Contents

Ministerial foreword  5
About this resource  6

What is developing global citizens?

Meeting the challenges of the modern world  8
Learning for life  10
Global citizenship within Curriculum for Excellence  12
Key principles  14

What does global citizenship look like?

Learning as global citizens  16
Teaching for global citizenship  17
A whole school approach  18
A wider perspective  20

Inspiring practice

Summaries of case studies  23

Further support  30
Pupils from Whitelees Primary School, North Lanarkshire, prepare their presentation on climate change at the Eco roadshow.
Ministerial foreword

‘Think global, act local’ is a world-famous slogan that has been attributed to Sir Patrick Geddes, the Scottish biologist who was also an innovative thinker in urban planning and education. The words are part of a legacy which has influenced education for global citizenship today.

At this time there are significant and substantial global challenges but there are also many opportunities which we should grasp to ensure that children and young people in Scotland develop the skills, knowledge and values to flourish and succeed as responsible global citizens.

Curriculum for Excellence is now a reality in all Scottish schools and the message of ‘think global, act local’ encapsulates a great deal of what the new curriculum means in practice. This resource provides inspiration and ideas for classroom learning and aims to stimulate thinking about integrated approaches to developing global citizens within Curriculum for Excellence.

It is vital to remember that global citizenship is not an add-on to Curriculum for Excellence – it is central to it. Through sustainable development, international education and citizenship schools can deliver many of the outcomes and experiences across the curriculum.

Acting locally puts into practice global learning and teaching in relevant, engaging, challenging and fun ways to promote the deeper learning that is so important. There are also excellent resources and expertise through Learning and Teaching Scotland and also a wide range of partner organisations which bring an enriching perspective and provide learners with valuable opportunities for community engagement and wider achievement.

I would encourage all teachers and other staff in our education establishments to explore this resource to help our children and young people develop as responsible global citizens.

Michael Russell MSP
Cabinet Secretary for Education and Lifelong Learning
About this resource

Who is this resource for?
This resource is for all practitioners and partner organisations engaged in Scottish education – all those seeking to develop our children and young people as active global citizens.

What is its purpose?
This resource aims to provide inspiration and ideas for classroom learning and to stimulate thinking about integrated approaches to developing global citizens within Curriculum for Excellence. It aims to encourage practitioners to take a fresh look at global citizenship and reflect on the opportunities it can provide through stimulating and relevant contexts across the curriculum as well as active and collaborative learning and teaching approaches.

What is developing global citizens?
This section explores the ideas that define global citizenship within Curriculum for Excellence. It provides starting points for conversations with others or personal reflection on practice.

What does global citizenship look like?
This section highlights the importance of the role of the practitioner and a co-ordinated whole school approach in developing the attributes, knowledge, skills and values of global citizenship within learners.

Inspiring practice
This section provides six summaries of innovative practice in developing global citizenship from learning centres across Scotland.

Throughout the document, questions for reflection are posed to stimulate thinking, ideas and discussion with colleagues and learners.

Online access and free downloads
This resource as well as additional documents including planning grids, PowerPoint presentations, video clips and fuller versions of the included case studies can be accessed online at www.LTScotland.org.uk/globalcitizenship

We wish to thank all the practitioners who contributed to this resource and provided case studies.
What is developing global citizens?
Meeting the challenges of the modern world

The 21st century has presented us with new opportunities and challenges and requires a different approach to education. In our fast-changing world, it is necessary for children and young people to acquire the knowledge, skills, values and attitudes to adapt and to thrive. Their education should prepare them for living and working in a global society. The big issues affecting our planet, such as climate change and global poverty, require an innovative generation that knows how to find solutions. Our democratic societies need creative people who recognise the importance and value of participation and making their voices heard. The injustice and inequalities in society require people who care about human rights and who recognise that our lives are linked together in our increasingly interdependent and globalised world.

This is why developing global citizens is a key learning context within *Curriculum for Excellence* and why it is firmly embedded within the experiences and outcomes across all eight curriculum areas.

The embedding of global citizenship within the totality of all that is planned in the curriculum will help to ensure that our children and young people will be able to play a full and active part in society – politically, socially, economically, environmentally and culturally, and understand Scotland’s role within the wider world.
‘A positive and inclusive ethos is the single most important factor in fostering the global dimension in the curriculum and in providing effective education for citizenship in schools and early education centres.’

Global Dimension in the Curriculum, 2008
Learning for life

Developing global citizenship within *Curriculum for Excellence* is about recognising our responsibilities towards each other and the wider world. The outcome will be our children and young people as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world.

Global citizenship includes development of knowledge, understanding, skills and values:

» learning about a globalised world
» learning for life and work in a global society
» learning through global contexts
Global citizenship brings together education for citizenship, international education and sustainable development education and recognises the common outcomes and principles of these three areas. Making connections between them better equips learners with skills, knowledge, values and attitudes required to understand and address complex global issues which often transcend individual disciplines.

**Education for citizenship**

- developing children and young people’s sense of rights and responsibilities within communities at local, national and global levels
- fostering informed decision making and the ability to take thoughtful and responsible action, locally and globally

**International education**

- preparing children and young people for life and active participation in a global, multicultural society
- developing a knowledge and understanding of the world and Scotland’s place in it

**Sustainable development education**

- enabling children and young people to appreciate the interdependence of people and the environment and motivating them to live sustainably
- contributing to a fair and equitable society that is living within the environmental limits of our planet, both now and in the future
Global citizenship within Curriculum for Excellence

Values

**wisdom | justice | compassion | integrity**

Education to develop global citizenship is values-driven. The challenges and opportunities of the 21st century need the optimism and ingenuity of children and young people who recognise themselves as global citizens.

**Purposes**

**successful learners | confident individuals | responsible citizens | effective contributors**

Global citizenship is a holistic approach to developing the four capacities within learners. It encourages the development of young people as independent, creative and critical thinkers, confident in themselves, secure in their own beliefs and values, committed to active participation in society, respectful of others and willing to find solutions to local and global problems.

**Design principles**

**challenge and enjoyment | breadth | progression | depth**

**personalisation and choice | coherence | relevance**

Complex, ethical, global issues provide rich, relevant and meaningful contexts for learning in accordance with the principles of curriculum design.

**Entitlements**

**broad general education | skills for learning, life and work**

An understanding of society, the world and Scotland’s place in it are entitlements within a broad general education. Global citizenship helps learners to acquire the knowledge, skills, values and attributes they need in order to develop informed views and to act responsibly in our modern world.

**The curriculum**

**ethos and life of the school | curriculum areas and subjects | learning across the curriculum | opportunities for personal achievement**

Developing global citizens can bring together the totality of all that is planned for children and young people in a coherent and meaningful way. All curriculum areas can contribute to developing the skills, attributes and knowledge that will encourage learners to be active global citizens. This also provides rich contexts for interdisciplinary learning.

‘Global citizenship offers an opportunity to deliver a much enriched curriculum. Every interaction you have with a pupil presents you with the chance to make a difference for the better.’

Principal Teacher, Greenview School, Glasgow
Experiences and outcomes

responsibilities for all | expressive arts | health and wellbeing | languages | mathematics | religious and moral education | sciences | social studies | technologies

Global citizenship is embedded in the experiences and outcomes in all curriculum areas, encouraging children and young people to develop and articulate their own informed world view and become active citizens as well as creative, critical thinkers.

Approaches to learning

outdoor learning | active learning | creativity | ICT in education | collaborative and co-operative

This variety of approaches encourages democratic and participative methodologies to learning and teaching which support global citizenship. They make connections to real-life contexts and recognise children and young people as citizens now, not in waiting.

Working in partnership

real-life contexts | connecting with communities | transformative learning experiences

Partnership working is an essential component of global citizenship and there are many bodies and agencies working together to provide exciting and relevant learning opportunities for children and young people through the curriculum. Global citizenship is especially enhanced by contributions from environmental, citizenship and international agencies, organisations and individuals. Their expertise, enthusiasm and experiences bring an enriching perspective and provide learners with valuable opportunities for community engagement and wider achievement.

‘The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening experience of the world, be an encouragement towards informed and responsible citizenship.’

Building the Curriculum 3
## Key principles of developing global citizens

<table>
<thead>
<tr>
<th>Principle</th>
<th>How can you...?</th>
</tr>
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| Know, respect and care for the rights, responsibilities, values and opinions of others and understand Scotland’s role within the wider world | » develop learners’ understanding of equality and human rights issues and make links to rights and responsibilities locally, nationally and globally  
 » demonstrate the values of wisdom, justice, compassion and integrity both within and outwith the school community  
 » provide opportunities that foster self-esteem, respect and identity  
 » cultivate knowledge and understanding of how Scotland contributes effectively to the global community  
 » enable learners to appreciate the values and opinions of others with particular reference to environments and cultures |
| Develop an awareness and understanding of engagement in democratic processes and be able to participate in critical thinking and decision making in schools and communities at local, national and international level | » demonstrate democratic principles through pupil voice and participation in all aspects of classroom practice  
 » provide meaningful opportunities for children and young people to contribute to decision-making processes  
 » motivate learners to engage in local, national and global issues  
 » foster political literacy in learners |
| Understand the interdependence between people, the environment, and the impacts of actions, both local and global | » engage children and young people in learning about the interconnectedness of biodiversity, climate change and global poverty issues  
 » promote the concept of shared humanity  
 » provide opportunities to discuss the impacts of local and global actions  
 » develop empathy |
| Appreciate and celebrate the diversity of Scotland’s history, culture and heritage and engage with other cultures and traditions around the world | » cultivate positive attitudes towards difference and diversity  
 » explore the rich cultural diversity in Scotland  
 » encourage learners to be confident in their own identity and actively engage in exploring a variety of traditions and cultures from around the world |
| Think creatively and critically and act responsibly in all aspects of life, politically, economically and culturally | » develop in learners a range of literacies that will enable and empower them to act responsibly on local and global issues (eg political literacy, financial literacy and media literacy)  
 » engage learners in developing solutions to the challenges they face as global citizens  
 » encourage the development of informed opinions on complex ethical and scientific issues |

### Reflect

To what extent does our practice encompass the above principles?  
How can we use global citizenship to enhance and deepen learning within and across the curriculum?
What does global citizenship look like?
Learning as global citizens

*Curriculum for Excellence* seeks to develop children and young people as global citizens and equip them with the knowledge, skills, values and attributes to thrive in, and contribute to, their local, national and global community, now and in the future.

**The Learner**

» is optimistic
» is resilient, creative and enterprising
» communicates confidently
» is motivated to take action
» is committed to human rights and living sustainably
» contributes to community life
» thinks critically and recognises bias
» is caring and respectful of others
» values equality and diversity
» develops informed, ethical views of complex issues

» appreciates Scotland’s diverse culture and heritage and place in the world
» evaluates scientific, technological and environmental issues
» can make connections and links learning to real-life issues
» understands different beliefs and cultures
» believes in making a difference
» recognises the interdependence of people and nature
» participates in democratic processes

**Wisdom**  **Justice**  **Compassion**  **Integrity**

successful learners  
responsible citizens  
confident individuals  
effective contributors
Teaching for global citizenship

The rich context of global citizenship allows practitioners to embed the design principles of Curriculum for Excellence in their teaching.

It is what practitioners think, what practitioners do and what practitioners are that shapes the learning experiences of learners.

The Practitioner

» recognises the opportunities for global citizenship within the experiences and outcomes
» mirrors the values and attributes expected of learners
» stays informed about topical issues
» nurtures an active, democratic and participatory ethos
» plans rich indoor and outdoor learning experiences
» encourages learners to lead and reflect on their own learning
» embeds contemporary global issues into the curriculum

» forges successful partnerships with colleagues
» is open-minded and reflective
» cares about and respects others
» embraces the local, national and global community as an extension of the classroom
» commits to living sustainably
» supports a whole school approach to global citizenship
» embraces professional development, networking opportunities and working in partnership
A whole school approach

There are many ways to adopt a whole school approach to global citizenship. Each learning centre will embark on this journey in its own unique way. The text below may provide a useful framework.

Policy and planning

» Global citizenship underpins the school’s vision and is embedded in the school improvement plan and policies
» Planning and decision-making processes are inclusive and participative, involving learners and the wider school community
» Opportunities are sought to engage with partner organisations to connect learning to real-life situations
» Ethical purchasing is in place wherever possible

Building and grounds

» Signs and displays immediately convey that citizenship is central to the ethos of the establishment
» Practitioners and learners are encouraged and enabled to use the outdoors as an extension of the classroom
» School grounds have been developed as a resource, to support healthy, sustainable lifestyles, eg quiet areas, sensory and wilderness gardens, allotments, fit trails, greenhouses, outdoor classrooms
» A commitment to sustainable development is clear in school infrastructure, eg waste and recycling facilities, cycle paths and storage, wind turbines and water harvesting

Ethos and relationships

» All aspects of school life are values driven
» Learners are connected to and involved in the local community, establishing positive patterns of behaviour that will continue after school
» An atmosphere exists which reaffirms the self-esteem of learners and staff
» Restorative approaches to behaviour management and resolving conflict are in place
» Learner-led assembly programmes are linked to topical local and global issues

‘About developing global citizenship’:

“It needs to be a priority in the improvement plan. It needs good active support from senior management and enthusiastic practitioners. It needs teamwork from departments and has to be high profile in the school. It also needs many young people to be involved.”

Headteacher, Portobello High School
Learning and teaching approaches

» Learners are valued and are given opportunities to lead their learning
» Staff are encouraged to embed current issues in their practice
» Professional development opportunities in global citizenship are offered to staff
» Active, collaborative, outdoor and creative learning approaches are integral to practice

Curriculum

» Plans are in place to embed global citizenship in all areas of the curriculum
» Practitioners have opportunities to reflect on global citizenship within the experiences and outcomes
» Global citizenship is used as a rich context for learning in and across the curriculum
» Creative curriculum planning and timetabling facilitates interdisciplinary learning opportunities and creates flexibility for innovative practice
» International links are reciprocal and are used to enrich teaching and learning
» Global citizenship is recognised as contributing to raising achievement and improving learning and teaching

Opportunities for personal achievement

» Knowledge and understanding, values and skills relevant to global citizenship are reported and recorded in learning portfolios, personal profiles and reports
» Children and young people have the opportunity to be active citizens and take on leadership roles within the school and wider community
» Learners are given opportunities to achieve personal success through initiatives such as the Duke of Edinburgh’s Award, John Muir Award and ASDAN
» Achievement is recognised and celebrated

Reflect

How can we use global citizenship as a framework to provide relevant and motivating contexts for learning across curriculum areas and the wider school community?

To what extent does our establishment have a whole school approach to global citizenship?
A wider perspective

Developing global citizens ...

... is not only ...

It’s all about

... a task for a single practitioner, co-ordinator or champion, eg the school ‘eco-warrior’...

a whole school vision and approach embedded in policy and practice, underpinned by distributed leadership

... yet another initiative, something else to do ...

a context to deliver the experiences and outcomes at the heart of Curriculum for Excellence

... about issues in far-off countries – ‘somewhere else’...

the ways in which local and global issues are connected and relevant to the lives of children and young people – ‘here and now’

... knowing about and understanding worldwide issues ...

the knowledge, skills, values, attitudes and attributes required for children and young people to participate and contribute actively and successfully as global citizens

... one-off projects or ‘bolt-on’, isolated initiatives ...

‘built-in’ day-to-day active learning opportunities permeating – and joining up – the curriculum

... having an international link ...

a global perspective, where partnerships support the curriculum and help sustain a whole school vision

... about fundraising ...

a deep commitment to social justice both locally and globally

... having a pupil council ...

ensuring meaningful learner voice and genuine participation of children and young people in decision-making processes about learning

... about establishing a fair trade campaign ...

establishing a wider approach and commitment to equality and social justice

... about learning across subjects ...

learning across curriculum areas which taps into the rich contexts offered by global issues and allows children and young people to connect their learning and transfer skills

... about learning content ...

active learning in real and relevant contexts, collaborative learning which models democracy and engages children and young people as responsible citizens now, not just in preparation for the future
Learner engagement

- anti-racism
- global economy
- social justice
- cultural diversity
- water
- fair trade
- prejudice and stereotypes
- biodiversity
- equality
- international school partnerships
- religious and moral education
- technologies
- environment
- languages
- sciences
- literacy
- numeracy
- social studies
- expressive arts
- democracy
- ethical consumerism
- human rights
- rights and responsibilities
- climate change
- population
- beliefs
- knowledge
- values
- community
- learner voice
- skills
- understanding
Inspiring practice

Excellent practice in global citizenship firmly rooted within the context of the aims, principles and values of *Curriculum for Excellence* is widespread in many Scottish schools and pre-schools centres.

The following summaries illustrate how aspects of citizenship, sustainable development and international education provide stimulating and relevant contexts for learning across the 3–18 curriculum. These examples are designed to assist practitioners in considering how they go about modelling and encouraging open-minded, change-oriented behaviours and sensibilities in learners. This helps them prepare for life as adults in an increasingly complex, technological and globalised society.

Extended versions of these summaries and links to other inspiring practice can be accessed online at [www.LTScotland.org.uk/globalcitizenship](http://www.LTScotland.org.uk/globalcitizenship)
Self-awareness and awareness of others

At Aberlour persona dolls are an effective means to extend the learners’ understanding of the world around them. Learning about China begins with an introduction to ‘visitors’ Lee Mae and Lee Yin, who accompany the children on their learning journey. By identifying with the dolls the children begin an exploration of their own and other cultures and start to build the skills and attributes required for responsible global citizenship. They develop respect for others and an understanding of differing values and beliefs.

As an exciting storyline unfolds, the children reflect on stimulating images from a pre-school centre in Beijing and learn to count and form simple writing in Mandarin. In turn, they take the dolls on an exploration of life in Scotland including Bonfire Night, a Highland Games event and a trip to the hospital. These learning themes provide a real-life context for the children to develop skills in literacy, numeracy and health and wellbeing across many curriculum areas.

The storyline approach with the persona dolls encourages the learners to see their own experiences in the context of life elsewhere and to celebrate cultural diversity. The children learn to express their own thoughts about this with the dolls and with their peers, parents and visitors. Via role play and photographs and through the creation of wall displays the children extend their awareness and knowledge of the wider world in order to develop the skills necessary for life in an increasingly globalised society.

School: Aberlour Nursery
Local authority: Moray

Persona dolls provided an excellent way of introducing global citizenship to young children; … the context was more meaningful to them and stimulated their curiosity into asking further questions.’

Early Years Field Officer, Moray Council
Learners as leaders – working in partnership to improve the local community

Working in partnership with Planning Aid for Scotland, town planning representatives and the wider local community, children are actively engaged in improvement planning processes for their own school and local area. Underpinned by innovative teaching methodologies and a range of experiences and outcomes across all curriculum areas, this initiative provides an excellent template for a well-designed approach to interdisciplinary learning. It challenges the children to engage in creative thinking processes in order to propose realistic environmental improvements for the benefit of the whole community.

With the practitioner and a planner acting as facilitators, pupils are given responsibility for directing their learning and work together to develop their skills in effective communication with each other and wider audiences. They learn how to use the knowledge and skills they have acquired to make effective visual presentations which engage an audience, based on real criteria such as legal processes and budgetary constraints. They learn how to use evidence such as video recordings and comments from the town planners to evaluate and improve aspects of working together, their pieces of finished work and their presentation skills. Learners’ knowledge is being built on by further engagement in community issues as they arise.

The school intends to explore its experiences of pupil involvement in improvement planning processes with its partner school in Kenya. A learning and sharing partnership with a Scottish primary school has also been formed in order to develop the recently acquired allotment.

Reflect

How can we use meaningful links with the local community to give learners the opportunity to effect change and to help them form positive behaviour patterns for the future?

‘My favourite part was doing the agreeing and disagreeing bit.’

P5 pupil
Environmental responsibility as a whole school theme

After consultation with pupils, Whitelees Primary School adopts an ambitious whole school approach to environmental responsibility involving every class in partnership with parents and the local community. Driven by the creativity, organisational skills and teamwork of pupils in Primary 6 and 7 this initiative aims to ensure that all children in school have an awareness of their responsibility as global citizens.

The learners gain an understanding of how individual actions contribute to the overall impact on the environment. They learn to think critically with a ‘can do’ attitude, and arrive at their own conclusions about issues such as poverty, sustainable living and the rights of citizens. This motivates them to acquire the appropriate skills and knowledge to promote fairness for all. Learners are offered the opportunity to engage in partnerships with relevant charitable, commercial, educational and governmental organisations. Classes choose to explore various linked themes including food packaging, recycling, pollution, climate change, water and energy conservation, wildlife, transport, road safety and healthy diets. Learner voice and self-evaluation are intrinsic elements of the initiative.

In order to engage their peers and the wider community in global issues, and as part of a wider programme of enterprise activities, the P7 pupils take the lead in organising a climate change roadshow. Classes across the whole school are given the opportunity to showcase their learning about ecological awareness, justice and the global community, including the performance of their own play and ‘eco’ song.

‘You can do things with the school that you might not otherwise get the opportunity to, which gives us a great sense of achievement and creates a good impression for our school. We have a real sense of pride in our school because of this – it makes us a real team!’

P7 pupil
An exploration of identity and discrimination

This interdisciplinary initiative explores identity through social and emotional literacy across the curriculum. It challenges children and young people to critically investigate prejudice, racism, cultural identity and diversity and provides an opportunity for pupils to express their views, reach their own conclusions and to develop their literacy skills. ‘Threads in the Tartan’ provides a vehicle for the examination of the role of the individual in the context of the wider community based on the core values of wisdom, justice, compassion and integrity. It provides a motivational basis for learners to develop skills in research and investigation and addresses experiences and outcomes in religious and moral education, literacy, health and wellbeing and social studies.

In order to deepen the learning experience, representatives of the Grampian police and an African poet work with the learners to contextualise their learning in real-life settings. Through poetry, drama, storyboarding and film making the children and young people communicate their own personal experiences, thoughts and feelings regarding social inclusion for all.

This culminates in an annual whole school festival where pupils share their learning with their peers and wider audiences to raise awareness about the impact that prejudice and discrimination can have in school and the wider community. Next steps include liaising with the school’s music department in order to explore music as a medium for expression of cultural identity and the inner self.

Reflect
How can we encourage learners to learn about diversity, stereotypes, prejudices and discriminatory behaviours in the context of life in Scotland?
International education – a context for learner voice, partnerships and creativity in the senior school

The international ethos at Shawlands Academy exerts a huge influence in approaches to and contexts for embedding aspects of active global citizenship in learning and teaching from S1 to S6. All children and young people at the school are given the opportunity to develop the knowledge, understanding, values and skills to grow up and actively engage in their local communities and the wider global society. The increasingly exciting and challenging experiences accessed by pupils as they progress through the school’s broad range of interdisciplinary activities culminate in S5 and S6. With a commitment to the embedding of linguistic and cultural diversity within the school, learner voice, leadership skills, innovation and creativity are intrinsic features of the architecture of the senior curriculum.

School-based learning experiences in tandem with a wide range of partnerships present the senior pupils with many opportunities to further their knowledge and understanding of equality, diversity, human rights and social cohesion. This brings depth, relevance, challenge and enjoyment to their studies, actively engages them in real-life contexts and plays a positive role in the learners’ personal achievement and attainment. An array of pupil-led literacy and expressive arts initiatives at a local level, and participation in joint initiatives at national and international levels, provide rich vehicles for seniors to be enterprising and express their learning and views on global issues through creative writing, debate, art, dance and film.

Opportunities to work collaboratively with partner peers from Europe, Pakistan and South Africa bring a rich dimension to the joint learning which encompasses youth democracy, cultural identity, human rights, diversity and inclusion. It provides learners with a valuable understanding and appreciation of the rich tapestry of cultural customs, attitudes, traditions and perspectives which make up society. These experiences help them to develop their critical thinking skills and to shape their own informed viewpoints on global issues in contexts which reach out far beyond the classroom.

“Young people will need a wide range of knowledge, skills and attributes in their daily lives and relationships which are valued by their families, communities, colleges, universities and employers, if they are to become successful, confident, responsible and effective adults who can meet the challenges of life and work in the 21st century.”

Building the Curriculum 4
Practitioners collaborating across a local authority

Highland Educational Services

Meeting throughout each session, an enthusiastic professional learning community (composed of officers, practitioners and a librarian, in partnership with a development education worker) is leading the process of embedding global citizenship in learning and teaching across the 3–18 curriculum in Highland.

In the context of the aims, values and principles of *Curriculum for Excellence*, the group provides invaluable support and information to practitioners and runs a high-quality programme of continuing professional development. It helps practitioners address the global dimension in their ongoing work so that Highland’s learners will have the knowledge, understanding, skills and values to allow them to participate effectively and contribute as global citizens. Its Global Citizenship Glow Group is designed to showcase and share emerging practice so that practitioners have the opportunity to network and make connections with other teaching professionals and agencies across the authority and beyond.

In liaison with the Developing Global Citizens Team at Learning and Teaching Scotland, the Highland group organised a highly successful whole day event about global citizenship, attracting more than 100 practitioners from across the region. This has led to a series of developing global citizens curriculum-based roadshows to reach the authority’s wide geographical area.

Reflect

Dialogue with colleagues in school, across a school cluster, at an event or through a Glow Group can challenge you to:

» consider how to embed global citizenship in your learning and teaching approaches
» think about ways to take forward sustainable education in the classroom
» find out what is meant by global citizenship education
» consider how to make global awareness part of daily routine
» find out about inspiring ideas to adapt and implement.

How do we connect, share and collaborate with others to provide a rich learning context for global citizenship?
Further support

Contact us
If you have a specific enquiry about developing global citizens or wish to order more copies of this resource please contact:

The Developing Global Citizens Team
Learning and Teaching Scotland
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Glasgow G2 8DU
Email: globalcitizens@LTScotland.org.uk

General enquiries should be directed to the Learning and Teaching Scotland Customer Services Team on Tel: 0141 282 5000, email: enquiries@LTScotland.org.uk

Glow
Visit the national Glow Group for Developing Global Citizens to access resources, share, discuss and collaborate. Check out our programme of Glow events and other related groups to support staff in developing our children and young people as global citizens.

Web
www.LTScotland.org.uk/globalcitizenship
Visit the global citizenship pages on LTS online to access a range of support including:

» forthcoming events and professional development opportunities
» links to partnership organisations
» latest news, e-bulletin and citizenship blog
» links to curriculum design and approaches to learning such as Building the Curriculum 3 or outdoor learning
» key resources and publications
» an extended version of this resource
» good practice ideas and case studies.

Sign up for our e-bulletin so that you are kept up to date about the latest activities, opportunities and support for staff that is available.