

Global Citizenship Monitor



Autumn 2015
Issue 1

A quarterly newsletter from IDEAS designed to help build understanding of the impact of global citizenship education.

Global citizenship is a cross-cutting theme of Curriculum for Excellence and is fully embedded across its experiences and outcomes. It is a core aspect of Learning for Sustainability, an entitlement for pupils in Scotland and a key strand of the revised GTCS Standards.

In light of this context, it is important that we keep exploring what difference global citizenship education makes in schools, to teachers and school leaders, children and young people, parents and communities.

IDEAS, the International Development Education Association of Scotland, is a third sector network of organisations that actively support and promote education for global citizenship.

This publication will provide brief reports on findings from IDEAS projects and the work of its members, as well as drawing upon and highlighting the work of other researchers in the area.

It aims to facilitate teachers' access to relevant studies as part of their professional development and to engage stakeholders in discussing, developing and sharing meaningful ways of assessing work in this area.

**Impact Focus: Teachers
Project Focus: Global
Learning Programme
Scotland (GLP-S)**

**What is Education for
Global Citizenship?**

Looking Ahead & Contacts



Impact Focus: Teachers

Project Focus: Global Learning Programme Scotland (GLP-S)



Each issue of the GC monitor will focus on one small element of impact with the aim of building a rounded picture across the series. In this first issue, we look at two important aspects of teacher impact – confidence and knowledge. It may seem strange to start with teachers rather than pupils however, while teachers are agents of change in global citizenship education, they are also often changed themselves through their engagement. The degree of this change will be a key determinant in the level of impact on their pupils and so we start here.



Here we are going to consider two questions from the TQ, concerning teachers' confidence and knowledge as GC practitioners. Why are these aspects important in assessing impact? Well, previous exploratory work by IDEAS has suggested the following:

'We know that teachers come to global citizenship with different levels of interest and readiness and respond with different depths of engagement.'

We know that teachers come to global citizenship with different levels of interest and readiness and respond with different levels of engagement. Some find it an additional burden that they don't feel they have time for, others develop new skills and knowledge that extend their classroom practice. Some go further and become fully committed to education for global citizenship, steadily integrating it across their practice - it becomes part of their professional identity. IDEAS is interested in what accounts for these different responses and how best to support teachers on their various journeys within this relatively new area of professional learning and in relation to the changing professional context post-Donaldson. Monitoring, evaluation and research studies are a crucial aspect of this.

The Global Learning Programme Scotland (GLP-S) is one of IDEAS key current projects. It will reach 50% of Scottish schools by August 2017, providing free professional learning & support. All teachers involved in the Programme complete the GLP-S Teacher Questionnaire (TQ)(WEBLINK to TQ) at the beginning of their engagement and again at the end.

I Confidence

A lack of confidence about embarking on global citizenship education is often cited by teachers as more of a barrier than lack of knowledge – they worry that it will be too complicated for pupils or are unsure themselves about fitting global citizenship into CfE.

In follow-up, teachers have said that they were surprised by the enthusiasm and interest of pupils and that this unexpected response drew them into a deeper commitment to this area of education. They often gain a new perspective on pupils and report valuing them more. In relation to CfE, teachers are often surprised to find how embedded global citizenship is and report that incorporating it in planning is less difficult than they thought, realising that is not 'another thing to add in' but is already present.

I Knowledge

Initially, where lack of knowledge is felt to be the barrier, teachers often feel daunted, that they don't have enough knowledge to teach global citizenship themes effectively and don't have the time to address that.



In follow-up, teachers report beginning to recognise that education for global citizenship is an ongoing process and that they don't have to know everything at once. They also realise that they can learn and explore alongside their pupils without losing 'authority'. In some instances, teachers come to the realisation that they themselves held stereotypical views which needed to be unpicked.

The observations noted above are consistent with findings from other studies. In *'They become completely involved.'* *What teachers say about the benefits of global citizenship in schools'* (Miller et al, 2010¹), the authors report on a small scale project undertaken with teachers from seven Scottish schools. The teachers first took part in an open discussion and the themes emerging from this were used to construct an individual semi-structured interview.

Key findings suggested:

- Teachers became more enthusiastic and committed to global citizenship the more they saw its effect on their pupils.
- CfE was an important framing context for GC developments with one teacher looking for links 'even when the topic is not designated as a global citizenship focus' in her school.
- Through global citizenship work, a positive process of negotiation developed between teacher and pupils so that the children had more say in the direction of the learning.
- Some teachers felt that their own attitudes and values had shifted, and with this shift came a greater commitment to GC pedagogy, and a desire to incorporate it more widely in their practice.

As IDEAS draws in evidence over the course of the GLP-S, we hope to extend our understanding of such reports which suggest significant impacts on teachers' values and attitudes as well as their professional practice.

Some points for reflection

- ▶ **Which factors have deterred you from engaging with global citizenship education?**
- ▶ **Which factors have made you want to engage with global citizenship education?**

Donaldson in 'Teaching Scotland's Future' characterises an 'extended' professional as one who is 'reflective and enquiring, not only about teaching and learning, but also about those wider issues which set the context for what should be taught and why'.

- ▶ **In what ways do you see wider societal issues as a context for teaching and learning?**

In the Professional Actions section of the GTCS Standard for CLPL, it is proposed that teachers should 'have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected.

- ▶ **Can this understanding be co-constructed with children and young people?**

¹ in Wisely, T.L.K., Barr, I.M., Britton, A. and King, B., (eds.) (2010). *Education in a Global Space: Research and Practice in Initial Teacher Education*. IDEAS/UKAID, Edinburgh. Download chapter at www.ideas-forum.org.uk/advocacy/research

cont.



What is Education for Global Citizenship?

IDEAS sees it as an active learning process that:

- enables people to understand the links between their own lives and those of people throughout the world
- increases understanding of the economic, social, political and environmental forces that shape our lives
- develops skills, attitudes and values that enable people to work together to bring about change and take control of their lives
- contributes to the development of a more just and sustainable world, in which power and resources are more equitably shared.

Looking Ahead

In the next issue of the Global Citizenship Monitor, we will focus on impacts on children and young people and highlight more studies that we hope you will find interesting and relevant to your work.

Please get in touch if you have any comments or would like to be involved in exploring further the effect global citizenship education is having on your own professional practice and values, on your schools and pupils.



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Montgomery Development Education Centre
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One World Centre
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Scotdec
 0131 226 1499
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West of Scotland DEC
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