

Learning for Sustainability Hub



Learning for Sustainability ‘Connect’:

Learning for Sustainability and learner voices

Welcome!

@LfSScotland

@gtcs

#LfSforALL

- **Please introduce yourself in the chat box**
- **Mute your audio**
- **Put any questions in the chat box**
- **We will be recording the main webinar but not group discussions.**

Aims of today's session:

- **Hear a context update:**
 - **Scotland's national vision** for Learning for Sustainability (LfS)
 - How the **voices of young people** have influenced the development of LfS strategy in Scotland
- **Hear the thoughts of some of Scotland's young people** regarding LfS in their current and future lives
- **Share your own ideas and experiences** regarding the importance of learner voice in realising a whole-setting approach to LfS and how this can be enabled, supported, and celebrated.

Session overview

- 16:00** **Welcome and ‘Setting the scene’** *Learning for Sustainability Scotland*
- 16:10** **Trusted Teaching: LfS, the Professional Standards, and the voices of learners**
Suzanne Aldous, GTC Scotland
- 16:20** **‘Learning for Sustainability and us: a discussion’**
Input from secondary pupils
- 16:40** **Group conversation**
All participants
- 17:00** **Plenary**
- 17:10** **Next steps**
- 17:15** **Close**

Learning for Sustainability Hub



‘Setting the scene’

Betsy King

Learning for Sustainability Scotland

'Sustainability' – a national priority

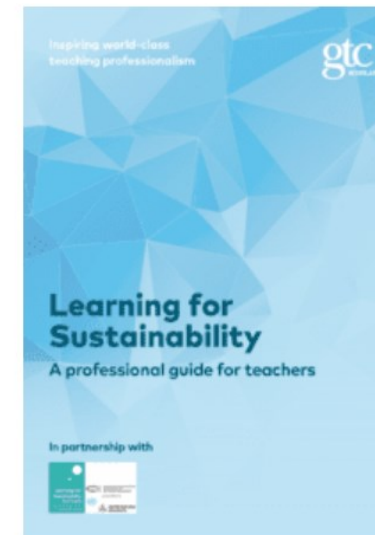
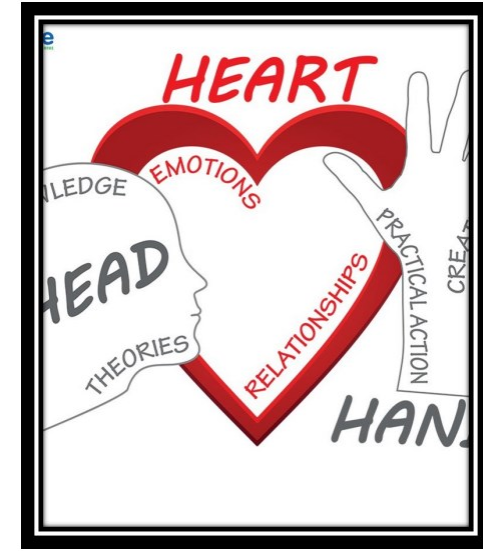


embedded in the curriculum international education ethos
 equality and fairness values-based understanding interdependence improving attainment and achievement
outdoor learning resilience critical thinking health and wellbeing
 sustainable energy and water use local to global eradicating poverty and inequity
 responsible use of our planet's resources play children's rights skills for work
 links between environment, society and economy creativity contact with nature
 problem solving school linking
 fair trade **learning for sustainability** respect
 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
 culture community partnerships systems thinking **global citizenship** ethical issues
 social and cultural diversity cooperative, collaborative and active learning waste reduction and recycling

What is 'Learning for Sustainability'?

“... a **cross-curricular approach** which enables learners, educators, learning settings and their wider community **to build a socially-just, sustainable and equitable society**; and as an effective **whole-setting approach** which weaves together global citizenship, sustainable development and outdoor learning to create coherent, rewarding and **transformative learning experiences.**”

Scottish Government 2023



How is this being delivered in Scotland?

'Target 2030: a movement for people, planet and prosperity':
Scotland's refreshed national Learning for Sustainability action plan



“To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.”

“A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community, and how they reach out to the wider world.”

Culture

Curriculum

Campus

Community

- Leadership and Collaborative Partnership
- Learning, Teaching, Curriculum and Assessment
- Learning Environment and Resources
- Learner Voice, Choice and Action
- Meaning and Understanding

Children's Parliament Investigates Learning for Sustainability

September 2021

My favourite outdoor space



Children's Parliament
Abby

Part 2. Children's Calls to Action

"I am excited to be a part of this project because I can actually do something now"

- MCP, age 12, Inverclyde

At the end of our Investigation, the 12 Investigators came together to share their visions for Learning for Sustainability in the future. Together, they developed nine key Calls to Action. These should inform the upcoming Learning for Sustainability Action Plan to be developed by Scottish Government in Autumn 2022.

Outdoor learning

1. All children should have the chance to learn outdoors throughout the school year.

- Children should be able to regularly learn about climate change and sustainability outside in nature.
- Being able to learn outdoors should not depend on where your school is based: every school in Scotland should have outdoor spaces to learn and play in.
- All children should have the opportunity to go to an annual outdoors school camp.

2. Outdoor learning should be part of every school subject.

- Teachers should plan outdoor learning into all their subjects at the start of each term.

Sustainable Development / Climate Emergency

3. Adults in school and adults who decide what we learn, need to learn about the climate emergency too.

- Training should be planned into every school year so that all adults in school are aware of the climate emergency and can help children learn about it.
- Adult decision makers should also receive regular training on the climate-emergency.

4. Children are passionate about climate change; their views, ideas and opinions should be included in how and what they learn about this subject.

5. Scottish Government should take urgent action to protect and respect trees and the natural environment.

- When building and maintaining school buildings and grounds, care should be taken to respect nature

6. Children and adults should have opportunities to work together on children's rights, climate change and sustainability.

- Scottish Government should help to set up groups to tackle the climate emergency that include children and adults. These groups should have regular opportunities to influence decision making.

Global citizenship

7. Scottish schools should have links to other schools around the world.

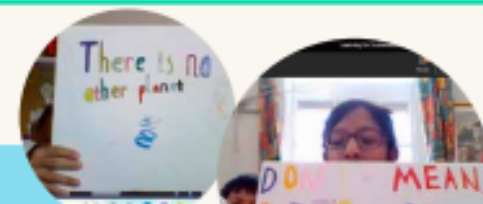
- When children are connected around the world, they can learn how they are affected by climate change and share ideas on how they can make a difference together.
- Scottish Government should support schools to work with other schools around the world.

8. Schools should support children to take part in learning, protests and action on the climate emergency as part of global events.

- Schools should take part in international celebrations and days of action such as Earth Day. Schools will need resources to be able to do this and Scottish Government should provide those resources so that all schools can take part.

9. Children and adults around the world should have their human rights respected. This means being able to live in a healthy, happy, and safe environment.

- All adults, especially Scottish Government, should take urgent action to provide a healthy, happy, and safe environment and planet for children now and in the future.



Learning for Sustainability: young people's perspectives and aspirations

University of Dundee January 2023

<https://www.gov.scot/publications/learning-sustainability-young-people-practitioner-perspectives/>

- **Integrate** LfS as a key priority for schools, communities and Local authorities
- **Act** through initiatives that connect schools and communities
- **Make LfS available** to all young people and age groups
- **Join up learning and action** so schools and communities are examples of sustainable practice
- **Understand diversity** and combat discrimination, address social justice issues
- **Support independence** to allow Scotland to manage its own sustainability
- **Take LfS outdoors**, be creative and use the arts, focus on health and wellbeing



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Learning for Sustainability, the Professional Standards, and learner voices

Suzanne Aldous
General Teaching Council for Scotland



The General Teaching
Council for Scotland

Learning for Sustainability and Young People

The Professional Standards



What would someone need to do to be a teacher in Scotland?



LIST OF TEACHERS AND THEIR QUALIFICATIONS

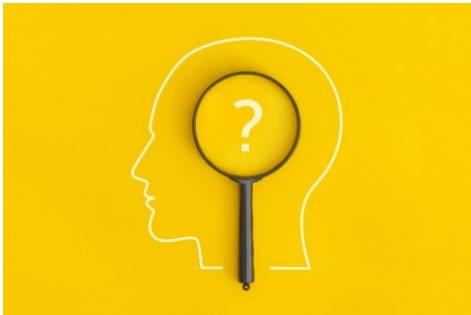
Sl. No.	TeacherName	Qualifications	Designation
1	NISHA BHAKAR	MA, B.Ed.	DIRECTOR - PRINCIPAL
2	CHANDRAKALA DABAS	B.Sc. B. Ed.	VICE PRINCIPAL
3	LAXMI GOYAL	M.COM.,B.ED	ACADEMIC COORDINATOR
4	SOMESHWAR RAYALA	B.tech	TEACHER
5	M.K. DEVAKI	B.tech,B.Ed	TEACHER
6	GARIMA SINGH	M.COM.,B.ED,N.T.T	TEACHER
7	TINKEL CHAUHAN	M.A. in Drawing &painting	ART TEACHER
8	SEEMA MADHU	BSc Maths ,PGDCA	TEACHER
9	SUMAN MISHRA	M.Sc., B.Ed.	TEACHER
10	SHAIK RASOOL BEE	B.Sc., B.Ed	TEACHER
11	SHAIK MAHABOOB BASHA	M.Sc., B.Ed.	TEACHER
12	JAEL PRISCILLA	M.A., B.Ed	TEACHER
13	V BALACHANDRA	B.A.,HPT(M.A. HINDI)	TEACHER
14	ROHIT SOOD	B.A (Hons), B.Ed.	ACADEMIC COORDINATOR
15	NANCY GARG	B.EL.ED	TEACHER
16	M.Krishnamoorthy	B.A, B.P.Ed	H.O.D Physical Education
17	ANJLINE JOHN	B.El.Ed	TEACHER



How can you trust your teachers to do a good job?



Heart –
values of being a
teacher in
Scotland



Head –
Professional Knowledge
and Understanding



Hand –
Professional Skills and
Abilities



“Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.”

The Professional Standards for Teachers, 2021



The Professional Standards and young people – a Learning for Sustainability lens

a rights-respecting culture where learners meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school.

actively engaging children and young people in decision-making about their education

engaging learners in dialogue about their progress and how to provide meaningful feedback to support and agree next steps.

taking account of feedback from others including children and young people

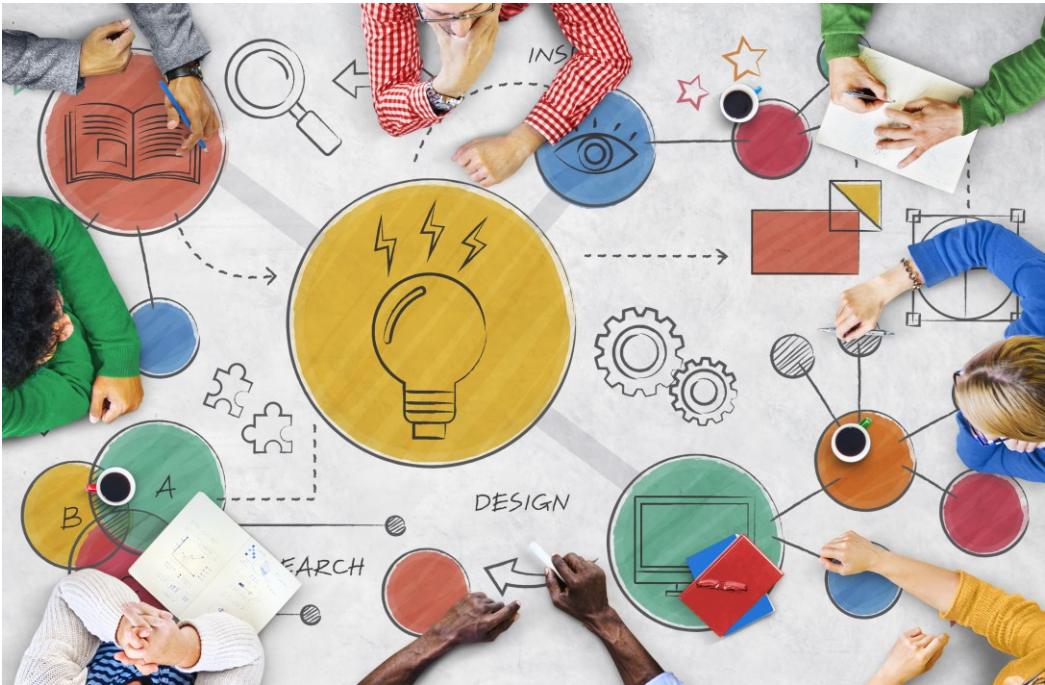
Challenges and Opportunities

**Hart's Ladder
of Participation**



1. Child initiated, shared decisions with adults
2. Child initiated and directed
3. Adult initiated, shared decisions with children
4. Consulted and informed
5. Assigned but informed
6. Tokenism
7. Decoration
8. Manipulation

Learning with Learners



All teachers are leaders of and for learning. They lead learning of, and with, all learners with whom they engage.

The Professional Standards, 2021.

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‘Learning for Sustainability and us: a discussion’

Scottish secondary pupils

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Group Conversations

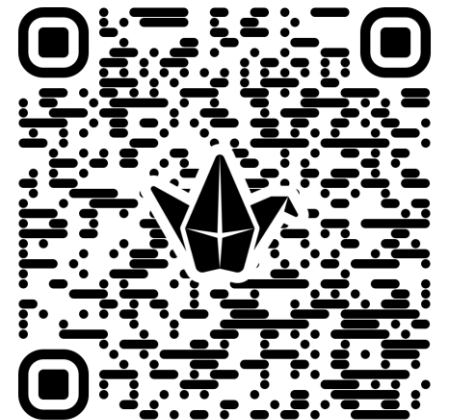
All

Group conversations

Thinking about a whole-setting approach to Learning for Sustainability...

1. **Share your own ideas and experiences** regarding the importance of learner voice in realising this
2. How can learner voice be **supported, encouraged and celebrated?**

[Share your thoughts on the Padlet](#)



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Plenary

All

Be inspiring – and inspired!

Click on the hyperlink below to read about what others are doing...and share your own LfS practice.

[Join the Learning for Sustainability conversation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://gtcs.org.uk)

#LfSforALL

The screenshot shows a map of Scotland titled "LfSScotland + 6 • 6mo". The map is populated with several colored pins representing different educational levels: red for early years, blue for primary, green for secondary, purple for ASN, white for ITE, and orange for colleges. A legend at the top explains these color codes. Below the map, there are several information cards for specific schools, including "Dumfries and Galloway", "Kirktonholme Primary School, Dornoch Place, ...", "Hope Cottage Nursery School, Cowan's Close, ...", and "Dunblane Primary School, Doune Road". A pink circle with a white cross is visible in the bottom right corner of the map area, indicating where users can upload their own stories. The map also shows geographical features like the Hebrides and various cities like Glasgow, Edinburgh, and Dundee.

Join the Call to Action

- [Learning for Sustainability | Resource Themes | Education Scotland](#)
- [About Us — 2050 Climate Group](#)
- [Teach the Future Scotland](#)
- [Students Organising for Sustainability UK | SOS-UK](#)

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Join other like-minded individuals...

Find out more at:

- [Learning for Sustainability Scotland Events](#)
- [Become a member of Learning for Sustainability Scotland](#)

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The graphic is a vertical poster with a white circular center on a dark background of green leaves. At the top left of the circle is the University of Edinburgh logo and name. To the right, it says 'Free short online course' in blue, followed by 'Learning for a Sustainable Future' in orange. Below this are logos for 'Learning for Sustainability Scotland', 'United Nations University', and 'United Nations University'. To the right is a black flag with a blue and green globe and the text 'ONE WORLD'. Below the flag, it says 'In collaboration with' and the 'BRITISH COUNCIL' logo. At the bottom is a red button with the text 'Enrol now!'.

THE UNIVERSITY of EDINBURGH

Free short online course
Learning for a Sustainable Future

Learning for Sustainability Scotland
UNITED NATIONS UNIVERSITY

In collaboration with
BRITISH COUNCIL

ONE WORLD

Enrol now!

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Next Connect session date for your diary:

Thursday 27 March 2025

**The role of the Senior Leadership Team in
a whole-setting approach to LfS**

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Thank you and good-bye!

[Learning for sustainability \(gtcs.org.uk\)](https://gtcs.org.uk)

enquiries@lfsscotland.org

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