

5.2 The QTS Standards and the Global Dimension: contextual questions

Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training

The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate to both developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world.

QCA Global Dimension in Action ¹

A child grows up not just in a nation, but in the world. ²

Those who focus only on teaching techniques and curriculum standards and who do not also engage teachers in the greater social and moral questions of their time, promote a diminished view of teaching and teacher professionalism that has no place in a sophisticated knowledge society. ³

If competence statements are used as a basis for informed discussion and reflection upon classroom practice between tutors, students, and classroom teachers, they will fulfill an important function. If they are used mechanically within an inflexible assessment regime framework, it is likely that the preparation of teachers.... will become miserably rigid, unsympathetic towards the realities and rigors of classroom life, and at worst, an impediment to creative and innovative teaching. ⁴

The aim of these questions is to engender reflection and debate on the part of trainees, tutors and mentors, by putting the standards into a global learning context. They were put together by a Working Party of tutors, mentors and educationalists hosted by the Development Education Project at Manchester Metropolitan University. ⁵

This is a draft, working document. For comments and to share ideas about how to use it, please contact Clive Belgeonne, Project Manager, Development Education Project. clive@dep.org.uk 0161 921 8018

The following are some questions for you to consider in relation to the Professional Standards for Teachers and the Global Dimension (GD):

Attributes

Relationships with children and young people.

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

What different cultural backgrounds, knowledge and experiences are represented in your classroom?

Which languages are spoken? How do you build on this diversity? What are the challenges?

How do issues such as gender and social class impact on learning and teaching?

How can you create a classroom atmosphere which respects privacy but enables participation?

How can you design opportunities, sensitively, for pupils to share personal histories and experiences and acknowledge but engage critically with them?

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Through the subjects that you teach, how can you contribute actively to the development of your pupils as global learners and as global citizens, through the 'Curriculum, Campus and Community'?

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Are you aware of how the global dimension relates to your teaching? Can you give examples?

¹ www.qca.org.uk/qca_15333.aspx

² QCA/Mick Waters

³ *Teaching in the Knowledge Society* Hargreaves A. 2003

⁴ *Opportunities and Obstacles in the Competency-Based Training of Primary Teachers in England.* Hayes, D. Harvard Educational Review Vol 69 Number 1 1999

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How is the global dimension addressed in school / departmental policies and prospectuses?

How can you support the implementation of the global dimension in school practice?

How can you make use of the UN Convention on the Rights of the Child and the Earth Charter in your learning and teaching?

www.earthcharter.org www.unicef.org/crc
www.everychildmatters.gov.uk/uncrc

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Are you aware of different cultural conventions regarding communication, including your own, and how you might respond to them?

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

How can you best make use of and learn from the diversity within your wider school community?

Q6 Have a commitment to collaboration and co-operative working.

How can you make effective use of active and participatory methodologies to work co-operatively with others in school settings to enhance pupils' learning?

In what ways have you worked, or could you work, with others to promote the global dimension?

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

Think about what the global dimension means in education (see www.globaldimension.org.uk or www.qca.org.uk or GD Handbook: Ways of engaging + ways of thinking, based around eight key concepts). Identify what you already do well and consider what further steps you need to take.

Q7 (b) Identify priorities for their early professional development in the context of induction.

In what ways have you considered the global dimension when setting targets for your induction year?

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

What is meant by 'creative', 'constructively critical', 'innovation'?

Think of an innovative learning experience you have taught or observed.

a) What elements of the lesson were innovative (e.g. content, methodologies, resources)?

b) In what ways could it be enhanced to develop the global learner / global citizen?

Think of a range of active and participatory learning and

teaching methodologies. How can you use them creatively to plan a learning experience related to a key concept of the global dimension (for example, interdependence - see www.globalcommunity.org/flash/wombat.shtml)?

In what ways do you keep yourself up-to-date with regard to teaching the global dimension. What organisations and agencies can you get support and ideas from?

Q9 Act upon advice and feedback and be open to coaching and mentoring.

What kinds of support have helped you develop your understanding and practice regarding the global dimension?

Knowledge and understanding

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Can you identify suitable methodologies to engage all pupils in order to develop their potential as global learners?

How can your own or pupils' personal experiences and cultural norms add to, or hinder, learning and understanding?

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.

Do you provide opportunities for pupils to develop and reflect on their understanding of the global dimension?

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Have you considered how approaches to assessment need to take account of a range of different cultural learning styles and experiences (e.g. oral / visual to complement text)?

Are you aware of strategies for assessing values, attitudes and behaviour as well as knowledge and understanding?

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Do you know where to access a range of sources of local, national and international data, and begin to evaluate it critically?

How can you develop suitable learning opportunities for your pupils based on the data collected by your school, for example EAL pupils?

Subjects and curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

How can your subject / curriculum areas contribute to the teaching of each of the eight key concepts of the global

dimension?

Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/ curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Can you identify a range of documents and websites that can be used to support the integration of the global dimension across the curriculum, including the eight key concepts?

Can you see how the global dimension relates to the big picture of the curriculum and the Every Child Matters agenda?

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).

N/A

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

How could the global dimension support your teaching of literacy, numeracy and ICT?

What are the opportunities and challenges of using a range of technologies as tools for global communication?

(www.communICTy.org, www.glc.me.uk, www.scienceacross.org, www.rafi.ki, www.globalgateway.org.uk , www.6billionothers.org)

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Where can you access information and support to take account of these influences in your planning?

How have you developed understanding of how pupils' personal experiences shape their views, perspectives and understanding of the world?

How can you challenge negative stereotypes and offer a range of diverse perspectives?

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

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Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

How can diversity and difference enrich your learning and teaching?

Where can you get guidance and support?

Health and well-being

Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

In what ways does the global dimension contribute to;

a) The *Every Child Matters* agenda (e.g. UN Convention on the Rights of the Child) ?

(ECM + GD www.citized.info/pdf/other/ECM_GD.pdf

UNICEF www.unicef.org.uk/tz/resources/assets/pdf/join_up_ecm_uncrc.pdf.)

c) The Race Relations (Amendment) Act (2000) and the duty to promote Community Cohesion (2007)

www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763611

www.multiverse.ac.uk/viewarticle2.aspx?contentId=374

d) The Sustainable Schools Strategy (2006)

www.teachernet.gov.uk/sustainableschools

Skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

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Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

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Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

How will you:

a) build the global dimension into your planning?

b) use the wealth of diversity and experience within your classroom and school community (plus links with schools in the UK and abroad) as a way of including the global dimension?

Which real world examples of local to global significance can you include in your planning?

What action do you need to take to ensure that your pupils are aware of activities / events at a local level relating to the global dimension?

How will you use real world examples to provide compelling learning experiences and increase learners motivation to learn key skills?

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Can you identify and begin to use a range of active and participatory approaches in your teaching?

How can you develop your confidence to teach controversial issues within your school context, recognising that:

- i) different topics can be seen as controversial by different people
- ii) there are a range of teaching strategies for engaging with controversial issues (role play, simulations e.g. Comic Relief, Fair trade Chocolate Game; 'Tide' mysteries. Headlines from papers: war in Iraq, Climate change etc.)
- iii) there are a range of resources and agencies to support the teaching of controversial issues (e.g. www.oxfam.org.uk/education *Teaching controversial issues*)

Assessment, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

How can you begin to assess learning around the global dimension?

How can the subject(s) that you teach support the assessment of young people as global learners and global citizens?

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

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Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

How can you provide meaningful feedback to learners around the global dimension?

How will you encourage peer and self evaluation as global learners?

(See QCA Global Dimension in Action / Assessment for Learning?)

Reviewing, teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

How can you support your own learning needs around the global dimension? (e.g. Teach Global www.teachandlearn.net/teachglobal)

Learning Environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

How does the global dimension provide opportunities to connect learning through 'Curriculum, Campus, and Community'?

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

How can your classroom management strategies reflect the values promoted by the global dimension?

Team working and collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

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Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

How will you share your learning around the global dimension with others in and beyond the school community, including links with other schools?

How could you use the global dimension as the basis for cross-curricular planning with other colleagues?

How will you encourage colleagues to support you in the teaching of the GD?