

How Global is Your School? Online questionnaire

Only 12 questions to answer to find out **How global your school** is:

www.hecgloballearning.org.uk/how-global-is-your-school

The questionnaire covers different aspects of school life and is designed to involve all staff in exploring what global learning *is* and what it might *look like* in a school. The questionnaire offers areas for reflection and ideas for next steps towards creating a global context.

Area 1: Ethos and Engagement

1. Ethos and Vision
2. Participation, democracy and pupil voice
3. Equalities, diversity and inclusion
4. Leadership and Co-ordination
5. Communication around global learning
6. Language and literacy
7. Sustainable Development

Area 2: Teaching and learning

8. Planning and curriculum
9. Resources and displays
10. Charity engagement and fundraising
11. Methodology
12. Assemblies

Here is an example of one teacher's response to the online questionnaire, 'How global is your school', in which users choose, under different areas of school life, the description that best describes their school and are then offered appropriate next steps.

Resources and displays

Response 1: The school has displays and resources that show places and countries around the world, encouraging people to be charitable towards world poverty, disasters and other global needs.

Next steps:

- It is very easy to have images that focus on the rural poor of a country in the South, thereby creating a stereotype of victimhood, powerlessness, poverty and lack of technology. These dominant images of the South often come from the agenda of charities trying to raise money, or as 'high impact' news images. Images of cities, the middle classes, of houses and streets with cars, of sportsmen and women, of national governments, of shops... can do a lot to get children to think, where is this? To 'double take' and realise they do not normally see Uganda or Sudan or Egypt or Ghana in such images.
- Actively look for a range of contrasting images, including positive images, in your displays, and show examples of communities in the South working themselves to combat poverty and disease.

The **Schools Library Services** has an extensive collection of resources to support global learning including picture books.

www.hecgloballearning.org.uk Visit our new website for details of current teacher training, information on global learning and examples of HEC's work.

StoryTents is an oracy and global learning resource for nursery and primary classrooms, designed and decorated by pupils from schools in Tower Hamlets.

Themes

Bengal	Learn about some of the many links between Bengal and Tower Hamlets
Environment	A journey through the four seasons looking at our local and global environment
Homes	Looking at homes around the world
Journeys	Looking at local and global aspect of journeys, including a journey under the sea
Play	Looking at play from local to global aspects

All StoryTents are suitable for Key Stage 1 and Key Stage 2.

It's the 40th anniversary of the **independence of Bangladesh** on 16 December that ended after a 9 month war of independence. See our Bengal StoryTents flyer for details of our Bengal Box Secondary resource or visit www.globalfootprints.org/storytents



Two quizzes for students to think about their effect on the planet

How big is your footprint? -seeks to provide children with an opportunity to learn about and reflect on factors which affect their impact on each other and the community - locally and globally and

Sam's Quiz -Find out how some of our everyday decisions affect ourselves and others by following Sam's typical school day. Along the way you'll be asked to make some decisions for Sam. Each decision you choose will have a personal, local and global implication that you can discuss with your friends or School Council.
<http://www.globalfootprints.org/play/>

Global leaflets are designed to be used by teachers and students to give rounded information about current issues that affect people around the world. They cover 12 topics which are children's rights, energy, food, health, homelessness, refugees, tourism, trade, transport, waste & recycling, water, women and ethical fashion.

Also a collection of key documents around Global Learning.

HEC Global Learning Centre promotes the values, aims and principles of development education and global citizenship through all areas of education.

Our Aims are:-

- To provide opportunities for schools to raise standards through curriculum enrichment and giving young people a voice.
- To promote a global perspective and understanding of sustainable development in the context of an interdependent system of lands and people.
- To engender an appreciation and celebration of the richness of cultural diversity in our, and other communities.
- To maintain and develop the resources to support curriculum development and provide in-service training and advice to teachers.
- To raise awareness among young people of the causes of injustice and inequality in a local, national and international context and to instil an understanding and empathy for oppressed peoples.



Global Footprints

Promoting global learning in schools



Schools should 'give all pupils the opportunity to put their understanding of local issues into a global context, so that they see how their decisions can have an impact on others now and in the future'.

Ofsted (2008)

Learning in a Global Context is a framework to help schools develop global learning. Using the different elements of this framework, a school can become engaged in an ongoing process that involves all members of the school community in equipping and inspiring students to make sense of their place in the world, and their relationship to others, in an increasingly globalised world.

A Global Learning School – why, who and how?

- Why** because school leaders and staff will understand the importance of embedding global learning into its curriculum and school life, to increase and broaden pupil engagement and improve the school.
- Who** the whole school community: teachers, pupils, governors, senior management, school council, support staff and parents; with expertise also drawn from outside the school.
- How** global learning is brought into all aspects of school life through a mixture of policy and curriculum changes, improved planning, strengthening of student-led educational approaches and participation at all levels.

The Framework at a glance

Area 1: Ethos and engagement: this looks at the school 'as a whole'; its vision, its policies, its whole-school practice and processes, and how these manifest in the day-to-day life of the school. This area is divided into the three parts: Policy; People; Place.

Area 2: Teaching and learning : this looks more specifically at the learning that takes place in school; the different influences on learning (teaching methods, resources) and the areas of global learning that feature in the curriculum both within and outside the classroom.

Main components of the framework

- **Support materials** and leaflets that focus on aspects of school practice.
- **How Global is your school?** Online questionnaire which generates next steps to consider for developing global learning.
- **Planning Grid:** a template to support planning.
- **Training:** Professional development, consultancy, training days and bespoke guidance around global learning.

See inside for more details



Introduction to Learning in a Global Context

Global learning is education that:

- Promotes critical and creative thinking;
- Enables 'student voice' and supports participation
- Raises the profile of global issues and highlights power relationships
- Encourages optimism and positive action for global change
- Increases self-awareness and open-mindedness towards difference;

The commitment and active participation of senior managers and governors to ensuring global learning is vital. Where leadership demonstrates such a commitment, global learning will be embedded in the school ethos, in specific policies and across the curriculum.

Global Learning - The Five Concepts

These five concepts cover the main elements of global learning:

Globalisation and interdependence – understanding how people, places, economies and environments are all inextricably interrelated and that choices can have global effects.

Social justice – understanding social justice as an element of sustainable development and improved welfare of all people around the world.

Peace and conflict – understanding the nature of conflicts, their impact on human development and need for resolution and harmony.

Diversity and identity – understanding and respecting difference, challenging prejudice and seeing how diversity affects opinions and perspectives; celebrating and exploring identity.

Sustainable development – understanding the need to maintain and improve quality of life for human beings globally without damaging the planet for future generations.

Global learning helps students:

- Explore and makes sense of the big issues in the world
- Think critically and creatively about topical and controversial issues
- Deconstruct issues and events and consider them from a range of perspectives
- Communicate with people from a range of countries and cultures
- Develop self awareness and a positive attitude to difference
- Argue a case on behalf of themselves and others
- Reflect on the consequences of their own actions now and in the future
- Link learning to taking responsible action
- Participate in society as active and responsible citizens



Learning in a Global Context leaflets

The *Learning in a Global Context* pack provides supporting materials in the form of leaflets around various areas of global learning practice. These leaflets provide you with tips, challenges and practical ideas.

Introduction - this leaflet outlines the aims of the framework.

Global learning and leadership - particularly for heads, deputies and senior managers, this leaflet offers tips in leading in global learning and engaging staff across the school.

Language and Literacy - the potential for exploring global issues through literacy and the way language in school models and reflects global values.

Equality, diversity and inclusion - these are not only fundamental values to promote in school but are supported by global learning.

Participation, democracy and pupil voice - finding ways to build on democratic processes in school and develop global learning through them.

Resources and displays - how these reflect diversity, challenge stereotypes and promote positive messages and action in relation to the global South.

Methodology - examples of approaches, methodologies and activities that promote global learning, especially through critical thinking & enquiry.

Sustainability - challenging teachers and leaders to reflect the needs of the planet in the life of the school and in the learning of the pupils.

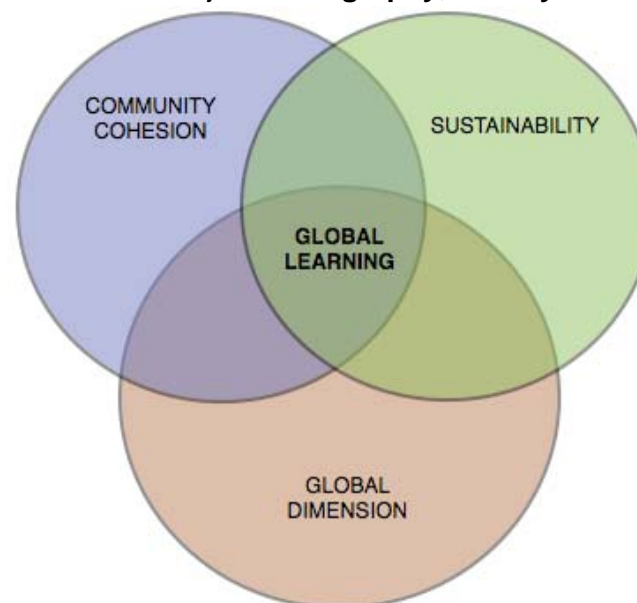
Physical environment - maintaining a physical environment around the school that reflects global learning values and practice.

Linking - advice around how to link in a responsible and educationally effective way, how to ensure good global learning and alternatives to linking.

Visits and visitors - compelling learning experiences can be achieved through the diversity of visitors to the school and trips that stimulate reflection and broaden understanding.

Assemblies - guidance in enhancing learning through these popular elements of whole school learning and focus.

Curriculum subjects: **Geography, History and RE**



HEC Global Learning Centre sees 'Global Learning' as combining;

Community Cohesion, Sustainability and the Global Dimension.



Learning in a Global Context Planning Grid

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

The planning grid is for schools to plan and implement next steps in developing global learning in their school. We advise focusing only on a few areas at first, either building on existing strengths or deciding on a new focus for the school, or else combining both these two approaches.

Try to ensure you have some SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) and that as many people as possible are involved in completing the grid to sustain a shared purpose. As well as developing the bigger vision for change, make sure roles and responsibilities are defined from the start.

Example:

LGC focus area	Learning Objective	Activity	Curriculum and school development links
Example: Democracy and pupil voice	Understanding and use of democratic processes	Create a school constitution democratically	- Citizenship - 'awareness of public institutions' (Ofsted)

Also see our template to create your **school constitution**:
<http://www.eastendtalking.org.uk/schoolCouncils/your-constitution>

Training

HEC Global Learning Centre offers a number of core training packages for Continuing Professional Development (CPD) to schools and teachers at the PDC. HEC also offers consultancy and bespoke guidance and training and programmes in schools.

For more information visit:
www.hecgloballearning.org.uk/trainingandevents/



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