Learning for Sustainability SCOTLAND
Ag Ionnsachadh airson Seasmhachd ALBA

Webinar: Exploring relevance and approaches in Learning for Sustainability in times of crisis and calm

Welcome!

PLEASE

- Mute your audio and switch off your video
- Put any questions in the chat box
- We will be recording this webinar

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

3 June 2020

lfsscotland.org

Welcome from LfS Scotland

Rehema White, Chair

Laura Curtis-Moss, Co Vice-Chair

Betsy King

Kirsten Leask

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

Housekeeping

PLEASE

- Mute your audio and switch off your video
- Put any questions or comments in the chat box
- We will be recording the main session in this webinar, but not the group discussions

Who are we?

Learning for Sustainability (LfS) Scotland is a UNU Regional Centre of Expertise (RCE) in Education for Sustainable Development.

We are an open network in which members and partners come together to undertake collaborative projects, research and advocacy that push forward Learning for Sustainability practice and policy in Scotland.

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

Exploring relevance and approaches in Learning for Sustainability in times of crisis and calm

AIMS

- **critically reflect** on current and future needs for LfS
  explore the relevance and contribution of LfS in the Covid 19 context and in future periods of crisis and calm
- **share and celebrate** the approaches of LfS practitioners from around Scotland who have found new ways of working to engage their communities
- **inspire** new thinking and approaches for the future

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT
ACKNOWLEDGED BY
UNITED NATIONS UNIVERSITY

Mentimeter

One word to describe how you are feeling in this time of crisis and calm

Exploring relevance and approaches in Learning for Sustainability in times of crisis and calm

AGENDA

12.30 Welcome and Introductions

Rehema White

12.50 Exploring new Learning for Sustainability Approaches

Toby Clark, John Muir Trust

Roxana Romero, Leith Community Crops in Pots

Anya Hart Dyke, Author

Karen Carter, Lockerbie Primary School

13.25 Group Discussions

With Learning for Sustainability in mind, what personal, professional or system changes would you like to take forward from your experiences during Covid-19?

13.45 Summary and Next Steps

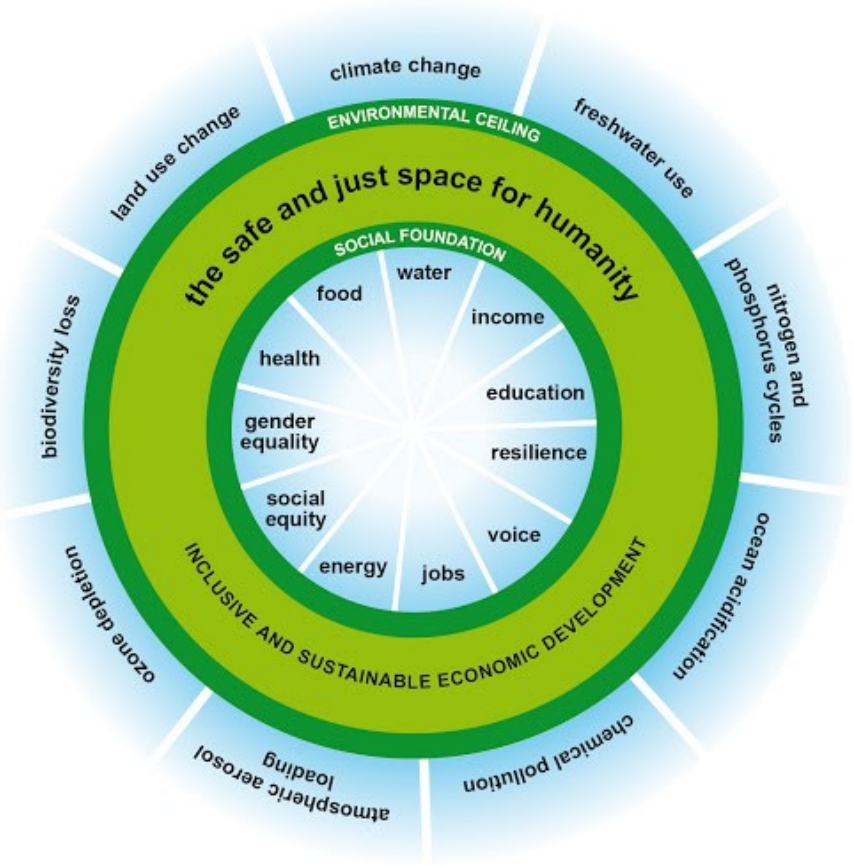
14.00 Finish

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

Why do we need Learning for Sustainability?



- **Global challenges and social inequalities: complex, uncertain, global yet local**
- To imagine and pursue sustainable visions of the future
- To tackle controversial issues
- To debate and engage with policy

  eg SDGs and practice
- To inspire critical thinking and innovation

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

Who is LfS for?

All educators

All learners

Schools, colleges, universities

Communities

Organisations and institutions

Policy makers and leaders

Businesses

Media

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

What is LfS?

"Education for Sustainable Development (ESD) is about enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies." **(UNESCO, 2017)**

- Learning *for*, not just *about* sustainability
- Personal, institutional, societal transitions and transformation
- Aligns with attainment, global citizenship, outdoor learning, entrepreneurship, ESD agendas

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

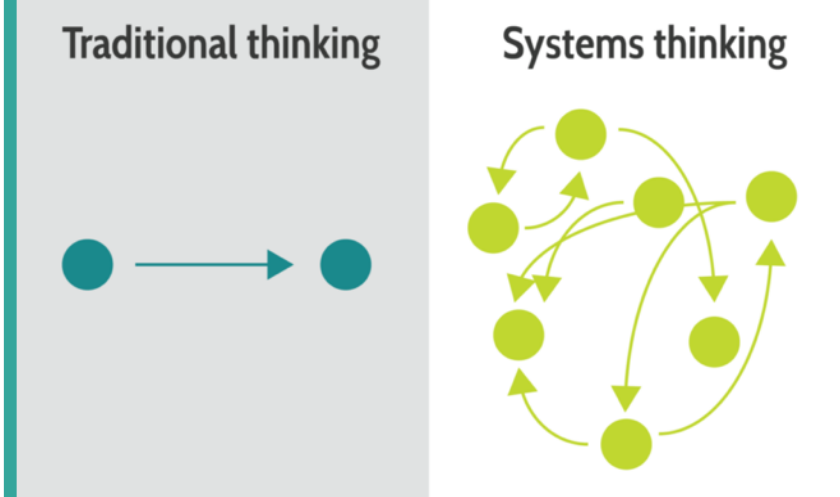
How do we do LfS?

- *Whole institution approach*
- *Wide curriculum*
- *Innovative pedagogies*
- *Interdisciplinary*
- *Outdoor learning*
- *Critical thinking*
- *Systems, future thinking*
- *Case studies, local/global*
- *Experiential learning*
- *Student centred*
- *Reflexivity…….*

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY



LfS Competencies

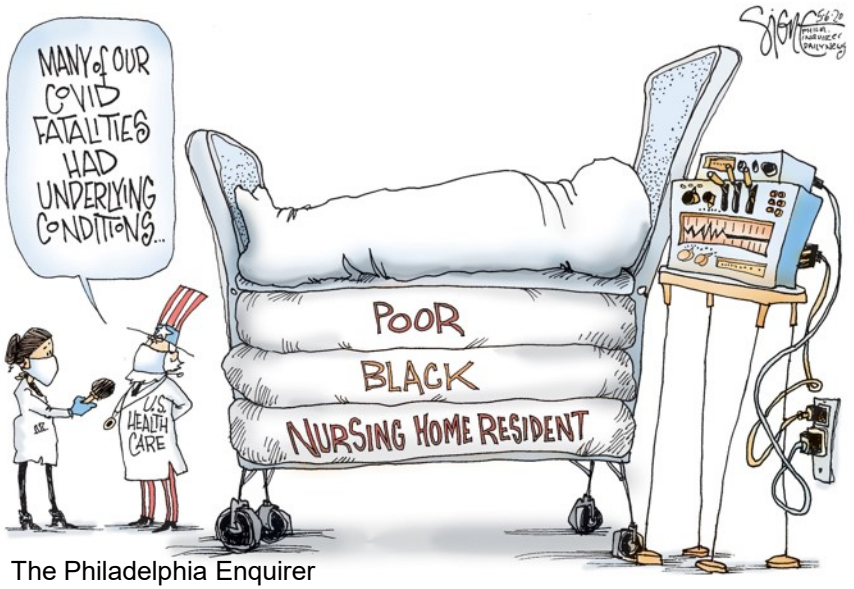
(Wiek et al 2011, Giangrande et al 2019)

Type	examples
Anticipatory	Developing narratives of the future
	Backcasting and forecasting skills
	Working with scenarios, risks, intergenerational equity, and unintended consequences
Systemic working	Ability to work with key aspects of systems theory; tipping points, nested hierarchies and slow and fast variables and resilience
Interpersonal	Including skills around mediation and conflict resolution
	Leadership and team building
	Communication skills, including empathy and empathic responses
	Transcultural thinking and deliberation and negotiation
Normative	The development of worldviews and perspectives
	Ability to assess the stability of current or future states
	Ethical questions, including risks and tradeoffs
	Ability to assess well being
Strategic	Planning, decision making, assessment of obstacles, identification of success factors
	Knowledge of behavioural change
	Organisational development
	Use of Kolb's action reflection cycle.
Intrapersonal	Presencing, self awareness, stress management, meaning making, connection with self, inner peace, mental wellbeing, self-reflection

Covid-19 causes and challenges

National Geographic

blogs.lse.ac.uk



The Philadelphia Enquirer

Covid-19 experiences: personal

Covid-19 experiences: professional

Peeblesshire News

Covid-19 experiences: societal

Covid-19 and LfS

- Competencies to address wicked problems?
- Understanding wider causes and consequences?
- Debate controversial issues and develop critical thinking – tackling fake news?
- Engaging with real world problems?
- Intra- and inter-personal skills?
- **What kind of future do we want and how do we get there?**

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

TOBY CLARK, JOHN MUIR TRUST

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

Relevance and approaches in Learning for Sustainability in a time of crisis and calm – Toby Clark, John Muir Trust

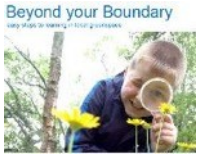
Outdoor / nature

Outdoor Learning DIRECTORY

Creative STAR Learning Ltd

LOST
LEARNING • OUTDOORS • SUPPORT • TEAM

SUPPORTING 2020 COASTS & WATERS



Field Notes: From a parent

Positioning

wakelet
Learning for Sustainability/Outdoor Learning

FRAME WORKS

Awards Network

REROUTE

Research

Opinion

In search of the "nature cure"
newhumanist.org.uk

Practice – John Muir Award in pandemic examples
Visit www.johnmuiraward.org scroll down to COVID-19

JOHN MUIR AWARD

wild places:
DISCOVER
EXPLORE
CONSERVE
SHARE

Twitter @ClarkToby #ThisIsLfS

ROXANA ROMERO,
LEITH COMMUNITY CROPS IN POTS

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

LEITH COMMUNITY
CROPS IN POTS

Our Mission: "To encourage and support the people and organisations of Leith to grow food vegetables, and flowers for bees, in urban spaces, in order to improve health and well-being, community cohesion and environment."

Lets create a Happy, Healthy, Leafy Leith!

CROFT CARBON
COLLEGE

FROM THIS → TO THIS

FROM THIS → TO THIS

Twitter: @cropsinpots

LEITH COMMUNITY CROPS IN POTS

- ‘Amongst many other things Covid has exposed the fragility of the food system and the widespread inequality and isolation that was rampant in our society even before the lockdown. It’s incredible to work with volunteers on the Croft, and all of them remark how much purpose it gives to be a part of local food production and how refreshed they feel after doing something physical with their hands in the soil and as part of a community. The days are filled with hope and gratitude, and the many conversations I have with volunteers ever day show that people are genuinely taking this time for reflection and profound questioning of what might have been dysfunctional about the “normal” we just came out of. One can only hope that somewhere in this darkness can be a positive step to a future with less social isolation, less dependence on consumer-capitalism that breeds unhappiness, and more direct control of communities over their food production’

ANYA HART DYKE, AUTHOR

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

Planetary boundaries for kids

Anya Hart Dyke

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT
ACKNOWLEDGED BY
UNITED NATIONS UNIVERSITY

Shifting the baseline

- Sustainability requires long-term thinking: parents already think about the (long-term) future of their child
- Skills for Life: Teaching kids how to care for the planet is as fundamental as nutrition and learning how to socialise
- Children must understand WHY planetary boundaries are so important to sustain habits into adulthood

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

What kind of approach?

Becoming less materialistic

- Giving ‘gift of time’ over stuff
- Guardianship rather than ownership - borrowing and swapping toys/games/clothes; repairing things
- Buying second-hand
- Making things and learning new skills – shop-bought substitutes, repurpose waste materials, reinvent what you’ve already got

The impact of consumerism

- Using age-appropriate materials to explain the impact of waste and carbon/water footprint of everything we buy – food, toys, clothes
- Proactively engage with nature to ensure children value it – lots of resources out there
- Teaching activism – how to influence others (peers, community members, social media)

Spreading the word

Online

- E-book ‘Our throwaway society – raising children to consume wisely’
- Social media platforms
- Collaborating with other organisations and individuals e.g. Kids Against Plastic, Eco Action Families

In the community:

- Through ‘gift of time’ dress up
- Through activities that engage other children in the village where we live
- Through Headteacher at daughter’s primary school
- Eco Club

Thank you

Anya Hart Dyke (Twitter, Instagram, Pinterest)

Big Dreams, Little Footprints

https://www.bigdreamslittlefootprints.org

info@bigdreamslittlefootprints.org

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

KAREN CARTER,
LOCKERBIE PRIMARY SCHOOL

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

lfsscotland.org

Lockerbie Primary School

Connecting Classrooms

Exchange of Culture in a Box during conference in Amman, Jordan 2017.

6 CLEAN WATER AND SANITATION

Connecting Classrooms

Scotland/ Palestine visits

- HT and CT Easter 2019 visit
- HT/ Int Coordinator

September 2019 visit including Scottish Learning Festival and Beach Clean

14 LIFE BELOW WATER

Connecting Classrooms

Cluster project – **ScotPal**

"We will explore SDG3 Good Health and Wellbeing, through developing teacher skills in promoting an inclusive pedagogy, differentiation and SEN and psychosocial support within our schools. The main aspect of our work with pupils will be to develop their own responsibility and understanding for their own health and their responsibility to act on a more global basis to impact on the lives of others."

Group Discussions

With Learning for Sustainability in mind, what personal, professional or system changes would you like to take forward from your experiences during Covid-19?

- Unmute yourself when you arrive in your group
- Identify a facilitator and a notetaker (send notes and image to Betsy)
- Share one or two key points/words written large on A4 sheet at the end of discussion

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT
ACKNOWLEDGED BY
UNITED NATIONS UNIVERSITY

Feedback and feed the future

- Comments
- Individual reflections
- What next from LfS Scotl

Value Teq Solutions

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY

Mentimeter

One word to describe how you are feeling after this webinar

Thanks -contact and join us

Contact us: enquiries@lfsscotland.org

Become a member (for free):

www.learningforsustainabilityscotland.org

Send us ideas: for further webinars

Next webinar: 30 June ‘Climate Action after Covid-19’ (sign up link in June Bulletin)

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

UNITED NATIONS UNIVERSITY