

#ThisisLfs

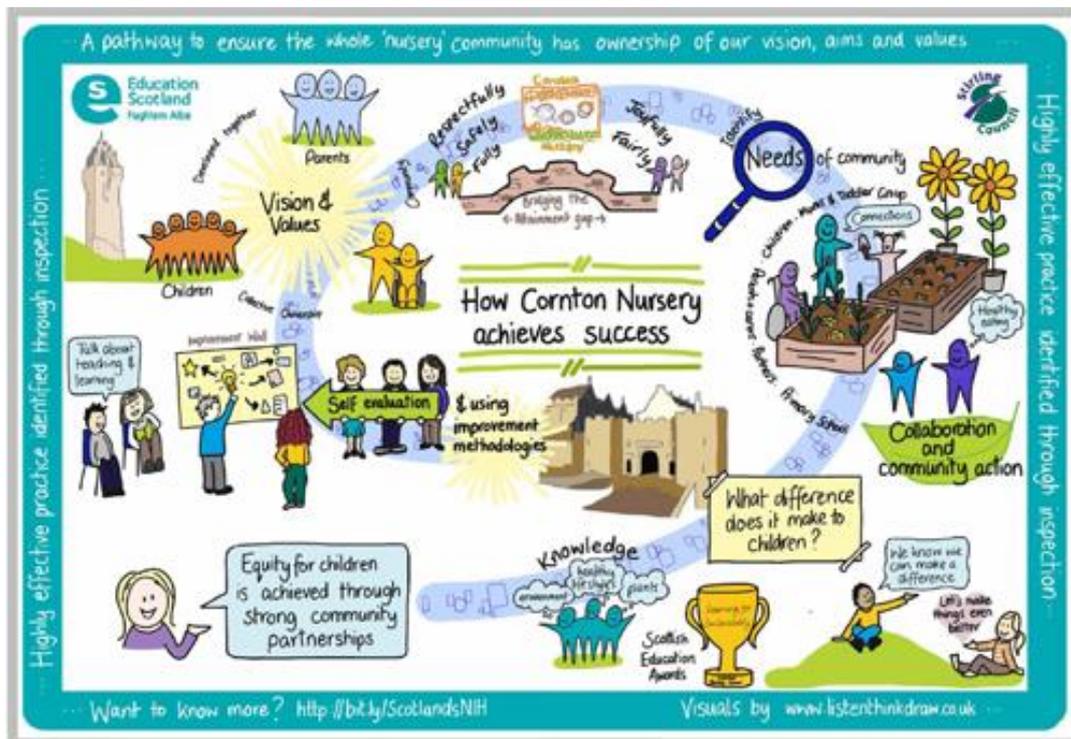
Towards a whole setting approach
to Learning for Sustainability:
Inspiration & Insights



Cornton Nursery

Local Authority: Stirling

Early Years and Family and Childcare learning (110 children)



Education Scotland Sketch Note 2017

Summary

At Cornton Nursery 48% of children live within Decile 1 of the Scottish Index of Multiple Deprivation and 48% within Decile 8. 20% of children and families speak English as an Additional Language with 15 different cultures being celebrated within the learning community.

Over a two-year period the Nursery children, families, practitioners and community partners collaborated to develop a curriculum rationale based on Learning for Sustainability (Lfs) and reflecting the UN Sustainable Development Goals. Their aim was to bridge the opportunity and equity gap and empower their children and families to secure positive outcomes.

Learning for Sustainability is woven through the Nursery's curriculum, campus, community and culture through the key themes of Nurture and Nutrition, Outdoor Learning, Children's Rights and Responsibilities, Global Citizenship, Climate Change and Justice and Food Cultures.

How did Cornton Nursery develop its whole setting approach?

1. A large 'self-evaluation wall' in the staff room set out the journey and keeps the process 'on-track'.
2. The Education Scotland whole school and community [Learning for Sustainability self-evaluation tool](#) is used to identify what to prioritise and in which order.
3. Using data from [Growing up in Scotland](#) and the [WWF Pathways tool](#) the staff look deeply into the needs of their community:
 - **Evaluating** the Social, Economic, Environmental and Governance influences on the lives of their families.
 - **Identifying** the skills their children and families needed to succeed within the community and beyond, and
 - **Designing** their curriculum around this.
4. There is ongoing revisiting of community needs and reviewing of priorities

"Through continued professional dialogue we ensured that if we were steering off track, at least we were doing it together! We soon realised that there is no wrong way in becoming a Learning for Sustainability setting, it is at the heart of our curriculum!"

Some examples of the Nursery's initiatives

- A community weaning garden for childminders and toddler groups, promoting healthy eating with all year 'plant to plate' produce.
- Monthly Community Action Days, including cultural celebrations to promote equality and diversity and share food cultures
- Work with families on "Fly Away Cornton" where children become reporters, photographers and litter pickers, cleaning up the local environment and developing a sense of community pride
- Staff involvement in professional learning to increase their confidence in delivering a whole setting approach to LfS.

How do you know the whole setting approach is working?

- **This approach addresses Scotland's education priorities such as the National Improvement Framework, GIRFEC and Stirling's Raising Attainment Strategy**
- **Children's voices tell us of an increase in community pride and empathy towards others**
- **Educators, Partners and Families report an increase in levels of children's engagement, concentration and respectful and emotional behaviours.**

Cornton Nursery's top tips for achieving a whole setting approach:

- Use Education Scotland's whole school and community [Learning for Sustainability self-evaluation tool](#) to identify priorities
- Involve everyone in your local community. Equity cannot be achieved alone.
- Keep Going!