

*Striving for Equality and  
Fairness Always*

# GLOBAL CITIZENSHIP EDUCATION SCOTLAND

Practitioners Network

**Network Meeting June 2021**

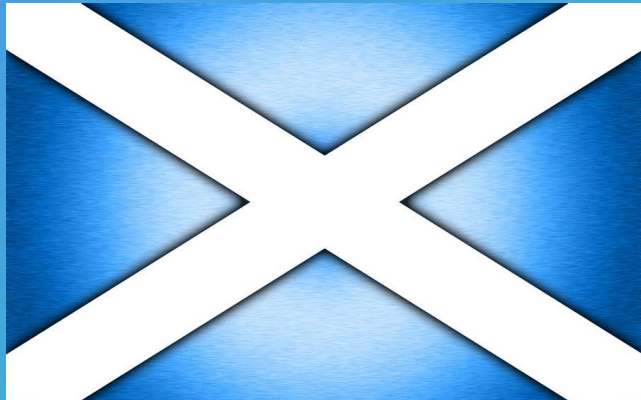
**Newsletter**



@GCEducationScot  
gceducationscot@gmail.com

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# AIMS OF PRACTITIONERS NETWORK



**Bring together** teachers and school leaders who are embedding values of global citizenship, antiracism, equality and diversity.

**Develop knowledge and understanding** to move away from stand alone or themed events and work on incorporating these values across all aspects of the curriculum and school ethos.

**Provide a platform** for practitioners to showcase best practice, build confidence and ability to network and share ideas

**Showcase Scotland** as a leader in the development and delivery of an effective curriculum with global citizenship, equality and fairness at its heart.

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# WHO ARE WE?



We are a group of over 200 education practitioners from all over Scotland.

We are passionate about embedding the values of global citizenship, equality and fairness across our classrooms, schools and wider community.

As a group we aim to share best practice and help to develop knowledge and skills to allow for global citizenship education become the foundation of Scottish education.

We bring a variety of expertise and connections of our own, in this field and will work together to ensure Scotland is recognised at the forefront of developing and delivering global citizenship education.

# Get in touch!



We are keen to hear from more practitioners in the early years and secondary sectors to help increase our network's expertise and experience.

We wish all sectors to be well represented across our network to help collaborate and develop an understanding of what progression should be developed across all stages in the field of global citizenship education.

Follow and DM @GCEducationScot  
Email [gceducationscot@gmail.com](mailto:gceducationscot@gmail.com)

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# KEY NOTE SPEAKERS



David Innes,  
Convener of the GTCS



Khadija Mohammed  
Vice Convener of the GTCS

# SHARING BEST PRACTICE



Global Citizenship through the  
RME & RMPS curriculum



Development Education Centres  
Scotland



Teaching LfS through  
technologies & engineering



# REFRESHED PROFESSIONAL STANDARDS 2021

A focus on Social Justice, Integrity and Respect



David Innes,  
Convener of GTCS

Vice Chair of Aberdeen for a  
Fairer World, DEC

@DavidInnes58

# REFRESHED PROFESSIONAL STANDARDS 2021

Being a teacher....



Khadija Mohammed,  
Vice Convener of GTCS

Co-founder of SAMEE

Senior Lecturer at UWS

@khadijamohamme8

# INTRODUCING THE REFRESHED PROFESSIONAL STANDARDS

Launched at GTC Scotland  
Annual Lecture in January  
2021



There are three underpinning  
themes:

- ✓ Professional Values
- ✓ Learning for Sustainability
- ✓ Leadership

Clear reference to Professional  
values and Professional  
Commitment.

A requirement to meet these  
standards from provisional to  
headship levels.



We have tried to provide greater coherence and progression  
across the suite of standards.



# INTRODUCING THE REFRESHED PROFESSIONAL STANDARDS

It is possible to follow a theme e.g. learning for sustainability across all 5 Professional Standards.

The side by side view shows this clearly.

This should ensure that wherever you are in your career you are seeking to develop similar themes and issues.

Across the standards and illustrations you will see numerous references to themes such as; social justice, bias, ethical use of power, rights, participation.

To be enacted from August 2021

	SPR	SFR	SCLPL	SML	SFH
	BENCHMARK OF TEACHER COMPETENCE		ASPIRATIONAL STANDARDS		
2.1.3	Have knowledge and understanding of Curriculum Design	Have a depth of knowledge and understanding of Curriculum Design	Have an enhanced and critically informed understanding of Curriculum Design	Have an enhanced and critically informed understanding of Curriculum	Have an enhanced and critically informed understanding of Curriculum
	<p>As a student teacher you are required to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>principles of curriculum design and how these can be applied in context;</li> <li>theory and practical skills required in curricular areas as set out in current national and local guidelines;</li> <li>processes used to develop the curriculum;</li> <li>curriculum content and its relevance to the education of every learner;</li> <li>interdisciplinary learning between curricular areas e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy;</li> <li>the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and</li> <li>the need to take account of learners with additional support needs.</li> </ul>	<p>As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>principles of curriculum design and how these can be applied to learning in different sectors and contexts;</li> <li>theory and practical skills required in curricular areas as set out in current national and local guidelines;</li> <li>the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects;</li> <li>processes used to change and develop the curriculum;</li> <li>curriculum content and its relevance to the education of every learner;</li> <li>interdisciplinary learning between curricular areas, stages and/or sectors;</li> <li>the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and</li> <li>the need to take account of learners with additional support needs.</li> </ul>	<p>As an accomplished teacher you have an enhanced and critically informed understanding of:</p> <ul style="list-style-type: none"> <li>current principles (local and national) of curriculum and assessment design;</li> <li>how to interpret and analyse current policy about curriculum design and assessment to ensure learners experience a curriculum that meets their needs;</li> <li>the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g. literacy, numeracy, health and wellbeing, Learning for Sustainability and digital literacy;</li> <li>the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning;</li> <li>the need to adapt and enhance learning experiences for learners with additional support needs; and</li> <li>the need to explore and adopt a wide variety of technologies and learning spaces within and beyond the classroom, including the use of outdoor learning.</li> </ul>	<p>As a middle leader you:</p> <ul style="list-style-type: none"> <li>engage critically with research and developments in curriculum and work collaboratively with others to ensure this learning is creatively applied to improve outcomes for every learner in the learning community where appropriate taking account of Gaelic medium;</li> <li>promote and support learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g. literacy, numeracy, health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy;</li> <li>enable digital literacy and the use of digital technologies to enhance teaching and learning; and</li> <li>ensure effective learning experiences for learners with additional support needs.</li> </ul>	<p>As a headteacher you:</p> <ul style="list-style-type: none"> <li>engage critically with research and developments in curriculum and work collaboratively with others to ensure this learning is creatively applied to improve outcomes for every learner in the learning community where appropriate taking account of Gaelic medium;</li> <li>create a culture where learning beyond curricular areas/subject boundaries and cross curricular subjects e.g. literacy, numeracy, health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy is inherent to the curriculum;</li> <li>lead collegial practices and collaborative approaches to enable digital literacy and the use of digital technologies to enhance learning and teaching; and</li> <li>ensure effective learning experiences for learners with additional support needs.</li> </ul>

# INTRODUCING THE REFRESHED PROFESSIONAL STANDARDS

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Section 1 – Being a Teacher in Scotland

Teacher Professional Identity

Perceived and enacted:

- How to be?
- How to act?
- How to understand?

Accountability

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To be enacted from August  
2021



*Trust*

*Respect*

*Social Justice*

*Integrity*

# INTRODUCING THE REFRESHED PROFESSIONAL STANDARDS

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## Section 2: Professional Knowledge and Understanding:

- **2.1.2 Curriculum and Pedagogy:**
  - how to have an enquiring stance in relation to your own practitioner enquiry, working ethically, individually and/or collaboratively, to challenge and inform professional practice.
- **2.2.1 Professional Responsibilities**
  - biases and their impact on people and practices and challenge these.

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To be enacted from August  
2021

The logo for the General Teaching Council for Scotland (gtc SCOTLAND) is displayed in white text on a dark blue background. The letters 'gtc' are in a large, lowercase, serif font, with 'SCOTLAND' in a smaller, uppercase, sans-serif font to the right. Below the logo is a horizontal bar with a gradient from light blue to white.

## Section 3: Professional Skills and Abilities:

- **3.2.1 : The Learning Context**
  - create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views
- **3.2.2**
  - demonstrate care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and is ready to learn;
- **3.2.3**
  - commit to and demonstrate equity and inclusion



<https://www.gtcs.org.uk/>

At the foot of the GTCS home page lies a goldmine of resources

# SUPPORTING TEACHER PROFESSIONALISM



## Additional Support Needs

Access our professional guides for teachers on neurodiversity, autism and dyslexia, plus supporting resources.

## Resources Hub



### Health and Wellbeing

We have created and curated a variety of resources and advice to support teacher and lecturer health and wellbeing during the Covid-19 crisis.



### Equality and Diversity

We have developed this resource to support teachers to develop their professional knowledge and understanding of equality and diversity.



### Professional Values into action

Teacher professionalism and teacher identity are underpinned by Professional Values. These resources will help you to: reflect on the values; understand what they mean in practice; and, consider these as a meaningful part of self-evaluation and future planning for professional learning.



### Engaging with the Standards

Engaging with the Standards is a set of professional learning sessions which may help you to work with our Professional Standards. There are four sessions which can be undertaken as individual study, or adapted for use as part of a workshop.



## Teaching Scotland

Teaching Scotland magazine includes in depth features, opinion pieces and articles on teacher and lecturer practice and learning.



## WHAT TO TAKE AWAY

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- Become more familiar with the refreshed standards.
- Engage in critical reflection with colleagues on how these support you in your current/future practice and professional learning.
- We need new stories, but we also need to write the stories with our young people.
- Be courageous - lean into the discomfort to (un)learn.

***‘Helping students to see the past more clearly, to understand and communicate with others more fully in the present, and to imagine the future more justly is to transform the world’***

*(Tatum, 2021)*

gtc  
SCOTLAND

# Global Citizenship through the RME & RMPS curriculum



Dr Michael Marten

Secondary Teacher

@DrMMarten

# Decolonising the RME & RMPS curriculum

CfE gives us freedom to create teaching and learning, so we need to move away from teaching about the usual 'male, pale, stale' examples!



SQA requirements are quite constricted but also provide room for examples that include other valid points.

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Traditionally we include the views of Eurocentric thinkers and philosophers.....

We now need to be more inclusive of those who are often on the receiving end of suffering and evil.



Including other perspectives and voices means asking questions about gender, class and race.

Remember – RACE is imagined, RACISM is not.

# Decolonising the RME & RMPS curriculum

Utilising a variety of resources is vital to include a variety of narratives in our teaching and learning experiences.



www.diversityreadinglist.org

## Example 1 – Beverley Clack (philosophy professor in England)

- writes about feminism, religion and philosophy
- men have long linked evil to women (Seven Deadly Sins!)
- gendered evil is structural and based on relationships
- therefore, it can be resisted (it's not just a philosophical problem)

### Beverley Clack I - feminist



- Feminists: men have long thought women were connected to evil; Aquinas said women were "defective males" and lacking goodness.
- This has real consequences, e.g. witch burnings.
- The 7DS were male (pride etc.) – based on male experiences (Valerie Saiving).
- Sexism, racism, classism – evil is structural (Sharon Welch) (what does this mean?)
- Also: evil as relational (Dorothee Soelle).
- This means it can be resisted! It is much more than just a philosophical problem.



# Decolonising the RME & RMPS curriculum

Dr Michael Marten

Secondary Teacher

@DrMMarten



## Example 2 – Charles Mills (Jamaican philosopher, now in New York)

### Charles Mills I - black philosopher

- Most Western philosophers have been white, and have ignored race. But Black philosophers have not been able to do this! (Mills was born in Jamaica.)

- Race is imagined – racism is not:

"That race *should* be irrelevant is certainly an attractive ideal, but when it has *not* been irrelevant, it is absurd to proceed as if it had been." (2000)

- We therefore have to recognise this. He sets 'The Racial Contract' against 'The Social Contract'.



- white philosophers ignore race, black philosophers can't
- "That race *should* be irrelevant is... an attractive ideal, but when it has *not* been irrelevant, it is absurd to proceed as if it had been."
- uses Rousseau's 'social contract' – says the West uses a 'racial contract' – the basis of black suffering, but:
- this means it can be resisted!

Decolonising can seem like a huge task, but taking small incremental changes will help you on your journey.

Shiv Das said (TES, 15.6.21) geographers should decolonise their teaching, arguing against e.g. SQA terms like "developed"/"developing" countries. This is *a mindset change*.

CLPL doesn't have to involve whole weekends, just an hour of reading something new.



# Scotland's Development Education Centres

A network for championing Global Citizenship  
Education in Scotland.

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# Network for championing GC Education in Scotland

DECs offer award winning, high quality CLPL, some accredited by GTCS and innovative learning and teaching projects.

Each centre also has an accessible library of resources which explore global awareness, citizenship, justice and equality, human rights, the environment, sustainable development, gender awareness, race issues, aid, trade, debt, water, food, farming, peace and cooperation along with materials on many countries in the Global South.



Diana Ellis from WOSDEC outlined the purpose and aims of the 5 Scottish Development Education Centres and their role in developing global citizenship education.

*“We believe that young people gain important skills, values & understanding through good GC Education...We believe that a well networked GCE sector can support teachers and policy makers to deliver the best possible GCE in our schools and youth services, growing **globally minded, informed** and **active citizens and communities**.”*

*Our role as a network is to **enable** relationships, **share** learning and **advocate** for best practice.”*

**IDEAS Scotland**

# Teaching LfS through engineering and technologies



Liz Cairns

Primary Teacher

@Liz\_Cairns



# Learning for Sustainability with The First Lego League



## FIRST® LEGO® League Challenge

A global STEM challenge for  
9-16 year olds

For teams of young people,  
to encourage an interest in  
real-world themes and  
develop key skills that are  
crucial for their future  
careers.

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## +FIRST® LEGO® League Explore

A STEM programme for 6-9 year olds

Encouraging children to investigate a real-world theme, develop  
teamwork, design and programming skills – and have fun.

## FIRST® LEGO® League Discover

A programme for 4-6 year olds

This programme develops STEM skills from an early age.  
Children explore a real-world theme and learn through play.



# Learning for Sustainability with The First Lego League

- What attracted me to using it? +
  - All the themes around the competitions involve real world challenges
  - Uses problem solving
  - Pupils learn technology skills, learn engineering skills
  - Pupils have to think about the world around them



Annual themes around sustainability projects:

- 2001 – Arctic Impact
- 2002 – City Sights
- 2004 – No limits (focusing on disabilities)
- 2008 – Climate Connections
- 2019 – 2020: City Shaper**



Mission was to shape your growing city with more stable, beautiful, useful, accessible and sustainable buildings and structures.

## Implementation:

- \*After school club of 10 x P5 & P6 pupils, with varying ASN needs.
- \*Won a trophy at regional final – Team who displayed Lego League Core Values.
- \*I knew I was onto something that could teach sustainability that was engaging and could enhance skills for the future.

# Learning for Sustainability with The First Lego League

Where does Playmaker sit within the 17 SDGs?



- Playmakers challenge took on the Missions of creating sustainable play spaces from using derelict or underutilised spaces in the community. The play spaces had to suit all people including those with disabilities and include ways they could play together.
- I included an element of Climate Action.
- It also meshed well with thinking about HWB.

Playmaker programme also gave discussion opportunities for children's rights.

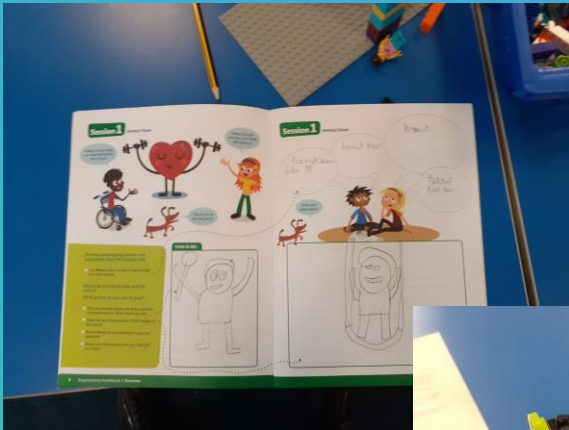


# Gallery

Liz Cairns

Primary Teacher

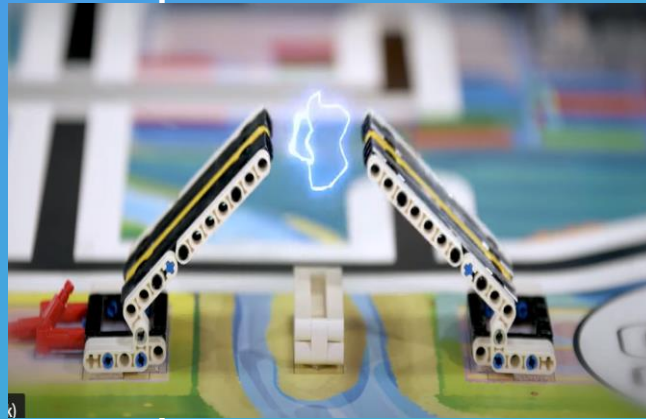
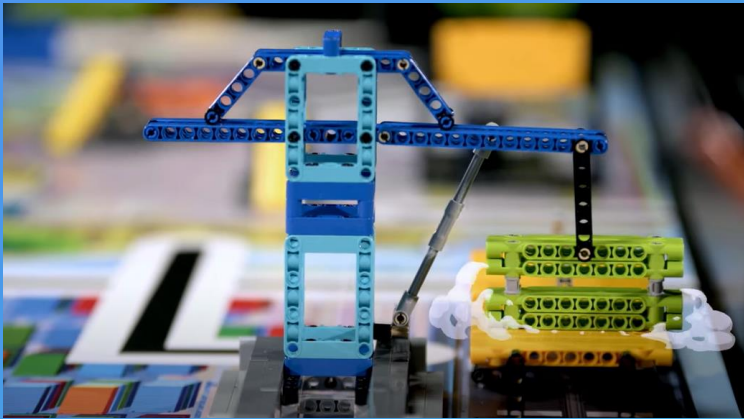
@Liz\_Cairns





# SESSION 2021 -2022 CARGO CONNECT

<https://www.youtube.com/watch?v=zUJ84gO1Z7g>



# MEMBER FEEDBACK FROM THIS SESSION

As a NQT, I am reassured by this meeting, thank you!

Considering topic boxes for schools, love the point about who's voice is missing!

I completely agree that we need to challenge and lead however I don't feel it's still fully safe for teachers to do so in a school environment.

I found the discussion on the new standards and the DEC's very helpful.

Decolonising the curriculum is not just what you teach but how you teach.

With regards to decolonizing - I'm constantly having these discussions to very lukewarm reception!

I begin my probation year in August. I thank you for this, really interesting.

Planning through that GC lens - controversial, but seems easier in ASN/EY/primary context than secondary.

Gaining an understanding around the new standards was especially valuable, thank you for organising.

# Future Steps

Members have agreed that the Network should meet on a termly basis, with opportunity to attend specific professional development opportunities in between with a variety of stakeholders and members sharing their expertise and thoughts on global citizenship education in Scotland.

Future events scheduled so far include:

Sept 2021 – Network meeting

**Oct 2021 -**

**GC Education Conference**

Feb 2022 – Network meeting

May 2022 – Network meeting

Dates and details to be confirmed.

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Fairness Always*

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# CONTRIBUTE?

Would you like to present/showcase your work in global citizenship at our future events?

Would you like to be a contributor or presenter at the Global Citizenship Education Online Conference in October?

Are you part of an organisation that would like to speak to our members at future events?



Email us [gceducationscot@gmail.com](mailto:gceducationscot@gmail.com) to register your interest for the above.

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# JOIN THE TEAMS CHANNEL

A dedicated TEAMS channel has been created as a safe, secure and easily accessible place to share updates, presentations and links to help build our networks and increase our knowledge and understanding of Global Citizenship Education.

In order to be added to the channel please contact us with your GLOW email address.

TEAMS channel will be active by August 2021.



Every teacher in Scotland should have an allocated GLOW email address – get in touch if you need help to find yours.

**Email: [gceducationscot@gmail.com](mailto:gceducationscot@gmail.com)**

# WANT TO JOIN THE NETWORK?

The Global Citizenship Education Scotland Practitioners Network is an exciting group to be a part of especially as we have an increased focus on developing Scotland into a nation that values equality, diversity and fairness.

Be a part of something special.



Email: [gceducationscot@gmail.com](mailto:gceducationscot@gmail.com) or DM @GCEducationScot to join.

Please share our work!



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# LINKS TO SHARE

<https://www.gtcs.org.uk/>

<https://www.parallelhistories.org.uk>

<https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.html>

<https://afairerworld.org.uk/>

<http://www.wosdec.org.uk/>

<http://www.scotdec.org.uk/>

<http://www.highlandoneworld.org.uk/>

<http://www.oneworldcentre.org.uk/>

<https://www.survivalinternational.org/>

<http://www.stridemagazine.org.uk/>

<http://www.signpostsglobalcitizenship.org/>

[www.diversityreadinglist.org](http://www.diversityreadinglist.org)

<https://education.theiet.org/first-lego-league-programmes/register/>

# UPCOMING EVENTS

\*School projects on sustainability for Aug – Nov 2021 – get involved?

\*GC Educators Scotland Conference Organising Committee - can you help?

\*Education Scotland Learning for Sustainability Awards

\*EIS Portal on Climate Change Education launching Aug 2021.



# GLOBAL CITIZENSHIP EDUCATION SCOTLAND PRACTITIONERS NETWORK

Thank you to our speakers for this Network meeting:

David Innes  
Khadija Mohammed  
Dr Michael Marten  
Elizabeth Cairns  
Diana Ellis  
Sally Romilly



For more information about joining or volunteering to share some of your ideas at the next meeting, please contact Nuzhat:

[gceducationscot@gmail.com](mailto:gceducationscot@gmail.com)

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