

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 18 February 2026

Summary of Positive Teaching Practice – Learning for Sustainability

Report by Environmental Sustainability Manager

1. Introduction

This paper presents a snapshot of positive Learning for Sustainability (LfS) practice currently taking place across Glasgow Kelvin College, drawing directly on Faculty Manager feedback gathered through the *Positive Teaching Practice; LfS End-of-Term Feedback Form (November 2025)*.

The focus of the paper is on what is already working well: how staff across a wide range of subject areas are embedding environmental sustainability, social sustainability, wellbeing, equality and community engagement into teaching, learning and assessment in meaningful, curriculum-relevant ways. Collectively, these examples demonstrate that LfS is not an additional requirement, but an integral part of high-quality learning and teaching practice across the College.

This work has been developed as part of Kelvin College's participation in the EAUC Learning for Sustainability Pilot Programme, funded by the Scottish Funding Council. The pilot supports institutions to explore effective, inclusive and proportionate approaches to embedding LfS at an institutional level, with a strong emphasis on sharing practice, understanding enablers and barriers to change, and creating conditions where staff and students feel supported to engage.

The examples that follow highlights the breadth, depth and diversity of existing practice across curriculum areas. It provides a strong evidence base for celebrating staff and student contributions and informing future learning and teaching developments.

2. Summary of LfS Practice by Department/Subject Area

Faculty Manager feedback demonstrates that Learning for Sustainability is already embedded across a wide range of curriculum areas, often as part of core teaching practice rather than as a discrete or additional activity.

Across **Community Learning and Hospitality**, sustainability is integrated through teaching on plant-based and locally sourced food, food security, and reductions in single-use materials, alongside wellbeing-focused units that reflect current sustainability trends within the hospitality sector.

Within **Support for Learning**, learners engage directly with sustainability through outdoor and nature-based learning. This includes maintaining the College East End Garden, biodiversity projects (such as bird feeders, bug hotels and wildlife habitats), upcycling and reuse activities, and conservation volunteering with external partners. These activities are closely linked to learner wellbeing, inclusion and community engagement, with clear progression into independent volunteering and skills development.

In **ESOL**, sustainability is embedded through real-world, inquiry-based learning. Learners explore fast fashion, food waste, recycling and food deserts, alongside active travel, outdoor learning and partnerships with community organisations. Social

sustainability is addressed through teaching on health access, gender equality, community cohesion and cultural understanding.

Early Learning and Childcare programmes demonstrate strong environmental practice through digital-first delivery, the removal of environmentally harmful materials, and the use of natural and recycled resources. Outdoor learning, Forest Kindergarten training and cross-department collaboration further reinforce sustainability, alongside embedded wellbeing, mental health and anti-bullying work.

In **Performing Arts**, sustainability is addressed through both operational practice and curriculum content. This includes extensive reuse of sets, props and costumes, reduced printing through digital scripts, energy reduction via LED lighting, and creative projects that explore environmental and social themes such as identity, equality and sustainability.

Business and Computing programmes integrate sustainability through exploration of carbon footprint, marketing and distribution, alongside reduced printing and applied community engagement activities.

Across **Music, Media and Creative Industries**, sustainability is embedded through teaching on the environmental impact of live events and touring, green funding requirements, responsible equipment use, waste reduction, and festival case studies. Social sustainability is explored through discussions on equality, inclusion and professional ethics within the creative industries.

In **Social Care and Humanities**, sustainability is closely aligned with ethical practice. Learners engage with environmental issues such as sustainable consumption and environmentally friendly healthcare practices, alongside a strong focus on wellbeing, equality, social justice and community engagement. Student work includes multicultural events and community-focused learning activities.

The full evidence base underpinning this summary, drawn from Faculty Manager feedback, is included in **Appendix A**

Celebrating and Recognising Positive Practice

Across Faculty Manager feedback, there was strong consensus that recognition of Learning for Sustainability practice should be positive, visible and developmental. Staff highlighted the value of making existing work more visible through internal communications, social media, visual displays and opportunities to share practice across departments, alongside amplifying learner voice.

Building on this feedback and peer-advisory recommendations from the EAUC Pilot Programme, a College-wide approach is proposed that focuses on: making existing practice visible through short case studies and showcases; embedding recognition within current learning and teaching structures; and celebrating people as well as projects through inclusive, encouraging forms of acknowledgement. This approach supports staff morale, strengthens professional learning, and reinforces Learning for Sustainability as a shared, lived aspect of the College's learning and teaching culture.

3. Impact on Students

As LfS becomes more embedded across the College curricula, students will be more equipped to navigate the complicated environmental and social challenges that they face – both in the workplace and their lives.

4. Resource Implications

There are no Resource implications arising directly from this paper.

5. Equality

There are no Equality implications arising directly from this paper.

6. Risk and Assurance

There are no Risk implications arising directly from this paper.

7. Data Protection

There are data protection implications of this paper.

8. Recommendations

Members are recommended to:

- Note the College's breadth of LfS practice across subject areas and consider proposals to recognise and celebrate positive practice.

9. Further Information

Members can obtain additional information on the contents of this report from Sarah Shea, Environmental Sustainability Manager.

Glasgow Kelvin College
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