

## Mapping whole school quality mark and awards to the Global Learning Programme Whole School Framework: Global Schools Award

The Global Learning Programme encourages schools to consider working with a whole school quality mark or award. This is because working towards them can support schools progressing against the GLP Whole School Framework. Each quality mark or award will support different parts of the framework more or less well.

The table below shows how achieving the Global Schools Award (Level 2) will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help schools with the Global Schools Award to join the GLP as a [Partner School](#), and use the expertise already gained to benchmark strengths and areas for development when completing their [Whole School Audit](#). It will also help any school decide if they wish to use the Global Schools Award to develop priority areas of their **GLP Action Plans**. For schools wishing to become a [GLP Expert Centre](#) it can demonstrate how the Global Schools Award can provide evidence of good practice and impact in certain aspects of Global Learning, without needing to identify significant additional evidence for accreditation.

**Organisation:** Yorkshire and Humber Global Schools Association (YHGSA)

**Whole school quality mark or award name:** The Global Schools Award

### Background information

The Global Schools Award is designed to recognise good practice in the delivery of the Global Dimension in schools. It provides a whole school approach to embed Global Learning into a school's vision, culture and environment.

### Summary of the quality mark/award

The Global Schools Award is based on the YHGSA's Benchmarks for the Global Dimension, which defines achievement at developing, established and enhanced levels. When a school registers for the award, it decides which level to apply for and then prepares an action plan and a portfolio of evidence of achievement across seven areas of school life. To receive the award, schools submit their portfolio, which demonstrates that they have met 14 of the 19 elements, spread over at least five of the seven areas.

A registration fee of £150 covers administration, portfolio review and feedback. Schools may self-certify for Level 1 (developing) if the co-ordinator has the Global Teachers Award, with a reduced registration fee of £50.

### Support available to schools

For a fee of £650 (includes £150 registration fee), YHGSA, with the Consortium of Development Education Centres, can arrange additional support, i.e.

- an initial consultancy visit to the school
- input to a whole-staff meeting, working group or departmental meeting
- a final consultancy visit prior to the submission of the portfolio.

### Further information

Web-link: <http://yhgsa.org.uk/gsa-guidelines.php>

Contact email: [R.Kirtley@hull.ac.uk](mailto:R.Kirtley@hull.ac.uk)

Mapping the GLP Whole School Framework against Global Schools Award (GSA) at Level 2: Established				
Area	Criteria	Description		How it supports the criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓	The GSA promotes key global knowledge themes through cross-curricular and whole school Global Learning. Pupils' global understanding is assessed at the beginning and end of programmes; results are reviewed by staff and pupils when planning future work.
	P2	Pupils develop high quality learning skills through Global Learning, supporting their literacy, numeracy and communication	✓	Many pupils develop Global Learning skills, including in relation to literacy, numeracy and communication. Some activities are led by pupils.
	P3	Pupils are better prepared for transition and work through Global Learning activities		
Teachers' practice	T1	Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	✓✓	Global Learning is delivered in five or more curriculum areas and is shared with other curriculum areas. Teachers use a range of techniques that support pupils' skills and values development.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓✓	Global Learning is delivered through assemblies and themed days/weeks. A number of staff and members of the wider-school community are actively involved in awareness-raising, enabling pupils to recognise that they can make a difference and potentially take action.
	T3	Teachers use effective cross-curricular planning skills to provide coherent Global Learning experiences	✓✓	Most curriculum areas plan for and review teaching and learning about the Global Dimension, shared with other curriculum areas and using a range of teaching and learning styles.
Behaviour & relationships	B1	Global Learning assists values development across the school community, supporting positive relationships	✓✓	The school has the Global Dimension in its vision statement, providing a values framework for development across the school. The Headteacher recognises the value of the Global Dimension and its benefits for the school.
	B2	Global Learning supports positive attitudes towards diversity and cultural difference	✓✓	The GSA emphasises and systematically promotes positive attitudes and diversity, including through planning, resources, displays, visits and visitors, and school partnerships.
	B3	Pupil voice is developed across the school through Global Learning activities	✓✓	A priority is to enable all staff and pupils to participate in decision-making and the life of the school. The School Council discusses global themes. Some pupils use political literacy skills to engage as active global citizens.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓✓	Leadership in Global Learning is strong, through school vision, culture and environment, policies and planning, evaluation and curriculum review. Governors and other stakeholders are involved, ensuring it is seen as important in a broad and balanced curriculum.
	L2	Global Learning helps create a rich and rewarding professional development programme	✓	A member of staff is responsible for Global Learning, with support, and with the ability to lead CPD opportunities for staff. Some staff have received Global Learning training and disseminate their practice in school and beyond.
	L3	Global Learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓✓	The school has a partnership outside the UK, with a strong focus on using the link to develop Global Learning in the curriculum through collaborative planning and mutual learning. The school prospectus, newsletters and website raise the profile of Global Learning and provide information on Global Learning-related activities.
	Green	✓✓	Very good relationship. Achieving the ESA at embedded would support a school being 'developing' or 'embedded' against that GLP criteria	
	Amber	✓	Good relationship: Achieving the ESA at embedded would support a school being 'early' or 'developing' against that GLP criteria	

