

GLOBAL LEARNING ... A PROPOSED LEARNER ENTITLEMENT?

This proposed entitlement is the result of many discussions and debates involving Tide~ teacher groups. It reflects their priorities for young people's learning in a changing global context.

This entitlement is not offered as any kind of prescription, rather as a starting point for further debate. How do we see it in our school? What are our priorities?

“ **Good global learning involves pupils thinking critically about issues from a variety of perspectives, discussing a range of solutions and building awareness of positive change, how it occurs and how individuals can contribute.** ”

The global dimension in action
~ a curriculum planning guide for schools, QCA 2007

For debate:

- ◆ *What do we identify as being of particular importance for students in our school?*
- ◆ *Is there anything we wouldn't include?*
- ◆ *What are we already doing well?*
- ◆ *What needs more work?*
- ◆ *What would we add or change?*
- ◆ *To what extent does the KS3 curriculum enable this?*

Learners are entitled to develop ...

- ◆ a positive sense of self, respect for others and a wider sense of social responsibility;
- ◆ skills of enquiry and critical thinking;
- ◆ the confidence to communicate and work as part of a team;
- ◆ an ability to engage with different perspectives.

Learners are entitled to engage with ...

- ◆ global issues [from natural, economic, social and political perspectives];
- ◆ the reality of interdependence;
- ◆ processes of development and change and the implications of this;
- ◆ the challenges of sustainability;
- ◆ perceptions of identities and belonging in a diverse society;
- ◆ debates about how we participate as citizens and recognise the rights of others in a democratic society.