

The GLP at school level

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What are the pupil learning outcomes for the GLP and how do they relate to the National Curriculum?

The aim of the GLP is for young people to have a thorough knowledge and understanding of global poverty and the ways it can be reduced.

To achieve this, schools engaging with the GLP need to engage pupils in activities and approaches which will achieve the following outcomes:

- Pupils acquire **knowledge** enabling them to understand the causes and effects of global poverty and uneven development – including globalisation, social, economic and political processes – and to consider what possible solutions exist.
- Pupils develop **skills** through engaging with this knowledge to explore issues critically and to examine the actions individuals and communities can take to overcome global poverty, including their own responses.
- Pupils explore their own **values** when looking at key global issues, considering issues such as fairness, human rights and tolerance.

Within the GLP, we are calling these [global learning pupil outcomes](#).

Will there be school inspections by the GLP team?

No, the GLP team will not be conducting school inspections. However, if a school applies to become an Expert Centre, they will receive a visit from a member of the team to review their application and look through the supporting evidence that they have collated.

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What development and learning opportunities are there for Expert Centre/Partner School Coordinators and how much will this cost?

All Expert Centre Coordinators attend a two-day induction training seminar to enable them to provide a comprehensive programme of support to their partner schools after which they receive ongoing support from their Local Advisors. EC Coordinators also have access to an online forum which enables them to share ideas and successful strategies with their colleagues across the GLP network. At the conclusion of their four terms' engagement with the programme, the EC Coordinators attend a GLP review seminar to help them to reflect on their experiences of the programme and identify next steps for their schools going forward.

The cost of the training seminar, overnight accommodation and meals will be covered by the Development Education Consortium. Schools will need to budget for travel expenses and cover costs from their Expert Centre funding.

Are the lead practitioner accreditations recognised outside the GLP programme and can they be used towards a Masters Programme?

Since 2007, SSAT lead practitioners have been recognised by schools as outstanding teachers who lead by example to support and inspire others. The GLP is offering GLP Coordinators the opportunity of joining this elite group to share and disseminate their expertise in delivering global learning with colleagues in other schools.

SSAT lead practitioners now have the opportunity of undertaking a one year Postgraduate Certificate in Teaching and Learning – the PG Cert T&L (SSAT) programme. This masters-level programme is worth 60 credits – equivalent to the first third of an MA in Teaching and Learning (MATL) – and offers an affordable route to a Masters qualification. GLP Coordinators could use their GLP work as the basis for the course assignments that they would be required to undertake.

The programme is delivered in a virtual learning environment giving lead practitioners control over where and when they study. The VLE enables them to interact with tutors and other participants and access written, audio and video lessons and key texts.

For GLP Coordinators who may wish to continue their studies after this postgraduate certificate two further courses are available, building upon this initial qualification and leading to a Master of Arts in Teaching and Learning (SSAT).

What are the implications if a school decides to leave the programme?

If an Expert Centre decides to leave the programme partway through their four-term period of operation, they may need to repay some of the funding that they have received if the withdrawal is at a relatively early stage of their involvement in the programme. If the EC Coordinator is undertaking accreditation as a Lead Practitioner when the school decides to leave the programme, the funding that Expert Centres receive for this will also need to be reviewed by the SSAT.

If a partner school decides to leave the programme, any unused e-credits will be returned to the central funding pool for re-allocation to other schools.

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What research has been done to show that there is a direct link between development education/global learning in schools and school improvement?

Research shows that global learning approaches can support school improvement but a direct causal link has not yet been made. In a recent study of global learning in primary schools, teachers and members of the senior leadership team thought global learning had had a significant or some important impacts within over 65% of schools surveyed. The research showed that as global learning becomes more embedded in schools, the perceived impact it has on the school increases. Additionally, a further study in Wales found that global learning supported the development of the school ethos and supported schools in working better with their communities. Research also suggests that pupils who engage with global learning find lessons more motivating and engaging and enjoy learning about real-world connections to their work. This can support attainment and attendance and help develop pupils' wider learning and thinking skills.

How can we get involved in action research projects on global learning through the GLP?

You can get involved in teacher-led research projects through the GLP via the Innovation Fund. The Innovation Fund is a GLP initiative to support research by school-based educators on a global learning theme. Its purpose is to encourage small-scale research to promote innovation in global learning, inform best practice and build capacity at school level. All Innovation Fund studies will be practitioner-led, with research support provided as necessary by the Institute of Education (IOE). The studies should respond to a set of research questions, use recognised research methodologies and have a clear global learning focus, such as the impact of a global learning intervention on pupils' learning. You can find further information [here](#).

The Innovation Fund is open to receive applications at two points during the year: December 30th (2013 only) and April 30th. Applications will be reviewed by a panel of researchers. Those considered most relevant to the aims of the GLP with a clear focus and methodology will be supported.

You can choose the focus of your research. However, a number of possible ideas are suggested below:

- exploring the impact of a global learning initiative on pupils' learning
- looking at the relationship between global learning and a particular subject area or topic
- a study on global learning in a special school
- looking at how global learning can support pupils' literacy and numeracy
- exploring how IT can be used with global learning
- a study of how global learning has impacted on families and the local community.

The GLP has a small amount of money available to support the Innovation Fund studies. Each study can be funded up to a value of £500, with exceptional cases possibly getting higher amounts.

How can I encourage my senior leadership team to support global learning?

The GLP has produced specific SLT packs for primary, secondary and special schools which outline the benefits to schools, pupils and teachers of engaging with global learning. These packs also case include case studies of schools that have used global learning to improve achievement, teaching, behaviour, leadership and spiritual, moral, social and cultural development (SMSC). The SLT packs are downloadable from the website [here](#).

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How can I find teaching resources on global learning?

A wide range of excellent teaching and learning resources is already available to support the delivery of development education. Many of these are available through the [Global Dimension](#) website which hosts a comprehensive database of resources, searchable by:

- subject
- age range
- topic
- whole school.

How can I further my own knowledge of global learning?

The twilight CPD sessions delivered by the GLP Expert Centres for their partner school networks will also support teachers to understand and question what constitutes effective development education teaching and learning so that they are better able to identify relevant and useful resources themselves. Partner school GLP Coordinators will attend the twilight sessions and will receive the necessary resources to enable them to cascade the training to colleagues in their schools.

As a 'by schools, for schools' model, the GLP encourages teachers to share good practice and learning in terms of development education delivery in the classroom. Following the pathfinder phase, the GLP website will also host online forums that will enable teachers and GLP Coordinators to share ideas and upload resources that they will produce over the five years of the programme.

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