

WORK IN SCHOOLS



This year I have spent considerably more time than usual contributing to Schools Forum of the national network, IDEAS. I am a member of the Enabling Effective Support (EES) Steering Group which plans strategic work with teachers and schools. The group's first task was to recruit a new Global Education Co-ordinator to replace Kadie Armstrong; Eddy Richards has been in post since January. Over the summer and into the early autumn, much time was spent with others in the network putting together the annual report of global citizenship work in Scotland to DfID, a job Kadie normally did with relative ease and great efficiency. Hot on the heels of that, it was time to consider our next five-year strategy, to take us up to 2014. I would never have imagined how time-consuming these tasks would be!

My work falls into 4 main areas:

- 1. Liaison with advisers and teacher networks** in Dundee, Fife, Angus and Perth & Kinross, to promote a programme of Continuing Professional Development (CPD), curriculum advice and resource support to teachers.
- 2. Raising awareness of fair trade and trade justice** as an educational tool for global citizenship.
- 3. Taking a Global Approach to the Initial Teacher Education (ITE) project** – work with lecturers on a local strategy to establish in ITE the concepts and principles of Global Citizenship/Sustainable Development.
- 4. 'Dhaka to Dundee' project**, funded by a DfID mini-grant, to explore Dundee's past and current links with the Bengal area

1. Liaison with Advisers and Teacher Networks

DUNDEE

CPD Twilight sessions

- 'Introduction to Global Citizenship' 15th September, St. Ninian's RC PS** This was a whole school session, attended by

14 teachers, to introduce methodology and resources into the planning process.

- **Introduction to the ‘Dhaka to Dundee’ project and Development Education methodology & resources, 26th November** We were invited to engage with the Social Subjects Curriculum for Excellence Reference Group, with a view to teachers becoming involved in the project. This was a mixed group of primary & secondary teachers, who took part in some photograph activities and viewed resources. More about the project below!
- **‘Fair Trade – Ideas and Resources for the Classroom’, 25th February** In Dundee, the first Fairtrade City in Scotland, all primary schools cover fair trade as part of their ‘Global Citizen – a Fair World’ topic, so there is great potential for this work to be officially recognised by gaining the Fairtrade School Award from the Fairtrade Foundation. The main purpose of this event was to build on existing work and encourage more Dundee schools to join the award scheme (5 have already enrolled). 18 teachers and two Quality Improvement Officers (QIOs) attended. They tried out activities, viewed resources and sampled Fairtrade goodies served by our Abertay University Food and Consumer Science student on placement Ailsa McInroy.

Victorian Tea Party, Verdant Works Museum, 3rd March

This celebrated Fairtrade Fortnight, and brought together the work Ailsa had been doing with us. It also provided an opportunity to launch the ‘Dhaka to Dundee’ project. The tea party took the form of a ‘rich man, poor man’ spread of either cucumber sandwiches and fine home-baked cakes with silver service, or mugs of tea and jelly pieces!

One teacher later reported feeling *“the unexpected personal emotion and feeling I had of unfairness when I was put in the poor group and my colleague placed in the rich group... We tried out exactly the same thing with the P7’s. The reactions and responses were amazing and helped to reinforce the learning and teaching of fair trade and fairness in the world.”*

Ailsa's artistic menus gave background information on the foods we take for granted and their role in shaping social history. The afternoon was greatly enjoyed by over 40 teachers, who had the chance to sample both fares, and take an optional tour of the museum. Many thanks to Brian Kelly of Verdant Works, Ailsa, and all the other helpers.

FIFE

'Making Sense of Global Citizenship' Conference, 3rd November

Planned since last year, this conference followed on from the introductory CPD sessions and aimed to build up the Fife Global Citizenship Teacher Network. This was a real team effort, with Scotdec in Edinburgh pulling it all together, and many members of the IDEAS network contributing with workshops. Many thanks are due to Oxfam, DfID Global Schools Partnership, Montgomery DEC, Scotdec; to the teachers from Castlehill and St. Columba's RC primary schools in Cupar, and staff from Falkirk Council and LTS (Learning and Teaching Scotland); and of course Fife Council which hosted the event. Comments from the 47 teachers who attended showed they enjoyed the workshops, appreciated the chance to share practice with other teachers and valued viewing the resources. The long-term impact of this on classroom practice is currently being sought, but comments made on the day included:

"Very good ideas for the classroom"

"Good ideas. Could have done with longer I think."

"Early Years – excellent ideas using photos – keen to try the ideas out."

PERTH & KINROSS

CPD sessions – Global Citizenship in the Nursery & Early Years, 9th February and 27th April

This was a course with a resource package over two mornings, giving time in between for reflection and trial of materials. On both occasions, teachers were very enthusiastic and at the second session reported how much the children had enjoyed learning about the children in the Watoto pack, especially the photographs, which

had generated lots of discussion and raised awareness among the children of the similarities as well as the differences of their lifestyles. Teachers have since shared some of the materials with colleagues. Some of their comments ...

“An extremely worthwhile course with the added advantage of wonderful resources to take back to school.”

“Fantastic packs – will be well used.”

“Very good introduction on how to discuss global citizenship issues with children.”

ANGUS

I have met with the QIO for Citizenship to discuss future support for Angus schools in terms of CPD and resource lending. Several Angus schools have expressed a desire for CPD, and many have borrowed resources. Several classroom visits on Fair Trade have also taken place.



2. Raise Awareness of Fair Trade and Trade Justice

This role is both a local and a national one for me.

Locally, I carried out 9 classroom visits on fair trade and ran a Traidcraft stall at St. Fergus PS Eco Day. Through the Dundee Fair Trade Forum, I have also been liaising with an Active Schools Co-ordinator and, with a grant from the Scottish Fair Trade Forum, provided snacks and Fairdeal footballs for a Football Festival with a cluster of primary schools in Dundee to mark Fairtrade Fortnight. The CPD session for Dundee teachers has already been covered above.

Fairtrade Schools Conference, Glasgow 12th June

This was a conference put on by the Fairtrade Foundation for Scottish schools wanting to know more about how to become a Fairtrade School. It included a chance for schools to meet two young people from the Kuapa Kokoo Co-operative in Ghana. My

role was to liaise with local workshop leaders, and help to run the workshop on 'Fairtrade in the Curriculum'

Enrolment for the Fairtrade School Award scheme run by the Fairtrade Foundation is one way of measuring schools' commitment to fair trade. Numbers of schools registered are:

- Angus – 11, plus 3 achieved Fairtrade status.
- Dundee – 5
- Fife – 25, plus 3 achieved Fairtrade status.
- Perth & Kinross – 8

As Scottish contact for the Fairtrade School Award scheme, I refer schools to their nearest DEC for support: 45 enquiries this year from outwith our own area. Nationally, 51 schools have achieved Fairtrade status, with 522 schools registered on the scheme. Although many have as yet submitted no evidence of progress towards Fairtrade status, registration indicates interest in the topic; this must be partly as a result of the work of IDEAS members. A volunteer for the Scottish Fair Trade Forum is working with the DECs on how best to support schools which have registered, but may require advice on resources and CPD.

At present I am working on a template workshop outline, part of IDEAS' CPD development work, collating teacher comments from recent sessions across Scotland.

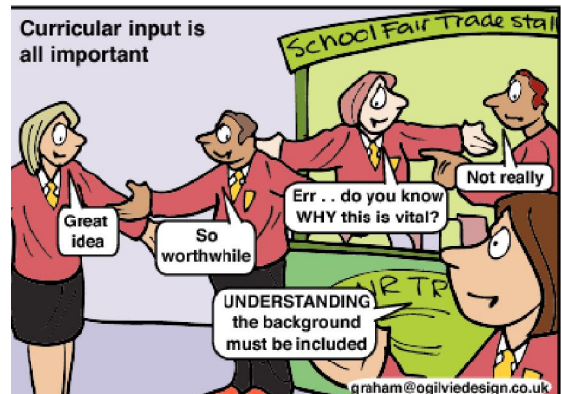
3. Taking a Global Approach to Initial Teacher Education (ITE)

For this national three-year project I have been liaising with lecturers at Dundee University's School of Education, Social Work & Community Education on how to integrate the principles of global citizenship/sustainable development into the B.Ed. and PGDE courses.

In December, Graham Wilkinson and I led a staff development session for lecturers. The theme was 'Inclusion' and we used the United Nations Convention on the Rights of the Child and the Millennium Development Goals as a focus for inclusion in its widest sense, on a global scale. Using a range of activities and methodologies as a stimulus for discussion, we considered some of

the complex reasons why some children have their rights met and others don't, and how teachers might tackle controversial issues in the classroom. The session certainly generated plenty heated debate!

Parallel research by a group of lecturers with teachers in Dundee and Angus schools into teachers' understanding of, and motivation for, global citizenship work shows that the global dimension can be the vehicle for a lot of work, that it allows



cross-curricular links and is consistent with the aims of the new curriculum – very encouraging! There were reports of benefits to children's social and interpersonal skills and levels of motivation and self-esteem, with pupils having a desire to learn more.

An application has now been made by IDEAS to the EU to share practice in ITE work with colleagues in Lithuania and Bulgaria.

4. 'Dhaka to Dundee' project with Verdant Works Museum.

This project is using the historical links of the jute trade between Dundee and Bangladesh/India as a focus for exploring issues of social justice today in that part of the world, particularly as regards the clothing trade and climate change. Five teachers are actively engaged in curriculum work, to develop a range of topic-specific, interdisciplinary lessons which would provide a framework and basis for study.

Based on prior knowledge, pupils will identify what they want to know, and the skills they require. Draft transcripts of interviews done with pupils show a remarkable understanding of the reasons behind the decline of the jute trade in Dundee, and great appreciation of Dundee's social history.

A bank of resources for teachers is being prepared, others are showing an interest in being involved, and there are some exciting ideas in the pipeline!

EXPECTED IMPACTS OF THE ABOVE PROGRAMME OF WORK WERE:

- **A 10% increase in teacher contacts**
34% increase achieved (from 150 to 201)
- **A 10% increase in borrowing and sales of resources**
. 26% increase on last year (up from 107 to 135)
Sales figures are now collated nationally and are not yet available.
- **8 CPD sessions carried out**
We carried out 9 CPD sessions, as detailed above.
- **A body of evidence regarding the positive impact on classroom practice and pupil attitudes**

In addition to evidence cited above, there is a huge increase in the number of schools celebrating Fairtrade Fortnight, many in very imaginative ways! Teachers are increasingly willing and able to share examples of their global dimension work. At the moment, a lot of this evidence is anecdotal, but systems are now in place to capture more relevant information and start to build a bank of case studies. For example, a teacher from a primary school in Perth & Kinross which had already signed up to the Unicef Rights Respecting School Award scheme used the 'First Steps to Rights' pack after our CPD sessions which, she said,

"Made me more aware of how ideas could easily be linked through other topics – I feel it is important to embed global citizenship wherever possible, not just leaving it to one specific topic, as it is more meaningful this way and relevant to the children."

She continued,

"Children as a whole are far more able to talk about their rights, as was evident at our assembly."

- **By the end of three years, policies and service improvement plans of the 4 target local authorities to have explicit global dimension content**
I think this was an over-ambitious target for the timescale, but I would hope to see progress in at least one local authority by this time next year.

Sally Romilly (April 2009)