



Sustainable Future Educator - Competence Areas



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Introduction

This document presents the competence areas, badge descriptions, competence descriptions, assessment criteria, competence demonstrations and learning materials of Educator for Sustainable Future competence-based digital open badge constellation developed in the Academy for Sustainable Future Educators – EduSTA project (Erasmus+, Teacher Academies 2022–2025). The material does not include graphics of the constellation.

The competence-based badge constellation has been designed to facilitate identifying, recognising and developing teachers' sustainability competences. The activities designed for demonstrating competence are practical. They steer towards assess and develop one's practices.

The Competence of an Educator for Sustainable Future contains of four competence areas and nine micro competences, which together cover quite well the different parts of teacher's work.

The contents of this materials can be freely used in trainings. However, if it is used to create a new digital badge constellation or digital badges, those badges must be renamed.

Tampere University of Applied Sciences maintains the digital open badge constellation designed in the EduSTA project. If you are interested in the using the Digital Badge Constellation of Educator for Sustainable Future, do contact edusta.tamk@tuni.fi You can find more information about the design and piloting of the badges in the home pages of the EduSTA project <https://projects.tuni.fi/edusta/>.

1. Sustainability Literacy

This milestone badge proves that the educator uses knowledges in a responsible way to further Sustainable Development through education. The Sustainable Literacy milestone badge contains three micro badges: knowledgeable problem articulator, critical developer, and complexity embracer.

1.1. Knowledgeable Problem Articulator

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| Name of the badge | Knowledgeable problem articulator |
| A short description of the badge content | Knowledgeable Problem Articulator understands the background and purpose of Sustainable Development and its interconnection to Education for Sustainable Development (ESD) in their own educational context(s) and professional practices. |
| Competence objectives | <p>Knowledgeable Problem Articulator</p> <ul style="list-style-type: none"> - knows the pillars of sustainable development and the main idea of Education for Sustainable Development (ESD) in their educational context(s), - connects sustainable development and Education for Sustainable Development (ESD) to their own work, - identifies possibilities and challenges in the implementation of sustainability related content in their educational context and work as a teacher. |
| Assessment criteria | <p>The badge recipient is able to</p> <ul style="list-style-type: none"> - examine the pillars of sustainability in relation to their educational context, - explain how the main idea of Education for Sustainable Development (ESD) connects to their own work, - identify possibilities and challenges in the implementation of sustainability related content in their educational context and work as a teacher, - reflect on the process of integrating sustainability in their teaching, including any problems in doing so. |
| Competence demonstration | <p>Provide a document (max. 2 pages), e.g. including sketch of a mind map with necessary explanations, or a video clip or an audio recording maximum 3 minutes discussing the following features of a chosen course plan or lesson plan.</p> <p>In your document</p> |

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| | <ul style="list-style-type: none"> - present your understanding of the interconnection between sustainable development, ESD and your educational context(s); - identify examples of how you could connect sustainability related content in your educational context and work; - point out obstacles that hinder you doing so. - Reflect your process. For instance, complete one or more sentences related to the connections of SDGs and EDS with your educational context: <ul style="list-style-type: none"> - "Before taking the microbadge, I thought... Once completed, I..." - "What I think I can easily implement from this microbadge to my job is..." - "What I think could be more difficult to implement in my job is..." - "The factors that would help me to... are..." <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| <p>Learning resources</p> | <p>Sustainable Development UNDP (2023) Sustainable Development Goals. https://www.undp.org/sustainable-development-goals</p> <p>The European Sustainability Competence Framework Green Comp (2022): JRC Publications Repository - GreenComp The European sustainability competence framework (europa.eu)</p> <p>Sustainable development in Teaching TUNI Teaching and Learning Centre (2023). Sustainable Development in Teaching. https://www.tuni.fi/tlc/en/planning-and-implementation-of-teaching/curriculum-work/sustainable-development-in-teaching/</p> <p>Aalto University (2024). Sustainability in Teaching. https://www.aalto.fi/en/services/sustainability-in-teaching</p> <p>Education for Sustainable Development World Wide Fund for Nature (2019). Lecture on Education for Sustainable Development (ESD). https://www.wwf.se/utbildning/larare/larande-for-hallbar-utveckling/(video,10:03 min)</p> <p>UNESCO (2024). What you need to know about education for sustainable development. https://www.unesco.org/en/sustainable-development/education/need-know</p> |

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| | UNESCO (2011). Tilburry Daniella. Education for Sustainable Development: an expert review of processes and learning. https://unesdoc.unesco.org/ark:/48223/pf0000191442 |
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1.2. Critical Developer

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| Name of the badge | Critical Developer |
| A short description of the badge content | Critical Developer uses knowledge related to sustainable development, sustainability competences, Education for Sustainable Development, and guiding policy documents on implementing sustainable development in education to critically develop teaching or curricula. |
| Competence objectives | Critical Developer <ul style="list-style-type: none"> - knows and recognises reliable sources of information related to sustainability knowledge, - integrates knowledge related to sustainable development, ESD approaches and/or sustainability competence frameworks in teaching practices or curriculum development, - evaluates ESD and sustainable development aspects and/or knowledge of sustainability competences in their own teaching practices, educational context, and curriculum. |
| Assessment criteria | The badge recipient is able to <ul style="list-style-type: none"> - recognise reliable sources of information in sustainability knowledge and justify the use of the sources, - compare knowledge of sustainable development and of sustainability competences into their own teaching practices, educational context or curricula, - critically evaluate and revise educational plans and suggests possibilities for improvement of the plans in relation to ESD and sustainable development, - recognise the changing and contradictory nature of information related to sustainability in their educational context(s) when developing teaching or curriculum. |
| Competence demonstration | Submit a reflective document (max. 2 pages) e.g. including a comparison table, or a video clip or an audio recording maximum 3 minutes discussing the following features of a chosen course plan or lesson plan. |

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| | <p>In your document</p> <ul style="list-style-type: none"> - present at least one reliable source of information in sustainability knowledge and justify the use of the source as part of your course or lesson - compare your course plans with guiding documents on implementing sustainable development, sustainability competence frameworks and/or ESD (e.g., in national curriculum and the learning resources of this badge), - present changes or additions to develop your plans to better meet the requirements of the above-mentioned documents, - consider possible reasons of uncertainty and contradictions in information and needs for updating information sources <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| <p>Learning resources</p> | <p>Sustainable Development Goals with Learning Objectives UNESCO (2017). Education for Sustainable Development Goals: Learning Objectives: Education for Sustainable Development Goals: learning objectives - UNESCO Digital Library. (Take a look especially at the specific learning objectives for the sustainable development goals related to your educational context.)</p> <p>Competency Frameworks The European Sustainability Competence Framework Green Comp (2022): JRC Publications Repository - GreenComp The European sustainability competence framework (europa.eu) (Available in many languages. Take a look at especially chapter 4. Competence areas and competences p. 17 – 27. You can also get inspiration from the Appendix 1. Use cases p. 37 – 40.) A Rounder Sense of Purpose framework for educators: A Rounder Sense of Purpose (Take a look at the competencies of your choice.)</p> <p>Tools for Curriculum Work and Course Development Education for Sustainable Development: Sourcebook (2012): Education for sustainable development: sourcebook - UNESCO Digital Library (See Project Y: Exercise for Reorienting Curriculum p. 10 and Reference Sheet For Completing Project Y Worksheet p. 11 – 14.)</p> |

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| | <p>Sterling Stephen (2012). The Future Fit Framework. An introductory guide to teaching and learning for sustainability in higher education. https://www.advance-he.ac.uk/knowledge-hub/future-fit-framework</p> <p>Rural Youth of Europe (2023). Learning materials: https://www.ruralyoutheurope.com/materials/#x-legacy-tab-1</p> <p>National policy documents, e.g., national curricula. National policy documents are added as resources in national pilots.</p> |
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1.3. Complexity Embracer

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| Name of the badge | Complexity Embracer |
| A short description of the badge content | A Complexity Embracer is aware of and acknowledges complexity in their professional/daily practice. They discuss and reflect upon uncertainties and contradictions with colleagues, students, and the community. |
| Competence objectives | Complexity Embracer <ul style="list-style-type: none"> - identifies and acknowledges the complexity of sustainability issues, - describes, discusses and reflects on the complexity of their professional practice in relation to sustainability (uncertainties and contradictions) together with colleagues, students and the community. |
| Assessment criteria | The badge recipient is able to <ul style="list-style-type: none"> - design and facilitate conversations with peers, students, and/or the community about the complexities of sustainability issues, identifying worldviews, assumptions, and values on sustainability issues, - identify opportunities to support reflection of complexity include elements of critical and reflective dialogical techniques and methods to create holistic broader perspectives on complex sustainability issues, - use (including elements of) critical and reflective dialogical techniques and methods to create holistic broader perspectives on sustainability issues, - identify key moments in conversations where openness, curiosity, change and growth are at stake, - reflect and justify their choices in the terms of embracing complexity. |

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| <p>Competence demonstration</p> | <p>Deliver a learning journal (max. 2 pages) of a conversation which you designed and facilitated that supports understanding of holistic broader perspectives on complex sustainability issues.</p> <p>Describe a conversation situation where you have consciously embraced complexity when discussing a sustainability issue with colleagues, students, or members of a community.</p> <ul style="list-style-type: none"> - Explain what was the community or group, participants, situation, topic, and approach. - Describe how you promoted openness and embracing complexity during the conversation. - Reflect on how you supported the formation of a broader, more holistic perspective on sustainability. - Evaluate your own role as the facilitator of the discussion. What worked well? How could the quality of the dialogue be improved further? <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| <p>Learning resources</p> | <p>Complexity and Uncertainty</p> <p>Flossie Chua, Karin Morrison, David Perkins, Shari Tishman (2017). Exploring Complexity. https://pz.harvard.edu/resources/exploring-complexity</p> <p>Deidre LeFevre, Helen Timperley, Kaye Twyford, and Fiona Ell (2022). When Faced with Complexity and Uncertainty in Your School, Choose One Thing to Do and Do It Well. https://corwin-connect.com/2022/02/when-faced-with-complexity-and-uncertainty-in-your-school-choose-one-thing-to-do-and-do-it-well/</p> <p>Jenny Moffett (2022). Confusion diffusion: nine ways to prepare students to work with uncertainty. https://www.timeshighereducation.com/campus/confusion-diffusion-nine-ways-prepare-students-work-uncertainty</p> <p>Competency Frameworks</p> <p>GreenComp. The European sustainability competence framework. https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en (See pages 19-22). Note: position here yourself as a learner.</p> <p>A Rounder Sense of Purpose framework for educators: Criticality: https://aroundsenseofpurpose.eu/framework/th-ref/</p> |

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| | <p>A Rounder Sense of Purpose framework for educators: Empathy: https://aroundsenseofpurpose.eu/framework/ec-inv/</p> <p>Activities for Discussion</p> <p>Transition Makers. Exchanging perspectives. https://transitionmakers.nl/tool/exchanging-perspectives/</p> <p>Lazarus, Michelle D (2021). Preparing today's learners for uncertainty. myfuture Insights series. Melbourne, Education Services Australia. https://myfuture.edu.au/docs/default-source/insights/preparing-todays-learners-for-uncertainty.pdf</p> <p>Reiss, K. (2012). <i>Challenge assumptions</i>. https://doi.org/10.4135/9781506335759</p> <p>Example of teaching systems thinking https://transitionnetwork.org/wp-content/uploads/2022/10/SiT-3-Primaries-food-web-mapping-Introduction.pdf</p> <p>Paul Main (2021). Dialogic Teaching: A classroom guide for better thinking and talking. https://www.structural-learning.com/post/how-to-use-dialogic-pedagogy-the-key-to-powerful-teaching</p> <p>Sarah Davies (2021). How To Incorporate Dialogic Teaching Strategies In The Classroom. https://www.teachingtimes.com/how-to-incorporate-dialogic-teaching-strategies-in-the-classroom/</p> |
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2. Learning Ecosystem Design

This milestone badge proves that educator designs learning environments and processes that facilitate the development of Green Comps. The Learning Ecosystem Design milestone badge contains three micro badges: systems thinking promoter, futures thinking catalyser, and value awareness supporter.

2.1. Systems Thinking Promoter

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| Name of the badge | Systems Thinking Promoter |
| A short description of the badge content | Systems Thinking Promoter can design teaching and learning processes, utilize learning environments, and implement pedagogical methods which help students to grasp the systems. |
| Competence objectives | Systems Thinking promoter <ul style="list-style-type: none"> - knows what kind of methods, learning processes, and learning environments support students' comprehension of systems thinking and understands how these can be applied as part of teaching in one's own field, - can design teaching and learning processes and describe how to utilize learning environments and implement learning and assessing methods that help students to identify the components, interconnectedness and complexity of a system and to be aware of uncertainty that results from sustainability-related challenges. |
| Assessment criteria | The badge recipient is able to <ul style="list-style-type: none"> - design learning processes for their own context and learning environments that supports students' systems thinking comprehension. - identify opportunities to support student's understanding of systems thinking and ways of coping with uncertainty - select a variety of suitable pedagogical methods which support and help students identify the components of a system and the interconnectedness of the entire system. support students in analyzing and reflecting on consequences of interconnectedness of the components of the system. <ul style="list-style-type: none"> - reflect and justify their choices in the terms of supporting sustainable development |
| Competence demonstration | Deliver a pedagogical manuscript or lesson plan for the learning process that supports students' systems thinking comprehension. In your pedagogical manuscript or lesson plan describe the: |

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| | <ul style="list-style-type: none"> - context and the field of study - learning objectives - learning environments - learning process - pedagogical methods - activities and interactions - justification of your pedagogical choices and reflection on supporting students' Systems Thinking comprehension. <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| <p>Learning resources</p> | <p>Materials of ESD in general</p> <p>Educating with a Rounder Sense of Purpose https://aroundersenseofpurpose.eu/(See "Systems" competence & "Criticality" competence)</p> <p>GreenComp. The European sustainability competence framework. https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en (See pages 19-22)</p> <p>Challenges when developing systems thinking in an educational context</p> <p>Systems Thinking in Elementary School. https://www.tandfonline.com/doi/full/10.1080/09500693.2020.1755741</p> <p>Systems Thinking in Elementary School. https://doi.org/10.1002/tea.20351</p> <p>Systems Thinking in High School. https://doi.org/10.1002/tea.20383</p> <p>Teachers' & Students' challenges with Systems Thinking: https://doi.org/10.1207/s15327809jls1501_6</p> <p>Systems Thinking & Education for Sustainable Development: http://dx.doi.org/10.1080/09500690902769946</p> <p>Examples and tools</p> <p>How to Practice Systems Thinking in the Classroom: https://teacher-blog.education.com/how-to-practice-systems-thinking-in-the-classroom-9cbfa3dcd2cf</p> <p>Systems thinking activities used in K-12 for up to two decades: https://www.frontiersin.org/articles/10.3389/feduc.2023.1059733/full</p> <p>Research-based edtech, project-based learning, and design thinking resources for educators: https://edtech-class.com/</p> <p>A general (pedagogical) planning template of a course or a lesson https://www.tuni.fi/tlc/en/planning-and-implementation-of-teaching/pedagogic-planning/</p> |

2.2. Futures Thinking Catalyser

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| Name of the badge | Futures Thinking Catalyser |
| A short description of the badge content | Futures Thinking Catalyser can design teaching and learning processes, utilize learning environments, and implement pedagogical methods that facilitate student's futures thinking. |
| Competence objectives | <p>Futures Thinking Catalyser</p> <ul style="list-style-type: none"> - knows what kinds of methods, learning processes, and learning environments facilitate students' futures thinking in supporting transformative learning, - can design teaching and learning processes and describe how to utilize learning environments, and implement learning and assessing methods that encourage students to become futures literate and strengthen students' abilities to envision alternative futures and envisioning change. |
| Assessment criteria | <p>The badge recipient is able to</p> <ul style="list-style-type: none"> - design learning processes for their own context and learning environments that facilitate student's future thinking - identify opportunities to support transformative learning by including elements of reflection and critical questioning to the learning process and assessing methods - select a variety of suitable pedagogical methods: <ul style="list-style-type: none"> that encourage students to use future insights when making informed decisions in the present that strengthen students' abilities to envision alternative futures and envisioning change - reflect and justify their choices in the terms of supporting sustainable development |
| Competence demonstration | <p>Deliver a pedagogical manuscript or lesson plan for the learning process that supports students' futures thinking comprehension.</p> <p>In your pedagogical manuscript or lesson plan describe the:</p> <ul style="list-style-type: none"> - context and the field of study - learning objectives - learning environments - learning process - pedagogical methods - activities and interactions - justification of your pedagogical choices and reflection on supporting students' Futures Thinking. |

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| | Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired. |
| Learning resources | <p>Materials of ESD in general: Envisioning sustainable futures in GreenComp: The European sustainability competence framework. (chapter 4.3 pp. 23-28) https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1 Inspiration for stories of change https://www.ideo.com Interactive Worksheet Immunity to Change Immunity to Change - Overcoming Unconscious Assumptions (mindtools.com)</p> <p>Methods to use when developing futures thinking https://arundersenseofpurpose.eu/ Futures – A Rounder Sense of Purpose Toolkit for Human-centered design sessions http://www.designkit.org/methods.html Toolkit for young futurists https://california100.org/app/uploads/2023/09/CA100Dreamers_and_Doers_Toolkit.pdf Teach the Future – Futures Thinking Playbook https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final</p> <p>Learning design for futures thinking FUTURES Training Manual High School Facilitators Replay-your-futures-Training-manual-high-school-facilitators.pdf (pb.edu.pl) Thinking Tool for Educators - Building Agency in Times of Uncertainty http://richardsandford.net/edfutures/wp-content/uploads/2011/06/Building-Agency-in-the-Face-of-Uncertainty-Thinking-Tool.pdf Guidelines for Transformative Learning in Living Labs Guidebook for designing hybrid learning configurations (living labs)</p> <p>Templates A general (pedagogical) planning template of a course or a lesson (Teaching and learning centre, Tampere Universities) https://www.tuni.fi/tlc/en/planning-and-implementation-of-teaching/pedagogic-planning/</p> |

2.3. Value Awareness Supporter

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| Name of the badge | Value Awareness Supporter |
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| A short description of the badge content | Value Awareness Supporter can design teaching and learning processes, utilize learning environments, and implement pedagogical methods that helps students to identify, evaluate, and reflect upon their values. |
| Competence objectives | <p>Value Awareness Supporter</p> <ul style="list-style-type: none"> - knows what kinds of methods, learning processes, and learning environments support students' value awareness and understands how these can be applied as part of teaching in one's own field, - can design teaching and learning processes and describe how utilize learning environments and implement learning and assessing methods that help students to identify, evaluate, and reflect upon their values. <p>is aware of their own values in terms of sustainability and what they represent as a teacher.</p> |
| Assessment criteria | <p>The badge recipient is able to</p> <ul style="list-style-type: none"> - design learning processes for their own context and learning environments that support students' value awareness - identify opportunities to support students' value awareness - select variety of suitable pedagogical methods which support and help students to develop an emotional connection with the others and expresses empathy and support students to identify, evaluate, reflect their values and analyze the impact of their actions in terms of sustainability and enable and help students to express and negotiate their own values, principles, and sustainability objectives while acknowledging different points of view in the learning community - justify their pedagogical choices and reflect their own values in terms of sustainability and what kind of examples they give |
| Competence demonstration | <p>Deliver a pedagogical manuscript or lesson plan for the learning process that supports students' value awareness.</p> <p>In your pedagogical manuscript or lesson plan describe the:</p> <ul style="list-style-type: none"> - context and the field of study - learning objectives - learning environments - learning process - pedagogical methods - activities and interactions - justification of your pedagogical choices and reflection on your own values in the terms of supporting students' Value Awareness. <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources</p> |

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| | listed below and prior competences you have previously acquired. |
| Learning resources | <p>General ESD Materials Embodying sustainability values in GreenComp - The European sustainability competence framework. https://op.europa.eu/fi/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1 (see pages 17-19). Approaches for facilitating values formation. Strategies and methods for teaching values (See pages 32-39) https://unesdoc.unesco.org/ark:/48223/pf0000095247/PDF/095247eng.pdf.multi Harecker, Gabriele (n.d) Teaching Values at School: A Way to Reach a Better Understanding in Our World. https://conference.pixel-online.net/conferences/science/common/download/Paper_pdf/325-IBL26-FP-Harecker-NPSE2012.pdf</p> <p>Methods for supporting value awareness and empathy https://aroundersenseofpurpose.eu/Values – A Rounder Sense of Purpose Empathy – A Rounder Sense of Purpose Environmental Emotions - Climate Change in Me Dialogical attitude</p> <p>Templates A general (pedagogical) planning template of a course or a lesson https://www.tuni.fi/tlc/en/planning-and-implementation-of-teaching/pedagogic-planning/</p> |

3. Enabling Action

This milestone badge proves that educator organises collaborative communal action and facilitates the development of student’s agency. The Enabling Action milestone badge contains two micro badges: active collaborator and action facilitator.

3.1. Active Collaborator

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| Name of the micro badge | Active Collaborator |
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| A short description of the badge content | An Active Collaborator co-operates to strengthen communal action for sustainable future. |
| Competence objectives | Active collaborator <ul style="list-style-type: none"> - identifies sustainability challenges relevant to their own educational context, and - finds ways to tackle them through collaborative action. |
| Assessment criteria | The badge recipient is able to <ul style="list-style-type: none"> - analyze and describe the sustainability challenge of their choice, for instance with the help of the Green Comp framework. - justify the role and significance of their chosen collaborators - explain how this action promotes sustainability. |
| Competence demonstration | Prepare and send either a written document (1-2 pages) or a slide show (max 5 slides) where you: <ul style="list-style-type: none"> - Describe the sustainability challenge of your choice, as well as the action you have taken or are about to take. - Explain who are the collaborators relevant for the challenge, and why. Indicate that you have taken the first steps towards the action plan. This could be contacting collaborators or decision-makers, publication or a piece in media of your choice, organizing an event, or any other relevant initiative. <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| Learning resources | Guidelines and ideas for teachers UCL Teaching toolkits: Embedding sustainability into your teaching and learning. https://www.ucl.ac.uk/teaching-learning/publications/2023/apr/embedding-sustainability-your-teaching-and-learning#Embed Education and Training Foundation: Education for sustainable development (ESD) in different subject areas. https://www.etf.foundation.co.uk/resources/esd/esd-resources/esd-in-different-subject-areas/ Japan National Commission for UNESCO: A Guide to Promoting ESD. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjur7uh_JCCAxVkkRAIHAlWDxg4ChAWegQICRAB&url=https%3A%2F%2Fwww.mext.go.jp%2Fcomponent%2Fenglish%2FicsFiles%2Ffieldfile%2F2016%2F11%2F21%2F1379653_01_1.pdf&usg=AOvVaw2RNwftBAtaNg0vU0cAsEf-&opi=89978449 |

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| | <p>Examples from the field</p> <p>EcoMENA: Education for sustainable development: key challenges. https://www.ecomena.org/education-for-sustainable-development/</p> <p>Educate Magis Global Stories: My school challenges when implementing an environmental policy. https://www.educatemagis.org/blogs/my-school-challenges-when-implementing-an-environmental-policy/</p> |
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3.2. Action Facilitator

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| Name of the badge | Action Facilitator |
| A short description of the badge content | Action Facilitator designs and organises opportunities that trigger and support student action for sustainable future. |
| Competence objectives | Action Facilitator creates to their own students learning opportunities where they can take initiative and practical action to promote sustainability together with relevant collaborators. |
| Assessment criteria | The badge recipient is able to <ul style="list-style-type: none"> - identify and design the learning opportunity that encourages students to take action outside their learning community, - explain how the learning opportunity promotes sustainability, - help students identify relevant collaborators, also outside the educational institution. |
| Competence demonstration | Prepare and send either a written document (1-2 pages) or a slide show (max 5 slides) where you: <ul style="list-style-type: none"> - Describe the learning opportunity that encourages students to take action outside their learning community. - Describe how you encourage your students to take action in these environments and how this triggers and support sustainable future. - Describe the assignment description you give to your students and explain how it relates to sustainability. <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| Learning resources | Guidelines and ideas for teachers |

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| | <p>UNESCO: Teaching and learning transformative engagement. https://unesdoc.unesco.org/ark:/48223/pf0000368961</p> <p>Learning for a sustainable future: Engaging students in sustainable action projects. Facilitator's guide. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwianJjF_pCCAxU0JBAIHfpyAJwQFnoECCKQAQ&url=https%3A%2F%2Fisf-ist.ca%2Fwp-content%2Fuploads%2F2021%2F09%2FESSAP_Guide_-_August_22_2013.pdf&usg=AOvVaw1fKGBDWgmMcVRt3_11Ust&opi=89978449</p> <p>Rounder sense of purpose: Action. https://arundersenseofpurpose.eu/framework/at-pra/</p> <p>Examples from the field</p> <p>Vaughn, M. (2018). Making sense of student agency in the early grades. https://kappanonline.org/vaughn-making-sense-student-agency-early-grades/</p> <p>Clasper, J. (2020). The Danish school putting sustainability on the syllabus. https://www.dw.com/en/denmark-copenhagen-sustainability-school-education/a-52341880</p> |
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4. Reflexive Praxis

This milestone badge proves that educator learns purposefully from her/his actions to improve in a dialogue with community, society, and science. The Reflexive Praxis milestone badge contains one micro badge.

4.1. Conscious Change Agent

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| Name of the micro badge | Conscious Change Agent |
| A short description of the badge content | A Conscious Change Agent reflects on the institutional and professional policies and practices and strives towards continuous personal and institutional learning in ESD using tools of reflection in ESD to promote changes addressing challenges with hope and anticipation. |
| Competence objectives | Conscious Change Agent - articulates and reflects on their position as a change agent in their educational context with informed understanding of how societal |

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| | <p>factors affect the realisation of Education for Sustainable Development in their educational context</p> <ul style="list-style-type: none"> - maintains hopefulness and considers emotions when anticipating and influencing changes for ESD. |
| Assessment criteria | <p>The badge recipient is able to</p> <ul style="list-style-type: none"> - revisit their actions and decisions as an educator to reflect how changes in policies, structures, assumptions and values effect the realisation of Education for Sustainable Development in their educational context by using reflection tools - strengthen hopefulness in daily practices by envisioning possibilities for sustainable change and exploring alternatives to action. - clearly articulate their possibilities and restrictions as a change agent in the educational system (and beyond) |
| Competence demonstration | <p>Produce a video of max 5 min or a written reflection of max 2000 words combined with images reflecting on your position as a change maker in your educational context by documenting the following process.</p> <p>Select an educational project or process (e.g., curriculum design, arranging an event at school) that you have been part of and revisit it to reflect on (1) your institution's approach to ESD and (2) your position role as promoter of Sustainable Development through education. Include in the submission documentation of that you have reflected on institutional policies related to ESD practise in your context, envisioned sustainable changes and ways to work for them, explored alternative courses for more sustainable action and hopefulness together with your colleagues.</p> <p>You can choose your tool of reflection freely. In the example we demonstrate how Futures triangle (see references) can be used as a tool.</p> <p>Create a futures triangle based on a current ESD practise, project, activity in your institution. You should consider the project across different timelines using policy documents and knowledge about your workplace to analyse developments, the influence of values and identify new avenues for more/different sustainable actions.</p> <p>Present your triangle to some colleagues and discuss it dialogically.</p> |

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| | <p>Revise the triangle to include the perspectives and insights of the discussions.</p> <p>Create an insightful open format reflection including notions on the two phases of reflection, your role as change agent and ways to maintain and strengthen hopefulness in your work.</p> <p>Ensure that your demonstration of competence meets all the assessment criteria for the digital badge. You can make use of the learning resources listed below and prior competences you have previously acquired.</p> |
| <p>Learning resources</p> | <p>Tools for reflection</p> <p>Futures triangle https://www.sitra.fi/en/cases/the-futures-triangle/ Reflective Practice Toolkit What is reflective practice? - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries</p> <p>Examples</p> <p>Climate Change in Me. Material to foster your and your students' reflection and future orientation: https://www.climatechangeinme.fi/?page_id=36&lang=en Paper on optimism and hope Imagining the impossible: An act of radical hope (sagepub.com)</p> <p>Policy documents</p> <p>Embodying sustainability values in GreenComp - The European sustainability competence framework. https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1</p> |

5. Earning the meta badge "Sustainable Future Educator"

At the end of 2023, the badge constellation will consist of nine microbadges, four milestone badges representing different areas of expertise, and then a metabadge representing the whole.

To earn Sustainability Literacy Milestone Badge, educator must achieve at least two of three micro badges.

To earn Learning Ecosystem Design Milestone Badge, educator must achieve at least two of three micro badges.

To earn Enabling action Milestone Badge, educator must achieve one of two micro badges.

To earn Reflexive Praxis Milestone Badge, educator must achieve one micro badge.

And to earn the Sustainable Future Educator meta badge, educator must have earned all Milestone Badges (4).