

Competency self-assessment and the principles of green pedagogy in teaching for sustainable development from the perspective of a pedagogue



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Abstract

Sustainable development goes far beyond the focus on the environment and ecology. Sustainability also aims to ensure a strong, healthy, and justice society in which all citizens can meet their needs, promoting personal well-being, social cohesion, inclusivity, and creating equal opportunities. An educated community of responsible citizens has the potential to make "greener" decisions and create a more sustainable reality because it understands and advocates for sustainable development ideas and recognizes their benefits for all. Children and young people should be systematically taught and supported in developing their sustainability competencies, therefore education and upbringing play an indispensable role in this process. The school is an institution of intentional education and upbringing, making it a great platform for achieving teaching goals and educational outcomes in the field of sustainable development. Since education for sustainability requires participatory and proactive teaching and learning methods, as well as teachers and professional collaborators modeling expected changes in students' behavior, their lifelong education, empowerment, and capacity building are necessary. The aim of this paper is to present the self-perception of school pedagogues regarding competencies and capacities for implementing educational for sustainability, as well as the representation of green pedagogy principles in the implementation of teaching and extracurricular activities carried out by pedagogues in schools. The research was conducted in selected primary and secondary schools in the Sarajevo Canton using a questionnaire for school pedagogues and analyzing implemented teaching and extracurricular activities. The research results, among others, indicate the importance of innovating study programs in the initial education of pedagogues, as well as a much greater and higher quality offer of professional development programs in the mentioned area.

Key words

education; professional associate; school; sustainability; teaching

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Sažetak

Održivi razvoj daleko je širi od fokusa na okoliš i ekologiju. Održivost teži i osiguranju jakoga, zdravoga i pravednoga društva u kojem svi građani mogu zadovoljiti svoje potrebe, teži promicanju osobne dobrobiti, društvene kohezije i uključenosti te stvaranju jednakih mogućnosti. Obrazovanija zajednica odgovornih građana ima mogućnost donositi „zelenije“ odluke i kreirati održiviju stvarnost jer poznaje i zastupa ideje održivoga razvoja te shvaća dobrobit istoga za sve. Djecu i mlade trebalo bi sustavno poučavati i podržavati u razvoju njihovih kompetencija za održivost, pa odgoj i obrazovanje imaju nezamjenjivu ulogu u tom procesu. Škola je ustanova intencijskoga odgoja i obrazovanja što je čini sjajnim poligonom za ostvarivanje ciljeva poučavanja i odgojno-obrazovnih ishoda iz područja održivoga razvoja. Budući da odgoj i obrazovanje za održivost zahtijeva participativne i proaktivne metode poučavanja i učenja, te nastavnike i stručne suradnike koji modeliraju očekivane promjene ponašanja učenika, nužna je njihova cjeloživotna izobrazba, osnaživanje i kapacitiranje. Cilj je rada predstaviti samopercepciju školskih pedagoga o kompetencijama i kapacitetima za realizaciju odgojno-obrazovnoga rada za održivost te zastupljenost principa zelene pedagogije u realizaciji nastavnih i izvanastavnih aktivnosti koje realiziraju pedagozi u školama. Istraživanje je provedeno na odabranom uzorku osnovnih i srednjih škola Kantona Sarajevo upotrebom anketnoga upitnika za školske pedagoge, te analizom realiziranih nastavnih i izvanastavnih aktivnosti. Rezultati istraživanja, između ostaloga, ukazuju na važnost inoviranja studijskih programa u inicijalnom obrazovanju pedagoga, ali i mnogo veću i kvalitetniju ponudu programa stručnoga usavršavanja iz navedenoga područja.

Ključne riječi

obrazovanje; održivost; poučavanje; stručni suradnik; škola

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