DIRECT INFLUENCE (COVERED BY THE ACTION PLAN) LIMITED INFLUENCE (NOT COVERED BY THE **ACTION PLAN)** In line with GTCS Professional Standards, **Every education establishment in Scotland should have STRATEGIC** All school buildings, grounds A strategic national approach to All learners should have an every practitioner, school and education a whole school approach to Learning for Sustainability supporting Learning for and policies should support entitlement to Learning for leader in Scotland should demonstrate that is robust, demonstrable, evaluated and supported **OBJECTIVES** Sustainability is established **Learning for Sustainability** Sustainability **Learning for Sustainability in their practice** by leadership at all levels To deliver To deliver To deliver To deliver To deliver this this objective this objective this objective this objective objective we we will... we will... we will... we will... will... 1. Establish a Learning for 1. Update curriculum guidance to Global events such as natural disasters, 1. Ensure that core learning estate 1. Ensure that Learning for Sustainability coherently 1. Work to embed Learning for Sustainability in make the entitlement to LfS as clear Sustainability Policy and pandemics, international conflicts and guidance appropriately references **INPUTS** (i.e. relevant professional standards supports overarching Scottish education policies **Stakeholder Network** economic collapses occur. This calls into **Learning for Sustainability** actions in question our ability to live in socially, 2. Agree and consistently 2. Work with awarding bodies to 2. Work with organisations holding positions of economically and environmentally 2. Embed Learning for Sustainability within 2. Liaise with local authority the LfS disseminate the benefits of ensure that LfS becomes more educational leadership to ensure LfS is included in their sustainable ways initial teacher education education and planning Learning for Sustainability (LfS) prominent in qualifications and that Action Plan) departments to communicate the new LfS qualifications are accredited 2. The popular media reports on issues of central importance of the learning 3. Develop key performance where appropriate sustainable development which are likely 3. Ensure educators can access support and estate in relation to Learning for indicators to demonstrate the 3. Commission, publish and disseminate the findings of to affect large numbers of the global advice relating to Learning for Sustainability impact of the LfS Action Plan 3. Make Learning for Sustainability Sustainability an LfS literature review in order to influence strategic population Senior Phase pathways and relevant policy and practice This will help This will help careers more apparent to learners and 3. Identify and share Learning for to ensure 3. Smaller local level and grassroots to ensure educators Sustainability practice which activity begins to utilise campaigns and 4. Ensure relevant guidance used by educational leaders This will help that... effectively utilises the learning other forms of activism to highlight the and decision makers appropriately references the to ensure estate mportance of sustainable living **Network members who** importance of LfS that.. This will help routinely support LfS This will help This will help to ensure Educators across the 3-18 learner journey are communicate and collaborate **SHORT-TERM** to ensure to ensure that... aware of the requirement to cover Learning **Educators and learners become** more effectively and are better that... that... for Sustainability and can access relevant **OUTCOMES** more aware of the LfS entitlement placed to understand their within Curriculum for Excellence support Those who manage the cumulative and inter-related The general population becomes learning estate in Scotland are impact across the breadth of This will help Educational leaders and decision makers are aware of increasingly aware of the importance This will help aware of its impact on to ensure the benefits of Learning for Sustainability and expect of sustainable living and the **Learning for Sustainability and** to ensure This will help that... educational establishments to adopt 'whole school' associated challenges and start to develop the estate to that... to ensure approaches to LfS opportunities further support LfS that... This will help This will help **Learning for Sustainability is** This will help to ensure to ensure utilised to a greater degree within to ensure Network members can provide **Educators across the 3-18 learner journey** that... the Broad General Education and that... that... **MEDIUM**a greater level of LfS advice become more skilled and confident in utilising an increased number of learners and support to educators as **Learning for Sustainability and consistently** pursue related Senior Phase **TERM Education buildings and** they can call on a number of incorporate it into their learning and teaching **Educational leaders and decision makers routinely** pathways and related careers The general population begins to grounds across Scotland are in network partners to add value **OUTCOMES** embed Learning for Sustainability in their work positively change their attitudes and a position to effectively in other areas across the actions in ways that ensure they live support Learning for breadth of LfS Ultimately Ultimately more sustainable lives Sustainability helping to Ultimately helping to Ultimately ensure that... helping to ensure that.. Ultimately Ultimately ensure that... helping to helping to helping to ensure that.. ensure that... ensure that...

LONG-TERM OUTCOME

All of Scotland's learners, educators and wider communities have the skills, knowledge and values to build a socially just, sustainable and equitable society