

**Questions for Reflection and Evaluation:  
Thinking of the ISA? Think before you link!**

Is linking for you? Are you at the right stage of developing global learning in your school for a link with an overseas school? What will be the purpose of an international link? Are you clear about what you wish to achieve through linking?

How will you negotiate the focus of your link? What areas of the curriculum would you like to collaborate on? Which global themes, issues and outlooks do you want to develop?

How will you identify a school with which to have a link? Do staff or families at your school have naturally occurring connections you can make use of? Have you considered what is needed for an equitable and sustainable partnership? How will you get off on the right foot?

How will you ensure mutual benefits to both schools? How will you communicate with your partner school? How will you involve the local communities of both schools?

In which class, year or key stage will you begin the work? How many children will you involve? How will you gradually increase involvement? How will you ensure reflection on collaborative learning opportunities?

What are your own professional strengths? How can you share these with your partner school? Which professional practices do your partner teachers excel at? What can you learn from your partner teachers?

**Next steps:**

- Appoint a global learning co-ordinator for your school, with a clear job description and allocated time to carry out their duties.
- Ensure senior management and Governor support.
- Carry out an audit of global learning already in place in your school and use the results to identify gaps in provision to inform planning. To do this in an inclusive and interactive way, you could use the Visioning Global Learners activity at a staff meeting (included in the centre pages of this leaflet).
- Form a global learning committee, made up of teachers and pupils.
- Involve the wider community of your school, for example families, local businesses, football teams, residential centres for the elderly, the Mayor etc.
- Write a global learning policy and include it in the school development plan.
- Investigate professional development opportunities with HEC Global Learning.
- Keep evidence of global learning activities and put up a display in a prominent place.
- Enjoy your involvement in global learning opportunities—many teachers report a re-energisation of their teaching career!
- Register for the Foundation or Intermediate level of the ISA at

[www.schoolsonline.britishcouncil.org](http://www.schoolsonline.britishcouncil.org)

**Useful web links—resources**

**[www.globaldimension.org.uk](http://www.globaldimension.org.uk)**

Comprehensive database of useful curriculum-based resources. Useful school global calendar available free.

**[www.globalfootprints.org](http://www.globalfootprints.org)**

A menu of support and help for schools engaged in global learning including an audit and tailor-made action planning tool.

**[www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)**

Offers a huge range of ideas, resources and support for developing global learning in the classroom and the whole school.

**[www.green-flag.org.uk](http://www.green-flag.org.uk)**

A resource bank of classroom materials designed to bring a global dimension to the Eco-schools topic areas and the Sustainable Schools doorways. Suitable for all key stages.

**<http://schoolsonline.britishcouncil.org/projects-and-resources>**

A range of resources to promote global learning, with or without a link school. Includes the lovely Rag Doll films and resources at <http://schoolsonline.britishcouncil.org/projects-and-resources/ragdoll-films>



**Global Learning Centre**

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

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)

**Learning in a Global Context** is a framework for supporting schools in preparing young



# Awards for Global Learning for schools and teachers.



**Introduction - a range of awards to meet a range of needs**

When undertaking global learning activities in your school there are several awards and accreditation schemes on offer. These awards can support and acknowledge global learning in schools by offering training opportunities for staff, frameworks for classroom activity and contribute to the school ethos. Individual teachers can also gain accreditation for their professional development as well as recognition for the expertise developed at a school level. This enables teachers to evidence their learning in a way that they can retain personally when moving schools.

**The International Schools Award (ISA)**

The ISA is an accreditation scheme for curriculum-based international work, recognising good practice in schools working to embed a global dimension into the learning experience of all children. It's free and open to all schools, from Nursery to Sixth Form and has three levels, foundation, intermediate and full, allowing for a gradual but consistent approach to excellent global learning. The ISA provides a way for schools to develop:

- An international ethos embedded through-out the school
- Collaborative curriculum-based with partner schools overseas
- Year round international activity across a range of curriculum subjects
- Involvement of local partner schools and the wider community of the school.

[www.schoolsonline.britishcouncil.org/international-school-award](http://www.schoolsonline.britishcouncil.org/international-school-award)

**Global Teachers Award**

This award for teachers wishing to bring global learning into their classrooms is run by the National Consortium of Development Education Centres in partnership with Liverpool Hope University and is endorsed by Oxfam and Think Global. The Global Teachers Award trains and supports teachers to increase their knowledge and understanding of education for a just and sustainable world and to build the skill and expertise to use development education methodologies with their learners.

[www.globalclassrooms.co.uk](http://www.globalclassrooms.co.uk)

**Expert Centres, Global Learning Programme—England**

A new programme which will create a network of like-minded schools, committed to equipping their students to succeed in a globalised world by helping them to deliver effective teaching and learning about international development and global issues at Key Stages 2 and 3. Schools with outstanding practice in development education can apply for accreditation as GLP Expert Centres that will act as hubs for good practice to provide local, peer-led training and support for teachers. Expert Centres will receive funding to cover the cost of the support that they provide to a network of partner schools in their local area. Accredited GLP Lead Practitioner status is also available, linked to the Specialist Leaders of Education scheme.

[www.glp-e.org.uk](http://www.glp-e.org.uk)

**Rights Respecting Schools Award**

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of the school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.

[www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)

**Opportunities for teachers:**

- Develop understanding of the knowledge base and key concepts associated with education for a just and sustainable world
- Enhance understanding of approaches to learning based on critical literacy, in order to explore themes such as diversity, sustainability, interdependence and social justice.
- Generate enthusiasm and motivation for learning
- Cultivate an openness to new thinking and ideas
- Inspire a desire for positive change, locally and globally.
- Learn together with real people, living real lives in real far away places.

**Learning Outcomes for Pupils:**

- self-awareness
- respect for others
- skills of enquiry and critical thinking, and the ability to apply these to local and global issues
- the ability to communicate in different ways and settings
- an appreciation of diversity
- a sense of injustice and a commitment to tackling it
- an understanding of how local and global are interconnected, and of the impacts that actions have at both levels
- develop the skills of dealing with complexity, uncertainty and change
- encourage a commitment to sustainable development and care for the environment
- learning to work together in international teams
- develop a good understanding of their own and others' identities.

Adapted from *Building Successful School Partnerships*, Oxfam Education

“A classroom in England: pupils are learning not to judge or feel sorry for anyone but to empathise; not to accept others’ opinions but to think critically about the viewpoints presented to them in the media and by their peers and families; to be outraged at the injustice of poverty, not to accept it as a fact of life; to consider and decide what action they could take to make a difference. This is education for global citizenship.”

*Oxfam Development Education*

### What do OFSTED say?

Ofsted is generally not prescriptive about how core requirements and outcomes are met. This leaves schools with the freedom to use a global learning approach, which can contribute significantly to meeting the aims of inspection. As an approach which supports skills development through real life contexts, and which can support progression from primary school, global learning can contribute to improved achievement for all pupils.

Global learning pedagogies focussing on participation, critical thinking and enquiry can support improved teaching across the school, and improve inclusion of all pupils. The focus of global learning on developing pupils’ values and attitudes towards others can help promote positive and respectful behaviour.

Global learning can support leadership and management by providing a central focus for school development, supporting curriculum development, pupil leadership, staff development and school policies. Ofsted’s consideration of spiritual, moral, social and cultural development offers a significant opportunity for schools to undertake global learning. Schools wishing to gain specific recognition of global learning by Ofsted should consider planning to actively highlight the value of global learning to a schools achievement.

Taken from: *Show Ofsted the World: How Global Learning can help schools meet the new Ofsted criteria.* Oxfam Education and Bridges Full guide can be found at: [www.oxfam.org.uk/education/policy/education2012](http://www.oxfam.org.uk/education/policy/education2012)

# Getting going with global learning

## Curriculum Ideas: across the curriculum

The following ideas will help to embed your global work into the curriculum. These activities can be used for a range of reasons - widening the scope of global learning in your school, as part of a Connecting Classrooms funding application (under *Developing Global Citizenship*) and for the Full International Schools Award. Make your planning and activities work hard for you!

### • English

Learning to question “facts”, learning to say “I disagree because .....”, and exploring different points of view. Develop speaking skills through debates on global issues. Developing reading skills using stories from around the world. Studying texts, poetry and stories from other cultural traditions.

### • Maths

Calculate weekly/daily water use by children in your class and compare with children in other countries. Work with maps, grid references and scale. Use data about development issues to compile Venn diagrams and Pi charts, and to analyse statistics and find correlations: data on weather, population, children and families, trees and wildlife, hobbies, local crops, etc.

### • Science

Recycling, composting and waste: compare consumption in different countries, comparative statistics on waste production, visit landfill sites. Look at habitats, such as the biology of rivers in your own locality and a contrasting one. Explore the types of food eaten in different countries, and look at storage issues. What happens to different foods in heat and cold? Importance of electricity in fridges, and the frequency of shopping in different communities.

### • Geography

Study and compare transport, habitats, homes, etc, from photographs taken of your own and other countries. Develop the concept of time and place through communicating with a partner school abroad.

### • IT

Learn to update web-sites by inputting the latest news and pictures about your global learning. Research information about your own community and explore other concepts of community around the world. Exchange ideas by text, email or skype with a partner school, if you have one.

### • Art and Music

Study pattern, based on artefacts, pictures, textile designs, etc, from your own culture and contrasting ones. Use landscape (perspective) and portraits (representing humans) from different countries to see how these are done differently. Study songs, music, drumming and rhythm from around the world. Listen to music and try recreating sounds.

### • History

Make time-lines for your own community or country, and other countries, including any partner school you may have. Talk about sources of information. In some communities, history is not written down but passed through oral tradition. Research the historical origin of local/British fairy tales, nursery rhymes, common stories and folklore.

### • PSHE / Citizenship

Study other cultures and ways of life, particularly focusing on how different solutions are relevant in different situations. Develop skills such as team-building, valuing difference and developing strong positive identities.

### • Technology

Use materials and share designs to make wire toys, wood carving, mask making etc. Use materials perceived as waste to make useful objects, such as tin boxes, decorated mirrors, and CD clocks.

## Visioning Global Learners: Create a picture to help you visualise the skills and attributes you would like to see in global learners.

During a dedicated staff meeting work in groups of three or four and draw a picture of one of your learners in the middle of a large sheet of paper. Around the outside of the picture, write down examples of the **knowledge, skills, attributes and values and attitudes** you want your learner to have once global education is working well in your school community. Display the pictures around the room and discuss whether there is a shared understanding of the desired outcomes.

### Reflect on your activity

What do you want learners to know with regard to global education? What do the words in your picture suggest about global learning? Are they positive? Do the words relate to skills, knowledge and understanding, or to attitudes and attributes? Do the characteristics vary at different stages, in differing contexts?

Circle each skill or attribute in a different colour depending on whether it is currently seen in most learners (green), some learners (amber), few learners (red). From this, can you agree priorities for development and future curriculum planning in your school?

This information, with input from all teaching staff, can provide the basis for policy, school improvement plans and curriculum activity. It can be repeated with wider stakeholder groups, if wished.

Adapted from *The global dimension in action* (QCA: 2007)

## International or global?

Whilst global and international learning have much in common and have many overlaps, they do not conflate into exactly the same thing. The best international programmes do include a global dimension to the learning, but this is not necessarily or automatically the case.

Global learning centres on the 8 key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It extends knowledge and understanding, as well as developing skills and attitudes. It builds the life skills to deal with complexity, uncertainty and change. It offers the opportunity to explore questions about equality, fairness and equity regarding future human development. It presents challenges for us all in an interdependent, diverse and unequal world.

Alongside the 8 key concepts, it is widely accepted that there are global aspects to local issues and local aspects to global issues. This is commonly referred to as the ‘Local in the Global and the Global in the Local’. For example, a global issue such as conflict resolution may have a local element expressed in playground issues. Likewise, a local issue such as litter and waste may have global implications for sustainable development. This has the added benefit of building commonality in everyday lives.

Global learning is at the heart of everything HEC does and more information can be found at [globallearninglondon.org.uk](http://globallearninglondon.org.uk)

The international dimension centres on experiencing different cultures and widening the horizons of staff and pupils. It includes visiting other countries, linking schools and hosting visits from these partner schools. Numerous local authorities have found that international work can provide a unifying direction for teachers and learners. This work can provide a wonderful canvas for global learning but can also get bogged down in charity based activity, confirming and re-enforcing stereotypes. HEC believes this should be avoided in international partnerships.

International learning can add relevance and real life to topics and really engage children, for example by bringing new items and current affairs to life, introducing different viewpoints and opinions, makes creative and ‘real’ use of ICT and can put language learning in an exciting and real context.