

Case-study: GLEAN Global Dimension Workshop

Somerset SCITT, October 6 2009

'I realise the importance as a teacher of modeling being a global citizen'

'The global dimension is everything – as Sara says – everything you say and everything you do!'



Introduction

In 2006, having successfully applied for funding from the Department for International Development (DFID), Somerset SCITT embarked on a 3-year project to embed global learning in the course offered to their PGCE trainees.

Validated by the University of Worcester, the training includes a module that uses the global dimension as an example of how cross-curricular teaching and learning can be developed.

After learning about global (and sometimes controversial) issues, students plan a 'poverty reduction project' to deliver in their teaching practice schools. This is evaluated through a Level 7 assignment.

Module 2 is an innovative and creative component of the course, that allows students to explore their own feelings about controversial issues, and their potential role as 'Teacher Advocates for Poverty Reduction'.

NQTs need the understanding and skills to help pupils become the 'confident individuals' and 'responsible citizens' that QCDA promote as key aims of the curriculum. This understanding and skills is embedded in the PGCE course offered by Somerset SCITT, and this case-study is xxx.

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Key Evaluation Points from Trainees

My role and Influence

Trainees recognising the importance of their role as a teacher – how they need to ‘role model’ being a global citizen, how they need to explore further what it means to them and how they can be positive and aspirational on behalf of the children in their care, how it all actually starts with them.

We are all one – and I am a global citizen

The importance of interconnectedness – so not just about difference – and I need to show my own interconnections, and build a better understanding of them myself

I realise the importance as a teacher of modeling being a global citizen

The importance of me being positive about this Building on what I know and believe in – it starts with me

I have to demonstrate confidence in this

My job to promote

The Global Dimension as Cross-curricular

Trainees recognising the importance of the global dimension across all curriculum subjects, and remembering that it can impact on all learning, practically and theoretically.

‘Keep it simple because even the smallest steps matter – I cannot change the world but I can influence negative attitudes, and I now realize that really matters’

Integrate the theory of the GD into all curriculum subjects

More confident to put theory into practice

Making theoretical and practical curriculum links

It’s not so hard after all – cross-curricular and theory – it’s all possible!

Now fully understand the need and the practical application of the GD across the whole curriculum

The global dimension is everything – as Sara says – everything you say and everything you do!

Local as well as Global

Trainees recognising that children need to explore and understand their own environment and identity, as well as ‘go global’ and ‘see the world’. Often the most profound learning comes from analysis of who we are and how we live. If we can make peace with this – we can go anywhere!

Start local, start SMALL

To start small and local and to instill a sense of ‘who I am’, safe in my own skin – then moving to the wider world community

Make sure the GD does not overlook the importance of local

Importance of the local community

UK important – as well as Africa, India etc.

Start small, work towards bigger

Easy wins (as Sara called them – low hanging fruits) are

good – don’t always have to reach for the hardest to get at

To go global we first have to understand local

Keep it simple because even the smallest steps matter – I cannot change the world but I can influence negative attitudes, and I now realize that really matters

Start local and take small, attainable and sustainable steps

Resources

Trainees recognising that being exposed to lots of resource ideas, and follow up support is crucial. They don’t all have to start from scratch and re-invent the wheel. It is best to ‘get your hands dirty’ to build confidence with resources. Once you’ve had a go with resources, you’ll know what works for you, what you have the confidence to adapt and build on etc.

Use GLEAN resources - very useful

Very interested in the NQT Global Journey Project

Great to know that GLEAN resources, support and interest exist. Will need it in NQT year and beyond!

Lots of fantastic resources – and ideas for how to access others

Resources really very good – loved Wombat!

Thanks for great resources, especially ‘Chocolate’

Fantastic practical ideas and resources

Great to have some hands on resources – important to have a go and start to take ownership of this

Resources showed us the many ways in to the GD, lots of which I hadn’t thought of before

GLEAN resources – I will definitely be using them and

adapting them

Complexity and Controversy

Trainees recognising that it doesn't always have to be hard, or complex, or controversial. That problems encountered can be resolved, that it doesn't have to be intimidating.

I feel less daunted by it all after this session

Feel I can tackle the challenging and controversial issues with more subtlety and sensitivity

Controversial issues with tackling the GD – but no one said it would be easy!

Problems can be encountered – but now I feel they can also be solved

The GD need not be intimidating in the way that I felt it was beforehand – it's complex but even I can have an impact

It's All About the Children

Trainees recognising that it's best to take the lead from the children themselves, see things through their eyes, understand their perspective, recognize their diversity.

Start from the children's understanding – where are they at?

How to promote inclusion amongst the children in your classroom

Importance of the child's perspective in all of this – Sara was great at showing us that we must never lose sight of the child

Global dimension is vital for the individual child

Educational Agenda

The GD speaks to many other educational initiatives and agendas – understanding the big picture is important.

Key links to educational agendas – Every Child Matters and Community Cohesion

Giving It the Time It Deserves

Trainees recognising that with time it's possible to have the difficult discussions in the safety of the ITE environment and go out to schools a better practitioner as a result.

This was a great start but we need more time

More time please for resources and discussion

Would have liked a whole day please

Half day too short – engaged all the way through and wanted to continue after lunch

More time needed for discussion – we need to work on our own prejudices and preconceptions

More time to develop our own strengths and to explore our weaknesses

Just need more time!

'More time to develop our own strengths and to explore our weaknesses'

