

CONFLUX

JOURNAL OF EDUCATION

ISSN 2320-9305 (PRINT) ISSN 2347-5706 (ONLINE)

A PEER REVIEWED JOURNAL PUBLISHED SINCE 2013

VOLUME 12

ISSUE 1

DECEMBER 2023

cjoe.naspublishers.com



**ONLINE NATIONAL CONFERENCE
ON
SUSTAINABLE EDUCATION:
LOCAL AND GLOBAL PROGRESS AND CHALLENGES**

10 October 2023



Organised By:

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
MES'S PILLAI COLLEGE OF EDUCATION AND RESEARCH
CHEMBUR**

Organised By:

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION
KANDIVALI**

INDEX

Sl.	Title	Page
1	Effectiveness of Project Based Learning in Enhancing 21st Century Skills of Student Teachers Miss Smruti Salve & Dr. Rekha Chavhan	1-12
2	Experiential Learning for Sustainability Dr. Anjali G. Kirkinde	13-18
3	Sustainable practices in Education - Experiential Learning Combined with the Hybrid approach is the need of the hour Mrs. Kalyani Arumugam & Dr. Reni Francis	19-24
4	Deployment of Community-Based Programs for Optimizing Global Citizenship Education and Education for Sustainable Development Dr. Vidhya Satish	25-37
5	Understanding the scenario of Single Use Plastic in the State of Goa Pednekar Amisha* R.	38-43
6	Role of Education in fostering Global Citizenship Mrunali Rupesh Pansare	44-48
7	Learning practices toward sustainability Conceptual framework for blended and active constructive Learning in the classroom to engage students Sharmistha Kant & Nitya Potham	49-62
8	Teaching Learning Practices towards Sustainability Dr. Archana Thakre	63-70
9	Effect of Outcome Based Education (OBE) on Academic Achievement of Student –Teachers Ms. Archana Bhople	71-78
10	Innovative Teaching Learning Strategies for Sustainability Dr. Vinayak Shinde & Dr. Rupali Wadkar	79-92
11	Teaching Learning Practices towards Sustainability Tejal Nikam	93-105
12	The Role of Holistic Education in Sustainable Development Miss. Seema L. Kadam	106-124
13	Sustainable Practices in Education Dr. Mrs. Vidyullata Kolhe	125-132

14	Enhancing Critical Thinking Skills through Lifeskills Education Programme Dr. Vithoba Sawant	133-140
15	The Sustainable Teacher Ms. Reema Nikalje	141-147
16	The Importance of Global Citizenship Education in a Globalized World Dr. Shumaila Patrawala Siddiqui	148-161
17	Social, Emotional and Ethical Learning A concept to build an inclusive community Dr Manisha Ramesh Gawde	162-176
18	The Role of Teachers Competencies in Education for Sustainable Education Dr. Nitisha Jha	177-185
19	Higher education for sustainability: A global Perspective Ms. Sweety Singh	186-193
20	Role of Education for Addressing Sustainability Mrs. Shubhangi Kore	194-205
21	A Step Towards sustainability: Theme Based Teaching Ms. Anjana Tawani	206-211
22	Perspective on Creating an Ecosystem to be Self-Sustainable Dr. Swati Sharma	212-220
23	गडचिरोली जिल्ह्यातील माध्यमिक शाळेतील विद्यार्थ्यांच्या सामाजिक - आर्थिकस्तराचा शैक्षणिक गुणवत्तेवर होणाऱ्या परिणामांचा अभ्यास कु. सुवर्णा ना. भोंगळे, डॉ. अर्चना के. ठाकरे	221-237
24	शिक्षणातील शाश्वत पद्धती Dr. Mugdha Sangelkar	238-250
25	वैश्विक नागरिकता के लिए शिक्षा Dr. Punam Kesharwani	251-260

The Sustainable Teacher

Ms. Reema Nikalje
Asst. Professor, PHCER
Rasayani via Panvel

Abstract

Sustainability is the capacity to meet present needs without compromising the ability of future generations to meet their own. It involves responsible resource use and environmental management, encompassing environmental, social, and economic aspects. The United Nations Sustainable Development Goals (SDGs), notably Goal 12, address sustainability. Adopted in 2015, Goal 12 focuses on sustainable production and consumption for an environmentally responsible and equitable future.

Teaching and learning practices for sustainability prioritize integrating sustainability principles into education. This includes active learning, interdisciplinary perspectives, critical thinking, experiential learning, and technology use. Teachers are central to this process. They model sustainable behaviors, nurture critical thinking, and connect classroom learning to real-world sustainability issues. They also emphasize global perspectives and encourage advocacy and civic engagement. In shaping responsible, environmentally conscious citizens, teachers extend their influence beyond academics.

Sustainability is about meeting current needs while safeguarding the future, encompassing environmental, social, and economic dimensions. Teaching and learning practices for sustainability empower students to address global challenges. Teachers, as influential role models and facilitators, play a vital role in nurturing responsible and environmentally conscious

citizens who can tackle future sustainability challenges.

This paper highlights not only the role of teachers, as influential role models and facilitators, playing a vital role in nurturing responsible and environmentally conscious citizens who can tackle future sustainability challenges but also provides a hands-on experience of sustainable activities which the teachers can conduct in the class thereby creating environmentally conscious citizens.

Keywords: sustainability, sustainable development goals, sustainable behaviors, environmental consciousness

Introduction

In an era marked by increasing global challenges such as climate change, environmental degradation, and social inequalities, the concept of sustainability has taken center stage. Sustainability, defined as the capacity to meet the needs of the present without compromising the ability of future generations to meet their own, has become a critical imperative for the well-being of our planet and society. Central to the realization of sustainability are educators—the unsung heroes who shape the minds of the future. This paper delves into the pivotal role of teachers as influential role models and facilitators, highlighting their profound impact in nurturing responsible, environmentally conscious citizens capable of addressing the complex sustainability challenges that lie ahead. Beyond imparting knowledge, teachers possess the unique ability to inspire and empower the next generation to take meaningful action towards a more sustainable and equitable world. Through their guidance, educators extend their influence far beyond the classroom, forging a path towards a brighter and more sustainable future for all.

Teachers extend their influence beyond the classroom and play a pivotal role in forging a path toward a brighter and more sustainable future in several key ways:

Modeling Sustainable Behavior: Teachers serve as role models for their students by demonstrating sustainable behaviors and practices in their own lives. This modeling includes responsible resource use, waste reduction, eco-friendly choices, and ethical behavior. Students often emulate these practices, thereby promoting sustainability not only in their own lives but also in their communities.

Example:

Classroom Recycling Program: Teachers can establish a classroom recycling program where students sort and recycle paper, plastic, and other materials. By actively participating, students learn about responsible waste management.

Fostering Critical Thinking: Teachers nurture critical thinking skills in their students, encouraging them to analyze complex sustainability issues, evaluate evidence, and develop informed opinions. By fostering critical thinking, teachers empower students to understand the root causes of sustainability challenges and explore innovative solutions. Example: **Debates on Environmental Issues:** Teachers can organize debates or discussions on environmental topics like climate change or deforestation. Students research and present different perspectives, encouraging critical thinking and informed opinions.

Connecting Classroom Learning to Real-World Issues: Educators bridge the gap between theoretical knowledge and practical application by connecting classroom learning to

real-world sustainability issues. This connection helps students see the relevance and impact of what they learn, motivating them to engage in addressing real-world challenges. Example:

Community Garden Project: Teachers can engage students in creating a community garden at the school. This hands-on project connects biology lessons to real-world food production and sustainable agriculture practices.

Promoting Global Perspectives: Teachers emphasize the global dimensions of sustainability, encouraging students to think beyond their immediate surroundings. They help students recognize the interconnectedness of sustainability issues on a global scale, fostering a sense of global citizenship and responsibility. Example :**Comparative Sustainability Studies:** Teachers can assign projects where students compare sustainability practices and challenges in different countries. This exercise helps students understand global variations and similarities in sustainability issues.

Encouraging Advocacy and Civic Engagement: Environmental Club Participation: Teachers can guide students in forming an environmental club. Club members can organize events like tree planting drives, clean-up campaigns, or petitions advocating for sustainable practices within the school or community.

Instilling Ethical Values: Teachers inspire and guide students to become active participants in sustainability-related initiatives, both within and outside the classroom. This may involve joining environmental clubs, participating in community clean-up events, or advocating for sustainable policies. Through such engagement, students learn that their actions can contribute to positive change.

Fair Trade Lessons: Teachers can incorporate lessons on fair trade and ethical consumerism. Discussing the ethical considerations behind fair trade products can encourage responsible choices among students.

Environmental Club Formation: Teachers can encourage students to form an environmental club within the school. The aim of it would be to create a platform for students to actively engage in sustainability initiatives.

Clean-Up Event Planning: Students can plan a community clean-up event as a part of the environmental club's initiatives.

Letter Writing Campaign: The teacher can conduct classroom activity where Students can write letters to local authorities or school administrators advocating for sustainability policies.

Promoting Sustainable Transportation: Walk or Bike to School Campaign: Teachers can promote walking or biking to school as an eco-friendly alternative to driving. They can organize events like "Walk to School Wednesdays" to encourage students and parents to adopt sustainable commuting habits.

Sustainable Art Projects: Recycled Art Showcase can be arranged where students are encouraged to create art projects using recycled materials. Host an art showcase to display their creations, emphasizing the value of repurposing and creative sustainability.

Sustainability Awareness Campaigns: Awareness Posters activity where the teacher can assign students to design posters promoting sustainability practices and display them throughout

the school. This visual campaign can remind students and staff to be mindful of their environmental impact.

Green Challenges: Assign weekly or monthly sustainability challenges to classrooms. Challenges may include reducing paper usage, conserving water, or organizing a waste reduction drive.

Conclusion

In summary, these practical examples highlight how teachers can effectively integrate sustainability principles into their teaching methods, inspiring students to become environmentally conscious and responsible citizens. Through these initiatives, students are not only inspired but also empowered to actively contribute to a more sustainable future. Teachers play a vital role in nurturing the next generation of environmental stewards, extending their influence far beyond the classroom and shaping a brighter, more sustainable world for all.

References

- Clarke, D. A. G., & Mcphie, J. (2016). From places to paths: Learning for Sustainability, teacher education and a philosophy of becoming. *Environmental Education Research*, 22(7), 1002-1024. DOI: 10.1080/13504622.2015.1057554
- Fedosejeva, J., BoËe, A., Romanova, M., Ivanova, O., & Iliko, Dz. (2018). Education for sustainable development: The choice of pedagogical approaches and methods for the implementation of pedagogical tasks in the Anthropocene age. *Journal of Teacher Education for Sustainability*, 20(1), 157-179.

- Geitz, G., de Geus, J., & Tinoca, L. (Reviewing editor). (2019). Design-based education, sustainable teaching, and learning. *Cogent Education*, 6(1). DOI: 10.1080/2331186X.2019.1647919
- Heasly, B., Lindner, J., Iliko, Dz., & SalÓte, I. (2020). From initiatives, to insights, to implementation of the sustainability and securitability agenda for 2030. *Discourse and Communication for Sustainable Education*, 11(1), 1-4.
- Leal Filho, W., et al. (2019). Sustainable Development Goals and sustainability teaching at universities: Falling behind or getting ahead of the pack? *Journal of Cleaner Production*, 232, 285-294. DOI: 10.1016/j.jclepro.2019.05.340
- Meesu, P., et al. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98-110.
- Sumaryanta, Mardapi, S., Sugiman, Herawan, T. (2019). Community-based teacher training: Transformation of sustainable teacher empowerment strategy in Indonesia. *Journal of Teacher Education for Sustainability*, 21(1), 48-66.