

Global Learning in Schools in England: policy, practice and impact

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Aims of presentation

- Policy context in England and how government agencies support global learning;
- Approach to global learning in relation to:
 - the curriculum;
 - support to teachers;
- Research into what's worked, what works less well and some of the main impacts.

Terminology

- Concepts used include global dimension, development education and global learning.
- Main focus on **global learning**;
- Approach to learning that includes:
 - Critical engagement with global and development issues;
 - Acknowledgement that people's lives in the world are interconnected;
 - Active and participatory learning, with a focus on social justice.

Government support to global learning in England

- The Global Learning Programme
 - DFID-funded national programme 2013-2017
 - Schools deliver effective teaching and learning about development and global issues to students aged 7-14 years.
 - Aim for 50% of schools in England to engage with the programme.
 - Emphasises:
 - Global knowledge (above skills and values)
 - Teacher-led and teacher-to-teacher support

Global learning and the curriculum - before 2012

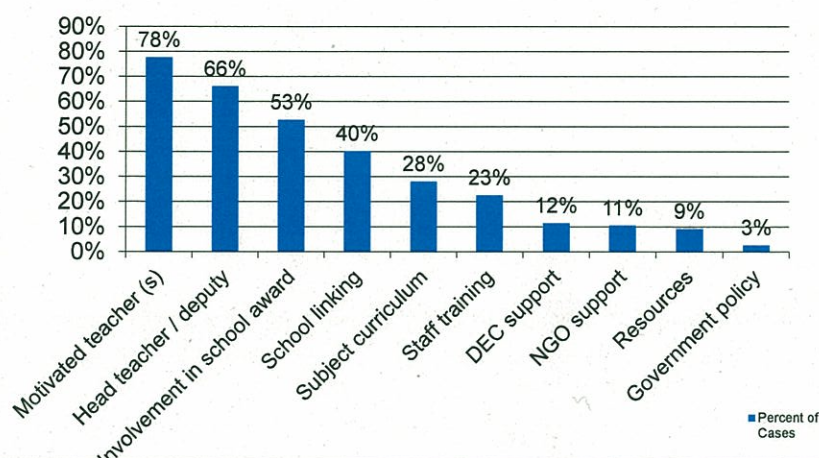
- A cross-curricular theme to be tackled through all subjects in the formal curriculum, school ethos and values.
- Joined up thinking between Department for Education (DFE) and DFID.
- BUT:
 - Policy implementation not supported by government monitoring.
 - Many schools failed to engage with the global dimension - some were not aware of it, for some it was an 'add-on'.

Global learning and the curriculum currently

- Global learning less evident in the revised national curriculum (2014). Scope for inclusion in some subject areas, but overall weaker coverage.
- Global Learning Programme:
 - Works with subject associations to devise curriculum support frameworks for revised curriculum;
 - Focus on Maths, English, History, Geography, Science, Citizenship and Religious Education;
 - Provides approved subject-based resources.

Why we support teachers

Factors encouraging global learning in primary schools



How we support teachers: GLP

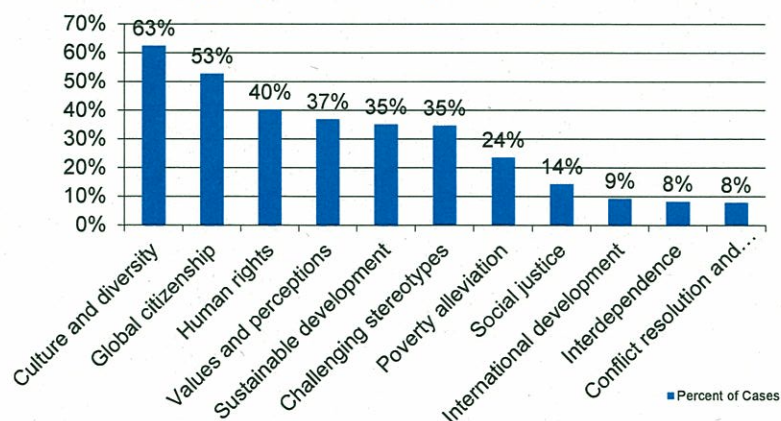
- **Peer-to-peer learning via network of expert centre schools:**
 - 450 expert centre schools each 'recruit' 15 to 23 partner schools onto the programme.
- **CPD programme of support for teachers** via 3rd party providers (e.g. NGOs, Development Education Centres). Schools claim e-credits;
- **Lead Practitioner Programme;**
- **Innovation Fund – teacher-led research.**

GLP: Whole school framework

Pupil achievement	Teachers practice	Behaviour and relationships	Leadership and community
Pupils develop in depth global knowledge through subject and topic areas	Teachers confident in global knowledge. Use a range of teaching approaches.	Global values support positive relationships	School leaders embed a school vision.
Pupils develop high quality skills.	Teachers are equipped to support active global citizenship.	Positive attitudes towards diversity and cultural difference	Professional development programme
Pupils are better prepared for transition and work.	Teachers use effective cross-curricular planning skills.	Pupil voice is developed across the school.	Engage parents and locally, nationally and globally

Making global learning accessible to teachers

Global learning in practice in primary schools



Content and language

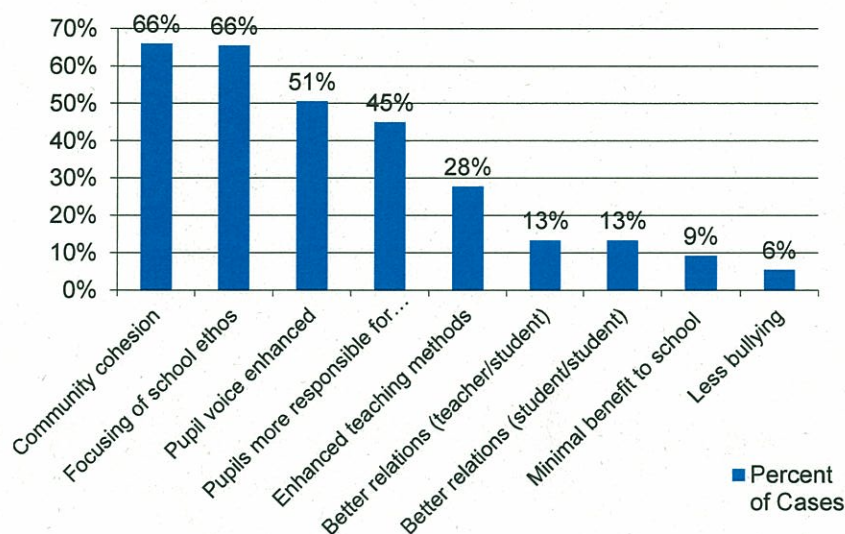
- Less engagement with controversial or difficult issues: Conflict, social justice, power relations.
- Language needs to be accessible to schools, for example, use:
 - Fairness over justice;
 - Linking local and global over interdependence;
 - Global learning rather than development education;
- Use values and skills education as a hook to attract schools into global learning.

When we support teachers

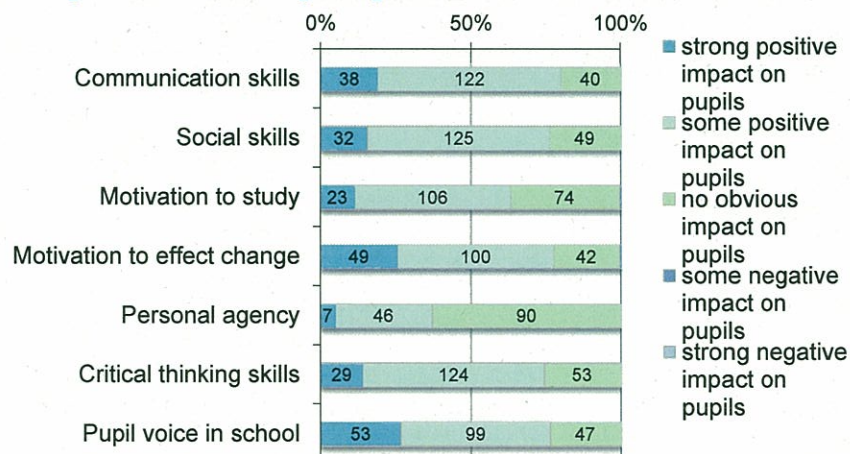
Initial teacher education or Continuing Professional Development?

Benefits of integrating global learning into initial teacher training	Difficulties of integrating global learning into initial teacher education
Teachers start off with the idea that global learning should be integrated into the subject area; It becomes more embedded.	Teacher educators had various levels of confidence and commitment to global learning, with some choosing not to incorporate it into training.
Many trainees are interested in a broad curriculum which incorporates global elements and can see links between their subject and global learning.	Global learning often seen as an add-on and wasn't integral to the teaching programme;
	Practice schools did not encourage global learning and trainees didn't feel able to raise it with teacher mentors.
	Many trainees won't focus on global issues in their first few years of teaching so some of the focus may be lost.

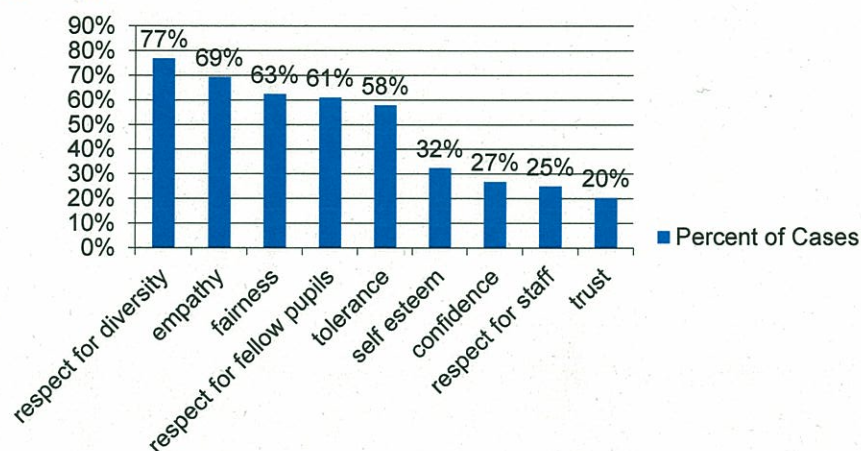
Impact of global learning on whole schools



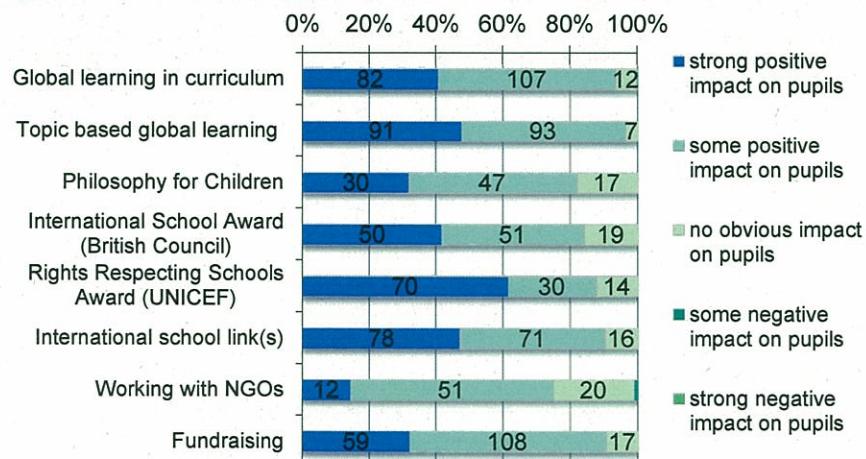
Global learning: impact on pupils' skills



Global learning: impact on pupils' values



Global learning initiatives with greatest impact



In conclusion: lessons learnt

- Global learning as a nationally-driven provision.
- Where government agencies work together - a more coherent approach to global learning can be provided.
- Inclusion of global learning in the curriculum needs to be supported with other initiatives.
- Local support networks with a focus on peer support (e.g. teacher to teacher) might better engage teachers.
- How we attempt to engage teachers and head teachers should be appropriate and accessible.