2020-1-HU01-KA101-078346

Environmental education in the school of the 21st century

The teaching staff of our school is committed to environmentally conscious education. Since 2011, we’ve been the proud owners of the title "Eco School", and in 2017 we were awarded by the title "Eternal Eco School". Since 2012, a Green Group has been working in our school, which organizes programs in the institution for our students and colleagues, and aims to popularize the Eco-conscious approach. In our European Development Plan we set our goal to catch up to the international level on the field of environmental education: we observe the successes and learn the good practices of other European countries’ educational institutions, that are open to environmental education and sustainable development. Furthermore, we planned to expand the knowledge of our colleagues in the subject of environmental education methodology during international teacher training courses.

The aim of the project was to expand the methodological toolkit and competences of all our participating employees in the subject of environmental education. Later on they are able to pass on their experiences, the new knowledge they learned during the courses and the visiting of other professional institutions to their colleagues.

We managed to fully realize the preliminary expectations of the project: we brought home valuable knowledge, experience, and good practices from our international partners.

After the duration of the project and its closure, the adaptation and distribution of the results at the school level began.

The new knowledge - integrated into the daily life of our institution - allows us to develop further in the field of environmental education.

In the course of the project, we implemented 13 mobility activities in two different forms of mobility activities: our school's teachers participated in teacher training courses and institution visits abroad.

6 of our instructors participated in individual teacher trainings (in Cyprus, Greece, Iceland, Italy, Portugal, Spain) in topics directly related to the implementation of the project.

7 of our instructors observed the best practices of the selected schools in the context of the project during professional institution visits (in Finland, Iceland, Romania).

During the trainings and visits to professional institutions, our colleagues learned about the methodological possibilities of environmental education in the work of secondary school educators and the methodological techniques of sensitizing and involving students.

The colleagues in the mobility activities have disseminated their acquired knowledge in a wide professional circle. They presented their results in focus group discussions, demonstration classes, working-group conferences and dissemination days. The relevant members of the school board had professional discussions about the new methods, and adapted them into the school’s code of procedure.

The international teacher training courses provided excellent theoretical background support for those participating in the mobility - and, through dissemination, for all general education instructors of our school who teach the same major. Colleagues returning home from the courses brought with them many new forms of work, methods, and approaches, which were integrated into the school's methodological knowledge base.

The purpose of job shadowing was not primarily to learn new methods, but to observe them in practice in the classroom. During the visits to professional institutions, we learned about the possibilities of using methods and tools. The colleagues participating in the mobility can also provide pedagogical guidance for our school and the teachers of external institutions during the analysis of the presentation lessons and during the workshops - in addition to the technical user guides.

We managed to fully realize the preliminary expectations of the project: we brought home serious knowledge, experience, and good practices from our international partners.

These new knowledge for us - integrated into the daily life of our institution - allow us to develop further in the field of environmental education.