

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

June 3<sup>rd</sup> 2020 12.30-2pm

## 1. Participants' contributions

How are you feeling in this time of crisis and calm?



### CHAT BOX COMMENT

*'It's engaging that missing generation'*

*'We are teaching two generations at once at the moment'*

*'Having spent time living outside the UK, I see that it is a very specific problem of the UK... sadly. Loss of connections across the generations.'*

*'How do we encourage activism in pupils without being accused of crossing any professional boundaries? (I'm a newly qualified teacher)'*

*'Engaging parents is a useful way to support Lfor S in communities'.*

*'Parent and family John Muir Award engagement is something we've seen increase during pandemic'.*

*'Yes - there's a lot to be done to help educators understand that LfS is about society and the economy - as well as ecology - and that outdoor learning is just one pedagogical approach that can be utilised to bring about the kind of change we want to see'.*

*'In Sweden, where I live (that out-post of Scotland) all kids are playing outdoors every day in all weathers, over many generations. I wonder if over time the teachers of the future will have less resistance to being outdoors, since they played a lot outdoors when they were kids... Just a thought that occurred to me'.*

### GROUP DISCUSSIONS: feedback notes from participants

*With Learning for Sustainability in mind, what personal, professional or system changes are inspired by your experiences during the Covid19 crisis?*

#### Maximising outdoor space

- balconies windowsills to greenspaces
- for learning (3-18 and beyond, colleges and adult learning, special learning needs)
- as spaces for confident learning and teaching and engagement

Needs levels of policy support - Ed Scotland, Local Authorities, GTCS, College Development Network, YouthLink

Consider what role LfS has in reducing poverty as a barrier to learning

Mindful of mistakes - let's not focus on playing catch-up to cover content.

LfS can offer competencies.

#### Outdoor Learning

- need for training for student teachers
- external agencies helping in schools should always be team teaching to help upskill teachers.
- Urgent need for teacher training in outdoor learning to develop confidence and to make it sustainable.
- part of the return to school plans

#### Support for teachers

- external agencies providing support during blended learning.
- possibly helping with home learning while teachers are teaching classes
- parent volunteers in school – bridging the gap that often hinders opportunities
- making things easy for teachers

#### Sharing good practice

- Learning for Sustainability Inspiration Portal on website – coordinated links to organisations doing work on sustainability - topics
- setting up links between schools and organisations
- sharing resources
- Skype Classroom / YouTube / Connecting Classrooms
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#### Intergenerational Connections

- educating parents about sustainability as well as pupils
- gardens, outdoor spaces,
- connections to community

Sharing ideas, and getting the opportunity to easily access what other schools and organisations are doing in relation to LfS:

- 'Teach Meet' -finding these REALLY useful during lockdown - a range of educators make a 5-min video (e.g. using Loom) of something they have been doing. These are collated and presented by a host, and it's recorded for YouTube e.g. <https://www.youtube.com/watch?v=5P0voWSNstQ>
- LfS portal (linked to on Glow and Education Scotland?) to bring together what's happening elsewhere (in Scotland and further afield) and providing opportunities to link in e.g. Emily working in Mull as a ranger making clips/offering YouTube lessons to connect to kids in urban areas

- Similar resources to the FSC - pre-lesson materials, live lessons and CPD for teachers - is this something LfSS could offer? e.g. Fieldwork Live <https://encounteredu.com/live-lessons>
- 'Be Sustainable' modules for teaching staff in schools to complete on Inservice days (like what is used at Edinburgh Uni from the Dept of Social Responsibility and Sustainability) - linked to LfS in the GTCS standards and giving practical tips - 30-45 mins for all staff to complete as part of their annual training? As you know, it needs to be really easy for all educators to link to LfS - those who don't have much time, those who don't give the environment much thought, those who are nearing retirement, those who think LfS doesn't relate to their subject area...

#### Health and Wellbeing and Inclusivity

Challenges: Something drastic needs to happen to education - Social distancing - No face to face contact - How will learning happen - Working with vulnerable adults and children - Need for person to person contact.  
 And benefits Online learning - Outdoor learning and being outside more - Outdoors to promote healing (mental health) - opportunity to change education - video conferencing teachers and pupils with their families being involved in learning together.

Trying to get everything CPD online very speedily - moving things on to podcasts.  
 Do teachers still want CPD? Is it the last thing on mind?  
 Parents have had to 'become teachers'. What are engagement levels like?  
 With P1, parental engagement is more 'on the same page' - more in touch with the school and their child's education.  
 Could spend the whole week doing Learning for Sustainability - no room for other things.  
 Shift the mindset so that LfS is not an add-on  
 Build up the children's and teacher's skills and mindset about being outdoors because it will be a long-term thing

| Personal   | Professional  | System (Societal)   |
|--|---|---|
| Food growing space within homes to be maintained e.g. gardens, window herb gardens             | Connection with a wider range of professionals to deliver more diverse curriculum | Questioning choices over mode and purpose of travel. There is less traffic emissions and noise pollution. |
| Sharing of community resources including knowledge and expertise                               |   | Questioning need for holidays abroad in contrast to destination within home country                       |
| Connectiveness to people within the local community builds optimism and community resilience   |   | Exploring the value of commuting as opposed to working from home  |
| Learning more about local spaces   |   | Tackling the inequity exposed by Co-Vid 19 and responses  |
| Reduction in consumerism e.g questioning the value of our purchases and do we really need them |   | Need to transform packaging system  |
| Changing shopping patterns – supporting more local businesses and buying food locally          |   | Question how we deal with waste emerging from Co-Vid 19 e.g. gloves and masks                             |
| Focus on hobbies are therapeutic, improve MHWB and prompt calmness                             |   |   |

# How are you feeling now after this webinar?



## 2. RESOURCES SHARED

**Framing Covid-19** <http://frameworksinstitute.org/framing-covid-19.html>

**Topic #10: Talking about climate action in the era of COVID-19**

<http://campaign.r20.constantcontact.com/render?m=1102110589910&ca=ae62f8fe-cc6b-4709-a491-9135f15b40bf>

**Educational outcomes of Learning for Sustainability: literature review**

<https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/3/>

**John Muir Award during COVID-19: examples of nature connection activity amid the pandemi**

[https://www.johnmuirtrust.org/assets/000/004/429/John\\_Muir\\_Award\\_during\\_COVID\\_original.pdf](https://www.johnmuirtrust.org/assets/000/004/429/John_Muir_Award_during_COVID_original.pdf)

<https://www.johnmuirtrust.org/john-muir-award/get-involved/family-support>

**Learning for Sustainability/Outdoor Learning Wakelet** <https://wakelet.com/wake/dx8-511rFvLFU03cIV9eh>

**Reroute** <https://young.scot/campaigns/national/reroute>

**University of Derby Covid-19 Nature resources** <https://www.derby.ac.uk/research/about-our-research/centres-groups/nature-connectedness-research-group/covid-19-resources/>

**Big Dreams, Little Footprints** <https://www.bigdreamslittlefootprints.org>

**Leith Community Crops in Pots** <https://leith-community-crops-in-pots.org/>

**Connecting Classrooms through Global Learning** <http://learningforsustainabilityscotland.org/connectingclassrooms/>

**Learning for Sustainability Scotland** - become a member (for free): [www.learningforsustainabilityscotland.org](http://www.learningforsustainabilityscotland.org)