Learning for sustainability
Learning for a better world

Ian Menzies
Senior Education Officer
Ian.Menzies@educationscotland.gsi.gov.uk
Transforming lives through learning wisdom justice compassion integrity
Successful learners
• Enthusiasm and motivation for learning
• Link and apply different kinds of learning in new situations

Confident individuals
• A sense of physical, mental and emotional wellbeing
• Pursue a healthy and active lifestyle
• Live as independently as they can and assess risk

Responsible citizens
• Participate responsibly in social, economic and cultural life
• Know & understand the world
• Evaluate environmental, scientific and technological issues

Effective contributors
• Have resilience and self-reliance
• Work in partnership and teams
• Take the initiative, lead and solve problems
Outdoor learning

A key approach to learning

- All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.

- Schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond.

- Teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.
I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.

SCN 0-06a
Manifesto commitment

“We welcome proposals for the creation of One Planet Schools, and will look at ways of developing this concept. This will include action to continue the development of professional standards around sustainability education and leadership within our schools on environmental issues.”

SNP Manifesto, 2010
1. LfS is an entitlement for all learners
   
   1.1. As part of this entitlement, outdoor learning should be a regular, progressive curriculum-led experience for all learners.

2. Every practitioner should reflect LfS in their daily practice

3. Every school to pursue a robust and coherent whole school community approach

4. Buildings and grounds to reflect the principles of LfS

5. Strategic national approach
The Professional Values and Personal Commitment core to being a teacher are:

Social Justice
Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
Self-evaluation and improvement

- Management of resources to promote equity
- Curriculum
- Ensuring wellbeing, equality and inclusion
- Raising attainment and achievement

“A passionate commitment to ensuring social justice, children’s rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education.”
Whole school and community approach to learning for sustainability (LfS)
Self-evaluation and improvement framework
LfS Vision 2030+

Vision 2030+
Concluding report from Learning for Sustainability National Implementation Group
March 2016

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION
ACHIEVING EXCELLENCE AND EQUITY

Developing the Young Workforce
Scotland’s Youth Employment Strategy
Implementing the Recommendations of the Commission for Developing Scotland’s Young Workforce

Transforming lives through learning
Transforming lives through learning
Transforming lives through learning

Wider policy context

- Climate change
- Circular economy
- Learning for sustainability
- Health and wellbeing
- Zero waste
- Play strategy
- Adaptation and mitigation
- Community resilience
- Food and healthy eating
- UNCRC
- Land use and land reform
- Fairer Scotland
- Low carbon skills and jobs
- Community empowerment
- Sustainable transport
- Biodiversity
UN Sustainable Development Goals

The SDGs offer a vision for the world that I believe the people of Scotland share … the aims set out by the UN form an agenda for tackling some of the world’s greatest problems.

Nicola Sturgeon, First Minister

July 2015
Early learning and childcare

- Expansion of provision to 1140 hours
- Increasing focus on outdoor learning
- Inspiring Scotland £862,000 in funding
- Promotion of outdoor kindergartens
- New national standard for early learning and childcare

Challenge: Progression in learning to ensure experiences are supported across transitions into primary and secondary
Scotland commits to life-enhancing outdoor play

50 people and organisations sign up to national pledge on outdoor play and learning

Playing and learning outdoors will be a fundamental part of growing up in Scotland, following a national commitment from 50 people and organisations across the country.

Schools for the future
Next steps

• Implementation of Vision 2030+
• Building confidence of practitioners through professional learning
• Culture change in establishments
• Secondary schools and deprived areas
• Senior phase qualifications
• Recruiting dedicated officer

Every learner to receive their entitlement  
Every practitioner to embed in their practice  
Every school and centre
National Improvement Hub

Find a resource, article or exemplars on improving outcomes for learners.
Type a keyword, title or description into the field to start your search.

https://education.gov.scot/improvement