

# The Global Learning Project Scotland

*A collaborative approach to the global dimension of learning in Scottish schools*



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*The Global Learning Project (Scotland) is delivered through three hubs – Initial Teacher Education (ITE), Continuing Professional Development (CPD) and Whole School Initiatives (WSI)*

## Hub Update

### Professional Development Days –

Two successful Professional Development days for both primary and secondary staff were held recently in Aberdeen and Inverness. Both days were organised by Janis Keast from Highland One World Group and Susan Jenkins from the Montgomery Development Education Centre in Aberdeen. Anne Kane from Oxfam, keynote speaker at both events, spoke about the opportunities for global learning that could arise from Whole School Initiatives. Teachers were then offered a variety of workshops, including ones from LTS, British Red Cross and the Development Education Centres. Participating teachers reported that they now felt more confident about teaching about global issues in their classrooms and many indicated that they would like to be involved in further GLP pilot work.

### Monitoring and Evaluation – Assessing the Impact

This event was planned as a milestone in the ongoing improvement of Global Learning Project monitoring and evaluation. This one day training session allowed GLP staff and Development Education Centre colleagues to share their experience and expertise, receive information about M&E systems and develop an agenda for further improvement. The overall purpose was to improve professional skills and project systems. The lead facilitator was Mark Merrell (GLP Impact Evaluator) who has been working closely with the hub facilitators to design appropriate tools for measuring the impact of Global Learning on teachers attending CPD, teachers working on GL pilots and on children and young people's learning. As a result, we now have a comprehensive set of monitoring and evaluations tools to help us not only to measure our work but to reflect on it and to improve our practice.

### Continuing Professional Development Dhaka to Dundee



Mike Russell heard about the work that pupils from Fintry Primary School in Dundee did last year as part of their Global Citizenship topic *Dhaka to Dundee*. Class teacher Donna Jack worked in partnership with Sally Romilly from the One World Centre in Dundee and the Verdant Works Museum to explore Scotland's past and make links to a contemporary global issue – child labour. One of the pupils, who have all now moved on to secondary school, said enthusiastically " It was a great topic! We learned so much about child labour and now I really think about where my clothes come from and who might have made them."

Some of the children's work was on display in the Parliament as part of the LTS Developing Global Citizenship through the Visual Arts project. The children, along with their ex teacher and Headteacher Barbara Davie, were delighted to be invited to the Parliamentary reception.

### CPD Hub

The CPD hub is busy finalising plans for a range of CPD in the next academic year. Since resources within Local Authorities are currently stretched, we have been considering innovative ways to provide CPD for teachers. One way is to work in partnership with LTS to hold a **GLOW Meet**. This allows up to 60 schools across Scotland to take part in an interactive way.

Charlotte Dwyer, Development Education Worker with Scotdec recently led a successful Global Citizenship GLOW Meet. 45 teachers from all across Scotland signed up for the session which promoted the work that Stockbridge Primary in Edinburgh did as part of the wider **Faite Malawi** pilot. The Faite Malawi pack

focuses on 4 main themes; Food and Farming, Homes, Water and Toys and Technology with a generic theme of Rights and Responsibilities underpinning all aspects of the work. Amanda Burton spoke to teachers through the GLOW meet about the work she did with her class on Toys and Technology. She told teachers that her class had really enjoyed the active approach to learning that the pack promotes and that they were very proud of the toys that they had made. She said that she made good use of the set of images included in the pack and felt that they really did challenge children's perceptions of Malawi and Africa in general.

Tim Haines, a P6 teacher involved in the pilot, also used the pack to explore Rights and Responsibilities as a cross cutting theme. He felt that the children's understanding of the issues around rights had been strengthened and this was exemplified by their use of more sophisticated language during class discussions.

Another teacher involved in the pilot commented "*Using the Failte Malawi pack increased my confidence to incorporate GC into my current topic - water.*"

## Whole School Initiatives Hub –

**Janis Keast** facilitator of the Whole School Initiative hub and Development Education worker with Highland One World Group has decided to retire with effect from July. Janis has worked in development education for around 17 years and her skills, experience and enthusiasm will be greatly missed by her colleagues and by the many teachers and educators that she has worked with. We would like to wish Janis a very happy retirement. Highland One World Group is currently in the process of appointing Janis' successor.

Janis provided a valuable input to pupils from Highland Council to enable them to plan a Peer Education Global Citizenship conference. The conference involved a partnership between Highland Council, Highland One World Group, local schools and LTS.

10 in-depth pieces of work are under way relating to the 4 themes for the Models of Change which are:

- (a) Transition
- (b) Global learning in the primary school
- (c) IT approach to global school partnerships
- (d) Interdisciplinary learning

The work at present is impacting on individual schools or cluster groups. It will be shared more widely once the Models are ready.

The in-depth work includes supporting young people to become architects of the curriculum (around Fairtrade), bringing together Eco-Schools, Fairtrade and Rights Respecting Schools; moving Global Citizenship into the School Improvement Plan; piloting *A 'Adam's Bairns?* for interdisciplinary learning; using *Failte Malawi* as a context for Global School Partnerships and Climate Change as a theme for transition – working in partnership with WWF Scotland.



## Initial Teacher Education

In line with the revised priorities at DfID, the main focus of the GLP ITE Hub is on the enhancement of student inputs. Each university representative has therefore selected one core input from an ITE programme at their university as a focus for Global Learning enhancement. The enhancement may take the form of one or more of the following:

- revision or development of selected input
- making connections between selected input and other aspects of course
- introduction of specific global learning methodologies to selected input
- building-in of formative evaluation and impact measurement to selected input

Representatives have begun the process of sharing information about the inputs they have selected within the group. The purpose of this is to encourage cross-fertilisation of ideas/approaches/experiences and constructive feedback across the universities and with the NGO and Development Education Centre representatives.

Tanya has also sought GLP representation on the National Partnership Group which has been set up in light of the recommendations outlined in the Donaldson Review.

Along with this strategic model for change short focused pieces of work with groups of students from ITE universities continues to be ongoing.

## NIDOS Event – DFID Review of Development Awareness Projects

NIDOS held an event on the 10<sup>th</sup> June at which *Andrew Mitchell, Secretary of State for International Development*, was the keynote speaker. He spoke about how much he valued the work of NIDOS and pledged to continue to support this organisation. Mr Mitchell then went on to speak about his particular interests in healthcare and education in Rwanda and Sierra Leone and of how he teaches English to Rwandan teachers for 2 weeks every year.

He made links to the MDGs when he spoke about the UK Government's commitment to getting 11 million children into school and into a vaccination programme (GAVI) that would improve the health chances of a quarter billion children worldwide. He stressed the centrality of **gender equality**, to all development issues.

He spoke about the recent key changes to DFID and reiterated that "the UK Government won't balance the books on the back of the world's poor."

DFID have set up an independent evaluation team to review how UK aid money is being spent and to evaluate whether it offers value for money to UK tax payers. He stressed that, since DFID is now working with this results based focus, then this evaluative process would also be imposed on all DFID funded projects.

He went on to speak about the challenge of engaging the public in order to gain support for UK Aid and of how DFID need to demonstrate value for money to UK tax payers and convince them that tackling the causes of poverty will be cheaper than tackling them later.

*We believe that education projects such as the GLP is one way to engage young people and their parents/carers in this debate. A curriculum that enables young people to make the connections between global issues, the world of finance and business and their own daily lives will ensure that we have a well informed civil society with the skills and the will to bring about positive change.*

### **Seeds for Learning – global learning resources website**

This website has over 2,000 resources to help you incorporate Global Citizenship into your teaching. Resources have been arranged by curriculum area, level, subject and theme. Browse the library or search for a particular resource. Some resources are available to buy through this site, and most can be borrowed from your local Global Learning Centre. [www.seedsforlearning.org.uk](http://www.seedsforlearning.org.uk)

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