

Vision 2030+

Concluding report of the Learning for Sustainability National Implementation Group

March 2016



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“By 2030 ensure all learners acquire 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.”

UN Sustainable Development Goal 4.7

EXECUTIVE SUMMARY

In March 2013 Scottish Ministers accepted all thirty-one recommendations of the Learning for Sustainability (LfS) report¹. The report recommended that every learner should receive their entitlement to LfS and every practitioner should demonstrate LfS in their practice. In addition, it called for every school and centre to develop a coherent, whole school approach that impacts on their establishment's culture, curriculum and campus and connects them fully to their wider communities. The report introduced LfS as a concept and process which weaves together sustainable development education (SDE), global citizenship and outdoor learning into a unifying vision of learning for a better world.

The LfS National Implementation Group, which was established in February 2014 to deliver on the recommendations, is greatly encouraged by the progress that has been made. Recognition is due to local authorities, the LfS Working Group and also the many third sector organisations and networks that have embraced the LfS report and agenda with enthusiasm and have given it life in so many ways.



Dunblane Primary @DunblanePrimary · Mar 4

P3 & P2/3 gathered items for minibeast mansions-good teamwork skills & improving school environment #lfs #ecoschools



1 5

Above all we want to celebrate the passion, leadership and professional values and actions of practitioners and school leaders across Scotland. Their commitment to embedding LfS in the curriculum is helping to nurture a generation of children and young people who know and value the natural world. They are also committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of our planet.

This report is very much a celebration of the wonderful learning and teaching that is taking place in schools and early learning and childcare settings across Scotland as a result of that commitment. The tweets that permeate this report have been inserted to give a flavour of the inspirational practice that learners of all ages are experiencing on a daily basis in classrooms and outdoor settings.

We are very fortunate in Scotland to have highly qualified and motivated practitioners who really care about learners and who believe passionately in social justice, learner voice and values-based approaches to learning and teaching.

¹ Learning for Sustainability Report, One Planet Schools Working Group (Dec 2012)
<http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools>

In Curriculum for Excellence, we have a flexible and permissive framework for learning and teaching which gives teachers freedom to make learning as engaging, meaningful, challenging, enjoyable and relevant as it can be. We trust in the professionalism of teachers to do the very best for learners and many have realised the enormous potential of LfS to help them achieve this.

Some of those who have taken this approach report a significant impact on learners: greater confidence; increased readiness and motivation to learn; increased attainment; progression in social, critical thinking and communication skills. They also report that LfS significantly enhances relationships, the sense of community spirit, parental engagement and the reputation of their establishment. Staff too report that their learning and teaching has been reinvigorated and that staff wellbeing and attendance has improved – all as a result of adopting LfS approaches.

At a national level, there have been many successes and developments in the last two years. The following are worthy of special mention: the embedding of LfS in the General Teaching Council for Scotland (GTCS) Professional Standards; the publication by Education Scotland of *How Good is Our School 4?* which secures LfS within the framework for self-evaluation and self-improvement; and the passing of the *Children and Young People's Act (Scotland) 2014* which enshrines in the education system enhanced duties in relation to the United Nations Convention on the Rights of the Child (UNCRC). These developments will ensure that LfS will be rooted in the very fabric of school education and will undoubtedly help to bring about transformational change at system level.

In addition, the partnership working between the different agencies, third sector organisations and networks connected to the various aspects of the LfS agenda has been hugely encouraging. The spirit of collaboration, openness and common values amongst these bodies has clearly been further enhanced by the concept of LfS as outlined in the LfS Report. The combined expertise, reach and capacity of these organisation and networks, aligned to the vision of LfS, will be a powerful vehicle for change as we enter the next phase.



Dr Alasdair Allan MSP, Minister for Learning, Science and Scotland's Languages

And at the same time as Scotland was identifying and implementing LfS goals at a national level a parallel process was taking place globally. The United Nations Sustainable Development Goals (SDGs), launched in New York in September 2015, set out a seventeen-point global action plan to end poverty, combat climate change and fight injustice and inequality. Unlike their predecessor, the Millennium Development Goals, which were targeted towards developing nations, the SDGs are for every nation. Scotland's First Minister, Nicola Sturgeon, ensured that Scotland was the first country in the world to sign up to these 2015-2030 goals. In particular, Education Goal 4.7 will provide crucial forward momentum for the LfS agenda in Scotland, building on all that has been achieved over the course of the United Nations Decade of Education for Sustainable Development which concluded in December 2014.

The LfS Implementation Group is not complacent, however, and we are mindful of our duty to advise Scottish Ministers of the work that remains to be done and the challenges that lie ahead. These include:

- Promoting awareness of LfS as a concept and process so it is universally understood
- Taking LfS forward at a time of financial constraint with growing pressures on staff at school level and system leaders at local and national level
- Embedding LfS in professional review and development (PRD) processes at school level or through self-evaluation, to ensure it is not treated superficially but rather that it brings about more profound and deeper change
- Ensuring that LfS is not crowded out of school, local and national improvement plans due to other priorities and initiatives.

To address these challenges, and to signal the direction we need to take to ensure continued progress, we have set out a vision for LfS through to 2030 and beyond. This is to ensure we do not lose sight of what is at stake, and to serve as a reminder of the importance of LfS to our children and young people and our collective future.

First and foremost we invite all practitioners, school leaders and system leaders to continue to make the most of the opportunities that already exist. Scotland has one of the most progressive approaches to LfS in the world, and this is supported at many levels. We hope this provides a sense of freedom and that practitioners and school leaders feel energised to extend and deepen their practice. Many are also recognising that LfS, as an engaging and enabling approach, is helping them progress many other aspects of learning. This includes sciences, technologies, engineering and mathematics (STEM), interdisciplinary learning, and raising attainment in literacy and numeracy among others.

In our advisory role to Scottish Government we have identified a number of recommendations for Ministers and education bodies to ensure that the work of the LfS National Implementation Group provides an effective platform for further action through to the realisation of the SDGs by 2030.

The further recommendations are as follows:

- Stakeholders are encouraged to note the central role of education running throughout all the SDGs. Securing the entitlement of every learner to LfS within Curriculum for Excellence needs to be seen as the means through which we realise SDG Goal 4.7 and contribute to the educational aspects within the other goals
- Scottish Government, Education Scotland, General Teaching Council for Scotland, Scottish Qualifications Authority (SQA), Scottish College for Educational Leadership (SCEL) and other key agencies and bodies should continue to include LfS in their corporate plans, strategies, processes and communications to promote on-going engagement, reflection and advancement of LfS at all levels
- Relevant stakeholders should continue to explore opportunities to develop LfS professional learning opportunities which are readily available to practitioners, including online learning programmes and appropriate Masters-level provision
- Further consideration needs to be given to the role of LfS in the delivery of the Scottish Attainment Challenge, the National Improvement Framework, Developing the Young Workforce Programme and the on-going development of Curriculum for Excellence, following the OECD Review² of CfE
- Teacher education institutions (TEIs), the GTCS, SCEL and other institutions who support the leadership agenda need to continue to build the capacity of practitioners and school leaders in line with the Professional Standards
- A partnership approach to sustainable school buildings and grounds involving Scottish Government, Education Scotland and other key stakeholders is necessary to ensure coordination on the delivery of LfS at a national level. Local authorities need to remain vigilant in ensuring that improvements to their school estate meet the highest standards of sustainable and environmental design as set out in Building Better Schools and Principle Six of the School Estate Strategy. Buildings and grounds need to support learning for sustainability pedagogy and practice and include the provision of thoughtfully-developed greenspace to support learning and facilitate daily contact with nature and natural play.

2 *Improving Schools in Scotland: An OECD Perspective*, OECD (2015)
<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

We would like to impress upon all those involved in education the importance of continuing to support this work and taking forward these actions. We must guard against a box-ticked, short-term approach which could see important gains and opportunities being squandered. The scale of the undertaking, to address the SDGs and particularly to 'learn our way' towards a sustainable future, is considerable and requires long-term, sustained commitment.

Scotland's progress and achievements in relation to LfS are increasingly being recognised on an international stage. We must continue to support and resource LfS first and foremost because of the positive impact it has on our children and young people, but also because Scotland has the opportunity to be at the vanguard of global change. By striving for all our learners to receive their entitlement to learning for sustainability this small nation can lead the charge to a better world for all.

Professor Peter Higgins

David Leng

*Co-chairs of the Learning for Sustainability
National Implementation Group*

*The strategic recommendations from the
Learning for Sustainability Report (2012)*

- 1.** All learners should have an entitlement to learning for sustainability
- 2.** In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice
- 3.** Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels
- 4.** All school buildings, grounds and policies should support learning for sustainability
- 5.** A strategic national approach to supporting learning for sustainability should be established

“The UN’s Sustainable Development Goals offer a vision of the world that I believe people in Scotland share.... I am delighted to confirm that Scotland has become one of the first nations on Earth to publically sign up to these goals and provide international leadership on reducing inequality across the globe...We need to grasp the opportunity that following this path offers to create a fairer Scotland and a better world both now and for generations to come.”

Nicola Sturgeon,
First Minister of Scotland (July 2015)

developing political literacy

embedded in the curriculum

international education

ethos

values-based

understanding interdependence

protecting biodiversity

outdoor learning

resilience

addressing discrimination and prejudice

sustainable energy and water use

local to global

human rights

skills for work

fair trade

eradicating poverty and inequity

children's rights

contact with nature

creativity

links between environment, society and economy

learning for sustainability

A word cloud featuring 21 terms related to Sustainable Development Education. The terms are arranged in a circular pattern around a central, larger term. The colors of the words correspond to the colors of the Sustainable Development Goals (SDGs) they represent: blue for Goals 1-4, green for Goals 5-6, red for Goals 7-8, orange for Goals 9-11, purple for Goals 12-13, and yellow for Goals 14-17. The terms are: sustainable development education (center, purple), global citizenship (right, blue), learning for a better world (top, blue), critical thinking (top right, yellow), waste reduction and recycling (top right, blue), school linking (top right, orange), discussing controversial issues (top right, red), learners as leaders (top right, purple), growing food (middle right, blue), systems thinking (middle right, red), tackling climate change (middle left, orange), community partnerships (middle left, yellow), social and cultural diversity (middle left, purple), health and wellbeing (bottom left, blue), equality and fairness (bottom left, orange), problem solving (bottom left, green), improving attainment and achievement (bottom, purple), responsible use of our planet's resources (bottom right, blue), engaging with democracy (bottom right, blue), culture (bottom right, red), cooperative, collaborative and active learning (bottom right, orange), play (bottom right, orange), and social justice (left, red).

peace and conflict

learning for a better world

critical thinking

respect

ethical issues

identity and heritage

waste reduction and recycling

school linking

social justice

sustainable buildings and grounds

discussing controversial issues

sustainable development education

learners as leaders

tackling climate change

growing food

community partnerships

systems thinking

global citizenship

social and cultural diversity

cooperative, collaborative and active learning

play

health and wellbeing

culture

engaging with democracy

equality and fairness

improving attainment and achievement

problem solving

responsible use of our planet's resources

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, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.

How Good is Our School 4? Education Scotland, 2015

Then (2013)	Now (2016)	Future (2020-25)
Emerging awareness and understanding of LfS as a unifying concept and its relevance to Curriculum for Excellence.	Increased understanding of LfS through professional learning, events, publications, communication channels and online support.	All practitioners have understanding of the role of LfS within CfE and have a deep personal commitment to LfS principles.
No reference to LfS in GTCS standards.	LfS embedded throughout revised GTCS professional standards with some practitioners beginning to engage and reflect on their practice and learning needs through the PRD process.	All practitioners demonstrate LfS in their practice and emulate the professional values and actions as outlined in the Professional Standards.
Some references to global citizenship and outdoor learning in <i>How Good Is Our School 3?</i> self-evaluation framework	LfS features in a number of Quality Indicators within <i>How Good Is Our School 4?</i> with schools beginning to consider the implications for their own self-evaluation	All establishments demonstrating coherent and robust whole school and community approaches to LfS as a result of on-going process of self-evaluation based on <i>HGIOS4?</i>
93 practitioners sought professional recognition in LfS through the GTCS	More than three times as many practitioners applied for LfS professional recognition in 2013/14, with a total of 292 applications.	Every establishment or setting to have at least one practitioner with accreditation in LfS with a significant proportion of these having accreditation at Masters level.
Organisations (from all sectors including the third sector) offering specific professional learning and resources to support outdoor learning, SDE, global citizenship and children's rights.	A more coordinated approach is evident with an increasing number of local and national providers aligning programmes to an LfS approach.	LfS approaches are embedded in all relevant professional learning programmes which also align to the Scottish Attainment Challenge and National Improvement Framework.
Examples of strategic authority-wide approaches to global citizenship, sustainable development education and outdoor learning exist but few examples of strategic approaches at authority level which weave these together.	Improved inter-authority networking, strategic planning and collaboration through LfS practitioner and partner networks. LfS beginning to feature in school improvement plans and (in some cases) in whole authority improvement plans.	All authorities have adopted coherent and strategic approaches to LfS to the point that it has become fully embedded in their practice.

The above table summarises some of the successes to date and projects expectations of future progress. It will be necessary to take stock of these projected aims at agreed intervals as new priorities emerge and targets are overtaken.

“Leadership within and across the education system is essential to sustain efforts and ensure ESD objectives are adopted and moved into action. At a subnational level, Scotland and Manitoba stand out as examples where high-level political leadership, coordination with stakeholders and accountability helped these jurisdictions to set the vision and goals for the promotion and adoption of ESD in educational policies and plans.”

**Shaping the Future We Want
The UN Decade of Education for Sustainable Development (2005-14)
Final Report UNESCO (2014)**

LEARNING FOR SUSTAINABILITY AT THE HEART OF GOVERNMENT POLICY



Learning for sustainability (LfS) offers opportunities to deliver meaningfully on the educational aspects of many different policy areas. A centrally co-ordinated approach to implementation, using LfS as a focus where relevant and appropriate, will prevent a piecemeal, 'policy by policy' response.

Note: the list of LfS-related policy areas included in the diagram is by no means exhaustive.

SCOTLAND

Leading the world to a more sustainable future

Scotland is a renowned nation of innovation, science and great thinkers. We take pride in listing the many Scottish discoveries and inventions such as the television, telephone, pneumatic tyres and even the overdraft! Less well-known perhaps is Scotland's contribution to the creation of a more sustainable world.

- ▶ **1827** – Scottish essayist and writer Thomas Carlyle introduces the word ‘environment’ to the world.

- ▶ **1890** – The conservation work of Scottish-born John Muir in Yosemite in California leads him to be known as the ‘Father of National Parks’.

- ▶ **1915** – Prominent Scottish thinker, town planner and environmentalist, Patrick Geddes, introduces the concepts of ‘environmental sustainability’ and ‘thinking global, acting local’.

- ▶ **1992** – Professor John Smyth co-writes the education chapter of the United Nations Rio Declaration on Environment and Development (Rio Earth Summit).

- ▶ **1999** – Opening of new Scottish Parliament. Emergence of a policy agenda building on the work of many of the great thinkers above leading to Land Reform and National Parks Acts, etc.

- ▶ **2005** – The Governments of Scotland and Malawi sign a Cooperation Agreement, leading to a decade of reciprocal exchange and partnership working on education, health, agriculture and renewable energy.

- ▶ **2009** – Climate Change (Scotland) Act 2009 becomes the most ambitious legislation of its kind in the world setting targets to reduce greenhouse gas emissions by 42% by 2020 and 80% by 2050.

- ▶ **2013** – Scotland becomes the first nation to join the Circular Economy 100 Group. It also becomes one of the world’s first Fair Trade Nations – second only to Wales.

- ▶ **2014** – Scotland becomes the first nation to embed the United Nations Convention on the Rights of the Child and learning for sustainability in its professional standards for education practitioners. Voting is extended to sixteen year-olds to allow them to participate in the Referendum on Scottish Independence.

- ▶ **2015** – Scotland is the first nation to commit to the United Nations Sustainable Development Goals.

- ▶ **2016** – The Foundation for Environmental Education recognises the success of the Eco-Schools Scotland programme by awarding Scotland the status of the best country in the world for sustainable development education and environmental education.

RAISING ATTAINMENT AND ACHIEVEMENT THROUGH LFS

What the research tells us

“Teachers comprehensively reported that taking provisions outdoors increased ‘pupil engagement’ in learning in the vast majority of events. Compared to indoor settings, outdoor lessons resulted in the significant enhancement of (in order of incidence): ‘challenge and enjoyment’, ‘personalisation’, ‘relevance’, ‘breadth’, and ‘progression’. Outdoor events in green and natural places of various kinds (parks, gardens, wildlife areas, woods/forests) and residential experiences (where experiences of natural areas would be common) had the highest rates of enhancement of ‘challenge and enjoyment’.”

**Teaching, learning, and play in the outdoors:
a survey of school and pre-school provision in Scotland
Scottish Natural Heritage (2015)³**

“Teachers felt that the natural play space has contributed to increased punctuality when returning to class after play, improvement in the time needed to settle back into class, improvement in mood after play, increased concentration and attainment levels after play, increase in the quality of social interaction with other pupils and teachers, and a decrease in incidents of difficult behaviour.”

**Natural Play: Making a difference to children’s learning and wellbeing
Forestry Commission Scotland (2011)⁴**

“From young people’s perspectives, rights-based experiences and a good education cannot be easily separated; they were intimately connected in the lives of the young people. We conclude, therefore, that it is less useful to see a rights-based education as an add-on to mainstream education; it is better understood as a way of working across all school life.”

**How Young People’s Participation in School Supports
Achievement and Attainment (2015)⁵**

“Overarching findings showed that education is more effective when global and local sustainability issues are integrated throughout the curriculum. Results also show that when curricula is delivered in local social, economic, and environmental contexts, traditional learning outcomes are maintained or even heightened while additional, enhanced, and transformational learning occurs to both primary and secondary students. All of these attributes coincide with higher order skill levels in the PISA tests. Thus, ESD and PISA are synergistic in many ways.”

**The Contributions of Education for Sustainable Development (ESD) To Quality Education:
A Synthesis of an International Research Project (UNESCO, 2015)⁶**

3 Mannion, G., Mattu, L. & Wilson, M. 2015. *Teaching, learning, and play in the outdoors: a survey of school and pre-school provision in Scotland*. Scottish Natural Heritage Commissioned Report No. 779.

4 Groves, L. & McNish H. (2011) *Natural Play: Making a difference to children’s learning and wellbeing*, A longitudinal study of the Forestry Commission – Merrylee Primary School – Glasgow City Council partnership 2008 – 2011

5 Mannion, G. Sowerby M. & l’Anson, J (2015) *How Young People’s Participation in School Supports Achievement and Attainment*, SCCYP/ University of Stirling

6 Laurie, R., Nonoyama-Tarumi, Y., McKeown, R. & Hopkins, C. (2016). *Contributions of Education for Sustainable Development (ESD) to Quality Education: A synthesis of research* (UNESCO)

PROGRESS AND ACHIEVEMENTS

Overview of progress since 2013

The LfS Report recognised that “much expertise and good practice already exists” and that many establishments in Scotland are successfully working towards a coherent whole school and community approach. The challenge for the Implementation group has been to ensure that **all** learners receive their entitlement to LfS within the framework of Curriculum for Excellence, not just in those classrooms where teachers happen to be passionate enthusiasts. This has necessitated an agenda for strategic change in Scottish education to remove systemic barriers and to ensure that LfS is effectively hard-wired into key policies and drivers.

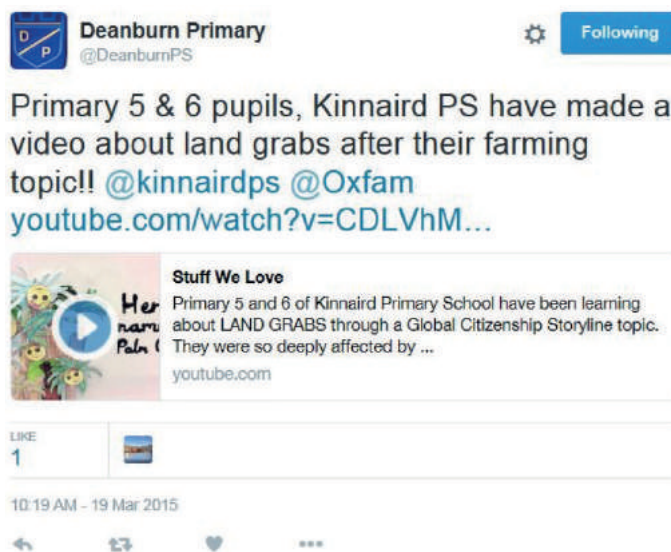
As we look back over the time since the LfS Report was published in December 2012 there are a number of highlights which demonstrate that progress has been made:

Learning – Our view is that learners across Scotland are receiving their entitlement to learning for sustainability in ever-increasing numbers. Practitioners are making this happen because they care about learners and their futures and because of their own desires for a better world and future. Above all, they want to engage learners by ensuring their learning is relevant to their lives and interests.

Many may not be using the term LfS as yet, but they will recognise terms in the LfS word cloud (on page 7) within their practice and their learning experiences. Many schools are recognising too that they have all the essential ingredients of LfS in place: all that remains is for them to identify the golden thread that weaves together their achievements in global citizenship, sustainable development education and outdoor learning

to achieve a whole school and community approach. They also recognise that the collective impact of these approaches will be greater than that of the individual components delivered in isolation. It is this integrated approach that helps learners understand the nature of complex real-world issues and to value and develop the skills needed to address them throughout their lives.

Their international education, learner voice and children’s rights programmes as well as their community partnership working will form an important part of this convergence too. Many establishments have reached this goal already and many others are working successfully towards it. They are supported in this by their authorities and a rich network of support and partner organisations that are increasingly aligning their programmes to the vision and principles of LfS.



Work in progress – Through on-going collective action, professional learning, networking and mentoring, we should continue to ensure all establishments have the support they need to enable them to continue in their journey to a whole school and community approach. We need to improve 3-18 progression in learning across clusters and between sectors and ensure learners in the senior phase also receive their entitlement. We need to focus too on learners in deprived areas to make sure they benefit from

high-quality learning in LfS including through outdoor learning and engaging 'learner voice and participation'. We need to ensure that schools are encouraged and supported to link their work in LfS to their work on attainment, improvement and developing the young workforce. We need to ensure that the inspiring and transformational learning currently enjoyed by many learners in relation to LfS is experienced by every learner through a progressive, coherent approach to delivery.



- ▲ As an establishment progresses towards a whole school approach, connections are increasingly made between activities and programmes until they are formed into a unified and coherent approach to LfS that impacts on the curriculum, campus, community and culture of the establishment.

GTCS Professional Standards – The launch of the revised GTCS Professional Standards has been a defining achievement. LfS is fully embedded in the Standards at all levels (Registration, Career-long Professional Development and Leadership and Management) and is articulated in both the professional values and actions. Scotland is the only country in the world to have incorporated LfS and referenced the United Nations Convention on the Rights of the Child in its professional standards. This has wide-reaching implications for the professional review and development processes, and Professional Update, for all 74,000 registered education professionals in Scotland. Practitioners will now have the opportunity to reflect on their practice and development needs in relation to LfS on an on-going basis and should have the opportunity to access high-quality professional learning to support further improvement in their practice, confidence and skills.

***Work in progress** – There is still work to do to promote understanding of LfS amongst practitioners and school leaders. Practice in relation to the Professional Standards and Professional Update is still emerging and it is important to guard against a superficial approach to LfS. By ensuring that adequate support is available to school leaders, line managers and practitioners, LfS discussions and reflection can become an essential part of the Professional Update process. Equally important is that training and support is available to all practitioners to allow them to act on those professional discussions, developing their LfS knowledge and skills, and their confidence in teaching.*

Self-evaluation and improvement – The publication of *How Good is Our School 4?* by Education Scotland in September 2015 provided a timely opportunity to ensure the self-evaluation and improvement process carried out by schools articulated fully with the GTCS Professional Standards and the recommendations from the LfS report. In addition, Education Scotland's LfS whole school self-evaluation framework will support schools in their cycle of self-improvement. The LfS National Implementation Group is very supportive of the way that this has been done and is pleased that LfS has now been embedded within Quality Indicators such as Leadership of Learning, Raising Attainment and Achievement and the Curriculum.

***Work in progress** – It is important that this process is extended to other self-evaluation and inspection frameworks as the opportunity arises including frameworks for early learning and childcare, colleges and community learning and development. This will ensure a consistent approach across all sectors and at points of transition. Education Scotland needs to consider how best to gather evidence of progress in relation to the LfS entitlement, possibly through the new suite of inspection models and aspect reviews being developed.*

A nationally coordinated approach to career-long professional learning – The process of building a nationally coordinated approach is in its infancy. Nonetheless, we are seeing a growing number of teachers seeking GTCS accreditation and more national practitioner collaboration leading to on-line resources being shared through Scotland's educational intranet, Glow. In addition, the on-going support provided by national award programmes, third sector organisations, networks and partner organisations has enabled many establishments across all sectors to move towards effective whole school and community approaches.

For many establishments, this tangible on-the-ground support provides structure, guidance, ideas, professional learning, resources and networking opportunities which have proven invaluable. This group would like to recognise the significant grants provided by Scottish Government to a number of LfS organisations over many years to support their work with schools, early learning and childcare settings and community learning and development organisations.

Also encouraging is the prominence of LfS provision in the suite of GTCS accredited professional learning programmes leading to Professional Recognition. LfS providers and themes are exceeding expectations in this regard and the strength of provision has led to a significant increase in the number of teachers gaining accreditation in this area.

***Work in progress** – ensuring every practitioner in Scotland has the understanding, confidence and skills to embed LfS in their practice is a very ambitious target. More needs to be done to ensure all providers of career-long professional learning in LfS align their approaches and programmes to the core principles of LfS. We also need to explore fully opportunities to deliver a high-quality blended approach to professional learning which can succeed in an environment where schools are finding it increasingly difficult to release teachers due to staffing and budgetary pressures. This will need to include online and digital professional learning opportunities and flexible opportunities for practitioners to learn at Masters level.*

Leadership – The GTCS Professional Standards are underpinned by values and LfS, with a strong focus on all teachers having opportunities to demonstrate leadership through the way they exemplify these values. LfS is embedded in the GTCS Standards for Leadership and Management to support leaders in actively embracing and promoting principles and practices of sustainability in all aspects of their work. Learning and leadership



for sustainability also foregrounds the work of the Scottish College for Educational Leadership and is a key organisational priority. LfS is embedded throughout the Framework for Educational Leadership, a self-directed learning resource central to developing individual and collective leadership capacity. The Into Headship programme, launched in September 2015, enables participants to develop their professional practice and fulfil all elements of the Standard for Headship. The Standard states that the development of a whole school approach to learning for sustainability is an explicit part of the school leader's role. LfS is also a key element on the enquiry undertaken by participants on the SCEL Fellowship Programme.

Work in progress – The GTCS will continue to promote the importance of LfS in the standards for those aspiring to formal leadership roles in schools. As the Scottish College for Educational Leadership develops an increasing range of programmes and activities, it will continue to emphasise the critical importance of LfS across middle, school and system leadership.

Initial teacher education – The GTCS is responsible for the accreditation of all programmes within Initial Teacher Education. This includes satisfying itself that the staff involved in course delivery are appropriately qualified and equipped to do so.

As part of its on-going development work in this area the GTCS, funded by the Gordon Cook Foundation, and in partnership with Learning for Sustainability Scotland and the eight Teacher Education Institutions (TEIs) are developing a reflective tool in relation to LfS. This provides a welcome opportunity to support the embedding of LfS in initial teacher education, thereby ensuring that all those entering the teaching profession have a greater understanding of LfS.

Work in progress – Processes to accredit programmes offered by TEIs through the GTCS need to be reviewed and strengthened to ensure that LfS becomes a core requirement of this process. TEIs should also ensure effective professional learning and development opportunities are available to academic staff and tutors to support the embedding of LfS into their practice. There is work to be done to ensure that all student teachers are fully aware of and committed to the professional values and actions as outlined in the GTCS Professional Standards. TEIs also have the opportunity to encourage their students to foster a greater culture of reciprocity across university departments, with student teachers becoming committed ambassadors for LfS in other disciplines.



Children's rights – The Children and Young People (Scotland) Act 2014 places further duties on Scottish Ministers and public organisations in relation to the United Nations Convention on the Rights of the Child (UNCRC). This important legislation, passed during the tenure of the Implementation Group, roots children's rights at the heart of the curriculum and efforts to implement Getting it Right for Every Child. There has been significant progress in the promotion of children's rights and the engagement of schools in this area.

Work in progress – We need to see continued progress to ensure universal awareness and understanding of the UNCRC amongst education practitioners. Further, there is a need to translate this awareness and understanding into rights-based practice through the practical application of children's rights through, for example, improved levels of participation in schools.

Local authorities – Some local authorities have provided a central resource to support schools in the delivery of learning for sustainability. This ranges from development officers co-ordinating LfS professional learning and showcase events to convening mobilisation groups and creating supporting resources or LfS accreditation schemes. Education Scotland launched the Learning for Sustainability national practitioner network in October 2015. The network brings together experienced practitioners and school leaders from many local authorities. The network is making progress in sharing practice and approaches, working in a coordinated way to identify where support is required in the system. The network has been supported by a range of national organisations and was funded in partnership with the Forestry Commission Scotland.

Work in progress – Local authorities are facing many challenges and should continue to find creative ways to mobilise and unleash the capacity, passion and leadership for LfS that exists within their staff, school leaders, practitioners and learners to ensure all learners receive their entitlement.



Communities – Learning for sustainability is cited in the policy context for community learning and development (CLD) in both the *National Youth Work Strategy 2014-2019 – Our ambitions for improving the life chances of young people in Scotland* and the *Adult Learning in Scotland Statement of Ambition 2014*. This builds on the expectations stated in *The Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)* for local authorities to provide clear leadership and direction, and to maximise the contribution of CLD partners in the reform of public services. This includes the active involvement of; “those often in the voluntary sector – in settings such as ..., anti-poverty work, equalities or sustainable development”.⁷

Work in progress – We need to ensure that learners are fully connected to their communities in real and lasting ways and that mutually-beneficial partnerships become the norm. In fulfilling the duties placed upon them by the CLD Regulations (2013), local authorities are encouraged to work with relevant partners such as schools, to identify and deliver partnership priorities including those related to LfS. Opportunities also exist for inter-agency, cross-sectoral working around the Sustainable Development Goals.

Youth work – The Youth Work Outcomes were formally launched by YouthLink Scotland in 2016 as a suite of seven outcomes for young people through youth work. The Outcome Model is founded by youth work practice, including the nature and purpose of youth work, occupational standards and CLD competences, ethics and values. The Model shows how the Youth Work Outcomes contribute to National Outcomes, policies and strategy. Wrapping around the entire model is the United Nations Convention on the Rights of the Child, demonstrating the importance of Children’s Rights at the core of youth work practice.

Work in progress – There is still work to be done to develop awareness and recognition of existing and emerging practice in relation to LfS across the youth work sector and to build on that practice to further promote themes of sustainability, social justice and inequity.

Buildings and grounds – The very welcome investment and commitment by local authorities, with support from Scottish Government, has ensured that our school estate has continued to become more sustainable and environmentally efficient. As a result, there are an increasing number of sustainable schools being built. *Building Better Schools*⁸, together with Principle 6 of the *Schools Estate Strategy*⁹, reflects the principles and values of learning for sustainability and provides the framework for local authority estate management strategies. The release of funds for new schools by the *Schools for the Future* programme is contingent on plans that fully meet the requirements of *Building Better Schools*. The *Schools for the Future* programme has amounted to £1.8 billion of investment in the school estate over a ten-year period and will result in 112 new schools being built by March 2020. The development of school grounds that facilitate outdoor learning and contact with nature and the environment are strongly supported by national guidance and national agencies and networks, including Grounds for Learning and the Sustainable Scotland Network.

Work in progress – Local authorities need to remain vigilant in ensuring that improvements to their school estate meet the highest standards of sustainable and environmental design as set out in *Building Better Schools* and Principle Six of the *Schools Estate Strategy*. Care needs to be taken to ensure that ambitions to improve the sustainability of the school estate are kept up front at each stage of the design process to achieve the desired outcome. This should also include partnership working with end users to ensure they use the buildings and grounds in a sustainable way. Buildings and grounds need to support learning for sustainability pedagogy and practice and include the provision

of thoughtfully-developed greenspace to support learning and facilitate daily contact with nature and natural play. We need to increasingly recognise that school grounds are valuable community assets and ensure that learners and their communities are given access out of school hours. Learners should be fully involved in the process of improving the sustainability of their campus as it provides a valuable opportunity for them to develop new skills and awareness of careers.

Qualifications – The last two to three years has been a period of enormous change as SQA and other partners have sought to implement the new national qualifications aligned to Curriculum for Excellence. LfS has been included in the new qualifications to a variable degree but is present in a number of new qualifications in a notable way such as Environmental Science (available from National 4 to Higher), the inclusion of the circular economy in National 5 Design and Manufacture and the inclusion of the Sustainability and Interdependence Unit in Higher Biology.

Work in progress – SQA is encouraged to put in place mechanisms to ensure that LfS is fully embedded in the qualifications as forthcoming cycles of review and development allow. This should include the provision of sufficient time for teachers to embed LfS pedagogies and approaches, such as outdoor learning, in the qualifications phase. Consideration should also be given to augmenting current qualification development guidance documents with specific information detailing the ways in which LfS can be incorporated into qualifications at the design stage. In addition, appropriate accreditation and qualification pathways are needed to recognise the LfS achievements of young people and prepare them for the world of work in an increasingly globalised world.

8 *Building Better Schools: Investing in Scotland's Future*, <http://www.gov.scot/Publications/2009/09/22154600/0>

9 *Scotland: School Estates Strategy* <http://www.gov.scot/Topics/Education/Schools/Buildings/commitments>

Global developments – To mark the end of the United Nations Decade of Education for Sustainable Development Education Scotland produced its *Conversations about Learning for Sustainability* report¹⁰. As the name suggests, the report collated the key themes emerging from conversations with hundreds of learners, parents, practitioners, school leaders and community members in twenty establishments across Scotland. There was a strong consensus amongst those interviewed that LfS is having a significant impact on learning and teaching and other metrics of success. This report from Scotland was one of eighteen national reports submitted to UNESCO ahead of the official end of decade conference in Nagoya, Japan, in November 2014¹¹.

In the official UN end of decade report, *Shaping the Future We Want*, Scotland was cited as one of the leading players internationally in education for sustainable development at a sub-national level. And in February 2016, the Foundation for Environmental Education awarded Scotland the title of the 'best country in the world' for sustainable development and environmental education in recognition of the success of the Eco-Schools Scotland programme. In December 2015, Scotland's First Minister, Nicola Sturgeon, attended the UN Climate Summit in Paris and pledged Scotland's support for the global climate agreement and committed a further £12 million towards climate justice programmes. The Summit agreement (Article 12) recognises the critical role of education in tackling climate change.

The leadership and proactive engagement of the Scottish Government in these global processes and contexts is extremely welcome as is the growing recognition Scotland is receiving internationally.

This was further strengthened in September 2015 when Scotland's First Minister ensured that Scotland was the first country in the world to commit to the United Nations Sustainable Development Goals. Education permeates the seventeen SDGs but education Goal 4.7, in particular, will provide extremely important direction and structure for LfS in the Scottish context to ensure momentum through to 2030.

Work in progress – Education is a central theme running through all the SDGs. The focus on delivering the SDG commitments through to 2030 provides an opportunity for a range of agencies to position LfS as a key strategic driver in meeting these goals in Scotland.

Metrics to measure progress – Recommendation 1.4 of the LfS Report tasked Scottish Government and Education Scotland to develop mechanisms to measure how far the LfS entitlement of learners was being met. This was a challenging recommendation given the complexity of achieving this at a national scale and also because of the many changes that were taking place in the system over the last few years. In its deliberations, the Implementation Group took the view that there was scope to make use of existing data at local and national level. Developments relating to the senior phase benchmarking tool, Insight, and the National Improvement Framework would also be key. The Group also saw value in the appropriate tracking of proxy measures such as participation rates in national award programmes, number of practitioners gaining GTCS Professional Recognition in LfS, number of hours of professional learning delivered to practitioners across Scotland, local authority surveys and the degree to which LfS is embedded in SQA qualifications.



St Eunan's @StEunan • Jan 13

Lucas and Kevin delivered their #NoHunger speech confidently and clearly, well done boys! #TheGlobalGoals



¹⁰ Education Scotland (2014), *Conversations about learning for sustainability, Case studies of Scottish schools and early years centres to mark the conclusion of the United Nations Decade of Education for Sustainable Development (2005 – 2014)*, <http://bit.ly/LfSconversations>

¹¹ Laurie, R., Nonoyama-Tarumi, Y., McKeown, R. & Hopkins, C. (2016). *Contributions of Education for Sustainable Development (ESD) to Quality Education: A synthesis of research* (UNESCO)

Work in progress – Further work is required to implement this recommendation. The Implementation Group acknowledges the points made by the OECD Review Team who evaluated the implementation of Curriculum for Excellence in 2015. In their findings they emphasised that engagement is as important as achievement and called for suitable metrics to be identified to capture this nationally. The Implementation Group wholeheartedly agrees and believes that LfS should feature strongly in these considerations. The group also welcomes progress made with the introduction of the ‘Insight’ tool which provides a more holistic benchmark of a school’s performance at the senior phase. The Implementation Group believes it is important that learners’ achievements and skills development in relation to the four capacities and LfS are captured and visible within Insight and the National Improvement Framework dashboard. The Group also hopes funding can be found to undertake research to determine how far the LfS entitlement is being met.

“Engagement is as important as achievement and probably the best way to secure it. Scotland should not therefore forsake its accomplishments in student engagement but it does need a clearer narrative, better communication and stronger metrics so that the public and not just the profession understand and are inspired by the relationship between engagement and achievement.”

**Improving Schools in Scotland:
An OECD Perspective (2015)**

“Enhanced learning and motivation and readiness to learn – all establishments reported that learners were more motivated and open to learning and that the use of outdoor learning and real-life contexts within their community helped engage learners in their learning. Children and young people said that learning was more fun and real to them and that they preferred ‘doing stuff’ rather than just using textbooks.”

**Conversations about learning for
sustainability (2014)**

VISION 2030+

Reorienting learning to create a more sustainable future

“There is no Plan B because there is no Planet B.”

**UN Secretary General Ban Ki Moon,
November 2014**

The OECD team of experts that evaluated Curriculum for Excellence in 2015 spoke of a ‘watershed’ moment for CfE and a ‘take-off point’.

The view of this group, and an increasing body of international research, is that LfS (or education for sustainable development – the term generally used by the United Nations) and high-quality learning and teaching are synonymous, and that LfS is well-placed to support the ambitions for CfE as set out by the OECD Review. The schools that have fully embraced LfS as a core component of CfE provide sparkling examples of what that take-off point looks and feels like. Gone are the overly bureaucratic approaches to planning with the experiences and outcomes. In comes a passion and excitement for learning that is raising standards in literacy, numeracy and health and wellbeing; providing stimulating contexts for interdisciplinary learning; and connecting learners to the burning issues in their communities along with a host of other important benefits. As the OECD has stated, ‘Engagement is as important as achievement and is probably the best way to secure it’¹².

This then is our vision for 2030 – that LfS is seen to be central to the bold new vision for Curriculum for Excellence as called for by the OECD Review. Let’s rekindle the moral purpose of learning and teaching to unleash the potential within the system to raise attainment, tackle inequity and transform the life-chances of each and every learner, especially those most in need of support. Let’s recognise that striving for all learners to receive their entitlement to LfS can provide the very inspiration to

fulfil the four capacities. It can also help us realise the ambitions of the Scottish Attainment Challenge, the National Improvement Framework and the Developing Young Workforce Programme. LfS, after all, is fundamentally about social justice and the creation of a fairer and more equitable society.

And in 2030, when we have achieved our vision, we will look around and see schools that are the beating hearts of vibrant, happy, healthy and sustainable communities.

Our practitioners will be amongst the happiest and most content in the world because they’ll be excited about each day of learning and discovery as much as the learners will. The wonderful practice exemplified by the many teachers who had embraced LfS will have become the norm for all.



¹² *Improving Schools in Scotland: An OECD Perspective*, OECD (2015)
<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

The impact on learners and their families and communities will be profound. Looking back from 2030 we will realise that in 2016 we were already recognising that the CfE generation was different. They were more confident, had a better idea of what they were learning and why, were more able to ask searching questions and were beginning to better articulate the skills they were developing. When 2030 arrives, our young people will embody the vision of CfE and LfS. They will be highly sought after by employers, colleges, universities and industries the world over as a result of their confidence, critical thinking, entrepreneurialism, ability to learn and adapt to new and unfamiliar situations and because of their deep understanding of global citizenship and sustainable development education. In our globally interdependent world their ability to make reasoned arguments and develop informed opinions of scientific, technological, political and ethical issues will be of enormous value in a Scotland that is successfully making a transition to a low carbon and circular economy. They will be at the forefront of the use, creation and design of new digital technologies and will be harnessing these fully to support the Scottish economy and to the benefit of society.

The focus on learner voice and values within CfE, and supported by LfS, will have nurtured a generation that is fully engaged in political and democratic processes. Young people will be contributing effectively to their communities through volunteering activities, by leading community action plans, community groups and campaigns. They will be agents of change, campaigning for the rights of others. Scotland will be the most equitable nation in the world as a result and LfS will have played a significant role in tackling the inequity that had persisted for so long.

And the outdoor learning experiences that were embedded within CfE will have borne much fruit. Our young people will have a love for nature and will marvel at our magnificent landscapes and seascapes. They will have a marvellous sense of their place in the natural world and they will seek the outdoors regularly for adventure, discovery, recovery, leisure, work, exercise and enjoyment. Scotland will have the cleanest rivers, streets and air to breathe because our young people, through their citizen science and environmental volunteering activities, will have worked hard to protect their local and national environment.

And above all in 2030, we will be inspired by our young people, as we are today. They will be wonderfully mature, compassionate, caring and well-rounded individuals. They will possess the skills, capabilities and attributes to adapt and thrive in an uncertain and rapidly changing world and will be involved in a range of incredibly interesting things, that the adults around them won't fully understand. Our learners will be ready for the future, and will own it, because we were bold in working towards the vision of CfE and LfS and because we recognised that a curriculum like this was required for the 21st century.

Our vision for 2030 is therefore about young people and their learning. We thank all those who make it their business to help young people learn for sustainability and from sustainability. We call on all those responsible for education to give them every support in this task and to remove any systemic barriers that remain. The future is being written in the hearts and minds of learners across Scotland every day. Let us not forget the importance of getting this right and of what is at stake.

“Sometimes it falls on a generation to be great. You can be that generation!”

Nelson Mandela who passed away in December 2013 as the LfS National Implementation Group began its work.

VISION FOR SCOTLAND IN 2030

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- ▶ Scotland is the best nation in the world for children to grow and develop.
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- ▶ Every learner receives their entitlement to learning for sustainability, every practitioner demonstrates LfS in their practice and every school and setting has a coherent whole school and community approach to LfS.
-
- ▶ All learners have daily contact with nature through thoughtfully developed green spaces and school grounds.
-
- ▶ Our learners are committed to the principles of global citizenship, social justice and equity, democratic participation and living within the ecological limits of our planet.
-
- ▶ Our teaching workforce is committed to the principles of LfS and engages regularly in high-quality professional learning opportunities in LfS including at Masters level.
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- ▶ We have effective 3-18 progression in learning in LfS across all sectors.
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- ▶ We live in vibrant, happy, healthy and sustainable communities with schools playing a significant role in this transformation.
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- ▶ LfS is a core feature of learning in all initial teacher education establishments with tutors and lecturers modelling it in their practice and pedagogies.
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- ▶ Our self-evaluation and improvement framework supports the development of whole school and community approaches to LfS and has been emulated by countries across the globe.
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- ▶ Our LfS providers, networks, awarding bodies and partner organisations work in a highly collaborative way to provide a coordinated programme of support to schools and settings.
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- ▶ Scotland is the leading low-carbon economy in the world and provides exciting and rewarding careers in sustainable industries for school leavers, apprentices and graduates.
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- ▶ We have a significant body of research demonstrating the impact of LfS in relation to learning and teaching, increased attainment, achievement and wellbeing.
-
- ▶ A carbon neutral school estate contributes to Scottish emissions target to cut all greenhouse gas emissions by 80% by 2050.
-
- ▶ Scotland is recognised as world-leading in LfS and works collaboratively with other nations to achieve the ambition of a more sustainable world.
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MAKING THE VISION A REALITY

Recommendations for 2016 onwards

This report highlights the significant progress by many agencies and partners in the time since the LfS National Implementation Group first met. The ambition of the LfS Report in 2012 was to bring about transformation of an entire education system. This takes time and long-term commitment – a marathon rather than a sprint.

As we move from an implementation phase to an embedding phase, we propose further recommendations as outlined below. Some of these refer to recommendations from the original LfS report which have yet to be realised. Others relate to new programmes, priorities and opportunities which have come into view more recently.

We have used the five strategic priorities of the original LfS report to provide a structure or framework for these recommendations as they remain both valid and useful. The proposed target date for many of the recommendations is 2020. We suggest this is a useful staging post at which point they can be refreshed to provide further momentum and energy as we progress towards the 2030 delivery date for the SDGs.

Scotland already has one of the most progressive approaches to LfS in the world and this is supported at many levels. We hope practitioners and school leaders are encouraged and inspired by this to further develop LfS approaches in their settings.

The recommendations listed below will help to realise the original vision of every learner receiving their entitlement to LfS, every practitioner demonstrating LfS in their practice and every establishment having a whole school and community approach to LfS. There is always a tension in writing recommendations such as these. We have tried to be bold but also realistic, mindful of the strain on resources at the present time. The emphasis we have given to the recommendations is very much on an enabling philosophy, the optimisation of existing resources and the use of important levers for change. However, some capacity will be required nationally to sustain partnerships and facilitate on-going coordination and collaboration.

1. All learners should have an entitlement to learning for sustainability

Recommendation 1: Progressive and curriculum-led approaches to outdoor learning should continue to be promoted. Specific attention needs to be given to improving practice in areas of deprivation and the role that outdoor learning can play in creating innovative learning environments in secondary schools, including within the senior phase.

Recommendation 2: A partnership approach is required to determine how well the LfS entitlement of learners is being met. In line with the recommendation from the OECD Review, consideration needs to be given to the development of appropriate metrics to enable this type of engagement to be measured in a meaningful way at classroom, regional and national level. Consideration should be given to how LfS can be included within Insight and the National Improvement Framework dashboard and must be a major feature of our approach and contribution to the SDGs.

Recommendation 3: Relevant partners are encouraged to consider the role LfS can play in new and existing programmes such as the Scottish Attainment Challenge, National Improvement Framework, Developing Our Young Workforce, and the work to deliver on the OECD recommendations. The added value of LfS in enabling improvements to literacy, numeracy and health and wellbeing, as part of the drive to raise attainment and tackle inequity, should be recognised. This is increasingly being supported by international research findings and is in synergy with the thinking of the Programme for International Student Assessment (PISA). The OECD expert group also recognised the powerful convergence of interdisciplinary learning and LfS within the context of CfE which merits further exploration and development.

Recommendation 4: We should explore opportunities to conduct research to investigate the links between LfS, high-quality learning and teaching, and school improvement. This will develop our evidence base for further action nationally and will extend international understanding of this relationship.

2. In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice.

Recommendation 5: GTCS and relevant stakeholders are encouraged to support deeper engagement with LfS through the professional review and development process for all practitioners. Relevant stakeholders are encouraged to develop an appropriate blend of professional learning programmes to meet the needs of practitioners in all sectors across Scotland, including through online learning programmes, peer networks and appropriate Masters-level provision.

Recommendation 6: GTCS should establish rigorous approval processes to ensure LfS is fully embedded in the process of course validation for initial teacher education. Teacher education institutions should ensure that their course admission requirements are unequivocal in their demand for student teachers who are committed to the professional values and actions as outlined in the GTCS Professional Standards.

3. Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels.

Recommendation 7: The GTCS Professional Update process provides a mechanism to consider each practitioner's contribution to leading on LfS. Local authorities are encouraged to maintain the profile of LfS, and to continue to put in place enabling strategic approaches which build the capacity of leaders at all levels in the system. This is necessary to support establishments on their journey towards a whole school and community approach to LfS.

Recommendation 8: Scottish College for Educational Leadership, in partnership with others, is encouraged to develop a national strategy for leadership in LfS which should include the embedding of LfS within the Into Headship and other leadership programmes.

4. All school buildings, grounds and policies should support learning for sustainability

Recommendation 9: Local authorities need to remain vigilant to ensure that improvements to their school estate meet the highest standards of sustainable and environmental design as set out in Building Better Schools and Principle Six of the School Estate Strategy. Care needs to be taken to ensure that ambitions to improve the sustainability of the school estate are kept up front at each stage of the design process to achieve the desired outcome. Buildings and grounds need to support learning for sustainability pedagogy and practice and include the provision of thoughtfully-developed greenspace to support learning and facilitate daily contact with nature and natural play. Partnership working with end users should be supported to ensure they use the buildings and grounds in a sustainable way.

Recommendation 10: Learners should be fully involved in the process of improving the sustainability of their campus as it provides a valuable opportunity for them to develop new skills and awareness of careers. We should recognise that school grounds are valuable community assets and wherever possible ensure that learners and their communities are given access out of school hours.

5. A strategic national approach to supporting learning for sustainability should be established.

Recommendation 11: Stakeholders are encouraged to note the central role of education running throughout all the SDGs. Securing the entitlement of every learner to LfS within Curriculum for Excellence needs to be seen as the means through which we realise SDG Goal 4.7 and contribute to the educational aspects within the other goals.

Recommendation 12: Current high-level collaboration and coordination on the delivery of LfS needs to be continued to ensure momentum is maintained. This should be through a partnership approach involving Scottish Government, Education Scotland and other key stakeholders.

Recommendation 13: National bodies and relevant stakeholders are encouraged to continue to include LfS in their corporate plans, strategies, processes and communications to promote on-going engagement, reflection and advancement of LfS at all levels.

Recommendation 14: The Scottish Qualification Authority should put mechanisms in place to ensure that all future reviews of qualifications will support LfS and will provide practitioners and learners with sufficient encouragement and time to adopt LfS pedagogies and approaches, including outdoor learning. Appropriate accreditation and qualification pathways are needed to recognise the LfS achievements of young people and prepare them for the world of work.



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APPENDIX 1

DETAILS OF PROGRESS AGAINST RECOMMENDATIONS

This grid offers an overview of progress against the recommendations in the Learning for Sustainability Report (2012). This is by no means comprehensive or exhaustive and we wish to thank all the organisations, networks and individuals who are not listed below but have nevertheless contributed so much to the advancement of LfS in Scotland.

1. All learners should have an entitlement to learning for sustainability

1.1 As part of this entitlement, outdoor learning should be a regular, progressive, curriculum-led experience for all learners.	Education Scotland has continued to support an extensive range of activities and events to promote outdoor learning as an approach to learning within Curriculum for Excellence. Research has found that “Schools and pre-schools have increased their average outdoor durations since 2006 but provision is unevenly spread and further substantial increases are realistically achievable.”¹³ Outdoor learning is referenced throughout <i>How Good Is Our School 4?</i> across a range of quality indicators. The OECD Report <i>Improving Scotland’s Schools</i> found that “Students were unanimously positive about out-of-school and residential learning, which is a core rather than peripheral part of CfE, for all students.”¹⁴ Curriculum Impact Reports highlight strong outdoor learning practice in Health and Wellbeing, the Sciences, Social Studies and Technologies. All reports refer to a need to build on these areas of strength to ensure “all learners” have a more consistent, progressive experience of outdoor learning. In 2013/14, the General Teaching Council for Scotland (GTCS) received a total of 1650 applications from teachers for professional recognition – 103 of these were for recognition in outdoor learning. Outdoor learning guidance and case studies are published as is the Religious and Moral Education through Outdoor Learning briefing and the Citizen Science and CfE briefing. Going out there: Scottish Framework for Safe Practice in Off-site Visits (2013) is published through partnership involving Education Scotland, Scottish Advisory Panel for Outdoor Education (SAPOE), Scottish Government, Association of Directors of Education Scotland (ADES) and the Health and Safety Executive (HSE). The National Implementation Group on Outdoor Learning and the National Network for Outdoor Learning (NNOL) have continued to meet. The NNOL aims to bring teachers, local authority lead officers and a range of national partners and agencies together with the aim of co-ordinating and aligning the work of outdoor learning providers with wider educational priorities. A number of outdoor learning providers have represented wider networks on the LfS Working Group. Education Scotland held events to support outdoor learning in schools for learners requiring additional support – 56 teachers attended. A wide range of organisations are supporting schools to develop outdoor learning including Grounds for Learning, the John Muir Trust, Architecture and Design Scotland, the National Parks, Keep Scotland Beautiful, Scottish Natural Heritage, the Royal Highland Education Trust, Crofting Connections and the Forestry Commission. Scottish Natural Heritage and Grounds for Learning’s Teacher in Nature programme has resulted in over 1800 learners being engaged in outdoor learning since 2013. Grounds for Learning have reached 678 children directly since the start of academic session 2015-16. During 2014-2015: 13,468 John Muir Awards were achieved by pupils and teachers (8% increase on 2013-14). 3196 pupils (24%) were from socially excluded backgrounds. In Scotland in the past five years, the number of young people achieving a Duke of Edinburgh’s Award has risen 82%. In 14/15, there were almost 10,000 Duke of Edinburgh’s awards completed in Scotland. Loch Lomond & The Trossachs (LLTNP) National Park Rangers supported 73 schools, engaging over 2000 pupils in outdoor learning. Outdoor learning continues to be a strong element of much youth work provision. Youth work projects and programmes make outdoor learning opportunities available to a wide range of young people. This was celebrated at YouthLink Scotland’s Wild in the Park event in June 2014 with 33 organisations sharing their work and passion for outdoor learning.
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13 Mannion, G., Mattu, L. & Wilson, M. 2015. *Teaching, learning, and play in the outdoors: a survey of school and pre-school provision in Scotland*. Scottish Natural Heritage Commissioned Report No. 779.

14 *Improving Schools in Scotland: An OECD Perspective*, OECD (2015)
<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

1. All learners should have an entitlement to learning for sustainability

1.1 As part of this entitlement, outdoor learning should be a regular, progressive, curriculum-led experience for all learners.(contd.)	Some local authorities are offering strategic support in outdoor learning as part of learning for sustainability. In Aberdeen, for example, the Wee Green Spaces project provides year round training to enable early years classes and partner providers to access local greenspace on a frequent, regular and progressive basis. Almost 4000 pupil experiences took place in the first six months of this project.
1.2 As part of this entitlement, learners should have opportunities within their curricular experiences to engage with democratic processes and to connect and to contribute to their communities, locally, nationally and internationally as active global citizens.	Supporting young people to develop as politically literate, responsible, active global citizens is a key principle of CfE. Schools and authorities continue to invest in global citizenship education with support from Education Scotland and other organisations and programmes, notably the Development Education Centres and the British Council. The Eco-Schools programme connects 15 million young citizens internationally around the Global Goals for Sustainable Development and Scotland will pilot an international digital platform for thegoals.org through which these young citizens will take collaborative action on the SDGs and provide peer feedback across nations. The OECD report on Improving Scotland's schools highlighted that "...children were much more aware than they used to be of why they were learning something. We saw powerful interdisciplinary projects on topics like World War I and Hebridean crofting." The report also pointed out that "Civic engagement is highly relevant for Scotland's Curriculum for Excellence given that two of the four core capabilities underpinning the curriculum are 'responsible citizens' and 'effective contributors'." Education Scotland published the political literacy educational resource, You Decide and has also been supporting learning around WWI commemorations. Education Scotland published the "Recognising and realising children's rights" resource. 180 individuals from 26 authorities have received accompanying training. One third of local authorities have disseminated electronic copies of the resource to their primary and secondary schools. Game On Scotland, the education legacy programme of the 2014 Commonwealth Games reached 1.2 million young people across the Commonwealth. The Scottish Government has invested in UNICEF UK's Rights Respecting Schools (RRS) programme to ensure it is aligned with CfE and Getting it Right for Every Child (GIRFEC). UNICEF UK have increased participation in RRS to 1202 Scottish schools (Feb 2016) and wishes to see every child in Scotland having some involvement with the 'child rights journey' by 2018. Keep Scotland Beautiful's One Planet Picnic initiative resulted in more than 12,000 young learners planning a one planet picnic to connect with their community and local businesses between June and September 2015. Keep Scotland Beautiful also facilitates 8 regional youth food forums providing feedback to Scotland's Food Commission and to groups working with the Community Empowerment Act. Keep Scotland Beautiful administer the Climate Challenge and Junior Climate Challenge Fund on behalf of the Scottish Government. 549 groups and 445 schools were involved in projects related to these funds between 2012 and 2014. A Youth Panel was established in 2012 to make recommendations to the Scottish Government of which projects should be awarded Junior Climate Challenge Fund grants. Since then the Panel have awarded grants totalling £916,333 to 13 youth-led projects taking local action on Climate Change. Scottish Government supported the launch of UNICEF's World's Largest Lesson – a learning resource about the UN Sustainable Development Goals. Global Citizenship is an important part of youth work practice. There were many examples surrounding the Commonwealth Games in which youth work supported young people to engage with their role as global citizens. In 2015 YouthLink Scotland, Youth Scotland and Education Scotland worked with Scotdec to support the delivery of the 'Youth of the World' Global Youth Work training to 163 youth workers and young leaders across Scotland. 26,000 students across 195 secondary schools are participating in the Youth Philanthropy Initiative (YPI) in academic year 2015/16. 100% of teachers involved report that YPI improves students' knowledge of their local communities, has a positive impact on students' core skills and on their views of the third sector.

1. All learners should have an entitlement to learning for sustainability

1.3 As part of this entitlement, learners should have active curricular learning experiences that develop their understanding of the inter-relationships of environment, society, economy and inequity, of the ecological limits to development and the interdependence of ecological and human well-being.

Supporting young people to develop as environmentally aware, active global citizens is a key principle of the curriculum. Schools and authorities have been investing and continue to invest in sustainable development education, supported by Education Scotland and a wide range of other organisations including Scottish Environment Protection Agency (SEPA) and Scottish Natural Heritage (SNH).

Keep Scotland Beautiful managed a climate justice education programme across 20 school clusters and helped young citizens to make a contribution to the UN global conversations on climate change and education for sustainable development. Through the programme more than 2500 young learners were inspired to take forward their own plans for collective action on poverty, equality and social justice in their communities.

Education Scotland administered funding and provided monitoring support to organisations recognised as Scottish Government Strategic Funding Partners. From April 2013 – March 2016, a total of £345,000 was made available to Woodcraft Folk, Federation of City farms and community gardens, Scottish Environmental & Outdoor Education Centres and the John Muir Trust. These organisations provide opportunities that increase children and young people's experiences of the outdoors.

A partnership between Education Scotland and SEPA led to the development in 2015 of the Get Learning pages on Scotland's Environment website. This was supported by the publication of a Citizen Science and CfE briefing and a programme of professional learning events in authorities.

The Scottish Government has supported the Eco-schools programme which contributes to this objective. 3,764 schools across all 32 local authorities are registered with the Eco Schools programme. This is over 98% of Scottish schools. 1,428 of these schools have a current green flag award. Of these 1,121 have been through multiple cycles of renewal and improvement. 363 schools have renewed their Green flags 3, 4, or 5 times having been in programme for 10 years or more. 944 schools have their silver award and 495 have bronze.

The Foundation for Environmental Education recognised Scotland as world-leading with a higher proportion of Scottish students taking part in the Eco-schools award than in any other country.

Over 450 Scottish Schools have achieved either Fairaware, Fairactive or Fairachiever award level with the Fairtrade Foundation's schools programme. Over 900 additional Scottish schools are registered.

Crofting Connections works with 160+ schools across seven local authorities at all levels from 3-18, to encourage schools to use their local crofting communities as a context for LfS, including outdoor learning and global citizenship, with links across the curriculum. 6,374 pupils have engaged with the programme between January 2013 and February 2016.

135 schools across 15 local authorities are *Food For Life Scotland* schools, using the *Food For Life Education Framework* to adopt a whole-school approach to learning about and celebrating food and food culture. This complements the *Food for Life Catering Mark Award*; which recognises the commitment made by catering staff across Scotland to put healthy, sustainable, fresh, and local food on the public plate. Eleven local authority areas currently hold the Mark for their school meals service.

In April 2015, the International Development Education Association of Scotland (IDEAS) launched its Signposts website. The site offers a searchable collection of global citizenship resources. Between April 2015 and February 2016, the site has had 6,927 visits. In addition to this, between September 2013 and December 2015, 1,604 print resources were borrowed by teachers from the DEC's.

The Forestry Commission Scotland, in partnership with SCOTDEC, has developed the *Our Forests, Our Future* resource which looks at local forests and make connections to global forest issues, using LfS approaches.

A 2015 *How Good Is Our Third Sector Organisation?* survey of John Muir Award providers shows that:

94% of respondents say it helps the people they work with value wild places;

84% say it helps the people they work with be connected to nature; and

89% say it helps the people they work with put something back (make a positive contribution).

YouthLink Scotland is working in partnership with Keep Scotland Beautiful to promote climate change activity and sustainable development education within the youth work sector. The National Youth Worker of the Year Awards 2016 has a new *Climate Change Champion* category.

1. All learners should have an entitlement to learning for sustainability

1.3 As part of this entitlement, learners should have active curricular learning experiences that develop their understanding of the inter-relationships of environment, society, economy and inequity, of the ecological limits to development and the interdependence of ecological and human well being.	#iwill is a campaign aiming to increase the number of young people making a difference to their communities and causes they care about through volunteering, fundraising, campaigning, mentoring and more. This campaign focuses on young people identifying issues they care about and acting to make a change as well as gaining the personal development achieved through this social action. This embodies the nature of Learning for Sustainability. In Scotland the #iwill campaign is led by the youth work sector via strategic partners YouthLink Scotland, Young Scot and Education Scotland. It is for all sectors to join and pledge towards. Keep Scotland Beautiful and Duke of Edinburgh's Award are partners in this initiative with a focus on place-making and local environmental quality. It is for all sectors to join and pledge towards. Grounds for Learning launched Polli:Nation – a new programme engaging upper primaries and their secondaries to increase pollinator habitats and enhance their local areas.
1.4 The Scottish Government and Education Scotland should put in place mechanisms to determine how well the learning for sustainability entitlement of learners is being met.	Education Scotland published <i>How Good Is Our School 4?</i> in 2015 and has included significant references to LfS throughout this national self-evaluation and improvement framework. Inspectors have taken part in briefing sessions on LfS and also children's rights. A range of third sector organisations have included questions on learner entitlement to LfS in their application/evaluation process with schools.

2. In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice

2.1 Education Scotland, in partnership with key stakeholders should continue to develop a co-ordinated national strategy for professional learning and peer collaboration relating to learning for sustainability and accomplished teaching	Education Scotland launched the Learning for Sustainability national practitioner network in October 2015. The network brings together experienced practitioners and school leaders from across 20 local authorities to share practice and build strategic models of support to share in their own settings/authorities. Education Scotland is supporting a range of Outdoor Learning professional development opportunities for teachers in partnership with the National Parks, the Outward Bound Trust, the Field Studies Council and the Conservation Volunteers. Education Scotland is working with a range of national and local authority partners to repackaging the Children and Young People's Rights professional learning resource for youth workers. The resource is currently being piloted and will be released in autumn 2016. In 2015, Education Scotland delivered 13 Citizen Science professional learning events, reaching 368 practitioners. The Learning for Sustainability monthly e-bulletin promotes professional learning opportunities and is distributed to 3,300 subscribers. Applications for professional recognition in LfS from the GTCS have increased significantly in recent years: 2006 – 83 applications: 12 Global Citizenship; 39 Global Education; 3 Citizenship; and 29 Sustainable Development 2012/13 – 93 applications: 58 Sustainable Development Education and 35 Global Citizenship 2013/14 - 292 applications from teachers: 36 Global Citizenship; 40 Global Education; 103 Outdoor Learning; 60 Sustainable Development, with the remainder seeking accreditation for areas such as Equality and Diversity; Humanitarian Education and Citizenship. The LfS applications represent 18% of the total of 1,650 applications. Further Professional Learning opportunities are offered to teachers through engaging in Practitioner Enquiry which involves deep and sustained professional learning and through the Professional Update process which requires all teachers to maintain the professional standards. A range of professional learning programmes are recognised by the GTCS as Accredited Professional Recognition Programmes in LfS. These include: Grounds for learning – Lead Teacher in Outdoor Learning and Teaching in Nature, Royal Highland Educational Trust – Food and Farming Ambassadors, Good Food Champions Programme, The Shielling Project Learning for Sustainability Professional Recognition Programme, West of Scotland Development Education Centre - Global Storylines Programme, the Woodland Activity Leadership Training Programme and The Wood Foundation – Global Learning Partnerships Programme; and the University of Edinburgh's Introduction to LfS. ENFOR have produced a new online Outdoor Learning Directory, which shares resources and training opportunities offered by ENFOR partners. Keep Scotland Beautiful's "In Our Nature" Professional Learning Programme has engaged 175 teachers in 267 hours of professional learning related to LfS. A suite of 6 Learning for Sustainability professional learning programmes is offered through local authorities, including Food and the Environment, Energy/Enterprise/Environment, Climate Justice, Ecological Literacy and Leading for Sustainability. The Scottish Government supports the core activities of the Development Education Centres. The Development Education Centres (DECs) offer a wide range of professional learning opportunities to teachers and schools both through CLPL courses and specific projects such as Teach Global Ambassadors, the Global Learning Programme Scotland, SCOTDEC's Changing Habits for Good and WOSDEC's Global Storylines (this last project was developed into a GTCS Accredited course that has worked with 120 teachers over the last three years).
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2. In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice

2.1 Education Scotland, in partnership with key stakeholders should continue to develop a co-ordinated national strategy for professional learning and peer collaboration relating to learning for sustainability and accomplished teaching (contd.)	Between April 2014 and February 2015, the DEC's have worked with approximately 5,000 teachers across all sectors: early years, primary secondary and additional support needs covering global citizenship, food, rights, political literacy, interdisciplinary working, place-based learning, literacy, numeracy and other relevant themes. In 2014 the Shielling Project became accredited to deliver a year-long masters level learning for sustainability programme. Through in-depth workshops and supported inquiry back in school, the programme fosters teachers' capacities to become leaders in learning for sustainability. There are currently two cohorts of teachers on the programme and the project will start a third from May 2016. Teachers involved have been presenting their experiences at a national level, and are creating exciting long term projects in their schools looking at, amongst other things: literacy, community resilience, and Gaelic in the landscape. The British Council Connecting Classrooms programme, run by the University of Edinburgh and LfS Scotland has supported 71 teachers across six local authorities to access up to 36 hours of professional learning per teacher. It is anticipated that this programme will reach 300 teachers by 2017, with the option of offering it as a national on line course for all teachers through GLOW 365. Crofting Connections has engaged 204 teachers across seven local authorities through LfS professional learning activity between Jan 2013 and Feb 2016. Four Crofting Connections schools have participated in teacher exchange visits with four Kenyan schools from the NECOFA Kenya School Gardens Initiative in North East Kenya. This work has been delivered in partnership with Highland One World and the Shielling project. The Royal Highland Education Trust (RHET), Food for Life Scotland and Crofting Connections are key partners in the delivery of 'Good Food Champions': the first food-specific GTCS-accredited course for Professional Recognition in learning for sustainability. Twelve teachers from Aberdeen City and Aberdeenshire are participating this year, and it is intended to offer the course to participants in other areas of Scotland in 2016-17 and beyond. Education Scotland convenes the Food Education Partners (FEP) group; which advocates a partnership-based approach to learning provision, and group collaboration on food-related CLPL. Food for Life Scotland is involved in the delivery of food-related CLPL in partnership with local authority, community-based providers and other FEP organisations to 135 schools across Scotland. Grounds for Learning worked across 23 different local authorities in 2015. 200 teachers have received accreditation through professional learning delivered by Grounds for Learning in the last two years. 47 courses of varying length have been delivered to 1137 teachers since August 2015. The University of Edinburgh has developed a Learning for Sustainability Massive Open Online Course (MOOC) with the intention of it being offered through GLOW at a future date. The John Muir Trust worked across 31 local authorities during 2014/15. 297 people participated in John Muir Award training events across Scotland, including 190 teaching staff. This equates to a total of 950 hours of professional learning for teachers.
2.2 Learning for Sustainability should be included in the self-evaluation of all practitioners, school leaders and education leaders through the professional review and update process.	LfS is referenced throughout <i>How Good Is Our School 4?</i> and supported by the Education Scotland LfS whole school self-evaluation and improvement framework. LfS has been embedded in the new professional standards. The GTCS has produced a coaching wheel and reflective questions to help teachers reflect on LfS in the professional standards.
2.3 Under National Partnership Proposal 9, Education Scotland should include Learning for Sustainability in the online resources produced to support effective PRD	Education Scotland's Opening Up Great Learning briefing and poster has been distributed to every school in Scotland and has been downloaded from the Education Scotland website over 1200 times since publication. This includes activities linked to professional review and development (PRD) that encourage self-evaluation, reflection and strategic planning around meeting the national recommendations. Education Scotland launched the LfS website and blog in February 2015. The LfS website includes key documents, news and events offering effective career-long professional learning to support the PRD process.

2. In line with the new GTCS Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice

2.3 Under National Partnership Proposal 9, Education Scotland should include Learning for Sustainability in the online resources produced to support effective PRD	Education Scotland have created an LfS GLOW 365 professional learning community and delivered training with key national partners and local authority contacts. The LfS practitioner network utilise the GLOW community to develop and share PRD support documents for teachers and school leaders. Education Scotland in partnership with the CLD Standards Council launched a dedicated LfS resource area on the online professional learning platform - http://www.i-develop-cld.org.uk/
2.4 In line with the new GTCS Professional Standards, learning for sustainability is a core responsibility of every teacher educator and a programme professional learning and peer collaboration relating to learning for sustainability for teacher education needs to be established.	The GTCS, funded by the Gordon Cook Foundation, and in partnership with Learning for Sustainability Scotland and the eight teacher education institutions, is developing a reflective tool in relation to LfS and values education. The purpose of the reflective tool is: • To allow institutions to review their existing ITE programmes in relation to Learning for Sustainability • To support ITE institutions in their planning of any future programmes in relation to Learning for Sustainability and Values Education • To support the capacity of ITE institutions in addressing the Learning for Sustainability and Values Education agenda • To provide clear linkage with the General Teaching Council's Professional Standards and the aspiration of Teaching Scotland's Future. Through successive projects, the IDEAS network and the Development Education Centres (DECs) worked with all seven ITE universities in Scotland: • to develop teacher educator networks around global citizenship • to support the development of research in this area – resulting in more than 40 academics contributing to the publication Education in a Global Space • to integrate global citizenship within both PGDE and B.Ed. programmes – resulting in the development of the Global Citizenship in ITE Audit and associated exemplars outlining inputs in the seven universities • to ensure student access to quality resources – resulting in a core set of global citizenship resources and associated leaflet being available to students at all seven universities. Highland One World is working with the entire cohort of Highland Council Probationers (2015/16) to support their individual practitioner enquiry projects on global citizenship themes. The DECs are currently engaged in probationer programmes in fourteen local authorities, working with 1379 probationers between September 2013 and December 2015. SNH chairs a group of ITE Professionals and is working with them and partners to help them encourage and support their colleagues to ensure all trainee teachers are able to offer regular and frequent outdoor learning – ENFOR partners and others have contributed to this. FCS in partnership with Moray House has developed the 'Natural Partners Project' which uses a day in the forest to consider LfS for secondary science and D&T teachers at the start of their PGDE course.
2.5 Learning for sustainability should be embedded in GTCS's frameworks and procedures for programme validation and revalidation.	The GTCS is responsible for the accreditation of all courses within Initial Teacher Education. This includes satisfying itself that the staff involved in course delivery are appropriately qualified and equipped to do so.

3. Every school should have a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels

3.1 Education Scotland, in partnership with stakeholders and other education bodies, should develop resources, guidance and support for schools, and those that support them, to enable schools to develop a whole school approach and self-evaluate the progress they are making towards implementing this approach. See also 5.4	The LfS self-evaluation and improvement framework offers guidance and support in establishing a whole school approach to LfS. Education Scotland has delivered presentations on LfS at local authority and national network events for teachers, school leaders and directors of education. In addition, resources have been co-developed and shared nationally through Glow by delegates attending Education Scotland's LfS Practitioner's Network Events. Keep Scotland Beautiful has revised the Eco-Schools Scotland programme to provide the foundation for a whole school community approach to LfS through pupil-led sustainable development, social innovation and environmental improvement. LfS is a key theme across Food for Life Scotland's Education Framework; with tools for whole-school reflection and ideas for action included.
3.2 A national strategy should be developed to build the capacity of school leaders in establishing and sustaining a whole school approach to learning for sustainability	Presentations on learning for sustainability delivered to the Flexible Route to Headship (2014). This programme involves 13 education authorities and is built around the Standard for Headship. Learning and leadership for sustainability foregrounds the work of SCEL and is a key organisational priority. LfS is embedded throughout the Framework for Educational Leadership, a self-directed learning resource central to developing individual and collective leadership capacity. The Into Headship programme, launched in September 2015, enables participants to develop their professional practice and fulfil all elements of the Standard for Headship. The Standard states that the development of a whole school approach to LfS is an explicit part of the school leader's role. LfS is an explicit element on the enquiry undertaken by participants on the SCEL Fellowship Programme.
3.3 Scottish Government, ADES and Convention of Scottish Local Authorities (COSLA) should encourage local authorities to maintain high expectations in relation to learning for sustainability and the adoption of a whole school approach	ADES already has a strategic focus on educational values and the LfS themes (e.g. respect for others and the environment) are well-aligned with this. Education Scotland is encouraging and supporting local authorities in relation to LfS through their Area Lead Officer Network and through on-going partnership and dialogue with local authority QIOs and co-ordinators.

4. All school buildings, grounds and policies should support learning for sustainability

4.1 Every learner should have the opportunity for contact with nature in their school grounds on a daily basis and throughout the seasons through the provision of thoughtfully developed green space for outdoor learning and play.	Outdoor learning and the development of school grounds that facilitate contact with nature and the environment is strongly supported by national guidance and practically, by Education Scotland, Architecture and Design Scotland, SNH, the Forestry Commission, Grounds for Learning, the Eco-schools programme, the John Muir Trust, the Development Education Centres and many others. Real World Learning Partnership continues to champion outdoor learning and nature based play and learning in local, national and international contexts in connection with LfS.
4.2 The Scottish Government should develop a framework to ensure that local authority school estate management proactively develops campuses that support learning for sustainability.	The SG/COSLA school estate strategy, Building Better Schools, already reflects the principles and values of LfS and provides the framework for local authority estate management strategies. Keep Scotland Beautiful manages the Sustainable Scotland Network for all public sector professionals including health and communities. This includes public sector climate change reporting duties. Network members are assisting with support and guidance in partnership with local authorities. Scottish Government and Grounds for Learning <i>Play out of hours toolkit</i> (published February 2016) encourages use of school grounds for playing outside of teaching hours. Food for Life Scotland work with local authority catering departments to enhance and encourage sustainable food policy, procurement and preparation in school kitchens (as well as catering facilities across a range of other sectors) through the Food for Life Catering Mark Award. 1,008 schools in twelve local authority areas (= 40% of Scottish Local Authority (LA) schools) and 39 independent schools and early years settings have engaged with the Food for Life Catering Mark to date (Feb 2016). Food for Life Scotland work with local authority catering departments to enhance and encourage sustainable food policy, procurement and preparation in school kitchens (as well as catering facilities across a range of other sectors) through the Food for Life Catering Mark Award. 1,008 schools in 12 local authority areas (= 40% of Scottish LA schools) and 39 independent schools and early years settings have engaged with the Food for Life Catering Mark to date (Feb 2016).

4. All school buildings, grounds and policies should support learning for sustainability

4.3 Scottish Futures Trust (SFT) release of Scottish Government funding for new schools should be conditional on submission of a strategic design brief that meets the guiding principles of Building Better Schools.	This is in place. Funds are only released through the Schools for the Future programme that meet the requirements of Building Better Schools. Keep Scotland Beautiful is working with six local authorities taking forward their energy reduction strategies with a focus on school estate. They also facilitate a local authority network aligned to the Sustainable Development Goals, with specialist working groups on waste/food waste; biodiversity; place and nature-based learning; local environmental quality; sustainable production and consumption; climate justice.
4.4 The principles outlined in any users' guides for the sustainability labelling scheme should be adopted for existing school estates.	Building standards incorporate sustainability labelling for school buildings since October 2013. User guides to support that are aimed at new builds but can be adapted for use in existing schools. Sustainable procurement is supported through supplier/constructor connection with the whole school community through the Eco-Schools Scotland Programme.
4.5 The Scottish Government should commission a study to identify Public Private Partnership (PPP) schools that have been able to significantly develop their campuses to support learning for sustainability and to identify principles that would support the process of change in other PPP schools.	The legacy of PPP means that some local authorities are constrained in their ability to develop their school buildings and grounds. Contractual arrangements vary between different PPP schools. Some good examples of positive relationships between schools and PPP contractors have developed.

5. A national, strategic approach to supporting learning for sustainability should be established.

5.1 The Scottish Government should ensure a coherent approach across Directorates in relation to learning for sustainability	The work of several Directorates across the Scottish Government already supports LfS, for example, through sustainable procurement, play and early years policies, the Scottish Futures Trust, school estate policy and Teaching Scotland's Future.
5.2 The Scottish Government should convene a National Implementation Group to drive forward the recommendations of this report, to encourage research on the relationship between learning for sustainability and key educational performance indicators and to monitor and evaluate progress and impact	The group was established in 2013 and will finish its work in March 2016.
5.3 Education Scotland and the Scottish Qualifications Authority should identify learning for sustainability as a key organisational priority which is reflected in their corporate strategy and work plans	LfS was included in Education Scotland's Corporate Plan 2013-2016. The SQA corporate plan 2015-2018 has a strategic driver that recognises "that all countries need to develop global citizens with appropriate skills, knowledge, ways of learning, and ways of doing business that enable them to live, work and study within a range of localities and international contexts."
5.4 Education Scotland, through the inspection process and other functions should further encourage a whole school approach to learning for sustainability	Education Scotland will continue to explore opportunities to raise the profile of Learning for Sustainability through its on-going networks, programmes, events and publications including through inspections, its websites and communications channels. Education Scotland has consistently promoted the concept of a whole school approach through all of its activities, in line with its corporate plan. The Inspectorate in Education Scotland have been informed about LfS and the themes of LfS regularly feature in inspection reports and discussions with schools and parents about inspections as well as in the impact reports that are produced for different curricular areas.

5. A national, strategic approach to supporting learning for sustainability should be established.

5.5 Education Scotland should consider undertaking an aspect review on learning for sustainability.	This is under consideration by Education Scotland.
5.6 The SQA should further embed learning for sustainability in the new qualifications.	SQA developed mapping document indicating where LfS is embedded within or specific to unit or course assessment standards. SQA will look for opportunities to include LfS within qualifications as an ongoing part of their review and development programme. The Conforti Institute has delivered CLPL to support Social Subject Secondary teachers to engage with LfS through the new qualifications and is currently developing a programme which will use Learning for Sustainability themes alongside current SQA certificated programmes to offer pupils and learning communities enhanced opportunities to improve attainment through the Wider Achievement programme.
5.7 Learning for Sustainability should be identified as a key priority for professional learning by the Teaching Scotland's Future National Implementation Board	Due to inclusion of LfS in the standards it will naturally be central to approaches to teacher and school leader professional development. Keep Scotland Beautiful continues to represent LfS Non Governmental Organisations and third sector partners at the National Professional Learning Network and related Teaching Scotland's Future events.
5.8 The Scottish College for Educational Leadership should fully embed learning for sustainability as a key organisational priority.	LfS is an underlying principle of SCEL's work. SCEL will deliver leadership learning opportunities for teachers at all levels. An element of this learning will relate directly to the learning for sustainability agenda.
5.9 The National Implementation Group should seek to work closely with the UN University accredited Scottish Regional Centre of Expertise in Education for Sustainable Development Education on research and innovation.	The United Nations Regional Centre of Expertise of Education for Sustainable Development has been a member of the National Implementation Group and has supported a wide range of activities and programmes since its inception.

APPENDIX 2

MEMBERSHIP OF GROUPS

Learning for Sustainability National Implementation Group

Professor Peter Higgins	University of Edinburgh (Co-chair)
David Leng	Association of Directors of Education in Scotland (Co-chair)
Ellen Doherty	General Teaching Council for Scotland
Betsy King	Learning for Sustainability Scotland
Tracey Henderson	Scottish College for Educational Leadership
Alastair MacGregor	Scottish Qualifications Authority
Professor Robert Davis	Scottish Teacher Education Committee
Mark Irwin	Glasgow City Council
John Urquhart	COSLA
Allan Crosbie	EIS
Caroline Amos	School Leaders Scotland

Secretariat and support

Barbara Morton	Scottish Government
Muriel Mackenzie	Scottish Government
Jeff Quinn	Scottish Government
Anthony Hutcheson	Education Scotland
Ian Menzies	Education Scotland

Learning for Sustainability Working Group

Barry Hewitt	City of Edinburgh Council
Alita Spink	Angus Council
Rob Bushby	John Muir Trust
Betsy King	Learning for Sustainability Scotland
Julie Wilson	Keep Scotland Beautiful
Tanya Wisely	IDEAS Network
Alison Motion	Grounds for Learning
Sally York	Forestry Commission Scotland/ ENFOR
Al Smith	National Parks/ ENFOR
Frances Bestley/Gerry McMurtrie	UNICEF UK
Natasha Kozlowska/Susan Armstrong	British Council
Liz Green	YouthLink Scotland
Sara Smith	RHET/ Food Education Partners
George Scott	Community Learning and Development Managers Scotland (CLDMS)

Secretariat and support

Nicola Sykes	Education Scotland
Ian Menzies	Education Scotland
Anthony Hutcheson	Education Scotland

Appendix 3

GLOSSARY OF ACRONYMS

LfS	Learning for Sustainability
SDE	Sustainable Development Education
ESD	Education for Sustainable Development
UN	United Nations
CfE	Curriculum for Excellence
GTCS	General Teaching Council for Scotland
HGIOS4?	How Good is Our School 4?
UNCRC	United Nations Convention on the Rights of the Child
SDGs	Sustainable Development Goals
PRD	Professional Review and Development
STEM	Sciences, Technologies, Engineering and Mathematics
SQA	Scottish Qualifications Authority
SCEL	Scottish College for Educational Leadership
OECD	Organisation for Economic Co-operation and Development
TEIs	Teacher Education Institutions
UNESCO	United Nations Educational, Scientific and Cultural Organisation
GIRFEC	Getting It Right For Every Child
CLD	Community learning and development
PPP	Public Private Partnership
COSLA	Convention of Scottish Local Authorities