A Whole School approach to Global Learning
Guidance for Schools

GLOBAL LEARNING Programme
Education for a Fair and Sustainable World
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## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why a Whole School Approach?</td>
<td>4</td>
</tr>
<tr>
<td>Whole School Framework</td>
<td>4</td>
</tr>
<tr>
<td>Adopting a Whole School Approach</td>
<td>6</td>
</tr>
<tr>
<td>Step 1: Carrying out a Self-evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Step 2: Deciding Global Learning Actions</td>
<td>11</td>
</tr>
<tr>
<td>Additional Support</td>
<td>15</td>
</tr>
</tbody>
</table>

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**Important Note on this Guide:**

This guidance document has been created to follow on from the ideas provided in our previous publication, *An Introduction to Global Learning: Guidance for Schools*. Hard copies of this are given out to all schools participating in our programme.

Why a Whole School Approach to Global Learning?

The full benefits of global learning do not come about from one-off lessons or standalone projects. A progressive and holistic approach to education that enables learners to make linkages across subject or topic boundaries is needed. Whole school approaches to global learning connect learning and reveal interconnections between issues, concepts and realities in our world. Whole school approaches move beyond the dedication of one or two motivated teachers and arrive at a team approach, involving both teaching and non-teaching staff and the wider school community. Evidence from best practice suggests this approach will achieve the greatest global learning outcomes across the school and will better support wider school improvement.

What Should a Whole School Approach Look Like?

Ideally, a whole school approach to global learning should encompass four interconnected areas: Curriculum, Teaching & Learning; Effective Leadership; Awards, Initiatives & Extra-Curricular Activities; and Community Connections. This is illustrated in our Whole School Framework, set out below and opposite. Following this Framework will help your school achieve global learning outcomes for pupils. Please see Oxfam’s Education for Global Citizenship: A guide for schools (pages 16-21) to see what these outcomes should look like from age 3-19. Download this here: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides.
Framework Area 1: Curriculum, Teaching & Learning

As demonstrated in our previous guidance document, *An Introduction to Global Learning: Guidance for Schools*, global learning can be delivered across the curriculum from early years to adulthood. Opportunities for teaching global learning themes exist within individual topic areas and subjects. For ideas, see the teacher toolkits provided on the GLP website:

Primary: www.globallearningni.com/resources/primary-teacher-toolkit
Post-primary: www.globallearningni.com/resources/post-primary-teacher-toolkit

Global learning methodologies are skills-based, requiring active participation of children and young people. Good practice in global learning means providing opportunities for pupils to think critically about and act on real world issues related to fairness and sustainability. Global learning activities can often raise controversial or difficult issues so it is important that teachers feel confident in handling these. Teachers should also consider how they will measure pupils' progress towards global learning outcomes. The RISC toolkit, *How do we know it's working?*, is a useful resource to support measuring attitudinal change. To download this, go to: toolkit.risc.org.uk.

Framework Area 2: Effective Leadership

Good practice dictates that global learning be inherent to the school ethos. It is common for global learning initiatives to be led by one or two 'champion' teachers who are passionate about the issues. However, without the backing of committed leadership and the structural supports of relevant policies, attempts at whole school approaches are likely to flounder. Developing and sustaining a whole school global learning strategy requires good leadership, coordination and planning. Incorporating global learning into School Development Plans should ideally involve integrating core global learning concepts at policy level, providing appropriate support and training for staff, and acknowledging the importance of pupil voice in school decisions.

Framework Area 3: Awards, Initiatives & Extra-Curricular Activities

A number of initiatives exist that complement the GLP, such as Eco-Schools (www.eco-schoolsni.org), Rights Respecting Schools (www.unicef.org.uk/rights-respecting-schools) and Fairtrade Schools (schools.fairtrade.org.uk). They provide their own frameworks, plus access to professional development and opportunities for public recognition of good practice within your school. A coordinated approach to such initiatives and good internal communication will ensure they work in tandem with one another and enhance pupils’ learning experiences. For example, a single activity may meet objectives for several initiatives at once. Global learning can also be integrated into the life of the school through assemblies, clubs, school council activities, focused projects/events and public displays of your school’s involvement in the GLP.

Framework Area 4: Community Connections

Global learning is based on values that promote social justice, participation and an appreciation of diversity in its many forms. Developing meaningful and respectful relationships within the whole school community helps build upon the values and attitudes conducive to active global citizenship. There should be positive connections between pupils, parents, teaching and non-teaching staff, the school management, the wider community and relevant external actors (such as partner schools).
Adopting a Whole School Approach

Developing and maintaining a whole school approach to global learning can seem like a daunting task, but in practice it does not need to be. On the following pages, we have outlined a simple approach we recommend schools adopt. This involves two main steps:

1. At regular junctures, self-evaluate your school’s global learning practice.
2. Use the results from this self-evaluation to identify the areas requiring the most work and then develop appropriate actions which can be used to improve practice. Where possible, these actions should be incorporated into the School Development Plan.

Successfully carrying these steps out will contribute to your school earning its Level 1 and Level 2 Global Learning Certificates. See The Process page on the GLP website for a full breakdown of what is involved in earning each of these certificates: www.globallearningni.com/about-the-glp/the-process.

Step 1: Carrying Out a Whole School Self-Evaluation of Global Learning

We’ve included a Self-Evaluation Tool in this document to help schools reflect on their current global learning practice (given on pages 8-10). The tool will get you to consider your school’s current progress across each of the four areas found in the Whole School Framework. We ask you to assess your school’s current position based on six different possible stages of progression, as shown in the diagram opposite. The process of self-evaluation should ideally be completed on an annual basis to measure progress within the current academic year and plan for the coming year.
A Whole School Approach to Global Learning: Guidance for Schools

Stages of Progression

- Embedding
  - Self-Evaluate
  - Create Actions
  - Implement

- Expanding
  - Self-Evaluate
  - Create Actions
  - Implement

- Developing
  - Self-Evaluate
  - Create Actions
  - Implement

- Defining
  - Self-Evaluate
  - Create Actions
  - Implement

- Early Engaging
  - Self-Evaluate
  - Create Actions
  - Implement

- Non Engaged
  - Create Actions
  - Implement

7
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<thead>
<tr>
<th>Curriculum, Teaching &amp; Learning</th>
<th>Non-engaged</th>
<th>Early-engaging</th>
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<tr>
<td></td>
<td>We've taken no steps towards achieving this at all.</td>
<td>We've had an initial discussion about how we might achieve this.</td>
<td>We're trying a few ideas out to get us started and define how we might achieve this.</td>
<td>Having implemented our initial ideas and actions, we're now able to develop a plan for achieving this.</td>
<td>We're nearly there. We just need a bit more time.</td>
<td>This aim has been fully achieved and we will continue to review and monitor it.</td>
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- All teachers have a good understanding of the progression of global learning outcomes, as shown within Oxfam’s *Education for Global Citizenship* guide for schools.

- All teachers understand how global learning supports the NI Curriculum.

- All teachers are confident to find and develop global learning activities and resources relevant to the age, subject and topic areas they teach.

- All teachers plan opportunities for global learning, accessed through topic areas, individual subjects, cross-curricular skills and/or connected learning.

- Pupils think critically about real world issues related to fairness and sustainability. Pupils are able to consider and analyse a range of potential meaningful actions (moving beyond traditional charitable giving) to address such issues. Pupils have the opportunity to choose which action(s) to take forward, plan and carry out.

- All teachers assess pupils' progress towards global learning outcomes, using, for example, progression statements within the Oxfam *Education for Global Citizenship* guide.
<table>
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<th>Effective Leadership</th>
<th>Non-engaged</th>
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| The school leadership team understand the aims and benefits of global learning and adopting it as a whole school approach. |
| Aims and core concepts of global learning are reflected within the school’s ethos, vision and policies. |
| Planning for global learning is supported by the senior leadership team with a view to it being incorporated in the School Development Plan, e.g. it is highlighted in topic planners and/or each year group has a specific focus on global learning through a certain topic. |
| The school leadership team provides opportunities for global learning training to be cascaded through staff meetings, sharing practice, staff development days, etc. |
| The school leadership team ensure pupils have a voice and take a positive and active role in developing global learning opportunities and actions within their school, e.g. deciding on themes and activities for global dates, such as World Water Day. |
### Whole School Self-Evaluation Tool: Awards, Initiatives & Extra-Curricular Activities and Community Connections

<table>
<thead>
<tr>
<th>Awards, Initiatives &amp; Extra-Curricular Activities</th>
<th>Non-engaged</th>
<th>Early-engaging</th>
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Our staff and pupils understand how their work on initiatives such as Eco-Schools, Rights Respecting Schools, Fair Trade Schools, Connecting Classrooms and other programmes can complement and enhance pupils' global learning experiences. We take action to ensure a coordinated approach to this.

Our assemblies, clubs, school councils and focused projects/events provide ways of integrating global learning into the life of the school.

The physical environment of the school and other forums (e.g. website) reflect and promote the concepts of global learning. This could involve colourful displays, the use of environmentally friendly and ethical products within the school, and outdoor learning, etc.

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<tr>
<th>Community Connections</th>
<th>Non-engaged</th>
<th>Early-engaging</th>
<th>Defining</th>
<th>Developing</th>
<th>Expanding</th>
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<tr>
<td>Pupils have opportunities to collaborate in group and class-based global learning projects within their school or with other schools locally and globally.</td>
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<td>We support parents and carers to understand the aims, approaches and benefits of global learning, and take actions to achieve this.</td>
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<td>We access opportunities from external organisations (NGOs, businesses, community organisations) for shared-learning experiences and activities involving pupil enterprise, action and participation in relation to global learning.</td>
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Step 2: Planning and Creating Global Learning Actions

All schools will be at different starting points in their global learning journey. Make sure to use the findings from your self-evaluation to inform your school’s next steps! Choose actions that are realistic, achievable and able to move you to the next stage of global learning progression (e.g. from defining to developing). To start with, you may wish to pursue only one or two actions for each area of the Whole School Framework.

Suggested Actions: Curriculum, Teaching & Learning

- Launch global learning in your school by getting teachers to identify a single aspect of their next topic that links to a global learning theme. Ask them to use a global learning activity when introducing this part of the topic in class. They should choose an activity that develops pupils’ understanding of fairness and sustainability, provides opportunities for critical thinking or encourages pupil empowerment.

- Global learning concepts are already embedded into much of classroom practice. Justice and fairness is demonstrated to pupils through sharing toys and resources with each other and following classroom rules. Children are shown the importance of sustainability by being asked to re-use or recycle things instead of wasting them. Similarly, global learning will also already be taking place in a lot of topic-based learning. An important action can be to recognise the good work already taking place in the area of global learning and to note this within planning documents.

- Focus on skills for global learning, such as critical thinking, questioning, communication and understanding different perspectives. Active methodologies such as the Issue Tree, Why-Why-Why Chain and Opinion Continuum can be easily integrated into lessons. These methodologies and others are available from the Oxfam guide for teachers, Global Citizenship in the Classroom. Why not ask teachers across the school to try at least one with their pupils? You can download the guide here: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides.

- For each year group, there is probably one topic covered each term or half-term that already links very well to global learning. It can be worth focusing on this particular topic, while developing pupil outcomes into planning using Oxfam’s guide on Education for Global Citizenship (available via the link given above).

- The Global Dimension website offers a free wall planner for teachers: www.globaldimension.org.uk/wallplanner. This identifies global dates of interest throughout the year, which can provide a focus for global learning activities. Examples include Human Rights Day on 10 December or World Water Day on 22 March. Annually or once every term, your school could identify a global date to celebrate, with each year group investigating the theme of the day on a different level. Older pupils could plan and prepare activities and then take younger pupils for simple group activities.

- Devote regular time slots in class to discussing current issues, including those likely to have already come to the attention of pupils. Sites such as CBBC Newsround (www.bbc.co.uk/newsround), The Day (www.theday.co.uk) and First News (www.firstnews.co.uk) provide suitable content for a younger audience. Regular discussion of current news will support pupils in developing skills of enquiry, as well as helping them learn how to select credible information sources. It will increase their understanding of their own values and opinions, whilst being aware of multiple perspectives on an issue.
Suggested Actions: Effective Leadership

- At a staff meeting, cascade global learning training to colleagues. We have created an adaptable presentation and session notes to support you in doing this:

- Global learning is already embedded in the curriculum, particularly within World Around Us, PDMU and Learning for Life & Work. Make colleagues aware of these links. Also, show them how global learning can be used as a context-setting approach for Eco-Schools, Rights Respecting Schools and other initiatives. This will ensure that activities are not duplicated and help staff to frame global learning in their minds, rather than perceiving it as a bolt on.

- Self-evaluating global learning practice within your school on a cyclical and annual basis helps identify progress towards embedding global learning, particularly if global learning is incorporated within the School Development Plan. Try to ensure the school leadership has involvement in this process as much as is possible.

- Provide opportunities to highlight global learning. This could be done in many different ways. One assembly per month could cover a global learning theme. A noticeboard could show the global learning activities taking place within school and celebrate any actions taken by pupils. There could be a week-long display of art or photography around a theme of ‘compassion’ or ‘justice’. Pupils could take part in a lunch-time concert featuring beautiful music from different countries or hear extracts from tales written across the globe.

- Ensure global learning is included within the context of pupil voice and has a role in the school council. One way to do this is to directly involve pupils in deciding a relevant charity to support. Older pupils could carry out research and try to find out key information about the charity, such as its mission statement and how it uses donations. Similarly, the school council can table and take action on issues related to fairness or sustainability that young people within the school are concerned about.

- Use global learning’s focus on developing pupils’ values and attitudes to support ongoing PDMU work, recognising that we feel different emotions in relation to the many different things we learn about and encounter each and every day, whether these are close to us or far away. See page 20 of Oxfam’s guide, *Education for Global Citizenship* for further reference.
Suggested Actions: Awards, Initiatives & Extra-Curricular Activities

● Many award programmes focus on pupil voice and participation. The Rights Respecting Schools Award asks classes to each develop their own rights charter. Pupils help coordinate their schools involvement in the Eco-Schools programme by forming Eco-Committees. Encourage pupils to reflect experiences like this. Does having responsibility make them feel empowered to take action? How does it feel to hold others to account? What is like to tell a teacher they are leaving lights on too often at lunch?! Etc.

● Incorporate global issues into your school’s extra-curricular organisations. The charity or justice group might focus on taking action on a specific issue, such as climate change. The debating society or book club could look at important global learning concepts such as equality or sustainability. Creative groups might choose to express diversity or compassion through art, drama and song.

● Extra-curricular activities also provide opportunities for pupils of different ages to plan and work on projects together. Pupils might enjoy working on specific action projects over the course of a term. They could, for example, focus on sustainability and take action by attending a recycling workshop and sourcing old tyres for flower containers at the entrance of the school.

● Initiatives such as Fairtrade Fortnight (www.fairtrade.org.uk) can provide opportunities for a wide range of activities. A school celebrating Fairtrade Fortnight might teach PDMU lessons on the concept of fairness, run a fair trade tuck shop, get pupils to play the International Trade Game, and challenge families to try to go 100% fair trade for a week! This is just one example. Download rules for the trade game here: www.globallearningni.com/uploads/myresources/international_trade_game.docx.

● As a team, take a critical look at the different award programmes available to your school and consider which best suits the school context and global learning priorities in the School Development Plan. Develop links between ongoing award programmes and examine how they support learning and skills for different age groups. For instance, the main focus for P4/5 might be on global learning concepts and themes related to the award, such as rights and sustainability. For P6/7, the focus might be on the skills developed through helping to run and administer the award.
Suggested Actions: Community Connections

● Shared education partnerships can be an opportunity for collaborative learning on a local issue or a global learning theme. Pupils can research and exchange information on a common interest, perhaps by completing the same questionnaire and sharing results. This could lead on to a shared event, which emphasises working together through activities and discussion. Pupils may even decide to engage in an action project together with a little encouragement!

● Ensure parents and the local community are aware of global learning taking place in school. Share information in the school newsletter and/or on the school website. Or perhaps find a public display area to showcase some work, such as a noticeboard in a community centre, library or coffee shop.

● Through school partnerships, encourage communication and understanding of similarities and differences. For example, teachers from each partner school could all teach the same lesson or use the same pupil activity within the same week and afterwards share their experiences of doing so. Pupils might communicate between schools through email or voice recording. Alternatively, they could research a similar theme in their own local communities and compare differences. For instance, they could look at transport, recycling or how the area has changed over time.

● Encourage pupils to observe their local area and note anything about the environment they are pleased with or concerned about. This process could include pupils going on an observational walkabout of the area. Or they could simply share the things they have noticed at the weekend, discussed in the local shop or read about in the local paper! Together, pupils can identify factors that contribute to issues in their community and identify who is responsible for fixing them. Pupils might invite a local environmental officer or community organisation volunteer to visit school, provide them with information and answer their questions. They may also want to take action themselves.

● Parents or a local business/organisation may have expertise to support learning on a topic. A local charity working overseas might be able to send a staff member to discuss their experiences with pupils. A parent who works in environmental protection may be willing give a class talk about climate change and the environment.
Additional Support

Whole School Actions
The ideas for actions given on the previous pages are also available online.
Link: www.globallearningni.com/resources/whole-school-actions

Case Studies
Examples of how other schools have embedded global learning using a whole school approach can be found in the case studies published on our website.
Link: www.globallearningni.com/case-studies

Help from the GLP Team
If you need help with any aspect of adopting a whole school approach or simply have a question you would like answered then feel free to contact the GLP team. Email us on glp@centreforglobaleducation.com or just call 028 9024 1879.
This guidance document has been published as part of a three year initiative in Northern Ireland called the Global Learning Programme (GLP), which is funded by the UK government and managed by the Centre for Global Education. The GLP aims to embed global learning as a whole school approach in primary, post-primary and special schools through the provision of a range of supports including training and resources. This document has been developed to complement GLP training and provide guidance to schools on how to enhance global learning through curriculum teaching and learning.

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