

CENTRE FOR GLOBAL EDUCATION



Global Learning School Advisor- Connecting Classrooms through Global Learning

Job Description

1. Centre for Global Education

The Centre for Global Education (CGE) is a development non-governmental organisation (NGO) which provides education services that enhance awareness at a local level of international development issues. The Centre was established in 1986 by development agencies to challenge dominant stereotypes and commonly held perceptions of developing countries which are prevalent in our society. The Centre was given the remit of promoting development education, which is a participative and experiential form of learning designed to engender new skills, values, attitudes and knowledge that enable us to understand the factors that underpin poverty and injustice around the world. The Centre regards action as a central outcome of the development education learning process and encourages learners to actively engage with development issues to bring about positive social change both locally and internationally.

The Centre delivers activities in the formal and informal education sectors, produces publications and carries out research on global issues and education practice. We also publish a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* available at: www.developmenteducationreview.com

Centre for Global Education

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Centre for Global Education is a registered charity under Inland Revenue number XR73713 and a Company Limited by Guarantee Number 25290. It is also a charity registered with the Charity Commission Northern Ireland (Number: NIC104991)

2. Background to Programme

In 2015, the United Nations launched the Sustainable Development Goals (SDGs) outlining a vision for 2030 that would end poverty, protect the planet and ensure that all people enjoy peace and prosperity. Within this, a clear commitment was made to ensure that every country in the world developed a high-quality, inclusive and equitable education system that supported young people to live and work in a globalised economy, and to use their knowledge, skills and values to contribute to a fair and sustainable world.

It is clear that in order to achieve the SDGs education systems will need not only to provide the essential knowledge and mastery that young people require in literacy and numeracy, but also to deliver this in a manner that develops key transferable skills (such as critical thinking) and attitudes (such as resilience, mutual respect and tolerance). Development education and global learning (DEGL) play a vital role in creating such a system, and has been part of Northern Ireland's education landscape for over 30 years.

Between 2014 and 2018, the Centre for Global Education successfully managed the Department for International Development (DFID) funded Global Learning Programme (GLP) in Northern Ireland. Through a rolling programme of training, the GLP developed the capacity of 50% (535) of primary, post-primary and special schools in Northern Ireland to deliver Global Learning through a whole school approach. A research impact report carried out by Ulster University showed evidence of positive impacts on pupils, teachers and at the whole school level.

3. Connecting Classrooms through Global Learning

To build on the successes of the GLP, the British Council and DFID will co-fund the Connecting Classrooms through Global Learning (CCGL) programme (the "Programme") from 2018 to 2021 to provide opportunities for pupils in Northern Ireland (as well as England, Scotland and Wales) and in the global South to learn about and take action on global issues, as well as to develop their key transferable skills through six main elements:

- > Grants to support DEGL networks of schools and partnership projects between schools in the UK and schools in the global South;
- > Professional development training for teachers and school leaders in Northern Ireland and the global South;
- > Online partnerships plus access to teaching and learning resources;
- > School and teacher level accreditation and awards;
- > Advocacy and awareness raising at policy level; and
- > Monitoring and evaluation of the above elements.

The British Council have been contracted to manage the programme across the UK and the Centre for Global Education has been contracted by the British Council as an Expert Lead Centre to manage delivery of CCGL in Northern Ireland and support the recruitment and capacity building of clusters of CCGL schools.

4. Global Learning School Advisor - Connecting Classrooms through Global Learning

4.1 Summary of Responsibilities

The Centre for Global Education requires a well-organized and experienced educator to provide advice, mentoring and support to teachers on global learning and international partnerships. The CCGL Global Learning School Advisor will support the capacity of teachers and school leaders to embed development education and global learning (DEGL) in schools using a cluster approach. The Global Learning School Advisor is the main point of contact for cluster coordinators throughout their engagement in the programme. The post is part-time (25 hours) with a fixed-term contract until 30th June 2021. The role will require regular travel to schools throughout Northern Ireland. A degree of home-based working will be considered. A driving licence and access to a car is an essential criterion for this post.

4.2 Specific Duties

Recruit and train a target number of Cluster Lead Schools and Cluster Coordinators:

- > Build relations with individual schools and school clusters/ partnerships in Northern Ireland to promote opportunities within CCGL and to successfully recruit schools and clusters onto the programme.
- > Introduce individual schools (with their consent) towards existing local networks of global learning schools, signposting towards programme resources, CPD and other support.
- > Contribute to the design and delivery of training and resources for cluster coordinators to support their leadership role.
- > Provide mentoring and support to cluster lead schools in their preparation of a cluster grant application.
- > Liaise as appropriate with CCGL trainers who provide CPD training to participating schools.

Provide on-going support to cluster coordinators and schools

- > Review school self-evaluations and provide appropriate advice, support and resources to schools on creating and implementing an activity plan and how to effectively engage with opportunities available through the programme.

- > Assist school clusters or individual schools with timely and accurate monitoring and evaluation reporting of grant applications.
- > Act as the main point of contact for cluster coordinators throughout their engagement in CCGL.
- > Develop effective working relationships with and support the growth of DEGL in cluster coordinator schools and their network of schools.
- > Promote curriculum innovation in DEGL.
- > Provide advice and guidance to cluster coordinators to ensure:
 - effective and appropriate teacher Continuing Professional Development (CPD) within a cluster;
 - well-planned and high quality pupil projects;
 - the planning and cascading of effective training for schools
 - the effective planning and implementation of international school partnerships - including outgoing and incoming visits;
 - the planning and delivery of local DEGL events and special activities.

Work effectively with colleagues (staff and volunteers) within the Centre for Global Education in order to support the overall objectives of the CGE.

- > Contribute to forward planning of the delivery of the programme.
- > Participate in monthly/weekly (as required) team meetings and one-to-ones with the Programme Manager.
- > Reflect on own learning needs for effectively carrying out the post and identify suitable training opportunities.
- > Support the recruitment and induction of any new CCGL staff.
- > Carry out any additional tasks deemed necessary for the effective delivery of the Programme.

Ensure effective promotion and communications:

- > Promote the CCGL programme to achieve set targets as per the CCGL communications strategy and agreed work plan objectives.
- > Support the creation and dissemination of key messages to be used when promoting the programme opportunities to schools.
- > Adhere to information and communication systems and processes developed for the programme.
- > Keep abreast of best practice within the field of DEGL, sharing ideas and innovative practice with CCGL team and schools.
- > Liaise with the programme's Communications and Administration Officer in proofing any resources created.
- > Support the Programme Manager to secure the support of and build relations with key formal sector institutions and teachers as required.

- > Represent the interests of the CGE and the programme at both internal and external meetings.

Monitoring and Evaluation:

- > Implement agreed monitoring and quality assurance procedures for the programme.
- > Monitor participation of schools and clusters.
- > Assist with programme evaluation and provide progress reports on work as requested by the Programme Manager.
- > Ensure compliance with all necessary governance requirements of the programme and the CGE.
- > Update project databases with information on support provided to schools and update databases with any other information as requested.

5. Timescale and Conditions

Salary	£40,338 pro rata (plus employer’s NIC and Pension contributions) - this post has been funded by the British Council and the Department for International Development (DFID) until 30 th June 2021 and will have a probationary period of six months.
Pension	The Centre for Global Education operates a Stakeholder Pension Scheme for employees which will facilitate contributions to a private pension plan from the employer and employee.
Hours	25 hours per week. Days and times to be agreed. It will be necessary on occasion to work outside these hours for which time off in lieu will be offered.
Management	Reporting line will be to the CCGL Programme Manager.
Annual Leave	25 days’ holiday per annum plus statutory days (pro rata). The holiday period runs from the date of appointment.
Equal Opportunities	The Centre for Global Education aims to be an equal opportunities employer and welcomes applicants irrespective of their sex, sexual orientation, religion, marital status, ethnic origin or disability.
Duration of post	From the date of appointment to 30 th June 2021.

This role description will be reviewed in June 2019 or at any point during the programme should the British Council amend the terms of reference.

6. Skills Criteria

Factor	Essential	Desirable
Qualifications	Qualified teacher status as recognised by the Department of Education Northern Ireland OR Hold a degree or postgraduate qualification in another relevant discipline.	
Experience	<ul style="list-style-type: none"> > A minimum of 5 years' experience providing training, advice and/or support to teachers, both one to one and in groups, on planning for and delivering high quality learning. <p>A minimum of 2 years' experience:</p> <ul style="list-style-type: none"> > in the design and delivery of curriculum focused development education/ global learning CPD training to teachers. > leading or supporting a school self-evaluation process. > facilitating or supporting educators with well-planned and high quality issue based pupil projects. > using effective classroom pedagogy to ensure high standards of teaching and learning. 	<p>A minimum of 2 years' experience:</p> <ul style="list-style-type: none"> > leading on an international school partnership or working in schools in the global South. > leading on key aspects of education projects and writing reports to funders. > working in the area of school to school collaboration. > recruiting participants for and organising teacher training events. > experience of working in a multi-disciplinary team. > teaching in a primary or post-primary school in Northern Ireland.
Knowledge	<p>A working knowledge of:</p> <ul style="list-style-type: none"> > the Northern Ireland Curriculum and key formal sector institutions. 	<p>Knowledge of:</p> <ul style="list-style-type: none"> > international development issues.

	<ul style="list-style-type: none"> > relevant developments in Northern Ireland education policy and the challenges facing schools. > good practice in global learning and / or international school partnerships involving pupil action/ participation. 	
Skills	<p>Ability to:</p> <ul style="list-style-type: none"> > support effective partnerships between schools locally and globally. > take responsibility for managing own work, and plan strategically with wider team, project needs and targets in mind. > to work collaboratively as part of a team. > to use Microsoft Office packages for word processing and in particular the ability to use Excel for updating databases. > communicate effectively both written and orally. > competency in using ICT including e-communications. > full driver's licence and access to a car (appropriately maintained and insured for business as and when necessary) to facilitate the requirements of the job. 	

7. SECONDMENTS

If you are seeking a secondment from your current employer you must first seek the consent of your Board of Governors, Management committee, Principal or Line Manager before making formal application for appointment.

8. Applications

The Centre for Global Education invites applications for this post. Applications are available on the Centre for Global Education's web site at www.centreforglobaleducation.com/jobs or by phoning 02890241879.

Your application should be received by e-mail along with the completed monitoring form by **10am on Monday 14th January 2019**. E-mail your application to: orla@centreforglobaleducation.com.

The Selection Panel reserves the right to enhance the criteria in order to facilitate a manageable shortlist.

If you have any queries please phone Orla Devine on (028) 9024 1879

9. Further reading

For further information please visit the following web sites:

www.centreforglobaleducation.com

www.globallearningni.com

<https://connecting-classrooms.britishcouncil.org/>

Centre for Global Education, December 2018