

Global Learning School Self-Evaluation Tool

Principles of school self-evaluation have been core to education policy in Northern Ireland, firstly through Every School a Good School (DENI 2009) and more recently through the Inspection and Self-Evaluation Framework (2017), which is designed to enable organisations, teams and individuals to access the process of self-reflection leading to improvement.

We encourage use of this as a supportive tool rather than a definitive guide. It recognises that all teachers and schools will be at different points on their global learning journey. Self-evaluation can be carried out at any time, and should support and complement wider school evaluation and planning processes.

This self-evaluation tool can be used for:

- a) Personal reflection – for individual teachers to reflect on their personal practice in global learning;
- b) Operational / whole-school planning – for use in in a key stage, or whole-school context, to support a training needs analysis, identify TPL needs and/or plan actions for progressing global learning in your school.

Two main areas are evaluated pupil-centred global learning, and teaching & learning, with descriptors linked to four stages of progression - defining, developing, expanding and embedding.

Pupil-centred global learning: This refers to the ways in which students engage with *key dimensions* of global learning - examine local and global issues, explore multiple perspectives, engage in respectful interactions and taking action for a just and sustainable world.

Teaching and Learning: This refers to teachers' understanding of global learning and practical aspects such as planning, resources and being aware of progression.

Descriptors to support completion of self-evaluation

	Defining	Developing	Expanding	Embedding
Personal Reflection	<i>I reflect on these areas of my practice.</i>	<i>I am conscious of which areas I approach with ease and which I need to develop.</i>	<i>I plan for these aspects of practice and feel increasingly confident doing so.</i>	<i>I incorporate these elements into my practice with confidence and reflection.</i>
Operational /school planning	<i>We have had an initial discussion about this and have defined what it means for our school and context.</i>	<i>We have developed and implemented some initial actions to support us in meeting this aim.</i>	<i>We have expanded our work towards meeting this aim and incorporated it into our plans.</i>	<i>This aim is fully achieved and embedded. We will continue to review and monitor it.</i>

Simply go through each line and decide which descriptor best aligns to practice in global learning, and tick the box. A pattern should emerge, and any gaps in a pattern can help with planning actions.

Pupil-Centred Global Learning

Aims	Defining	Developing	Expanding	Embedding
Pupils examine a range of local and global issues, using a questioning approach and a range of information sources.				
Pupils explore local and global issues from different viewpoints and multiple perspectives.				
Pupils understand and develop critical thinking skills.				
Pupils engage in respectful interactions with others -within class, school, online or partnerships with other schools locally or globally.				
Pupils are given opportunities to plan and carry out informed and meaningful action on local and global issues within the school and/or wider community.				
Pupils have opportunities to reflect on their global learning experiences.				
Pupils take a positive and pro-active role in developing global learning within their school, e.g. through school council or planning global learning days.				
<p>Our strengths in this area include:</p> <p>Things we could improve on in this area include:</p> <p>Realistic actions we could take in the next 6-12 months to progress towards the embedding stage include:</p>				

Teaching and Learning

