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**Humanities &
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Working towards Target 2030: Supporting the development of new targeted sustainability initiatives in education settings in Scotland.

- ICSD 2024 -

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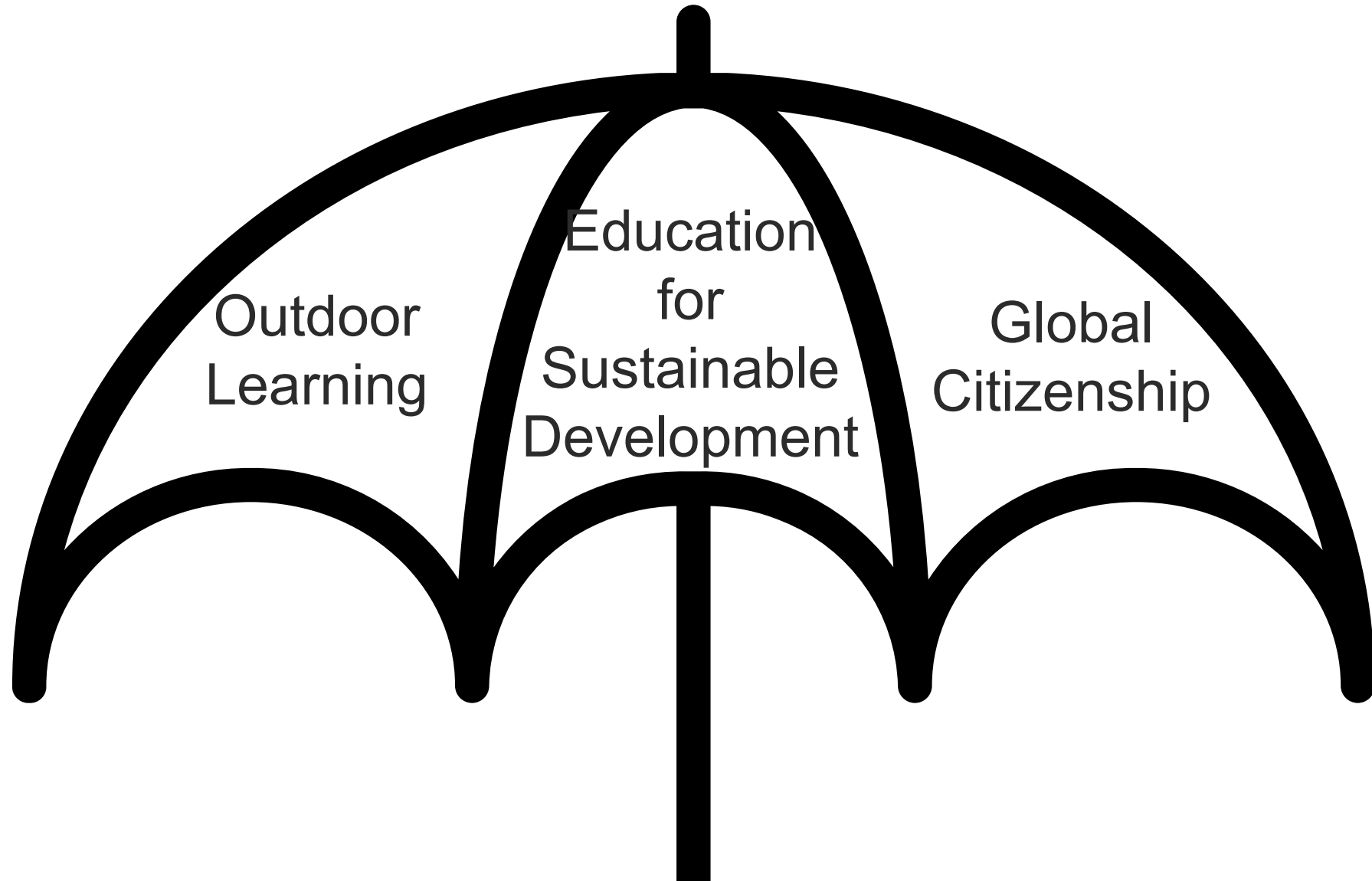**Kathryn.mccrorie@strath.ac.uk**

Today I will be discussing...

- The context of ESD in Scottish education

- The MEd module: Learning for Sustainability

- Steps to preparing students as agents of change

- Outcomes and impacts of the initiative

The Context of ESD in Scottish Education

- Education is a devolved power in Scotland

- National Curriculum – Curriculum for Excellence (2010)

- One Planet Schools Working Group

- Learning for Sustainability (2012)

- Responsibility for all practitioners – The General Teaching Council for Scotland (2021)

- Forms part of school improvement – HGIOS 4 (2015)

LfS is an umbrella term

Outdoor Learning

Education for Sustainable Development

Global Citizenship

Learning for Sustainability Action Plan (2023)

Target 2030: A call to action:

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

Sustainable Learning Settings

Curriculum	Culture
• Learning • Teaching • Assessment • Pedagogy	• Learner Voice • UNCRC • Ethos • Relationships
Community	**Campus**
• Place • Partnerships • Families • Local Action	• Buildings • Grounds • Transport • Energy & Water use

"Target 2030"
A movement for
people, planet and prosperity

Scotland's Learning for Sustainability
Action Plan 2023-2030

Supporting the:

SUSTAINABLE DEVELOPMENT GOALS

CONVENTION ON THE RIGHTS OF THE CHILD

MEd Module: Learning for Sustainability

- Masters Module (Masters in Education Studies)

- Forms part of the Health & Wellbeing pathway

- The module is taken by educators studying part time: early years, primary, secondary, higher education

- The module is organized into 3 parts to reflect the core areas of Learning for Sustainability – Education for Sustainable Development, Global Citizenship, Outdoor Learning

The assessment:

The module assessment requires students to plan and implement a sustainability initiative in their education setting. This is followed by a period of reflection and evaluation.

The mode of assessment is:

- A presentation
- A written critical reflection

Steps to become agents of change

- Becoming aware of the systems and structures in which they live, work and learn

- Gaining an appreciation of the agency afforded to them in the national curriculum

- Identifying good practice and opportunities for change through seminar activities

It is identified by UNESCO that the main priority action areas of Sustainable Development Education are:

- Advancing Policy

- Transforming Learning and Training Environments

- Building the capacities of learners and educators

- Empowering and mobilising youth

- Accelerating Sustainable Solutions at local level

Choose one of these areas and think about it in relation to your setting. Create a 7 min presentation that outlines:

1. Why you believe this is a priority area for your setting?

2. What opportunities exist for you to develop upon this area?

3. What challenges might you face when facilitating change?

4. What would be the desired outcome for your setting (staff and learners) should this area be developed?

Impact

- Over 4,500 young people have engaged with sustainability initiatives over the last 5 years alone

- A legacy of professional development

- Empowerment and change making on a national level

- Acknowledged as good practice by professional bodies (AdvanceHE) and colleagues in other institutions

Further Outcomes – A Reflection

For us (the tutor):

- A meta teaching experience

- An understanding of the current landscape of educational settings which feeds into evaluations of the module

For students:

- A community of practice

- Leadership opportunities

- Meeting professional standards

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