

Joining the Global Learning Programme (GLP)

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What are the benefits for our school of joining the GLP?

Schools participating in global learning will recognise the exciting impact that knowledge and understanding of development can bring to pupils' learning across the curriculum. The GLP will also help schools develop an ethos promoting tolerance, fairness and respect.

The GLP has been built around local, school-based networks backed up by a national programme of support and action. Partner Schools in these networks receive access to a free, peer-led programme of support to enhance teaching about global issues and whole-school approaches to global learning. In addition, schools can access:

- a specialised online audit tool (Whole School Audit) to enable schools to highlight their current global learning strengths and to identify areas of priority for future development

- an individualised action plan for each school to provide practical ideas and strategies for enhancing future global learning provision
- curriculum guidance to support global learning in key subject areas, mapped to the National Curriculum
- an online tool to assess pupils' global learning (Pupil Assessment Tool).

What are the benefits for our teachers of joining the GLP?

The GLP supports teachers to help their pupils learn about the challenges our world faces and to think critically about how to deal with issues such as poverty, inequality and sustainability.

This includes:

- opportunities for working with colleagues in local, like-minded schools to drive forward global learning across the curriculum and to share best practice
- downloadable information for teachers at KS2 and KS3
- easily accessible and approved resources to support classroom teaching and whole-school global learning.

What are the benefits for our pupils of joining the GLP?

Global learning helps pupils to make sense of the world in which they live and to understand their role within a global society. The GLP puts a primary focus on developing pupils' knowledge and understanding of development and global issues through subject-based learning in key curriculum areas. It also recognises the important role global learning initiatives can have in encouraging pupils' values and skills development. A focus on knowledge, skills and values might include helping pupils to:

- learn about why and how 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.

What is the difference between an Expert Centre and a Partner School?

GLP Expert Centres

GLP Expert Centres are schools with particular expertise in global learning, allied to a strong CPD capability. As well as exemplifying global learning in their own school, their main role is to be the CPD hub for a network of Partner Schools in their local area. Managed by their GLP Co-ordinator, the Expert Centres have provided a peer-led programme of support sessions to help their Partner Schools embed global learning within the core curriculum and across the whole school.

You can find [more information about the role of an Expert Centre here](#).

GLP Partner Schools

All schools that register for the GLP are classed as GLP Partner Schools. Many are schools that have joined the programme as a means of engaging pupils and working towards school improvement. They have an interest in global learning and will use support from the programme to help children and young people gain a better knowledge and understanding of development, and of their role in a globally interdependent world.

As a Partner School, we recommend that you complete the Whole School Audit (WSA) to establish your current practice and generate a GLP School Action Plan.

You can find out [more information about the role of a Partner School here](#).

How does a school join the GLP as a Partner School?

Partner Schools will generally join the programme in one of two ways:

- through contact with a local school that is operating as an Expert Centre
- by completing the [online registration](#) without having had contact with an Expert Centre.

You can find [more information on how to get involved here](#).

You can consult [the map of active Expert Centres here](#).

Is there a set time period for when a school can join the programme?

Schools can join the programme at any point up until the end of July 2018.

Expert Centres have been recruited annually since 2013. Each Expert Centre has built its own network of GLP Partner Schools; some are still accepting new schools into their networks and will continue to do so into 2018.

Once a school has registered on to the GLP, what are the next steps?

Once registered, you can access all of the free resources and curriculum support provided on our website. Read our [Getting Started](#) page for more advice.

If you're interested in joining one of the existing Expert Centre networks, you can email glp@pearson.com for more information.

You can consult [the map of active Expert Centres here](#).

What is the GLP Whole School Framework?

The GLP Whole School Framework will help schools recognise where and how they can embed global learning more deeply as they move through the programme.

The framework is made up of 12 criteria, designed to show where global learning can be promoted across the whole school. The criteria are divided into four key areas that relate to the Ofsted school inspection framework.

These are:

- pupil achievement
- teachers' practice
- behaviour and relationships
- leadership and the community.

For each of these four areas, it also shows how working on the criteria will support spiritual, moral, social and cultural (SMSC) outcomes.

The framework also supports schools in embedding their global learning work more deeply. Therefore each of the 12 criteria is differentiated to support progression from an early to a developing and then to an embedded stage. Embedding global learning across the whole school is a process that takes time. Therefore, schools should be checking their progress against the Whole School Framework on an ongoing basis as they work their way through the GLP. We suggest that schools use a planning cycle to achieve this, following a [plan-do-review process](#).

What is the Whole School Audit?

The Global Learning Programme Whole School Audit (WSA) is an online form that collects information about the experiences your school has had up to now with global learning. It compares this against the GLP Whole School Framework – a set of 12 criteria that outline how schools can take a whole-school approach to global learning. The purpose of the Whole School Audit is to tell a school how strongly embedded global learning is across the school against the 12 criteria.

The GLP recognises that all schools are at different stages in delivering global learning and have different reasons for joining the programme. The information you give through the WSA allows the GLP to cater for these needs, providing each school with an individualised Action Plan, specific to your school's needs. The WSA is also a focus for discussion within local Expert Centre networks.

Schools should complete the WSA at the start and then again at the end of their involvement in the programme to measure their progress and the impact of global learning on their school.

Who should complete the Whole School Audit?

The GLP Co-ordinator in each school should complete the WSA by selecting options against different statements for each section. However, completing the audit is a great opportunity to engage other staff with the process through finding out what is happening across the school.

How long does it take to complete the Whole School Audit?

The audit should take between 20 and 30 minutes to complete, and can be done in stages once you have registered. You are able to save your responses and come back to the audit later.

You can find [more information on the Whole School Audit here](#).

Who should a school contact if they are having difficulty in filling in the audit?

If you are having difficulty in filling in the audit, please contact the GLP team at glp@pearson.com or call the GLP helpline on 0844 372 2126.

Technical information

Is the GLP website accessible through all browsers?

You can access the GLP website through most internet browsers such as Internet Explorer (version 9 and later), Google Chrome™, Firefox, Safari, etc. In line with Microsoft's withdrawal of support for Internet Explorer 8 we recommend you use a more recent browser version in order to get the best possible experience from using the GLP website.

*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 in England (GLP-E) 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.