



Learning for Sustainability

(Note: The examples on pages 3-5 are currently being updated.)



Introduction

The big issues that affect our planet such as climate change, loss of biodiversity and global poverty, require a population committed to living equitably within ecological limits and to finding solutions that enable them to do so.

Democracy needs people who recognise the importance and value of participation and of making their voice, and the voices of others, heard. Addressing the injustices and inequalities in and between societies requires people who care about social justice and human rights, who recognise that our lives are inextricably linked and that, in our interdependent and globalised world, we all have a role in both creating and addressing injustice.

We are part of rather than apart from nature, and so the threat to biodiversity is a threat to ourselves, and understanding and acting to preserve biodiversity calls out for people who are ecologically literate and are deeply connected to the natural world.

Learning for sustainability (Lfs) involves learners actively participating in environmental stewardship, social justice and democracy in ways that develop a sense of connection to the local, national and global community to build understanding of their own and the school's role within these communities.

Learning for sustainability is about who we are and the type of community and world we want to live in. It is about improving the quality of life and the wellbeing of all. It is very much about the here and now, the present day, but also about the future.

ethical issues environmental stewardship peace and conflict
human rights school linking culture engaging with democracy
outdoor learning respect waste reduction and recycling
resilience skills for work community partnerships curriculum
learners as leaders tackling climate change international education
creativity cooperative, collaborative and active learning

learning for sustainability

play ethos contact with nature local to global
sustainable buildings and grounds developing political literacy
addressing discrimination and prejudice social justice
discussing controversial issues protecting biodiversity
sustainable development education systems thinking
critical thinking fair trade problem solving global citizenship
improving attainment and achievement equality and fairness
children's rights growing food identity and heritage
values-based links between environment, society and economy
reducing energy and water use health and wellbeing
tackling poverty and inequity social and cultural diversity

Learners experience belonging to groups; actively protecting, conserving and transforming their physical environment; building relationships with local people, and engaging in genuinely reciprocal partnerships across generations and nations. This fosters attitudes of love and care, and a high regard for interdependence and collective wellbeing.

The programmes and policies adopted by Jordanhill School reflect the positive impacts that Lfs can have on the rights of young people and their wellbeing. The relationship between the two is set out in the remainder of this statement. A national action plan will be published in 2020 and this statement will be updated to reflect this.

United Nations Children’s Rights Convention

Research by the British Council¹ indicates a positive association between participation in programmes focusing on global citizenship and international education and higher levels of educational attainment.



Jordanhill School has been awarded the **UNICEF Rights Respecting School Gold Award** as part of its wider commitment to LfS.

The school’s [aims and values](#) were renewed in 2018 by pupils and staff as part of the process of achieving this award. The pupils also designed the [School Charter](#) setting out their rights which is prominently displayed throughout the school.

LfS has the potential to support leisure, play and culture in a wide variety of ways. For example, young people can learn about cultures across the world as well as their own. This will potentially prompt children and young people to better participate in many aspects of cultural and artistic life.

You can read more about our commitment [here](#).

Learning for Sustainability Impacts on 5 key rights

- Article 3 – best interests of the child
- Article 4 – implementation of the convention
- Article 5 – parental guidance and a child’s evolving capacities
- Article 12 – respect for the views of the child
- Article 29 – goals of education
- Article 30 – children from minority or indigenous groups
- Article 31 – leisure, play and culture

Wellbeing

LfS can also impact positively on the 6 Scottish Government wellbeing indicators

Healthy

The benefits of accessing the outdoors and greenspaces are widely recognised in relation to mental and physical health².

Achieving

The British Council’s research¹ highlights a positive link between LfS-relevant programmes and increased levels of educational attainment.

Included

LfS includes a focus on global citizenship and specifically encourages the exploration of how individuals interact effectively with those of a different nationality, race, background and/or religion.

Active

LfS will help young people to develop more active lifestyles as they are encouraged to explore and spend more time outdoors.

Respected and Responsible

LfS encourages responsible actions which benefit society as a whole.³

¹ *British Council school programmes in Scotland: An impact study – Final Report*; Livingston K, Doherty C, Lido C, Cassar R, Dunkley R, Gale T and Parker S; University of Glasgow; December 2018

² *Mental health benefits of interactions with nature in children and teenagers: a systematic review*; Tillmann S, Tobin D, Avison W & Gilland J; Journal of Epidemiology and Community Health; 2018

³ *Social Impact Report 2014*; The Outward Bound Trust (2014); The Outward Bound Trust

What is Learning for Sustainability?

Learning for sustainability encompasses *sustainable development education, global citizenship and outdoor learning*. It is

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 equitable society.

Sustainable development education, global citizenship and outdoor learning provide motivational, relevant, challenging and creative learning experiences which engage learners and improve behaviour, attitudes and attainment.

Eco School

Jordanhill was first recognised as an [Eco School](#) in 2008 and having been awarded four Green Flags now has permanent Eco School status.

The creation of ecologically valuable habitats formed part of our campus redevelopment. (See campus design below.)

The Eco Committee of pupils and staff have built on this work and seek to embed eco/health across the curriculum and life of the school

- ♦ Going Green Weeks
- ♦ Bag2school Recycling Appeals
- ♦ Planning eco garden and play opportunities
- ♦ Gardening club
- ♦ Knitting for India
- ♦ Community and national litter picking campaigns
- ♦ Support for international charities focused on sustainability
- ♦ Community and campus awareness programme with Strathclyde Police S1-S3



Within Jordanhill School learning for sustainability is reflected in a range of key aspects of our work

- ✓ Eco School
- ✓ Fair Trade
- ✓ Rights Respecting School
- ✓ Primary Harvest Appeal
- ✓ Secondary Christmas Appeal and community event
- ✓ Outdoor Learning & Learning out of Doors
- ✓ Learning to lead
 - ♦ Duke of Edinburgh Award
 - ♦ Leadership Awards
- ✓ Campus Design
 - ♦ Travel Plan
 - ♦ Technology
- ✓ Curriculum for Excellence
- ✓ Community Partnerships
- ✓ Charity fund raising

Jordanhill School **Eco** code



Recycle, re-use and reduce
All of this can be of use
Walk instead of using your car
It is better for the planet by far
Clean up cans and bottles too
You know it's really what to do
Turn off heaters, taps and lights
Just remember our planet has rights
Helping plants and animals grow

So that our school grounds are clean to show
This is the new important rule...

KEEP JORDANHILL AN **ECO** SCHOOL!



Outdoor Learning

Outdoor learning – the direct experience of the landscape and the natural and cultural heritage of Scotland - helps all young people and teachers understand the Earth's systems

- develop respect and care for our planet
- create a personal connection with the environment
- improves their physical, mental and emotional health and wellbeing.

The School offers a very extensive range of programmes and activities designed to complement classroom activities and develop our pupils' talents. Each has merit in its own right, together they form a powerful vehicle to develop each child. Not every child will feel comfortable in or draw benefit from every experience. Indeed, that discomfort is usually an important element of the learning.

Learning out of Doors

Our school grounds play a significant role in delivering learning for sustainability. They provide an accessible space for curriculum-based outdoor learning and offer the opportunity for pupils to connect with nature on a daily basis and throughout the seasons.

We have a wild life garden and a range of play areas: the 'castle' for younger children and the adventure area including the pirate's ship for older Primary pupils.

By helping to develop and look after our school grounds, pupils can become active stewards of the environment.



Outdoor Education

From P5 to S3 our outdoor education programmes form a key element of children's development. It sets personal challenges, widens horizons, develops capacity to work with others and provides opportunities to demonstrate leadership qualities.

- P5 8 days sailing, orienteering, cycling, canoeing
- P6 5 days at Abernethy outdoor centre
- S1 3 days at Raasay outdoor centre
- S3 4 days at Lockerbie Manor outdoor centre

The **John Muir Award** can be achieved by pupils in P6 (Discovery level) and S3.

From S4 pupils have the opportunity to participate in the **Duke of Edinburgh Award** scheme and ultimately in S5 or S6 to participate in our biennial expeditions to developing countries.

Duke of Edinburgh Award

From S4 pupils have the opportunity to complete the DoE Bronze and Silver Awards.



Expeditions

From 1997 there have been 11 expeditions to developing countries in South America, Africa and Asia. In 2014 the challengers spent 4 weeks in Vietnam and Laos trekking and working on a community project.

In 2016 an expedition is going to Peru.

You can read more about these expeditions in the back copies of the [Journal](#).



Campus Design

Pupils learn through their entire experience at school. The design and management of the school campus has a strong influence on what pupils understand about learning for sustainability. The school has a longstanding commitment to embed sustainability into its estates development. BREEAM (the BRE Environmental Assessment Method for buildings) was utilised in the design and construction phases of the campus redevelopment project. Key elements of the project include

- ♦ Rainwater harvesting system which supplies the toilet cisterns
- ♦ SUDS – sustainable drainage systems
- ♦ Energy conservation – automatic lights; copiers; no mechanical ventilation
- ♦ Provision of cycle shelters
- ♦ Wildlife garden

The campus and the associated [movement plan](#) have been designed to segregate pedestrians, cyclists and vehicles and to enhance the overall safety of campus users.

Primary and secondary pupils, staff and parents are all required to comply with the plan from 08.00 to 17.00 on school days.

The key features of this plan contributed to the [Secured by Design](#) award from the Police.

Travel Plan

The school actively promotes sustainable modes of travel to and from school through the [Travel Plan](#). This is reviewed regularly by the Pupil Councils along with the results of annual travel to school surveys and the results communicated to parents.

Technology

Energy conservation is a key consideration when renewing campus facilities and services. This applies to heating and lighting systems and also to the wealth of information and communications technology in use across the school.

The school has reduced its energy and carbon footprint through use of our management information system, web site, e-bulletin services and ParentPay wherever this can sensibly replace printed and manual modes of working.

Curriculum for Excellence

Aspects of learning for sustainability are explored explicitly through the experiences and outcomes covered by pupils as they progress through the curriculum. As they mature, the complexity and inter-connectedness of the issues are addressed in greater depth.

Sustainable development and environmental conservation are not synonymous. United Nations documents related to sustainability make it clear that social and economic issues are also at the heart of sustainability. In the educational community, this translates to incorporating into the curriculum social justice issues as well as ecological and economic topics.

McKeown, R. and Hopkins, C. (2010)

These issues are also at the heart of a number of the conferences and events organised for specific year groups. These may be led by staff and external speakers or by the pupils themselves as part of their leadership programmes.

Political Literacy

The school actively seeks to engage pupils in society by raising their awareness of the political process and political issues. This is particularly true for the senior phase now that the voting age in Scotland has been lowered to 16. Examples include the Referendum debate in June 2014 and the Scottish Parliament elections.

A wide range of issues arise in Modern Studies, the debating club and through the work done on Rights Respecting School.

Community Partnerships

The [partnership](#) between home and school is a key element in supporting and delivering learning for sustainability and is a major strength of the school's ethos. Many of our outdoor learning and eco school activities rely upon the support of parents and carers. We are also dependent upon parents to support the wider messages about sustaining the school environment and the wider ecological messages.

Parents in School

Parents support the work of the school in a wide variety of ways

- Infant playroom
- Accompanying educational visits
- Supporting extra-curricular activities
- Primary bookshop
- Parent Teacher Association
- Careers events
- Mock interviews
- Work experience
- Enterprise events
- Board of Managers

Charitable work is led in large part by pupils. Pupils in S6 and Primary nominate and then select local charities which are then supported throughout the year.

Jordanhill School benefits from a close working relationship with Partick Community Police. Police officers have helped to deliver PSHE lessons on pupil safety and have helped to promote pupil responsibility by leading discussions on looking after the local environment.