

Question 1:

What does 'transformational learning' look like and involve/require?



Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?



Group 2

Question 1:

What does 'learning for inspiring transformational change' look like?

Global citizenship - values and attitudes - getting learners involved and using the outdoors.

Do more with connecting to nature. Psychological connection. Outdoor learning approaches - meaningful time not just 'time'.

Change ways people think about something. Different attitude, different perspective. Feeling sense of agency.

Need time to help young people to experience something meaningful.

Engaging people and get them to be involved - not just passive.

Practical projects - not just theoretical. Small grant funds for local projects is needed - eg community garden, composting.

LfS not 'just another thing'.

Growing own food at school - kids can see global citizenship connection. Funds required to kick off. Authentic experiences are essential.

Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

use young people's enthusiasm with older age groups

Sharing case studies.

Connecting Classrooms course and support for CfE.

Group 3

Question 1:

What does 'learning for inspiring transformational change' look like?

where participants recognise that an behavioural change has taken place and can articulate it

Based on communities.
Engaging people eg tayport initiatives

Iceland hold children should be educated to hold governments to account

real activism
eg big climate conversation

how people vote that makes a difference

political literacy

Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

huge step to keep Lfs in gtcs standards

Group 4

Question 1:

What does 'learning for inspiring transformational change' look like?

Challenging people to think about their assumptions

Getting people to look beyond their own value system

Shift the purpose of our schools! work across systems in a holistic, interdisciplinary approach

should this be visible or invisible? how to phrase question differently?

There is a policy opportunity and change just now with increased emphasis on LfS so school have to take this forward at all levels from 3-18 years

giving people real world opportunities and giving young people agency and participation in their school and local area

changing the way education functions in universities as well as the curriculum - beyond curriculum

re-establishing human nature relationships

Look at other cultures and lifestyles

unravel relational thinking eg by looking at buying green beans in Tesco and explore how capitalist and

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schools cannot do it all themselves so we need partnerships

Group 5

Question 1:

What does 'learning for inspiring transformational change' look like?

The presentations were examples of exactly this ..

Learners empowered to lead their own learning

Barriers for practitioners to overcome

Collaboration

Learner-centred. Don't assume there's a specific problem to be solved.

How to broach political topics in the classroom?

Time for relationships to develop

Learner voice - they know their area best

Arts-based as well as science-based

Participatory learning and student voice

Emotional connection

Enquiry-based learning

Critical thinking and developing problem-solving skills rather than setting out to solve a specific problem

Success includes individuals:- taking control of their own actions and decisions; having a diversity of approaches; recognising their power

- we need more collaboration

note that activism is key to energising communities

Values

Community

How to engage with young people? How to gather their views?

Student councils - best practice?

Young people know when their input is tokenistic

need more diversity - 'race', 'class'

need to engage business community and media

Question 2:

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Group 6

Question 1:

What does 'learning for inspiring transformational change' look like?

The roots of change come from communities - John Salter.

Recognise the power you have - but also recognise the power other people and societal norms have over you and reflect on these

Recognise the merit of different approaches - individual, collective, peaceful, disruptive,...

Educators should challenge the accepted worldview. John

Dealing with the fact that we can't do enough, at the same time acknowledging that we should do all we can. - JS

Encourage real activism, community change has to be supported by government change, and activism is key - Keith Turner

Learning to navigate the ironies and contradictions of our crisis, own our dilemmas. - Corinne and Keith

Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

Keeping the policy makers in touch with sustainability and its vocabulary. Keith

Being there for the teachers who are trying to enact the new thinking and make learning for sustainability happen -- Corrine

Championing the variety of projects from Cycling to Bee-keeping!

Encouraging and networking practitioners. Keith

