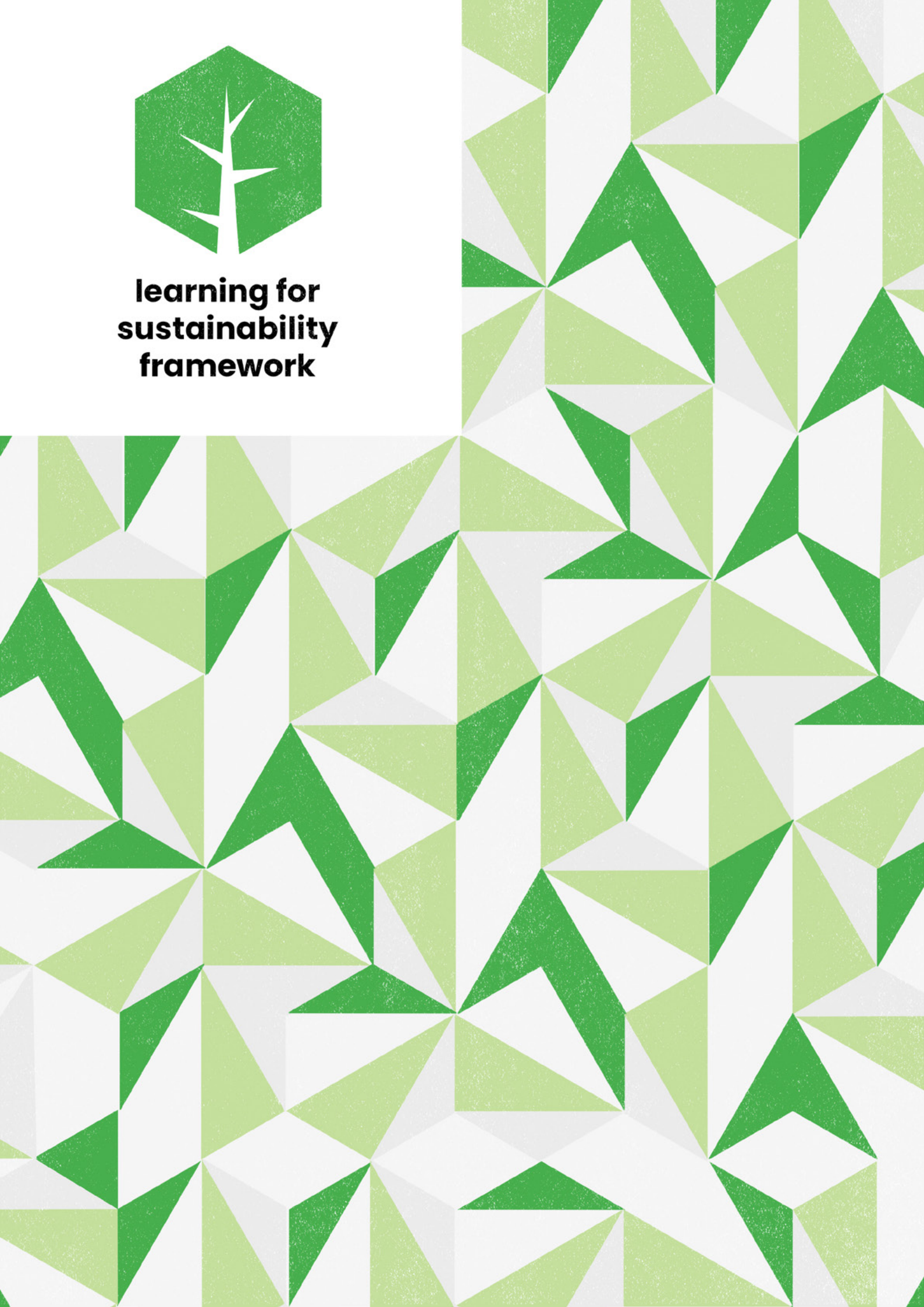




**learning for  
sustainability  
framework**







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in the Schoolyard”  
Laura Colucci-Gray (University of Edinburgh) and  
Claire Cassidy (University of Strathclyde).**

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Scottish Universities Insight Institute, 2019–2021.

Project team: Bob Donald, One Seed Forward ([www.osfgardenschools.co.uk](http://www.osfgardenschools.co.uk));

Donald Gray, University of Aberdeen;

Kirsten Darling-McQuistan, University of Aberdeen;

Kirsten Leask, Learning for Sustainability Scotland  
([www.learningforsustainabilityscotland.org](http://www.learningforsustainabilityscotland.org));

Laura Nisbet, City of Edinburgh Council;

Sharon Hunter, University of Strathclyde;

Stephen Day, University of West of Scotland.

Graphic Design : Alison Murray ([www.everythingispattern.com](http://www.everythingispattern.com))

The full report is available at:  
[https://www.scottishinsight.ac.uk/  
Programmes/UNGlobaGoals/  
FoodActivism.aspx](https://www.scottishinsight.ac.uk/Programmes/UNGlobaGoals/FoodActivism.aspx)





**learning  
for sustainability  
framework**

**learning**

**inquiry**

**social  
justice**

**principles**





## learning for sustainability framework

# social justice

### Rights

Am I ensuring learners can participate if they wish?  
How will I facilitate learners' voices and ensure they are listened to and have influence?  
What links do I make between the UNCRC and the SDGs?

### Ethics

How do I engage with sustainability?  
What tensions might there be between personal values and the ethical issues being considered?  
How do I support learners to care about sustainability issues?

### Reciprocity

Am I willing to listen to learners and encourage them to listen to others?  
How do I encourage the sharing of knowledge, skills and understanding?  
Am I open to learning from learners?

### Power

Am I willing to have my position questioned?  
Where does the power lie in the teaching and learning context?  
How do I share power in the classroom?

### Inclusion

Is anyone being excluded from the learning?  
How can I overcome barriers to inclusion?  
What am I actively doing to promote inclusion?

### Diversity

How do the resources and ideas I use represent others?  
How do I ensure learners have the opportunity to learn from diverse backgrounds?  
How do I accommodate difference to ensure diversity is harnessed to enrich learning for all?

### Responsibility

What are my responsibilities in teaching LfS?  
How can I promote social justice in my practice?  
What responsibilities should learners have in relation to sustainability?

### Attitudes

Are my practices consistent with what I am teaching?  
How do I support learners to recognise that individual actions have a wider impact?  
How does the learning promote understanding of others?





### **Perspective**

According to which concepts of sustainability is the learning framed?

Who asks the questions and participates in the inquiry?

What information is needed to support personal and collective inquiry?

### **Problematisé**

What problems should we tackle in relation to sustainability?

How is the problem for inquiry framed, and by whom is it framed?

Do I offer opportunities for learners to raise issues for consideration?

### **Alternatives**

How are alternative possibilities presented and considered?

How do I support learners to deal with tensions between alternative perspectives?

How do I judge the integrity of the information used?

### **Dialogue**

How do I make dialogue part of the learning?

How do I ensure that the dialogue is open and constructive?

How do I ensure I am not dominating dialogues?

# **inquiry**

### **Evidence**

Do I ensure that I use resources that are credible?

How do I evaluate evidence and support learners to do this?

How do I want learners to be able to use evidence?

### **Tensions**

How do I respond to tensions in the topic?

In what ways might tensions be presented and explored?

Do I ensure we explore the tension between human needs and those of the non-human world?

### **Challenge**

Do I question dominant discourses and encourage learners to do this?

How do I support learners to be critical of information presented?

What tools do I give learners to help them to challenge what they hear and read?

### **Change**

What actions support sustainability?

Can I help learners identify those who have the power to make decisions to effect change?

Do I encourage learners to think about where and how change arises, and to what might it lead?





## learning for sustainability framework

### Inclusive

Whose experiences are valued?  
What can I do to support learning from the experiences of others in the community?  
How do I ensure all learners are able to learn about sustainability?

### Content Knowledge

What knowledge do I and the learners have already?  
What perspectives can I draw on from different disciplines to support Lfs?  
Am I missing or avoiding particular topics in Lfs?

### Experiential

What kinds of experiences are desirable?  
Who has or doesn't have particular experiences?  
Am I considering when particular experiences might happen in the year?

### Approaches

How do I create a positive learning experience in relation to sustainability?  
To what extent does the learning move beyond traditional curricular constraints?  
How do I engage with both scientific and practical knowledge?

### Openness

How open am I to learning for sustainability?  
How do I ensure possibilities for participation?  
Do I encourage learners to take the initiative in learning for sustainability?

### Collaborative

How do I involve learners in planning the learning for sustainability?  
How can a whole school approach to Lfs be developed?  
How can I ensure genuine collaboration?

# learning

### Relationships

How do I make and help learners to make meaningful connections across the curriculum?  
How might we connect with those in other parts of the world?  
How do I help children think about their relationships with others and the non-human?

### Inter-generational

How do I involve younger/older members of the community in the learning activities?  
What benefits are there to working with younger/older members of the community?





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## principles

## learning

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