



Global Teachers Programme 2008 Final Report

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Global Teachers arrive in Malawi

1. Introduction

Link Community Development (LCD) Scotland works in partnership to develop and deliver innovative programmes that promote access to quality education in rural communities in sub-Saharan Africa. One of the ways in which Scottish teachers and pupils can become involved in this work in Malawi is through the Global Teachers Programme. The Global Teachers Programme (GTP) offers Scottish teachers and headteachers an international professional development opportunity, which lasts 15 months and is centred on a five-week placement in Malawi. Each Global Teacher is placed in one of LCD's project schools and is hosted by a family in the local community, which enables them to acquire a deeper understanding of the social, economic and cultural context in which they are working. The Global Teachers work to share skills and expertise with peers in the areas of school leadership, management and teaching practice while placed in schools and during teacher training sessions. On returning from Malawi a Global Teacher has a commitment to use the knowledge and skills gained on placement to impact on the values and attitudes of pupils and other teachers back in Scotland.

In 2008, Learning and Teaching Scotland funded the Global Teachers Programme as part of the Scottish Continuing International Professional Development (SCIPD) programme. 14 Global Teachers and two facilitators were involved. The group of Global Teachers was selected from nine local authorities and included teachers, head teachers, and principal teachers from three secondary, ten primaries, and one nursery school (see Appendix A for a list). Twelve of the 14 teachers received funding from the Educational Institute of Scotland (EIS) towards the costs of their involvement in the programme. The group of 14, with the support of the two former Global Teacher facilitators, successfully completed four-week placements in 14 rural Malawian primary schools, followed by 10 workshops for 400 teachers and head teachers.

A comprehensive monitoring and evaluation framework is in place for the Global Teachers Programme. All stakeholders are required to complete a range of reports throughout the course of the 15 months which are used for reflection and development of the experience. Monitoring and evaluation activities to date have included:

- Analysis of delegate feedback forms used at training weekends one, two and three
- Information gathered during feedback sessions at training weekend three
- An in-depth reflection session held in Malawi with host schools, District department staff, LCD staff and Global Teachers at the end of the placements
- Global Teachers' first and second placement reports completed after the placement
- Global Teachers' follow-up work plans
- Written Placement Reports received from all 14 Global Teachers
- Written up Module Reports and Final Reports received from all 14 Global Teachers
- A report by the facilitators
- Internal quarterly progress reports written for management purposes

2. Good practice in international teacher volunteering

a) Identification of Need

Aligned with good practice, the Global Teachers Programme is designed to meet the needs of all beneficiaries: both Scottish and Malawian schools and teachers, and pupils. The programme aims to support Scotland's international education policy¹ by providing professional development opportunities for teachers in order to enable "young people to become responsible citizens with respect for others, able to develop knowledge and understanding of the world and Scotland's place in it. This helps them to acquire the knowledge, values, attitudes and skills necessary to succeed in an increasingly interdependent world". In addition, the placement of Global Teachers in Malawi supports Scotland's contribution to international development² and specifically, the aims of LCD's work to improve access to quality education for all children in rural Malawian communities in the fight against poverty. The Global Teachers Programme responds to identified needs in Scotland and in Malawi, and by involving teachers in Scotland's international development work, it offers a contextualised learning opportunity for young people to gain an understanding of Scotland's responsibility in and contribution to the wider world.

b) Recruitment and selection of Global Teachers and placement schools

When recruiting and selecting Global Teachers, LCD Scotland is looking for headteachers and teachers with sufficient experience and motivation to take on and learn from the challenge presented in Malawi, while demonstrating dedication to sharing their learning back in Scotland. This message was used in promoting the programme through the Times Educational Supplement Scotland (TESS), Local Authority International Co-ordinators, IDEAS and Development Education Centres, the Scotland Malawi Partnership, the EIS, the General Teaching Council for Scotland (GTCS), past Global Teachers, Link Schools, LCD's website, and local press releases.

With approximately 100 expressions of interest, applications were received and successful applicants were invited to interview. Three selection days were held in Edinburgh in February 2008 and comprised the following:

- A presentation from LCD Scotland about our work and what to expect from the programme
- Presentations from candidates about their follow-up work ideas
- Two group activities for the candidates, one focussed on the professional role on placement; and one on the issues of sustainability of follow-up work
- A short individual interview

The application form and selection day are thorough and are designed to assess candidates in three main areas:

- Professional experience and skills needed to successfully perform their role on placement in accordance with needs of the host schools and LCD's Malawi School Improvement Project
- Commitment to completing the follow-up work requirements and appropriate ideas
- Personal attributes needed to cope well for the duration of participation in the programme and particularly on placement

¹ <http://www.scotland.gov.uk/Topics/Education/Schools/Excellence/IE>

² <http://www.scotland.gov.uk/Topics/Government/International-Relations/internationaldevelopment/internationaldevelopmentp>

Following all selection days a meeting of interviewers was held to agree on successful and unsuccessful candidates, and to produce a summary of each successful candidate for LCD Malawi in order that Global Teachers' skills and experience could be used to match them to placement schools, and identify areas of expertise for teacher training.

Preparation in Malawi began with a meeting with the Dedza District Education Manager and the District Co-ordinating Primary Education Advisor (PEA) to select the zones and schools to be involved in the programme in 2008. The Co-ordinating PEA selected the zones Kanyenda, Tchetsa and Makota, and in March 2008, 19 schools across the three zones were profiled and 14 were chosen as host schools. Following selection, the 14 schools and school communities were involved in meetings to explain the role of the Global Teachers and the responsibilities of the schools and communities in working with and supporting them.

c) Training and support

All Global Teachers attend two pre-placement residential training weekends. These weekends are designed to introduce Global Teachers to the programme, the placement, to each other and to LCD Malawi staff. The main objective is to ensure that the Global Teachers are sufficiently prepared for the placement element of the programme. In order to achieve this, an LCD Malawi staff member joined the group during the second training weekend.

The pre-placement training covered:

- Introduction to LCD's work and the Global Teachers Programme, and how the GTP fits into this wider work
- Health and Safety briefing from the Edinburgh International Health Centre
- Introduction to language, culture, politics, economics and health in Malawi
- Introduction to the role of a Global Teacher by former Global Teachers
- Understanding of the costs and funding associated with LCD's work and the GTP
- Introduction to placement schools and professional roles on placement
- Sharing information about the structure of education in Malawi
- Strategies for working in placement schools and delivering teacher training (using locally available resources, conducting INSET, coaching and mentoring)
- Local language classes
- Development issues in Malawi
- Attracting media coverage of participation in the programme
- Introduction to the follow-up work requirements of the programme
- Advice on handling difficult situations in the host family and at school
- Questions and discussion about logistics and support before, during and after placement

Again, all Global Teachers received a comprehensive Global Teacher Pack in a ring-binder to accompany the training sessions. The pack includes detailed information on:

- Planning and reporting templates and guidelines for monitoring and evaluation
- Health and safety on placement
- Malawi's education system, culture, language
- LCD's Scottish Government funded work in Malawi
- Useful websites and other resources for follow-up
- Publicity and media guidelines

- Sources of support – LCD staff, other Global Teachers

Each Global Teacher received a full profile of the school in which they would be placed, along with a list of the training sessions to be delivered. The school profiles provided photographs and information about the staff, learners and school community. The Global Teachers and the host families had also been able to contact one another prior to the placement. The information provided about the needs of the schools, and the role of the Global Teacher in meeting these needs while placed in schools and delivering teacher training was supported by the pre-departure and initial in-country training provided by LCD.

On placement, the Global Teachers were assisted by two facilitators and the team of LCD staff. The following support was offered:

- Comprehensive induction programme on arrival
- Welcome ceremony to introduce District staff and headteachers
- Weekly visits to host school to provide individual professional and pastoral support
- 24-hour mobile phone number to call for support and in emergencies
- Support with arrangements for weekend tourist activity
- Final reflection meetings with all stakeholders

The placement visits made by LCD and the facilitators were equally to offer support to Malawian teachers and headteachers to ensure the activities being carried out by Scottish teachers were based on the needs of the schools and involved the local teachers.

Following the placements all Global Teachers attend one further training session, and a final celebration event. The follow-up training session took place at the end of October 2008 and included the following sessions:

- Feedback from the Global Teachers to LCD about the placement in Malawi, and from LCD to the Global Teachers about progress in Malawi
- A reminder about LCD's aims with some practical suggestions about how to teach different age groups about the importance of equitable access to education
- An introduction to the Link Schools Programme
- Reflecting on Global Teachers' achievements and the CPD value of the experience
- Support for planning and implementing follow-up work ideas

The final celebration event for the group of teachers took place in May 2009, and involved the award of Professional Recognition by the GTCS.

In addition, LCD Scotland staff are available before, during and after their placement to provide a support and information service to Global Teachers – with around 350 enquiries having been made.

d) Ensuring sustainability

The Global Teachers Programme lasts for 15-months and is centred on a 5-week placement in Malawi. To ensure the programme is sustainable:

- In Scotland, by working in partnership with LTS to ensure support at national and local authority levels; and by promoting the sharing of Global Teachers' knowledge and understanding of global citizenship with other teachers in a structured and supported way in order to impact on the values and attitudes of young people

Global Teachers make a commitment to implement and evaluate a piece of work that aims to share with teachers and pupils the knowledge and understanding they have gained during involvement in the programme. The aim is that the teachers support global citizenship, development education, and school linking within their own schools and local authorities. Within this framework each teacher designs their own follow-up activities which complement and build on:

- Their particular placement learning and experience
- Their own professional development objectives
- Any courses or accreditation they are currently working on, or aim to apply for
- Their school's and/or department's improvement plan aims
- Their Local Authority's education development plan aims
- The interests of the professional groups and networks with which they have connections
- The opportunities afforded by connections with various other groups in the community

Based on this structure and with support from LCD Scotland, all Global Teachers in the group carried out and evaluated the outcomes of their follow-up work.

- In Malawi, by working with schools that are involved in LCD's long-term school improvement work with Global Teachers supporting the schools' improvement plan priorities; by targeting larger numbers of schools to increase the impact; and by involving school communities and District education staff in the programme in order to ensure on-going support to schools for the work initiated through the programme

"The 2008 Global Teachers Programme has been able to reach out to many more teachers than in previous years due to the in-service training at zonal level in the final week. This has increased the impact of the programme and enhanced the sustainability of the new teaching & learning strategies introduced as they cut across the whole zone." Mr Billy Banda, Dedza District Education Manager

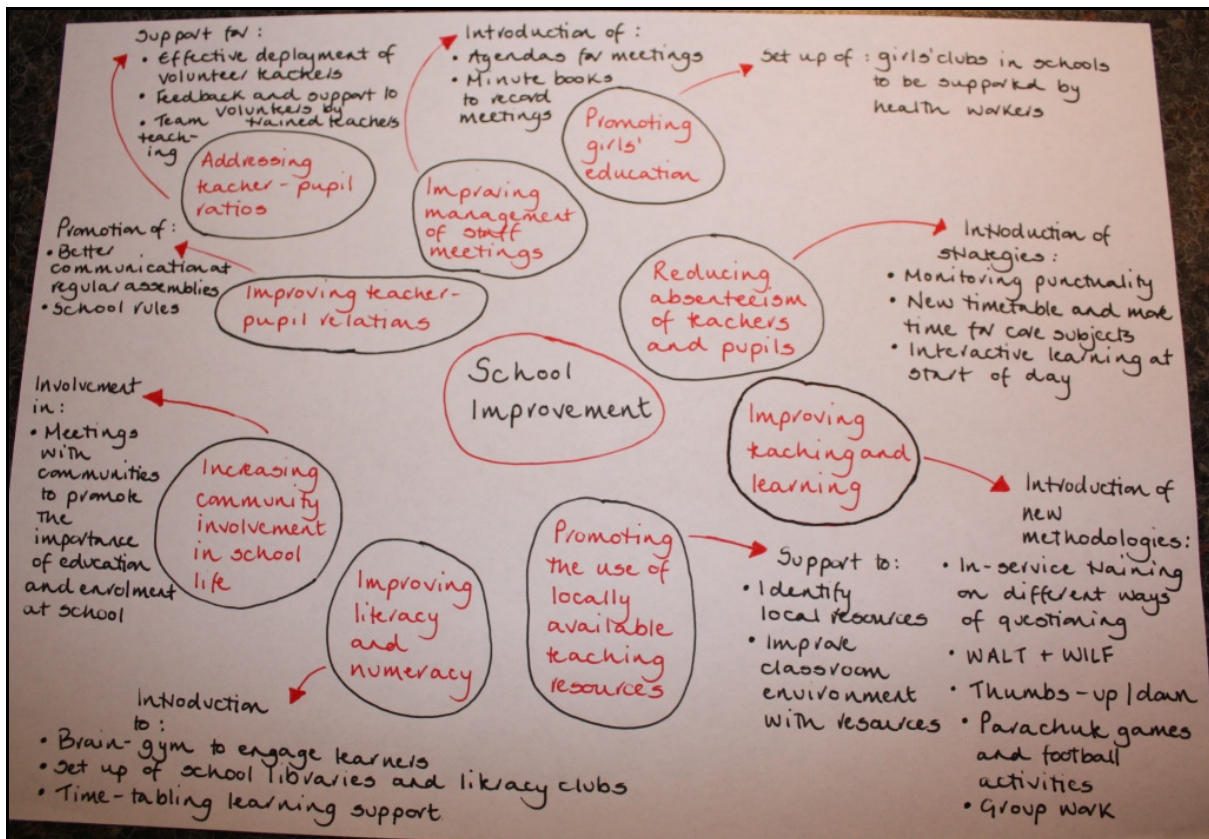
3. Achieving outcomes

a) Malawi

In 2008 the Global Teachers spent four weeks in placement schools and part of a fifth week undertaking teacher training in three zones in the Dedza district. The activities carried out in placement schools differed from school to school according to the host school's needs and the skills of the Global Teacher. Following a week in placement schools, building relationships, getting to know staff, the Global Teachers began to work with headteachers and other staff to identify the school improvement activities to address during their time in the schools. The final week involved the Global Teachers together in groups of three and four, applying the knowledge they had gained working in schools, to facilitate training for 400 Malawian teachers.

The impact of the experience both on the Malawian schools and teachers and on the Global Teachers was captured during the weekly support visits, through the evaluation of each of the training sessions, and in a final evaluation event. The main aim of the event was to bring together all of the programme's key stakeholders including the schools' headteachers, the Primary Education Advisors, the Global Teachers, LCD staff, and other district education officials. Evidence of the school improvement and professional development impact of the experience was the focus of discussion.

The following is a summary of the achievements made by the Global Teachers with the support of Malawian staff in placement schools:



Comments from a selection of Malawian schools about the impact of the Global Teacher in their school can be referred to in Appendix B.

During their final week in Malawi, the Global Teachers worked in groups to plan, prepare and deliver in-service training for Malawian teachers from schools across 3 zones. 115 teachers were trained in leadership and management, 172 in literacy and numeracy, 155 in participatory teaching and learning, and continuous assessment methods, and 170 in music, PE and special educational needs.

“Preparing and delivering the insets was incredibly challenging and rewarding and, one of the leadership and management days was one of my best professional days in a career spanning 15 years”. Kirsty Macnab, George Heriott’s, Edinburgh

The Global Teachers reported the following professional development having resulted from their time in schools and facilitating training:

- Improved understanding and skills in the area of school leadership and management
- Experience in the area of sharing teaching practice with others
- Increased creativity and adaptability as a teacher i.e. in terms of using resources available
- Developed awareness of the importance of working with the school community
- Experience of collaborative working i.e. professional dialogue and exchange of ideas with other Scottish teachers
- Renewed understanding and belief in the teacher as the key resource
- Improved experience and skill in planning and delivering INSETs
- Improved management of staff meetings
- Increased confidence in own ability as a teacher and in public speaking
- Developed awareness of the challenges of school management

Case Study: Working to improve Ngwaya Junior Primary School



Identifying areas to focus on:

Dhamayanthi Sangarabalan's placement was in Ngwaya Junior Primary School in the Kanyenda Zone of Dedza District. She worked with staff at the school to support the development and implementation of the School Improvement Plan (SIP). Initially the SIP was very infrastructure focused but as many of the learners were dropping out of school the management team and Dhamayanthi tried to focus on activities to reduce learner drop-out by engaging children in learning. Dhamayanthi focused her skills in Ngwaya's classroom, observing classes and then providing feedback to teachers. Often in class she would model different strategies or support team teaching, for example with active learning and formative assessment strategies.

Feedback about impact on school:

The response from the teachers was positive and Dhamayanthi observed teachers independently using the methods she had introduced. Dhamayanthi had introduced the 'thumbs-up' approach to the standard 2 teacher and saw him use it while working with pupils in a lesson. Dhamayanthi said: *"The belief of 'the teacher is the key resource' has been confirmed wholeheartedly, as I watched how simple steps to teaching approaches could dramatically alter the learning environment."*



Standard 2 teacher using 'thumbs-up' to assess pupils' understanding

Delivering training:

Dhamayanthi enjoyed the INSET training, *"I developed my own skills in working collaboratively with my fellow Global Teachers, learning to negotiate over ideas and opinions, and facilitating and presenting to an audience."* The feedback received from Malawian teachers was good, some teachers who had initially been anxious, participated very actively in the sessions and were excited about the interactive ideas which they had been given.

Impact on herself:

Dhamayanthi feels that her own learning from the Global Teachers placement in Malawi has been immeasurable, *"I developed skills in sharing my own classroom practice, management skills and teaching techniques and gained confidence in engaging in professional discussions with the teachers I worked with."*

b) Scotland

Every teacher in the group strongly agreed or agreed that they had gained new knowledge and understanding; developed professional skills; changed values and attitudes; and had a reinvigorated and fresh perspective on their career in education through participation in the programme. In the period following their visit to Malawi, the 14 teachers went on to impact on 38 primary schools, 12 secondary schools, 336 other teachers, 6,080 children and young people and around 2,600 of their parents. The work carried out in schools was mostly focused on developing the global citizenship curriculum, and on developing teaching and learning resources. Although a few Global Teachers did manage to impact on school ethos and policy, impacting at this level was not an experience that was shared across the group.

“As a direct result of our school’s global citizenship week, we have been asked to host an open doors CPD event for staff in Glasgow, to share our ideas and experiences”. Kim McCauley, Dunard Primary School, Glasgow

“I noticed greater student engagement in the Higher study theme now that I have been able to build my own experiences in Malawi into the learning and teaching of this. The students have enjoyed the new lessons and activities and I have been able to make the learning and teaching more interactive which at Higher level can often be challenging due to the time constraints”. Robert McGoldrick. Gourrock High School. Inverclyde

“This has been one of the most amazing experiences ever. It has given me the opportunity to develop professionally resulting in promotion but also on a personal level as it has allowed me to assess my own beliefs and values. Everyone should have the opportunity to take part in something like this. My greatest achievement was delivering a lecture to 250 post graduate students at Glasgow University”. Sharon Coventry, Caldercuilt Primary School, Glasgow

Case Study: Global Citizenship at Dunard Primary School

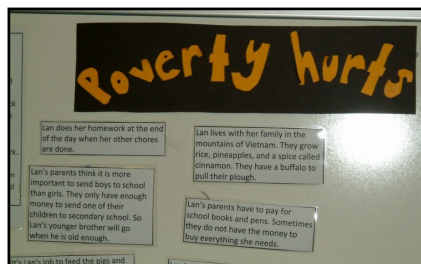


Kim McCauley, a teacher at Dunard Primary School in Glasgow aimed to build elements of global citizenship and international education into the curriculum across a range of stages in the school in order to objective of raising awareness of place in the world and responsibilities,. With global citizenship education on Dunard Primary School’s improvement plan, as a Global Teacher, Kim offered her support to the teachers across the school with planning and delivering global citizenship lessons.

Initially Kim worked with some of the other teachers to design programmes of study to support: the primary 1 topic ‘Myself’ to raise awareness among pupils of their place in a wider world; the primary 2 topic ‘My School’ to raise awareness of education in a global context; the primary 6 topic ‘Scotland’ to build in an awareness of similarities and differences between life here and in Malawi; and the primary 7 topic ‘The Rainforest’ to build an understanding of Fairtrade, and global interconnectedness and responsibilities. This work was to culminate in an ‘Africa day’ celebration but as plans were discussed in staff meetings, all staff chose to get involved in the school’s global citizenship work and a whole-school week-long international event. Having investigated the issue of Fairtrade, Kim reports a change in the attitudes of primary 7 pupils who hosted a Fairtrade café during the school’s Africa event. Kim will work with the headteacher, Marion Scott, to plan the global citizenship curriculum for 2009-2010, which by building on the enthusiasm of staff and pupils, may aim to develop Fairtrade across all stages of Dunard Primary School.



Fairtrade Café at Dunard Primary School



Display of work at Dunard Primary School

“This cross-curricular project on Malawi with all S1 pupils in Gairloch High School was the first time that so many departments in the school had worked together collaboratively and it was definitely a learning experience for the staff involved”. Clare Caley, Gairloch High School, Highland

Each of the 14 Global Teachers report that having completed their official time on the programme they have plans to continue to share their materials, ideas and resources - building on and developing the work they started as Global Teachers, and extending the impact of the programme in Scotland. Some of the plans include:

- Continuing to develop Glow as an international education resource
- Incorporating a global awareness dimension into the school improvement plan
- Developing school partnerships for joint learning
- Continuing to deliver global citizenship training within the local authority
- Beginning work on the UNICEF Rights Respecting Schools Award

4. Learning and development

The 2008 programme was developed and improved using feedback from all stakeholders involved in the programme the previous year. Lessons to be applied to future programmes include:

- Using former Global Teachers as group facilitators
- Global Teachers should spend the entire placement hosted by a local community family
- The placement should be split between time spent in individual schools and conducting in-service training in zones
- Global Teachers would prefer to meet up over the middle placement weekend
- More time should be put aside to prepare for the in-service training
- Global Teachers should have a chance to see the follow-up work of and meet with the previous group, and have the chance to display their follow-up work and meet the next group
- The training sessions following the placement should each be 2 days in length with an overnight stay to give Global Teachers a chance to share experiences and good practice
- LCD should contact Global Teachers by phone during October-May to offer support with the follow-up work, or should hold an informal event for Global Teachers to attend and network with one another
- Ensure Global Teachers have sufficient time to complete reports

5. Looking ahead

- October: Awaiting notification of funding for the Global Teachers Programme 2010
- December: Launch of programme
- 31 January 2010: Deadline for applications
- February: Selection of group of Global Teachers
- March-June: Training and support of Global Teachers
- July-August: Placement in Malawi

6. Acknowledgements

Link Community Development Scotland would like to thank Learning and Teaching Scotland, and the EIS for their support of the Global Teachers Programme, offering Scottish teachers a unique international professional development experience that supports children and young people to understand Scotland's responsibility in the world. Thank you to each Global Teacher involved in the 2008 programme for their enormous efforts in supporting the schools in Malawi on their school improvement journeys and in preparing and delivering training to share their knowledge and skills with Malawian teachers. A special acknowledgement to the two group facilitators who gave up a second consecutive summer to support our work in Malawi sharing their knowledge and expertise to ensure the comfort and effectiveness of the group of 14 during their time in Malawi while mentoring Dedza District staff.

7. Appendices

- A. List of Global Teachers
- B. Malawian teachers' comments

A. List of Global Teachers

Name	Position	Place of work	Local Authority	Placement School
*Clare Caley	Chemistry Teacher	Gairloch High School	Highland	Mlozi Full Primary School
Sharon Coventry	Principal Teacher	Caldercuilt Primary School	Glasgow	Mkomeko Primary School
Maureen Davidson	Class Teacher	Carmuir Primary School	Falkirk	Chiwamba Junior Primary School
Marie Doherty	Head Teacher	St. Peter's RC Primary School	Dumfries and Galloway	Kanyenda Full Primary School
Caroline Gibson	Class Teacher	Castlefield Primary School	South Lanarkshire	Gwengwe Primary School
Kirsty Macnab	Principal Teacher (Business Education)	George Heriot's School	Edinburgh	Madzumbi Primary School
Kim McCauley	Class Teacher	Dunard Primary School	Glasgow	Mlenga Junior Primary School
Robert McGoldrick	Teacher of Modern Studies	Gourock High School	Inverclyde	Tchetsa Full Primary School
Shiraz Newall-Watson	Class Teacher	South Morningside Primary School	Edinburgh	Mpango Primary School
Christine Reid	Class Teacher	Overton Primary School	Inverclyde	Chithimba Full Primary School
Jill Robinson	Class Teacher	Newtongrange Primary School	Midlothian	Ntcheu Primary School
*Dhamayanthi Sangarabalan	Class Teacher	Blackhall Primary School	Edinburgh	Ngwaya Junior Primary School
Kirsteen Wells	Principal Teacher	Bun-Sgoil Ghàidhlig Inbhir Nis	Highland	Liphuphwe Full Primary School
Ruth Wright	Nursery Teacher	Gartly Primary School	Aberdeenshire	Mlunduni Full Primary School

*Non EIS member

B. Malawian teachers' comments

"[The Global Teacher] has assisted us in working as a team to assist learners." Head Teacher, Mkomeko Primary School

"During the placement, there was sharing of cultural activities as well as teaching and learning skills." Head Teacher, Liphupwe Primary School

"She [the Global Teacher] was always on time hence teachers have learnt to keep time..... She helped us teachers with new skills which will create a conducive learning atmosphere for learners." Headteacher, Mkomeko Primary School

"She [The Global Teacher] encouraged teamwork under a very serious situation of understaffing." Head Teacher, Chithimba Primary School

"We are now solving our weaknesses ourselves. We no longer have weaknesses we only have strengths." Head Teacher, Madzumbi Primary School