

## Learning for Sustainability Hub



## Learning for Sustainability ‘Connect’:

**A focus on the new Framework for Learning for Sustainability in Initial Teacher Education**

# Welcome!

@LfSScotland  
@gtcs  
@SCDEducation

#LfSforALL

- **Please introduce yourself in the chat box**
- **Mute your audio**
- **Put any questions in the chat box**
- **We will be recording the main webinar but not group discussions.**

# Aims of today's session:

- **Hear a context update:**
  - **Scotland's national vision** for Learning for Sustainability (LfS)
- **Hear from the team who co-designed the new LfS in ITE Framework**
- **Share your own ideas and thoughts** on what the Framework could mean for you and your practice

# Session overview

**16:00**   **Welcome and ‘Setting the scene’**

*Kirsten Leask, Learning for Sustainability Scotland*

**16:10**   **‘Trusted Teaching: LfS, the Professional Standards and the new LfS in ITE Framework’**

*Suzanne Aldous, GTC Scotland*

**16:20**   **‘Introducing the new LfS in Initial Teacher Education Framework’**

*Lizzie Rushton, Professor in Education and Head of the Education Division, Faculty of Social Sciences, University of Stirling.*

**16:40**   **Group conversation**

*All participants*

**17:10**   **Next steps**

**17:15**   **Close**

# Learning for Sustainability Hub



## ‘Setting the scene’

Kirsten Leask

Learning for Sustainability Scotland

# 'Sustainability' – an international and national priority



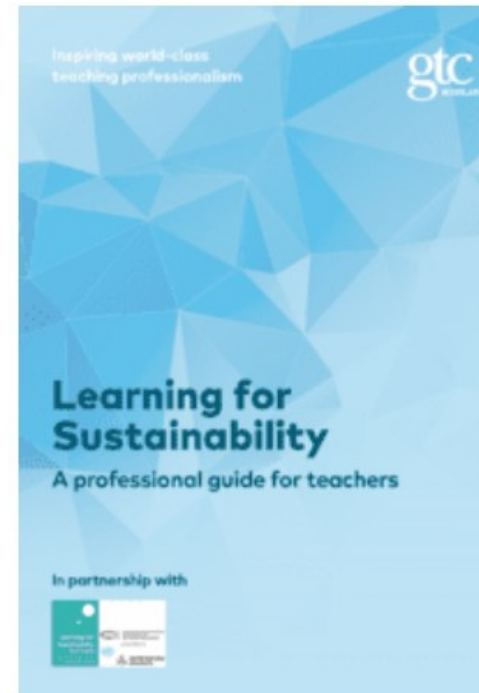
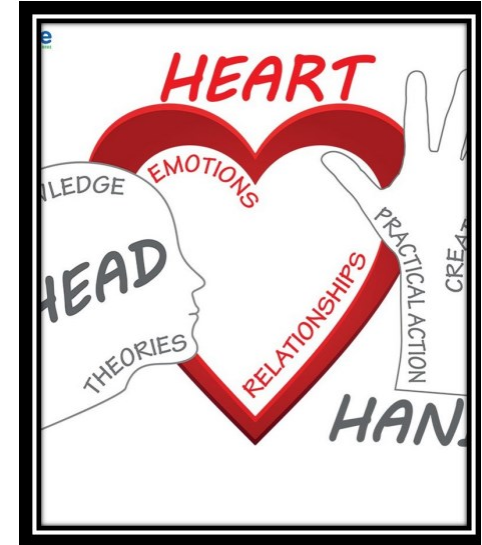
embedded in the curriculum international education ethos  
equality and fairness values-based understanding interdependence improving attainment and achievement  
outdoor learning resilience critical thinking health and wellbeing  
sustainable energy and water use local to global eradicating poverty and inequity  
responsible use of our planet's resources play children's rights skills for work  
links between environment, society and economy creativity contact with nature  
problem solving school linking  
fair trade learning for sustainability respect  
peace and conflict learning for a better world identity and heritage  
social justice engaging with democracy human rights addressing discrimination and prejudice  
sustainable buildings and grounds discussing controversial issues  
sustainable development education learners as leaders protecting biodiversity  
developing political literacy tackling climate change growing food global citizenship ethical issues  
culture community partnerships systems thinking waste reduction and recycling  
social and cultural diversity cooperative, collaborative and active learning

# What is 'Learning for Sustainability'?

“... a **cross-curricular approach** which enables learners, educators, learning settings and their wider community **to build a socially-just, sustainable and equitable society**; and as an effective **whole-setting approach** which weaves together global citizenship, sustainable development and outdoor learning to create coherent, rewarding and **transformative learning experiences**.”



*Scottish Government 2023*



# How is this being delivered in Scotland?

**‘Target 2030: a movement for people, planet and prosperity’:**  
**Scotland’s national Learning for Sustainability action plan 2023 – 2030**



“To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.”



## **5 Action Plan themes; with 25 actions:**

- ✓ Leadership and Collaborative Partnership
- ✓ Learning, Teaching, Curriculum and Assessment
- ✓ Learning Environment and Resources
- ✓ Learner Voice, Choice and Action
- ✓ Meaning and Understanding

***‘...this is not just for a few, it is for everyone...’***



# Realising the learner entitlement: Sustainable Learning Settings

## Culture

- Learner voice, ethos, relationships, UNCRC, weaving across other key strategies

## Curriculum

- Learning, teaching, assessment, pedagogy

## Campus

- Buildings, grounds, procurement, resource usage, digital spaces

## Community

- Place, partnerships, families, communities of practice/culture/identity, local action – and thinking globally

## Learning for Sustainability Hub



# Learning for Sustainability, the Professional Standards, and Initial Teacher Education

Suzanne Aldous  
General Teaching Council for Scotland



The General Teaching  
Council for Scotland

# Learning for Sustainability and the GTC Scotland Professional Standards

The launch of the national framework for Learning for Sustainability in initial teacher education



# A culture of collaboration





# Learning for Sustainability and the GTC Scotland Professional Standards

“Scotland’s Professional Standards actively support, embrace and promote the principles and practices of sustainability across all aspects. This means understanding and valuing environment, culture and heritage, developing a sense of place and belonging to the local, national and global community. It also means having a deep connection to the natural world and understanding the significance of the choices we make - now and in the future.”

GTC Scotland Professional Standards, 2021



## Heart: Being a Teacher in Scotland



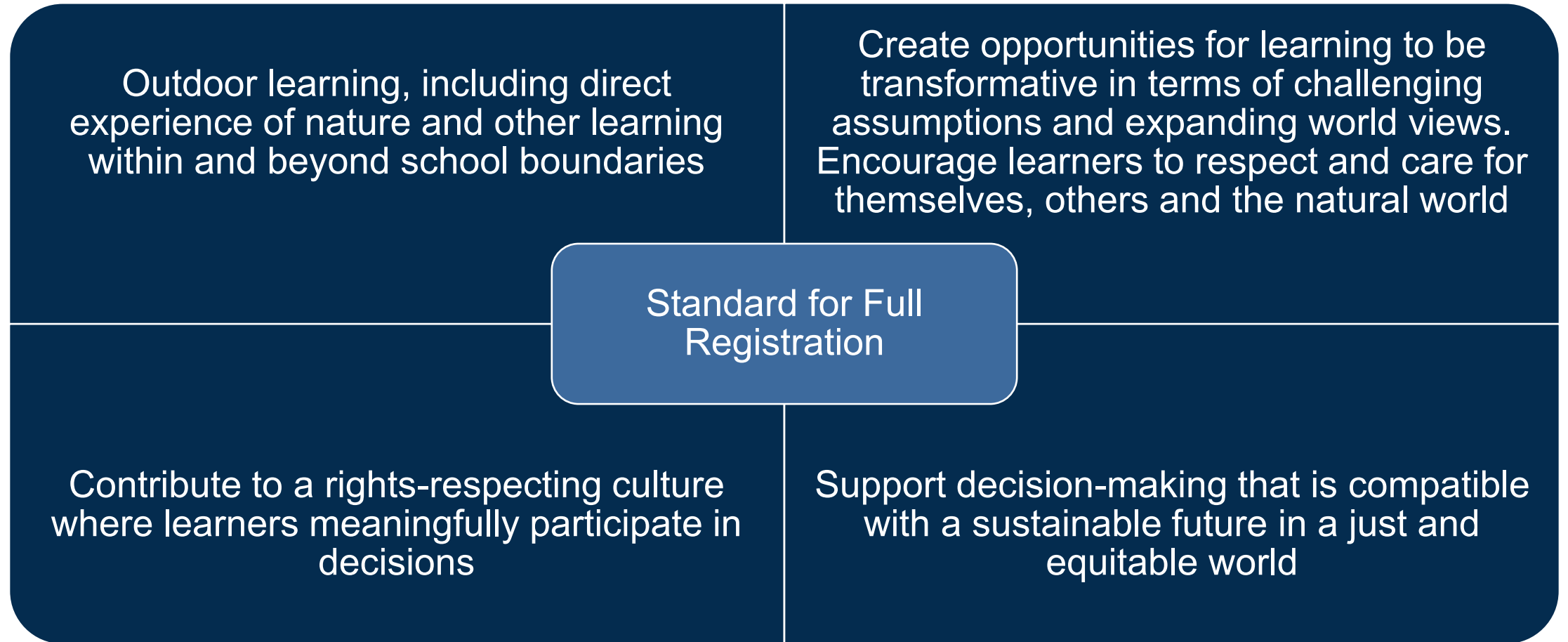
## Head: Professional Knowledge and Understanding

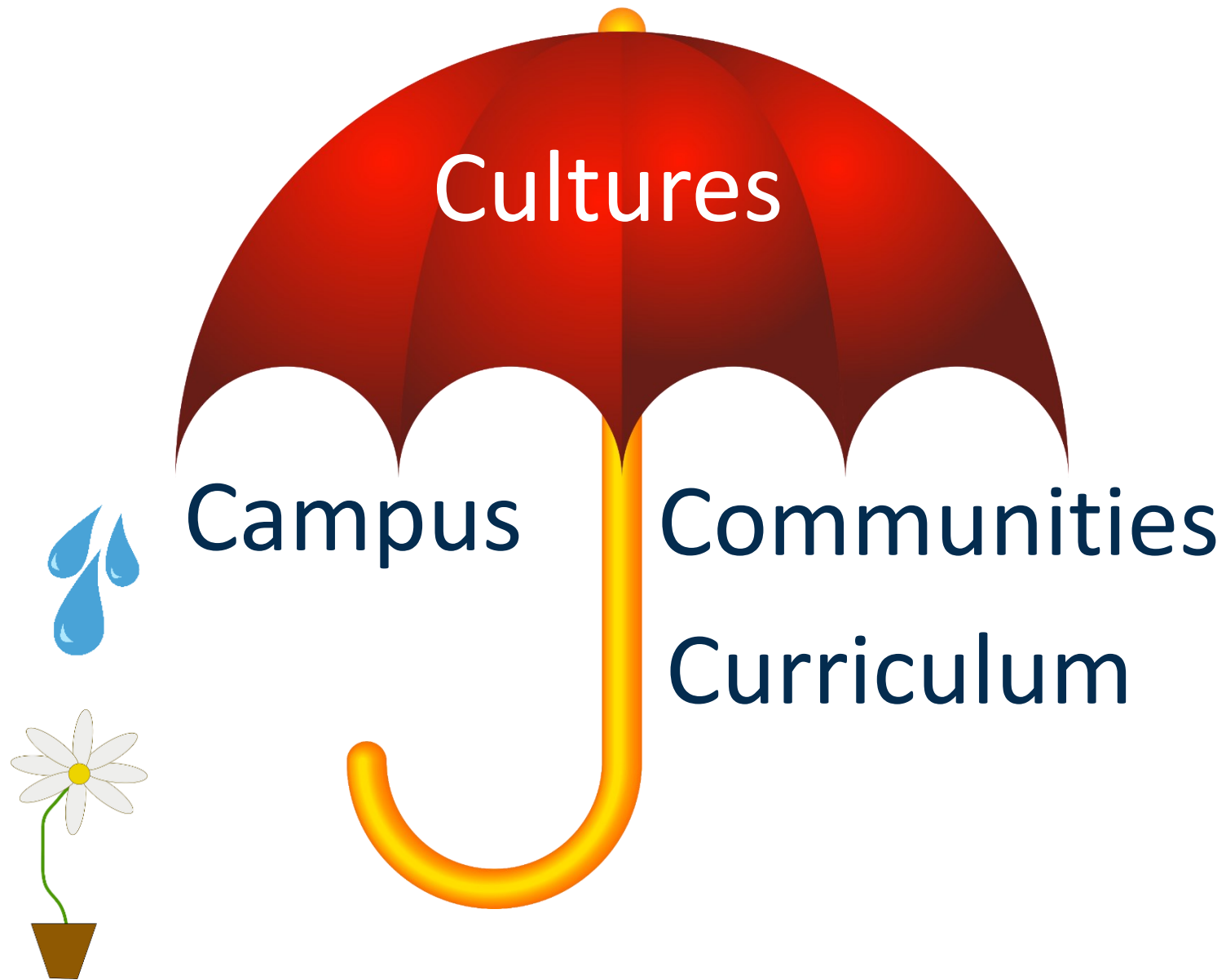


## Hands: Professional Skills and Abilities



# Learning for Sustainability embedded in The Professional Standards







# Championing Learning for Sustainability



## Learning for Sustainability Hub



# Introducing the new Framework for Learning for Sustainability in Initial Teacher Education

Lizzie Rushton, Professor in Education and Head of the Education Division, Faculty of Social Sciences, University of Stirling.

# A National Framework for Learning for Sustainability in Initial Teacher Education

SCOTTISH COUNCIL of  
DEANS of EDUCATION



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Analysis > General > Why sustainability is now key for student teachers in Scotland

## Why sustainability is now key for student teachers in Scotland

A new framework will help teachers at the start of their career in Scotland to respond to urgent environmental and sustainability challenges



# Co-creating the framework





# Introducing the Framework

Curriculum  
Cultures  
Communities  
Campus

Curriculum - Learning, teaching, assessment, pedagogy

Culture - Learner voice, UNCRC, ethos, relationships

Community - Place, partnerships, families, local action

Campus - Buildings, grounds, transport, energy & water use



We have drawn inspiration from the incorporation of 'touchstones' in *Wild Pedagogies*, which are understood as 'points of departure and places to return' (Jickling et al., 2018).

# Curriculum

## Introduction

As part of Sustainable Learning Settings, 'Curriculum' includes learning, teaching, assessment and pedagogy, ensuring that teachers create LfS learning experiences which are inspirational, relevant and impactful.<sup>19</sup> We understand curriculum and curriculum making as multi-layered social practices, which are made by teachers and

other groups, including young people, across multiple sites or spaces of activity.<sup>20</sup> Therefore, LfS curriculum making occurs across all the four Cs and should be woven across the curriculum, rather than an additional or optional dimension. At the core of LfS is enabling people to develop a heartfelt appreciation of the world,<sup>21</sup> which leads to flourishing for all.

## The context of ITE

Teachers are central to LfS curriculum making and we recognise the vital role ITE has in enabling beginning teachers to become curriculum makers who are able to identify, move between and create spaces of agency.<sup>22</sup> From the outset of their professional lives, beginning teachers should be supported to develop curriculum expertise, exploring the curriculum as it currently exists and being able to collaboratively envisage its future. Beginning teachers should have opportunities to develop the knowledge, understanding

and skills necessary to enact LfS which is rooted in ideas of justice. An essential facet is to enable beginning teachers to connect their complex experiences of LfS across university-based learning and school placements. We acknowledge the importance of providing beginning teachers with opportunities to engage with care in interdisciplinary curriculum making, and to support them to develop professional criticality and creativity in relation to LfS.



- **What opportunities are there in ITE programmes for curriculum making in the context of LfS?**
  - How are beginning teachers supported to critically engage with LfS, embracing complexity and creativity?
  - What connections to LfS can beginning teachers make across their experiences of the ITE curriculum?
  - What support is there for beginning teachers to attend to the varied emotions in LfS including approaches which engage the 'Head, Heart and Hands' approach<sup>23</sup> and emotionally-responsive pedagogies?<sup>24</sup>



# Orientations towards action

## Introduction

The central aim of this framework is to support ongoing and reflective collaboration and action in the context of LfS in ITE. In moving through the framework of reflective questions we recognise that there are important concepts and ideas which weave these different dimensions of curriculum, cultures, communities and campus together, including: care, complexity, connectivity, creativity and criticality. These concepts might provide further sources of

reflection to frame action in your settings and context. Whilst we have used footnotes to indicate some of the theories and ideas which have informed the creation of this framework (for example, social justice, curriculum making, place-responsive pedagogies, teacher agency) we encourage you to continue to engage with diversity of ideas and thinking which underpin current and future action.

## Touchstone Questions

- How do we ensure that our work guided by this framework is responsive and sustainable?
  - What actions can we identify as individuals and communities?
  - What support do we need to realise these actions?
- What are our next steps in this work as part of the ITE community and how might this evolve over time?
- What might our practice look like in one, three and five years?
- How will actions we take be reflected in our programmes, learning environments, professional learning opportunities and institutional processes?
- How will we continue to nurture and support the community of practice that is LfS in ITE? What role might beginning teachers have in the leadership of this work?
- How will we capture our ongoing learning and share good practice?





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## Group Conversations

All

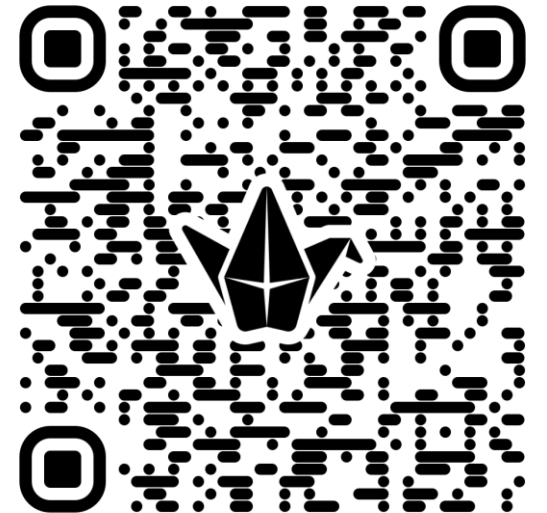


# Group conversations

## Thinking about the new Framework for LfS in ITE:

1. If you **work with or support Initial Teacher Education activities**, how could you use the Framework to enhance your practice?
2. How could you use the Framework **more generally in your own practice**?
3. Do you have **any other comments** on the new Framework?

[Share your thoughts on the Padlet](#)



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## Plenary

All

# Be inspiring – and inspired!

Click on the hyperlink below to read about what others are doing...and share your own LfS practice.

[Join the Learning for Sustainability conversation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

#LfSforALL



# Join the Call to Action

- [Learning for Sustainability in ITE Network | SCDE](#)
- [Learning for Sustainability | Resource Themes | Education Scotland](#)
- [GTC Scotland Learning for Sustainability Hub: resources, professional learning, self-evaluation tools and practice examples.](#)
- [\(Making learning for sustainability part of my teaching\)](#)
- [Whole school and community approach to learning for sustainability \(LfS\) - Self-evaluation and improvement framework | Resources | National Improvement Hub](#)



# Join other like-minded individuals...

Find out more at:

- [Learning for Sustainability Scotland Events](#)
- [Become a member of Learning for Sustainability Scotland](#)

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Regional Centre of  
Expertise on Education for  
Sustainable Development



## Critical Sustainability Conversations

**'Peace education: fighting for the future'**

**Tuesday 10<sup>th</sup> June**  
**16:00 – 17:15**  
**online**

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# Next Connect session date for your diary:

**Thursday 19<sup>th</sup> June 2025**

**'Creating a culture of LfS in your setting'**

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## Thank you and good-bye!

[Learning for sustainability \(gtcs.org.uk\)](https://gtcs.org.uk)

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