

Supporting the Standards





Supporting the Standards

Glossary

There are many definitions of the global dimension, and the definitions themselves are a source of rich discussion and debate. The terms global education, global dimension, and global citizenship are sometimes used interchangeably and can be considered contested terms. Below are some of the definitions that have been developed, agreed and used within education settings.

Global education—the term used internationally to designate the academic field concerned with teaching and learning about global issues, events and perspectives. NB. During the 70s-80s this field was known as World Studies in the UK.

Global dimension – refers to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global interdependence, issues and events.

Global citizenship – that part of the citizenship curriculum which refers to global issues, events and perspectives; also being or feeling a citizen of the global community as well as cultural or national communities.

[Hicks, D. (2003)]

'A Curriculum for Global Citizenship' developed by Oxfam defines the 'Global Citizen' as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- is willing to act to make the world a more equitable and sustainable place;
- takes responsibility for their actions.

[Oxfam (1997)]

Global Education is not a subject, but a dimension that runs through the curriculum, an extra filter to help children make sense of all the information and opinion the world is throwing at them. It combines a methodology of active and experiential discussion based activities, a caring, co-operative and open outlook on the classroom experience, and core concerns—finding out about all the cultures of the UK and of other countries and groups, about the causes of poverty and inequality (here as well as in other countries) and about the environment.

[Global Teacher Project (2000)]

The **Global Dimension** is about having a global perspective in education. It is strongly linked to Global Citizenship, our role within society and the wider world. The Global Dimension in education is about enabling people to critically engage and actively participate in an increasingly global society. It is about seeing ourselves as global citizens.

[MMU/Manchester DEP Global Dimension in ITET Project (2003)]

Abbreviations

CPD	Continuing Professional Development
DEC	Development Education Centre
DEA	Development Education Association
DFID	Department for International Development
EES	Enabling Effective Support: Programme of DFID "A strategy of support for the global dimension in education"
ESD	Education for Sustainable Development
INSET	In-service Education and Training
ITET	Initial Teacher Education and Training
PGCE	Post Graduate Certificate of Education
PSHE	Personal, Social and Health Education
SCITT	School Centred Initial Teacher Training
TTA	Teacher Training Agency

This handbook is for Initial Teacher Education and Training (ITET) tutors, school-based mentors, ITET students and Continuing Professional Development (CPD) co-ordinators and providers in England, the TTA and other policy makers. Those elsewhere in the UK and others involved in education and support services may also find it useful.

The handbook seeks to demonstrate how a global dimension can be embedded in ITET provision to enhance the standards for ITET. It aims to help tutors and mentors of ITET students incorporate appropriate knowledge, values and practice to support learning and teaching in an increasingly globalised society.

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Introduction

ITET and the Global Dimension

A **global dimension** refers to those subject elements and cross-curricular concerns that focus on global relations, issues and events and the links between the local and the global.

There are **eight key concepts** [DFES/DFID/DEA 2005] within the global dimension — **global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, values and perceptions.**

These eight concepts can be linked to the ITET curriculum, present and future, for all nations in the UK. This booklet uses the Standards in England in 2005 as exemplar.

Bringing a **global dimension** to the Standards can support tutors, mentors and trainees in their teaching and learning to:

- develop the knowledge, understanding and skills to plan and deliver a broad and balanced curriculum which will develop the 'whole' child in today's interlinked world
- address questions of the purposes of education and raise issues of life-long learning
- develop knowledge, understanding and skills for teaching and learning Personal, Social and Health Education (PSHE) and Citizenship Education
- educate pupils about local and global issues and the links between them, enabling teachers to prepare pupils to be active, participative, informed and critical global citizens
- address issues of inclusion such as race, equality and cultural issues, gender issues and special educational needs
- raise awareness of Education for Sustainable Development (ESD) and develop knowledge, understanding and skills in this area



A global dimension will enhance ITET provision and experience for all students. It will ensure that they effectively meet the required standards through knowledge, values and practice that relate to teaching and learning in an increasingly globalised society.

The global dimension is essential to a relevant and professional approach to training and the curriculum for trainee and practising teachers.

The added value for tutors, mentors and trainees in bringing a global dimension to the standards includes:

- motivation and retention — seeing the relevance to their personal and working lives within the wider community
- career enhancement — bringing confidence, commitment and additional skills
- wider horizons — encouraging local, national & international links with governing bodies, communities, business and media, schools, institutions and organisations.
- participation and action — inspiring openness to change and willingness to get involved in informed decision-making and activity.

The Global Dimension: Key Concepts

I now feel we have an advantage over students in other HEIs because this [global dimension] has been a feature of our course. It is an example of being up-to-date and having something to contribute when starting our careers.

Student at University College Worcester

Global Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens.

Conflict Resolution

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.

Diversity

Understanding and respecting differences and relating these to our common humanity.

Human Rights

Knowing about human rights including the UN Convention on the Rights of the Child.

The eight concepts were developed to provide a framework within which to understand the global dimension. They are all important and interrelated but, in different contexts, different concepts take a more central position and underpin the others. They can be used as 'lenses' to look at issues in a range of ways. The concepts can also help with planning and evaluation. While no course, module, subject or topic will address each equally, the eight concepts are interconnected and an integrated approach is essential. For example, good education for sustainable development incorporates aspects of all eight concepts. The concepts are expanded in the Global Dimension Key Concepts in school practice chapter

Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated, and that events can have repercussions on a global scale.

Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.

Sustainable Development

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.

Values and Perceptions

Developing a critical evaluation of images of the world and an appreciation of the effect these can have on people's attitudes and values.



Planning for a Global Dimension in ITET

Key planning points: checklist

- All tutors in ITET and schools take responsibility for values education and spiritual, moral, social and cultural education as part of their educational role.
- The global dimension is written into course planning as a curriculum entitlement for all. The organisation of the ITET curriculum provides opportunities for cross-curricular links and thematic work on issues relevant to active global citizenship, such as social justice and sustainable development.
- A range of methods is used in the delivery of the ITET curriculum, for example collaborative learning, reflective writing, action research and peer review.
- Staff development time is set aside for looking at the knowledge, skills and values essential for the achievement of active global citizenship through ITET.
- The global dimension is reflected in the ethos and management of the institution.
- ITET providers are committed to the full involvement of partnership schools in understanding and supporting a global dimension.
- Assessment criteria for all academic work recognises the importance of critical thinking skills.

[DEA. (1998)]

It would have been very helpful to have had an introduction to global issues at the beginning of the year rather than at the end. Just as something to keep in our minds because we didn't have it integrated in our lectures.

PGCE Student (Lawson 2004)

Strategy for change

Bringing a global dimension to the Standards will require changes—for people, institutions and processes. Making changes requires careful planning, a realistic time frame and plenty of communication and consultation. Here are some suggestions for ITET tutors and school based mentors to ensure positive results.

How to get started

- Carry out an audit of courses
- Carry out a survey of staff awareness and attitudes
- Plan and carry out an inspirational training day ensuring follow-up
- Introduce new methodologies
- Link with ITET departments abroad
- Create a display of relevant material in the resource base
- Put policy change items on appropriate agendas
- Make contact with support bodies
- Develop induction training on race and diversity issues
- Make links with appropriate organisations and resource centres (see Resources section)

Making a case for change

- Link your suggestions to current initiatives eg. raising standards, equality and social inclusion
- Identify the key drivers for change and point out the relevance of the global dimension
- Develop a suitable partnership eg. with another institution already embedding the global dimension
- Circulate information on all the available support eg. Development Education Centres
- Distribute copies of this booklet to senior management and partner schools

Motivating & involving staff

- Create interest and commitment through a new angle on your subject
- Capitalise on your own and colleagues' awareness, interest and experience of global issues
- Offer opportunities to get involved in an audit or developing a course module
- Point out the assets of being involved in change for CVs and recruitment opportunities

CPD Strategy

- Introduce the idea of going beyond the core CPD elements
- Show how the global dimension enhances many aspects of statutory frameworks, strategies and curricula eg. the Key Stage 3 strategy
- Involve partner organisations, exemplar schools, EES support bodies

Pedagogy

Research in the area of effective teaching & learning suggests teaching and learning styles affect how children process information and acquire social and academic skills. Bringing a global dimension to the standards presents an opportunity to use a range of different approaches and activities. Using pedagogy that is participatory and experiential models democratic ways of working and has many benefits. Pedagogy can link to current strategies such as 'Excellence and Enjoyment' (DFES 2003) and the Key Stage 3 Strategy (DFES 2004).

Planning in Practice

**Model of practice:
'Providing a global dimension to
Citizenship Education: a collaborative
approach to student learning within
Primary Initial Teacher Education'.**

This is an example of planning for the inclusion of a global dimension which formed part of a year-long project undertaken at University College Worcester (UCW). The context for the project was student teachers' learning about citizenship and PSHE and their application of this to their practice during serial and block school experience.

Students should gain experience of planning and delivering curriculum units to promote global citizenship using critical pedagogy and action research. ...Students should be taught in ways that demonstrate such pedagogy and allow them to develop and display the kinds of knowledge, skills and values required by cosmopolitan democrats' (DEA, 2002)

This was the pedagogy that underpinned the project. In terms of the process used for developing the substantive knowledge base of participants in the project, the following approaches were taken:

- Issues-based learning
- Dealing with controversial issues
- Participatory and interactive teaching approaches which use higher order thinking skills and take account of differences in learning styles

The key concepts for the pedagogical element are therefore – democracy, participation and action, active learning, power and control, ownership, and partnership.

The project ...sought to achieve these by working at two levels:

- 1 At the course-as-a-system level, by exploring an approach to involving all members of the ITT partnership in a democratic process of development of the citizenship/PSHE strand of the course, to the benefit of all
- 2 At component-parts-of-the system level, by exploring and modelling socially critical / transformatory approaches to learning about citizenship/PSHE with the students. The project therefore had a dual focus — pedagogical and substantive — and functioned at two levels.

The over-riding purpose of choosing this structure was that it was seen to be appropriate to take a democratic approach to student learning at whole course level, because this would mirror the learning and teaching approaches being used at modular level, which we hoped students would then use at classroom level.

[Edited extract from Martin, F (2004)]



Key Concepts

Global Citizenship
Conflict Resolution
Diversity
Human Rights

Interdependence
Social Justice
Sustainable Development
Values & Perceptions

The Global Dimension Key Concepts in School Practice



Global Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens:

- developing skills to evaluate information and different points of view on global issues through the media and other sources
- learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues
- developing understanding of how and where key decisions are made
- appreciating that young people's views and concerns matter and are listened to and how to take responsible action that can influence and affect global issues
- appreciating the global context of local and national issues and decisions at a personal and societal level
- understanding the roles of language, place, arts, religion in own and others' identity

Global citizenship: Model of ITET practice from the Swansea Institute of Higher Education

A trainee introduced global issues using non-fiction texts and bananas to a Year 1 class.

This lesson took its objectives from the Oxfam Curriculum for Global Citizenship. In particular it focussed on helping young children to understand a sense of the wider world and the links between different places. The teacher was keen to promote the skills of

- developing an inquiring mind
- beginning to state an opinion based on evidence
- making links between our lives and the lives of others

The following is an account from the trainee illustrating the learning of her pupils and how her own knowledge and enthusiasm translated into classroom practice:

The children sat in a circle and passed a 'feely' bag around in silence.

They had to guess what was in there without giving anyone else a clue!

When the bag came back to me I asked them what was in the bag and they all shouted out 'bananas'. I swapped the fruit for question words and we passed the bag around singing a little song. When the song finished the child holding the bag had to choose a word and ask

Young people need to understand global issues so they can make choices about how they want to live their lives.' Eighty per cent of young people agreed, of whom 33 per cent felt strongly, but 54 per cent felt powerless to do anything about it.

[MORI Schools Survey (2003)]

*a question that began with it. This activity generated some wonderful questions, e.g., **Where** do bananas grow? **What** makes them yellow? **How** long does it take to make a banana? **Who** brings us bananas? **When** are they picked? **Why** do we have to peel them? The children then worked in pairs to write down a question that they wanted answering.*

We all returned to the carpet and read the questions to each other. When I asked them how we were going to answer them they told me we could read some books, use the Internet and ask people. Before I read a book to them and asked them to listen carefully to hear if they could answer their question I showed them a selection of photographs to stimulate more discussion. The only question they could not answer was "why do bananas go black?" After the questions were answered we looked at the different resources I had organised and shared the bananas.

The following day we talked about the difference between fiction and non-fiction and brainstormed 'growing bananas' in order to write our own non-fiction banana book. The children then put their ideas into the order they thought made sense. I typed up the book using PowerPoint and asked the children to illustrate the pages. I then scanned in their work so they would have a 'published' book! We used their written work to match a selection of Oxfam photographs to make a wall display showing the journey of a banana from a small sucker in the Windward Islands to a shop in Swansea.

We e-mailed Captain Hawkins to ask him questions about a real banana ship; he is a friend of mine who kindly offered to assist the project. I also organised a visit from Miss Kingdom, a lady from the local Tesco store. She came and spoke to the children about nutrition and brought them a selection of exotic fruit, including bananas, and explained where each one came from and how it got here. The children took turns to look, feel and smell the different fruits. Some of them described a particular fruit to the rest of the class. Tesco had provided the fruits and made a huge fruit salad for the children to share. The class kept the individual fruits and used them as models for still life drawings and papier-mâché models.

We used some of the still life illustrations in a display with a world map. I labelled each one and as the children found the country of origin on the globe, I transferred the location to the map with them. We used ribbon to connect the fruit to its country of origin. These included:

- Clementines from Spain
- Mangoes from Peru
- Kiwi fruit and lychees from New Zealand
- Melon from Costa Rica
- Bananas from the Windward Islands
- Pineapple from the Ivory Coast

Development of the skills and knowledge of this trainee was noticeable.

She developed a 'global' eye towards resources. In the beginning she commented that she had found no resources for Key Stage One which supported her topic, and that this hindered her. However, in the course of her training, she found that she could use her grounding in the conceptual framework and objectives to use story books as a basis for work with the pupils.

(Global Teacher Project 2002)



Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony:

- knowing about different examples of conflict locally, nationally and internationally and different ways to resolve them
- understanding that there are choices and consequences for others in conflict situations
- understanding the importance of dialogue, tolerance, respect and empathy
- developing skills of communication, advocacy, negotiation, compromise and collaboration
- recognising that conflict can act as a potentially creative process
- understanding some of the forms racism takes and how to respond to them
- understanding how conflicts can impact on people, places and environments locally and globally

Conflict resolution: Model of ITET practice from the University of Exeter

The trainee chose to incorporate global perspectives in her Year 3 history lessons. She wanted the children to explore the concepts of conflict resolution, fairness and justice, power, change, and the belief that people can make a difference.

The session began with an introduction to the concepts from the pupils' own starting points: first hand experiences, how conflict feels to them, and how they deal with it. The trainee told the pupils a story about her own experiences when at school and how she had dealt with conflict situations, through a variety of strategies. The pupils were then asked to share their experiences of conflict and how they had resolved similar situations.

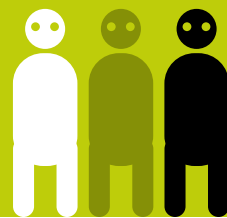
Global perspectives were brought in using a video resource about Gandhi. The pupils developed knowledge and an understanding of how conflict happens on a global level and were helped to relate this to their everyday situation by reflecting on their own experiences of conflict. The discussion after the video revolved around Gandhi's non-violent strategies for resolving conflict.

The use of the word 'compromise' during the discussion on conflict resolution was an indicator to the trainee that the children were developing some of the skills and objectives planned as part of her lesson. In addition, the lesson addressed explicitly social and moral aspects of the National Curriculum.

This student commented on the fact that the training had 'made her think about how issues' can be incorporated into lessons. The training had also encouraged the student to read more deeply into the topics and subjects she had to deliver through the curriculum.

[Global Teacher Project (2002)]

Conflict Resolution



Diversity

Diversity: Model of school practice

As part of a project on 'Games We Play' with Year 4 pupils, two primary schools in Oldham (Greater Manchester) were linked, bringing together (in some cases for the first time) children from very different cultural backgrounds. Pupils were encouraged to talk to their parents and grandparents, and members of their communities to find out what games they played when they were children. The pupils then shared this information with their peers, teaching them how to play the games. A celebratory Games Day was held bringing together pupils from both schools to try out the different games from Bangladesh and Pakistan as well as Oldham, Poland and other countries (reflecting the cultural origins of the pupils). Children whose first language was not English responded extremely positively to learning and playing new games and began to communicate more confidently with their classmates. Children did written work, art and IT around the project.

(Manchester DEP 2004)

Understanding and respecting differences and relating these to our common humanity:

- appreciating similarities and differences around the world in the context of universal human rights
- understanding the importance of respecting differences in culture, customs and traditions and how societies are organised and governed
- developing a sense of awe at the variety of peoples and environments around the world
- valuing biodiversity
- understanding the impact of the environment on culture, economies and societies
- appreciating diverse perspectives on global issues and how identities affect opinions and perspectives
- understanding the nature of prejudice and discrimination and how they can be challenged and combated



Human Rights

Knowing about human rights including the UN Convention on the Rights of the Child:

- valuing our common humanity, the meaning of universal human rights—understanding rights and responsibilities in a global context and the interrelationship between the global and the local
- understanding that there are competing rights and responsibilities in different situations and knowing some ways in which human rights are being denied and claimed locally and globally
- understanding human rights as a framework for challenging inequalities and prejudice such as anti-racism
- knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law
- understanding the universality and indivisibility of human rights

Human rights Model of school practice

A junior school in Andover taught children's rights to one Year 6 class and kept the other as a control group. Both classes were given a questionnaire to evaluate their knowledge and understanding before the work started, and again at the end of the summer term. They used UNICEF's 'Time for Rights', websites, and activities developed by the teachers. The children learnt about respect, rights and responsibilities alongside a school 'code'. They learnt that everyone has a right to an education and that they have a responsibility to respect that right and not disrupt others' learning. Within 2 weeks a significant difference was noted between the classes. The 'Rights' group were more tolerant of each other and were making more effort to listen to each other. This proved such a great success that the school has since taken it on school wide.

[From 'Developing a Global Dimension in the School Curriculum', DFES. (2005)]



We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.

[‘Putting the world into world-class education’ (DfES 2004)]



Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale:

- understanding the impact of globalisation and that choices made have consequences at different levels, from personal to global
- appreciating the links between the lives of others and children and young people’s own lives
- understanding the influence of diverse cultures and ideas (political, social, religious, economic, legal, technological and scientific) on each other and appreciating the complexity of interdependence
- understanding how the world is a global community and what it means to be a global citizen
- understanding how actions, choices and decisions taken in the UK can impact positively and negatively on the quality of life of people in other countries

Interdependence and social justice: Model of ITET practice from the Institute of Education, University of London

A Business Studies programme trainee worked with a Year 13 class and focused on the subject of multinationals, mergers, and their effects on the host country through a series of lessons. The aim of these lessons was to provide an explanation of how companies become multinationals. The learning outcomes were: knowledge of multinationals and mergers and how and where they come from.

The global education objectives were:

- Knowledge and understanding
 - globalisation and interdependence
 - social justice and equity
- Skills
 - critical thinking
 - ability to argue effectively
 - ability to challenge injustice and inequalities

In the first lesson, the trainee introduced definitions and the objectives of some multinational companies. In the second, the effects on the host country of a multinational company were examined. The trainee devised and used a role-play in which the pupils split into groups, and each group was given a role. The scene was set and each group had to discuss the positive and negative effects of a multinational company opening a business in some quiet islands of Thailand. Each group then elected two people to represent the group in a class debate.

Multinational Company Role Play

Roles:

Group 1: McDonalds

Group 2: Thai government

Group 3: local community

Scenario:

McDonalds want to open up a string of restaurants in Thailand, on the quiet idyllic islands

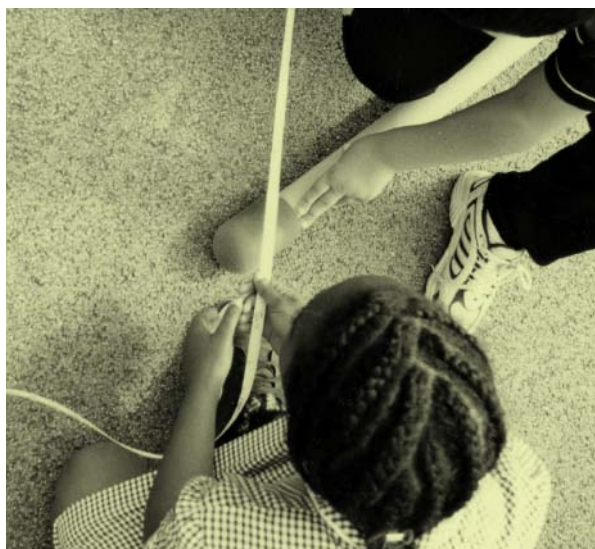
Debate:

Should the McDonalds Company be allowed to open up their string of restaurants?

The resulting discussion showed how trainees in Business Studies were able to incorporate global perspectives into their teaching and raise issues of social justice and equity.

[Global Teacher Project (2002)]

Interdependence



Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people:

- valuing social justice and understanding the importance of it for ensuring equality, justice and fairness for all within and between societies
- recognising the impact of unequal power and access to resources
- appreciating that actions have both intended and unintended consequences on people's lives and appreciating the importance of informed choices
- developing the motivation and commitment to take action that will contribute to a more just world
- challenging racism and other forms of discrimination, inequalities and injustice and understanding and valuing equal opportunities
- understanding how past injustices affect contemporary local and global politics

Interdependence and social justice: Model of ITET practice from the University of Exeter

Maths was one of the areas chosen by this trainee to embed global perspectives into her practice with a Year 5 class. The focus of the activity was 'global market forces'. The objectives for the lesson were to explore basic economic concepts as well as concepts such as justice and interdependence. The lesson also provided a meaningful context for a variety of mathematical activities and encouraged collaborative and co-operative group work.

A simulation activity **Global Market Forces Game** was adapted by the trainee from *The Trading Game* published by Christian Aid.

The discussion that followed indicated that the students were beginning to develop an understanding of inequality between countries and the social and economic reasons for this. As well as developing an awareness of the issues, students who used this approach to developing knowledge, understanding, skills and attitudes, found the experiential method of a simulation provided an exciting, fun stimulus for the pupils to engage with global issues.

The trainee was quite surprised at the level of knowledge and attitudes the students had on the issues. They displayed a much more critical approach to the ideas and opinions raised than the trainee expected. She had taken it for granted that the students' knowledge base was zero, but found from this activity that given the opportunities, students are able to actively participate in issue based discussions. She concluded that enabling pupils to be active participant future citizens required the curriculum to reflect the dynamics of citizenship within the topics or subjects studied at school.

[Global Teacher Project (2002)]

Social Justice

ITET activity:

Explore your ecological footprint. Earth Day at www.earthday.net and other websites have interactive tools for investigating the environmental impact of our everyday lives. This is a lively way for trainees to introduce the global dimension into a teaching plan and to encourage a 'Think global, act local' philosophy.

(Sweasey 2004)



Sustainable Development

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations:

- recognising that some of the earth's resources are finite and therefore must be used responsibly by each of us
- understanding the interconnections between the social, economic and environmental spheres
- considering probable and preferable futures and how to achieve the latter
- appreciating that economic development is only one aspect of quality of life
- understanding that exclusion and inequality hinder sustainable development for all
- respecting each other
- appreciating the importance of sustainable resource use—reduce, repair, reuse, recycle—and obtaining materials from sustainably managed sources

Sustainable Development: Model of Practice from the Swansea Institute of Higher Education

The trainee used environmental issues to develop literacy skills amongst the pupils in a Year Five class. The focus of the lesson was 'persuasive texts, viewpoints on waste'. The aims of the lesson with reference to literacy were:

- read and evaluate text for persuasiveness
- use structures from reading the book to develop conventions of writing
- write a commentary on an issue by producing a leaflet

In addition the global education objectives were for pupils to gain knowledge and understanding of sustainable development

- engage in the skills of critical thinking
- debate and discuss values, with regard to concern for the environment and a belief that people can make a difference

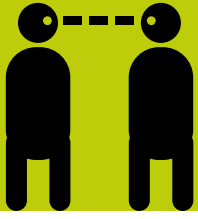
The first part of the lesson was spent looking at a big book relating to environmental issues, exploring the images used, content of the pages, format of the text and the people interviewed. Questions were then posed based on the purpose of the text. What was it trying to do? Is it persuasive, if so how? The class looked at the text to see which parts presented arguments, which parts facts and which parts provided solutions. They then spent some time offering alternatives to current methods of waste disposal.

The class then had the task of designing a leaflet to encourage people to recycle. The pupils had to be explicit in their arguments of what, how and why recycling should happen, to be persuasive, give alternatives and have some impact.

The trainee's assessment of the students was based on the learning outcomes of the National Curriculum and the Oxfam Global Citizenship Curriculum (Oxfam 1997). Through the discussion that took place and the leaflets produced, she was able to evaluate what had been learnt and understood.

The case study highlights how, given an understanding of the issues and the right resources, the core subjects allow teachers to bring a realistic, stimulating and action based approach to the curriculum.

[Global Teacher Project (2002)]



Developing a critical evaluation of images of the world and an appreciation of the effect these have on people's attitudes and values:

- understanding that people have different values, attitudes and perceptions
- understanding the importance and value of Human Rights—developing multiple perspectives and new ways of seeing events, issues, problems and opinions
- questioning and challenging assumptions and perceptions—understanding the power of the media in influencing perceptions, choices and lifestyles
- understanding that the values people hold shape their actions
- using different issues, events and problems to explore children and young people's own values and perceptions as well as those of others



**Values and Perceptions
Model of School Practice**

After visiting their local museum to see objects from other cultures, children at a Birmingham school were asked to choose one object that represented their cultural identity. In doing this, children realised how difficult it is to base judgements of another culture on observing a few artefacts. They started to appreciate how assumptions are sometimes made about cultures about which we have limited information.

[From 'Developing a Global Dimension in the School Curriculum', DFES. (2005)]

Values & Perceptions

A photograph of three young women looking intently at a screen, likely in a classroom or meeting. The image is overlaid with a semi-transparent green filter. The woman in the foreground on the right is wearing glasses and a striped shirt. The woman in the middle is wearing a black hijab and a striped shirt. The woman on the left is wearing a light-colored top. The text "Bringing a Global Dimension to the Standards" is overlaid in white, bold, sans-serif font.

Bringing a Global Dimension to the Standards

S1 Professional Values & Practice

- S1.1** [Those awarded Qualified Teacher Status] have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

For example
discuss headline news relating to countries overseas with regard to their own and their pupils' own backgrounds and history.

ITET activity:

Download a back copy of 'Global Express' magazine on global events in the news from www.dep.org.uk/globalexpress and ask trainees to evaluate the activities, then to design a lesson using 'Global Express' or devise their own edition based on another international event or global issue.

(Sweasey 2004)

Key global dimension concepts:
diversity, value & perceptions



- S1.2** They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.

For example
display the Rights of the Child as a poster ensuring that children know about children's rights and use them to agree class rules.

Key global dimension concepts:
diversity, value & perceptions



- S1.3** They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.

For example
demonstrate an awareness of the wider world and an open, positive

and interested approach to different peoples and places.

Key global dimension concepts:
global citizenship, conflict resolution, social justice, values & perceptions



- S1.5** They can contribute to, and share responsibly in, the corporate life of schools.

For example
get involved in producing a school policy on Global Education to embed the global dimension in the curriculum.

ITET activity:

Trainee teachers consider how the global dimension links with key agendas, for example The Children's Bill.

(Sweasey 2004)

Key global dimension concepts:
global citizenship, conflict resolution, interdependence, social justice



- S1.7** They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.

For example
carry out action research into the theory and practice of incorporating the global dimension in the curriculum

keep a learning log or diary

carry out peer review

Key global dimension concepts:
global citizenship, values & perceptions



Case Studies

Working with Staff...

Two professional development days were held at **Bath Spa University College**. Members of the PGCE Primary Programme were introduced to global dimension concepts, frameworks and resources.

Following this, the Primary Programme Team embedded global dimension policy and practice into the course in the following ways:

- Global dimension reflected in the mission statement of the course
- New and existing opportunities for introducing global dimension in the PGCE course identified:
 - Lecture and activities in the introductory weeks of the course
 - A directed task for trainees during their school placement
 - Linking with Global Dimensions South West, the regional Enabling Effective Support initiative, to establish contact with global schools in the area with a view to using these for school placements.
- Biannual review and monitoring meetings with the Global Teacher Project, to review practice, discuss opportunities and challenges and identify resources.

Examples of the directed **global dimension tasks** completed by the trainees were sent to the Global Teacher Project for evaluation. They provided evidence of students' ability to embed the **global dimension** into their planning on teaching experience placements.

Working with staff, students & a Development Education Centre...

The Institute of Education at Manchester Metropolitan University and Manchester Development Education Project (DEP) are working on a joint project '**Global Dimension in ITET**'. The project is funded by the Department for International Development from 200–6.

The project aims to enable and enhance the ability of teachers to address the **global dimension in the classroom** and to reshape and develop the ITET courses at MMU, as well as Continuing Professional Development and INSET.

An Institute of Education staff training session on the **global dimension** looked at what it is, why it is important, how it related to their own area and included planning time.

Tutors have used the DEP resource bank to encourage their students to incorporate the **global dimension in their planning** across the curriculum and to critique, access and use a range of materials in delivering the global dimension as part of the National Curriculum. A result of this has been increased engagement in dialogue regarding global issues.

Trainee teachers explored the role of values and attitudes in learning expectations and assessment through a **professional studies programme focusing on the global dimension**.

Two new Primary BA Year 3 and 4 Specialisms, "Global Citizenship" and "Children's Worlds" have been developed which will enable primary trainee teachers to plan cross-curricular projects at KS1 and 2 with a strong Global Dimension and links between History, Geography, R.S. and global citizenship.

Trainees are encouraged to act as 'agents of change' when working on placement with ITET mentors.

Case Studies

Working with staff & students...

The **University of Hertfordshire** introduced the global dimension to staff and students through:

- Two workshops facilitated by the Global Teacher Project, for students
- Introduction to global dimension frameworks, concepts and resources in a professional development workshop, facilitated by the Global Teacher Project and Southern Voices*
- Audit to establish what work already exists within the faculty, followed by an action plan
- Global dimension concepts, activities and resources used in delivery of Citizenship and Education for Sustainable Development programmes across BEd, PGCE and MA/MEd courses:

BEd

Year 1 Citizenship as part of multi-cultural Britain. Enquiry based learning:
Brick Lane (London), different faith centres (Hindu Temple, East London Mosque, St Albans Abbey, Independent Chapel)

Year 2 Citizenship and Education for Sustainable Development (ESD) in Humanities
as 25% of Geography
ESD option in General Professional Studies module

Year 3

General Professional Studies: lecture **Global Citizenship**,

General Professional Studies: **International perspectives** seminars after lecture

General Professional Studies: Political Literacy lecture

Integral part of Geography Specialists Module

Global Education Trip (1 week, optional) to The Gambia with production of teaching resources and planned dissemination to whole year group, Year 2 and School of Education tutors.

PGCE

Early Years 1 x 3 hr workshop devoted to **Citizenship and ESD**

PGCE (p) **Citizenship and ESD** included in introductory lecture and as part of workshop series in Geography

PGCE Flexi **Citizenship and ESD** included as a substantial part of geography

PGCE Scitt 1 x 3 hr session devoted to Citizenship and ESD

MA/MEd

Citizenship and ESD included in module on Managing Professional Development

Working with Students...

At **Leeds Metropolitan University** modules in the Primary/Middle Years Teaching Studies programme included:

Broader Issues in the Core Subjects module

Students attended a workshop facilitated by the Global Teacher Project in which the concepts of citizenship, social justice, values and perceptions and diversity were explored through a number of activities.

Students had the opportunity to engage in participative, experiential activities which demonstrated key frameworks and concepts.

Managing the Learning Process in the Core Subjects module

Two sessions were facilitated by the Global Teacher Project for students studying this module. The sessions used participatory activities to explore global dimension concepts and frameworks and where these approaches could be used across the National Curriculum. Students were expected to link this learning to educational theory in course assignments and presentations.

S2 Knowledge & Understanding

He [the geography tutor] gave us ways and strategies for teaching and each group had a different strategy to try and so there were loads of ideas just in one lecture. Including global issues like fair trade. We saw it in practice and that was so useful and you can think 'Yeah, I can do this. This is really easy!'

PGCE student (Lawson 2004)

- 2.2 [Those awarded Qualified Teacher Status] know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education.

For example
show evidence of visiting and using websites such as Oxfam's Cool Planet website and their Global Citizenship whole school audit:

www.oxfam.org.uk/coolplanet/teachers/globciti/wholeschool/index.htm

investigate and debate ways in which values can be learned

recognise that all teachers are teachers of citizenship demonstrated through teacher behaviour and classroom ethos as well as through lesson content

ITET activity:

Trainee teachers consider how the global dimension eight concepts link with the Values, Aims and Purposes of the National Curriculum, Citizenship and PSHE, and Education for Sustainable Development.

(Sweasey 2004)

Key global dimension concepts:
global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, values & perceptions.



- 2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

For example
develop their practice of active learning to encompass models of democratic participation which foster pupils' autonomy and responsibility

demonstrate their own role in helping pupils to increase understanding of the social, political, economic, cultural and environmental contexts in which they live

recognise and value the prior learning of all pupils

ITET activity:

Use National Curriculum guidance on teaching gifted and talented pupils (www.nc.uk.net/gt) as a starting point for a more innovative and challenging route into curriculum development through planning activities to enable pupils to develop higher order skills investigating the global dimension.

(Sweasey 2004)

Key global dimension concepts:
global citizenship, social justice, values & perceptions



S3 Teaching: Planning, Expectations & Targets

3.1.3 [Those awarded Qualified Teacher Status] select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

For example

show evidence of visiting resource centres and websites such as www.globaldimension.org.uk and www.citizenship-global.org.uk

demonstrate the ability to provide a curriculum for all pupils that incorporates a range of cultural perspectives

ITET activity:

Trainees use the global dimension as a framework to explore discussion of controversial issues, for example the Iraq War, in the classroom. They discuss how pupils' perceptions and values relate to media images of war, immigration or disasters can be approached for different age groups within their subject. Trainees search for websites with resources on a range of global issues and consider how such sites reflect the political viewpoint of the web authors, locating web articles that present differing opinions.

(Sweasey 2004)

Key global dimension concepts: diversity, social justice, values & perceptions



3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

For example

show evidence of making links with local communities

invite visitors from different countries or from local organisations

concerned with global education to talk to pupils (see Resources section)

Key global dimension concepts: global citizenship, diversity, social justice, values & perceptions



3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

For example

show evidence of visiting a range of places in the community and further afield for their own and pupils' learning

link with other schools, in the region and in a developing country

ITET activity:

Geography trainees visit a Youth Hostel for a residential field study. Each group of trainees is given one of the eight global dimension concepts as their starting point to produce out-of-classroom activities for pupils. These are then combined to produce a 'teachers' pack' on how to explore the Global Dimension beyond the classroom.

(Sweasey 2004)

Key global dimension concepts: global citizenship, diversity, interdependence, social justice, values & perceptions.



S3 Teaching: Monitoring & Assessment

3.2.1 [Those awarded Qualified Teacher Status] make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

For example asking questions about assessment practice such as

Have I provided for the learning needs of all pupils?

Will the assessment process be enjoyable for pupils and cause low stress?

Does it increase self-esteem and motivation?

Is it designed to emphasise each pupil's success rather than to highlight failure?

Are the pupils involved in feedback and evaluation of the learning activities?

Does it value the idiosyncratic and episodic nature of evidence and is it open to unanticipated outcomes?

Do the range of assessment techniques suit the different learning and communication styles and abilities that pupils possess?

Are there open-ended questions?

Are the techniques for observing and recording an integral part of the learning process?

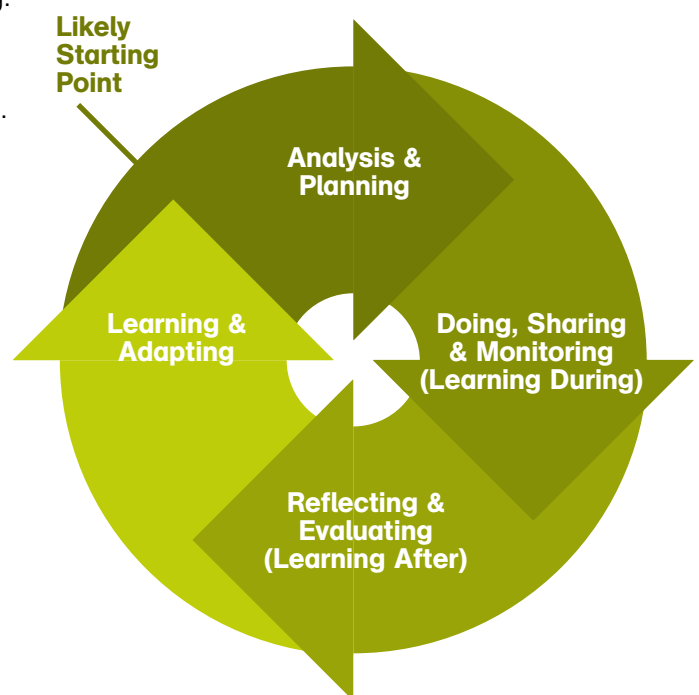
[Steiner, p 26-7, 1993]

Key global dimension concepts: global citizenship, diversity, values & perceptions



Diagram of process of reflective practice for learning and assessment

[Diagram from "Action Research Guidance for action projects", from ESD: A participatory Online Course 2005 © WWF-UK, 2005.]



S3 Teaching: Teaching & Class Management

- 3.3.1 [Those awarded Qualified Teacher Status] have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

For example
make learning vivid and real — develop understanding through enquiry, creativity, e-learning and group problem solving

make learning an enjoyable and challenging experience: stimulate learning by matching teaching techniques and strategies to a range of learning styles

Key global dimension concepts:
global citizenship, conflict resolution, diversity, social justice, values & perceptions



- 3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:

- make learning objectives clear to pupils
- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

For example
develop their practice of active learning to encompass models of democratic participation which foster pupils' autonomy and responsibility

enrich the learning experience—build learning skills across the curriculum.

ITET activity:

In secondary geography trainees use the 'Teaching and Learning sequence' and 'Venn Diagram' on pages 14 and 15 of Geography: The Global Dimension (DEA/ GA 2004) download at www.geography.org.uk/global as frameworks to assist

in the construction and review of teaching units they encounter on placement.

(Sweasey 2004)

Key global dimension concepts:
global citizenship, conflict resolution, diversity, social justice, values & perceptions



- 3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

For example
recognise and value the prior learning of all pupils

recognise the benefit for all learners of engaging in a range of cultural and global perspectives

Key global dimension concepts:
diversity, social justice, values & perceptions



- 3.3.7 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

For example
demonstrate their own role in helping pupils to increase understanding of the social, political, economic, cultural and environmental contexts in which they live by being aware of legislation and government policy on equal opportunities issues

adopt a range of strategies to ensure equal opportunities

Key global dimension concepts:
global citizenship, conflict resolution, diversity, human rights, social justice, values & perceptions



Resources

Websites

www.ase.org.uk/htm/ase_global/index1.php

Association for Science Education has global dimension pages

www.cafod.org.uk/resources/schoolteachers

Resources, activities and information

www.christianaid.org.uk/learn

Resources, activities and information

www.citizenship-global.org.uk

A portal site with links to many useful educational sites. Includes advice on teaching controversial issues.

www.globaldimension.org.uk

A database of over 650 resources with links to suppliers.

www.geography.org.uk/global

The global dimension to Geography. Other parts of this Geographical Association website will also be relevant, including ideas for bringing the global dimension into ITT settings and information on how this is happening within one ITT project. Also look at the Valuing Places project and journals.

www.globalgateway.org

This is a new international website providing a one-stop shop to help in developing the global and international dimensions in schools. It features guidance, information and links to other relevant websites. In development for Department for Education and Skills (DfES) by the British Council.

www.globalteacher.org.uk

The World Studies Trust Global Teacher Project is working in Initial Teacher Education and Training, to support the inclusion of a global dimension in course content, and to promote global education throughout the training of teachers.

www.oneworld.net

Brings together the latest news and views from over 1,600 organizations promoting human rights awareness and fighting poverty worldwide.

www.oxfam.org.uk/coolplanet

Cool Planet is primarily intended for teachers in England, Scotland and Wales and their students. It aims to bring the global dimension to the classroom, using the concept of Global Citizenship.

www.qca.org.uk/esd

QCA's Education for Sustainable Development site.

www.qca.org.uk/respectforall

QCA's Respect for All Site.

www.savethechildren.org.uk

Click on resources for information and downloads

Also, for pupils

www.savethechildren.org.uk/eyetoeye

www.teachandlearn.net/teachglobal

The global education pages of this OU/BBC website are open access and are a rich source of training and CPD activities.

www.unicef.org.uk/teacherzone

Resources, activities and downloads.

www.wwflearning.co.uk

Information, resources and activities on education for sustainable development

www.un.org/millenniumgoals/

All 191 United Nations member states have pledged to meet the Millennium Development Goals outlined here by 2015.

www.esd.org.uk

Education for Sustainable Development and Global Citizenship: Sharing information about services, resources and organisations throughout Wales.

www.globalfootprints.org

teaching about reducing your impact on the planet

Resources

Key Documents

The Challenge of the Global Dimension in Education /Institute of Education, University of London: Lecture Series No.1, IoE (2004)

Three really useful articles: Prof. David Hicks explores the meanings of global education, Prof. Audrey Osler the links between citizenship and global education, and Prof. Tim Brighouse challenges the 'my country versus world order' debate through an argument for a global curriculum.

Code of practice on the duty to promote race equality and A guide for schools, Commission for Racial Equality, 2002

Developing a Global Dimension in the School Curriculum

Published by DfES, DFID, DEA, QCA and the British Council , 2005

Copies of this publication can be obtained from: DFID Public Enquiry Point, Abercrombie House, East Kilbride, Glasgow G75 8EA. Tel: 0845 300 4100. Email: enquiry@dfid.gov.uk

It can also be downloaded from: www.globalgateway.org

Enabling Effective Support — Responding to the challenge of global society: strategies for supporting the global dimension in education.

DFID, 2003.

www.dfid.gov.uk/pubs/files/enablingeffectivesupport.pdf

Global Perspectives and Teachers in Training: Improving Practice Series
DEA, 2004.

A variety of case studies showing how the global dimension has been introduced into ITET. A useful source of terminology, training ideas and reflections from teacher educators.

Learning to listen: DFID's action plan on children and young people's Participation
DFID, 2004-05 also available as a PDF download.
<http://www.dfid.gov.uk/pubs/files/learningtolisten.pdf>

Putting the world into world-class education: An international strategy for education, skills and children's services
DfES, 2004 (DfES/1077/2004)

The rough guide to a better world
DfID, 2004

A useful FREE resource that can be ordered for all trainees. Also available to download at <http://www.dfid.gov.uk/pubs/files/rough-guide/better-world.pdf> (www.roughguide-betterworld.com)

Sustainable development action plan for education and skills
DfES, 2003

Taking the first step forward... towards an education for sustainable development: Good practice in primary and secondary schools

Ofsted, 2003 (HMI 1658)

Subject booklets

For subject specific booklets on the global dimension to the school curriculum, see www.dea.org.uk/schools.publications.html

Working together: giving children and young people a say
DfES, 2004 (DfES/0134/2004)

A Curriculum for Global Citizenship
Oxfam (1997)

Classroom resources

Resources to support teaching the global dimension are available through mail order.

The Oxfam Catalogue for Schools includes material published by a range of organisations: Oxfam, 274 Banbury Road, Oxford OX2 7DZ, Tel: 01865 313600
Email: education@oxfam.org.uk, www.oxfam.org.uk/coolplanet/teachers/catalogue.htm

Global Dimension

is a free website that gives teachers fast, easy access to information about teaching the global dimension. The site includes a database of over 650 resources that will help bring a global perspective to lesson planning and teaching. Resources can be searched by subject area and Key Stage as well as by country or theme. There are contact details for all suppliers provided.
www.globaldimension.org.uk



Organisations and Resource Centres

The **Development Education Association** was formed in 1993 to support and promote a better public understanding of global and development issues in the UK through education. It is a national umbrella body for England working in partnership with over 240 member organisations, including a network of local development education centres (DECs).

There is a network of **Development Education Centres** (DECs) across the country, most of which have resource centres. Many will support work in ITET and provide resources, training sessions and ideas. To find a DEC or other DEA member organisation offering local support, see the map at www.dea.org.uk/dea/a_to_z_of_members.html

Development Education Association
33 Corsham Street, London N1 6DR
Tel: 020 7490 8108
Fax: 020 7490 8123
Email: dea@dea.org.uk
www.dea.org.uk/schools

Cyfanfyd is an umbrella organisation for those involved in development education in Wales.

Welsh Centre for International Affairs
Temple of Peace, Cathays Park, Cardiff CF13AP
www.cyfanfyd.org.uk/

International Development Education Association of Scotland (IDEAS) is a network of over 40 organisations and individuals involved in Development Education and Education for Global Citizenship across Scotland.

The Courtyard Rooms
Simon Laurie House, Holyrood Road
Edinburgh EH8 8AQ, Scotland, UK
Tel: 0131 557 8114
Email: ideas@ideas-forum.org.uk
www.ideas-forum.org.uk/

The **Department for International Development (DFID)** is the UK Government department responsible for promoting development and the reduction of poverty worldwide. DFID works to build public support for development across the UK by raising awareness of global interdependence and development issues.

Tel: 0845 300 4100
Email: enquiry@dfid.gov.uk
www.dfid.gov.uk

The **British Council**, through its Education and Training Group, manages a wide range of international programmes and professional development activities, in addition to courses and networks for decision-makers in both organisations and local education authorities. The British Council offers information and advice on educational exchanges, teacher fellowships, study visits, establishing school links and joint curriculum projects.

The British Council
10 Spring Gardens, London SW1A 2BN
Tel: 020 7389 4247
Fax: 020 7389 4426
www.britishcouncil.org/globalschools.htm

The **Global Teacher Project** is working in Initial Teacher Education and Training, to support the inclusion of a global dimension in course content, and to promote global education throughout the training of teachers.

Global Teacher Project
www.globalteacher.org.uk/

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This handbook is for Initial Teacher Education and Training (ITET) tutors, school-based mentors, ITET students and Continuing Professional Development (CPD) co-ordinators and providers. It demonstrates how a global dimension can be embedded in ITET provision, and will help tutors and mentors incorporate appropriate knowledge, values and practice to support learning and teaching in an increasingly globalised society.

Supporting the Standards The Global Dimension in ITET

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The global dimension to ITET is essential in an interdependent world. The involvement of NGOs, particularly Development Education Association members, in partnership with teacher educators and trainers is essential in moving forward this agenda. This booklet is an important step on this journey
Doug Bourn, Director, DEA

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