Chapter 25

Characteristics of a Global Learning School

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Introduction

The purpose of this chapter is to examine what is meant by a 'global learning school' and to identify key characteristics that might help to define it. The term 'global learning school' has been used for some time within global learning circles as a useful shortcut to describe a school that has adopted global learning as a core focus, where global learning is encouraged and embedded throughout the school and where it becomes part of the school identity. But little evidence-based research exists as to whether there is such thing as a global learning school and what one might look like in practice. Bourn (2014a: 33) alludes to a school that has taken their global learning activities to another stage:

> It is where the school has moved to the next level and looked at its engagement in global learning in a more strategic way that one can start to talk about a 'global learning school'.

While other literature provides more of a checklist of attributes that might make up aspects of a global learning school – global curriculum, leadership, planning, teaching about diversity, teamwork, criticality, communication, attitudes and knowledge (Edge, Khamsi and Bourn, 2009; Cotton, 2018; Blackmore, 2014).

It is my aim in this chapter to bring evidence from the Global Learning Programme (GLP) in England to help define what a global learning school might look like, and to identify the common features and key characteristics that emerge from the data collected from a sample of schools at the forefront of global learning delivery in England. The GLP was a five-year national programme running from 2013 to 2018 and had one-third of schools (almost 8,000) in England participating. A key feature of the programme was its focus on peer-led global learning support, with 336 Expert Centres (ECs) being established to provide training and assistance in global learning to networks of local schools. It is these EC schools that provide the evidence-base for this chapter, based on the assumption that a GLP EC could act as a proxy for a 'global learning school'. The research identifies the common factors that identify these ECs as global learning schools and indicates those aspects that set them apart from other schools where global learning is less prevalent. While previous research has looked at global learning in individual and/or small numbers of schools, this is the first time a larger data set has been used to support such analysis.

The chapter draws on evidence from schools in England, so relates to its particular educational context. Global learning does not currently have a strong role in the national curriculum or

educational policy in England, although there are a few key policy areas where global themes can be explored (Bourn et al., 2016). Rather, global learning tends to be driven by schools: keen teachers and head teachers who choose to include a global learning agenda within the teaching and learning of their schools in order to enhance the learning experiences of their pupils. In this context schools are often guided and supported by external initiatives, such as those offered by the GLP. The GLP was exceptional in that it was a national programme of support to schools funded by the British government, which offered global learning a legitimacy in schools and resulting in a greater number of schools being recruited than previous initiatives. With the ending of the GLP, the Connecting Classrooms through Global Learning programme looks to take the success of the GLP forward as the British government's follow-up programme for schools[1].

In this chapter I initially provide further information about the GLP and the data on which this chapter is based. Then using a focus on literature and evidence from the GLP, I identify eight attributes that characterize a global learning school. I finish with discussion on points raised and suggestions for further research.

GLP and methods of data collection

The aim of the GLP was to support teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3 (pupils aged seven to fourteen). The premise being that teachers who are more confident and able in global learning would adapt teaching and encourage whole school change. As a result much of the focus of the GLP was on developing the knowledge, skills and confidence of teachers to support global learning in their schools.

A network model was adopted as it provided local support to teachers from peers with experience and/or expertise in this area – and provided ECs with the opportunity to take their learning further into the community. Through the network model ECs acted as hubs to recruit and support teachers in local GLP 'Partner Schools'. Each EC was expected to recruit between fifteen and twenty-three local Partner Schools, though smaller and larger networks also exist. The Lead Coordinator attended a two-day EC training session and they were expected to deliver eight training sessions to their partner schools over a period of eighteen months. ECs were supported by GLP Local Advisors and had access to external continuing professional development (CPD) and could take part in the GLP Lead Practitioner training programme.

This chapter draws on findings from three main sources from the GLP:

- The GLP Whole School Audit is an online survey tool which maps against the progression framework of the GLP Whole School Framework (Hunt and King, 2013; King, Hunt and Hopkin, 2013; Hunt and King, 2015). The focus of analysis is on data from ECs, in particular where their responses differ from those of partner schools as this data, I suggest, is indicative of that of a 'global learning school'. (For further analysis and actual data, see (Hunt and Cara, 2018b; Hunt and Cara, 2018a).)

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[1] https://connecting-classrooms.britishcouncil.org

- Baseline and impact interviews took place in eight GLP ECs with school leaders, teachers and pupils.
- The GLP Innovation Fund, which supported teacher-led research, produced a number of useful findings which I draw on (Simpson, 2018; Simpson, 2016; Cotton, 2018; Alcock and Ramirez Barker, 2016; Lewis, 2016; Heuberger, 2014; Yates, 2018; Pendry, 2018).

The characteristics presented are evidence-based, but do not suggest a rigid and prescriptive account of a global learning school. Schools differ in their contexts, experiences and relationships, meaning each global learning school will have its own story (ies), of which this chapter attempts to draw some of these together. While there are other factors associated with increased global learning in schools (e.g. higher school inspection ratings and schools serving more affluent communities (Hunt and Cara, 2018b)), as these are not in necessary characteristics of a global learning school, they have not been included. So, on this basis, drawing on evidence from GLP ECs, the chapter responds to the question:

- What are the key characteristics of a global learning school?

Characteristics of the global learning school

Supportive leadership and vision

School leaders' educational values, strategic intelligence and leadership strategies shape the school and classroom processes and practices (Day et al., 2009), which suggests that a global learning school needs a leader who is able to champion global learning: someone with personal values to support a global ethos and the strategic drive and skill to see this put into action.

Research indicates that school leadership that provides a school vision and supports a global ethos is critical for the success of global learning on any scale (Coe, 2007; Bourn et al., 2016; Hunt, 2012). In a global learning school, leaders understand the value in global learning and the benefits this brings to pupils' ability to navigate complex global issues and can use effective planning to embed a school vision, preparing pupils for a global world. Supportive leadership are important not only in terms of setting the tone for global learning in the school but for ensuring continuity of global learning champion(s) (Bourn et al., 2016). Leaders can determine the extent to which the school engages with external global learning providers and supports the professional development of teachers.

Evidence from the GLP supports the importance of leadership for the global school (Cotton, 2018; Hunt, 2018; Alcock and Ramirez Barker, 2016). This sees global learning in many GLP schools embedded within the school vision and translated into school development plans and pupil learning outcomes. It also sees supportive heads ensuring a range of staff attend training on global learning, which means expertise is not only concentrated in one or two champions. Also heads in leading global learning schools allocate time to key staff to drive engagement within the school and time for curriculum mapping to pull in. Indeed, school leaders in global learning schools are able to identify global learning as a priority and set in place measures to realize this.

One school leader describes aspects of this process:

Global Schools is written into the development plan … we've literally mapped out the whole year of what's happening … we've put in dedicated staff meetings for … global schools so that we can develop some more, what I want to be seeing as more sustainable ways of bringing Global Schools into the curriculum. (head teacher, Expert Centre (EC) primary school)

Alcock and Ramirez Barker (2016) in particular provide an example of a school leader in a GLP EC using global learning as a mechanism to raise standards in writing within the school after a 'requires improvement' Ofsted[2] inspection. Here:

The head teacher was keen to find ways to identify that global learning could be used and seen to contribute towards raising standards within a core curriculum area as well as develop the breadth and balance of the curriculum and support the school's ethos. … It was decided that [using Development Education (DE) methodologies to support improvement in writing] would be a priority within the school by senior leadership. (2016: 7)

It was the drive and vision of the head teacher who ensured all staff were trained in global learning methodologies and this was infused into the writing curriculum across the school. She had the foresight to see that resulting changes to pedagogy could lead to enhanced pupil progress. Alcock and Ramirez Barker (2016: 78) state:

Senior leadership and vision are essential to ensure progress with this type of intervention, where global learning falls outside of the current conceived agenda for raising standards.

In another GLP Innovation Fund report, Cotton (2018) notes the importance of school leaders in ensuring the sustainability of global learning in schools, with strong leadership as well as support from the governing body, seen as key. In global learning schools, not only do school leaders drive global learning but they also foster it across the whole school, meaning the global momentum can remain, even if key staff leave:

[The head teacher has] told me … that if I left tomorrow (global learning) wouldn't go with me now, because it's now part of the school and it's part of children's lives. (lead coordinator, EC primary school)

Global learning champion

All global learning schools have a global learning champion or champions, whether it is a school leader, a trusted member of teaching staff or a group of global enthusiasts. We know from previous research that global learning champions tend to have been educators for a period of time, often have a subject specialism in geography, history, personal/social or religious education and many have personal experience travelling or living abroad for periods of time (Hunt, 2012). Bourn et al. (2016) state that

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[2]   Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages and give each school a rating.

support for global learning and sustainability has … relied heavily for its successful implementation and influence in schools on individual champions, teachers who are passionate, committed and enthusiastic about these issues.

Individual champions can be particularly important where there is a lack of policy support for global learning, such as the case in England. However, the emphasis on individual champions can lead to a lack of engagement from the school as a whole and if an enthusiastic teacher moves on, the involvement in global and sustainability themes within the school can disappear.

Evidence from the GLP supports the importance of global learning champions to the drive and success of global learning schools (Hunt, 2018; Cotton, 2018). Each EC had a member of staff leading global learning within the school, driving the engagement of staff and helping to embed global learning within the curriculum. In some instances that staff member becomes a symbol for or reminder of global learning, by their mere presence.

Everything started with me driving it and me being kind of the face of global learning. (lead coordinator, EC primary school)

When we see her …, (we know she's) coming in to support (global learning activities), which is brilliant. (head teacher, EC primary school)

Similarly, the global learning champion can fulfil the wishes of school leadership and also serve as a reminder to them, who may be busy with a range of priorities, to back global learning:

If you've got a (global learning) zealot they're always making it a priority you know. (head teacher, EC secondary school)

Whole school approach

Evidence suggests a global learning school operates (or is working towards) a whole school approach to global learning (Hunt and King, 2015; Edge, Khamsi and Bourn, 2009). The aim being that global learning is part of a school vision, a strategic approach to teaching and learning that maps across the whole school, and not a series of isolated or piecemeal interventions. A whole school approach suits global learning, in that it can be

delivered across a variety of both formal and informal learning spaces, and involve a range of stakeholders across the school and its community. Global learning also supports the development of wider values and skills, which can connect to key aspects of a school's ethos and the wider purpose or vision of a school. (Hunt and King, 2015: 3)

In engaging with whole school approaches a global learning school might nurture global learning as a lived, active experience (Shallcross and Robinson, 2007), where it is integrated into all aspects of the school,[3] rather than something that is solely taught within lessons. Indeed, global

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[3] For example, outside of the classroom, these learning spaces might include school assemblies, the school councils, school displays and speakers brought in to talk to pupils.

learning has been most effective where it has become part of the broader curriculum and ethos of the school (Hunt, 2012).

The GLP advocated a whole school approach to global learning as imagined through its Whole School Framework (King, Hunt and Hopkin, 2013), where twelve categories for global learning were identified, including

- pupils' knowledge and awareness of global issues;
- teachers knowledge and confidence to teach global learning;
- how school leadership and vision supported global learning;
- how the school supported values such as fairness, empathy and tolerance;
- the extent to which the school supported staff CPD on global issues and
- global learning within the curriculum.

Evidence from the GLP shows the importance of whole school approaches to global learning schools. GLP ECs have higher levels of global learning across all whole school categories, meaning in these leading schools global learning is more embedded across the whole school. For many global learning schools this means global learning is embedded within the school ethos, values and purpose of the school, something that binds the school together and provides the focus. One head teacher explains this:

> It is just a thread that's continual throughout all the children's learning. So we don't say, we're going to do some global learning now. It's sort of ... it's just there all the time with links to it. (head teacher, EC primary)

Global learning in teaching and learning

Incorporating global learning within the formal and informal curriculum is an important part of the global learning school (Hunt, 2012; Bourn et al., 2016; Cotton, 2018; Edge, Khamsi and Bourn, 2009). In order to do this global aspects can be mapped and planned into the curriculum or global learning subject guides can be used to support inclusion and the GLP provided support to schools to embed global learning into the formal curriculum through subject guides.

Evidence from the GLP shows the importance of embedding global learning in the curriculum for global learning schools. It shows ECs integrating global learning into a range of subject or topic areas. While schools embarking on a global learning journey might focus their activities in geography, this focus often expands to history, religious education and some sort of personal social learning as they embed further. While schools tend to identify fewer curriculum links with core subjects, such as mathematics, reading and writing (Hunt and Cara, 2018b; Hunt and Cara, 2015), research from two EC leads challenges this assumption. Alcock and Ramirez Barker (2016) provide an account where the focus of global learning is on improving writing in a primary school. Pendry (2018) advocates for the inclusion of global data in mathematics as a way of engaging and inspiring teachers and pupils, as well as raising levels of participation from more reluctant mathematicians.

There is evidence that some global learning schools take global learning curriculum mapping very seriously. Various accounts focus on school staff taking time to identify where best to

include global aspects, often in time for the new school year. Indeed, Hallam (2017), a former head teacher and EC lead, produced a written account of how primary and secondary schools can embed the UN Sustainable Development Goals within the curriculum. Another head teacher talks about the need for a sustainable global learning curriculum drawn together by a 'golden thread' which pulls the curriculum together, focuses school activities and shapes the ethos:

> If we just keep doing projects in their own right – which is lovely and great – we won't get that ... (head teacher, EC primary school)

In other schools, global learning is the driver that shapes what pupils learn across subject areas and learning spaces:

> We have fully embraced global learning across our curriculum with global learning sessions every day as well as links in whole school and assembly themes. It has vastly increased the children's awareness of the world around them and given them a much more nuanced view of people and places around the world away from the usual stereotypes. (lead coordinator, EC primary school)

A key focus of teaching and learning in global learning schools is supporting pupils to see links between the local and the global (and vice versa), and how communities across the world are interconnected, to not only have an understanding of the wider world but to identify themselves within the context of that world and being to explore the part they can and might play within it.

> We use it across the curriculum to bring real life examples and to give children a global perspective. It helps the children see that they are connected with people across the world, that our actions affect other people. (lead coordinator, primary school)

> Global learning enables our children to look beyond their streets and gives them a better understanding of the world beyond and their role in making it better. (lead coordinator, primary school)

Moving towards a pedagogical framework for global learning

Various research notes the importance of appropriate pedagogic approaches to support global learning (Simpson, 2018; Bourn, 2014b; Bourn, 2014d; Miller et al., 2012; Bourn et al., 2016; Blackmore, 2016; Yates, 2018), but what this means in practice varies. For example, Bourn provides a number of accounts on the importance of pedagogy (e.g. Bourn et al., 2016; Bourn, 2011; Bourn, 2014b; Bourn, 2014d) in global learning. He recognizes the role of power, inequalities, identity and the opportunity for learning to support a process of transformation. Bourn et al. (2016: 19) describe the need for many teachers to shift their pedagogical thinking:

> Whilst recognising increasing children's knowledge is important, it is how this knowledge is presented to, as well as understood and received by learners that makes a distinctive area of learning. Above all it means recognising that the learners' own experience, outlook and socio-cultural background need to be recognised and responded to as part of the pedagogical process

They describe initiatives that make the global relevant to the lives of pupils, recognizing different perspectives, voices and views of the world. They also recognize the growing importance of approaches such as Philosophy for Children (P4C)[4] in supporting active participation and discussion of pupils (Bourn et al., 2016).

In other literature, Blackmore (2016) develops a pedagogical framework for global citizenship education which includes aspects of critical thinking, dialogue, reflection and responsible being/action (transformation). Through examples based on classroom observations, she shows how classroom activities can encourage pupils' to question, discuss, think, explain, work out a response and identify potential action. Simpson (2018), for example, describes a participatory pedagogy framework which shifts more traditional classroom hierarchies, whereby equality, equity and co-agency are promoted within relationships.

So, while the actual approach taken may differ, a key characteristic of a global learning school is that educators have adopted pedagogical approaches that support global learning. This means offering opportunities for pupil voice, critical engagement and self-reflection and giving pupils space to grapple with different ideas, where there may not be just one answer and enabling them to engage with complexity.

Evidence from the GLP shows the importance of pedagogy to the global learning school, with staff in ECs more likely to adopt pedagogic approaches (e.g. critical thinking, ethical enquiry or developing multiple perspectives) which support global learning. In many instances staff in global learning schools describe using approaches which support pupil voice and critical engagement in particular. So, for example, there is focus in their accounts on group work, discussions and debates.

In global learning schools there is a particular emphasis on teachers' supporting the critical engagement of pupils and opening them up to different perspectives or viewpoints. Staff indicate the usefulness of approaches such as school linking and P4C to challenge pupils' perceptions, open them up to new alternatives and get them to see things from different perspectives (Yates, 2018; Lewis, 2016). Indeed, there is evidence that approaches such as P4C have had considerable influence on teaching and learning in global learning schools, with P4C the most attended training course on the GLP (Bentall, 2019). This is partly because of the shared approaches and commonalities between the two approaches which seem to add depth to both. In her description of P4C, EC lead Yates (2018) suggests an emphasis on

> the community critically and creatively examining … their ideas and opinions, with a helpful focus on agreement and disagreement … (with) children (learning) to think for themselves through thinking with others.

She also describes clear links between global learning and P4C, where for example, schools are able to use global learning materials as a stimulus for P4C; the participatory methodology of P4C aligns with that of global learning and with regular practice there is a transformational dimension to P4C, that can lead to a change in thinking and actions, similar to global learning.

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4   Philosophy for Children is an enquiry-based approach to unlock children's learning through the exploration of ideas. A stimulus is shared with a group of children who with the help of a trainer engage with philosophical questions about the stimulus. P4C aims to help children's thinking, communication skills and boosts their self-esteem.

The importance of P4C to global learning is evidenced in a number of ways, for example:

> When we first introduced these debates some of the children could be almost ... aggressive towards each other. Some of the younger children say things like, well my mum thinks this so I'm going to say this … quite closed opinions and almost trying to put each other down. … And so (P4C) has completely changed their attitudes towards each other when you're talking about these issues. (teacher, primary school)

Engaging with external providers and award programmes

To support a whole school approach global learning schools are often involved in global learning initiatives where support is given to the school by external providers[5] (Edge, Khamsi and Bourn, 2009). This might involve external providers working directly with children, training teachers or working with the school to enhance whole school approaches to global learning.

Research from the GLP shows the important role external providers can play in the global learning school, with ECs tending to engage with a range of external providers. Indeed, analysis shows schools working with one or more global learning external providers have higher levels of global learning across the whole school. Staff in these schools acknowledge the important role external providers can offer them on their journey (Cotton, 2018; Alcock and Ramirez Barker, 2016) and how they can provide the building blocks for further global engagement. One teacher describes how taking part in a rights-based awards programme has enhanced their global awareness:

> I think that's given us a really good foundation. … I think (staff are tuned into global issues and becoming a global citizen and what that means. I think they're a bit more tuned in than maybe some other schools. (lead coordinator, EC primary school)

In another example, Alcock and Ramirez Barker (2016) suggest that an external provider was able to provide specific expertise to enhance training on their curriculum project, which included a wide knowledge of DE frameworks, resources and methodologies.

Staff development and confidence

Evidence suggests the importance of staff training to embed global learning in schools (Bentall and Hunt, 2018; Bourn et al., 2016; Bourn, Hunt and Bamber, 2017). Not only does training support the development of knowledge and skills, it helps develop teachers' confidence to engage in global issues, engage with strategies to incorporate these into teaching. Specifically within global learning there is a focus on teachers having the space to explore their values and attitudes towards global issues and to critically self-reflect and examine their own beliefs. Where global learning training might be transformative, a critical assessment of teachers' existing beliefs and frames of reference may be required (Bentall, 2019; Mezirow, 2009).

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[5] This might include NGOs, local global learning providers and/or involvement in global learning awards programmes or school partnerships.

Evidence from the GLP shows the importance of staff training and development to the global learning school. Evidence indicates that EC staff are more likely to be trained in an aspect of global learning, either through internal staff training or external CPD. They are more confident in their ability to teach global issues and train other teachers to do so. Evidence shows EC teachers involved in the GLP have built their confidence and ability to lead other teachers to support global learning and to develop an enriched global focus within their own school. Moreover, analysis shows us that external CPD training and peer-led network training has positively influenced the quality and quantity of global learning in schools.

There is a focus in global schools to ensure that a range of staff are trained in aspects of global learning, so not just relying on one champion or leader to run everything. For example, on the GLP there was a drive in many ECs to use the network training sessions developed for staff in other local schools, to train in-house staff.

> We thought by the end of the course we'll be able to get probably every teacher and every teacher assistant (TA) involved in our training. (head teacher, EC primary school)

There is also evidence that suggests that staff in global learning schools, often the global learning champions, have through training reflected on their own ideas and practices and gained confidence to critically engage pupils to think more deeply about global issues:

> [Expert Centre training included] engaging in discussions with other colleagues and being presented with … different materials, different perspectives. [It] was also really useful because it questions your practices, improves your practice, it changes your methods and the resources that you use. And I feel that was really, really useful. (lead coordinator, EC primary school)

> I've been on so many global learning workshops, or similar types of events now, it kind of ... I feel really confident in doing things like that. Whereas other teachers obviously haven't had that experience, so they might come to a point where they think, well that's it now; we've covered it. When this is kind of where you really want to get into it and have those discussions and challenge [pupils] and what do you think about this? Go a bit deeper. (lead coordinator, EC primary school)

Moving from charity to social justice

Adopting a critical social justice approach to action is important to global learning schools and one of the core goals of the GLP was to support schools to move from charity to social justice. Many schools start their global learning engagement by introducing fundraising for overseas causes, but this has been critiqued (Tallon et al., 2016; Bourn, 2014c), as it has the

> potential to distort people's perceptions of other countries or peoples, particularly of those in the 'South'. (Simpson, 2016: 2)

In her research for the GLP Simpson (2016) describes an action research project she carried out in a school to support teachers to make the move away from a charitable perspective. Here she describes what this might mean:

> If we consider a social justice mentality in relation to a charity mentality, the main difference is that we remove the smokescreen of 'sanctioned ignorance'. By engaging in critical reflections

on local and global injustices, especially from the perspectives of others, we begin to disrupt those 'myths' about our relationship with the global 'South'. (Simpson, 2016: 2)

A social justice approach requires teachers (and pupils) to be critically engaged, committed to asking questions about power and justice and inequality. It can be uncomfortable, challenging and transformational. It can also produce a range of positive outcomes such as challenging stereotypes, promoting equality on a personal level or affecting changes within society on a social level (Simpson, 2016). A social justice approach requires time and effort, over and above that of most fundraising initiatives.

As (Simpson, 2016) indicates, the path towards a social justice approach in global learning schools can be challenging, particularly as it requires shifting the practices and mind sets of teachers (and pupils). Many teachers, particularly those with younger pupils, shy away from critical and controversial engagements (Hunt, 2012). However, there is evidence from global learning schools of the desire and shift towards a social justice approach, regardless of how difficult this is to achieve:

I don't think we're quite there yet. I mean I'm very aware of it and that is definitely one of the great aims, to get there. But I don't think we're there yet … but we are on our way to move to social justice. (lead coordinator, EC primary school)

And we are moving away from charity work, which we do a lot of as a Catholic school, but trying to do more campaigning, so being proactive with things like writing to the prime-minister, our local Member of Parliament. (lead coordinator, EC primary school)

Discussion and conclusion

This chapter has focused on identifying characteristics that make up a global learning school by using GLP data to imagine a global learning school, combined with an awareness of existing literature. It shows how global learning schools are able to embrace a range of approaches and attributes in order to deliver a global experience, no matter where the school is located. For many global learning schools, 'being global' is a driving force of the school's identity.

Table 25.1 provides a summary of the features identified in this chapter as characteristics of a global learning school.

How this works in practice and the interplay between the different elements differs between schools. Case study examples of good practice from the GLP[6] show a variety of approaches and drivers, such as the global goals, values and rights-based education and critical approaches to engagement (for other examples of this, see Bourn et al., 2016) and the characteristics identified in a global school are able to work with these approaches.

Schools are fluid and moving spaces, each comprising of unique experiences, contexts and relationships. With this in mind I aim not to offer a fixed and prescriptive account of what a

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[6] https://files.globaldimension.org.uk/wp-content/uploads/2019/02/12154601/Case-studies-and-films-from-schools.pdf

Table 25.1 Global Learning School Characteristics

Global learning school characteristics	Examples in practice
Supportive leadership and vision	• School leader's personal values embody global learning. • School leader prioritizes global learning in strategic planning of school, for example, curriculum, staff training and workload allocations. • School governors supportive of global learning. • School vision includes global learning and plans are in place to achieve this vision on a sustainable basis.
Global learning champion(s)	• One or more global learning champions drive global learning engagement within the school. • Global learning champions feel confident to train others in this approach. They are given support and time to drive engagement.
Whole school approach	• School adopts a whole school approach to global learning, whereby global learning is present regularly across the school rather than piecemeal and isolated interventions. • Whole school approach supports global learning as a lived experience.
Global learning in teaching and learning	• Global learning included in a range of subject and topic areas. • Schools move away from concentrating all global learning in geography, to include other subject areas. • Pupils learn about interdependence and how they play a part in global world.
Pedagogical framework for global learning	• Teachers adopt pedagogical approaches that support global learning: offering opportunities for pupil voice, critical engagement and self-reflection. • Pupils have safe spaces to engage with different ideas and engage with complexity. • Pupils have a voice within the school.
Engaging with external providers	• Global learning support provided to school by external providers such as non-governmental organizations (NGOs). • External providers work directly with pupils, train teachers or work to enhance whole school approaches to global learning.
Staff development and confidence	• Most or all staff have participated in activities to develop their confidence using global activities and/or pedagogical approaches. • Teachers have space to explore their values and attitudes towards global issues and to critically self-reflect and examine their own beliefs. • Teachers confident to introduce global aspects into teaching and learning.
Moving from charity to social justice	• Forms of action draw on social justice approaches, with teachers and pupils critically engage with issues, asking questions about power, justice and inequality.

global learning school might look like, rather I suggest a range of attributes and approaches that analysis indicates might be present in a school that has chosen to embrace global learning. This might serve as a guide to schools who are possibly looking to enhance their own global learning. Many schools talk about global learning as a journey (Cotton, 2018; Hunt and Cara, 2020 forthcoming); if their aim is to move towards embedding global learning, then I hope this account might support schools looking to do so.

From a research perspective, while this account locates a global learning school clearly in an English context, it would be interesting to understand how the notion of a global learning school translates into other contexts. Are there similarities between how schools approach global learning in schools in England and elsewhere, or is the global learning school more context-specific? Ultimately, is it possible to refine these understandings of what a global learning school might look like, based on evidence from elsewhere?

This account has taken on Bourn's (2014a) use of the term 'global learning school' and explored what a school that has moved to the 'next level' and approached global learning strategically might look like. The development of global learning schools on such a scale in England has been made possible because motivated educators have found support in initiatives such as the GLP, where whole school approaches, staff development and critical engagement were key drivers. It is crucial that funding of this type continues to reach schools in order to sustain engagement and inspire the next generation of global learning schools.

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