In a changing educational context in which the 'Global Dimension' is being more clearly defined in school curricula across the UK, one practitioner* observed,

'Suddenly development education isn't on the fringe – it is mainstream'

This report focuses on embedding the global dimension across a whole-school community. It outlines the many elements, identified by development education practitioners, that contribute to this process. Examples of current practice are provided, together with detailed information about relevant awards, benchmarking and self-assessment frameworks.

Discussions at two 'Global Schools' conferences in 2007 pinpointed areas in which future support to schools may be strengthened. We hope that 'Whole-School Development and the Global Dimension' will provide a useful resource to the development education network in taking forward this support, and to schools through identifying opportunities for strengthening global dimensions in subject curricula and the whole-school environment.

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Whole School Development and the Global Dimension

Capturing models of practice across the UK

Michila Critchley and Rob Unwin

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Whole-School Development and the Global Dimension / Global Citizenship

Capturing models of practice across the UK

Research and report by Michila Critchley and Rob Unwin

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Introduction

Following the completion of direct schools' involvement in the 'Developing Citizenship' project, and the publication on-line of the main materials and activities produced by the schools and project partners, the purposes of this research project and report were:

- To capture and share learning about recent models of practice in whole school development and the global dimension/ Global Citizenship across the UK
- To identify the advantages and limitations of different models and approaches, including *Developing Citizenship,* and their relationship to educational objectives
- To stimulate discussion in the network about common approaches and initiatives including benchmarking for whole school development and the global dimension
- To review reaction and response to the Developing Citizenship pages on Electric Word's Teaching Expertise website[1]

Research was undertaken to gather information about comparable projects and initiatives in the Development Education network across the UK, listed in ***Appendix 1*** (this list is by no means exhaustive). Follow-up interviews were then carried out with 12 organisations in England, Scotland and Wales: 9 Development Education Centres (DECs), 1 umbrella association and 1 development NGO, using questions shown in ***Appendix 2***.

In asking practitioners to define a whole school approach to developing the global dimension and Global Citizenship, numerous responses were offered, depending on viewpoints, experiences and organisational objectives. Table 1 draws some of these together with statements reflecting perspectives on children's engagement and pupil voice, embedding the global dimension in curriculum and policy and partnership with schools.

Table 1: Defining whole-school development and the global dimension

Why	Vision that it will change the way children think in terms of their engagement with global issues and feeling that they can make a difference. So that schools will understand the importance of embedding the global dimension into their curricula and will start to put into practice the knowledge they have gained.
What	Policy, curriculum and active citizenship for children and teachers as well as the whole school. The focus is on the taught curriculum but the global dimension is brought into all aspects of school life. It is about being in the school ethos, the school development plan and in resources, visible in the school, within teacher training and underlying everything that the school does.
Who	Working with everyone in the whole school community: teachers, teaching assistants, pupils, governors, senior management teams, school council, PTA and parents.
How	Working as partners with schools using a set of criteria based on a number of different models for schools to build their own vision - bringing expertise and challenges to each other as educators. Cultivation of pupil voice in decision making with teachers and pupils represented. Looking at policy development and whole school planning at a high level aiming to embed it structurally, filtering up and down the school system.

A *Global Schools Seminar* was held in Tadcaster (1-2 October 2007), organised by Leeds Development Education Centre, and LaSER hosted the *Developing a Global School*[2] Conference in London (14 December 2007). During both, a range of practitioners explored approaches to embedding the global dimension in the curriculum. Some of the ideas, feedback and inputs from these events have also been incorporated into this report.

1 Found at: http://www.teachingexpertise.com/articles/developing-citizenship-project-materials

2 Conference report can be be found at: http://www.local4global.org.uk/whole-school

Section 1 provides a snapshot of the changing context in which whole-school developments and the global dimension now reside, and some of the drivers for change already experienced. There is an awareness of an increased demand from schools for support in understanding and developing the global dimension in their own settings. Huge potential is recognised in the curriculum reviews taking place across the UK, with one practitioner saying,

'***Suddenly development education isn't on the fringe – it is mainstream***'

Section 2 looks in some detail at the elements to whole-school approaches being implemented, based on the detailed feedback from practitioners' experiences to date, including:

- Finding the starting points
- Working in partnership with schools
- Curriculum Development
- Embedding the global dimension throughout a school
- Providing Continuing Professional Development and training
- Engaging pupils
- Creating teacher space for thinking, learning and clarifying purpose
- Encouraging shared learning between schools
- Providing recognition of good practice

Some organisations interviewed have very clearly defined ways of working that form a model through which their initiatives are being implemented. Others have found that a model emerges as their work develops with the schools and pupils. There is recognition, however, that this work is touching the tip of the iceberg. To make an impact in a secondary school, for example, means being systematic, and schools may need much more support to develop a global dimension within their subject curricula than envisaged.

The vital component for many is the development of partnerships with teachers and educators to share the learning and generate breadth to the work. External providers can play key roles in facilitating and stimulating interest and introducing new methodologies and approaches with schools. For schools, they may be the only people able to ask difficult questions, providing a valuable resource as a 'critical friend' in the development and review of their global dimension work.

Section 3 goes on to outline the different awards, auditing and benchmarking schemes currently on offer to schools. DCSF has recognised the overall confusing effect and has commissioned a mapping exercise to show the links between the major awards available. A small exercise has been carried out here putting three of the Global Dimension systems side by side, shown in ***Appendix 3.*** The full details of one system, developed by stakeholders within the *Developing Citizenship* project, have been reproduced as ***Appendix 4***. A sample of a section from a draft Self-evaluation framework for Primary schools involved with RISC in a *Global Schools Project* forms ***Appendix 5***.

Section 4 focuses on ways in which the development education network may be able to direct and broaden its support to whole-school development and the global dimension. This includes promoting good practice, ideally with the lead of peers to 'give it integrity and clout'. The section integrates ideas for action generated at the *Developing a Global School* conference in London, including work towards a common global dimension benchmark and a task group to liaise more closely with Ofsted.

Finally, many thanks go to all the development education practitioners who have contributed to this report. It has been made possible by their willingness to share their knowledge and experience through interviews, feedback, workshops and events.

Michila Critchley & Rob Unwin, February 2008

SECTION 1 A changing educational climate

1.1 Opportunities provided by national curriculum reviews

Curriculum reviews and understandings have recently taken place across the UK (Box 1). Complementing statutory initiatives is seen as the significant driver for change, providing new opportunities, as well as challenges, for supporting the global dimension in schools.

In the Secondary Curriculum review in England[3] a focus is being placed on creating a more learning orientated environment, including more peer learning, through:

- *Greater flexibility and coherence*
- *Greater focus on aims and skills*
- *Greater personalisation of assessment*

The whole assessment process may change as a result, with an indication that schools will locally decide, plan and implement curriculum changes. Ofsted will then gauge whether what the schools deliver impacts upon pupil learning.

The revised national secondary curriculum in England includes seven new cross-curriculum dimensions: Identity and cultural diversity; Healthy lifestyles; Community participation; Global Dimension and sustainable development; Technology and the media; Enterprise; Creativity and critical thinking. Teaching the curriculum dimension, *Global Dimension and sustainable development* has been reinforced by a recent QCA publication (2007), *The Global Dimension in Action: a curriculum planning guide for schools*[4].

A key question posed in the *Global Schools Seminar* in Leeds is whether development education can support all seven of the curriculum dimensions. All may potentially create opportunities to introduce the Global Dimension and explore values and attitudes as well as content. There has already been an indication that schools will look to development education practitioners for support and leadership teams might welcome input to help schools in the process of change.

In Scotland[5], a *Curriculum for Excellence Review* has placed much more emphasis on transferable skills and values. Although the same exam system is still in place, the curriculum is building on the strengths of individual schools. It aims to focus classroom practice upon the child and around 4 'capacities of education' (see Box 1). In using investigation, research and comparison to develop these capacities, the Global Dimension can provide a focus for pupils, helping them to make connections between their own attitudes and experiences and those of other young people around the world.

In Wales, the Education for Sustainable Development & Global Citizenship (ESDGC) Panel has been very useful in influencing the shape of the whole curriculum, reinforced by inspection frameworks. A '*Common Understanding' for ESDGC in Wales*[6] has been developed and much of the Development Education Centres' (DEC) pilot work has been incorporated, for example, Initial Teacher Training work. The revised curriculum in Northern Ireland provides a great opportunity to support Global Dimension in schools. Development educators will give support in meeting key elements by incorporating global issues into lessons, providing help with active methodologies, information and resources.

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3 Found at: http://www.qca.org.uk/qca_12195.aspx

4 Found at: http://www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf

5 Found at: http://www.curriculumforexcellencescotland.gov.uk/

6 Found at: http://www.esdgc-wales.org.uk/english/directory/news.asp

Box 1: Curriculum reviews across the UK

England

According to QCA[7], in order to help learners understand the global dimension and sustainable development, they should have opportunities across the curriculum to:

- appreciate the importance of a global context & engage in a range of culturally diverse experiences
- understand the connections between the environmental, social and economic spheres and make links between local, national and global issues
- critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity
- understand and appreciate the relevance of the global dimension to their own lives
- develop skills that will enable them to identify and challenge injustice, prejudice and discrimination
- participate in global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom
- ***make informed decisions about how they can understand and potentially make their own distinctive contribution to local and global communities***
- recognise that some of the Earth's resources are finite and therefore must be used responsibly
- consider probable and preferable futures and how to achieve the latter
- appreciate the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle
- appreciate the importance of obtaining materials from sustainably managed resources
- appreciate that economic development is only one aspect that contributes to the quality of life.

Northern Ireland

As part of a process of review and consultation for a revised curriculum in Northern Ireland, a framework of curriculum objectives and sub-objectives or key elements has been drawn up. The aim was to simplify the objectives of the curriculum, establishing that it was about ***developing individuals and contributors to society, the economy and the environment***[8]. Key elements include 'Moral character' and 'Learning for life and work' (which is now a whole-school agenda).

Scotland

In Scotland, a *Curriculum for Excellence* is currently out for consultation with teachers and implementation is due to begin in the school year 2008-09. It provides a rationale and a framework for the curriculum which stresses that by providing structure, support and direction to learning, the 3-18 curriculum should enable children and young people to become: ***successful learners; confident individuals; responsible citizens; and effective contributors*** [9]. The Curriculum Review Group says:

'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility.'

Wales

In Wales, *Education for Sustainable Development and Global Citizenship* (ESDGC) has been introduced in all schools since 2006 and is subject to inspection. As part of its statutory commitment to sustainable development, the Welsh Assembly Government (WAG) has provided considerable support and encouragement to ensure that ESDGC is incorporated and embedded throughout the formal and informal education systems.

Although not statutory, ESDGC is already subject to inspection which is undoubtedly helping to pave the way for its full integration into school life. ***It is an approach which involves the whole curriculum and management of the school***, not merely an 'add on' subject. It has its roots in environmental education and development education. As a result, many of the building blocks of ESDGC are already present in every school in Wales[10].

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[7] Found at:http://curriculum.qca.org.uk/cross-curriculum-dimensions/globaldimension/index.aspx?return=http%3A//curriculum.qca.org.uk/cross-curriculum-dimensions/index.aspx

[8] Found at : http://www.qca.org.uk/futures/ C.Gallagher Case study: Designing a curriculum for the 21st century

[9] Found at: http://www.curriculumforexcellencescotland.gov.uk/

[10] Found at: http://www.esd-wales.org.uk/english/side/what_is.asp http://www.teachingexpertise.com/articles/sustainable-development-and-global-citizenship-in-wales-2107

1.2 Other drivers for change

1.2.1 National initiatives and awards

Enabling Effective Support (EES), the Department for International Development (DFID) funded regional strategies for embedding the global dimension in formal education, is providing stimulus through programme and network development across the UK[11]

Close links can be made with national initiatives such as *Every Child Matters* and *Sustainable Schools* - teachers may see the connections straight away

Schools going for *International School Award* (ISA) have been prompted to talk to development education organisations about how to merge all of the issues (school link) so that international activities become by default a whole-school embedded ethos

Involvement in the *Fairtrade School* scheme provides an incentive as a nationally recognised scheme and has encouraged work across Whole Schools

If schools are involved in one initiative, such as an award scheme, it will often lead on to the next, and it is always useful to have a focus to bring people on

Extended schools partnerships are being developed across some regions and can act as a trigger.

1.2.2 School linking

Many schools are developing links with schools in other countries and there is a lot happening in this area that generates interest

DFID *Global Schools Partnership* programme always takes a whole-school approach

The importance of a curriculum focus in school linking can be emphasised and pitfalls as well as positive drivers identified (captured in the UK One World Linking Association's *Toolkit of Good Practice*[12] and Oxfam's recent paper, *Building Successful School Partnerships*[13]).

1.2.3 Wide interest in global issues

The current broad focus on sustainability in wider society generates a lot of interest

Global Citizenship issues are generally at the fore and courses run for teachers model what can happen in their classrooms

Teachers have seen opportunities for raising awareness in classrooms and for personally thinking about their own attitudes and behaviours

The drive can also come from pupils – thinking about *'what I can do', 'what impact I have'* .

1.2.4 Development education practitioners' inspiration

External organisations themselves contribute ideas, stimulation, contacts and ways of seeing beyond the school

The local development education organisation can be flagged up as a resource, particularly with regard to methodologies for teachers e.g. participatory approaches

This may involve working very closely with the local authority who may have identified some interested schools using their knowledge.

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11 More information can be found at: http://www.dfid.gov.uk/pubs/files/enablingeffectivesupport.pdf

12 Found at: http://www.ukowla.org.uk/main/toolkit.asp

13 Found at: http://www.oxfam.org.uk/education/teachersupport/cpd/partnerships/

SECTION 2 Elements of whole-school developments across the UK

2.1 Starting points

Baseline audits are thought to be a key starting point for global dimension work within whole-schools, to create an overview of existing 'global' activities, and help identify areas to be developed. Scottish Development Education Centre (Scotdec) advocate this approach in their pack, "*A global approach: starting points for primary schools*"[14], saying that often, integrating Global Citizenship is a matter of making adjustments to practice after review of existing curriculum areas. By working with teachers and pupils on an audit at the start of a project and comparing results with those taken half way through, it is possible to reflect together on the changes and impact of the work.

Lancashire Global Education Centre has made good use a Global Footprints quiz[15] – '*How global is your school*?' (social, global and ecological footprint) over two in-service training sessions with staff. The quiz provides an excellent tool for debate in the first session and in the second, teachers look at where existing strengths lie and how to improve, including through school policy. Reading International Solidarity Centre (RISC) decided at the start of their *Global Schools* work (see Box 2) to obtain a snapshot of children's knowledge, attitudes and values about different global issues. The method they developed is to hold a session with all children in Years 2, 4 and 6 implementing a circuit of around eight different activities using a range of methodologies for developing children's thinking skills. It is detailed in a new RISC pack, *How do we know its working?: a toolkit for measuring attitudinal change*[16] and is flexible in that it can be applied equally with topics or projects.

The process generates a lot of data – a worker needs to be stationed at each activity to write down what the children say and record responses - but has shown itself to be an excellent window on children's knowledge, attitudes and values. Teachers are often profoundly shocked by the extent to which children's attitudes and knowledge are stereotyped and accept it as their responsibility to do something about it. The audit process helps to shape discussions with teachers about the point they would like to reach at an agreed point in the future when the same questions can be asked again to quantify change.

Box 2: Global Schools – Reading International Solidarity Centre (RISC)[17]

RISC is working in partnership with 6 contrasting schools over 4 years, to develop a region-wide network of centres for the development and dissemination of good practice in Global Citizenship (Oxfam definition 1997), and to develop a model of whole school delivery. In 2007, a further 4 primary schools were recruited. RISC is now working across 5 Local Authorities in Berkshire and Oxfordshire. Elements of the *Global Schools* work are:

Measuring Change: A baseline audit of knowledge and attitudes has been developed and piloted with teachers. Other methods include interviews, assembly, lesson observations and library audits.

Achieving Change: An audit of staff training needs has been conducted, and a training programme planned. Resource support is provided, raising awareness of existing materials.

Sustaining Change: Ensuring Global Citizenship is written into school policies is considered vitally important by the participating schools, a mark of the importance they believe the work is due. Local linking has grown in importance as has communication with the whole school community.

Dissemination: this will include school open days, teaching demonstration lessons, hosting visitors, contributing to or running CPD, providing examples of work for courses, conferences and websites.

[14] Found at: http://www.scotdec.org.uk/resources/download/
[15] Found at: www.globalfootprints.org
[16] To be published by RISC in May 2008
[17] Found at: http://www.risc.org.uk/education/global_schools.htm

2.2 Working in partnership with schools

Respecting schools as partners and recognising the expertise of each person in the partnership (equal value of involvement) is understood to underpin the entire success of the Global Dimension work. Reflecting on their involvement in the *Developing Citizenship* project (see Box 3 below), staff of Norfolk Education and Action for Development (NEAD) emphasised the importance of developing good, mutually beneficial relationships. A learning outcome sought by all concerned was the establishment of better working relationships between key stakeholders; Agencies, DECs, Education Authority Staff, Senior Management, and Teachers. These relationships were based on regular face to face meetings, and in many cases, are continuing to bear fruit long after the project has ended.

Each of the schools NEAD worked with was very different (in terms of catchment, achievement, organisation and agendas) and there was a clear recognition that 'one size doesn't fit all'. Approaches were tailored to needs and, in particular, to the interests of the contact teachers, for example by:

- asking teachers what they saw as important (rather than starting with a set scheme)
- finding out what a schools' agenda and key issues are
- responding to the different means of contacting individual teachers rather than assuming that everyone prefers email

Box 3: Developing Citizenship Project 2002 – 2005

The Developing Citizenship project was set up by 3 National Agencies (Oxfam, Save the Children & UNICEF UK) in partnership with 3 Development Education Centres (Cheshire DEC, Manchester DEP and NEAD) and 5 Education Authorities. Each had to select 4 secondary schools to work with.

The project was funded by DFID and involved payments: to DECs to facilitate activities in their pilot schools & liaise with Education Authority staff; to Education Authorities (£3,000 per year each) to buy in expertise; to schools (£1,000 a year per pilot school) for resources, supply cover etc. It aimed to see how the global dimension could become embedded in secondary schools and lead to whole-school approaches to develop Global Citizenship in:

1. **The Curriculum** – what is taught in the Classroom
2. **School Ethos** – changes to policies and practice
3. **Active Citizenship** – by both pupils and School staff

A full and frank project report, *Taking Stock of a Development Education project* is available[18]. The majority of the school based work and project materials are now on Electric Word's Teaching Expertise website[19].

In the case of secondary schools involved in the *Global Schools (UK) Project* (see Box 5), Leeds Development Education Centre (LDEC) indicate that the work began 6 years previously with a West Yorkshire pilot. A relationship with a school therefore developed over time and DEC staff were able to work together with teachers to make the Global Dimension more explicit for their subject. The role and enthusiasm of contact teachers / Global Dimension Coordinators (at least two in each school), forming Global Dimension teams within schools, was identified as being pivotal in this relationship as they begin to effect change from inside.

Building on existing interest and enthusiasm helps to create a 'critical mass' in the staff-room and beyond which is thought to be vital for action. Communication with the whole school community - governors, parents and the wider community - is also essential to the successful development of a 'Global School'. The support of the Senior Management Team (SMT) is particularly crucial in enabling the whole staff *and* the Education Authorities to become enthusiastic.

[18] *Taking Stock of a Development Education project* http://www.developingcitizenship.org.uk/pubs.htm
[19] Found at: http://www.teachingexpertise.com/articles/developing-citizenship-project-1026

Box 4: Roles of external organisations[20]

Facilitating

Helping young people to think about the role that they can play

Raising awareness

Bringing schools together

Facilitating teachers' networks

Acting as a 'dating agency' - bringing in good resource people from outside

Supporting

Consultancy visits

Providing resources and advice support

Building individual relationships and then building on good practice

Communication as the essence - Manchester DEP Developing Citizenship work showed that using different ways to contact teachers is important – asking which they prefer

Using different approaches in different settings - schools eventually produce tools by themselves, so they have to find ways that best suit them

Funding may be required for planning time

It is vital to be clear about what you're going to do as an organisation and who else to involve especially internally – how much time will colleagues have to give?

It has also been useful to sign contracts with schools to help clarify roles and commitments

Stimulating thinking and developing skills

Offering a broader picture

Looking for critical thinking and assessment activities

Methodologies including those that empower children and help with self-esteem

Acting as a real resource

Providing ideas for cross-curricular work and school partnerships

Local linking between schools has grown in importance

Providing training, consultancy and seminars on curriculum subjects across the schools

Organising courses, Continuing Professional Development (CPD) and Conferences

Challenging

Carrot and stick - give enough good and useful input every time as well as asking a few more difficult questions

Providing a critique - but you have to give positive suggestions at the same time as challenging negative stereotypes

Being a critical friend is the hardest thing in the world.

Monitoring

This is crucial – if there's a good evaluator, they are worth their weight in gold

You have to employ the evaluator first, and then decide on the points of evidence to find

Building monitoring in to whatever teachers are doing, if at all possible

A simplified Ofsted can be used – choosing area

Making sure that a time to carry out monitoring is built into the action plan

Monitoring for evaluation should allow you to identify problems at an early stage – not just to say how great the project was

Reports should produce suggestions on how to learn from and use the experiences

[20] Summary of practitioners' responses to a question about the role that they play within Whole School approaches.

2.3 Curriculum Development

The curriculum reviews taking place across the UK mean that the global dimension will feature in schools' curriculum development plans more than ever before. Curriculum development has already played a central part in many whole-school initiatives to date as practitioners work with teachers to develop schemes of work and 'globalise' the curriculum.

Development education practitioners have recognised that the wealth of high quality global resources is generally little used in schools because the direct links aren't seen. Through in-depth support to schools, practitioners have been able to provide input about activities, resources and websites, whilst at the same time helping teachers to think through how they might do things differently. At primary level, this has often meant an emphasis on building confidence in capacities to engage with global issues across the curriculum. In secondary settings, this has focused on the relationship between the global dimension and teachers' subject specialisms.

In whole-school approaches, the more connections that can be shown between the Global Dimension and different subjects, departments and age-ranges, the better. Sometimes a common theme may help to generate work across departments. Encouraging secondary schools to set up teams to work together was a recommendation of the *Global Schools Project* and has proved effective in the *Global Schools (UK) Project* (see Box 5).

The main motivation has been to start with what teachers are already doing. Wherever possible, support should be of the kind that can be used again and again. For example, at the onset of the citizenship curriculum, staff tutors in Dundee were supported by the One World Centre in the creation of 'Global citizens in a fair world' plans. These have since been embedded so that every Dundee primary school follows the plans.

Box 5: Global Schools for a Global Future – Leeds DEC, GLADE and NEAD[21]

The Global Schools (UK) Project has run from June 2005 to March 2008, managed by Leeds DEC. 30 secondary schools have been supported by Leeds DEC, the Centre for Global and Development Education GLADE and NEAD. The last 3 months of the project are dedicated to disseminating the results to other schools and educationalists locally, regionally and nationally.

Global Schools (UK) Project aims: to develop greater awareness and understanding of international development amongst young people; and to demonstrate its relevance to their own lives through repeated exposure to the issues from the different perspectives of a range of subjects, through meaningful experiences in different subject areas, during their time at school.

The project has trained teachers and school **Global Dimension co-ordinators** in Development Education issues and methodology and identified opportunities within a range of subjects in the curriculum to incorporate a Global Dimension so that it can be taught in a more systematic and coherent way in each school. The format for a lesson has been quite specific – delivering the Global Dimension systematically as per the joint DFES/DFID document *Developing a Global Dimension in the school curriculum*[22]. It provides teachers with appropriate resources to fit within their Schemes of Work and activities were trialled in different subject areas – 10 in total.

The project has found that it is possible to deliver the concepts and issues systematically across the curriculum. However, schools actually needed much more intensive support to develop their subject curricula than was originally envisaged. Internalising values & developing skills to utilise the Global Dimension take time and, according to the GSP, depend on:

- commitment (to the issues)

- confidence (in using understanding to deliver and fit the Global Dimension into the curriculum)

- skills and motivation (to write lessons and make changes to schemes of work)

[21] Found at: http://www.leedsdec.org.uk/global_schools.htm and http://www.nead.org.uk/schools/globalschoolsuk

[22] Found at: http://www.dfid.gov.uk/pubs/files/dev-global-dim.pdf and http://publications.teachernet.gov.uk

2.4 Embedding the Global Dimension throughout a school

As part of a focus on curriculum development, teachers may include the global dimension in their lessons and schemes of work. In some cases, the delivery of Global Citizenship has also been included in teachers' Performance Management Targets. Ensuring the global dimension is written into school policies, however, is considered by practitioners to be vital for systematically embedding it within a school's curriculum, practice and ethos.

Policy development requires the backing of the school management and board and as such, can be a useful tool in involving the wider school community in thinking about global dimension content and approaches. Governors' meetings, Senior Management Teams (SMT), school councils and Parent Teacher Associations may all then become vehicles for change, from overall school culture through to purchasing and funding policies.

Encouraging policy development and Whole School planning at a high level is one of the ultimate aims of the Enabling Effective Support programme of work in Scotland, '*Supporting the Global Dimension of Education - a national strategy for Scotland*' (DECs & agencies working together through the umbrella network, IDEAS[23]). The intention is to see the global dimension filtering up and down a school system. The Scotdec pack, *A global approach* (op.cit) provides an outline of a Global Citizenship Policy as well as two methods successfully implemented in Edinburgh primary schools: globalising a curriculum area; globalising a school policy.

Representation of the work at governance level is also thought to be a step towards sustainability. Some advocate the nomination of a 'Global Champion' within governors, school councils and SMT. The downside of this approach, however, is that other members of staff may leave responsibilities to that individual. In embedding Global Citizenship in the whole-school, the emphasis may be more towards engaging all staff.

2.5 Providing Continuing Professional Development (CPD) and bespoke training

There is acknowledgement that whole-school initiatives can be ambitious. In encouraging school communities to move from A to B in their integration of the Global Dimension, much depends on teachers building a progression of understanding within their school. A huge challenge lies in the *way* things are taught, and for development education practitioners, the ideal is to help teachers to internalise 'the global' so that they are confident in its delivery.

Where the concepts behind the global dimension are new areas of thinking, it can take months and years to develop different strategies to enable teachers to make the connections that add to their confidence. One important approach, outlined by RISC, is to carry out a training and skills audit along with whole-school audits to find out where the gaps are and what schools want in terms of 'global dimension' CPD.

Development education practitioners often try to ensure they meet schools' agendas and teachers' needs by providing support that starts off with curriculum subjects and builds from there. At the same time, CPD and training may introduce relevant methodologies such as Open Spaces for Dialogue and Enquiry (OSDE), Philosophy for Children (P4C) and Philosophy for Global Citizenship (P4GC).

Opportunities are provided at a range of different levels to reach a broad spectrum of educators and advisers. A small number of examples of the training currently provided across the UK are provided below.

[23] Found at: http://www.ideas-forum.org.uk/node/144

Initial Teacher Training: Development Education in Dorset (DEED) has been working with Trainee Teachers through the School Centred Initial Teacher Training (SCITT) schemes in their area, encouraging the development of the skills and qualities needed. In the East of England, Harambee delivers a Citizenship day for their local PGCE provider and NEAD carry out one day of the University of East Anglia PGCE course with Geographers. NEAD also works with local graduate trainee teachers at a Norwich Training School supporting them in writing lesson plans.

INSET: Pestalozzi International Development Education Centre (PIDEC) worked with other DEC practitioners to offer a popular whole day INSET of Global Citizenship workshops and taster sessions to schools in its area. Further curriculum planning work in schools will follows on to encourage a global dimension whole-school approach[24]. Along with many other development education organisations, PIDEC offers twilight resources INSET for the whole school (included as part of schools' membership joining fee or provided on request).

In Scotland, all DECs offer some sort of CPD on whole-school approaches, using *A global approach* pack for primary schools (cited above). In secondary schools, CPD tends to be tailored to individual school needs. The IDEAS network is now looking to evaluate the long term impact of CPD workshops. Impact indicators (currently in draft form) progress from individual teacher engagement and action, to changes in whole school policy and practice.

Many practitioners across the UK work with the British Council, supporting them to deliver CPD and offering resource support for their DFID *Global Schools Partnership* programme, which always takes a whole-school approach.

Whole Staff Training Days: RISC provides annual whole staff training days for all schools involved in the *Global Schools* initiative (see Box 2 above) informed by an audit of staff training needs. In RISC's experience, training for Teaching Assistants (TA) has been identified as an important component particularly to ensure that TAs are not working against the classroom teacher when supporting global dimension activities in the classroom.

Staff in advisory roles such as Ethnic Minority Achievement Service teams, Key Stage 3 transition coordinators, Humanities Advisers, International Advisers, 'Green schools' and 'Healthy schools' officers have also been offered training days by practitioners, to raise awareness of the global dimension and to help take their priorities into account.

Training Courses*:* RISC's *Global Citizenship Advocates Training* courses have proved very successful in supporting teachers working to embed Global Citizenship[25]. All Bracknell Forest Education Department *Rights Respecting Schools* have participated in and greatly appreciated this course, and are now sending colleagues for the second round.

Tide~ Centre provides practical hands-on support by offering a 3 day course on sustainable development education for senior managers in primary schools[26]. Dialogue between heads of different curriculum areas is facilitated via half-day advisory groups and conference days.

2.6 Engaging pupils

Curriculum reviews across the UK make explicit the intention that children and young people will become 'successful learners, confident individuals, responsible citizens and effective contributors'. There is an enhanced emphasis on the personal, learning and thinking skills integral to the personal development of young people. Although mentioned less widely by development education practitioners, the process of engaging pupils and encouraging pupil participation has often formed an implicit part of development education. This may come more sharply into focus in response to the curriculum reviews.

[24] Found at: http://www.pestalozzi.org.uk/DEVELOPMENT+EDUCATION+For+Teachers+and+Schools/
[25] Found at: http://www.risc.org.uk/education/global_advocate.htm
[26] Found at: http://www.tidec.org/Opportunities/Opportunities.html

Methods of encouraging good practice in Young People's participation are a core feature of UNICEF's *Rights Respecting Schools* award and were particularly emphasised in the *Developing Citizenship Project.* Pupil participation and action forms the second of their three core areas of benchmarking (Appendix 4), encouraging the implementation of different strategies and models and the translation of learning into active participation. Methodologies from the global 'South' that use peer learning and participatory approaches, such as *The Child to Child Approach*[27] may be of particular relevance and value in this.

For Liverpool World Centre (LWC), the recognition that the drive and impetus for change can also come from pupils – thinking about *'what I can do', 'what impact I have'* - has informed their whole approach. At the heart is the belief that young people are to be respected as global citizens. Whilst this may occasionally prove challenging in some school environments, encouraging young people's participation can provide an alternative way to stimulate a less proactive school as teachers often want to complement their pupils' ideas by bringing issues into lesson plans.

Box 6: Liverpool World Centre – Global Conscious Citizens[28]

Our two main schools projects are the *Fair Trade Schools Project*, and the *Climate Conscious Schools Project*. All the work we do in schools is about being global conscious citizens, that's why we have joined our projects together under the title "**Global Conscious Citizens**".

Initially the focus of the *Fair Trade Schools Project* was on the issues but this has shifted over time to the way of working: supporting Young People's voice and participation. The *Climate Conscious Schools Project* has followed the same approach. This involves going to schools to raise awareness of the issue, reinforced by a briefing sheet of explanation for the Head and any groups that are being presented as representational (usually school councils). At the next meeting, an action plan is developed. By working with school councils first and foremost, and then more widely with school parliaments, young people are themselves empowered:

- Normally young people involved have some representational role in that they have been elected and can take issues back to their forms. Working with a mixed age group is very positive.
- Quite often the School Council will decide to do an assembly to the rest of the school and may take it round the whole school community. This can have quite an impact.
- School Councils may actually put together resources for use in lesson.
- It has been stimulating getting young people to look at what book resources they would like to be used in their lessons.

Representatives from five schools in Liverpool make up our pupil steering group or '**Global Conscious Young People's Group**'! They come along to our offices once a term to meet and discuss ideas and ways of developing our two school projects. In July 2007, we held our first *Global Conscious Schools Ceremony* and awarded those school councils who had taken part in the project to date with their very own climate conscious citizens award! This event was unique as young people from our Pupil Steering Group ran workshops on climate change and fair trade for the young people and adults attending.

LWC has been working with 50 schools over 3 years and has developed a handbook for school councillors about being a global citizen. This is currently available as a pdf document from LWC's website.

2.7 Creating teacher space for thinking, learning and clarifying purpose

Allowing teachers flexibility to develop their interests and strengths is part of the process in Whole School work. Some teachers have been including global issues for many years, wanting a broader education for children. Others may be new to the concepts and ideas. It is acknowledged that there can be a significant difference between working with groups of interested teachers and a whole school where the global dimension struggles to be heard.

[27] Found at: http://www.child-to-child.org/
[28] Found at: http://www.liverpoolworldcentre.org/site/pages/climate-conscious-schools.php

Teacher space for thinking, learning and clarifying purpose and coherent planning were seen by an educators' group recently to be crucial[29]. An important and challenging aspect for development education practitioners is thought to be building ownership within schools. Ideally, this means enabling teachers to question ideas and develop their understanding of and responses to the global dimension without imposing solutions. The time available, however, may be extremely limited for this even in a designated INSET or twilight session.

Box 7: Comment from Developing Citizenship *project report*[30]

In early meetings and workshops, project teachers were introduced to the global dimension concepts listed on this page. Other relevant resources, including those mentioned on this page, were also provided. In practice there were two problems with the approach we adopted:

- we supplied too much information at once, and
- we didn't encourage questioning of the materials supplied.

The result was that participating teachers did not explicitly assess or expand their understanding of, for example, 'development', 'human rights' and 'a global dimension' until later in the project. Although attention to these issues was given at local and residential workshops, exploration of the concepts was largely left to teachers' own initiative, through practical classroom and whole-school activities (and their independent thinking and research).

This is not to say that what was needed was for us to come in and say "this is what development/rights/a global dimension is about" - i.e. supplying the assumed 'right' answer. But what was needed was more space for teachers to:

- question ideas (including their own) relating to each concept,
- develop an understanding of various perspectives on the concepts, and
- develop their own framework and principles to provide a professional response.

By allowing insufficient time to discuss these issues we probably focussed too much on exploring the 'how?' of education with a global dimension and not enough on the 'why?' and the 'what does it actually mean to me – and to my students?'

In going about it in this way we failed to question a well-established, but often fallacious, argument: we assumed that information about or exposure to an issue leads, as if by osmosis, to understanding, then to personal reflection, and finally to personal action.

At a workshop during the *Developing a Global School* Conference, Tide~ global learning outlined their experience of 'Enabling Global Learning' saying it,

'sounds deceptively simple.. but our experience is that this has been an ambitious challenge for Tide~ as a support organisation working in a West Midlands context. In teacher group discussions about learning we quickly see the need to enable students to explore issues in a global context and to examine the environmental, economic, social and political dimensions of these issues. The fast-changing and interdependent nature of our world is becoming a day to day reality that affects almost every aspect of our lives.

We all agree the need to support students in exploring this 'big picture' and their own place within it as a key aspect of their learning. In the same way perhaps we should be seeing teachers as professional learners who also need the time and space to explore their own 'big picture'. A key finding of the Tide~ Leadership of learning group[31] was

> ***'There needs to be a process that is inclusive and open-ended, that asks some big questions and provides the opportunity to talk about them'.***

They strongly felt that there was a need for support frameworks and toolkits but not

[29] *Global learning – Leadership of learning group* , paper to Quality Global Learning Conference 2007 http://www.tidec.org/Tide~talk/conferences/QGL%20conf%206-07/lead%20learn.html

[30] *Taking Stock of a Development Education project,* p.13: http://www.developingcitizenship.org.uk/pubs.htm

[31] *Quality Global Learning Conference,* June 2007, paper available at www.tidegloballearning.net

prescriptive manuals of 'how to do it'. This could be the opportunity to step back from day to day pressures and the chance to discuss the changing world in which we live, the current education context, what this means for schools and for learning and the implications for their own professional role. Where teachers have had such an opportunity [via in-school professional development days or external workshops etc] they have welcomed and valued it and recognised the usefulness of this exercise as a support to their own thinking and planning.'

© Tide~ global learning 2007

2.8 Encouraging shared learning between schools

In many whole-school developments, the role of peers has been found to have significant impact in generating staff learning, enthusiasm and motivation to implement the global dimension. There are various ways to approach this, some of which are outlined here.

Shared learning: Projects involving several schools gain much from providing opportunities for staff to work and train together (see Box 8). Those involved in the *Global Schools (UK) Project* have developed and shared lesson plans for curriculum areas and this has extended the overall project outcomes.

Box 8: Entitlement & Enrichment – Leeds DEC

With young children, action has to be appropriate and it is about putting in the building blocks that mean something can be built throughout their lives. The *Entitlement and Enrichment* primary school initiative was funded by DFID and implicitly drew on *Values and Visions* from 10 years ago[32]. Leeds DEC used a Whole School approach in six partnered primary schools to help values and attitudes become more explicit, in recognition that those involved have different starting points, as school communities and as individuals. The purposes of the project were:

- To raise awareness of Global Dimension (GD) issues and sustainability to develop global citizenship
- Education for sustainable development as well as about sustainable development
- Raising awareness of causes of inequality and poverty, sustainability in broadest sense
- Sharing good practice among 6 schools and externally through website and guidance document

GD co-ordinators were appointed within the schools (all had senior roles). Schools were matched so needed to be geographically accessible to each other but pairing was also balanced so that one school was further advanced. Coordinators had a day together every term and schools worked in pairs (with supply money) on two of the GD concepts, then making links with other concepts. There was then a process of incorporating six to eight Global Dimension concepts/aspects into medium and long term planning and curriculum delivery, sharing developments amongst project partners.

Peer Mentoring*:* The most successful motivator for the World Education Centre, Bangor in generating interest beyond those already 'in the know' in North Wales has been the peer mentoring scheme. This has been a funded project which pairs an experienced teacher with another to support their work. Some of these teachers have gone on undertake the MA modules offered at the Bangor University[33]. Other experiences include working with Lead Professionals who then provide support to other teachers in their area.

Developing 'Cluster Groups' of schools: RISC has worked in partnership with schools in Berkshire to develop teacher-led 'centres of excellence' in the Global Dimension across the area. Learning between cluster groups of schools has had a big impact, helping to achieve breadth and then depth. DEC(South Yorkshire) also has positive experience within Rotherham *Excellence in City* clusters, working with groups of primary head teachers and using funding to bring in, for example, Whole School training and Southern Artists.

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32 Found at: http://www.dep.org.uk/pastprojects/valuesandvisions.php

33 *Global Citizenship - living with the big picture (See* http://www.bangor.ac.uk/addysgbyd/)

***Teachers' forums**:* A Teachers' Forum in Bristol has established relationships and a reputation as well as contacts in and between primary and secondary schools[34].

***Local linking between schools*:** Developing local links between schools is an increasing feature of Global Dimension work that can add significant strength. Although the local link school might be only 15 miles away, they may be radically different. Links often highlight the challenges of linking even between schools with equivalent technology, curriculum and resources. Basic skills needed in reciprocity and building relationships are emphasised and lessons learned are important if the school goes on to link with schools in the global 'South'.

2.9 Providing recognition

Benchmarking and awards systems such as the *International School Award,* the *Fairtrade Schools* scheme and *Rights Respecting Schools Award* offer recognition of progress and provide externally validated endorsement. They frequently provide a useful starting point for schools and motivate involvement and progression in introducing new themes and ideas. Section 3 below provides a summary of some of the relevant schemes currently open to schools.

There have also been several specific global dimension benchmarking, auditing and self-assessment frameworks developed to date (also referenced in Section 3). Schools in the Yorkshire and Humber region are offered a chance to take part in the Yorkshire and Humber Global Schools Association (YHGSA) *Global Schools Award* (see Section 4). A comprehensive document, *The Global School Guide* has been developed to support schools' progression through the criteria set out in in the YHGSA benchmarks. The guide was published as an outcome of the Leeds DEC *Global Schools Project* (working with six schools from 2002 -2005) and sets out a process to help schools embed the global dimension across the curriculum, including advice on resources and sample lessons.

During the Leeds *Global Schools Seminar*, a discussion took place about encouraging the use of different benchmarks and awards schemes. It was recognised that in supporting global dimension work with schools, development education practitioners are trying not to be burdensome for teachers but that award schemes can actually add to their workloads. A balance needs to be struck between an approach having credibility and being rigorous whilst also being manageable.

It was thought that the global dimension benchmarking frameworks may build on one another. There are many similarities, for example, between the *Global Schools Award* benchmarks and the self-assessment criteria being developed with teachers by RISC. A suggestion at the seminar in Leeds was to look at existing global dimension benchmarks more closely to review the crossover between award schemes, audits and assessments. ***Appendix 3*** is a small exercise towards this, putting three existing schemes side by side:

- *Developing Citizenship Project* – 3 core areas of benchmarking
- YHGSA *Benchmarks for the Global Dimension in Education*
- Oxfam's *Global Citizenship in the Whole School 'Getting Started'* audit

There is awareness, however, that externally recognised awards are only one element amongst many others in supporting whole-school development and the global dimension. Self-assessment processes are often useful and valuable guides for schools to measure their own progress. **Section 3.8** below outlines a draft *Primary Global Schools Criteria for Self-Evaluation* currently being developed by RISC with the schools involved in their *Global Schools* initiative.

[34] Found at: http://www.african-initiatives.org.uk/development_education/teachersForum.html

SECTION 3 Audits, Awards and Benchmarking systems

3.1 DCSF Mapping Exercise

Since launching the *Sustainable Schools* strategy, the Department for Children, Schools and Families (DCSF) has received a lot of feedback from schools:

- pointing to confusion about all the awards on offer
- raising uncertainty about the priority that should be given to each of them
- requesting guidance about how the various awards fit with the eight doorways of the *Sustainable Schools* strategy
- requesting advice on where they sit within *Every Child Matters* and *Learning Outside the Classroom*.

DCSF has commissioned a mapping exercise to bring together 10 to 15 of the main national awards to show the links between them. These include the International School Award, Eco-Schools, Healthy Schools, Ashden Award, John Muir Award and others. A meeting of the main players took place at the end of November 2007 and there will be an advisory group of teachers and others to ensure the exercise is meeting expectations.

This mapping exercise is being led by ENCAMs (charity which runs Eco-Schools) on behalf of DCSF and they anticipate it being ready by March, with evaluations from June 2008. Ideally, the exercise would drill down into the detail of the 10-15 schemes but given its quite limited scope, the guidance will focus on top level links. A pdf document will be produced providing case studies of how schools have engaged with the different schemes. This will be referenced by all the award schemes and DCSF[35] via its website and Teachernet[36].

3.2 DCSF International Schools Award

global gateway
bringing an international dimension to education

The *International School Award*[37] (ISA) is a free accreditation scheme for curriculum-based international work in schools and is open to all schools in UK, India and Sri Lanka. 447 schools were awarded the ISA in 2007. The ISA is supported by education departments and devolved administrations across the UK and offers:

- a framework within which to form and develop international partnerships and achieve curriculum goals.
- ideas for developing collaborative curriculum-based international work with partner schools.
- recognition for teachers and their schools that instil a global dimension into the learning experience of all children and young people.
- opportunities to raise the school's profile through local and national media coverage

ISA provide a proforma to help schools undertake an audit of their international activities and encourage its use for example in providing evidence for the three categories of the scheme: Foundation, Intermediate and ISA. The guidance advises whole school staff to be involved in the audit and requests a reflection on the past year's international activities in curriculum and cross-curricular work, assemblies, visits and exchanges and links (both in the UK and overseas).

Schools have put forward an enormous range of activities as evidence of their international

[35] To be found at: http://www.dfes.gov.uk/
[36] To be found at: http://www.teachernet.gov.uk/
[37] Found at: http://www.globalgateway.org.uk/default.aspx?page=1343

activities. Examples provided on the ISA website (author's grouping) include:

- ***International links*** *e.g.* partner school in Europe, email links with overseas schools, international newsletters
- ***Language*** *e.g. l*anguage awareness projects/foreign languages taught in the school,
- ***Arts and culture*** *e.g.* trips overseas to study cultures and establish school links, international poetry, artists from around the world, Global citizenship combined art/design/water project
- ***Physical and Human Geography*** *e.g.* comparison of pollution in UK and other countries, study of population change in different countries, geography field trips
- ***Politics*** *e.g.* UN Rights of children/an international display board, study of the EU / European Parliament and their impact, study of world issues (trade, aid, the environment) and their effect across curriculum subjects

ISA also promote joint curriculum projects, saying that they reinforce the concept of school partnerships, bringing an international dimension to the heart of the curriculum. Partner schools agree to work together for a set period of time on a project involving one or a number of subject areas, for example 'How the schools manage waste'. To work well, projects require careful planning at the outset and effective communication throughout.

The award has a high profile and gives prestige to schools, which can be an incentive. Schools say it provides a focus for the curriculum work and also serves to bring the school together as they develop a 'whole school' approach. In addition, it helps provide opportunities for building the school profile.

3.3 Developing Citizenship Project – benchmarks for secondary schools

Developing citizenship
a project for citizenship and secondary schools in a global context

The challenges and potential of global connections are relevant to the whole school as well as to individual subjects. The Developing Citizenship project developed a series of signposts or benchmarks that can help teachers and schools to:

1. reflect on,
2. evaluate current practice against,
3. plan responses to
   these global-local challenges and opportunities.

Three core areas were selected reflecting the emphasis of the *Developing Citizenship* project: working with secondary schools on introducing whole-school development perspectives, human rights principles and a global dimension. The areas are:

- curriculum planning and delivery – providing young people with active experiences of citizenship in a globalised society

- young people's participation and action – creating opportunities for young people in their school and local community

- school ethos and policy development – reflecting the global context of local communities

These are not a once and for all 'standard' against which all 'global practice' in secondary schools can be tested. Instead they aim to provide guidance and realistic measures that can be taken in school for developing educational experiences that are relevant to young people as local, national and global citizens. The details of these three core benchmarking areas are provided in the *Taking Stock* report[38] and are also reproduced in ***Appendix 4***.

[38] *Taking Stock of a Development Education project* http://www.developingcitizenship.org.uk/pubs.htm

3.4 Eco-Schools Award

Eco-Schools

The Eco-Schools programme[39] provides a simple framework to enable schools to analyse their operations and become more sustainable. The scheme is rooted in a genuine desire to help children become more effective citizens by encouraging them to take responsibility for the future of their own environment. It is not about environmental excellence, it is about a school starting to look at its impact upon the environment and how this is decided upon and can be managed.

Pupil involvement is a key part of the Eco-Schools programme. Having pupils engaged in the whole process, including monitoring, action planning and decision-making, leads to genuine ownership of the programme and an increase in their sense of responsibility for the school environment and local area. There are three award levels (Bronze, Silver and Green Flag) and the awards criteria can be found on-line.

3.5 Fairtrade School scheme

The *Fairtrade School* scheme[40] gives schools some easy-to-follow, practical steps to support Fairtrade. It enables pupils and teachers to make the links between lives in the UK and the lives of people in the poorest countries in the world who produce many of the things we buy. A Fairtrade school doesn't stop once it has achieved their award. Each year the school should let the Fairtrade Foundation know what they're continuing to do. To become a Fairtrade school, evidence is requested for each of the following five goals:

GOAL 1 - Set up a Fairtrade School Steering Group
The steering group is a group of people - teachers, pupils, other adults in the school community – who get together to lead the school in becoming a Fairtrade School.

GOAL 2 - Write and adopt a whole school Fairtrade Policy
The Fairtrade Policy puts in writing your decision to become a Fairtrade School, what that means for your school, and says that the whole school supports it

GOAL 3 - Commit to selling, promoting and using Fairtrade products
This is about making Fairtrade products (things such as drinks, snacks, footballs, fashion…) available in your school and beyond.

GOAL 4 - Ensure the whole school learns about Fairtrade issues
A Fairtrade School uses every opportunity to learn about the people who make the products, and how Fairtrade makes their lives more secure.

GOAL 5 – Commit to promoting and taking action for Fairtrade in school and the wider community

3.6 Healthy Schools

Healthy Schools

The National Healthy Schools Programme[41] is a long-term initiative which is making a significant difference to the health and achievement of children and young people. The programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life. Schools say that the National Healthy Schools Programme has brought about sustained improvement in behaviour, standards of work and school management.

[39] Found at: http://www.eco-schools.org.uk/whatis/index.htm
[40] Found at: http://www.fairtrade.org.uk/schools
[41] Found at: http://www.healthyschools.gov.uk/About.aspx

The impact of the programme is based on a whole-school approach to physical and emotional well-being focussed on four core themes:

- Personal, Social & Health Education
- Healthy Eating
- Physical Activity
- Emotional Health & Well-being

Whole-school approaches involve working with children and young people, parents, staff and the whole school community to provide a solid foundation from which developments and improvements may be embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.

3.7 Oxfam Global Citizenship Curriculum Audit

Oxfam Education

Oxfam provides a practical starting point called, *Getting started - a Global Citizenship audit,* which sets out 14 key areas for consideration[42]. Schools record ideas of how progress could be made in each of the areas and are asked to identify the points along the Global Citizenship path as 'Excellent', 'OK', 'Working towards', and to outline 'Evidence and Action' (see ***Appendix 3***). It can be adapted to suit different educational circumstances and the widest possible whole-school endorsement of action points is encouraged. Ideas are provided for developing action points and expanding on the 14 areas.

3.8 RISC Criteria for Self Evaluation (under development)

Global Schools

RISC is working on a set of criteria based on a number of different models including their own *Global Dimension Guidelines* and the YHGSA *Global School Benchmarks*. The criteria are in draft form[43] at the moment and staff will be going back to consult with teachers: this is likely to be a long process. The headings are based on guidelines that RISC came up with at the start of the project using six different headings (see ***Appendix 5*** for an example of criteria under the heading, Teaching and Learning):

- Teaching & Learning
- Ethos & Policies
- Resources
- Monitoring & Evaluation
- Staff Development
- Communications

The starting point of the scoring is from *Assessing Quality in the Early Years* by Iram Siraj-Blatchford (Trentham books). RISC also looked at and Self-Evaluation Frameworks (SEFs) that schools have to fill in and found something quite similar in those (they want to coincide with what schools want and have to do anyway).

Schools evaluate themselves against a set of quite real situations statements and say which they most resemble. This includes being given a question and answer that delivery is either *inadequate* (1), *satisfactory* (3), *good* (5) or *outstanding* (7). Staff consider which example best describes their school and give themselves a score of 1 to 7 (even numbers may be used as well). Teachers have said that the framework is useful for example in thinking about where they want to be in two years time.

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[42] Found at: http://www.oxfam.org.uk/education/resources/global_citizenship/overall_files/ideas_for_getting_started_and_inspired.pdf

[43] Found at: http://www.local4global.org.uk/node/57

3.9 UNICEF Rights Respecting School Award

Rights Respecting Schools (RRS) Award[44] is open to all schools: nursery, first, primary, middle, secondary and special. 150 schools participated in the pilot of which 30 have Level 1 and five have reached Level 2. For a school to receive the RRS Award, they must show evidence that they have reached the required Standard in four Aspects, each of which contains elements contributing to the development of active global citizens:

1. Leadership & Management for embedding the values of UNCRC in the life of the school
2. Teachers, other adults and pupils know and understand the United Nations Convention on the Rights of the Child (UNCRC) and its relevance to the school ethos and curriculum.
3. Teaching and learning in Rights Respecting Classrooms.
4. Pupils actively participate in decision making throughout the school.

The benchmarks are set out in an action plan. Schools identify where they are on the action plan by checking themselves against the validation statements. Each set of statements requires an indication of:

- What is already in place?
- What needs to be done? (Who? When? What?)
- What evidence shows that this has been done?

3.10 Yorkshire and Humber Global Schools Association - Global Schools Award

The YHGSA *Global Schools Award*[45] is designed to recognise good practice in the delivery of the global dimension in schools. The scheme is open to all schools in the Yorkshire and Humber region. Schools that gain the award are accredited for 3 years. Benefits include • a framework for developing the global dimension • an enhanced profile • a dossier demonstrating achievement • use of YHGSA Global Schools Award logo

The Global Schools award is based on the Yorkshire & Humber Global School Association's (YHGSA) *Benchmarks for the Global Dimension*[46]. These define achievement at three different levels (see ***Appendix 3***). To receive the award, schools need to demonstrate achievement across the following six benchmarks covering a range of school activities:

1. Leadership and Ethos – including vision and culture, planning and policy statement
2. Teaching and Learning - including curriculum audit, schemes of work, teaching styles, N-S linking
3. Monitoring & Evaluation – including meetings and reviews
4. Resources – including purchasing policies, school funding, school finance
5. Staff Development – including departmental meetings and CPD
6. Parental and Community involvement including awareness and action

The school decides on the appropriate level at which to apply and submits a portfolio of evidence which demonstrates that they have met 14 of the 21 elements. Indicators and evidence of achievement have been developed for each benchmark at each level and are available from the YHGSA web-site (see footnote). This current award scheme may be developed further over time. The challenge is to make it attractive, achievable and financially sustainable. YHGSA is currently working to support a greater number of schools through the scheme to act as exemplars.

[44] Found at: http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp
[45] Found at: http://www.yhgsa.org.uk/global_awards.htm
[46] Found at: http://www.yhgsa.org.uk/benchmarks.htm

SECTION 4 Broadening support to schools

The experience of many development education practitioners to date has shown that embedding the global dimension and Global Citizenship is a long process of relationship building and support. One practitioner reflected on this saying,

'***By 5 years, we would hope that things are embedded in the ethos of schools***'

The ideas outlined below for broadening support to schools include the views of interviewees about sustainability in whole-school approaches and feedback from the London *Developing a Global School* Conference. The overarching question considered in the afternoon session of this conference was about where the priorities of development education practitioners should lie in supporting and promoting whole-school approaches to the global dimension and Global Citizenship. The conference addressed the specific questions:

- How can we best support whole-school approaches in light of new curriculum developments?
- How do we achieve both depth and breadth whilst maintaining the integrity of support to whole-school developments?
- Do we need commonly agreed and accessible tools?
- What support is needed in terms of professional development?

4.1 Promoting good practice

There is a strong sense from practitioners that they need to show that the global dimension has relevance to the classroom and that there is support for the work. Promotion of good practice and shared learning about local whole-school initiatives has included:

- Show-casing and sharing information about new initiatives
- Encouraging peers to lead in this, to give it integrity and clout, as word of mouth draws others
- Writing up schemes of work as case studies (found to be an excellent method)
- Sharing headteachers' reports on the impact the project has had on their school
- Asking teachers to commit to participating in DEC open days and conferences as part of projects - teachers can come into the centre to find out, can use school web-sites, and can collect examples of work
- Supporting the creation of 'centres of excellence' that are committed to dissemination so that the schools that are recipients of the work spread it further.

At a regional level, regional and national Enabling Effective Support (EES) networks are a useful component in learning from other practitioners' work and promoting good practice. In 2006/7 the East Midlands Network for Global Perspectives in Schools (EMNGPS), for example, match-funded (with the Local Authorities) a one year Global Dimension post at Northamptonshire and Lincolnshire Local Authorities to provide support to schools. EES money has enabled Local Authorities to see the added impact of a Global Dimension post.

In Northamptonshire, the authority has continued to fund the post and has set up the Ignatius Sancho Development Education Centre, which will be funded by them on a sliding scale for the next 3 years (when the DEC needs to be financially independent). EMNGPS have written this up as a case-study, *A Tale of Two Local Authorities* [47].

[47] Found at: http://www.emngps.org.uk/

At a national level, it was thought at the recent London conference that the onus is on development educators to ensure good case study examples are more widely available. Possible points of dissemination may be the new DFID press officer and the *Global Dimension* website as both have a remit for profile raising across the UK. Short case studies (including illustrations) can be sent to the *Global Dimension* website editor[48] following the format in the new QCA *Global Dimension in Action* booklet (op.cit.):

1. What are you trying to achieve?
2. How will you organise learning?
3. How well you thought it had achieved these aims?

4.2 Continuing Professional Development (CPD)

During a London conference workshop discussion about wider CPD support to teachers, the following questions were raised:

- What is available and how do schools find out?
- Can CPD opportunities be coordinated at a national level?
- Can we use the global dimension website to coordinate?

Suggestions in response to these questions focussed on Local Authority networks to help promote CPD opportunities and it was recommended to contact advisory teams. Support for Newly Qualified Teachers, for example, can be coordinated through these networks. Raising the profile of development education organisations as providers of CPD in the global dimension should also be sought on-line[49], possibly reinforced by local mentoring.

4.3 Initial Teacher Education (ITE)

A further question discussed at the London conference was whether development education practice should be concentrating much more on Initial Teacher Education (ITE), particularly as tutors think about how curriculum reviews across the UK will change their delivery. New Quality Teacher Status (QTS) standards are now being developed in England and work is being carried out on the Global Dimension / Sustainable Development elements. A network of ITE providers has also been established, partly funded the Training and Development Agency for Schools (TDA).

Examples of current practice of delivery of the Global Dimension / Sustainable Development at ITE level (including work in schools) are being collected to form a data-bank on the network website (not yet available)[50]. Practice could include planning, course outlines, details of resources used or developed, for example power point presentations used in sessions, and case studies of work in schools[51]. The purpose of the data-bank is to create an on-line library of evidence of current UK-wide practice at ITE level that can be promoted to and shared with other ITE institutions. It was suggested that development education organisations could use the new network website for ideas or direct people to it when working with, or lobbying, their own local ITE provider.

In Northern Ireland, one of the main ITE institutions now has a Global Dimension

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[48] Case studies should be sent to Moira Jenkins (Schools Communications Manager at DEA) who is responsible for the Global Dimension website: moira.jenkins@dea.org.uk

[49] A possible on-line location is: www.teachandlearn.net/global

[50] Hosted by the Centre for Cross Curricular Initiatives, London South Bank University: http://www.lsbu.ac.uk/ccci/uk.shtml

[51] To contribute examples of your work to the data-bank, please contact: Sophie.Mackay@towerhamlets.gov.uk. The CCCI booklet '*Making a Difference*', including examples from RISC/Reading Univ, is also available from Sophie.

Department with 4 members of staff. The Global Dimension is being built into the PGCE curriculum and B Ed students are also receiving a session every week of every year.
In Scotland, 4 local co-ordinating groups have been established as part of a DFID funded project, *'Taking a Global Approach to Initial Teacher Education (ITE)'52.* The initiative is bringing together interested parties from each of the Teacher Education Institutions across Scotland, members of IDEAS and key stakeholders within education in order to build on previous and current work within ITE to establish the concepts and principles of Global Citizenship/Sustainable Development at the heart of Scottish Initial Teacher Education.

4.4 Towards a Common Framework for benchmarking the Global Dimension in Whole School work

A focus of discussion in London was whether development education is moving towards a common framework that could become a nationally recognised standard for the Global Dimension. It is known that running a regional or national benchmarking or award scheme is expensive and time consuming. Sustainability can also be difficult especially if much funding is for three year projects. However, there was thought to be a need for, and inevitability about, a nationally recognised Global Schools Award / Benchmarking system.

During 2008, Leeds DEC and RISC are undertaking to bring together the new RISC self evaluation framework with the YHGSA benchmarks. There is also an intention to hold a follow-up meeting in the middle of the year. As an outcome of their work, benchmarks will be posted on the Leeds DEC Global Schools website[53] to give practitioners a chance to try them out and provide feedback regarding their usefulness.

4.5 Liaison with national bodies

A number of national bodies were mentioned throughout the *Developing a Global School* conference, most notably Ofsted, the National College of School Leadership (NCSL) and QCA, which is now far more engaged with the global dimension. The NCSL was pinpointed in terms of developing the global dimension as an essential part of school leadership, possibly in collaboration with Sustainable Schools National Leadership heads.

Ofsted have recognised some schools for their work on rights and Global Citizenship. Although it was thought important not to commit to a view that education is driven by inspections, a closer liaison and engagement with Ofsted could reinforce development educators' support to the global dimension in schools. Suggested areas of potential liaison included:

- providing a 'Global School' as an exemplar
- showing how whole-school development and the global dimension will help with schools' Self Evaluation Frameworks
- developing a 'fit' between global dimension benchmarking and other national frameworks and guidelines
- encouraging an OFSTED report on the global dimension in schools along the same lines as the Estyn (Ofsted equivalent) Baseline Survey in Wales, *Establishing a position statement for ESDGC in Wales*[54].

In order to take this forward, practitioners put forward their names to form a task group to focus on the best way of engaging with Ofsted, with an Oxfam offer to co-host the group.

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52 Found at: http://www.ideas-forum.org.uk/schools/ite

53 To be found at: Local4Global, op.cit. and to be posted on http://www.leedsdec.org.uk/global_schools.htm

54 Found at: http://www.esdgc-wales.org.uk/english/ESDreports/reports.asp

Appendix 1 Details of currently known whole-school initiatives

Organisation	*Project / Initiative*	*Web-link*
African Initiatives	**Teachers' Forum** and **Global Schools project**	http://www.african-initiatives.org.uk/
Cheshire DEC, DEP Manchester, NEAD	DEC Partners in **Developing Citizenship** project	http://www.developingcitizenship.org.uk/pubs.htm
Global Education Milton Keynes	**Sustainable Schools** project begun in 2003, currently involving 12 schools.	http://www.gemk.org.uk/page.cfm?pageid=gemk-sustainableschools
Hampshire DEC	includes project: **Sustainable Schools Sustainable Futures - A Right for All**	www.hampshiredec.org.uk/education%20for%20sustainable%20development.htm
IDEAS	**Global Dimension Strategy** and **DE and Education for GC across Scotland** and **Making the Global Journey to Excellence-conference, June 2007**	http://www.ideas-forum.org.uk/schools.html
Lanarkshire Global Education Centre	**Global Schools Partnerships**	http://www.globaleyes.org.uk/
Lancashire GEC	**Beyond Citizenship** project and publication **Successful Global Awareness in Schools: Developing and consolidating the Global Dimension**	http://www.lgec.org.uk/education.html http://www.lgec.org.uk/publications.html
Leeds DEC, NEAD & GLADE	Secondary school project **Global Schools for a Global Future and Global Schools UK** Primary schools: **Entitlement & Enrichment**	http://www.globalschools.org.uk http://www.leedsdec.org.uk/global_schools.htm http://www.nead.org.uk/schools/globalschoolsuk
Liverpool World Centre	**Fair Trade Schools Project** and **Climate Conscious Schools**	www.liverpoolworldcentre.org
Montgomery DEC	**Whole School approach to Fair Trade**	www.montgomerydec.org.uk montgomerydec@btconnect.com
One World Centre Dundee	**Whole School approach to Global Citizenship**	http://www.oneworldcentredundee.org.uk/schools/schools.htm
Oxfam, UNICEF, Save the Children	**Developing Citizenship**	http://www.developingcitizenship.org.uk/
Pestalozzi International Development Education Centre	including **School Placements**	http://www.pestalozzi.org.uk/PIDEC/PIDEC+Services.htm
Reading International Solidarity Centre	including **Global Schools** partnerships with 4 primary and 2 secondary schools	http://www.risc.org.uk/education/global_schools.htm
Scottish Development Education Centre	**A Global Approach** pack (primary)	http://www.scotdec.org.uk/resources/download/
TIDE~Centre	Including **Quality Global Learning**	http://www.tidec.org/Tide~talk/conferences/QGL%20conf%206-07/QGL%20conf%20report.html
UNICEF	**Rights Respecting School Award**	http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp http://www.unicef.org.uk/tz/resources/assets/pdf/rrsa_powerpoint0507.pdf
World Education Centre (Bangor)	including **ESDGC** school partnerships – Secondary and Primary, Working with Schools and Embedding ESDGC in ITET courses	http://www.bangor.ac.uk/addysgbyd/eng/schools.html http://www.bangor.ac.uk/addysgbyd/eng/teachereducation.htm
Yorkshire & Humber Global Schools Association (Y&HGSA)	**Global Schools Award**	http://www.yhgsa.org.uk/global_awards_guidelines.htm

Appendix 2 Questions to Development Education providers

1. Why use the whole school approach to the Global Dimension / Global Citizenship ?
    - How do you define whole-school change?
    - What do you think it actually mean to teachers – and to their students?[55]

2. What model(s) are used/being developed by your organisation?
    - What are the 'hooks' you have used in developing work with schools?
    - Which 'drivers' are most likely to stimulate whole-school change
    - What role can DE organisations play in that process?
    - What is the importance of the school ethos?
    - How can outside agencies support the development of meaningful student involvement in school life and school development?
    - How do you achieve clarity about leadership issues?
    - How can this approach help to develop 'learning schools'?
    - Teacher space for thinking, our own learning and clarifying purpose and coherent planning were seen by an educators' group recently to be key[56]. How can development education organisations support schools in this without imposing their own solutions (to development, to rights, to introducing a global dimension)? (How) do you enable teachers to:
      - question ideas (including their own) relating to each concept,
      - develop an understanding of various perspectives on the concepts, and
      - develop their own framework and principles to provide a professional response.

3. If not already mentioned, what are the main links across the curriculum and to other educational initiatives?
    - How have you gone about building up whole-school interest for the 'global dimension' when this is not a school priority and has to compete for time and attention with numerous official – and often disparate - initiatives and priorities.
    - How do you encourage creativity in the curriculum – creating opportunities for areas of curriculum to work together (avoiding the tendency for responses to be piecemeal … working in separate "silos" rather than exploiting the opportunity for different areas to contribute to the same agenda)?

4. How have you approached sustainability?
    - What is the time-scale for new ideas to become embedded?
    - What have been schools' responses (positive and negative)?
    - How do you go about sustaining the interest and motivation of project teachers and schools and supporting them in developing these issues further after the project is finished?
    - How have you worked on scaling up and replicating the approach of the project to involve other teachers and schools?

5. Would you be happy to have your work and/or evaluations referenced in a Whole School Report?

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55 *Taking Stock of a Development Education project* http://www.developingcitizenship.org.uk/pubs.htm

56 *Global learning – Leadership of learning group* , paper to Quality Global Learning Conference 2007 http://www.tidec.org/Tide~talk/conferences/QGL%20conf%206-07/lead%20learn.html

Developing Citizenship Project: 3 core areas of benchmarking

1. Curriculum planning and delivery

	Recognised	*Established*	*Sustained*
A global dimension	- Audit - Staff CPD - Whole school Global Cit'ship	- Delivery across subjects - Teachers' CPD - Monitor in place	- Pupils doing GC delivery - Teachers have integrated GD
Learning approaches & teaching resources	- Participatory learning value recognised - Build staff confidence -Budget given	- Pupils able to experience GC - Use of local-global learning resources for skills & under-standing	- Established methodologies - Pupils part of curriculum dev/t - Assessment process there
External agencies	- School uses both local and international external groups	- Policy in place for engagement - Ensure staff aware of opps.	- school in partnership with young people to use outside gps

2. Young people's participation and action

Participation	- Recognises Article 12 of UN convention - Educational value of pupil local-global wk recognised - Whole school audit of opps. - Awareness of models	- Encourages active pupil participation in school/community - Structure for all pupils at all levels - Framework in place for regular pupil participation in SMT / governor level	- Pupils using peer education - Pupils input to governing body - Contribute to YP Parliament - Pupils have own democratic contributions to school structure & organisation

3. School ethos and policy

School improvement planning	- Plan refers to value of GD - Includes opps for pupils/ staff to understand of GD / GC	- Mission / ethos makes clear reference to GD - All consulted in devising GD parts of school plan	- Whole school monitoring and evaluation of GD
The school environment	- School has welcoming / clean environ/t - Displays give positive images	- Process there for regular school environ/t audits - Young people contribute to displays/ environ/t	- Established structures for pupil reps to co-manage care & development of school environ/t
Wider Community (local & global community)	- Recognition of GD value of wider comm - Seeks local / international connections	- Staff & pupil time for local /national international links - Organises open day to celebrate wider school community	- Develops & makes use educationally of local/internation al links - Pupils work on relationships

Yorkshire & Humber Global Schools Association: Benchmarks for the Global Dimension in Education

	1. Developing	*2. Established*	*3. Enhanced*
Teaching and Learning **Curriculum Audit** **Schemes of work** **Lesson Planning/teaching styles** **Student knowledge, under-standing values and attitudes** **N-S school partnerships** **Assemblies & extra curricula**	- SMT agreed audit/ timing & coordinator - GD in some work schemes - GD reflected in plans/styles - Some evidence of students' k&u - Link being est'd in 'South' - At least 3 concepts in assemblies etc	- Audit & action plan:5 subjects - Schemes revised using 8 GD concepts - New lessons trialled & part of 5 subjects - Evidence of students' k&u in 5 subject areas - Established curriculum-based link - 5 concepts in assemblies etc	- Action plans for GD as whole - Schemes now have 8 concepts across curricl'm - New lessons in 3 more subjects - Evidence of students' k&u in 8 subject areas - Link integrated into no. of curriculum areas - 8 concepts in assemblies etc
Staff Development **Staff Development**	- 50% Dept Heads used GD guidance & discussed training needs	- Some training & opps for GD staff development	- All Dept Heads used GD guide - All staff have accessed opps for development
Resources **Teaching resources & reading and reference books** **Socially and environmentally responsible purchasing policies** **School finance** **School funding**	- School has some GD resources and material - Staff/pupils aware sources & impact of products/services - FT explored in assemblies - Governors aware ethical finance & funding issues and options	- Resources audit for 5 subjects & gaps filled - Staff/pupils aware ethical purchasing (FT wherever possible) - School has draft Ethical Finance Policy - Additional funding sought from organisations with positive ethical record	- Wide selection GD resources used in 8 subjects - Ethical purchasing policy & practices adopted - School Ethical Finance Policy - School also has Ethically Responsible Funding Policy to determine funding
Leadership and Ethos **School vision, culture & environment** **Leadership** **Planning** **Co-ordination** **Policy statement**	- Considered how to include GD in ethos - Head sees importance of GD & shared with Council - Draft plan for GD in school - Member of staff allocated - Letter of intent for GD	- Vision state/t includes GD - GD seen as important to balanced curriculum - GD concepts in school plan (improvement or separate) - Supported GD coordinator - Policy state/t	- Policies/practice consistent with vision - Head, SMT & Governor champion all proactive - GD addressed comprehensively in improvement or separate plan - Clear role for co-ordinator & team - GD in 60% curricular Policy statements
Monitoring & Evaluation	- Annual meeting to review work	- Regular meetings to review work	- GD team review & evaluate progress
Parental and Community involvement **Parents & community** **Development & agencies** **School publicity & website**	- Parents know of commitment to GD - School know DE providers - Some info on GD on website	- Parents to contribute own GD knowledge - Staff to make use of local & national orgs - schools' GD work features on website	- Encourages pupils to make choices about part in actions for change - Staff regularly use DE contacts - All areas of website show GD commitment

Global Citizenship in the Whole School

Getting started - a Global Citizenship audit (Oxfam)

- **A variety of teaching methods** to engage pupils and increase their motivation to effect change

- **Whole-school initiatives/ events** to promote GC

- A **commitment to learn from the experiences of people from diverse backgrounds** and from around the world

- **Support for staff** wishing to increase their own knowledge and understanding of GC

- **Resources and displays** which celebrate diversity, with positive examples of different cultures, genders, abilities and family grps

- A **commitment to democratic and inclusive processes**, including effective School Council

- An **open, effective and inclusive governing body/ school board** reflecting the full diversity of the school/ community

- **Purchasing and banking practices** which promote GC

- **GC as part of the school's mission statement,** and included in all curriculum planning

- An **effective Equal Opportunities** policy

- An **effective Behaviour Management policy**, including clear display of what they are

- A **welcoming, safe and nurturing school environment,** where the self-esteem of pupils and adults is re-affirmed

- A **commitment to sustainable development** e.g.recycling policy, waste reduction, energy saving

- **Active links between the school, parents and the wider community**

Appendix 4 Developing Citizenship Project: 3 core areas of benchmarking[57]

1. Curriculum planning and delivery

	Recognised	Established	Sustained
A global dimension: making local-global connections; developing relevant understanding and skills; providing experiences of active citizenship	The school: • audits the whole curriculum against the Citizenship orders and against opportunities for promoting a global dimension • identifies staff professional development needs in Citizenship education with a global dimension • seeks whole school input on opportunities for 'global citizenship' experiences in the school	The school: • is able to identify the delivery of a global dimension across its different subject areas • provides opportunities for all teachers to be engaged in professional development opportunities • has identified a specific person to monitor implementation and to enable whole staff learning and development of a global dimension	Pupils: • are managing the delivery of global citizenship activities and in exceptional cases, the curriculum Teachers: • have integrated a global dimension in their teaching and learning strategies and are developing and delivering these
Learning approaches and teaching resources	The school: • recognises the importance of enquiry based, participatory learning approaches • seeks to build and develop staff confidence in being creative in the delivery of the curriculum • recognises the need for specific budget allocations	The school: • offers opportunities for all pupils to be involved in and experience active citizenship • uses teaching and learning resources that focus on making local-global connections, understanding and skills	The school: • has established teaching and learning methodologies that focus on learner participation • involves pupils in planning, delivering and evaluating the curriculum • has an effective assessment process in place & applies learning from this
External agencies	The school: • seeks to involve relevant external agencies and the local and international community in supporting its curriculum work	The school: • has a policy for engagement with external agencies in curriculum development and delivery • ensures that staff are aware and make use of support from external agencies and communities	The school: • works in partnership with young people to enable them to manage the participation of external agencies in the delivery of the curriculum

[57] *Taking Stock of a Development Education project* http://www.developingcitizenship.org.uk/pubs.htm

2. Young people's participation and action

	Recognised	Established	Sustained
Participation	The school: • recognises the relevance of Article 12 of UN Convention on the Rights of the Child for the operation of the school [*"Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account"*] • recognises the educational value of promoting pupil involvement in local-global interests and activities • carries out an audit amongst the whole school population to establish opportunities for and interest in pupil participation and action in the school and local community • is aware of different strategies and models for encouraging participation	The school: • encourages and enables pupils to translate their learning into active participation in the school and local community • has a structure and process in place to facilitate participation, for all pupils, at all levels in the school. • has established a framework and processes for regular and structured pupil representation at senior school management and governor level	Pupils: • participate in peer education work and support systems • contribute to the school governing body • are members of, or contribute to, the Young People's Parliament • develop and manage their own democratic contributions to the organisation and structures of the school .

3. School ethos and policy

	Recognised	Established	Sustained
School improvement planning	The school: ● improvement plan includes reference to the value of a global dimension in the education of young people ● improvement plan includes plans to develop opportunities for pupils and staff to develop their understanding of the global dimension and of citizenship in a globalised society	The school: • mission and/or ethos statement makes clear references to the importance of a global dimension in the education of young people • consults all staff and pupils, or their representatives, in devising and informing the inclusion of a global dimension in the school improvement plan.	The school: • monitors and evaluates the global dimension annually with the whole school community
The school environment	The school: • provides a welcoming and clean environment • displays positive images of people from various cultures, different genders, age groups and abilities	The school: • has an established process for regular environmental audits of the school and its grounds • enables all young people to contribute to managing the school displays and environment	The school: • has established structures and processes which enable pupil representatives to co-manage the care and development of the school environment
Wider Community (local & global community)	The school: • recognises the contribution which the wider community can make to enhancing the global dimension in the education of young people • seeks to involve the local and international community in highlighting its connections with the wider world	The school: • allocates staff and pupil' time, and relevant resources to develop and initiate community links: locally, nationally and internationally • organises an annual open day celebrating the school in the local and international community	The school: • develops and makes educational use of a sustained link with a school in another area or country and has a programme in place for joint learning Pupils: • work with others in the school in managing relationships with local and international communities

Appendix 5 Primary Global Schools Criteria for Self Evaluation - DRAFT

Example of one of the heading areas being developed by RISC

Headings: Teaching & Learning; Ethos & Policies; Resources; Monitoring & Evaluation; Staff Development; Communications.
Scoring categories: 1 = inadequate; 3 = satisfactory; 5 = good; 7 = outstanding
Definitions: few = less than 15%; some = 15-34%; many = 35-64%; most = 65-100%.

Teaching and Learning

	1	3	5	7
Curriculum	We deliver GC through Geography, a few assemblies and an annual Africa week in which stereotypical images of traditional masks and drumming are not balanced by the work of contemporary artists, musicians, inventors or environmentalists.	We deliver GC through some topics in each year group, some assemblies and termly events such as Black History Month and Fair Trade Fortnight.	GC is embedded in many topics in each year group and delivered through regular assemblies and focus weeks, such as Refugee Week, with activities linked across the curriculum	GC is embedded in most topics in each year group – from physical processes to persuasive writing, from data-handling to the Tudors, through to most assemblies and focus weeks throughout the school calendar.
Visits & Visitors	We arrange visits and visitors in order to provide children with opportunities to experience different cultures and customs: clothes food, music & dance and religious festivals	We arrange visits and visitors in order to provide children with opportunities to better understand the similarities and differences between their lives and the lives of people from within the local community and beyond	We arrange visits and visitors to enhance children's learning about the diversity of people's lives within Britain and around the world. We discuss visits with the hosts/visitors to ensure similarities and differences receive equal emphasis	We arrange visits and visitors to enhance children's learning about the diversity of people's lives within Britain and around the world. We plan visits with the hosts/visitors. GC learning objectives are agreed and the effectiveness of the visit is evaluated against these.
Links & Partnerships	Our school has a link with a school in the Majority World through a teacher's contact. Many children are involved in fund-raising activities for the link schools. Some pupils send pen pal letters, and some classes send gifts.	Our school has a link with a school in the Majority World. The schools undertake a joint project annually and exchange examples of children's work. A member of staff is writing a funding proposal for a reciprocal visit.	Our school has a link with a school in the Majority World. Joint curriculum projects are planned and delivered. Staff at the schools are working together to secure funding for reciprocal visits.	Our school has an established partnership with a school in the Majority World. Joint curriculum projects are planned, delivered and evaluated. The wider school community is involved in reciprocal visits.
Charitable activities	Our school uses fund-raising and charitable activities to deliver active citizenship. The schools sponsors a child in India and many pupils contribute to the Christmas shoebox appeal.	We undertake fund-raising activities as an opportunity to increase children's understanding of the causes of poverty around the world.	We evaluate fund-raising activities for their contribution to GC learning objectives. They are only undertaken where they provide an opportunity to increase children's understanding of the links between their own lives and the lives of the recipients.	We encourage children to look beyond charitable fund-raising activities and consider how they may be part of change taking place. Many children write letters to companies and politicians. Most are aware that our choices have an impact on the lives of others.