# Question 1:

What does 'transformational learning' look like and involve/ require?

Trying to get the roots of peoples behaviours

based on communities activism

Transformation in way education functions: link disciplines,link approaches to

Having more agency in learning and being more bespoke to the learner and suiting their learning style

Active learning Connecting head, hearts and hands

Engaged learners who feel empowered

Lots of different stakeholders are involved in the learning

Head. heart and hands

Question isn't clear

Not just

cognitive

Allowing links between learning and lifestyle choices

children

should be

hold the

educated to

government

to account

Systemic thinking: nature culture and human envitobment connection at heart of Ifs

learning that transforms what and how we think, and how we behave

look at projects and do these go against sustainability should we be stopping doing projects by oil companies?

we need to rip up the rule book, and not run schools for the admin but for pupils.

Question 2:

How can LfS Scotland support collaboration for transformational learning in

all sectors?

Share best practice case study examples of 'how to' develop transformational learning offerings/programmes

Help legitimise LfS in educational settings

Produce case

studies and

disseminate

Education.

Youthwork...

Continue with bulletin

Gap re

funding -

support for

third sector

collaboration

with schools

LfS should be integral to all Make sure new LfS aspects of Action Plan is curriculum delivery relevant, accessible, and not seen as adjunct add-on meaningful across whatever 'sectors' are meant here -

> Recognise that young people don't always engage in formal education and recognise yp go to informal learning

ensure bodies 'gtc' etc keep LfS in documents

**Evaluate** past initiatives to inform future practice

> Make sure LfS isn't viewed as a separate syllabus

learning eg youth organisations

ensure its part of school curriculum

online meetings to engage wider communities

> Face to face gatherings as well as online

More focus on competencies in learning outcomes

Identify relevant stakeholders depends on sector

learning

#### Question 1:

What does 'learning for inspiring transformational change' look like?

Global citizenship values and attitudes - getting learners involved and using the outdoors.

Do more with connecting to nature.
Psychological connection.
Outdoor learning approaches - meaningful time not just 'time'.

Change ways people think about something. Different attitude, different perspective. Feeling sense of agency. Need time to help young people to experience something meaningful.

Engaging people and get them to be involved - not just passive.

Practical projects not just theoretical. Small grant funds for local projects is needed - eg community garden, composting. LfS not 'just another thing'. Growing own food at school - kids can see global citizenship connection. Funds required to kick off. Authentic experiences are essential.

## Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

use young people's enthusiasm with older age groups

Sharing case studies.

Connecting Classrooms course and support for CfE.

### Question 1:

What does 'learning for inspiring transformational change' look like?

> where participants recognise that an behavioural change has taken place and can articulate it

Based on communities. Engaging people eg tayport initiatives

real activism eg big climate conversation

how people vote that makes a difference

Iceland hold children should be educated to hold governments to account

Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

> huge step to keep Lfs in gtcs standards

political literacy

#### Question 1:

What does 'learning for inspiring transformational change' look like?

Challenging people to think about their assumptions

Getting people to look beyond their own value system

Shift the purpose of our schools! work across systems in a holistic, interdisciplinary approach should this be visible or invisible? how to phrase question differently?

There is a policy opportunity and change just now with increased emphasis on LfS so school have to take this forward at all levels from 3-18 years

giving people real world opportunities and giving young people agency and participation in their school and local area

changing the way education functions in universities as well as the curriculum - beyond curriculum

re-establishing human nature relationships

Look at other cultures and lifestyles unravel relational thinking eg by looking at buying green beans in Tesco and explore how

## Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

schools cannot do it all themselves so we need partnerships

## Question 1:

What does 'learning for inspiring transformational change' look like?

Collaboration

Learner voice they know their area best

Arts-based as well as science-based

Participatory learning and student voice

Emotional connection

Student councils best

practice?

Young people know when their input is tokonistic

The presentations were examples of exactly this ..

> Learners empowered to lead their own learning

**Barriers for** practitioners to overcome

How to broach political topics in the classroom?

Time for relationships to develop

**Enquiry-based** learning

Learner-centred. Don't assume

there's a specific

problem to be

solved.

**Values** 

Critical thinking and developing problem-solving skills rather than setting out to solve a specific problem

Success includes individuals:- taking control of their own actions and decisions; having a diversity of approaches; recognising their power

Community

How to engage with young people? How to gather their views?

## Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

> - we need more collaboration

note that activism is key to energising communities

> need to engage business

need more diversity -'race', 'class' community and media

#### Question 1:

What does 'learning for inspiring transformational change' look like?

The roots of change come from communities - John Salter.

Recognise the power you have - but also recognise the power other people and societal norms have over you and reflect on these

Dealing with the fact that we can't do enough, at the same time acknowledging that we should do all we can. - JS

Encourage real activism, community change has to be supported by government change, and activism is key -Keith Turner Recognise the merit of different approaches individual, collective, peaceful, disruptive,...

> Educators should challenge the accepted worldview. John

Learning to navigate the ironies and contradictions of our crisis, own our dilemmas. - Corinne and Keith

### Question 2:

How can LfS Scotland support collaboration for transformational learning in all sectors?

Keeping the policy makers in touch with sustainability and its vocabulary. Keith Being there for the teachers who are trying to enact the new thinking and make learning for sustainability happen -- Corrine

Championing the variety of projects from Cycling to Bee-keeping!

Encouraging and networking practicioners. Keith