

Learning for Sustainability in CLD

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Learning for Sustainability report

- Learning for Sustainability encompasses global citizenship, outdoor learning, sustainable development education, and children’s rights.
- The One Planet Schools Working Group agreed that Learning for Sustainability is best taken forward by:
“A whole school approach that enables the school, and its wider community to build the values, attitudes, knowledge, skills and confidence to develop practices and take decisions which are compatible with a sustainable and equitable society.”

Learning for Sustainability in CLD from an inspection perspective

- Learning for Sustainability encompasses global citizenship, outdoor learning, sustainable development education, and children's rights – these are all areas we will look at within a school/learning community inspection.
- We will look at these areas from a dual perspective on inspection – from the both the focus on the school and its cluster and on the wider community in which it rests
- In starting with the school, what is notable is the increased range of activities within a school inspection setting that we see that reflects these areas

Learning for Sustainability from an CFE perspective

- Curriculum for Excellence places Learning for Sustainability at its heart and it is embodied in the four capacities.
- We see schools demonstrate these four capacities through:
- The increased use of outdoor learning such as nursery spaces, Forest Schools, more innovative use of school grounds and boundaries, transition trips and significant increase of award programmes such as John Muir Award and Duke of Edinburgh's Award - learning in the outdoors and about the outdoors
- In the range of global citizenship activities has increased particularly through the use of the internet and the growth of partner schools across the globe

Learning for Sustainability from an CFE perspective

- The increased focus on sustainable development education that we see in a range of areas such as Fair Trade, Carbon Footprints, local produce and food miles and the Slow movement
- There is an increase in the focus on children's rights based upon UNCRC and there is significant growth in the Rights Respecting Schools award across Scotland

Alongside these areas are the CLD dimension that is located in the wider community around the school.

Learning for Sustainability in CFE from an CLD perspective

- We find numerous examples of where school based activity around sustainability has arisen from the local community and the partners involved in CLD
- The support and the delivery of outdoor learning programmes in schools across Scotland is by CLD partners working with schools
- The delivery of award programmes, particularly in transitions are through the auspices of the CLD partnership in the area, including the voluntary sector and the work of volunteers, including parents
- The focus upon global citizenship and children and young people's rights adopted and driven by MSYP's and youth forums around the country

Learning for Sustainability in CFE from an CLD perspective

- The links between schools that focus upon sustainable development education and wider social movements around the school such as Fair Trade towns, local community food groups, fuel poverty and transport campaigns and allotment groups that are addressing the same issues
- What is notable about the school and learning community inspections is that we see these links becoming stronger as both schools and communities forge a common bond that focuses upon care for our planet and sustainable and socially just ways of living

Learning for Sustainability from an CLD perspective

- What we are also seeing is that this work between schools and CLD is just the tip of a much deeper practice that is extending into Scottish communities and here the CLD partnerships are playing a crucial role – we need to examine our inspection model to see how we can capture this more fully and look at impact over time
- There are some areas where further work is needed:
- The adult learning dimension to learning for sustainability
- Making more links between Community Development and Schools and a need to understand that children and young people's voices are of crucial importance to Community Development, which is still too often an adults only conversation

Learning for Sustainability in CLD – next steps

- The inclusion of this area of work within the Education Scotland Corporate Plan within our strategic objectives
- The development of Local Partnership Agreements with Local Authorities based upon these Corporate Objectives
- The implementation of the CLD Regulations in 2015
- The increased focus of inspections on the implementation of the Regulations in practice on the ground