-European qualification that has appropriacy and currency
- Where and how to host the website and materials in the future
Any ideas?

• We’d welcome any thoughts/recommendations

• To
  • Paul Vare: pvare@glos.ac.uk
  • Rick Millican: rmillican@glos.ac.uk
  • Gerben de Vries: g.devries@hsmarnix.nl
Thank you
References


