

Learning for Sustainability and the GTC Scotland Professional Standards for Teachers

Making a professional commitment to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world embodies what it means to become, be and grow as a teacher in Scotland.

Learning for Sustainability is an underpinning theme across the 2021 Professional Standards and is interdependent with the themes of professional values and leadership.

The Professional Values of social justice, trust and respect and integrity are at the core of the Professional Standards and of Learning for Sustainability. Starting with teachers as individuals, values extend to our learners, our colleagues and community and to the world in which we live.

Social Justice

- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the principles and practices of sustainable development and local and global citizenship for all learners.

Trust and Respect

- Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles.
- Acting and behaving in ways that develop a culture of trust and respect for self, others and the natural world.
- Understanding, acknowledging, and respecting the contribution of others in positively influencing the lives of learners.
- Understanding health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.
- Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.

Integrity

- Demonstrating kindness, honesty, courage, and wisdom.
- Being truthful and trustworthy.
- Critically examining professional beliefs, values and attitudes of self and others in the context of collegiate working.
- Challenging assumptions, biases and professional practice, where appropriate.

Strategic Leadership

The Standard for Headship and The Standard for Middle Leadership place the strategic responsibility on school leaders and managers to establish and modelling a coherent, progressive and holistic Learning for Sustainability vision and ethos that supports planning across the curriculum, professional learning and collegial practice. In section 1.3 of both The Standard for Headship and The Standard for Middle Leadership, for example, respective school leadership and management roles in ensuring that a robust, demonstrable whole setting approach to Learning for Sustainability is addressed. In addition, the Standard for Headship places responsibility on the headteacher to 'embrace Learning for Sustainability within the shared strategic vision for the learning community'.

Standard for Headship 1.3

The Standard for Headship recognises that effective leadership depends on the principles of collegiality and that all teachers are leaders of and for learning, who lead learning for, and with, all learners. Headteachers work with, and support the development of, colleagues and other partners. The Standard for Headship includes a focus on leadership of and for learning, teacher leadership, and working collegially to build leadership capacity in others.

Learning for Sustainability has been embedded within the suite of Professional Standards to support headteachers in actively embracing a robust, demonstrable 'whole-school' approach to Learning for Sustainability. This is enabled by headteachers establishing and modelling a coherent, progressive and holistic Learning for Sustainability vision and ethos that supports planning across the curriculum, professional learning and collegial practice.

In Scotland, Learning for Sustainability is an entitlement for learners. As such, it is a professional requirement for all teachers to demonstrate in their practice the professional values, skills, knowledge and understanding and actions that are compatible with a sustainable and equitable world, as part of an effective whole-school and community commitment.

Standard for Middle Leadership 1.3

The Standard for Middle Leadership recognises that effective leadership depends on the principles of collegiality and that all teachers should have opportunities to be leaders, who lead learning for, and with, all learners. Middle leaders work with, and support the development of, colleagues and other partners. The Standard for Middle Leadership includes a focus on leadership of and for learning, teacher leadership, and working collegially to build leadership capacity in others. Leaders at all levels should actively embrace a robust, demonstrable approach to Learning for Sustainability. This is enabled by teachers planning for Learning for Sustainability across the curriculum, their professional learning both individually and collaboratively

Professional Values and Professional Commitment are at the core of the Standard for Middle Leadership. They are integral to, and demonstrated through, all our professional relationships and practices. They are about doing well by ourselves, others and the world in which we live. The personal and professional qualities of sustainability and social justice, integrity, trust and respect and professional commitment are crucial if we are to inspire and prepare learners for success in our complex, interdependent and rapidly changing world.

Learning for Sustainability has been embedded within the suite of Professional Standards to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work. In Scotland, Learning for Sustainability is an entitlement for learners. As such, it is a professional requirement for all teachers to demonstrate in their practice the professional values, skills, knowledge and understanding and actions that are compatible with a sustainable and equitable world, as part of an effective whole-school and community commitment..

Scotland's Professional Standards actively support, embrace and promote the principles and practices of sustainability across all aspects. This means understanding and valuing environment, culture and heritage, developing a sense of place and belonging to the local, national and global community. It also means having a deep connection to the natural world and understanding the significance of the choices we make – now and in the future. This is highlighted in Table 1 below.

SPR	SFR	CLPL	ML	SfH
Standard for Provisional Registration	Standard for Full Registration	Standard for Career Long Professional Learning	Standard for Middle Leadership	Standard for Headship
<p>2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice</p> <p>As a student teacher you are required to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> interdisciplinary learning; outdoor learning, including direct experience of nature and other learning within and beyond school boundaries; 	<p>2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice</p> <p>As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:</p> <ul style="list-style-type: none"> interdisciplinary learning; outdoor learning, including direct experience of nature and other learning within and beyond school boundaries; 	<p>2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice</p> <p>As an accomplished teacher you have an enhanced and critically informed understanding of:</p> <ul style="list-style-type: none"> approaches to pedagogy and practice: assessment, learning and teaching and curriculum where appropriate taking account of Gaelic medium, and Learning for Sustainability; the most appropriate contexts and environments for learning, including outdoor learning, and how to apply appropriate pedagogies for these environments; 	<p>2.1.1 Understand how to develop and demonstrate a strategic vision.</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> support and contribute to a strategic vision that embraces Learning for Sustainability; 	<p>2.1.1 Fully understand how to develop and demonstrate a strategic vision</p> <p>As a headteacher you:</p> <ul style="list-style-type: none"> embrace Learning for Sustainability within the shared strategic vision for the learning community;
			<p>2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments to enhance positive outcomes for all learners</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> ensure you have enhanced knowledge and critical understanding of contemporary developments in education and society 	<p>2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments</p> <p>As a headteacher you</p> <ul style="list-style-type: none"> ensure enhanced knowledge and critical understanding of contemporary developments in

				education and society (including the role of digital technologies); the environment and the wider global community(including trends and changes in family patterns, work patterns, the media, leisure and politics) and relevant current and emerging legislation.
<p>2.1.3 Have knowledge and understanding of Curriculum Design</p> <p>As a student teacher you are required to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> interdisciplinary learning between curricular areas e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy; 	<p>2.1.3 Have knowledge and understanding of Curriculum Design</p> <p>As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:</p> <ul style="list-style-type: none"> the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g.literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy; interdisciplinary learning between curricular areas, stages and/or sectors; 	<p>2.1.3 Have an enhanced and critically informed understanding of Curriculum Design</p> <p>As an accomplished teacher you have an enhanced and critically informed understanding of:</p> <ul style="list-style-type: none"> the value of learning beyond curricular areas/ subject boundaries and of cross curricular subjects, e.g. literacy, numeracy, health and wellbeing, Learning for Sustainability and digital literacy; the need to explore and adopt a wide variety of technologies and learning spaces within and beyond the classroom, including the use of outdoor learning. 	<p>2.1.3 Have an enhanced and critically informed understanding of Curriculum</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> promote and support learning beyond curricular areas/ subject boundaries and of cross curricular subjects, e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy; 	<p>2.1.3 Have an enhanced and critically informed understanding of Curriculum</p> <p>As a headteacher you:</p> <ul style="list-style-type: none"> co-create a culture where learning beyond curricular areas/subject boundaries and cross curricular subjects e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy is inherent to the curriculum;

<p>2.2.1 Have knowledge and understanding of Education Systems</p> <p>As a student teacher you are required to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> the principal national and international influences on Scottish education; current, relevant legislation, policies and guidance in relation to the teacher's role; 	<p>2.2.1 Have knowledge and understanding of Education Systems</p> <p>As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:</p> <ul style="list-style-type: none"> the principal national and international influences on Scottish education, and their relevance to learning and teaching in the local context; how to critically engage with current, relevant legislation, policies and national and local guidance; 	<p>2.2.1 Have an enhanced and critically informed understanding of Education Systems</p> <p>As an accomplished teacher you have an enhanced and critically informed understanding of:</p> <ul style="list-style-type: none"> how to actively consider and critically question national and international influences on educational policy, practices and systems development; frameworks, systems and processes to support and enhance teacher professionalism; current policy context and how that impacts on educational change and teaching and learning and meaningfully links to inform and change practice; how to ensure a culture which recognises and realises the rights of all children and young people and in which every learner meaningfully participates in decisions related to their learning and wellbeing; and biases and their impact on people and practices and how to identify and challenge these. 	<p>2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments to enhance positive outcomes for all learners</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> ensure you have enhanced knowledge and critical understanding of contemporary developments in education and society 	<p>2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments</p> <p>As a headteacher you</p> <ul style="list-style-type: none"> ensure enhanced knowledge and critical understanding of contemporary developments in education and society (including the role of digital technologies); the environment and the wider global community(including trends and changes in family patterns, work patterns, the media, leisure and politics) and relevant current and emerging legislation.
			<p>2.2.2 Understand and demonstrate self-awareness</p>	<p>2.2.2 Fully understand and demonstrate self-</p>

			<p>and inspire and motivate others</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> • build and sustain professional and personal credibility by modelling your commitment to on-going professional learning, integrity and ethical practice, and Learning for Sustainability; 	<p>awareness and inspire and motivate others</p> <p>As a headteacher you:</p> <ul style="list-style-type: none"> • build and sustain professional and personal credibility by modelling your commitment to on-going professional learning, integrity and ethical practice, and Learning for Sustainability;
<p>3.1.2 Utilise pedagogical approaches and resources</p> <p>As a student teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> • create meaningful contexts for learners through a range of different learning environments; • create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. 	<p>3.1.2 Effectively Utilise pedagogical approaches and resources</p> <p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> • create meaningful contexts for learners through a range of different learning environments; • create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. 	<p>3.1.2 Critically and effectively utilise pedagogical approaches and resources</p> <p>As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:-</p> <ul style="list-style-type: none"> • support every learner to be curious and engaged with their learning using real world themes where appropriate; • create opportunities for learning to be transformative in terms of challenging assumptions and expanding the world views of learners. 	<p>3.1.1 Support the design and provision of a curriculum informed by theoretical principles of curriculum design and purposes of education</p> <p>As a middle leader, through individual and collegial activities, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> • model and develop, within and beyond your area of responsibility, clear standards in your practice in relation to enacting the principles of inclusion, sustainability, equality and social justice through the curriculum; 	<p>3.1.1 Work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education</p> <p>As a headteacher, you lead and work collaboratively to:</p> <p>As a headteacher, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> ▪ critically engage with policy, research and practice to inform a strategic overview of the planning, development and assessment of learning to ensure that school-based decisions are in accordance with the principles and purpose of education, good curriculum

				<p>design and addressing the learners' entitlement to Learning for Sustainability;</p>
			<p>3.1.2 Enable and sustain a coherent approach to the development and improvement of curriculum practices (including pedagogy and assessment) in line with agreed strategic and operational priorities</p> <p>As a middle leader, through individual and collegial activities, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> • model and support, high expectations of curriculum in order to provide all learners with creative and consistently high-quality learning experiences and pathways and opportunities for learning to be transformative in terms of challenging assumptions and expanding world views; • engage with partners to support access to appropriate learning opportunities including 	<p>3.1.2 Work with the learning community to establish, enable and sustain a strategic approach to the development and improvement of curriculum practices (including pedagogy and assessment) informed by knowledge and understanding of underpinning principles and purposes</p> <p>As a headteacher, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> • agree and communicate clearly high expectations of curriculum in order to provide all learners with creative and consistently high-quality learning experiences and opportunities for learning to be transformative in terms of challenging assumptions and

			<p>outdoor learning within and beyond the school and resources across the wider learning community;</p>	<p>expanding world views;</p> <ul style="list-style-type: none"> engage with partners to facilitate access to appropriate learning opportunities, including outdoor learning within and beyond the school and resources across the wider learning community and provide learners with regular access to and education in the natural world;
<p>3.1.3 Utilise partnerships for learning and wellbeing</p> <p>As a student teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school; develop partnerships which: <ul style="list-style-type: none"> support decision-making that is compatible with a sustainable future in a just and equitable world; 	<p>3.1.3 Effectively utilise partnerships for learning and wellbeing</p> <p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> contribute to a rights-respecting culture where learners meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school; develop partnerships which: <ul style="list-style-type: none"> -support decision-making that is compatible with a sustainable future in a 	<p>3.1.3 Critically and effectively use partnerships for learning and wellbeing</p> <p>As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to create and develop and sustain partnerships which:</p> <ul style="list-style-type: none"> -support decision making that is compatible with a sustainable future in a just and equitable world; -connect learners to their dependence on the natural world and develop their sense of belonging to both the 	<p>3.2.1 Lead and support the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community</p> <p>As a middle leader, through individual and collegial activities, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> help co-create, model and share the vision, values, ethos and aims of the learning community with all learners, colleagues, parents/carers and families and wider community including Gaelic medium ethos where appropriate, and embracing Learning for Sustainability; 	<p>3.2.1 Agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, parents/ carers and families and wider community</p> <p>As a headteacher, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> co-create an aspirational vision, values, ethos and aims, agreed in partnership with all colleagues, learners, parents/carers and families and wider community, and embracing

<ul style="list-style-type: none"> ○ connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community; and ○ connect relevance of learning to skills for life, learning and work. 	<p>just and equitable world;</p> <ul style="list-style-type: none"> ○ -connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community; and ○ connect relevance of learning to skills for life, learning and work. 	<p>local and global community; and</p> <ul style="list-style-type: none"> • -connect relevance of learning to skills for life, learning and work. 		<p>Learning for Sustainability;</p>
<p>3.2.1 Appropriately organise and manage learning</p> <p>As a student teacher to demonstrate your skills and abilities you are required to:</p> <ul style="list-style-type: none"> • create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views; 	<p>3.2.1 Effectively organise and manage learning</p> <p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> ▪ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views; 	<p>3.2.1 Critically and effectively organise and manage learning</p> <p>As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:</p> <ul style="list-style-type: none"> ▪ ensure opportunities for active participation, individually and collaboratively, for all learners; 		
<p>3.2.2 Engage Learner participation</p> <p>As a student teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> • value all learners and their participation, actively engaging children and young 	<p>3.2.2 Effectively engage learner participation</p> <p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> ▪ value all learners and their participation, actively engaging children and 	<p>3.2.2 Critically and effectively engage learner participation</p> <p>As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:</p>	<p>3.2.2 Encourage and facilitate learner participation in planning and deciding about their own learning and the wider decision-making within the learning community</p> <p>As a middle leader, through individual and collegial activities, you lead and work collaboratively to:</p>	<p>3.2.2 Agree a strategic approach to encourage and facilitate learner participation in planning and deciding about their own learning and wider decision-making within the learning community</p>

<p>people in decision-making about their education</p>	<p>young people in decision-making about their education;</p>	<ul style="list-style-type: none"> ensure meaningful opportunities are provided for learners' active participation in decision-making about their education and in which learners recognise that their contributions are genuinely recognised and valued; 	<ul style="list-style-type: none"> enable a collegial culture of mutual respect and trust where all learners participate meaningfully in decisions related to their learning, their school and the wider learning community 	<p>As a headteacher, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> establish and sustain a collegial culture of mutual respect and trust where every learner is enabled to participate meaningfully in decisions related to their learning, their school and the wider learning community; and establish and sustain a range of strategic processes and approaches which enable every learner to participate meaningfully in decisions related to their learning, their school and the wider learning community.
<p>3.2.3 Build positive, rights respecting relationships for learning As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> encourage learners to respect and care for themselves, others and the natural world 	<p>3.2.3 Build positive, rights respecting relationships for learning As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> encourage learners to respect and care for themselves, others and the natural world. 	<p>3.2.3 Build positive, rights respecting relationships for learning As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:</p> <ul style="list-style-type: none"> create a learning environment where every learner feels safe, 	<p>3.2.4 Help promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the rights and wellbeing of every learner As a middle leader, through individual and collegial activities, you lead and work collaboratively to:</p>	<p>3.2.4 Help promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the rights and wellbeing of every learner and the wider work and life of the school</p>

		<p>valued and included and is respectful of themselves, each other, their surroundings and the natural world;</p>	<ul style="list-style-type: none"> ensure planning and provision for learning is underpinned by the principles of equality and social justice. 	<p>As a headteacher, you lead and work collaboratively to:</p> <ul style="list-style-type: none"> understand your own and others' responsibilities in supporting the wellbeing needs of every child or young person to inform practices in the school and wider learning community;
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