Core Skills for the 21st Century: Global Citizenship

Continuing Professional Development Programme
Connecting Classrooms
British Council
2015-2018
British Council

British Council is the UK’s international organisation for cultural relations and educational opportunities

Over 200 offices in 110 countries, 6 continents; since 1934

We work on programmes and services in:

• English language
• Arts
• Education
• Society
Education

Focuses on internationalising education, sharing the UK’s expertise and innovation globally, and bringing partners together to work on collaborative projects

Education Strands:

• Internationalisation of Higher Education
• Schools
• Skills and Employability
• Science and Research
Schools

• We support educators in the UK and worldwide to work together to enrich the quality of education in schools and equip young people to live and work successfully in a global society.

Internationalisation of Higher Education

• We foster dialogue and international partnerships between higher education institutions and organisations. We also help students who want international study experience.
Skills and Employability

• We build trust and international opportunities that support efforts to enhance the skills and employability of young people.

Science and Research

• We link scientists globally and provide information for international researchers on jobs and funding in the UK. Equally, we encourage grass-roots discussion of science and sustainability issues.
Working with school systems is important for the British Council because:

- it directly addresses the internationalisation agenda for young people in the UK and around the world
- it builds trust and understanding internationally
- all school systems are committed to continuous improvement from basic literacy and numeracy to creativity and innovation
- sharing practice is mutually beneficial - we take the best of British practice in schools to the world and bring the best of the world to Britain. We are uniquely placed to do this
- it maintains and improves the UK reputation and its engagement internationally
The core purpose of the British Council’s work with school systems is to improve learning outcomes through:

• building a body of research that is publically available on best international practice

• facilitating system improvement on a continuum from access to quality to innovation

• providing services that support practitioners to deliver quality education

Through this work, we will raise aspirations and support young people to live and work in an increasingly globalised world thus contributing to the stability and prosperity of our societies.
Our model

Transforming education systems through building a body of research that is publically available on best international practice.

Facilitating system improvement from access to quality to engagement by providing and enabling consultancy.

Providing services that support practitioners to deliver quality education.
The products for developing capacity

**Purpose:** we support school improvement with sector expertise and create market opportunities for the UK (and as part of that, the British Council)

- Skills assessment tools
- Training workshops and seminars
- Digital engagement (blended learning, partner finding, resources)
- International experiences (placements and study visits)
- Collaborative professional partnerships between individuals or institutions (including HE) including methodology to support these partnerships to learn from each other
- Access to UK examinations
- Opportunities for international lesson study
- Intercultural credits
• British Council’s global education programme for Schools

• Aim to give all young people opportunity to succeed in a globalised society; enabling students and teachers to:

- understand issues of worldwide importance
- gain a sense of social responsibility
- develop skills to succeed in the global economy
• British Council’s global education programme for Schools

• Aim to give all young people opportunity to succeed in a globalised society; enabling students and teachers to:

  - understand issues of worldwide importance
  - gain a sense of social responsibility
  - develop skills to succeed in the global economy
• Funding from UK Department of International Development and managed by British Council;
• supports schools to link around the world on global curriculum projects through partnerships;
• offers an interactive online platform for collaboration, grants for teachers to visit their partner schools and professional development for teachers and school leaders
• programme offers grants per school for reciprocal teacher visits between schools in the UK and in developing countries.

Connecting Classrooms Professional Learning website
• access to continuing professional development courses and resources to support the integration of global citizenship and international work in their schools.
Schools Online
is British Council’s dedicated online community for schools and teachers. With a partner finding tool, downloadable classroom resources, funding opportunities and project spaces, Schools Online is ideal for all schools looking to introduce or boost international work.

• Resources to use in classroom
• Information on funding
• Interaction with like-minded teaching professionals

https://schoolsonline.britishcouncil.org
https://schoolsonline.britishcouncil.org/connectingclassrooms-learning/
Continuing Professional Development

Our free Online Courses provide information and advice on:
• Connecting Classrooms programme
• **education for global citizenship**
• inter-cultural and global awareness
• successful, lasting partnerships
• ICT for international collaboration
• English for international exchange

3 Courses:
• Global Citizenship
• ICT for International Exchange
• English Course
Stats for CPD under CC Phase 1&2 (2012-2015)

- **26,420** teachers trained globally (868 in East Asia)

- **63%** of those teachers have confirmed their professional global citizenship competencies have been enhanced by the professional development opportunities offered by the programme

- **62%** confirm their professional skills in teaching other curriculum areas have been enhanced by the professional development opportunities offered by the programme
Stats for CPD under CC Phase 1&2 (as of April 2015)

- **60%** of students engaged with CC2 confirm improved global citizenship outlook, skills and awareness (as reported by teachers)

- **58%** of students engaged with CC2 confirm positive attitudes to diversity, locally and globally amongst students, and growing awareness of strengths and challenges in own and partner communities (as reported by teachers)
Global Citizenship Courses (online course)

This suite covers 4 courses that draws on the experience of hundreds of schools in UK and countries across the world that have built lasting, equitable relationships and high impact collaborative classroom projects:

- International Learning
- Education for global citizenship
- Inter-cultural and global awareness
- Sustainable partnerships
Course on Education for Global Citizenship

- help explore ways of enhancing education for global citizenship in school and classroom.

- Educators have a role in helping young people to acquire the understanding, outlooks and skills to live and work as effective and responsible global citizens in an interdependent world.
Core Skills Professional Development Package

- New professional development package builds upon the success of the 1\textsuperscript{st} and 2\textsuperscript{nd} phases of Connecting Classrooms and focussed on building global awareness and cross-cultural learning amongst young people.

- The new programme, running from 2015–2018, will build the capacity of 45,000 teachers and 12,000 school leaders worldwide to support them to integrate a range of core skills into the curriculum.
leaders  confident  generates ideas
entrepreneurial  creative  shows initiative
multilingual  makes a difference  reflects
literate  collaborative  responsible
reflective listener  globally
high self esteem  numerate  creative
tolerant  literate  generates ideas
culturally aware  reflective
Core Skills Professional Development Package
Why core skills?

Our young people need to be enabled to:

- generate and implement new ideas, solutions and products
- use digital tools to enable knowledge discovery, creation of resources and communication
- apply their knowledge to solve real-world problems.
Why core skills?

School systems need to be clear about the purposes of education and develop young people with **core skills and competencies** that relate to the world in which they are living and will live (often known as **21st century skills, deep learning skills**) which include:

- ways of working: communication and collaboration
- ways of thinking: critical thinking, problem solving, creativity and innovation, learning to learn and metacognition
- tools for working: information literacy, information and communication technology (ICT) literacy
- ways of living in the world: **global citizenship** and civic responsibility, including cultural awareness and competence.
Critical thinking & problem solving

Promoting self-directed thinking that produces new and innovative ideas and solves problems; reflecting critically on learning experiences and processes and making effective decisions.
Core skill 2

Collaboration & communication

Fostering effective communication (orally, and in writing); actively listening to others in diverse and multi-lingual environments and understanding verbal and non-verbal communication; developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.
Core skill 3

Creativity & imagination

Promoting economic and social entrepreneurialism; imagining and pursuing novel ideas, judging value, developing innovation and curiosity.
Core skill 4

Citizenship

Developing active, globally-aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue; developing an understanding of what it means to be a citizen of their own country and their own country’s values.
Core skill 5

Digital literacy

Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy; using technology to reinforce, extend and deepen learning through international collaboration.
Core skill 6

Student leadership and personal development

Recognising the importance of honesty and empathy; recognising others' needs and safety; fostering perseverance, resilience, and self-confidence; exploring leadership, self-regulation and responsibility, personal health and well-being, career and life skills and learning to learn/life-long learning.
Core skills and the curriculum

Effective classroom practices

- drawing on students’ backgrounds and experiences in teaching
- increasing metacognition, self-regulation and self-directed learning
- responsive feedback to students - sustained and inclusive
- collaborative learning (pair work and group work)
- oral language interventions - interactive questioning style, dialogue,
- use of learning materials - digital and non-digital, local resources
- lesson planning that incorporates variety (incl. teaching approaches).
Core Skills Professional Development Package

For teachers and school leaders

Through:
1. Face to Face Courses
2. Online Courses (https://schoolsonline.britishcouncil.org)

Different countries may want to focus on different core skills, so there's no fixed order in which modules are taken
Programme Delivery

- Preparatory activities
- Workshop
- Action planning
- Workshop
- School-based
- School-based
- School-based
- School-based
- Reporting back
- Workshop

Timeline: 10-14 weeks
Citizenship Module:

focus on four features of citizenship, exploring how they interrelate and how citizenship values, understanding and skills can be developed in school

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<tr>
<th>Citizenship as a status (rights and duties)</th>
<th>Citizenship as a feeling (identity and belonging)</th>
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<td>Citizenship as a practice (making a difference)</td>
<td>Citizenship as a competence (participation skills)</td>
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Education about, for and through citizenship

Knowledge about

Values through

Citizenship education

Skills for
Citizenship Module:

Learning Outcomes

During this programme participants will:

1. Receive an internationally referenced basic theoretical understanding of citizenship.
2. Explore ways in which citizenship can be taught and caught.
3. Identify opportunities within their schools to develop citizenship.
4. Develop leadership and self evaluation techniques to embed citizenship in their curricula and across their schools.
## Citizenship Module

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<td>Session 1. Creating a safe space for engagement with citizenship learning</td>
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<td>Session 10. Values for active citizens</td>
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<td>Session 1. Identifying values in school policy and practice</td>
<td>Session 15. Review of school activity</td>
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<td>Session 2. Exploring the need for citizenship and the skills and qualities required</td>
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<td>Session 9. Planning a classroom session</td>
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Citizenship Module:

**Day one** aims to create a safe space for engagement in citizenship learning and then explores the need for and nature of citizenship.

**Day two** explores values and key concepts associated with citizenship and human and environmental sustainability.

School projects provide an opportunity for participants to deliver a classroom activity, identify values in school policy and practice, and identify citizenship in the curriculum and in wider school life.

**Day three** begins with an opportunity to review the school activities carried out since day two. The day then explores the nature of power in local, national and global society, how to have an influence and how to develop action or participation skills in relation to issues of concern identified by young people. The final session provides a framework and tools for action planning back in school.

The **methodologies** are experiential throughout and there are opportunities promoted for activities which allow participants to apply learning in a school (or other) context between the training days.
Core Skills Professional Development Package

- Global project and thus will be implemented in all British Council in all 9 target countries of GCED project
- Official launch was made in June and will be implemented from 2015 to 2018
‘We need to educate our children for their future, not our past’

Sir Arthur C. Clarke