

## 2010 Benchmarks for the Global Dimension in Education: Level 2

1. Leadership and Ethos	Indicators Level 2	Evidence
<b>Area</b>	<b>Established</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 and other stakeholders.	<p>Copy of the vision statement</p> <p>Minutes of Governors meeting</p> <p>Notes of meetings with other stakeholders</p>
<b>Leadership</b>	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.	<p>Notes from relevant staff, School Council and Governors' meetings</p>
<b>Co-ordination</b>	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).	<p>Name of Co-ordinator</p> <p>Details of whether allowance or non-contact time</p> <p>Details of post or notes of working group meetings</p>

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1. Leadership and Ethos (Contd.)	Level 2	Evidence
Area	Established	
<b>Policies and Planning</b>	Our SIP (or its equivalent) includes the GD. We have a specific policy statement on the GD. Many of our school policies, including those relating to equal opportunities, behaviour and those of specific curriculum areas, include a focus on or a reference to GD.	<p>Copy of relevant section of SIP (or equivalent) which includes GD.</p> <p>Copy of policy statement on GD, which should be signed by Headteacher &amp; Chair of Governors &amp; dated.</p> <p>Sample of at least 3 other policies which reference GD.</p>
<b>Participation</b>	Enabling all staff and pupils to participate in a democratic process is a priority. Some parents/carers and other members of the community have opportunities to participate in the life of the school. The School Council discusses GD issues with staff and Governors and is consulted by them.	<p>Examples of open, participatory decision making (e.g. minutes of meetings)</p> <p>Examples of pupils using political literacy skills to engage as active global citizens (see next benchmark for examples).</p> <p>Examples of GD issues discussed as recorded in minutes/action points from School Council meetings.</p> <p>Some examples of meeting/school activities involving parents/carers and wider community with a global element.</p>

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<b>Taking Action</b>	<p>Some of our 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>Our 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>Evidence could, for example, include photos or publicity relating to ethical purchasing and waste minimisation, running a fairtrade tuck shop, writing letters to prisoners of conscience, MPs, trade justice and debt cancellation campaigns etc.</p> <p>Minutes are provided of appropriate meetings where these matters are discussed.</p> <p>School Council minutes (or similar) demonstrate that pupils have been involved in the choice of any fundraising activity. Curriculum plans and pupil work show that fundraising is understood as only a short-term solution to a deeper problem of global injustice. Pupils are given opportunities to explore other responses to this problem.</p>
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## 2010 Benchmarks for the Global Dimension in Education: Level 2

2. Teaching & Learning	Level 2	Evidence
Area	Established	
<p><b>Where are we now?</b></p> <p><b>Curriculum Review, Audit &amp; Reporting</b></p>	<p>GD is reviewed across most curriculum areas, using all the GD concepts/knowledge and understanding. These reviews inform action plans for each curriculum area. They are brought to the attention of the Head and Governors.</p>	<ol style="list-style-type: none"> <li>1. A <b>copy</b> of the latest review or audit (which includes all the GD concepts).</li> <li>2. Copies of <b>Action Plans</b>, resulting from the audit, for <b>five</b> or more curriculum areas.</li> <li>3. A <b>note</b> about how these are brought to the attention of the Head and Governors e.g. Have they been discussed at a Governors meeting? Has a nominated governor has met with a member of the GD team and been briefed on this?</li> </ol>
<p><b>What do we want to achieve?</b></p> <p><b>Curriculum Planning</b></p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. <b>Five</b> or more <b>Medium Term</b> curriculum plans and cross-curricular plans involving three or more subject areas, showing where the GD themes are delivered.</li> <li>2. <b>Note</b> about how the delivery of the GD is shared with other curriculum areas.</li> </ol>
<p><b>How do we organise our learning?</b></p> <p><b>Curriculum Delivery</b></p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. <b>Five</b> or more <b>Schemes of Work</b> showing Weekly / Daily Lesson Planning, which include at least <b>five</b> of the GD concepts (including Social Justice). These demonstrate a range of teaching and learning styles. It should be clear to an external assessor where the opportunities are provided for pupils to reflect on and question their own <b>values</b> in relation to the GD.</li> <li>2. <b>Two</b> or more examples of cross-curricular learning opportunities, which show clearly which of the GD concepts are being taught.</li> </ol>

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2. Teaching & Learning (Contd)	Level 2	Evidence
Area	Established	
<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 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>1. <b>Notes</b>, plans or other records of at least <b>8 assemblies or themed weeks or extra-curricular activities that feature the GD</b> over the last year. The GD concepts should be a clear focus, rather than an incidental element, in these events. These events might include: Black History Month, Fair Trade Fortnight, Green Week, Refugee Week, Democracy Week, One World Week.</p> <p>2. The evidence should also show how individuals are encouraged to "play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens" (National Curriculum: Citizenship statutory content) and should give <b>examples</b> of how young people have <b>made a difference</b> through their actions. Ideally, these examples will include young people in the UK and from other countries in both North and South.</p>
<p><b>How do we organise our learning?</b></p> <p><b>Visits &amp; Visitors</b></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>Evidence of several such visits to the school and the opportunity provided for pupils. This might include photographs, letters or emails between the school and the visitor(s) or an account of the activity. Any written evidence makes reference to the GD and to the key concepts involved. The visit has some links to the curriculum.</p>

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2. Teaching & Learning (Contd)	Level 2	Evidence
Area	Established	
<p><b>How do we organise our learning?</b></p> <p><b>Links &amp; Partnerships</b></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>Examples of both planning and partnership agreement documents agreed by both (or all) schools involved in the partnership.</p> <p>Examples of active dialogues between the schools including pupil work intended for discussion or exchange with the partner school. This work should cover at least two curriculum areas. Note of which key concept(s) this work involves.</p> <p>Some pupil input (for example in an assembly, P4C session or School Council meeting) which links the partnership with social justice issues.</p>

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3. Monitoring and evaluation	Level 2	Evidence
Area	Established	
<p><b>How do we know we are achieving our aims?</b></p> <p><b>Monitoring &amp; Evaluation</b></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>Examples of regular audits and analyses of results carried out before and after the delivery of teaching programmes by staff and pupils. Notes of review meetings which include details of how the reviews have informed the development, planning and delivery of future work in relation to GD learning objectives. Pupil feedback sheets and adjusted/new curriculum plans which include learning objectives and how they are going to be achieved.</p>

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4. Resources	Level 2	Evidence
Area	Established	
<p><b>Resources include: Curriculum specific texts, reading schemes, posters, DVDs, text books and web sites/ICT resources etc.</b></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>Minutes of meeting(s) where the team of staff have read and discussed the document "What Makes a Good Global Citizenship Resource" published by RISC - <a href="http://www.risc.org.uk/files/dea_doc.pdf">http://www.risc.org.uk/files/dea_doc.pdf</a> and have devised a resource evaluation process based upon it</p> <p>Copy of an audit showing that many of the schools resources:</p> <ul style="list-style-type: none"> <li>• Reflect a range of GD concepts</li> <li>• Reflect cultural diversity</li> <li>• Portray a wide range of people &amp; places in a positive way</li> <li>• Show balance and challenge stereotypes</li> </ul>



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<b>5. The Environment and the School</b>	<b>Level 2</b>	
<b>Area</b>	<b>Established</b>	<b>Evidence</b>
	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.	Copy of targets (and timescale) and action plan for reducing the school's eco or carbon footprint with an explanation of how these relate to recommended global targets (i.e. a 95% reduction in CO2 emissions by 2050 to 35kgCO2/pupil/year [carbon footprint] or a fair earth share of 0.2 hectares/pupil [ecological footprint]).
<b>6. Staff Development</b>	<b>Level 2</b>	<b>Evidence</b>
<b>Area</b>	<b>Established</b>	
	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.	Copy of GD training event details and names of staff attending. Plans/notes from staff meeting and other dissemination events where GD discussed. Evidence of/reference to GD in staff performance management targets (respecting the confidentiality of those involved).

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7. Communications	Level 2	Evidence
Area	Established	
<b>Displays</b>	When people are portrayed in school displays a diversity of race, gender, ability, and nationality is depicted and stereotypes are avoided. 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.	Photographs of GD related displays, including world maps, staff noticeboard and/or reception area.

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7. Communications continued	Level 2	Evidence
Area	Established	
<b>Language and Terminology</b>	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.	Examples of appropriate terminology used by pupils, teachers and non-teaching staff in written work, on displays in classrooms and corridors and possibly in communications to parents. Lesson plans, notes from staff meeting or training session which show that the different labels used for the richer and poorer groups of countries have been discussed and inappropriate terms such as the 'Third World' have been challenged. Notes of lesson observations comment on language and terminology (respecting confidentiality of those involved). Photo evidence of dual language signage in use. Examples of school assemblies or events when pupils' own languages are celebrated.
<b>Publicity, Outreach and Networking</b>	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.	Copies of the school calendar, newsletters and printout of web page(s) on the school's website that are dedicated to the school's work on the global dimension. Poster and copy of article in local newspaper if available.  Details of contact with local and national development education providers; information about contact with them. For example, dates when they have been invited into school or when teachers and non-teaching staff have gained from their expertise.