

2010 Benchmarks for the Global Dimension in Education: Level 1

1. Leadership and Ethos	Indicators Level 1	Evidence
Area	Developing	
The school vision, culture and environment	The school includes a Global Dimension in its vision statement which has been discussed by Governors.	A copy of the vision statement
Leadership	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.	A statement from the Headteacher Evidence that copies of the 8 Key concepts have been given to all staff and Governors (minutes of relevant meetings) Minutes from the School Council meeting
Co-ordination	There is a member of staff responsible for the Global Dimension.	Name of co-ordinator Minute from SMT meeting or similar

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1. Leadership and Ethos (Contd.)	Level 1	Evidence
Area	Developing	
Policies and Planning	Some of our curriculum policies include elements of GD.	Copies of at least 2 policies which refer to the GD and/or one or more of its 8 key concepts.
Participation	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.	<p>The school council is elected by pupils and supported by staff. It raises issues important to pupils and reports to staff and Governors. Examples of minutes/action points from school council meetings.</p> <p>Examples of newsletters, etc. sent to parents/carers encouraging their involvement in school life.</p>
Taking Action	<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>	For example, trade justice issues are explored within the curriculum and the idea of campaigning for a fairer, more sustainable world is considered (curriculum plans and pupil work illustrate this). Fairtrade Fortnight, refugee week, world environment day (or similar) is celebrated and the wider community are aware of our actions (illustrated by photos, publicity etc.) If we raise funds for projects in the 'South' we do some work around the issues of charitable giving, aid and long term development (illustrated by curriculum plans and pupil work).

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2. Teaching & Learning	Level 1	Evidence
Area	Developing	
<p>Where are we now?</p> <p>Curriculum Review, Audit & Reporting</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. A copy of a curriculum review or description of how the review takes place and details of the results. 2. Evidence that SMT have agreed a timescale to carry out a GD audit. e.g. Letter with a timetable for audit; or note signed by Head.
<p>What do we want to achieve?</p> <p>Curriculum Planning</p>	<p>There is some curriculum and/or cross-curricular planning for GD involving one or two key members of staff.</p>	<ol style="list-style-type: none"> 1. One or two examples of Medium Term curriculum planning / cross-curricular plans, showing where the GD themes are delivered. 2. Names of the staff involved.
<p>How do we organise our learning?</p> <p>Curriculum Delivery</p>	<p>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.</p>	<p>Two Schemes of Work showing Weekly / Daily Lesson Planning, with clear GD Learning Outcomes. Overall, these demonstrate a range of teaching and learning styles.</p>

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2. Teaching & Learning (Contd)	Level 1	Evidence
Area	Developing	
<p>How do we organise our learning?</p> <p>Assemblies, extra curricula events and activities</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>Notes, presentations or other records of at least four extra-curricular activities/assemblies.</p> <p>These might include: Black History Month, Fair Trade Fortnight, Green Week, Refugee Week, Democracy Week, One World Week.</p> <p>The Global Dimension concept(s) covered should be explicitly named.</p>
<p>How do we organise our learning?</p> <p>Visits & Visitors</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>Evidence of at least one such visit 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.</p>

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3. Monitoring and evaluation	Level 1	Evidence
Area	Developing	
<p>How do we know we are achieving our aims?</p> <p>Monitoring & Evaluation</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>Examples of audits and analyses of results carried out before and after the delivery of teaching programmes. Notes of how the reviews have informed the development and planning of future work (shown on curriculum plans).</p>

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4. Resources	Level 1	Evidence
Area	Developing	
<p>Resources include: Curriculum specific texts, reading schemes, posters, DVDs, text books and web sites/ICT resources etc.</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>List of GD resources held by the school indicating which are (A) library resources, (B) resources held by teachers and (C) held on a shared computer drive. List of relevant GD websites visited and where to go to access further GD resources outside of school.</p> <p>Some staff have received and read the document "What Makes a Good Global Citizenship Resource" published by RISC and found on the GSA website: - http://www.globalschoolsaward.org.uk/resources.html and have an awareness of what makes an effective GD resource.</p> <p>Copy of an audit showing that some of the schools resources:</p> <ul style="list-style-type: none"> - Reflect cultural diversity - Show balance when depicting countries & people in the 'South'

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5. The Environment and the School		
Area	Developing	Evidence
	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.	Copy of environmental audit and action plan. Copy of curriculum plans and/or pupil work that illustrates teaching and learning about the connections between local actions and global sustainability issues such as climate change, biodiversity, resource depletion and pollution.

6. Staff Development		
Area	Level 1	Evidence
	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.	Copy of GD training event details and name of staff member attending. Plans/notes from training dissemination event within school.

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7. Communications	Level 1	Evidence
Area	Developing	
Displays	<p>Some school displays promote GD concepts.</p> <p>Some reflect diversity and the school actively seeks to avoid presenting stereotypical images.</p>	Photographs of GD related displays.
Language and Terminology	<p>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.</p>	<p>Examples of appropriate terminology used by pupils and teachers in written work and on displays in classrooms and corridors. Notes from staff meeting or training session which show that the labels used for the richer and poorer groups of countries have been discussed as have the reasons for avoiding terminology such as the 'Third World'.</p> <p>Photo evidence of signage in use.</p>
Publicity, Outreach and Networking	<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. The school is aware of the services of local and national development education (DE) providers.</p>	<p>A copy of the relevant page from the school prospectus.</p> <p>Examples of newsletters and webpage(s).</p> <p>Details of local and national development education providers; information about contact with them. For example, email exchanges, attendance at network meetings and/or workshops, lists of resources borrowed/purchased from them.</p>