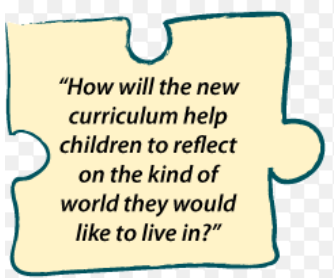




Global Learning Programme releases £500 of e-credits when schools register and complete the online audit. GLADE is a GLP-approved training provider with courses available for ecredit spend. Register online; <https://glp-e.org.uk/registration> Book CPD via the hyperlink or email glade@glade.org

School-based CPD available at dates and times to suit your school; 2016-2017

<p><u>Global Learning through the curriculum – up to 6 hrs; £500 ecredits</u> Curriculum development for up to 6 curriculum areas for secondary or primary teachers. Consultation included to ensure CPD meets school priorities. Select choices from a menu that includes; Subject opportunities P4C British values Global learning methodology</p>	
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Menu choices:	
<p>Global Learning Methodology, includes planning and review of own context</p>	<p>Objectives; to increase your knowledge, awareness and understanding of global learning & global issues. Try out activities to increase teacher skills and confidence to identify and act on opportunities for global learning in your professional practice. In the final part, identify and allocate activities to help you develop global citizens in your classroom</p>
<p>Building better questions through P4C Global enquiry /Critical and Reflective Learning</p>	<p>Objectives; Exploring & trying out of methodology and activities to engage pupils in developing better questioning. Includes selecting stories, handling everyday items and viewing specific photos from unfamiliar places. This course gives you a taster that you can replicate to get you started in your classroom or to prompt you to re-visit any P4C training you already have undergone. It cannot replace a SAPERE Level 1 Accredited 2 day training course to develop children’s thinking skills and explore challenging subject matter.</p>
<p>Subject specific, opportunities for global learning, includes planning and opportunities for own classes</p>	<p>Objectives; providing opportunities for teachers to extend their subject opportunities for global learning. Review of stimulus materials and activities to enrich, identifying curriculum overlaps and adding value to teaching and learning through existing areas of work</p>
<p>Measuring attitudinal change includes review and opportunities for own classes</p>	<p>Objectives; to share, try out & critique activities for classroom use to help gauge what changes are occurring in pupils learning. Circus of activities for teachers to try out, critique & rank in terms of usefulness, mapped to KS priorities around learning that challenges assessment.</p>

<p>Active & global citizenship Can be offered as a 2 part course; 1. global citizenship in the classroom 2. British values in a multi-cultural Britain</p>	<p>Objectives; to support classroom practitioners (including HLTAs) in the practical delivery of global learning within the curriculum. To increase their capability to engage reluctant learners. Starter activities to get teachers and pupils thinking about global learning and to consider local & global connections Activities to promote opportunities to consider our pupils place in the world – locally & globally (SMSC) Activities to increase teacher confidence and professional understanding of global</p>
<p>P4C Taster</p>	<p>Objectives; Exploring & trying out of methodology and activities to engage pupils in developing better questioning by listening to selected stories, handling everyday items and viewing specific photos from unfamiliar places. Take part in a mini P4C activity, then decide whether to replicate in your classroom with your choice of stimulus material</p>
<p>Intercultural understanding & British values</p>	<p>Objectives; providing teaching opportunities for pupils to respond in positive ways when own values and beliefs are tested by situations, people, systems different to their own. Can your pupils ‘hold their assumptions lightly’ activity to identify priorities to build on for positive opportunities. Consider how identity changes yet always influences how we react /act; building confidence and positive sense of identity</p>
<p>Global enquiry for critical and reflective learning</p>	<p>Objective; Exploration of methodology and activities to engage pupils in critical thinking and creative learning whilst considering global issues from different perspectives. Increased global knowledge stimulated by handling everyday items and photos from different countries. Be inspired by plastic bags through an enquiry-based activity suitable for all ages, with creative outputs.</p>
<p>Child Rights and Global Citizenship</p>	<p>Objective; To challenge stereotypes of the Global South. To be able to use appropriate and effective language to promote positive images of people and places through rights & responsibilities Make use of the UNCRC to bring rights and responsibilities to life through activity and subjects</p>
<p>Distant Localities</p>	<p>Objective; An appreciation of the links and connections (interdependences) between the lives of others and children’s own lives – made explicit through the curriculum Through activity and discussion, generate classroom opportunities to recognise the connections we have with others through everyday items, things we buy and places we visit.</p>
<p>Understanding education & development</p>	<p>Objective; to explore the role of education in international development and relate this to education partnerships and curriculum. Through activities and information, become familiar with the sustainable development goals /Global Goals. Examine how they underpin education here and overseas.</p>

For more information about bespoke CPD; lynn@glade.org For CPD bookings glade@glade.org

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