

Being a GLP Partner School – 2 terms in!

by Robin Sharp, GLP Coordinator and Head of D&T, The Lakes School, Cumbria

Being part of the GLP has focused us on what really matters in the running of a school to prepare our students to be global citizens. Much of what we are doing is 'work in progress' but, collectively, it is gradually starting to have an impact on how we think about the future for ourselves within a global context.

Having been made aware of the GLP from a middle leader, our Acting Head Teacher became interested in negotiating a pathway to utilise it to develop:

- questioning – driving an enquiry-based curriculum
- international mindedness – driving an attitude of tolerance, co-operation and understanding towards other cultures and traditions
- experiences outside the classroom – driving enriching experiences and providing opportunities for different learning styles
- citizenship and enterprise – driving collaboration and behaviour for learning.

The framework of the programme was presented to the whole staff at a staff INSET that had been arranged to plan to meet development objectives for the coming year. A working group was born made up of a cross section of staff, led by a middle leader who assumed the role of GLP coordinator.

The short-term objectives of the working group were to establish ourselves as a credible body within the school community, pool our ideas for enhancing teaching and learning, and to apply and become accepted as a GLP partner school.

Our local Expert Centre school invited us to attend a Twilight session with other interested schools later in September. This was an important step towards us becoming fully committed to the programme, as the meeting involved us in writing our own school mission statement:

- *To broaden the minds of our students to the part they will play in the future of the world*

This was shared with the working group back at school to draw up some definitive whole-school aims, which included developing pupils':

- knowledge of developing countries, their economies, histories and human geography
- active citizenship, responsibility and voice
- values
- understanding of poverty and what can be done about it
- interest in other countries and cultures.

With the school now registered onto the programme, the next task was to complete an online audit of current provision. Representatives from all faculties were invited to give their input while we completed this in the school library. The audit questions were projected onto a large screen, giving everyone the chance to give an accurate assessment of current provision. To our amazement, once the audit had been submitted we were presented with an instant bespoke action plan and £500 of e-credits to use towards meeting our training needs.

'It was a brilliant experience actually and to have the development plan instantly appear was pretty impressive! I'm quite excited by it all really and have been really impressed with how easy it is to interact with the links on the audit.'

Robin Sharp, GLP Coordinator, Lakes School

Some members of the school staff were actively engaged in looking to develop their own careers as well as their own subject areas through the GLP. The action plan provided the means to structure this with the support of the newly appointed Head Teacher who attended the first working group meeting of the second term. His supportive presence was crucial at this tentative stage as it became apparent that there was much work to be done if we were to make a real impact on teaching and learning. He listened, supported and interacted with our ideas and how these could feed into his vision for the school's future. Within a week he had updated and modified the school stationery to include the GLP partner school logo – a measure of our school's commitment.



We prioritised the actions suggested from the audit to our whole-school objectives and decided to enrol the school in the UNICEF Rights and Respecting School Award and Secondary Geography Quality Mark. These would be led by departmental middle leaders.

A second full day meeting of local partner schools was led, again by our Expert Centre and GLP Local Advisor, but also included an input from the GLP National Leader. The day was focused on our understanding of globalisation and interdependence, challenging our thinking on global stereotyping, considering multiple perspectives and meeting a local third-party CPD Provider, Cumbria Development Education Centre (CDEC).



Wearing our 'globo glasses' – seeing through other eyes and considering multiple perspectives!



Comparing our training needs to those of other schools in our cluster enabled the Local Advisor to identify common themes that highlighted options for us to share training events and spread the overall cost – maximising our e-credits and encouraging us to work in clusters.



Hearing from our Expert Centre about mapping global learning across the whole curriculum.

Key pointers for being a pro-active partner school

- Make sure your Head Teacher is on board – you need support from SLT
- Get colleagues on board too – two heads (or 3, 4, 5 heads) are better than one!
- Make use of the Whole School Audit tools and the accompanying Action Plan with the links it provides
- Ask questions! Your GLP Expert Centre and Local Advisor are happy to help and have plenty of suggestions!

The Lakes School is a smaller-than-average mixed 11–18 comprehensive, near Windermere in Cumbria. Over recent years, the school has consciously looked to integrate many aspects of social, moral, spiritual and cultural learning within the curriculum across a range of subjects, and became involved in the Global Learning Programme in September 2013.

Additional material from the Lakes School website:

- The Lakes School GLP eNews (July 2014 edition) – [Global Learning Conference \(page 14\)](#)
- From the [News pages](#) (article 18/10/2013):

Mr Crook and Mr Sharp welcomed two teachers from Ghana to the Lakes School last Friday. Ebenezer and Agnes were here on a visit to study 'Global Literacy'. As part of our 'Global Learning Programme' we were extremely pleased to welcome them to our school and invite them to meet students and take part in some of our lessons. Whilst Agnes spent time in Geography; Ebenezer delivered a lecture on environmental issues resulting from industrialisation in Ghana to our 6th Form Product Design Students.