

## GLOBAL LEARNING IN OUR SCHOOL

\*\*These notes are intended to be used alongside the **Global Learning in Our Schools Presentation**, which has been uploaded with this doc to the [login area](#) of our website, [www.globallearning.com](http://www.globallearning.com).  
Direct link: [www.globallearningni.com/uploads/myresources/cascading\\_powerpoint\\_2017.pptx](http://www.globallearningni.com/uploads/myresources/cascading_powerpoint_2017.pptx).\*\*

The aim of this session is to share some of what you have learned during the GLP Training with your colleagues, encouraging them to develop global learning within their own teaching. It should be about one hour long in total. You may wish to provide copies of our introductory guidance, 'An Introduction to Global Learning: Guidance for Schools', to other staff for their reference during and after the session. This can be downloaded directly [here](#). Good luck!

### OBJECTIVES (SLIDE 2)

Outline the core objectives of the session. By the end, colleagues should:

- Understand what is meant by Global Learning, the GLP Programme and the benefits of the school being involved.
- Recognise the role of education in equipping young people for a fair and sustainable world
- Understand their role and get ideas for how they can bring this into their work and across the whole school.

### SESSION OVERVIEW (SLIDE 3)

The proposed length of this session is a full 60 minutes, but if you don't have this much time, you can chose to cover the areas you see as most important/relevant.

- 10m** Introductory activity – Biscuits / Image activity (slide 4)
- 10m** What is global learning? (slides 5-7)
- 10m** Why is global learning important? (slides 8-15)
- 15m** Global learning in the curriculum and what it looks like in practice (slides 16-21)
- 10m** Whole school approaches to global learning and how involvement in the GLP can support our school (slides 22-24)
- 5m** Questions and discussion (slides 25-26)

### INTRODUCTORY ACTIVITY (SLIDE 4 – ADAPT AS NEEDED)

We recommend trying an activity with your colleagues here. For example, you could choose either the [biscuit activity](#) or the [image activity](#). Or perhaps one of the many activities developed by [RISC](#).

### WHAT IS GLOBAL LEARNING? (SLIDES 5-7)

#### SLIDE 6: A DEFINITION OF GLOBAL LEARNING

Explain that Global learning is essentially 'Education for a Fair and Sustainable World'. In other words a world free of poverty where all human beings are treated with respect and dignity, where individuals, communities, businesses and countries behave and develop in a way which meets the needs of the present without compromising the needs of other people or future generations.



Global learning helps pupils make sense of the increasingly globalised, complex and rapidly changing world in which they live. It enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others. A holistic approach to global learning equips young people with the essential knowledge, skills, attitudes and dispositions that will enable them to realise their potential and make a positive contribution to our world. Typical global learning themes include: wealth and power, poverty and hunger, climate change, etc (as illustrated on the slide).

#### SLIDE 7: KEY CONCEPTS OF GLOBAL LEARNING

Go through each of the concepts, as written on the slide. These are:

- Poverty
- Social justice and fairness
- Inequality
- Interdependence and globalisation
- Sustainable development

Provide additional information on these if you wish. You can view a diagram with explanations of each concept [here](#).

#### WHY IS GLOBAL LEARNING IMPORTANT? (SLIDES 8-15)

Show **SLIDE 9** with the picture of the Earth. Say, this is our world, our spaceship through the universe. This is all we have and all we will ever have (apart from sunlight and some space rocks). We must take care of it and those in it.

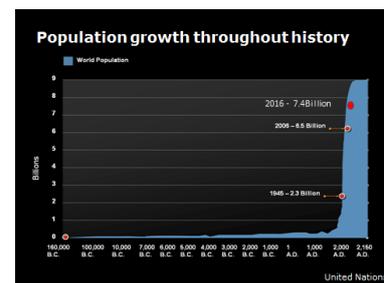


About the pic:

The Blue Marble is a famous photograph of the Earth, taken on December 7, 1972, by the crew of the Apollo 17 spacecraft, at a distance of about 45,000 kilometres (28,000 miles) as their ship was leaving for the moon. The image, released during a surge in environmental activism during the 1970s, was acclaimed by the wide public as a depiction of Earth's frailty, vulnerability, and isolation amid the vast expanse of space. It is speculated that The Blue Marble is the most widely distributed image in human history.

#### SLIDE 10: POPULATION GROWTH

Discuss how – as shown on the slide - world population has grown rapidly since the 1700s, when it reached its first billion people. According to the UN, world population has tripled since 1945 to over 7.4 billion today and will reach a projected 9.1 billion by 2050. People's lives are more interconnected than ever before and using more resources than ever before, yet the gap between rich and poor is widening.



#### SLIDE 11: GLOBAL WEALTH INEQUALITY

If you have time (3 minutes 50 seconds) you may want to show the following video clip on global wealth inequality, which is [hyperlinked](#) on the slide. It is worth noting that this clip is from 2013. Even in the last four years, the gap has increased. According to the Oxfam published in January 2017, [An Economy for the 99%](#), eight men own the same wealth as the 3.6 billion people who make up the poorest half of humanity.



### SLIDES 12 & 13: THE SUSTAINABLE DEVELOPMENT GOALS

Talk about the new United Nations Sustainable Development Goals 2015-2030, which in 2015 were agreed by countries across the globe. They are also known as the Global Goals. Target 4.7 is particularly relevant. It aims to ensure that all learners acquire knowledge and skills to promote sustainable development and global citizenship. Full goals and targets found [here](#).

### SLIDE 14: VIEWS ON GLOBAL LEARNING

Suggest the group now listen to what some teachers and children think about global learning in their schools. Play

<https://vimeo.com/95113745> (image on the slide is hyperlinked).

Clip length: 3 minutes 30 seconds



### SLIDE 15: WHAT GLOBAL LEARNING IS AND WHAT IT ISN'T

Refer to Oxfam's 'Education for Global Citizenship - A guide for Schools' (green booklet), page 7. You can download this from the [Oxfam website](#).

Pick out some of the key points from the extract shown on the slide and discuss them.

| Global citizenship involves...   | It is not....  |
|--|--|
| ✓ asking questions and critical thinking   | × telling people what to think and do                            |
| ✓ exploring local-global connections and our views, values and assumptions                   | × only about far away places and peoples                         |
| ✓ exploring the complexity of global issues and engaging with multiple perspectives          | × providing simple solutions to complex issues                   |
| ✓ exploring issues of social justice locally and globally                                    | × focused on charitable fundraising                              |
| ✓ applying learning to real-world issues and contexts  | × abstract learning devoid of real-life application and outcomes |
| ✓ opportunities for learners to take informed, reflective action and have their voices heard | × tokenistic inclusion of learners in decision-making            |
| ✓ all ages   | × too difficult for young children to understand                 |
| ✓ all areas of the curriculum  | × an extra subject   |
| ✓ enrichment of everyday teaching and learning   | × just a focus for a particular day or week                      |
| ✓ the whole school environment   | × limited to the classroom                                       |

## GLOBAL LEARNING IN THE CURRICULUM AND WHAT IT LOOKS LIKE IN PRACTICE (SLIDES 16-21)

**SLIDE 17:** Explain that Global Learning *is* part of the existing NI Curriculum. The curriculum talks about preparing learners to:

- Become successful and fulfilled individuals;
- Full participants in society;
- Active contributors to the economy and custodians of the environment for future generations.

(Source: [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk) )

## **SLIDE 18: QUICK REFERENCE GUIDE FOR GLOBAL LEARNING**

Teachers are probably doing more global learning that they realise. Often, it is a question of reflecting on how as teachers we approach certain topics or issues. This slide is a 'quick reference guide' (based on discussions with our global educators), which aims to pinpoint key features of global learning.

## **SLIDES 19-21: EMBEDDING GLOBAL LEARNING ACROSS THE CURRICULUM**

Start a discussion on how global learning can be embedded across the curriculum. You may like to refer to Page 12 and 13 of the aforementioned Oxfam guide '[Education for Global Citizenship](#)' for a good overview of what global learning looks like in different subject areas. There are also guides available from Oxfam for Mathematics, Science and English, which may be useful for some staff. All can be downloaded [here](#).

Visit the GLP website, [www.globallearningni.com](http://www.globallearningni.com), as shown on **SLIDE 19**. Explain how to use this site to find relevant resources. Move on to **SLIDE 20** and highlight the [primary](#) and [post-primary](#) toolkits available on the site, which provide lots of ideas on how to integrate global learning into existing topics. Encourage staff to check our news section and to also register for the term time newsletter through the website.

You may then wish to show them the [www.globaldimension.org.uk](http://www.globaldimension.org.uk) search engine – pictured on **SLIDE 21**. Demonstrate to colleagues how to get relevant resources for various topics/age ranges/subjects.

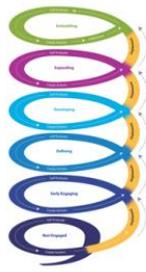
## WHOLE SCHOOL APPROACHES TO GLOBAL LEARNING (SLIDES 22-24)

**If your school is trying to adopt a whole school approach to global learning, we recommend you include slides 22-24. If you're not at this stage yet, these can be omitted.**



Refer to our publication, 'A Whole School Approach to Global Learning: Guidance for Schools'. You may wish to print copies to hand out. The latest version of this document, available since 2017, can be downloaded [here](#).

Show/explain the Whole-School Framework diagram on **SLIDE 23**. You may want to draw attention to ongoing things in your school which are already good examples of global learning.



#### SLIDE 24: PROGRESSION

Explain that the Global Learning Programme aims to help schools develop their whole school approach to global learning. In order to do this, a self-evaluation tool has been developed which helps schools assess where they currently are with regards to global learning and where they hope to reach. Explain your role as lead teacher in assisting staff to develop targets and move up the spiral shown in the diagram on the slide. Stress that this is a self-evaluation tool and will not be externally assessed.

Explain that carrying out the self-evaluation should help streamline existing work, especially in relation to awards and initiatives. You may want to give examples of work that is already going on in your school and start to suggest ways in which this could perhaps be developed.

You may also wish to explain that schools are rewarded for making progress on the GLP with certification and that participating schools are also able to display the GLP logo on their websites, in publications, etc.

#### QUESTIONS AND DISCUSSION (SLIDES 25 & 26)

##### SLIDE 25: DISCUSSION TIME

Discuss what opportunities might exist in your school for implementing global learning actions across the whole school. How might the team overcome any challenges and make the most of these opportunities?

##### SLIDE 26: ANY QUESTIONS?

Allow some time for any other questions/discussion.

**-ENDS-**