

**EDUBALT ESD REGIONAL ESD COURSE FOR HIGHER EDUCATION  
CHANGE PROJECT INFORMATION**

<b>Change project title:</b> <b>MARKING AND DEVELOPING THE CULTURAL ASPECTS OF SUSTAINABLE COMPETENCES IN TEACHER EDUCATION</b>
<b>Project leader(s) (EduBalt participants):</b> Dr.paed., mg.art, Ilze Briška
<b>Project participants (EduBalt ):</b> Dr.paed. Gunta Siliņa-Jasjukeviča Dr.paed. Anita Petere Dr.paed. Ineta Helmane Mg. paed. Annija Horste
<b>Other project participants (not involved in EduBalt project):</b> Dr. paed. Daiga Kalēja-Gasparoviča Mg. paed. Aija Kalve Mg. paed. Irina Milaša Dr. paed. Irina Direktorenko Dr. paed. Elita Volāne Mg. paed. Rūta Vociša Dr.paed. Zenta Anspoka
<b>Name of the EduBalt mentor/collaborator:</b> Džineta Dimante
<b>Aim of the project:</b> To find out the opportunities and develop teacher education programs in RTTEMA for cultivating the teachers' personality for sustainable competences.
<b>Target audience:</b> Teacher educators and students of pre-school and elementary school teacher education programs.
<b>Expected outcomes:</b> The relations of existing teacher education curriculum to SEG are indicated (strengths). Teacher education curriculum in RTTEMA is improved with including the outcomes of SEG in accordance with results of SWOT analysis. Professional cooperation within RTTEMA academic staff is strengthened.
<b>Significance for the involved institutions (universities):</b> Reflecting the teacher educators' professional experiences from the perspective of SEG. Improving the quality of teacher education in RTTEMA in order to meet the challenges.
<b>Which sustainable development goals are tackled by the project?</b> Quality of education. Partnership for the goals.
<b>Short description of the project:</b> Reaching the SEG cannot be realized without changes in teacher's personality. The competences for sustainable development demands wise leaders, understanding their mission and teacher's identity. The responsibility of teachers' educators is to foster the development of students' creativity, mindfulness, critical thinking, system thinking, values thinking and cultural awareness, personal and collaborative competences in all levels of education. In the framework of project, the teacher education practice and curriculum will be revised from the perspective of SEG, indicating already existing good practice, possibilities for future development. In close collaboration of all participants the changes in

teacher education curriculum and practice will be realized, in accordance with results of SWOT analysis. In further perspective, project results allow the new teachers to become the changes agents for expanding ideas of sustainability through school education in wide society.

### Implementation plan

	<b>Activity</b>	<b>Time</b>	<b>Responsible person</b>
<b>1.</b>	Discussion with program director and dean	23.03.2017	Ilze Briška, Gunta Siliņa-Jasjukeviča
<b>2.</b>	Introduction SDG to colleagues	Till 23.03.2017.	Ilze Briška, Gunta Siliņa-Jasjukeviča
<b>3.</b>	Brain storming with colleagues – how to make reflection form and how to cooperate with students.	Till 15.04.2017	Ilze Briška, Gunta Siliņa-Jasjukeviča All involved staff
<b>4.</b>	Self evaluation: promoting the development of sustainable competences. Academic staff - within my study course, student teachers – after their study practice. SWOT analysis.	Till 15.05.2017.	All involved staff Ilze Briška, Gunta Siliņa-Jasjukeviča, Annija Horste,
<b>5.</b>	Proceeding the initial results, presenting them to colleagues, writing the article.	Till 30.06.2017.	Ilze Briška, Gunta Siliņa-Jasjukeviča, Annija Horste, neta Helmane, Anita Petere
<b>6.</b>	Developing the reflection form, generating the ideas about including SDG in teacher education curriculum.	Till 25.08.2017.	Ilze Briška, Gunta Siliņa-Jasjukeviča, Annija Horste, neta Helmane, Anita Petere
<b>7.</b>	Completing teacher education curriculum with proved findings.	Till 15.09.2017.	Anita Petere
<b>8.</b>	Creating the poster.	Till 30.09.2017.	Ilze Briška