

# The Global Learning Programme

Celebrating achievement



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A selection of case studies and quotes from  
**England, Northern Ireland, Scotland and Wales**



***'I am so pleased to have joined the GLP as a Partner School – my head is bursting with ideas as to how I can use global learning as a focus to drive school improvement.'***

Teacher, GLP-E

***'Global learning themes hit so much of the curriculum for KS3 and GCSE. Global learning is definitely worthwhile, with lots of benefits for pupils. It gives them a more holistic view of the world, enables them to see the benefits of living in a global society and aids their understanding of their role as voters of tomorrow.'***

Teacher, GLP-NI

***'It has demonstrated to staff how current global topics can be incorporated into everyday teaching.'***

Teacher, GLP-W

***'This isn't an add-on; in fact, it actually underpins everything that we do – but to understand that has taken time. Seeing it as just part and parcel of the school has made it more real to the children, and the children are able to talk about it more confidently.'***

Teacher, GLP-S

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***'The Global Goals are a great framework, a great point of reference because [they] break down that vast whole of "how do we cope with this?" There's not a subject that can't identify with at least a small handful of these Goals.'***

Teacher, GLP-S

# Introduction and key achievements

The Global Learning Programme has achieved unprecedented success in its reach to schools across the United Kingdom, with over 10,000 schools registered, and more than 40,000 teachers and 500,000 pupils involved. A high proportion of schools that engaged with the programme had not been involved with global learning previously, and there is a high percentage of positive impact recorded in schools all across the UK.

Each of the programmes, in England, Northern Ireland, Scotland and Wales, has a range of case studies and other evidence from schools on their websites. Here we have gathered together a small selection of these and a range of quotes that show glimpses of what has been achieved, the diversity of the schools we have worked with, and the benefits and impact of global learning.

Please do visit our websites to read more, and to find more ideas about how to embed global learning in your own context.

[glp-e.org.uk](http://glp-e.org.uk) | [globallearningni.com](http://globallearningni.com) | [glpw.globaldimension.org.uk](http://glpw.globaldimension.org.uk)  
[www.ideas-forum.org.uk/global\\_learning\\_programme\\_scotland](http://www.ideas-forum.org.uk/global_learning_programme_scotland)

***'Learning about the world and about diversity helps pupils become empathetic and very understanding of other people... I'm always delighted by the insights our pupils are able to share with us about the world.'***

Teacher, GLP-NI

***'The GLP co-ordinator role has furthered my career and progress within my school, from main school teacher to middle leader within a year.'***

Teacher, GLP-E

***'Above all, pupils' awareness has massively improved and their ability to empathise with others.'***

Teacher, GLP-W



# Earlsfield Primary School, London

## Enabling our school and others to move forward on their global learning journeys

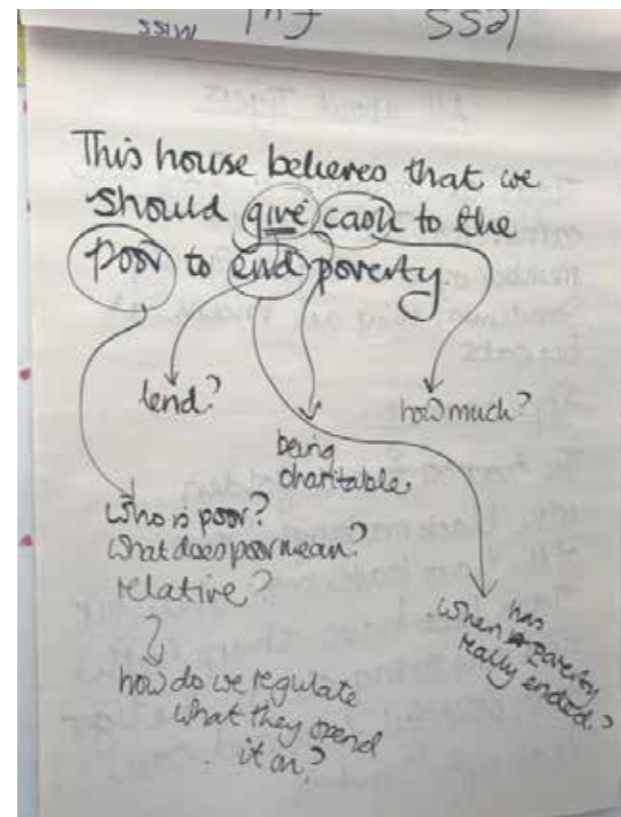
[Earlsfield Primary School](#)<sup>1</sup>, London, was delighted to see the impact that being part of their GLP network had on colleagues and pupils from other schools. Partner Schools shared their successes and showed how they introduced aspects of global learning in their own schools. Earlsfield describe their journey and the final workshop as follows:

- One school shared how much progress they had made in developing an international focus throughout the school. Taking part in our network sessions encouraged them to look at their planning of global learning themes and 'completely changed the way [the topic] was taught'. They had an International Day, took part in the World's Largest Lesson, and added a rights-based focus to their assemblies to raise awareness of less-known rights.
- Another school achieved the [Primary Geography Quality Mark Gold](#)<sup>2</sup>. They explained how they also held a geography-focused week ending in an international food event. They held a whole-school INSET day on linking global issues to their topic planning, which helped the school progress on their global learning journey.
- One of our Partner Schools put themselves forward to become a GLP Expert Centre.

### Activities and achievements at Earlsfield

One of our aims in becoming an Expert Centre was to embed global learning fully in our own school's practice and ethos. We examine our curriculum each term to ensure that global issues are planned in and take a high profile. We have rewritten the GLP aims as 'I can' statements – e.g. 'I can understand how people, places and environments are connected in different ways' and 'I can begin to develop understanding beyond my own experience' – to use as success criteria and help with assessment. Pupils have these statements in their notebooks and are able to relate them to what they are learning.

GLP themes are also discussed in our very popular debating club, where pupils exchange on questions such as 'Should we give cash to the poor to end poverty?' which encourages them to consider stereotypes and move towards a social justice mentality. The school is now in its second year of running [Philosophy for Children \(P4C\)](#)<sup>3</sup> which has contributed to develop the children as critical thinkers. In PSHE, a 'Thought for the Week' activity uses P4C to open the class discussion. Whole-school assemblies take place each week with an international or national focus and are linked to our school values. Earlsfield also runs activities to involve the wider community, with 'Drop in, Join in' events each term where parents are invited to attend a whole day that is generally built around a global learning theme.



© Earlsfield Primary School

All this work contributed to our school moving from Good to Outstanding in March 2017, with our latest Ofsted report mentioning:

*'Teachers are skilled in asking probing questions to help pupils explore their ideas and think deeply about their learning... The curriculum provides pupils with high-quality experiences which broaden their skills and understanding. The wide range of extra-curricular activities underpin this work. Pupils spoke enthusiastically about the clubs they take part in.'*

Earlsfield Primary School Ofsted Inspection report, March 2017

The school's next steps are to get involved in the Go-Givers initiative to develop student-led campaigns.

***'We wanted it to be reciprocal, to learn from other schools. It was not just about us delivering – we got a lot out of leading a GLP network as well.'***

Kate Wesley, Acting Deputy Head Teacher

### School context and motivations

The school became a GLP Expert Centre in 2015 as a result of its success as a [Rights Respecting School](#)<sup>4</sup>. The programme was co-delivered by Kate Wesley, Acting Deputy Head, and Eve Morgan-Lace, Inclusion Manager. Jointly leading the GLP enabled them to bring different areas of expertise to the sessions and to share the workload. Involving the SLT also helped give the programme a high profile within the school.

Leading as a GLP Expert Centre became an opportunity for Earlsfield to share good practice and further develop its own pupils' knowledge, awareness and perspectives on a range of global issues. They maintained a core GLP network with good Partner School attendance for four terms, (21 schools attended their first GLP meeting), and achieved this thanks to regular communication with the network. They also anticipated each session by sending a detailed agenda to all, sharing lots of practical advice and resources with the schools during the sessions, and providing refreshments. The staff at Earlsfield was also invited to attend the twilights, and some colleagues presented on their global learning work and shared their planning and books with the network. This enabled the school to show how they were delivering a global curriculum in practice.

<sup>1</sup> <http://www.earlsfield.wandsworth.sch.uk/index.php>

<sup>2</sup> Primary Geography Quality Mark <https://www.geography.org.uk/Training-and-Events> and how it maps to the GLP Whole School Framework [http://clients.squareeye.net/uploads/glp/GLP\\_pdfs/Quality\\_Marks\\_Awards/Mapping\\_the\\_PGQM\\_against\\_the\\_GLP.pdf](http://clients.squareeye.net/uploads/glp/GLP_pdfs/Quality_Marks_Awards/Mapping_the_PGQM_against_the_GLP.pdf)

<sup>3</sup> Philosophy for Children (P4C) is a methodology used successfully in classrooms in over 60 countries. P4C aims to encourage children to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where pupils create and enquire about their own challenging questions, and develop their critical thinking skills.

<sup>4</sup> <https://www.unicef.org.uk/rights-respecting-schools/> and [http://clients.squareeye.net/uploads/glp/GLP\\_pdfs/Quality\\_Marks\\_Awards/Mapping\\_the\\_RRSA\\_to\\_the\\_GLP\\_Whole\\_School\\_Framework.pdf](http://clients.squareeye.net/uploads/glp/GLP_pdfs/Quality_Marks_Awards/Mapping_the_RRSA_to_the_GLP_Whole_School_Framework.pdf)

# St Kieran's Primary School, Belfast

## Key themes: Community connections, global learning in the curriculum, whole school events

[St Kieran's Primary School](http://stkieransprimary.weebly.com/)<sup>5</sup> is located between West Belfast and Lisburn in the Poleglass area. There are currently just over 400 pupils enrolled at the school, with 84% of these on free school meals. The school provides a nurture room and a dedicated unit for pupils with mild learning difficulties.

Louise Brady, who teaches P4, was chosen to lead on global learning at the school. Education for a fair and sustainable world had been close to Louise's heart for a while. She'd previously travelled to Uganda with [Nurture Africa](https://www.nurtureafrica.ie/)<sup>6</sup>, a charity which seeks to empower vulnerable children affected by HIV and their families. This really opened her eyes to the importance of sustainable development.

### Global learning in the curriculum

On her return to school after GLP training, Louise shared what she had learned with the rest of the staff, before reviewing the school's current global learning practice. During this, she demonstrated the ['biscuit game'](https://www.globallearningni.com/uploads/myresources/biscuit_activity.pdf)<sup>7</sup>, which can be used to teach children and young people about global inequality. The session was well received. Louise's colleagues realised how relevant global learning was to their teaching and also recognised, 'we do that', when it came to many elements of global learning. Teachers were able to see how global learning is entwined across the curriculum and is especially visible in Personal Development and Mutual Understanding (PDMU), World Around Us (WAU) and Religious Education. They were assured that it was not extra work, just a different slant on much of their current practice. The school has subsequently incorporated global learning into its planning of the WAU, identifying five achievable targets for improvement over the next three years. Global learning also has its own dedicated action plan within the School Development Plan.

In an attempt to encourage teachers to incorporate at least one specific global learning lesson per term into their WAU teaching, Louise has provided each year group with a folder for global learning topics, which includes links to relevant material. KS2 teachers are now required to highlight at least one global learning lesson in their six weekly planners.

Parents and the Board of Governors have been kept informed about how the children are exploring global learning in class. Following some topics, the school council reports back to the Board on what they have learned. There is also a colourful global learning display in one of the school's main corridors, which is contributed to by the whole school. It is positioned so it is one of the first things anyone visiting St Kieran's will see.

***'Global learning is not extra work. At the beginning you may need to source material for a particular lesson, but then it's small steps and really runs itself. Global issues can be a way of opening up children's eyes to what is going on in the world and getting them to see themselves as a global citizen.'***

Louise Brady, Global Learning Lead Teacher

<sup>5</sup> <http://stkieransprimary.weebly.com/>

<sup>6</sup> <https://www.nurtureafrica.ie/>

<sup>7</sup> [https://www.globallearningni.com/uploads/myresources/biscuit\\_activity.pdf](https://www.globallearningni.com/uploads/myresources/biscuit_activity.pdf)



© St Kieran's Primary School

### Global Learning Week

Global learning is now such a big part of life at St Kieran's that a Global Learning Week was held in March 2017. As part of this, Louise gathered colourful hand prints from every child and used these to create a rainbow display at the front entrance to the school. The theme was 'together we can help change the world, one little hand at a time'.

Each year group or class (depending on what was most appropriate for the pupils) was asked to explore a specific country and one of the new [Global Goals](http://www.globalgoals.org/)<sup>8</sup> agreed by the UN in 2015. The aim was to get teachers to try to link the goal and country together. However, if this was not possible, then purely exposing the children to a different culture and country was enough. Pupils also investigated their goal and what they could do to help achieve it.

### Curriculum links were evident:

- P2 had been looking at the Arctic so their goal was Life Below Water ([Goal 14](http://www.globalgoals.org/global-goals/life-below-water/)<sup>9</sup>). They investigated over-fishing and linked this to literacy.
- One of the P4 classes was studying instructional writing so the children wrote Recipes for Quality Education (which links to [Goal 4](http://www.globalgoals.org/global-goals/quality-education/)<sup>10</sup>).
- Some P6 pupils were exploring climate change so they looked at statistics and handling data on climate change. This ties into [Goal 13](http://www.globalgoals.org/global-goals/protect-the-planet/)<sup>11</sup>, Climate Action.

These are just a few examples! The week culminated in a special Global Learning Day. They were given an assembly about the Global Goals, during which some of their peers explained how the world is not as 'well' as it could be, but the Goals can make it better! It was a fantastic week of learning. The children loved it and can now confidently talk about the Global Goals.

### The impact of global learning

Through the various global learning activities incorporated into teaching at St Kieran's, the children are gaining an understanding not only of their own local community, but also of the big wide world. Louise believes global learning generates lots of useful discussion and enables children to start to think about themselves in a global context. It provides relevant, contextualised, real-life learning, which helps ensure children are really interested and engaged.

Discussing controversial or difficult world issues can be something of a challenge, but Louise still sees the worth in doing so, provided you approach tricky subjects carefully and understand how to gauge them towards your own class. If you can keep the right balance, Louise has found that global learning allows children to discuss issues in a way which increases pupils' knowledge, challenges their attitudes and allows them to think about different perspectives.

<sup>8</sup> <http://www.globalgoals.org/>

<sup>9</sup> <http://worldslargestlesson.globalgoals.org/global-goals/life-below-water/>

<sup>10</sup> <http://worldslargestlesson.globalgoals.org/global-goals/quality-education/>

<sup>11</sup> <http://worldslargestlesson.globalgoals.org/global-goals/protect-the-planet/>

# Oakgrove Primary School, Glasgow

[Oakgrove Primary](#)<sup>12</sup> is a vibrant, growing school in the heart of Glasgow where over 30 languages are spoken and, like their ethos, their curriculum and practice is shaped around their unique pupil body.

***'[Global Citizenship (GC) is] part of our identity... we have children from all over the world... we're a global school anyway.'***

Maria Docherty, P1 teacher

## What did they hope to achieve?

Living by their core values – Respect, Nurture, Empower and Achieve – they aimed to create an environment that enabled all their pupils to thrive; exposing them to global issues and understanding, through work that's 'very much about celebration' (Jane Cerexhe, Head Teacher).

## What did they do?

With the support of their local Development Education Centre (DEC) [WOSDEC](#)<sup>13</sup>, their approach has been so successful largely because of the reactive, rather than prescriptive, approach they've taken to learning. Involving parents, staff, pupils and the community in their development, they have:

- invested in staff through WOSDEC's CPD sessions and held facilitated reflective meetings
- used CPD to help utilise immersive, active and co-operative learning and play, introducing complex issues in a safe environment that allows expression and exploration of ideas
- developed outdoor space to offer all pupils [access to green spaces](#)<sup>14</sup>
- formed creative, pupil-led collaborations with [local schools and partners](#)<sup>15</sup>.



© Oakgrove Primary School

***'When my staff go out and do that kind of [CPD], I'm not just investing in the subject area... I'm also investing in them as teachers.'***

Jane Cerexhe, Head Teacher

## How did this link with the curriculum?

Staff saw that there are 'so many... reference[s] to social justice, values and GC work' and stated there's always a 'legislative reason for doing it'. Co-operative learning and active listening also hugely

<sup>12</sup> <http://www.oakgrove-pri.glasgow.sch.uk/>

<sup>13</sup> <http://www.wosdec.org.uk/>

<sup>14</sup> <https://www.youtube.com/watch?v=heAEfGg9KVw&t=6s&spfreload=10>

<sup>15</sup> <https://www.youtube.com/watch?v=7GkqPISf1xo&spfreload=10>

impacted on oral literacy and helped improve curricular outcomes for their pupils.

## What could have changed?

Issues around time and language remain a challenge, and more directed, external support could have alleviated these. Making sure these issues are accessible for different age/ability levels, within their particular school environment, also requires a continual process of reflection and development.

## What was the legacy/impact?

Their work helped develop confident, empowered, engaged learners, capable of supporting each other through pupil-led, active learning. Staff became more confident in new areas, learned how to better let pupils lead, and increased parental buy-in and support.

## What were the conclusions/next steps?

Witnessing the rewards, more staff are attending WOSDEC CPD sessions, gaining confidence and pushing themselves professionally. They'll continue to develop their outside spaces, further harness play as a means of learning, and embrace the benefits of GC in numeracy, literacy and wider areas.

## What recommendations or advice do they have?

- Make the most of your [DEC](#)<sup>16</sup>, [STRIDE](#)<sup>17</sup> and [GLP-S resources](#)<sup>18</sup>.
- Give children ownership, be confident and know you can justify GC work.
- Share resources and discuss your planning ideas with colleagues.
- Make and maintain links with partnership agencies.

You can hear interviews from Oakgrove Primary in the IDEAS Network Podcast.

***'WOSDEC [is] more than a resource... [they've] worked so hard over such a long period of time in putting together really, really high-quality programmes that teachers can engage with.'***

Jane Cerexhe, Head Teacher

<sup>16</sup> <http://www.ideas-forum.org.uk/about-us/decs>

<sup>17</sup> <http://www.ideas-forum.org.uk/education/schools/stride-magazine>

<sup>18</sup> <http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland>



© Oakgrove Primary School

# Ysgol Gynradd Griffith Jones, Carmarthenshire

## Challenging misconceptions and promoting empathy

[Ysgol Gynradd Griffith Jones](#)<sup>19</sup> is a dual stream primary school with 270 pupils, located in a rural area of Carmarthenshire. It is a feeder school for GLP-W Lead School, Ysgol Gyfun Dyffryn Taf and joined their network in 2015.

### What did they want to achieve?

Inspired by participating in the network meetings, Ysgol Griffith Jones realised they needed to reinvigorate their approach to global learning and give it a higher profile. They were particularly concerned that their pupils had misconceptions about some global issues such as the refugee crisis. They wanted to equip learners with the knowledge and skills to challenge these misconceptions and come to their own opinions, as well as to improve their literacy skills.

### How did they set about it?

As a network of schools in a very rural part of Wales, all agreed the focus should be to broaden horizons and question preconceived ideas through work on the refugee crisis. They began by sharing useful resources via the Edmodo site set up for the purpose by Dyffryn Taf.

### How well did they achieve their aims?

They planned a unit of work for Years 4, 5 and 6. This included:

- understanding where refugees are coming from and going to, and why
- reading about the plight of refugee children and taking part in the [‘Send my friend to school’](#)<sup>20</sup> campaign
- writing poetry from the perspective of refugees
- looking at bias in the press, which led to pupils writing their own articles from both biased and more objective stances
- keeping up to date with current affairs by also focusing on fairness and unfairness in sport
- challenging MAT pupils to improve numeracy skills through using the [GLP-W Olympic Data](#)<sup>21</sup> set
- introducing alternative and participatory teaching methodologies such as ‘hot seating’, ‘diamond nine’ and [‘conscience alley’](#)<sup>22</sup>.

<sup>20</sup> <http://www.griffithjones.amdro.org.uk/home/>

<sup>21</sup> <http://www.sendmyfriend.org/>



© Ysgol Gynradd Griffith Jones,

### What was the impact of this work?

Due to their participation in the Dyffryn Taf GLP-W network, Ysgol Griffith Jones have set up their own global learning community in school. This brings together staff responsible for PSE, RE, Eco Schools, Fairtrade, Literacy and Numeracy on a regular basis. It ensures that global learning is embedded in all planning and explicitly linked to the literacy, numeracy and digital frameworks.

The network as a whole is working together on the UNICEF Rights Respecting Schools Programme. The schools see this as a natural progression from the work already undertaken, helping to develop their pupils as rights-respecting global citizens and advocates for fairness and children’s rights locally and globally.

### How does this link to the Global Learning Programme-Wales?

- Improving knowledge and understanding of issues related to global poverty.
- Developing critical thinking skills around global issues.
- Encouraging respect for diversity and promoting empathy.
- Gaining confidence in using more creative teaching methodologies.

This work also links closely with [‘Successful Futures’](#)<sup>23</sup>. Global learning is at the heart of the new curriculum in Wales, as one of its four statutory purposes is to develop children and young people as ‘ethical, informed citizens of Wales and the world’.

***‘The literacy work in particular has really stretched pupils. Through exploring more challenging issues, they have extended their use of specialist vocabulary and as a result, their oracy has improved. But above all, it’s their awareness that has massively improved, and their ability to empathise with others.’***

GLP-W co-ordinator, Ysgol Griffith Jones

<sup>21</sup> <http://glpw.globaldimension.org.uk/news/20608/new-resource-olympics-2016>

<sup>22</sup> <https://www.youtube.com/watch?v=-Hs0LirW9v8>

<sup>23</sup> <http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>

# Ashley School, Cheshire

## 'Wider perspectives' Fairtrade project

As a special school for pupils on the autistic spectrum, many of our pupils struggle with seeing things from any point of view other than their own. As part of the school's involvement with the Global Learning Programme, all Year 7 pupils at [Ashley School](#)<sup>24</sup>, Cheshire took part in a week-long 'Wider Perspectives' Fairtrade project with students from Liverpool Hope University. The aim of the whole-school project was to raise awareness of the issue of Fairtrade, not only for pupils and staff but for the whole school community.

### School activities

- A learner audit with our pupils identified that the majority knew very little about this issue – some staff also had very little knowledge of what Fairtrade really signified.
- Through a range of teaching and learning activities, trips and events, the awareness of pupils and staff was raised tremendously. Students planned and took part in a 'coffee morning with a conscience', which linked with the school's work on human rights.'
- Planning and organisation of the Fairtrade coffee morning involved preparing posters, dropping leaflets locally, planning the layout of stalls, contacting organisations such as Traidcraft and Starbucks, baking cakes to sell on the stalls, dealing with visitors and members of the public by serving on the stalls, engaging with visitors as 'greeters', showing parents around, and explaining to parents why buying Fairtrade products helps people in other parts of the world.
- A meeting with a Fairtrade banana producer, Juliet Arku-Mensah, was preceded by a shared read of her biography, provided by Liverpool World Centre. Pupils were further prepared by geography-focused lessons, which looked at Ghana's location on a world map and drew some comparisons with the UK (e.g. climate, type of housing, language, etc.). The meeting itself involved a number of Liverpool schools, and students were able to ask questions in response to the banana producer's presentation.
- An activity was carried out with a group of four Year 9 pupils – all of whom have a statement of SEN/Autism – investigating distribution of profit. Pupils were given the question: 'For every £1 made from producing and selling chocolate in the UK, how much does each one of the following earn: farmers, cocoa buyers, importers, chocolate companies, shops and the government?' They read the information cards, which then generated discussion about each role. Pupils used multi-link blocks to represent pennies, worked together to decide what percentage each would receive, and placed that number of blocks onto each photograph. Each person had to justify their thinking, and as a team they voted democratically to arrive at final decisions about the percentages. This activity was part of the RE unit 'Visions of Life' but had cross-curricular links with maths, geography and citizenship.

There were many opportunities for 'fun while learning' – for example in maths lessons, pupils faced the challenge of estimating, then timing with a stopwatch, how long it takes to nibble all the chocolate off a Fairtrade chocolate biscuit. Literacy opportunities included writing letters to the local MP, Mayoress and the local council to lobby for Halton to become a Fairtrade borough.

### The impact of global learning

- The project offered opportunities for our pupils to develop their thinking skills, flexibility of thought and empathy, and to begin to see things from a more global perspective.
- The themed lessons and activities helped with life-skills opportunities and social communication – for example, enabling pupils to interview and ask questions in person to someone from a completely different continent and culture from their own.
- The Fairtrade coffee morning enabled students to develop their social communication skills and also use and apply numeracy skills when handling money.
- Pupils understood that buying Fairtrade products has a direct and positive impact on the lives of people in other countries and continents. They were able to see themselves more explicitly as members of a global community. Pupils also learned practical applications of maths skills and used mind maps to organise information they had learned.
- The 'distribution of profit' activity offered an opportunity for pupils to be reflective about consumer choices, to learn a great deal about how unfairly some people are treated, and to become aware of how buying choices can make a real difference to people's lives.
- At the end of the project we completed learner evaluations with all the pupils through the school council. Pupils showed vastly improved awareness of why buying Fairtrade products is beneficial and how this enables them to be more active global citizens. Our project work was submitted to the Fairtrade Foundation who awarded the school the FairAware and FairActive awards. The school has since achieved UNICEF's Rights Respecting Schools Award Recognition of Commitment and is currently working towards Level 1 of the award.



© Ashley School

***'Planning for and taking part in our "coffee morning with a conscience" helped students begin to make the leap from a "charity" coffee morning to one of social justice.'***

Fiona Lawrenson, Geography Subject Leader

<sup>24</sup> <http://www.ashleyschool.com/>



# Rossmar School, Limavady

## Key themes: Community connections, connected learning, global learning in the curriculum

Situated in the middle of Limavady, [Rossmar School](http://www.rossmar.co.uk/)<sup>25</sup> is attended by over 100 pupils with various special educational needs. Some pupils are nursery age while the oldest are 19. Each is given their own specific individualised education plan to enable them to live up to their full potential. In Rossmar, Global learning is led by Corrienne Archibald, who attended GLP training in May 2015 and came away full ideas, most of which she has gone on to implement! She is well supported in her role by the rest of the staff. This support has enabled Corrienne to continue as lead teacher for the GLP despite recently being promoted from Head of the Post-Primary Department to Vice-Principal. She is very appreciative of her colleagues for their enthusiasm and dedication to implementing the programme. In fact, she believes participating in the GLP has strengthened the ties between staff members, even those working in different departments.



## Global learning audit and improved co-ordination

Shortly after coming back from GLP training, Corrienne carried out an audit on global learning, which was a very positive experience and highlighted just how much the school was already doing in this area. Corrienne realised that there were elements of global learning in some of the topics covered by students. For example, post-primary students studied fair trade, water and the environment in their classes. Rossmar also had a great record of working with charities and strong community connections (further details on this later). However, what was lacking in all of this was central co-ordination. Corrienne has gone on to provide this while also helping the school build on all this existing work. As part of this, she regularly shares resources. She has created a 'useful resources' folder online in which she deposits anything she thinks a colleague might find valuable. Global learning is also regularly given a slot at team meetings so it can be discussed.

At present, global learning is primarily delivered through Personal Development and Mutual Understanding (PDMU), Learning for Life and Work (LLW), Environment and Society, and Religious Education. However, the specific approach to global learning varies between the school's primary and post-primary departments due to the different ages and needs of the pupils.

## Global learning delivery: Primary Department

At primary level, global learning delivery is centred on PDMU. Rossmar has become involved in an Early Years project known as the [Media Initiative for Children Respecting Difference](http://www.early-years.org/mifc/)<sup>26</sup> (abbreviated to MIFC). This programme aims to address bullying and promote positive attitudes to physical, social and cultural differences through the use of cartoon imagery and puppets. The MIFC Respecting Difference programme fits within the framework of the [UN Convention on the Rights of the Child](https://www.unicef.org/uk/what-we-do/un-convention-child-rights/)<sup>27</sup>, which supports the right for children to grow up in surroundings characterised by equality, free from any form of discrimination due to 'colour, race, sex, language, religion, political opinion, national,

© Rossmar School

*'The GLP training was great! It just gave me a better awareness. Global learning is one of those things that you might not be sure you know enough about, but the training pinpointed lots of different directions to go off on and lots of resources to use within the classroom. I liked that.'*

Corrienne Archibald, Global Learning Lead Teacher and Vice-Principal

ethnic or social origin, property, disability, birth or other status' (Article 2). The puppets represent various ethnicities and cultural backgrounds. Corrienne teaches with the puppets throughout the Primary Department. She appreciates how versatile they are as a learning tool and finds them excellent for introducing the pupils to concepts related to diversity/equality.

## Global learning delivery: Post-Primary Department

As well as covering global learning concepts in some of the accreditations and thematic units they study, post-primary students also engage with global learning through their weekly assemblies. Early on in Rossmar's GLP participation, Corrienne identified these assemblies as a key opportunity for global learning, particularly since they were attended by all post-primary students. A huge (and impressive!) range of global learning themes and topics have since been covered. Some assemblies focus on important global dates, such as [Universal Children's Day](http://www.un.org/en/events/childrensday/)<sup>28</sup> and [World Water Day](http://www.unwater.org/worldwaterday/)<sup>29</sup>. Some look at important campaigns, like Make Poverty History, or famous global figures, like Maya Angelou. On occasion, participatory methods are utilised during these assemblies to ensure a high level of pupil engagement.

## Complementary initiatives and competitions

During the last two years, Rossmar has become involved in a number of programmes that complement GLP participation due to overlap between their core themes. In May 2016, the school received the [Investors in Pupils Award](http://www.investorsinpupils.org/)<sup>31</sup>, reflecting its commitment to empower pupils, involve them in decision making and raise their attainment. In Northern Ireland, Rossmar is one of the first schools for pupils with special educational needs to have been granted this accolade. It was given a glowing report by the programme's assessor.

More recently, Rossmar has committed to further increasing its environmental focus by participating in the [Eco-Schools programme](http://www.eco-schoolsni.org/)<sup>32</sup>. Both the primary and post-primary departments are getting involved, with the primary half of the school pairing with [Roe Valley Integrated Primary School](http://www.roevalleyintegrated.co.uk/)<sup>33</sup> to undertake some joint projects. Pupil feedback will have a strong bearing on what eco-priorities the school adopts.

'Eco-Warriors' have already been selected from among the pupil population and are directly helping with implementing the programme. Each has received a special badge in return, which they wear with great pride while going about their work. Choosing these Eco-warriors has been a very positive move, giving children an opportunity to shine outside of being a prefect or student council member. It is hoped that involvement in the Eco-Schools programme will help the school further embed global learning themes such as sustainability and climate change, thus tying everything together.

<sup>25</sup> <http://www.rossmar.co.uk/>

<sup>26</sup> <http://www.early-years.org/mifc/>

<sup>27</sup> <https://www.unicef.org/uk/what-we-do/un-convention-child-rights/>

<sup>28</sup> <http://www.un.org/en/events/childrensday/>

<sup>29</sup> <http://www.unwater.org/worldwaterday/>

<sup>30</sup> <http://www.makepovertyhistory.org/>

<sup>31</sup> <http://www.investorsinpupils.org.uk/>

<sup>32</sup> <http://www.eco-schoolsni.org/>

<sup>33</sup> <http://www.roevalleyintegrated.co.uk/>

# Kilmaron School, Fife

[Kilmaron School](#)<sup>34</sup> is a small rural school in Fife for up to 24 pupils with additional needs. Its small staff and pupil body have a big impact on the world around them: locally, nationally and far beyond.

***'[Our pupils]' job in life will be to play as big a part as they possibly can in their own life and their own care.'***

Isla Lumsden, Head Teacher

## What did they hope to achieve?

To embed Learning for Sustainability (Lfs) within their active and sensory learning and to incorporate play that helps develop pupils' communication and social skills, particularly looking at feelings and how to process them. They set about forming partnerships that would facilitate and support these aims whilst ensuring their school and pupils were able to contribute and input in ways that added value for others too.

## What did they do?

They utilised learning that best fits with the needs of their pupils; formed partnerships with Connecting Classrooms, the [Palpa Trust](#)<sup>35</sup>, a [Rwandan school](#)<sup>36</sup> and [Scotland Lights Up Malawi](#)<sup>37</sup>; attended the Scottish Parliament; hosted the [Global Ideas Bus](#)<sup>38</sup>; and built a network in Fife with the One World Centre (OWC).

***'The most important way our children learn is through sensory experience – this kind of active learning which is very much at the heart of CfE – doing, actively in the world.'***

Ali MacKenzie, teacher

## How did this link with the curriculum?

With a theme-based curriculum, topics sprang to life through active learning that embraces the outside world and is underpinned by Lfs, GC and the individual needs, abilities and talents of their pupils.



© Kilmaron School

## What were the challenges?

*'We're a small school of 24, with a management team of 1! The paperwork that comes with RRSA, Eco-Schools etc – it's very difficult for 1 person to complete.'*

Isla Lumsden

Greater external flexibility and stronger regional partnerships will transform experiences and outcomes.



© Kilmaron School

## What was the legacy/impact?

Increased social skills and patience between the pupils who are enabled to learn about the world and that they can contribute to it and are valued within it. This has been profound and transformative for staff, pupils and parents alike, especially through local collaboration with the ['Cupar Could'](#)<sup>39</sup> initiative.

## What were the conclusions/next steps?

Ensure that all curricular themes relate to the Sustainable Development Goals. Maintain a strong voice in the development of Cupar and work with OWC in strengthening the Lfs partnership in Fife.

## What recommendations or advice do they have?

Build strong, reciprocal relationships with others. Utilise and collaborate with your local [Development Education Centre](#)<sup>40</sup>. Encourage pupils to lead learning and recognise the value in your existing practice, seeing Lfs as a means of unlocking potential, rather than being an obstacle or burden.

You can hear interviews from Kilmaron in the IDEAS Network Podcast.

***'Lfs is the backdrop for everything we do in this school. It's the canvas, if you like, that we paint all our learning on... it's so rich. I couldn't do anything else but encourage.'***

Isla Lumsden, Head Teacher

<sup>34</sup> <https://www.fifedirect.org.uk/atoz/index.cfm?fuseaction=facility.display&facid=7BADA3AF-FB36-490F-8D5331713AD202AF>

<sup>35</sup> <http://www.rotary-ribi.org/clubs/page.php?PgID=426703&ClubID=24>

<sup>36</sup> <https://issyandkari.wordpress.com/2012/07/>

<sup>37</sup> <http://www.keepsotlandbeautiful.org/sustainable-development-education/climate-justice/scotland-lights-up-malawi/>

<sup>38</sup> <http://www.oneworldcentre.org.uk/events/item/86-gc-roadshow>

<sup>39</sup> <http://www.cupardevtrust.org.uk/Index.asp?MainID=21890>

<sup>40</sup> <http://www.ideas-forum.org.uk/about-us/decs>

# Ysgol Maes y Coed, Neath

The GLP-W Special Schools Network, led by [Ysgol Maes y Coed](#)<sup>41</sup>, consists of 12 special schools from across Wales catering for pupils with a wide range of additional learning needs. As a network we wanted to:

- develop our pupils' digital skills via a global dimension
- explore and compare local and international communities
- create links with other special schools in the UK and internationally
- enhance teaching and learning about global issues for our pupils.

## How did we set about it?

At our initial network meeting we agreed on a project that would be accessible for pupils from all our schools. Entitled 'Window', our project is based on a story by Jeannie Baker, a thought-provoking wordless book about the changing environment. As readers look through the same window year after year for 20 years, they see the scene change from wilderness and clear skies to an overcrowded, polluted city. Taking a view from a window in our pupils' own locality as a stimulus has helped many of our pupils to develop their literacy, communication and digital competency skills.

Our network also focused on using a range of technologies to enhance learning opportunities for our unique pupils. A key priority was to provide training to improve staff confidence in the use of green screen technology and QR codes. Such technology has since been used to explore global cultures in the classroom. With affordable technology, it has been possible to create backgrounds to provide experiential learning experiences, for example, being in a rain forest – all be it virtually – to



© Ysgol Maes y Coed

***'The guest speakers were superb with a lot of very helpful advice on taking the school forward with global learning. Each session was interesting, with practical ideas for teaching and learning. The members of the group are from a good cross-section of schools, with plenty of discussion and helpful sharing of good practice. For our school, it has helped us gain confidence to embark on eTwinning and the Erasmus programme, and use a green screen to develop global learning experience for all our pupils.'***

Co-ordinator, GLP-W Network Special School

***'The 'Windows' project, being text free, is very flexible and has been used to provoke discussion and develop our pupils' critical thinking skills across the ability range. It has also helped to develop our pupils' sensory perception and digital competencies.'***

Co-ordinator, GLP-W Network Special School

broaden our pupils' understanding. To share resources, we set up an online network and compiled a list of useful apps to use with pupils in special school settings.

Meetings are hosted at different special schools to enable the group to visit a range of settings and share global learning ideas and practice. Through the GLP-W, we have also made links with other special schools across Wales. For example, a teacher described her project 'Around Europe in 40 days', an award winner at the 2017 [British Council eTwinning](#)<sup>42</sup> UK conference. Training for the network by a GLP-W approved provider on eTwinning has also helped us to develop school links internationally. Similarly a session by a teacher from Swiss Cottage Special School, Camden, enabled us to explore how global learning can impact upon pupils with severe, profound and multiple learning difficulties.

## How well did we achieve our aims?

Participation in the network has enabled our teachers to share ideas, and this networking aspect has been invaluable. It has encouraged us to move away from the idea that global learning can be achieved through involvement in charity fund raisers. We now look at far wider global themes and encourage our pupils to use their critical thinking skills to look at solutions to global issues. The network has also worked with Global Learning Programme networks in England to develop an inclusive resource to promote global learning for pupils with a range of additional learning needs. We are constantly looking to bring real-life experiences to our pupils and to encourage them to see the world beyond their own local community. Involvement with GLP Wales has allowed us to establish links with other schools across Europe, allowing for opportunities to visit schools abroad and to use ICT to connect with others without leaving the building. Our pupils have shown increased confidence with their digital competence skills, for example, they are now able to use Skype to call partner schools and discuss issues of relevance to themselves as well as wider global issues.

All teachers in the lead school are now registered on the [eTwinning platform](#)<sup>43</sup> and are using this to provide further global learning opportunities within their everyday teaching. The school also took part in European Day of Languages for the first time, where we held a whole-school café. Pupils used euros to purchase typical food items from Italy, Spain and Germany, the countries where our Erasmus+ partner schools are based.

## How does this link to the Global Learning Programme Wales?

This work links to the themes of globalisation, interdependence, sustainability, enquiry and critical thinking.

<sup>43</sup> <https://www.etwinning.net/en/pub/index.htm>

<sup>41</sup> <https://www.npted.org/schools/primary/ysgolmaesycoed/Pages/About%20us.aspx>

<sup>42</sup> <https://schoolsonline.britishcouncil.org/international-learning/international-school-award/benefits/case-studies/ysgol-hendrefelin>

# Admiral Lord Nelson School, Portsmouth

## Embedding the Convention on the Rights of the Child and the Sustainable Development Goals in whole-school and curriculum practice

**Admiral Lord Nelson School (ALNS)**<sup>44</sup> is a large 11–16 secondary school on the outskirts of Portsmouth, with nearly 1,000 pupils on roll. It is located in a highly urbanised part of the city. As a UNICEF Rights Respecting School (Level 2), ALNS has embedded human rights in its school improvement plan and across the school. Human rights are at the heart of its equality policy, and global citizenship features in the [curriculum policy](#)<sup>45</sup> as one of its aims: *'Global citizenship: [the curriculum] will develop our students' understanding of the world they live in, and their rights and their responsibilities to uphold the rights of others.'*

The [ALNS Charter](#)<sup>46</sup> incorporates the United Nations Convention on the Rights of the Child (CRC) explicitly, and this features in every student planner and staff handbook.

While the school has had a long-standing engagement with the Rights Respecting Schools Award (RRSA), it has been extending and deepening its global learning by also incorporating engagement with the Sustainable Development Goals (SDGs) and other aspects of global learning through their involvement in the Global Learning Programme (GLP). The school is an Expert Centre and has run two full global learning days for their local network of GLP Partner Schools in 2017 and 2018. In 2018 the school also received the highest level International School Award from the British Council, in recognition of its excellent global learning.

### Linking their work with the Sustainable Development Goals

One key focus area that the school has been developing is the United Nations Sustainable Development Goals (SDGs). This work was started in 2015 and launched more formally with the school's involvement in the [World's Largest Lesson](#)<sup>47</sup>. The school held a week-long focus about the SDGs, which took place through assemblies and especially prepared lessons across the whole curriculum. The school has found that the SDGs and CRC are highly complementary, and, as a result, work on one has often involved work on the other.

The school has mapped the CRC extensively across all curriculum subject areas and in some cases has mapped the SDGs as well. For example, the philosophy, ethics and RE curricula map all year group subject themes to the CRC and SDGs – see full case study on the [GLP-E website](#)<sup>48</sup> for more details.

The Year 10 and 11 personal development (PD) curriculum also maps both the CRC and the SDGs; this also involves whole-school assembly activity and tutor-time engagement. All students experience



© Admiral Lord Nelson School

### Achieving the RRSA level 2

In their latest review by UNICEF, students described global citizenship as *'understanding other cultures and different backgrounds'*, and a Year 11 pupil explained that *'ignoring this leads to history repeating itself – like Nazi Germany'*. Key teachers within the school have worked particularly hard to achieve the very demanding Level 2 of the RRSA. Their UNICEF report highlights the depth of global learning and engagement within the school:

***'Students described lessons where they had debated issues of cultural identity, different religious beliefs and how many Syrian refugees the UK should take in. Geography topics focused on sustainable development and resources.'***

The UNICEF report highlights the importance of SLT involvement in strong RRSA work. This is also prevalent in GLP schools demonstrating best practice.

***'There is a very clear commitment from the headteacher and senior leaders that the school's rights respecting work is of central importance in supporting the school's ethos and everyday practice. The headteacher described how... the 'promotion of articles across [the] curriculum [is] more explicit' and 'our engagement is just much deeper'.***

12 PD days a year when the normal curriculum is replaced, and most of these days are globally themed (e.g. ethics and tolerance day). There is a large team of staff and students dedicated to building a sustainable environment, and a thriving team of Rights Respecting School ambassadors who work outside the school promoting the rights of young people. A group of Year 10 girls, for example, have been actively involved in speaking about Goal 5 (Gender Equality) to wider members of the community.

### Encouraging social responsibility

At the heart of the pedagogical approach to global learning at ALNS is the idea of social responsibility, as explained by the following quote on their website:

***'At ALNS we believe in taking ACTION. We don't just talk about things that concern us; we try to do something about it. We want to make a difference. We are trying to make our school a better place. We are also aiming to help others too.'***

Much of this global learning work comes down to the efforts and enthusiasm of a core group of teachers who have been responsible for keeping up the motivation, momentum and sustainability of initiatives. The dedicated GLP Expert Centre co-ordinator, Julia Firth, has been leading on all this amazing work. The school's recent UNICEF report shows clearly that students feel that the global learning work of the school is hugely relevant and impactful.

<sup>44</sup><http://www.alns.co.uk/>

<sup>45</sup><http://www.alns.co.uk/parents/school-policies>

<sup>46</sup><http://www.alns.co.uk/rrsa/charter?highlight=WyljaGFydGVyIiwij2NoYXJ0ZXIiXQ%3D%3D>

<sup>47</sup> <http://worldslargestlesson.globalgoals.org/>

<sup>48</sup> [http://clients.squareeye.net/uploads/glp/Admiral\\_Lord\\_Nelson\\_School\\_Portsmouth.pdf](http://clients.squareeye.net/uploads/glp/Admiral_Lord_Nelson_School_Portsmouth.pdf)

# Dromore High School, Dromore

## Key themes: Pupil participation, raising awareness of global learning, whole school events

[Dromore High School](#)<sup>49</sup> has been educating students for more than 50 years. It is a non-selective, co-educational school with almost 1,000 pupils, set on a sprawling campus in Dromore. Global learning is co-ordinated within the school by the Head of Geography, Chris Rankin, who is ably assisted by his two global learning interns (more on this later!).

Attending the GLP training in March 2016 gave Chris exactly what he had hoped for: ideas and a process to use to introduce global learning into Dromore High. Afterwards, he met with the school's senior management team to firm up exactly how global learning would look within the school. Other staff members were brought up to speed at the end of August 2016, when Chris gave a presentation to introduce them to the GLP and basic global learning concepts. As part of this, he got them to envision how global learning could impact the school over the next few years.

With the support of the school's senior management, Chris has developed a three-year plan for bringing global learning into the school. Additionally, global learning has made its way into Dromore High's new School Development Plan (SDP), which was revised during 2016. Throughout 2016/17, the school will focus primarily on getting global learning out there and ensuring pupils (plus staff and parents!) understand what it is and why it matters. In 2017/18, the awareness-raising work will continue, alongside a move towards more integration of global learning into the curriculum. The final year will be further concentrated on curriculum work.

## The global learning pod

At the very core of Dromore High's participation in the GLP has been the establishment of a dedicated global learning 'pod' to assist Chris and drive forward global learning within the school. This launched at the very start of the 2016/17 school year. There are many such pods set up within Dromore High, all to focus on a particular cross-curricular theme. For example, there is a pod on literacy and another on numeracy. Usually, these pods are comprised solely of teachers from relevant subject areas, who meet together at intervals. The global learning pod has one crucial difference. Of its ten members, four are staff and the rest are Year 13 and 14 pupils!

Pods are meant to always consider the needs of pupils so Chris chose to take this one step further and actively include some of them. The decision has paid dividends. Getting honest feedback from pupils on what they find interesting about global learning (and what they don't!) has been invaluable. Pupil involvement has meant a lot has been achieved in what is still a relatively short space of time. The student members of the Global Learning Pod have proven themselves able and willing to get things done in between the regular meetings. Another key benefit has been the increase of pupil buy-in. Instead of being encouraged by a teacher to get involved in global learning activities, they are being asked to do so by peers and friends.

## Global Learning Week

A Global Learning Week was held in February 2017 to officially launch global learning within the school and increase both pupil and staff engagement. This focused on exploring homelessness, both from a

local and international perspective. The pod has been working on this event for months. At the group's second meeting, they came up with a huge list of ideas for what the week could look like and ran these by the Principal who was enthusiastic about the proposals.

In preparation for the Global Learning Week, some Year 14 students have already taken part in a 'sleep-out' on the streets of Dromore. Sixteen students – all volunteers – spent a night out in the elements during December. They made their way to Dromore Square where they set up temporary residence with their sleeping bags and hot water bottles. One or two slept through the night, but for most it was an eye-opening experience as they struggled to adjust to the cold and claustrophobia. The experience was filmed by some of the participants, who went around the whole group at both the start and the end to ask everyone how they were feeling.

This video was premiered during the Global Learning Week. Many other activities also took place, with each year involved in some way. For example, Year 8 pupils were tasked with building shelters out of basic materials, as many homeless people across the world are forced to do. Year 9 were doing something around soup kitchens. There were assemblies on global learning to introduce pupils to the key concepts. With the support of the school's Chaplain, a global learning prayer room was also set up, where pupils can spend time considering God's love for the vulnerable in the world.

Across the course of the week, every pupil experienced global learning in some capacity, with the Global Learning Pod working behind the scenes to keep everything running smoothly. Chris hoped the week would show other staff how global learning can work practically both inside and outside of the classroom, perhaps inspiring them for the future.

***'The GLP training was really good in comparison with other training days. Without going, I think it would have been much more difficult to develop global learning within the school. I went keen to find a process which we could follow to start introducing global learning to staff and pupils and the training definitely provided this.'***

Chris Rankin, Global Learning Lead Teacher

## Future goals

The future of global learning looks very bright within Dromore High. Chris is already beginning to consider ways for global learning to be embedded within the curriculum more fully next year.



© Dromore High School

<sup>49</sup> <http://dromorehigh.co.uk/>

<sup>50</sup> <http://worldslargestlesson.globalgoals.org/#the-goals>

# Bridge of Don Academy, Aberdeen

The Head Teacher of Aberdeen's [Bridge of Don Academy](#)<sup>51</sup> (BODA), Daphne McWilliam, believes it's their 'job as teachers to make [pupils] aspirational. We must inspire them to aspire.'

## What did they hope to achieve?

BODA see that equipping pupils with a solid, tangible skillset for life is a vital part of their responsibility as educators, particularly through engaging with issues around Rights, Learning for Sustainability (LfS) and [Global Citizenship](#)<sup>52</sup> (GC).

## What did they do?

Looking at local and global issues concurrently, they fostered an ethos that's broad, inclusive and outward-looking, made possible by:

- attending twilight CPD sessions at the [Montgomery Development Education Centre \(MDEC\)](#)<sup>53</sup> as part of the [Global Learning Programme Scotland \(GLP-S\)](#)<sup>54</sup>. Sessions included: Children's Rights (UNCRC), Fairtrade and Rights Respecting Schools Awards (RRSA), Global Learning Through Literacy and Numeracy, Refugee Issues, and more.
- establishing an LfS Working Group
- setting-up a Global Goals Group (staff and pupils) with advice and support from MDEC
- joining the Aberdeen-wide Miniature Earth Learning Project (MELP), in part supported and facilitated by MDEC, then developing a Modern Studies unit based upon MELP
- inviting MDEC staff to run staff and pupil sessions/assemblies – on Fairtrade (e.g. debating the ethics around supply chains, FT Footballs), Human Rights, the SDGs and MELP.

## How did this link with the curriculum?

Rather than try to shoe-horn LfS, Rights and GC into their subjects, staff took the time to look at what they're already doing within the curriculum and how those elements fit. They highlighted simple ways they could adapt their focus (e.g. taking a Rights-based approach) without fundamentally changing their entire teaching practice.



© Bridge of Don Academy

## What were the challenges?

With time so precious, staff at BODA learned to focus on making the most of what they *did* have and now see ways to better manage their time and expectations, instead of reaching too far, too soon.

## What was the legacy/impact?

Staff have gained confidence to build on what they've done and further develop this throughout the school. The pupils' work has demonstrated the enormously positive, tangible change in them as individuals – responsible, confident, effective and already successful.



© Bridge of Don Academy

## What were the conclusions/next steps?

The LfS Working Group aims to widen its scope by:

- maintaining strong links with MDEC and broadening engagement with other staff
- incorporating RRSA aims in to the School Improvement Plan
- continuing to lead by example and highlight successes.

## What recommendations or advice do they have?

Reflecting on what they've learned, staff extolled the benefits of:

- using [resources and CPD offered by DECs](#)<sup>55</sup>, exploring and trialling them with peers
- [Signposts](#)<sup>56</sup> and [Stride Magazine](#)<sup>57</sup>
- forming partnerships with others
- giving pupils responsibility and choice
- keeping things simple and starting 'classroom-out'.

You can hear interviews from Bridge of Don Academy in the IDEAS Network Podcast.

**'Start classroom-out... evidence gives other people the confidence to do it themselves... start classroom small and think big.'**

Becca Davidson, Modern Studies teacher

**'MDEC were brilliant... they weren't just giving you loads of stuff to do, it was: 'here are manageable ways to do it... here are ideas, resources, ways to introduce it'... it was teachers understanding teachers.'**

Modern Studies teachers

<sup>51</sup> <http://www.bridgeofdon.aberdeen.sch.uk/>

<sup>52</sup> <http://www.ideas-forum.org.uk/about-us/scotland-for-a-fair-world>

<sup>53</sup> <http://www.afairerworld.org.uk/>

<sup>54</sup> <http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland>

<sup>55</sup> <http://www.ideas-forum.org.uk/education>

<sup>56</sup> <http://www.signpostsglobalcitizenship.org/>

<sup>57</sup> <http://www.ideas-forum.org.uk/education/schools/stride-magazine>

# Bryn Celynnog Comprehensive, Rhondda Cynon Taf

## Global learning as a focus for transition

**Bryn Celynnog Comprehensive**<sup>58</sup> is an 11 to 18 co-educational secondary school located in Rhondda Cynon Taf, South Wales. The Bryn Celynnog GLP-W network consists of nine primary schools. After initially mapping global learning themes into their curriculum planning, the network's priorities included:

- helping pupils to develop an understanding of poverty reduction and global trade
- equipping network co-ordinators with the confidence and knowledge to develop critical thinking through classroom teaching
- integrating global learning into the transition programme.

Regular GLP-W network meetings provided an excellent opportunity for professional development; for example, to promote enquiry and critical thinking, the group spent a whole day focusing on developing global learning through Philosophy for Children (P4C).

### How did they set about it?

To help pupils better understand global trade and ways of reducing poverty, the network decided to promote fair trade with activities that included pupils:

- leading assemblies and organising a concert to promote fair trade values
- exploring the pros and cons of fair trade in P4C sessions
- researching food miles and tasting products donated by local businesses
- cooking and selling muffins made from fair trade ingredients.

To encourage pupils to give more thought to what happens to money raised for charity, the network decided to use the funds from their fair trade activities to support **Lend with Care**<sup>59</sup> which enables people to lend small amounts of money directly to individuals in developing countries who are trying to work their way out of poverty. When the loan is repaid the funds can then be used to make another loan, helping even more people in developing countries turn their ideas and hopes for a better future into reality.

Another priority was to include global learning in the transition programme. Initially a teacher from Bryn Celynnog Comprehensive, the Lead School, visited each network school to discuss the development of transition classroom materials with Year 5 and 6 teachers. As a result Lead, School teachers worked with the GLP-W co-ordinator to develop **Health Check**, a global learning-themed

**'GLP-W has helped us track and identify ESDGC<sup>61</sup> opportunities in the curriculum and see if there are any areas we are missing.'**

Network school co-ordinator, Gwauncelyn Primary School

booklet that explores topics such as nutrition, poverty, sanitation and water, disease, epidemics and healthcare. Activities include pupils interpreting infographics, handling and presenting data, and making calculations. For example, pupils use the resources to infer, deduce and summarise the differences between two advertisements for water and to explore the over-use of plastic water containers. They also research how pandemics in developing countries such as Ebola are reported.

Building upon the success of the transition programme, the network planned a global learning transition conference, entitled a World Fayre of Children's Rights. In preparation, training from UNICEF about the **Rights Respecting Schools Award**<sup>60</sup> was arranged for network teachers. The transition event took place at the Lead School and involved more than 500 Year 6 and 7 pupils. Year 7 pupils prepared for the event by choosing and researching the culture and practices of developing countries such as Togo, Cambodia and Ecuador that the Lead School has supported through its **Lend with Care** account. At the World Fayre, Year 6 pupils then visited groups of Year 7 pupils, each representing a specific country, to find out about the rights that children receive in that country. As the Year 6 pupils completed their research for each different country, they had their 'global learning passports' stamped. Finally the Year 6 and 7 pupils shared their findings in a plenary session.

### How well did they achieve their aims?

Lead school teachers use **Health Check** to develop pupils' literacy and numeracy skills when visiting network primary schools. Year 6 pupils self-assess their progress and this approach has had a very positive impact on their understanding of global issues. For example, pupils have found the topics on water and poverty very thought-provoking. Pupil comments include:

***'I never thought that plastic water bottles were such a big problem.'***

***'Why do Americans need so much bottled water – they've got taps like us.'***

The **Lend with Care** approach has also been very successful in promoting a social justice approach. The Bryn Celynnog school council has provided funds to help more than twenty individuals in Africa, S.E. Asia and South America develop their own micro-businesses. A whole school display shares these successes with other pupils, helping them to come to their own conclusions about solutions for global poverty. Similarly at Gwauncelyn Primary, a GLP-W network school, to help breakdown stereotypical thinking about people in less developed countries, the Eco-committee has led work to finance projects. Funds raised from fair trade activities are used to support projects, with the whole school asked to vote on a short list of possible ideas and the chosen projects are then the focus of classroom activities.

Network teachers are very positive about their involvement with the Global Learning Programme Wales.

### How does this link to the Global Learning Programme-Wales?

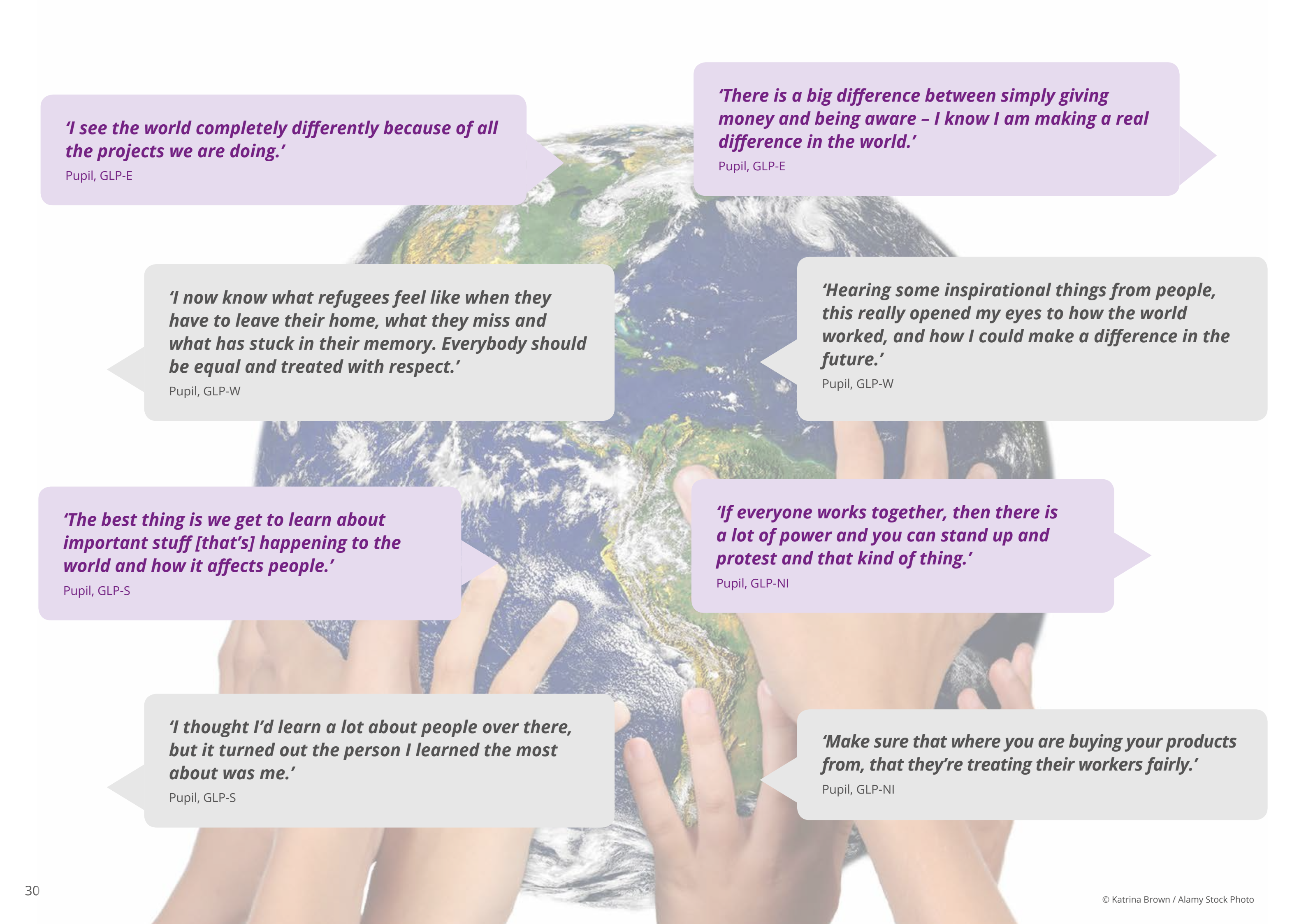
The work of this network links to the GLP-W themes of developing countries, poverty, enquiry and critical thinking.

<sup>58</sup> <http://bryncelynnog.org.uk/>

<sup>59</sup> <https://www.lendwithcare.org/>

<sup>60</sup> <https://www.unicef.org.uk/rights-respecting-schools/>

<sup>61</sup> [Education for Sustainable development and global citizenship](#)



***'I see the world completely differently because of all the projects we are doing.'***

Pupil, GLP-E

***'There is a big difference between simply giving money and being aware – I know I am making a real difference in the world.'***

Pupil, GLP-E

***'I now know what refugees feel like when they have to leave their home, what they miss and what has stuck in their memory. Everybody should be equal and treated with respect.'***

Pupil, GLP-W

***'Hearing some inspirational things from people, this really opened my eyes to how the world worked, and how I could make a difference in the future.'***

Pupil, GLP-W

***'The best thing is we get to learn about important stuff [that's] happening to the world and how it affects people.'***

Pupil, GLP-S

***'If everyone works together, then there is a lot of power and you can stand up and protest and that kind of thing.'***

Pupil, GLP-NI

***'I thought I'd learn a lot about people over there, but it turned out the person I learned the most about was me.'***

Pupil, GLP-S

***'Make sure that where you are buying your products from, that they're treating their workers fairly.'***

Pupil, GLP-NI



***'I have learned so many new things, met wonderful colleagues through my network, and the work we engaged in has made a real difference to our pupils and our schools.'***

Teacher, GLP-E

***'Our pupils are developing their own understanding of interdependence, critical thinking, globalisation and of issues relating to poverty.'***

Head teacher, GLP-W

***'If you relate what children are learning to the real world, you will have buy-in, you will have engagement and therefore you will have them wanting to learn more.'***

Head teacher, GLP-S

***'The GLP is a fantastic and innovative approach to developing and embedding global learning across the curriculum.'***

Teacher, GLP-NI