Creativity is one of our most essential skills – Scotland’s Creative Learning Plan
Creativity in Leadership and Learning

Falkirk Learning for Sustainability Framework – an example of creative and collaborative leadership

How can we all use our creativity to improve young people’s futures?
#creativechange

A partnership event for leaders, practitioners and learners at all levels and in all contexts from Scotland’s Creative Learning Plan Partners and the National Creative Learning Network
Scotland’s curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities

- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world

- enable children and young people to be democratic citizens and active shapers of that world

https://scotlandscurriculum.scot/
The Four Contexts

- Opportunities for personal achievement
- Interdisciplinary learning
- Ethos and life of the school as a community
- Curriculum areas and subjects

The Curriculum
‘the totality of all that is planned for children and young people throughout their education’
learning for sustainability
learning for a better world
We needed to think creatively!

Problem-solving

Curiosity

Open-mindedness

Imagination
The Framework:
1. Poster
2. Plans
3. Processes
4. Professional Learning
5. Partners

More information from this Sway
https://sway.office.com/OUffzVwsSs6R1fvu?ref=Link
Let’s take a tour of the poster in detail

**Learning for Sustainability in Falkirk**

Learning for Sustainability is an entitlement of all learners and should be embedded in the curriculum and ethos of all education establishments. It is a cross-cutting theme within Curriculum for Excellence which supports the skills and attributes of the Four Capacities.

All establishments should be working towards a curriculum, and environment, that supports the LfS agenda across the four curriculum contexts. This framework encompasses the contents of the LfS word cloud broken down into skills, pedagogy and potential ‘learning bundles’.
Next section - Identifies potential skills development

Having Learning for Sustainability at the heart of your planning and pedagogy will support the development of skills for life, learning and work:

- Critical thinking
- Systems thinking
- Problem-solving
- Creativity
- Resilience
- Leadership
- Co-operation
- Collaboration
- Respect
Overview of “the LfS bundles”

1. Explore sustainable practices - waste reduction, recycling, sustainable energy & water use, protecting biodiversity, responsible use of planet's resources, growing food, tackling climate change

2. Take part in global citizenship & international education projects - fair trade, learning for a better world, ethical issues, human rights, children's rights, school-linking, links between environment & economy

3. Connect with culture & heritage (local to global) - social & cultural diversity, identify & heritage, links between environment & economy, community partnerships

4. Explore values & attitudes - discussing controversial issues, addressing discrimination & prejudice, peace & conflict

5. Exercise activism - developing political literacy, engaging with democracy, eradicating poverty & inequality, human rights, social justice, equality & fairness, children's rights

Learning for sustainability - learning for a better world

- outdoor learning
- sustainable development education
- sustainable buildings and grounds
- community partnerships
- systems thinking
- social and cultural diversity
- cooperative, collaborative and active learning
- waste reduction and recycling

Learning for a better world

- fair trade
- peace and conflict
- social justice
- eradicating poverty & inequality
- human rights
- addressing discrimination and prejudice
- addressing controversial issues
- learners as leaders
- protecting biodiversity
- global citizenship
Bundle 1 – Explore sustainable practices

1. Explore sustainable practices - waste reduction, recycling, sustainable energy & water use, protecting biodiversity, responsible use of planet’s resources, growing food, tackling climate change
Bundle 2 – Take part in global citizenship & international education projects

2. Take part in global citizenship & international education projects – fair trade, learning for a better world, ethical issues, human rights, children’s rights, school-linking, links between environment & economy
3. Connect with culture & heritage (local to global) – social & cultural diversity, identify & heritage, links between environment & economy, community partnerships

Bundle 3 – Connect with culture & heritage (local to global)
Bundle 4 – Explore values & attitudes

4. Explore values & attitudes – discussing controversial issues, addressing discrimination & prejudice, peace & conflict
Bundle 5 – Exercise activism

5. Exercise activism - developing political literacy, engaging with democracy, eradicating poverty & inequality, human rights, social justice, equality & fairness, children’s rights
Active and engaging teaching and learning approaches, learning through play, discovery and inquiry plus regular, frequent outdoor learning opportunities are all essential elements of planning Learning for Sustainability within our whole curriculum. The Learning for Sustainability bundles above support planning of purposeful curricular experiences which respond to your learning environment and your children and young people. The bundles help us plan how to meet our learners’ curriculum entitlements so that they can understand and engage with the complexity and interdependence of our modern world.

Description of pedagogy & planning
Rationale and design

• We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting. (2014 p. 34)

• Our framework aims to do this by “bundling” or building groups of E & Os which meet the LfS entitlements of learners across all 4 contexts for learning – we are aiming for 3-18!
Jamboard Bundle Exploration

- Use the link in the chat box
- Look at each bundle
- Use yellow post it to give an example of what the learning could look like for this bundle
- Use a different colour to comment on the bundle itself
Curiosity
Learners are constructively inquisitive and can demonstrate this by
- Being curious
- Registering patterns and anomalies
- Making use of previous knowledge
- Researching productively
- Formulating good questions

Open-Mindedness
Learners are open to new ideas and can demonstrate this by
- Using lateral thinking
- Using divergent thinking
- Hypothesising
- Exploring multiple viewpoints
- Being flexible, adaptable and functioning well with uncertainty

Imagination
Learners are able to harness their imagination and can demonstrate this by
- Exploring, synthesising and refining multiple options
- Generating and refining ideas
- Inventing

Problem Solving
Learners are able to identify and solve problems and can demonstrate this by
- Understanding and defining problems
- Crafting, delivering and presenting solutions
- Demonstrating initiative, discipline, persistence and resilience
- Evaluating impact and success of solutions
Our creative journey continues......