

I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a, RME 4-07a**

Impact of the Global Teachers Programme

Link Community Development places Global Teachers with a family in rural Malawi, so they can experience firsthand the lifestyle of rural Malawians, learn about their beliefs and values, and are able to represent these accurately to Scottish pupils.

For example:

While on placement in Malawi Global Teacher Jenny Dick discovered *“the importance Malawians place on having a strong family unit and their positive outlook on life. I found that they led very simple lives and were very happy and content with what they had.”* She helped pupils at Lawmuir Primary School to deliver a Malawi Museum to demonstrate their understanding of these values to other schools and community groups.

Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about ‘ultimate questions’. **RME 3-09a**

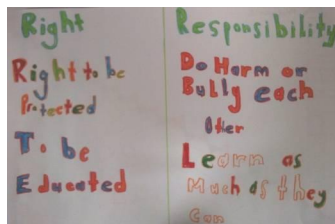
Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers on placement in Malawi to identify similarities and differences between Scottish and Malawian culture and lifestyles and to recognise strengths in both. Global Teachers are encouraged to embed this learning across the curriculum.

For example:

S1 students at Gairloch High School undertook an interdisciplinary project comparing life in Scotland and Malawi in areas such as health, food and diet, law and order, culture, music and art. They then held a presentation day for S2 and S3 pupils, Primary pupils, parents and members of the community to raise awareness of life in Malawi and discuss how different values and beliefs affect ways of life in both countries.

**Religious and Moral Education**



I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 3-08a, RME 4-08a**

Impact of the Global Teachers Programme

The Global Teachers Programme provides opportunities for teachers to develop their leadership and planning skills to make a lasting impact on Curriculum for Excellence in their schools.

For example:

Sarah Kammer has used the knowledge and skills she gained as a Global Teacher to find creative ways of embedding Global Citizenship values and attitudes in her school. She supported students at Banff Academy to learn about Global Citizenship issues through cross-curricular activities and inspired them to take action to make the world a better place by forming a Global Citizenship committee.

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-02b**

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. **RME 4-09a**

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to undertake follow up work which incorporates their understanding of Malawian culture and values. Global Teachers enable their pupils to consider moral values such as equality and fairness and to act in ways that have a positive impact around the world.

For example:

Following a placement in Malawi, Global Teacher Robert McNair undertook numerous projects related to Malawi with students at Stathaven Academy, enabling them to develop an understanding of their own values beliefs, cultures and those of others. *“With greater understanding in these areas pupils have the opportunity to influence events by exercising informed and responsible citizenship.”* – Robert McNair, Global Teacher

