

ENABLING GLOBAL LEARNING THROUGH THE KS3 CURRICULUM



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This logo is used throughout the book to highlight additional web support material including articles, CPD activities, teaching materials, resources and further web links.

ENABLING GLOBAL LEARNING THROUGH THE KS3 CURRICULUM

Global learning is the job of all of us as KS3 teachers. It is about ensuring that young people have the chance to explore the wider context to issues, and that they critically engage with different perspectives. It requires us to review our own dispositions and to think about how we enable students to ask questions and make connections.

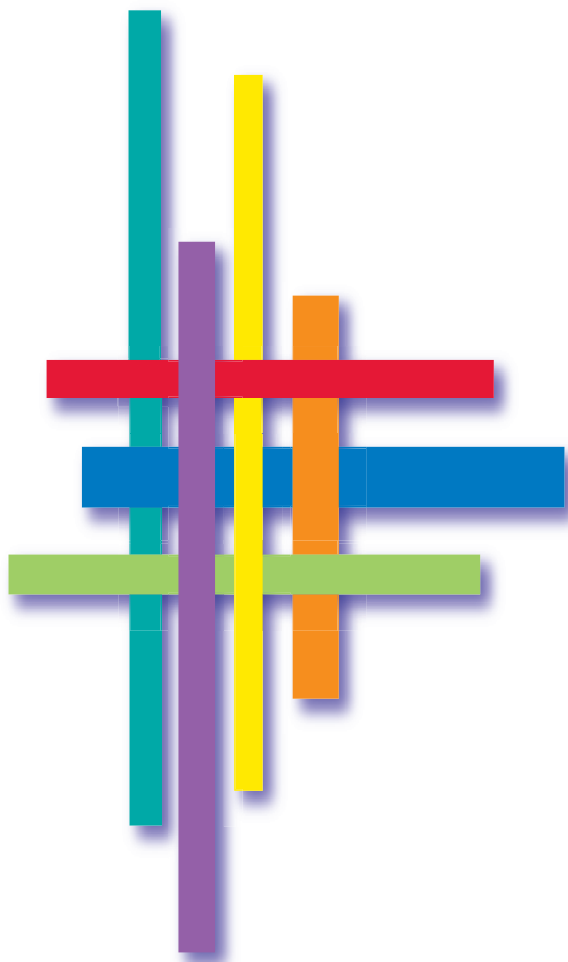
The KS3 curriculum introduced in 2008 provides a particular opportunity to think afresh about global learning. The aims at the heart of this curriculum reflect learner needs in the context of a complex and changing world.

Enabling global learning through the KS3 curriculum [book and web] has been designed to offer an overview for curriculum managers, staff teams and those supporting schools. It draws upon the varied experiences of teacher groups who have grappled with the teaching and learning implications of current global issues. It offers a spectrum of ideas, activities and starting points as a stimulus to your own planning.

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INTRODUCTION

This book has been developed to help initiate conversations about global learning. It shares ideas and thinking from a Tide_ teacher network as a creative stimulus for others.

We have used the phrase ‘enabling global learning...’ as we hope that this captures a style that is about facilitating learning. It is about supporting teachers as a vital step in the process to enabling students, and how this might be encouraged by a broader ‘enabling’ culture within the school.

This material is set in the context of the KS3 curriculum introduced in 2008 and explores the potential for this curriculum to enable global learning. We have attempted to take an holistic view ... to explore the opportunities and challenges for enabling global learning through individual subjects and cross-curricular approaches. We each need to understand how our bit of the picture [eg History or Healthy Eating Week] plays its part and to have a sense of what we are trying to achieve as a whole.

At the heart of the curriculum are the aims which strongly reflect students’ learning needs in a global context. Teacher groups have reflected on the increasing prominence of ‘global learning’; it is now widely accepted as being part of the mainstream. Debates have therefore moved from why ‘global learning’ is important, to how you most effectively enable it. This involves thinking about how we foster students’ sense of enquiry and enable them to engage with complexity and uncertainty.



“
Every school will find its own way to build the global dimension into the curriculum. But it can be daunting trying to find out where to start or how to get the conversation going with colleagues.
”

The global dimension in action
~ a curriculum planning guide for schools, QCA 2007

Teacher groups have also argued strongly for the need for schools to develop their own vision about how they are seeing global learning for their students and ways that the curriculum can best contribute. This longer term visioning approach fosters teacher confidence in planning around core aims and principles. This helps to build a strategic steer through the many competing external agendas and to ensure that the needs of learners are at the heart of the planning process.

Using this book

This book is designed to start conversations about global learning. It has not been written as any kind of prescriptive guide. Rather it offers a core notion of an entitlement and explores how we as KS3 teachers can contribute to this entitlement in many different ways.

The material provides some key ideas and frameworks as a support to planning and discussion. The introductory section explores understandings about the idea of ‘global learning’ and what this might mean in a current educational context. The second section about visioning, supports teachers to think through what global learning should look and feel like for students in their particular school. The next two sections explore the wide ranging potential for enabling global learning through subjects and cross-curricular approaches. The final section looks at the wider context to students’ learning and the role that the curriculum can play in contributing to the kind of society that we wish to build for the future.

Clearly the potential ‘learning agenda’ is vast, but we hope that this book will support classroom teachers and curriculum managers in their essential task of working together to create a connected curriculum that enables global learning.

“
The KS3 curriculum encourages subjects to look beyond their own boundaries to what will engage and enthuse students ... it is not really about what we teach but the passion with which we teach it.
”

Ray Peacock, Assistant headteacher,
King Charles I School, Kidderminster



This logo is used throughout the book to highlight additional web support material including articles, CPD activities, teaching materials, resources and further web links.

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What do we mean by global learning?

Young people are growing up in an increasingly globalised context. The food that we buy in our supermarkets, the clothes that we wear, the companies that employ us and the sport and entertainment that we enjoy are all the result of global industries and networks. Decisions that take place at a local scale [for example about redevelopment] are often part of a ‘bigger picture’ of activity. If we wish to understand what is going on in our own localities we need an understanding of the wider context to this activity.

Meeting the educational needs of young people at KS3 has to be about enabling learning in this global context. Our aim is to equip students for participation in a changing, interdependent and unequal world as successful learners, confident individuals and responsible citizens.

The potential agenda for schools is vast and complex and there are many competing needs and priorities. We advocate that global learning is not about a prescribed shopping list of content. It is rather about each school identifying and prioritising the learning needs of its students in a current global context. The process of thinking this through and talking about the dilemmas and choices will help individuals to make the most of learning opportunities.

For debate:

When teaching about recycling is it our role to ...

- ✦ focus on encouraging recycling as a responsible act?
- ✦ enable student-led investigation about processes of recycling and the debates involved, even if this means that they end up feeling more confused about whether recycling is a good idea?

We need to think about what it is that we are trying to achieve through global learning. Is it about equipping students with skills and attributes as learners, or is it about ensuring behaviour change or a particular viewpoint?

“

It is vital that today’s children in the UK are aware of just how inter-connected they are with children on the other side of the planet, that they view themselves as part of global society and understand the effects their day to day behaviour can have elsewhere. Teachers have a hugely valuable role to play in achieving this awareness.

”

Douglas Alexander, Secretary of State for International Development

The proposed learner entitlement opposite, offers a useful starting point for thinking about and discussing global learning priorities and the implications for teaching and learning. A process of involving staff in discussion about such key ideas is an essential step if we are to develop our own sense of global learning as a school and why it is important for our students.



Global learning ... a proposed learner entitlement?

This proposed entitlement is the result of many discussions and debates involving Tide_ teacher groups. It reflects their priorities for young people’s learning in a changing global context.

This entitlement is not offered as any kind of prescription, rather as a starting point for further debate. How do we see it in our school? What are our priorities?

“

Good global learning involves pupils thinking critically about issues from a variety of perspectives, discussing a range of solutions and building awareness of positive change, how it occurs and how individuals can contribute.

”

The global dimension in action
~ a curriculum planning guide for schools, QCA 2007

For debate:

- ✦ What do we identify as being of particular importance for students in our school?
- ✦ Is there anything we wouldn’t include?
- ✦ What are we already doing well?
- ✦ What needs more work?
- ✦ What would we add or change?
- ✦ To what extent does the KS3 curriculum enable this?



Learners are entitled to develop ...

- ✦ a positive sense of self, respect for others and a wider sense of social responsibility;
- ✦ skills of enquiry and critical thinking;
- ✦ the confidence to communicate and work as part of a team;
- ✦ an ability to engage with different perspectives.

Learners are entitled to engage with ...

- ✦ global issues [from natural, economic, social and political perspectives];
- ✦ the reality of interdependence;
- ✦ processes of development and change and the implications of this;
- ✦ the challenges of sustainability;
- ✦ perceptions of identities and belonging in a diverse society;
- ✦ debates about how we participate as citizens and recognise the rights of others in a democratic society.

Global learning in the current educational context

The importance of global perspectives and the need for learning to contribute to a sense of citizenship, community cohesion and sustainable development is increasingly being recognised. The diagram on page 7 illustrates just a sample of the complex web of initiatives, frameworks and duties that schools have a responsibility to meet.

If a school is to respond to a 'global learning entitlement' in this context, then it needs to be an integral part of its broader vision and planning approach. This notion of a 'learner entitlement' is also helpful for determining priorities.

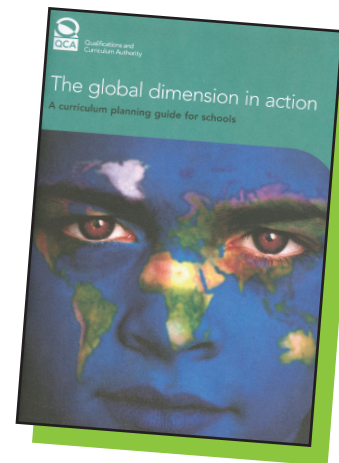
The introduction of the 2008 KS3 curriculum offers a particular opportunity for schools seeking to enable global learning. The over-arching curriculum aims* and values [shown here] offer a clear framework to support the needs of learners in a changing global context. The aims and values are strongly reflected throughout all aspects of the curriculum, for example through the personal learning and thinking skills [PLTS] framework, programmes of study [ie key concepts, key processes and range and content], approaches to learning, whole curriculum dimensions and evaluation strategies.

Every aspect of the curriculum offers real opportunity and potential for contributing to global learning. This could equally be true of a maths lesson or a geography field trip, a citizenship debate or a visit to a local museum. There are also new opportunities for developing cross-curricular or thematic approaches that allow students to explore issues from a variety of perspectives. There is a need for this fresh thinking, but we can also make good use of the work that has been done in response to the 8 key concepts proposed in *Developing the global dimension in the school curriculum* [global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions].

What global learning looks and feels like in one school will inevitably be different to another. If we are seeking to develop an approach to learning that is more personalised and locally relevant, then global learning will also need to reflect this.



* For links to KS3 curriculum aims and this QCA guidance for the global dimension.



A new KS3 curriculum ... an opportunity and a challenge?

Statement of values underpinning the 2008 KS3 curriculum

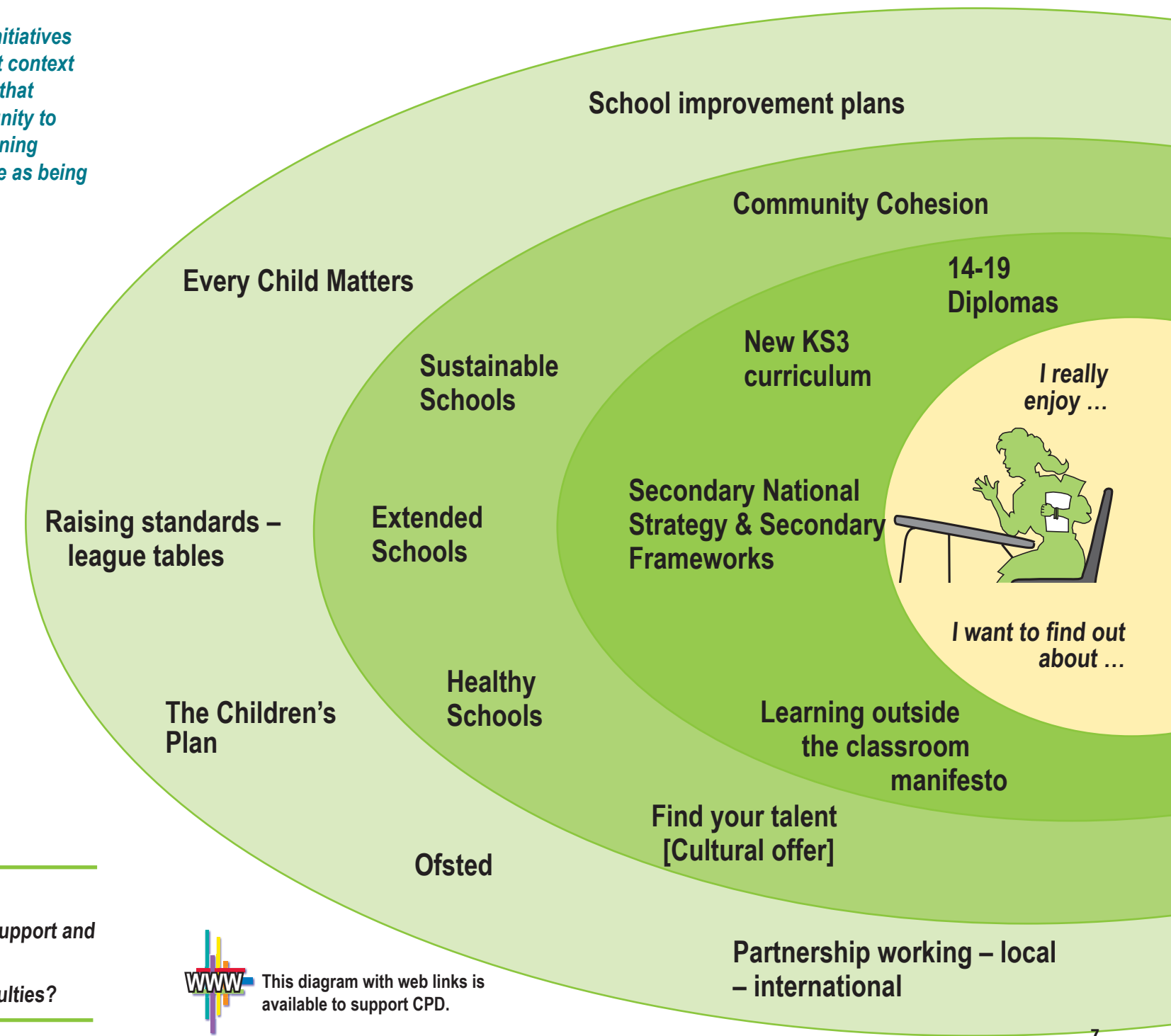
"Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development."

These include values relating to:

- ◆ the self;
- ◆ relationships;
- ◆ the diversity in our society;
- ◆ the environment.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communications technologies."

This diagram reflects just some of the initiatives and frameworks that provide the current context for the KS3 curriculum. We have found that teacher groups have valued the opportunity to step back and consider what global learning means in this context, and what they see as being some of the connections and debates.

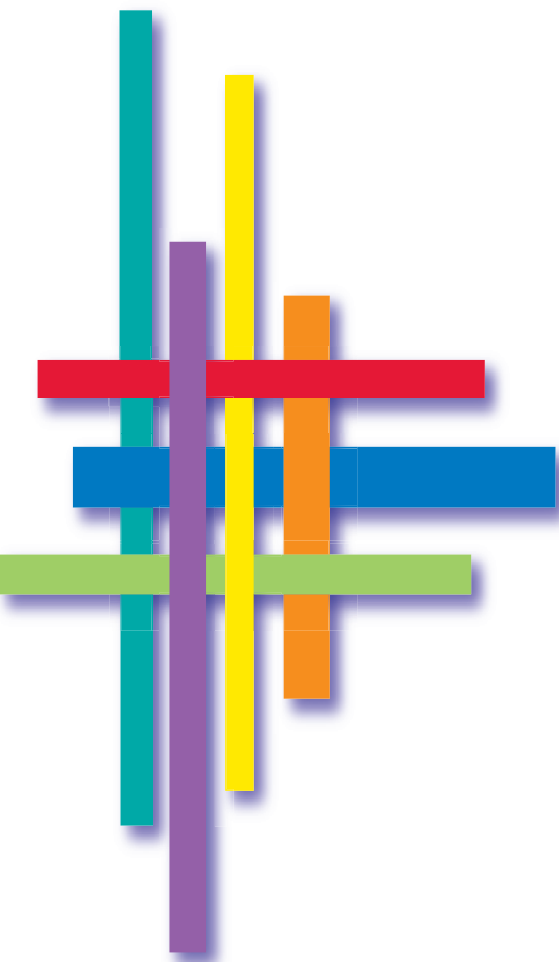


For debate:

- ◆ To what extent does this context support and enable global learning?
- ◆ What are the challenges and difficulties?



This diagram with web links is available to support CPD.



ENABLING A VISION FOR GLOBAL LEARNING IN OUR SCHOOL

The potential for global learning to become an ever-increasing shopping list of issues and agendas is high. Many schools quite understandably, have become frustrated by changing political agendas and curriculum priorities. In this context there is a strong case for schools needing to be more confident about their own visions and values, in order to make the most of opportunities, whilst maintaining a cohesive and effective curriculum.

This 'visioning' approach is strongly advocated as an essential element of the 2008 KS3 curriculum. The curriculum 'big picture' puts learner needs at the heart of the curriculum planning process and encourages schools to think about ways that programmes of study etc contribute to enabling successful learners, confident individuals and responsible citizens.

Enabling a vision for global learning requires all staff in a school to grapple with some fundamental ideas about the role of education. The process of discussing issues, exploring viewpoints and sharing teaching and learning strategies is essential if teachers are to feel a sense of ownership of the vision and how they might contribute.

We have designed the material in this section to support schools in such a process. The 'seven enabling steps' framework shown opposite is offered as a tool to support collective discussion, planning and reflection.



“Thanks for a great session yesterday, it was most enjoyable and as always I went home re-charged and ready to face anything. I still say that these opportunities [to work creatively with other teachers] should be available on prescription or at all local chemists to give teachers the boost that we need now and again.”

Sarah Humphreys, John Baskeyfield School,
Stoke on Trent

Pages 10 and 11 offer an overview of CPD activities designed to support professional discussion and debate. Pages 12 and 13 offer some planning frameworks and ideas about possible 'indicators of progress' and this is followed on page 14 with some further stimulus about 'potential pitfalls'. Finally on page 16 we share an overview of tried and tested activities, useful for any teacher's toolkit. All of the ideas and suggestions are backed up by downloadable stimulus material as part of the web support.

‘Seven enabling steps ... to a global learning school’

- 1 **Develop a vision**
What do we understand by global learning?
Why is it important for students at our school?
- 2 **Facilitate teachers' talking**
Important to share perceptions about global learning and discuss the difficulties and concerns
- 3 **Build on what's there**
Need to identify current strengths and areas for development
- 4 **Involve students**
What global issues are they fired up about?
What do they feel it is important to be learning about?
- 5 **Encourage creativity and risk-taking**
Support a process of teachers sharing and testing ideas
... being experimental
- 6 **Make time for collective reflection**
Share the positives and discuss the issues and difficulties
- 7 **Set new goals & identify support needed**
Identify planning priorities for the next phase

How are we contributing through ...?

- ❖ Our school ethos and vision
- ❖ Teaching and learning approaches
- ❖ Programmes of study
- ❖ Student involvement
- ❖ The physical space
- ❖ Enrichment opportunities
- ❖ Others contributing eg community organisations, museums etc

*“By building upon our strengths we can provide our unique community of young children, students, staff, parents, para-professionals and local people with:

the widest possible range of opportunities to be able to fulfil their learning experience;

a challenging edge to achieve their individual best;

a real sense of being part of a learning organisation of active citizens, working proactively together on local, national and global issues.”*

Extract from Vision Statement
– Hamstead Hall Community Learning Centre, Birmingham.

A school that enables global learning is ...

- ~ a school that considers the learning needs of their students in a global context as an essential aspect of planning.
- ~ a school that sees global learning opportunities through all aspects of the curriculum.
- ~ a school that supports teacher creativity and ownership of the agenda.

CPD: exploring our perceptions

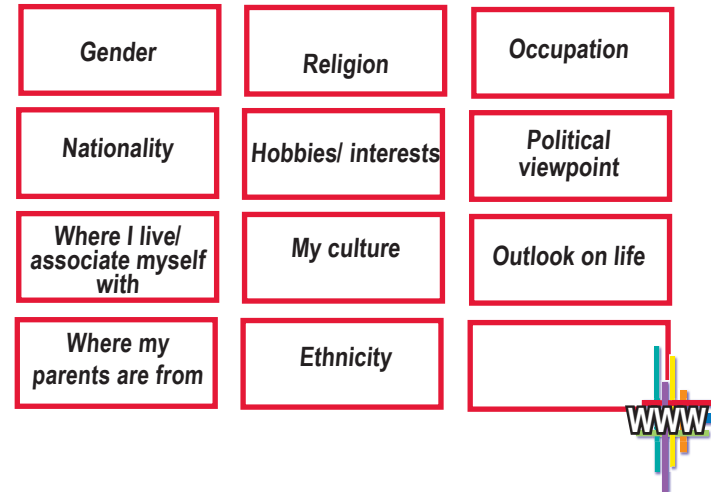
The need to support teachers' talking about the global context for learning and its implications, is an essential step. As teachers our personal perceptions and assumptions will be a key factor in influencing our choice of stimulus material and how we facilitate and respond to classroom discussions. There is therefore a real need for us to have some time and space to explore some of these perceptions and the implications for our professional role.

These activities are designed to support debate and dialogue with teacher groups. Many of the activities could also be adapted for use with students in the classroom.

My 'identities'

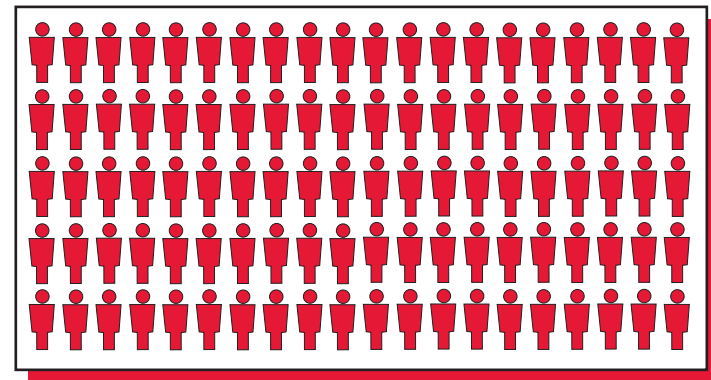
This is a useful activity for thinking about what's important to us, and our sense of identity. It explores the idea that there are different aspects to our sense of identity and that this will also change over time.

The activity uses 12 cards, each stating a different aspect of our identity eg gender, nationality, political viewpoint etc. Individuals choose five cards from the 12 that they feel are most important to their own sense of identity. They then share and discuss their choices with others in the group.



Shape of the world

This is a well known activity [sometimes called the Global Village], based on the idea that we imagine the world's population represented by 100 people. How many do we estimate would be European, African, living in cities etc? The web stimulus provided to support this activity is based on 2008 population statistics. This activity offers a useful starting point for exploring our different perceptions and factors that influence us.

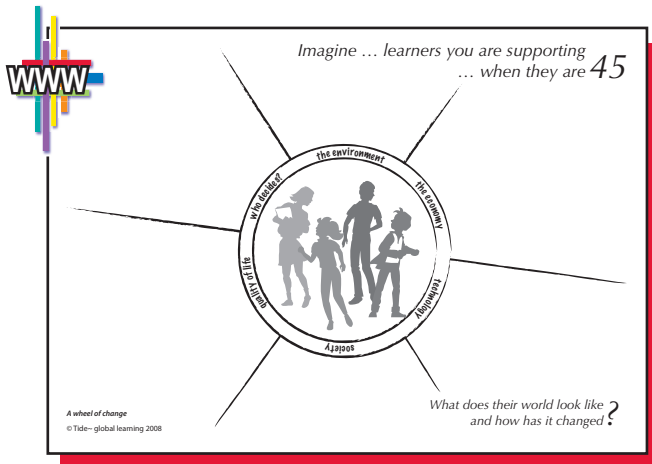


Every child needs an education that is contextualised and relevant to them. Dialogue about who they are in relation to society and what it means to be a citizen should be at the heart of this.

Diversity & Citizenship Curriculum Review,
Sir Keith Ajegbo, 2007

Wheel of change

This is an activity to support our thinking about change. We are asked to imagine what the world will be like for our learners when they are 45. A wheel of change framework supports discussions about positive and negative changes in relation to the environment, the economy etc. A follow up to this activity would be to explore the implications for the needs of learners in this context and what this means for our teaching approaches.



... and the learning implications

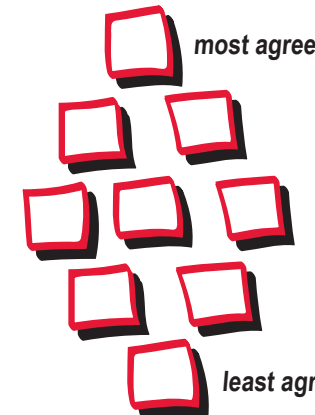
The learning implications of responding to the global context are challenging. The activities and supporting stimulus highlighted below are designed to support discussion about how we see the key issues ... not to provide easy answers. The process of discussing such issues and sharing strategies as a staff group is vital to building confidence.

Let's talk about ...

The real challenges of doing work on diversity

Teaching and learning to reflect and explore our diverse society raises a host of challenges. Some of these are to do with our own knowledge, awareness and confidence and some are to do with the real cultural and religious sensitivities involved.

To help us explore some of these issues this activity offers a set of statements to discuss and rank in groups. The task is to arrange the statements according to how much we agree with them. The statement that we most agree with is placed at the top of a diamond arrangement, and the least agreed with at the bottom. Groups can then share their different views and strategies for dealing with some of the difficulties.



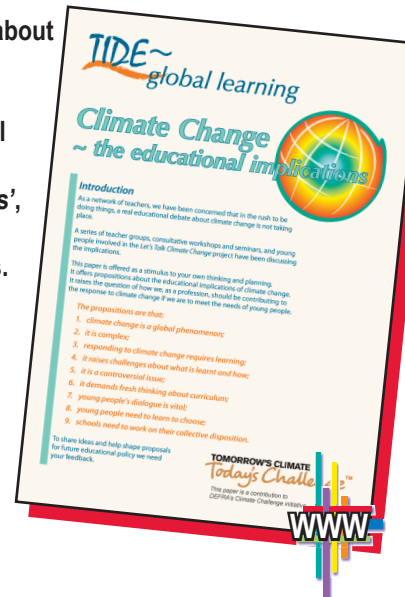
See page 36 for further support on this theme.

How we respond to something as big as climate change

An issue such as climate change poses some particular challenges for teaching in secondary schools. It doesn't fit neatly into a one-hour timetable slot and relates to a whole range of subject areas. There is also a danger that discussions can quite quickly lead to prescriptions about 'right and wrong behaviour' rather than a more in-depth exploration of the issues involved.

To support discussion about some of the issues for schools see the supporting web material 'Climate Change ~ the educational implications', a discussion paper outlining 9 propositions.

[See also page 28 for further support re: teaching and learning.]



See web material for set of statements to rank for CPD discussion.

Schools as a whole need to consider their strategy for teaching emotive and controversial issues within the context of the Every Child Matters agenda and their own aims and values.

Teachers also need to be encouraged rather than penalised, for encouraging debate and risk-taking in the classroom ...

Report from the Historical Association on the Challenges and Opportunities for Teaching Emotive and Controversial History 3-19, 2007

Teaching about controversial issues

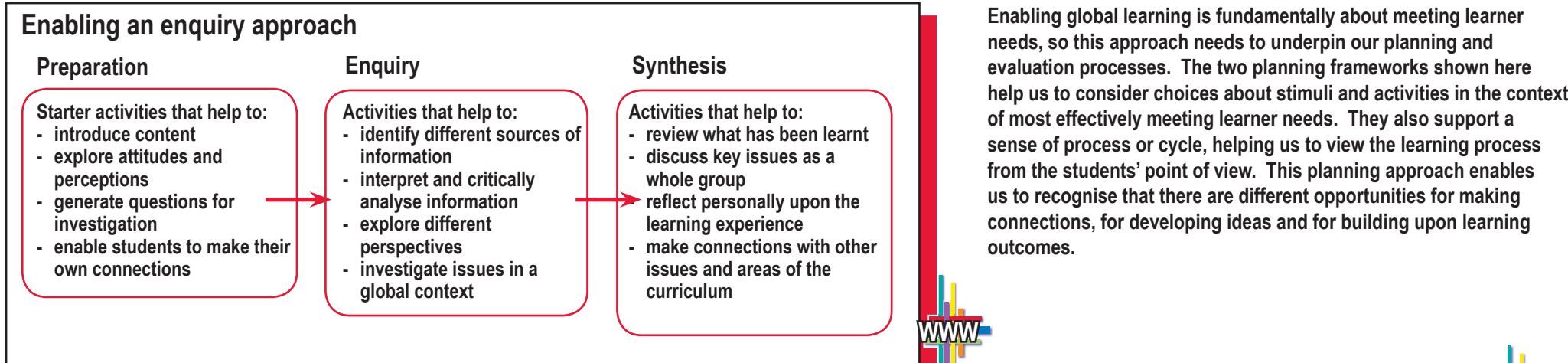
Teaching about controversial issues in the context of different curriculum areas poses many challenges. Our skills and confidence as teachers will be key factors affecting the quality of the learning experiences that we offer. We each bring very different experiences and approaches and it is important that we have opportunities to reflect on our strengths and to share our concerns.

The web support includes a variety of different stimulus highlighting some key issues for teacher discussion and debate:

- ♦ QCA guidelines re: teaching of citizenship [2000];
- ♦ four proposed approaches to handling controversial issues;
- ♦ a link to the online TEACH report, 'Teaching Emotive and Controversial History 3-19' – See in particular the Executive Summary from this report by the Historical Association, 2007.



CPD: planning and evaluating to enable global learning

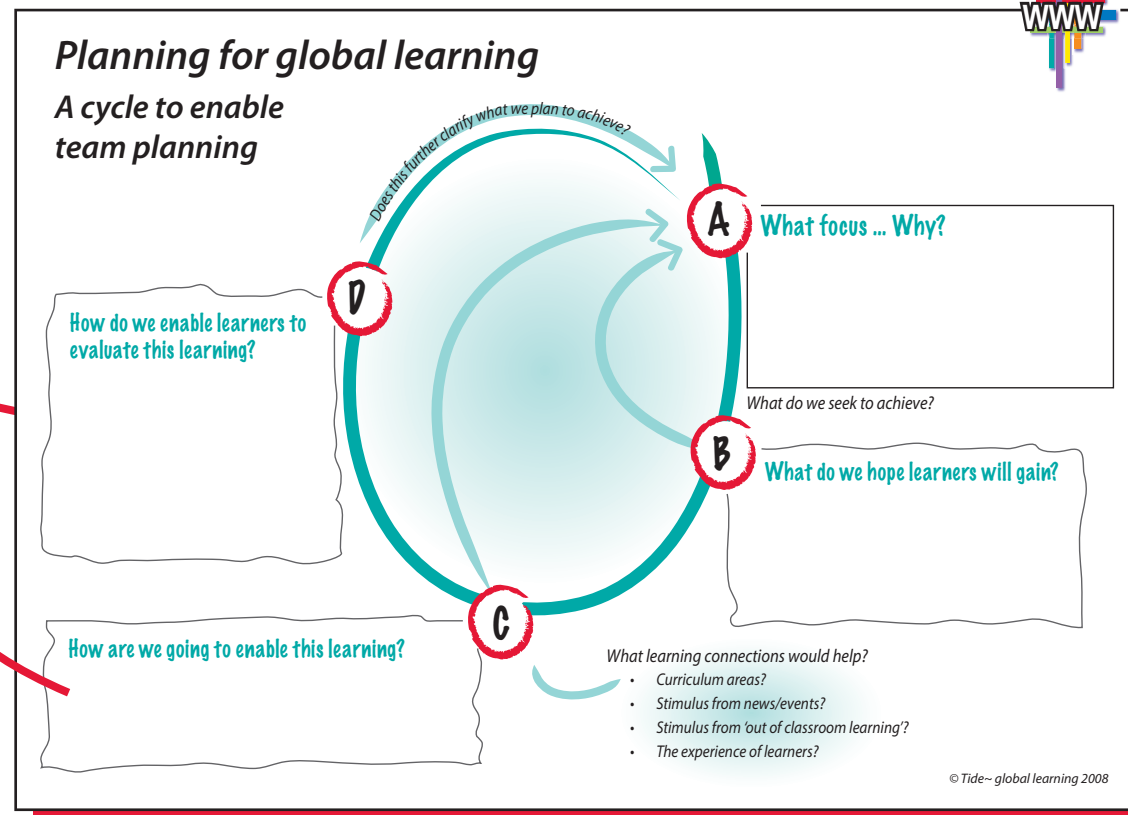


- Web material includes:
- ♦ downloadable versions of planning frameworks;
 - ♦ link to Secondary National Strategy.

The Secondary National Strategy offers a wealth of guidance and support to teachers in relation to planning for effective teaching and learning. It offers particular support to how we most effectively engage and challenge learners, and create learning experiences that are stimulating and purposeful. All of this guidance offers valuable support to enabling effective global learning.

For debate:

- ♦ How do we best use and develop our current planning processes to enable global learning?
- ♦ What are we doing well?
- ♦ What aspects could be further developed?



How well are our students developing as global learners?

The following descriptors are possible indicators that could be used to give some sense of students' progress as 'global learners'. [They focus particularly on learners' progress in relation to skills development]. They have been developed from Tide~ teacher group discussions and are offered as a tool to support planning and evaluation.

They have been grouped into three broad phases but this is not meant to indicate a linear 'learning journey' rather some identifiable features of the distinctive and roundabout journey that each individual learner will make.

Developing an interest ...

- ♦ Basic awareness of and interest in current global issues.
- ♦ Able to discuss and debate views as part of a group.
- ♦ Awareness that they often need to find out more and have a sense of how to go about this.

Beginning to question ...

- ♦ Begin to appreciate the complexity involved ... that there are different perspectives on any issue and that these need to be explored.
- ♦ Start to develop a questioning approach and identify and seek alternative sources of information.
- ♦ Begin to understand the importance of the global context for making sense of 'local' issues and decision-making.

Engaging with the complexity ...

- ♦ Able to critically debate issues with others and to reflect on their own understandings from this.
- ♦ Understand the importance of exploring the different dimensions to a global issue [ie environmental, economic, social and political] and how these inter-relate.
- ♦ Develop an awareness of processes of change and development, and the different roles for individual citizens, groups, organisations and governments.

For debate:

- ♦ Would you find this a useful tool to support your planning and evaluation?
- ♦ What would you change or add?

CPD: exploring the pitfalls

Most of us would agree in principle with curriculum documentation that argues for participation, valuing of diversity and awareness of global issues. Those of us in secondary schools will also quickly argue that much of what we are already doing contributes to global learning. This is all true and useful, but still leaves a lot to do if we are to really enable ‘quality global learning’ in day to day practice.

It can be helpful to turn the debate around for a while and start to think about the problems and difficulties. What are the pitfalls that we are trying to avoid? This might help to clarify what we mean by the phrase ‘global learning’, the challenges involved and what kind of learning we are really striving to achieve. The diagram opposite illustrates a number of these potential pitfalls.

This list could clearly be added to. There are many potential pitfalls for those of us engaged in supporting global learning as it is neither straightforward nor obvious. There is a danger that ‘poor global teaching’ could do more harm than good by reinforcing stereotypes and reducing opportunities for young people to think for themselves.

If we are to go any way towards developing ‘global learning’ as a key learning area for the 21st century curriculum, then we need to question some of the real difficulties and confusions involved in this area of work and engage with the educational challenges involved. We are now seeking to move beyond the initial success of simply including some global issues and themes in our teaching to developing global learners who are critical thinkers and active participants in society.

Possible pitfalls ...?

‘Doing good’ ... that avoids thinking A desire to participate and address issues in a global context can often lead to ‘fund-raising’ style activities that are about immediate responses. There can be a place for this response, but if it is over-used and the main experience of ‘global learning’ for young people, there is a danger of leading to ‘us and them’ attitudes and a possible sense of superiority. It also promotes a simplified analysis of the need to throw money at problems. Challenge →→ <i>to move towards activities and approaches that are reflective and promote critical thinking.</i>	Manipulative activity leading to ‘right answers’ A desire to want supposed ‘right answers’ or responses [‘we should recycle more’ or ‘buy fair trade goods’] can lead to prescriptive approaches or activities that are overly contrived. Young people are often quick to learn the ‘right answer’ rules and these exercises can quickly have less to do with thinking than about keeping the teacher happy. Challenge →→ <i>to identify issues and stimulus material that provokes debate, challenges assumptions and raises questions.</i>	Failing to acknowledge our own perceptions and bias For example, in dealing with images of a place we might respond with more positive language to images of trees and green spaces and more negatively to those of crowded streets or a built environment. Understanding that others might respond differently, [that the images can be viewed from a variety of perspectives] and that there may be reasons why we have responded in this particular way, are important for our own learning. Challenge →→ <i>to use open-ended activities to enable perceptions and assumptions to be shared and discussed at the outset.</i>	Global is about somewhere else The general perception that global is elsewhere runs fairly deep and leads quickly to the assumption that ‘global learning’ is really the job of the Geography department. The nature of our 21st century, inter-connected and global society requires us to challenge this separate ‘here and there’ outlook and begin to look afresh at the global context to our own lives, as well as issues in other places. Challenge →→ <i>to enable all learning to be approached in a global context ... to enable connections to be identified and explored.</i>	It’s all doom and gloom Floods, earthquakes, wars, climate change ... it can be a long and depressing list. There is a real danger that learning about other places and particularly the ‘developing world’ can be equated to learning about disasters and problems. How do we avoid over-burdening young people and fostering a sense of helplessness? Challenge →→ <i>to include some of the positives and to plan a futures approach that builds awareness of processes of change and how individuals and societies can contribute.</i>
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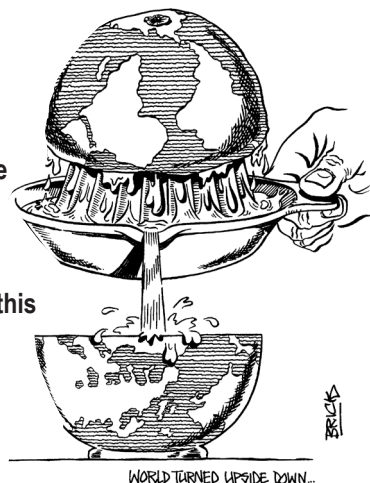
- For debate:
- ✦ How do you see it ... are these pitfalls that you have concerns about?
 - ✦ How do you strive to avoid these pitfalls in your own teaching?
 - ✦ Are there other pitfalls that you identify as being important?

Developing a toolkit ~ generic activities to support global learning at KS3

Here we highlight a 'toolkit' of activities that can be used in any KS3 learning context. The activities are particularly useful for supporting discussion and critical enquiry and accompanying stimulus material can be chosen to reflect issues, themes and literacy levels.

Using cartoons:

A much under-used resource, cartoons can offer a very powerful stimulus for exploring a range of issues. They are designed to provoke a response and different people will react differently to the same cartoon. It is also useful to think about the cartoon from the cartoonists point of view. What point were they trying to make? How else could this have been done?



See web support for a selection of 16 cartoons on the theme of development. They are particularly useful for challenging our assumptions about ideas of 'poverty', 'wealth' and 'power'. Many of the activities for using photographs can also be applied to the use of cartoons.

Using newspapers:

Newspapers offer an extremely rich stimulus for discussing and exploring issues with websites now enabling much easier access.

Collect together a sample of newspapers for the same day. Students do a selection activity to discuss initial perceptions. They are then asked to identify an article that raises an important issue linked to a chosen theme eg climate change. Students then place the article on a large sheet of paper and brainstorm their ideas and responses around it.

See web for further ideas for using newspapers and web links for online newspaper sources.



See web support for an extensive 'Developing a toolkit' section, containing downloadable stimulus material in support of many of the approaches highlighted, together with further ideas for supporting student enquiry.

Using photographs:

These activities are particularly useful for exploring the idea that we each have different assumptions and perspectives and that we bring these to our interpretation.

♦ Selection
Students choose one photograph from a set according to a particular criteria [the one that they find most interesting, the one that surprises them or that they have questions about]. This open-ended activity is

particularly useful as it is a very inclusive approach that enables an initial sharing of different perceptions.

♦ Cropping
Students are shown part of a photograph and they then discuss or draw what they imagine is in the hidden part. Well chosen photographs which challenge stereotypes [eg gender roles] can cause much discussion.

♦ Half a photo
Each student is given half a photograph [for a group of 30 students use 15 photos cut in half and shuffled]. Their task is to find the person in the room who has the other half of the photo by talking to other students one at a time and asking questions.



They should only view another's picture when they are fairly certain they have a match. This activity is great for creating a real buzz in a room. It can act as a good ice-breaker for special events or for new groups that don't know each other. Well chosen photographs can lead to a real sense of surprise and provide a springboard for follow up discussion about perceptions.

♦ Captioning
Students are given 'post-it' notes to write captions or headlines for their photographs. This activity could be given a context [you are doing this for the Guardian or Sun newspaper]. This is a useful activity for discussing the many interpretations that can be deduced from the same image. This could lead to a wider discussion about how photographs are used by the media or in advertising.

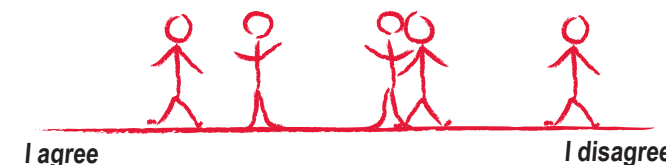


See web for a further 10 photograph activities.

Exploring opinion:

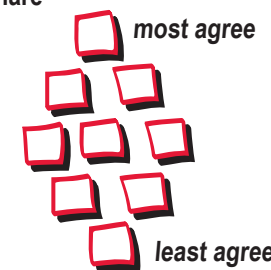
♦ I agree/I disagree

Use the idea of a line from one end of the room to the other to create a continuum of opinion. One end represents 'I strongly agree', the other, 'I strongly disagree'. Statements are read out to the group and students stand at the point on the line that represents their opinion. Alternatively, this could be done by drawing a line on a table, and placing coloured cards or symbols to represent different people in the group. This works well if statements are provocative, relate to the age group and don't require any particular prior knowledge. For example 'all secondary students should have to wear uniform' or 'the voting age should be lowered to 16'.



♦ Sorting and ranking

These activities are particularly useful for supporting in-depth focused discussion about particular issues. They make use of statements written on cards, chosen to reflect a variety of viewpoints about a given issue. A sorting activity could be to group cards into two piles eg I agree/disagree. A ranking activity encourages more in-depth discussion as students are asked to rank statements, in order of agreement, to form a 'diamond 9' arrangement [see diagram]. If students have worked in small groups it can be useful to share and discuss the views of different groups as a whole class. In this way the diversity of opinion that exists and the factors that influence our opinion can be explored.



Exploring perceptions and identities:

♦ My 'identities' [see page 10]

♦ Group identities

Students are arranged into groups according to a chosen criteria [eg their star sign]. In groups they then decide upon 3 things that they have in common that illustrate their group identity. This can be fun if made a bit competitive [eg what are the 3 best things about Capricorns?]. This activity could be an ice-breaker to a more serious discussion about our 'group identities' and the idea that we all belong to different groups and that this is part of other people's perception of us. It also reveals the many things that we have in common with others.

♦ Timelines and mental maps

Timelines offer a useful approach for encouraging students to reflect upon their own personal life experiences and people or events that have been significant to them. They can also be extended to consider different views and ideas about the future.

Mental maps are useful for exploring different perceptions of a place or locality. Students could be asked to draw a mental map of somewhere that they know well, for example their school or locality, identifying areas that have particular significance for them. Alternatively their map could be of somewhere more distant as an exploration of their perceptions.

♦ Using drama

Drama techniques offer a powerful tool for exploring perceptions and our emotional responses to different situations. Role-play, hot-seating and Mantle of the Expert are all examples of approaches that help students to explore issues from different perspectives.



See web support for details of 8 different approaches that can be used in a variety of contexts.

Supporting enquiry:

♦ The Development Compass Rose

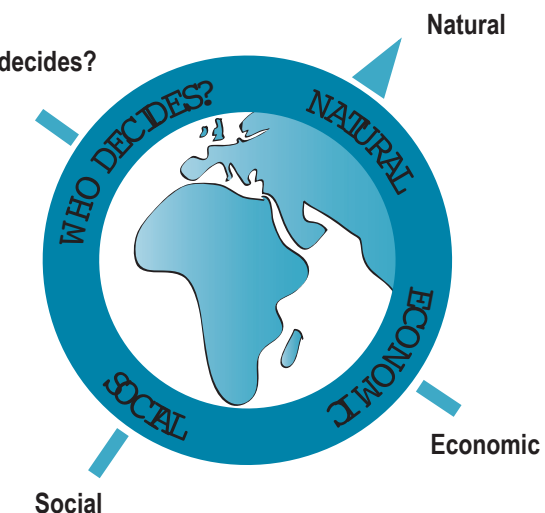
The Development Compass Rose is an enquiry framework developed to support an investigation process. It can be used as a tool to support planning or as an activity to generate questions with students. It is based upon the idea of a navigational compass and takes the idea that any issue or starting point can be explored from four interrelating development perspectives: natural, economic, social and political. It works particularly well for investigating issues raised by a photograph or newspaper article. If the stimulus is placed in the centre of a large sheet with the framework headings written around it, questions can then be brainstormed and key issues shared.

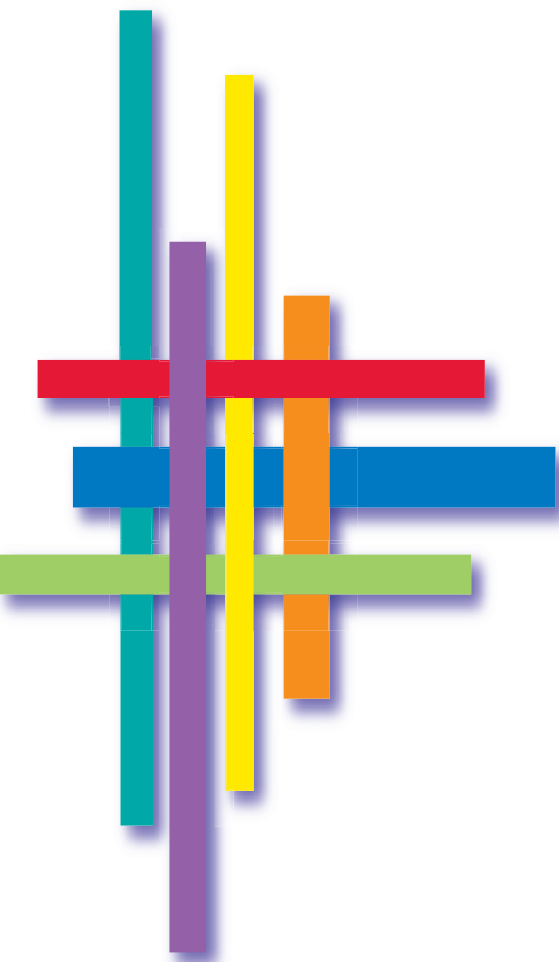
The supporting web material includes a number of different versions of this framework with some offering further prompt questions as a support to students. This framework has been well tried and tested and has proved extremely valuable in supporting the development of students' questioning skills.



The Development Compass Rose

Who decides?





ENABLING THROUGH SUBJECTS

There has been much debate about the role of subjects in supporting a curriculum for the 21st century. Many argue that these 'separate blocks of learning' and the territorial debates have been a barrier to innovation and 'holistic learning experiences' at KS3. There is probably some truth in this.

The introduction of the 2008 KS3 curriculum has offered an opportunity for consultation and thinking about how we might organise learning and many schools are responding to this challenge by piloting different approaches.

In this book we will not argue for any one particular model ... it is important that schools have the freedom and encouragement to develop the model that works best for them. We will however argue that whatever approach is taken, subject knowledge and the experiences and skills of all subject specialist teachers have a vital role to play in contributing to global learning at KS3.

In this section we begin by taking a snapshot overview of all subjects and their potential for contributing to global learning. This is then followed by a more detailed look at four subjects – Geography, Science, History and Citizenship - as examples. In each case we share a number of challenges for the role of this subject in enabling global learning as a focus for further discussion and debate. We also highlight some practical examples of approaches via our web support.



See web support for an overview page with links to all subject associations and specific links to useful articles and resources where relevant.



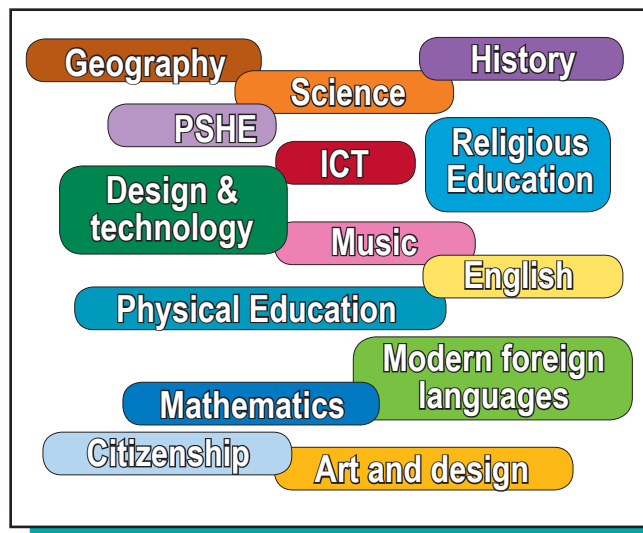
We need to re-purpose subjects for 'new times'
– the 'knowledge society'
– the 'urgency' of our times.

We need to develop models of 'strong inter-disciplinarity'
– working in the borderlands.

We need to give teachers time to think
– about traditions, disciplines, knowledge and wisdom.



Concluding comments of Professor David Lambert, Chief Executive of the Geographical Association speaking at a Tide_ global learning conference, June 2008 'Global learning and the new KS3 curriculum'



Some planning pointers

Value of an issues approach

Focusing on an issue as a way of organising teaching and learning is useful for a number of reasons. An issue lends itself to questioning and enquiry and there is scope for exploring our own assumptions and the different perspectives that might exist. It is useful for opening up learning opportunities and for enabling students to take greater ownership of the learning process.

Another great advantage of an issues approach is that it offers the potential to explore issues in common with other places and communities. By exploring experiences and perspectives around an issue in common with somewhere else we can often gain new insight into our own situation.

Local can be an important lens to the global

A common misconception is that global has to be about somewhere else [the further away the more global it is]. One of the challenges for us as teachers is to address this by providing opportunities for our students to explore issues in their own locality in a wider global context. If we are to make sense of events or decision-making locally we need to understand the bigger picture. We also need to develop a sense of the consequences of actions or decisions taken locally for people and places elsewhere.

Need to think about ...

- ✦ our choice of stimulus – does it raise issues and help to explore perceptions?
- ✦ questioning opportunities – do we provide space and tools to support this?
- ✦ different perspectives – do activities enable different perspectives to be explored? Is it appropriate to give equal weighting to these different perspectives?

Case study: Exploring the potential of starting local ...



A group of citizenship teachers had been using local newspapers as a stimulus to support students' investigations. They felt that headlines such as the one shown, offered a useful citizenship focus and were of real interest and relevance to their students. They were keen to explore ways that an enquiry could be developed and how an issue such as this could be explored in a global context.

From this discussion, teachers felt that this issue offered rich potential for exploring issues of rights, fairness and decision-making together with environmental and economic implications. There were many opportunities for exploring different local perspectives by considering the views of various interest groups.

They then moved on to think about the broader issue; people's freedom to explore leisure pursuits against the needs and wishes of a local community or environment. This could apply to back-packers in Nepal, bungee jumpers in Australia or 'stag party goers' in Dublin. They felt that this approach offered potential for new questions, insights and perspectives on a very local issue and would provide an opportunity for some 'deeper learning' as a result.

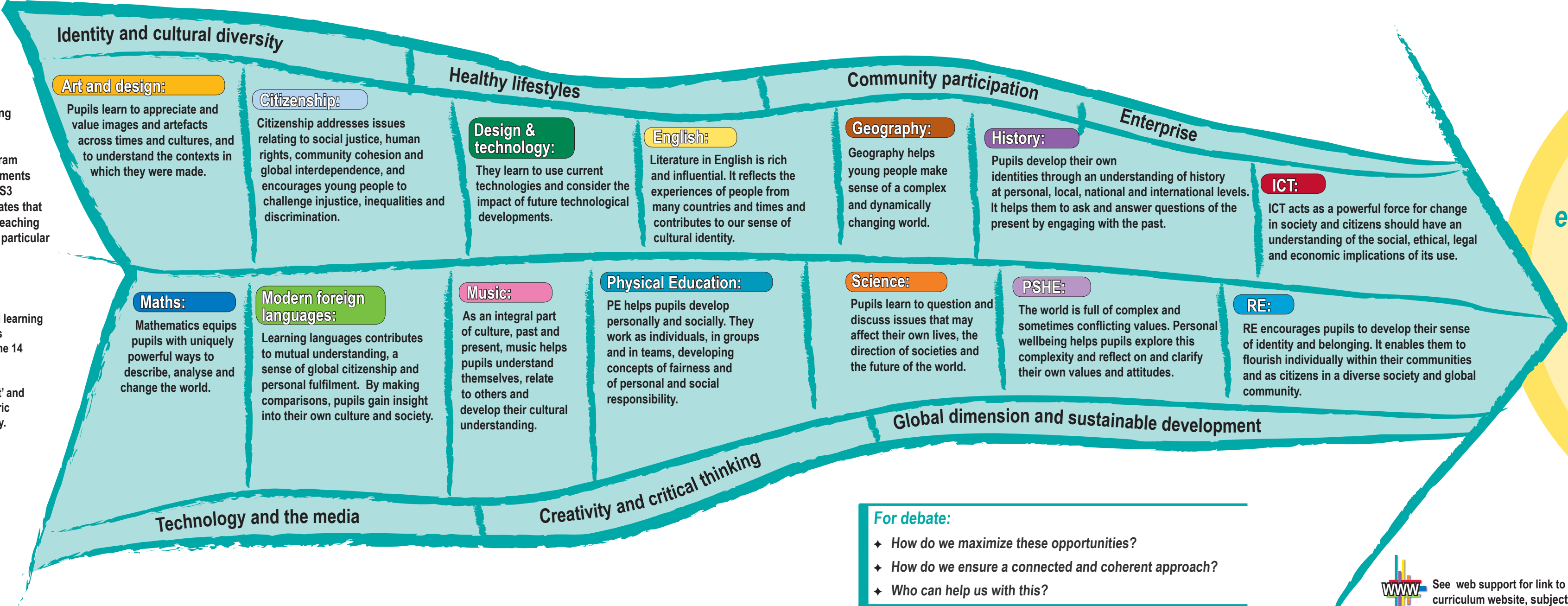
Contributing to an entitlement ...

All of the subjects have a vital role to play in contributing to global learning. Each subject brings distinctive experiences and perspectives to support a holistic learning experience. Equally, each subject is further enriched by learning in a global context.

The text extracts shown in this diagram are taken from the Importance Statements for individual subjects in the 2008 KS3 curriculum. This 'big picture' illustrates that global learning is about day to day teaching in all lessons and is not confined to particular departments or special events.

 See web material for global learning resource recommendations and web links for each of the 14 subjects.

See also page 16 'Developing a toolkit' and corresponding web support, for generic activities to enable debate and enquiry.



For debate:

- ✦ How do we maximize these opportunities?
- ✦ How do we ensure a connected and coherent approach?
- ✦ Who can help us with this?

 See web support for link to secondary curriculum website, subjects page.

All contribute to a global learning entitlement

[see page 5]

Successful learners
Confident individuals
Responsible citizens

... through Geography

If we are interested in enabling global learning then Geography is a subject that has a particularly important [though not the sole] role to play. Geographical concepts of place, scale and interdependence are key to developing an understanding of global context. Through Geography, students are able to engage with a wide range of learning experiences including field work, that help to build an awareness of the physical and human world in which we live. Geographical perspectives also raise questions about the challenge of sustainability, an essential aspect of global learning.



Learning about development

To support a critical enquiry approach to this theme our web support material includes:

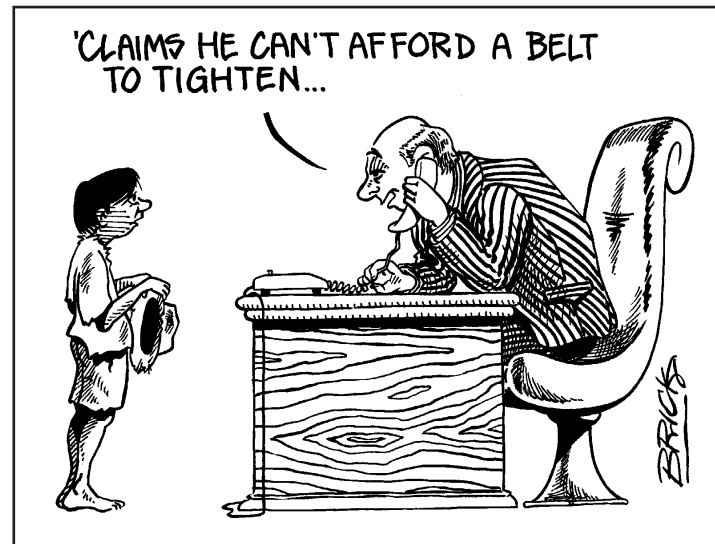
- ✦ a series of sixteen cartoons, that provide a stimulus for exploring assumptions and the political and economic context to local development issues;
- ✦ a visual of live web links supporting student investigation of the UN 2015 targets for development, grouped around key themes [eg education, health];
- ✦ a web cards activity that includes downloadable stimulus material to support students' critical evaluation of websites;
- ✦ a framework and activities for exploring development issues in a cities context.



Investigating globalisation

To support approaches that are accessible and relevant for students, our web support material includes:

- ✦ investigating global trade – a simulation game;
- ✦ a role play activity focusing on the banana trade.



This cartoon is available via the web support material 'Learning about development'.

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

KS3 curriculum ~ the importance of Geography

For debate:

Some challenges for Geography and global learning ...?

- ✦ How do we deal with emotive issues of poverty and aid in a way that doesn't foster feelings of 'us and them' and a sense of superiority?
- ✦ How do we ensure that our studies of other places reflect different perspectives and experiences and explore issues that we have in common? ie 'Bangladesh is not just about flooding'.
- ✦ How do we best enable students to make connections to their own life experiences and to question and explore different ideas about the future?



The GA offers a wealth of support to Geography teachers in the UK. This website offers up-to-date and accessible information for teachers seeking to develop curriculum plans and to access latest resources and professional development support.

We particularly recommend The Secondary Geography Handbook, GA, 2006 as a rich resource to support planning for global learning [see page 39].

... through Science



We live in a world of scientific change and advancement. If students are to be equipped for life in a global society, they need to have an awareness and understanding of the role of science in contributing to our modern existence and the many issues involved. As knowledge and technology advances, debates about rights and ethics will increase and there will be choices about how new technologies are used to improve quality of life and whether people in all parts of the world will benefit.

The study of science fires pupils' curiosity about phenomena in the world around them and offers opportunities to find explanations. ... Pupils learn how knowledge and understanding in science are rooted in evidence. They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

KS3 curriculum ~ the importance of Science

For debate:

Some challenges for Science and global learning ...?

- ✦ How do we enable learners to meaningfully engage with issues that are complex and uncertain eg climate change?
- ✦ To what extent do we maximize opportunities for students to connect their learning and to step back and explore some big questions? eg How do we best meet our future energy needs?
- ✦ How do we support students to investigate difficult moral and ethical questions for example linked to advances in medical science?

The Association for Science Education



www.ase.org.uk

The Association for Science Education offers substantive support to the science teaching community through resources, journals, conferences etc. The Association's website offers a useful starting point for accessing this support and includes a section 'ASE global' which is directly linked from the main menu.

Tide~ is working in partnership with ASE to develop print and online resources to contribute to a connected KS3 curriculum. It makes you think is scheduled for publication in June 2009.



... through History

History has a vital role to play in contributing to global learning. If young people are to develop an understanding and awareness of current global issues, then historical perspectives are essential. Issues in, for example, the Middle East, Afghanistan, Sudan and the Congo all have their roots in historical events and involve many Western, industrialised nations.

History teaching has also developed an expertise in enabling students' critical enquiry of source material. These skills are essential for enabling learning in the context of 24 hour global media and a diverse society where very different perspectives about issues exist.



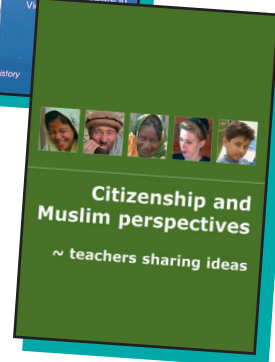
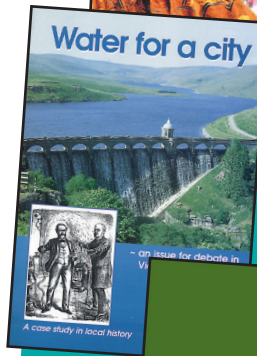
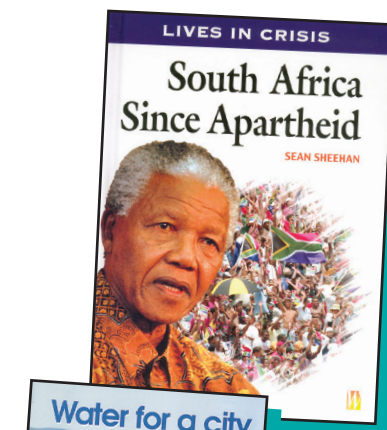
Planning for the future in Victorian Birmingham
In the late 19th century an expanding Birmingham was facing a water crisis. As a case study this deals with a range of themes including: sustainability, democracy, and decision-making. The web support material includes:

- ✦ cartoons from local newspapers in 1892;
- ✦ source material about the different 'water options' Birmingham faced;
- ✦ activities to support student discussion and investigation.



Teaching and learning about the Slave Trade
There is now a wealth of resource material available to teachers on this theme. As a planning support to teachers our web support material includes:

- ✦ key articles exploring the implications for teaching in relation to this sensitive and controversial issue;
- ✦ an overview of teaching resources;
- ✦ links and resources supporting a local approach to this issue;
- ✦ web links for further background information about the issue.



Exploring Muslim perspectives

The need to understand diverse historical perspectives is an important aspect of contributing to community cohesion. As a planning support our web material includes:

- ✦ source material as a stimulus to understanding Islamic teachings;
- ✦ an overview of examples of Muslim contributions to the modern world;
- ✦ background information and supporting activities.



History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.



KS3 curriculum _ the importance of History

For debate:

Some challenges for History and global learning ...

- ✦ How do we support learners to be critical enquirers, aware of what sources do not show as well as what they do?
- ✦ How do we maximize opportunities for exploring the relevance of issues in the past to contemporary global issues?
- ✦ How do we support learners to develop a self-awareness that our personal view and interpretation of past events will be influenced by our own distinctive life experiences and that this needs to be acknowledged?

The Historical Association

The HA offers a wealth of support to teachers via its website. From the secondary home page you can access information about useful resources, professional development support and current issues, eg changes in the KS3 curriculum etc. The site also offers substantive support for 'Teaching Emotive and Controversial History' [TEACH] with an online version of the 2007 report.

See www.history.org.uk



... through Citizenship

Citizenship has a distinctive contribution to make towards global learning as it provides an opportunity for students to explore issues that are at the very heart of how our global society functions. It has the potential to enable rigorous debate and investigation and also support students' active engagement and participation. Perhaps, more than other subjects, it enables students to think beyond classroom confines to the realities of life in a changing world and to think about the changes that they would like to make.



Exploring citizenship issues in a global context

Our web support material has been designed to support exploration about ideas of 'multiple identity', participation and decision-making. It includes:

- ✦ My 'identities' – a card game;
- ✦ a matching activity to investigate 'who decides about what?';
- ✦ frameworks to support individual reflection and group discussion.



Exploring our participation ~ a place approach

We have chosen a selection of activities to explore ideas about 'how we participate' and the structures in our society that deal with this. Web material includes:

- ✦ a series of introductory activities to explore perceptions;
- ✦ an activity 'Who should be Mayor of Derry?', to explore democratic structures;
- ✦ activities to investigate the role of public institutions, in fostering citizenship and participation, focusing on 'the Police' as an example.

Using drama



See web material for 8 useful drama approaches, as outlined on page 17.



Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.



KS3 curriculum _ the importance of Citizenship

For debate:

Some challenges for Citizenship and global learning ...?

- ✦ How do we effectively harness the energy and enthusiasm of 'good cause fever' and direct it towards learning experiences that are also critical and reflective?
- ✦ Do we create enough opportunities for students to explore issues at different scales and to discuss the political/decision-making dimensions ... as well as the social and personal?
- ✦ Do we encourage our students to engage with literature from charities and NGOs as critically as they would engage with literature from international companies? eg Nike.

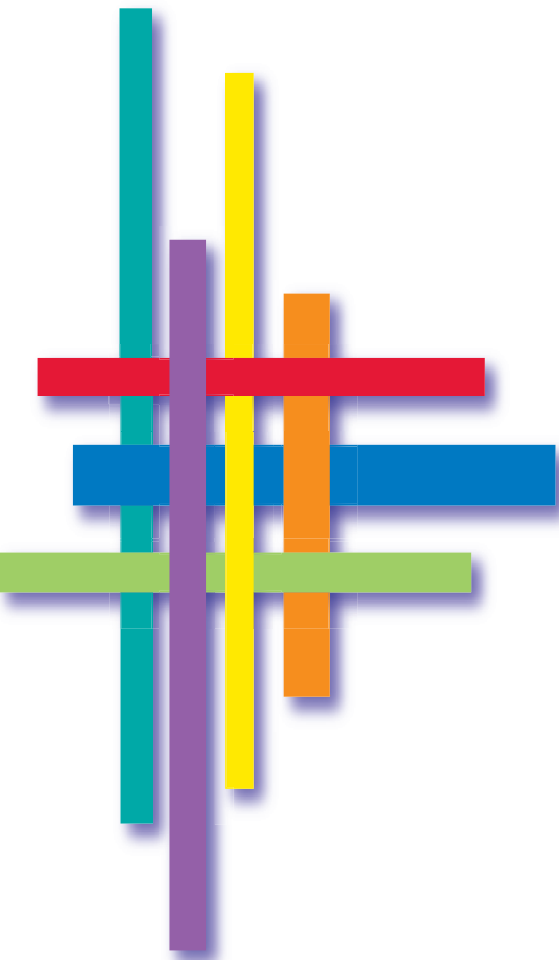
Association for Citizenship Teaching



Association for
Citizenship Teaching

The ACT offers an excellent source of support to all teachers who are contributing to the Citizenship curriculum, specialist or not. The website shares details of professional development opportunities, conferences and latest resources and has a section offering particular support around the new KS3 curriculum. There is also a monthly e-newsletter available on request.

www.teachingcitizenship.org.uk



ENABLING THROUGH CROSS - CURRICULAR APPROACHES

Many schools are experimenting with different cross-curricular approaches at KS3 in order to create learning experiences that are relevant and purposeful for their students. In some cases this has meant a radical overhaul of the organisation of the curriculum, in others it has meant smaller scale experiments and pilots.

Material in this section shares a number of different approaches and strategies as a stimulus for discussion about the potential for cross-curricular working and the issues involved. Experiences highlight the importance of thorough planning that has a focus upon the needs of learners and the need to build in time for teachers to collaboratively plan and reflect.

Cross-curricular working

Possible benefits ...

- ✦ Enables more coherent, holistic planning.
- ✦ Greater timetable flexibility offers opportunities for varied learning experiences within and beyond the classroom.
- ✦ Encourages teacher collaboration and reflection.
- ✦ Supports connected learning and investigation.
- ✦ Can enable 'deep-learning' experiences.

Potential pitfalls ...

- ✦ Easy for planning to be pulled in different directions ... requires a strong vision and sense of purpose to achieve aims.
- ✦ Easy to become over-focused on teacher inputs – need to ensure that the approach supports learners in having some ownership of their own learning.
- ✦ Can be challenging to ensure progression and that the needs of all learners are addressed.

“ Every child needs an education that is contextualised and relevant to them. Dialogue about who they are in relation to society and what it means to be a citizen should be at the heart of this. How else will pupils be able to take on some of the difficult and controversial issues that are increasingly likely to confront them? ”

Diversity & Citizenship Curriculum Review, 2007

“ Cross-curricular work offers a creative way to incorporate all strands of learning, developing the knowledge, skills and understanding of students while motivating them to learn through stimulating, wide-ranging and interconnected topics. ”

Creative Partnerships – extract from the outline of a cross-curricular creative project 'A New Direction'



See web support for:

- ✦ recommended resources for selected themes;
- ✦ Creative Partnerships link and project details.



Some planning pointers ...

Benefit of an enquiry approach

An enquiry process puts learners at the heart of their own learning. It enables them to take responsibility for what they want to find out, to be supported to gather and analyse evidence and to discuss the issues raised with their peers. It creates a sense of 'real-world' purpose which can be highly motivating and also challenging for students.

This approach requires the teacher to become a facilitator, to provide students with the tools and support that they need so they can engage with the enquiry task. An enquiry approach lends itself well to cross-curricular working, as students are able to draw upon a potentially wider range of stimulus and sources and may have the benefit of longer sessions to develop their lines of enquiry.

Fostering critical and analytical skills

The ability to read and analyse sources of information critically, for example newspaper articles, websites or sets of data, is of increasing importance in a media-led society. Students need regular opportunities to develop these skills and to apply them in a variety of contexts. There is a danger that when dealing with complex global issues such as climate change [see page 28], we defer to superior 'expert knowledge' and focus student debate onto matters of personal action. If we wish to critically engage students, the selection and presentation of source material needs to foster enquiry and debate and to reflect the real uncertainty and confusion that exists.

Case study: Focus on cities

A series of Tide_ projects are exploring the idea that learning about cities in different parts of the world could provide a useful focus for planning a connected curriculum. All subjects can offer something to build an understanding of the different facets that make up a city. Comparative work can make complex issues more accessible to learners.

The website will be updated as this work develops.

The South African Cities Network [SACN] model for planning has potential as a learning tool for this work. It features 'development' and 'the quality life in an urban environment' at the core and raises questions about the need for a city to be inclusive, sustainable, productive and well governed.



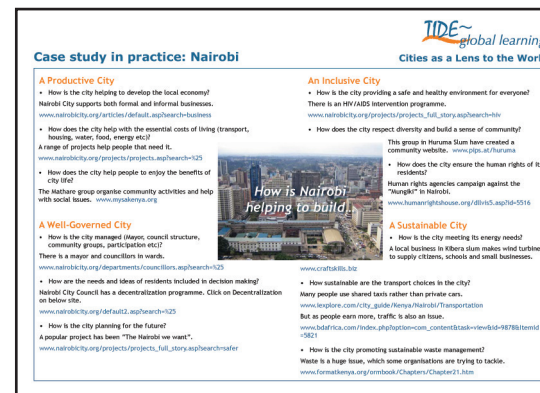
These dimensions, we propose, are central to understanding citizenship and development anywhere in the world including our own city. They therefore provide a useful learning framework for understanding what is going on in any city and enable us to explore the commonality of many issues.

Need to think about ...

- ✦ choice of initial enquiry stimulus – how do we create tension and debate to foster a sense of enquiry?
- ✦ use of tools for supporting enquiry eg questioning frames such as the Compass Rose [see page 15];
- ✦ enabling effective opportunities for sharing what has been learnt from the enquiry process.



The website introduces the basic idea using case studies of Stockholm [Sweden], Nairobi [Kenya], Mumbai [India], Cape Town [South Africa], Birmingham [UK] and Curitiba [Brazil].



Connected learning about climate change

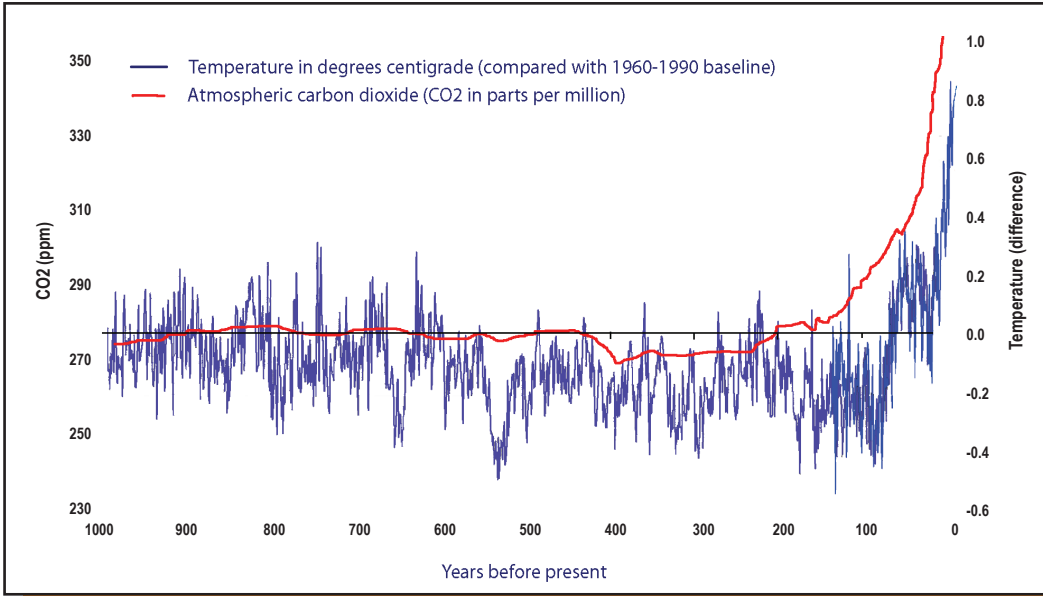
Why is it important?

Climate change is the big global issue of our time. It is a key factor that affects future policy and decision-making about energy, transport, waste management, new building developments at every scale, from local to international. It has become a context for decision-making and a context that we share with people in communities in every part of the world.

What are the implications for learning?

Increasingly climate change is also becoming a context for learning. Debates about many issues that would arise through the curriculum [eg nuclear power in a science lesson] would need to be discussed and debated in the context of climate change.

The implications for learning are significant. Given its relatively recent prominence, many teachers may lack confidence in their own understandings and feel ill-equipped to deal with the complexity of the issue. They may also have concerns about how to manage meaningful learning opportunities about this issue within the tight confines of a subject area and a timetable. Climate change as an issue is clearly not the domain of one sole subject area, so these are issues that would benefit from some shared staff discussion and debate.



The famous 'Hockey-stick' graph, see www.enviro-sense.co.uk

“We recognise that sustainable development, if it is going to happen, is going to be a learning process – it certainly won’t be about ‘rolling-out’ a set of predetermined behaviours.”

Scott W A H & Gough S R (2003)
Sustainable development and learning: framing the issues

Value of a cross-curricular approach

There is a strong case for advocating a cross-curricular approach to climate change as it demands a variety of perspectives and skills. There are many ways that this could be organised, including using the strengths of particular subjects as shown by the table opposite. Alternative cross-curricular approaches to climate change are supported by two significant Tide_ online resources on our website:

- personalised learning and critical thinking – supported by *Learning to choose: Climate change*;
- an enquiry approach which may be useful for a suspended timetable day or longer student investigation – supported by *Climate change ~ local and global*.

For debate:

Challenges for teaching and learning about climate change ...?

- How do we deal with the complexity and uncertainty?
- How do we avoid a doom-laden, disempowering vision of the future?
- What approaches would best enable students to connect their learning in different subject areas and beyond the classroom?

Starting points for a cross-curricular approach



* Development Compass Rose enquiry framework

Key question	Curriculum links	Teaching ideas	Points to consider
1. What causes climate change?	Science History	Explore initial assumptions - eg through brainstorming. [This helps to reveal a spectrum of issues and perceptions, as a stimulus to further discussion.] Explore different viewpoints – investigate and discuss evidence from different sources. Explore the historical context – find out how thinking about this issue has changed and developed over time.	- Whether you as a teacher stay neutral, express a personal viewpoint or play devil’s advocate. - How you present source material ... do you give particular weighting to some sources or not? - How you best enable students to question and be critical.
2. What are the current predictions for climate change?	Science Maths	Need to explore a spectrum of predictions and how they have been generated. Scrutinise the statistics, explore margin of error figures and look at previous estimates against actual data. Put students in role [eg as journalists, politicians, company directors]. What statistics would they choose to use?	- Reliability and accessibility of sources. - How to support students to interpret sources critically. - How to be inclusive so that students of differing abilities are engaged fully in the debate.
3. What are the possible consequences of climate change?	Geography Science	Explore the very different viewpoints [positive and negative] that exist about this from Governments, international bodies and campaigning groups [the Compass Rose framework* could support this]. Explore ways that different parts of the world may be affected. Use newspaper archive sources to explore the reporting of this issue and how this affects people’s perceptions.	- How to embrace rather than hide the uncertainty on this issue. - How to support students to reflect on their own perceptions and assumptions. - Awareness that debates may cause individual students concern and how to address this through debriefing opportunities.
4. How might different courses of action now affect future climate change?	Geography Citizenship	Explore ‘actions’ at a variety of scales from personal to international. In a UK context explore implications of different aspects of policy eg air travel, energy, food or water. What does this mean for us individually and our choices in our day to day lives?	- Occasionally useful for the teacher to play the role of devil’s advocate to prompt debate - Explore the difficulties ... ‘it’s easy to say that we should all ride bicycles, but ...’. - Foster a positive outlook – focus on things that can be done, progress made etc.

Curriculum planning around ‘big questions’

Case Study: The Enterprise ... a new curriculum approach developed for Year 7 at Queensbridge Visual and Performing Arts School, Birmingham

‘The Enterprise’ a case-study from Queensbridge School is shared here as an example of a secondary school undertaking a process of rethinking the curriculum. Of key interest is the process of debate and reflection that the staff engaged in ... they have described this as ‘a journey that is still continuing’. It is not held up as an exemplar model to be replicated, rather as a stimulus to inspire staff teams in other schools seeking to reinvigorate the curriculum and enable global learning for their students.

Why a ‘big questions’ approach?

For staff at Queensbridge, this approach offered the potential to engage and motivate students in current debates and to explore their ideas about the wider world. By focusing upon ‘big questions’ they felt that it would encourage learning experiences that support students to make connections and to explore issues in a deeper and more holistic sense. Experiences of organising teaching and learning around the ‘big questions’ have revealed the strong potential for this approach to contribute to global learning. Clearly there are many choices about which ‘big ideas or questions’ are the most useful to focus on and how learning might be organised and structured around this. Any school choosing to adopt such an approach would need to think this through in relation to their own particular context.



For further details about The Enterprise approach at Queensbridge see: www.queensbridge.bham.sch.uk

“Take into account that great achievement involves great risk ...”
Tim Boyes, Headteacher, Queensbridge School

What did the school hope to achieve?

Key issues that the school wanted to address ... the 5 Rs:

- ✦ What can we do to make the curriculum feel relevant?
- ✦ How can we encourage stronger relationships between all those involved in the learning process?
- ✦ What does a curriculum look like that encourages risk-taking in the context of rigour?
- ✦ How do we make the shift such that students take greater responsibility for their learning?

A key factor for the school in developing The Enterprise had been to address issues of Primary/Secondary transition. The establishment of strong groups, and the building of positive relationships and learning environments were all identified as being essential for enabling quality global learning experiences.

Reflections from the process

Key to the process has been time for teachers’ collective discussion and planning. Early on in the process, some whole-staff time was used to discuss key ideas and aspirations for the approach and exploring different perspectives on this. These consultations continued through the pilot projects. Once the new Enterprise staff team were established they spent a lot of time working together to map out a focus and structure. They found it useful to discuss ways that teaching experiences from their subject specialisms could contribute to this new ‘big questions’ approach, but were also keen to be experimental and creative.

Since The Enterprise has been up and running there have been regular opportunities for the team to meet and review progress and to modify plans. There were many fears expressed at the outset about this new and more ‘Primary-oriented’ approach, but as staff have gained experience they have become strong advocates of the model and feel that they would be reluctant to return to a more traditional subject approach.

The Enterprise: how does it work ...?

The Focus

The Big Questions

How much freedom do I have?

How can I make a positive difference?

How can I look after the world I live in?

What is it like in someone else’s shoes?

Am I ready for the world of work?

What shapes our behaviour and changes our attitudes?

“It has been and continues to be, an exciting and enriching journey. When students and teachers alike care about what they are discovering and developing, and they have the chance to explore it fully ... that’s when the learning is deep.”

Alison Lee, Assistant Headteacher and Enterprise Co-ordinator

The structure

During the first two weeks students are assessed for ability and set into Enterprise groups - they stay with the same group for every Enterprise activity module.

Each ‘Big Question’ is a focus for a six week module of work. At the end of a module groups then rotate to the next one.

A group will spend approximately 13 hours a week [more than half of curriculum time] in The Enterprise.

Each module is taught by a different subject specialist, but with a cross-curricular focus. They repeat the module with different groups, adapting as necessary to suit the needs of the learners.

Reflections for global learning

To what extent does teaching and learning enable...

- ✦ awareness of the wider world, [locally and globally]?
- ✦ confidence and engagement ... a desire to get involved?
- ✦ deep-learning experiences?
- ✦ the 5 Rs ... relevance, relationships, risk-taking, rigour and responsibility?
- ✦ a shift of responsibility ... students having greater ownership over their own learning?
- ✦ connected and creative learning?



Making the most of suspended timetable days

Are they a good idea?

If well planned, suspended timetable days offer the potential for innovative and creative learning experiences that can make a powerful contribution to global learning. At their worst, such days can be manipulative and more about ticking checklists than providing quality learning experiences.

These pages outline a number of key planning considerations for schools who wish to use this approach. The flexibility that they offer raises many issues and choices for teachers and time needs to be given to support discussion and planning at an early stage in the process.

For debate:

Challenges for planning suspended timetable days ...?

- ✦ How do we make the most of a whole day's experience to facilitate a learning journey for young people?
- ✦ How do we ensure that students have a sense of purpose and ownership?
- ✦ How do we best enable students to take lead roles?
- ✦ How do we ensure that the day enables critical thinking and reflection and not just a busy whirl of activity?

Some features of good practice

Schools that have used the opportunity well, have enabled a process of effective collaborative planning involving staff from different subject areas. They have utilised the potential of 'the day session' and its flexibility to create some 'deep-learning experiences' which promote high levels of student ownership.

Key features of good practice might include:

- ✦ designing the day as part of a longer process. This includes the need for structured planning and preparation before the day, and opportunities to follow it up;
- ✦ setting up a teacher working group made up of staff from different subject areas to co-ordinate planning;
- ✦ supporting students to take lead roles;
- ✦ using a range of stimulus that creates 'dissonance' and provokes debate - this will provide greater challenge and motivation to the learning experience than a stimulus that conveys one simple message;
- ✦ creating a sense of enquiry and purpose to the learning experience, enabling students to make their own decisions about what they want to find out;
- ✦ a good balance between whole group activity and smaller group tasks.



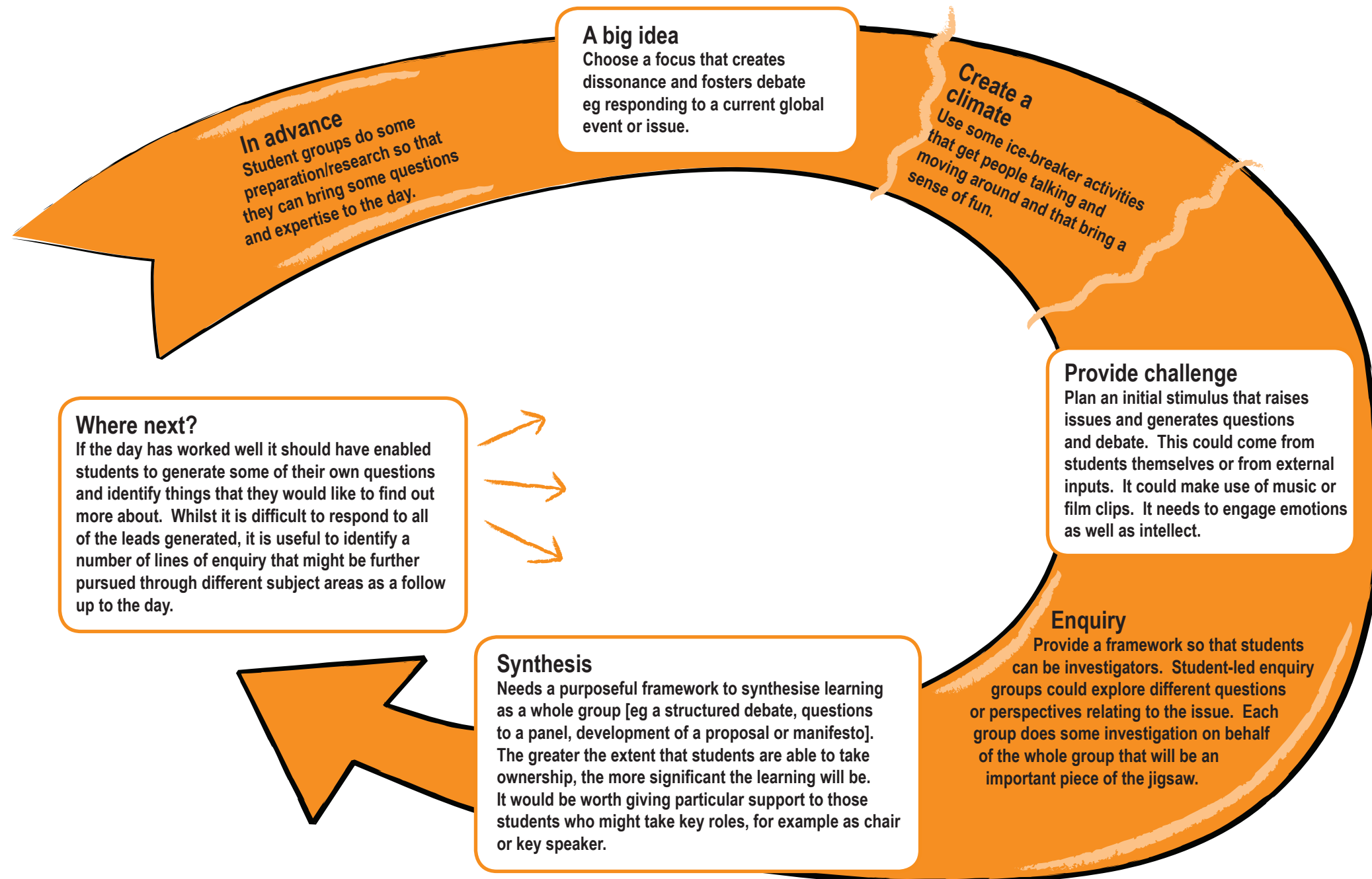
"We chose the theme of 'Water', because we felt it had a particular relevance in current affairs, and highlighted issues of global diversity and commonality particularly well. It was also well resourced and lent itself effectively to a cross-curricular approach, allowing a range of different subject areas to contribute."

Dave Morgan, Head of History and International links co-ordinator, Westwood College, Staffordshire

See 'Exploring global themes through suspended timetable days', article by Dave Morgan sharing his school's experience.



Enabling a global learning journey in a day ...





ENABLING A CURRICULUM WITH WIDER PURPOSE

“ *The curriculum should be treasured. There should be real pride in our curriculum: the learning that the nation has decided to set before its young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers.* ”



Mick Waters, Director of Curriculum, QCA
See link for his presentation of 'the big picture'

One of the key features of the 2008 KS3 curriculum is 'the big picture' that it presents. We are encouraged as, for example, Music or Design and Technology teachers to see our subject as part of a greater whole and to identify the ways in which we contribute to the curriculum aims. It shifts the planning focus onto the needs of learners and encourages a connected approach to curriculum planning.

In a similar way it is possible to view the curriculum itself as contributing to a greater whole, designed as a response to the needs of wider society. Some of these needs are about the economy and the need for skilled workers. Others are about the kind of society that we wish to live in: democratic, cohesive, sustainable etc. Having a sense of this 'wider purpose' and global context is important for our understanding and interpretation of the curriculum.

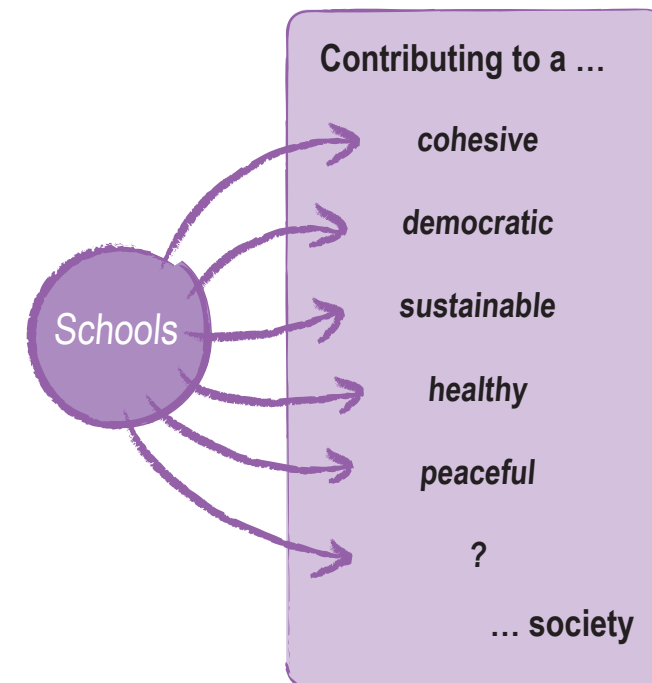
There are a number of current strategies that reflect these wider needs. They include for example: the 'duty for schools to contribute to community cohesion' and the National Framework for Sustainable Schools. This final section explores some of the key issues from a curriculum perspective and identifies ways that a global learning approach can help to contribute.

“ *One of the most striking observations during our visit to South Africa is the passion and belief in the education system that is shared by the teachers we meet. They know the purpose of their curriculum, they understand its ideology; they feel ownership of it and are able to explain why they are teaching it.* ”

Karen Teasdale, diary entry, Durban, 2005, 'Comparative Education and Quality Global Learning', Clive Harber and Jeff Serf, Tide., 2007



See web support for useful links supporting 'Learning outside the classroom'. This includes ideas and support for using local museums and collections.



Some planning pointers ...

Exploring perceptions and assumptions

When teaching about issues that deal with controversy, sensitivity or uncertainty, it can be valuable to start with an open activity that enables perceptions to be shared [see pages 16/17 for suggestions]. In the context of work on community cohesion or sustainability this is particularly important, as an essential aspect of learning will be the need to explore values and attitudes. The use of a stimulus, for example a cropped photograph, that helps students to ask questions and to share personal responses in groups, helps to highlight our often very different perceptions. This provides great scope for student-led follow up discussion to further explore the issues and questions raised.

Enabling active participation

The step of moving from talk to action can feel like a mighty leap for us as teachers. We are suddenly outside our comfort zone and our main aim is to support some 'tangible activity' with minimum fuss and disruption. Standard activities often include letter writing to MPs or school-based fund-raising activities and if over used they can be a de-motivating and non-thinking exercise.

It is easy to forget that there are many ways that we each participate in our society as consumers, residents, park users etc. Actions to bring about change can take many forms ranging from personal lifestyle choices to collective activity.

An important element of the learning process is for students to be supported to think through and to choose their own appropriate action response and to be able to discuss their reasons for this. If we only focus on the 'doing' of a supposed 'right action' rather than the process of deciding what action to take, then we have missed a vital learning opportunity.

Need to think about ...

- ✦ how we make the most of opportunities within our own curriculum areas to contribute to 'bigger agendas' such as community cohesion and sustainability;
- ✦ how we make the most of the global context to introduce different perspectives and experiences;
- ✦ how we empower, enthuse and avoid over-burdening students with worries about the future.

Case study: Focus on School Partnerships

School partnerships are increasingly being used as a strategy to support work on global perspectives. In an age of cheap air travel, internet and e-communication the logistics of linking with a school in another part of the world are now more feasible than ever. There has also been considerable government support to schools for linking for example through DFID Global School Partnerships and the British Council.

A partnership approach has great potential but also a number of real pitfalls. If a partnership is to be successful teachers on both sides will need to have given serious thought to the purpose of the partnership and how this can most effectively be achieved.

Here we highlight a number of points to consider for any school embarking on a school partnership.

How do we design our school partnership to try and enable ...

- curriculum focused discussion and debate?
- awareness of different perspectives?
- understanding of issues that we have in common?
- a broader world view?

and to avoid ...

- a reinforcement of stereotypical views?
- a separate 'them and us' attitude?
- a focus on difference?
- a one-sided relationship?



See the web support material on this issue for an overview piece with links and support relating to:

- ✦ articles to stimulate discussion;
- ✦ relevant curriculum documents;
- ✦ support for setting up a UK partnership;
- ✦ resources for promoting community cohesion;
- ✦ support for setting up an overseas partnership;
- ✦ sources of support in the West Midlands.

Contributing to community cohesion

Context:

Since 2007 all schools have had a duty to promote community cohesion. The guidance document published by DCSF to support schools in this, outlines three key areas for schools to address: teaching, learning and curriculum; equity and excellence; engagement and extended services.

See www.teachernet.gov.uk, whole school issues. for further details.

The political context to the prominence of this issue on the educational agenda is important for teachers and schools to think through. Events such as 9/11 and 7/7, the war in Iraq and in Afghanistan have raised many fears about divisions in our society and this duty has been set up as a political response, recognising the important role that education has to play in fostering cohesion in our society.

How might a global learning approach contribute?

The proposed 'student entitlement to global learning' [outlined on page 5], recognises the needs of learners in the context of an increasingly diverse and global society. The need to engage with different perspectives and to explore ideas about our identities and sense of belonging are key aspects of this entitlement and clearly interrelate with other areas.

A global learning approach contributes to community cohesion by:

- ✦ enabling students to understand the wider context to local issues;
- ✦ building an understanding of the interdependent nature of our society;
- ✦ recognising the changing nature of our society ... no community is static;
- ✦ understanding that diverse communities exist all over the world and experience many issues in common.



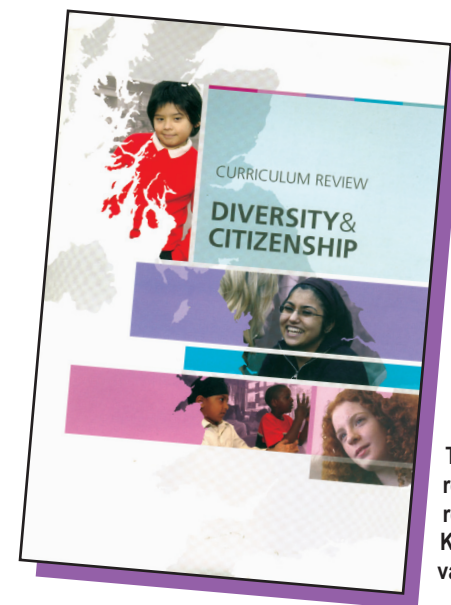
A presentation made by Sir Keith Ajegbo to a Tide~ KS3 curriculum conference in 2008, is available to download via the web support.



By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.



Guidance on the duty to promote community cohesion, DCSF 2007



This report shares outcomes of the curriculum review led by Sir Keith Ajegbo. Key recommendations have been taken up by the 2008 KS3 curriculum and are reflected through the aims, values and programmes of study

For debate:

- ✦ What kind of stimulus is most useful to support debate about issues of identity and diversity?
- ✦ What strategies work well for challenging and exploring stereotypes?
- ✦ How do we draw on the personal experiences and perceptions of our students as a key resource to this work?

The need to talk

A key factor that will influence a school's success in this area of work will be the extent to which it supports the professional development needs of teaching staff and creates a positive climate for learning about these issues. The territory can be sensitive, controversial and challenging for teachers who may feel outside of their comfort zone. The KS3 curriculum addresses issues of identity and diversity as a key concept in all subjects and as a whole curriculum dimension. Opportunities to talk about and to review effective teaching and learning strategies will be essential for the development of good practice and for the promotion of an open learning culture within the school.

Recommended sources of support

The real challenges of doing work on diversity
See page 11 for a CPD ranking activity to explore practical issues and difficulties.



Here there and everywhere

Robin Richardson, Trentham Books, 2004

This publication produced by Derbyshire Advisory and Inspection Service provides an excellent starting point for supporting teachers in thinking through some of the issues involved in work on diversity and identity. The material takes six big ideas as an organising framework: shared humanity; difference and identity; local and global; achievement everywhere; conflict, justice and rights; race and racisms and provides a range of supporting stimulus material.



The book also explores the potential for contributing through each of the curriculum areas, through an overview piece, 'views and voices' material and classroom examples together with some frameworks for reviewing progress.

What do we tell the children? - Confusion, conflict and complexity

Angela Gluck Wood, Trentham Books 2007

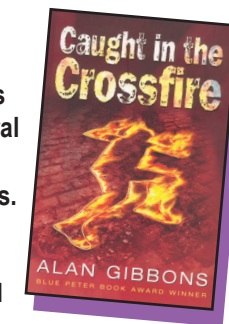
This book supports teachers – who may themselves be uncomfortable and confused – to talk to children about the sensitive and complex issues that partly derive from conflict connected to religious beliefs, political ideologies and philosophical life stances. It suggests ways for teachers to respond, and the words to use.

A fiction approach

Story can be a particularly useful stimulus for supporting young people's discussion about issues of identity and diversity. It creates a 'safe context' for interrogating the feelings and attitudes of a central character. A wide range of fiction exists appropriate to differing age groups and abilities and settings vary regarding location and themes.



See web support material for a selection of recommended fiction and some initial ideas for using it to support work on identity and diversity.



A place approach

Investigating experiences from a different locality is particularly useful for exploring community cohesion. The process can reveal different perspectives and bring new insights to strengthen our understanding of issues in our own locality. This approach also creates a 'safer distance' so that issues can be explored with less risk of causing offence. Students know little about the issues at the outset and work together to share their assumptions and find out more. This process is inclusive and supports a sense of enquiry.



Most of the resource material on identity we have seen does not go much beyond asking students about their own personal characteristics ... One exception is the resource pack produced by a group of West Midlands teachers for Tide~ which uses the experience of Northern Ireland as a case study for a quite detailed investigation into citizenship and identity issues in England.



Identity, Diversity and Citizenship: A Critical Review of Educational Resources, ACT, 2007



For ideas and activities for using a place approach [including the Northern Ireland example mentioned] see web support material.

Who do we think we are? www.whodowethinkweare.org.uk

This website was set up following the publication of the *Diversity and Citizenship Curriculum Review* as a support to teachers and schools. It includes a section for teachers with access to resources, case studies, toolkits and guides linked to key themes.

Contributing to sustainable development

Context:

Sustainable development is big news!

The media is full of stories of climate change, global financial market upheaval, social instability, environmental degradation and human rights violations. These are complex issues with few certain solutions. What's more, the decisions facing the next generation of adults will be very different from those we are faced with today.

These issues are influencing policy at a range of levels in a wide range of organisations including government, businesses, NGOs and education.

How might a global learning approach contribute?

The nature of these issues is truly global in scale. Pollution, carbon emissions, population migration, financial influence are not confined by borders.

Each of us in our lives influences and are influenced by global issues. Thinking about the local and global interconnections raised by these issues is critical to the challenge of beginning to understand the complexities of the future.

A global perspective encourages teachers and learners to view the issues of sustainable development holistically, offering opportunities for us to learn to make considered decisions for ourselves rather than follow prescribed behaviour patterns.

For debate:

- ♦ How could the seven key concepts proposal by the Holland Report be used as stimulus for curriculum planning around the issues of sustainable development?
- ♦ What strategies help us as teachers to deal with the complexity and uncertainty of sustainable development?

Learning to live sustainably, so we can improve the quality of life without jeopardising the future or other parts of the world, is a challenge that faces us all.

Schools are uniquely placed to help children and young people meet this challenge. Many schools are already some way down this path. I want to encourage every school, through its leadership and its teaching, to make sustainability an integral part of the way they work. That will help improve the quality of life for all of us and support schools' efforts in engaging children in learning and in driving up standards.

Alan Johnson, former Secretary of State for Education and Skills,
The National Framework for Sustainable Schools

National Framework for Sustainable Schools

The National Framework for Sustainable Schools provides a starting point for schools in their sustainable development journey. Its strength lies in its over-arching aim to promote care in schools:

- ♦ care for oneself [our health and well-being];
- ♦ care for each other [across cultures, distances and generations];
- ♦ care for the environment [both locally and globally].

These aims are then placed within a series of scales – curriculum, campus and community, explored through themes grouped into 8 doorways.

In terms of quality learning experiences and curriculum development, the framework works well when partnered with other sources of support chosen to meet the needs of the learners in each school. This means that learning experiences are created to make the most of every opportunity and to meet the particular needs of the school community.



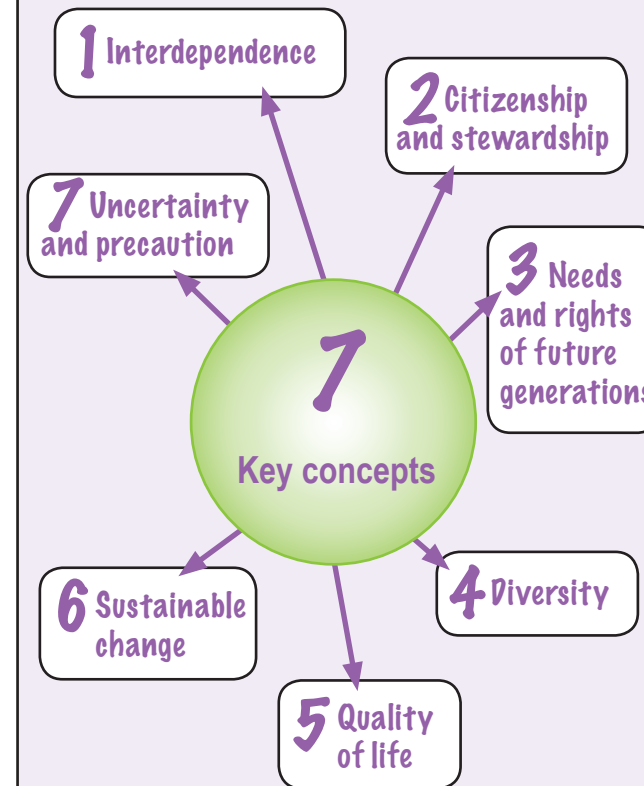
For further support information about this framework see:
www.teachernet.gov.uk/sustainableschools

The Holland Report – seven key concepts of sustainable development

We have found the seven key concepts proposed in the Holland Report helpful when exploring issues of sustainable development in greater depth.

These concepts are clearly cross-curricular. Teacher groups working with Tide_ have used them to think creatively about curriculum planning for both sustainable development and citizenship themes.

Key concepts from The Holland Report



Holland Report: Education for Sustainable Development in the Schools Sector: A Report to DfEE/QCA from the Panel for Education for Sustainable Development 1998

Supporting teaching and learning:

In supporting teaching and learning about sustainable development there are a number of challenges for us to consider:

- ♦ how we develop young people's capacity to think critically about issues;
- ♦ how we enable a range of perspectives to be explored;
- ♦ how we support students to draw carefully considered and appropriate conclusions for themselves.

In doing this we also need to be aware that we cannot rely on fixed bodies of knowledge. We need to be responsive to learners' own perspectives and experiences in order to make these issues relevant and meaningful.

Web support



See web support material for links to the following articles and resource material as a support to learning for sustainable development.

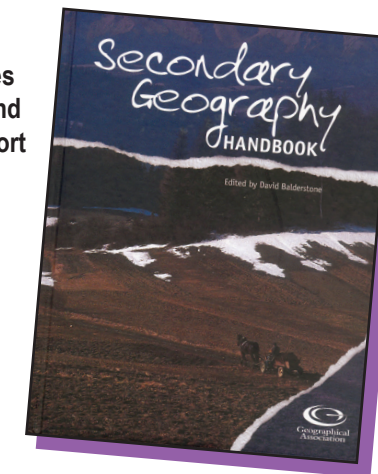
- ♦ 'Education for Sustainable Development: two sides and an edge' by Paul Vare and Bill Scott
This think-piece is very helpful as a challenge to our thinking around the types of learning experiences offered by sustainable development education. It has also been useful as a stimulus for discussion with colleagues around the issues of quality education for sustainable development in schools.
- ♦ Climate change: the educational implications.
This paper developed by Tide_ teacher groups, shares a number of propositions which offer a useful focus for discussion about planning and approaches to climate change.

See also page 28 'Connected learning about climate change'.

- ♦ The Development Compass Rose [see page 17] is a particularly good strategy for helping young people to think broadly around the issues of sustainable development.
- ♦ WMnet worked with Tide_ and teachers to develop a series of exciting, interactive teaching and learning resources around climate change. These can be found at www.climatechange.wmnet.org.uk.

Visioning future scenarios can be difficult, but having some way to try to imagine what the future might be like under different circumstances, helps us to begin to analyse the effect of the decisions we make. This could be in the form of a time-line activity exploring past, present and future scenarios.

- ♦ Secondary Geography handbook, GA, 2006 includes a particularly useful chapter 'Teaching geography for a sustainable future' by Dr Alun Morgan. This chapter explores a number of ideas and approaches to support a futures dimension to young people's learning.





WEB SUPPORT

www.tidegloballearning.net

This is an index of the supporting on–line material. It includes articles, downloadable stimulus material, CPD activities, resources and web links.

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For additional resources support see www.globaldimension.org.uk DEA/DFID

The 2008 KS3 curriculum offers an opportunity to rethink what is on offer to learners in terms of understanding the global context that they are growing up in.

“Every school will find its own way to build the global dimension into the curriculum. But it can be daunting trying to find out where to start or how to get the conversation going.”

‘The Global Dimension in Action’ ~ QCA curriculum planning guide

Enabling global learning through the KS3 curriculum has been written to help stimulate such conversations. It proposes that there is a need to consider both the role of subjects and cross-curricular approaches. It builds up an overview of the potential for a connected curriculum drawing on the work of a wide range of Tide~ teacher groups. It also explores dilemmas and challenges.

The book is backed up by substantive material on the website

www.tidegloballearning.net

