

CONNECTING CLASSROOMS

OPPORTUNITIES FOR SCHOOLS IN NORTHERN IRELAND 2018-2021

International School Partnership Grants &
Global Learning CPD Training



In partnership with





Acknowledgments

Connecting Classrooms through Global Learning programme supports schools in Northern Ireland and internationally to help young people develop the knowledge, skills and attitudes to make a positive contribution to their world. The programme is co-funded by the British Council and the Department for International Development (DfID) from 2018-2021.

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust. We work with more than 100 countries across the world in the fields of arts and culture, English language, education and civil society. Our work in education and society helps transform national education systems, builds more inclusive and open societies and increases young people's opportunities. We bring schools around the world together, so young people and teachers from different countries can learn from each other.

The Centre for Global Education has been contracted by the British Council as an Expert Lead Centre to manage delivery of CCGL in Northern Ireland, support the recruitment of schools and clusters wishing to engage in international school partnership projects and deliver CPD training packages for teachers on global learning. We are a development non-governmental organisation (NGO) which provides education services that promote development education, which is a participative and experiential form of learning designed to engender new skills, values, attitudes and knowledge that enable us to understand the factors that underpin poverty and injustice around the world. The Centre regards action as a central outcome of the development education learning process and encourages learners to actively engage with development issues to bring about positive social change both locally and internationally. We deliver activities in the formal and informal education sectors, produce publications and carry out research on global issues and education practice. The Centre managed the Global Learning Programme in Northern Ireland from 2014 to 2018. For more information on the work of the Centre for Global Education visit www.centreforglobaleducation.com.



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Connecting Classrooms through Global Learning

Connecting Classrooms through Global Learning (CCGL) is the perfect place to start or build on your school's global learning journey, preparing your learners for an increasingly interdependent and complex world and supporting them to learn, collaborate and take action on global issues alongside their peers from the global south.

Pupil-Centred Global Learning

Global learning is education for a fair and sustainable world. It aims to create a world free of poverty where all human beings are treated with respect and dignity and where individuals, communities, businesses and countries behave in a way that meets the needs of the present without compromising the needs of future generations.

Global learning helps young people make sense of the increasingly globalised, complex and rapidly changing world in which they live. It draws on a range of well-developed models, including human rights education, education for sustainable development, intercultural education and global citizenship education. Each model shares a common goal to promote students' understanding of the world, and all use active learning methods which involve learning-by-doing and collaborating with others.

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a helpful way to contextualize global learning, connecting global issues to our daily lives. They are a universal call to action to end poverty, protect the planet and ensure all people enjoy peace and prosperity.¹ They are essentially about ensuring the collective well-being of people around the world and the planet that we share. In terms of learning, they help educators think about how their teaching has relevance in preparing children and young people for an interconnected world, with the opportunities and challenges that presents.

THE GLOBAL GOALS For Sustainable Development



¹ <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>



Global Goal 4, Quality Education, focuses on ensuring ‘inclusive and equitable quality education and promotes lifelong learning opportunities for all’. A specific target, SDG 4.7, is to ensure that by 2030:

“all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”².

Such education makes learning more meaningful and relevant, and helps pupils understand how our choices, behaviours and the actions of communities, businesses and political leaders have impacts locally and globally.

The Global Learning Framework represented in Diagram 1 situates global learning within the NI Curriculum. It has been developed from the PISA Global Competence Framework³ (OECD, 2018), which is based around four *key dimensions* of global learning: supporting young people to examine the causes and impacts of real world issues; to understand these from multiple perspectives; to make connections to their own and others’ lives; and to take action for a just and sustainable world. The four dimensions are consistent throughout global learning and can be presented and differentiated to meet the needs of different age groups. The framework is supported by *building blocks* of knowledge, values, attitudes and skills, which in turn form the basis for pupil outcomes and progression.

Training and teacher guidance documents are available to support teachers to develop their understanding of global learning, the framework, outcomes progression, how it meets curriculum requirements and how to embed it through classroom practice and a whole school approach. See the appendices for further information on how to access CPD training. For video and written case studies of global learning in practice across schools in Northern Ireland visit:

www.globallearningni.com/case-studies/videos.

“It is our belief that Global Learning within our school is having an invaluable positive impact on our children. Through cross curricular links with literacy they are developing their critical thinking, an imperative life skill; Global Learning also fosters within them empathy and compassion and has empowered them to take action”.

Miriam Lockhart, Global Learning Lead Teacher, St. Columba’s Primary School, Straw

² <https://www.globalgoals.org/4-quality-education>

³ <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>



Diagram 1: Global Learning Framework





International School Partnerships

Nothing brings global learning to life or makes the classroom a more engaging and inspiring place for young people like the opportunity to learn, interact and collaborate with peers in other countries. International school partnerships inspire students to fully deepen their learning experiences through joint learning activities exploring global and sustainable development themes with their international peers. Pupils' global learning competencies, communication skills and an appreciation for cultural diversity, will be reinforced through collaboration and can inspire them to put learning into action by making a difference in their community and the wider world. They also offer teachers the chance to share experiences and learn new practices from colleagues in other countries.

Connecting Classrooms through Global Learning (CCGL) helps schools make connections locally and globally. It offers an online partner-finding tool to help build international connections, as well as guidance and training to support schools to get the most from international school partnerships. Find out more about setting up a partnership with a school overseas through the **British Council Partner Finding Website**⁴.

CCGL also includes the opportunity to apply for grants for reciprocal teacher visits and collaborative pupil projects between partner schools in different countries. Schools can apply for grants individually with their overseas partner or as part of a wider cluster of schools, with one school appointing a teacher to take on the role of cluster lead. Further information is provided in the next section.

For guidance on working effectively as part of a global learning network of schools locally and internationally see Appendix A.

"We have gained so much from each and every visit on both a professional and personal level. Google Classroom has enabled us to open the walls of our classes to our international friends, so even though not every child/member of staff can visit in reality, each child or member of staff can visit virtually. Pupils have had access to lessons delivered by our international partner teachers through using the Flipped Classroom². It's not unusual to see one of our classes video conferencing, or sharing work on a Virtual Learning Environment. We've moved from creating short films and sending a CD, to sharing via Vimeo and creating films."

Ciara Crawley, St. Mary's Primary School, Mullaghbawn.

¹ Find a Partner - <https://connecting-classrooms.britishcouncil.org/partner-with-schools>



CCGL Opportunities and Support

To support schools with their delivery of global learning and international school partnerships, the following opportunities and support are available to schools in Northern Ireland:

School Self-Evaluation Tool

The school self-evaluation is a good starting point to help you identify which of the programme's opportunities will best meet the needs of your school. We have designed the self-evaluation in keeping with the principles of Every School a Good School⁵ and the Inspection and Self-Evaluation Framework⁶. The tool recognises that all teachers and schools will be at different points on their global learning and international school partnership journey.

The self-evaluation tool is comprised of 3 main areas: Pupil-Centred Global Learning, Teaching and Learning, and Readiness for International Partnerships. The tool will support you to evaluate your school's current progress across a number of aims within each area, using 4 stages of progression (defining, developing, expanding and embedding). The self-evaluation process will enable you to identify any training needs and to plan actions for progressing global learning in your school.

A cluster self-evaluation is also available which will enable schools in the cluster to identify shared strengths and areas for development. You can find these self-evaluation tools at www.globallearningni.com/connecting-classrooms/ccgl-professional-development-for-teachers.

If you require support in completing the self-evaluations contact the Centre for Global Education on 028 90 241 879 or email schools@centreforglobaleducation.com.

Online Classroom Resources

Downloadable classroom resources and collaborative pupil project templates around the Sustainable Development Goals (SDGs) offer creative and engaging ideas to bring global themes to life in the classroom and inspire students to take action. Resources are available at the following websites:

<https://connecting-classrooms.britishcouncil.org/classroom-resources>
www.globallearningni.com

To learn from the many different and creative ways that schools across Northern Ireland are implementing global learning, see our video and written case studies at <https://www.globallearningni.com/case-studies/videos>

To see international partnerships in action visit <https://connecting-classrooms.britishcouncil.org/what-is-connecting-classrooms>

² <https://www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-2009.pdf>

³ <https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>



Professional Development Training for Teachers

To get the most from Connecting Classrooms through Global Learning, teachers and school leaders are fully supported throughout the CCGL process with free, high-quality curriculum-focussed professional development opportunities offered directly through the programme. These training courses equip teachers and leaders with the skills and practices to integrate global learning themes into existing lessons, while also providing practical guidance on building and maintaining international partnerships.

Whether you are part of a cluster or applying for individual opportunities, you can tailor your global learning journey to match your school's priorities thanks to the programme's range of flexible training delivery options (e.g. online, face to face, in-service at your school, external). The training has been written specifically to support the requirements of the Northern Ireland Curriculum and to help teachers and pupils develop the knowledge, skills and values needed for our increasingly interdependent and complex world.

The training is offered at 3 levels of progression. Level 1 is an introductory level. Level 2 training options focus on global learning through topics and areas of learning whilst level 3 involves deeper reflection and learning on a whole school approach, global learning concepts and/or international pupil collaboration. You can find the CPD menu of options in Appendix C. Schools/clusters may be at different starting points due to prior training and experience. Completion of the school and cluster self-evaluations will help you to identify training needs and relevant courses that best meet the needs of your group.

A school may decide for example, to complete a Level 2 course this year, and go on to complete a Level 3 option at a later date. Courses are available until June 2021. A school applying for a grant application can opt to integrate CPD training as part of their international partnership journey. For more information and to book the thematic training workshops contact the Centre for Global Education on 028 90 241 879/ schools@centreforglobaleducation.com.

Grants for Reciprocal Visits and Projects with International Partner Schools

Schools can submit a grant application for their international school partnership. Grants enable schools to conduct reciprocal visits and collaborate on pupil projects with partner schools in other countries, helping to strengthen your global learning and existing/ new international partnerships. A visit to their partner school gives all participating staff the opportunity to experience their partner's country at first hand and can be a rewarding experience personally, for the partnership, and for pupils. Teachers travelling abroad have the opportunity to strengthen professional relationships and experience partners' teaching and learning practices, opportunities and challenges. To maximise the benefits of a visit, schools in the partnership should discuss in detail the visit programme and the expected outcomes before the visit takes place. A CCGL school advisor will help you through the application process and training with sub-cover is available for cluster leads prior to the grant application deadline.

You can find grant application guidance for schools at the following link: <https://connecting-classrooms.britishcouncil.org/apply-for-funding/cluster/checklist/apply>

Deadlines for grant applications are quarterly. **The next deadlines are 25th March, 17th June and 7th October 2019.**



Participate in a CCGL Cluster

You can participate in the above opportunities as an individual school, however, there are many more benefits to be had from establishing or joining a CCGL cluster, overseen by a lead school. As well as benefitting from unique collaboration opportunities, being part of a cluster means you are fully supported throughout your global learning journey by becoming part of a new global learning network, where like-minded teachers share their experiences, skills and practice. Schools participating in a CCGL cluster can benefit from:

- Joint CPD training.
- Collaborative pupil projects.
- Collaborative growth, peer support and mutual learning.
- More efficient use of resources and opportunities e.g. CPD & grants.
- Activities to support Shared Education Policy objectives.
- Greater community impact.
- Travelling overseas as part of a group to visit your partner school.

A cluster could be constituted of schools with the following characteristics:

Lead school	<ul style="list-style-type: none"> • Has strong experience of global learning and/or international school partnerships • Co-ordinates whole cluster activities • Has an international partner school • Receives and manages grant funds (where applicable)
Partner schools	<ul style="list-style-type: none"> • Normally has some experience of global learning and/or international partnerships. • Has an international partner school • Will collaborate with their existing / new international partner school within a wider cluster grant-funded project (where applicable).
Network schools	<ul style="list-style-type: none"> • Might be relatively new to international working and global learning but is keen to learn from the experience of lead and partner schools.

As a teacher from a partner or network school, your role is to contribute to collaborative project planning and implementation of Global Learning within your cluster through:

- Completing the School Self-Evaluation Tool and setting next steps for your school and cluster.
- Working together with cluster schools on joint activities e.g. CPD, projects and events.
- Leading on the development of global learning practice within your school.
- Contributing towards embedding a whole school and community approach to global learning in your school.

As a minimum, a CCGL cluster wishing to apply for a grant must have at least two schools from Northern Ireland each with a partner school overseas. For support in finding or establishing a local CCGL cluster in your local area, contact a School Advisor at the Centre for Global Education on 028 90 241 879/ schools@centreforglobaleducation.com.



Lead a CCGL Cluster

Becoming a lead school brings with it a host of benefits. As well as building meaningful relationships with other local schools and leading a greater community impact, you can access grants (only if engaging in international partnership visits) to build and expand your cluster network, run joint CPD training, host showcasing events, and get sub-cover for the cluster leads time. Each cluster will be facilitated and coordinated by an identified, experienced, Cluster lead from the lead school. They will be responsible for leading their cluster in the completion of the cluster-self-evaluation, booking of CPD training, development of the Cluster Action plan, submitting grant applications, managing grant funding, and coordinating reciprocal international school visits.

Cluster leads will have access to additional training and support to help them in their role. Our CCGL School Advisors can support cluster leads through the grant funded project from application stage to final reporting. See below for further information.

For support in establishing and leading a local CCGL cluster in your local area, contact a school advisor at the Centre for Global Education on 028 90 241 879/ schools@centreforglobaleducation.com.

Global Learning School Advisors

School Advisors from the Centre for Global Education, are available to provide advice and support to individual schools and cluster leads on: making action plans and grant applications; working in international partnerships; training and recommending resources to help with developing collaborative learning projects with pupils around the Sustainable Development Goals.

To speak to a school advisor at the Centre for Global Education phone 028 90 241 879 or email schools@centreforglobaleducation.com.



Appendix A: Guidance on working effectively as part of a global learning network of schools locally and internationally

Schools engaging in partnerships with other schools whether locally, globally or both should aim to reflect on and take action towards the following areas of good practice to ensure that the partnership is effective, equitable and sustainable. The third section of the school self-evaluation tool will support you in deciding which key areas to prioritise.

Effective Communications

- All schools are committed to effective and inclusive two-way communications and information sharing.
- Teachers and pupils in participating schools are committed to respecting the culture, beliefs and values of staff and pupils in their partner school.
- Participating teachers agree the method(s) through which they will communicate with one another throughout the partnership e.g. email, Skype, Google Classroom, Slack and WhatsApp.
- Teachers from both/ all schools working on the partnership share their motivations for getting involved and information about their professional, cultural, social and economic contexts.

Equitable Power Relations

- All participating schools are committed to jointly developing and implementing a partnership agreement setting out realistic expectations, structures, processes and plans based on the needs of both/all partner schools.
- All participating schools create a joint vision, aims and priorities for the partnership.
- All schools are committed to joint decision-making with their partner schools.

Pupil Voice

- Pupils play an active role in evolving the international partnership through participation in decision-making, planning and evaluation of international partnership activities.

Educational Aims

- The aims of the partnership are primarily educational (rather than charity-focused) and are discussed and agreed with all partners.
- Teachers identify and agree common issues for collaborative learning and action (e.g. a Sustainable Development Goal).
- Pupils in both/all schools teach their peers in partner school(s) about their school, local community, culture and interests. They explore their assumptions and share and dispel any common myths and stereotypes.
- Pupils from all/both schools share perspectives on the identified real world issue, explore its root causes and how it impacts their lives and their local communities. They are supported to take informed action on the agreed issue(s) in the school and local community.



Professional Development

- Participating schools identify their staff's professional development needs and attend CPD training to strengthen their global learning and local/international partnership practice.
- Teachers are willing and able to think critically about and examine their own assumptions, attitudes and values related to different cultures including their own.
- At least one teacher from each partner school participates in reciprocal international visits as a professional development opportunity and as a means of supporting good relations, sustainability, effectiveness and joint planning in the partnership.
- Teachers share the learning from their overseas visit and global learning CPD training with their colleagues.

Whole School Approach

- Senior leadership understand how local and international school partnerships can enhance global learning outcomes.
- Local/ international global learning partnerships are reflected in the school development plan and other key school documents.
- All staff are aware of the local and/or international global learning partnership, the project plan and its educational aims.
- The wider school and community are involved in the partnership e.g. assemblies, local school partnerships, school council/clubs, engagement of parents/carers, NGOs, local businesses, community events etc.

Monitoring & Evaluation

- Teachers in both/ all schools evaluate the educational impact of the partnership collaboratively.
- Teachers in both/ all schools are committed to regularly reflecting upon, evaluating and taking action to improve and build on the local and/ or international partnership at agreed points including
 - i) relations and how equitable, inclusive and embedded the partnership has become
 - ii) the needs and priorities of all partner schools
 - iii) the collaborative activities and educational outcomes
 - iv) the sustainability of the partnership in the medium to long term.



Appendix B: CPD Training Booking Process

Who delivers the training?

The training is delivered by experienced global learning trainers from the Centre for Global Education.

How will we know which training options are best for us?

Completion of the school self-evaluation tool will help you and your staff team/ cluster identify areas that you may want to prioritise and develop. You can find the self-evaluation tools at

www.globallearningni.com/connecting-classrooms/ccgl-professional-development-for-teachers.

Currently there are 2 courses on offer: Teacher as Researcher (Level 1) and Global Learning: Educating for a Fair and Sustainable World (Levels 2 and 3). The latter course offers a menu of curriculum focused level 2 and 3 workshops to choose from (see Appendix B). You will attend workshops of your choice that meet your current curricular priorities.

Are there any participation requirements?

Teachers wishing to attend level 2 training must choose the 'Introduction to Global Learning' workshop as one of their two thematic workshop options if they have never received training in Global Learning before. Teachers wishing to attend level 3 training must have first completed a level 2 course. There must be a minimum of 4 teachers in attendance for any of the training courses to run and the same 4 or more teachers must complete the full course. If there are over 30 teachers in your group, we may suggest running this as two smaller groups.

How is the training delivered?

All courses are delivered face to face by one of our approved CCGL trainers. Level 2 and 3 courses are ideally delivered over an 8-12 week period. Training can be delivered in individual schools but we encourage schools to join together in a community of practice (Learning Leaders Strategy, DENI, 2016). We can deliver the courses as an in-service training or series of shorter workshops for your school or cluster at a time and date convenient to you. We will also schedule training opportunities for teachers to attend externally. To view any upcoming scheduled courses visit: **www.globallearningni.com/events**

What resources will we receive?

You will receive a participant handbook for all the training workshops that you participate in. This will include any guidance, activities and ideas introduced to you during the workshop to help you incorporate global learning into your practice.

Is there a cost to our school?

The training and expertise of the global learning trainer is free to the school. All we ask is that your school Principal or cluster lead signs a Memorandum of Understanding (MoU) agreeing to the participation requirements. There is no sub-cover provision for these training workshops, however, we can run the courses as an in-service training or series of 2-hour workshops for your school/ cluster at a time and date convenient to you.



Appendix C: Global Learning: Educating for a Fair and Sustainable World - Menu of Training Options

Teachers wishing to attend Level 2 training must choose the 'Introduction to Global Learning' workshop as one of their two thematic workshop options if they have never received training in Global Learning before. Teachers wishing to attend a Level 3 training course must have first completed a Level 2 course. Flexible delivery options can be discussed. For a more detailed description of each workshop visit: www.globallearningni.com/connecting-classrooms/ccgl-professional-development-for-teachers

Level	Time Commitment	Course Menu
2	<p>Total of 6 hours incorporating:</p> <ul style="list-style-type: none"> -2 x 2 hour thematic training workshops -1 sharing practice session -Plus incorporating ideas into class-based practice between sessions 	<p>(Each workshop listed below is 2 hours duration)</p> <p>Primary</p> <ul style="list-style-type: none"> • Global Learning at Foundation and Key Stage 1 • Communication and Literacy through a Global Learning Lens • Global Learning through World Around Us • Promoting Mutual Understanding through Inquiry and Mapping • Topic-Based Global Learning • Teaching Controversial Issues from Multiple Perspectives <p>Post-Primary</p> <ul style="list-style-type: none"> • Teaching Controversial Issues • Connected Learning • Fact or Fiction: Global Learning in a Digital World <p>Primary & Post-Primary</p> <ul style="list-style-type: none"> • Introduction to Global Learning • Introduction to Facilitating Pupil Action Projects • Global Learning through Eco-Schools • Global Learning through STEM
3	<p>Total of 6 hours of training plus incorporating ideas into class-based practice between sessions and a written reflective evaluation.</p>	<p>(Each course listed below is 6 hours duration)</p> <p>Primary & Post-Primary</p> <ul style="list-style-type: none"> • A Whole-School Approach to Global Learning • Digging Deeper into Global Learning Concepts • Facilitating International Collaborative Pupil Projects



Useful Resources

British Council <https://connecting-classrooms.britishcouncil.org/classroom-resources>

A range of resources linked to the Sustainable Development Goals, with an emphasis on schools working in collaboration.

British Red Cross <https://www.redcross.org.uk/get-involved/teaching-resources>

Accessible resource focusing on themes of conflict, disasters, refugees and migration, and first aid.

Global Dimension <https://globaldimension.org.uk/>

Search for Global Learning resources by age, topic and subject to bring the world into your classroom.

Global Learning Schools NI <https://www.globallearningni.com/>

A dedicated global learning website for schools in Northern Ireland, featuring case studies, toolkits, resources and guidance material.

Oxfam Education <https://www.oxfam.org.uk/education>

Very up-to-date and accessible resources with reference to Oxfam's work in different countries.

Reading International Solidarity Centre <https://w3.risc.org.uk/education>

RISC have developed some excellent education materials, including *How Do We Know It's Working?* - a toolkit of activities to measure attitudinal change.

Trócaire <https://www.trocaire.org/getinvolved/education>

Ideas and resources accessible to all age groups.

World's Largest Lesson <http://worldslargestlesson.globalgoals.org/>

A website dedicated to the Sustainable Development Goals, with resources suitable for every age group.

Contact Details for Further Information

To find an international partner school contact schools@britishcouncil.org or the British Council Belfast office on 028 90 192 229/266 (email Satya.Roberts@britishcouncil.org/
Elaine.Nesbitt@britishcouncil.org)

For further information about the Connecting Classrooms through Global Learning programme, for support in completing your grant application or in identifying other local schools interested in forming a local CCGL cluster, contact one of the CCGL School Advisors at the Centre for Global Education on 028 90 241 879 or email schools@centreforglobaleducation.com.