

Global Learning Programme Secondary Senior Leadership Team Pack

Contact details

For more information about the Global Learning Programme, or to download a copy of the *Secondary Get Started with the GLP kit*, please visit the GLP website (www.glp-e.org.uk), send an email to glp@pearson.com or phone us on 0844 372 2126.

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The GLP is grateful to the staff and pupils of the following schools for their help and contribution in providing the case studies for this pack: Kingsford Community School, Newham, London; the Academy of St Francis of Assisi, Liverpool; St Peter's Roman Catholic High School, Manchester; Sir John Lawes School, Harpenden.

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The Global Learning Programme is funded by the UK government



Helping your school inspire pupils by deepening their understanding of global issues

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Global Learning Programme Secondary Senior Leadership Team Pack



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What is the Global Learning Programme for England?

Today's children and young people are growing up in an uncertain and rapidly changing world. Shifting global powers, a globalised economy and global challenges like climate change and poverty mean they will be faced with difficult choices in their lives, choices that will have repercussions for them and the rest of humanity. The Global Learning Programme (GLP) aims to help schools prepare young people for this changing world by supporting teachers in understanding development education and feeling more confident in delivering global learning to their pupils.

The GLP supports schools to start on their global learning journey by training teachers, demonstrating how to embed good practice across the whole school and enabling teachers and schools to take control and ownership of their global learning practice. Teachers will benefit from the practical peer-led support of the eight half-termly twilight sessions that their local Expert Centre will provide, networking with colleagues from like-minded schools. In this way, the GLP will work with schools to embed global learning into their everyday practice and make it sustainable in the long term.

This pack will help senior leaders understand the benefits of global learning and how the GLP can help you to embed it across the whole school. It contains guidance on how to get involved with the programme, explains where you can find more information and includes case studies of schools that have used global learning as a vehicle to support school improvement.

Justine Greening, Secretary of State for International Development, 2013:

'The Global Learning Programme will teach young people about some of the challenges the world faces; supporting teachers to help students think critically about issues such as development, security, trade and sustainability. I hope that this knowledge will inspire children to grow up and run the global businesses and organisations of the future, investing in the world we want.'

Why get involved?

There are a number of good reasons to engage with global learning through the GLP.

- Global learning approaches support **school improvement**. A report on global learning in secondary schools found that it created a 'sense of common direction and responsibility, with increased cross-curricular collaboration and increased usage of current world events and issues' amongst teachers.¹ Additionally, a study in Wales found that global learning supported the development of the school ethos and supported schools in working better with their communities².
- Global learning approaches will **support your pupils**. The evidence suggests that pupils who engage with global learning find lessons more motivating and engaging, and enjoy learning about real world connections to their work. This can support attainment and attendance, and help develop their wider learning and thinking skills.
- Global learning approaches will **support your teachers**. Teachers who engage with global learning find it motivating and engaging, supporting the development of their practice and their ability to create lively and engaging lessons. This will support staff development and retention.

You can see more on the benefits to pupils and teachers later on in this pack, and find case studies of schools that have used global learning to improve achievement, teaching, behaviour, leadership and spiritual, moral, social and cultural development (SMSC).

¹ Edge, K, Khamsi, K and Bourn, D (2009), *Exploring the Global Dimension in Secondary Schools: Final Research Report*. London: IOE

² Nicholas, J, Pollard, M, Smith, R and Thomas, S (2010), *Assessing the International Dimension in Education in Wales: Phase II. Final Report*. Slough: NFER

What are the aims of the GLP?

The GLP is intended to be a **whole school programme**. Global learning principles should be apparent in the curriculum, pastoral work and in the wider life of the school. It is not just about global learning being delivered through geography or any other single subject, or about the occasional assembly. Guidance for embedding global learning across the whole of your school can be found on the GLP website (www.glp-e.org.uk).

The GLP aims to:

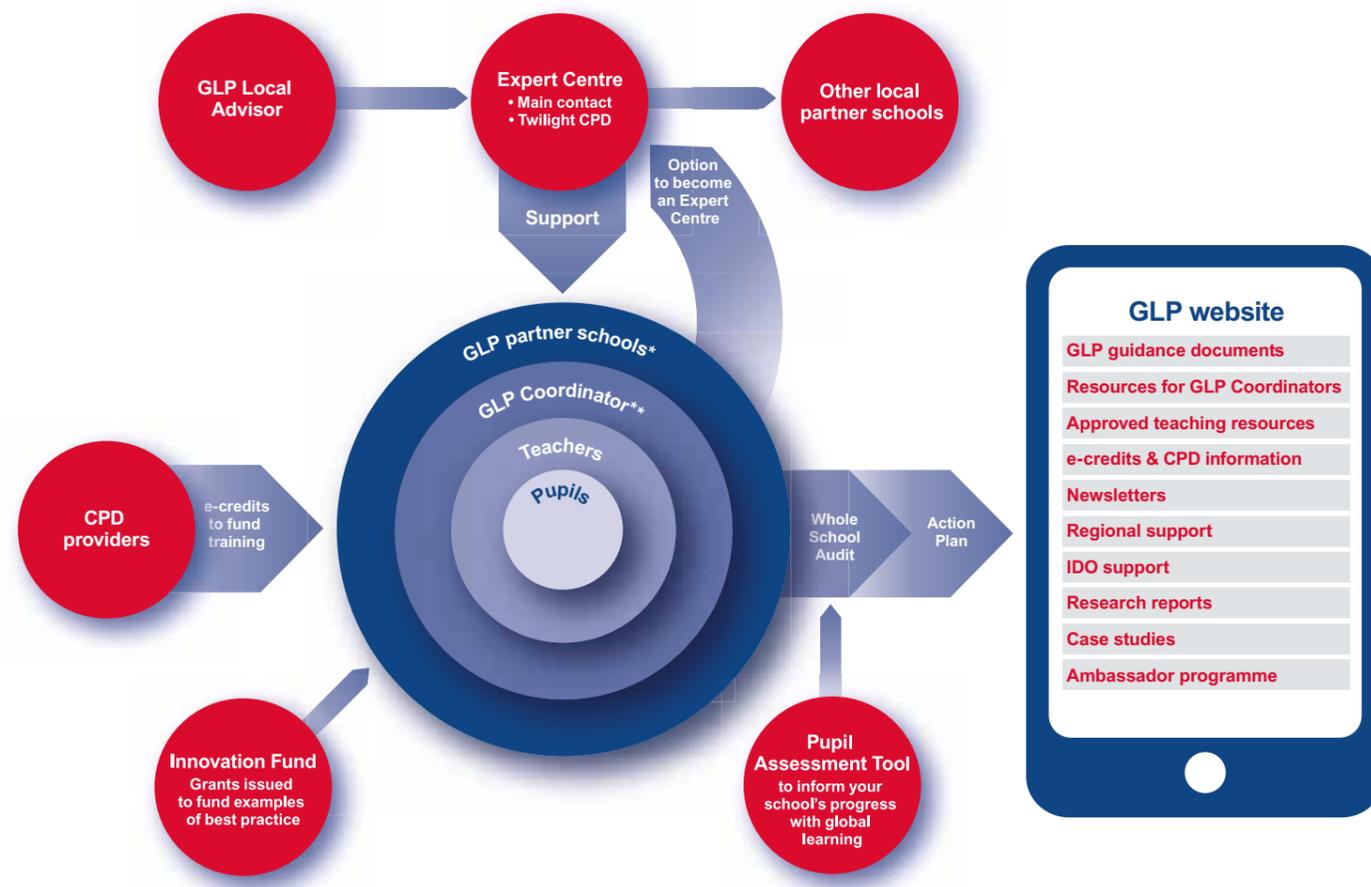
- familiarise pupils with the concepts of interdependence, development, globalisation and sustainability
- enable teachers to move pupils from a charity mentality to a social justice mentality
- stimulate critical thinking about global issues, both at a whole school and pupil level
- help schools promote greater awareness of poverty and sustainability
- enable schools to explore alternative models of development and sustainability in the classroom.

The GLP will help you realise the benefits of global learning by offering your school:

- the opportunity to be part of the **GLP network of schools** at both a regional and a national level, enabling schools to share best practice in global learning
- **practical support in the form of GLP Local Advisors and National Leaders**. Advisors will work with your school to support staff training and offer advice on all aspects of the programme. Similar support is also available from your local GLP Expert Centre, which will offer opportunities for staff from surrounding schools to come together for training events
- **three tools** to help you to embed global learning across the whole school:
 - the **Whole School Framework** contains evaluation criteria which enable schools to understand how and where global learning can be embedded across the school
 - the specialised online **Whole School Audit** will help to highlight your school's current global learning strengths and identify priority areas for future development against these criteria

- once completed, this generates a whole **School Action Plan** to provide practical ideas and strategies for enhancing your school's future global learning provision.
- multiple opportunities for **professional development** for staff, such as:
 - whole school responsibilities for the member of staff taking on the role of GLP Coordinator
 - nationally and internationally recognised SSAT Lead Practitioner Accreditation
 - guidance to support global learning in key subject areas, mapped to the National Curriculum
 - free, peer-led training events provided by GLP Local Advisors and Expert Centres to enhance teaching within your school about global issues and to support whole school approaches to global learning
 - funding for training from external providers in the form of e-credits.³
- the opportunity to apply to the **GLP Innovation Fund** for funding to carry out action research around global learning in your school, with support from the Institute of Education at the University of London
- **online support via the GLP website**. Here, you can register your school onto the programme, complete the Whole School Audit, manage your training e-credits, find out about events, download programme documents and guidance, search for resources and interact on forums with other schools taking part in the programme.

Get Started with the GLP is a brief guidance document which is designed to inform teachers in your school about the programme and support them in engaging with it. A copy is provided with this pack and further copies can be downloaded from the GLP website (www.glp-e.org.uk).



* Access to e-credits, CPD and resources by registering via Whole School Audit
 ** Oversees development of global learning across the whole school supported by an Expert Centre

Management of the Global Learning Programme for England

The Global Learning Programme for England is funded by the UK government. The programme is run by a consortium of organisations: the Geographical Association, the Institute of Education at the University

of London, Oxfam UK, Pearson, the Royal Geographical Society with the Institute of British Geographers, SSAT and Think Global. Pearson is the lead partner in the consortium.



³ Please note that independent schools are not eligible for e-credits. Schools in Northern Ireland, Scotland and Wales will have their own curriculum-specific versions of the GLP and are not eligible for e-credits on this programme.

What happens when you join the GLP?

1. The first step is for you and your staff team to consider your whole school global learning aims and decide on what you hope to achieve by being a part of the GLP.
2. Next, you need to appoint a member of staff to the role of GLP Coordinator (a role description is available on the GLP website - <http://www.glp-e.org.uk>).
3. The GLP Coordinator will need to register your school through the GLP website. As part of this process you will be able to identify your local Expert Centre.
4. After registering your school, your GLP Coordinator can begin to complete the GLP Whole School Audit (WSA). This audit can be saved online and returned to, giving the Coordinator time to gather the necessary information. It will help to identify your school's strengths in terms of development education and highlight areas that require improvement.
5. After completing the WSA, you will receive a GLP School Action Plan. This will offer some practical suggestions for your next steps to improve your school's provision of development education.
6. After completion of the WSA, your school will have access to e-credits to spend on training from local and national CPD providers. Details of approved courses can be found on the GLP website.
7. The GLP Coordinator should also visit the website to access resources such as the GLP curriculum frameworks which 'signpost' the subject-specific resources that accompany the programme.

The role of GLP Expert Centres

Expert Centres are schools with experience of teaching global learning. They will develop local networks of partner schools, offering them training and support to improve their knowledge and delivery of development education.

If your school is **interested in becoming a GLP Expert Centre**, you can download an application pack from the GLP website or contact your GLP Local Advisor.



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What are global learning and development education?

Development education is an approach to learning about global and development issues through recognising the importance of linking people's lives throughout the world. It encourages critical examination of global issues and awareness of the impact that individuals can have on these.

Development education began in the late 1970s, with volunteers and aid workers returning from overseas placements wanting to change the way people learned about development and less economically developed countries. Centres specialising in development education have existed across England since then, working with local schools and communities.

Global learning is the application of development education by practitioners, teachers and pupils.

Global learning is probably already happening in your school. Many programmes have existed over the years and many continue to run. We have highlighted below some of these programmes and some of the terms that have been used, to demonstrate how your school may already be engaged with global learning. The GLP aims to build on your school's existing work in this area rather than introduce completely new ideas and principles.

The British Council's International School Award	www.britishcouncil.org/learning-international-school-award.htm
The British Council's Connecting Classrooms programme	www.britishcouncil.org/connectingclassrooms
Community Cohesion (information available on archive only)	http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-00598-2007
The Consortium of Development Education Centres' Global Teacher Award	http://www.oxfam.org.uk/education/teacher-support/global-teachers-award
Eco-Schools	http://www2.keepbritaintidy.org/ecoschools
The Global Dimension (information available on archive only)	http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-1409-2005
Inter-cultural learning	The study of different cultures, their similarities and differences
International school linking	Various development charities
Human Rights Education / Amnesty International Groups	www.amnesty.org.uk/education
Humanitarian Education	www.redcross.org.uk/What-we-do/Teaching-resources
Oxfam's Global Citizenship approach	www.oxfam.org.uk/education/global-citizenship
Sustainable Schools	http://sustainable-schools-alliance.org.uk/
UNICEF's Rights Respecting Schools Award	www.unicef.org.uk/rrsa

Why is global learning important for pupils?

The GLP puts a primary focus on developing pupils' knowledge and understanding of development and global issues through subject-based learning in key curriculum areas. It also recognises the important role global learning initiatives can have in encouraging pupils' values and skills development, and creating opportunities for active engagement. A focus on knowledge, skills and values might include helping pupils to:

- learn about why and how there are inequalities in the world
- take part in discussions on development themes and topics
- question viewpoints and perspectives and challenge stereotypes
- learn about the social, economic, environmental, cultural and political impacts of globalisation
- explore their own values and how they impact on others
- listen to, understand and respect different voices and perspectives
- be self-reflective and develop critical thinking and analytical skills
- understand different ways of achieving global poverty reduction
- respect and value diversity.

For further guidance on how the GLP expects pupils to learn and develop as a result of global learning you can access the **GLP global learning pupil outcomes** via the website - www.glp-e.org.uk.



Why is global learning important for teachers?

The GLP supports teachers in developing their own knowledge and understanding of global issues, helping their pupils to learn about the challenges our world faces and to think critically about how to deal with issues such as poverty, inequality and sustainability. Key benefits include:

- opportunities for working with colleagues in local, like-minded schools to drive forward global learning across the curriculum and to share best practice
- practical support from your local Expert Centre and GLP Local Advisor at half-termly professional development events
- downloadable information for teachers at KS2 and KS3
- easily-accessible and approved resources to support classroom teaching and whole school global learning
- opportunities for teachers to become accredited GLP Lead Practitioners.

In addition to these benefits, teachers can be highly motivated by global learning, as shown by research carried out in 2013: nine out of ten teachers surveyed believe it is important for schools to help young people increase their openness to cultures and perspectives of people from different places and backgrounds. Almost half of the teaching workforce considers this to be very important. More than eight out of ten teachers surveyed believe that it is important for schools to help young people to become responsible global citizens.⁴ Harnessing this motivation can help schools to get the most from their staff.

Case studies: how can global learning support your school?

The case studies on pages 10-17 show how four secondary schools have used global learning to support wider school development by supporting school improvement, preparing pupils for life, improving behaviour and attendance, challenging and engaging staff, and connecting with their local community. In each case global learning has contributed to school improvement.

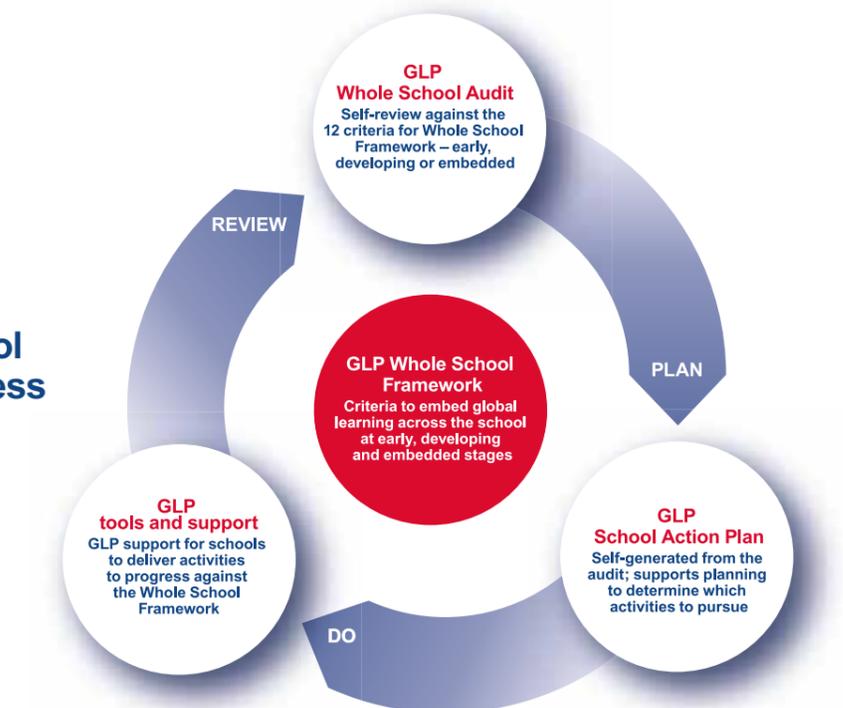
The schools have achieved this through **embedding global learning across the whole school**. Doing this is fundamental to unlocking the benefits of global learning. The case studies will show:

- why they embed global learning across the school
- how they structure their activities to achieve this
- what the impact of their work has been.

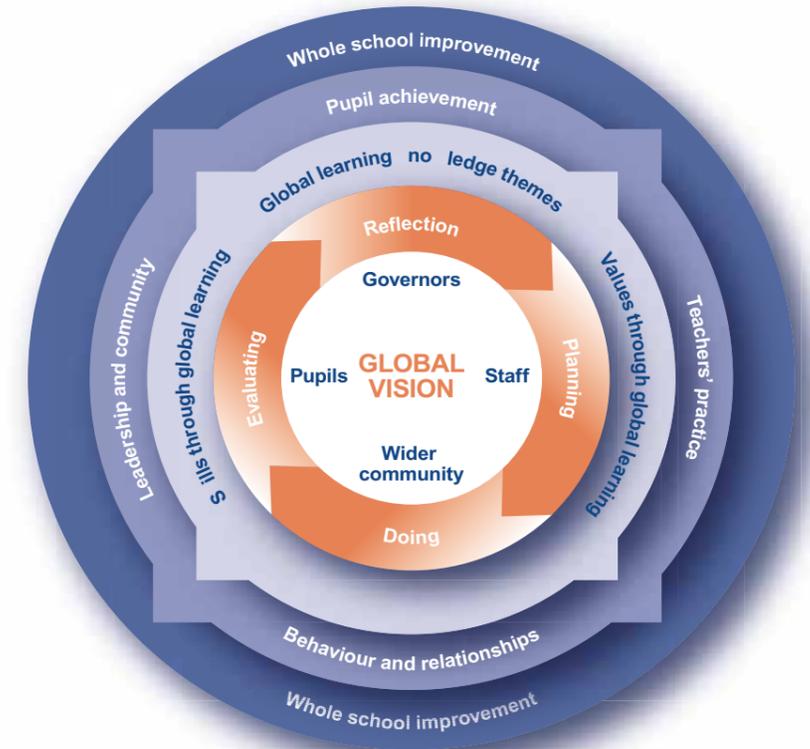
The case studies that follow are abridged versions of longer case studies that are available on the [GLP website](#). The longer versions give more details about **how** each school developed its approach.

Embedding global learning across the whole school is a process which takes time. We suggest that schools use a planning cycle to achieve this, following the 'plan-do-review' process in the diagram.

The GLP school planning process



Embedding global learning across the whole school



CASE STUDY 1: Kingsford Community School, Newham

School motivation

The ethos at Kingsford Community School is one of aspiration and achievement for all pupils. For the Head Teacher, Joan Deslandes, this means creating a philosophy of 'Learning for Life', educating pupils for the world they are entering for which global learning serves an essential purpose.

Preparing pupils to be global citizens, developing their social and moral agency and their ability to understand and succeed in an interconnected and international workplace are key drivers to engage with global learning.

In such a culturally diverse community as Newham, it is important for the school to create an environment of inclusiveness. Therefore promoting respect, exploring identity, developing empathy and cultural understanding are also crucial parts of Kingsford's approach to global learning.



Copyright Kingsford Community School, Newham

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Global learning brings a knowledge and awareness of the positive aspects of cultures around the world, the challenges that exist in terms of your future life and work contribution, and how you may be able to contribute to finding solutions to international problems.

Joan Deslandes, Head Teacher

School activities

- Global learning is something the school values and is explicitly planned, coordinated, evaluated and quality assured, like any other school priority.
- Global learning is promoted through building an international dimension into the core curriculum through all subject areas, with annual reviews to assess impact.
- Learning coordinators integrate global issues and themes into schemes of work for each year group.
- The school has an International School Coordinator as part of the Senior Leadership Team, who is responsible for integrating the delivery of global learning, balancing core curriculum needs, supporting teachers and assuring quality throughout.
- Work experience is an essential element in building key transferable skills beyond the classroom environment. Every year a third of year 10 pupils undertake work experience overseas; this includes 20 pupils travelling to China for their work experience placement.

- Aside from the core curriculum, global learning is also present in the 'hidden' and 'extended' curriculum through cultural days, assemblies and school displays. All pupils attend after-school and Saturday morning activities, where global learning flourishes in hands-on activities, such as the Model United Nations programme and inter-school language competitions.
- Languages are a key avenue through which global learning themes are explored. Pupils take part in three hours of language tuition each week, with language then used as a vehicle to explore cultural, economic and political issues.

“

Learning on the international scale allows us to broaden our horizons and understanding of different viewpoints, not just our own. It opens your eyes without you realising it.

- Pupils, Kingsford Community School

“

Global learning takes you out of isolation and gives you a different perspective.

Pupils, Kingsford Community School

“

As a citizen, the ability to understand and empathise is important, and without knowledge of different languages and cultures this is difficult to achieve.

Joan Deslandes, Head Teacher

The impact of global learning

- Pupils say that learning about current events has opened their eyes and raised their mindsets beyond Newham.
- Pupils find learning about real and complex global issues motivating and enjoyable. Their academic skills develop, particularly in relation to communication, lateral and 'diagnostic' thinking.
- The opportunity to form opinions and discuss global issues has enabled pupils to express themselves more confidently and get along with a wide range of people.
- The international links and prospect of visits abroad build excitement and motivation in pupils. Being able to meet people from other cultures and ways of life, or learn more about them is of real value to pupils at Kingsford, building a sense of respect and inclusiveness across the school.

You can find the full version of this case study on the GLP website.

What the research says

Kingsford Community School's experience of the impact of global learning is supported by the findings of several research and evaluation studies. An evaluation of UNICEF's Rights Respecting Schools Award programme found that pupils who took part were more likely to display positive attitudes towards inclusivity and diversity within society, showing empathy, confidence, and heightened ability around conflict resolution⁵. All of the schools taking part in an assessment of global learning in Welsh schools reported positive impacts on learners; including on wellbeing, developing positive attitudes and values and participative skills⁶.

Kingsford Community School in context

Kingsford Community School is a large mixed secondary school in Newham, East London, the most ethnically diverse district in England. Pupils are highly diverse, and over half speak English as an additional language. A high proportion of pupils are eligible for free school meals, and a high number have special educational needs.

⁵ Robinson, C. and Sebba, J. (2010), *Evaluation of UNICEF's Rights Respecting Schools Award*. University of Brighton and University of Sussex.

⁶ Nicholas, J, Pollard, M, Smith, R and Thomas, S (2010), *Assessing the International Dimension in Education in Wales: Phase II. Final Report*. Slough: NFER

CASE STUDY 2: The Academy of St Francis of Assisi, Liverpool

School motivation

Based on a Christian ethos of care and tolerance, the Academy of St Francis of Assisi aims to provide more for its pupils than just a set of exam results. Drawing pupils from challenging local circumstances, the SLT is driven by a moral duty to broaden their pupils' horizons and show them there is a wider world they can engage with.

Global learning enables pupils at St Francis to 'act local, think global' and it supports pupils' engagement and achievement through a motivating, meaningful and relevant curriculum, and links closely to the school's environmental sustainability specialism.

As an open and tolerant cross-denominational community, global learning also supports the school to understand and value cultural diversity and develop caring, helpful pupils.



“
We're here to prepare pupils for life. Our philosophy is to teach good lessons, but also to create a curriculum that means something to them. We have a moral duty to show pupils that there's more out there than just what they see on a day-to-day basis.

Ian Kelly, Vice Principal

“
It's making the pupils empowered to make their own personal choices and lifestyle, and see how those choices can impact on other people at a local and global level.

Matt Walby, Geography Teacher

“
This is what teaching is about – it's beyond the classroom.

Kate Allen,
Head of History

School activities

- Global learning is rigorous, well planned and embedded.
- There are nine Assistant Vice Principals (AVPs) who each have a different focus and who all promote global learning, including AVPs for Ethos and Community, the International Dimension and Environmental Sustainability.
- AVPs set globally-related themes for teachers and pupils to explore and work closely with the heads of departments responsible for writing these into schemes of work, using INSET time to support teachers' understanding and confidence. Monitoring then takes place through audits, subject reviews and learning walks.
- St Francis places a large emphasis on pupil action, with pupil voice being a key driving force.
- Fairtrade plays a big role in the school, with activities organised by the pupil Fairtrade Committee.
- Global citizenship as one of the eight 'sustainability doorways' ensures global learning is brought into the range of specialism-related activities.
- The British Council's Connecting Classrooms and International School Award supports work with India, South Africa, China, Ghana and three schools in Liverpool on a range of joint learning activities.
- Local links also have a global focus, for example, engaging the local Polish community to support increased extra-curricular involvement for EAL pupils, and the school's Community Festival celebrating local diversity through food, music and language.

“
The curriculum is important but buy-in and participation from the pupils will have a much bigger impact.

Julie McDermot,
Environmental Specialism
AVP

“
You hit it from lots of different directions. If you hit internationalism once you might miss. If you hit it six or seven times by different people and different structures in the school, then you'll succeed.

Mike Summers, International
Dimension AVP

The impact of global learning

- Global learning at St Francis has enabled pupils to gain an expanded knowledge of current affairs; they find these aspects of the curriculum particularly interesting, relevant and motivating.
- Being delivered through participatory approaches global activities have supported pupils in developing key skills in literacy, persuasive writing and communication. Through leading responses, pupils have grown in their ability to think critically and have gained confidence in tackling new situations.
- Global learning has helped develop pupils as more rounded individuals, fostering initiative, helping them work with others and empowering them to make their own choices. Teachers at St Francis say being able to give pupils a 'role' has particularly motivated disengaged pupils and supported their attendance.
- Work on values has helped pupils challenge their perceptions and stereotypes, supporting positive behaviour across the school, increasing a sense of community and an environment of respect and mutual support.
- The expectation that lessons will incorporate global learning means teachers can find opportunities to bring their interests and passions into their teaching. Teachers also say it is challenging not just for their pupils but also for their own practice. The pupil-led experiences bring a greater sense of collaboration to the classroom.
- Global learning has helped the school take its philosophy and approach into the community. Through environmentally focussed work, the community festival and supporting EAL pupils the school engages parents and families with global issues, and supports stronger school-community links.

St Francis of Assisi in context

The Academy of St Francis of Assisi is a joint Anglican and Roman Catholic Church school in central Liverpool. Half of the academy's pupils are Roman Catholic, with others coming from a wide range of faiths. Pupils are predominantly of white British heritage, with increasing proportions from other backgrounds, and 25% learning English as an additional language. The proportion of pupils who are eligible for free school meals is significantly higher than the national average, and a high number have special educational needs.

What the research says

The impact global learning has had on the staff at St Francis of Assisi is affirmed by research studies. A study into school linking reported that teachers found engaging with a school link had a positive impact on their personal and professional development, and contributed positively on teaching materials and resources – saying it brought 'vibrancy and relevance to the learning in their classrooms'⁷. A study into the effectiveness of the international dimension in Wales saw all schools reporting positive impacts on staff motivation and satisfaction, and seeing global learning as an opportunity to develop communities of practice⁸.

You can find the full version of this case study on the GLP website.

⁷ Sizmur, J., Brzyska, B., Cooper, L., Morrison, J., Wilkinson, K. and Kerr, D. (2011), *Global School Partnerships Programme: Impact evaluation report*. London: DFID.

⁸ Nicholas, J., Pollard, M., Smith, R and Thomas, S (2010), *Assessing the International Dimension in Education in Wales: Phase II. Final Report*. Slough: NFER

CASE STUDY 3: St Peter's RC High School, Manchester

School motivation

St Peter's has a strong Catholic ethos, with a focus on care and community support. Therefore, global learning is a natural development that instinctively fits into this approach, helping to better prepare and engage pupils from diverse and challenging backgrounds.

It is important to the SLT that the school connects its pupils to the wider world, helping to raise awareness and aspiration, and prepare young people as active and engaged citizens.

The school approach is underpinned by a strong moral purpose, led by the Head Teacher, John McNerney, meaning St Peter's has a broad view of the purpose of education with shared values and ethics, which engagement with global learning supports.



Copyright St Peter's RC High School, Manchester



The inspection regime in schools is very narrow and the danger is schools just do that... There's a heck of a lot more to schools than data. I think global learning has developed here because it does feel right that we're supporting young people to better understand the planet and their responsibilities within it.

John McNerney, Head Teacher

School activities

- A whole school approach is important to communicate the value and importance given to global learning at St Peter's: it is infused into everything, beyond and, most importantly, within the curriculum, ensuring that pupils hear the 'message' multiple times.
- A number of staff coordinate different aspects of the school's global learning, including the International Coordinator, Sustainable Schools lead and staff from RE, citizenship and geography.
- Work is supported by an external consultant in sustainable development and the global dimension. His role is to coordinate work across the school, help staff plan global learning activities that meet the school targets and respond to the needs and interests of teachers.
- The school uses cross-curricular theme weeks for years 7 and 8. Of the six per year, two have a global focus.
- The school introduced therapeutic horticulture to support some of the most challenging young people in the school, who have very troubled backgrounds. It provides a safe and tranquil space for pupils who may not otherwise engage in school life.
- The school has an array of national and international links; some of these were forged through the British Council's Connecting Classrooms project.
- The school has a variety of extra-curricular opportunities for young people, using the International School Award, Eco-Schools and Fairtrade to help drive these. They also run a successful annual International Evening, and work closely with their feeder primary schools.
- An annual audit and review of progress is used to plan targets.
- St Peter's continues to engage with the Co-operative Group.



The global dimension really lends itself to reducing workload, because you can do one piece of work with it and hit the targets of three different staff.

James Ridgway, Sustainability Education Consultant



It's about your impact on the world. What you're doing yourself to other people and what other people are doing to you. It makes you self-aware.

Year 9 pupil



A lot of kids don't really know about world issues. But then when they come to school and they learn about them, it's good as it's not just focused on mundane things. They know about things that are important and will affect them.

Year 7 pupil

The impact of global learning

- Global learning helps make learning real for pupils at St Peter's, and pupils say learning about world issues is very important for them. The holistic approach not only engages pupils but also challenges them.
- The entrepreneurialism that comes from the sustainable business focus has helped pupils feel confident in putting forward their own ideas and working together to put them into practice.
- Pupils express the importance of learning about the world in the school environment, as for young people it can be hard to be aware or engaged through their personal lives.
- The focus on understanding diversity has helped pupils challenge their perceptions of others and pupils like learning about different cultures and ways of life. This focus has also helped pupils reconnect with their own heritage and have pride in what they bring as individuals.
- Pupils say this approach to learning has helped them get along better with others, having an impact on behaviour with greater tolerance and respect being seen in the school. This environment is a safe space for young people, supporting improved attendance.
- Teachers have seen the impact through a cohesive approach to projects that can reduce workload, as they hit multiple school targets.
- Creativity in curriculum planning allows teachers to engage with their own values and opinions, a real motivating factor in developing their own pedagogy.
- Charity events, such as coffee mornings, enable the school to link its Fairtrade work into wider community outreach. The school's annual International Evening brings the community together to celebrate its cultural diversity and supports local performers.

You can find the full version of this case study on the GLP website.

What the research says

The impact of global learning on relationships at St Peter's is mirrored in other schools. A small research study found that a quarter of surveyed schools saw a positive impact on pupils' behaviour, social cohesion and attendance as a result of global learning initiatives⁹. Similarly, a study into UNICEF's Rights Respecting Schools Award found widespread reported impacts across all 31 schools visited. There were improvements in relationships between staff and pupils, pupil behaviour around school as well as fewer incidents of bullying and 50% of schools saw reductions in fixed term exclusions¹⁰.

St Peter's in context

St Peter's RC High School is an average sized mixed secondary school in an economically disadvantaged area of Manchester. It is highly diverse, having pupils from 73 countries with 66 languages being spoken. Over half of pupils are eligible for free school meals, and a higher than average number have special educational needs.

⁹ Nicholas, J, Pollard, M, Smith, R and Thomas, S (2010), *Assessing the International Dimension in Education in Wales: Phase II. Final Report*. Slough: NFER

¹⁰ Robinson, C. and Sebba, J. (2010), *Evaluation of UNICEF's Rights Respecting School Award*.

CASE STUDY 4: Sir John Lawes School, Harpenden

School motivation

Achievement, care and excellence are the central values at Sir John Lawes, so the potential of global learning to develop these principles is self-evident for the SLT. Care plays a central role in this ethos, instilling in pupils an awareness of the need for care for others and the wider community.

Developing independent learners who can make a positive difference is a key part of this philosophy. Learning about global poverty and development creates excellent opportunities to put this into action.

The school also wants to encourage pupil leadership, and the 'bottom-up' approach seen through many of the global learning projects in the school allows pupil leadership to flourish, helping the school to meet its goals.



“Global learning is an intrinsic part of a good education... it equips pupils to be positive members of society.”

Jonathan Mountstevens, Assistant Head

School activities

- The Global Learning Coordinator at Sir John Lawes is an Advanced Skills Teacher (AST) in the Global Dimension and Sustainable Development.
- A calendar of activities is planned on an annual basis. This allows the school to have a clear direction for their events each year, aiding cohesion and allowing the school to engage with parents and the local community.
- Opportunities for pupils are critical, with the Oxfam Group and Eco Council playing a central role in driving activities across the school.
- Every year, pupils in years 7 to 10 go off timetable for their 'International Enrichment Day', when each group explores a global learning theme.
- Knowledge about development issues also forms part of the lifeskills lessons that pupils have each week, allowing discussion of current events.
- Sir John Lawes uses the lens of sustainability to carry out a lot of its global learning, and the school has Green Flag status, as well as contributing to the local Fairtrade Town initiative. The school is also a hub for the Sustainable School Ambassador Programme, supporting other schools in the district.

“It's not an easy thing to define: it's not an initiative or a box-ticking exercise, but is about an ethos.”

Jonathan Mountstevens, Assistant Head

“It's important that schools promote being confident and being able to put your voice across.”

Sir John Lawes School pupils

The impact of global learning

- Development of pupil leadership skills: pupils speak up about global issues and this then feeds into the school ethos. Pupils say these opportunities develop their self-esteem and voice.
- A focus on participatory activities and group work has brought a strong sense of independence amongst pupils. Pupils also talk about global learning improving their communication skills, resourcefulness and responsibility.

“

It's not just facts to get you through exams, it's learning about what's happening and discussing it.

Sir John Lawes School pupils

- Another key impact is helping pupils see the big picture about their learning. Pupils enjoy being more world aware, so learning about what is really happening in life means they do not go into the world blind to global issues.
- The Head Teacher, Claire Robins, sees clear links between the relevance and skills development provided by global learning and the high academic standards which the school achieves.
- Sir John Lawes pupils challenge stereotypes and value difference, building a nature of respect within the school, raising behaviour standards and improving staff-pupil relationships. Claire Robins says that this has an impact for teachers too, as less of their time has to be spent on behaviour management.
- Global learning at Sir John Lawes is exciting for teachers as well as pupils: it enables them to interact with pupils in a different way, offering career development and opportunities to travel.
- The outward-looking nature of the school enhances its public perception and visibility locally, presenting a positive image of pupils in the community. This can help the school in a competitive catchment area with lots of schools achieving high academic standards.

“

Global learning can help inspire you... you feel like you're doing something positive.

Manny Fernandez, Citizenship and Lifeskills teacher

- Global learning has also contributed strongly to school development, with impacts captured through the School Development Plan.

You can find the full version of this case study on the GLP website.

What the research says

Sir John Lawes' experience of the impact of global learning on pupils is backed up by several research studies. An evaluation of UNICEF's Rights Respecting Schools Award found evidence for improved attainment from schools that had engaged with the programme (two-thirds found an increase), and positive outcomes on pupils such as their involvement in decision making around the school, motivation and engagement in lessons.¹¹

In 2010, an in-depth study of eight schools engaging with global learning found that all schools reported positive impacts on the standard of learners' work, motivation and attainment.¹² This impact can be partly explained by the desire for global learning from students. A poll of young people carried out in 2009 found that over three-quarters of pupils think it is important that schools help them understand what people can do to make the world a better place.¹³

Sir John Lawes in context

Sir John Lawes is a secondary school with academy status in Harpenden, a small affluent town in Hertfordshire. There are a below average number of students eligible for free school meals, and few students from minority ethnic groups or who have English as an additional language.

¹¹ Robinson, C. and Sebba, J. (2010), *Evaluation of UNICEF's Rights Respecting School Award*.

¹² Nicholas, J, Pollard, M, Smith, R and Thomas, S (2010), *Assessing the International Dimension in Education in Wales: Phase II. Final Report*. Slough: NFER

¹³ Think Global (DEA) (2009), *Young People's Experiences of Global Learning, An Ipsos MORI Research Study*

Get a head start! Global learning tips from our case study schools

Links to useful websites	Advice for other schools
Case study school: Kingsford Community School, Newham, London	
<p>Confucius Classrooms http://english.hanban.org/node_10971.htm</p> <p>Model United Nations at Mulberry School for Girls, London www.mmun.org.uk</p> <p>Connecting Classrooms https://connectingclassrooms-learning.britishcouncil.org</p>	<p>The most important thing is to think about the reasons to include global learning; what are the intended outcomes and how will this impact on progress and achievement. This should not only consider academic progress, but also the social and core skills development of pupils. Even if your school and community aren't as diverse as ours, it's still critical to develop a broad perspective on learning and life for your pupils.</p>
Case study school: the Academy of St Francis of Assisi, Liverpool	
<p>Eco Schools www2.keepbritain tidy.org/ecoschools/</p> <p>Amnesty International UK school resources www.amnesty.org.uk/Teaching-Resources</p> <p>CAFOD school resources www.cafod.org.uk/Education</p>	<p>Start with an audit to establish what you're already doing as a school and use this as your baseline. Use staff INSET time to assess what global learning is being incorporated and share practice with each other. There needs to be someone at a senior level who can drive and coordinate the approach for the school. Using partnerships with other schools or agencies is a great way to get started.</p>
Case study school: St Peter's Roman Catholic High School, Manchester	
<p>Co-operative College www.co-op.ac.uk/schools-and-young-people/</p> <p>The Global Dimension www.globaldimension.org.uk</p> <p>Thirst for Change, CAFOD www.cafod.org.uk/News/Campaigning-news/Your-thirst-for-change-actions</p> <p>The Fairtrade Foundation www.fairtrade.org.uk/schools/</p>	<p>You're missing a trick if you're not doing it! It's a great way to break down barriers and link to the community. Start by auditing what you're doing already, as you're probably doing global learning in some way, for example in Geography or RE. This will give you an idea about what is already working well and how you can expand that. Find your nearest Development Education Centre and see how they can support you. And it's important to remember that global learning doesn't just apply to diverse schools like St Peter's; it's just as important, if not more so, if your school isn't as diverse.</p>
Case study school: Sir John Lawes School, Harpenden	
<p>International School Award http://schoolsonline.britishcouncil.org/International-School-Award</p> <p>Oxfam Youth Groups www.oxfam.org.uk/education/global-citizenship/promoting-action/youth-action-groups</p>	<p>Don't get overwhelmed by introducing global learning. It's important to remember that impact is greater as a whole school approach so start by looking at what you're doing already and plan small steps with room for growth. Engage passionate members of staff, use external opportunities and make use of structures, like ISA or Eco-Schools.</p>

Glossary

Global Learning Programme (GLP)	A national programme that is helping schools to embed effective teaching and learning about development and global issues within the curriculum at Key Stages 2 and 3. Schools join the programme for four terms.
Global learning pupil outcomes	These pupil outcomes show schools what taking a global learning approach through the GLP really means. They outline the key knowledge to engage pupils with and the skills and values that pupils can develop through exploring this knowledge. Developing these outcomes will help pupils to learn about the challenges our world faces and to think critically about how to deal with issues such as poverty, inequality and sustainability.
Development education (DE)	An approach to learning about international development through recognising the importance of linking people's lives throughout the world. It encourages critical examination of global issues and awareness of the impact that individuals can have on these.
Global learning (GL)	This is the application of development education by practitioners, teachers and pupils.
GLP Expert Centres	Expert Centres are schools with an excellent track record in the delivery of development education. They are driving the establishment of local networks of partner schools and enhancing the quality of their global learning provision. Managed by their GLP Coordinator, they provide a peer-led programme of half-termly support sessions to help their partner schools embed global learning within the core curriculum and across the whole school. Expert Centres will receive funding for four terms to support their involvement in the programme. Expert Centres are externally verified after completing an initial application.
GLP Partner Schools	Schools that have signed up to be part of the GLP by registering on the GLP website and completing the Whole School Audit are designated partner schools.
GLP Local Advisors	The team of Local Advisors will recruit Expert Centres and support them in helping their partner schools improve their development education knowledge and delivery. The Local Advisors are drawn from diverse backgrounds. They bring local knowledge and existing relationships with schools and development education organisations to the programme.
GLP National Leaders	National Leaders manage the GLP at regional level, coordinating the work of the Local Advisors and liaising with school networks, CPD providers and development education organisations. The National Leaders are also involved in the development and delivery of national and regional conferences and workshops.
GLP Coordinator	Both the Expert Centres and their partner schools assign a named GLP Coordinator. The Coordinator's role includes completing the Whole School Audit and working with staff across the school to implement the action plan which this generates.
GLP Lead Practitioner	Coordinators in Expert Centres have the opportunity of working towards becoming an accredited Lead Practitioner. Lead Practitioners are outstanding teachers who lead by example, support and inspire others and disseminate best practice through regional and subject networks, events and learning visits. Coordinators in partner schools can also apply for Lead Practitioner accreditation, if their school chooses to fund the process.
GLP curriculum frameworks	The curriculum frameworks break down development education into the following subject areas at KS2 and KS3: English, maths, science, geography, history, religious education and citizenship. Teachers can use these subject frameworks as a basis for their own curriculum planning and development.
GLP Whole School Framework	The Whole School Framework helps schools understand how to embed global learning across the whole school and shows that doing so can help support school improvement. The framework contains criteria that enable a school to discover where they are at the start of the Programme and help them understand where to go the next.
GLP Whole School Audit	The Whole School Audit enables Coordinators to assess global learning taking place across their schools. Completed online, it allows them to self-assess their school's current performance mapped to the criteria in the Whole School Framework. Once completed, schools have access to e-credits that can be used to fund CPD.
GLP School Action Plan	The School Action Plan will be generated automatically after the Coordinator has completed the Whole School Audit online. It will offer next steps for schools, for example, suggesting resources to use and organisations that can offer further support to help embed the Whole School Framework.
GLP Pupil Assessment Tool	The Pupil Assessment Tool is an online assessment which is completed by some pupils once a year from the start of the school's involvement in the GLP. It will provide data for the school and the GLP team on the progression of pupils' development education knowledge.
GLP e-credits	All schools that have completed a Whole School Audit are given access to e-credits to pay for training from approved providers. Details of courses that have been approved to support the GLP are available on the GLP Website.
GLP Innovation Fund	The Innovation Fund enables partner schools to work with the Institute of Education at the University of London to carry out action research projects exploring the impact of development education on student learning.