

Learning for Sustainability Hub



Learning for Sustainability ‘Connect’:

Learning for Sustainability and the role of Senior Leadership Teams

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)
 - The role of Senior Leadership Teams in **enabling and supporting a whole-setting approach to LfS**
- **Hear from a member of a Senior Leadership Team on how LfS is being embedded in their setting**
- **Share your own ideas and experiences** regarding the importance of Senior Leadership 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** **‘The role of Senior Leadership in enabling Learning for Sustainability: our story’**
John Rutter, Depute Head Teacher, Highland Council.
- 16:45** **Group conversation**
All participants
- 17:10** **Next steps**
- 17:15** **Close**

Learning for Sustainability Hub



‘Setting the scene’

Betsy King

Learning for Sustainability Scotland

'Sustainability' – an international and national priority



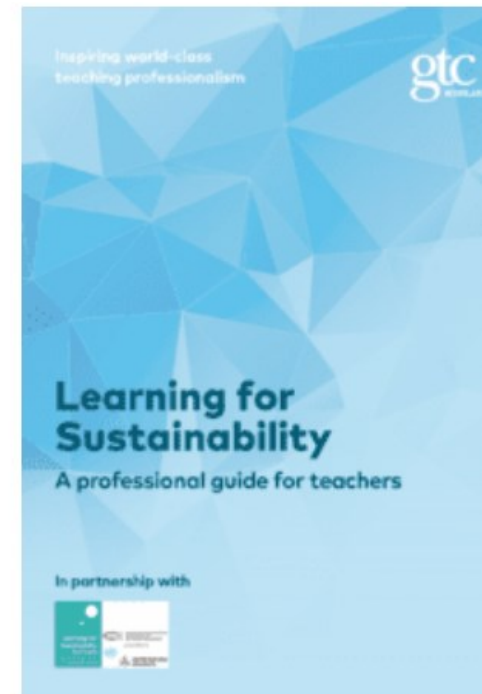
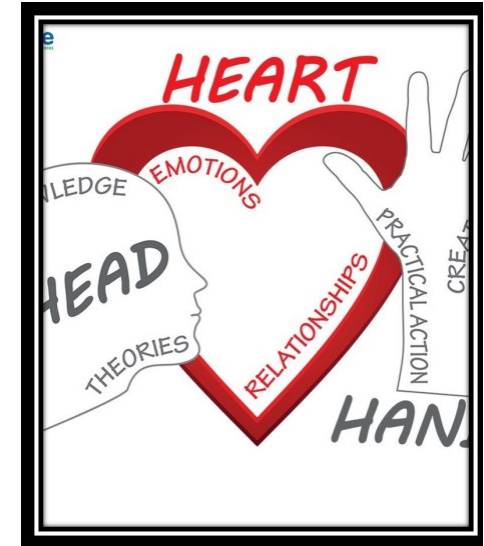
embedded in the curriculum international education ethos
 equality and fairness values-based understanding interdependence improving attainment and achievement
outdoor learning resilience critical thinking health and wellbeing
 sustainable energy and water use local to global eradicating poverty and 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 national Learning for Sustainability action plan 2023



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

Action Plan themes, with 25 actions:

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

‘this is not just for a few, it is for everyone’

Towards Sustainable Learning Settings

Culture

- Learner voice, ethos, relationships, UNCRC, weaving across other key strategies

Curriculum

- Learning, teaching, assessment, pedagogy

Campus

- Buildings, grounds, procurement, resource usage

Community

- Place, partnerships, families, communities of practice/culture/identity, local action – and thinking globally

Learning for Sustainability Hub



Learning for Sustainability, the Professional Standards, and Senior Leadership

Suzanne Aldous
General Teaching Council for Scotland



The General Teaching
Council for Scotland

Strategic Leadership and the Professional Standards

Learning for Sustainability Connect



Learning for Sustainability in the Professional Standards



Heart –
values of being a
teacher in
Scotland



Head –
Professional Knowledge
and Understanding



Hand –
Professional Skills and
Abilities



LfS and Strategic Vision

- Establishing, growing and reflecting on a whole-school culture of LfS
- Success depends upon collegiality – we are all leaders of and for learning
- A whole-school approach has a capacity-building ethos; empowering teachers to develop their LfS values, knowledge and skills
- SLT play a pivotal role at a system level-reaching outward to interact with policy, partners and communities to develop shared values



“[A whole-school approach] is enabled by headteachers establishing and modelling a coherent, progressive and **holistic Learning for Sustainability vision and ethos** that supports planning across the curriculum, professional learning, and collegial practice.”

The Standard for Headship

LfS and Strategic Knowledge

- Understanding Educational and Societal Trends
- Knowledge of Policy and Legislation
- Planning approaches to Interdisciplinary and Cross-Curricular Learning
- Knowing how to embed effective Professional Learning



“Build and sustain professional and personal credibility by modelling your commitment to on-going professional learning, integrity and ethical practice.”

The Standard for Headship

LfS and Strategic Actions

- Curriculum Design and Implementation ensures learners' entitlement to LfS
- Embedding Inclusion, Sustainability, and Social Justice; ensuring learning challenges assumptions and expands worldviews.
- Leaders engage with partners to provide access to diverse learning opportunities; including outdoor learning and connections with the wider community.
- Leaders co-create and implement shared visions, values, and priorities with staff, learners, families, and the community - while delegating responsibilities to empower others.



“Provide all learners with creative and consistently high-quality learning experiences and opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.”

The Standard for Headship

Learning for Sustainability Hub



‘The role of the SLT in enabling LfS: our story’

John Rutter, Depute Head Teacher, Highland Council

Inspiring world-class
teaching professionalism



Learning for Sustainability

A professional guide for teachers

In partnership with



Learning for Sustainability and the GTC Scotland Professional Standards for Teachers

Making a professional commitment to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world embodies what it means to become, be and grow as a teacher in Scotland.

Learning for Sustainability is an underpinning theme across the 2021 Professional Standards and is interdependent with the themes of professional values and leadership.

The Professional Values of social justice, trust and respect and integrity are at the core of the Professional Standards and of Learning for Sustainability. Starting with teachers as individuals, values extend to our learners, our colleagues and community and to the world in which we live.

Social Justice

- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
- 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.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the principles and practices of sustainable development and local and global citizenship for all learners.

Trust and Respect

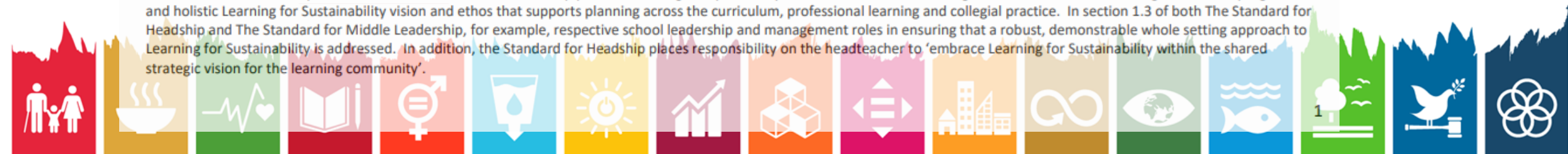
- Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles.
- Acting and behaving in ways that develop a culture of trust and respect for self, others and the natural world.
- Understanding, acknowledging, and respecting the contribution of others in positively influencing the lives of learners.
- Understanding health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.
- Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.

Integrity

- Demonstrating kindness, honesty, courage, and wisdom.
- Being truthful and trustworthy.
- Critically examining professional beliefs, values and attitudes of self and others in the context of collegiate working.
- Challenging assumptions, biases and professional practice, where appropriate.

Strategic Leadership

The Standard for Headship and The Standard for Middle Leadership place the strategic responsibility on school leaders and managers to establish and modelling a coherent, progressive and holistic Learning for Sustainability vision and ethos that supports planning across the curriculum, professional learning and collegial practice. In section 1.3 of both The Standard for Headship and The Standard for Middle Leadership, for example, respective school leadership and management roles in ensuring that a robust, demonstrable whole setting approach to Learning for Sustainability is addressed. In addition, the Standard for Headship places responsibility on the headteacher to 'embrace Learning for Sustainability within the shared strategic vision for the learning community'.





PISA

Are Students Ready to Take on Environmental Challenges?





Language Policy

Question 1 / 4

Refer to “Language Policy” on the right. Click on the choices in the table to answer the question.

A Jutanese-speaking student researched other countries that have similar policies regarding instruction in the official language. The following statements describe some of the information he found.

Do these statements support the proposed policy to teach all classes in the one official language of Ursk? Click on either **Yes** or **No** for each statement.

Does this statement support the proposed policy to teach all classes in one official language?	Yes	No
Students who receive instruction in two or more languages show higher levels of academic achievement than those who are taught in a single language.	<input type="radio"/>	<input type="radio"/>
Students who do not learn a country’s official language are less likely to finish school.	<input type="radio"/>	<input type="radio"/>
Students who learn a country’s official language are more likely to function well in society and find a good job.	<input type="radio"/>	<input type="radio"/>

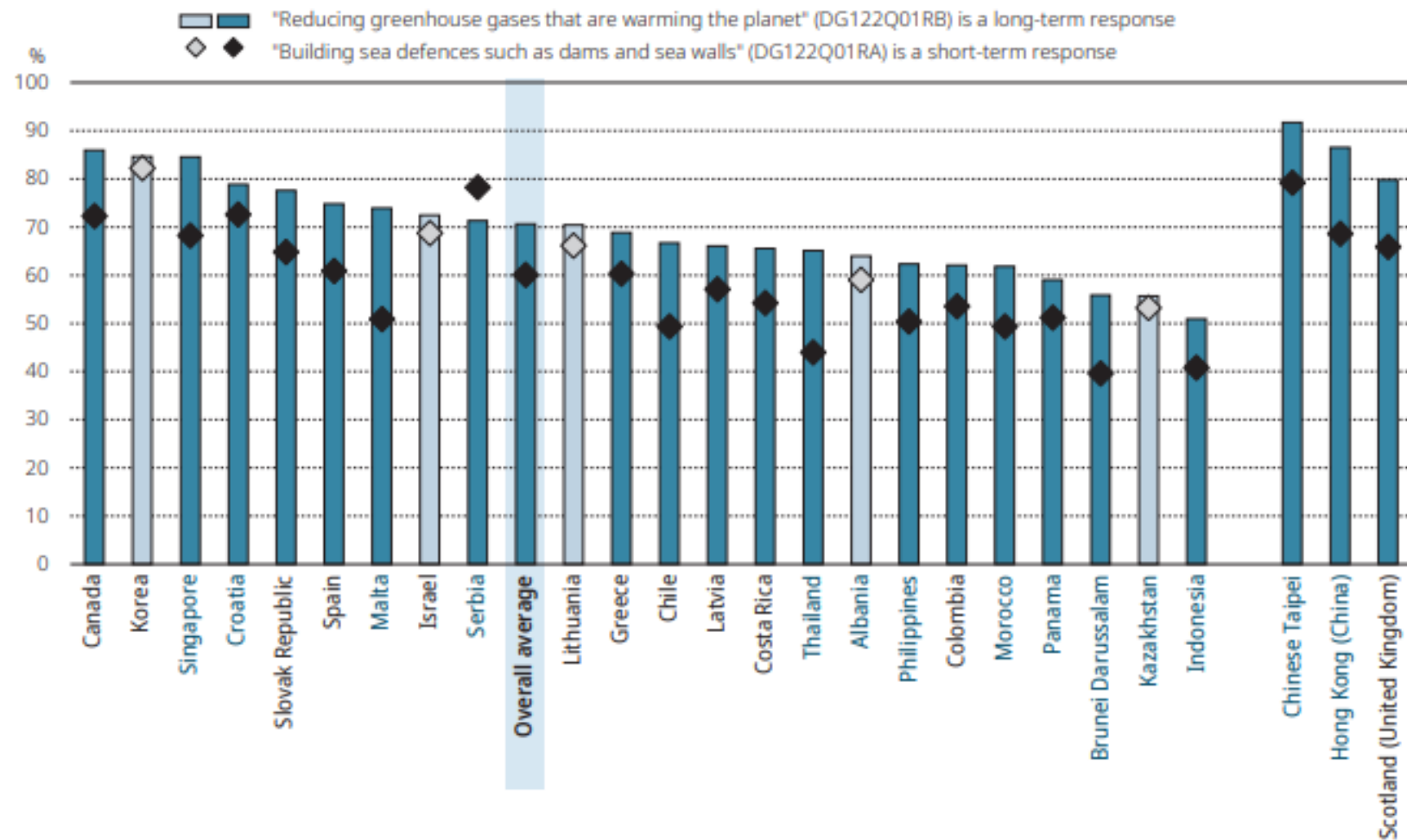
LANGUAGE POLICY

In the country of Armaz, the majority of citizens speak the official language, Ursk. A group of Ursk-speaking lawmakers have proposed a policy that would require all classes in the country’s public elementary and secondary schools to be taught only in Ursk. The only exception would be foreign language classes. A number of citizens in Armaz who speak a minority language, Jutanese, are concerned about the proposed policy.



Figure 2.2 Example of environmental sustainability item: Rising sea levels

Percentage of students who correctly responded to the following sub-items of Rising sea levels



So what is the role of a senior leadership team in enabling Learning for Sustainability?



Sustainable Learning Settings - The concept

Curriculum - Learning, teaching, assessment, pedagogy

Culture - Learner voice, UNCRC, ethos, relationships

Community - Place, partnerships, families, local action

Campus - Buildings, grounds, transport, energy & water use



But where staff are concerned ...

- **There is not enough time**
- **There are too many initiatives**
- **We're doing that already**
- **We have Rights Respecting Schools**
- **Nobody wants to take a lead**
- **We are judged on our attainment / results**
(but HMI are also interested in what is going on)





Culloden Academy

Learning for Sustainability

Draft: March 2024

Rationale

The Culloden Academy values of Ambition, Community, Kindness and Respect are embedded in the ethos of Learning for Sustainability.

Our pupils have shown they want to take action to create a better future and are concerned about global issues including the climate crisis, gender inequality, human rights, poverty and waste management. They want our teachers to help them learn about these problems and what they can do to provide solutions on a global and a local scale. Learning for Sustainability underpins the professional standards and values of all teachers in Scotland and we are committed to enhancing this aspect of our pupils' learning.



The first step is pupil participation...

In a recent national report, children and young people identified the following priorities for Learning for Sustainability in schools:

- **Standardised terminology** used throughout the curriculum to reduce confusion and make content more recognisable and accessible (a draft glossary can be found [here](#))
- LfS integrated **through the curriculum** and not just taught in geography and science lessons
- Increased opportunities for **outdoor learning**
- Consultation on working with partnerships so they can make a meaningful difference to their schools, their communities and their lives.



This can be done by asking pupils to identify:

- **The big issues they think are facing the world today**
- **How they would like the world to be in 2030**
- **How they want their school and community to look in 2030**
- **What they are passionate about that they would like to see change.**



Thinking about the world we want to live in



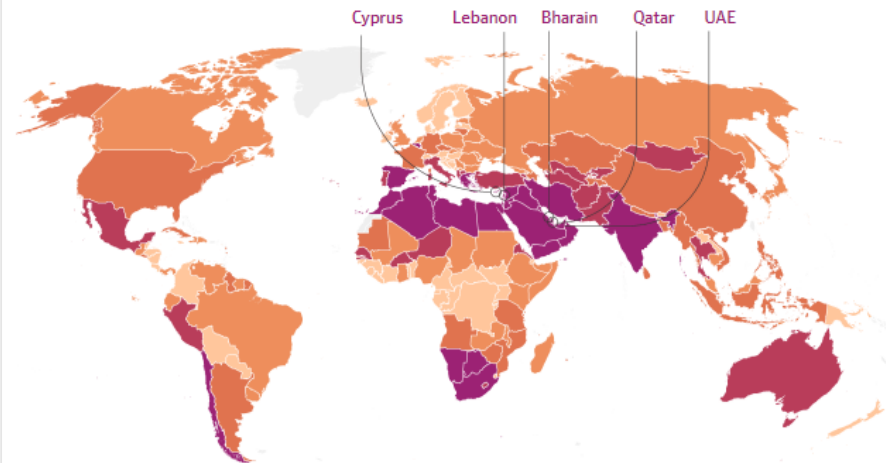


WHAT ARE THE BIG ISSUES?

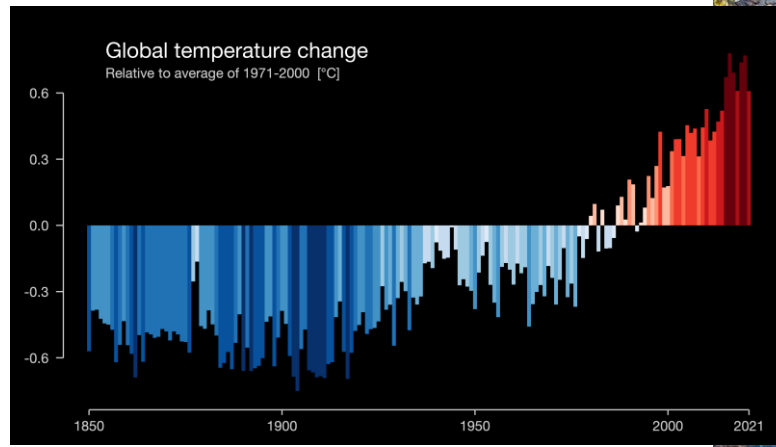
By 2050 close to 60% of the world's population could experience extremely high water stress at least one month a year

Water stress by country, 2050 forecast. Top five countries labelled.

■ >80% extremely high
 ■ 40-80% high
 ■ 20-40% medium-high
 ■ 10-20% Low-medium
 ■ <10% Low
 ■ No data

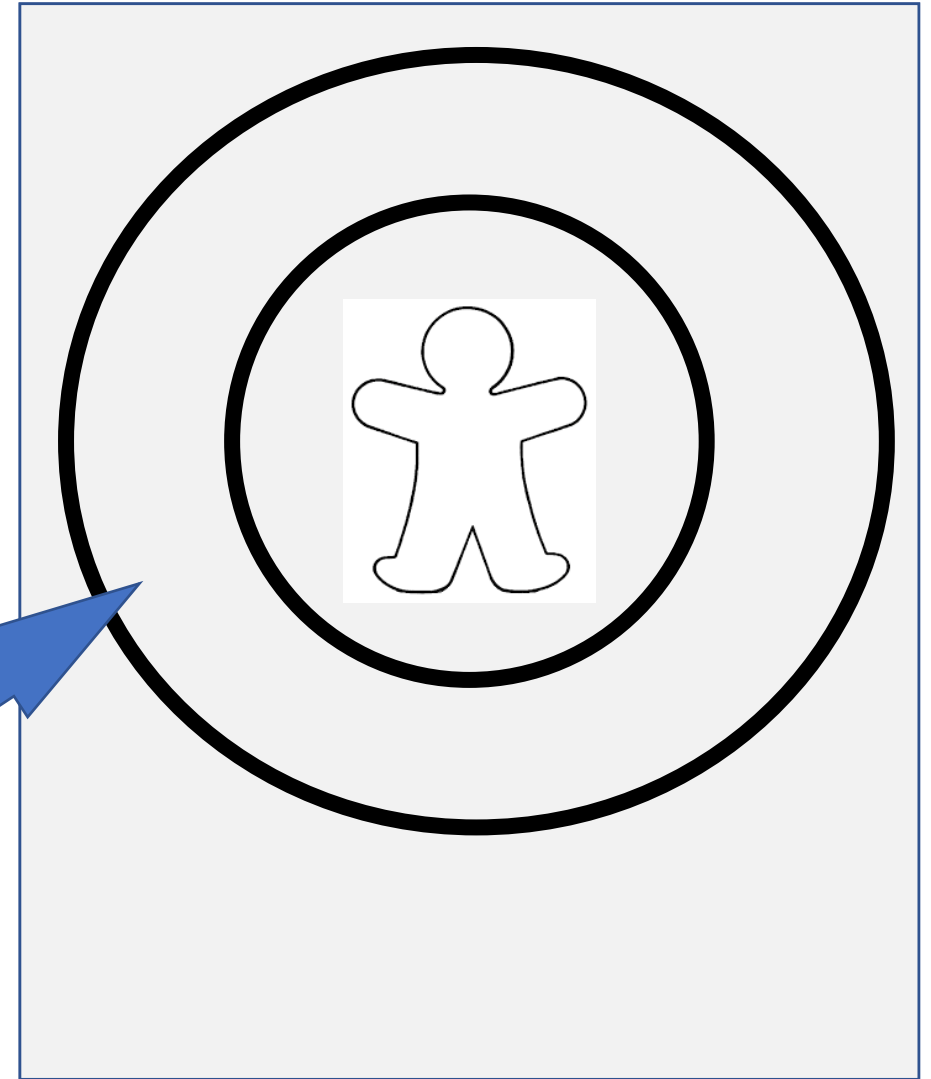


Guardian graphic. Source: World Resources Institute



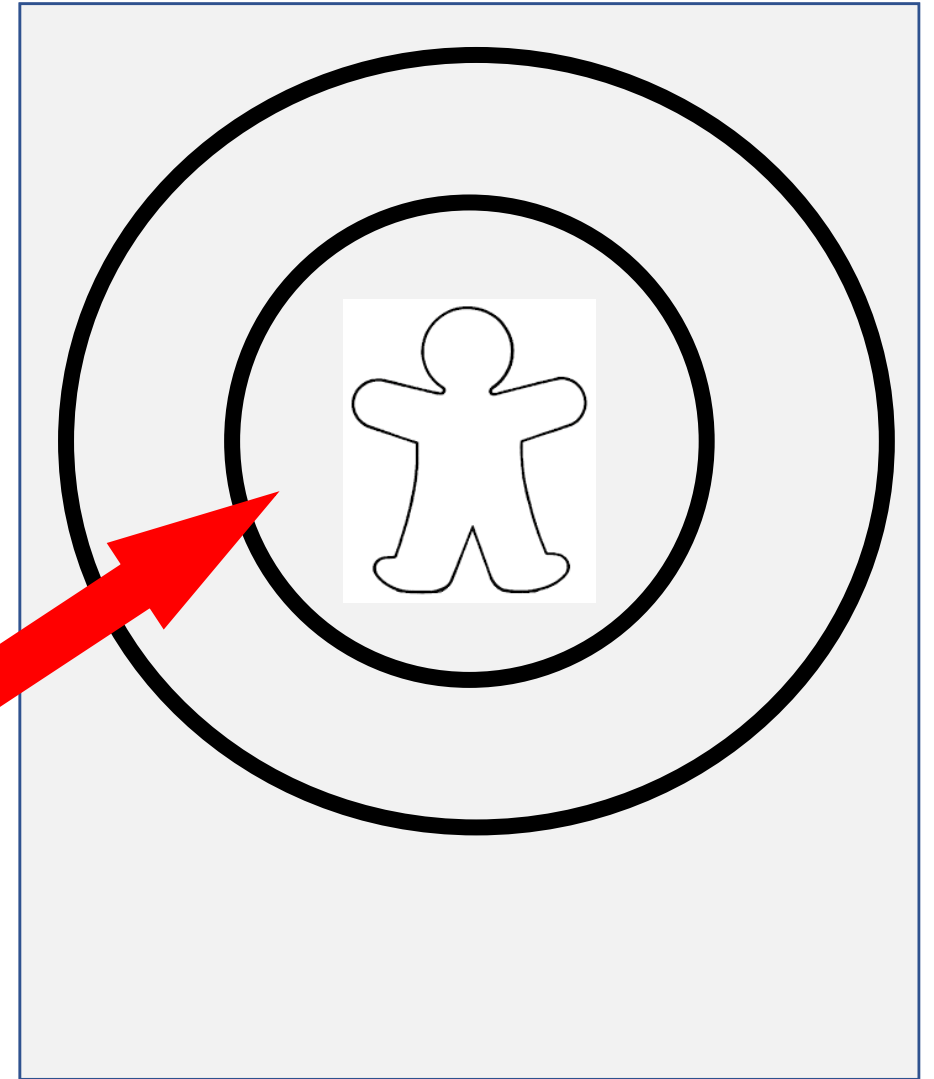
Thinking about the world we currently live in

- What are the big issues impacting the world today?
- Write your ideas in this section



Thinking about the world we want to live in

- How would you like the world to be in 2030?
- How do you want your school and community to look in 2030?
- What are you passionate about that you would like to see change?

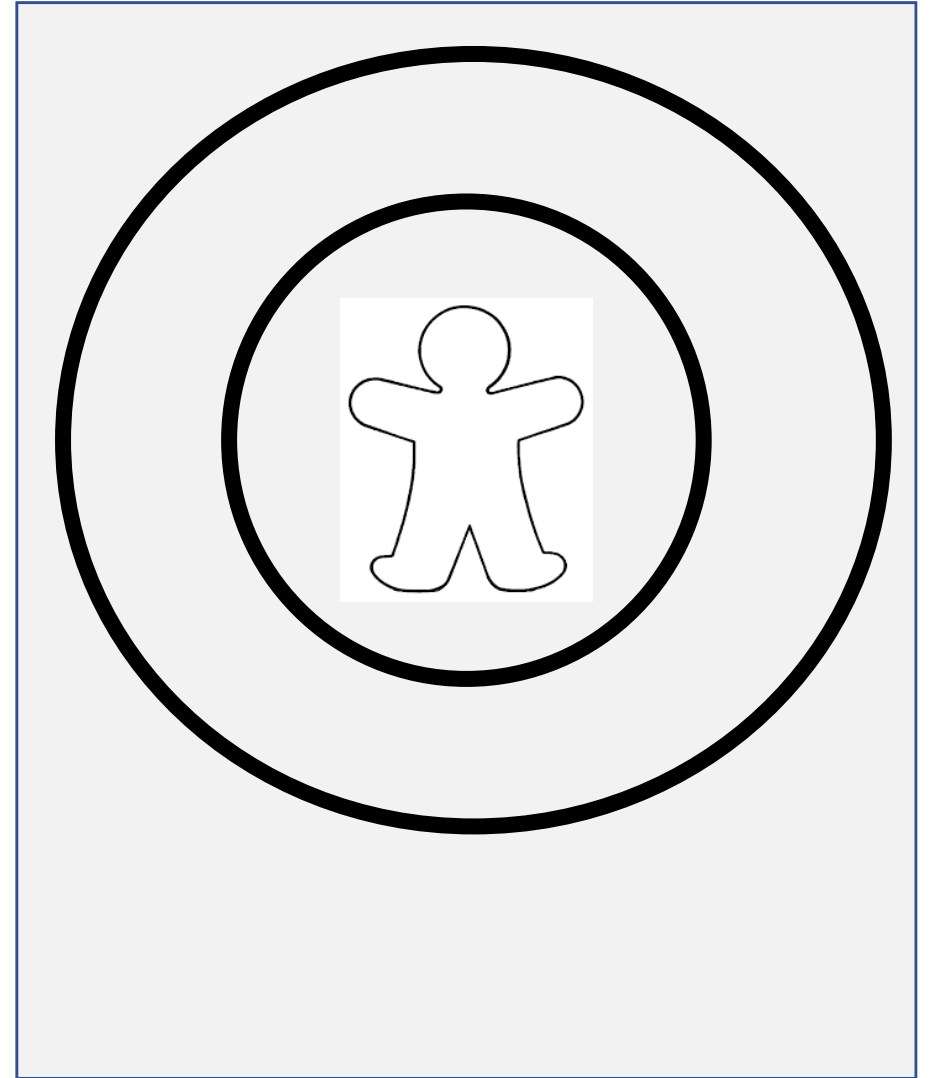


Final Thought

The big issues like climate crisis, biodiversity crisis, poverty, political extremism, can feel BIG!

The SDGs help us remain global citizens at this time.

There is always HOPE.



In my own school, pupils identified the following issues / concerns:

- **Equality and respect**
- **The need for a greater appreciation of environmental issues and sustainable living**
- **A desire for teaching on political systems and how to live in a democracy**
- **Recycling, littering and pollution**
- **Poverty and the cost of living.**



And staff were concerned with:

- **Housing, poverty and economic inequality**
- **Global warming, pollution, recycling and sustainable transport**
- **The rise of the far right / homophobia / discrimination / misogyny**
- **Kindness, nurture and respect**
- **Food and water shortages and misuse of resources.**



Getting people onboard:

- **Big issues exercise – awareness raising**
- **Audit?**





Whole school and community approach to learning for sustainability (LfS)

Self-evaluation and improvement framework

Transforming lives through learning



LEADERSHIP AND MANAGEMENT SELF-EVALUATION

ACTIONS

Focus area: (e.g. Leadership of change)
Questions: Where are we? How do we know? What do we need to do to improve?

LEARNING PROVISION SELF-EVALUATION

ACTIONS

Focus area: (e.g. Curriculum)
Questions: Where are we? How do we know? What do we need to do to improve?

SUCCESSSES AND ACHIEVEMENTS SELF-EVALUATION

ACTIONS

Focus area: (e.g. Raising Attainment and Achievement)
Questions: Where are we? How do we know? What do we need to do to improve?



Getting people onboard:

- **Big issues exercise**
- **Audit**

- **Need for enthusiastic but non-preachy early adopters**
- **Need to make it all as easy as possible for staff**
- **Need to highlight the importance of LfS from a societal standpoint but also as part of what it means to be a teacher in Scotland**

- **A first point: using the **Global Goals** to embed LfS**



Internationally, *sustainability* is embraced by the Global Goals



17 Goals

*End extreme poverty
Address inequality
Fix climate crisis*

Targets for 2030



Getting people onboard:

- **Big issues exercise**
- **Audit**

- **Need for enthusiastic but non-preachy early adopters**
- **Need to make it all as easy as possible for staff**
- **Need to highlight the importance of LfS from a societal standpoint but also as part of what it means to be a teacher in Scotland**
- **Highlight the links to Rights Respecting Schools**

- **A first point: using the **Global Goals** to embed LfS**





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Timeline:

- **Draft policy released to staff**
- **Visit DMs to talk through draft policy and answer questions**
- **Draft policy shared with pupils and parents (*and partners?*) for comment**
- **Policy finalised**
- **Inset day Learning for Sustainability activities**



Next steps:

- Revisit policy each year – how are pupils engaging? / how are staff engaging? / is it embedded?
- Have pupil priorities changed? – any policy should be a working document
- Secondaries – look for IDL opportunities
- Support / challenge staff through use of PRD
- More involvement in outdoor learning
- What has changed with the campus / curriculum / community / culture?



Internationally, *sustainability* is embraced by the Global Goals



17 Goals

*End extreme poverty
Address inequality
Fix climate crisis*

Targets for 2030



Things to do:

- **Awareness raising for staff**
- **Awareness raising and information gathering from pupils**
- **Awareness raising with parents and partners**
- **Self-evaluation and inclusion in School Improvement Plan**
- **Global goals displayed in classroom and referred to by staff in the course of day-to-day teaching**
- **Moving forward with meaningful inter-disciplinary learning**



Learning for Sustainability Hub



Group Conversations

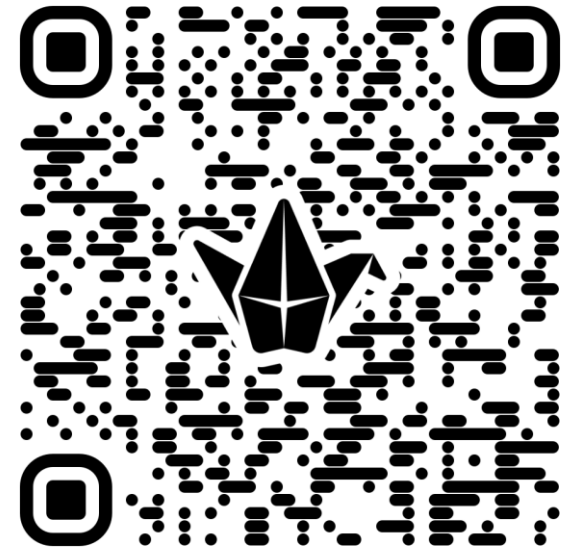
All

Group conversations

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

1. **Share your own ideas and experiences** regarding the role of Senior Leadership Teams in realising this.
2. How can SLTs be **supported to enable this?**

[Share your thoughts on the Padlet](#)



Learning for Sustainability Hub



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 displays the LfSScotland map interface. At the top, it says "LfSScotland + 6 • 6mo" and "SHARE". Below this is the title "Explore, share and celebrate Learning for Sustainability in practice across Scotland." and a legend: "Click on the pins to read each story, or click on the pink circle with the white cross to upload your own. Red = early years; blue = primary; green = secondary; purple = ASN; white = ITE, orange = colleges." The map shows Scotland with several colored pins indicating different educational institutions. A bottom panel shows a list of 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 on the right side of the bottom panel. The map data is attributed to "©2024 GeoBasis-DE/BKG (©2009), Google" and it is noted as "Made with Padle".

Join the Call to Action

- [Learning for Sustainability | Resource Themes | Education Scotland](#)
- [GTC Scotland Learning for Sustainability Hub: resources, professional learning, self-evaluation tools and practice examples.](#)

[\(Making learning for sustainability part of my teaching\)](#)

- [Whole school and community approach to learning for sustainability \(LfS\) - Self-evaluation and improvement framework | Resources | National Improvement Hub](#)



Join other like-minded individuals...

Find out more at:

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

#LfSforALL



The poster features a central circular graphic with a green leaf background. At the top, the University of Edinburgh logo and name are displayed. Below this, the text reads 'Free short online course' in blue, followed by 'Learning for a Sustainable Future' in orange. A central image shows a black flag with a blue and green globe and the words 'ONE' and 'WORLD' in white. Logos for 'Learning for Sustainability Scotland', 'United Nations University', and 'British Council' are shown. At the bottom, a red button says '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!

Learning for Sustainability Hub



Next Connect session date for your diary:

Thursday 24 April 2025

[Learning for Sustainability and a rights-based approach](#)

Learning for Sustainability Hub



Thank you and good-bye!

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

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@LfSScotland

#LfSforALL