



# CONNECTING CLASSROOMS

through Global Learning

## Discover the power of Learning for Sustainability



**CLUSTER CO-ORDINATOR HANDBOOK**



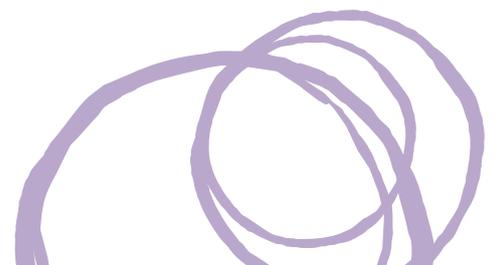
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# What is Connecting Classrooms through Global Learning?

## Discover the power of Learning for Sustainability

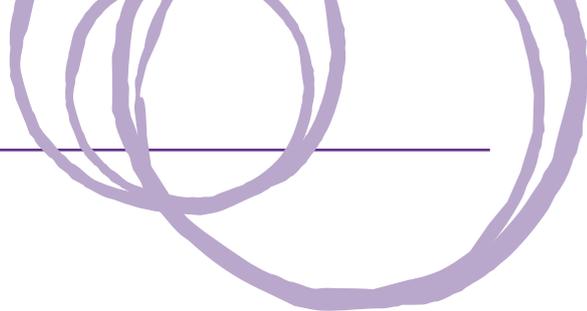
**Connecting Classrooms through Global Learning** supports schools and early years settings in Scotland and internationally to learn about and collaborate on the big issues that shape our world. The programme is co-funded by the British Council and the Foreign, Commonwealth & Development Office (FCDO). Contributing towards increasing Learning for Sustainability (Lfs) in Scotland's schools, the programme is intended to:

- improve teachers' pedagogical skills, especially their ability to incorporate transferable skills into their curriculum teaching
- give young people in both Scotland and overseas countries an opportunity to develop the knowledge, skills and attitudes to live and work in an increasingly globalised world
- raise awareness of global issues amongst young people by supporting collaboration with their international peers.

## How it works

There are a host of learning opportunities and support on offer as part of the programme. Whether you are part of a cluster of schools or applying for individual opportunities, you can tailor your Lfs journey to match your school's priorities thanks to the programme's range of flexible elements. As part of Connecting Classrooms, you can:

1. **partner with schools** – collaborate with schools in Scotland and other countries on activities focusing on Lfs themes. Partnerships offer you the chance to share experiences and learn from one another
2. **develop a whole-school approach** – receive support in implementing an effective whole-school approach to Lfs to create coherent, rewarding and transformative learning experiences
3. **explore teaching and learning approaches** – improve your knowledge and expertise at embedding Lfs themes in your teaching, by completing professional learning courses; available online and face-to-face
4. **take action for the SDGs** – complete activities with partner schools based on the Sustainable Development Goals (SDGs) and inspire young people to take meaningful action towards achieving the Goals in their local communities and beyond
5. **apply for funding** – as a cluster of schools or one-to-one school partnership, you can apply for funding to facilitate reciprocal visits, events and training as part of the Connecting Classrooms journey
6. **receive accreditation** – whatever stage of your Connecting Classrooms journey you've managed to reach, you will receive the relevant level of the International School Award to recognise and highlight your achievements.



## Why take part?

### Benefits for pupils

Connecting directly with Curriculum for Excellence, involvement will enable you to implement teaching and learning approaches which can:

- equip children and young people with values, knowledge, attitudes, capabilities and skills to enable them to contribute effectively in a globalised and interdependent world
- enhance motivation and readiness to learn
- have a positive impact on attainment in literacy and numeracy
- improve young people’s health and wellbeing.



### Benefits for teachers

- understand the contribution LfS makes to key national priorities such as raising attainment and achievement, tackling inequity, addressing the SDGs and to Developing Scotland’s Young Workforce
- enhance teaching and learning approaches in collaboration with colleagues in Scotland and overseas
- compile evidence to support Professional Review and Development and Professional Updates for GTCS registration through meeting the GTCS Standards related to LfS.

### Benefits for schools

- effectively plan for and implement LfS approaches in your school and wider community in ways that will significantly enhance the educational experience of all learners
- receive support in enabling the school to develop a coherent whole-school approach to LfS with a focus on Curriculum for Excellence and local and global partnerships.

# The cluster co-ordinator role

## Your role as cluster co-ordinator

As an experienced practitioner in Learning for Sustainability and International School Partnerships, this is an exciting opportunity to develop leadership skills within a dynamic learning partnership. Your role will include giving advice to schools in the cluster on the process of completing the self-evaluations, applying for a grant, implementing the action plan and being the key contact with the British Council and your local advisor.

This is a flexible role which you can adapt to suit the needs of the cluster alongside your own strengths and working capacity. You might choose to delegate some tasks, for example, the financial management, to someone with that particular expertise.

### Tasks of the cluster co-ordinator include taking overall responsibility for:

- recruitment and support of schools in the cluster; including your two overseas partner schools
- completing the cluster self-evaluation plan and developing an action plan
- leading cluster training (see pages 9-20)
- direct liaison with your overseas partners and with the British Council
- submission of the grant application
- financial management and expenditure of the grant
- co-ordination of any international visits
- timely submission of reporting.

“ Learning for Sustainability (LfS) is an entitlement for all learners within Curriculum for Excellence. LfS is embedded within the General Teaching Council of Scotland Professional Standards for practitioners and permeates *How good is our school?* [Fourth edition]. The United Nations Sustainable Development Goals are central to Scotland’s national vision and are at the heart of the Scottish Government’s National Performance Framework ” Education Scotland 2018

## Leading a learning partnership

### Benefits and challenges

Working in partnership, locally and globally, can be motivating and enhance the learning process. Sharing work within a cluster brings an added dimension to learning and strengthens working relationships between schools in the same locality.

However, any partnership, whether working locally or globally, will not be without its challenges. Finding time to meet as a group and take ideas forward within schools is always difficult. It is important to establish early on the support and commitment of individual schools' Senior Management Teams for a whole-school and community approach to LfS.

Sharing work within a cluster brings an added dimension to learning and strengthens working relationships between schools in the same locality

The programme works best when there is a number of staff in each school involved, not just one individual teacher. This is important for sharing the workload, but also helps to ensure future sustainability of the initiative. One of the initial tasks of the cluster working group might be to share the programme with other staff and encourage wider engagement. Involving different staff members with specific named tasks can aid this process and generate commitment to the programme and the partnership.

Part 2 of the cluster training materials will support you and your cluster team to identify and consider possible solutions to some of these challenges (see pages 16-17). You will also find some introductory activities on developing an international school partnership (see pages 14-15).

### International school partnerships

International school partnerships inspire pupils to fully engage with learning through joint learning activities focusing on global themes. They offer teachers the chance to share experiences and learn new thinking, ideas and practices from colleagues in other countries, in line with the international [engagement strategy of Education Scotland](#).

International school partnerships can take a variety of forms; some might include reciprocal visits while others develop as virtual partnerships. Ensuring equality and reciprocity within all types of partnership is important. Shared curriculum ideas and projects can work in various partnership formats. Connecting Classrooms through Global Learning can match you with an international partner school to help you build international connections, as well as offering guidance and training to get the most from partnerships.

The cluster training materials include ideas to explore some of the benefits and challenges of international partnership (see page 14).

# Getting started

## 1. Using the self-evaluation tools

The cluster self-evaluation should be completed in collaboration with all schools in the cluster in order to identify the needs of the cluster and inform future actions, as well as providing a basis for grant funding applications. Before completing this cluster self-evaluation, all schools in the cluster need to have completed their own whole-school's self-evaluation web. These will be used to identify strengths and areas for development across the cluster.

**The cluster self-evaluation will help you develop an action plan for the cluster. It will identify:**

- the actions your cluster will take in order to further develop LfS
- the strengths within the cluster and the support which can be provided in-house or through the training materials on pages 9-20
- the activities which will form the cluster grant application such as reciprocal school visits and CLPL
- what external support is required from your local advisor – up to 3.5 days' worth of the advisor's time is available to each cluster. More details about this are available on page 8 of this handbook.

## 2. Action planning

When you submit your grant application, you will need to provide an action plan and details of the work you will undertake within the cluster and school partnership. This will provide the starting point for your cluster implementation planning. The next steps are to work with your cluster team and your partnership schools where appropriate, to create an implantation plan and timescale for all the cluster activities. This implementation plan will help keep you on track and make sure everyone knows their roles and responsibilities.

Part 2 of the cluster training materials has activities to help you with this process and to reflect on how you will work as a cluster and agree roles (see pages 16-17).

### 3. Supporting colleagues

As the co-ordinator of a cluster, you will be responsible for agreeing and delivering any introductory training required by the cluster. All the training materials can be found on pages 9-20.

It is recommended that you deliver some or all of the activities in part 2 of the training package which explore the benefits, challenges and methods of working together in a cluster. It is important to establish early on that the work is done in a collaborative and inclusive way in which mutual trust, respect and understanding can be fostered. These same principles can be applied to the international partnership work of the cluster. The Scotland Malawi Partnership's Partnership Principles are another useful tool for ensuring great [partnerships happen both locally and globally](#).

Moving forward, it will be important to maintain regular contact with the group and offer support and advice where required. Remember that you are in charge of the co-ordination of the cluster, not managing the staff involved in it! Communication is key here and it is important to ensure that all team members are involved and delegate work appropriately. Establishing clear ground rules and working practices which have been agreed across the cluster and international partnership will help foster this.

### 4. Delivering training

This handbook includes activities which can be run with colleagues to help facilitate shared understanding around LfS, the SDGs and International School Partnerships. They are designed to be participative and encourage reflection. These can be run in-house or supported by your local advisor. Collectively, these activities are known as Level 1 professional learning. Additional professional learning at Levels 2, 3 and 4 is available free of charge to all teachers. Please see page 21 for details.

#### Tips for facilitation

If you have a group of 8 or more, it is useful to work in small groups for discussion-based activities and then hold plenary discussion afterwards. The ideal size for small group discussion is 4-5.

When facilitating a plenary discussion, it is important to ensure that a variety of voices are heard and that no individual dominates. Equally, if individuals or groups don't feel they have more to contribute to a discussion they shouldn't be pressurised into doing so. It is also important not to dominate in discussion and support others to share their perspectives.

You may wish to gather some informal feedback at the end of a session. For example, you might do a round robin and ask participants to say what their take away from the workshop is or what they will do next. You could also ask for comments on post-its which you could collate at the end.

## 5. Engaging the wider community

The wider school community can contribute to a sustainable school partnership. Celebration events can be a good way of sharing and spreading impact and finding resources to further sustain international partnerships. You may have included a cluster community engagement event in your application or you might want to develop one as the work evolves. In particular, sharing the collaborative partnership projects around the SDGs might be a useful way of engaging the wider community and sharing local and global issues.

## Support for your cluster

### 1. Collaborative partnership projects

The SDGs provide a rich context for learning and many opportunities for working collaboratively within international partnerships.

A key part of LfS is providing the skills and confidence for young people to take action for positive change, be it within their school or community or further afield. Providing the space and opportunity for young people to do this within the context of the collaborative partnership project enhances the overall learning experience and enables them to connect with the issues which they really care about.

Supporting pupils to carry out a campaign or action project within their local community is a great way to share the learning and raise the profile of the international partnership. Moreover, by enabling the young people to have ownership over the programme, they are more likely to be motivated to take part and deliver meaningful action projects.

#### Useful resources

**The British Council** has created a series of collaborative project templates themed around the Sustainable Development Goals which are reasonably flexible to allow teachers to integrate them into a range of subject areas or activities e.g. school debates, or opportunities for after-school clubs.

**Scotland's Global Learning Centres** have recently produced primary and secondary resource packs on the SDGs, which provide introductory activities for each goal as well as ideas and signposting for developing these further.

■ A key part of LfS is providing the skills and confidence for young people to take action for positive change, be it within their school or community or further afield ■

You can find these and more resources on pages 8, 21-22.

## 2. Local advisor support

Your local advisor is based in your local **Development Education Centre (DECs)**. There are five of these in Scotland (listed below) and they can provide local, on the ground support for you and your cluster. The centres all have resources which can be taken out on loan – or in many cases accessed digitally – covering a range of LfS themes and staff who are all experienced Global Citizenship and LfS practitioners. Your local advisor will be able to provide a range of advice on working in international partnerships. They can also deliver training and recommend resources to help with developing collaborative learning projects with pupils around the SDGs.

### The local advisors can provide advice to help you:

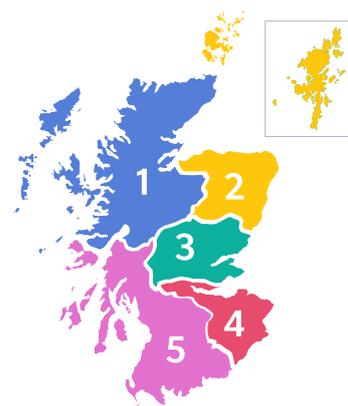
- make activity plans after completion of your cluster self-evaluation
- make cluster grant applications
- plan and deliver introductory training where required
- plan and carry out outgoing and incoming international school partnership visits
- plan and deliver local events and special activities.

The local advisor might have supported you through the initial application stage and once your application is successful, they can provide you with an additional three days of support if required. The nature of this support can be agreed between the cluster and the local advisor and it could include support for curriculum planning, collaborative pupil project planning, delivering CLPL, action planning and more.



### Scotland's DECs

1. Highland One World (HOW), Inverness
2. Aberdeen for a Fairer World (MDEC), Aberdeen
3. One World Centre, Dundee
4. Scotdec, Edinburgh
5. West of Scotland DEC (WOSDEC), Glasgow





# Cluster training materials

## Overview

**These training materials will enable you to:**

- deliver introductory training for teachers on Learning for Sustainability with a focus on the Sustainable Development Goals and international school partnerships
- lead a participative and reflective session on working in partnership across the cluster.

This training package is designed for use in conjunction with the cluster self-evaluation tool and cluster co-ordinator PowerPoint slides. The self-evaluation tool should help you identify the training needs for the cluster, whilst the slides provide additional resources for you to use.

The following activities will enable you to deliver introductory sessions on Learning for Sustainability, the UN Sustainable Development Goals and International School Partnerships. Taking into account the needs of the cluster, there is enough material to create a bespoke 2 hour session. You might focus on one or two of the elements or deliver activities from all three.

Part 2 of the training package is a short session which will enable you to reflect on ways of working within the cluster and the benefits and value in doing so. It is recommended that all clusters take part in this session and reflect on how their cluster and international partnership will work. It is advisable to revisit this conversation at key points during the partnership journey.

## Part 1: Introducing the three programme strands

Connecting Classrooms for Global Learning has three key strands. Once you have established the training needs of the cluster around these, you can select from the menu of activities that follow.

### **Strands:**

- A. to reflect on what Learning for Sustainability means for me and my school or setting
- B. to identify the SDGs which are important both locally and globally to the cluster and partnership
- C. to consider the benefits and challenges of international school partnerships.



## Strand A: Learning for Sustainability

“ Learning for sustainability is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole-school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

LfS is an entitlement for all learners within Curriculum for Excellence. LfS is embedded within the General Teaching Council of Scotland Professional Standards for practitioners and permeates How good is our school? [Fourth edition]. The United Nations Sustainable Development Goals are central to Scotland’s national vision and are at the heart of the Scottish Government’s National Performance Framework’ ” Education Scotland 2018

### Activity 1: What am I doing already?

**Aims:** to reflect on my current practice in relation to LfS.

**What you need:** copies of the LfS word cloud (see page 18) and the relevant PowerPoint slides.

Ask the group to note down the words or phrases which they associate with the term ‘Learning for Sustainability’. Compare their response to the word cloud. Are their words and phrases included?

This word cloud has been compiled to illustrate some of the many and varied starting points for LfS in schools. It includes learning and teaching approaches, themes, values, skills, knowledge and more.

Select some of the most appropriate questions from the list below and ask participants to work in pairs or small groups to discuss them.

- What am I and / or my school doing already?
- What areas would I and / or my school like to develop?
- What areas can we work on together as a cluster?
- What areas can we develop through our international school partnership?

Finish with a plenary session gathering thoughts on what can be shared and developed around LfS within the cluster and the international school partnership.

To extend this activity you could use the relevant part of the [GTCS Professional Standards](#) to reflect further on individual teacher actions. To consider the individual school and clusters’ progress in LfS, you could refer to the original school and cluster self-evaluation forms.

## Activity 2: What is sustainable development?

**Aims:** to question our thinking about ‘development’ and whether it can be sustainable or not.

**What you need:** sets of ‘development cards’ per group (page 19, Worksheet 2)

Ask groups to work with the cards to identify examples of sustainable development and unsustainable development. The cards are designed to generate discussion and reveal some of the tensions between economic, environmental and social development. It would also be interesting to see how the development cards link to the SDGs and if similar tensions exist between the SDGs.

As a group, can you identify sustainable development issues that are relevant to your learners? What are the social, economic, environmental and political dimensions to these issues? You could explore these issues using a **Development Compass Rose** (see page 20).

You may like to refer to some of the PowerPoint slides to support a plenary discussion.

(This activity is based on an original activity from [www.ourforestourfuture.org.uk](http://www.ourforestourfuture.org.uk) and reproduced with permission from Scotdec.)

## Activity 3: Young people as active global citizens

**Aims:** to think critically about the characteristics young people need to become active global citizens and how education can foster these attributes.

**What you need:** flipchart paper and pens

In small groups, ask participants to draw the outline of a person on their paper. Around the outside they should note down what they think the world will be like in 2030. Encourage them to think about global issues such as climate change as well as things nationally and within their local community.

Now ask them to consider what characteristics and qualities young people will need in order to participate as active global citizens in this local and global community. They can write these inside the person thinking through: **heart = feelings, head = thinking, hands = doing**. This can then translate into skills, values and knowledge.

Hold a plenary discussion and compare thinking around core skills and values. You can refer to the **four capacities of the curriculum** and [Oxfam’s work on the key knowledge, values and skills for Global Citizenship](#).

Reflect on the key teaching and learning approaches which are most effective in supporting this approach and how much of this learning is already happening in your classroom and school.

## Strand B: The UN Sustainable Development Goals

The UN Sustainable Development Goals, otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success in one will involve tackling issues more commonly associated with another.

Education plays a central role in achieving the targets of the SDGs. Securing young people's entitlement to Learning for Sustainability within the curriculum will enable us to meet target 4.7.



### Activity 4: Introducing the goals

**Aims:** to introduce the need for the UN Sustainable development goals and how they came about.

**What you need:** audio-visual display, internet access, PowerPoint slides

Watch the introductory film from the [World's Largest Lesson](#).

Use the PowerPoint slides and notes to provide the background to the SDGs and Scotland's engagement with them.

## Activity 5: Exploring the goals

**Aims:** to make local and global connections between the goals and identify which goals might be useful to explore in your cluster / partnership / school / classroom.

**What you need:** printed set of goals spread around the room. Flipchart paper and pens. Relevant PowerPoint slides.

Ask participants to stand next to the SDG which means the most to them. They can then create small groups and discuss: Why it is important to me, my school, Scotland, the wider world. You could also include the cluster or international partnership if appropriate.

Alternatively, you could also ask participants to move around the room and stand by different goals using a series of questions: Which goals is most important for me, my school, the cluster etc.

Participants can map out their ideas using 'concentric circles' on the flipchart paper and share their thinking. The inner circle in 'me' moving outwards to 'the world'.

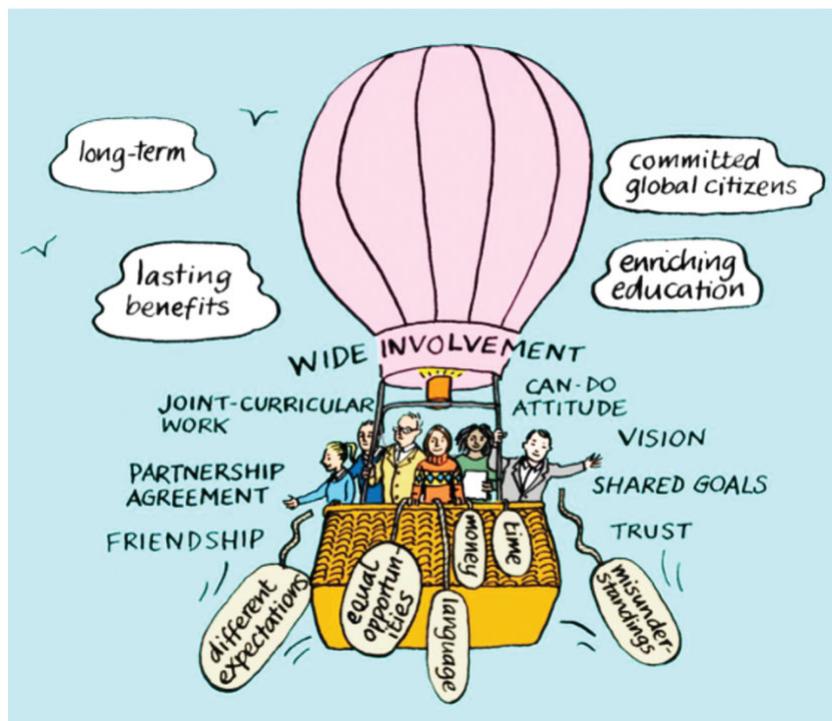
This activity is helpful for making the local to global connections across the goals and to help think about which SDGs they might want to focus learning around.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities

## Strand C: International school partnerships

Establishing and maintaining mutually beneficial and equal partnerships requires a shared vision that avoids stereotypes and creates opportunities for reflection and reciprocal learning. It requires staff time and commitment to achieve.

This activity is aimed to help facilitate discussion around establishing an equitable learning partnership.



### Activity 6: What are the benefits of having an international school partnership?

**Aims:** to explore some of the benefits and opportunities created by having an international school partnership.

**What you need:** flipchart paper and pens.

A partnership is like a hot-air balloon. Things that are helping the partnership get off the ground are in the balloon basket eg. the people, their vision, attitude and practice. The things that are preventing the hot-air balloon from flying far are represented in the weights around the basket. These fall to the ground as the balloonists take charge and pilot the hot-air balloon on its journey. See the drawing above for inspiration.

Draw your partnership hot-air balloon and add the following:

- what will help your partnership in and around the basket
- what might hinder your partnership in the weights tied to the basket
- what are the benefits to the pupils, schools and cluster that the partnership will bring once it is in the sky.

## Activity 7: What makes an equitable international school partnership?

**Aims:** to explore the priorities for establishing an equity based partnership.

**What you need:** a set of partnership cards per small group (see Worksheet 3, page 19).

Working in small groups, ask each group to rank the set of partnership cards in a diamond 9. Placing the most important card at the top, followed by the next 2, followed by the next 3, then 2 with the least important priority at the bottom. Create a blank card and add your own priority.

Groups can then share their top priorities and use the cards as a basis for further discussion.

## Activity 8: Partnership challenges: what are they and what can we do to avoid them?

**Aims:** to consider some of the challenges of international partnership and some of the possible solutions.

**What you need:** five large pieces of flipchart and pens.

What are the possible challenges?

- language
- resources
- communication
- expertise
- getting others involved.

Write the 'challenge' in the middle of the paper and ask participants to carousel around the sheets in pairs. Responding to the following questions:

What are the challenges?

What are the possible solutions?

Hold a **plenary discussion** to discuss possible solutions.

## Part 2: Cluster working

Working in a cluster on a project might be something new for the group or an established practice. However, it is important to consider how you will work as a cluster, what are the benefits and challenges and consider the roles and responsibilities within the group. Any partnership is useful to establish shared vision and aims as well as agreeing ways of working together. It is recommended that you take time to reflect on this as a group and the following activities are designed to help you in this process. This might be something you want to revisit as the partnership progresses.

### Activity 1: Partnership tree

**Aims:** to reflect on the benefits of working together in a local cluster.

**What you need:** flipchart paper and pens

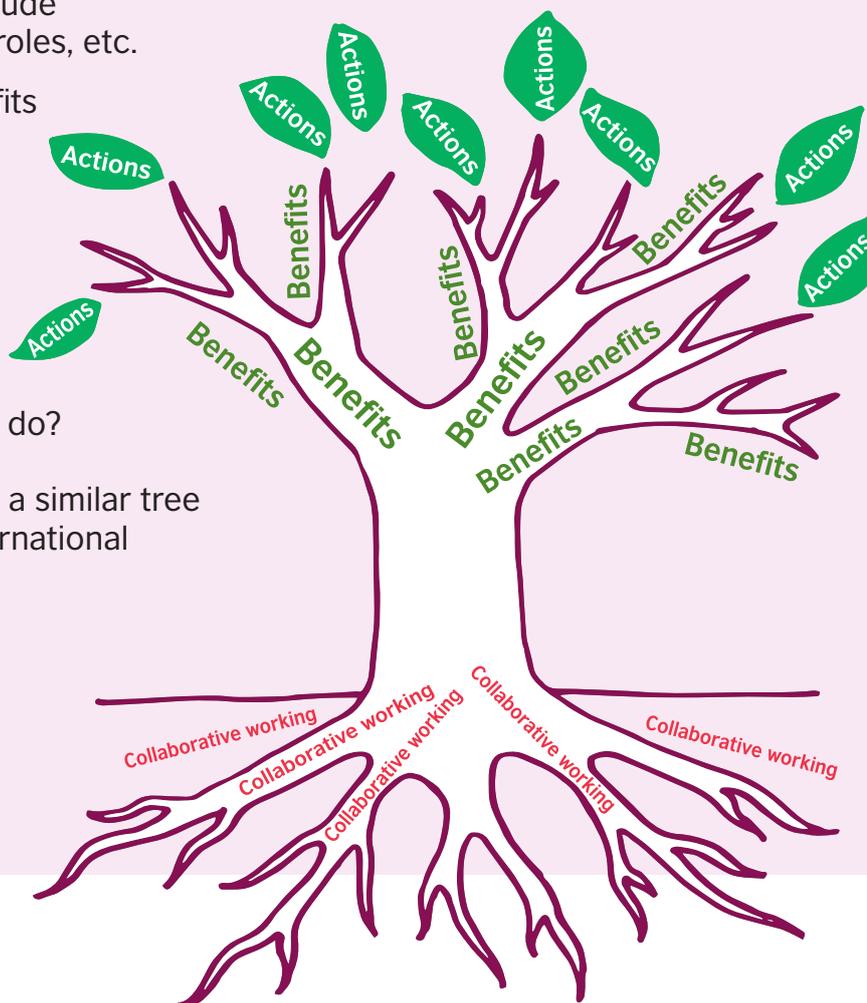
In small groups or all together create a partnership tree (like the one shown here). Draw an outline on the paper with space to write in the roots, branches and leaves. Label the trunk 'cluster partnership'. Add to the tree in the following way:

**Roots** = what you need in place to work effectively together, this might include communications, clear roles, etc.

**Branches** = the benefits of working together – it might be helpful to think about this in terms of learners, teachers and schools.

**Leaves** = the actions – what are you going to do?

NB. You can also create a similar tree for thinking around international school partnerships.



## Activity 2: Our key questions

**Aims:** to consider different viewpoints and perspectives from within the group.

**What you need:** flipchart paper and pens.

Individually write down on post-its any worries / concerns / questions you have about cluster working. Gather them up and try to group them into similar themes. If you are working with a large group you could carousel around the main questions or points raised and discuss them. If the group is smaller, you can lead a discussion on the issues which participants have brought up.

## Activity 3: Roles and responsibilities

**Aims:** to identify ways of working within the cluster and / or international partnership and how to make sure everyone is involved.

**What you need:** roles slide, available in the PowerPoint presentation

This activity is based on Belbin's 9 team roles to explore what makes an effective team. Depending on numbers this can be run as a whole group activity or in 2 groups. View the roles on the PowerPoint slide and ask each participant to identify the roles they are best at (no more than three) and share with the group.

**Plenary discussion:** Share participants experience of effective teams and how they contributed.

You might also want to consider the following questions:

- How will you communicate within the group?
- What are the tasks and how will they be allocated?
- How will you make sure teachers and pupils across the cluster are involved or informed about what you are doing?
- How will you involve the wider community?

« ...it is important to consider how you will work as a cluster, what are the benefits and challenges and consider the roles and responsibilities within the group. Any partnership is useful to establish shared vision and aims as well as agreeing ways of working together »



# What am I doing already?

embedded in the curriculum    **international education**    ethos  
 equality and fairness    values-based    understanding interdependence    improving attainment and achievement  
**outdoor learning**    resilience    **critical thinking**    **health and wellbeing**  
 sustainable energy and water use    local to global    eradicating poverty and inequality  
 responsible use of our planet's resources    play    **children's rights**    skills for work  
 links between environment, society and economy    creativity    contact with nature  
**learning for a better world**    school linking    respect  
 fair trade  
 peace and conflict    **learning for a better world**    identity and heritage  
**social justice**    engaging with democracy    human rights    addressing discrimination and prejudice  
 sustainable buildings and grounds    discussing controversial issues  
**sustainable development education**    learners as leaders    protecting biodiversity  
 developing political literacy    tackling climate change    growing food    **global citizenship**    ethical issues  
 culture    community partnerships    systems thinking    waste reduction and recycling  
 social and cultural diversity    cooperative, collaborative and active learning

**What is sustainable development? Development statements**

More spending power through higher wages

Space travel and exploring the deep oceans

Long life expectancy and access to health services

Looking after the environment and preserving it for the future

A wide range of products for sale

Education for everyone which allows them to make choices about their own future

Fast public transport which is cheap

Food which is locally sourced

**Equitable foundations Partnership cards**

Equity based aspirations

Primarily about learning together

Investment in establishing good partnership relationships

Expectations of participatory, reflective and inclusive ways of working

Partnership with compatible values and aspirations

Motivated and committed people involved

An openness to different ways of thinking and doing things

Engagement with and involvement of wider communities



## Development Compass Rose

### Natural

Questions about the natural environment, e.g. What is the weather like? What landscape features can you see? How does the natural environment affect the lives of the people?

N

### Economic

Questions, comments or observations about the economy, e.g. What jobs are people doing? Who owns what?

W

### Who decides?

Questions, comments or observations about who has local/ national/ international power? What would this place be like to visit? Why do you think/feel this? What learning are you using?

E

### Social

S

Questions, comments or observations about people, e.g. What are they wearing? Are they young or old? What can we tell about them? How do tradition, culture and social structure affect them? What can we tell about, and from, the built environment?

Source: Adapted from Birmingham DEC, 1995, p.19

## Professional Learning

### ‘Learning for the Sustainable Development Goals’

delivered by Scotland’s

[Development Education centres](#)

– Level 2 and Level 3

### ‘Making Connections through Learning for Sustainability’

delivered by the

[University of Edinburgh](#) and

[Learning for Sustainability Scotland](#)

– Levels 2,3 and 4

Find out more about the professional learning opportunities that are available to you in Scotland through the Scottish [Connecting Classrooms through Global Learning website](#).



**CONNECTING  
CLASSROOMS**



## Useful resources for action projects

[Collaborative project templates](#)

[Your Campaign for Change](#)

[Get Global](#) is a very useful resource for supporting young people taking action.



## Case studies

You can read about LfS teaching and learning experiences from teachers across Scotland through the links below, which examine what great LfS looks like, and the impacts this can have:

[Opening up Great Learning – Learning for Sustainability](#)

[Conversations about Learning for Sustainability](#)

[Global Learning Programme case studies](#)



 Useful resources**Teaching the SDGs**

[The World's Largest Lesson](#)

[Practical Action schools](#)

[Explore the Global Goals](#)

[SDG tracker](#)

[Eco-Schools Scotland](#)

**Action projects**

[Connecting Classrooms](#)

[Your Campaign for Change](#)

[Get Global](#)

**Classroom activities**

[Signposts for Global Citizenship](#)

[Stride Magazine](#)

[Oxfam Education](#)

[Christian Aid schools](#)

[Scotdec](#)

[Education Scotland](#)

**Measuring Impact**

[RISC – How do we know it's working?](#)

[Tools to measure attitudinal change in young people](#)

**Resources to support Learning for Sustainability**

[Stride online Global Citizenship magazine](#)

[Oxfam Guide for Teachers](#)

[Oxfam Guide for Schools](#)

[Education Scotland's 'A summary of Learning for Sustainability Resources'](#)

['Opening up Great Learning'](#)

['Conversations about Learning for Sustainability'](#)

**Professional learning**

[General Teaching Council for Scotland](#)

[Making Connections through Learning for Sustainability](#)

[Learning for the Sustainable Development Goals](#)

[Professional Recognition in Learning for Sustainability through the General Teaching Council for Scotland](#)

 Further information

Contact the team at: [connectingclassrooms@lfsscotland.org](mailto:connectingclassrooms@lfsscotland.org)  
or visit the Scottish [Connecting Classrooms through Global Learning website](#)

