

LEARNING FOR SUSTAINABILITY VISION 2030+ ACTION PLAN: LAUNCH AND IMPLEMENTATION

Liam Cahill, Policy Manager, Scottish Government

liam.cahill@gov.scot

Scottish Advisory Panel for Outdoor Education (SAPOE) AGM and Meeting

<p>Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none"> Ethos and life of the school as a community Curriculum areas and subjects Interdisciplinary learning Opportunities for personal achievement 	<p>Learning and teaching</p> <ul style="list-style-type: none"> Engaging and active Setting challenging goals Shared expectations and standards Timely, accurate feedback Learning intentions, success criteria, personal learning planning Collaborative Reflecting the ways in which learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> Expressive arts Languages and literacy Health and wellbeing Mathematics and numeracy Religious and moral education Sciences Social studies Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none"> relevant curriculum from 3 to 18 a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the learner and Scotland's place in the world and understanding of the environment a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities opportunities for developing skills for learning, skills for life and skills for work opportunities to achieve to the highest levels they can through appropriate personal support and challenge Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none"> review of learning and planning of next steps gaining access to learning activities which will meet their needs planning for opportunities for personal achievement preparing for changes and choices and support through changes and choices pre-school centres and schools working with partners 	<p>Principles of curriculum design:</p> <ul style="list-style-type: none"> Challenge and enjoyment Breadth Progression Depth Personalisation and choice Coherence Relevance 	<p>Arrangements for</p> <ul style="list-style-type: none"> Assessment Qualifications Self-evaluation and accountability Professional development <p>support the purposes of learning</p>

• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment

“If everyone in this world [had the same ecological footprint as those in Scotland] we would need three planets to survive”



LEARNING FOR SUSTAINABILITY

The report of the One Planet Schools Working Group

23 November 2012

“In addition to sustainable development education and global citizenship, we have placed equal emphasis on outdoor learning”

“In our advisory role to the Scottish Government we have identified a number of recommendation for Ministers and education bodies to ensure that the work [of this group] provides an effective platform for further action through to the realisation of the SDGs by 2030”.



Vision 2030+

Concluding report of the Learning for Sustainability National Implementation Group
March 2016

What is Learning for Sustainability?

“What is learning for sustainability?”

Learning for sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

LfS is an entitlement for all learners within Curriculum for Excellence. LfS is embedded within the General Teaching Council of Scotland Professional Standards for practitioners and permeates How good is our school? [Fourth edition]. The United Nations Sustainable Development Goals are central to Scotland’s national vision and are at the heart of the Scottish Government’s National Performance Framework.”

The clue is in the name

Learning for Maths

Learning for Languages

Learning for Science

Learning for Expressive Arts

Learning for Health and Wellbeing

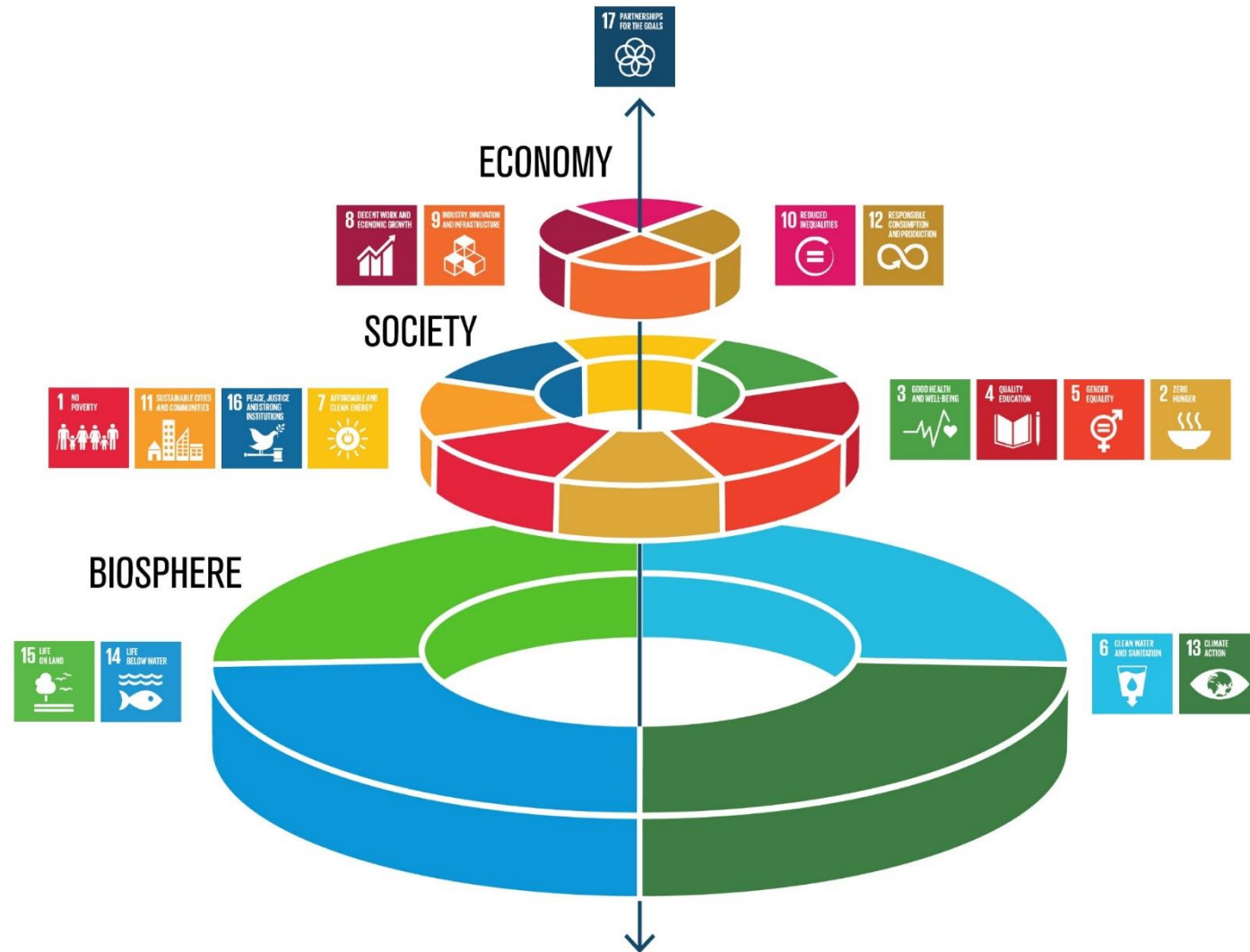
Learning for Technology

Learning for Social Studies

Learning for Religious and Moral Education

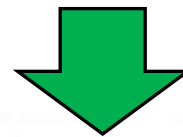
Learning for Sustainability

What is sustainability?





4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



learning for sustainability



Sustainable

Global Citizenship

Outdoor Learning

Development Education

Why should you care? (narrative)

1. It will significantly contribute towards the attainment of the curriculum's four capacities (educational benefit).
2. It will create a generation of individuals well equipped to deliver the UN's Sustainable Development Goals (delivers towards vital global objectives).

Action Planning



Where does SAPOE fit in?

- Continue to provide advice and support in relation to outdoor learning.
- In doing so support the delivery of the 2030+ action plan
 - Professional development
 - Influencing and supporting strategic decision makers
 - Supporting and influencing the development of learning estates so they can facilitate outdoor learning.