

## Progression in global learning

As Global Learning is an important element of young people's educational entitlement, we as teachers need to consider the skills, understandings and attributes which will be developed as young people progress through school.

The grid below builds on ideas in '[Enabling global learning through the KS3 curriculum](#)', and helps us to imagine what progress in Global Learning might look like. Devised by a teacher group, it draws upon existing criteria for PLTS [highlighted in the table], Geography, Literacy and Citizenship. It is very much work in progress.

While developing this grid, the teachers involved asked many questions including:

- ? Would progression in Global Learning always be linear?
- ? Should the stages be associated with levels, years or something else?
- ? How do we know where to start?
- ? What strategies are needed to support young people to move from one stage to the next?

Discussions about progress in Global Learning across all phases are ongoing in the Tide~ network. We would be very interested in your comments about this grid, and in hearing about your experiences of quantifying young people's progress in these areas.

Ideas developed by a teacher group in Wolverhampton, supported by Lisa Davies, Wolverhampton City Council and Becky Link, Tide~ global learning.



# Cities, people and change

	Developing an interest ... with support and guidance.	Beginning to question ... with less support.	Engaging with complexity ... with increasing independence.	Analysing and evaluating ... independently and with confidence.
<b>Positive sense of self, respect for others and a wider sense of social responsibility.</b>		Able to articulate own views, while becoming aware of the perspectives of others.		Show confidence in themselves and their contribution.
<b>Skills of enquiry and critical thinking.</b>		Start to develop a questioning approach, and identify and seek alternative sources of information.	Able to critically debate issues with others, and to reflect on their own understandings from this.	
<b>The confidence to communicate and work as part of a team.</b>	Able to discuss and debate views as part of a group.			
<b>An ability to engage with different perspectives.</b>	Discuss an issue.	Begin to appreciate the complexity involved ... that there are different perspectives on any issue, and that they need to be explored.  Explain own view and the view of another person.	Influence others. Listen to the views of others and take account of them in reaching a solution.  Explain own views and beliefs and say how they are different to other viewpoints.	Listen to different views and negotiate with others to reach workable solutions.  Represent the views and beliefs of others who hold a different viewpoint.
<b>Developing attitudes and opinions about global issues; interdependence, development and change, sustainability, identities and belonging, participation and democracy.</b>	Basic awareness of and interest in global issues.  Hold beliefs and feelings on an event.	Begin to understand the importance of the global context for making sense of 'local' issues and decision-making.  Can describe and explain my beliefs and feelings on an event or issue.	Understand the importance of exploring the different dimensions to a global issue [eg environmental, economic, social and political] and how these inter-relate.	<div style="border: 1px solid black; padding: 5px;"> <p>PLTS Effective participators</p> <p>PLTS Independent enquirers</p> <p>PLTS Team workers</p> </div>

