Global Learning Programme
Senior Leadership Team pack for Special schools

Your guide to what the GLP can offer Special schools and how you can get started...

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What is the Global Learning Programme?

All children and young people are currently growing up in an uncertain and rapidly changing world. Shifting global powers, a globalised economy and global challenges such as climate change and poverty will mean that difficult choices will need to be made, that will have repercussions for the whole of humanity.

The Global Learning Programme (GLP) is a government-funded programme of support that is helping teachers in Primary, Secondary and Special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

Supporting individuals with learning disabilities to make sense of the world requires high-quality special education provision. Global learning within special education can develop environmental awareness for connecting more meaningfully with the various sounds, smells, images, films, news stories, events and celebrations within the growing complexity of our planet. Whether by promoting advocacy for individuals with Profound and Multiple Learning Difficulties, or supporting the development of cultural and global literacy for higher functioning learners on the Autism Spectrum, special educators have an important role to play in developing global learning to prepare the most vulnerable children and young people in our society to live fuller and more active lives for the 21st century.

The GLP gives SEND practitioners the chance to reflect on important questions such as those raised below by Carolyn Harvey from Swiss Cottage School Development and Research Centre in London.

‘Is there any point in involving learners with PMLD in an assembly on climate change, if they are merely “sitting there” while a PowerPoint is being presented by MLD learners? Or is there value in bringing diverse SEND cohorts together to bring alive the principles of global learning?

Beyond the food, candles and costumes, what do we want learners to get out of the Divali party? Is it an understanding of Hindu Culture? Is it a meaningful context for developing life skills such as using a spoon? Or is it both?

Although the simulated rainforest immersive learning environment looks great, how are we connecting it to the needs of our children and young people? Are our learners with PMLD getting anything out of this? Or are they in fact waiting for deeper interaction with one of the many members of staff who are busy stapling leaves to the display board?’
‘The GLP provides a range of resources, which we are tapping into and amending for our own students with SEND. It has enabled our school to broaden its outlook, and embrace the notion of “community” in its widest sense.’
Deborah Stone, Leader for KS3 and Global Links Co-ordinator, Shaftesbury School, Harrow

Why should your school join the GLP?

The GLP has funding* in place and provides schools with significant support to help special educators along their global learning journey. In addition to providing staff with access to training in global learning, the GLP offers Special schools a reflective space to explore the most meaningful approaches to global learning, for their own specific setting. The GLP also provides models of effective, related and strategic whole-school systems and processes for improving Spiritual Moral Social and Cultural (SMSC) development and for making an impact on learners in ways that fall outside those age expectations within the National Curriculum Programmes of Study.

Practitioners participating in the GLP will have access to a series of professional learning sessions, led by a GLP Expert Centre, which will be another participating GLP school. These sessions will support school staff to understand more fully the principles behind global learning and ‘development education’ and ultimately feel more confident about delivering global learning in ways that are personalised, and appropriately pitched and resourced for each individual learner. The programme also offers opportunities for networking with colleagues from like-minded schools. In this way, the GLP will work with schools to embed global learning into their everyday practice and make it sustainable in the long term.

You can find out more about the aims of the GLP on our website at www.glp-e.org.uk

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What are development education and global learning?

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

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

Global learning is the application of development education by practitioners, teachers and learners. Global learning may already be happening in your school: many programmes have existed over the years and many continue to run. We have highlighted some of these programmes to demonstrate how your school may already be engaged with global learning on some level (see page 7). The GLP aims to build on your school’s existing work in this area rather than introduce completely new ideas and principles. However, you can also join the GLP if you have no previous global learning knowledge at all.
Why should Special schools teach global learning?

There are a number of good reasons for Special schools to engage with global learning through the GLP:

1. Developing provision: The GLP supports whole-school priorities around curriculum development, and Spiritual, Moral, Social and Cultural Development. It works alongside key processes in Special schools such as Annual Reviews, Education Health and Care Plans, long-term curriculum planning, and learner assessment. The GLP also supports schools to meet the standards for various awards, which can link to OFSTED criteria and signpost improvements (e.g. Rights Respecting Schools Award).

2. Meeting individual needs: Global learning provides us with many intellectual tools that can add to our understanding of Learning Disability. By raising questions about poverty and wealth, identity and belonging, and rights and responsibilities, it can support us to challenge stereotypes more locally, and within our own classrooms, for example by challenging assumptions or generalisations that we may hold in relation to particular diagnoses or conditions. For example, ‘that girl cannot be autistic because she shows empathy’. By being trained in global learning, Special school staff will develop skills that can be transferred to working with families and developing individual learning programmes that embrace a learner’s unique identity and heritage.

3. Providing meaningful experiences: As the world is so full of interesting and evocative sounds, smells, textures and tastes, global learning in Special schools can become extremely elaborate and spectacular! While this can be a good thing, special educators need to consider the role of each learner in all of this. Are they mere ‘props’ within a simulated Indian Temple or Brazilian Rainforest for example? Or are they being provided with an authentic immersive environment, that offers opportunities for deep learning? According to the 2014 RSA Report ‘Schools With Soul’, much Spiritual, Moral, Social and Cultural (SMSC) development taking place across UK schools represents ‘provision without outcomes’, and schools ‘doing nice things’ that fail to enable actual learner development. Although the report’s distinction between ‘doing’ and ‘enabling’ SMSC development sends a powerful message to all schools, it brings particularly strong warnings to Special schools. Owing to the multiple vulnerabilities and barriers to communication that learners bring, a ‘doing SMSC’ approach can result in individuals being ‘done to’ and reduced to being passive recipients of activities, which (while being often aesthetically pleasing) are tokenistic, meaningless and potentially harmful or undermining to longer-term priorities and goals. The GLP supports Special educators to reflect on what effective global learning needs to ‘look like’ in order to be meaningful for their particular SEND population(s).

What does the research tell us about global learning?

There is very little available published research on global learning in Special schools. The GLP is conducting research that will be available via the GLP website (www.glp-e.org.uk). Between 2008 and 2011, a project at the University of Nottingham worked with 14 Special schools in Nottinghamshire to establish creative approaches for connecting children and young people with learning disabilities to the wider world. Although the final report from this project offers some possibilities for global learning activities, there is an obvious need for continued enquiry to establish the most effective approaches. The GLP actively promotes this through conferences, and through an Innovation Fund.

A report on global learning in Secondary schools found that it created a ‘sense of common direction and responsibility, with increased cross-curricular collaboration and increased usage of current world events and issues’ among teachers. Additionally, a study in Wales found that global learning supported the development of the school ethos and supported schools in working better with their communities.

Research carried out in 2013 showed that nine out of ten teachers surveyed believe it is important for schools to help young people to increase their openness to cultures and perspectives of people from different places and backgrounds. Almost half of the teaching workforce considers this to be very important. More than eight out of ten teachers surveyed believe that it is important for schools to help young people to become responsible global citizens. Harnessing this motivation can help schools to get the most from their staff.

‘Now, more than ever, it is important that learners across our Teaching School Alliance are equipped to question different viewpoints and challenge stereotypes.’

Margaret Mullholland, Director of Swiss Cottage Teaching School Alliance, London

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Developing provision

Developing global learning through the GLP can feed into many dimensions of whole-school improvement, and address many priorities for Special schools. For example:

- **Assessment-Without-Levels** and strategies for evaluating SMSC development. For example, attitude change, or deeper understanding of threshold concepts such as happy/sad, rich/poor and male/female.

- **Education, Health and Care Planning**, and using learners' interests and experiences when working towards aspirational outcomes.

- **Accreditations**: Using global learning to provide contexts for learners to work towards ASDAN Certificates for example, or AQA Unit Awards.

- **Personal Development, Behaviour and Welfare** with opportunities to build collaborative classrooms and involve learners in participative citizenship.

The GLP is also linked to many projects and awards that support Special schools to deliver on the above:

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<td>UNICEF’s Rights Respecting Schools Award</td>
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<td>The British Council’s International School Award</td>
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<td>Eco-Schools</td>
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<td>Fairtrade Schools</td>
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<td>Oxfam’s Global Citizenship approach</td>
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Meeting individual needs

The GLP focuses on developing learners’ knowledge and understanding of development and global issues across a range of subject areas. This focus on knowledge, skills and values may include helping learners to:

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

In many special settings, the above knowledge, skills and values are also particularly important to the building of a positive school culture in which staff feel fully confident to advocate on behalf of the most marginalised and vulnerable. Global learning also enriches the curriculum and offers learners opportunities to explore a range of real-world issues and contextualise their learning. In doing so, it encourages learners’ motivation and engagement.

Global learning therefore helps to bring a necessary spiritual, moral, social and cultural dimension to special education. As shown in the diagram below, global learning can work alongside the use of specialist SEND approaches to shape individualised programmes for learners that meet their holistic needs and embrace their full humanity.

The impact of Specialist SEND approaches can be limited without some of the broad aims and principles that global learning offers.

Global learning alone may be ineffective in ‘reaching’ many SEND pupils and needs to work alongside Specialist SEND approaches to have an impact.
Providing meaningful experiences

Special schools that participate in the GLP tend to agree: it is one thing to merely ‘do’ global learning – have global-themed assemblies, classroom displays, and whole-school events and celebrations; it is another thing entirely to deliver global learning in ways that are meaningful for all learners, and provide authentic deep learning experiences. The elaborate and spectacular nature of some of those very exciting global learning activities taking place within Special schools also brings risks of ‘masking’ individual learners’ non-engagement and passivity.

Through providing a unique self-evaluation tool and access to a dynamic professional network, the GLP can enable Special schools to consider the role and purpose of particular global learning activities, and the extent to which they are meaningfully connecting with learners.

The Ladder of Participation
Hart’s Ladder of Participation offers Special schools a helpful evaluation tool when considering the role of learners in global learning activities.

Eight levels of young people's participation. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.
How global learning can support the whole school

The GLP is intended to be a whole-school programme. Guidance for embedding global learning across the whole of your school can be found on the GLP website (www.glp-e.org.uk).

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

The GLP school planning process

Embedding global learning across the whole school is a process that takes time. We suggest that schools use a planning cycle to achieve this, following the ‘plan-do-review’ process in the diagram.
How does the GLP enable Special schools to embed global learning?

The GLP will help you to embed global learning across your whole school by providing:

- the opportunity to be part of the GLP network of schools – at both a regional and a national level – that shares best practice in global learning

- practical support from your local GLP Expert Centre, Local Advisor and National Leader. Across the UK, many Local Authorities and Teaching School Alliances are also in a position to support the programme, for example through Specialist Leaders in Education.

- a funded and extensive programme of CPD, including half-termly local twilight/network sessions provided by your local Expert Centre, and up to £500-worth of e-credits to enable your teacher to access further training from external providers*

- a Whole School Framework containing evaluation criteria that will help you see how and where global learning can be embedded across your school

- an online Whole School Audit that helps you identify your school’s current global learning strengths and highlight priority areas for future development against the GLP criteria

- a School Action Plan – generated automatically after completing the Whole School Audit – that provides practical ideas and strategies for enhancing your school’s future global learning provision

- subject guidance (mapped to the National Curriculum), including access to expertise from Subject Associations

- an extensive bank of resources to inspire creative and effective teaching around global learning

- an online Pupil Assessment Tool that provides instant feedback on learners’ learning in relation to global learning to help you assess its impact

- support for your nominated Global Learning Programme Co-ordinator, including the opportunity to achieve the internationally recognised SSAT Lead Practitioner accreditation

- the opportunity to apply to the GLP Innovation Fund for additional funding to carry out action research around global learning in your school, supported by the UCL Institute of Education.

‘Students and staff have had the opportunity to learn together, sharing ideas, culture and pedagogy.’

Tanis Lang, Lakeside School, Hertfordshire

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How to get started with the GLP

Schools can immediately sign up to become a GLP Partner School and have access to all the resources that the programme offers. Alternatively, schools can apply to be a GLP Expert Centre and receive funding* to lead a network of Partner Schools and deliver professional learning.

In order to make the most out of being a GLP Partner School we recommend that you take the following steps:

1. Consider your school's global learning aims – what do you and your staff hope to achieve from being part of the GLP?

2. Appoint a member of staff as your GLP Co-ordinator (you can find a role description on the GLP website).

3. Register your school through the GLP website. As part of this process, you will be able to confirm which school will be your linked Expert Centre.

4. Attend the first of your eight half-termly twilight/network sessions at your Expert Centre school and meet your local network of Partner Schools.

5. Complete the online GLP Whole School Audit (WSA) to generate your School Action Plan and release your e-credits.* The Audit can be completed in more than one sitting to facilitate the gathering of the information required.

6. Use your School Action Plan, the online curriculum guidance and resources to support you in starting to introduce global learning in different subject areas.

7. Look at the GLP website and decide which of the CPD options best meet your needs, then book your place. (This will be funded by your e-credits.)*

Take a look at the supporting guidance document, *Get Started with the GLP*, which is designed to inform teachers in your school about the programme and help them get started. A copy of this can be downloaded from the GLP website (www.glp-e.org.uk). On the website, you can also register your school onto the programme, complete the Whole School Audit, manage your e-credits, find out about and book onto events, download programme documents and guidance, and search for resources.

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Could your school join the GLP as an Expert Centre?

GLP Expert Centres are schools with existing experience of teaching global learning and/or managing a network. Their role is to act as a local hub for global learning – building and supporting a local network of Partner Schools looking to improve their knowledge and delivery of development education. Expert Centres work with their Partner Schools to drive global learning across the curriculum, share best practice and run the half-termly twilight sessions.

Becoming an Expert Centre can provide a practical way for schools to share their passion and expertise locally while also gaining recognition and CPD opportunities for their colleagues. It is also a natural development from work on other awards such as the Rights Respecting Schools Award, International School Award or the Primary and Secondary Geography Quality Marks.

Find out more about becoming a GLP Expert Centre

If your school is interested in becoming a GLP Expert Centre, you can download an Expression of Interest form from the GLP website or contact your GLP Local Advisor.

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*GLP website*

- GLP guidance documents
- Resources for GLP Co-ordinators
- Approved teaching resources
- CPD and e-credits information
- Newsletters
- Regional support
- IDO support
- Research reports
- Case studies
- Ambassador programme

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School motivation

Swiss Cottage School recognises the rights of its children and young people under the UN Convention on the Rights of the Child, and is committed therefore to providing learning that builds connections between learners and their families and communities. For Swiss Cottage, global learning is necessary for supporting learners to make sense of their immediate environments, and many of the images and stimuli that they encounter on a daily basis. Global learning themes are embedded throughout the entire curriculum at Swiss Cottage because they support children and young people to reach important developmental milestones around identity and belonging, space and perception, and social imagination. Swiss Cottage School is also committed to sustainability and Fairtrade, and to providing work-related learning opportunities that reflect a more just and ethical future.

To have the opportunity to observe lessons and have dialogues with other professionals has supported me to think differently about how I teach and why I teach [my subject]. It gave me the chance to reflect on my own practice and think about how I want to develop, not only as a teacher but as a person.’

Tom Casson, Leader for Lifelong

School activities

- Curriculum themes run across the entire school and are linked to articles from the UN Convention on the Rights of the Child, and significant dates on the Global Dimension Calendar (e.g. World Water Day).
- A designated Higher Level Teaching Assistant is responsible for delivering a programme of whole-school activities (e.g. a bread-baking competition for World Food Day) that bring diverse SEND cohorts together.
- An Annual International Evening is extremely well attended; it engages some ‘hard-to-reach’ families in the life of the school and provides meaningful contexts for learning.
- An Eco-Committee is led by the Horticulture teacher and embeds sustainable practices across the school.
- Many successful global school partnerships are in place and enhance curriculum delivery. These include a partnership with New Horizon Special school in Ghana, which is supported by the British Council Connecting Classrooms programme.
- Swiss Cottage is a UNICEF Rights Respecting School. Through ‘Class Charters’, learners are active in shaping collaborative learning environments based around the notion that children’s rights are universal and need to be enjoyed by all children and young people everywhere.
- In classes with learners with Profound and Multiple Learning Difficulties, ‘Class Charters’ support staff to be informed advocates for individuals with whom there are many barriers to communication.
- The Social Enterprise Qualification supports KS4 learners with Moderate Learning Difficulties to have meaningful economic interaction with other young people globally, for example, by selling craft products made by learners from partner schools.
- A programme of regular heritage learning activities is open to both learners and parents, such as a Boniko Club for Congolese children, and ‘Global Knitting Workshops’ for parents and carers.

The impact of global learning

- A focus on sustainability has led to an enhanced work-related learning programme, through which learners make craft products, for example using recycled materials.
Being a Rights Respecting School has enabled practitioners to develop additional strategies for eliciting learner voice, in situations where learners may be pre-verbal.

Global learning has further extended the range and frequency of family involvement in the school.

Individual learners have overcome significant barriers to cultural development, leading to improved outcomes in relation to behaviour and/or mental health.

Staff have additional strategies for personalising learning, and embracing the holistic identity of an individual, when designing a bespoke programme or activity.

An evaluation of UNICEF’s Rights Respecting Schools Award found evidence for improved attainment from schools that had engaged with the programme (two-thirds found an increase), and positive outcomes for pupils such as their involvement in decision making around the school, motivation and engagement in lessons.¹

In 2010, an in-depth study of eight schools engaging with global learning found that all schools reported positive impacts on the standard of learners’ work, motivation and attainment.² This impact can be partly explained by the desire for global learning from students. A poll of young people carried out in 2009 found that over three-quarters of pupils think it is important that schools help them understand what people can do to make the world a better place.³

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3 Think Global (DEA) (2009) Young People’s Experiences of Global Learning, An Ipsos MORI Research Study
School motivation

Our school began to explore developing the global element of our curriculum as we wished to become an outward-facing school, celebrating our own community and roots, but also positively engaging with other communities and different perspectives. We have a real desire to give our pupils a tangible awareness of the world outside their own immediate experiences while giving them an understanding of, and empathy with, other cultures. The links that we have formed and the experiences with which we engage have to be ‘real’, as our pupils struggle with abstract concepts. The work is also seen as a tool to raise aspirations, helping students to step outside their comfort zone and take part in new challenges.

School activities

Our school applied and was chosen to take part in a trek to Namibia, which entailed two teachers and four students going on an organised trip (with mainstream schools) to the Sorris-Sorris region of the country. During the trip, they met and engaged with the local population. The students were keen to learn at first hand about the lives and hopes of the students at the school in Sorris-Sorris, and they were asked to compare these to their own lives in England.

We decided to base our school’s global work for the year on this trip. We carried out a lot of fundraising in the run-up to the trip, which was necessary to enable our students to take part in this project, and the whole school got behind this. We used many of these opportunities to involve the students and the staff in activities that spanned the curriculum – making the activities real and relevant to our students, and bringing the outside world alive for them.

The activities included sensory-based lessons in subjects such as art, science, literacy, ICT, design and technology, and geography. All of the activities had to fit in with the aims of that particular curriculum area and reflect some of our school’s core values, and the ethos of the whole school community.

The core values we focused on included:

- valuing diversity and actively promoting good interpersonal and community relationships
- staff and pupils learning from each other
- a commitment to democratic and inclusive processes, which explore local and global community issues
- a commitment to learning from the experiences of people from diverse backgrounds and from around the world
- a commitment to good environmental practice, such as procedures for recycling, waste reduction and energy.

‘Across the curriculum we aimed to stimulate critical thinking, taking a creative, enquiry-based approach to learning through first-hand experience.’

Carolyn Briggs, Humanities and International Co-ordinator

The impact of global learning

Students and staff developed a better understanding of poverty and sustainability. This was done with our more senior and more able students within our speaking and listening curriculum. Concept lines were used to help the students discuss fairness around the distribution of money and resources.

During this process the students had to learn about Namibia, and its landscape and climate. What weather would we have to deal with? How do people and objects...
‘The world became a little clearer and more accessible for the pupils – some of them have begun to empathise with the lives of children from another country, and have begun to question images that they see through the media.’

Carolyn Briggs, Humanities and International Co-ordinator

travel around the world? Is the world a big or small place? This allowed for lots of sensory work within our light and dark rooms. Our students began to get a better understanding of how countries and people are connected and how the concepts of interdependence applied to this project. We explored the history of transport to help with travel concepts and time within numeracy. Learning was consolidated with practical visits to airports and train stations.

Work was done through PSHE about what is meant by poverty. Can we be poor of things other than money, e.g. friendship? Our students can be very socially isolated and they felt a great empathy for children who live in areas that are quite remote or where they do not have the means to leave if they wish to.

The main effect that this whole project has had on our students is that it has enabled them to begin to empathise with another culture. It has made them question what they see on the news and the images they see on the internet – they are getting better at ‘walking in someone else’s shoes’. For our more complex learners and those with communication issues, the project has enabled them to gain some understanding of the fabric and nature of another country and culture. They became very engaged with the sensory aspects of a place other than their own.

We are aiming to engage in more P4C work and are already trying to find ways to adapt the concepts for the more complex students that we now have in our school. We are having to look at the communication aspect and will possibly be restructuring some of our subject areas to bring humanities, religious education, PSHE (with our school council and anti-bullying team) and citizenship together. We will also bring in the Rights Respecting Schools Award to underpin this.

What the research says

The impact global learning has had on the staff at Stubbin Wood School is affirmed by research studies. A study into school linking reported that teachers found that engaging with a school link had a positive impact on their personal and professional development, and contributed positively to teaching materials and resources – saying it brought ‘vibrancy and relevance to the learning in their classrooms’.1

A study into the effectiveness of the international dimension in Wales saw all schools reporting positive impacts on staff motivation and satisfaction, and seeing global learning as an opportunity to develop communities of practice.2

CASE STUDY: Ashley School, Cheshire

School motivation

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 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.

- 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?’ The pupils read the information cards, which then generated discussion about each role. Pupils used multi-link blocks to represent pennies, they 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 lots of 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 KitKat. They completed a ‘banana doodle’ art activity and entered the ‘design a Fairtrade poster’ competition. Literacy opportunities included writing letters to the local MP, Mayoress and the local council to lobby for Halton to become a Fairtrade borough like the neighbouring town of Warrington.
The impact of global learning

The project has helped to facilitate 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 (serving on stalls), and when baking the cakes to sell (weighing and measuring).

Through the meeting with Juliet, the Fairtrade banana producer, pupils were able to see and hear at first hand what her life was like in Ghana and what impact becoming a Fairtrade producer has had on her life, her family and her community. It enabled our students to make the connections visually between buying a banana in the local supermarket and how much work goes on to produce the item, as well as the time it takes to transport it to the UK.

Pupils learnt the story of a banana's journey from Ghana to the UK and 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 learnt practical applications of maths skills and used mindmaps to organise the information they had learnt.

The 'Distribution of profit' activity provided 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 their choices when buying 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. The difference was marked, with pupils showing 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. These are now proudly displayed on the school website and the school continues to work towards achieving the final FairAchiever award. The school has since achieved UNICEF’s Rights Respecting Schools Award Recognition of commitment and is currently working towards the Level 1 of the award.

What the research says

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

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

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CASE STUDY: Pitcheroak School, Worcestershire

School motivation

Pitcheroak School is engaged in the development of a curriculum that encourages students to consider that they have a voice that should be heard. Teachers at the school saw a need to reflect on the readiness of the older students and help them to prepare for a more independent life after school. This case study describes how – starting with their immediate families and community – students with a range of learning difficulties were introduced to ideas such as democracy, rights and responsibilities. This has led to a wider experience of the world and the opportunity to consider the impact of their views on people beyond themselves and those close to them.

School activities

- The need for a greater feeling of personal responsibility among students and the stimulus of contact with the Electoral Commission ‘Remember to Vote’ letter to school prompted discussions among the staff. The question was asked by the staff at Pitcheroak: ‘How can we develop our young people’s voice and encourage greater participation in decision making?’

- The school agreed to develop a project to establish a school council via an election process.

- The project was given emphasis by being included in the School Development and Improvement Plan with a major aim of including all students and staff.

- In order to clarify the role and purpose of the school council, a staff workshop was organised to reflect on this group and how it should develop in the future.

- To stimulate interest and encourage participation, a visit to the Houses of Parliament was organised for the sixth form students. A Q&A session with the local Member of Parliament and a tour of the chambers took place.

- Further staff workshops were delivered and the local district council supported the school with lessons focusing on democracy and how elections are organised. Actual voting booths and other equipment were loaned to the school, and school council elections were held. Local council officers took part and students helped with all aspects of the day, including the all-important count.

- Running alongside the work on elections and democracy was the Open College Network diploma in independent living. Part of the diploma is about understanding rights and responsibilities, which was addressed through reflection on how this relates to students’ home, school and community life.

‘I believe my students have benefitted in a number of ways – having the confidence to use their voice and share their thoughts and views during discussions and debates that have taken place in the safety of our classroom. We’re empowering our students to think for themselves and to prepare them for the challenges of adult life. We are confident that some of the information shared will provide a good foundation for our students to continue to be good citizens and aspire to achieve great things in life.’

Fiona Lawrenson, Geography subject leader
Why create a school council?

The council helps to develop:

- **Children’s Rights** – it recognises that children have rights, including the right to have their opinions taken into account in decisions that concern them.

- **Active Citizenship** – it enables pupil voice to contribute to the preparation for citizenship by improving pupils’ knowledge and social skills and, in doing so, enhances the quality of democracy.

- **School Improvement** – it recognises that consultation with pupils can lead to better school performance, whether in terms of pupils’ improved behaviour, engagement or attainment.

- **Personalisation** – it utilises pupil voice to ensure that schools are meeting the specific needs of their pupils.

The impact of global learning

- This project was an important step towards embedding global learning into the curriculum. In order for students to engage with issues beyond their immediate experience, the staff felt that a structure should be created to support other work that takes place in individual classes.

- A school council has now been established and a system of ‘circle times’ acts as a conduit for students and staff to discuss issues and relay them to the council. Decisions are then disseminated to the school community.

- School council meetings have taken place, with important issues such as the introduction of a ‘house’ system, student lockers and improvement in ICT provision on the agenda.

- It increased awareness of the students’ impact in the school and of their role as an example to others.

- It enabled a greater student participation in decision-making and developed a feeling of inclusion.

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

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<thead>
<tr>
<th>Links to useful websites</th>
<th>Advice for other schools</th>
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<tbody>
<tr>
<td><strong>Case study school: Swiss Cottage School, Camden, Greater London</strong></td>
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<tr>
<td>Rights Respecting Schools Award: <a href="http://www.unicef.org.uk/rrsa">www.unicef.org.uk/rrsa</a></td>
<td>It is particularly important for special schools to see global learning as an ethos, rather than as a set of topics to be ‘covered’ at all costs. This can mean linking global learning to whole-school events and celebrations, the setting up of sensory environments, work with families, and other aspects of school life that support the holistic development of each young person or child.</td>
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<td>British Council Schools Online: <a href="http://www.schoolsonline.britishcouncil.org">www.schoolsonline.britishcouncil.org</a></td>
<td>When done authentically and meaningfully, global learning can support priorities for learners, within Education Health and Care Plans. When done in a superficial or tokenistic way however, global learning can actually undermine learning and development. Schools therefore need to see beyond merely ‘doing’ global learning. They need to evaluate it and ask questions about the impact it is having.</td>
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<td>Oxfam Education Water Week SEN: <a href="http://www.oxfam.org.uk/education/resources/water-week-sen">www.oxfam.org.uk/education/resources/water-week-sen</a></td>
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<tr>
<td><strong>Case study school: Stubbin Wood School, Shirebrook, Derbyshire</strong></td>
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<td>CAFOD school resources: <a href="http://www.cafod.org.uk/Education">www.cafod.org.uk/Education</a></td>
<td>Don’t be scared. Get SLT on board as soon as possible — then get staff on board. Start small, start local and don’t reinvent the wheel. Take and adapt whatever you are doing. Find and visit local schools already doing global learning and ask for help and advice.</td>
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<td>SAPERE/Philosophy for Children: <a href="http://www.sapere.org.uk">www.sapere.org.uk</a></td>
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<td>Global Education Derby: <a href="http://www.globaleducationderby.org.uk">www.globaleducationderby.org.uk</a></td>
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<td><strong>Case study school: Ashley School, Widnes, Cheshire</strong></td>
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<tr>
<td>The Global Dimension: <a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a></td>
<td>Build a team of adults that focuses on the interests and skills of those involved, within the wide range of activities offered within the Global Learning Programme. At every stage, involve students through: student voice and student leadership.</td>
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<td>Oxfam Education: <a href="http://www.oxfam.org.uk/education">www.oxfam.org.uk/education</a></td>
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<td>The Fairtrade Foundation: <a href="http://www.fairtrade.org.uk/schools/">www.fairtrade.org.uk/schools/</a></td>
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<tr>
<td>Rights Respecting Schools Award: <a href="http://www.unicef.org.uk/rrsa">www.unicef.org.uk/rrsa</a></td>
<td>A School Council helps to make pupils aware that they do have rights, they do have a voice and that they can and must use it if they wish to be heard.</td>
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<td>Traidcraft: <a href="http://www.traidcraft.co.uk">www.traidcraft.co.uk</a></td>
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<td>Eco-Schools: www2.keepbritaintidy.org/ecoschools/</td>
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### Glossary

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

*The GLP is funded by the UK government. All schools can join the programme, but funding is only available to Key Stages 2 and 3 in state schools in England. The GLP is managed by a consortium of partners: Pearson (lead), Geographical Association, UCL Institute of Education, Oxfam UK, Royal Geographical Society (with IBG), SSAT and Think Global. Schools in Northern Ireland, Scotland and Wales have their own curriculum-specific versions of the GLP and are not eligible for e-credits on this programme.
Management of the Global Learning Programme for England

The Global Learning Programme (GLP) is funded by the UK government. All schools can join the programme, but funding is only available to Key Stages 2 and 3 in state schools in England. The programme in England is run by a consortium of partners: Pearson (lead), Geographical Association, UCL Institute of Education, Oxfam UK, Royal Geographical Society (with IBG), SSAT and Think Global. Schools in Northern Ireland, Scotland and Wales have their own curriculum-specific versions of the GLP and are not eligible for e-credits on this programme.

Contact details

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

The GLP would like to thank Tracy Edwards, Associate Director at Swiss Cottage Teaching Schools Alliance, and her GLP network for their contribution to this pack. The GLP is also grateful to the staff and pupils of Swiss Cottage School, Stubbin Wood School, Ashley School and Pitcheroak School for providing the case studies.

The Global Learning Programme is funded by the UK government.