

| Area 1: Teacher Identity and Professional Development | Area 2: SDGs and sustainability challenges | Area 3: Teaching and learning | Area 4: Inter- and Transdisciplinarity | Area 5: Adaptability and Relationship with the Environment |
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| Attitudes | Attitudes | Attitudes | Attitudes | Attitudes |
| Knows his/her own values and identifies those that are aligned with sustainability for his/her own teaching (self-knowledge). | Recognises the urgency of working on the issues associated with the SDGs and the importance of keeping up to date on progress towards achieving the 2030 Agenda. | Is proactive towards innovation and continuous improvement in educational practice. | Is able to dialogue with other epistemologists in order to co-educate with agents of change and caretakers of the earth such as native peoples, peasants, social movements that provide students with new perspectives of common care. | Considers the individual as indivisible from his/her environment with interdependent relationships. |
| Reflects critically on the need for continuous improvement in the face of sustainability challenges. | Assumes a critical stance on the importance of implementing this agenda. | Recognises the debates/disputes underlying the integration of sustainable development into their programmes. | Recognises the importance of working collaboratively with colleagues from other faculties/schools/areas. | Recognises today's world as complex, interrelated, uncertain, changing and the urgency and importance of adapting. |
| Reflects constantly on own identity and teaching role, with a commitment to personal and professional development. | Has a holistic/holistic view of sustainability and considers that human beings are not only social beings, but also ecological beings. | Recognises that learners need to know the world and what to do in a world that is complex, interconnected, interdependent and uncertain. | Recognises the richness of multiple perspectives on the same issue. | Has a systems thinking approach, recognising the impact of the environment on man and vice versa. |
| Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| Knows that their teaching role has to adapt to change. | Knows that the SDGs are a global agenda that should be discussed from all areas of knowledge. | Knows different alternatives in terms of pedagogical strategies to educate for sustainability. | Recognises interdependence in the search for solutions to current and future problems. | Is able to identify problems or challenges associated with the local context and propose innovative research and/or extension projects. |
| Recognises the connection between sustainability and change in its various dimensions (environmental, social, economic and cultural) and how these influence their teaching and vice versa. | Knows the country's commitments and the state of progress of each SDG. | Understands the learning needs of students and how to adapt pedagogical strategies to meet them. | Knows the limits of his/her discipline and recognises when knowledge from other disciplines is required. | Understands community realities and problems. |
| Recognises his/her responsibility as a key actor in the education of future generations and that education is a key means for social transformation towards sustainability. | Knows the environmental, social and/or economic challenges of sustainability. | Knows where to look for up-to-date teaching resources related to sustainability in order to build meaningful teaching sequences for all learners. | Has knowledge of systemic and complex thinking, which allows him/her to imagine new knowledge beyond the disciplinary field. | Knows that there are conflicting interests/understands the conflicts of interest involving the different key actors around local Sustainable Development issues, understands the risks involved for each of the parties in these conflicts and knows the normative instruments that protect the rights of these parties, such as the Escazu Agreement. |
| Skills | Skills | Skills | Skills | Skills |
| Is able to communicate with others through constructive dialogue, recognising others. | Knows, adapts and applies theories of change to move towards achieving the SDGs. | Is able to emulate the holistic logic of sustainability and to use the integration approach in his/her teaching practices. | Is able to collaborate with experts from other disciplines and recognise their points of view. | Is able to adapt his/her teaching methods to achieve the learning objectives set, recognising the cultures, traditions, identities and histories of the local context. |
| Is able to complexify his/her view, identify and recognise the perspectives from which sustainability issues are approached. | Is able to offer learners a repertoire of diverse positions on the SDGs. | Is able to develop student-centered pedagogical practices that address student diversity. | Is able to participate in applied interdisciplinary and transdisciplinary research. | Is able to be an active part of and accompany the process of institutional transformation of the university and social transformation in their community. |
| Is able to internalize current issues related to sustainable development and identify diverse sources of information to enrich their critical thinking (their own and their students). | Is able to develop for him/herself and his/her students a holistic/holistic view of sustainability. | Designs and facilitates collective processes in order to promote community transformation strategies. | He/she is able to build and promote a network of synergies with other universities or with sectors other than academia. | Is capable of linking the SDGs to the various problems experienced in its environment and acts as a bridge between reality and the academy, offering curricular spaces that empower students as agents of change. |
| Is able to adapt to various pedagogical changes involved in incorporating sustainability into their teaching. | Is able to motivate and guide students in understanding and applying the SDGs in their daily lives. | Evaluates the effectiveness of the pedagogical strategies implemented. | | He/she represents a bridge of connection between the reality of the environment and academia. Is capable of transforming his/her practices to make them meaningful and generate commitment from its students. |
| Performance indicators | Performance indicators | Performance indicators | Performance indicators | Performance indicators |
| Expert | Expert | Expert | Expert | Expert |
| Knows his/her values and how they align with sustainability in his/her teaching practice, critically reflects on the need for continuous improvement in response to sustainability challenges. Recognises and actively exercises his/her ethical responsibility as a trainer of future generations, using education to promote social transformation towards sustainability. Proactively adapts to pedagogical changes and facilitates constructive dialogues that enrich the perspective on sustainability, keeping up to date on current issues and applying advanced critical thinking. | Recognises the urgency of addressing the challenges associated with sustainable development and keeps up to date with progress on the 2030 Agenda. Takes a critical and informed stance on the implementation of this agenda, demonstrating a holistic view that encompasses both social and ecological aspects of sustainability. You are familiar with the global and local debates around the SDGs, country commitments and progress, giving your students a broad and critical understanding of the challenges and solutions related to sustainability. | Demonstrates proactivity towards innovation and continuous improvement in their educational practice, recognising and critically addressing the debates surrounding the integration of sustainable development into their programmes. Understands the complexity, interconnectedness and uncertainty of today's world and adapts his/her pedagogical strategies to educate students in this context. Knows and applies a variety of alternative pedagogical strategies in their practice, develops practices that focus on student diversity, facilitates transformative community processes and rigorously evaluates the effectiveness of their strategies. | Actively engages in dialogues with diverse worldviews and epistemologies and collaborates closely with change agents and caretakers of the earth, such as indigenous peoples and social movements, integrating new perspectives of common care into their educational practice. Recognises and values the importance of collaborating with colleagues from different disciplines and areas, understanding the richness of integrating multiple perspectives on the same issue and the interdependence necessary to address current and future challenges. Participates in applied interdisciplinary and transdisciplinary research, knows the limits of his/her discipline and knows when and how to integrate knowledge from other areas. You use your knowledge of systems and complex thinking to generate new approaches beyond the disciplinary. | Demonstrates a commitment to integrating the socio-environmental setting into their educational practice. Identifies and addresses complex local problems through innovative research and extension projects, adapting their teaching methods to effectively reflect and respect local cultures and traditions. Participates in institutional and social transformation, facilitating change in the community and establishing strong links between local reality and academia. Designs curricular activities that empower students to become agents of change, continually evaluating and adjusting their practices to ensure that they are relevant and effective. |
| Advanced | Advanced | Advanced | Advanced | Advanced |
| Identifies their values and their connection to sustainability in their teaching, reflecting on areas for improvement in order to integrate these principles effectively. Recognises their crucial role in training future professionals and uses education as a tool for social transformation towards sustainability. Engages in constructive dialogue, maintains up-to-date knowledge and adapts to the pedagogical changes needed to incorporate the SDGs into their teaching. | Recognises the importance of addressing the challenges associated with sustainable development and is aware of the need to stay informed about the 2030 Agenda. Has a critical attitude towards the implementation of the agenda and understands the relationship between sustainability and social and ecological aspects. Is aware of some relevant debates and national commitments related to the SDGs and is aware of the main challenges linked to sustainability. Provides learners with an overview of the SDGs. | Is proactive in seeking innovation and improvement in his/her educational practice, and recognises the main debates on the integration of sustainable development into programmes. Is aware that students need to understand and adapt to the complex world, and adjusts his/her pedagogical strategies to meet these needs. Is aware of various pedagogical strategies for sustainability education and adapts their approaches to meet the learning needs of students. Develops student-centered pedagogical practices and facilitates processes to foster community strategies, evaluating the effectiveness of the strategies implemented. | Engages in dialogues with different epistemologies and collaborates with change agents and caretakers of the earth, valuing the new perspectives they bring. Recognises the importance of working collaboratively with colleagues from other disciplines and fields, and appreciates the richness of multiple perspectives on common problems. Understands interdependence in the search for solutions to current and future problems, and collaborates in applied interdisciplinary and transdisciplinary research. Knows the limits of his/her discipline and is willing to seek expertise in other areas when necessary. Begins to apply knowledge of systems and complex thinking to address issues beyond his/her discipline. | Recognises the importance of their environment and adapts their educational practices to include the complexity and interconnectedness of the local context. Identifies local problems and proposes research and extension projects that address these challenges, making adjustments in their teaching to reflect the local culture and context. Contributes to institutional and social transformation, connecting local reality with academia and providing students with opportunities to apply SDG knowledge in real contexts. Assesses the need to adapt its methods to broaden the impact of its teaching. |
| Intermediate | Intermediate | Intermediate | Intermediate | Intermediate |
| Recognises their own values and how some of them are aligned with sustainability in their teaching practice, showing a willingness to reflect on necessary improvements. Understands the importance of their role in educating future generations. Participates in sustainability dialogues and makes adjustments to their pedagogical approach to incorporate the SDGs, keeping informed about relevant issues. | Is aware of the relevance of the SDGs and starts to familiarize with the 2030 Agenda and the challenges linked to sustainability. Has a general knowledge about the implementation of the agenda and an understanding of the relationship between social and ecological aspects and sustainability. Is aware of some of the debates and commitments related to the implementation of the SDGs. Gives students an introduction to the SDGs and the approach to sustainability. | Shows interest in improving their educational practice and recognises some of the debates related to integrating sustainable development into their programmes. Understands that students need to be prepared for a complex and interconnected world, and begins to adapt their pedagogical strategies accordingly. Has a basic understanding of pedagogical strategies for sustainability and begins to develop pedagogical practices that cater for student diversity. Begins to facilitate participatory processes and is beginning to evaluate the effectiveness of its strategies. | Shows interest in collaborating with colleagues from other disciplines and areas, and understands the need to integrate multiple perspectives. Recognises that current problems require interdependent approaches and begins to consider collaboration with experts from other disciplines, although involvement in interdisciplinary research is limited. Knows the limits of his/her discipline, but experience in integrating knowledge from other areas and applying systems and complex thinking is incipient. | Shows interest in integrating the local environment into their educational practice and begins to collaborate with colleagues to better understand contextual perspectives. Identifies some local issues and proposes ideas for research and extension projects, making initial adjustments to their teaching methods to consider cultural and contextual aspects. She participates in institutional and community initiatives, beginning to connect local realities with academia and offering students some opportunities to apply knowledge about the SDGs. Its approach to adapting its educational practices is general and needs further development. |
| Initial | Initial | Initial | Initial | Initial |
| Recognises their values and how some of them can be related to sustainability in their teaching work. Recognises the responsibility of their role in educating future generations, is beginning to adapt their pedagogical approach to include the SDGs. Participates in conversations on sustainability seeking to update their knowledge in order to adjust their educational practice accordingly in the future. | They are familiar with some of the SDGs and the challenges related to sustainability. Their knowledge of the 2030 Agenda, national commitments and SDG implementation is general and underdeveloped. They are at an early stage of familiarization with basic sustainability concepts and offer few instances of addressing the SDGs in their classes. | Recognises the need for educational improvement and understands some of the debates on integrating sustainable development. Understands the complexity of the world and is beginning to adapt approaches to meet the needs of learners. Knows some pedagogical strategies for sustainability. Develops pedagogical practices that are just beginning to focus on diversity, without systematic evaluation of the effectiveness of their strategies. | Knows about the need for collaboration with colleagues from other fields and the integration of different perspectives, but does not yet put this into practice. His understanding of the boundaries of his discipline and his ability to integrate knowledge from other areas is very limited. He is just beginning to familiarize himself with basic concepts of collaborative and interdisciplinary work. | Has a basic understanding of the importance of the local environment and makes minimal adjustments to their educational practice, with a superficial understanding of integrating local perspectives. Identifies local problems in an incipient way and proposes research and extension projects with limited scope. Its teaching methods hardly reflect local cultures and traditions, and its involvement in institutional and social transformation is minimal. It offers very general opportunities for students to apply SDG knowledge, with limited connection between local reality and academia. |