

Supporting Materials - Learning in a Global Context Leaflets

Learning in a Global Context provides supporting materials in the form of leaflets around various areas of global learning practice. These leaflets guide you with tips, challenges, practical ideas and case studies.

The leaflets have the following format:

On the front there is an introduction to that area of school practice and how it relates to global learning, along with outcomes for pupils.

Inside is advice, quotations, ideas and examples - supporting content to help you to think how you might enhance that area.

On the back there are 'Questions for Reflection', some 'Next Steps' to consider, 'Monitoring and Evaluation' advice and 'Thematic links' to further related ideas and resources.

The following leaflets are available:

Global learning and leadership - particularly for heads, deputies and senior managers, this leaflet offers tips in leading in global learning.

Language and Literacy - the potential for exploring global issues through literacy and the way language in school models and reflects global values.

Equality, Diversity and Inclusion - these are not only fundamental values to promote in school, but complement and are supported by global learning.

Democracy and children's participation - finding ways to build on democratic processes in the school and develop global learning through them.

Resources and Displays - how these reflect diversity, challenge stereotypes and promote positive messages and action in relation to the global South.

Methodology - examples of approaches, methodologies and activities that promote global learning, especially through critical thinking and enquiry.

Sustainability - challenging teachers and leaders to reflect the needs of the planet in the life of the school and in the learning of the pupils.

Physical Environment - maintaining a physical environment around the school that reflects global learning values and practice.

Linking - advice around how to link in a responsible and educationally effective way, how to ensure good global learning and alternatives to linking.

Visits and visitors and Assemblies - guidance in enhancing learning through these popular aspects for extra curricular practice.

Curriculum subjects - There are also leaflets for developing global learning within Religious Education, Geography, History.

Further exploration around global learning

Think Global is the national body for supporting global learning. Their reports include information on the views of parents, children and teachers.

www.think-global.org.uk/resources

www.globaldimension.org.uk provides links to hundreds of online resources and many available for purchase on global learning themes.

See below for how to contact **HEC Global Learning Centre** and access our website for more online resources around Learning in a Global Context - our framework for supporting global learning in schools.



Global Learning Centre

Tower Hamlets PDC
229 Bethnal Green Road, London E2 6AB
T. 020 7364 6405 E. hec@gn.apc.org
[@hecglobal](https://twitter.com/hecglobal)

Details of current teacher training, information on global learning and examples of HEC's work
www.globallearninglondon.org.uk

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.
www.lgtn.org.uk

Learning in a Global Context is a framework for supporting schools in preparing young people for life in an increasingly globalised world.

Global Learning - The Five Concepts

These five concepts cover the main elements of global learning:

Globalization & interdependence – understanding how people, places, economies and environments are all inextricably interrelated and that choices can have global effects.

Social justice – understanding social justice as an element of sustainable development and improved welfare of all people around the world.

Peace and conflict – understanding the nature of conflicts, their impact on human development and need for resolution and harmony.

Diversity and identity – understanding and respecting difference, challenging prejudice and seeing how diversity affects opinions and perspectives; celebrating and exploring identity.

Sustainable development – understanding the need to maintain and improve quality of life for human beings globally without damaging the planet for future generations.



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Introduction

Introduction

Learning in a Global Context is a framework for helping schools engage in an ongoing process of developing **global learning**. In this process the school can involve all members of the school community in equipping and inspiring pupils to make sense of their place in the world and their relationship to others both locally and globally.

What is Global Learning?

Global learning is education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

Global Learning is a broad concept and schools need to think about the global learning needs of their pupils, which will be different in different contexts. There are **five key concepts** (see inside diagram and explanations on the back of this leaflet) that are at the heart of global learning and schools will bring these out in different ways across the life of the school and within various learning contexts.

As highlighted by a recent Think Global publication, in order to fully engage in the world, pupils *'must have the capabilities to think deeply for themselves, rather than simply being encouraged into the 'right' behaviours. Fostering critical and creative thinking allows people to develop the knowledge, understanding and skills to lead and sustain change in our society and to respond effectively to new challenges.'*

Whilst each school and classroom will have its own unique setting and needs, the aim of this framework is to support schools as they embed global learning across the curriculum and within the whole school ethos. For this reason we have divided the frame into two areas of focus - Teaching and Learning, and Ethos and Engagement.

There are five main components of the framework:

1. This **Introduction leaflet**, which gives an overview of the framework, core skills in global learning and a diagrammatic model.
2. **'How Global is your School?'** online - straightforward questions about global learning in your school. You will automatically be sent some next steps to consider for developing global learning.
3. **Supporting materials**, in the form of guidance **leaflets** that offer guidance on focal aspects of school practice promoted in the framework. See back.
4. **Planning grid**: a template to direct school planning in response to the framework.
5. **Training**: Professional development and consultancy around global learning – with bespoke guidance and training as well as scheduled training days with HEC Global Learning Centre.

Outcomes for pupils

Pupils will be able to:

- Recognise the diverse nature of their local and national communities, as well as across the world
- Identify a wide range of connections between their lives and the wider world
- Challenge stereotypes and misconceptions of people and places, locally and globally
- Broaden aspirations and ambitions for their future
- Explore the complexity of local and global debates and understand the diversity of viewpoints which exist
- Generate critical questions
- Recognise their role in response to specific issues and what they can do to make a difference
- Recognise the influence of the media in portraying peoples, places and debates

Why, who, how...?

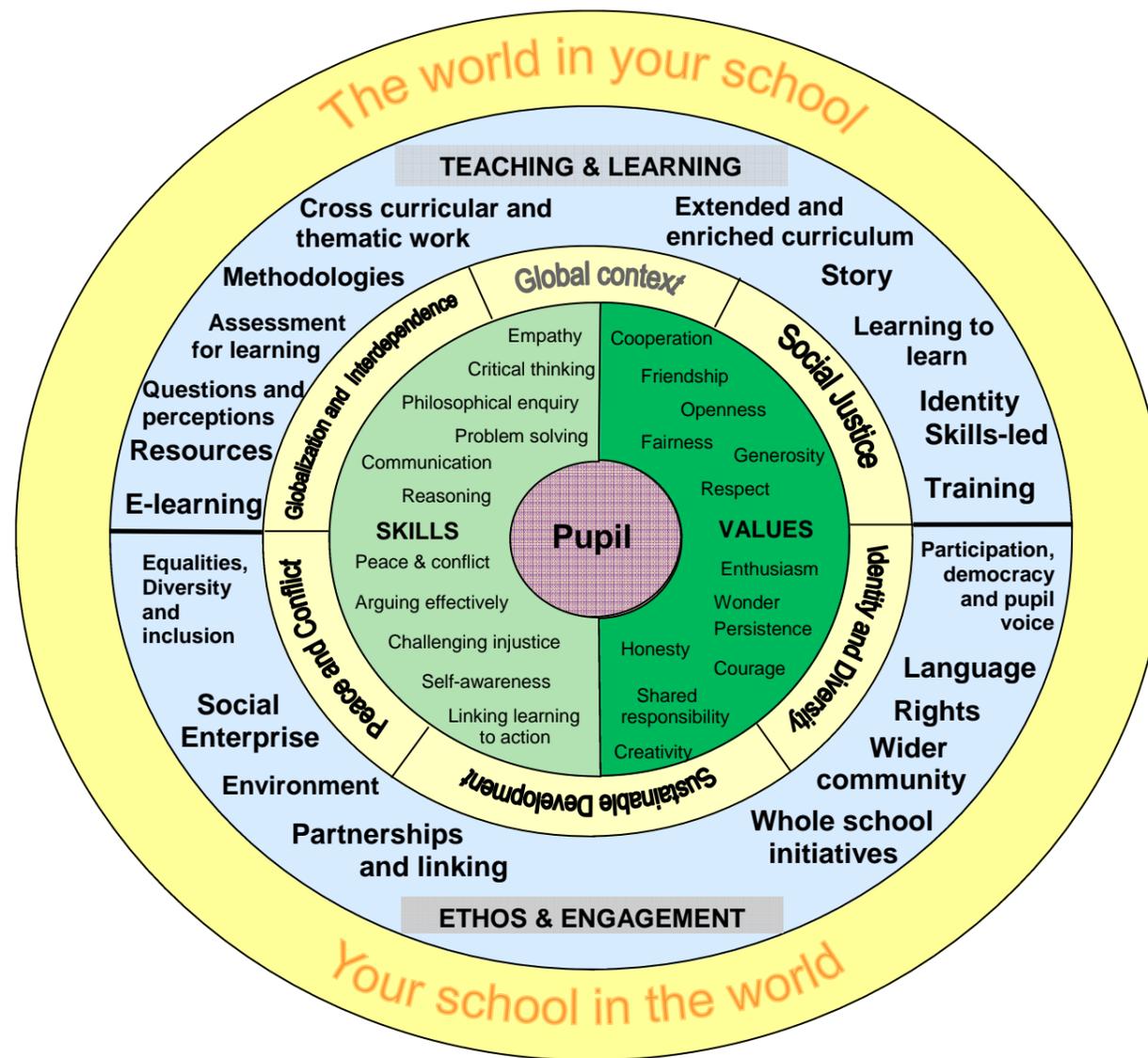
Why because school leaders and staff understand the importance of embedding global learning into its curricula and school life, to increase and broaden pupil engagement and improve the school.

Who the whole school community: teachers, pupils, governors, senior management, school council, support staff and parents; the wider community.

How global learning is brought into all aspects of school life through a mixture of policy and curricula changes, improved planning, strengthening of pupil-led educational approaches and participation at all levels.

The successful global learner is someone who...	
Enquiry	...is able to ask relevant questions, carry out research, predict outcomes and anticipate responses; they test conclusions and improve ideas.
Problem solving	...is able to identify and understand problems, plan ways to solve them and monitor progress in tackling a problem; they review solutions to these problems.
Critical and creative thinking	...is able to critically assess ideas and opinions, generate their own questions and extend ideas and apply imaginative and innovative outcomes.
Processing information	...is able to locate and collect relevant information; to sort, classify, sequence, compare, contrast and analyse.
Reasoning	...is able to justify opinions and actions, to draw inferences and make deductions, use precise language to explain what they think and make judgements and decisions based on critical thought and available evidence.
Managing feelings	...uses a range of strategies to recognise and accept their feelings and so regulate their learning and behaviour.
Empathy	...shows understanding towards others and are able to see things from alternative viewpoints; they are able to modify their response appropriately in light of this understanding.
Social interaction	...is able to relate positively and confidently with others, take an active part in a group, communicate with different audiences, negotiate, resolve differences, compromise and support others.
Communication	...is able to speak effectively for different audiences, to listen, understand and respond appropriately to others and participate effectively in group discussion.
Self awareness	...demonstrates some understanding of themselves; they know how they learn most effectively, what they are thinking and feeling and begin to critically examine why they think and feel this way.
Self motivation	...takes an active and enthusiastic part in learning; they have acquired a love of learning, they develop independence, resourcefulness and good organisational skills.

What is Learning in a Global Context?



Going out from the centre....

Learning in a Global Context has as its main objective, enhancing the learner's experience and development of a global perspective and understanding of him/herself and the world.

Values and Skills

Central to this process is supporting the development of a range of values and skills. Some of these will be familiar through the National Curriculum and many have been promoted throughout the history of global learning and global citizenship. The values shown reflect universal human values and include those shared by different faiths, as recognised by SACRE*. What we have aimed to do is to bring together these fundamental aspects in the development of the child, into a holistic approach - Learning in a Global Context.

The Global Context

The **five key concepts** provide the basis for exploring important concepts of global learning. We also emphasise the importance of tackling current and relevant global news, themes, topics, events and issues to help pupils relate to the world around them. Look on the back for an explanation of each.

The School: this framework helps support school development across these two areas.

Area 1: Ethos and engagement: this looks at the school as a whole; its vision, its policies, its whole school practice and processes.

Area 2: Learning and teaching: this looks more specifically at the learning that takes place in school.

*Standing Advisory Council for Religious Education

The successful global teacher is someone who ...	
Enquiry	...has developed his or her skills of leading an enquiry, including better questioning, pushing children into depth through questioning, and maintaining an open mind themselves.
Problem solving	...has an ability to facilitate problem solving as a method of learning, such as role plays and simulations to explore experiences of different people around the world, or 'mysteries' to explore causes and effects of complex issues.
Critical and creative thinking	...critically assesses his or her own responses to global phenomena and is able to encourage pupils to think for themselves, through facilitating processes of enquiry.
Processing information	...is able to select a range of information sources that provide multiple perspectives, but with a critical understanding of 'objective' and biased sources.
Reasoning	...has an ability to help pupils to reason, using a process of Point, Explanation, Evidence (P.E.E.) or similar.
Managing feelings	...helps pupils to use a range of strategies (e.g. using SEAL materials) to recognise, explore, respect and accept their feelings as a way of enhancing well being and behaviour.
Empathy	...offers learning experiences that help promote understanding and empathy towards others and help pupils see things from another's perspective.
Social interaction	...creates spaces for pupils to relate positively with each other, take an active role in group work, negotiate, compromise, resolve problems or conflicts, and who models this.
Communication	...puts a high priority on real and meaningful communication amongst pupils and between pupils and different audiences, encouraging group discussion, listening and personal responses.
Self awareness	...help pupils to become more self-aware, to know how they learn most effectively, and examine why they think and feel in particular ways.
Self motivation	...is motivated by global issues and inspires pupils to become engaged in issues by demonstrating the possibilities of resourcefulness and a love of learning.