

Activity 2. Reflection on teacher practice

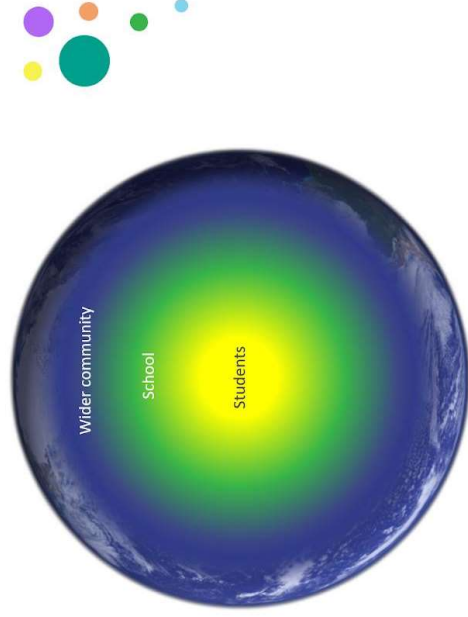
This is an activity aimed at helping reflection (individually and/or with colleagues) on how the previous activities contribute to developing sustainability competences and acting in a more sustainable way.



How can I mobilize the activities in my teacher practice?












Please reflect on two or three of the following dimensions at three levels of engagement (students - teacher; school; and wider community and beyond):





Dimension 1. Learning objectives:

- In what ways do these activities contribute to the global educational goals for your students? You might consider in particular LTP methods, materials, tools and activities you would or have implemented/transferred from the TAP-TS LTP into your regular teaching curricula.
- Within the school or learning context, how have the activities helped the learners in terms of embodying sustainability values, acting for a sustainable future and/or envisioning a more sustainable future?

	<p> How have the activities added to the knowledge and understanding of the learners in terms of working with others in the broader community to create inclusive visions for a more sustainable future?</p> <p> Dimension 2. Integration with different subjects:</p> <ul style="list-style-type: none"> In what ways the activities could engage your students with different knowledge areas and subjects of the curriculum? In what ways these activities could be connected with different subjects of the curriculum? How have the activities contributed to collaboration with others at school or institutional level to approach a sustainability issue from different perspectives, knowledge areas and contexts? In your opinion, do the LTP materials, tools and methods you have implemented also offer potential for use in other subjects? If so, in which subjects? How have the activities encouraged students to draw on different perspectives, and subject knowledge to identify interconnections, and reflect on one's own environmental, cultural and economic impact? <p> Dimension 3. Inclusion:</p> <ul style="list-style-type: none"> Can the previous activities contribute to all students' participation and learning? What actions can you take to ensure the learning of all students? How have the activities contributed to engage with different perspectives to consider sustainability challenges and opportunities?
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	<p><input type="radio"/> How do the activities help reflect on, identify, envision or even shape the trajectory towards a collective preferred future that includes various perspectives, cultures, traditions, and are grounded in values for sustainability?</p> <p>Dimension 4. Environmental / Sustainability awareness:</p> <ul style="list-style-type: none"><input type="radio"/> To what extent do the activities promote awareness and responsibility among your students?<input type="radio"/> Did the implemented LTP materials, methods or tools increased or rather limited the opportunity to increase students' environmental awareness?<input type="radio"/> How have the activities encouraged the students to be aware of their individual and collective impact on nature, and provided opportunities to restore it at school level?<input type="radio"/> How have the activities contributed to grasp connections and interactions between natural events and human actions? <p> Digital resources and equipment:</p> <ul style="list-style-type: none"><input type="radio"/> Do the current resources and equipment available in your institution adequately support the activities you have selected and implemented from LTP materials, or are there enhancements needed?<input type="radio"/> How did you try to enable students to use resources for learning at school in a sustainable way?<input type="radio"/> Did the activities encourage students to assess and question their needs to carefully manage resources in the pursuit of longer-term goals and common interests? How did the activities help them to think critically about information sources and communication channels on sustainability to assess the quality of the information they provide?
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	<p> Community involvement:</p> <ul style="list-style-type: none"><input type="radio"/> To what extent can you involve the local community or connect with community issues related to the sustainability theme approached?<input type="radio"/> Have the selected and implemented LTP methods, tools and materials encouraged you to initiate cooperation with external partners (associations, companies, NGOs, etc.) to enrich learning experiences? If so, in which areas are you aiming for cooperation?<input type="radio"/> How does your teacher practice encourage students' intentions and willingness to give back to the community and nature? <p> Assessment and feedback :</p> <ul style="list-style-type: none"><input type="radio"/> Have you adapted the original assessment methods or the requirements for students after integrating the LTP materials, methods, or tools into your existing teaching concept? If yes, in which way/how?<input type="radio"/> To what extent does your teaching practice encourage students to use evidence, combine knowledge and resources to analyse and evaluate futures and their opportunities, limitations and risks, and contribute to decision-making at school level.<input type="radio"/> To what extent does your teaching practice encourage students to use evidence, combine knowledge and resources to analyse and evaluate futures and their opportunities, limitations and risks, and contribute to decision-making, and become agents of change.
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