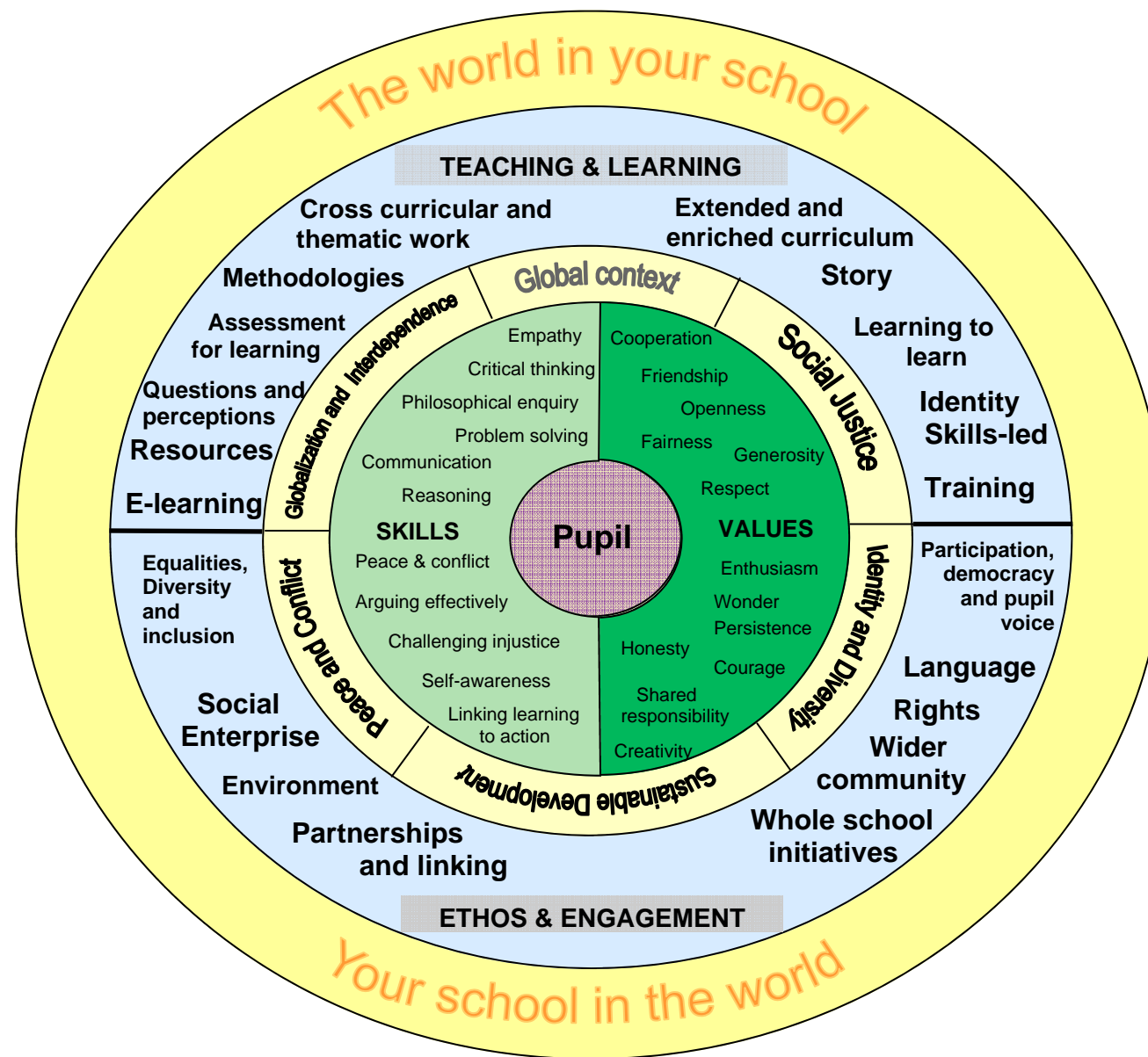


The successful global learner is someone who...	
Enquiry	...is able to ask relevant questions, carry out research, predict outcomes and anticipate responses; they test conclusions and improve ideas.
Problem solving	...is able to identify and understand problems, plan ways to solve them and monitor progress in tackling a problem; they review solutions to these problems.
Critical and creative thinking	...is able to critically assess ideas and opinions, generate their own questions and extend ideas and apply imaginative and innovative outcomes.
Processing information	...is able to locate and collect relevant information; to sort, classify, sequence, compare, contrast and analyse.
Reasoning	...is able to justify opinions and actions, to draw inferences and make deductions, use precise language to explain what they think and make judgements and decisions based on critical thought and available evidence.
Managing feelings	...uses a range of strategies to recognise and accept their feelings and so regulate their learning and behaviour.
Empathy	...shows understanding towards others and are able to see things from alternative viewpoints; they are able to modify their response appropriately in light of this understanding.
Social interaction	...is able to relate positively and confidently with others, take an active part in a group, communicate with different audiences, negotiate, resolve differences, compromise and support others.
Communication	...is able to speak effectively for different audiences, to listen, understand and respond appropriately to others and participate effectively in group discussion.
Self awareness	...demonstrates some understanding of themselves; they know how they learn most effectively, what they are thinking and feeling and begin to critically examine why they think and feel this way.
Self motivation	...takes an active and enthusiastic part in learning; they have acquired a love of learning, they develop independence, resourcefulness and good organisational skills.

## What is Learning in a Global Context?



### Going out from the centre....

Learning in a Global Context has as its main objective, enhancing the learner's experience and development of a global perspective and understanding of him/herself and the world.

### Values and Skills

Central to this process is supporting the development of a range of values and skills. Some of these will be familiar through the National Curriculum and many have been promoted throughout the history of global learning and global citizenship. The values shown reflect universal human values and include those shared by different faiths, as recognised by SACRE\*. What we have aimed to do is to bring together these fundamental aspects in the development of the child, into a holistic approach - Learning in a Global Context.

### The Global Context

The **five key concepts** provide the basis for exploring important concepts of global learning. We also emphasise the importance of tackling current and relevant global news, themes, topics, events and issues to help pupils relate to the world around them. Look on the back for an explanation of each.

**The School: this framework helps support school development across** these two areas.

**Area 1: Ethos and engagement:** this looks at the school as a whole; its vision, its policies, its whole school practice and processes.

**Area 2: Learning and teaching:** this looks more specifically at the learning that takes place in school.

\*Standing Advisory Council for Religious Education

The successful global teacher is someone who ...	
Enquiry	...has developed his or her skills of leading an enquiry, including better questioning, pushing children into depth through questioning, and maintaining an open mind themselves.
Problem solving	...has an ability to facilitate problem solving as a method of learning, such as role plays and simulations to explore experiences of different people around the world, or 'mysteries' to explore causes and effects of complex issues.
Critical and creative thinking	...critically assesses his or her own responses to global phenomena and is able to encourage pupils to think for themselves, through facilitating processes of enquiry.
Processing information	...is able to select a range of information sources that provide multiple perspectives, but with a critical understanding of 'objective' and biased sources.
Reasoning	...has an ability to help pupils to reason, using a process of Point, Explanation, Evidence (P.E.E.) or similar.
Managing feelings	...helps pupils to use a range of strategies (e.g. using SEAL materials) to recognise, explore, respect and accept their feelings as a way of enhancing well being and behaviour.
Empathy	...offers learning experiences that help promote understanding and empathy towards others and help pupils see things from another's perspective.
Social interaction	...creates spaces for pupils to relate positively with each other, take an active role in group work, negotiate, compromise, resolve problems or conflicts, and who models this.
Communication	...puts a high priority on real and meaningful communication amongst pupils and between pupils and different audiences, encouraging group discussion, listening and personal responses.
Self awareness	...help pupils to become more self-aware, to know how they learn most effectively, and examine why they think and feel in particular ways.
Self motivation	...is motivated by global issues and inspires pupils to become engaged in issues by demonstrating the possibilities of resourcefulness and a love of learning.