

## 2010 Benchmarks for the Global Dimension in Education: Level 3

1. Leadership and Ethos	Indicators  Level 3	Evidence
Area	Enhanced	
<b>The school vision, culture and environment</b>	The policies and practices and qualities of relationships of the school are consistent with its vision and aims and with GD values.	<p>A statement from the GD Co-ordinator to this effect, giving examples of how GD affects the quality of relationships in the school. A statement from Ofsted (or similar) about the relationships in the school.</p> <p>Copy of school vision statement, other school documents (e.g. policies, school prospectus) with relevant sections highlighted.</p>
<b>Leadership</b>	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.	<p>Examples of actions taken by Headteacher and SMT</p> <p>Examples of successful implementation of GD plans</p> <p>Name of Governor representative</p> <p>Notes of relevant School Council meetings</p>
<b>Co-ordination</b>	<p>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)</p> <p>There is a GD Team involving the Co-ordinator, staff and optionally, pupil representatives, which meets regularly.</p>	<p>Names of Co-ordinator and GD team and details of their roles</p> <p>Copy of job description of Co-ordinator</p> <p>Notes ( including dates) of team meetings</p>

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1. Leadership and Ethos (Contd.)	Level 3	Evidence
Area	Enhanced	
<b>Policies and Planning</b>	Our Head, SMT and Governors have ensured GD is central to our school vision and planning. Our policy statement on GD supports its inclusion in all of our whole school and curriculum policies. Staff practice in our school is consistent with this policy.	<p>Copy of policy statement on GD, which should be signed by Headteacher &amp; Chair of Governors &amp; dated. The policy should clearly indicate that the GD is included in all whole school and is reflected in curriculum policies.</p> <p>Evidence from (unnamed) classroom observations that staff are including the GD in their teaching in ways which support the GD policy statement.</p>
<b>Participation</b>	Many parents/carers and other members of the community participate in GD activities. 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.	<p>Examples of how staff support pupils to engage as independently as possible as active global citizens.</p> <p>Examples of the School Council and other groups of pupils exploring global issues of interest to them, initiating and leading actions. (see next benchmark: Taking Action for examples of possible actions).</p> <p>Examples of meetings/school activities involving many parents/carers and wider community around global issues/themes.</p>

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<b>Taking Action</b>	<p>Many people in our school community are involved in the GD which is embedded in the life and ethos of the school.</p> <p>Our 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>	<p>There is evidence (e.g photos and publicity) of wider/whole school involvement in GD activities, events or campaigns (see Level 2 for examples). Pupils participate in decisions about the choice of actions and campaigns (as illustrated by relevant minutes, poll results etc.).</p> <p>Minutes of appropriate meeting, policy and/or bank account details, ethical purchase receipts (over at least a 2 month time period).</p> <p>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 critically explore other responses to this problem (for example different types of campaigning and awareness-raising).</p> <p>Evidence from pupil activities/ evaluation supports this.</p>
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2. Teaching & Learning	Level 3	Evidence
Area	Enhanced	
<p><b>Where are we now?</b></p> <p><b>Curriculum Review, Audit &amp; Reporting</b></p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. Brief <b>explanation</b> of how the GD informs curriculum review.</li> <li>2. <b>Date(s)</b> the review was shared with all staff and Governors.</li> <li>3. A <b>copy</b> of the latest review or audit (which includes all the GD concepts).</li> <li>4. A <b>copy</b> of the SIP or equivalent.</li> <li>5. Copies of <b>Action Plans</b>, resulting from the audit, for <b>eight</b> or more curriculum areas. Alternatively, A whole -school Action Plan referring to plans in eight or more departments/areas of learning.</li> </ol>
<p><b>What do we want to achieve?</b></p> <p><b>Curriculum Planning</b></p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. An <b>overview</b> showing how GD concepts are delivered across the curriculum in at least eight curriculum areas. This also indicates where cross-curricular work is undertaken.</li> <li>2. <b>Meeting notes</b> or other evidence that staff from different curriculum areas collaborate to plan integrated cross-curricular GD programmes.</li> <li>3. A <b>note with details</b> of how pupil input has been encouraged and enabled and the <b>results</b> of their engagement.</li> </ol>

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<p><b>How do we organise our learning?</b></p> <p><b>Curriculum Delivery</b></p>	<p>The GD is embedded throughout the curriculum and is enhanced with cross-curricular work. GD concepts &amp; 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.</p>	<ol style="list-style-type: none"><li>1. <b>Eight</b> or more <b>Schemes of Work</b> showing Weekly / Daily Lesson Planning, where <b>all eight</b> GD concepts (including Social Justice) feature in Learning Outcomes. 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>Five</b> or more examples of cross-curricular learning opportunities, which show clearly which of the GD concepts are being taught.</li><li>3. Examples of <b>3 or more activities/ lessons</b> where pupils are enabled to take part in critical, creative and collaborative thinking and learning about GD issues.</li></ol>
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## 2010 Benchmarks for the Global Dimension in Education: Level 3

2. Teaching & Learning (Contd)	Level 3	Evidence
Area	Enhanced	
<p><b>How do we organise our learning?</b></p> <p><b>Assemblies, extra curricula events and activities</b></p>	<p>The school regularly holds <i>pupil-led</i> assemblies <i>on global issues</i> 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>1. Notes, plans or other records of at least <b>12 assemblies or themed weeks or extra-curricular activities on global issues</b> over the last year. Exploration of one of more of the GD concepts should be a clear 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>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, <i>and evaluated in line with the GD learning objectives.</i></p>	<p>The visits have links to the curriculum and evidence is provided of curriculum preparation and/or follow up. The visits are carefully evaluated by staff, pupils and by the visitors themselves to determine how well they addressed the chosen GD key concepts. Examples of evaluation documents should be provided alongside other evidence such as photographs and pupil accounts of the visits.</p>

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2. Teaching & Learning (Contd)	Level 3	Evidence
Area	Enhanced	
<p><b>How do we organise our learning?</b></p> <p><b>Links &amp; Partnerships</b></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>	<p>Documentation from an active North South partnership covering at least three curriculum areas. Note of which key concept(s) this work involves. Evidence from pupil evaluations that illustrate that the link is understood to be reciprocal.</p> <p>A partnership agreement signed by both (all) schools.</p> <p>Evidence of wider school community involvement in the partnership (notes of meetings, photographic evidence of events).</p>

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3. Monitoring and evaluation	Level 3	Evidence
Area	Enhanced	
<p><b>How do we know we are achieving our aims?</b></p> <p><b>Monitoring &amp; Evaluation</b></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>Copy of annual audit involving the whole school community that monitors and evaluates all GD learning objectives as stated in <i>Developing the global dimension in the school curriculum</i> DfID, DfES et al 2005, copies of which can be downloaded from <a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a></p> <p>Names of the GD team responsible for the audit. Notes/report of review meeting attended by staff and pupils. Notes of SMT/SLT meeting and report to governors. Copy of relevant part of School Improvement Plan mentioning GD learning objectives related to future curriculum planning and personalised learning.</p>



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4. Resources	Level 3	Evidence
Area	Enhanced	
<p>Resources include: Curriculum specific texts, reading schemes, posters, DVDs, text books and web sites/ICT resources etc.</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>	<p>Minutes of meeting(s) where the team of staff have developed a GD resources selection policy and evidence that learners have also been involved in the selection (whole class/year group discussions and/or school council consultation)</p> <p>Copy of an audit showing that most of the schools resources:</p> <ul style="list-style-type: none"> <li>• Reflect cultural diversity</li> <li>• Demonstrate similarities and acknowledge and value difference</li> <li>• Include perspectives that challenge dominant world views</li> </ul> <p>Inspire action for change</p>

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<b>5. The Environment and the School</b>	<b>Level 3</b>	
<b>Area</b>	<b>Enhanced</b>	<b>Evidence</b>
	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.	Figures to show how much the school has reduced its carbon or ecological footprint in a particular time period and in relation to global targets (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 3</b>	<b>Evidence</b>
<b>Area</b>	<b>Enhanced</b>	
	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.	Copy of GD training event details and names of staff attending. Plans/notes from training dissemination events within and beyond school. Evidence of/reference to GD in staff performance management targets (respecting confidentiality of those involved).

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7. Communications	Level 3	Evidence
<b>Area</b>	<b>Enhanced</b>	
<b>Displays</b>	<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>	<p>Photographs of GD related displays, including world maps (of different projections) and classroom charters.</p>
<b>7. Communications continued</b>	<b>Level 3</b>	<b>Evidence</b>
<b>Area</b>	<b>Enhanced</b>	
<b>Language and Terminology</b>	<p>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.</p> <p>Pupils have opportunities to use a range of languages beyond those spoken in the class. Multi-lingual signage is sometimes used.</p>	<p>Lesson observations (respecting the confidential nature of this information in relation to the people involved), school displays, communications to parents and governors, assembly records may all be used to evidence this. Copies of notes from staff meetings and training sessions, the School Council and Governors may include discussions relating to language and terminology.</p> <p>Lesson plans and pupil work relating to the use of a range of languages beyond those spoken in class ( also illustrated by a photo of a visitor who may have contributed to this). Photos submitted of multi-lingual signage in use.</p>

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<p><b>Publicity, Outreach and Networking</b></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 regular updates on GD work and events within the school calendar.</p> <p>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>	<p>Examples from school prospectus, website, school newsletters to parents and the community. The school calendar. Examples of how pupils have taken action to highlight global issues, for example through a Fairtrade stall at a community event, writing letters to local businesses, invitation to local MP to answer questions, responding to a national campaign.</p> <p>School diary and visitor book containing names of people attending events and photos that illustrate contributions to GD work. Attendance of pupils and staff at Local Authority events to share good practice. Presentations given to cluster networks. Buddy support systems in place.</p>
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