

October 12th 2018

Dear Review Committee

DRAFT PROFESSIONAL STANDARDS FOR LECTURERS IN SCOTLAND'S COLLEGES AND LEARNING FOR SUSTAINABILITY

Learning for Sustainability Scotland¹ (LfSS - Scotland's UN recognised Regional Centre of Expertise on Education for Sustainable Development) and the Environmental Association for Universities and Colleges² (EAUC)'s Scotland Office work in partnership to support learning for sustainability in Scotland's colleges and universities.

We wrote to you (letter dated 15th February 2018) during the development phase for the Professional Standards, and greatly welcome the integration of learning for sustainability within the revised Standards. This aligns with the increased focus on environmental and social sustainability by the Scottish Government (as demonstrated through alignment of the National Performance Framework with the UN Sustainable Development Goals³) and the Scottish Funding Council (as demonstrated by the section on Environmental and Social Sustainability within the College Outcome Agreement Guidance⁴).

We offer you the following suggestions to enhance the integration of sustainability within the Professional Standards, and to provide greater clarity about what is expected from lecturers:

Vision

- 1) In sentence 2 we suggest the use of “responsible global citizens” in line with the Curriculum for Excellence
- 2) Rather than “contributing to sustainable economic growth” we suggest use of language from the National Performance Framework, which is aligned to the Sustainable Development

¹ <http://learningforsustainabilityscotland.org>

² www.eauc.org.uk

³ <http://nationalperformance.gov.scot/>

⁴ http://www.sfc.ac.uk/web/FILES/guidance_sfcgd212017/SFCGD212017_College_Outcome_Agreement_Guidance_2018-19.pdf pp32-33

Goals, such as “contributing to a flourishing society, increased wellbeing and sustainable and inclusive economic growth”.

Values

- 1) In sentence 3, include social justice as integral to every day practice, and equity (which takes into account that everyone’s needs are not equal) is more relevant than equality. Therefore, “...ensuring that respect, integrity, inclusion, social justice and equity are integral to...”.
- 2) In sentence 4, in addition to students taking responsibility for their own learning, they should also take responsibility for their impact on others, and maximise their potential in the world.
- 3) Sentence 5 should also mention a value and commitment to the natural world
- 4) The final sentence seems to narrow at the end – we are in a complex and ever-changing world.

Professional Values

- 1) 1.1 point 4 – equity is again more relevant than equality
- 2) 1.2 point 5 – we suggest use of the term “environmental and social sustainability” in line with the Outcome Agreement Guidance from the Scottish Funding Council

Professional Knowledge and Understanding

- 1) 2.1 – this section could be renamed “Sustainable development – political, social, environmental and economic drivers”. Similarly, environmental drivers should be mentioned under point 1 and point 2.
- 2) 2.2 point 7 – this should conclude with “including learning in the outdoors”
- 3) 2.2 – addition of a point about transformative learning is required, something like “Creates opportunities for learning to be transformative in terms of challenging assumptions and expanding worldviews, in line with the principles of environmental and social sustainability.”
- 4) 2.2 point 12 – addition of “real world experiences” would add an additional element to this section.
- 5) 2.3 point 5 – replace point 5 with “Understands the concepts and relevance of environmental and social sustainability...”

Professional Practice

- 1) 3.3 point 4 – this should enable them to gain and continue to develop the essential values, skills and knowledge required, not just skills.
- 2) 3.3 – addition of a point about “Adopts key approaches from learning for environmental and social sustainability, including participative learning, engagement in decision making, and problem-based and experiential learning.
- 3) 3.4 – evaluate technologies not only against their impact on meeting student needs, but also on wider environmental and social sustainability.
- 4) An addition to the Professional Practice section on learning for sustainability is required, showing the importance of lecturers demonstrating sustainability within their practice, and engaging with wider college sustainability policies and practices to enhance their teaching and learning. This could take the form below:

3.6 Effective application of sustainability principles to learning, life and work

- Supports policies, activities and initiatives that have a bearing on environmental and social sustainability
- Engages with and critically evaluate College sustainability practices to support student learning
- Provides authentic learning opportunities that enable students to relate their knowledge and skills to real life issues locally and globally
- Recognises the complex and interdependent nature of the world, and collaborates with others to provide innovative, interdisciplinary practice

Glossary

In line with our comments above we suggest the following definition (changes in bold):


Environmental and Social Sustainability in learning and teaching

Themes of **environmental and social** sustainability, and the impact of course-relevant decisions on people and the environment **locally and globally**, should permeate teaching practice, inform it, and be made explicit **to enable learners to respond effectively to real-world challenges**.

Learning for Sustainability Scotland and EAUC-Scotland would welcome a meeting with CDN to discuss how we can help to support colleges to deliver against the enhanced sustainability aspirations outlined above. A range of support is already available, and we would welcome discussion on partnership working to develop additional training and resources that will be required.

Please do not hesitate to get in touch for clarification on any issues or more information. We look forward to hearing from you.

Kind regards,



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