

Cross Curricular Planning and the Global Dimension.....

.....a curriculum for active global citizenship

Phil Bamber,
Senior Lecturer
Deanery of Education
Liverpool Hope University

bamberp@hope.ac.uk

Liverpool Hope University / Hope One World / Liverpool World Centre (DEC)

Development Awareness Fund Project, DfID

April 2007 – 2010

- **'Developing Active Global Learners and embedding the Global Dimension at Liverpool Hope University'**

Key objective:

Explore and embed into the curriculum the links between active global citizenship, Global Dimension and the emerging requirements for the Children's workforce with a focus on teachers and other educational professionals.

Standing on the shoulders...

'In the Situation of Others'
Ian Barr October 2005

The Final Evaluation Report on the Department for International Development's initiative on Embedding the Global Dimension in Initial Teacher Education 2001-05

- School of Education, University of Bangor, Wales and the World Education Centre
- Faculty of Education, University of Glasgow, and the International Development Education Association of Scotland
- The Global Dimension Trust and the School of Education, University of Gloucestershire
- University of Ulster and the Centre for Global Education



LHU mission and values of Liverpool Hope:



- To be well rounded, holistic, integrated, a team, a community of communities, collaborating in wider partnerships.
- To take faith seriously, being fully Anglican, fully Catholic, fully ecumenical, fully open to those of all faiths and beliefs.
- To contribute to the educational, religious, cultural, social and economic life of Liverpool, Merseyside, the North West and beyond educating the whole person in mind, body, spirit, including those who might otherwise not have had the opportunity to enter Higher Education.





- 'Hope One World is Liverpool Hope University's overseas education charity. It is unique in the way that it uses the human resources of the university to support the educational development of communities around the world'



Opportunities...

- ❑ BAQTS move from 3 to 4 year course
- ❑ New qualifying to teach standards
- ❑ New curriculum
- ❑ Ofsted ITE inspection
- ❑ Mission and values of the Education Deanery/ institution
- ❑ Overseas partners (NGO's / HEI's)

Baseline data..... (1) HOW volunteers

'I guess it's about being socially conscious... not particularly just the situation in Malawi but also about the world...

Having been there and met people who looked similar to the people on the TV you can relate to it a hell of a lot more... The reality of the television... and actually meeting people who look similar to the people on TV... so you can relate, not only to the people there, but the environment they are living in, you can see outside of the TV, you can see what's left and right of it, even though it's not there, you can imagine, and the background to the people, and it has a bigger impact.

I don't think I've acted anymore on that... but that's there, and maybe when I'm in a position to act, and contribute, in certain situations I'd be definitely more likely to do something...'

Mark, SOS Lilongwe, 2004

Baseline data.....(2) staff

- Mostly incidental impact on teaching

'My HOW experience has given me the confidence to talk knowledgeably about developing world issues and infused my interest.'

- Isolated cases of impact on research
- Extensive data on personal impact (Friendships, collegiality)

Baseline data.....(3) ITE students

- ❑ 1 out of 175 final year BAQTS (primary) students had seen the 'Developing the Global Dimension in the curriculum' DfES publication
- ❑ % of students who felt they have a poor understanding (lowest rating) of the 8 key concepts (DfES, 2005)

BAQTS (Primary, year 3 of 3) 70%

PGCE Secondary 11%

- ❑ % of students felt it was important to incorporate a global dimension into the curriculum

BAQTS (Primary, year 3 of 3) 64%

PGCE Secondary 94%

PGCE Secondary cohort (n=196)

Which two would you feel most confident to incorporate into the curriculum?	
Most Confident	Numbers
VALUES & PERCEPTIONS	106
DIVERSITY	68
HUMAN RIGHTS	59
SUSTAINABLE DEVELOPMENT	46
GLOBAL CITIZENSHIP	36
SOCIAL JUSTICE	33
CONFLICT RESOLUTION	30
INTERDEPENDENCE	14
TOTAL	392

Which two would you feel least confident to incorporate into the curriculum?	
Least Confident	Numbers
CONFLICT RESOLUTION	84
INTERDEPENDENCE	70
SUSTAINABLE DEVELOPMENT	65
SOCIAL JUSTICE	49
GLOBAL CITIZENSHIP	47
HUMAN RIGHTS	34
DIVERSITY	25
VALUES & PERCEPTIONS	18
TOTAL	392



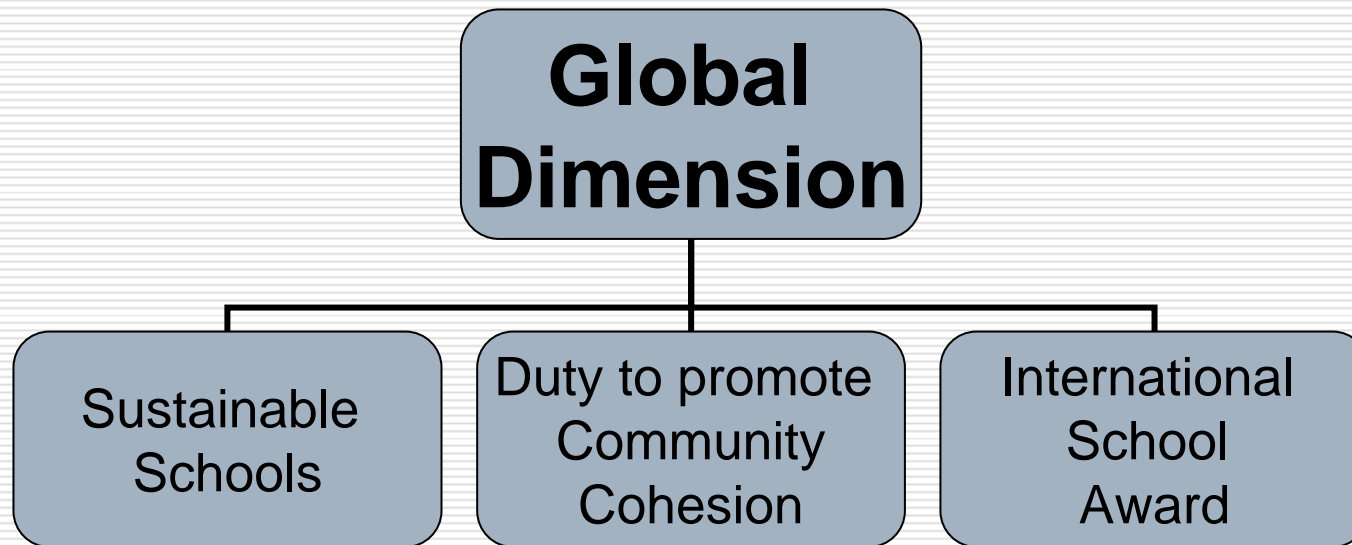
National
Curriculum



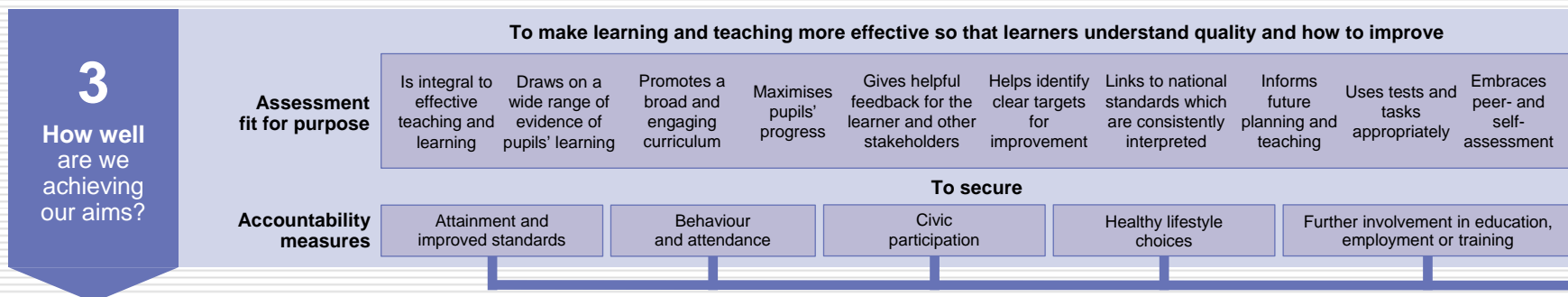
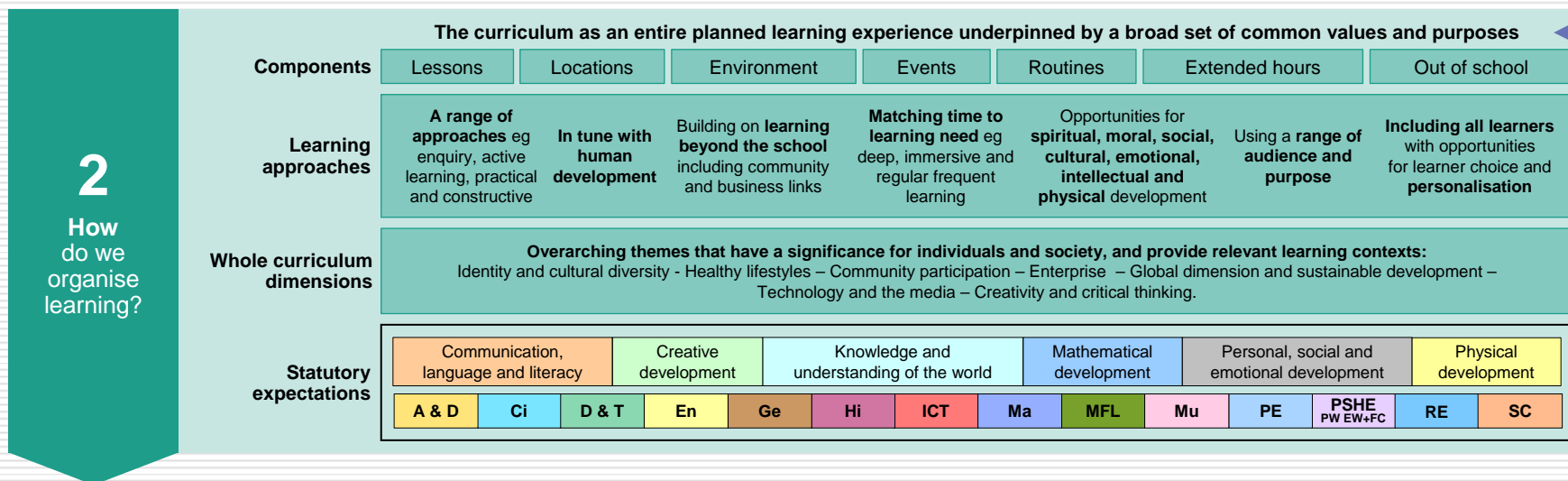
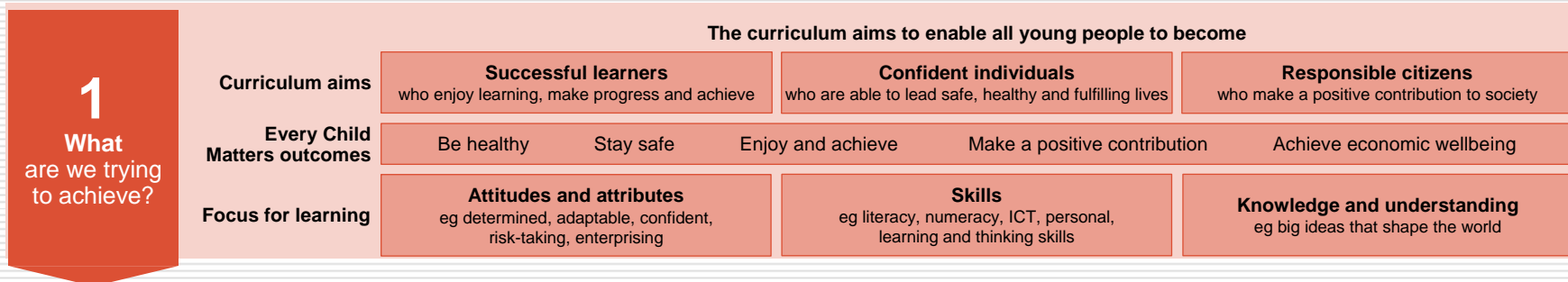
International
School Award



Providing a rationale....



Three key questions



Embedding the global dimension at LHU (phase 1)

- ❑ PGCE (Primary and Secondary) Initial Professional Development lecture and seminar
- ❑ PGCE Secondary: Cross curricular planning project (Burma initiative)
- ❑ PGCE Secondary: Global Citizenship enhancement course
- ❑ Creative partnerships conference for students
- ❑ Staff development on OSDE methodology
- ❑ Professional development for staff / returned HOW students on supporting school linking (with Cumbria DEC)
- ❑ Evidencing standards through the global dimension (with North West Global Education Network)
- ❑ Resources to support the global dimension (with Liverpool World Centre)
- ❑ LHU Academy (Sustainable as a Specialism)
- ❑ CEDP analysis (current)

Hope One World Service and Leadership Award (HOW SLA)

(i) Preparation unit:

This will involve setting up their programme, identifying and agreeing suitable service projects, addressing cultural and safety issues.

(ii) Leadership Unit:

This will involve attendance at workshops run by the careers team and other members of the university or wider community. The focus will be on leadership both at a local and international level.

(iii) Reflective unit focussing on Missions and Values:

This will involve students constructing a reflective journal of their experiences on the HOW programme both before during and after their service experience. It will also involve a contribution or involvement with the wide university.

(iv) Voluntary or Service Work Unit:

Students will be expected to undertake a significant amount of voluntary or service related work. This will be quantified using a points system. It is, however expected that every student will perform the equivalent of 40 service points as expressed on the table and that these points will be achieved in at least two different service environments.

HOW SLA for ITE students

□ BAQTS (year 3 of 4)

Voluntary overseas placements (via):

- Institute of Education, Hong Kong
- St Xavier's College, Mumbai
- Notre Dame Teacher Training College, Bangalore
- Hope College, Michigan
- British School Al Khubarait, Abu Dhabi

□ BAQTS (year 4 of 4)

Optional 30 credit comparative education module

HOW SLA for HEFCE students

the global
citizen 7-8
& education



Education Studies Pathway
The Notre Dame Project
Education *for* citizenship

Education Studies Pathway

The Notre Dame Project

Evaluation



- 'I have learnt that there is a big difference between knowing a problem or an issue exists, knowing why it exists and understanding the issues behind the problem.'
- 'It made me realise the effect the media had on my own views. I am more interested in local issues now.'
- 'It is important not only to learn about the world but also to act to change it. This involves identifying possible projects for change which I felt was carried out during the delivery of workshops within the Notre Dame schools. I now realise that participation and responsible action are the key skills worth developing.'

-
- 'Having a father that had been in the military for 22 years, conflict was always of interest to me, so being able to focus on conflict and produce a power point to teach a group of 12 year olds was a truly amazing thing. I watch the news with much more interest now and also look at the other side of stories more. We looked at the different sides to political sanctions and trade embargoes – researching it from both angles. This year has developed my thought processes in a global way. I no longer think the West is right and everyone else is wrong.'

 - 'I think I have a better understanding of how different people perceive different issues around the world. It has helped me to look further into things to find out the truth and to go outside the comfort zone we live in being from the West. It has also made me look at global issues that have a local impact rather than those issues that are just closer to home.'

'I learnt a lot from preparing for the Notre Dame presentations. This is because I learnt about situations children were put in at young age and was angry that this could happen. The preparation for our presentation lead to me wanting to do more for less fortunate people. This is not because I feel sorry for them like before but because I feel I have a duty as a British citizen to make life better for them – even if they live far away.'

Limited movement from a charitable to social justice perspective

'I feel more active within the community now. It may not be a huge change; however I have started to put aside a small amount of money each month to go towards charity.'

McKenzie, A (2000) Higher education learning outcomes and performance indicators, London: DEA