

Global learning in schools: a review of what works

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December 2010

Acknowledgements:

This report draws heavily on the insights of others in this field; particular thanks to: Alec Patton, Clive Belgeonne, David Lambert, Doug Bourn, Eleanor Knowles, and Steve Brace.

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1. Summary

This report draws insights from existing literature, practitioners, academics and others who are closely involved in global learning in England to explore what constitutes effective practice for global learning.

The report does not attempt to seek out a 'magic bullet' for schools or practitioners, instead highlighting widespread evidence that **effective practice depends on more than one type of school-based activity or support**. In fact, the evidence compiled for this report suggests that effective practice for global learning emerges from an interdependent system of school interventions, with each intervention depending on others for it to be fully effective.

For example, a teaching resource on life in Kenya will be most effective when combined with training focusing on a teaching methodology such as Open Spaces for Dialogue and Enquiry and/or a network or community of other teachers who are available to offer support and share challenges when using the resource in practice. Even then, a teacher may need the support and challenge of other school staff to bring a sustained focus on global learning into his or her classroom. Not all of these interventions or support structures need to be in place for effective practice, but each can be mutually reinforcing and lead to a more positive outcome.

In addition, **effective practice is context-specific**. What works well in one subject, with one age group, and for one teacher, may not work so well in a different setting.

Despite these caveats, several strong themes about what constitutes effective practice emerge from the research:

- **Effective practice tends to be stimulated by people, rather than by materials.** A specialist advisor for global learning, a fellow teacher who is grappling with similar challenges or a supportive head or deputy head can make a real difference to a teacher's efforts to incorporate high quality global learning into their practice.
- **Sufficient printed resources already exist, but many teachers need support to find the best ones.** Research with teachers suggests that more resources aren't needed (although the ones that do exist need to be kept up to date in what is a fast moving field). However, some teachers struggle to assess the quality of existing resources, and some sort of peer review system would be valued.
- **The moral case for global learning is not enough on its own to encourage teachers to pursue effective practice.** Many teachers involved in the research are keen to prepare young people for life in a globalised world because they see it as the right thing to do. However, to stimulate effective practice this moral case needs to be combined with a clear message that global

learning can improve behaviour, attainment and engagement and that it fits with existing curriculum pressures.

- **Where resources or training programmes are developed, these are more effective if teachers have some degree of ownership over them.** Interventions that are developed with the active participation of teachers (for example through a community of practice) tend to stimulate more effective practice because teachers tend to be more convinced of their relevance, and they also tend to more effectively address some of the day-to-day challenges that a teacher will face.
- **Specialists in this area need to have the support of their wider school environment.** The research is clear that head teachers or other school staff do not need to be specialists in global learning. However, they do need to understand the value of global learning, and support individual teachers in pursuing effective practice. Without this wider support, a teacher will struggle to be effective and risks experiencing 'burnout'.
- **There is often a tension between quality and scalability of support.** The very best interventions also tend to be the most expensive, meaning that they are hard to bring to scale. Therefore a compromise needs to be made between highly effective, high-cost interventions that stimulate pockets of effective practice and less resource- and time-intensive interventions that can spread these pockets of effective practice more widely.

Boxed examples of effective practice exist throughout the report, highlighting some of the best of what already exists in the sector.

2. Introduction and methodology

This report details research into effective practice in global learning. It sets out specific examples of resources and interventions that can contribute to global learning (at Appendix 1) as well as proposing a model for how those resources and interventions interact systemically across a whole school and local community which is displaying effective practice in relation to global learning.

Think Global defines global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

This is a broad concept, and Think Global encourages educators to think about the global learning needs of their students, which will be different in different contexts.

There are eight overlapping concepts that are at the heart of global learning:

- Global citizenship
- Interdependence
- Social justice
- Conflict resolution
- Diversity
- Values and perceptions
- Human rights
- Sustainable development

Educators will bring these out in different ways depending upon the context.

The research methodology consisted of three stages. In stage 1, Think Global defined and agreed a set of interventions that can stimulate effective practice for global learning, and a theory of change for how these interventions interact and support one another. In stage 2, this conceptual model and set of interventions was tested through semi-structured interviews with a variety of experts, as well as a review of relevant literature. A bibliography is available at Appendix 2 and list of interviewees at Appendix 3. Appendix 4 details the interview questions, and Appendix 5 the literature review template.

In stage 3 of the research the conceptual model and list of interventions developed from stage 1 were tested and refined using the information collated in stage 2. This report presents the findings of that analysis.

3. What constitutes effective practice?

Effective practice for global learning is highly context-specific.¹ It is not possible to set out standard approaches and standard resources that can be used across the whole school sector, across different ages or across different subjects.

Instead, when considering effective practice for global learning it is important to segment teacher and school leader audiences by: the subject they teach; the age-group they teach; and whether the practices in question are intended for curriculum-led interventions or wider whole-school interventions.

Within this segmentation, effective practice must be determined in dialogue and discussion with the audience. An example of this is shown by the communities of practice in box 7 below.

3.1 Primary audience for activities that promote effective practice

In addition to the segmentation above, what constitutes effective practice will depend on the current level of engagement of the audience; a highly engaged teacher or school leader will require a different form of intervention to a newly interested teacher or school leader.²

For the purposes of this study, we segment the audience into three groups:

- Actively engaged, already carrying out good quality work in this area (secondary audience)
- Interested, but lacking in confidence, knowledge and skills to fully engage (primary audience)
- Not interested (not an audience for this stage of the research)

The primary audience to be considered in this study is those teachers and school leaders who are interested in global learning, but lack the confidence, knowledge and skills to fully engage. The study will also discuss the role of actively engaged audiences.

3.2 Types of intervention

Research conducted with teachers, school leaders, subject association heads and experienced global learning practitioners highlight a wide range of interventions that support effective practice for global learning. For example, when teachers were asked in a survey what support is most useful to them, there was a wide range of answers. The most useful forms of support include:

- Time for planning and developing resources (36% of respondents thought this most useful)

¹ David Lambert, Geographical Association [in conversation], April 2010

² Steve Brace, Royal Geographical Society [in conversation], April 2010 and others

- Teaching resources (lesson plans, packs etc.) (25%)
- Support from senior management in school (19%)
- Information about global issues (17%)
- Opportunities for training and CPD (16%)

Respondents were also asked to rate their top three forms of support. Overall the most popular were: time (60%), CPD (51%) and good resources (40%). However, the picture was still very varied, with lots of other examples of interventions cited as valuable. Examples of these interventions are highlighted in the boxed text throughout this report. A typology of interventions is included at Appendix 1.

The diversity of examples of effective practice for global learning reinforces the point that effective practice is very context-specific. Nevertheless, it is possible to draw out some common findings about what constitutes effective practice in each of the following categories: formal CPD training; printed or online resources; external advisors/experts; communities of practice; and websites. It is also possible to draw tentative conclusions about resources and interventions that are seen to be less effective.

It is important to emphasise that, whilst teachers highlight more time as the most important form of support that they could have, evidence suggests that more time alone will not lead to more effective or innovative practice.³ This can be at least partly explained because teachers have many demands on their time, and so additional unstructured time is more likely to be taken up with administrative tasks than used to implement effective practice for global learning. Instead, the evidence indicates that offering dedicated, structured time for innovative practice such as global learning (for example through a community of practice or face-to-face CPD course) is a more effective way to respond to teachers' calls for more time.

3.2.1 Formal CPD training

The evidence of this research study suggests that formal CPD training for both teachers and school leaders needs to form the backbone of any intervention for global learning. This needs to include both pedagogy and subject knowledge:⁴

"Formal CPD training should be part of any intervention for global learning. It's important to know what globalization is, as well as how to lead an appropriate critical assessment of different development approaches."

There is widespread evidence that many less experienced teachers currently lack the confidence to engage with the complex questions that international development and sustainability issues throw up. Several interviewees also suggest a risk that more experienced teachers' knowledge on this topic may be out of date because of the pace of change in these areas.

"The Cambridge Primary Review talks about importance of dialogic learning – rich talk between teacher and pupil and pupil and pupil – but most teachers are not trained to do this."⁵

³ See for example OPM, 2008

⁴ Steve Brace, Royal Geographical Society [in conversation] April 2010

Interviewees suggest that training on learning approaches such as Philosophy for Children (P4C) or Open Spaces for Dialogue and Enquiry (OSDE) help teachers build their confidence in this area and so promote effective practice.⁶ An example of OSDE methodology in practice is available at box 6. For more experienced teachers, interviewees suggest that mechanisms to connect them directly to the latest research and evidence on development issues and on effective pedagogies will promote effective practice (for more details see box 2).

3.2.2 High quality printed or online resources

Teachers and global learning practitioners highlight the large number of resources already available, noting that more resources are not needed:⁷

"I find there are a LOT of excellent resources out there to teach Global Dimension and Global Citizenship"

Instead, practitioners say that they will focus on a small number of particularly effective printed or online resources, and sharing these resources more effectively amongst teachers would help stimulate effective practice.

Several interviewees highlighted that a good resource *"has global learning clearly in it, but just as importantly is really clear on what you can do with it in a particular setting."*⁸ Whilst many teachers are motivated to bring global learning into their classroom, a successful resource will also make it easy for them to do so by clearly relating the issues to the relevant curriculum and learning objectives.

Interviewees also highlight that a *"many resources don't relate to new understanding and research around development issues"*⁹, instead reinforcing out-of-date research or views. This is particularly true of text books; in a fast-moving research field text books are often out-of-date even before schools receive them. To ensure teachers and school leaders can access current thinking on development issues, interviewees suggest offering online lectures, interviews and discussions with leading scientific thinkers. Further details of this approach are at box 2. Interviewees highlight that, by connecting teachers with new knowledge and understanding directly, we can help them to resist the temptation to fall back on less controversial and challenging issues.

Box 1: Effective practice in action: developing high quality online resources

Makutano Junction is a Kenyan produced TV soap opera which currently attracts seven million viewers in Kenya. It aims both to entertain and educate English-speaking African audiences.

As well as entertaining audiences Makutano Junction was conceived as a means of disseminating valuable information through an engaging and accessible medium.

⁵ Clive Belgeonne, Development Education Centre South Yorkshire [in conversation] April 2010

⁶ Eleanor Knowles, Cumbria Development Education Centre [in conversation] April 2010

⁷ Teacher survey respondent, April 2010

⁸ Eleanor Knowles, Cumbria Development Education Centre [in conversation] April 2010 and others

⁹ Steve Brace, Royal Geographical Society [in conversation] April 2010

Makutano Junction viewers identify issues of interest to them, such as income-generation, mental and physical health, and rights and responsibilities of good citizens, which are then incorporated into the storylines. Eight series (comprising 13 half hour episodes each) have now been produced and are being broadcast in Africa.

With funding from DFID, the producers of Makutano Junction have worked with Just Ideas, DECs and teachers across the UK to devise innovative teaching materials which help to develop the Global Dimension across the curriculum.

There are 15 activities at present, with 5 more in development. Subject areas include social justice, human rights, youth and relationships, as well as comparisons between soaps in UK and Kenya. Materials suitable for Key Stages 3 and 4 are currently being developed, that can be used in a wide range of subject areas including Geography, English/Drama, Media Studies, ICT and Citizenship.

The first 10 activities have been tested in the South West with teachers, DECs and students and follow up studies showed that they had a positive impact on changing students' perceptions about poverty, Africa and our global interdependency. The project is now being rolled out in Yorkshire / Humber and the North East.¹⁰

Cumbria Development Education Centre (CDEC) reports having strong success with Makutano Junction through showing the soap opera to a teacher community of practice and working with them to develop relevant, up-to-date teaching materials based on the topics in the programme. This involved paying for teachers who are interested in this topic to come out of school once per term, agreeing with them a theme and jointly developing a resource based on that theme. The resources are then packaged together and promoted to other teachers at conferences and events.

This approach has worked well for CDEC because the resource is "*coming from teachers, not just from us.*"¹¹

Makutano Junction has also been evaluated through an online evaluation form. Each teacher who has been introduced to the resource has been asked to encourage their pupils to follow an audit process online. A mid-term evaluation of learning outcomes from the resource highlights that:¹²

- Participants display increased knowledge, with the percentage of pupils who knew what the Millennium Development Goals (MDGs) were increasing by 24% after completing the 'MDGs and me' activity.
- Participants display increased efficacy, with 16% more pupils who have done the activities agreeing that 'there are things I can do to tackle poverty'.
- The resources are very popular, with 90% of pupils saying that they at least 'quite enjoyed' the activities.

3.2.3 External advisor/expert

There was widespread agreement from teachers, global learning practitioners, academics and subject associations about the value of an external advisor or expert to

¹⁰ <http://www.makutanojunction.org.uk/about-the-project.html>

¹¹ Eleanor Knowles, Cumbria Development Education Centre [in conversation] April 2010

¹² Scott, 2009

ensure that teachers can access the most up-to-date content knowledge, as well as effective pedagogies and learning approaches.¹³

"[If I was planning a new programme to support global learning in schools I would be sure to include] regional advisors, in regular contact with schools, especially those on the periphery of the country, with expertise in teaching global learning and setting up links with schools in different continents."¹⁴

"...support in the form of an expert voice to field any questions."¹⁵

Several respondents cited development education centres as important sources of external advisors. Others suggested that the model of Advanced Skills Teachers works well, and that the global learning programme should invest in a network of global learning ASTs. Still others highlighted the role of academics in translating the latest content knowledge into an accessible form for teachers to use in the classroom (see boxes 2 and 5 for more details). This is seen as particularly valuable for more experienced teachers who are keen to ensure they are up-to-date with the latest thinking and knowledge in development issues.

Box 2: Effective practice in action: connecting teachers to the latest research

As part of its commitment to connect teachers to the latest research in international development and sustainability, the Royal Geographical Society asked five Year 12 students to interview Sir Gordon Conway, the former Chief Scientific Officer for DFID. This interview, incorporating the latest research on sustainable agriculture, has been published online and promoted to RGS' network of geography teachers to ensure that they are teaching at the forefront of society's knowledge in this area.

The interview and details of Sir Gordon's accompanying lecture can be found on the RGS website at:

<http://www.geographyinthenews.rgs.org/interviews/article/default.aspx?id=682>

3.2.4 Communities of practice

Communities of practice are defined by Etienne Wenger as:¹⁶ *"groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."*

The idea of communities of practice for global learning was widely supported by the research participants, summed up by two survey respondents as:¹⁷ *"opportunities for schools/teachers to share ideas and enthuse each other"* and *"opportunities for staff and students to see the programme in action in a different setting."*

¹³ Teacher focus group, Geographical Association conference, April 2010; Steve Brace, Royal Geographical Society [in conversation] April 2010; Clive Belgeonne, Development Education Centre South Yorkshire [in conversation] April 2010 and others

¹⁴ Teacher survey respondent, April 2010

¹⁵ Teacher survey respondent, April 2010

¹⁶ Wenger, 2006

¹⁷ Teacher survey respondent, April 2010

There are several different forms of communities of practice, including: cluster groups of schools; online networks through ning, facebook or other groups; and face-to-face teacher and headteacher networks run by development education centres, subject associations or local authorities.

Evidence from this research study suggests that such communities of practice can be highly effective in stimulating teachers to take on the global learning agenda, and can lead to highly effective practice. However, a significant challenge for these communities of practice, discussed in more detail in section 5.2 below, is that a face-to-face network of teachers offering opportunities to share and develop practice can be a highly resource-intensive intervention. This suggests that the most effective balance between impact and cost-effectiveness may be to combine face-to-face meetings with an online presence, and to offer these communities of practice primarily to those who might be expected to become 'catalytic leaders' in the sector. This might then allow these 'catalytic leaders' to take on the role of advisor and support to others in their local area, or within their subject specialism.

3.2.5 Whole-school interventions

Many interventions rightly focus on the curriculum and on the classroom, reflecting the central role that global learning can have on 21st century teaching and learning. However, a young person's learning does not start and end in the classroom, and so effective non-curricula interventions should complement explicitly teacher-focused interventions in a whole-school approach. A head teacher or deputy head may well lead these whole school approaches with the close involvement of a variety of other staff in the school. One example of an effective whole-school approach is the DfE's sustainable schools framework. This framework is discussed in more detail in box 3.

Box 3: Effective practice in action: a whole-school approach to global learning

In 2005 the Department for Education published a *National Framework for Sustainable Schools* (<http://www.teachernet.gov.uk/sustainable-schools>) which includes an ambition that every school will be a sustainable school by 2020. The framework takes an explicitly whole-school approach through a curriculum, campus, community model:¹⁸

A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (curriculum); in its values and ways of thinking (campus); and in its engagement of local people and partners (community).

This whole-school approach has been shown to be effective in a recent evaluation of the impact of sustainable schools.¹⁹ In this evaluation the authors recommend several ways in which to complement teaching and learning about sustainability with campus and community interventions. Examples of these include:

¹⁸ DfE, 2009

¹⁹ DfE, 2010

- Making sustainability a strong focus of the school development plan
- Improve the quality of school buildings and surroundings
- Use the school and community as learning resources
- Let young people work with community groups in and out of school

3.2.6 Website

Websites themselves may not be considered resources or interventions, but have been included on this list because many research respondents highlighted how important is an accessible, clear portal for support on global learning:²⁰

"I feel there's a lot of great resources, but I tend to find them by luck."

"[If I was planning a new programme to support global learning in schools I would be sure to include] a one stop shop for resources, with recommendations from other teachers and from experts."

"Perhaps a website to map [the various curriculum] initiatives so schools can see how they interrelate would be helpful?"

The Global Dimension website, discussed in detail in box 4, was cited by several teachers as a useful portal to access resources and support. Examples of effective resources available on the Global Dimension website include:

Resources cited as particularly useful include:

- *Growing up global* Early Years' Handbook published by Reading International Solidarity Centre.
- *Makutano Junction* (A Kenyan soap opera) as an initial resource for Key Stage 3 (www.makutanojunction.org.uk). Covered in detail in box 1.
- *Another Spanner in the Works* published by Trentham Books.
- *Geckos and Dinosaurs*, a resource developed using OSDE methodology. Covered in detail in box 6.
- Different voices and perspectives taken from real conversations and stories.
- Photo packs from Action Aid and others to show what the situation is really like in a developing country.
- Subject-specific lesson plans and ideas.

Box 4: Effective practice in action: connecting teachers to the best resources

The Global Dimension website (www.globaldimension.org.uk) is a guide to books, films, posters and web resources which support global, intercultural and environmental understanding for all age groups and subjects. The website editor judges a wide range of resources by a series of quality criteria, uploading the best available from NGOs, development education centres, subject associations and others.

A recent survey of usage reveals that the website has an average of 7,500 unique visitors per month. It reaches nearly 100,000 educators per year who would

²⁰ Teacher survey respondents, April 2010

themselves be in contact with over 1.5 million learners.

Resources can be found by searching by subject, age-group or topic. The website also offers a community of support for teachers working in this area, case studies of effective practice and curriculum information.

3.2.7 Resources that are seen as less effective

One interviewee highlights that *"there has traditionally been a lot of work done around role-playing and drama. But this approach has been criticised because it can reinforce stereotypes"* by giving a simplified and inaccurate impression of life in other cultures and countries.²¹

Respondents also suggest that there is a fine balance to strike between resources that focus only on knowledge content, and resources that focus only on learning approaches and pedagogies. *"It's crucial to get the balance right between content and methodology."*²²

School links are undoubtedly popular as a route into global learning for schools. Survey respondents particularly noted the value of *"cultural exchanges, penpals"* and *"...being able to talk to young people from global communities."*²³

However, the research paints an unclear picture as to whether school links encourage effective practice in global learning. Further research would be useful before the contribution of school linking to effective practice for global learning can properly be assessed.

Further uncertainty is evident in the impact of local authority advisory services. One respondent suggested that *"as local authority advisory services have been broken up in many places direct contact through schools may be more successful than through local authorities."*²⁴ However, others suggest that *"support from local authorities"*²⁵ is an important part of a global learning programme:²⁶

"I'd invest in getting support from senior management at a local authority level, which would free up money and resources for teachers that would then trickle down."

3.3 Principles informing these interventions

Almost without exception interviewees made clear that a single resource or intervention will not stimulate effective practice on its own. Instead, interviewees emphasised the way in which different types of resource or intervention are used

²¹ Doug Bourn, Institute of Education [in conversation] April 2010

²² Doug Bourn, Institute of Education [in conversation] April 2010

²³ Teacher survey respondents, April 2010

²⁴ Teacher focus group, Geographical Association conference, April 2010

²⁵ Teacher survey respondent, April 2010

²⁶ Teacher survey respondent, April 2010

interdependently to support global learning. One interviewee summarised this view as:²⁷

"...overlapping circles of effective practice: resources, which must be up-to-date and contextualised; formalised CPD training, and the institutional context in which an intervention takes place."

A teacher brought this principle to life in response to the survey:²⁸

"We are happy with our existing programme but if I were to start again in a new school I would make sure of:

- *Head teacher and governors support*
- *A global link school to make the communication real and relevant. This would include funding and individual pen-pal links.*
- *Opportunities for teachers to visit our school so that the encounter people from outside their experience and for example taste food, dance, sing - aspects of learning that don't come from books or internet.*
- *Teacher support throughout the school so that the learning is shared."*

This principle is one of the strongest findings from this piece of research and is explored in more detail in section 5 below.

The research participants also generally agree that teachers and school leaders themselves must have ownership over any resource or intervention for global learning. Ownership is important for several reasons:

- Teachers and school leaders face many competing priorities, and so need to be able to see that the aims of global learning, *"whilst distinct and discreet, can be made to relate to their existing aims and priorities"*²⁹. If school practitioners do not recognise this, they are unlikely to prioritise global learning above statutory requirements such as the standards agenda. Interviewees emphasise that an important way to help teachers and school leaders to recognise the relevance of global learning to their existing priorities is by developing resources and interventions in collaboration with the teaching community, rather than external to it. An example of collaborative development of resources can be found in box 1.
- A resource or intervention is only likely to have a long-term impact if teachers are supported to develop their skills and practice, rather than having an outside agency deliver a resource or intervention externally:³⁰

"...people have to be creative about what the solutions are for themselves in their setting, rather than us being experts telling them what to do...the only influence you have is that of involving people in these processes and ideas...and people taking ideas for themselves. Many staff have less expertise...but... [teachers] have experience, knowledge, skills which they can share..."

One interviewee cited an example where an NGO went directly into a school, delivered a programme and got good feedback, yet this did not lead to improved

²⁷ Steve Brace, Royal Geographical Society [in conversation] April 2010

²⁸ Teacher survey respondent, April 2010

²⁹ David Lambert, Geographical Association [in conversation] April 2010

³⁰ McCollum, 1999

practice in the school once the NGO had left. This was because teachers were not supported to improve their skills and practices. The interviewee summarised his comments as: *"There is a difference between what works and what is sustainable."*³¹

- Resources and interventions must be tailored to the particular needs of teachers and school leaders, and the subject specialisms of teachers. One interviewee highlights the importance of recognizing that the teaching profession is very differentiated, with some teachers very happy to be autonomous, and others less so. This varies teacher to teacher, and subject to subject:

*"...you can't just talk about good teaching, or good global learning in general. Therefore you can't talk about good global learning resources or interventions in general, but need to be specific to a subject...Geography teachers have certain kinds of issues that are not quite the same as other subject teachers. And some teachers will be very autonomous, others less so."*³²

To achieve this tailoring requires working closely with teachers and subject associations, rather than offering a resource or intervention designed without the active participation of the teaching profession.

4 A pen portrait of an effective system of interventions

There are many routes through which effective practice can be promoted; to bring this system to life it is useful to pick out one possible route in order to explore how a teacher might move from an initial interest in global learning towards becoming a catalytic leader for others.

Theory of change: by providing a system of effective interventions and resources, a teacher can convert an interest in global learning into active engagement, effective practice and can start to catalyse others' interest.

Sam is a secondary geography teacher and Emily is his head teacher. Sam's interest in bringing global perspectives into his classroom was sparked several years ago when he worked as a teacher with Voluntary Services Overseas (VSO) in Zambia. The experience gave him real enthusiasm for bringing global issues into the classroom on his return. However, without external support and held back by the school's focus on standards, his best intentions did not translate into effective global learning.

Nevertheless, he is reminded of his good intentions when he receives a Global Dimension wall planner with the school's copy of the Times Education Supplement.

³¹ Doug Bourn, Insitute of Education [in conversation] April 2010

³² David Lambert, Geographical Association [in conversation] April 2010

The wall planner encourages him to visit the Global Dimension website, where he downloads a short film that discusses the causes and consequences of poverty in Malawi. With personal experience of Malawi's neighbour, Zambia, he is keen to show the film to his class as part of a unit on international development in geography. The video sparks a lot of interest and debate, but several pupils say there's no point in learning about Malawi because "it's the other side of the world" and "there's nothing we can do about poverty anyway". Sam finds it frustrating that he doesn't have good answers to these questions.

When he returns to the Global Dimension website, he sees that there is a CPD course in his local area, delivered through the nearest Development Education Centre. The CPD course consists of a half-day workshop at the DEC, focusing on the Open Spaces for Dialogue and Enquiry methodology for encouraging critical thinking about global issues. Following the workshop, all participants are invited to join a national community of practice hosted by the Geographical Association to share experiences and knowledge from bringing OSDE methodology back into the classroom. After three months, a second half-day workshop is held at the DEC, to reflect on participants' experiences and to further develop their skills and confidence.

Sam puts in a request to Emily, his head teacher, to buy a place on this course, as well as to make cover arrangements for the workshops. Emily's budgets are tight but she has seen the wall planner in the staff room, which reminded her of a workshop she attended at the NAHT conference. The workshop highlighted the ways in which cross-curricular themes such as the global dimension can contribute to engaging students with their learning and raising attainment. Emily is currently trying to make sense of the new cross-cutting themes in the secondary curriculum, and so agrees to allow Sam to attend the CPD course on the condition that he feeds back to other staff members on how to implement a cross-cutting theme such as the global dimension.

Sam attends the course. He finds the half-day event very helpful, but struggles to find the time to put the methodology into practice back in the classroom. However, with the deadline of the second workshop bearing down on him and the knowledge that he is going to have to feed back to his colleagues on the global dimension, he starts to use the community of practice to help bring the OSDE methodology in his classes.

At first the students are quite uncomfortable with the idea that Sam isn't just going to tell them the answers. On the advice of other teachers in the community of practice Sam persists, and gradually he finds his students are starting to critically engage

with issues of poverty and see the links between development and sustainability issues.

When Sam duly reports back to the staff and Emily, he finds that another teacher is championing the school's efforts to become a sustainable school, and so Emily asks them both to run a whole school project to coincide with Fairtrade Fortnight.

The project includes an investigation of the source of the food in the school cafeteria, and leads to a debate within the student council about the relative merits of fairtrade food from abroad as compared to locally sourced food with low food miles. The student council proposes a motion that all food in the cafeteria should either be fairtrade or locally sourced.

After the next set of GCSE results, Emily finds that many of Sam's geography classes have performed above expectations. The classes report that the lessons on poverty, development and sustainability significantly increased their interest in the subject. They particularly enjoyed the way in which Sam encouraged them to think for themselves, whether about development or other issues in geography and to make up their own minds on these issues.

Building on this evidence, Emily encourages other staff to incorporate global learning into their lesson planning and schemes of work. To support these efforts, she asks Sam to work with the school's sustainability champion to write a scheme of work for a year group that brings global learning, sustainable development and community cohesion together. She also offers to deliver a presentation on the impact of global learning to the local association of secondary head teachers, hosted by the local authority.

Key interventions for this pen portrait:

- The Global Dimension wall planner sparked Sam's interest
- Easily accessible and simple resources were available from the Global Dimension website
- A CPD course delivered in the local area built Sam's knowledge and skills
- An ongoing community of practice supported Sam's developing skills
- Policy pressures arising from the new curriculum encouraged Emily to support Sam
- A national conference session on global learning raised Emily's awareness
- A theme week (Fairtrade Fortnight) was a useful hook on which to develop a whole-school approach
- Giving the school council the opportunity to debate and discuss the links between sustainability and global learning engaged students outside the classroom
- Schemes of work and lesson plans developed by Sam and other staff helped to spread good practice within the school

- Emily's presentation to the local association of secondary heads further spread good practice amongst the local authority area

Critical success factors for this pen portrait:

- Time and resource commitments from the school
- Sam's initial interest and enthusiasm
- Support and encouragement by Emily
- An easy-to-use, accessible website
- Locally available CPD courses, which link to an ongoing community of practice
- The interest and engagement of the students, and their improved attainment
- The school's existing interest in becoming a sustainable school

5 What constitutes an effective system of interventions to stimulate global learning?

As noted above, one of the strongest findings from this research is that resources or interventions will not be successful in isolation. By implication, rather than focusing on what constitutes an effective intervention for global learning, we instead need to consider what constitutes an effective *system* of interventions for global learning, focusing just as much on the interactions and interdependencies between resources and interventions as we do on the interventions themselves.³³

In this section, therefore, we focus on three principal areas: the ways in which different resources and interventions can be mutually reinforcing; the ways in which a system of effective interventions can be taken to scale, and the supporting conditions and barriers that affect the whole system of interventions.

5.1 Interdependence between interventions

As part of the interviews and survey research, participants were asked why they felt a particular resource or intervention was successful. Often in response participants cited a further intervention that reinforces teachers' learning:

"...it's to do with the institutional context in which [the intervention] takes place. How does a particular case study [on global learning] support other initiatives in school, such as school linking, or active citizenship programmes?"³⁴

"...Teachers pick up and use material very differently to five or ten years ago. More and more teachers use online resources, but have less time to search for resources. A resource itself is unlikely to be successful unless it is combined with a website that makes the resource accessible to teachers and helps teachers to adapt the resource content to their own needs."³⁵

³³ Hannon V., 2007

³⁴ Steve Brace, Royal Geographical Society [in conversation] April 2010

³⁵ Doug Bourn, Insitute of Education [in conversation] April 2010

Similarly, respondents cited a number of excellent resources or interventions that were unsuccessful because they did not fit into the wider system:³⁶

"High quality CPD is essential. But the problem with what we have been offered in the past is that we are offered the opportunity to deliver a single CPD session and that's it. We know we can inspire people when we present, but if it's not going to get lots in the morass it needs to be combined with other support."

This suggests a high level of interdependence between interventions; one intervention can strengthen and in turn be strengthened by another. For example, a teacher is more likely to see the relevance of a case study on global learning if their school already has objectives around active citizenship or sustainable schools. Similarly, a resource pack will have a much greater impact if there is an accessible and popular website which can promote that resource to teachers and help them use it.

5.2 Scalability

Interviewees saw a real tension between scaling up effective practice for global learning, and the point made in section 3.3 above, that the teaching profession is highly differentiated. This differentiation means that successful resources or interventions in one context cannot simply be implemented in the same way elsewhere.

A further challenge is that some of the very best interventions for global learning are highly resource-intensive, can only realistically be delivered to a small number of people, and therefore appear not to be good value for money:³⁷

"I was very lucky to be part of a WWF session called 'Reaching Out' where teachers paid a subsidised price to go for a weekend away. The weekend was very intense learning about sustainability. Then we were told to go away and implement something and come back three months later for another weekend to reflect and share. The evidence was that this process got people to a level of engagement where they are personally as well as professionally transformed."

WWF decided that this intervention was too costly so pulled the plug. But what they didn't realise was that the session was so effective that these people were going to be catalysts for change in their own context. So the impact of 'Reaching Out' was far greater than it initially seemed."

Findings from focus groups and individual interviews back up this experience. The evidence suggests that an effective way of navigating the tension between focused, resource-intensive interventions and wider scalability is to invest in 'catalytic leaders' and 'intermediary bodies' who can take effective practice from one context and adapt it efficiently and effectively for another context.³⁸ The model of Advanced Skills

³⁶ Clive Belgeonne, Development Education Centre South Yorkshire [in conversation] April 2010

³⁷ Clive Belgeonne, Development Education Centre South Yorkshire [in conversation] April 2010

³⁸ Focus group at WWF *One Planet Education inquiry day* March 2010; Doug Bourn, Institute of Education [in conversation] April 2010

Teachers (ASTs) was put forward several times as a solution in this area, and is explored in greater detail in box 5.

Box 5: Effective practice in action: specialist advisory teachers

A common theme to emerge from this research is that specialist advisory teachers for global learning could perform an important 'catalytic leader' role. These practicing teachers would be supported to invest in their own knowledge and expertise to become expert global learning practitioners. They would be supported to spread good practice amongst their networks and colleagues, on the basis of subject, local community, school cluster and/or key stage. The expertise that these teachers develop might be formally accredited through, for example, the Institute of Education's Development Education Research Centre.

Several similar models already exist in other areas of education, such as the Advanced Skills Teacher:³⁹

"ASTs concentrate on sharing their skills, through outreach work, with teachers in their own and other schools.

The AST grade is designed to strengthen teaching and learning through better leadership, better rewards, better training and better support. ASTs spend 80 per cent of their time teaching their own classes and 20 per cent sharing good practice in other schools."

Another example is of primary level 'champions' for geography, who have emerged from the Action Plan for Geography, discussed in box 7.

5.3 Supporting conditions and barriers

Research participants highlighted several supporting conditions that help to ensure a system of interventions will support effective practice:

- **Effective sharing of good practice across clusters of schools, communities, regions and the country:** research participants note the benefits gained through strong communities of practice organised locally through development education centres,⁴⁰ but argue that there has not been sufficient opportunities to share this good practice nationally:⁴¹

"...there is an excellent body of practice to build on. We need to focus on sharing those methodologies, particularly where [development education] centres have worked in partnership with teachers in local areas to test and develop materials and programmes."

- **Stimulating teachers' and school leaders' creativity:** A clear message from the research is that the most successful resources are developed when

³⁹ Teachernet, 2009

⁴⁰ Teacher focus group, Geographical Association Conference, April 2010

⁴¹ Doug Bourn, Insitute of Education [in conversation] April 2010

teachers and school leaders are encouraged to think creatively about how they can incorporate global learning into their work. In turn this requires time, resources and senior management support to create the space for teacher creativity to emerge.⁴²

- **Reinforcing the idea that global learning is an educational agenda, not a way to campaign in schools:** the strength of a global learning approach is that it the core purpose is teaching and learning, and in particular taking a critical and creative approach to learning. This helps to reassure teachers that global learning should be a core part of education in the 21st century, rather than a way to indoctrinate young people.

"There is a perception that many teachers have of global learning as less educational. This is a big overhang of a charity campaigning approach in schools. We have to be very clear about the educational rationale for global learning, which brings us back to links with the curriculum..."⁴³

- **Linking to other agendas:** By ensuring that all resources and interventions make explicit the links between global learning and: the curriculum; Ofsted inspections; attainment; sustainable schools; the duty to promote community cohesion; the duty to promote well-being; extended services and other agendas, we can help teachers and school leaders make sense of the myriad agendas they must meet.⁴⁴ Research evidence is clear that successful initiatives are those that fit with what teachers know they want, rather than what an outside organization thinks teachers need.⁴⁵
- **Support from senior leaders:** Many teachers emphasise that, whilst school leaders do not always need to be actively involved in global learning, support and encouragement is vital to release teachers to focus on this agenda.⁴⁶

Participants also noted several barriers that can prevent a system of interventions being effective:

- **Teachers' lack of initial interest in the agenda:** interviewees highlight that because global learning is not a mainstream agenda for schools, there are very few levers to engage with teachers who have no interest. The interviewee highlighted audits of the global dimension in the north west of England, which suggest that *"teachers who have had some experience abroad are generally the most interested, for example through VSO or other community engagement projects. A teacher's family background can make a difference. Occasionally the ethos of the school or a charismatic colleague sparks a teacher's interest."*
- **Pressures on teachers' time:** This barrier is described as *"brutally clear"* by one interviewee, but is nevertheless important to acknowledge. Any system of interventions requires teacher time to implement, whether time off to pursue CPD,

⁴² Steele, Hampton, 2005

⁴³ David Lambert, Geographical Association [in conversation] April 2010

⁴⁴ Teacher focus group, Geographical Association Conference, April 2010

⁴⁵ Patton, 2010

⁴⁶ Teacher focus group, Geographical Association Conference, April 2010

or time and support to engage with other teachers in this area.⁴⁷ This is particularly true of global learning, because of the complexity of some of the concepts and issues associated with the agenda. In practical terms this means *"face-to-face interventions have to be part of the mix [of support for effective practice] but can't be everything because of rarely cover."*⁴⁸ Any face-to-face intervention has to be very focused, with clear objectives.

- **Curriculum complexity and cross-curricular approach:** Interviewees note confusion amongst teachers at present over whether global learning can be delivered within specific subjects, or whether it needs a whole-school or cross-curricular response.

*"We need to convince teachers that the curriculum is not a problem; it's a solution."*⁴⁹

*"[We need] direct curriculum linkage supported by national policy, Community cohesion is not sufficient, [it] needs to have statutory weight."*⁵⁰

- **Wider policy context:** Several interviewees emphasise that the wider policy context has been highly prescriptive with Ofsted, the formal curriculum and the duty to promote community cohesion largely determining teachers' response to the global learning agenda. Whilst many teachers are driven by the desire to *"teach good things"*, this desire alone won't allow global learning to break through into mainstream teaching. There may be perceptions of change in the coming months of a new political administration, but the policy context is likely to remain a barrier.
- **Teachers' lack of confidence:** *"Primary teachers don't want to do it wrong and so don't do it at all as they don't know enough about it."*⁵¹ Interviews and focus groups with teachers suggest that a vital part of any package of interventions will be support to make them feel comfortable with controversial issues such as ethics and morality. Teachers suggest this support should both take the form of suggested questions to ask children, as well as encouraging them to recognise that they need not have all the answers. Nevertheless, the evidence highlights that some teachers prefer to have the 'right' answers and this presents barriers to engaging with global learning.⁵²

More broadly, global learning can be considered an innovative approach to education.

Research on bringing innovations to scale indicates *"four necessary conditions for putting innovative products, services and models into practice sustainably and one a large scale"*:⁵³

- 'Pull' in the form of effective demand, which comes from recognition of need amongst teachers, young people, policymakers and wider society.

⁴⁷ Teacher focus group, Geographical Association Conference, April 2010

⁴⁸ David Lambert, Geographical Association [in conversation] April 2010

⁴⁹ David Lambert, Geographical Association [in conversation] April 2010

⁵⁰ Teacher survey respondent, April 2010

⁵¹ Teacher focus group, Geographical Association Conference, April 2010

⁵² Teacher focus group, Geographical Association Conference, April 2010

⁵³ Mulgan, 2007

- 'Push' in the form of effective supply, which comes from generating innovative ideas, developing those ideas into demonstrably workable forms, and their communication and dissemination.
- Effective strategies that connect 'pull' to 'push', and allow innovations to be put into practice.
- Learning and adaptation to ensure that the innovation achieves social impact, and continues to do so as the external context changes.

When all four of these conditions are in place, innovations (such as global learning resources and interventions) come to appear natural. Without each of these conditions, "*promising innovations tend to founder*". The research highlights that amongst social innovation, there tends to be "*a striking absence of institutions that link 'pull' to 'push'*" and that this "*explain[s] why many innovations still depend on...personal commitment*".⁵⁴ Reinforcing the point made in section 5.2 above, this suggests a strong role for 'intermediary bodies' and 'catalytic leaders' who can connect innovative resources and interventions to mainstream teachers.

6 How can effectiveness be measured and evaluated?

Measuring the effectiveness of a resource or intervention is a vital part of stimulating effective practice. By understanding what works and why, we can target investment specifically at the resources which work well, replicate and scale up effective practice efficiently, and convince teachers of the value of this approach.

However, meaningful evaluation of resources and interventions is a challenge. This is particularly true when the aim is to enable and empower teachers:⁵⁵

"It's easy for a practitioner to know what they are doing is good and not want to spend time measuring its effectiveness. But we need this measurement if we are going to sink money into [an intervention]."

There are specific examples of interventions that have been successfully evaluated, such as *Makutano Junction* (see box 1) or *Geckos and Dinosaurs* (see box 6).

Box 6: Effective practice in action: using *Open Spaces for Dialogue and Enquiry* methodologies for global learning

Open Spaces for Dialogue and Enquiry (OSDE) is a learning approach that has been developed to introduce global issues and perspectives in educational contexts, to encourage critical literacy and independent thinking.⁵⁶ *Geckos and Dinosaurs* is a resource developed using OSDE methodology, with the following principles:⁵⁷

- *No-one left out*
- *Good atmosphere*
- *No-one tells you what you should think!*

⁵⁴ Mulgan, 2007

⁵⁵ Alec Patton, Innovation Unit [in conversation] April 2010

⁵⁶ CSSGJ, no date (a)

⁵⁷ CSSGJ, no date (b)

- *No-one (not even the teacher) has all the answers!*
- *Story to encourage critical thinking*
- *Questions*
- *Work in pairs*
- *Dialogue*

An Ofsted inspector witnessed the resource being used in a session with Year 7 students in Nottingham, and evaluated it as excellent.

Feedback from those who have used *Geckos and Dinosaurs* or similar OSDE approaches, suggest that interventions work best when they are delivered through a trained teacher, because it requires care to offer high quality learning experiences.⁵⁸ This emphasises the importance of combining a high quality resource such as *Geckos and Dinosaurs* with effective CPD.

More broadly, there is an important distinction to make between measuring outputs and outcomes. One interviewee highlights that whilst *"DFID is good at making this distinction...teachers tend to be very output-driven these days."* Whilst good global learning can contribute to output measures such as attainment scores, *"we need to convince teachers of the broader outcomes that we are talking about...if you concentrate on outputs you might be diminishing the significance of what we are doing."* The interviewee highlights the example of *Making Geography Happen*, part of the *Action Plan for Geography* (see box 7 for more details). When the project started, there was a strong focus on assessment, but feedback from pupils highlighted that this focus on assessment prevents young people from *"learning actual geography."* As a result, the focus on assessment as part of the measurement of success was dropped very quickly, with strongly positive results in terms of outcomes.⁵⁹

Nevertheless, the significance and importance of assessment should not be entirely negated, and there are strong parallels across to global learning:⁶⁰

"[Global learning is an] opportunity to motivate engagement and commitment through educational purpose. The ultimate goal would be to show that kids who have been undergoing a well-established curriculum for global learning then go on to do better in their maths test."

To this end, an important part of any global learning intervention will be an evaluation of what constitutes effective practice. This can be achieved through a 'theory of change' evaluative approach, described as *"a systematic and cumulative study of the links between activities, outcomes and contexts of the initiative"*⁶¹. Theories of change are developed using robust theoretical evidence of the anticipated impact of an intervention. These theories of change are then tested using available qualitative and quantitative evidence, in the knowledge that this practical evidence will be imperfect

⁵⁸ CSSGJ, no date (a)

⁵⁹ David Lambert, Geographical Association [in conversation] April 2010

⁶⁰ David Lambert, Geographical Association [in conversation] April 2010

⁶¹ Connell, Kubisch, 1998

and incomplete. As the practical evidence builds up, an accurate picture can start to be developed of whether and how theories of change correspond to reality.

Box 7: Effective practice in action: a system of effective interventions

The Action Plan for Geography (2006-2011) has been successfully jointly developed and delivered by the Geographical Association and the Royal Geographical Society (with IBG). It has been running since October 2006, and has been funded for £3.8m over five years.⁶² Whilst this intervention does not specifically relate to global learning, much can be learnt from it as an example of an effective system of interdependent interventions, which interact to stimulate effective practice.

The Action Plan has three goals: communicate geography and education; support teachers; and recognise and promote development whether curriculum or individual teacher development. It consists of eight discreet but interdependent lines of work:⁶³

- Geography Ambassador programme: this programme is delivered in collaboration with a number of university undergraduate geography programmes.
*"...young enthusiastic geographers go into schools to talk about geography. They are non-teachers so they have a special interest for young people."*⁶⁴
- Chartered Geographer (Teacher) status: for individual teachers who can demonstrate effective practice.
- Geography Quality Mark for schools: to accredit effective practice in geography across a whole school, or across departments.
- CPD: this is generally face-to-face, complemented by online learning. This is particularly focused on curriculum-making.
- Local and online teacher networks
- Resource production: these are commissioned by the project using teachers to generate resources on specific topics.
- Young people's geographies: this is "*minor in terms of its funding but significant in terms of what it stands for.*"⁶⁵ This line of work focuses on understanding and making sense of young people's daily experiences, for example the spaces they use and whether they are excluded from these spaces.

*"This is beginning to have a real impact on how geography is offered in schools; it is not something to be delivered but a conversation to be had about young people's experiences."*⁶⁶

- Making Geography Happen: a project showing the work of teachers, children and young people to exemplify good practice in geography; again focusing on geography as a conversation by encouraging feedback between teachers and young people.

The Action Plan for Geography has had a strongly positive impact on the teaching of geography in schools. Outcomes to date include:

⁶² More information available at: www.geographyteachingtoday.org.uk

⁶³ David Lambert, Geographical Association [in conversation] April 2010

⁶⁴ David Lambert, Geographical Association [in conversation] April 2010

⁶⁵ David Lambert, Geographical Association [in conversation] April 2010

⁶⁶ David Lambert, Geographical Association [in conversation] April 2010

- Over 850,000 user sessions made of the Action Plan website www.geographyteachingtoday.org.uk
- More than 3,000 teachers involved in face-to-face CPD support, which is complemented by 15 online CPD courses. The focus for much of this CPD is on 'curriculum making' which supports teachers to develop an inspiring and challenging curriculum.
- The development of 30 new heavily used online resource units supporting the new KS3 curriculum and geographical fieldwork
- The national roll out of two successful accreditations, Chartered Geographer (Teacher) for individuals and Geography Quality Mark for schools.
- Providing presentations to 75,000 geography pupils through the national Geography Ambassador programme. The presentations are mainly provided by a national team of 500 geography undergraduates whose presentations connect new HE approaches to geography to the classroom.
- Establishing 30 local teacher networks, which support c600 teachers within communities of practice. These local networks are complemented by online networks bringing together over 1,300 registered teachers and teacher educators. In addition, there is specific support for primary teachers through the 54 local 'primary champions'.

When asked why the Action Plan for Geography has been a success, interviewees are clear that:

"There is no particular silver bullet. For example, if the Action Plan had just been about resource production we would have had millions of hits on the website but there would have been something missing – a message about teacher's agency. A central element of the Action Plan's success was the clear message that [teachers are] not just delivering stuff but creating a curriculum. The materials serve a purpose as materials but also to seduce teachers into a conversation about geography. Imparting collaboration has been fundamental from the outset."

Alongside this focus on collaboration, interviewees suggest several elements that have helped the Action Plan to be a success:⁶⁷

- A very clear definition and agreement over the problem to be addressed, and careful consideration of how to address it.
- Working closely with teachers' and school leaders' existing practice wherever possible, for example existing pedagogies or sub-topics.
- The Plan was developed from within the teaching community and led by subject associations, not by an external organisation. This meant that *"there was an immediate platform of [members of the subject associations] who were willing to hear what we had to say. This enables you to develop procedures, practices and language that enable the intervention to then reach out further."*⁶⁸
- The lead organisations worked very closely with QCDA over the course of the Action Plan to ensure that it dovetails with curriculum priorities.

⁶⁷ Steve Brace, Royal Geographical Society [in conversation] April 2010

⁶⁸ David Lambert, Geographical Association [in conversation] April 2010

7 A suggested way forward: a conceptual model for effective practice in promoting global learning

Building on the pen portrait above, examples of effective intervention throughout this report and the research evidence, it is possible to draw out a general conceptual model for effective interventions. The model sets out the different stages of intervention that can be expected to bring an actor from an initial interest in global learning through to proving and sharing effective practice (figure 1). It also highlights the way in which different interventions can target different actors in the school system, and how these interventions can interact and support one another (figure 2). This conceptual model cannot tell the whole story about effective practice, because what constitutes effective practice will be determined in part by the teacher involved and their local circumstances. Nevertheless, this model is a useful basis from which to design interventions.

7.1 Principles informing this model:

- Standalone interventions are unlikely to work; in order to stimulate effective practice it is necessary to have a series of interdependent components to any system of interventions. Not all of the forms of intervention in figure 1 are vital, but all are interdependent. The most effective practice is likely to be stimulated when all of the elements in the above model are in place.
- Interventions are both top-down, delivered through government or civil society intervention, or bottom-up through the enthusiasm of a particular teacher, head teacher or school.
- The timing of interventions are important; evidence suggests that it may be most effective to include an element of global learning in initial teacher education, and then target teachers after their second year of teaching.
- Interventions should work with existing practice wherever possible, to allow teachers to work from the familiar. This can be identified in discussion with subject associations and teachers.⁶⁹
- One of the most important factors in encouraging effective practice is the people involved, and their interest, ability, capacity, creativity and commitment. The research emphasises that effective interventions must focus on *"working with teachers to develop their capacity as change agents within the education system"* not on structures or the provision of resources.
 - Therefore interventions and resources should focus on building teacher capacity to deliver a creative curriculum (this need not be limited to global issues but can focus on creativity more generally).
 - An effective way to improve a teacher's practice is to put them in touch with another teacher who is actively engaged in this area.
 - *"The work done shows a respect for and valuing of teachers' input and it recognises their professionalism."*⁷⁰

⁶⁹ David Lambert, Geographical Association [in conversation] April 2010

⁷⁰ Fricke, 2003

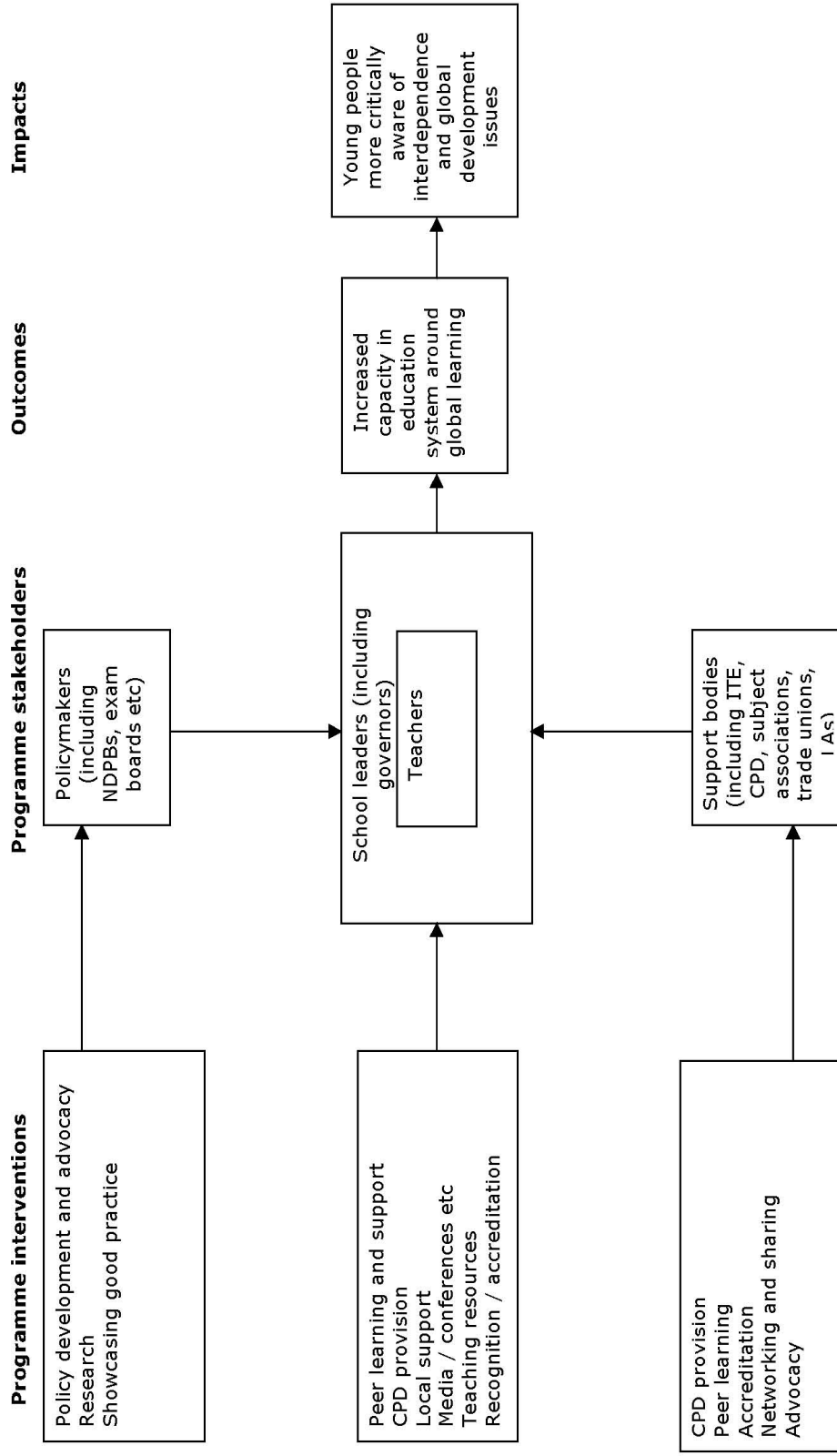
- Both supply and demand for resources and interventions need to be high for effective practice to be mainstreamed. Most interventions (in any field of innovation) can be expected to fail; this is to be expected. Therefore it is crucial to evaluate and learn from failures as well as successes.⁷¹

⁷¹ Patton, 2010

Figure 1



Figure 2



Appendix 1: Types of intervention

The different resources and types of intervention that can contribute to effective practice can be categorised in a number of ways. From a teacher's perspective, the most useful distinctions are between those interventions that require external support at the time of the intervention and those that do not, as well as those that are classroom based and those that build on a whole school, or out of classroom approach

	External support	No external support
In-classroom	<ul style="list-style-type: none"> Projects with outside organisations coming in to support students and teachers 	<ul style="list-style-type: none"> Information about a topic Specific, detailed lesson plan Video/DVD Text (book, narrative, newspaper extract) Text book Worksheets Images Instructions and materials for activities: card sorts, role play etc. Website with game or online activity
Whole school/out-of-classroom	<ul style="list-style-type: none"> Teacher CPD, including: lecture; workshop; opportunity to develop a scheme of work; study visit abroad; book/paper; module in ITE or MA/MTL course; INSET day Evaluation of global learning in the school Communities of practice Conferences National links between schools through the School Linking Network International links between schools through 	<ul style="list-style-type: none"> Overarching documents such as 'what is global learning?' Guidance on curriculum Guidance on self-evaluation forms Scheme of work Teacher network meetings Briefing notes for teachers on current issues in development

Whilst interventions that require external support are generally more resource intensive and may be more impactful, those that do not require external support are generally easier for teachers to access and can reach a greater number of teachers. There is also a distinction between one-off interventions and ongoing support offered over a period of time. There is strong evidence that the latter is much more effective in building good practice.

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Appendix 3: List of interviewees and further sources

Alec Patton, Innovation Unit

Clive Belgeonne, Development Education Centre South Yorkshire

David Lambert, Geographical Association

Doug Bourn, Institute of Education

Eleanor Knowles, Cumbria Development Education Centre

Steve Brace, Royal Geographical Society

Teacher focus group, Geographical Association conference, April 2010

Survey of teachers, May 2010

Appendix 4: Interview guide

1. In principle, what are the characteristics of an effective resource or intervention for global learning?
2. What are the supporting conditions that help to make interventions effective?
3. What barriers stop interventions from being effective?
4. When a range of resources or interventions are used, how can they interact systemically to promote effective practice (for example, how might an online teaching resource complement a face-to-face CPD course)?
5. In practice, are you aware of any examples of particularly effective resources or interventions to promote effective practice for global learning?
6. How can we judge the cost-effectiveness of a resource or intervention?
7. How can we measure the impact of a resource, intervention or skilled practitioner?
8. What research into effective practice already exists which we could draw upon?
9. Who else should we be talking to?

Appendix 5: Literature review template

Title	
Author	
Date	
Publisher	
What evidence does this report give of specific resources/interventions that can support effective practice for global learning in schools?	
What evidence does this report give of the characteristics of an effective resource or intervention for global learning? What are the supporting conditions or barriers?	
What evidence does this report give of the overall system of resources and interventions that will support effective practice for global learning in schools?	
What evidence does this report give of how to measure the impact of interventions?	
What evidence does this report give of how to measure the cost-effectiveness of interventions?	
Any other comments?	