

## Identifying global learning

It is really important, especially if the term 'global learning' is relatively new for you, to look at what global learning is already going on in the school in order to look at how to build on it. You could see if links can be made between global learning and school policies such as sustainable schools and community cohesion. Look at the curriculum and see which areas are already exemplifying global learning principles, ideas and themes.

To refresh yourself on what 'global learning' means, go to our 'Introduction to the Framework' leaflet which gives an overview of 'Learning in a Global Context'.

## Questions for reflection

- Is global learning included within the school's mission/vision statement and School Improvement Plan together with plans for how to monitor progress?
- Is someone responsible for coordinating and monitoring whole-school global learning: a global learning coordinator?
- Does the whole school community receive briefings and/or presentations about the global learning in practice?
- Does the school ensure that key members of staff attend global learning training, including new members of staff?
- Are pupils' knowledge, understanding, skills and attitudes audited at the beginning and end of global learning topics and results reviewed when planning future topics?
- Does global learning feature on staff noticeboards, school displays, the school prospectus, in the reception area, in governor briefings, through newsletters and on the school's website?

## Next Steps

Here are some possibilities to consider in taking global learning forward

- Review school ethos and School Development Plan so as to place global learning at the heart of these.
- Develop a global learning policy.
- Identify how global learning links to other policies.
- Appoint a member of staff as global learning coordinator.
- Map the curriculum to incorporate global learning objectives.
- Draw up a plan for how to communicate the importance of global learning to the whole school community.
- Review school procurement policy so it is led by ethical and environmental considerations/objectives.
- Explore teaching methodologies that encourage and are compatible with global learning.
- Offer staff training on global learning methodologies.

## Monitoring & Evaluation: how do you know it's working?

These are just a few ideas on how monitoring and evaluation could take place:

Ofsted report that schools with a strong global learning emphasis are highly successful at raising standards across the school. The impact of global learning might therefore be seen through levels of achievement in different areas of the curriculum; the impact of incorporating global learning objectives could be evaluated by a before and after measure.

Changes in children's attitudes and behaviour following global learning interventions could be monitored by examining changes in levels of bullying or incidences of racism or observing levels of motivation and enthusiasm at school for example.

An ethical procurement policy based on social and environmental objectives could measure positive impacts by looking at reductions in energy bills, and hence carbon emissions, and the value of Fairtrade purchases compared to 'conventional' purchases for example and how these change over time.

A check on resources and displays by the 'global learning coordinator' at regular intervals could assess whether challenging stereotypes and embracing diversity is becoming increasingly evident.



### Global Learning Centre

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Details of current teacher training, information on global learning and examples of HEC's work  
[www.globallearninglondon.org.uk](http://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](http://www.lgtn.org.uk)



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*A curriculum for the 21<sup>st</sup> century should encourage the development of critical thinking so that learners are not only aware of global issues and events from different viewpoints, but also realise that they can play a part in working towards local and global solutions. QCA, 2007*

## Global learning and leadership

Leadership in a school has such influence over the school ethos, values, policy, staffing and curriculum that the role of leaders in developing global learning is critical.

## The importance of global learning

The importance of global learning is highlighted in the values, purposes and aims of the National Curriculum. Placing global learning at the heart of the school ethos, policy and curriculum has also helped schools meet the requirements of important agendas such as *Every Child Matters*, and *Sustainable Schools*, as well as helping the school to contribute to community cohesion. Many school leaders will already have sought to address global learning to help meet these agendas; this leaflet seeks to provide a deeper rationale for leadership in schools to embed global learning into their ethos, values, policy, staffing and curriculum and ideas for how to do this. There is far more than just a moral case for global learning: it is clear from Ofsted reports that global learning can improve behaviour, attainment and engagement.

## Methodologies

Methodologies used in global learning provide children and young people with a wide range of active and participatory learning methods. These engage the learner while developing confidence, communication, co-operation and conflict resolution along with skills of critical thinking encouraging pupils to analyse, evaluate, question assumptions and creatively identify ways to achieve positive change. These are all vital ingredients in improving motivation, behaviour and achievement across the school. Global learning is about both intellect and feelings, reflection and responsibility, making wiser choices and taking positive action for change.

## School Improvement

Global learning can be instrumental in whole-school improvement and can provide coherence, purpose and motivation in teaching and learning.

# Global Learning and Leadership

Studies suggest that the majority of primary school children have an interest and awareness of local and global issues. There also appears to be a link between 'good' Ofsted reports and 'global education' – seen to include an enriched curriculum involving international links and the preparation of children for life in a multi-faith, multi-cultural society.

## Commitment

Evidence of a commitment to global learning by school leadership is likely to be demonstrated by global learning being included within the school's mission/vision statement and global learning goals included in the School Improvement Plan. There is likely to be a school global learning policy which all members of the school community are familiar with. Links between global learning and other policies such as sustainable schools and community cohesion will also have been made. There is also likely to be a lead person responsible for coordinating and monitoring whole-school global learning and key members of staff will have attended global learning training.

## Global Learning is not a 'new subject area'

Global learning will need to be identified and mapped out within all areas of the curriculum and whole school events and 'off-timetable' activities will promote different aspects of global learning. Global learning is not adding a new subject area; it is acknowledging the substance and scope of the existing curriculum and schools **and leaders** will develop their own route to enhancing global learning, from their existing approaches and curriculum.



*Having read all the leaflets from Learning in a Global Context, there is a wealth of good practice which, if I were still leading a school, I would find useful to build on both existing practice and the curriculum framework.*

Christine Dale, Retired Primary Headteacher

## The curriculum, teaching and learning

...The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.

Aim 1 of the National Curriculum

The school curriculum... should develop [pupils] knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should... secure their commitment to sustainable development at a personal, national and global level.

Aim 2 of the National Curriculum

Learning about sustainability captured the interest of children and young people because they could see its relevance to their own lives... The pupils reacted very positively to being able to work collaboratively, to conduct research and to take part in debates and discussion. In several instances, this led to more positive attitudes to learning in general, better behaviour and attendance, and to improved standards and achievement.

2009 Ofsted report on Education for Sustainable Development

Pupils who were supported by good teaching that encouraged questioning, debate, experimentation, presentation and critical reflection enjoyed the challenge and had a sense of personal achievement. The confidence they gained encouraged them to develop and present their own ideas with greater imagination and fluency.

Ofsted Report 2010: Learn: Creative Approaches that raise standards

## What does the ideal global learning school look like?

The commitment and active participation of senior managers and governors to ensuring global learning is vital. Where leadership demonstrates such a commitment, global learning will be embedded in the school ethos, in specific policies and across the curriculum. By suggesting what a school that has embedded global learning might look like, the following table will help signpost school leaders on areas where action may help develop effective global learning. This is a starting point and the next step will be to use the self-led **review** of global learning. See the 'Introduction the Framework' leaflet for an outline of the skills of a 'global learner'.

The ideal global learning school offers...	
Training opportunities	Staff are supported in increasing their own knowledge and understanding of global learning
A well-planned curriculum	Global learning is clearly identified and mapped out within all areas of the curriculum; whole school events promote different aspects of global learning.
Evaluation	The impact of global learning on the quality of teaching and learning and on Achievement is monitored and evaluated.
Positive attitudes and actions	Attitudes of all in the school community reflect a spirit of respect and tolerance and a strong desire to improve the quality of life for all in our global society.
A whole school global ethos	The value and importance of global learning is reflected in the mission statement and embedded in school policies; the school aims to provide outstanding social, personal, spiritual, moral and cultural development for all.
Positive resources and displays	Resources and displays celebrate diversity and include positive examples of different cultures, genders, disabilities and types of family.
Sustainability	School procurement policies, recycling, energy conservation and the use of Fairtrade products demonstrate a commitment to environmental and social justice.
Motivated teachers	Global learning contributes to a positive attitude amongst teaching staff; they are reflective, curious, creative and passionate about raising standards.
Pupil participation	The school is committed to democratic and inclusive processes, including an effective School Council.
Global learning teaching methodologies	Methodologies that encourage and are compatible with global learning include: critical thinking, Philosophy for Children and participatory and enquiry-based activities.
Clear coordination	Key members of staff are passionate about the value of global learning and lead the development of global learning across the curriculum.
Ways to involve the whole community	The school demonstrates a commitment to utilise parents and other visitors from the local and global community as well as voluntary groups, businesses etc to provide additional and interesting global learning opportunities.

Tables based on 'Ideal global school' list by RISC and Aspects of learning, National Curriculum 2000

### How Global Learning can improve motivation, behaviour and achievement

Ofsted regularly identify and praise creative approaches that raise standards.

#### Global learning approaches and strategies can improve levels of motivation by:

- Using skills of enquiry, reflection and reasoning that provide pupils opportunities to stimulate dialogue, develop their own views, explore issues, collaborate and take risks, thereby stimulating and engaging pupil interest.
- Providing opportunities to enable pupils to develop a strong voice for action in their locality, and be excited and enthused as they link the local to the global through investigating interdependence and interconnections with distant places.
- Helping to reinforce important values of openness, fairness and cooperation in the school ethos.

#### Global learning approaches and strategies can help improve behaviour by:

- Offering structured opportunities to challenge biased and stereotypical viewpoints which will inform and change perceptions. This can help build inclusive relationships in the classroom and respectful attitudes leading to less challenging behaviour management problems.
- Involving pupils in practical activities which develop conflict resolution strategies from an early stage – reinforcing understanding of the need for systems and rules that are fair to all. A strong emphasis on social justice and equity can help reinforce good behaviour.

**Further benefits:** Providing opportunities to develop **pupil voice** through involvement in class and whole school decision making, which is a fundamental tenet of global learning, is also likely to increase motivation and improve behaviour.

**Critical thinking**, which lies at the core of global learning skills, can also help improve achievement. Higher order questioning demands that pupils think about their answers and make their thinking explicit. Pupils are encouraged in this way to express their own opinions, ask their own questions, draw inferences and make deductions and judgments. This in turn helps their language development and structure.

## Case studies and Ofsted

A primary school in Bath, which was commended for 'outstanding practice' by Ofsted in areas such as inclusion, citizenship, school links, global issues and diversity, also received a 'School Achievement Award' in recognition of its ongoing rise in standards overall. Ofsted commented on *the celebration of similarities and differences between themselves and others in different places and circumstances* and suggested global learning to be having a considerable impact on raising standards at the school.

Ofsted also noted the importance of making stronger links with global issues in subjects such as Geography, and in school initiatives such as community cohesion.

*Subjects such as geography and citizenship should deal with issues such as mutual dependence, climate change, diversity and the needs and rights of future generations, all of which can be linked to an understanding of community cohesion. In practice, the study of a distant locality in geography frequently ignored the global dimension because teachers did not make these links clear or explore them in depth.* Ofsted, 'Schools and sustainability' 2008

Ofsted also recognised the importance of embedding global learning beyond the popular 'themed weeks': *This themed week was a regular event on the school calendar but the school community saw the international and global dimension as integral to its life throughout the year...the most meaningful links were those made between the local and the global.*

**Learning in a Global Context** is a framework for teachers and school leaders, to support them in building and sustaining good global learning practice.

It includes:

- Online materials, such as the questionnaire 'How Global is your school?' to get you started.
- Supporting materials, including these guidance leaflets to help develop specific aspects of practice
- A whole school global learning audit
- Training and consulting services

For more information contact:  
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