

TASC - TEACHER ACADEMY SUSTAINABLE COMMUNICATION (2023-2026)

GUIDELINES AND RECOMMENDATIONS

June 2026

UBB, Cluj-Napoca, Romania

Specific objectives



develop competences of teachers in sustainable communication and enrol in a joint training programme of 20 ECTS on sustainable communication.



enable teachers to grow in digital skills and the use of digital tools in sustainable communication.



enable and fully integrate mobility models (virtual, blended, physical) in initial teacher education and continuing professional development education in a green and inclusive way.



develop a European sustained and structured partnership between the providers of initial teacher education and continuous professional development.



formulate guidelines for policymakers to implement sustainable communication as a crucial cross-cutting competence for teachers and teacher trainers.

Impact of the project related to the specific objective – guidelines

Research Design and Methodology

- ✓ Mixed-methods research
- ✓ Pre–post repeated-measures (within-subject) design

Why it was important?

- ✓ To have an evidence-based training
- ✓ To have an evidence-based sustainability

Qualitative Component

- ✓ Post-training interviews and reflection papers
- ✓ Grounded Theory approach:
 - Open coding (deductive, aligned with project objectives)
 - Axial and selective coding (inductive, data-driven)

Quantitative Component

- ✓ Measurement of Sustainable Communication competences
- ✓ Standardized instruments:
 - Sustainable Communication Scale (multi-construct)
 - Empathy (IPIP-based measure)
 - Communication Anxiety



Guidelines and recommendations



Positioning Sustainable Communication as a Core Competence



Relational Learning Environments and Impact



Reflection as a Core Meta-Competence



Intercultural Communication as Everyday Practice



Nonviolent Communication and Empathy as Foundations



Cooperation and Problem-Solving



Digital Communication: From Use to Critical Integration



Professional Identity Transformation

Guidelines and recommendations



Positioning Sustainable Communication as a Core Competence

Evidence from our research:

- ✓ Consistent improvements in key constructs: reflection, cooperation, problem-solving, nonviolent communication
- ✓ Strong positive association with empathy; negative with communication anxiety
- ✓ Qualitative data: communication reframed as central to classroom climate, inclusion, and practice

Guideline

Sustainable Communication should be treated as an [integrated competence framework](#), combining relational, emotional, and reflective dimensions in teaching and professional development.

Policy recommendation

- ✓ Embed Sustainable Communication as a [transversal competence](#) in teacher education and CPD
- ✓ Align funding with outcomes related to:
 - supportive classroom climate
 - conflict resolution
 - inclusive communication
- ✓ Integrate across curricula, not as isolated training modules

Guidelines and recommendations



Relational Learning Environments and Impact

Evidence from our research:

- ✓ Face-to-face interaction drives stronger development of: empathy, cooperation and nonviolent communication
- ✓ Real-time dialogue, emotional engagement, and trust-building are key mechanisms
- ✓ Online/blended formats support flexibility and reflection, but often lack structure

Guideline

Sustainable Communication develops best in **relationally rich environments**, where face-to-face, blended, and virtual formats play **complementary roles**.

Policy recommendation

- ✓ Ensure at least one **substantial face-to-face component** in CPD programmes
- ✓ Use blended and online formats to **prepare, support, and consolidate learning**
- ✓ Establish clear standards for digital components:
 - manageable workload
 - coherent structure
 - consistent feedback

Guidelines and recommendations



Reflection as a Core Meta-Competence

Evidence from our research:

- ✓ Strong links with: nonviolent communication, problem-solving and overall SC
- ✓ Qualitative data: reflection becomes: habitual, identity-related, embedded in daily practice

Guideline

Reflection should be treated as a **core meta-competence**, regulating and integrating Sustainable Communication competences across contexts.

Policy recommendation

- ✓ Institutionalize reflection in CPD as a **structured and continuous process**
- ✓ Support schools to embed reflection in daily routines:
 - post-lesson debriefing
 - peer discussion
 - collegial case analysis

Guidelines and recommendations



Intercultural Communication as Everyday Practice

Evidence from our research:

- ✓ Consistent improvement → gradual development of openness and tolerance
- ✓ Increased awareness of diversity
- ✓ stronger emphasis on respect and inclusion

Guideline

Intercultural communication should be embedded as a **continuous, context-sensitive practice**, addressing diversity as a structural dimension of everyday teaching.

Policy recommendation

- ✓ Integrate intercultural communication systematically in CPD:
 - diverse examples
 - bias-awareness
 - perspective-taking
- ✓ Support schools to:
 - incorporate students' cultural backgrounds
 - foster dialogue around diversity
- ✓ In international programmes: **allocate time for structured exchange on educational differences**



Guidelines and recommendations

Nonviolent Communication and Empathy as Foundations

Evidence from our research:

- ✓ Clear and consistent development of nonviolent communication (NVC)
- ✓ High and increasing empathy levels
- ✓ Strong interconnection → central within SC framework

Guideline

Nonviolent communication and empathy should be treated as foundational relational competences, essential for effective and sustainable communication.

Policy recommendation

- ✓ Integrate applied NVC training in CPD:
 - emotional awareness
 - needs-based dialogue
 - active listening
 - boundary-setting
- ✓ Support schools to implement NVC-informed practices:
 - discussing feelings and needs in conflicts
 - using mediating language
 - framing conflicts as shared problem-solving

Guidelines and recommendations



Cooperation and Problem-Solving

Evidence from our research:

- ✓ Consistent increases in cooperation and problem-solving
- ✓ Strong interconnections → part of an integrated SC system
- ✓ Key constraint: fragile without trust, structure, and supportive context

Guideline

Cooperation and problem-solving should be understood as relational and communicative processes, requiring structured interaction and shared responsibility.

Policy recommendation

- ✓ Prioritize cooperative learning and joint problem-solving as core pedagogical approaches
- ✓ Support teachers in shifting from:
 - reactive discipline → proactive, dialogue-based approaches
 - individual performance → collective learning processes

Guidelines and recommendations



Digital Communication: From Use to Critical Integration

Evidence from our research:

- ✓ Increased awareness of: structure, workload, clarity, feedback
- ✓ Shift from technical use → critical and reflective use

Guideline

Digital environments should be designed as **pedagogically coherent spaces** that support communication, collaboration, and reflection.

Policy recommendation

- ✓ Establish clear standards for digital CPD:
 - user-friendly design
 - coherent structure
- ✓ Ensure:
 - manageable workload
 - purposeful tasks
 - consistent feedback
- ✓ Position digital tools as support for communication, not replacement of relational interaction

Guidelines and recommendations



Professional Identity Transformation

Evidence from our research:

- ✓ Shift from **subject expert** → **communication facilitator**
- ✓ Teachers increasingly act as:
 - relationship builders
 - mediators
 - facilitators of inclusive learning environments
- ✓ Impact extends beyond classroom (students, colleagues, parents)

Guideline

Teacher identity should explicitly include the role of **facilitator of Sustainable Communication**, integrating relational, communicative, and ethical dimensions.

Policy recommendation

- ✓ Recognize teachers as agents of Sustainable Communication in policy frameworks
- ✓ Integrate SC competences into:
 - teacher evaluation
 - school self-assessment
- ✓ Support Communities of Practice:
 - peer observation
 - case discussions
 - collaborative planning