



# Journeys in Global Learning

Stories from schools, universities and organisations  
across London and the South East of England



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# Introduction

Local 4 Global started as a consortium of organisations in London and the South East regions, aiming to enhance and increase awareness and learning about the global dimension in schools. Local 4 Global coordinated and promoted a wide range of high quality support to achieve this far-reaching aim. It received funding towards this from the UK Department for International Development (DFID).

The consortium has been in place since July 2003 with the primary purpose of working with teachers and other educators through strategic approaches to build a learning community. These approaches were developed in response to the learning gained from the work of Global Education Centres who were members of the consortium, and who provided much of the expertise and support to teachers and other educators.

These reports feature testimonies from schools where the global dimension has been embraced through a whole-school commitment. Some discuss the beginnings of such a journey, and the purpose here is to inspire others to consider making global learning their own priority for school improvement.

Angus Willson  
Coordinator, Local 4 Global

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The research engaged school is one in which teachers believe it is in their interest, and in the interest of their pupils, to be critical of received wisdom, to be sceptical of easy answers, to have a desire for evidence and to foster ‘aggressive curiosity’.  
Handscombe, G. and Macbeath, J. (2003) The Research Engaged School, Chelmsford: Essex County Council; available from NFER (18 April 2006)  
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# Global Education Centres in London and the South East

These local centres raise the profile of global issues and encourage positive local action for global change. They aim to increase people’s knowledge and understanding by providing:

- learning programmes
- training and workshops
- resource libraries
- talks and lessons
- support and advice
- teaching ideas

Brighton Peace and Environment Centre (BPEC)  
[www.bpec.org](http://www.bpec.org)

Centre for Global Awareness, Winchester (CGA)  
<http://hantsdec.virtualschools.net/>

Commonwork, West Kent  
[www.commonwork.org](http://www.commonwork.org)

Global Education, Milton Keynes (GEMK)  
[www.gemk.org.uk](http://www.gemk.org.uk)

Humanities Education Centre, Tower Hamlets, London (HEC)  
[www.citizenship-pieces.org.uk/](http://www.citizenship-pieces.org.uk/)

Pestalozzi International Development Education Centre, Sedlescombe, East Sussex (PIDEC)  
[www.pestalozzi.org.uk/](http://www.pestalozzi.org.uk/)

Reading International Solidarity Centre (RISC)  
[www.risc.org.uk](http://www.risc.org.uk)

World Education Development Group, Canterbury (WEDG)  
[www.wedg.org.uk](http://www.wedg.org.uk)

# Local 4 Global four strategies:

- A. supporting the embedding of whole-school approaches;
- B. organising and facilitating Continuing Professional Development (CPD) opportunities;
- C. supporting the embedding of the global dimension in Initial Teacher Education (ITE) institutions and courses;
- D. advocating explicit attention and support for the global dimension to local authorities, government and voluntary sector bodies.

The table opposite shows how the long term strategies relate to each approach, and determined the activities that were undertaken to achieve the intended outcomes.



	Changes in educator practice	Changes in school/ITT institutional practice	Changes in policy and support	Local 4 Global intended outcomes
Local engagement	through in-depth work with schools; Continuing Professional Development (CPD) sessions; Initial Teacher Education (ITE) courses	through whole-school approaches; ITE institutions	through global dimension advocacy with Local Authorities, ITE institutions and voluntary bodies	A learning community
Cross-Local Authority and regional engagement	through teacher awareness of participation in sub-regional networks	through – General Teaching Council for England’s Teacher Learning Academy (GTC, TLA); - Specialist Schools and Academies Trust (SSAT); - British Council International Officer networks and Department for International Development’s Global School Partnerships (DFID, GSP)	through – Government Office for the South East (GOSE) and Government Office for London’s Sustainable Schools networks (GOL, SS) - National College for Leadership of Schools and Children’s Services (NCSL) regional events and online	Organisations’ work recognises and values the voluntary sector and the challenges of the global dimension
National engagement - ‘the education system’	through increased teacher membership of subject associations - through increased use of GTC, TLA	through continued engagement with and influence on the national ITE network for Education for Sustainable Development and Global Citizenship (ESD/GC) - through engagement with Training Development Agency’s Teacher Training Resource Bank (TDA, TTRB) - through increased use of GTC, TLA	through – Quality Curriculum Authority (QCA) - Department for Children’s Schools and Families (DCSF) Sustainable Schools - DCSF International	National bodies recognise and value the voluntary sector and the challenges of the global dimension
Local 4 Global intended outcomes	A learning community that informs and influences policy	Schools and ITE institutions that sustain independently their response to the challenges of the global dimension	Policy and support that enables schools and ITE institutions to sustain a learning community that champions the global dimension	

## Changes in educator practice

### Regional Conferences

A series of four annual conferences brought together regional partners and examples of work for a national audience. Beginning with ‘Race and Responsibility in the Classroom’ and finishing with ‘Reach Out: Community Cohesion for Schools’, these conferences involved high profile speakers responding to the current educational concerns.

#### Actions

Four programmes of distinguished speakers included the following: Linton Kwesi Johnson, international dub poet; Stella Dadzie, Front-line Training, on community cohesion in practice; Royston John, Director of NCBI and London Chair of AfroICE, on his work with the exclusion of Black pupils with a focus on teaching for equality; Vanessa Andreotti, Centre for Global Social Justice, University of Nottingham, explored critical literacy

in Global Citizenship education; Lynn Mario de Souza, University of São Paulo, introduced education for diversity in the 21st century and Robin Richardson explored the current debates on race, identity and multiculturalism. These informative sessions were delivered alongside a series of practical workshops to develop teacher ideas and practice in the global dimension.



#### Result

A loyal audience of teachers who returned each year and enabled the programmes to be developed in response to the needs they identified. In this way, the conferences facilitated a new network of teachers and educators with a passion for global learning. This built recognition of the local work to a national and international level, whilst equipping teachers with valuable ideas for their return to the classroom.



## Changes in school and institutional practice

# Binfield Church of England Primary School, Bracknell, Berkshire

**Binfield Church of England Primary School has developed a strong partnership with Reading International Solidarity Centre (RISC) which has ensured that Global Citizenship is successfully embedded across the school. Binfield is a Centre of Excellence within Bracknell Forest Local Authority.**

### Actions

RISC conducted audit activities with all children in years 2, 4 and 6 as a baseline for the initiative. The responses from these enabled staff to establish existing strengths and weaknesses and prioritise areas for specific focus; findings were also fed back to parents and governors.

Pupils presented workshops at a Rights Respecting Schools conference where they shared their perceptions of the audit activities with participants and challenged the adults' responses, pointing out stereotypes and reminding them of the need for balance.

"The confidence in the pupils' ability to challenge and question through the use of these activities was impressive, and the value that the school places on the link with the Global Schools programme was evident in their enthusiasm to demonstrate the positive impact of the work so far." Barbara Lowe, RISC.

An audit of the school library indicated how gaps can be filled to support the effective delivery of Global Citizenship.

A series of whole-staff training was undertaken, joint curriculum planning, governor training, and regular training for

new staff and teaching assistants to ensure all were aware of the schools' commitment to the initiative.

Lesson observations enabled focused and constructive feedback on Global Citizenship in existing lessons, and indicated opportunities for future plans.



### Result

Follow-up audits provided evidence to show that Binfield had made considerable progress with children in all three years, showing they had a greater knowledge and more positive attitudes about issues relating to social justice and sustainability.

Good practice at Binfield is already being shared and will be disseminated to teachers locally and nationally through publications and websites.

Head Teacher, Di Ware, wrote an article about Binfield's Global Citizenship work for the Bracknell Forest primary schools' newsletter, disseminating Binfield's work in the first phase of their partnership with RISC.

Binfield's local partnership with Redlands Primary School is well established with staff visiting each other's school and with the planning and delivery of joint Global Citizenship focus days.

# Canterbury Christ Church University

Within the Faculty of Education at Canterbury Christ Church University there are over 30 courses offered as routes into teaching.

## Actions

A programme of work and outcomes have increased the number and scope of courses with an embedded global dimension and identified tutors who will champion the global dimension and make it sustainable.

This has involved developments in delivery of Religious Education and sixth-form conferences; international conference days; art tutors referencing contemporary African artists and ideas developed in BA (Hons) Childhood Studies in their contemporary childhood issues module.

## Result

A 14 week course, 'Learning in the Global Context' is now a compulsory module in the third year of the BA Primary Education course. Beginning with the theme of connections, through a range of global issues and ending on a positive note about our planet. Shared ideas and expertise has been key to the successful development of this module.

“

The Faculty seeks to build a culture that is sensitive to the issues of international fairness, social justice, equality and fraternity in an increasingly globalised world. We promote positive engagement with the international dimension to ensure that it is clearly visible in all of our activities: enhancing the knowledge and understanding, and policies and practices, of all the members of the faculty and University community.

Dr John Moss, Dean of Education

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“

Canterbury Christ Church University has an outstanding record for its education courses. World Education Development Group (WEDG) is contributing to changing the way one of the country's leading providers approaches its work. Can there be a better lever for change? A single session with 50 teachers in training could impact on 10,000 children in a single year (200 children in each school that a trainee works in). This must be a very good investment indeed.

Stephen Scoffham, Principal Lecturer

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# London and South East Network of Universities

Forty per cent of the university-based provision for Initial Teacher Education (ITE) in England takes place in the South East region and London.

Across the region there has been an incremental engagement with subject courses across education departments and submissions were invited for ITE lecturers within universities to identify how their courses would further engage with global learning.

## Actions

It was felt that, whilst there is good evidence of individual ITE lecturers engaged with global learning, there were few opportunities for this to be shared across courses within institutions and face-to-face between colleagues in different institutions. This recognises that the pattern of ITE delivery is complex and varied while unified by the standards for Qualified Teacher Status and course validation.

Regional meetings of universities engaging

with global learning within their ITE courses were facilitated, which brought together lecturers to build common understanding and to explore means of further cooperation.

Opportunities were created for networking, together with discussion and planning for how this work could be used to influence the whole institution and to indicate means of disseminating this through new and existing channels.

“ I believe that the students are very inspired by teaching Global Citizenship. This term they gave some most thoughtful, innovative presentations and the thinking, sensitivity and consideration that went into the work was a joy to see.

Kevin Fossey, Senior Lecturer,  
University of Brighton  
January 2009

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## Result

The London-based group resulted in the formation of a UK ITE Network on Education for Sustainable Development and Global Citizenship (UK ITE Network of ESD & GC) hosted by London South Bank University. Three national conferences have been well supported. The printed publications and website ensure the conference papers reach a large audience.

Eight of the London and South East institutions have worked in different ways and continue to share their work, including presentation of papers at the annual conference above.



# Marlowe Academy, Ramsgate, Kent

Marlowe Academy has dual specialism in performing arts and in business enterprise; it operates an extended day and has developed a range of extended services to meet the needs of students, their families and the wider community.

## Actions

Opportunities for engaging with the global dimension have been explored with staff across the Academy.

A baseline audit measuring pupils' awareness and attitudes in relation to global learning was initially carried out. This was used as a basis for training with staff in the Humanities Department.

Training has also been delivered to the Academy's Newly Qualified Teachers (NQTs) and individual teachers have assessed to what extent a global dimension is explored in their subject area.

Staff at the Marlowe Academy identified a weekly global theme as an initial way of highlighting the global dimension with all teachers and students. This allowed the students to discuss global issues with their peers as well as an interested adult. These themes were picked up during whole-school and year-group assemblies. Further approaches have included work with the transition of pupils arriving from primary school, peer learning workshops including international video links, global workshops at community events, a sixth form conference and whole-school international focus events.

“The Academy recently won the prestigious ‘Creating the Future Award’ from the Academy for Sustainable Communities. This would not have been possible if our curriculum and approach had been inward looking and sterile. World Education Development Group (WEDG) has rapidly become an integral part of our multi agency approach to learning and student development.

Ian Johnson, Principal,  
Marlowe Academy,  
Ramsgate, Kent.

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## Result

Learning shared with the Dover Extended Services and featured in an article in the Specialist Schools and Academies Trust magazine (January 2009)

Training delivered to Newly Qualified Teachers was shared at a Kent-wide conference for Newly Qualified Secondary Teachers exploring the global dimension in specific subjects and using artefacts as stimuli.

# St. Mary Magdalene Academy, Islington, London

Opening in 2007, St. Mary Magdalene Academy is a specialist Academy in Humanities with Global Citizenship.

## Actions

Initially a curriculum audit of Key Stage 3 took place to identify existing curriculum provision and opportunities for further development of the global dimension. As a result, four key themes were chosen to explore in Years 7 and 8: sustainable development, globalisation and interdependence, diversity and conflict resolution.

Training was delivered with staff teams to explore how the global dimension could impact more widely in the school, both in the curriculum and relating to the school's international links and off timetable days.

A monitoring process tracked 60 students, in order to examine the effect of the global-themed curriculum on developing students' levels of awareness across the four key themes.

Further curriculum mapping of the global dimension was carried out within Key Stage 4 subjects and time was given to staff meetings for identifying resources and planning.

The school acknowledges this work is part of a developing process and hopes to engage student and staff voice in its development.

“  
**The specialism will help to transform the lives of our students by providing them with a global perspective on life, so that they are mindful of their responsibilities both to the local and global community, particularly the developing world, and toward the care of the planet we share.**

School mission statement

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## Result

Staff time dedicated to review curriculum changes and reflect on learning is seen as essential for curriculum development.

The global dimension is integrated more widely within the school through the Humanities Education Centre's (HEC) training and support.

An evaluation plan was established, which includes samples of students' work, with appropriate timescales.

Departments were able to use advice from HEC to plan the delivery of a global dimension in their KS4 curriculum. An ongoing evaluation framework was agreed and linked work with wider school initiatives such as international links and community cohesion. The school hopes to begin work around social enterprise projects.





# The October Gallery

‘pARTicipate’ is an online resource for teachers and artist educators which aims to highlight the work of contemporary artists from the Majority World and demonstrate how their work can link to key Global Citizenship concepts: Social Justice and Equity; Diversity; Globalisation and Interdependence; Peace and Conflict; and Sustainability.

[www.octobergallery.co.uk/participate/](http://www.octobergallery.co.uk/participate/)

## Actions

Over a number of years, exhibiting artists at the October Gallery were invited to deliver seminars and creative workshops in Reading and London to promote dialogue between contemporary artists from the Majority World and teachers, countering stereotypical images of primitive art and presenting innovative work.

Artist packs have been developed, in collaboration with teachers and artist educators to provide teachers with creative and innovative cross-curricular approaches to teaching Global Citizenship.

## Result

The website and resources have been promoted and made available to teachers across the UK. ‘START’, the publication produced by the National Society for Education in Art and Design (NSEAD) for primary art teachers, published a pull-out poster feature on the project. The poster included a variety of activities and resources with images of work produced so far.

In March 2010 a Czech development education centre, Spolecnost Society for Fair Trade, translated and trialled one of the packs in four different schools in the Czech

Republic. The pack is now being adapted for Czech teachers and will be made available online.

The October Gallery have embedded Global Citizenship into their education programme and have independently organised seminars for teachers, as well as ensuring that Global Citizenship is integrated into schools workshops and any teaching material produced. Reading International Solidarity Centre (RISC) aims to work with local galleries and Reading University in the future to provide opportunities for artist residencies.





# West Kent Network

**A local network of schools in West Kent is facilitated by Commonwork. In-depth work was undertaken with teachers and leaders to support the development of beacon schools in sustainable and global learning, which are able to share practice more widely.**

## Actions

A programme of hosted events was attended by 23 schools. Outreach work into schools included advice, In Service Training, CPD, resources and modelling of critical thinking techniques with students. A progression of training for school staff in global learning was also delivered.

Partnership projects bringing training and resources to the schools were supported by the British Council; the Citizenship Foundation; the Geographical Association; the Learning and Skills Improvement Service; Music for Change; SAPERE (Philosophy for Children) and Eco Schools among others.



## Result

Further networking across the locality saw a number of schools hosting their own events to share learning. An example included staff and students from 10 schools visiting St Gregory's Roman Catholic Comprehensive School to investigate the 'One Drop Project' on sustainable water use and teachers from each of these have expressed the intention of introducing it into their schools. The use of school gardens and grounds in developing global thinking about food justice and security has been of particular interest to schools in the network and learning continues to be shared.



## Changes in policy and support

### West Sussex Healthy Schools / Citizenship Team

As part of the West Sussex Healthy Schools Team's yearly action plan and the development of support materials for Citizenship, the global dimension had been identified as a priority and collaborative work began with Brighton Peace and Environment Centre (BPEC).

#### Actions

It had been identified by the West Sussex Healthy Schools team that many of the primary schools within the local authority had poor levels of provision in the field of Global Citizenship. Many schools felt that in order to really meet the needs of the children and enable them to develop as global citizens, they needed support with embedding key skills within the curriculum. The movement in primary schools towards

a more creative curriculum meant this was an ideal opportunity to develop a tool that would enable schools to do this across all key areas of the taught curriculum, as well as the wider school as a whole. Working with BPEC, a group of special interest teachers formed a focus group, meeting regularly to discuss and create a handbook to be shared with schools in West Sussex. The resulting resource has been

well received and is seen as an exciting and inspiring toolkit. The post of a lead teacher for Global Citizenship was also created to work within the Citizenship Advisory team to support individual schools to embed the Global Dimension within curriculum planning.



#### Result

The outcomes are that:

- all targeted schools will show an increase in the quality of its taught Citizenship curriculum
- all targeted schools will be working towards meeting statutory guidance on community cohesion and prevention of racist incidents
- all schools will work towards developing a global dimension in the curriculum as recommended by the DCSF and in line with government guidelines

# London Local Authorities

The five boroughs in the North London Schools International Network (NLSIN): Barnet, Camden, Enfield, Haringey and Waltham Forest expressed an interest in promoting the global dimension in schools.

Work was developed with the Humanities Education Centre (HEC) and in time a further six Local Authorities from across London engaged in their own focus on the global dimension.

## Actions

A model of engagement was developed which was then presented individually to key managers and staff teams in the NLSIN Local Authorities.

The London Borough of Enfield with support from HEC developed an International Strategy, which resulted in the 'Global

Learning for All' strategy. The Strategy was agreed by Children's Services and then across the whole Local Authority. Each borough then focused on developing a key area in relation to the global dimension to share with the other NLSIN Local Authorities. Support and advice was tailored to the

needs of the particular focus area of the Local Authority. This support included team presentations and training, comments on draft policy documents, support materials and resources with regular correspondence and communication.



## Result

Local Authorities have a good understanding of their contribution to being part of global learning across London. Individual authorities have engaged with themes including sustainability with a focus on the Earth Summit in Copenhagen, values and perceptions, global learning in ICT resources, thinking skills, social enterprise and school linking. Southwark is to explore the global dimension as part of a reflective review of what education means today, entitled 'Questioning Education'. NLSIN organised conferences and workshops on the global dimension for teachers and Local Authority advisory staff in their areas.

Developments were shared with the UK Local Government Alliance for International Development which was disseminated in their newsletter.





[www.local4global.org.uk](http://www.local4global.org.uk)