**Highly Effective Practice for Learning for Sustainability (LfS):   
Integrating and Implementing:**   
Sustainable Thinking Frameworks  
United Nations Sustainable Development Goals  
Articles on the Convention on the Rights of the Child  
OECD Global Competence Framework  
Adapted from: *Education Scotland, Whole School and Community Approach to Learning for Sustainability (LfS)*

**Leadership and Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| *Leadership  of learning* | **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| Some staff benefit from career-long professional learning (CLPL) opportunities addressing LfS | An increasing number of staff and community members are engaged in a program of CLPL, supporting collaborative, personalized, and collegial learning | A learning culture exists within the school aligned to the school mission and design principles for effective and transformational professional learning: Collaboration & Reflection Personalization & Relevance Ongoing & Blended Coaching Action Research Building Internal Capacity Shaping a Culture of Learning & Sustainable Thinking |
| There is some awareness of key LfS policies and documentation | CLPL builds confidence and capacity around pedagogical approaches that support LfS | Staff work collegially to learn from one another and critically engage with research and practice from a range of sources |
| Coordinators work with student governance and service groups to develop opportunities for LfS in experiential learning, SDG implementation, global competency, and/or global citizenship. | We can identify where this CLPL has begun to improve outcomes for student learners | Staff demonstrates high level of motivation and commitment to LfS to support relevance of global competency:   * to live harmoniously in multicultural communities * to thrive in a changing labor market * to use media platforms effectively and responsibly * to support the [Sustainable Development Goals](http://www.un.org/sustainabledevelopment/sustainable-development-goals) |
| Student groups have yet to explore how to collaborate in a coordinated manner | Professional review and development have started to include a focus on LfS | The effectiveness of the CLPL is evidenced by a range of reliable data demonstrating improved outcomes for both educator and student learners |
|  | More staff shares a responsibility for working with student groups to increase participation in LfS experiences | Demonstration of teacher growth in LfS is connected to opportunities such as: Masters-level learning Participation in LfS Leadership Programs In house, meaningful PLCs linked to goals and professional review Rich engagement in local and global collectives of LfS educators |
|  | More teachers facilitate student-centered learning around LfS | There is leadership at all levels in relation to LfS |
|  | Student groups begin to connect around LfS themes, actions, and opportunities highlighting greater interdependence | There is a strategic balance across all school communities in the different aspects of identified LfS approaches and frameworks |
|  |  | All LfS activities are recognized as contributions towards a coherent and holistic whole school approach to LfS, including wellness, mastery competencies, and so on. |

|  |  |  |  |
| --- | --- | --- | --- |
| *Leadership of Change  Management of Staff* | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| Staff is aware of some LfS themes and can identify what it looks like in their context, curriculum, discipline, and so on | Staff awareness and understanding of LfS is increasing | LfS culture is fully embedded in the community with all stakeholders fully involved in decision-making and planning |
| A coherent, unifying vision for LfS is being developed | Strategic connections are being made between other priorities and initiatives | A strong, open and participative ethos is exemplified by a warm, respectful and caring atmosphere and community spirit |
| Good practice exists in some aspects of LfS: Global Competency Experiential Learning Service Learning Sustainable Development Education Inquiry and Design Thinking | LfS is helping to build positive relationships across all levels of the community | There is clear impact on the wellbeing of learners, staff, and wider community |
| Some schoolwide policies reflect LfS themes | More stakeholders, including parents, can explain how the school culture and learning is enhanced by LfS | Community members have a strong personal commitment and connection to the LfS approach and opportunities |
| Attempt is being made to make LfS decision making more inclusive | Commitment to increase stakeholder participation in decision making and LfS policy development is evident | There is a shared vision of an effective whole school and community approach to LfS, as well as a collective ambition to make this a reality |
| The LfS agenda is largely left to few practitioners, coordinators, or champions | Some staff members and learners are able to explain and demonstrate which policies and practices support LfS and how they are embedded into the school | LfS themes are reflected through policies and inclusive decision making including but not limited to: Ethical purchasing LEED certification School sustainability auditing SDG implementation Student and teacher empowerment CLPL commitment |
|  | There is an increasing awareness of student-centered learning and student voices and how this affects learning, decision making, and school culture | Structured opportunities are always accessible to engage and practice with LfS frameworks and tools around:  Experiential Learning Service Learning Sustainable Development Education Inquiry and Design Thinking |
|  | An increasing number of staff, learners, and stakeholders are providing leadership in relation to LfS | Shared leadership is supported at all levels |
|  | More stakeholders, including learners, can demonstrate their ongoing involvement in shaping and sharing LfS learning and action. | The LfS agenda has a high priority and is recognized as a priority by all as is a living example of the school’s mission: challenge and empower students *(educators and community members)* to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world. |
|  | External partnerships are begun to enhance real-world connections with LfS | Staff have ownership of the LfS vision and continue to: Think critically Share practice Lead and Innovate Network |
|  | Wellness campaigns begin to exist to support educator and student overall health and wellbeing | Admin, staff, and students engage effectively with a range of partners to ensure all learners receive their opportunity to engage and take action with LfS |

|  |  |  |  |
| --- | --- | --- | --- |
| *Management of Resources  to Promote Equity and Sustainability* | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| School coordinators are beginning to explore how school grounds can support LfS | An increasing range of initiatives are being supported to make school campuses more sustainable | Data and evidence demonstrates improvements to the sustainability of school buildings and grounds |
| With help of the Compass Education School Sustainability Audit, some work has been done to improve environmental practices in relation to waste, water, and energy | Data is being gathered by staff and students to demonstrate positive impacts of sustainable initiatives | Learner-led action plans are in place to drive further progress |
| Some effort has been made to improve school grounds on all campuses to be more sustainable | The school is increasingly using these initiatives and activities to provide greater depth and relevance in curriculum, building skills, leadership, and global competency of learners | Clear connections are made between the school’s LfS work and the UN SDGs and OECD Global Competence model |
| The outdoor environment is beginning to support daily contact with nature | Campus spaces and programs are being developed to support learning about local and global issues. | Ethical and environmental issues are considered and weighed in relation to procurement of resources including food |
| Some school experiential learning activities promote more active contact with nature, outdoor activity, sustainable themes, and building rich, cross-cultural relationships | School grounds are beginning to help learners cooperate, problem solve, negotiate, communicate, and manage risk. | School grounds are varied and provide stimulating opportunities for developing skills and engaging with nature |
|  | School grounds have started to include planting and growing learning opportunities | The school has increased biodiversity and planting and growing food is well established |
|  | More staff is planning and delivering relevant learning activities beyond school walls | Parental and community engagement is enhanced through these endeavors |
|  | Access to the outdoors is available for a range of learning opportunities including with the local community within walking distance | Outdoor learning experiences exist to examine inequity and is informed by research |
|  | The school shows evidence of growing partnerships that encourage active travel and LfS ethos | Where possible, use of local greenspaces and community resources are utilized to enhance and extend LfS |
|  |  | Experiential learning is linked to curriculum and LfS |
|  |  | Data shows more relevant experiential learning and partnerships are happening to support LfS |
|  |  | Learners are increasingly leading local action projects related to UN SDGs, OECD Global Competence, the school mission, and integrated disciplinary standards |

**Curriculum and Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| *Curriculum* | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| Lfs themes have been embedded in a few obvious curriculum areas as a result of the commitment of a small number of dedicated practitioners | Stakeholders have opportunities to contribute to the design and development of the curriculum | The development of curriculum is underpinned by a whole school approach to LfS |
| Some attempt has been made to connect learning across a small number of subjects or curriculum areas | The curriculum rationale increasingly reflects LfS themes and approaches such as: UN SDGs OECD Global Competence Compass Ed Sustainability Model Children’s Rights | LfS themes and approaches are embedded into driving questions and units of inquiry in all levels of the schools |
| LfS is typically delivered through one-off focus days, lessons, or themed weeks | Systematic approaches exist to help embed LfS themes and approaches into curriculum documents | All educators demonstrate LfS in their practice and all learners receive their entitlement to learning for sustainability. |
| Learners in some classes or groups/clubs are developing skills for learning, life, and work through LfS activities and integration | LfS contexts, themes, and approaches are supporting interdisciplinary learning | Off-campus and experiential learning is a regular, curriculum led experience for all learners |
| Curriculum planning processes have yet to include LfS, while discussions are beginning on best practices | Progression, scope and sequence for LfS activities is being discussed and initially implemented | Learners engage in motivating and relevant interdisciplinary activities and actions related to LfS |
|  | Learner voice, needs, and aspirations are evident in the LfS integration planning | Cluster planning ensures effective scope and sequence LfS progression |
|  |  | Learning pathways are enhanced by the use of outdoor spaces and community partnerships |
|  |  | LfS is being used to promote skills for college, career, and global citizenship including leadership and higher order thinking |

|  |  |  |  |
| --- | --- | --- | --- |
| *Learning, Teaching, Assessment* | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| Some evidence of high-quality learning experiences related to LfS, but a consistent approach has yet to emerge | Clear steps are being taken to ensure LfS in being used more consistently to enhance learning, engagement, and community sustainability and wellness | The ethos of the school illuminates a positive, relationship building approach to the commitment to: Sustainable Thinking Frameworks United Nations Sustainable Development Goals Articles on the Convention on the Rights of the Child OECD Global Competence Framework |
| Students are predominantly in less leadership roles in the LfS implementation outside of student council | Awareness and understanding of the LfS learning goals are being achieved: Sustainable Thinking Frameworks United Nations Sustainable Development Goals Articles on the Convention on the Rights of the Child OECD Global Competence Framework | Teaching and learning is clearly aligned to the school’s mission and vision and underpinned by the design principles of continued, relevant professional learning |
| Students have some opportunities to contribute LfS action in the life of the school, school grounds, and wider community | Student-centered learning is increasing in LfS activities, experiences, and actions | Learners are given multiple opportunities to lead learning and action on topical LfS themes |
|  | Educators continue to explore best practice in LfS facilitation, reflecting the themes and the challenging nature of problem-based learning | Teaching approaches are used to create engaging, responsive, motivating learning experiences |
|  | Students show greater enjoyment, resilience, and both independence and collaboration skills via LfS experiences | Learners contribute effectively to the sustainable wellbeing of the school and the wider community |
|  | Students and the school are gathering evidence of learning achievements and reflections linked to identified competencies, skills, and standards | Learners’ LfS achievements in and out of school are recorded, recognized and accredited, and shared globally where appropriate to support LfS research and development aligned with the school’s role in local, regional, and global leadership |

|  |  |  |  |
| --- | --- | --- | --- |
| *Partnerships* | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| The school has partnerships with a number of local sustainably-driven organizations, businesses, and national third sector organizations including charity and volunteer groups | The school uses partnerships to more effectively progress LfS learning, activities, and action | The school effectively engages with partners to promote a coherent, whole-school approach to LfS |
| Some parents are involved in LfS work through parent associations or volunteering for one-off events | There is increasing evidence of how community partnerships are enhancing the curriculum, learning about the wider world, and bringing relevance to LfS themes | There is a clear strategy to grow existing partnerships and establish new ones to support LfS and connect learners to their communities |
|  | Shared visons, values, and goals with partners improve outcomes for learners | Partnerships are based on mutual trust, with partners present at the start of planning and integration development |
|  | An increasing number of parents are involved with LfS activities such as: Developing school grounds Supporting community engagement and trips Sharing professional expertise Partaking in professional, mission-driven learning opportunities | The school is recognized as being open to new ideas and highly regarded for the active role it plays in community engagement, development, and active citizenship |
|  | Partnerships work to strengthen leadership at some levels of the school | Partnerships work to strengthen leadership at all levels of the school |
|  |  | Connections have been made between formal learning and community-based learning and development |
|  |  | LfS activities have significantly enhanced parental and community engagement |
|  |  | Relationships between learners, staff, parents, and wider community groups are wholly positive and mutually beneficial |
|  |  | The school understands and plays a significant role in the life of the local, regional, and global community, resulting in improved community spirit |

|  |  |  |  |
| --- | --- | --- | --- |
| Student-Centered Learning, Competencies, and Achievement | YEARS 0 / 1 | YEARS 1 / 2 | YEARS 2 / 3 |
| **Starting  the Journey** | **Building  on Achievements** | **Highly Effective Practice** |
| Some learners have the opportunity to engage in activities such as charity fundraising, conservation work, campaigning and awareness raising through committees, clubs and societies | The school has considered the needs of learners to ensure more are included and benefit from LfS experiences | LfS activities support our ethos and culture of participation and inclusion. Particular attention is given to removing barriers to learning for the most disadvantaged learners while challenging all learners in LfS |
| Student councils and service groups are in operation but we have yet to consider how their work relates to LfS across the whole school | LfS is increasingly embedded in curriculum | There is a strong focus on learner voice in decision making and planning for LfS activities and experiences |
| LfS activities are improving outcomes for some learners particularly through participation of student groups or as a result of a small number of committed practitioners in classrooms | The school is developing outdoor spaces to promote wellbeing and inclusion. | We value and celebrate diversity and challenge discrimination and prejudice |
| Some learners are being given an opportunity for personal achievement, documenting learning, and leadership in LfS | LfS supports building confidence and removing barriers to learning. | Outdoor spaces are used effectively to promote positive relationships and wellbeing |
| Staff are beginning to engage students in meaningful discussion about their skills development in relation to LfS activities | An increasing number of learners are benefitting from improved outcomes as a result of LfS experiences and active community participation. | Positive relationships and collaborations developed from LfS events exist as foundations to a strong sense of community |
|  | LfS is beginning to raise attainment in literacy, numeracy and health and wellbeing. | LfS activities and learning are helping to achieve the best possible outcomes for all learners |
|  | We are more explicitly recognizing the impact of LfS in relation to learners’ skills, capabilities and attributes | Motivating and engaging LfS experiences are promoting a culture of sustainability as well as achievement |
|  | LfS is supporting creativity and skills development for 21st century competencies | Learners’ achievements are tracked, recognized and accredited where appropriate |
|  | Learners can make the links between their LfS achievements and the development of skills for learning, life and work | Learners contribute to the school and society as global citizens with evidence of learning linked to identified global competencies |
|  | We are improving how LfS achievements are recorded in learner profiles | LfS methodologies support creativity and encourage learners to think critically, be imaginative, open-minded and solution focused |
|  | We are beginning to explore how LfS can help develop our young, global workforce | Information about careers linked to the breadth of the LfS agenda is embedded within learning and teaching |
|  |  |  | Learners continue to develop an international mindset to help them thrive in an increasingly globalized world |