Developing a global learning school
A whole school approach for primary and secondary schools

Introduction

These guidelines are designed for primary and secondary schools to support them in developing a whole school approach to global learning.

Many schools already successfully participate in global learning activities through initiatives such as international school partnerships, active global citizenship, fundraising and campaigning, fair trade schools, the International School Award, Eco-schools, Philosophy for Children, Rights Respecting Schools Award, and various subject-specific activities.

These guidelines are a starting point for schools to reflect upon how they could use these activities to provide purpose to a whole school vision, and contribute to whole school improvement. They provide a creative approach for motivating students and raising standards; and help bring greater meaning and sustainability to global learning activities in schools.

These guidelines could be useful for:

- staff CPD sessions
- staff responsible for promoting global learning in their school
- staff developing a whole school vision

Clanfield C of E Primary School in Oxfordshire has embarked on a whole school, long-term project to embed global learning into every aspect of school life. In a rural village where 80% of pupils had not visited their own capital city and few had met anyone from a different ethnic group or culture, the headteacher decided that ‘developing a deeper understanding of our role as global citizens’ was a priority.

www.globaldimension.org.uk/pages/8689

Does your school participate in global learning activities?
How do these activities contribute to your whole school vision?
What is global learning?

Global learning means students learning about the wider world. Schools use a range of terms to describe activities intended to support global learning such as development education, global citizenship, global education, intercultural education, the global dimension and education for sustainable development.

These guidelines use the term global learning throughout. Drawing on our definition of global learning (see www.think-global.org.uk), a global learner is:

• Critical
• Creative
• Self aware
• Globally aware
• Open-minded
• Inquisitive
• Reflective
• Connected
• Willing to engage with global challenges
• Keen to take action for a better world

Do you agree with the definition of a global learner? How would you define global learning in your school?

The Head of Geography from Benton Park School in Leeds, with support from Leeds Development Education Centre, embedded global learning across the whole curriculum. She specifically worked with six subject departments to develop new and engaging lessons. All the staff involved used new resources in a different way, to provide interesting lessons with a global dimension. Student evaluations highlighted active learning approaches such as class debates and student presentations as having the most impact.

www.globaldimension.org.uk/pages/8736
Why global learning?

1. Global learning impacts on pupils’ knowledge and awareness, skills and values. The impact increases the more a school gets involved. 1

2. Global learning can support schools in meeting Ofsted requirements. 2

3. Teachers are motivated by global learning. Eighty percent of teachers agree that thinking about how teaching contributes to making the world a better place motivates them to stay in teaching. 3

4. Almost three-quarters of parents agree that it is important for schools to help young people to think globally (71%) and to be responsible global citizens (72%). 4

5. Ninety-three percent of businesses think it is important for schools to help young people develop the ability to think globally. Eighty percent think schools should be doing more. 5

What do you think about these statements? Does your school see the value in promoting global learning?

2 Show Ofsted the World: How global learning can help schools meet the new Ofsted Criteria, Bridges, Oxfam, 2012
3 Teachers’ Attitudes to Global Learning: An Ipsos MORI research poll on behalf of DEA, DEA, 2009
4 The Global Skills Gap: preparing young people for the new global economy, Think Global, British Council, 2011
5 Ibid
A whole school approach to global learning

A global learning school has leaders, teachers and students working together as global learners to achieve a successful whole school approach.

In order to support this, we have developed these simple guidelines to support schools. This is not a set of standards and is less rigid than a framework; instead it offers schools an opportunity to reflect upon how the interrelationships and characteristics of an outstanding global learning school leader, teacher and student could help contribute to a whole school vision for global learning.

What does your school think an outstanding global learning leader, teacher and student should look like?

In order to make this a reality, schools will need to make these guidelines their own, reflecting upon their current global learning activities and whole school vision. Schools are encouraged to visit the Global Dimension website www.globaldimension.org.uk and other suggested links to find further support.

Whitefriars First and Middle School in Harrow has integrated global learning across the curriculum. This has included being part of a school learning network linked with Uganda, having ‘global focus weeks,’ and participating in events such as World Water Day. Classes work on real life projects, and use the Oxfam Global Citizenship Framework in curriculum planning to ensure that global skills and concepts are integrated across the school. www.globaldimension.org.uk/pages/8666
This diagram characterises simply our understanding of the importance of the interrelationship between leaders, teachers and students. One cog will not turn without all of the others moving. A successful whole school approach to global learning only happens when all three elements are playing their part.

Who is engaged with global learning activities at your school?
Who depends on whom to get the cogs turning?
What do you think about this diagram?
What would you add, remove or change?

A successful whole school approach to global learning
This page explains the diagram on the previous page in a text format. It shares some examples of why school leaders, teachers and students all depend on each other to embed global learning across the whole school.

<table>
<thead>
<tr>
<th>A global learning school leader depends on a global learning student because...</th>
<th>A global learning school leader depends on a global learning teacher because...</th>
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<tbody>
<tr>
<td>• School leaders cannot implement a vision for global learning without students being receptive and open minded to it</td>
<td>• Teachers design their own schemes of work and lesson plans</td>
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<tr>
<td>• Students regularly lead their own learning activities</td>
<td>• Teachers have the potential to bring a whole school vision to life through thinking creatively in their lessons</td>
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<thead>
<tr>
<th>A global learning teacher depends on a global learning student because...</th>
<th>A global learning teacher depends on a global learning school leader because...</th>
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<tbody>
<tr>
<td>• Students can express their world view and share their experiences and opinions in the classroom</td>
<td>• School leaders allocate the necessary time, training and resources to support the development of teachers</td>
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<tr>
<td>• Students need to be willing to engage with new global learning approaches and activities</td>
<td>• Teachers are more likely to integrate global learning into their lessons if it is supported and encouraged by their school leaders</td>
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</table>

<table>
<thead>
<tr>
<th>A global learning student depends on a global learning teacher because...</th>
<th>A global learning student depends on a global learning school leader because...</th>
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</thead>
<tbody>
<tr>
<td>• A student’s enthusiasm for global learning can be nurtured by their class teachers</td>
<td>• A student’s enthusiasm for global learning can only be developed if there are formalised, good quality learning opportunities in place</td>
</tr>
<tr>
<td>• Teachers design and deliver global learning opportunities to students</td>
<td>• Students will find it hard to fully grasp global learning, without a whole school approach to it</td>
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*Can you think of examples of where this is working or not working in your school? Are there other examples that you would add to this?*
The next section shares our vision for an outstanding global learning school leader, teacher and student. This is not intended to be a prescriptive framework, but a model that schools can use to reflect upon and adapt to suit their own environment.

**An Outstanding Global Learning School Leader**

1. Develops global learning as part of the whole school vision
2. Ensures that all staff are equipped to promote global learning
3. Encourages global learning to be embedded across the curriculum

**How could school leaders work towards this vision?**

**Action**

- Write global learning into the whole school vision or mission statement
- Promote global learning as a purpose to the whole school curriculum
- Provide staff with global learning CPD and training opportunities
- Present global learning successes to Ofsted
- Use appropriate global learning frameworks and resources to support the vision
- Foster meaningful links with the outside world, both the local and global community
- Enable the whole school to take positive and informed action

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St Cedd’s School in Chelmsford, Essex and Indraprathasa World School in Delhi, India have had a successful partnership for three years now. All six year 5 and 6 classes at St Cedd’s have a weekly lesson in global citizenship called International Studies. The school believes that global learning is vital. [www.globaldimension.org.uk/pages/9012](http://www.globaldimension.org.uk/pages/9012)
Attitude

- Have a passion and excitement about the school community engaging with global challenges
- Regularly reflect upon and critique their own approach to school leadership and global learning
- Recognise and develop the potential that global learning can have to motivate student learning and raise standards

Is your school promoting global learning as a whole school vision? What types of frameworks or approaches are you using that could support this?

Box 1: Useful frameworks and curriculum support

The Global Dimension www.globaldimension.org.uk
Oxfam: Active Global Citizenship www.oxfam.org.uk/education/gc/
UNICEF: Rights Respecting Schools Award www.unicef.org.uk/rrsa
SEEd: Sustainable Schools Framework www.se-ed.co.uk
The International Primary Curriculum www.greatlearning.com/ipc
International Baccalaureate (IB) www.ibo.org
Fair Trade Schools www.fairtrade.org.uk/schools
Eco Schools Award www.eco-schools.org.uk
International School Award http://schoolsonline.britishcouncil.org/International-School-Award

Liverpool World Centre have worked with school councils across Liverpool to increase awareness and understanding of climate change and to equip young people with the knowledge, skills and attitudes necessary to become climate conscious citizens. The students’ self esteem and confidence increased as a result of this project. www.globaldimension.org.uk/pages/8686
An Outstanding Global Learning School Teacher

1. Is interested in global challenges and engaging with the wider world
2. Seeks opportunities to embed global learning into teaching and learning
3. Reflects on their practice and develops their own understanding of global learning

How could teachers work towards this vision?

Action

• Integrate a global perspective into lesson planning and delivery
• Use up-to-date global learning resources (www.globaldimension.org.uk)
• Keep up-to-date with current affairs and world news
• Use real-life examples in lessons to motivate students
• Promote creative and critical thinking through lesson activities
• Promote participatory and student-led activities in lessons
• Seek out opportunities for themselves and their students to take action
• Develop their own understanding of global learning through further CPD and training

A teacher from Scargill Primary School in Derbyshire shares her experiences of using the Oxfam Go Bananas resource:- “I used the pack with children working in small groups during PSHE (Key Stage 2). I liked the fact that there were curriculum links to Geography, English, Maths and Citizenship as well as use of skills such as questioning, collecting information and communicating. The long-term impact of the project in our school has been to increase children’s awareness of the links between their lives and those of people all over the world.”

www.globaldimension.org.uk/pages/8670

Who are the teachers in your school that have an interest and expertise in global learning? What resources have they used? What activities have they tried?
Attitude

- Have an interest and passion in learning about the wider world
- Have a growing awareness of global challenges
- Be willing to reflect upon and challenge their own world view

Box 2: Resources

The Global Dimension website: www.globaldimension.org.uk This brings together global learning resources for teachers from NGOs, local Development Education Centres and other organisations.

ActionAid: www.actionaid.org.uk/schools
Open University Teach Global Website: www.teachandlearn.net/teachglobal/
Amnesty International UK: www.amnesty.org.uk/education
WaterAid: www.wateraid.org/speakers
Christian Aid: http://learn.christianaid.org.uk/
BBC World Class: www.bbc.co.uk/worldclass

Professional Development

Think Global Schools Plus: www.globaldimension.org.uk/schoolsplus Online CPD on global learning.
The Global Teachers Award: http://globalclassrooms.co.uk/global-teachers-award
British Council: http://schoolsonline.britishcouncil.org/
Development Education Research Centre: http://www.ioe.ac.uk/research/150.html. They offer research, study courses, conferences, seminars and networking opportunities.
Oxfam Education website: www.oxfam.org.uk/education/teachersupport/cpd/
An Outstanding Global Learning Student

1. Is curious about the wider world and seeks to broaden his or her horizons
2. Engages with a wide variety of global perspectives
3. Has a growing sense of global responsibility and identity

For example, by the end of primary school (aged 11) students:

- Have a growing understanding of their connections to other people and places
- Have a growing awareness and understanding of current global challenges
- Are growing in ability to communicate with people from other cultures and places
- Are growing in ability to recognise, evaluate and question other points of views
- Are able to take small actions to improve their life and the lives of others
- Have started to reflect upon how sustainable their lifestyle is

The definition of a global learner:
critical, self aware, globally aware, open-minded, inquisitive, reflective, connected, willing to engage with global challenges, keen to take action for a better world

What do you think about these primary school descriptors? What would your school add or remove?
For example, by the end of secondary school (aged 16) students:

- Actively and confidently seek out new situations, places and connections to people
- Are able to critically engage with one or more current global challenges
- Are able to effectively communicate with people from other cultures and places
- Are able to ask complex questions, challenge assumptions and value other perspectives
- Use their initiative to take positive action to improve their own life and the lives of others
- Take positive steps to make their life more sustainable

What do you think about these secondary school descriptors?
What would your school add or remove?

Box 3: Useful links for students

UNICEF young supporters:  

Oxfam Cool Planets:  
www.oxfam.org.uk/coolplanet/kidsweb

Christian Aid Global Games and stories:  
www.christianaid.org.uk/resources/games/index.aspx

UN Cyberschool bus:  
www.un.org/Pubs/CyberSchoolBus

Workshops delivered by Red Cross volunteers in Glasgow helped students from a range of secondary schools to understand the real-life experiences of refugees and asylum seekers, and developed their critical thinking skills and open-mindedness. A student quotes ‘It made me think about how wrongly people view refugees and asylum seekers and that definitely not everything you read is true.’ See www.globaldimension.org.uk/pages/8697
What are your next steps in developing a global learning school?

We hope that these guidelines have helped you to reflect upon the role and the interrelationships of the school leader, teacher and student and to consider how you can develop a whole school approach to global learning. So what now?

You could:

- Share the resources, frameworks and case studies found at www.globaldimension.org.uk with other staff. These offer specific ideas on how to integrate this vision into their lessons.
- Use these guidelines as part of a staff CPD session
- Find out where you can get more support from local Development Education Centres and other organisations www.globaldimension.org.uk/support

There are also a range of assessment tools, audits and awards that offer schools different approaches to measuring their progression with global learning. For example:

- RISC’s (Reading International Solidarity Centre) ‘How do we know it’s working?’ is a toolkit for measuring attitudinal change in global citizenship from early years to KS5 www.risc.org.uk/education/risc_publications.php
- RISC’s ‘Are we nearly there yet?’ provides teachers with a self evaluation framework for evaluating their school’s current provision of global learning www.risc.org.uk/education/risc_publications.php
- Oxfam’s ‘Where is your school now?’ is a simple audit for global citizenship www.oxfam.org.uk/education/whole-school/school-ethos
- The UNICEF Rights Respecting Schools Award, Eco-Schools Award, Fair Trade Schools and the International School Award all have specific standards and audits for schools to use (see box 1)

’Embedding global learning across the whole school curriculum is essential in building an ethos which prepares today’s learners for a fairer and more enlightened future, both within their own school and far beyond.’

Susie Price, Teacher
Argyle Primary School