

Teaching Sustainability for Primary School

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Introduction

The increasing concern on sustainability and sustainability education led to the development of the European sustainability competence framework - GreenComp (Bianchi *et al.*, 2022). One aim of GreenComp is to promote sustainability education for the European citizens, developing their competencies and expecting they mobilize it in different contexts.

This competence development is relevant for teacher educators, in-service teachers, future teachers or other higher education students that are coursing programs related to environmental education. These key players in education have an important role in the teaching of young people and in the development of knowledge, skills, attitudes, and values necessary to deal with sustainability and its problems.

Considering sustainability and environmental education as key issues for the professional development of educators, this poster aims to contribute to the goals of the conference theme "Perspectives and practices in teacher professional development".

The goal of this poster is to present part of the work developed within the ERASMUS Teacher Academy Project – Teaching Sustainability, in the academic year of 2022/23, focusing teaching sustainability for primary school. The mobilization of this pedagogical approach with teacher educators, in-service and future teachers and other higher education students is presented in the next sections.

Teacher Academy Project: Teaching Sustainability

Teacher Academy Project - Teaching Sustainability (TAP-TS) is one of 11 inaugural Erasmus+ Teacher Academies, running from June 2022 until July 2025.

The project aims to strengthen the sustainability education competences of European primary and secondary level in-service teachers, future teachers and teacher educators, creating an international community of practice. The participants cooperate in the co-production, piloting and use of Learning and Teaching Packages (LTPs), in online workshops, hybrid active learning events, spring and summer schools, and other activities.

The next visual presents some activities occurred on 2022/23.



Partners

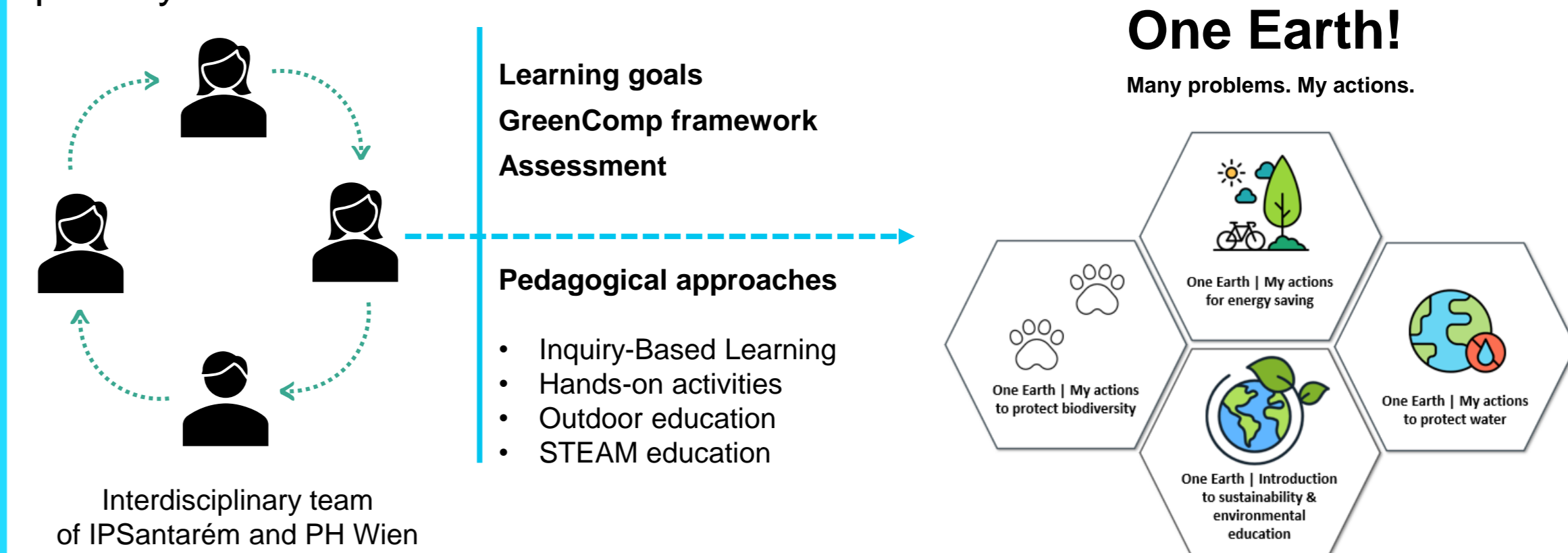


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Learning & Teaching Package for Primary School (Co-creation, piloting and evaluation)

Co-creation

Dynamics of co-creation of the LTP "Sustainability & Environmental Education" for primary schools:



Active Learning Event 1

Learning & Teaching Packages	Webinars	Self-study (LMS platform)	F2F
LTP Sustainability & Environmental education			
LTP Climate crisis resilience			
LTP Sustainability & Digitality			

Three LTPs were mobilized in the Active Learning Event 1. Each LTP was explored through webinars, self-study activities on the project LMS platform and in-person (F2F) sessions.

Summer School

LTPs	Outdoor activities	Reflection

Teacher educators, in-service and future teachers or other higher education students that participated in the different educational sessions of the Cyprus summer school had the opportunity to discuss educational resources and learning strategies, create and improve educational resources and share their educational experiences and best practices related to sustainability education.

Evaluation

The evaluation moments that occurred in each event promoted the discussion and the reflection of the participants about the course materials and pedagogical approaches to sustainability and environmental education.

Final remarks

The TAP-TS activities focused on teaching sustainability for primary schools, in the academic year or 2022/23, resulted on the:

- development of sustainability competences of the participants;
- creation, piloting and improvement of resources for sustainability teaching;
- development of an international professional learning community.

The teacher educators, primary school teachers and future teachers who participated in the project first year, had the opportunity to observe and experience different pedagogical practices, for example, about outdoor education, digital education and gamification.

By leveraging these pedagogical experiences in their own practices, educators can offer their students opportunities to participate in authentic, real-life sustainability experiences, motivating them to become active agents of change within their communities

References

Bianchi, G., Pisiotis, U., & Cabrera, M. (2022). *GreenComp – The European sustainability competence framework*. In Bacigalupo, M., & Punie, Y. (Eds.). *EUR 30955 EN*. Publications Office of the European Union.

Teacher Academy Project – Teaching Sustainability. <https://tap-ts.eu/>

