

Briefing paper: NQTs and the Global Dimension

Sara Bennett, January 2010

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Our Global World: My Global Classroom

NQTs and the Global Dimension

We live in increasingly diverse communities in the UK. The global world impacts on our day to day lives in many different ways – the food we buy, the clothes we wear, the markets where we trade, the world wide web that we surf, the music we download.

The choices that we make increasingly have a global impact – our energy choices can influence other continents, our consumer choices may dictate what a poor family earns. Our use of modern technology means that our 'neighbours' can be thousands of miles away.

Today's children and young people are global citizens, drawing influence and inspiration from everywhere on earth.

When we face challenges in this 'interdependent' world we have to solve them together. This means that we have to understand each other – we have to get to know each other better – and we need the skills and techniques to build trust and establish equal relationships.

That's where you come in. As a newly qualified teacher, your classroom can become the place where young people connect to that interdependence, develop the skills and attitudes that allow them to be active global citizens, build empathy and understanding for difference, respect and tolerance for diversity. A curriculum for the 21st century must encourage learners to be aware of global issues.

The global dimension

The global dimension incorporates the 8 key concepts of global citizenship:



• GLEAN •

DFID Department for International Development

leading the British Government's fight against world poverty

Interdependence
Global citizenship
Social justice
Conflict resolution
Diversity
Values and perceptions
Human rights
Sustainable development

It explores the interconnections between the local and the global. It builds knowledge and understanding, as well as developing skills and attitudes. GLEAN can help you to effectively embed the global dimension in your early teaching practice.

For ideas, resources and support contact the NQT lead at GLEAN – sarabennett@glean.org.uk

Top Tips for embedding the global dimension in your early teaching career

- 1. Understand what the global dimension is, especially if it didn't feature highly in your initial teacher training experience.** There are lots of really useful documents and downloads related to the global dimension. The more you know about it – the more confident you will feel to embed it in your teaching practice (download the DfES resource *Developing the Global Dimension in the School Curriculum* from www.teachernet.gov.uk/docbank) (see QCAs *Global Dimension in Action: A curriculum planning guide for schools* - www.qca.org.uk)
- 2. Link the global dimension to your subject.**

Remember, it's not just down to citizenship and PHSE teachers – the global dimension is cross curricular and down to ALL teachers. Consider how the topics and schemes of work that you plan could have a global dimension (download the DEA resource *Exploring together: A global dimension to the secondary curriculum* from www.dea.org.uk)

- 3. Consider how you can work with other staff in your department, school, region, to create cross curricular opportunities to explore the global dimension.** (Find a partner school in England www.schoolslinkingnetwork.org.uk)
- 4. Consider international links that you can build – what already exists in your**

'Remember – active citizenship starts in the local community'

school, what's missing, what can you do? (Find a partner school internationally www.globalgateway.org www.britishcouncil.org/globalschools)

5. Build an inclusive classroom – consider the barriers and challenges you face in your own classroom to achieving inclusivity and respect. How can you tackle these and break them down?

6. Consider the visual impact of your classroom. What does your classroom 'say' to your pupils about global issues and global awareness?

7. Remember – active citizenship starts in the local community. Research suggests that many young people have little sense of themselves as being part of their local community.

What does this mean for you as a teacher? How can you encourage 'neighbourliness' amongst your pupil cohort? How do you tackle issues such as bullying and conflict resolution? How do you support young people to feel comfortable and confident in their own skin?

8. How can you support those around you to embrace this agenda? What opportunities do you have for influencing practice in your school – staff meetings, staff training, school awards linked to the global dimension, school linking projects

9. Build it in to your own CPD – what opportunities are out there for you to further develop your skills and experience in this area? What opportunities

are there for professional reflection and development?

10. Use all of the support opportunities that exist – in particular join GLEAN and stay active and informed!

Most importantly – know that it matters. The case is stronger than ever for effective development of the global dimension in schools. The moral, legal and economic arguments for this have all been won. And – it features strongly in the SEF – so you could be part of the process towards building an outstanding global school.