



Educating for Sustainability: The Role of Transformative Teaching in Fostering SDG-Oriented Mindsets in Green Schools

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Abstract

In the face of escalating global environmental and social challenges, education has emerged as a critical instrument in achieving the Sustainable Development Goals (SDGs). This study investigates the role of transformative teaching in fostering SDG-oriented mindsets among students in green school environments. Anchored in transformative learning theory and the principles of Education for Sustainable Development (ESD), this research explores how pedagogical innovation, critical reflection, and experiential learning are employed to cultivate ecological awareness, global citizenship, and long-term sustainability values. Employing a qualitative multi-case study design, data were collected through in-depth interviews, classroom observations, and document analysis from an Adiwiyata (Green School) awarded Junior High School. Findings reveal that transformative teaching practices such as interdisciplinary project-based learning, outdoor ecological immersion, and student-led sustainability initiatives significantly contribute to shaping students' attitudes, behaviors, and agency toward the SDGs. The study also highlights the importance of institutional culture, teacher competencies, and curriculum alignment in supporting this transformation. The implications underscore the necessity of embedding transformative pedagogies within green school models to prepare learners not only to understand sustainable development but to act as proactive change agents in their communities.

Keywords: transformative teaching and learning, green school, SDGs

