BETTER TOGETHER: TEACHER PROFESSIONAL LEARNING & WHOLE SCHOOL EDUCATION FOR SUSTAINABLE DEVELOPMENT

"SCHOOL-BASED PROFESSIONAL LEARNING AND DEVELOPMENT"
CYPRUS PEDAGOGICAL INSTITUTE
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Rachel Bowden

Teacher Academy Project

TEACHING SUSTAINABILITY

Co-funded by the European Union

https://tap-ts.eu/

The English Language Teacher Development Project Malaysia

Teacher Academy Project

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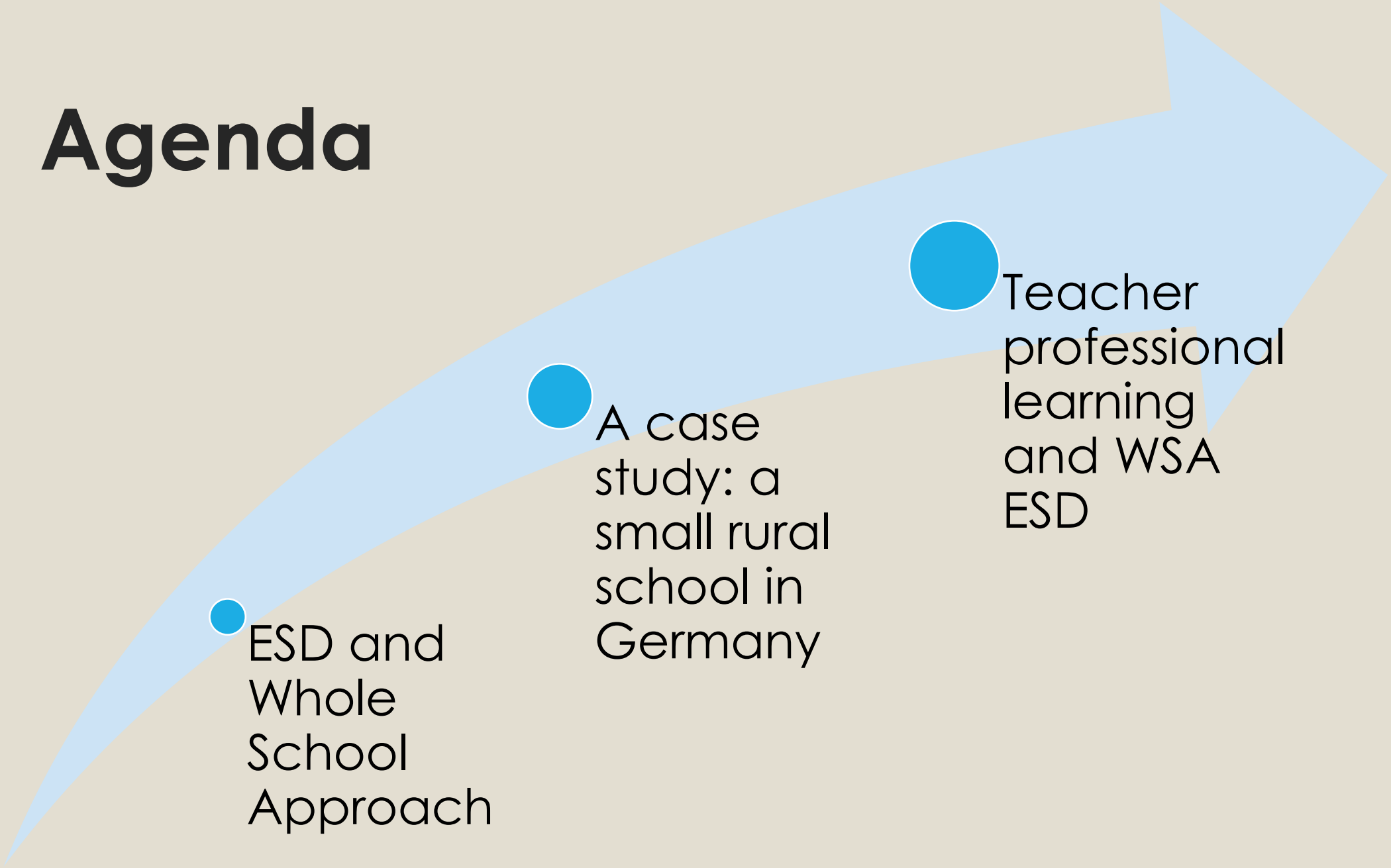
Agenda


ESD and Whole School Approach
A case study: a small rural school in Germany
Teacher professional learning and WSA ESD

Human capital paradigm

- Education is tools for economic growth
- Promoted globally through development assistance and loan programmes
- Reinforced by international assessments such as PISA and TIMSS
- Focus on narrow set of skills shapes what is considered to count in education
- Broader purposes of education, and inequalities in education are excluded

(Guadalupe, 2025; Tulysan, 2025)

source:
Returns to Education: Economic Investment in Human Capital - SOCIALSTUDIESHELP.COM

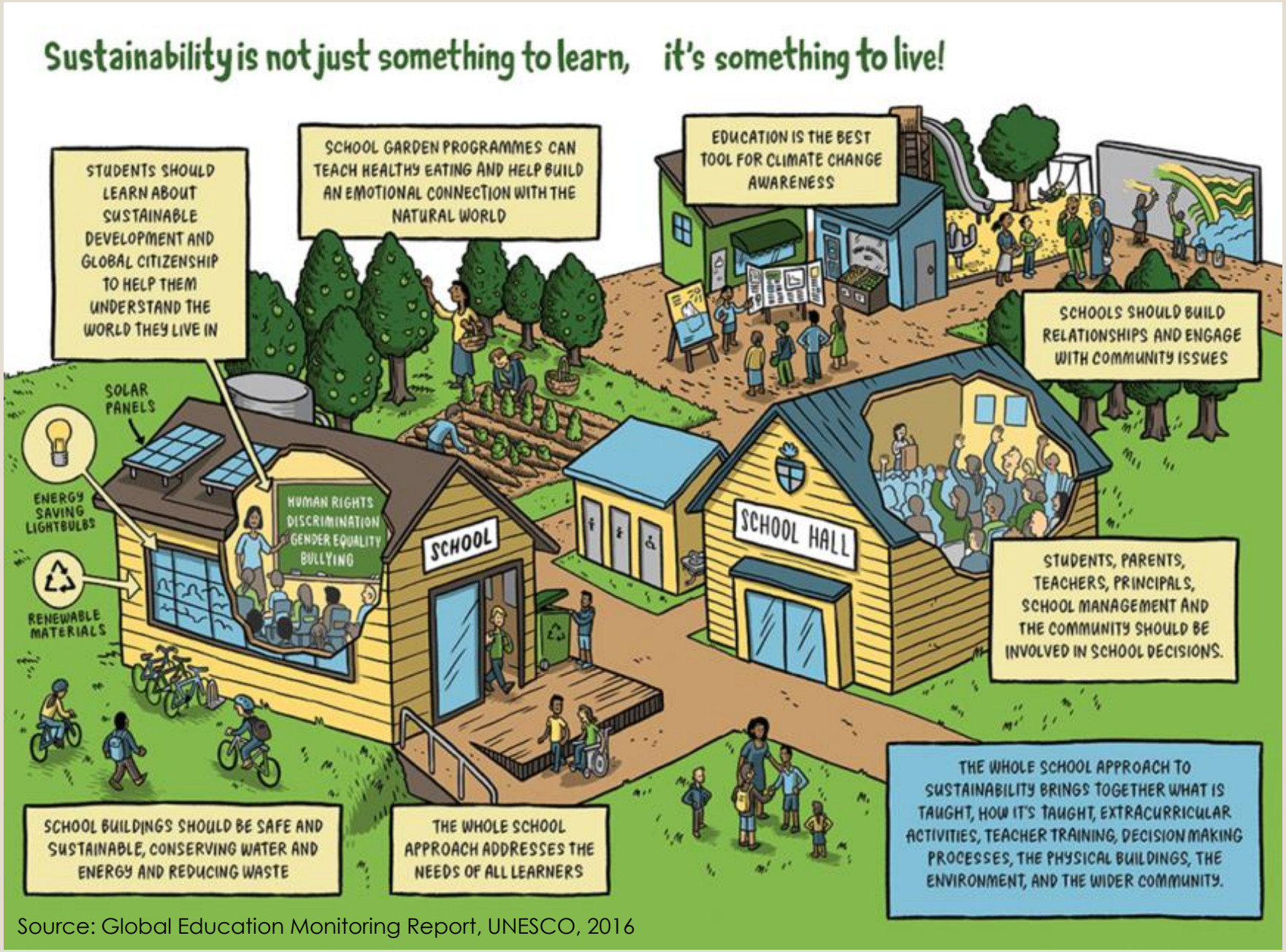
SDG 4 and educational quality

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

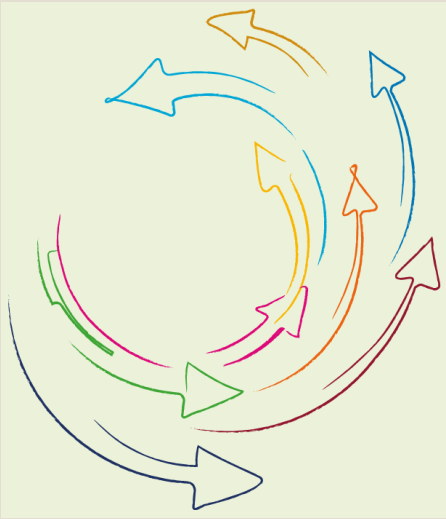
Target 4.7

"knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity" (UN, 2015)

Source:
A whole person approach to global education | INEE



Source: Global Education Monitoring Report, UNESCO, 2016



Source: ESD Roadmap, UNESCO, 2020

Source: https://www.lanu.de/

1. Coaching for teachers
2. School improvement processes
3. Networks and peer learning
4. Impulses for reflection and action

A Rural School in Transformation

© Thomas Mestenhauser

TEACHER PROFESSIONAL LEARNIG

Teacher professional learning

"On a really basic level it is just fun (…) and the children were totally motivated, enthusiastic, because it is something from their daily lives."

"so, we consider sustainability themes not only here, locally, but also in wider contexts, I mean also to look at the global context."

"he was our change agent and then he trained you (...) so that you then take on the role with our school. Over the year."

A collaborative school culture

SL: **"We don't just go home for lunch and then sit there doing our prep work at home; instead, we sit together and discuss and talk//**

WL: **//and plan things//**

SL: **//and plan, and, well, sometimes we just dream what might be possible if**

ML: **Exactly."**

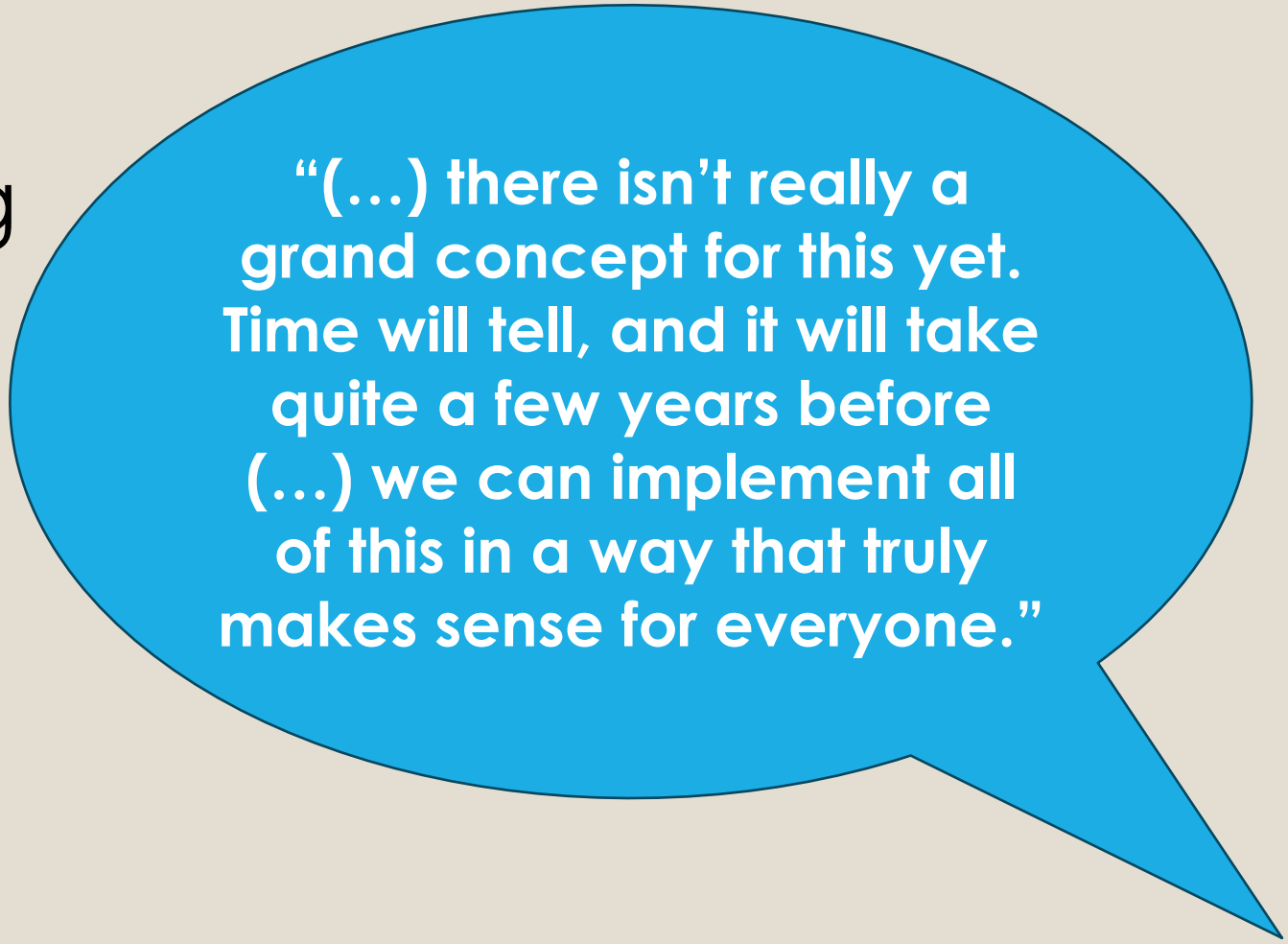
"We can honestly say to each other, 'Hey, about what you're planning there, consider this and that as well'"

"sustainability starts with us on a small scale, in that we don't just each go our own way, but work very closely together"

LEADERSHIP AND VISION

Part of wider change processes

- New school building
- All-day concept
- Nature-park school certification

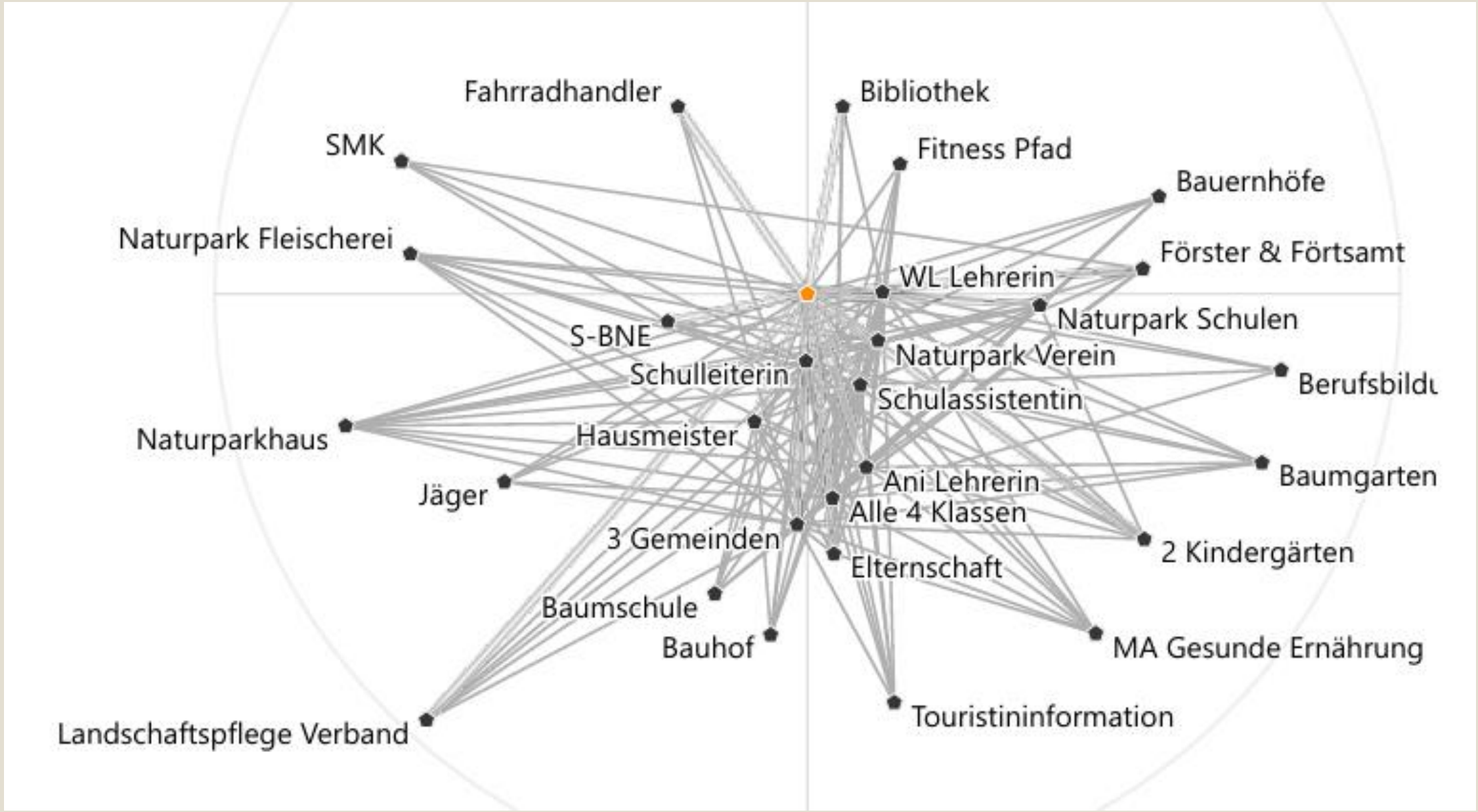


A shared vision

ESD is "(…) a new structure that's been provided"

"This is something that will bring young people here (…) it isn't just dull sustainability education, but something that resonates with every way of life."

SCHOOL PARTNERSHIPS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Schulleiterin
Berufsbildu
Schulassistentin
Naturparkhaus
Hausmeister
Baumgarten
Ani Lehrerin
Jäger
Alle 4 Klassen
3 Gemeinden
2 Kindergärten
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Mutual benefits

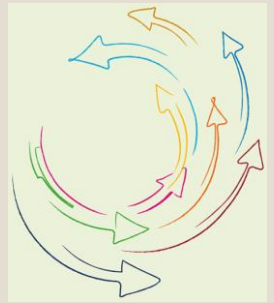
"tremendous added value that you can involve the local area like this, that you can involve the people"

the school as a "meeting point for everyone," with ESD projects that "build directly within the community"

„don't just think within the confines of the school. Look outward!"

Better together

- Teacher professional learning can be a powerful driver for school improvement, when supported by visionary leadership, collaborative colleagues and partnerships within and beyond the school.
- ESD can be used as an impulse and a framework to connect diverse people, priorities and perspectives, and a wide range of learning and participation activities at and around the school.



THANK YOU!

Rachel.bowden@HSZG.de