

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



# LEARNING FOR → → → SUSTAINABILITY IN FALKIRK



Jane Jackson & Yvonne McBlain - Curriculum Support Officers  
Service and School Improvement Team  
Falkirk Children's Services

# WHAT IS CFE ABOUT?

## The Four Capacities



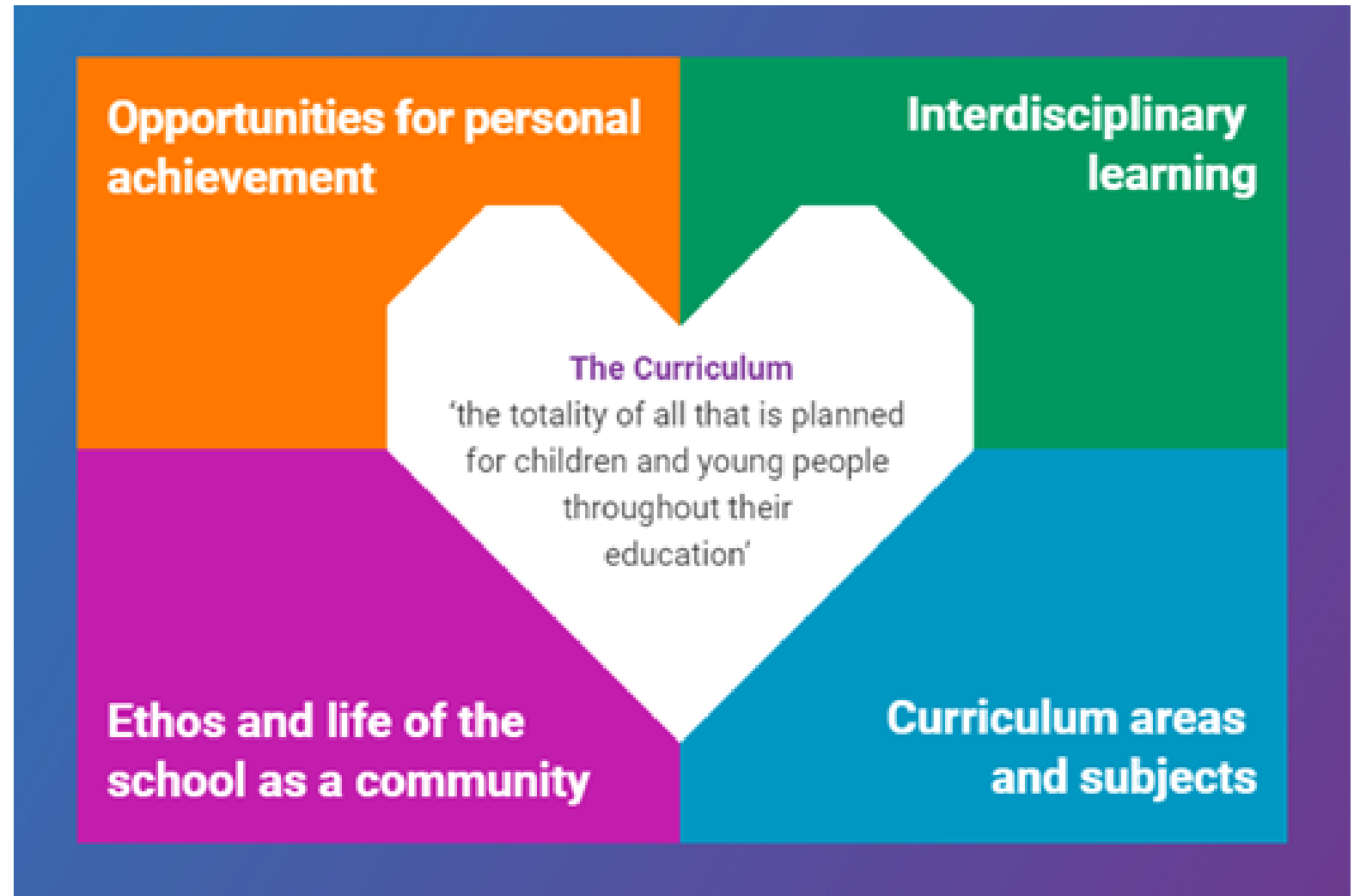
Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- 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



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

We needed to think creatively!

Problem-solving

Curiosity

Open-mindedness

Imagination



This Photo by Unknown author is licensed under CC BY.

**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 L.S. agenda across the four curriculum contexts. This framework encompasses the contents of the L.S. word cloud broken down in to skills, pedagogy and potential 'learning bundles'

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

**OUR LEARNING BUNDLES**

1. Explore sustainable practices - water, energy, recycling, sustainable energy
2. Take part in global citizenship & international education projects - for trade, learning for a better world, ethical issues, human rights, children's rights, school linking, links between environment & economy
3. Connect with nature & heritage local to global - social & cultural diversity, identity & heritage, local business, environment & learning, community participation
4. Explore values & attitudes - discussing environmental issues, addressing discrimination & prejudice, peace & conflict

**PLANNING EXPERIENCES**

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.

**LEARNING FOR A BETTER WORLD**

Falkirk Council  
Education Services  
Schools & Education Improvement Team

# LEARNING FOR SUSTAINABILITY IN FALKIRK

## 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.

LfS CURRICULUM  
FRAMEWORK



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 in to skills, pedagogy and potential 'learning bundles'





# Next section - Identifies potential skills development

## SKILLS AND ATTRIBUTES

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



Critical thinking  
Systems thinking  
Problem-solving



Creativity  
Resilience  
Leadership



Co-operation  
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Respect

# Overview of “the LfS bundles”

## OUR LEARNING BUNDLES



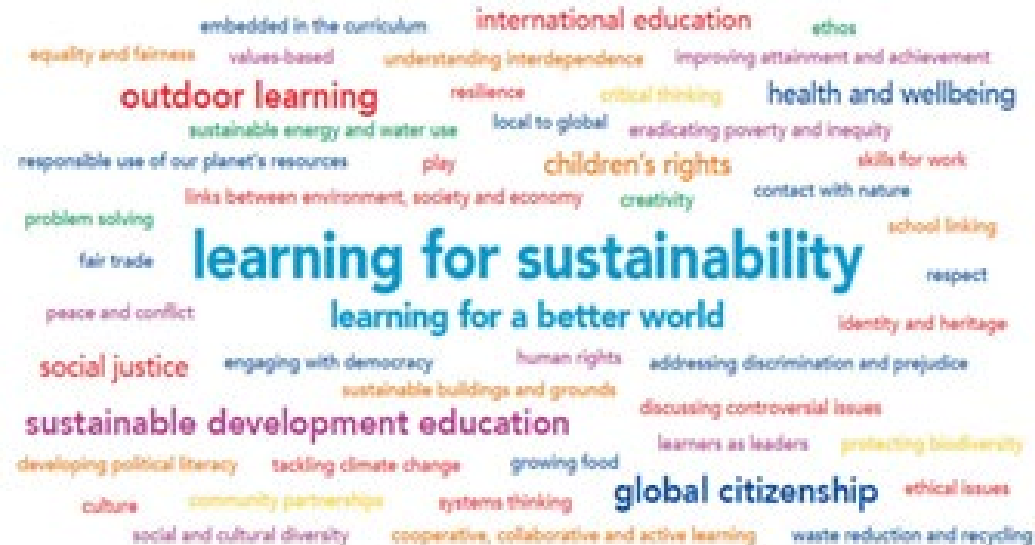
**2. Take part in global citizenship & international education projects** – fair trade, learning for a better world, ethical issues, human rights, children’s rights, school-linking, links between environment & economy



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



**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

# 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.



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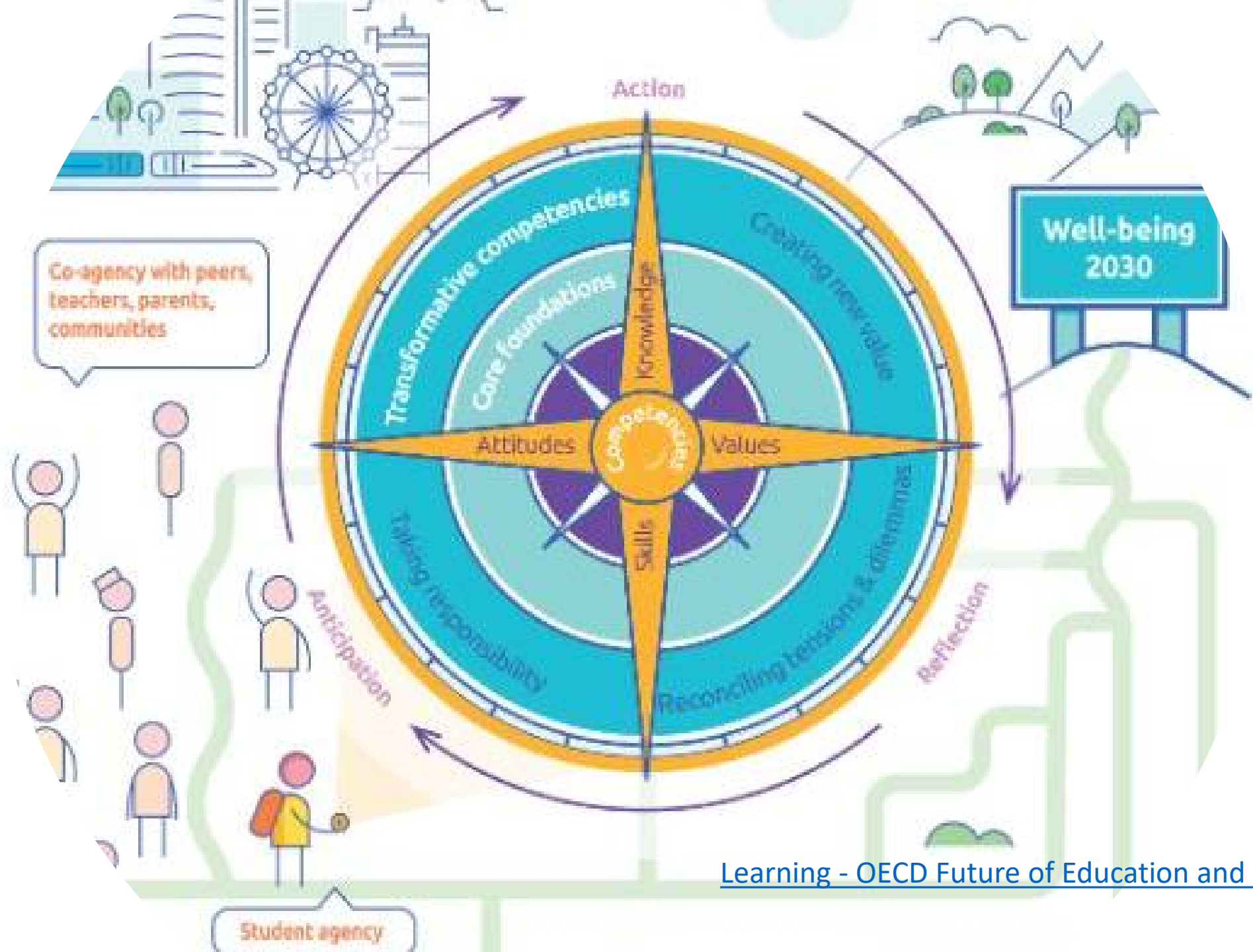
Description of pedagogy & planning



# HGIOS 4 2.2 Curriculum level 5 illustration:

## 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!**



[Learning - OECD Future of Education and Skills 2030](#)

# 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

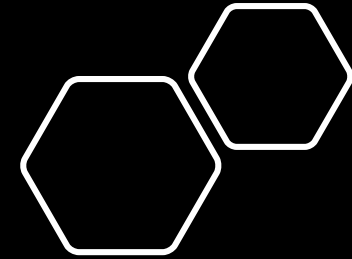
- Exploring, synthesising and refining multiple options
- Generating and refining ideas
- Inventing

## 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.....

