

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 that 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.

Are the lead practitioner accreditations recognised outside the GLP 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 Co-ordinators the opportunity of joining this elite group to share and disseminate their expertise in delivering global learning with colleagues in other schools.

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 Co-ordinator 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.

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 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 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](#).

How can I find teaching resources on global learning?

A wide range of excellent [teaching and learning resources](#) is available to support the delivery of development education.

How can I further my own knowledge of global learning?

A good place to start is via the [virtual twilight](#) video that is available to view from the GLP website.

GLP Co-ordinators from Partner Schools that are part of a network will attend network sessions. The CPD sessions are delivered by the GLP Expert Centres to help teachers understand and question what constitutes effective development education teaching and learning, so that they are better able to identify relevant and useful resources themselves. 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, and Partner School Co-ordinators will receive the necessary resources to enable them to cascade the training to colleagues in their schools.

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