



Whole school and community approach to learning for sustainability (LfS)

Self-evaluation and improvement framework - summary version

EMERGING PRACTICE		HIGHLY EFFECTIVE PRACTICE										
<p>Self-evaluation for self-improvement We have identified LfS as an area for improvement in our establishment. Looking inwards, outwards and forwards, we are building a shared understanding of LfS and its relevance to our learners. Planning is underway to gather baseline LfS information. (HGIOS4? Q.I. Links 1.1, 2.6)</p>	<table border="1" data-bbox="925 451 1312 507"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	7	8	9	10	<p>Planning for LfS is well embedded in our culture. Almost all stakeholders have a good understanding and a strong and well-established vision for LfS and its relevance to learners. We are looking inwards, outwards and forwards more effectively and systematically, gathering a wide range of evidence to demonstrate the impact of LfS.</p>
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<p>Leadership of learning Some staff have benefitted from LfS career-long professional learning (CLPL) opportunities. Some coordinators lead LfS with groups, such as the Pupil Council, but groups have yet to work together in a coordinated way. (HGIOS4? Q.I. Links 1.2, 2.7)</p>	<table border="1" data-bbox="925 686 1312 742"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	7	8	9	10	<p>We have a collegiate learning culture within our school aligned to the GTCS professional standards. The effectiveness of our CLPL is evidenced by a range of reliable data demonstrating improved outcomes for learners. There is leadership at all levels in relation to LfS. There is a strategic balance across the different aspects of global citizenship, sustainable development education, outdoor learning, participation and learner voice. All of our LfS activities are recognised as contributions towards a coherent and holistic whole school approach to learning for sustainability.</p>
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<p>Leadership of change and management of staff Our staff are aware of some LfS themes and can identify what these look like in their context. There is good practice in some aspects of LfS. A coherent unifying vision for LfS has yet to be developed. Some of our policies reflect LfS themes and some attempt has been made to make decision-making processes more inclusive. Driving forward the LfS agenda is largely left to one or two practitioners, co-ordinators or champions. (HGIOS4? Q.I. Links 1.3, 1.4, 2.7)</p>	<table border="1" data-bbox="925 986 1312 1042"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	7	8	9	10	<p>Our LfS culture is fully embedded in our establishment and all stakeholders are fully involved in decision-making and planning. A positive, open and participative ethos is exemplified in a warm, respectful and caring atmosphere and a strong community spirit. Staff have ownership of the LfS vision and LfS themes are reflected through policies and inclusive decision making processes, from ethical purchasing to CLPL provision. Staff engage effectively with a range of partners to ensure all learners receive their LfS entitlement.</p>
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<p>Management of resources to promote equity We are beginning to explore how our school buildings and grounds can support LfS. Some work has been done to improve environmental practice in relation to waste minimisation and energy and water usage. Some effort has been made to improve our school grounds. The grounds are beginning to support daily contact with nature. We have a basic school travel plan. (HGIOS4? Q.I. Links 1.5,2.1, 2.2, 2.5 2.7)</p>	<table border="1" data-bbox="925 1278 1312 1334"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	7	8	9	10	<p>We have evidence and data to demonstrate improvements to the sustainability of our school building and grounds. Our grounds are varied and provide stimulating opportunities for learning, developing skills and engaging with nature. Our outdoor learning practice aims to tackle inequity and is informed by research. Our school travel plan is linked to our curriculum . Learners lead action plans and we have gathered data to show that active travel has increased.</p>
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EMERGING PRACTICE

Curriculum, Learning, teaching and assessment

LfS themes have been embedded in a few obvious curriculum areas as a result of the commitment of a small number of dedicated practitioners and/or involvement in award programmes. Some attempt has been made to connect learning across a small number of subjects or curriculum areas through one-off focus days/ theme weeks. Learners in some classes or pupil groups are developing skills for learning, life and work through LfS. There is some evidence of high-quality learning experiences relating to LfS in our school but a consistent approach is yet to emerge. Learners have some opportunities to contribute to the life of the school and wider community. (HGIOS4? Q.I. Links 2.2, 2.3, 2.6 ,2.7, 3.1, 3.2)

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Our next step:

HIGHLY EFFECTIVE PRACTICE

The development of our curriculum is underpinned by a whole school approach to LfS. LfS themes and approaches are embedded in the four contexts for learning. All practitioners demonstrate LfS in their practice and all learners receive their entitlement to learning for sustainability. Outdoor learning is a regular, curriculum-led experience. Learners engage in motivating and relevant interdisciplinary activities relating to topical LfS themes. LfS is being used to promote skills for learning, life and work including leadership and higher order thinking skills. Our learners contribute effectively to the life of the school and wider community. Learners' LfS achievements are recorded, recognised and accredited, where appropriate.

Partnerships

Our school has partnerships with a number of local organisations, businesses and national third sector organisations including charity and voluntary groups.

Some parents are involved in our LfS work through the parent council or volunteering for one-off events. (HGIOS4? Q.I. Links 2.5, 2.7)

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Our next step:

Our school effectively engages with partners to promote a coherent whole school approach to LfS. We have a clear strategy for growing existing LfS partnerships and establishing new ones. The school is recognised as being open to new ideas and is highly regarded for the active role it plays in personal development and active citizenship. LfS activities have significantly enhanced parental and community engagement. Relationships between staff, learners, parents and wider community groups are wholly positive and mutually beneficial.

Ensuring wellbeing, equality and inclusion Raising attainment and achievement Creativity and employability

Some learners have the opportunity to engage in activities such as charity fundraising, conservation work, campaigning and awareness raising through committees, clubs and societies. Pupil councils and focus groups are in operation but we have yet to consider how their work relates to LfS across the whole school. LfS activities are improving outcomes for some learners particularly through participation of pupil groups or as a result of a small number of committed practitioners. Some learners are being given an opportunity for personal achievement in LfS. Staff are beginning to engage children and young people in meaningful discussion about their skills development in relation to LfS activities. (HGIOS4? Q.I. Links 3.1, 3.2, 3.3)

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Our next step:

LfS activities support our ethos and culture of participation and inclusion (linked to GIRFEC and the UNCRC). There is a strong focus on learner voice in decision-making and planning. We value and celebrate diversity and challenge discrimination and prejudice. LfS is helping to achieve the best possible outcomes for all learners. Motivating and engaging LfS experiences are raising attainment and promoting a culture of achievement. Particular attention is given to removing barriers to learning and raising attainment of our most disadvantaged learners. Learners contribute to the school and society as global citizens, developing an international mind-set to help them thrive in an increasingly globalised world. LfS methodologies support creativity and encourage learners to think critically, be imaginative, open-minded and solution-focussed. Information about careers linked to the breadth of the LfS agenda is embedded within learning and teaching.