Developing global citizens within Curriculum for Excellence

2010
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About this resource

Who is this resource for?
This resource is for all practitioners engaged in Scottish education: teachers, school managers, local authority officers – all those seeking to develop our young people as active global citizens.

What is its purpose?
This resource aims to provide inspiration and ideas for classroom learning and to stimulate thinking about integrated approaches to developing global citizens within Curriculum for Excellence. It aims to encourage practitioners to take a fresh look at global citizenship and reflect on the opportunities it can provide through stimulating and relevant contexts across the curriculum and active and collaborative learning and teaching approaches.

What is developing global citizens?
This section explores the ideas that define global citizenship within Curriculum for Excellence. It provides starting points for conversations with others or personal reflection on practice.

What does global citizenship look like?
This section highlights the importance of the role of the teacher and a coordinated whole school approach in developing the attributes, skills and values of global citizenship within learners.

Inspiring practice
This section provides six summaries of innovative practice in developing global citizenship from learning centres across Scotland.

Throughout the document, questions for reflection are posed to stimulate thinking, ideas and discussion with colleagues and pupils.

We wish to thank all the practitioners who contributed to this resource and provided case studies.
What is developing global citizens?
Meeting the challenges of the modern world

The 21st century has presented us with new opportunities and challenges and requires a different approach to education. In our fast-changing world, it is necessary for young people to acquire the knowledge, skills, values and attitudes to adapt and to thrive. Their education should prepare them for living and working in a global society. The big issues affecting our planet, such as climate change and global poverty, require an innovative generation that knows how to find solutions. Our democratic societies need people who recognise the importance and value of participation and making their voice heard. The injustices and inequalities in our society need people who care about human rights and who recognise that our lives are linked together in our increasingly interdependent and globalised world.

This is why developing global citizens is a key learning context within Curriculum for Excellence and why it is firmly embedded within the experiences and outcomes across all eight curricular areas.

The embedding of global citizenship within the totality of all that is planned in the curriculum ensures that our young people will be able to play a full and active part in society – politically, socially, economically, environmentally and culturally.
‘The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening experience of the world, be an encouragement towards informed and responsible citizenship.’

Building the Curriculum 3
Learning for life

Developing global citizenship within Curriculum for Excellence is about recognising our responsibilities towards each other and the wider world. The outcome will be our young people as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world.

Global citizenship includes development of knowledge, understanding, skills and values:

» learning about a globalised world
» learning for life and work in a global society
» learning through global contexts
WHAT IS DEVELOPING GLOBAL CITIZENS?

International education

» preparing young people for life and active participation in a global, multicultural society
» developing a knowledge and understanding of the world and Scotland’s place in it

Sustainable development education

» enabling young people to appreciate the interdependence of people and the environment and motivating them to live sustainably
» contributing to a fair and equitable society that is living within the environmental limits of our planet, both now and in the future

Education for citizenship

» developing young people’s sense of rights and responsibilities within communities at local, national and global levels
» fostering informed decision-making and the ability to take thoughtful and responsible action, locally and globally
Global citizenship within Curriculum for Excellence

From the core values underpinning Curriculum for Excellence to the framework of experiences and outcomes, global citizenship is embedded across the curriculum.

Values

**wisdom | justice | compassion | integrity**

Education to develop global citizenship is values-driven. The challenges and opportunities of the 21st century need the optimism and ingenuity of children and young people who recognise themselves as global citizens.

Purposes

**successful learners | confident individuals | responsible citizens | effective contributors**

Global citizenship is a holistic approach to developing the four capacities within learners. It encourages the development of young people as independent, creative and critical thinkers, confident in themselves, secure in their own beliefs and values, committed to active participation in society, respectful of others and willing to find solutions to local and global problems.

Design principles

**challenge and enjoyment | breadth | progression | depth**

**personalisation and choice | coherence | relevance**

Complex, ethical, global issues provide rich, relevant and meaningful contexts for learning in accordance with the principles of curriculum design.

Entitlements

**broad general education | skills for learning, life and work**

Understanding of society, the world and Scotland’s place in it are entitlements within a broad general education. Global citizenship develops in learners the skills and attributes required for learning, life and work to develop informed views and act responsibly in our modern world.

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‘Global citizenship offers an opportunity to deliver a much enriched curriculum. Every interaction you have with a pupil presents you with the chance to make a difference for the better.’

Principal Teacher, Greenview School, Glasgow.
The curriculum
ethos and life of the school | curriculum areas and subjects | learning across the curriculum | opportunities for personal achievement

Developing global citizens brings together the totality of all that is planned for children and young people in a coherent and meaningful way. All curriculum areas can contribute to developing the skills, attributes and knowledge that will encourage learners to be active global citizens. This provides rich contexts for interdisciplinary learning.

Experiences and outcomes
Global citizenship is embedded in the experiences and outcomes in all curriculum areas, providing many opportunities for learning and teaching.

Approaches to learning
outdoor learning | active learning | creativity | ICT in education | collaborative and cooperative

This variety of approaches encourages democratic and participative methodologies to learning and teaching which support global citizenship. They make connections to real life contexts and recognise young people as citizens now, not in waiting.

‘A positive and inclusive ethos is the single most important factor in fostering the global dimension in the curriculum and in providing effective education for citizenship in schools and early education centres.’

Global Dimension in the Curriculum 2008
### Key principles of Developing Global Citizens

<table>
<thead>
<tr>
<th>Principle</th>
<th>How can you...?</th>
</tr>
</thead>
</table>
| Know, respect and care for the rights, responsibilities, values and opinions of others and understand Scotland’s role within the wider world | » develop an understanding of equality and human rights issues and make links to rights and responsibilities locally, nationally and globally  
» demonstrate the values of wisdom, justice, compassion and integrity both within and outwith the school community  
» provide opportunities that foster self-esteem respect and identity  
» cultivate knowledge and understanding of how Scotland contributes effectively to the global community  
» enable learners to appreciate the values and opinions of others with particular reference to environments and cultures |
| Develop an awareness and understanding of engagement in democratic processes and be able to participate in critical thinking and decision making in schools and communities at local, national and international level | » demonstrate democratic principles through pupil voice and participation in all aspects of classroom practice  
» provide meaningful opportunities for children and young people to contribute to decision making processes  
» motivate learners to engage in local, national and global issues  
» foster political literacy in learners |
| Understand the interdependence between people, the environment, and the impacts of actions, both local and global | » engage children and young people in learning about the interconnectedness of biodiversity, climate change and global poverty issues  
» promote the concept of shared humanity  
» provide opportunities to discuss the impacts of local and global actions  
» develop empathy |
| Appreciate and celebrate the diversity of Scotland’s history, culture and heritage and engage with other cultures and traditions around the world | » cultivate positive attitudes towards difference and diversity  
» explore the rich cultural diversity in Scotland  
» encourage learners to be confident in their own identity and actively engage in exploring a variety of traditions and cultures from around the world |
| Think creatively and critically and act responsibly in all aspects of life, politically, economically and culturally | » develop in learners a range of literacies that will enable and empower them to act responsibly to local and global issues (eg political literacy, financial literacy and media literacy)  
» engage learners in developing solutions to the challenges they face as global citizens  
» encourage the development of informed opinions on complex ethical and scientific issues |

**Reflect**

To what extent does our practice encompass the above principles?  
How can we use global citizenship to enhance and deepen learning within and across the curriculum?
What does global citizenship look like?
Learning as global citizens

Curriculum for Excellence seeks to develop children and young people as global citizens and equip them with the skills, values and attributes to thrive in, and contribute to their local, national and global community, now and in the future.

» Optimistic
» Resilient, creative and enterprising
» Communicates confidently
» Motivated to take action
» Committed to human rights and living sustainably
» Contributes to community life
» Thinks critically and recognises bias
» Caring and respectful of others
» Contributes to community life
» Values equality and diversity
» Develops informed, ethical views of complex issues

» Appreciates Scotland’s diverse culture and heritage and place in the world
» Evaluates scientific, technological and environmental issues
» Can make connections and link learning to real life issues
» Understands different beliefs and cultures
» Believes in making a difference
» Recognises the interdependence of people and nature
» Participates in democratic processes
Teaching for global citizenship

The rich context of global citizenship allows practitioners to embed the design principles of Curriculum for Excellence in their teaching.

It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shapes the learning experiences of our pupils.

» Recognises the opportunities for global citizenship within the experiences and outcomes
» Mirrors the values and attributes expected of pupils
» Stays informed about topical issues
» Nurtures an active, democratic and participatory ethos
» Plans rich indoor and outdoor learning experiences
» Encourages pupils to lead and reflect on their own learning
» Embeds contemporary global issues into the curriculum

» Forges successful partnerships with colleagues
» Is open minded and reflective
» Cares about and respects others
» Embraces the local, national and global community as an extension of the classroom
» Commits to living sustainably
» Supports a whole school approach to global citizenship
» Embraces professional development opportunities and networking opportunities
A whole school approach

There are a multitude of ways to adopt a whole school approach to global citizenship. Each learning centre will embark on this journey in its own unique way. The diagram below may provide a useful framework.

Policy and planning

» Global citizenship underpins the school’s vision and is embedded in the school improvement plan and policies
» Planning and decision-making processes are inclusive and participative, involving learners and the wider school community
» Ethical purchasing is in place wherever possible

Building and grounds

» Signs and displays immediately convey the spirit of global citizenship
» Teachers and learners are encouraged and enabled to use the outdoors as an extension of the classroom
» School grounds have been developed as a resource, to support healthy, sustainable lifestyles, eg quiet areas, sensory and wilderness gardens, allotments, fit trails, greenhouses, outdoor classrooms
» A commitment to sustainable development is clear in school infrastructure, eg waste and recycling facilities, cycle paths and storage, wind turbines and water harvesting

Ethos and relationships

» All aspects of school life are values driven
» Learners are connected to and involved in the local community, establishing positive patterns of behaviour that will continue after school
» An atmosphere exists which reaffirms the self esteem of pupils and staff
» Restorative approaches to behaviour management and resolving conflict are in place
» Learner-led assembly programmes are linked to topical local and global issues

‘About developing global citizenship’: 

“It needs to be a priority in the improvement plan. It needs good active support from senior management and enthusiastic teachers. It needs teamwork from departments and has to be high profile in the school. It also needs many young people to be involved.”

Headteacher, Portobello High School.
Learning and teaching approaches

» Learners are valued and are given opportunities to lead their learning
» Staff are encouraged to embed current issues in their practice
» Professional development opportunities in global citizenship are offered to staff
» Active, collaborative, outdoor and creative learning approaches are integral to practice

Curriculum

» Plans are in place to embed global citizenship in all areas of the curriculum
» Teachers have opportunities to reflect on global citizenship within the experiences and outcomes
» Global citizenship is used as a rich context for learning across the curriculum
» International links are reciprocal and are used to enrich teaching and learning
» Global citizenship is recognised as contributing to raising achievement and improving teaching and learning

Opportunities for personal achievement

» Young people have the opportunity to take on leadership roles and to be active citizens
» Learners are given opportunities to achieve personal success through initiatives such as the Duke of Edinburgh Award, John Muir Award and ASDAN
» Achievement is recognised and celebrated

Reflect

How can we use global citizenship as a framework to provide relevant and motivating contexts for learning across curriculum areas and the wider school?

To what extent does our establishment have a whole school approach to global citizenship?

“Global citizenship has had a profound impact on our school. Pupils are more proactive in their learning and have demonstrated the importance of responsible citizenship and its role in creating a fair and just society.”

Teacher, St Paul’s High School, Glasgow.
### Developing global citizens ...

#### ... is not only...  
#### It’s more about

<table>
<thead>
<tr>
<th>... a task for a single teacher, co-ordinator or champion, eg the school eco-warrior...</th>
<th>a whole school vision and approach embedded in policy and practice, with support from the headteacher and distributed leadership at all levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>... yet another initiative, something else to do...</td>
<td>global citizenship as a context for learning delivering the experiences and outcomes at the heart of Curriculum for Excellence</td>
</tr>
<tr>
<td>... about issues in far-off countries – ‘somewhere else’...</td>
<td>the ways in which local and global issues are connected and relevant to the lives of young people – ‘here and now’</td>
</tr>
<tr>
<td>... to impart knowledge and understanding of world wide issues...</td>
<td>the skills, values, attitudes and attributes required for young people to participate and contribute actively and successfully as global citizens</td>
</tr>
<tr>
<td>one-off projects or ‘bolt-on’, isolated initiatives...</td>
<td>‘built-in’ day-to-day active-learning activities permeating – and joining up – the curriculum</td>
</tr>
<tr>
<td>... having an international link...</td>
<td>a global perspective, where partnerships support the curriculum and sustain a whole school vision</td>
</tr>
<tr>
<td>... a fundraising campaign...</td>
<td>a deep commitment to social justice both locally and globally</td>
</tr>
<tr>
<td>... having a pupil council...</td>
<td>ensuring meaningful learner voice and genuine participation of young people in decision-making process about learning</td>
</tr>
<tr>
<td>... about establishing a fair trade campaign...</td>
<td>fair trade as part of an approach and commitment to equality and social justice</td>
</tr>
<tr>
<td>... about learning across subjects...</td>
<td>learning across curriculum areas which taps into the rich contexts offered by global issues and allows young people to connect their learning and transfer skills</td>
</tr>
<tr>
<td>... learning content</td>
<td>active learning in real and relevant contexts, collaborative learning which models democracy and treats young people as citizens now, not just of the future</td>
</tr>
</tbody>
</table>
WHAT DOES GLOBAL CITIZENSHIP LOOK LIKE?

- Pupil engagement
- Learner voice
- Skills
- Understanding
- Beliefs
- Knowledge
- Values
- Community
- Rights and responsibilities
- Climate change
- Population
- Democracy
- Ethical consumerism
- Human rights
- Rights and responsibilities
- Biodiversity
- Equality
- International school partnerships
- Anti-racism
- Global economy
- Social justice
- Cultural diversity
- Water
- Fair trade
- Prejudice and stereotypes
- Literacy
- Numeracy
- Social studies
- Expressive arts
- Religious and moral education
- Technologies
- Environment
- Languages
- Sciences

Pupil engagement
Inspiring practice

Excellent practice in global citizenship firmly rooted within the context of the aims, principles and values of Curriculum for Excellence is widespread in many Scottish schools and pre-schools.

The following summaries illustrate how aspects of citizenship, sustainable development and international education provide stimulating and relevant contexts for learning across the 3–18 curriculum. These examples are designed to assist practitioners in considering how they go about modelling and encouraging open-minded, change-oriented behaviours and sensibilities in learners. This helps them prepare for life as adults in an increasingly complex, technological and globalised society.

Further inspiring practice is available from LTS online at www.ltscotland.org.uk/globalcitizens
Self awareness and awareness of others

At Aberlour persona dolls are an effective means to extend the learners’ understanding of the world around them. Learning about China begins with an introduction to ‘visitors’ Lee Mae and Lee Yin who accompany the children on their learning journey. By identifying with the dolls the children begin an exploration of their own and other cultures and develop the skills and attributes required for responsible global citizenship. They acquire respect for others and an understanding of differing values and beliefs. As an exciting story-line develops, the children reflect on stimulating images from a pre-school centre in Beijing and learn to count and form simple writing in Mandarin. In turn, they take the dolls on an exploration of life in Scotland including Bonfire Night, a Highland Games event and a trip to the hospital. These learning themes provide a real life context for the children to develop skills in literacy, numeracy and health and wellbeing across many curriculum areas. The story line approach with the persona dolls encourages the learners to see their own experiences in the context of life elsewhere and to celebrate cultural diversity. The children learn to express their own thoughts about this with the dolls, their peers, parents and visitors. Via role play, photographs and through the creation of wall displays the children extend their awareness and knowledge of the wider world and develop the skills necessary for life in an increasingly globalised society.

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**Persona dolls provided an excellent way of introducing global citizenship to young children; ... the context was more meaningful to them and stimulated their curiosity into asking further questions... .’**

Early Years Field Officer, Moray Council
Learners as leaders – Working in partnership to improve the local community

Working in partnership with Planning Aid for Scotland, town planning representatives and the wider local community, children are actively engaged in improvement planning processes for their own school and local area. Underpinned by innovative teaching methodologies and a range of experiences and outcomes across all curriculum areas, this initiative provides an excellent template for a well-designed approach to interdisciplinary learning. It challenges the children to engage in creative thinking processes in order to propose realistic environmental improvements for the benefit of the whole community. With the teacher and a planner acting as facilitators, pupils are given responsibility for directing their learning and work together to develop their skills in effective communication with each other and wider audiences. They learn how to use the knowledge and skills they have acquired to make effective visual presentations which engage an audience, based on real criteria such as legal processes and budgetary constraints. They learn how to use evidence such as video recordings and comments from the town planners to evaluate and improve aspects of working together, their pieces of finished work and their presentation skills. Learners’ knowledge is being built on by further engagement in community issues as they arise. The school also intends to explore their experiences of pupil involvement in improvement planning processes with its partner school in Kenya. A learning and sharing partnership with a Scottish primary school has also been formed in order to develop the recently acquired allotment.

Reflect

How can we use meaningful links with the local community to give learners the opportunity to effect change and to help them form positive behaviour patterns for the future?

‘My favourite part was doing the agreeing and disagreeing bit.’

P5 pupil
Environmental responsibility as a whole school theme

After consultation with pupils, Whitelees Primary School adopts an ambitious whole school approach to environmental responsibility involving every class in partnership with parents and the local community. Driven by the creativity, organisational skills and teamwork of pupils in Primary 6 and 7 this initiative aims to ensure every child in school has an awareness of his/her responsibility as a global citizen. The learners gain an understanding of how individual actions contribute to the overall impact on the environment. They learn to think critically with a ‘can do’ attitude, and arrive at their own conclusions about issues such as poverty, sustainable living and the rights of citizens. This motivates them to acquire the appropriate skills and knowledge to promote fairness for all. In addition pupils are offered the opportunity to engage in partnerships with relevant charitable, commercial, educational and governmental organisations. Classes choose to explore various linked themes including food packaging, recycling, pollution, climate change, water and energy conservation, wildlife, transport, road safety and healthy diets. The learner’s voice and participation are strong elements throughout. Quality assurance and self-evaluation are an intrinsic element of the process. In order to engage their peers and the wider community in global issues, and as part of a wider programme of enterprise activities, the P7 pupils take the lead in organising a climate change roadshow. Classes across the whole school are given the opportunity to showcase their learning about ecological awareness, justice and the global community, including the performance of their own play and ‘eco’ song.

“You can do things with the school that you might not otherwise get the opportunity to which gives us a great sense of achievement and creates a good impression for our school. We have a real sense of pride in our school because of this – it makes us a real team!”

P7 pupil

School: Whitelees Primary School
Local authority: North Lanarkshire
An exploration of identity and discrimination

This interdisciplinary initiative explores identity through social and emotional literacy across the curriculum. It challenges young people to critically investigate prejudice, racism, cultural identity and diversity and provides an opportunity for pupils to express their views, reach their own conclusions and to develop their literacy skills. Driven by the core values of wisdom, justice, compassion and integrity, ‘Threads in the Tartan’ provides a vehicle for the examination of the role of the individual in the context of the wider community. It provides a motivational basis for learners to develop skills in research and investigation and addresses experiences and outcomes in religious and moral education, literacy, health and wellbeing and social studies. In order to deepen the learning experience representatives of the Grampian police and an African poet work with the learners to contextualise their learning in real life settings. Through, poetry, drama, storyboarding and film making the young people communicate their own personal experiences, thoughts and feelings regarding social inclusion for all. This culminates in an annual whole school festival where pupils share their learning with their peers and wider audiences to raise awareness about the impact that prejudice and discrimination can have in school and the wider community. Next steps include liaising with the school’s music department in order to explore music as a medium for expression of cultural identity and the inner self.

Reflect

How can we encourage learners to learn about diversity, stereotypes, prejudices and discriminatory behaviours in the context of life in Scotland?
International education: A context for experiential learning in the senior school

The international ethos at Perth High School exerts a huge influence in approaches to and contexts for learning and teaching. All young people at the school are given the opportunity to develop the knowledge, understanding, values and skills to grow up and actively engage in their local communities and global society. The increasingly exciting and challenging experiences accessed by pupils as they progress through the school’s broad range of cross-curricular activities culminate in S5 and S6. Through the formal curriculum and as part of an ‘Options’ programme senior pupils are offered motivating and inspirational opportunities to further immerse themselves in aspects of global citizenship: The Modern Studies and RMPS departments engage the pupils in creative thinking and discussion forums with contributions ranging from MSPs to Tibetan Nuns; a biennial two week trip to China allows senior pupils to deepen their political literacy, investigate current business practices and study the Chinese language; the English and Art departments contextualise their cross curricular focus with a cultural visit to New York; Social subjects and Modern Languages departments engage senior pupils in European citizenship education by links to peers in other European countries and a visit to the European parliament. Senior pupils take on leading roles of social responsibility in working with international charities by raising money and rebuilding schools and orphanages. Many of the schools senior pupils work in support of three African schools and each session spend time in Africa, gaining a deeper insight into the country.

In liaison with the associated primaries the junior and senior pupils at Perth High come together to organise an annual International Conference for P6 and P7 pupils in preparation for the start of a six year ‘international’ programme where education for life in the 21st century reaches out far beyond the classroom.

“Young people will need a wide range of knowledge, skills and attributes in their daily lives and relationships which are valued by their families, communities, colleges, universities and employers, if they are to become successful, confident, responsible and effective adults who can meet the challenges of life and work in the 21st century.”

Building the Curriculum 4
Practitioners collaborating across a local authority

Highland Educational Services

Meeting throughout each session, this enthusiastic professional learning community (composed of officers, teachers and a librarian, in partnership with a development education worker) is leading the development of embedding global citizenship in learning and teaching across the 3–18 curriculum in Highland. In the context of the aims, values and principles of Curriculum for Excellence, the group provides invaluable support and information to teachers and runs a high-quality programme of continuing professional development. They help practitioners address the global dimension in their on-going work so that Highland’s learners will have the knowledge, understanding, skills and values to allow them to participate effectively and contribute as global citizens. Their global citizenship Glow group is designed to showcase and share emerging practice so that practitioners have the opportunity to network and make connections with other teaching professionals and agencies across the authority and beyond. In liaison with the Developing Global Citizens Team at Learning and Teaching Scotland, the Highland group organised a highly successful whole day event about global citizenship, attracting more than 100 practitioners from across the region. This has led to a series of developing global citizens curricular based roads-shows to reach the authority’s wide geographical area.

Reflect

Dialogue with colleagues in school, across a school cluster, at an event or through a Glow group can challenge you to:

» consider how to embed global citizenship in your learning and teaching approaches
» think about ways to take forward sustainable education in the classroom
» find out what is meant by global citizen education
» consider how to make global awareness part of daily routine
» find out about inspiring ideas to adapt and implement.

How do we connect, share and collaborate with others to provide a rich learning context for global citizenship?
DEVELOPING GLOBAL CITIZENS WITHIN CURRICULUM FOR EXCELLENCE
Further Support

Contact us
If you have a specific enquiry about Developing Global Citizens please contact:

The Developing Global Citizens Team
Learning and Teaching Scotland
The Optima
58 Robertson Street
Glasgow G2 8DU
Email: globalcitizens@LTScotland.org.uk

General enquiries should be directed to the Learning and Teaching Scotland Customer Services Team on Tel: 08700 100 297, email: enquiries@LTScotland.org.uk

Glow
Visit the national Glow Group for Developing Global Citizens to access resources, share, discuss and collaborate. Check out our programme of Glow events and other related groups to support staff in developing our children and young people as global citizens.

Web
www.LTScotland.org.uk/globalcitizens
Visit the global citizenship pages on LTS online to access a range of support including:

» forthcoming events and professional development opportunities
» latest news, e-bulletin and citizenship blog
» key resources and publications
» an extended version of this resource
» good practice ideas and case studies.

Sign up for our e-bulletin so you are kept up to date about the latest activities, opportunities and support for staff that is available.