

Sustainability and global citizenship education in policy and practice – the experience of the GLP (England)

Harriet Marshall & Clive Belgeonne

The context: local, national and international policy

SDG 4 Quality education

Goal 4. Ensure inclusive and equitable **quality education** and promote life-long learning opportunities for all

4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development *United Nations Department of Economic and Social Affairs (2015)*

Importance of talk and dialogue

“Talk – at home, in school, among peers – is education at its most elemental and potent. It is the aspect of teaching which has arguably the greatest purchase on learning. Yet it is also the most resistant to genuine transformation...we would nominate classroom interaction as the aspect of pedagogy which most repays investment by teachers and those who support them through research, teacher training and CPD”

Cambridge Primary Review (2010:306)

What is Global Learning?

- Umbrella term, embracing many others
- The Global Learning Programme as one manifestation and collective interpretation of Global Learning, rooted in development education pedagogy and global citizenship discourse.

What is the Global Learning Programme?

- creating a national network of like-minded schools, committed to equipping their students to make a positive contribution to a globalised world.
- helping teachers in primary, secondary and special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.



Aims of the GLP

The six aims of the GLP are to:

- help young people to understand their role in a globally interdependent world and to explore strategies by which they can make it more **just and sustainable**
- familiarise pupils with the concepts of **interdependence, development, globalisation** and **sustainability**
- enable teachers to move pupils from a charity mentality to a **social justice mentality**

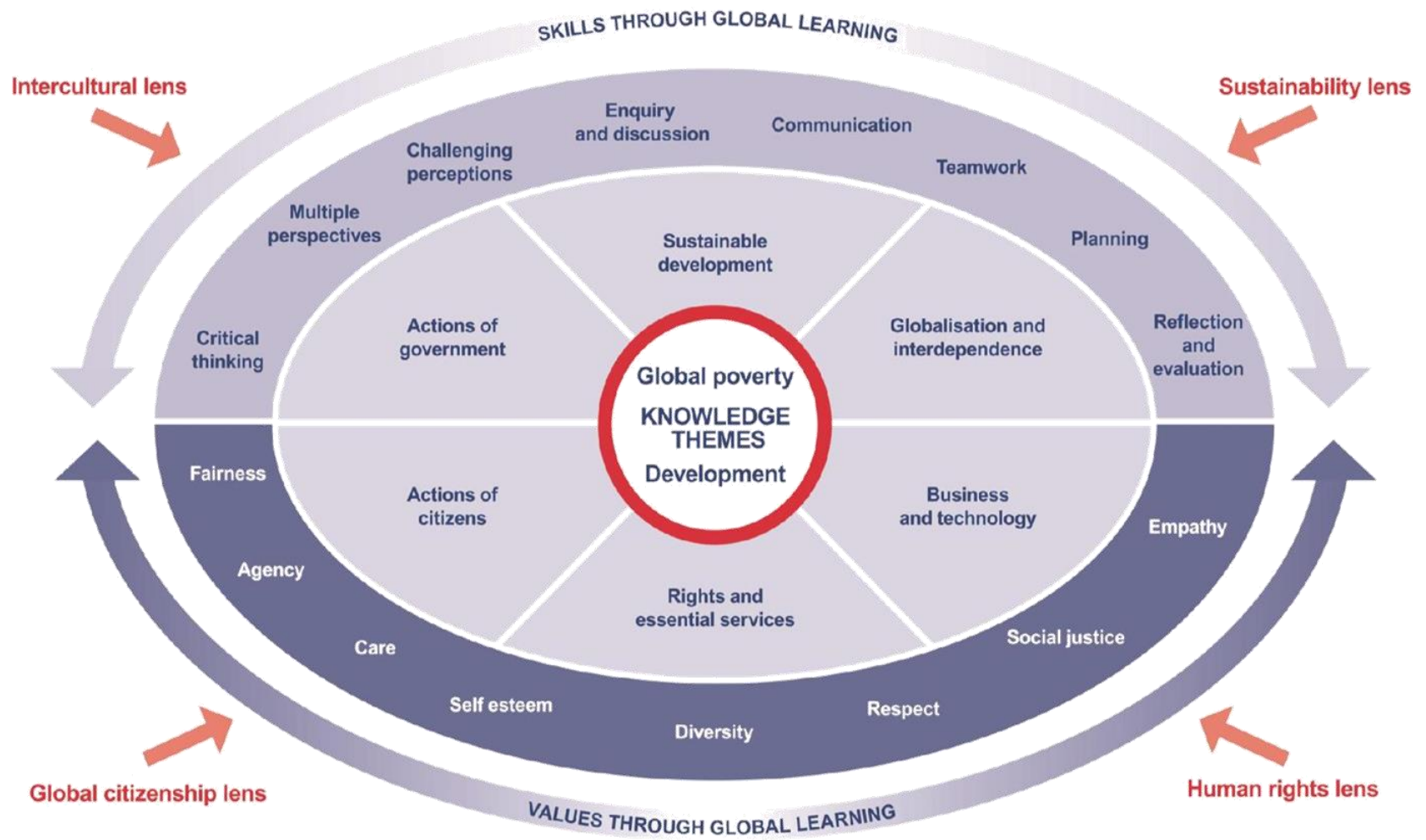
Aims of the GLP (continued)

- stimulate **critical thinking** about global issues, both at whole school and pupil level
- help schools promote greater **awareness of poverty and sustainability**
- enable schools to explore alternative models of development and sustainability in the classroom.

What is the GLP's understanding of global learning?

An approach to learning about international development through recognising the importance of linking people's lives throughout the world. It encourages critical examination of global issues and an awareness of the impact that individuals can have on them.

Global learning approaches ask pupils to engage actively with global **knowledge** through activities that help them develop their global **skills** and consider their global **values**.



How is it going?

- positive feedback from schools who have completed the programme
- more than 5000 schools registered
- now recruiting Wave 8 Expert Centres
- good geographical spread
- expected mix of primary and secondary
- mapping completed with 11 other awards/programmes

Primary NC History: Invaders and Settlers

History outcomes

- key events/individuals
- timelines/chronology
- stories
- artefacts
- change and continuity
- comparison then/now
- lifestyles/society/trade
- beliefs and values
- artefacts/historical evidence
- more than one interpretation
- visits and trips
- research
- empathy/day in the life of

Global learning pupil outcomes

Knowledge and understanding

- **global poverty**
- **development**
- rights and essential services
- globalisation and interdependence
- sustainable development
- actions of governments
- actions of citizens
- business and technology

Skills

- critical thinking
- multiple perspectives
- challenging perceptions
- enquiry and discussion
- communication
- Co-operation
- teamwork
- planning
- reflection and evaluation

Values and attitudes

- fairness
- agency
- care
- self-esteem
- diversity
- respect
- empathy
- social justice

Key questions to support planning of activities

- Why did people migrate to Britain?
- Where did people come from?
- Who are we descended from?
- Where did our culture come from?
- Teams of children – Celts, Romans, Scots, Anglo-Saxons, Vikings, Normans – research and justify why they settled in GB.
- Why did they stay?
- How did they learn to get along/solve wars/create peace/justice/fairness?
- How did they develop a sense of belonging and identity?
- Why did systems breakdown – what key events brought changes?
- How do we know what happened – evidence/artefacts? What don't we know? Whose voices are missing?
- How was people's quality of life affected? Who benefitted? Who lost out?
- What did people think about poverty/the environment / the future?
- What can we learn from history?
- How have they impacted on our culture and values?
- What significant changes have occurred as a result of migration in the last 50–100 years?

What is good about Global Learning?

Key benefits shown from GLP include:

- evidence for Ofsted – broad and balanced curriculum, ‘British values’, etc.
- more depth to the curriculum & pupil engagement; supports raising standards
- a critical-thinking and dialogic pedagogy
- being part of network – actively participating in CPD
- enhanced motivation and engagement of both staff & students
- Lead Practitioner accreditation and leadership pathway in Global Learning (SSAT)

Case studies of embedding global learning and sustainability

Introducing & engaging the SDGs across the whole school - Torriano Primary School - SDGS

<https://vimeo.com/165404595>

A Year 9 Global Citizenship Curriculum – Bayhouse School, Hampshire

International partnerships where sustainability has been a core theme

“The GLP provides a wider context for improving standards in core subjects. Children become passionate and engaged, and you, as a teacher, rediscover that spark that drove you to become a teacher in the first place.”

(Sam Olubodun, ECC, Meadow Primary, Cheshire)

‘An imaginative approach to the curriculum inspires pupils to become confident learners. It promotes strengths in pupils in writing, science, art and, increasingly, an awareness of global issues.’

Ofsted Inspection report: Castle Park School, March 2014

‘Things Develop in ways that are unexpected – but much more meaningful than we ever anticipate.’

Jane Yates, Armathwaite Community Primary School

‘Even the most disengaged students were involved in the class discussion.’

Lilian Ogunbiyi, Head of Life Skills, Queensbury Academy

Towards a conclusion...

Any questions?