



Education
Scotland
Foghlam Alba



Learning for Sustainability

Learning for a better world



@EdScotLfS





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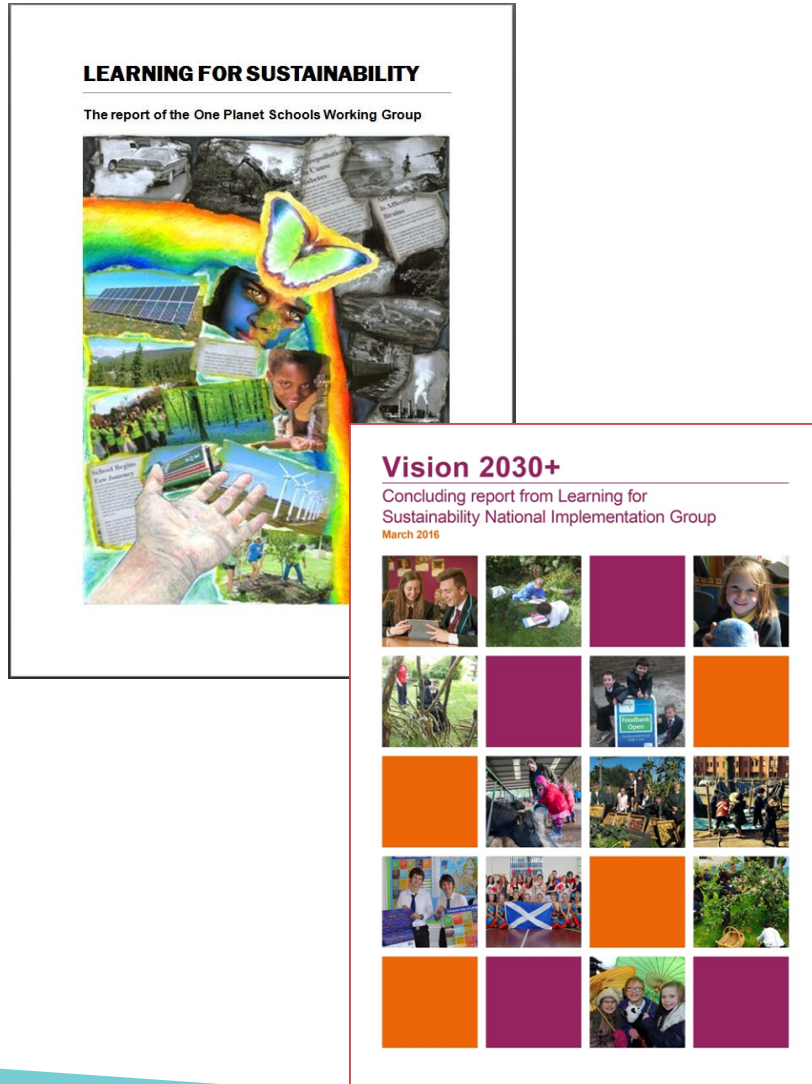


Learning for Sustainability is a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable society.

Learning for Sustainability, The Report of the One Planet Schools Working Group (2012).



Learning for Sustainability (LfS)



1. LfS is an entitlement for all learners
2. Every practitioner should reflect LfS in their daily practice
3. Every school to pursue a robust and coherent whole school community approach
4. Buildings and grounds to reflect the principles of LfS
5. Strategic national approach

<https://bit.ly/386UINh>



Self-evaluation and improvement



<https://education.gov.scot/improvement/self-evaluation/hgios4/>

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>



School and setting improvement plans



Whole school and community approach to learning for sustainability (LfS)

Self-evaluation and improvement framework

Transforming lives through learning

<https://bit.ly/38oU8uh>



Whole school and community approach to learning for sustainability (LfS)

Self-evaluation and improvement framework - summary version

EMERGING PRACTICE		HIGHLY EFFECTIVE PRACTICE
Self-evaluation for self-improvement We have identified LfS as an area for improvement in our establishment. Looking inwards, outwards and forwards, we are building a shared understanding of LfS and its relevance to our learners. Planning is underway to gather baseline LfS information. (HG10S4? Q.I. Links 1.1, 2.6)	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	Planning for LfS is well embedded in our culture. Almost all stakeholders have a good understanding and a strong and well-established vision for LfS and its relevance to learners. We are looking inwards, outwards and forwards more effectively and systematically, gathering a wide range of evidence to demonstrate the impact of LfS.
Leadership of learning Some staff have benefitted from LfS career-long professional learning (CLPL) opportunities. Some coordinators lead LfS with groups, such as the Pupil Council, but groups have yet to work together in a coordinated way. (HG10S4? Q.I. Links 1.2, 2.7)	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	We have a collegiate learning culture within our school aligned to the GTCS professional standards. The effectiveness of our CLPL is evidenced by a range of reliable data demonstrating improved outcomes for learners. There is leadership at all levels in relation to LfS. There is a strategic balance across the different aspects of global citizenship, sustainable development education, outdoor learning, participation and learner voice. All of our LfS activities are recognised as contributions towards a coherent and holistic whole school approach to learning for sustainability.
Leadership of change and management of staff Our staff are aware of some LfS themes and can identify what these look like in their context. There is good practice in some aspects of LfS. A coherent unifying vision for LfS has yet to be developed. Some of our policies reflect LfS themes and some attempt has been made to make decision-making processes more inclusive. Driving forward the LfS agenda is largely left to one or two practitioners, co-ordinators or champions. (HG10S4? Q.I. Links 1.3, 1.4, 2.7)	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	Our LfS culture is fully embedded in our establishment and all stakeholders are fully involved in decision-making and planning. A positive, open and participative ethos is exemplified in a warm, respectful and caring atmosphere and a strong community spirit. Staff have ownership of the LfS vision and LfS themes are reflected through policies and inclusive decision making processes, from ethical purchasing to CLPL provision. Staff engage effectively with a range of partners to ensure all learners receive their LfS entitlement.
Management of resources to promote equity We are beginning to explore how our school buildings and grounds can support LfS. Some work has been done to improve environmental practice in relation to waste minimisation and energy and water usage. Some effort has been made to improve our school grounds. The grounds are beginning to support daily contact with nature. We have a basic school travel plan. (HG10S4? Q.I. Links 1.5.2.1, 2.2, 2.5 2.7)	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	We have evidence and data to demonstrate improvements to the sustainability of our school building and grounds. Our grounds are varied and provide stimulating opportunities for learning, developing skills and engaging with nature. Our outdoor learning practice aims to tackle inequity and is informed by research. Our school travel plan is linked to our curriculum. Learners lead action plans and we have gathered data to show that active travel has increased.



Learner participation in self-evaluation

“A passionate commitment to ensuring social justice, children’s rights, learning for sustainability and equality are important pre-requisites for all who deliver Scottish education”

<https://education.gov.scot/improvement/self-evaluation/hgios4/>



embedded in the curriculum international education ethos
equality and fairness values-based understanding interdependence improving attainment and achievement
outdoor learning resilience critical thinking **health and wellbeing**
sustainable energy and water use local to global eradicating poverty and inequity
responsible use of our planet's resources play **children's rights** skills for work
links between environment, society and economy creativity contact with nature
problem solving **learning for sustainability** school linking
fair trade **learning for a better world** respect
peace and conflict identity and heritage
social justice engaging with democracy human rights addressing discrimination and prejudice
sustainable buildings and grounds discussing controversial issues
sustainable development education learners as leaders protecting biodiversity
developing political literacy tackling climate change growing food
culture community partnerships systems thinking **global citizenship** ethical issues
social and cultural diversity cooperative, collaborative and active learning waste reduction and recycling



I have experienced the wonder
of looking at the vastness of the
sky, and can recognise the sun,
moon and stars and link them
to daily patterns of life.

SCN 0-06a

Experiences and outcomes

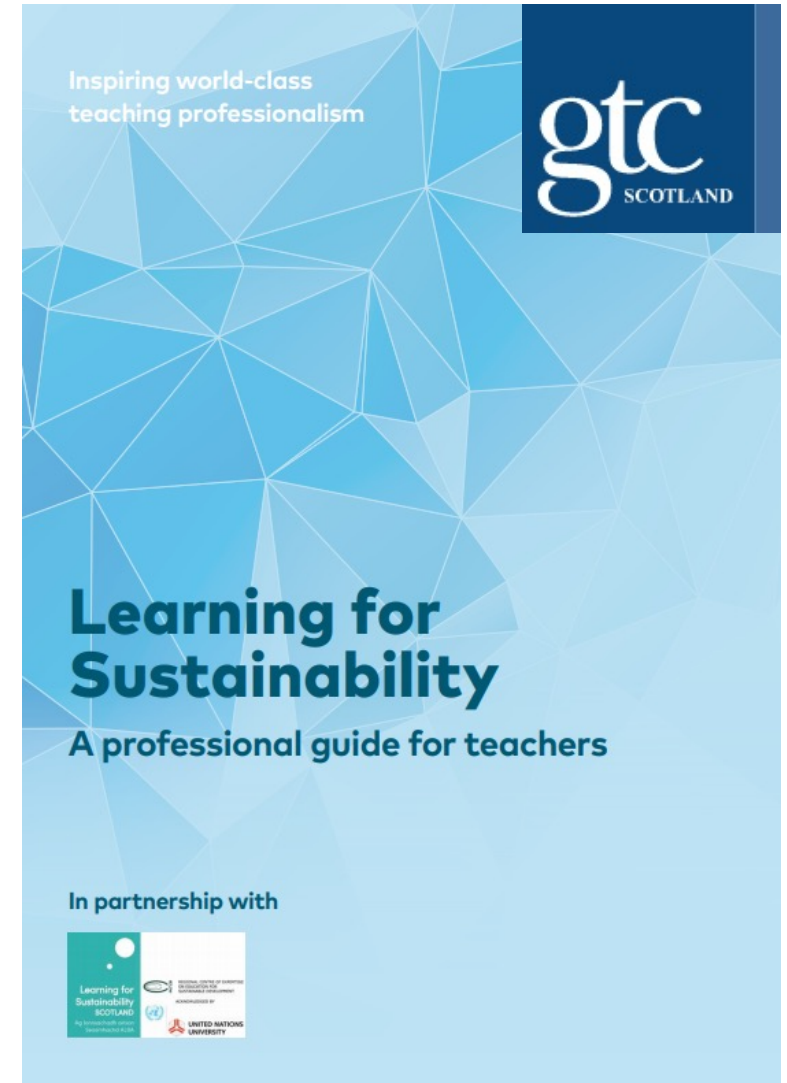


Professional standards

Engaged, reflective, empowered and skilled teachers and learners acknowledge Scotland's place in the world, our history, our differences and diversity, our unique natural environment, and our culture based on social justice.

Scotland's teachers help to embed sustainable and socially just practices in order to flourish as a nation.

<https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/learning-for-sustainability/>



Qualifications

The Scottish Qualifications Authority is committed to identifying opportunities for developing the knowledge, understanding and skills of LfS within all National Courses, Skills for Work Courses and learning pathways

<https://www.sqa.org.uk/sqa/80093.html>

Learning for Sustainability

LfS is an entitlement for all learners in Scotland. LfS is a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge and skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable society.

Learning for Sustainability (LfS)

global citizenship outdoor learning education for sustainable development

SQA is committed to identifying opportunities for developing the knowledge, understanding and skills of LfS within all National Courses, Skills for Work Courses and learning pathways.

1 PEOPLE	2 ZERO WASTE	3 CLIMATE ACTION	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

SUSTAINABLE DEVELOPMENT GOALS

Education Scotland Forghlam Alba

SQA

We support the Sustainable Development Goals.

Rights of the child



Climate Emergency Skills Action Plan 2020-2025

Key Issues And Priority Actions



Skills
Development
Scotland



Scottish Government
Riaghaltas na h-Alba
gov.scot

[climate-emergency-skills-action-plan-2020-2025.pdf](https://www.gov.scot/programmes-for-government/) ([skillsdevelopmentscotland.co.uk](https://www.skillsdevelopmentscotland.co.uk))



<https://www.gov.scot/programmes-for-government/>

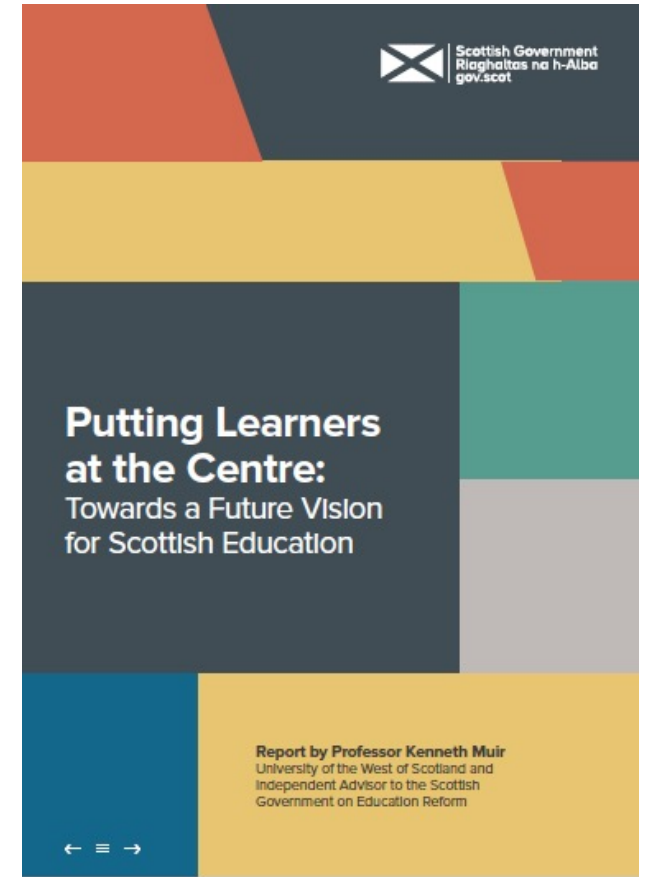


Learning for Sustainability

The current generation of learners see climate change as one of the most significant issues facing their futures and, as such, must be recognised as a key driver influencing the future of our education system.

All efforts, whether concerned with educational recovery post-pandemic or in terms of the future vision for Scottish education, must be directed to the purposes described in Article 29 of the UNCRC.

<https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/>



Scotland's approach to LfS

A range of videos are available for you to find out more about Learning for Sustainability practice in a range of education settings.



<https://blogs.glowscotland.org.uk/glowblogs/lfsblog/lfs-awards/>



Keep up to date



LfS Blog

<https://blogs.glowscotland.org.uk/glowblogs/lfsblog/>



LfS Summary Page

<https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources/>



LfS, COP26 and outdoor learning resources

<https://wakelet.com/wake/dx8-511rFvLFU03cIV9eh>



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<https://twitter.com/EdScotLfS>

