

Global Learning Programme Lead Practitioner accreditation - Testimonial

Undertaking the lead practitioner accreditation process is a fulfilling and rewarding experience. It enables you to reflect on your practice, recognise and celebrate your achievements and focus your attention on where you need to be headed next. Below is an example of a Global Learning Programme Lead Practitioner accreditation application:

Supporting statements

Developing GL/DE content knowledge

I have undertaken a Masters in Development Education at IOE. This course has led me to reflect and develop my understandings of DE. Within the modules undertaken I have completed research on the importance of DE, International Middle Years Curriculum, Andreotti's 'Through Other Eyes' project, the British Council's and DFID's training programmes, and north – south educational partnerships, especially within West Africa. Examples of these papers are provided as well as communications and discussion between other MA course students. Through this learning and British Council Teacher workshops, I am updating the content of our Key Stage 3 Geography, PSHE, and Citizenship curriculum in order to ensure the school is delivering the global dimension through innovative projects and activities that allow students to attain the critical thinking and reflective skills that are vital within DE.

The knowledge and skills that I have gained from these different learning opportunities has allowed me to become a more reflective teacher. Previous to my MA I found it difficult to understand the importance and significance of reflecting and evaluating the activities and lessons I produced, I found the activity mundane. However since writing learning journals and having the time and space to reflect on research, I have discovered that this is a vital part of personal learning and allows you to appreciate how our knowledge systems are structured and valued. Being able to appreciate this, I believe plays a vital role in how we relate to and understand the world around us.

I have shared this knowledge with numerous peers on my MA course plus my Faculty team and senior leadership. I have also had the opportunity to develop links with 2 other local secondary schools and a cluster of schools in Sierra Leone, this has allowed me to discuss and share my ideas with my different teams.

Evidence was provided through:

- Syllabus Overview
- MA Development Education essay
- MA activity worksheet

Developing GL/DE pedagogical knowledge

Through my MA course and further reading e.g the power and geographies of film, I have developed my understanding of how both adults and young people learn within DE. I now have a much clearer understanding of how people establish misconceptions and stereotypes. I understand that in order

to create meaningful learning opportunities you must first acknowledge and deconstruct the common stereotypes and create an environment where learners are open to and accepting of change.

Young students and professionals have to understand that what we learn is structured and ordered by the society in which we live. I have found that many older professionals are resistant to change as they view DE as being an 'Add on' to the curriculum. I have found it very difficult to change the thinking of senior leaders. In order to combat this obstacle I had numerous meetings and discussions with Senior leaders in which I gave them current academic research on the importance of DE from the DERC. I continued to promote DE to SLT and supplied further evidence of the importance of DE by using examples of student's engagement and work. Eventually SLT understood what I was trying to achieve and why and now fully support DE/GL opportunities as shown by the establishment of a new global link with a school in Ghana and engagement with the Global Learning Programme.

I have worked with numerous stakeholders e.g, I created and designed a short scheme of work for a DE centre. I then invited outside consultants to come and observe me teaching this scheme of work. I have shared numerous resources with other teachers and educational professionals locally, nationally, and internationally. I have worked with national educational charities e.g. The Global Poverty Project and FilmClub, in order to devise extra-curricular DE opportunities to young people and adults. This has led to a colleague within the department continuing FILMCLUB on their own. The young people who took part within FILMCLUB were so passionate about global issues that they became 'ambassadors' for global learning and gave an assembly on the importance of our school link with Sierra Leone, they also played an active role in showing the head teacher of our partner school around our school site. I have also established a school link with Sierra Leone which has allowed both adults and teachers to become personally involved in DE issues and open to multiple perspectives.

Within my teaching practice I have used a range of different methods to engage students within DE. For example using films such as 'The Age of Stupid' or 'Rio Breaks' helps students to deconstruct their stereotypes and misconceptions and allows them to appreciate and accept multiple perspectives. I also took part in the Live Below the Line Campaign in April 2013, I was taking part in order to make students more aware of the impact of poverty as this was the topic we were studying at the time. Some year 9 students were so passionate about this campaign that they came to see me in order to ask if they could also take part in the campaign. They completed the challenge and their perception of what 'poverty' was link was changed. When asked about the experience, one student replied *'To be honest Miss, it wasn't that hard, however I was just so bored of eating the same thing over and over again'* This student in particular now understood that people in extreme poverty have a completely different relationship with food when compared with people who do not live in extreme poverty.

I have used more formalised activities e.g. formative assessments at key stage 3 to assess how students view and understand the development of different countries. I have devised games on DE topics and issues in order to engage young people and adults.

Evidence was provided through:

- Lesson plans
- Meeting notes
- Statement to governors
- Lesson activities

Applying GL/DE content and pedagogical knowledge to subject specialism or curriculum area

I have had extensive discussions with DE professionals about the importance and incorporation of DE pedagogy within numerous curriculum areas. I have established a north south link for my school and written new partnership agreements which outline the aims, values and principles of the link. This was developed with the help of other local school teams and the British Council. Attached is the impact assessment written for DFID detailing the outcome of the first project. I discovered a need for young people and adults to develop their critical global outlook by deconstructing and critiquing their western centric ideals and perceptions. Students and adults need to value multiple perspectives and understand that there is not necessarily a 'right way' to develop or improve. Opportunities to develop a critical global outlook were established within the Humanities faculty (Geography, History, RS, PSHE, Citizenship). Numerous conversations have occurred with other faculties and other schools.

This led to the formation of numerous key stage 3 and 4 schemes of work which allowed students to reflect on and gain access to multiple perspectives. Emphasis was placed on developing schemes in Year 7 and Year 9 and priority was given to challenging their perceptions of different places through activities and questioning.

Evidence was provided through:

- Email discussions
- Lesson plans
- Impact assessment

Transferring GL/DE expertise

As part of my MA in DE, I needed to work within a team of 3 to research, develop, and deliver a training session on an aspect of DE pedagogy. I came up with the idea to base this training session on how to achieve effective participation within CPD events. This idea came from discussions with fellow MA participants as we discovered a problem in some CPD sessions can be conflict due to participants having different views and opinions on DE/GL topics and issues.

When developing the training session I kept a learning journal in order to document the learning process and issues that arose. I completed numerous academic readings on how to develop a productive and effective training session and also how to develop participation within training sessions. The training session was successful and the evaluations clearly demonstrate that the majority of participants found the session useful.

Within my own team, I was invited to join our Federation's Teacher's Advisory Team due to my specialism with Global Learning ability to translate DE approaches into outstanding lessons. This Advisory Team was established in order to offer support to NQT's and teachers who wanted to develop their own practice. I am only in my second year of teaching myself.

I am in the process of establishing a Staff Working Group on Global Learning, where members of staff will meet to discuss and share good practice of DE/GL. This working group will also develop innovative and exciting new DE/GL opportunities within the whole school.

I have also established a 6thForm Social Action Society in which 6thformers will become 'experts' in an issue that they are passionate about. They will then communicate their knowledge and understanding to Key Stage 3 students via lessons and assemblies. They will also hold rallies within

their community to try and gather support for the petitions they have established. The emphasis of this society is to change the way people interact with global issues; instead of having a charity mentality they should develop a social justice mind-set and feel empowered to make a change.

Evidence was provided through:

- CPD course profile
- Learning Journal
- 6th Form Powerpoint

Global Outlook

Since starting my MA and teaching I have become aware of the importance of communicating global issues to students and adults. Students and adults are not as aware of global issues as I expected them to be. Some key stage 3 students have never heard of climate change. Exposing students and adults to these issues is of vital importance. Recently I actively publicised by participation in the Global Poverty Project's campaign, 'Live below the line'. This campaign tries to raise money and awareness for the 1.2 billion people living on less than US\$1 (or equivalent) a day. As this campaign is quite extreme I decided to not ask students to complete the challenge but simply to log on to the website and investigate the problem, to my surprise some year 9 students felt so strongly about participating that they obtained parental consent to participate as well. If I had not exposed them to that campaign they would not have critically engaged in this DE issue and would not have discovered that feeding yourself on this budget is difficult and boring.

I frequently send resources to all faculties and educational professionals across the school on internationally recognised days/weeks or significance or importance. Staff have fed back very positively and as a result senior leadership wish to develop opportunities for students to become more involved in international weeks thus all assemblies next year will be based around an international theme/week.

I continually ask my students to reflect on their role in global issues, 'how have you played a part in this? How does it affect your life?' This allows students to develop a sense of global responsibility and compassion for others. I have also trialled a lesson within key stage 3 on the importance of global citizenship and what exactly this means. Feedback from both the students and Teaching Assistant was very positive.

From research and reading that I have undertaken it is evident that learners within the global north are exposed to charity images of the 'south' that render it a famine ridden, poverty stricken environment that is dependent on the aid of the global north. These images create a stereotyped environment for learners. One resource I have used with both key stage 3 and 4 is the Why Poverty? Website and the collection of short videos especially the series entitled 'Wilbur goes poor' – this is a rather satirical series with a hard hitting message. Some Key stage 4 students were so surprised by the presentation that they didn't believe it.

In order to create a more equitable world it is vital that learners have a realistic understanding of what is actually happening within it and feel; this is my key motivation. Global issues are usually represented as negative. I have discovered that over time learners become disengaged as they find it difficult to accept their role in the creation of this unequal world. I have recently begun to emphasise the positive outcomes that have occurred as a result of people taking a collective responsibility, e.g recently my year 7 class created a classroom display entitled Positive Africa, here students were required to research and summarise positive news articles about Africa within the 21st century, these allowed students to discover the ingenuity and resilience of the different nations and the populations.

I have shared my ideas, plans, and resources with my team and also with teams/faculties from different schools both regionally and internationally (Sierra Leone). I have also had MA discussions

with non-teaching educational professionals about the restrictions of curriculums and syllabuses in order to develop new ideas or plans for the incorporation of DE within mainstream schooling. I have delivered a training session on Development Education to PGCE students at a local college.

Evidence was provided through:

- Training powerpoint
- Email exchanges
- Video of evaluations from PGCE students
- Student work
- Student responses

Communicating, presenting and innovating

As I have established an international school link I have had to meet with numerous professionals within my region and also liaise and develop ideas and projects with British Council staff in Sierra Leone and also regional education managers within a district in southern Sierra Leone.

In order to not cause offence to my fellow teachers in Sierra Leone I felt it was important to have discussions about development in DE rather than structured training sessions. I discovered that this approach was much better at ascertaining a real representation of teaching within the partner schools in the district. One impact was developing the way they taught literacy to year 3 and 4. Instead of completing rote learning in order to form letters, I supplied the head teacher with lesson plans and pipe cleaners in order for the students to complete a kinaesthetic activity in order to 'experience' creating the letters. It was very enlightening to see how they tackle conflict resolution and how they educate learners on the importance of health care and disease prevention. I could see the results of this education within the town where I was staying.

I am in the process of creating and delivering a whole school inset on the incorporation of numerous global learning opportunities within all faculties and hopefully creating a global learning group within the school. I have also participated in a consortium meeting with 2 other local schools in order to try and further the link in Sierra Leone.

As part of my MA course, I had to plan and deliver a training session to other MA participants on 'How to achieve effective participation in training sessions'. The evaluations from my training session demonstrate that the participants found it a useful session. I have also completed an MA paper on training for Development Education entitled 'A Critique of the 'Global Education in Partnership' Global School Partnership Workshop.

Evidence was provided through:

- Meeting notes
- CPD course profile
- Training session evaluation

Negotiating and influencing, challenging and developing

Due to the misunderstanding of what GL/DE is trying to achieve there have been numerous situations where I have had to influence/change management's opinion of GL/DE. For example, SLT were not clear on what a school link meant, e.g. I was asked to send out old year 11 jumpers with other people's names on to our partner school in Sierra Leone. In order to establish an equitable educational partnership I thought this was probably not the best way to establish a sustainable link based on the values of equality. Research has shown that in order to establish a relationship based

on equality, we need to move away from the traditional charitable approach and instead learn from one another. In order to move the situation on I met with SLT and explained that although it was a charitable idea it was in fact a move that would benefit our school the most (as we would feel that we had 'helped') but in reality we would have potentially caused more problems for the school in Sierra Leone as they would have had to have dealt with the corrupt custom officials at the Freetown port.

Another example of where I have had to challenge opinion was when I was asked to establish another school link with a school in Australia in the timeframe of 2 weeks for a scheme of work. I was asked by an assistant principle to do this because they had decided to base a scheme of work on the location of Australia and as a faculty we were now supposed to teach about 'Aboriginal culture'. In order to establish a successful, sustainable educational partnership I explained that I needed time in order to create a successful link. I also suggested that we utilise our existing links as they were already established and were known to our students. This situation occurred in a whole school year 7 meeting. In order to move this situation forwards, I had to plan an outline for a scheme of work for my Director of Faculty to take to the executive principle in order for him to see the benefit of using an established link. The outcome was to use our existing school link and change the location of the scheme of work to West Africa instead of Australia.

Evidence was provided through:

- Emails
- Lesson plan
- Curriculum overview

Coaching to lead

During my MA there was constant communication between peers and colleagues in order to allow reflection to occur on their own understanding of DE. I have email/electronic conversations with MA peers that demonstrate my ability to ask effective and reflective questions and change my understanding accordingly.

I have previously sent resources/ materials and had conversations with teaching colleagues on the importance on using Andreotti's work 'Through other eyes' with sixth formers in our Theory of Knowledge IB course. This only became apparent to me after I had complete two of the modules within the 'Through other eyes' project. This module made me question and reflect on my own ability to value multiple perspectives. It made me understand the systems of power that control a society's construction of knowledge.

As a result of this I now constantly reflect on my position when detailing knowledge and understanding to students and others. I am consciously aware to now impart my values on to others.

Evidence was provided through:

- Email exchanges with peers and colleagues
- Action plan

Negotiating to lead

I have established a global school partnership with a school in Moyamba, Sierra Leone, using local DE networks and links with other schools in the region. In order for this partnership to be established I

needed to create professional networks with professionals at the British Council in Freetown as well as community networks within the UK region.

Critical thinking and the appreciation of multiple perspectives was a priority for the UK school and the school in Sierra Leone. Time was taken to ensure that an equitable partnership was created.

Having read a lot of literature and recently published DFID reports on the benefits of North South Educational linking, a working partnership agreement was written by me in order to ensure DE principles were upheld.

Making more teachers (both in the UK and in Sierra Leone) and senior leaders aware of the importance and impact of the school link was important and came as a direct result of the link. The visiting teacher to the UK and was given the opportunity to discover educational, social, and cultural relations – something which he stated he had always wanted to do. This gave him the experience and opportunity to deconstruct stereotypes that existed in Moyamba.

Due to my promotion of materials and determination the entire school federation (2 secondary schools) now teach numerous schemes of work revolving around Sierra Leone. Within these schemes are numerous opportunities of SMSC learning – e.g. conflict resolution and personal responsibility within a section on Blood Diamonds.

I have also secured the school funding from the Global Learning Programme in order for it to become an 'Expert' Hub school for Global Learning. This only occurred because I have established a link with the Development Education Research Centre and thus the school was invited to become one of the first 'Expert' Hub schools

Evidence was provided through:

- Lesson plan
- Governor's report
- GLP partnership agreement
- Assessment task sheet

Networking to lead

I have liaised with our local DE consultant on numerous occasions and have developed a strong working relationship with her.

Using our school Edmodo platform I have established a group for the Social Action society to communicate and plan their activities.

I am in the process of establishing a Staff Working Group on DE/GL. This will be further enabled by online group communication.

I have established communication links with our link school in Sierra Leone by using social media. Unfortunately this is not the school itself, rather a staff member of the school. I also have contact with the head teacher via phone. Considering Moyamba is incredibly rural and has no tarmac roads in or out or mains electricity, the fact that we have managed to establish communication is great.

Due to becoming involved in the National Global Learning Programme, I am expecting our GL network to grow substantially. As a result of this growth I will be establishing a Google share account

in which partners can communicate, share good practise and resources and potentially develop joint schemes of learning.

Evidence was provided through:

- Emails
- Online group evidence