

Discovering a Sustainable Mindset

Welcome to Module 4



ASSESS TEACHING
PROCESSES AND
ENVISIONING SUSTAINABLE
FUTURES



Project partners



ProfESus Course - WALKING THE PATH



Presenting the
Steps and Tasks of the
ProfESus Course

MODULE 1: DISCOVER YOUR SUSTAINABLE MINDSET



STRUCTURE OF MODULE 1

ASPECTS RELATED TO MODULES	GLOBAL CHALLENGES BASIS FOR SUSTAINABILITY	GUEST ORIENTATED BUSINESSES	PEDAGOGIES	TOOLS
MODULE 1 Basic Understanding	Awareness of the global challenges	Awareness of significance of guest orientated business to contribute to sustainable consumption and production	Describe role of teachers to reach the vision for sustainability	Get to know the role of Case Studies and Scenarios for learner centered education
	Development of visions for the future and mission for teachers	Experience innovative sustainability businesses	Challenges for teaching to discover a sustainable mindset	Develop a case study
		Create new ideas for innovative businesses		
	Get to know the aims and tasks of the United Nations / SDGs		Get to know Green Pedagogy as a concept for innovative education	
			Understand significance of the UNECE Competences	Get to know the template of the Learning Activity Plan (LAP)
				Assessment of a sustainable mindset

STEP 1: Focus on the Competences



STEP 2: Awareness Building

Guest-oriented businesses and education institutions are part of the world including **SOCIETY**, **ECONOMY** and **ENVIRONMENT**.

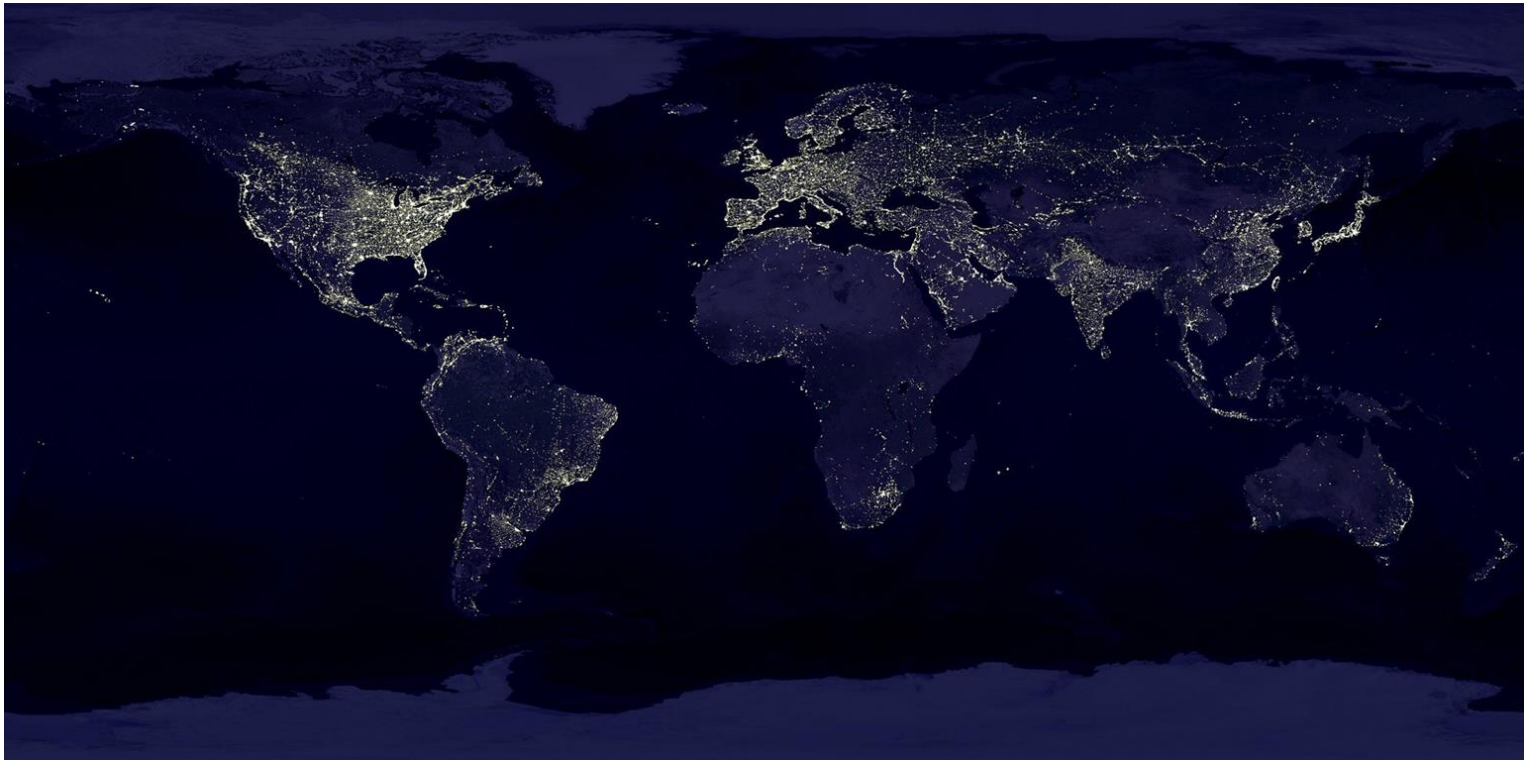


STEP 3: Current global challenges



- Financial resources in family
- Human dignity
- Food security
- Nature
- Education
- Globalization
- Health
- Consumption
- Economic

STEP 4: How should the world look like in 2030?



STEP 5: Impact of teachers to reach a sustainable world



STEP 6: Mission for future teaching

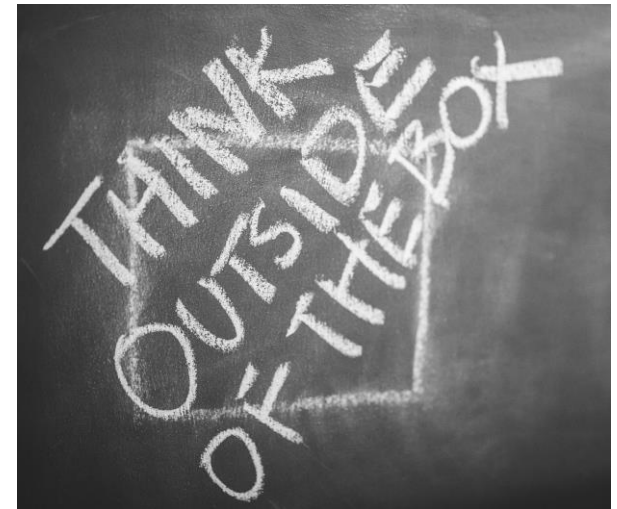


STEP 7: Visiting the United Nations/Discover SDGs



Experience the
history and
challenges of the
sustainable
development goals.

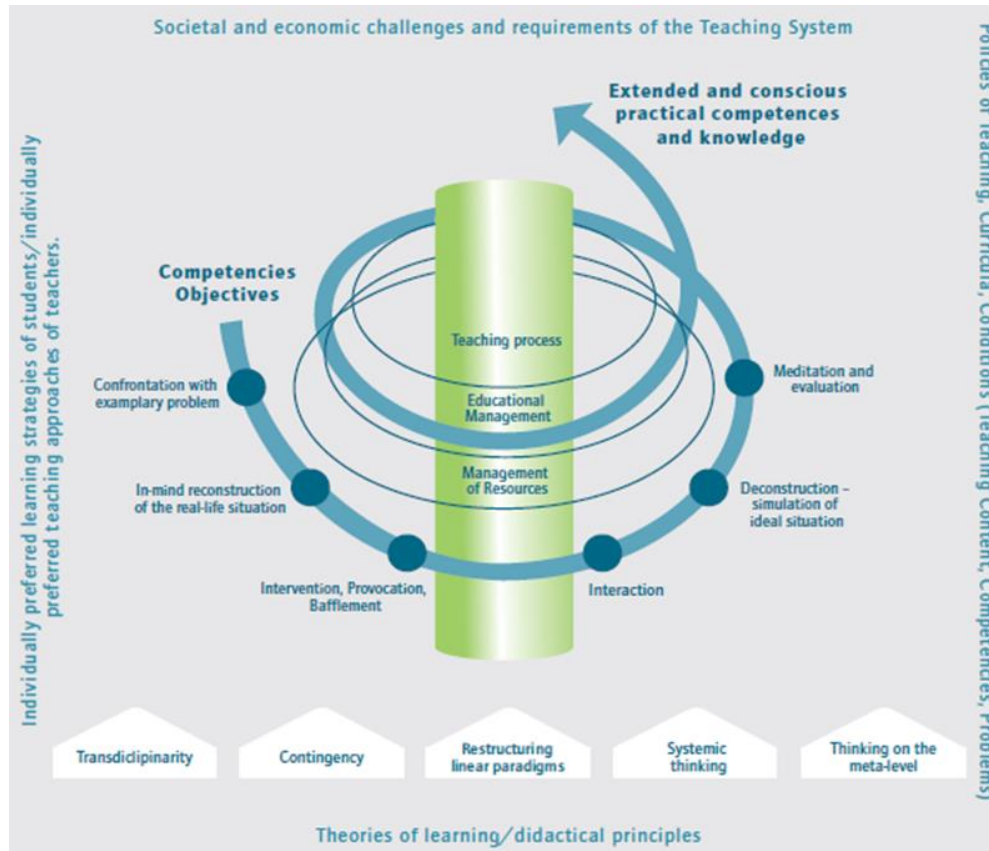
STEP 8: Discover innovative businesses



STEP 9: In which way can teaching support sustainable businesses



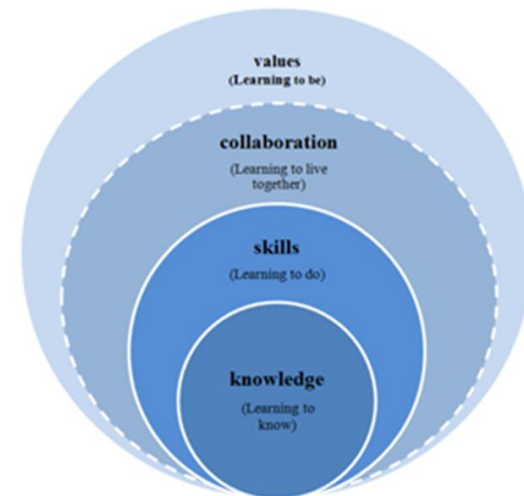
STEP 10: Innovative Teaching Methods – Green Pedagogy



Contradiction makes
us productive.
(J.W. von Gothe)

Step 11:

UNECE - Competences



CSCT project 2008	UNECE 2011
Teaching	Achieving transformation (people, pedagogy & education systems)
Reflecting/visioning	Envisioning change (past, present & future)
Networking	Holistic approach (integrative thinking & practice)

Integration UNECE - Competences



STEP 12:

Role of Case studies and Scenarios



Developing case studies / scenarios for learning activity planes.

STEP 13: Go digital - discover Moodle



By Frits Ahlefeldt - HikingArtist.com

MODULE 2: EDUCATION FOR SUSTAINABILITY



STRUCTURE OF MODULE 2

ASPECTS RELATED TO Module	GLOBAL CHALLENGES BASIS FOR SUSTAINABILITY	GUESTORIENTATED BUSINESSES	PEDAGOGIES	TOOLS
Module 2 Detailed Understanding	Experience Future Thinking	Restaurant Moment as a role model	Evaluate Different Pedagogies	Use the Sustainability Sustainability Bingo
	Experience System Thinking		Pedagogy strategies	EPACK
	Experience Strategic Thinking		Conceptual Change	The Necessary Teacher Training College
	Experience Values Thinking		Experience Transforming processes Transformative Learning	Back Casting
	Experience Collaboration		Visioning	Produce Pictures /Videos to demonstrate sustainability aspects in your organisation
	SCO-Cycle		Self-Assessment - Competencies	Tools to enable transforming learning
	SDGs		Visioning	Case Studies/Scenarios
			Reframing	System Diagramm
			Modelling / Value Dimension	
			Collaboration	Sustainability Map

STEP 14: Unit 2.1

Pedagogies for Sustainability

Challenges:

- Consider pedagogies best suited to promote a sustainable mindset
- Sustainability Bingo
- Conceptual change

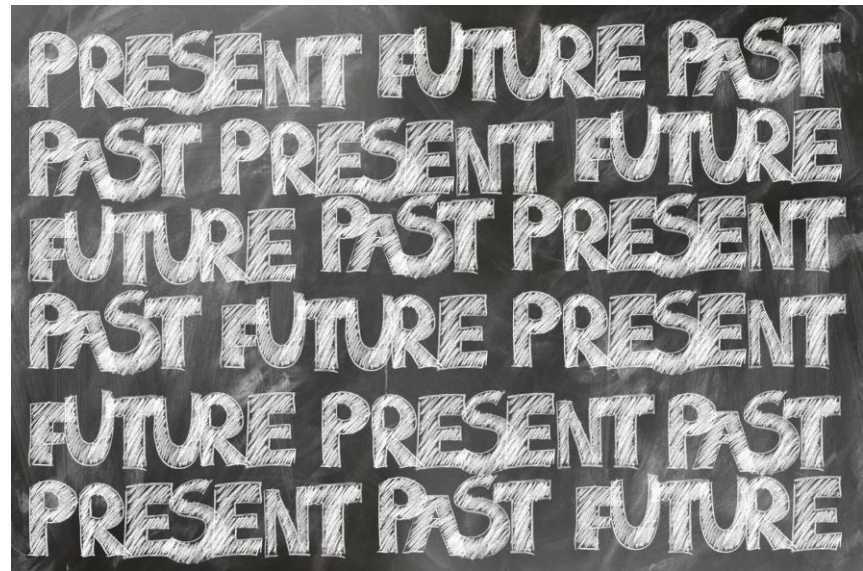


STEP 16: Unit 2.3

Future Thinking

Challenges:

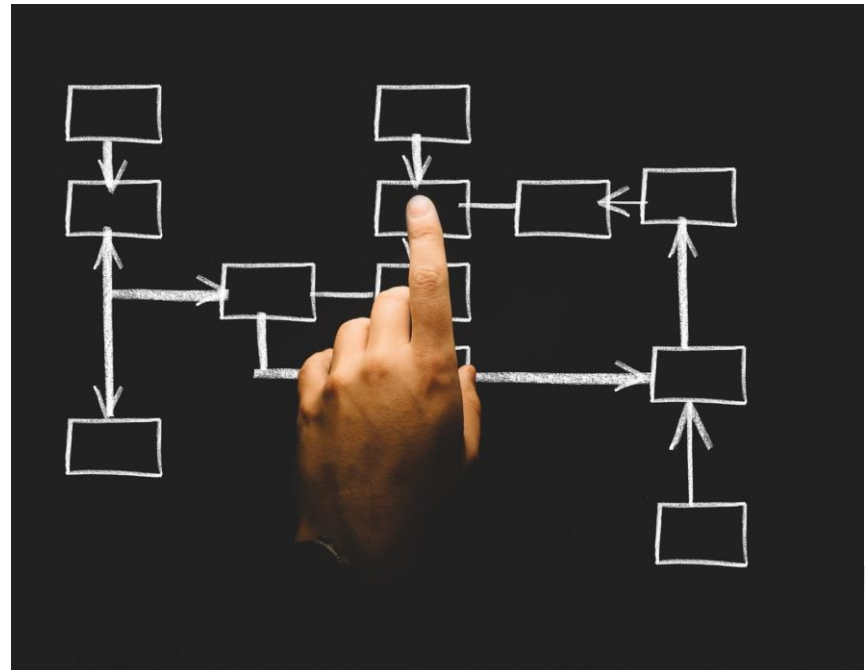
- Scenarios, possible futures (zero waste)
- Visioning forum
- Your pictures /SDGs



STEP 17: Unit 2.4 System Thinking

Challenges

- Draw/describe a system
- Sustainable Consumption and Production cycle
- System Restaurant Moment

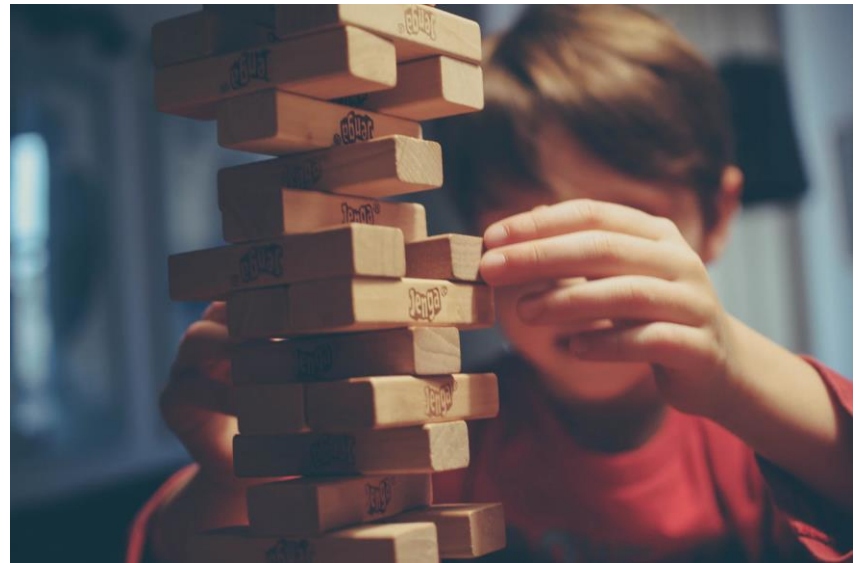


STEP 18: Unit 2.5

Strategic Thinking

Challenges:

- Carry out a one week zero waste challenge
- Eco-labelling in your organisation
- Reducing Food waste on a larger scale



STEP 19: Unit 2.6

Values Thinking

Challenges:

- To uncover your values
- Record about witnessed sustainable behaviour
- Discussion of a moral dilemma



STEP 20: Unit 2.7 Collaboration

Challenges:

- How to set up a green team?
- Perspectives of sustainability in your organisation
- How to carry out a sustainability map project



MODULE 3: TEACHING FOR SUSTAINABILITY



STRUCTURE OF MODULE 3

Module 3 Lesson Planning and Trialing Put innovative education approaches into practice	Topics of the curriculum	Topics of the curriculum	Develop an innovative Lesson Plan related professional competences and related UNECE competences ¹	LAP-Template
			Feedback to other LAPs	
			Improvement of own LAP based on comments	
			Conduct the LAP	
			Evaluate / assess the conducted lessons	

STEP 21:

Learning activity plan

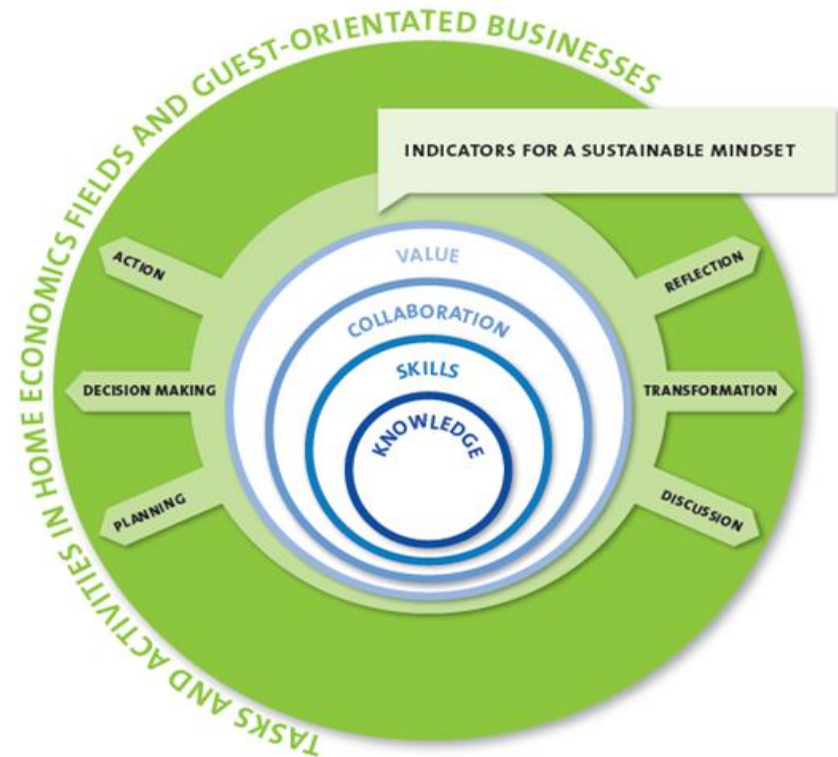
- Preparation of own learning activity plan
- Feedback to others' learning activity plan



STEP 22:

Discover a sustainable mindset

- Conduct the lesson
- Assess learning outcomes
- Assess improvement of the sustainable mindset



MODULE 4: ASSESS TEACHING PROCESSES AND ENVISIONING SUSTAINABLE FUTURES



1st day: CRITICAL THINKING



Agenda 1st day

09.00 h: Welcome

09.15 h: Walking the ProfESsus path

10.00 h: **Innovative teaching for ESD in the future and its basic conditions**

11.30 – 12.15 h: Lunch

12.15 h: **Innovative teaching for ESD and its basic criteria**

13.30 h: **Digital Presentations of LAPs**

15.30 h: Reflection & Award-Ceremony

16.30 h: Estimated end

Be active

- Choose a picture from the floor which symbolises for you the path of the ProfESus Course from Module 1 to Module 4.



- Take this picture with you!
- Search your new color group colleagues and discuss the experiences of the challenges of Module 1, 2 and 3.
- Develop ideas for corrections and improvements of Module 2 and 3.

Exception of Module 4



What is your special interest in Module 4?

What will be your personal home message from
Module 4?

Innovative teaching for ESD in the future and its basic conditions



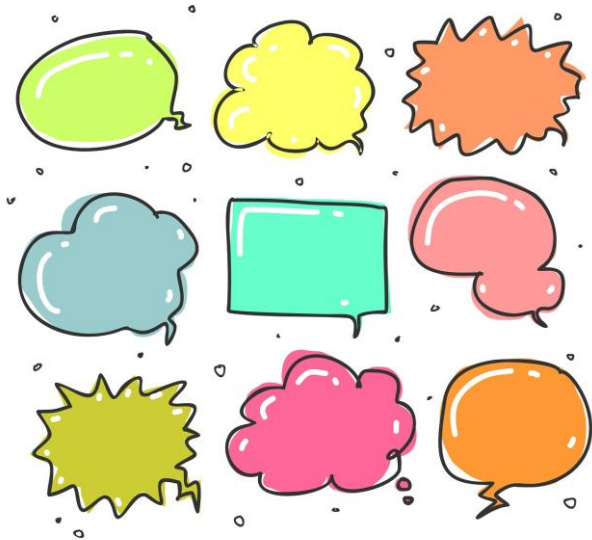
Please walk through the gallery
and reflect on all posters.

Group work (4 groups)

1. You are asked by your school director to present a scenario of innovative vocational education in 2030 which aims to increase sustainable mind sets of students and considers innovative education aspects.
2. Based on your participation at the ProfESus Course, you are asked to give a presentation at an international workshop about the current developments in education and the most important aspects of innovative vocational education in 2030.

Group work (4 groups)

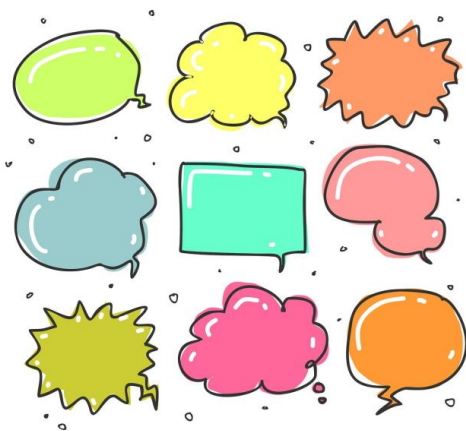
3. With your experiences of the ProfESus course your group is asked to develop a strategy plan for the transformation of your education institutes into an in all dimensions innovative future-oriented vocational institute!
What has to be considered?
4. The education institute wants to promote and support the transformation process to an future-oriented education teacher training institute and asks you as an expert group to present a concept for the transformation process!



Innovative teaching for ESD in the future and its basic conditions

Presentation of group results and discussion

Innovative teaching for ESD and its basic criteria



Plenum

Current criteria for well-planned learning activities

- Series of lessons 2-6
- **Professional competences** based on the related subject(s)/curriculum (professional field: guest-oriented businesses)
- Related **sustainability competences** based on UNECE 2011 (see best-practice example “The menu today, change your world tomorrow!”)
- Coherence between professional skills and sustainability related aims and the expected learning outcomes

Current criteria for well-planned learning activities

- Use of learning approaches (methodic and didactics) to support **learner-centered** education for a growing mindset
- **Steps of Green Pedagogy**
 - confrontation
 - problem analysis
 - reconstruction research
 - intervention/provocation/irritation
 - interaction/analytical discussion
 - deconstruction/optimised results
 - reflection/evaluation



Current criteria for well-planned learning activities

- **Adequacy of materials** and external resources
- **Active learning** – use of activities that involve students directly, creatively and experientially
- Group collaboration – experience of **team work** during the lessons
- **Deeper learning** – use of appropriate activities that rely on competencies such as think critically and inter-disciplinary and solve **complex problems**
- Use of **real/realistic scenarios/case studies** (for learning processes and/or mindset assessment)

Current criteria for well-planned learning activities

- **Indicators for assessment** of the sustainability mindset shift of learners (see graphic in the LAP-template) and their growing professional competences
- Multiple **dimensions of sustainability** and the sustainability mindset
- Different **dimensions of professional** competences
- Individual efforts and individual commitment
- **Risk assessment** (pedagogy, technical equipment, etc.)
- Include all intended materials to conduct the lessons as an attachment in the learning activity plan

Group work (4 groups)

Exchange of experiences regarding the use of the ProfESus Learning-activity-plan-template, regarding the adaption of the template to the personal requirements.

What would you recommend to modify the LAP?

One group presents ideas and other comments.

Digital presentation of learning activity planes



Work in Ateliers:
Presentation and discussion



Professional groups (max. 6 person)

- Every participant presents his/her personal improved learning activity plan including assessment (student evaluation/ peer evaluation).
- Based on the criteria, the group discusses each plan.



Professional groups (max. 6 person)

The group rates learning activity plans regarding the following aspects:

- ✓ Which lesson plan is the most innovative?
- ✓ Which lesson plan represents an internationally important topic?
- ✓ Which lesson plan promotes the students mindset the best?

Digital presentation of learning activity planes

Present the results of your group discussion and the Best-of-aspects in the plenary



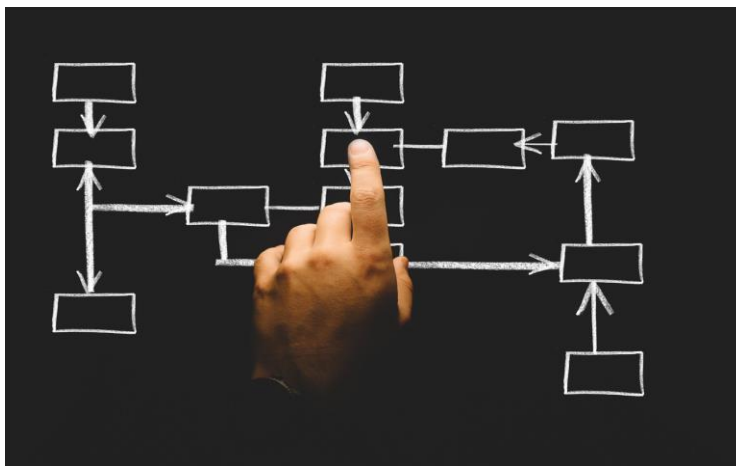
Significance-Award
Mindset-Award
Innovation-Award

**End of
the first
course day**

Have a nice evening!



2nd day: SYSTEMIC THINKING



Agenda 2nd day

09.00 h: Opening

09.05 h: **Amöbe-Exercise**

10.45 h: **Video workshop introduction**

12.45 h – 13.30 h: Lunch

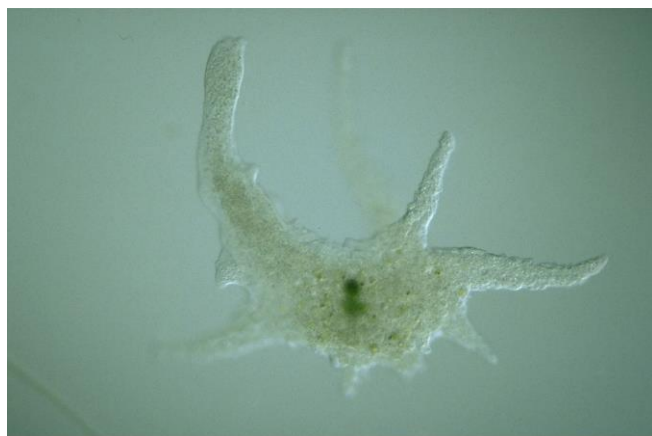
13.30 h: **Video workshop**

16.15 h: Presentation of the outcomes

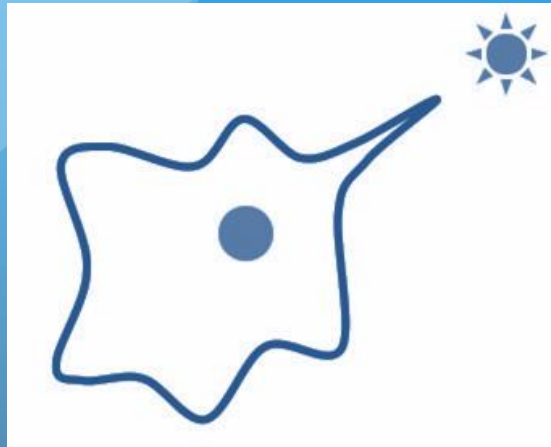
17.00 h: Estimated end



Amöbe-Exercise



Role play for whole group



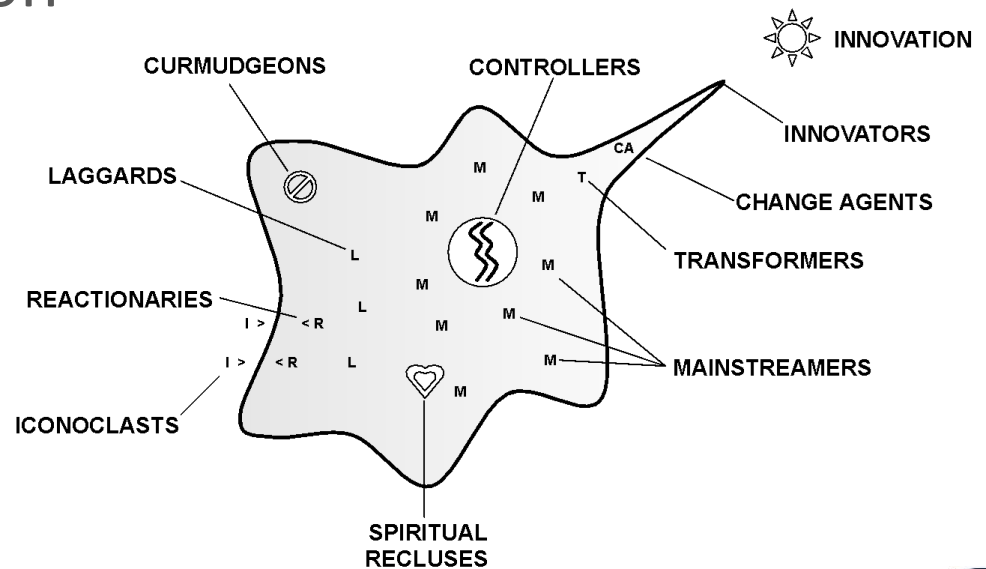
Amoeba Lite

**Understanding How
Sustainability Ideas
are Adopted by Groups**

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Accelerator Lite Version 2.9L1
Release Date: 15 Sept 2015

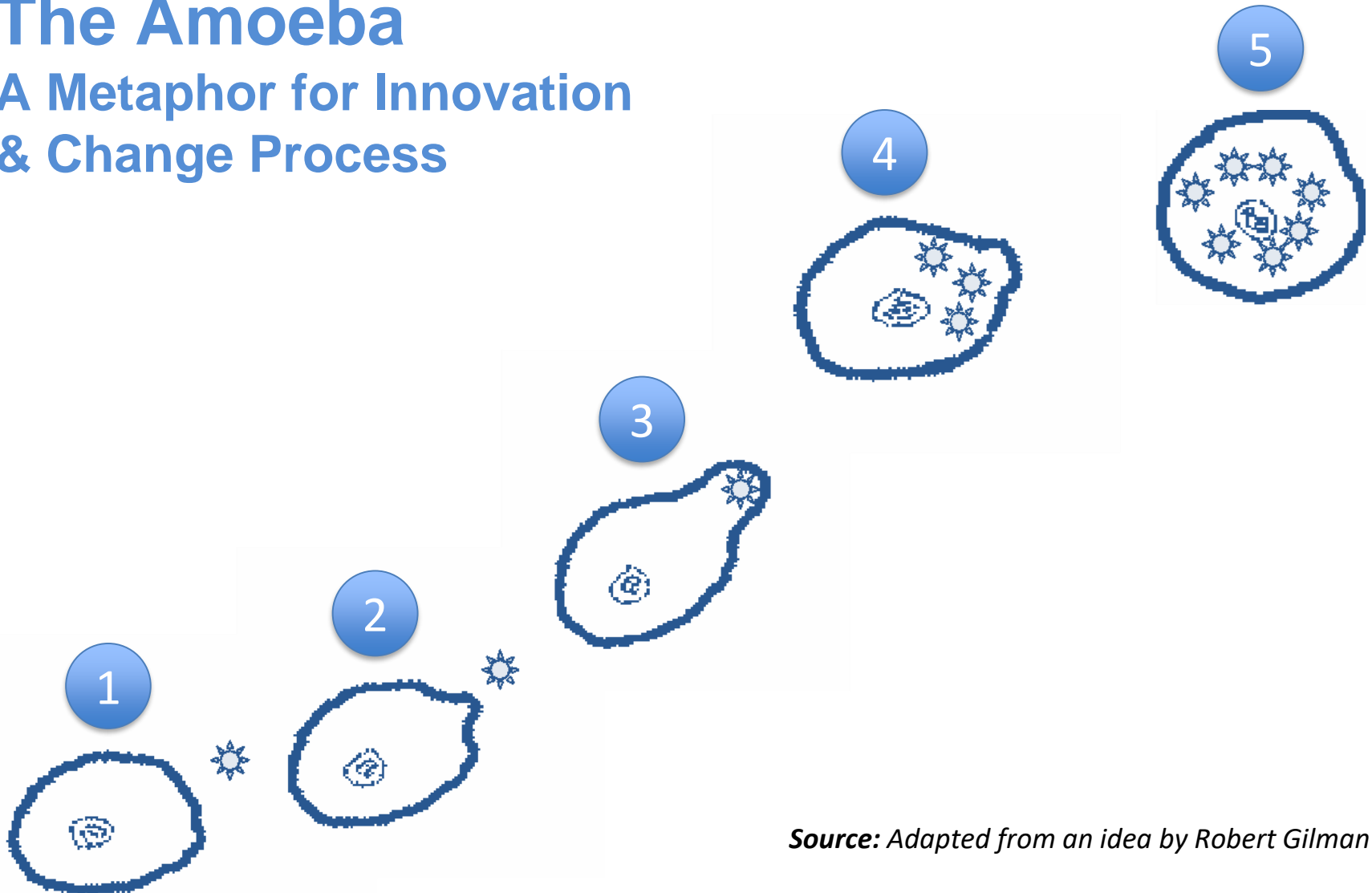
“Amoeba” is ...

- A role-playing simulation game
- A model for thinking about change and innovation



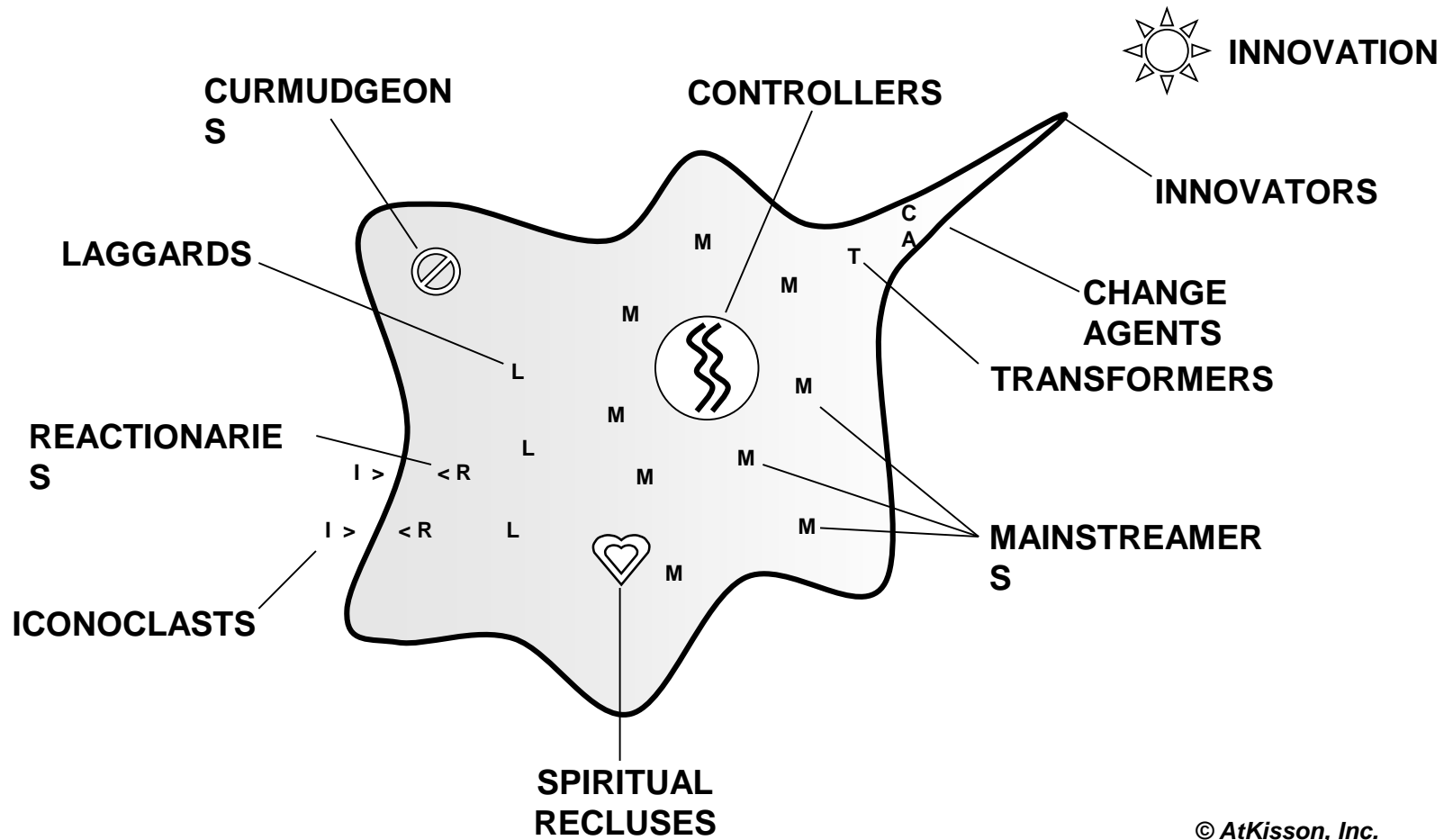
The Amoeba

A Metaphor for Innovation & Change Process



Source: Adapted from an idea by Robert Gilman

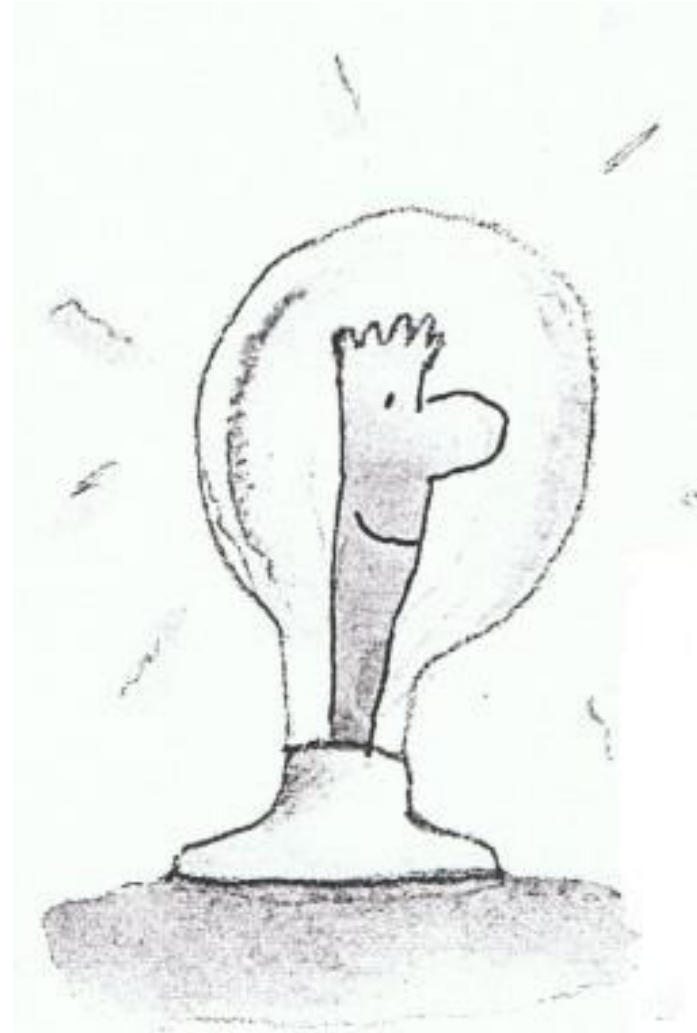
The Amoeba



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Innovator

The person who invented,
discovered, or fell in love with
the idea



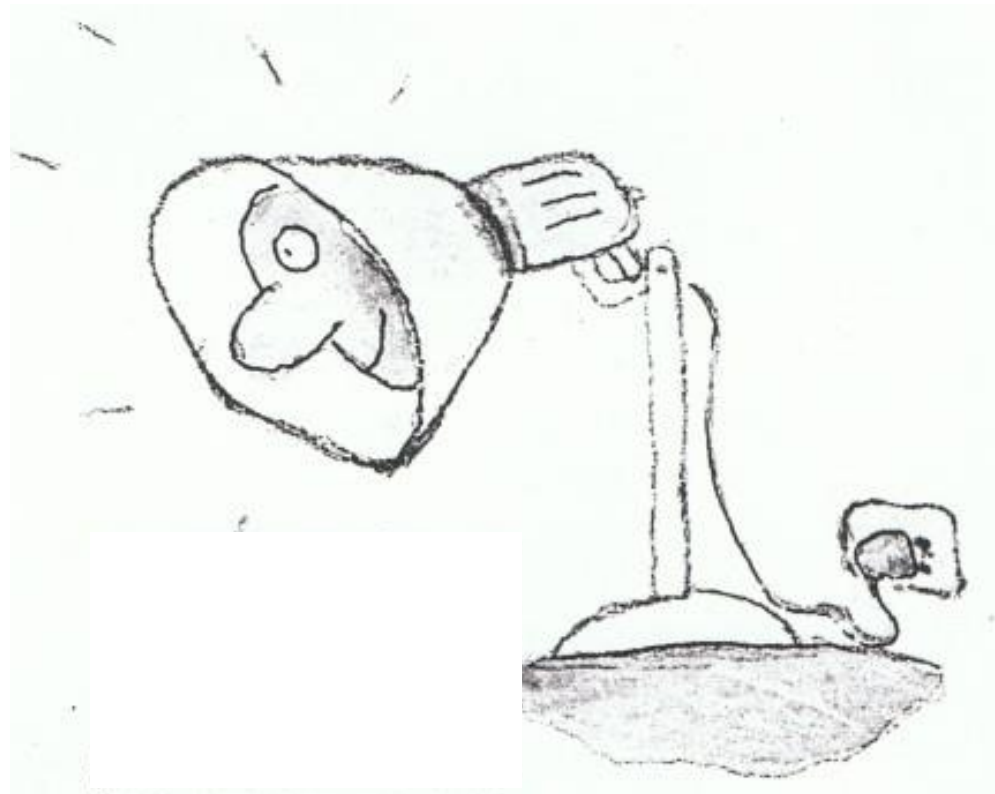
Change Agent

A person skilled at promoting new ideas



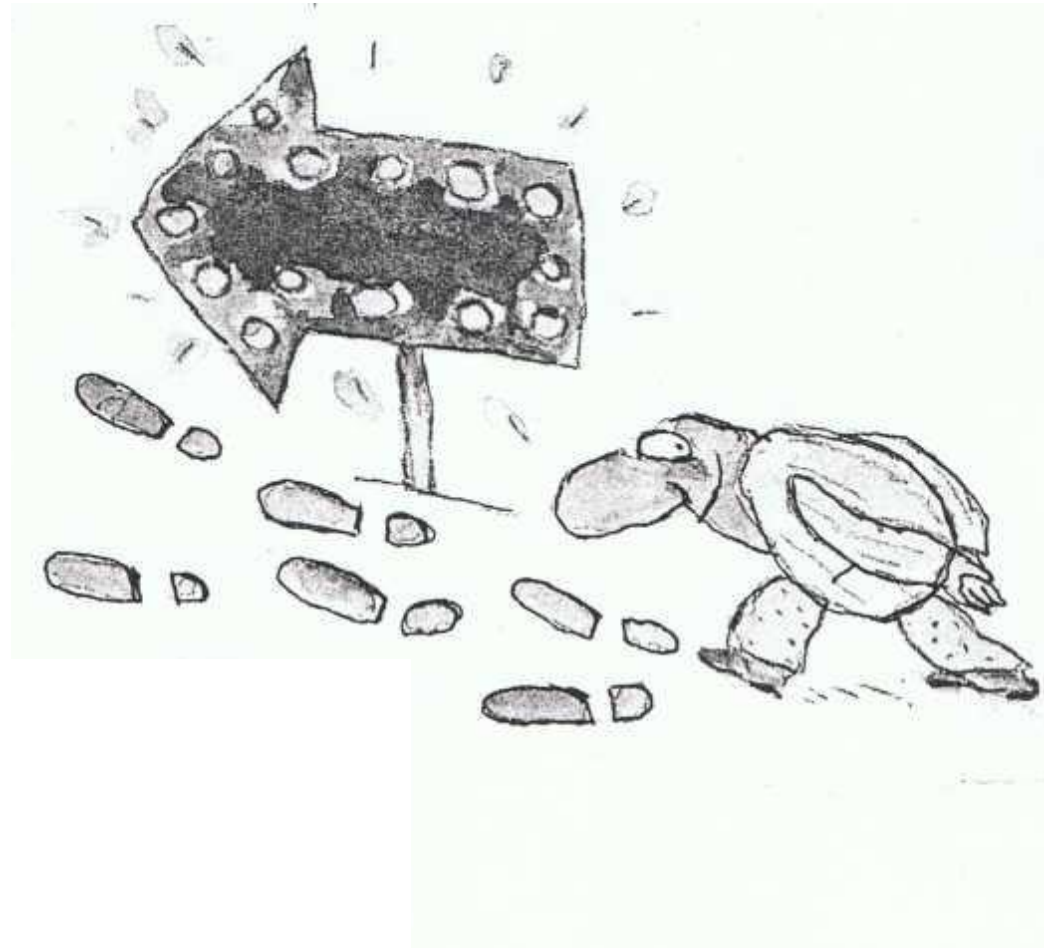
Transformer

The ones who adopt ideas early on and spread them to other people in the group



Mainstreamer

The ones who follow the crowd, and adopt a new idea only when other people do



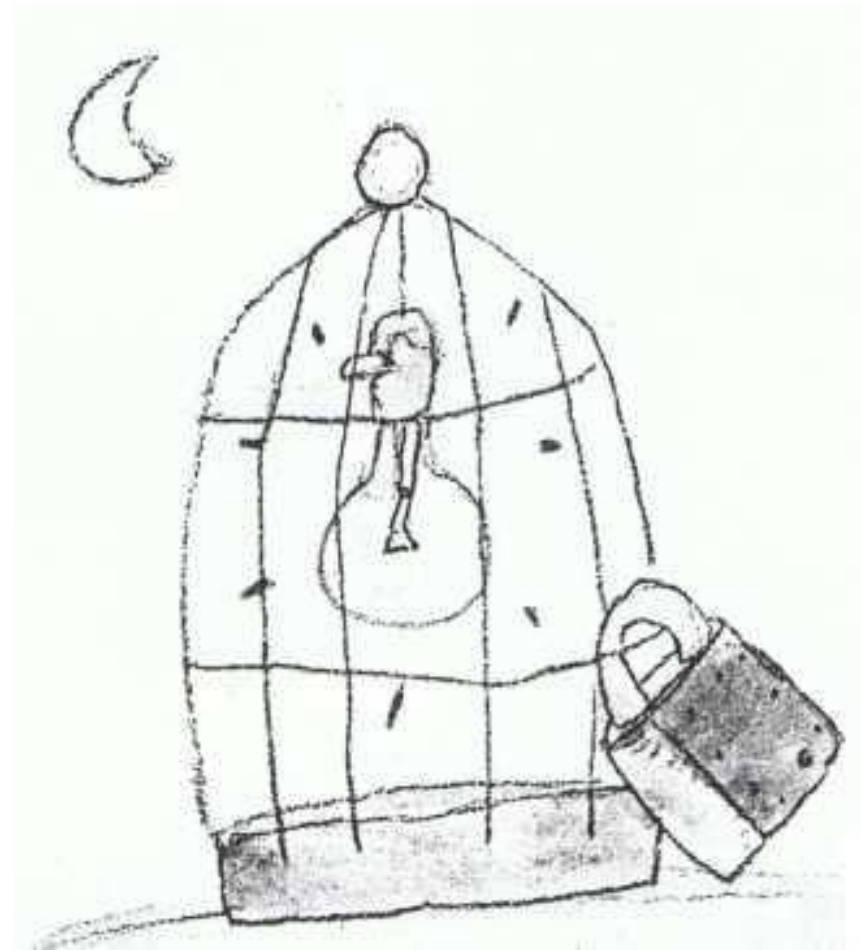
Laggard

Someone who delays adopting a change as long as possible



Reactionary

A person who resists the change, and is highly motivated to stop it from spreading



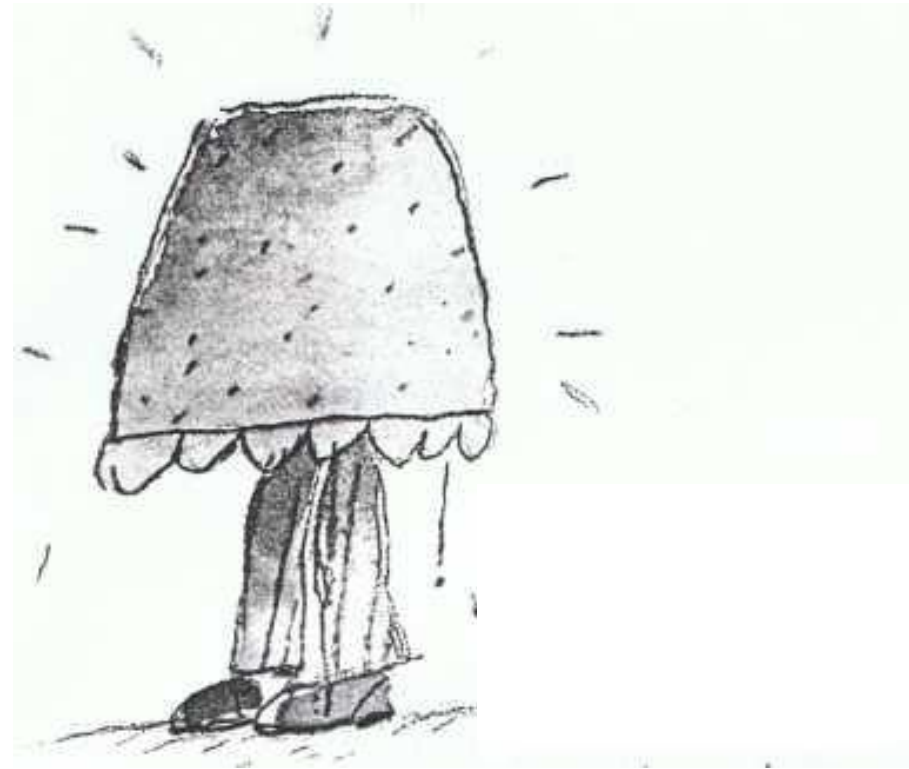
Iconoclast

A critic of “business as usual” who calls attention to the problems, and critiques people who are perceived to be contributing to the problem



Curmudgeon

People who are fundamentally pessimistic about change



Recluse

People who hold back from engagement in the process of change (for various different reasons)



Here is what we will be doing

- The facilitator will set up a “Scenario” — an imaginary situation — and set ground rules
- Everyone will get a role to play that is based on one of the Amoeba roles (do not tell your role to others!)
- Someone will introduce a new idea to the group ... and we will see what happens
- After about 20 minutes we will end the simulation ... and talk about it

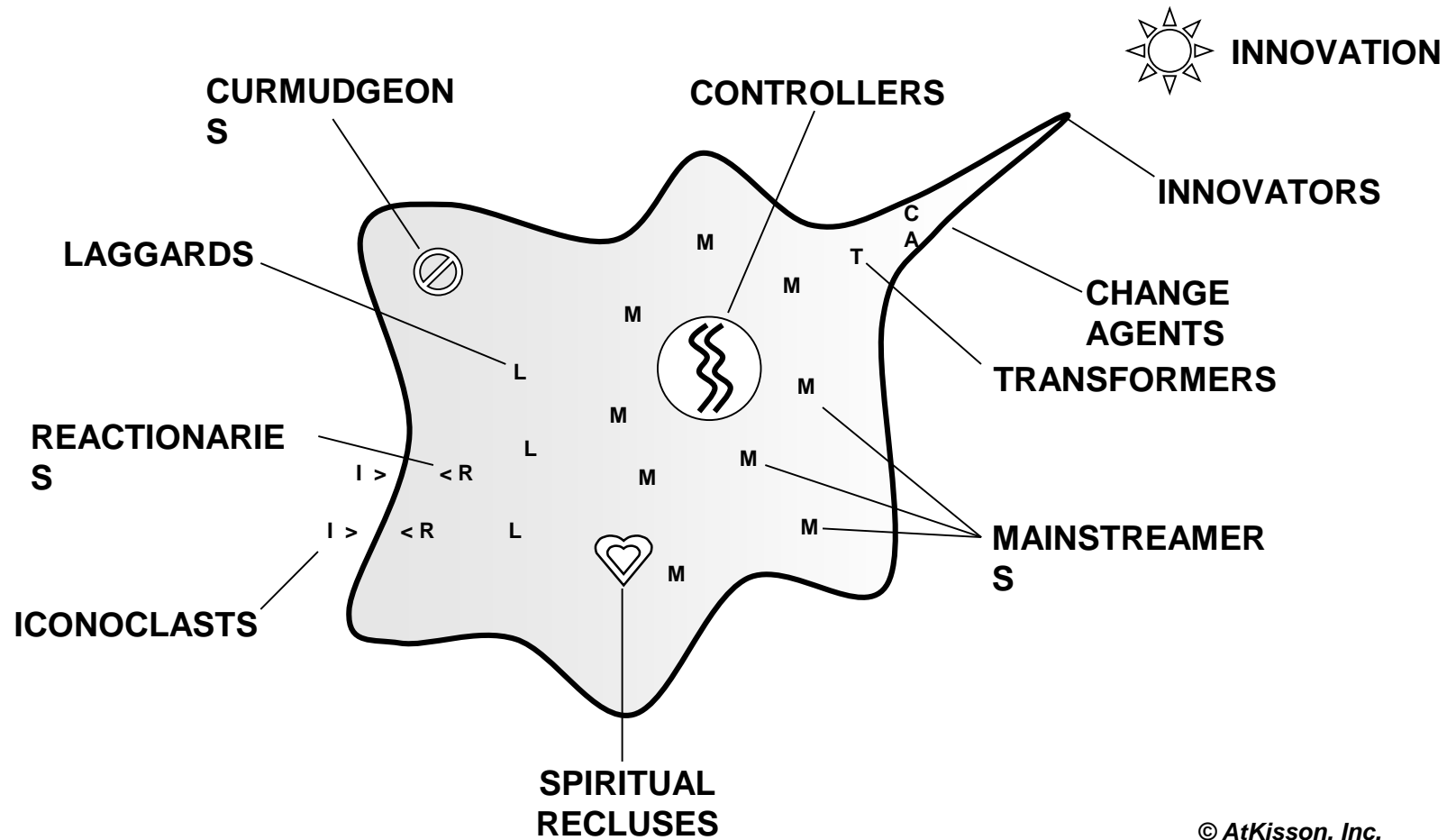
Welcome to ...

[THE SCENARIO]

- In your role, you are at the annual meeting
- There will be a “coffee break” (pretend)
- Someone is going to try to introduce a new idea during the “coffee break”
- They will try to convince you to sign up to show that you support the idea

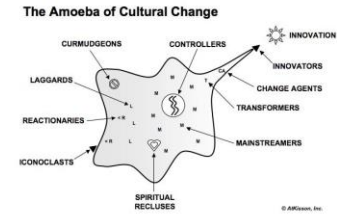


The Amoeba of Cultural Change



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Amoeba: A Reminder about the Roles



- **Innovator** formulates / discovers / champions new ideas
- **Change Agents** translate / promote the ideas to the
Transformers
- **Transformers** early adopters, approve of and spread the
ideas
- **Mainstreamers** adopt ideas when everybody else does
- **Laggards** late adopters (do not like change)
- **Reactionary** actively resist the change
- **Iconoclast** identifies problems, critiques business-as-usual
- **Recluse** preoccupied with other matters,
detached
- **Curmudgeon** cynical grouches, complainers ... “why bother?”



**For more information about *Accelerator*,
or to upgrade to the professional version,
please visit**

<http://AtKisson.com/tools>



Video workshop introduction



The use of videos as a tool to initiate
transformation processes in schools, businesses
and communities



Video workshop introduction

“Why use videos for initiate transformation and how to produce it?”

Group work (2-3 persons)

Developing a concept for your video message
(to your learners, to your teacher colleagues, to businesses, to your community).

The concept should reflect the principles of sustainable education which you got to know during the ProfESus-course and should inspire other people.

Video workshop

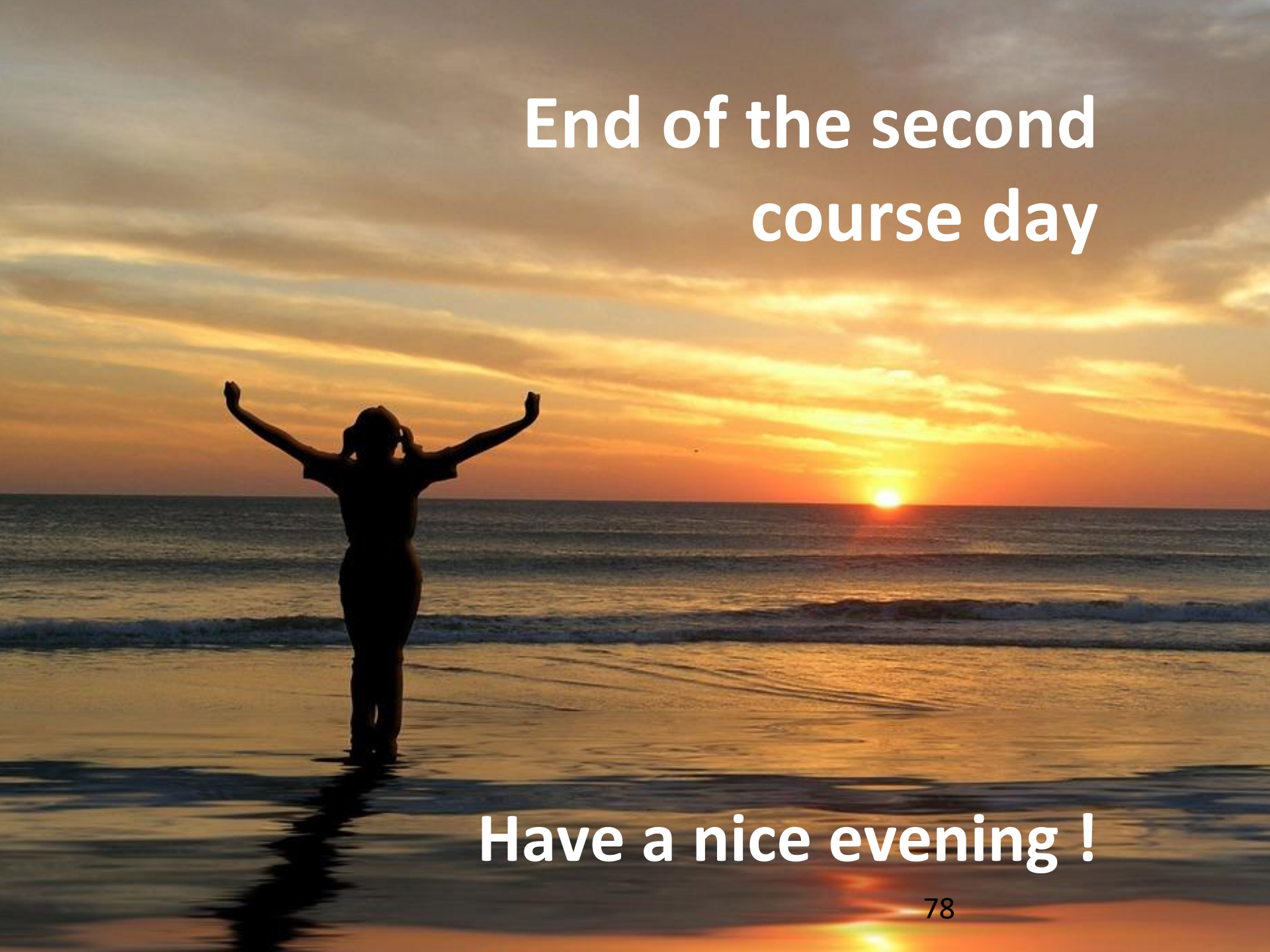


Production of the (2-4 minute) video



Video workshop

Presentation and discussion of the video messages.

A person stands on a beach at sunset, their silhouette dark against the bright orange and yellow sky. Their arms are raised in a 'V' shape, suggesting a moment of triumph or celebration. The sun is a bright orb on the horizon, casting a long, shimmering reflection across the wet sand. The ocean waves are visible in the distance, and the sky is filled with soft, wispy clouds.

**End of the second
course day**

Have a nice evening !

3rd day: FUTURE THINKING



Agenda 3rd day

9.00 h: Opening

09.15 h: **Key note: Managing innovative change processes**



11.30 h: Presentation of group work results

12.00 h – 13.00 h: Lunch

13.00 h: **Identify potential for innovation of teachers and learners**

14.15 h: **Learner-centered teaching for sustainable mindset**

16.30 h: Estimated end

Managing innovative change processes



Key note speech



Managing innovative change processes

Discussion

Group work (8-10 Persons)

In which way is change management linked to innovative education for sustainable consumption and production?

In which ways could change management be used in schools and education processes?

What needs to happen in order for a sustainable strategy to be initiated in sustainable development in:

- ✓ everyday life?
- ✓ schools?
- ✓ businesses?
- ✓ communities?



Identify potential for innovation of teachers and learners



Introduction of different methods to
identify preferences in individual
thinking and behavior styles

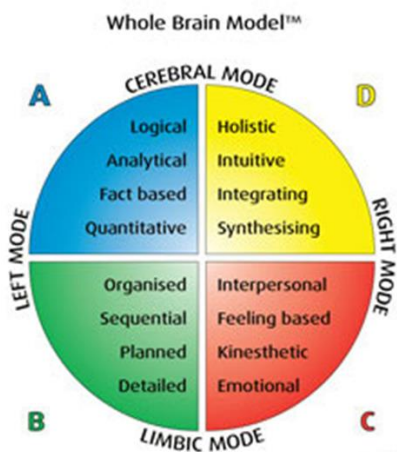
Hermann-DominanzModell

“Whole brain thinking model”

Play the game and discover the strengths of your group

- Build groups with new partners
- Choose 6 cards from the table and put it on the pin wall in your group.

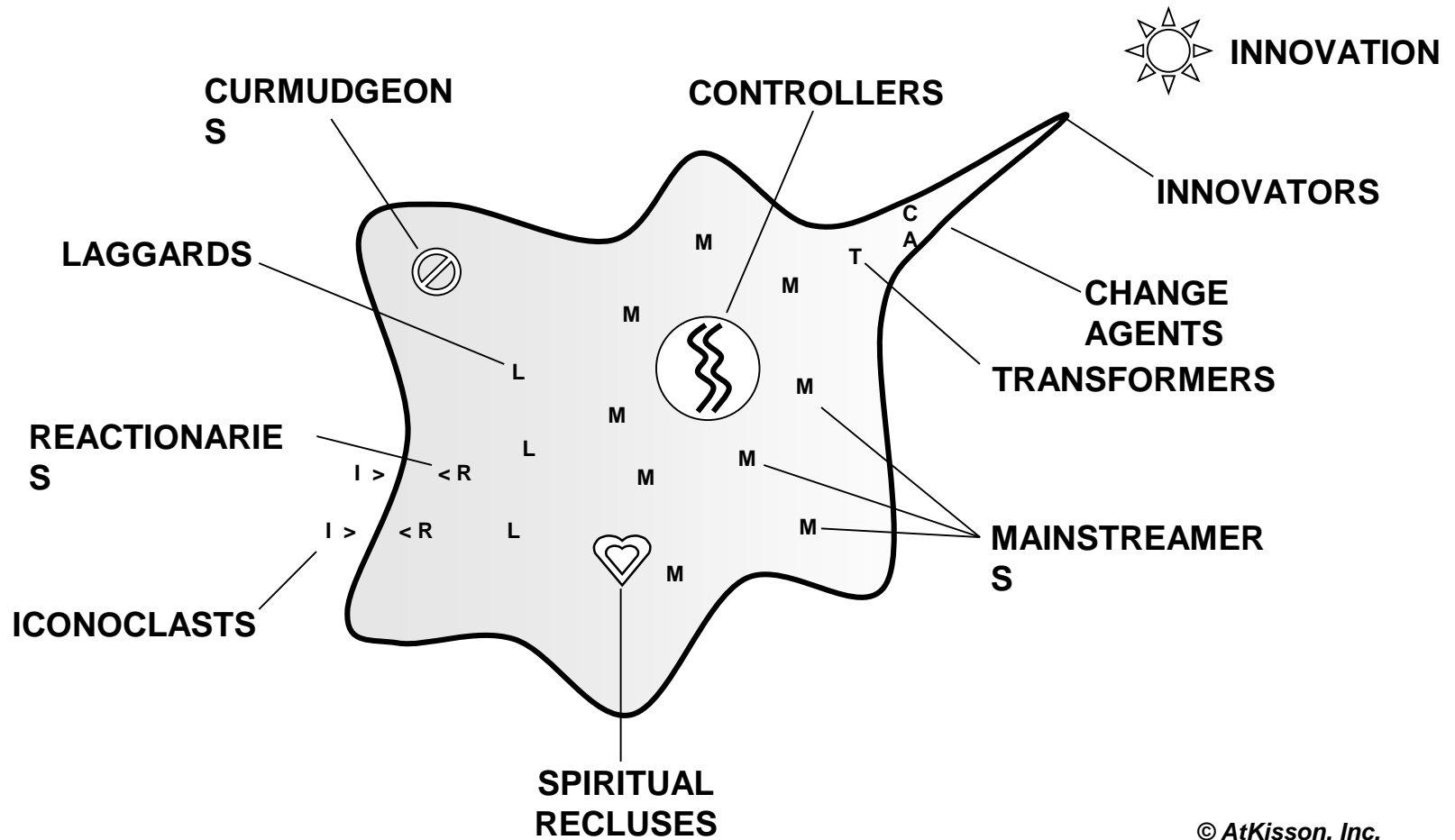
“Diversity Model of Hermann”



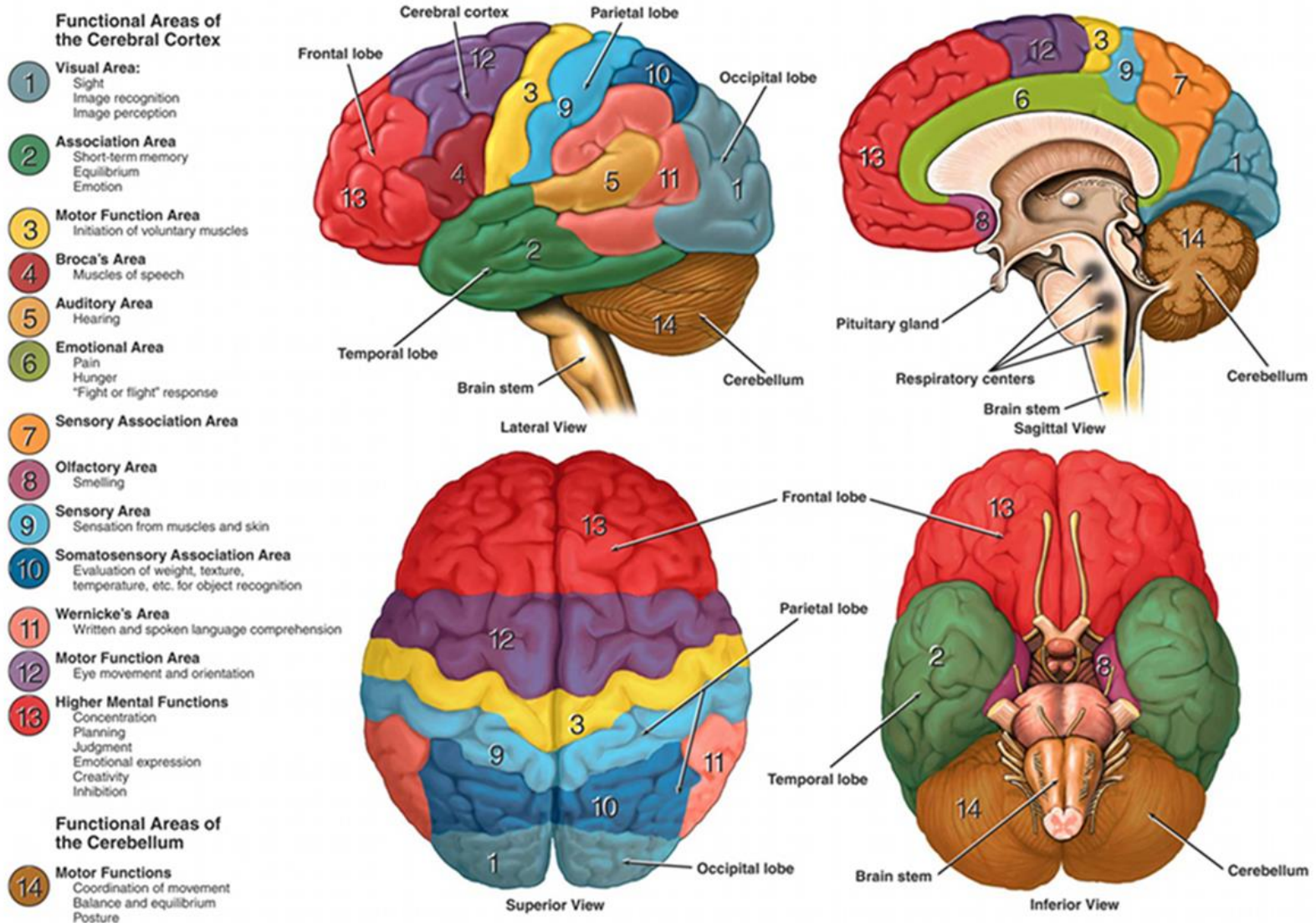
www.wholebrainmodel.com

© 1994-2004, Hermann International, Inc.

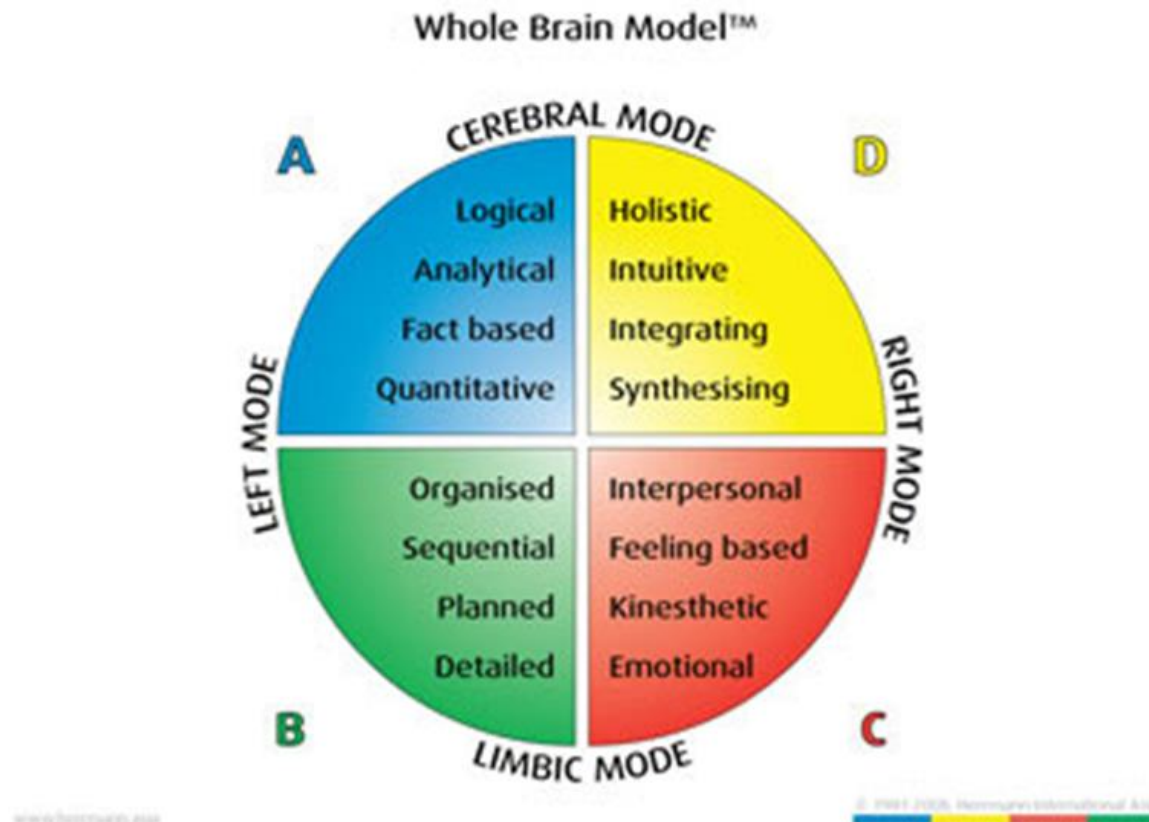
The Amoeba



Anatomy and Functional Areas of the Brain



Herrmann International's Whole Brain Technology®



Learner-centered teaching for a sustainable mindset



Atelier work group

Atelier work group

What should teachers/educators consider in lesson planning and teaching processes to support the development of the sustainable mindset of learners who have different thinking and behavioral styles?

Which learning/teaching methods will be accepted/preferred by the different thinking and behavioral styles?



Learner-centered teaching for a sustainable mindset

Presentation of different outcomes

Group work (3 persons)

Develop a learning activity task related to guest-oriented businesses including methods, tools and materials which considers the different preferences of the learners and offers them the opportunity to choose tools which is related to their preferences!

Presentation of group results and discussion.

A nighttime photograph of a city harbor, likely Stockholm, Sweden. The sky is a deep blue. On the left, a row of multi-story buildings with many lit windows and streetlights along the waterfront. The water in the foreground is partially frozen, reflecting the city lights. Several sailboats are moored in the harbor. In the distance, more city lights and structures are visible across the water.

**End of the third
course day**

Have a nice evening!

4th day: FUTURE THINKING and VALUE THINKING



PRESENT FUTURE PAST
PAST PRESENT FUTURE
FUTURE PAST PRESENT
PAST FUTURE PRESENT
FUTURE PRESENT PAST
PRESENT PAST FUTURE

Agenda 4th day

09.00 h: Opening

09.05 h: **Assessment of sustainable mindset of learners**

10.25 h: **Assessment of transformation processes for sustainable development**

12.00 h – 13.00 h: Lunch



13.00 h: **Unconference session**

14.45 h: **Education for transforming the world to sustainable development (Excursion)**

17.00 h: ProfESus social event

19.00 h: Estimated end

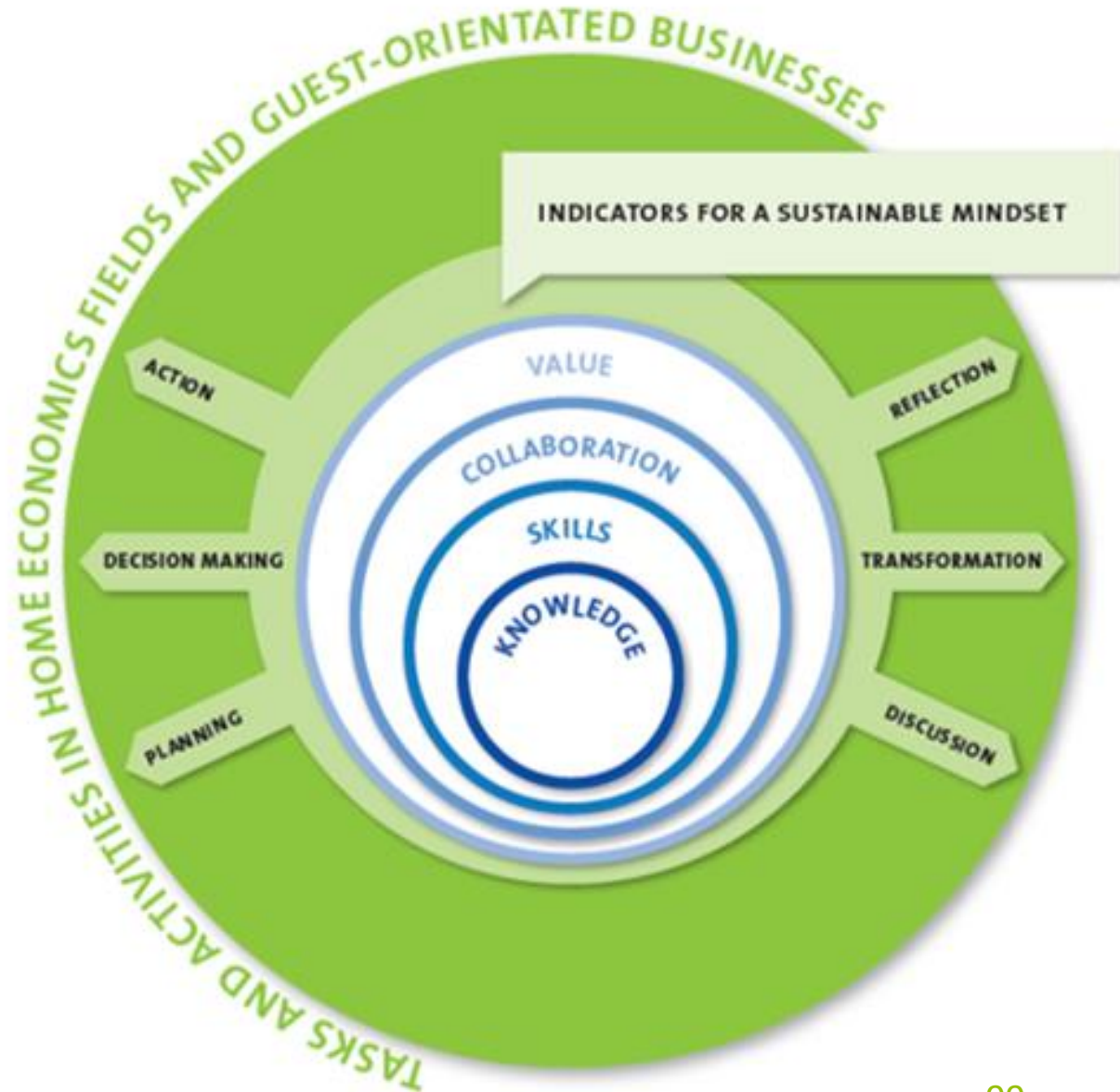


Assessment of sustainable mindset of learners



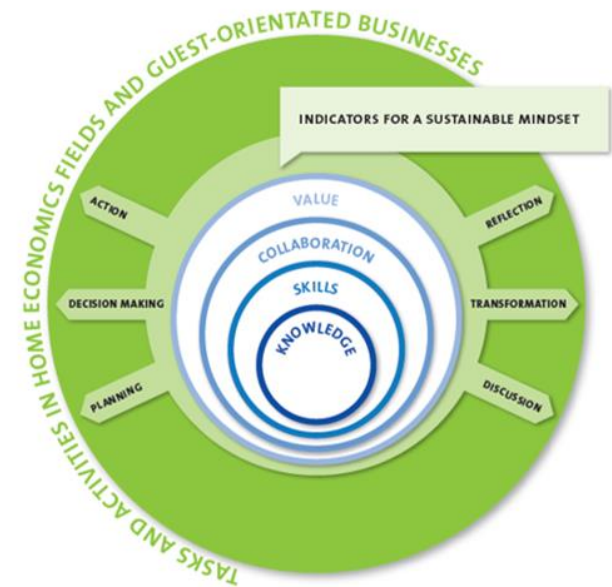
Using indicators for a sustainable mindset

Measuring a Sustainable Mindset

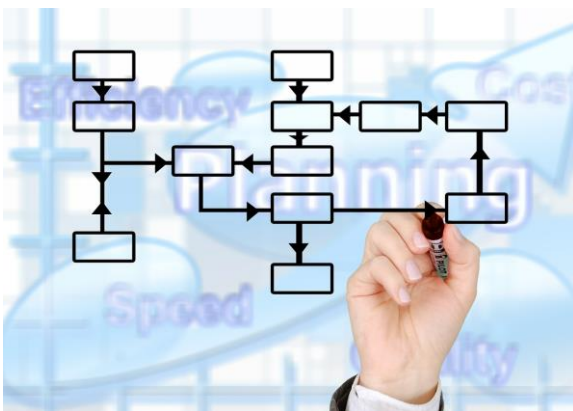


To assess a **sustainable mindset** in professionals, learners should work on tasks, activities, processes which enable them to demonstrate that they are able to:

- use professional and sustainable knowledge, skills and values,
- collaborate with others,
- think systemic,
- think critical,
- think strategic,
- think future-oriented



Assessment of transformation processes for sustainable development



Group work (4 groups)

Group work

Group 1: to introduce the indicators for the SDGs

<https://unstats.un.org/sdgs/report/2017/goal-02/>

FAO VIDEO

<https://www.youtube.com/watch?v=ZnmBkSmSpBo>

Group 2: The European indicators for sustainability

<http://ec.europa.eu/eurostat/web/products-statistical-books/-/KS-04-17-780>

Group work

Group 3: the indicators for the effects and success of sustainable management of businesses

<http://www.industryweek.com/blog/top-10-performance-indicators-sustainable-companies>

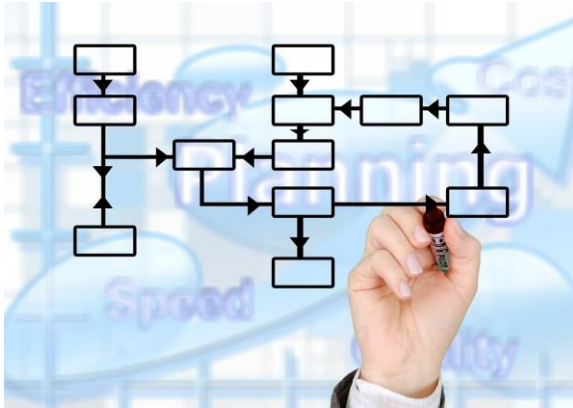
https://www.youtube.com/watch?v=4_EA7o5sMmU

Group work

Group 4: approaches in which way small and big hotel and restaurant businesses can start to act sustainable as well in the sense of consumption and production.

Video https://www.youtube.com/watch?v=xojB_19rfQ4
<https://www.theguardian.com/sustainable-business/2015/apr/30/novotel-opens-green-hotel-in-heart-of-london>

<https://www.scandichotelsgroup.com/en/sustainability-risks/>



Assessment of transforming processes for sustainable development

Presentation of group work

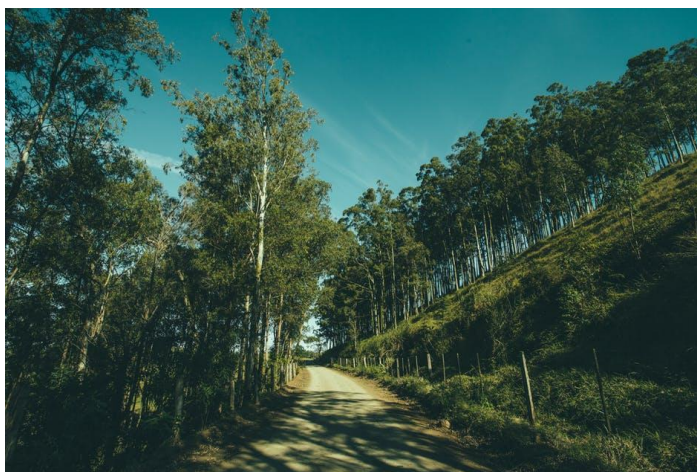
Unconference session



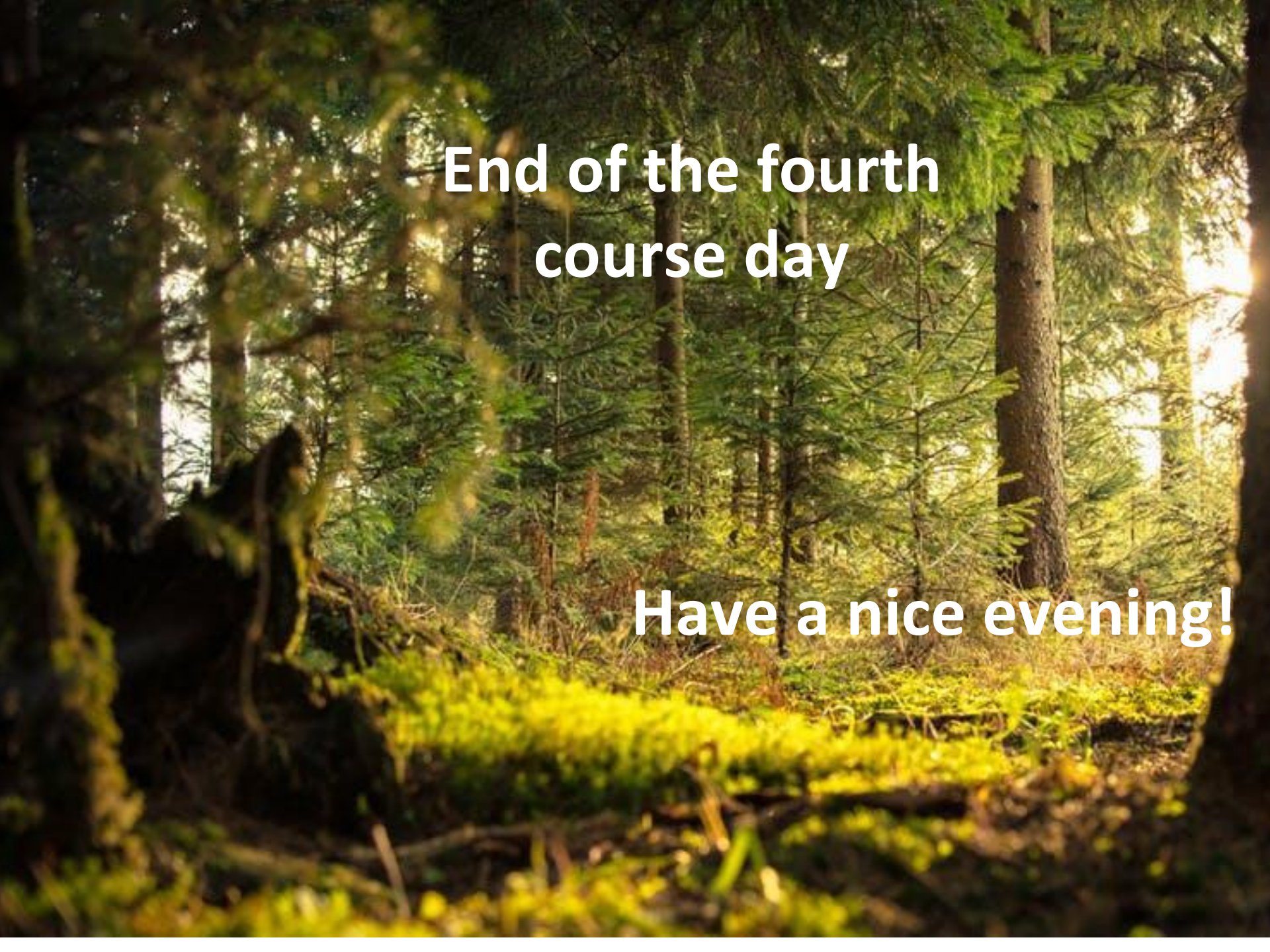
Transformation
processes



Education for transforming the world to sustainable development



Excursion



**End of the fourth
course day**

Have a nice evening!

5th day: COLLABORATION



Agenda 5th day

09.00 h: Opening

09.05 h: „**Transnational cooperation**“

11.40 h: **An arrow to the future**

11.30 h – 12.30 h: Lunch

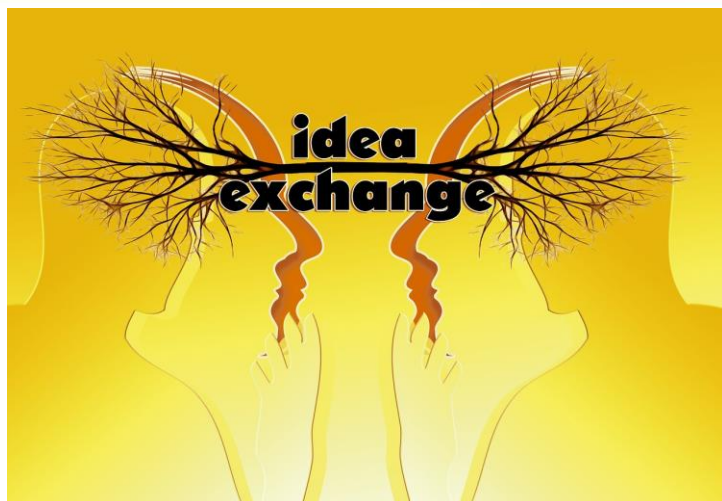
12.30 h: Evaluation of Module 4

14.00 h: **Closing ceremony**

14.30 h: End of the course



Sustainable development needs cooperation and collaboration



“Transnational cooperation”



Creativity for future cooperation

What are your ideas and plans for the future regarding sustainable development?

In which way can cooperation support your professional development?

What kind of cooperation you prefer for the future?

An arrow to the future





An arrow to the future

How do you see the cooperation of the course participants in future?

Place your ideas on the poster.

Discussion of the results and agreement of aims/steps/schedule/tasks/responsible persons.



Reflective walk through ProfESus pathway – teachers as learners.

Discussion:

Assessment of personal
key competences, their
teaching mindset and
their sustainable mindset

Closing ceremony



Evaluation of Module 4 View back Certificates

“Education is the most
powerful weapon to
change the world.”

- Nelson Mandela