

Learning for Sustainable Futures: Project Summary

Who was involved?

Mairi Stevenson (class teacher) and Primary 5 pupils at Lorne PS.



The Learning Context

Lorne Primary School is multicultural and diverse school community in Leith Edinburgh. We currently have 7 classes from Primary 1 to Primary 7 and a full time Nursery class. We are proud of our Victorian building, which first opened in 1876 before being forced to close following a fire, reopening again in 1973. We are proud of our phoenix logo, reminding us about resilience and rebuilding from our embers.

This year has marked 150 years since Lorne PS first opened its doors, and the whole school was engaged in work to celebrate the anniversary. This work culminated in a community assembly featuring previous staff, pupils and members of the wider community.

There was a tea party for staff and visitors, which was organised by support staff. The P3 pupils and their teacher created a film, and an exhibition was also created to allow pupils, staff and visitors to explore archive materials, old uniforms and photos.

PRIMARY PHASE: Lorne PS

Learner Outcome Focus: Interdisciplinary Learning

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
HWB 2-12a

Curriculum for Excellence:

HWB 2-12a; SOC 2-04a; SOC 2-06a; SOC 2-08b; SOC 2-16a

Related policy & initiatives:

GTCS: LfS and the Standard for Full Registration
Digital literacy
Walk to School

150 years: A Sustainable Journey

As Lorne turns 150 it is time to focus on our building, our community and our local area. We are looking to ensure we use our spaces to the fullest and leave a legacy for future users of our building and a strong community where children feel they have been part of shaping and improving it.

Class teachers and pupils have been involved with project work over the course of the year to learn about their heritage and local community, and their own place within this. The P5 class researched the changes Lorne PS has witnessed through the lens of Sustainable Learning Settings – specifically Campus, Community and Culture. We explored the history of our community, especially the school building and how it has changed to accommodate different uses, co-ed classes and following the fire in the 1970s.

Using digital literacy skills to document these changes allowed the pupils to reflect on their place within the community, the access we have within our urban setting and also how we use the green spaces around us.

Evidence and Impacts

Over the course of our project work, we developed new digital skills which we continue to build on in our empowered learning project.

We also developed cross curricular links when using data handling skills and developing our listening and talking skills. We used data from our Walk to School project to examine how we travel to school and make use of local amenities. We were able to identify what a community needs to be sustainable and looked at our setting from the perspective of transport links and proximity to the services needed.

There were some barriers to overcome, namely finding the time and resources to plan project work, as well as protecting identities and digital compliance when looking at and sharing data.

Through verbal feedback from pupils and their desire to share their work with family and

peers, it has been evident that they have enjoyed learning about a familiar location. Their understanding of a different time and the lives of others has developed, and they loved sharing these stories.

Being part of a community of practice opened up a wide bank of resources and shared experiences that I would not have investigated had it not been for the *Learning for Sustainable Futures* MOOC. This supported my own exploration of my position on LfS and made me challenge my own thinking and routines as a practitioner.

Next steps

We plan to build on the community links made by the whole school during this anniversary year, to allow future opportunities for collaboration with our local community.

Below: P5 pupil portrayal of segregated school entrances, from Lorne PS film



Practitioner Reflections:

Throughout the project my own knowledge has grown substantially. Although having taken part in training before and having been aware of LfS I can reflect now that I had not embedded this within my class. I am in a much better position to examine further parts of learning for sustainability and feel more confident taking it forward in my setting and supporting other staff to embed within our setting and their practice.

-Mairi Stevenson