Advice from Alan...

Something personal from you about Sustainability/what inspires you?
The development of the GTCS Revised Standards and LfS
The alignment of Policy, Practice and Professionalism
Current Challenges
Personal Context

An increase of inequality in the distribution of power and wealth in the world

The persistence of inequality between men and women

The growing power of the financial sector

The systemic injustice across the world

Deep commitment to Social Justice
Natural Change Project
2011
www.naturalchangefoundation.org
The planet does not need more 'successful people'. The planet desperately needs more peacemakers, healers, restorers, storytellers and lovers of all kinds.

— Dalai Lama

PeacePrize.com
"Changing Hearts, Minds & Lives"
Role of Education

‘Education is the point at which we decide whether we love the world enough to assume responsibility for it’ (Arendt Hannah 1968)
Education in Scotland

- Scottish Education Council for Scotland
- Scottish Qualifications Authority
- HMI Scotland
- Scottish Government
Learning for Sustainability in Scotland: context

- General Teaching Council – Professional Standards (Values, Leadership, Sustainability)
- One Planet Schools (Learning for Sustainability Report)
- UN University Regional Centre of Expertise in ESD

Learning for Sustainability
Sustaining Teacher Learning

- Curriculum for Excellence
- Teaching Scotland’s Future
- Advancing Professionalism in Teaching
- GTCS Revised Professional Standards
Scottish Teachers for the 21\textsuperscript{st} Century

The key question driving the review of the Scottish Professional Standards for Teachers was:

‘What does it mean to be a teacher in Scotland in the 21\textsuperscript{st} Century?’

Placing Sustainability at the heart of the Standards

Established an Advisory Group from the Universities, Local Authorities, NGOs and schools to embed LfS across the new Standards, to underpin and permeate each the professional values and the Standards.
Revised General Teaching Council for Scotland (GTCS) Professional Standards for Teachers, 2012

- Standards for Registration
  - Provisional Registration
  - Full Registration
- Standard for Career-Long Professional Learning
- Standards for Leadership and Management
  - Middle Leadership
  - Headship
Professional Standards for Teachers in Scotland

Leadership

Values

Learning for Sustainability
Aspects of Professional Development

- Professional Knowledge and Understanding
- Professional Skills and Abilities
- Professional Values and Personal Commitment
Learning for Sustainability Definition

...a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and more equitable future.

One planet schools and GTCS Professional Standards (2012)
GTCS Professional Standards: Professional Values

Social Justice
Integrity
Trust and Respect
Professional Commitment
GTCS Professional Standards: Professional Values

Social Justice

Integrity

Trust and Respect

Professional Commitment
GTCS Professional Values: Social Justice

Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
GTCS Professional Values: Integrity

Demonstrating, honesty, courage and wisdom by critically examining personal and professional attitudes and beliefs, challenging one’s own assumptions and professional practice
GTCS Standards and Learning for Sustainability

“Learning for Sustainability has been embedded within the Standards to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.” (GTCS) 2013

Core themes
‘Values, Leadership, Learning for Sustainability’

‘This is about who you are and what you do’
General Teaching Council (GTCS) Professional Standards for Teachers in Scotland
'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world.
The Standard for Career-Long Professional Learning

Understand the environmental, social and economic conditions of learners to inform teaching and learning;

Have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems, function and are interconnected;

Develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world;

Connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community.
The Standard for Career-Long Professional Learning

Understand and develop the most appropriate contexts and environments for learning, including outdoor learning, and be able to apply appropriate pedagogies for these environments.
Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
The Standard for Career-Long Professional Learning

Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
What is Learning for Sustainability, Education Scotland
www.educationscotland.gov.uk

learning for sustainability
learning for a better world

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

Teacher Education
Capacity Building
Professional Learning
Taking people from where they are
Vigilance
Systemic change
Some Propositions:

The education systems of the world will have to adapt to prepare young people for an uncertain future.

Young people will need to be prepared in terms of knowledge and skills, critical awareness, personal and social qualities and above all the capacity to continue to learn.
Future Learners

The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn

Alvin Toffler 1972
If we are not teaching for Learning for Sustainability, we are by definition teaching for irrelevance.

Adapted from Brian Solis
And finally,

What is Education for?

1. To discover and realise the genius in everyone
2. To learn about the people in the world with whom you have to live and their history and culture
3. To acquire the skills to do the work you want
4. To build up your confidence in yourself
5. To discover the danger of hate and the power of love

Tony Benn
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