Institute of Education

Development Education Research Centre

Connecting Classrooms through Global Learning
Practitioner Research Fund Paper 6

Exploring the transformative potential of specific pedagogies on pupils' awareness and critical understandings of global issues

Jen Simpson
2022

Connecting Classrooms through Global Learning Practitioner Research Fund

Exploring the transformative potential of specific pedagogies on pupils' awareness and critical understandings of global issues

Jen Simpson
2022

Abbreviations

CCGL   Connecting Classrooms through Global Learning

DE   Development Education

GL   Global Learning

DEC   Development Education Centre

GCE   Global Citizenship Education

GE   Global Education

GLP   Global Learning Programme

OSDE   Open Spaces for Dialogue and Enquiry

P4C   Philosophy for Children

SAPERE   Society for the Advancement of Philosophical Enquiry and Reflection in Education

Acknowledgements

Abstract

With school budgets at their tightest and a wealth of choices for teacher Continuing Professional Development (CPD), how do senior leaders make the right decisions on training which will deliver real change to classroom practice? CPD must go beyond adding content and resources to an already overwhelmed curriculum but also consider how teachers teach, what that looks like in the classroom and the impact on pupil outcomes beyond tests. Approaches to global learning are closely linked to critical pedagogies and engaging with the world. The question for this research concerns the impact of certain types of pedagogy, specifically those which engage in critical thinking to produce critical understanding in global learning, and asks what conditions are required within teacher CPD in England to support teachers to achieve their full potential in the classroom.

Key words: Pedagogy, critical thinking, critical understandings, philosophy, P4C, philosophy for children, global learning, global issues, pupil voice, CPD, training, transformation, transformative learning, creative thinking, caring thinking, collaborative thinking

Contents

Introduction

Throughout my career as a global education trainer and researcher, I have been inspired by the potential of Philosophy for Children (P4C) as a transformative pedagogy which closely aligns with the practice of global learning (GL). This enthusiasm has led me to deepen and develop my understanding and practice of P4C to become a registered SAPERE Trainer and then to join SAPERE as Assistant Training Manager and now Project Manager. In terms of research, I have explored the link between P4C and GL through my MA module dissertation and a previous research report (Simpson 2018) that produced tantalizing results suggesting the need for further study. A study by Helen Lawson (2018) further cemented this interest and the need for additional research. The study suggested that teachers who were trained in specific pedagogies such as P4C and actively utilized this in the classroom experienced a positive impact on pupil engagement and dialogue around global issues:

> *'While this is a small piece of research, and other causal factors might be in play, the impact of P4C on pupils' awareness and critical understandings of global issues is worth exploring in future research studies.' (Lawson, 2018: 38)*

Further to this, is the wider reflection on the significance of transformative learning and critical thinking pedagogy in ensuring high quality learning and understanding of global issues. Ruane et al's (2010) research suggested that:

> *'Transformative perspectives on learning enable children to engage critically with global justice issues through appropriate pedagogy.' (cited in Lawson, 2018: 38)*

Global learning aims for transformative learning as the ideal and therefore any programme that aims to '*equip… pupils with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society*' (CCGL, 2022) will therefore need to support teachers in employing effective and appropriate pedagogies - perhaps more so than an emphasis on knowledge transfer. Further to that, the conversation around the purpose of education has shifted and intensified as we move into a post-pandemic world, and questions are being asked around:

- *the need for our education system to prepare children for life, not just examinations*
- *where and how learning takes place as well as who is involved in it*
- *the need to tackle inequalities outside, as well as inside the classroom.*

(Quilter-Pinner and Ambrose, 2020 cited in Bourn, 2021: 72)

In the foreword to Freire's Pedagogy of the Oppressed, Richard Shaull states that *'there is no such thing as a neutral educational process*' (1972: 34). Education can be seen as a means to integrate the younger generation into the present system, or it can become a process of liberation or a '*practice of freedom*', with the latter requiring a strong influence from pedagogy.

This research therefore explores the transformative nature of some critical pedagogies and their potential to increase understanding of global issues, and also attempts to provide recommendations for teacher CPD for any future global learning programmes.

The research focused on three overarching questions:

1. What is required within teacher CPD to engender pedagogical transformation in classroom practice?

2. What are teachers' views on the impact of specific CPD on their educational approaches to global issues?

3. What are teachers' professional perspectives on the use of specific pedagogies to enhance pupils' awareness and critical understandings of global issues?

Question 1 was explored through a literature review of research in the areas of CPD, pedagogy, critical pedagogy, P4C, transformation and global learning. Questions 2 and 3 were explored through a survey and interviews with teachers in England.

Literature Review

This literature review aims to explore current perspectives and research on effective teacher CPD, pedagogy in education and global education as well as considering what makes CPD or specific pedagogies transformative in the classroom.

What is pedagogy?

Pedagogy can be simply described as the '*art or science of teaching*' (Alexander, 2004: 13); the 'how' of teaching as opposed to the 'what'. The 'what' we learn includes the content knowledge of a curriculum, whereas the 'how' we learn involves the practice and experience of learning or simply what teachers choose to do in the classroom. Both are seen as essential components for effective education; however, it has been argued that, in England, pedagogy has been made '*subsidiary to curriculum*' (Alexander, 2004: 11) with greater emphasis on 'what' is taught. Deciding 'what' is taught holds significant cultural capital and potential for politically selected knowledge. As Young (2003: 554) argues, the '*curriculum was conceptualised as a selection of knowledge that reflects the interests of those with power*' and there are potential dangers if it is delivered unquestioned.

Alexander (2004) promotes the need for educators to actively problematize pedagogy as a means of improving teaching and learning, although this should perhaps also apply to the curriculum. A lack of teacher criticality, managing the volume of the curriculum, as well as the emphasis on high stakes testing may have contributed to a perceived reduction in creative pedagogies and increased prevalence of a 'transmission format' pedagogy. These rote learning classrooms work on a mixture of transmission of information with the teacher as expert or playing 'guess what's in the teacher's mind?' (Cazden, 1988 cited in Scholl, Nichols & Burgh, 2009: 4). This, it has been argued, '*hinders the intellectual growth of students by turning them into receivers of information that has no real connection to their lives*' (Bourn, 2021: 69).

This 'banking model or concept' of education (Freire, 1972) shifts the dynamic of the classroom and the relationships of those in it. It also reduces the creativity inherent within pedagogical practice and the potential of both teachers and young people. For Van Manen, '*Pedagogy is about being in a relationship with a child*' (1991 cited in Husbands & Pearce, 2012: 4). Not the polarized relational position of approved 'knowledge-giver' (teacher) and required 'knowledge-receiver' (pupil), but one which recognises the importance of valuing what a child brings into the classroom with them, '*their language, histories, experiences and voices*' (Giroux, 1999b, cited in Robinson & Taylor, 2007: 11).

The perception of 'the child' is significant here as pupils, in general, are perceived as '*inadequately socialised future adults*' (Janus & Prout, 1997 cited in Rudduck & Demetrion, 2003: 285). This 'adultism', as Bell (1995) highlights, is a normalised part of the human experience; everyone has experienced it and therefore it is particularly difficult to challenge. Another dangerous perception is that of '*young people as adversaries to be managed*' (Cook-Sather, 2007: 391). This polarising 'them and us' dynamic, especially with older students, can hinder the quality of relationships; it can close down opportunities to explore the potential within young people and encourage increased rigidity within the classroom as a

means of controlling the space. Neither of these epistemic roles are conducive for collaborative classroom relationships and can hinder the use and effectiveness of certain pedagogies. Arguably, we, not just educators, but society as a whole, need to '*rethink the child, not as an ignorant being, [or enemy] but as a rational agent*' (Matthews, 1980: 172 cited in Haynes, 2015: 129).

The above outlines some of the considerations and challenges faced by teachers working in schools where educational requirements and predetermined perceptions can limit their teaching. However, as Lingard (2007) states: '*It is through pedagogies that education gets done*' (cited in Hattam & Zipin, 2009: 297). If that is truly the case, Bourn's (2015) argument, that global learning is the pedagogy of development education in practice, suggests that global learning is fundamental to teaching and learning or educating about global issues.

What is pedagogy in relation to global learning?

Bourn (2015) suggests that a global learning pedagogy is distinctive in the way it '*draws together critical pedagogy, transformative learning and postcolonial theories*' (2015: 102 cited in Bullivant, 2020: 45) with a distinct focus on a '*pedagogy for global social justice*' (Bullivant, 2020: 30). This pedagogy differs from a transmission style pedagogy (Freire, 1972 cited in Scholl, Nichols and Burgh 2009: 9) and emphasises that global learning is not about transmitting a set of ideals or agendas which indoctrinate young people such as '*be responsible; give to charity; feel bad when you fly*' (Shah, 2010 cited in Yates, 2018: 9). Instead, it has been described as a '*form of critical pedagogy based on dialogue, reflection and action*' (Brown 2013; Blackmore, 2014 cited in Bullivant 2020, 32) which challenge Standish's (2012) more negative view of global education practices. In addition, it has been suggested that to achieve global social justice, the educational approaches should be: '*learner-centred, participatory and encourages challenging assumptions and dominant societal norms regarding global forces*' (Bourn, 2021: 70). Participation and participatory classroom approaches with an ethos of empowering young people have been a core element of global learning pedagogy to learn about the world, make sense of the world and feel empowered to be '*transformers of their world*' (Robinson & Taylor, 2007 cited in Simpson, 2016: 5).

What is pedagogy in relation to critical thinking/ understanding?

Scholl, Nichols & Burgh (2009) consider that, essentially, a critical and pedagogically-minded educator should be interested in teaching students 'how' to think, not 'what' to think. Similarly, in Freire's Pedagogy of Freedom (1998), he expressed the need for educators to be critical and to promote critical thought (Jordao, 2004: 25). However, critical pedagogy as described by Giroux (2010) would emphasize the need to question dominant knowledge, whilst Jordao (2004: 24) considers the emphasis to be on understanding '*relations between power and knowledge, in order to promote change*'. All arguably require the same skills and processes, although the outcomes may differ.

What is global learning in relation to critical thinking / understanding?

To align with critical thinking approaches, educators must ensure that young people are truly engaging with contestable global issues through '*putting forward a variety of perspectives on issues they are dealing with – including intelligent 'right-wing' theory as well as views from the left*' (Brown, 2010 cited in Yates 2018: 9). As Newell-Jones and Colbourne (2006: 17) suggest, we must '*let go of the desire for consensus as an ultimate goal*' and accept the socially produced nature of knowledge. We must also recognize that '*the world is known, interpreted and experienced differently by different people*' (Khazem 2018: 129). Linking into P4C pedagogy, Lipman did not envisage an enquiry as the search for fundamental knowledge or truth, but '*a constant remaking, improving, revising of all its failing parts in order to maintain the equilibrium*' (2003: 197 cited in Scholl, Nichols and Burgh 2009: 3).

The very act of accepting that there is tension and conflict '*especially when dealing with complex global issues*' (Scholl, Nichols & Burgh 2009: 17) is a key aspect of being a global learning facilitator and educator.

Approaches to teacher CPD

There are two basic approaches to teacher CPD: generic pedagogic CPD and subject-specific CPD. Pedagogic CPD is suggested to focus on '*activities and programmes which seek to develop teaching and learning approaches which can be applied across any subject area*' (Cordingley et al 2018: 7-8). As in education, debates continue around the balance between content (subject-specific) and pedagogic CPD in terms of increasing impact on pupils. Cordingley et al (2018) argue that pupil impact should be the baseline for effective CPD and that getting the right balance is essential for success.

The Developing Great Teaching report (2015: 6) was a review of international research on what constitutes effective professional development for teachers. It emphasised the need for more '*effective CPD in the UK, and for building awareness of effective practices*'. There was particular evidence of the effectiveness of subject-specific CPD or contextualised pedagogic CPD on practice and increasing the likelihood of impact on pupil outcomes. The evidence also illustrated the need for '*frequent opportunities to engage with, understand and reflect on the implications of new approaches and practices'* (Cordingley et al, 2015: 7).

In terms of actually defining effective CPD, the report suggests 4 essential 'building blocks':

Clarity on learner progression, starting points and next steps	**Content and activities dedicated to helping teachers understand how pupils learn**
Pedagogic Knowledge	**Subject Knowledge**
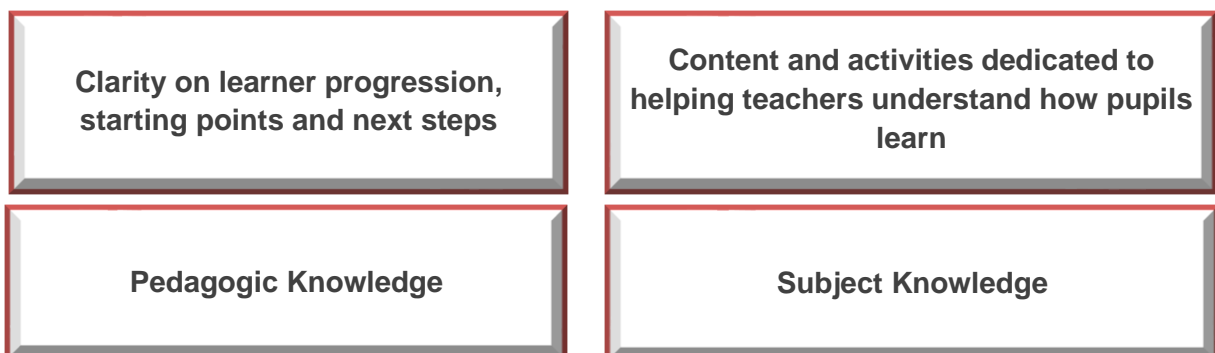
(Adapted from Cordingley et al, 2015: 5-6)

It also highlighted other aspects of effective CPD, which although not specifically listed as 'building blocks', are important aspects of CPD design nonetheless:

1. **Starting Points** - Consideration of pre-existing theories, knowledge and practice
2. **Learning to Unlearn** - Content that can challenge existing theories in a non-threatening way
3. **Theory** - Understanding of the rationale underpinning the practices being advocated
4. **Application** - Applying the new practices in different contexts linked to impact evidence
5. **Perception** - Believable aspirations for pupils and educators
6. **Accessibility** - Accessible knowledge, pedagogy, strategies, etc.
7. *Professional networks* - Sustained support; the building of professional relationships

Further to the list, a strong review also noted two additional elements:

- **Criticality** - Importance of critical engagement from teachers with the content
- **Space and time** - Importance of CPD providers creating room for professional discretion and repeated opportunities to encounter, understand, respond to and reflect on new approaches and related practices

(Adapted from Cordingley et al, 2015: 6)

What is pedagogical transformation in terms of teacher CPD?

As noted in the introduction, transformational learning is seen as the ideal in global education and this also relates to teacher education and CPD. Transformation can be described as the act or process of changing completely. If, as global education practitioners, we aim to support teachers to become agents of change, we need to encourage them to consider and employ pedagogies which support the transformation of pre-existing structures rather than reproducing them – a distinctly transformative notion.

In relation to learning, Meizrow (1991) expressed Transformative Learning Theory as an individualized process of critical reflection leading to a shift in perspective of the world around them (cited in Cranton, 1994) – essentially, moving the learner forward in some significant aspect. One of the key elements here is the requirement for critical reflection which could be further aided by active 'unlearning', seen by some as an essential part of the process of deep learning (Spivak, 2010 and Freire, 1996 cited in Simpson, 2014: 4). This could involve unlearning fundamental assumptions or notions of 'the child', 'quality learning' and the 'role of the teacher'. For many, this process can be challenging, and resistance can be encountered as previously held perspectives or understandings come under scrutiny or are forced to change. As Illeris (2003: 402) describes: '*one must cross existing limitations and understand or accept something significantly new or different*'.

However, if we are aiming for transformative learning, we do need to engage in personal conflict to initiate personal change. Khazem (2018: 131) highlights Bourn's proposition that '*education can be used to secure a degree of personal and social transformation*' and

therefore CPD for transformation must influence both professional and personal understandings and practices. That being said, any CPD that '*advocates transformational learning must balance challenge and support*' (Scholl, Nichols and Burgh 2009: 4). For Little (1993), professional development for teachers needs to '*deepen the discussion, open up the debates, and enrich the array of possibilities for action*' (1993: 151 cited in Scholl, Nichols and Burgh 2009: 4). Indeed, Hennessey et al. (2017: 4) saw evidence of the impact of '*professional engagement with the ideas underlying a dialogic pedagogy as key to desirable pedagogical development, if not "transformation", in many classrooms.*'

Challenges to transformative CPD

With teacher CPD, there is always a danger of educators returning to the everyday structure and routine of schools which can hinder or challenge full pedagogical transformation. As Jordao (2004: 22) comments, '*teachers especially seem to resist change when they insist on sticking to old teaching techniques or approaches, even though acknowledging the new trends*'. A systematic review by Webb and Sheeran (2006) found that habitual behaviours, which teachers are particularly prone to, are the main reason intentional change fails to happen. The very nature of classrooms as stable environments with both repetitive and stressful aspects of the job combine to build and reinforce habit formation (Wood and Neal, 2007; Schwabe and Wolf, 2010 cited Sims et al, 2021).

Many have referred to the 'knowing–doing' gap in teacher CPD in that teacher training, intentions for change and actions in school do not always align. Sims et al (2021) developed a useful model when reviewing the impact of teacher CPD on pupil achievement called the IGTP model which outlines four purposes of CPD including: Insight, Goals, Techniques and Practice. It is suggested that CPD which achieves all four purposes, through various training mechanisms outlined in their report, has the potential to effectively impact pupil achievement:

Table 1: Theorising how PD fails, using the IGTP model

(Instil) Insight	(Motivate) Goals	(Develop) Techniques	(Embed) Practice	Notes
✓	✓	✓		Revert to old habits
✓	✓			Knowing/doing gap
✓				No implementation
	✓	✓	✓	Misapplication
✓	✓	✓	✓	May work

(Sims et al 2021: 10)

Critical pedagogies within global learning

For this study, three critical pedagogies were highlighted as potentially impactful in terms of pupils' critical understanding of global issues: Philosophy for Children (P4C), Global Teacher Award (GTA) and Open Spaces for Dialogue and Enquiry (OSDE). P4C was selected due to its recurrence in various Global Learning Programme (GLP) studies and the significant uptake during the GLP. Similarly, the GTA had a strong uptake by CCGL schools and is a core global education training course that includes aspects of critical pedagogy. There was more evidence gathered around P4C and the GTA than OSDE as this was generally introduced within the GTA course rather than its own CPD, and therefore has limited inclusion in the study.

Philosophy for Children (P4C)[1]

P4C is a multidimensional approach to teaching and learning aimed at developing four core types of thinking – caring, collaborative, critical, and creative (otherwise known as the 4C's) – through philosophical enquiry. This is achieved through building a community of enquiry focused on engaging in philosophical dialogue as a means of exploring and moving towards deeper knowledge and / or understanding. More than that, the structure of P4C is such that pupils have autonomy over both the content – such as designing philosophical questions – and the process – through democratically voting on questions, for example. The teacher takes on the role of the facilitator; guiding the pupils towards deeper, more sophisticated 4C thinking through modelling, Socratic questioning, reasoning and encouraging careful reflection on enquiries. Young people, including those in Early Years, have an innate curiosity and a questioning mind which P4C captures, enhances and supports to flourish not just as a learning skill but also as part of their social and personal development (Simpson, 2018: 1).

The community of enquiry is guided by a facilitator through the 10 steps or specific activities to explore concepts and dialogic or thinking skills. The training at level 1 is between 10-12hrs with additional course materials and practice guidance. Schools can also be supported via in-school coaching by registered SAPERE trainers. Whole school progression is monitored via the school awards criteria from Bronze to Gold Level.

---

[1] www.sapere.org.uk

Global Teacher Award (Level 1 and 2)[2]

The Global Teacher Award training and award programme has been developed and delivered by Development Education Centres (DECs) across England. The training is for individual teachers rather than whole schools and states that it gives you greater skills, confidence, and understanding to embed development education in your school's curriculum over the 6-hour course. The courses are made of a range of activities that support the learning outcomes focused on individual teacher impact, including that they will:

- have increased your ability to understand and critique the knowledge base and key concepts associated with education for a just and sustainable world (global learning)
- be able to identify a range of different perspectives, and question the assumptions behind them
- have enhanced your understanding of approaches to learning which promote critical literacy
- have developed practical ideas for incorporating new insights into your personal life and work-related role
- be able to justify incorporating global learning in the curriculum and include activities to measure changes in attitudes of your pupils concerning certain global issues
- have increased your confidence and understanding of how to promote informed active global citizenship

Open Spaces for Dialogue and Enquiry (OSDE)

The main aims of OSDE are to '*enable people to become critical citizens who know how to deal with the complexities, changes and uncertainties of the contexts in which they take part, skills that must be developed to live in a global, diverse and unequal society*' (Open Spaces for Dialogue and Enquiry, 2005; cited in Martins, 2011: 73).

Similarly to P4C, the space is a collaborative construct in which '*people can reflect upon their worldviews*' (Martins, 2011: 72). There are set principles to develop the open space:

1. Every individual brings to the space valid and legitimate knowledge constructed in their contexts;
2. All knowledge is partial and incomplete;
3. All knowledge can be questioned.

(Open Spaces for Dialogue and Enquiry, 2005: 4 cited Martins, 2011: 73)

---

[2] https://www.codec.org.uk/courses/global-teachers-award/

Approaches to critical pedagogy

This section aims to explore the nature, theory and research behind these critical pedagogies, in relation to teaching about global issues with a special focus on P4C.

Evidence from Lawson's (2018) research around critical thinking indicated that children who were *'taught the skills to engage critically with what they were learning… were able to interact with issues of global justice beyond traditional stereotypes and charitable views'*. (cited in Tinkler, 2020: 9). Interestingly for this study, other research undertaken by Scholl, Nichols and Burgh (2009: 11) found that:

> *'Teachers who regularly engage in Philosophical inquiry with students over a sustained period of time, with professional support for their own learning, can experience a pedagogical transformation'.*

It must be made clear that the P4C pedagogy is not about teachers having content knowledge of philosophy or philosophers. They are not expected to be a teacher of philosophy, similarly, teachers are not expected to be world experts. Like global learning, P4C is not a subject but a practice or approach in which you are a 'philosophical teacher' (Sutcliffe, 2017: 3) or a 'global educator'. P4C proposes '*a transformative approach to teaching that affects the way one teaches*' (Sutcliffe, 2017: 8) in so much that the very act of being a philosophical teacher creates philosophical learners which is a transformative move away from current educational practice and alters the hierarchical power relationship between teacher and pupil.

Although P4C aims to promote philosophical thinking in a way that goes far beyond generalised thinking skills (Murris, 2008: 669), there have been concerns that it could become a technique for instrumentalised critical thinking (Bourn, 2015a; Murris, 2008). For Brown (2015) the issue relates to time and funding constraints in schools which could mean that P4C practice did not always '*live up to the rhetoric*' (2015: 160 cited in Bullivant, 2020: 92). Indeed, Dillon (2017) found that some 'practitioners' engaged in '*idealised, abstract and apolitical talk*' (2017: 261 cited in Bullivant, 2020: 92), which limits the critical potential of the dialogue.

The community of enquiry is a democratic, child-led space in which facilitators must embrace, rather than control, the line of questioning and thinking chosen within the community. There may be some perception that 'anything goes' during a P4C dialogue. However, the focus for P4C is not on sharing of ideas but '*on the community critically and creatively examining*' them (Yates, 2018: 6). This distinction highlights the significant role of the facilitator in both their understanding of the pedagogy and their skill set in managing the enquiry. Indeed Yates (2018: 8) states that pedagogies such as P4C can in fact '*bring a rigour in facilitation to global learning*'. This rigour is also found within OSDE, where teachers become mediators and, unlike P4C, they can focus the dialogue more specifically on global issues and topics. Whilst P4C cannot be used to purposefully impart knowledge or 'messages' it can, however, be utilized to explore the contested concepts of global learning as a means of understanding the world we live in better. In addition, Yates (2018: 9) suggests three potential opportunities:

1. Global learning materials as a stimulus
2. Participatory methodology aligned with global learning approaches

3. Regular practice can lead to a 'transformational dimension leading to change in thinking and actions'

Global learning and critical pedagogies are part of the call for decolonisation, not only around curriculum content, but also our choice of pedagogies which are, in the main, routed in replicating Eurocentric or westernised world views. Arguably, the P4C methodology is designed from a '*Western canon*' and may not currently '*take seriously the epistemic perspective/ cosmologies/ insights of thinkers of the Global South'* (Grosfoguel, 2007: 212 cited in Reed-Sandoval, 2018: 4). Although some argue that it could provide a space for children to ask new questions and new ways of knowing (Reed-Sandoval, 2018), the extent of this may depend on the diversity of experience of the participants within the community and the skills of the facilitator. For Splitter and Sharp (1995), the community of enquiry was an educational approach towards children participating in society or a model of democracy, but some may ask: 'whose society?', or 'whose democracy?'. For example, a core element of global learning pedagogy is global social justice, but if a teacher remains impartial or students choose not to question different issues around social justice, then pedagogy becomes an '*ally of the status quo'* (Kohan, 1995: 30 cited in Reed-Sandoval, 2018: 9). Further to that, teachers could be challenged and limited by the tension created from what Robinson (2016) suggests as the ethical 'pull' towards personally, socially or culturally accepted viewpoints. This could place teachers working within the UK's (arguably) politically-influenced education system, or government-approved projects, in a precarious position as a facilitator. It begs the question as to how 'safe' or 'open' the P4C or discussion spaces are if there are some opinions or views which do not fall within the approval of those systems or organisations. It is perhaps this conflict that, even more than other reasons, limit the full potential of any critical thinking pedagogy in the classroom.

Research Methods

The study used qualitative research methods alongside a literature review to explore the transformative potential of specific pedagogies on pupils' awareness and critical understandings of global issues, and how CPD might play a role in this. The focus was to attempt to answer the following research questions:

1. What is required within teacher CPD to engender pedagogical transformation in classroom practice?
2. What are teachers' views on the impact of specific CPD on their educational approaches to global issues?
3. What are teachers' professional perspectives on the use of specific pedagogies to enhance pupils' awareness and critical understandings of global issues?

The findings from the literature review were used to answer question 1 and the findings are reflected in the first section of this report. To explore questions 2 and 3, data was initially gathered via a SurveyMonkey questionnaire which was circulated across CCGL schools and teachers as well as SAPERE P4C network schools. The survey included an additional option of engaging with a short follow-up online interview where possible.

Survey participants were asked about the sector of education they work in (such as key stage or SEND) as well as what CPD they had undertaken, either through CCGL or external to CCGL, related to critical pedagogy and teaching about global issues. They were also asked to make judgements of the perceived level of impact of their CPD on their practice and teaching approach. They were asked to elaborate on any perceived impact as to what changed in their teaching following training and how they felt it affected their pupils' understandings of global issues (see Appendix 2). The interview questions were designed to gather more specific perspectives on the teachers' experiences of CPD and how they felt this transferred into their everyday classroom practice or any observed impact on pupils learning. The interviews were semi-formal and based around some structured questions (see Appendix 1) which aimed to elicit information around personal and professional impact, changes in ethos or approach to teaching, as well as some reflections on perceived changes in pupils' understanding of global issues.

Participants

Seven participants from a range of Key Stages and specialisms completed the online survey between December 2021 and February 2022 (see Table 1). From the survey, two participants indicated interest and availability for an interview, with a further two as potential interviewees depending on capacity. Three declined to engage in the interview process.

Table 1: Survey Participants

	EYFS/KS1	KS1 only	KS1/KS2	KS2 only	KS3/KS4
No. of teachers	1	1	2	1	2
SEND					1

Two informal, semi-structured interviews were conducted via Zoom with T1 and T2 in mid-February 2022. Each interview lasted approximately 30 minutes. Both interviewees are primary educators, one in upper primary and the other with experience in both lower primary and Key Stage 1. Both had been involved in CCGL as either a Local Advisor or a Cluster Lead and have been engaged with global education for several years through training, projects and DEC membership. The interview questions can be found in Appendix 1.

Data analysis

Evidence within the interview transcripts was reviewed with a focus on identifying any commonalities or distinct differences in teacher perceptions of their CPD experiences and impact on their practice. Indicators such as comments about the high impact (teacher or pupil) of CPD; challenges with CPD; and effective aspects of CPD were highlighted and cross-referenced with survey feedback. The commonalities became clear very quickly during the review and indicators for success or barriers to impact were identifiable.

Ethical considerations

Ethical issues associated with the study were considered carefully in line with British Council guidance. All teachers participating through the online surveys were made aware of the aims of the research and steps taken to ensure anonymity of their responses. In addition, those teachers undertaking the interviews were provided with a full project overview and signed informed consent forms prior to the interviews. All electronic data has been stored on an encrypted external hard drive or secure server and will be deleted six months after publication of the report.

Research Findings and Reflections

This section analyses the qualitative data from both the surveys and the interviews conducted in response to the research questions. It begins with an overview of the participants' experiences and perceptions of global learning CPD, and then explores a range of key themes which emerged from the data. These include the perceived impact(s) of the CPD, aspects of transformation for teachers or pupils as a result of the courses, as well as highlighting the elements of CPD with the most perceived impact. In addition, the section discusses the challenges or issues with the CPD and considerations to take forward.

Table 2 outlines the CPD experience and perceived impact of participants.

Table 2: Participant data overview

Label	CPD via CCGL	CPD external to CCGL	Perceived impact (from survey)
T1	GTA L1 &L2 CCGL Cluster Lead	P4C Level 1 Open Spaces for Enquiry and Dialogue	A lot
T2	GTA L1 and GTA 2 British Council level 1 CCGL Local Advisor Equitable and Sustainable Partnerships Lyfta	MOOOC – UCL online	A moderate amount
T3	GTA L1		A moderate amount
T4	GTA L1		A great deal
T5	GTA L1		A moderate amount
T6	GTA L1	DEC Climate Change course	A great deal
T7	GTA L1		A great deal

Experiences and perceptions of CPD

Tables 3 and 4 provide a breakdown of the survey data on the participant's CPD experiences:

Table 3: Previous experience of CCGL CPD

GTA L1 or above	Climate Change training programme (Leeds DEC)	Equitable Sustainable Partnerships	Lyfta
7	1	1	1

Table 4: Previous experience of external CPD

Philosophy for Children L1 (SAPERE	Open Spaces for Enquiry and Dialogue*
1	3

*as part of GTA

The survey responses illustrate that all participants felt an impact in their teaching as well as for their pupils following their CPD experiences (Table 5), with some (3) indicating a great deal of impact from their CPD. There is perhaps a marginal drop in terms of pupil impact or perceived pupil impact from the top range to the middle indicating that the transferable impact lessened in the classroom; possibly linked to less relevance in EYFS or not yet having the opportunity to try the new learning. However, this is a very small number to draw any distinct conclusions.

Table 5: Perceived impact of CPD

	A great deal	A lot	A moderate amount	A little	None at all
Q4 **CPD impact on Teaching & Learning approaches**	42.86%	14.29%	42.86%	0	0
Q8 **Impact of new approaches on pupils' understanding**	14.29%	42.86%	42.86%	0	0
Difference in %	-28.57%	+28.57%	0	0	0

Participants also highlighted specific aspects of the impact of the CPD including:

- Curriculum changes – especially around sustainability and climate change
- Resources – tried and tested for use in the classroom
- Sharing good practice – support from the CPD group
- Quality trainer – '*so the local advisor lead in that course is so knowledgeable… super knowledgeable in what she's doing'* (T2)
- Specific activities – to develop pupil progress and opportunities for discussion and critical thinking
- Quality discussion and dialogue – the most positive responses highlighted the opportunity to explore or question topics with the trainer and fellow participants; not just sharing good practice but questioning and thinking about practice

Examples of the types of critical thinking approaches and/or activities indicated a strong influence from the GTA courses in the use of images, problems and solutions trees and OSDE as illustrated in the graph below:

Q7 What approaches do you use within your classroom to support critical thinking around global issues?

Approach	Percentage
P4C	14.29%
Diamond nines	
Problems Trees	42.86%
Why, Why, Why chains	
Concept mapping	14.29%
Challenging Images	57.14%
Open Spaces for Dialogue	42.86%
Compass Rose	14.29%
Other (please specify)	57.14%
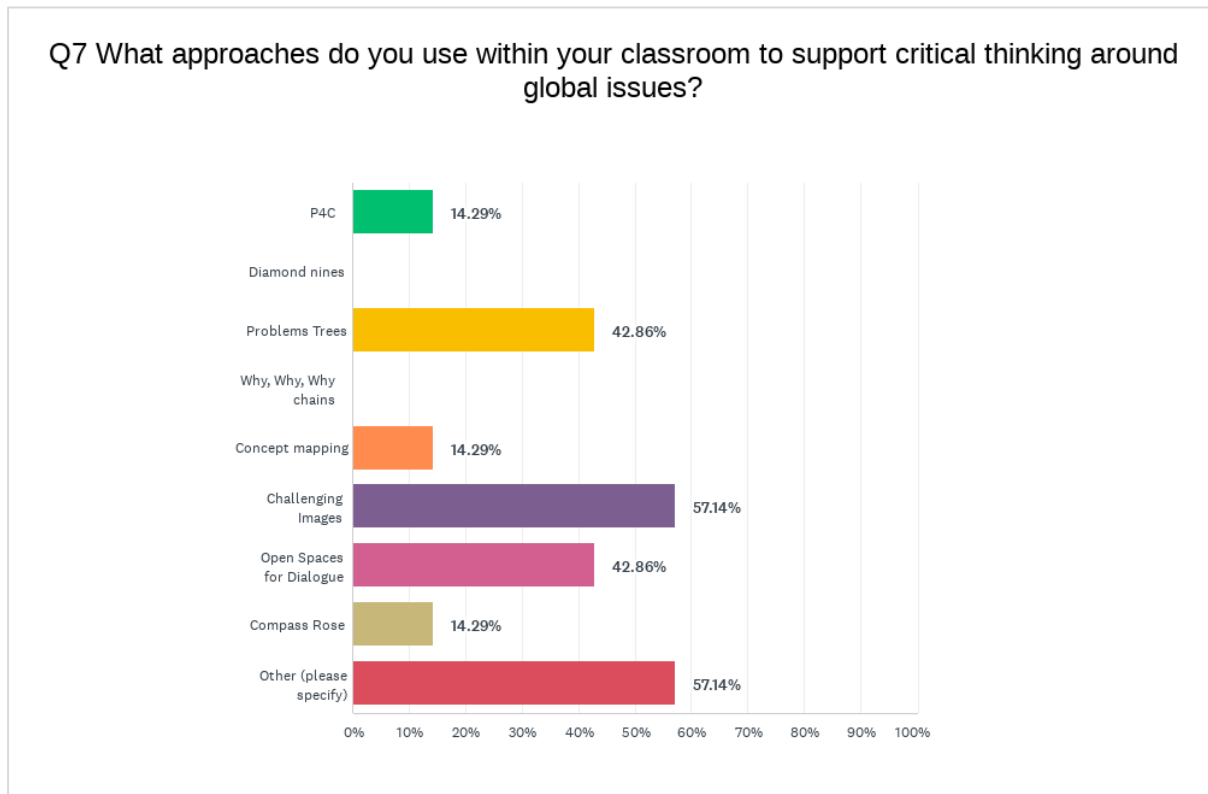
Positive findings have been drawn from the teacher interviews as well as the survey responses. These include:

- **Evidence of some transformative change** to teaching approach illustrated within the teacher interviews
- **Strong perceived impact** relating to CPD which included discussion or reflection
- **Pupil impact** perceived by teachers as a result of their teacher CPD

Reflections on the interviews and comments within surveys enable some inferences to be drawn about the challenges or issues CPD providers must consider when undertaking transformative approaches. These include:

- **Starting points** – transformative moves are different for everyone depending on where they are beginning
- **Content vs Pedagogy** – these need to be in balance in order to ensure teachers' ability to contextualize and apply any pedagogical learning or improve subject teaching through pedagogy
- **Time and capacity** – these are required for teachers to deepen and develop their understandings and make any changes

The importance of discussion and reflection within CPD

Schools are busy places, and it has already been highlighted that many CPD programmes fail to meet expectations when teachers return to the classroom, perhaps due to time constraints which limit the ability to put the new learning or understanding into practice. Therefore, CPD that provides `*time to reflect on your own views, on things you practice and how you go about embedding it into teaching'* (T1) was seen as being particularly important and appreciated.

A similar view was articulated by T2:

> *'I think the great thing about these courses is they provide you with the opportunity to reflect on your practice.' (T2)*

Discussion with fellow, like-minded teachers and trainers were also found to have a positive impact:

> *'We had lots of discussion … being inspired by what other teachers are doing, I think, for me, that was probably one of the really useful aspects of it.' (T2)*

> *'On all the training I've had where it's been a lot of very discussion-based things and it's almost time to reflect on. Your own views on things you practice and how you go about embedding it into teaching' (T1)*

This was also highlighted throughout the survey responses listed earlier and substantiates the suggestions made by Cordingley et all (2015: 6) on CPD providers '*creating room…and repeated opportunities to encounter, understand, respond to and reflect on new approaches and related practices*'.

Evidence of transformative changes to teaching approach

A key element of the research was to investigate the perceived transformative nature of the CPD undertaken by teachers. From the interviews, the teachers indicated that both the GTA and P4C training influenced a significant change in terms of their teaching approach:

> *'I think it has shaped how I teach and how I look at things… how I look at the world as a person as much as in the classroom which obviously has an impact on how we teach things' (T1).*

As well as an additional reference to the specific impact of P4C training:

> *'I think I definitely adopt quite different approach now it's definitely quite… I think my questioning is more open …. Rather than just go "yes that's right answer let's move on"' (T1).*

This teacher then went on to talk about her experiences of dialogic teaching methodologies as part of the National Professional Qualification for Headship (NPQH) which all builds on previous experiences:

> *'It's all sort of feeding into my practice, and I think it's making me a better teacher. I hope it is.' (T1).*

T1 has found such an impact from her experience of P4C CPD from a previous school that she explained her intention to engage her current school in P4C training and development:

> *'Now I'm the PSHE RE and global learning lead here so on my action plan is … we're going to have an inset day and train all our staff in philosophy for children because it's not something that they've ever really done and … I think it'd be really beneficial for the children,'(T1)*

T2, a teacher trainer through the role of CCGL Local Advisor, felt that the GTA and British Council training '*does get you to look at things from a different perspective so that does impact your teaching*'. This was about challenging basic misconceptions of places and people of which much is rooted in lack of subject knowledge:

> *'[I]n primary school you can't know everything that you should know so we sometimes do teach misconceptions.' (T2)*

Though they felt that there was a great benefit '*if we change the way that we're doing things*' perhaps in terms of challenging personal stereotypes or ensuring that pupils have a wide range of information about people and places not just '*teaching that Africa is this poor country*' (T2). It was felt that some of the CPD offered supported this shift in approach:

> *'I do think the training is really helpful and I've seen that even with a lot of the Level one British Council training in you kind of see the penny drop with teachers'. (T1)*

Recognised impact on pupils as a result of CPD

Both the survey and interviews indicated an impact on pupils' experiences and new understanding through the introduction of new resources, activities and ways of understanding. One example was linked to the challenging perceptions of India, their CCGL Link school location, using suggestions from the GTA course. The children could find similarities, not just differences which for '*our children that's a massive thing*' (T1) and '*they're becoming much more aware of the world around them that extends beyond our town*' (T1). It could be argued that this is still quite basic or 'first steps' to global learning and less about true critical thinking however, we must recognise that, sometimes, those first steps are the most transformative and open the gates to new ways of thinking and looking at the world with less resistance. It is perhaps at this juncture that teachers can utilize true critical thinking pedagogies to deepen, extend and develop critical understandings.

T1 considered the impact of the P4C training and practice by comparing pupils from previous and current schools:

> *'there is definitely a difference in the way that the children discuss things…. It was really noticeable in the way we did the philosophy for children in the last school, the more the children would go "well I see where you're coming from but…". whereas my class now … I don't mean argumentative but less receptive to those children's views, like fixed.'(T1)*

This quote clearly illustrates how P4C can impact pupils' ability to consider multiple perspectives which do not necessarily agree with their own 'set' world views – an essential skill for critical global understanding.

Allowing for time and reflective practice for transformative change

It was also noted that teachers needed time and space to embed and build on transformative CPD:

> *'having that time to invest and not cram everything in as a teacher … it's just not going to happen, whereas … with the GTA … we had three months to put one thing in place. To impact the global learning and that's fantastic because it's given that time to really embed it as opposed to having a short time'. (T2)*

This links with the focus on discussion and reflection as a general mindset to education and implementing change. T1 explained that the changes to her approach to questioning came from:

> *'a bit of everything you know… experience on my part, of training, and conversations that you have with colleagues and you try to [do] some stuff and it doesn't work and you find what works best for the children you have in front of you I suppose'.*

Taking the time to try out new approaches and critically reflect on their impact enables teachers to move forward in their practice, especially in terms of critical pedagogies:

> *'If you want me to do it well, it needs to be integrated, we haven't got enough time in the curriculum to do the subjects that we have to teach' (T2)*

Both interviewees also commented on the benefit of undertaking the GTA Level 2 and other CPD to keep the momentum going.

Content CPD vs pedagogy CPD

There was a distinct difference in the responses between the teachers in terms of focus on either content as a driver for global learning or pedagogical approaches:

> *'I think, with the global learning in terms of what's been valuable is looking at those how to naturally bring it in with cross curricular links.' (T2)*

> *'Other schools that have completely changed their curriculum and it's at the core of what they're doing so everything actually flows from the global learning into their English into their geography, PSHE that wider world impact, and I think it's about giving teachers, the skills to see how that can happen it naturally should fit in.'(T2)*

Indeed, the need for contextualising global learning and knowing how it might 'fit' into a set curriculum will enable teachers to embed the themes and knowledge although the actual teaching of them main remains 'traditional' (T2). Although it was also stated that the GTA does '*help you to think about critical thinking and enquiry-based approach*' (T2). T1 referenced changes in approach to questioning, ways of being as a teacher and engaging in global issues which may have been the influence of the additional P4C training.

Levels of impact depend on starting points

As outlined within the literature review, the starting points for participants on CPD can greatly influence the level of impact or transformative change. It was felt '*that the teachers that are new to global learning there's a lot that they can learn very quickly*' (T2). This may be a reflection of the great difference between what T2 called 'traditional teaching' and experience learning from a global perspective:

> *'I think once you've done some of the training, it does get you to look at things from a different perspective so that does impact your teaching and learning.' (T2)*

It is clearly an impact when a teacher begins to develop multiple perspectives and challenges stereotypes within their subjects and could be very much a transformative change for them as individuals. However, it could be argued that this is not sufficiently critical pedagogy, but just the beginning, and for there to be a transformative change we, as global learning trainers and advocates, need to be very clear on the depth of critical understanding and pedagogies needed for effective global learning and communicate this to teachers on our CPD.

For those who are further on their global learning 'journey' some of the CPD reinforced understandings and practice, not necessarily a bad thing, as this develops confidence and '*kind of gave me those tools to train other teachers as well*' (T2). The GTA 2 is the next stage of the learning journey and, builds on what has been explored in the GTA 1 with a leadership focus on, as one teacher describes it, '*looking more strategically at how you're going to implement it in schools*' (T2).

Challenges or issues with CPD

Since the initiation of this research, the education and CPD sector has endured seismic changes due to the COVID-19 pandemic, with the majority of CPD being adapted for online formats at great speed with less evidence-driven design. I believe that this may have negatively impacted the transformative potential of much CPD. The challenging format has been further compounded by the high level of pressure teachers have been under plus the lack of capacity or headspace to fully engage.

The difference between face-to-face and online training in terms of transformative potential was highlighted: '*but I just prefer face to face but that's true for everything*' (T1). However, it was emphasised that, without the opportunity to access the GTA L2 course via an online platform, this teacher would not have been able to engage at all. Therefore, an online version of transformative CPD would enable those educators in 'hard to reach' areas to access important CPD, although how that is delivered effectively and differently from face-to-face would need to be further considered.

Another consideration, especially with online courses, would be how to target the CPD for the audience, as one teacher explained that:

> *'I was the only primary age teacher all the rest of the secondary … Maybe it just would have been nice if they've been someone else that could see where I was coming from with things.' (T1)*

One interviewee explained that the Lyfta CPD felt more of a '*resource that you can use*' (T2), but recognised it wasn't a pedagogy as such and that it was disappointing: '*a few of my teachers did it at school and they said they just left more confused… about what to do*' (T2). This could be due to a lack of contextualisation of what was on offer, the very nature of it as a resource rather than a pedagogy or the limited time post-CPD to become familiar with it.

Conclusions and Recommendations

I would suggest that the successes of the CPD undertaken by participants may be due to the modelling of the pedagogical approach within the training. Teachers were able to experience the pedagogies – be it philosophical dialogue, enquiry-based reflection or critical discussion of a global issue – and therefore experience the transformative nature of the approach themselves. Such an approach ensures that CPD does not just provide techniques to be deployed, but supports a way of being and thinking which also raises awareness of the different social, cultural, religious and power relations within our complex society and schools. Global issues and knowledge of the world are constantly changing – therefore, whilst knowledge is important, it can shift and the true effectiveness of a critical pedagogy is to enable young people, and adults, to navigate the changes effectively. Therefore, the transformative shift from 'knowing' to 'being', such as being curious, being questioning, being open, or being collaborative, is essential for a global learning practitioner.

Despite being a small-scale study and the limitations due to the impact of COVID, this research also suggests that both P4C and GTA in particular had a transformative effect on teaching approaches with an increase in criticality.

P4C as a critical pedagogy can enhance global learning by re-positioning the notion of teacher and pupil, demanding reasoned and justified opinions which take into account the views of others, as well as attempting to embody the ideals of democracy. This shift in role from 'teacher' to 'facilitator' is significant and should not be limited to P4C enquiries, but encompass all aspects of teaching approach to achieve true transformation of practice. Small inferences can also be made about the impact of P4C training through teachers' additional comments more associated with a pedagogical and personal change in terms of 'being' in the classroom and 'seeing' their pupils' capacities as thinkers.

The GTA enabled teachers to reflect and consider how to transform their curriculum and, in some aspects, their pedagogical choices. There is clear reference to enquiry-based activities which help teachers structure the learning to engage young people in discussion, reflection and critical thinking.

Recommendations

Going forward I would suggest the following to be undertaken by:

Global Education researcher(s)

1. **Re-visit the original research plan:** Undertake the research plans designed before the second wave of COVID-19 in order to develop a deeper review of critical pedagogies in the classroom through observations and interviews with both teachers and pupils from a wider data group to develop more rigorous research evidence. In other words, build on this small study to develop a deeper examination of the different types of CPD and their impacts.

2. **Develop a Rationale**: Develop a succinct, evidence-led, researched rationale for critical thinking pedagogies in education which can be shared with school leaders,

teachers as well as Government departments such as the UK Department for Education.

3. **Analyse specific approaches to CPD:** Utilize the IGTP model by Sims et al. (2021) to fully analyse the various critical thinking pedagogy CPD and sustained impacts on teaching practice. This could also link to point 4 to provide a specific view on CPD delivery and provision alongside the teacher and pupil perceptions of impact.

4. **Develop online options:** Explore the transformative potential of online teacher CPD in terms of pedagogical training. Provide recommendations to CPD providers for effective pedagogical approaches to online CPD.

CPD provider(s) such as SAPERE (P4C) or CoDEC (GTA):

5. **Explore New Curriculums:** Potentially review the new Welsh curriculum, which has a distinct focus on pedagogy, to consider how critical pedagogies might support and benefit the changes in Welsh schools or influence practice in schools in England.

6. **Consider Individual or Whole School focus:** CPD providers and Global Learning programmes should consider the benefits and limitations of individual or whole school training to ensure a transformational change in pedagogies.

Future policymakers, global education programme or project designers:
It is recommended that any future global learning programme or project should:

7. **Put Social Justice at the core:** Consider social justice as fundamental in achieving critical understandings of global issues.

8. **Value critical pedagogies:** There needs to be explicit reference to critical pedagogies and their inherent value in the classroom alongside content knowledge.

9. **Trust educator expertise and support experimentation:** Educators need the space, capacity and confidence to develop new understandings and pedagogies and apply these in practice. There is a great value in experimentation and critical reflection as part of developing new skills or ideas, although this can only thrive within a culture which not only accepts mistakes, unlearning or rethinking approaches, but actively acknowledges the value of that learning process for all, including educators.

As a final note, the seismic impact of the COVID-19 pandemic for all sections of society, especially our schools, has led to a questioning of the purpose of education and whether, in England, it is currently fit for purpose. For many, we have reached an Education Epoch which, in itself is a transformative shift in perspective on the meaning of learning and the relationship of the child within schools and society. For any of the potential benefits of

transformative pedagogies to be truly realized, there needs to be a dynamic move away from an over-loaded, content-driven curriculum bounded by high stakes testing and delivered by increasingly over-stretched and under-valued staff. Quality Global Learning should no longer rely on the 'lone-wolf' teacher or the next project or programme to 'fit into' a school's educational offer. We live in a world with new uncertainties and extensive global challenges, and global learning as a pedagogy, especially utilizing critical pedagogies, will be essential in supporting young people to understand, navigate and design their futures.

References

Alexander, R. (2004) Still no pedagogy? Principles, pragmatism and compliance in Primary education, *Cambridge Journal of Education,* 34(1): 7-33.

Andreotti, V and de Souza, L.M. (2008) (Learning to Read the World) Through the Other Eyes. An Open Access Online Study Programme Focusing on Engagements with Indigenous Perceptions of Global Issues. Global Education, Derby, UK.

Bell, J. (1995) Understanding Adultism: A Key to Developing Positive Youth-Adult Relationships. Available at www.freechild.org/bell.htm [Accessed 15 March 2013]

Bourn, D. (2015a) The Theory and Practice of Development Education. Oxon: Routledge.

Bourn, D. (2015b) From Development Education to Global Learning: Changing agendas and priorities. *Policy and Practice: A Development Education Review*, 20: 8-36.

Bourn, D. (2021) Pedagogy of hope: global learning and the future of education. *International Journal of Development Education and Global Learning*, 13(2): 65-78.

Bullivant, A. (2020) From Development Education to Global Learning: Exploring conceptualisations of theory and practice amongst practitioners in DECs in England. PhD Thesis, Lancaster University.

CCGL (2022) Connecting Classrooms Through Global Learning – How It Works. https://connecting-classrooms.britishcouncil.org/about-1. [Accessed 4 March 2022]

Cook-Sather, A. (2007) Resisting the impositional potential for student voice work: Lessons for liberatory educational research from post-structuralist feminist critiques of critical pedagogy. *Discourse: Studies in the Cultural Politics of Education*, 28(3): 389–403.

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing great teaching: lessons from the international reviews into effective professional development. London: Teacher Development Trust.

Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M., Perry, T. (2018) Developing Great Subject Teaching: Rapid evidence review of subject-specific continuing professional development in the UK. London: CUREE Limited.

Cranton, P. (1994) Understanding and Promoting Transformative Learning. San Francisco: Jossey-Bass.

Freire, P. (1972) Pedagogy of the Oppressed. Harmondsworth: Penguin.

Freire, P. (1998) Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Lanham: Rowman & Littlefield Publishers.

Freire, P. (2004) Pedagogy of Hope. New York: Continuum.

Giroux, H. (2010) Rethinking Education as the Practice of Freedom: Paolo Freire and the Promise of Critical Pedagogy*, Policy Futures in Education*, 8(6): 715-721.

Hattam, R. & Zipin, L. (2009) Towards pedagogical justice, *Discourse: Studies in the Cultural Politics of Education*, 30(3): 297-301.

Haynes, J. (2015) 'Philosophy's Children' in Philosophy and Education: An Introduction to Key Questions and Themes. In Haynes, J., Gale, K. & Parker, M. (eds) *Foundations of Education Series* (pp. 118-131). Abingdon, Oxon: Routledge.

Hennessy, S., Dragovic, T. & Warwick, P (2017) A research informed, school-based professional development workshop programme to promote dialogic teaching with interactive technologies, *Professional Development in Education*, 44(2): 145-168.

Husbands, C. & Pearce, J. (2012) What makes great pedagogy? Nine claims from research. National College for School Leadership. https://www.gov.uk/government/publications/what-makes-great-pedagogy-nine-claims-from-research. [Accessed November 2016]

Illeris, K. (2003) Towards a contemporary and comprehensive theory of learning, *International Journal of Lifelong Education,* 22(4): 396-406.

Jordao, C. M. (2004) Thinking critically of critical teaching: Critical pedagogies revisited, *Situation Analysis*, 4: 21-30.

Khazem, D. (2018) Critical realist approaches to global learning: A focus on education for sustainability, *International Journal of Development Education and Global Learning,* 10(2): 125–134.

Lawson, H.S. (2018) Primary pupils' attitudes towards and understandings of poverty. DERC Research Paper No.19. London: Development Education Research Centre, UCL Institute of Education.

Makaiau, A.S & Miller, C. (2012) The Philosopher's Pedagogy: Educational Perspectives. 44(1&2): 8-20.

Murris, K. (2008) Philosophy with Children, the stingray and the educative value of disequilibrium, *Journal of Philosophy of Education,* 42: 667-685.

Newell-Jones, K. & Colbourne, D. (2006) Are tension and conflict in groups essential ingredients for learning? Or is harmony preferable?, *Development Education Journal*, 13: 15-17.

Reed-Sandoval, A. (2018) Can Philosophy for Children contribute to decolonisation? *Precollege Philosophy and Public Practice*, 1: 27-49.

Robinson, C. & Taylor, C. (2007) Theorizing student voice: values and perspectives, *Improving Schools,* 10(5): 5-17.

Robinson, G. (2016) Feeling the pull: ethical enquiry and the tension it creates for teachers, *Analytic Teaching and Philosophical Praxis,* 36(1): 44-54.

Ruddick, J. & Demetriou, H. & Pedder, D. (2003) Student perspectives and teacher practices: The transformative potential, *McGill Journal of Education,* 38(2): 274–88.

Scheunpflug, A. (2011) Global education and cross-cultural learning: a challenge for a research-based approach to international teacher education, *International Journal of Development Education and Global Learning,* 3(3): 29-44.

Scholl, R., Nichols, K., & Burgh, G. (2009) Philosophy for children: Towards pedagogical transformation. Refereed paper presented at 'Teacher education crossing borders: Cultures, contexts, communities and curriculum' the annual conference of the Australian Teacher Education Association (ATEA), Albury, 28 June – 1 July.

Schwabe, L. & Wolf, O.T. (2010) Socially evaluated cold pressor stress after instrumental learning favors habits over goal-directed action, *Psychoneuroendocrinology,* 35(7): 977–986.

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J. & Anders, J. (2021) What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis. London: Education Endowment Foundation.

Martins, L. (2011) Open Spaces: An investigation on the OSDE methodology in an advanced English conversation course in Brazil, *Critical Literacy: Theories and practices*, 6(1): 68-78.

Sims, S., Moss, G. & Marshall, E. (2017) Teacher journal clubs: How do they work and can they increase evidence-based practice? *Impact,* 1. https://my.chartered.college/impact_article/teacher-journal-clubs-how-do-they-work-and-can-they-increase-evidence-based-practice/. [Accessed Aug 2021]

Simpson, J. (2016) A study to investigate, explore and identify successful 'interventions' to support teachers in a transformative move from a charity mentality to a social justice mentality. GLP Innovation Fund Research Paper No. 2. London: Global Learning Programme – England.

Simpson, J. (2018) Participatory Pedagogy. GLP Innovation Fund Research Paper No. 5. London: Global Learning Programme – England.

Splitter, L. & Sharp, A. (1995) Teaching for Better Thinking: The Classroom Community of Inquiry. Victoria: Australian Council for Educational Research.

Sutcliffe, R. (2017) Philosophical Teaching-and-Learning adapted for SAPERE Level 3 course. In M. R. Gregory, J. Haynes & K. Murris Eds), *The Routledge International Handbook of Philosophy for Children*. Routledge. https://doi.org/10.4324/9781315726625

Tinkler, A. (2020) What perceptions do children involved in an active school partnership with a school in India have of the country? Connecting Classrooms through Global learning Practitioner Research Fund Paper No. 1. London: Connecting Classrooms through Global Learning in collaboration with the Development Education Research Centre, UCL Institute of Education.

Webb, T.L. & Sheeran, P. (2006) Does changing behavioral intentions engender behavior change? A meta-analysis of the experimental evidence, *Psychological Bulletin*, 132(2): 249.

Yates, J. (2018) How Can the Philosopher's Backpack Enrich Critical Global Thinking? GLP Innovation Fund Research Paper No. 6. London: Global Learning Programme – England.

Young, M. (2003) Curriculum studies and the problem of knowledge: updating the Enlightenment? *Policy Futures in Education,* 1(3): 553-563.

Appendices

Appendix 1: Interview Questions

- **What are teachers' views on the impact of specific CPD on their educational approaches to global issues?**
- **What are teachers' professional perspectives on the use of specific pedagogies to enhance pupils' awareness and critical understandings of global issues?**

Background

Can you tell us a bit about your CCGL experience please? In particular, how you have engaged with global learning and the CCGL CPD programme

Training

Can you describe the training you have undertaken? Specifically - Why did you choose GTA/P4C other?

Did it meet your expectations? For yourself and for pupil outcomes.

What really worked?

What was more challenging or less transferable to the classroom?

Understandings, perceptions and learning

What do you understand by the term critical thinking? Or Pedagogy?

Do you think your approach to teaching about global issues has changed after these CPD courses? If so, how?

Personal impact

What do you think the impact on you personally has been on taking part in the training?

Have your CPD experiences affected your enthusiasm for teaching at all? If so, in what ways.

Impact on practice

Can you let us know what you have done differently as a result of the training / since the training? (e.g., teaching with pupils, cascading it to other teachers, adapted lesson plans, introduced new ideas into your teaching) (Did you have any enablers / encounter any challenges?)

Have there been any wider impacts of the training within the school?

Sustainability

What might be the next steps for you and your school in terms of teaching and learning about global issues?

Appendix 2: Survey Questions

1. Which Key stage do you teach within?
2. Have you undertaken any Connecting Classrooms through Global learning CPD/training between 2017-21?
3. Please select any of the specific CPD/training you have taken part in
4. How much has your CPD/training in critical pedagogies listed in Qu3 impacted your approach to teaching and learning around global issues?
5. Which CPD/training was the most impactful?
6. Why? Please elaborate your answer to Qu5
7. What approaches do you use within your classroom to support critical thinking around global issues?
8. How much impact has the approach(es) had on your pupils' critical understanding of global issues?
9. Would you be interested in a short informal interview, via Zoom, to answer a few further questions on your CPD/Training in Jan/Feb 2022?
10. If Qu4 was yes - At what email address would you like to be contacted? *Personal data is protected under the research ethics, information and consent will be forwarded to you*
11. If you do not wish to be interviewed but have the opportunity to be randomly selected for the £10 bundle of resources please state your email and/or school so we can contact you. *Personal data is protected under research ethics and will be deleted after 6 months*

About the Author

Jen Simpson qualified as a primary teacher, later joining Cheshire Development Education Centre (CDEC-Developing Global Learning) as an Education Officer. She was a Local Advisor for the Global Learning Programme (GLP) for Cheshire and Merseyside 2013-2017. She completed an MA module with the UCL Institute of Education on Training in Development Education, followed by two research projects for the GLP Innovation Fund (Papers No. 2 and 5). She is a registered SAPERE P4C trainer and currently works as the SAPERE Project Manager. Her research interests centre on teacher training and CPD, pedagogy, pupil participation, social justice and developing innovative and transformative approaches to teaching and training.

About Connecting Classrooms through Global Learning

Connecting Classrooms through Global Learning is a free and flexible programme for schools around the world based on learning, knowledge sharing and international collaboration. Connecting Classrooms supports teachers to equip pupils with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

Connecting Classrooms through Global Learning is funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) and runs from 2018 through to 2022. For more information go to: www.britishcouncil.org/connectingclassrooms

The CCGL Practitioner Research Fund

The CCGL Practitioner Research Fund runs from 2019-2022 with the aim to support educators to conduct research related to global learning and overseas school partnerships within schools. DERC was contracted by British Council to support educators in the research and writing process.

About the Development Education Research Centre

The Development Education Research Centre (DERC) is the UK's leading research centre for development education and global learning. The DERC team conducts research on development education, global learning, and global citizenship education, runs a Masters' degree course, supervises doctoral students and produces a range of reports, academic articles and books. DERC also runs a highly successful free online course Global Education for Teachers which is hosted via Futurelearn. DERC is located in the UCL Institute of Education, the world-leading centre for research and teaching in education and social science.

For further information on the Centre visit: www.ucl.ac.uk/ioe-derc

UCL

Institute of Education