

### GLP lead practitioner accreditation criteria

		LEVEL			
		BEGINNING	DEVELOPING	EXTENDING	TRANSFORMING & LEADING
<b>PROFESSIONAL KNOWLEDGE</b>	<b>1. Developing GL/DE content knowledge</b>	I have identified specific areas of my GL/DE content knowledge which will enhance the learning of my students and have shared this knowledge with a colleague.	I have engaged in research into GL/DE content knowledge and have broadened and deepened my understanding of different perspectives on global and development issues and shared this learning with my team.	I have engaged in research into GL/DE content knowledge and developed a more critical understanding of global and development issues and shared this learning outside my team.	I have engaged in research into GL/DE content knowledge and developed a more critical understanding of global and development issues and shared this learning beyond my school, regionally or nationally.
	<b>2. Developing GL/DE pedagogical knowledge</b>	I am aware of a range of approaches to learning within GL/DE, and how to help students learn most effectively. I have shared this understanding with a colleague.	I research and use a range of approaches to learning within GL/DE, taking into account how students learn most effectively and how best to support their responses to global and development issues. I have shared this with my team.	I have researched and developed increasingly critical understandings of how adults, young people and children learn within GL/DE and how to effectively and appropriately support responses to global and development issues. I have modelled a range of approaches to GL/DE based on these understandings for the benefit of the school beyond my team.	I have researched and developed in-depth, critical understandings of how adults, young people and children learn within GL/DE, including which factors affect that learning. I have developed appropriate strategies for supporting responses to global and development issues. I have been able to identify what is transferable and apply it in different contexts. I have led learning within and outside my organisation, by modelling this range of GL/DE approaches
	<b>3. Applying GL/DE content and pedagogical knowledge to subject specialism or curriculum area</b>	I have identified current GL/DE content and pedagogical approaches that are relevant to my subject specialism or curriculum area, drawing on the GLP curriculum framework, and shared these ideas with a colleague.	I research current GL/DE content and pedagogical approaches relevant to my team's subject specialism or curriculum area, drawing on the GLP curriculum framework, and have worked with them to integrate these into our schemes of work.	I have worked with other teams to identify how to integrate current GL/DE content and critical GL/DE pedagogy across a range of subject specialisms or curriculum areas, drawing on the GLP curriculum framework. With them, I have developed principles for wider integration of GL/DE into the school curriculum.	I have identified key principles and challenges of integrating current GL/DE content and critical GL/DE pedagogy into the curriculum. I have trialled, evaluated and refined ways of integrating GL/DE into the wider school curriculum, drawing on the GLP curriculum framework, and have shared this learning beyond my school.

	<p><b>4. Transferring GL/DE expertise</b></p>	<p>I reflect on my GL/DE content and pedagogical knowledge and research into new areas. I have developed GL/DE resources for use in my own classroom and shared these with a colleague.</p>	<p>I reflect on my own GL/DE practice and have researched new areas, perspectives and approaches in depth. I have developed GL/DE resources with my team relevant to the team's subject areas and which address the team's GL/DE goals.</p>	<p>I have developed ideas based on sound and critical GL/DE pedagogy as a result of reflecting and researching multiple perspectives and approaches to GL/DE. I have trialled and evaluated GL/DE resources and training materials in order to meet the GL/DE needs of colleagues beyond my team.</p>	<p>I have developed ideas based on sound and critical GL/DE pedagogy as a result of reflecting and researching multiple perspectives and approaches to GL/DE. I have trialled, evaluated and refined GL/DE resources and training materials that can be used beyond my school for the benefit of student learning.</p>
<p><b>PERSONAL SKILLS</b></p>	<p><b>5. Global outlook</b></p>	<p>I have an interest in global and development issues and am motivated by a concern about poverty. I have discussed and compared my perspective with another colleague.</p>	<p>I have a greater understanding that my perspective on global and development issues is only one of many different perspectives and that I need to be open to investigating global and development issues from multiple perspectives. I have shared this with my team.</p>	<p>I have an increasing concern for social justice and feelings of solidarity with others, and have therefore developed a more critical understanding of global and development issues which I have shared outside my team, through a variety of CPD activities.</p>	<p>I have developed a sense of global responsibility in connection with global and development issues and have shared this view beyond my school, regionally or nationally, through a variety of CPD activities.</p>
	<p><b>6. Communicating, presenting and Innovating</b></p>	<p>I have shared both my motivation and ideas about GL/DE with another colleague. I have used these discussions to help them develop their understanding of GL/DE.</p>	<p>I have presented a range of perspectives on global and development issues and approaches to GL/DE to my team, and worked with them on an area of innovation.</p>	<p>I have taken a creative approach to developing CPD activities on GL/DE and successfully delivered these with small groups outside my team.</p>	<p>I have taken a creative approach to encouraging change in GL/DE by developing and successfully delivering CPD events for individuals and organisations beyond my school, regionally or nationally.</p>
	<p><b>7. Negotiating and influencing, challenging and developing</b></p>	<p>I show sensitivity to the concerns and feelings of other colleagues about GL/DE and do not treat disagreement as disloyal.</p>	<p>I show sensitivity to the concerns and feelings of others about GL/DE and can treat disagreement as professional not personal, helping people within my team develop and challenge their existing practice within GL/DE and encouraging change through coaching and debriefing.</p>	<p>I show sensitivity to the concerns and feelings of others about GL/DE and embrace disagreement and discussion to help myself and others develop. I can demonstrate that I have inspired and helped people within and outside my team to develop their GL/DE practice. Through coaching and debriefing, I have supported them in exploring critical understandings of global and development issues, based on a concern for social justice. I have the skills to motivate and help people to achieve their GL/DE goals.</p>	<p>I show sensitivity to the concerns and feelings of others about GL/DE and have the confidence to know when to intervene to help myself and others move forward. I can demonstrate that I have inspired and helped people beyond my school to achieve excellence in their GL/DE practice. Through coaching and debriefing I have encouraged them to explore critical approaches to GL/DE content and pedagogy and develop a sense of global responsibility in connection with global and development issues. I can demonstrate that I have motivated and helped people to achieve their GL/DE goals.</p>

**PROCESS & IMPACT ON OTHERS**

**8. Coaching to lead**

I have challenged and inspired another colleague to identify their own GL/DE goals, learning processes and solutions. I am experimenting with strategies and tools for minimising telling and using effective questioning, and active listening skills.

I have challenged and inspired groups of colleagues in my team to identify their own GL/DE goals, learning processes and solutions. I have developed the ability to understand alternative perspectives on GL/DE, so I generally avoid telling and use effective questioning and active listening skills to understand colleagues' situations.

I have challenged and inspired individuals outside my team to identify their own GL/DE goals, learning processes and solutions. I encourage the consideration of multiple perspectives on GL/DE, so I generally avoid telling and use effective questioning and active listening skills to understand other colleagues' work. I have modelled coaching and working collaboratively so that others inside and outside of my team can evaluate and replicate my successes. Those whom I coach and work with take increasing control of their own learning within GL/DE.

I have challenged and inspired groups within and beyond my organisation to identify their own GL/DE goals, learning processes and solutions. I encourage the consideration of multiple perspectives on GL/DE, so I consistently avoid telling and use effective probing questioning, and active listening skills appropriately in each situation. My coaching is geared to enabling professional learners to take control of their own GL/DE learning before, during and after coaching conversations. I have modelled coaching in GL/DE in front of others, so that others inside and outside my institution can evaluate and replicate my successes.

**9. Negotiating to lead**

I have identified the needs in my own GL/DE practice and that of my team and I have reached an agreement with a colleague that they will try new ideas.

I have led my team to change one aspect of their approach to GL/DE, to contribute to school improvement, by encouraging collective responsibility for approaches to GL/DE within my team.

I have led an area of change within GL/DE, outside my team, that contributes to whole school improvement. I have successfully promoted collective responsibility and ownership of approaches to GL/DE among others.

I have led sustainable change within GL/DE both within and outside my organisation, regionally and/or nationally. I have monitored impact in GL/DE practice in my own and other workplaces that has contributed to improvement across a group of schools. I have successfully promoted collective responsibility and ownership of approaches to GL/DE in other people and provided models for use regionally or nationally.

**10. Networking to lead**

I have planned networking time for GL/DE with colleagues within my team.

I see my team as a GL/DE network within the organisation. Where face to face networks are not possible, I have used technology to establish effective communication.

I have established GL/DE networks outside my team. Where face to face networks are not possible, using technology I have established virtual networks.

I have established, led and sustained GL/DE networks both within and outside my organisation, regionally/nationally. Where face to face networks are not possible, using technology I have established virtual networks. I can demonstrate examples of what these networks are.