

GLOBAL  
SCHOOLS AWARD

## Benchmarks for the Global Dimension in Education

1 Leadership and Ethos	Level 1	Level 2	Level 3
<b>Area</b>	<b>Developing</b>	<b>Established</b>	<b>Enhanced</b>
<b>The school vision, culture and environment*</b>	The school includes a Global Dimension in its vision statement which has been discussed by Governors.	The school includes a Global Dimension in its vision statement which has been discussed by Governors and other stakeholders.	The policies and practices and qualities of relationships of the school are consistent with its vision and aims and with GD values.
<b>Leadership</b>	The Head teacher recognises the importance and value of the Global Dimension and its potential benefits for the school. The idea has also been shared with the School Council.	The GD is seen as an important element in a broad and balanced curriculum. This understanding informs discussions on policy and practice at staff, Governor and School Council meetings.	The Head teacher and SMT are proactive in supporting the Global Dimension Team There is a Governor GD representative. The School Council discusses global issues and choices about actions to take on a regular basis.
<b>Co-ordination</b>	There is a member of staff responsible for the Global Dimension.	There is a GD Co-ordinator with support. This could be in the form of a working group and/or an allowance or non-contact time as part their allowance (The role could be included as part of a broader responsibility).	The Co-ordinator has an allowance and/or non-contact time as part their allowance. (The role could be included as part of a broader responsibility) There is a Global Dimension Team involving the Co-ordinator, staff and optionally, pupil representatives, which meets regularly.
<b>* Compulsory area</b>			

## Benchmarks for the Global Dimension in Education

1. Leadership and Ethos (Contd.)	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
<b>Policies and Planning</b>	Some of the school's curriculum policies include elements of GD.	The SIP (or its equivalent) includes the GD. The school has a specific policy statement on the GD. Many of the school policies, including those relating to equal opportunities, behaviour and those of specific curriculum areas, include a focus on or a reference to GD.	The Head, SMT and Governors have ensured GD is central to our school vision and planning. The policy statement on GD supports its inclusion in all of the whole school and curriculum policies. Staff practice in the school is consistent with this policy.
<b>Participation</b>	The importance of all staff and pupils participating in decision-making, and of involving parents/carers as fully as possible in the life of the school is recognised.	Enabling all staff and pupils to participate in a democratic process is a priority. Some staff support pupils to develop political literacy skills. The School Council discusses GD issues with staff and Governors and is consulted by them. Some parents/carers and other members of the community participate in the life of the school.	All staff, teaching and non-teaching, support pupils in developing their political literacy and preparing for life as active global citizens. The School Council initiates actions to benefit the community, locally and globally. Many parents/carers and other members of the community participate in GD activities.

## Benchmarks for the Global Dimension in Education

1. Leadership and Ethos (Contd.)	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
<b>Taking Action</b>	<p>A few staff and/or pupils take part in GD activities within school.</p> <p>Any fundraising activities undertaken are used as an opportunity to increase pupils' understanding of the underlying causes of global poverty.</p>	<p>Some staff are actively involved, alongside pupils and other members of the wider school community, in action and awareness raising on a range of GD issues.</p> <p>Financial planning includes consideration of ethical banking, purchasing and funding.</p> <p>Any fundraising is related to social justice in the context of increasing pupils' understanding of global interdependence and the underlying causes of poverty around the world.</p>	<p>Many people in the school community are involved in the GD which is embedded in the life and ethos of the school.</p> <p>Financial planning includes ethical banking, purchasing and funding.</p> <p>Pupils are encouraged to look beyond charitable fundraising activities and consider how they may be part of change taking place e.g. through campaigning.</p> <p>Most are aware of <b>how</b> their choices have an impact on the lives of others in the wider world.</p>

## Benchmarks for the Global Dimension in Education

2. Teaching & Learning	Level 1	Level 2	Level 3
<b>Area</b>	<b>Developing</b>	<b>Established</b>	<b>Enhanced</b>
<b>Where are we now?</b>  <b>Curriculum Review, Audit &amp; Reporting*</b>	Review of the GD takes place in a general way in many curriculum areas and includes reference to GD learning outcomes; SMT have agreed a timescale to carry out a GD audit.	GD is reviewed across most curriculum areas, using all the GD concepts/knowledge & understanding. These reviews inform action plans for each curriculum area. They are brought to the attention of the Head and Governors.	Quality delivery of the GD always informs the curriculum planning and review processes for the whole-school curriculum. It is shared with all staff and Governors and informs the SIP and the SEF.
<b>What do we want to achieve?</b>  <b>Curriculum Planning*</b>	There is some curriculum and/or cross-curricular planning for GD involving one or two key members of staff.	Most curriculum areas plan for delivery of the GD and this is shared with other curriculum areas. Specific cross-curricular GD activities are planned collaboratively between different curriculum areas.	The whole curriculum reflects the coherent delivery of GD concepts. Staff from different curriculum areas collaborate to plan integrated cross-curricular GD programmes. Pupil input is encouraged and enabled.
<b>How do we organise our learning?</b>  <b>Curriculum Delivery*</b>	Some teachers provide specific GD learning opportunities to specific year groups and begin to get involved in cross-curricular GD work using a range of teaching and learning styles.	The GD is evident in most curriculum areas and there are also cross-curricular learning opportunities that focus on delivering GD concepts. Opportunities are provided for pupils to reflect on and question their own values in relation to the GD.	GD is embedded throughout the curriculum and is enhanced with cross-curricular work. GD concepts & values are routinely featured in learning outcomes which allow for progression. Pupils are enabled to take part in critical, creative and collaborative thinking and learning about GD issues recognising the value of learning from diverse perspectives.
<b>* Compulsory area</b>			

2. Teaching &	Level 1	Level 2	Level 3
---------------	---------	---------	---------

## Benchmarks for the Global Dimension in Education

Learning (Contd)			
Area	Developing	Established	Enhanced
<p><b>How do we organise our learning?</b></p> <p><b>Assemblies, extra curricula events and activities</b></p>	<p>The GD is delivered through extra curricular activities/assemblies which both challenge stereotypes and enable pupils to recognise that their choices have an impact.</p>	<p>The GD is delivered through regular assemblies and themed weeks, where one or more <b>GD concepts are taken as a focus</b>. These activities enable pupils to recognise that they can <b>make a difference</b> and may lead them to take action.</p>	<p>The school regularly holds <b>pupil-led assemblies on global issues</b> and aims to deepen pupils' understanding of specific GD concepts taught in the curriculum and empower other people to make choices and take individual and group action for change.</p>
<p><b>How do we organise our learning?</b></p> <p><b>Visits &amp; Visitors</b></p>	<p>GD related visits and visitors provide pupils with opportunities to better understand the similarities and differences between their lives and the lives of other people from within the local community and beyond. Such visits and visitors do not reinforce negative stereotypes.</p>	<p>A wide range of GD related visits and visitors enhance pupils' learning about the diversity of people's lives within Britain and around the world and challenge stereotypes. The school discusses visits with the hosts/visitors to ensure similarities and differences receive equal emphasis. The experience is linked to the curriculum.</p>	<p>The school plans visits with the hosts/visitors, GD learning objectives are agreed, and the effectiveness of visits is evaluated against these. Visits and visitors are chosen to reflect diversity, broaden perspectives and aspirations, challenge stereotypes, present balanced views of people and places. Visits are linked to curricular work, <b>and evaluated in line with the GD learning objectives</b>.</p>
<p><b>2. Teaching &amp; Learning (Contd)</b></p>	<p style="text-align: center;">Level 1</p>	<p style="text-align: center;">Level 2</p>	<p style="text-align: center;">Level 3</p>

## Benchmarks for the Global Dimension in Education

Area	Developing	Established	Enhanced
<p><b>How do we organise our learning?</b></p> <p><b>Links &amp; Partnerships</b></p>	<p>The school has a partnership with another local or UK school which has some aims and objectives relating to GD issues, this involves some joint work and exchange of pupil material.</p> <p>Linking visits and events are being considered or undertaken.</p>	<p>A partnership outside of the UK which involves collaborative planning, mutual learning and a strong focus on using the link to develop the GD in the curriculum.</p> <p>Pupils understand that any fundraising, in the case of a north-South link, is related to social justice rather than charity.</p>	<p>The school has a global (north-south) partnership which addresses issues of reciprocity and equality. The schools share a joint curriculum programme, in which delivery of GD aspects is clearly defined. Pupils understand and value the mutual learning that is taking place.</p> <p>The wider school community is involved in reciprocal contacts that are educational for all, and not grounded in charitable fundraising.</p>

<b>3. Monitoring and evaluation</b>	Level 1	Level 2	Level 3
<b>Area</b>	<b>Developing</b>	<b>Established</b>	<b>Enhanced</b>

## Benchmarks for the Global Dimension in Education

<p><b>How do we know we are achieving our aims?</b></p> <p><b>Monitoring &amp; Evaluation*</b></p>	<p>The school assesses pupils' knowledge, understanding and attitudes (relating to GD) at the beginning and end of topics and activities, results are reviewed when planning future work.</p>	<p>The school carries out 'before' and 'after' assessments of pupils' knowledge, understanding, skills, and attitudes in relation to a range of GD learning objectives. Results are reviewed by both staff and pupils and used to inform future curriculum planning and delivery.</p>	<p>The school regularly assesses pupils' knowledge, understanding, skills and attitudes across all GD learning objectives. Results are reviewed by both staff and pupils, shared with SMT, School Governors and used to inform future curriculum planning and to enhance personalised learning.</p>
<p>* Compulsory area</p>			

4. Resources	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
<p><b>Resources include: Curriculum specific texts, reading schemes, posters, DVDs, text books and web sites/ICT resources etc.</b></p>	<p>A member of staff knows how and where to access GD resources.</p> <p>Some staff have an awareness that all resources should reflect cultural diversity and should not reinforce stereotypes.</p> <p>Some of the school's resources show balance and reflect cultural diversity when depicting countries and people in the 'South'.</p>	<p>A team of staff critically evaluate resources to ensure a balance is maintained and achieved.</p> <p>Many of the school's resources have a global focus and reflect a range of GD concepts.</p> <p>Many of the school's resources reflect cultural diversity, and portray a wide range of people and places in a positive way. Many show a balance and some challenge stereotypes.</p>	<p>A team of staff have developed a resources selection policy to ensure balance and a strong global focus. Learners may be involved in resource selection to enhance critical skills.</p> <p>Most of the school's resources reflect cultural diversity and demonstrate similarities between countries and cultures, as well as acknowledging difference. Some include perspectives that challenge dominant world views and inspire action for change.</p>
<b>5. The Environment and the School</b>	Level 1	Level 2	Level 3
<b>Area</b>	<b>Developing</b>	<b>Established</b>	<b>Enhanced</b>

## Benchmarks for the Global Dimension in Education

	The school has undertaken an environmental audit. An action plan is in place and pupils and staff are aware of this plan. The local contribution to global sustainability issues is beginning to be recognised.	Pupil representatives co-manage the school's relationship to the environment, including setting targets for reducing the school's eco-footprint/carbon footprint, with an awareness of global responsibilities.	Pupils and staff can show the wider community how the school is reducing its eco-footprint/ carbon footprint, promoting biodiversity and is developing as a model for the sustainable use of resources.

<b>6. Staff Development</b>	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
	At least one member of staff has received GD training and has disseminated the content more widely across the school. All staff have received a copy of the 8 Key Concepts.	Some staff have received GD training and the GD concepts have been discussed at a staff meeting. A few may include GD elements and methodologies in their Performance Management Targets. Some staff use opportunities to share good GD practice in school and beyond.	Many staff (both teaching and non-teaching) have received GD training. Many teachers may include a GD focus in their Performance Management Targets. Some staff disseminate their expertise locally and beyond.

## Benchmarks for the Global Dimension in Education

7. Communications	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
<b>Displays</b>	<p>Some school displays promote GD concepts.</p> <p>Some reflect diversity and the school actively seeks to avoid presenting stereotypical images.</p>	<p>When people are portrayed in school displays a diversity of race, gender, ability, and nationality is depicted and stereotypes are avoided.</p> <p>World maps on display show a range of projections and pupils are aware of these. Some information on GD is available in the school reception and on the staff notice board.</p>	<p>Most of the school's displays show a balance of race, gender, ability and nationality, as well as a balance between local and global, rich and poor, urban and rural, traditional and contemporary.</p> <p>The school displays a range of world map projections and the older pupils understand the differences. Any classroom charters include a reference to global citizenship.</p>

## Benchmarks for the Global Dimension in Education

7. Communications continued	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
<b>Language and Terminology</b>	In referring to (for example) African and Asian countries, many of the teachers use appropriate terms, such as 'Majority World' or 'the South' and communicate them to the pupils. Staff and pupils are made aware of the reasons for using such terminology. Where there are pupils who are bilingual there is appropriate signage.	Most of the teaching and non teaching staff use appropriate terms, such as 'Majority World' or 'the South'. Discussion about appropriate terminology takes place and the same language is used when talking about people anywhere in the world. Pupils own languages are celebrated and some dual language signage is used - whether or not there are bilingual pupils.	Nearly all of the teaching and non teaching staff and pupils use appropriate terminology and have a critical appreciation of the importance of language. People and places are referred to positively, whether local or global, reflecting our GD ethos. The pupils have opportunities to use a range of languages beyond those spoken in the class. Multi-lingual signage is sometimes used.
<b>Publicity, Outreach and Networking</b>	<p>The school prospectus (or draft) mentions that the school has a commitment to GD and aims to reflect and celebrate diversity. The newsletter/website includes some information on forthcoming GD related projects or activities.</p> <p>The school is aware of the services of local and national development education (DE) providers.</p>	<p>Publicity includes clear reference to being a school with a commitment to GD. Newsletters/webpages offer updates on our GD work, including related events. These are marked within the school calendar. The school makes use of the services of local and national/international development education (DE) providers.</p>	<p>Publicity consistently refers to this being a school with a commitment to GD and explains how the school's ethos relates to the GD. Links on the website offer further information. Newsletters offer updates on GD work and events within the school calendar. Parents/carers and the wider community are often invited to participate and contribute to GD work and events. Practice is shared with other schools, ITE institutions and Local Authorities.</p>