



THE 29TH

INTERNATIONAL SUSTAINABLE DEVELOPMENT RESEARCH SOCIETY

ISDRS *Conference*

11-13TH JULY 2023 | UNIVERSITI KEBANGSAAN MALAYSIA

PROCEEDING

CONFERENCE THEME
"HALF-WAY THROUGH AGENDA 2030:

ASSESSING THE 5Ps OF SDGs
(PEOPLE, PLANET, PROSPERITY, PEACE AND PARTNERSHIP)"

co-organizer

Teachers' Inner changes for sustainability

Dr. Elis Ossmane^{1,2}, Professor João Simão¹, Professor Sandra Caeiro¹

¹Universidade Aberta, Lisbon, Portugal. ²Instituto Politécnico de Setúbal, Setúbal, Portugal

Abstract

As a key element in promoting sustainability, many authors emphasize the importance of changing mindsets to reach social transformation. This approach argues that sustainability can be achieved if peoples' mindsets in relation to different spheres of life, especially regarding self-perception, connection with others, and with nature, alter to a more ecologic way of living. In other words, sustainability depends on behavior, which depends on peoples' mindsets – deep leverage points for the necessary behavioral change.

In this scope education is a powerful tool to promote capacity building for sustainability, especially through inner changes fostering, at all education levels, namely at higher education level.

However, many authors have studied the subject field of education for sustainability, regarding sustainability competencies development or mindset changes in student's education, but less have done such research regarding teachers. As agents of change, it is important for teachers to have a sustainability mindset by playing an intervening role in developing students' mindsets as well as in the educational institutions' transformation, considering the need for holistic approaches to sustainability.

This work aims to present an integrative literature review paper regarding teachers' inner changes and its relation to education for sustainability, as it seems to be a relatively new topic that needs a specific framework. The paper lies on the premise that, despite education's transversal character on Agenda 2030, people must acquire the knowledge and skills to live a sustainable life (SDG 4 – target 4.7), which is here explored regarding the importance of peoples' inner dimensions. On the other hand, to deliver efficacy in sustainability learning, teachers must be prepared to promote inner changes, which will allow learners and other stakeholders to deeply engage with sustainability and behave in accordance. In this sense, the authors believe that the presentation addresses the Conference topic especially because it relates to education for sustainability efforts to change attitudes, behaviors, and lifestyles and to develop a more ecological and inclusive self (mainly addressing “people” and “planet” from Agenda 2030).