



Benchmarks for the *Global* Dimension in Education

Benchmarks for the Global Dimension in Education

1 Leadership and Ethos	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
The school vision, culture and environment	The school has considered how to include a <i>Global Dimension</i> in the school vision statement.	The school includes a <i>Global Dimension</i> in its vision statement, which has been discussed by <i>Governors</i> . Some displays in school reflect the <i>GD</i> .	The policies and practices of the school are consistent with its vision statement, which includes a <i>Global Dimension</i> .
Leadership	The Head teacher recognises the importance and value of the <i>Global Dimension</i> and its potential benefits for the school. Copies of DfES document 'Developing a <i>Global Dimension</i> in the Curriculum' have been distributed to <i>Governors</i> and staff. The idea has also been shared with the <i>School Council</i> .	The <i>GD</i> is seen as an important element in a broad and balanced curriculum. This understanding informs discussions on policy and practice at staff, <i>Governor</i> and school council meetings.	The Head teacher and <i>SMT</i> are proactive in supporting the <i>Global Dimension</i> Team There is a <i>Governor GD</i> champion. The school council discusses global issues and choices about actions to take on a regular basis.
Planning	There is a draft plan for the <i>Global Dimension</i> (including its eight concepts) in school.	The <i>Global Dimension</i> (including its eight concepts) is included in the <i>School Improvement Plan</i> or a separate specific action plan.	The <i>Global Dimension</i> (including its eight concepts) is addressed comprehensively in the <i>School Improvement Plan</i> or a separate specific action plan.

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Leadership and Ethos (Contd.)	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Coordination	There is a member of staff responsible for the <i>Global Dimension</i> .	There is a <i>GD Coordinator</i> with support. This could be in the form of a working group and/or an allowance or non-contact time as part their allowance (The role could be included as part of a broader responsibility).	The <i>Coordinator</i> has an allowance and/or non-contact time as part their allowance. (The role could be included as part of a broader responsibility) There is a <i>Global Dimension Team</i> involving the <i>Coordinator</i> , staff and optionally, pupil representatives, which meets regularly.
Policy Statement	There is a letter of intent signed by the <i>Chair of Governors</i> setting out the aims of the school in terms of the <i>Global Dimension</i> .	There is a policy statement developed in line with <i>DfES</i> guidance on the <i>Global Dimension</i> . (ref <i>DfES 1409-2005</i>). This makes links with policies on anti-bullying and promoting race equality and other relevant policies (<i>Healthy Schools</i> , inclusion, behaviour management, eco-code etc.).	The <i>Global Dimension</i> is included in the <i>Policy Statements</i> of at least 60% of all curriculum areas.

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2 Teaching & Learning	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Curriculum Audit	The SMT has agreed to carry out a curriculum audit. A timescale is identified. The SMG has identified a member of staff / team to coordinate the audit.	A Curriculum Audit identifying gaps and opportunities for Global Dimension carried out for at least 5 subjects. An Action Plan has been developed.	The Curriculum Audit has been carried out in all curriculum areas and Action Plans have been developed for the teaching of the Global Dimension <i>as a coherent whole</i> .
Schemes of Work	There is some inclusion of the Global Dimension in schemes of work in some subjects.	Schemes of work have been systematically revised to fill the gaps identified by the audit & in line with the Action Plan, using the 8 concepts as the basic framework. ¹ Some cross-curricular work is undertaken.	Schemes of Work have been systematically revised in response to the audit, so that the eight Global Dimension Concepts are taught coherently across the curriculum (in at least 8 subjects).
Lesson Planning and teaching styles	The Global Dimension is featured in some Lesson Plans in some subjects. It includes experiential teaching and learning methods.	New lessons, including experiential methods, have been written and fill the gaps identified by the audit, clearly articulating the Global Dimension concept that is being taught for the 5 or more subjects. These lessons have been trialled and are now part of the curriculum. ²	New lessons have been written in 3 further subject areas, clearly articulating the Global Dimension concept that is being taught. These lessons have been trialled & are now part of the curriculum. They are reviewed as part of an annual review.

¹ In delivering the Global Dimension is important to see the how the concepts are interrelated and to try to see them as a whole. It's important to try to ensure that any work done permeates a subject rather than is limited to any one teacher is teaching.

² If a lesson covers several subjects then please record these,

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Teaching & Learning (Contd)	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Student knowledge & understanding, values & attitudes	There is some evidence of students' knowledge & understanding, values & attitudes in relation to the <i>Global Dimension</i> e.g. pupil work, notebook.	There is some evidence of students' knowledge & understanding, values & attitudes in relation to the <i>Global Dimension</i> from across 5 curriculum areas.	There is evidence of students' knowledge & understanding, values & attitudes in relation to the <i>Global Dimension</i> from across 8 curriculum areas.
North South School Partnerships	The school is currently establishing a curriculum-based link with a country in the 'South'. (Africa, Asia, Latin America or the Caribbean).	The school has an established curriculum based link. With a country in the 'South'. There is regular communication.	The school has an established curriculum based link with a country in the 'South'. This is integrated into a number of curriculum areas and includes regular exchange of ideas between students relating to three or more of the 8 GD concepts.
Assemblies and extra curricular activities	At least 3 of the 8 <i>Global Dimension</i> concepts are included in assemblies, off timetable days/ weeks and extra curricular activities.	At least 5 or more of the 8 <i>Global Dimension</i> concepts are included in assemblies, off timetable days/ weeks and extra curricular activities on a regular basis.	All of the 8 <i>Global Dimension</i> concepts are included in assemblies, off timetable days/ weeks and extra curricular activities on a regular basis. This includes opportunities for pupils to make choices about taking action.

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3 Monitoring and evaluation	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Monitoring & Evaluation	An annual meeting has been held to review work and evaluate progress.	Regular meetings are held to review work and evaluate progress.	The Global Dimension Team reviews and evaluates progress and prepares a report to <i>Governors</i> .
4 Resources	Level 1	Level 2	Level 3
Teaching Resources and Reading & Reference books	There are some resources for teaching the <i>Global Dimension</i> in school and some materials in the library (Some examples are listed - see <i>Global Schools Website</i> for list). Teachers have visited some websites.	A resources audit has been undertaken for 5 or more subjects. Gaps in resources have been identified and new resources purchased/ accessed. There is an approved list of <i>GD</i> websites.	A wide selection of <i>Global Dimension</i> resources, including websites are used for teaching across 8 curriculum areas and can be found in the school library.
Socially and Environmentally Responsible Purchasing Policy	Both staff & pupils have an awareness of where products and services come from and their social and environmental impact. Fair Trade issues are explored in the curriculum & school assemblies.	Staff and pupils have an awareness of ethical consumption issues from curriculum & assembly work. Fair Trade, ethically produced and environmentally friendly goods and services are purchased where possible.	An ethical purchasing policy and practices has been adopted and includes a commitment that, where possible, Fair Trade, ethically produced and environmentally friendly goods and services are used within school.
School Finance	School <i>Governors</i> are aware of ethical finance issues and options open to the school. (See Annex A: www.yhgsa.org.uk)	The School has a draft Ethical Finance Policy. Wherever possible, funds are invested in line with this.	The School has an Ethical Finance Policy. Wherever possible, funds are invested in line with this.
School Funding	The SMT is aware of Ethically Responsible Funding (see Annex B available: www.yhgsa.org.uk).	Additional funding is actively sought from organisations with a positive ethical record (see also Annex B)	The school has an Ethically Responsible Funding Policy. Additional funds are sought and accepted in line with this.

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5 Staff Development	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Staff Development	At least 50% of Heads of Department have received & discussed a copy of the <i>Global Dimension Guidance</i> at a departmental meeting and have identified possible training needs.	Some training on the <i>Global Dimension</i> is provided for all staff. Opportunities are provided for staff to share expertise (i.e. at CPD days). A number of staff have taken advantage of staff development opportunities in the <i>Global Dimension</i> .	All departments have received & discussed a copy of the <i>Global Dimension Guidance</i> at a dept. meeting. A majority of staff have taken advantage of staff development opportunities in the <i>Global Dimension</i> - e.g. through CPD, N S Link, staff meeting etc.

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6 Parental/ Community involvement	Level 1	Level 2	Level 3
Area	Developing	Established	Enhanced
Parental involvement & Community involvement	Parents are aware of the school's commitment to the <i>Global Dimension</i> ; they are informed about the <i>Global Dimension</i> in school through bulletins & the school newsletter.	Parents are encouraged to contribute their knowledge to the <i>Global Dimension</i> in school. Local community/action groups /guest speakers are invited to school.	The school encourages pupils, as informed active citizens, to make choices about taking part in actions for change in the local community & on global issues.
Development & Development Agencies	The school is aware of the services the local Development Education Providers offer and has contacted them for information on these. ³	Staff are encouraged to make use of local and national Development Education agencies and have access to contact details and information about their services. Development Education Centres /agencies are invited into school.	Staff are aware of local & national Development Education contacts and regularly use these networks to support their teaching. Development Education organisations are invited into school, and their work features in the school curriculum.
School publicity and website	There is some information on the <i>Global Dimension</i> on the school's website	The school's work on the <i>Global Dimension</i> has its own space on the site.	All areas of the school's website reflect the school's commitment to the <i>Global Dimension</i>

³ For information on you local Development Education Provider, contact the Yorks & Humber Global Schools Association – www.dea.org.uk, or phone 0113 380 5660 ; or the Development Education Association www.dea.org.uk.