

SECTION 1

POLICY



OVERVIEW OF THE SECTION

Margery McMahon

Introduction

This section looks at the practice of teaching in a wider context to enable you to explore some of the underlying issues faced by teachers today, in a dynamic policy environment, where there are evolving expectations of the role. Current policy initiatives have a direct bearing on the approaches teachers adopt to their practice in the classroom, their ways of working with other teachers and professionals and their ongoing development as an educator.

A key focus of this section is on education in a globalised context and its relationship to economic and social policy. We try to show the links between this and a central theme of the book: social justice and equality. We argue that educators need to be informed and to have a critical stance. This relates not only to curriculum, pedagogy and to professional concerns, but to policy, and the political contexts in which policy is formulated. At a time when levels of public engagement with politics in the UK and the alienation of young people from political life are causes of concern, we argue for the need for greater political literacy for those involved in the education of young people.

Teachers need to know about and understand the political, socio-economic and cultural contexts in which they will teach and pupils will learn. They need to know and understand the policy drivers and decisions that shape what happens in classrooms and schools in relation to the curriculum, approaches to learning and teaching, resources, learning environments and to their own role

as a professional. And, as we suggest in the introduction, they need to know this in a global as well as a local context.

In this section you will engage with some key concepts and ideas that are used to describe and explain developments in policy and politics in the UK and beyond. Several key themes connect the chapters in this section. The influence of globalisation is a common thread in each of the four chapters and the influence of this global movement of people, ideas and commodities is seen as a key determinant for many of the changes in education in the 21st century. Another determinant is the influence of neo-liberalism. The central tenets of neo-liberalism are the predominance of market forces and a limited role for the state. In education this has come to be seen in the growth of the private sector (for example in private – public partnerships); greater focus on parental choice, assessment, standards and the ‘new managerialism’ (Lauder et al 2006:7). Linked to globalisation and neoliberalism is the growth of the knowledge economy – where knowledge has become the driver for the economy in post industrial Britain and beyond.

Outline of section

The growth of the knowledge economy, the force of globalisation and the dominance of neoliberalism are evident in education today and in the chapters that follow we aim to show their influence in the contemporary world and to consider what this means for social justice and equality. In Chapter 2 Robert Doherty provides a critical perspective on the place and workings of education policy in the UK. He shows how education policy establishes the aims, values and boundaries for national systems of education and how policy authoritatively defines what it means to undertake the role of teacher, together with the imperatives laid down for the teaching work force. Through the process of policy making and the consequences of implementing policy in the context of practice, control is exercised over multiple spaces within the educational field. Doherty argues that a rounded education, appropriate to the needs of the active teacher, who aspires toward some degree of autonomy, would be incomplete without an informed and critical understanding of the framing influence of education policy and in his chapter encourages readers to move beyond a technical, rationalist understanding of policy, and policy making, to embrace a range of critical perspectives.

In Chapter 3, Margery McMahon extends this call for a more informed and critical understanding of policy by exploring the international context in which schools exist and students learn. This is looked at from two dimensions: the major policy drivers from international agencies such as UNESCO and OECD and how these are translated into national policy and curricula. In

this discussion of policy development a critical concern is the idea of knowledge transfer: the movement of ideas internationally that then shape educational policy nationally in the UK. The second dimension examines the implications of these processes for schools, learners and teachers, looking at how a 'global dimension' is integrated into the curriculum, the ways in which this is developed and the role of other agencies in supporting this.

Consideration of the impact of an international perspective in shaping the global citizens of the future leads to Cathy Fagan's chapter on Education and Work in which she takes up the idea of the global citizen and considers the relationship between education, the economy and work. In post-industrial economy, developing technology has changed social, political and economic parameters so that a knowledge economy is now the most influential context for living and learning. The role of education has become central to the development, acquisition and transfer of knowledge and thereby has shifted its position in relation to the changing nature of work in contemporary society. The chapter explores the range of generic approaches being promoted in recent curricular initiatives in the UK in areas such as enterprise education, entrepreneurship education and citizenship education dealing with broad attitudinal and dispositional issues along with more specific vocational and career skills. The chapter explores the tensions for teachers as well as learners of the relationship between education and work.

In the final chapter in this section George Head looks at Inclusive Education, another key policy imperative in the UK that resonates internationally. Here the idea of inclusion is problematised. While there have been significant achievements the range of policies and programmes are still underpinned by a notion of 'compensation': inclusion is about compensating for deficits in the individual learner and pedagogic practices very much reflect this viewpoint. An alternative construction is proposed in this chapter: to look to the abilities of the individual learner and to make educational provision on that basis. Thus teachers and schools would look to develop complementary pedagogies.

These ideas of a critically informed educator - both locally and globally, capable of developing new and complementary approaches to learning and teaching, that will equip learners for living and working in the 21st century, are explored from a range of perspectives in the chapters in the sections on Learning and Practice and you will be able to build on your learning from this section to help you become 'the real teacher' we described in the chapter 1.



CHAPTER 3

SCHOOLS AND SCHOOLING

Margery McMahon

Key ideas explored in this chapter are:

- Globalisation
- Policy travel and translation
- Global governance
- Global education
- International Education



Introduction

In the previous chapter we looked at policy formulation from an education perspective and argued that an understanding of *the contested processes that shape education* is important for members of the teaching profession. We noted that many teachers experience policy as change *'from above'* mediated through school managers and leaders and suggested that teachers need to take an informed and critical perspective on policy initiation, formulation,

development and implementation to be active and autonomous professionals. We showed that education policy is determined by a range of influences including party political agendas, stakeholder interests and the organisational, administrative and value preferences of policy officers and civil servants.

In this chapter we develop this argument to suggest that education policy needs to be understood not only from a local and national perspective but also in an international context. This is looked at through two lenses: firstly, the major initiatives of international agencies such as UNESCO and OECD and how these are translated into national policy and curricula. In this discussion of policy development a critical concern is the idea of knowledge transfer: the movement of ideas internationally that then shape educational policy nationally in the UK. The second dimension examines the implications of these processes for schools, learners and teachers, looking at how a 'global dimension' is integrated into the curriculum. The chapter ends by examining the impact of this international perspective in shaping the global citizen of the future.

International policy perspectives and drivers

In the 21st century, in most nation states, education policy is not autarkic¹ but is influenced and developed by the agendas of international bodies and agencies. This is characteristic of the move to greater international collaboration that has developed since the Second World War. While this is experienced by most citizens in political and economic ways (for example, through the application of legislation of the European Union (EU), such as the working time directive, or through access to a range of goods and products from other member states), it also impacts on developments in education at a national level.

Most nation states are members of regional, continental and international organisations. The United Kingdom, for example, is a member of the European Union (EU), the International Monetary Fund (IMF), the World Bank (WB), the Organization for Economic Cooperation and Development (OECD) and the United Nations (UN). At the regional level, the Council of the Isles (also known as the British-Irish Council) provides for cooperation and collaboration with the British and Irish governments, the devolved institutions in Northern Ireland, Scotland and Wales and representatives of the Isle of Man, Guernsey and Jersey (British Irish Council:2008).

Information File	
<p>European Union (EU) The EU emerged in the aftermath of the Second World War and since its inception has expanded from six original members to its current membership of 27. In 2002 a common currency for the region, the Euro, was introduced. In 2004 eight countries of the former Eastern Bloc (Soviet Union and East European countries) acceded to the EU. The United Kingdom joined the EU in 1973 but has not adopted the Euro as its currency. The aim of the European Union is for member states to work together to bring about greater prosperity in the region. Decisions are made in the European Parliament to which representatives (Members of the European Parliament or MEPs) are elected (EU Online).</p>	<p>International Monetary Fund (IMF) The IMF was set up after World War Two as a means of overseeing the international monetary system and to provide greater stability to international trade. Made up of 186 countries the IMF works to 'foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.' It does this by keeping track of the global economy and the economies of member countries; lending to countries with balance of payments difficulties and giving practical help to members (IMF Online)</p>
<p>Organization for Economic Cooperation and Development (OECD) Established in 1961, the 30 member states of the OECD work together to bring about economic development and growth; better living standards and prosperity.</p> <p>They do this by providing a forum for governments to 'compare policy experiences, seek answers to common problems, identify good practice and coordinate domestic and international policies' (OECD Online).</p>	<p>United Nations (UN) The UN was set up in October 1945. Its initial membership consisted of 51 member states which has grown to 192. The original aim of the UN was to maintain international peace and security and this remains its key role today. UNESCO is a specialized agency of the UN concerned with education, science and culture (UNESCO online).</p>
<p>Council of the Isles</p> <p>The Council of the Isles is a regional forum made up of the Irish and British Governments; the devolved institutions in Northern Ireland, Scotland and Wales, together with representatives of the Isle of Man, Guernsey and Jersey. It was set up as part of the Belfast Agreement in 1998 to further promote positive, practical relationships among the people of the islands, and to provide a forum for consultation and co-operation (British Irish Council online).</p>	

Supranational organisations such as the EU and the UN were established and exist to promote international collaboration. The ongoing move towards greater international cooperation is also a consequence of global forces of movement and change – *globalisation*. There are many definitions and interpretations of globalisation which is indicative of its contested nature. For our purposes, two definitions are helpful in outlining some key aspects of it.

Beck (2000:11) suggests that it is *the process* through which sovereign national states are criss crossed and undermined by transnational actors with varying prospects of power, orientations, identities and networks (*italics in original*) (Jarvis, 2007:40).

For Friedman (1999:7 in Jarvis, 2007:40) Globalisation is not a phenomenon. It is not just some passing trend. Today it is the overarching international system shaping the domestic politics and foreign relations of virtually every country (*ibid*).

While globalisation may be viewed in purely economic terms, clearly in the 21st century globalisation should be understood in a ‘politic-socio-economic manner’ (Jarvis, 2007:40) since ‘the globalisation of the economy is accompanied by the globalisation of policy making’ (Moutious, 2009:469).

Stavro Moutious observes that major international organizations have existed since World War Two but from 1990s the size, role and scope of their policy agendas have expanded dramatically, expressing but also defining the process of globalisation (Moutious, 2009:469). These international organizations include the United Nations (UN) the International Monetary Fund (IMF), the World Bank, the Organisation for Economic Cooperation and Development (OECD). In this chapter we look at the role and influence of two of these: the UN and the OECD.

The influence of these international organizations on member states is experienced in a variety of ways, from commitment to common principles and universal rights for young people, to providing financial support for educational developments and programmes. The World Bank, for example, is the biggest external loan provider for education programmes which are implemented in over 85 countries (Moutious, 2009:470).

Moutious emphasizes the pivotal role of these organizations, suggesting that It is essentially here, rather than in national arenas, public spheres or organisation, that the rules of the meta-power game are being negotiated, written and re-written, rules which then change national politics and societies fundamentally (Moutious, 2009:470).

Within these organizations, he suggests, stakeholders vie for influence so that National education policy comes as a result of inter-state relations operating in a transnational network of research based decision making, in which the more powerful nodes can promote their own aims and make them the aims of the entire network (Moutious, 2009:474).

Moutious' argument is that education policy at the national level is influenced and directed by agendas and decisions at the supranational or transnational level. Given this growing influence we argue that it is imperative for teachers to apply the critical approach to policy, outlined in chapter 2, so that they will know, understand and have a critical view on decisions that are taken remotely that impact on them locally. In the following section we look at the ways in which two such organizations (UN and OECD) influence education at supranational and national levels, using this to consider recent initiatives in education in the UK.



Thinking Point 1

In what ways are you aware of the influence of international factors on what happens in your classroom?

Policy into Practice

United Nations and UNESCO

The United Nations (UN) is a supranational and transnational organization set up in October 1945.² Its initial membership consisted of 51 member states which has grown to 192. The original aim of the UN was to maintain international peace and security, develop friendly relations among nations, and promote social progress, better living standards and human rights. It does this in a variety of ways throughout the world: through its role in peace keeping and peace building, conflict prevention and humanitarian assistance, and through its specialized agencies, funds and programmes (UN online). UNESCO is a specialized agency of the UN concerned with education, science and culture (UNESCO online).

In 1945 the founding member states of the UN and the first signatories to the UN Charter made a commitment to:

- to save succeeding generations from the scourge of war which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom, and for these ends
- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples (UN Charter, online).

Many people are familiar with the work of the UN through its peace keeping activities in conflict zones such as Lebanon, Darfur and Kosovo. Currently troops from UN member states are involved in sixteen peacekeeping operations throughout the world. Increasingly however in the 21st century there has been a shift in focus from peace keeping to peace building (UK Mission to the UN online). Another way in which people are familiar with the work of the UN is through designated UNESCO World Heritage Sites. In the UK there are 28 World Heritage sites including the Tower of London, New Lanark and Blaenavon Industrial Landscape (World Heritage online).

Increasingly the UN has an impact on the lives of the citizens of its member states through UNESCO which was established as the UN agency to realise the aims of the UN Charter through education, science and culture, underpinned by the belief that it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Education, Social and Natural Science, Culture and communication are the means to a far more ambitious goal: to build peace in the minds of men (UNESCO online).

Since its founding, the UN, and through it, UNESCO, has sought to uphold the Charter and, when and where necessary, to challenge abuses of its core principles.

The work of UNESCO is focused on 4 main areas of activity: education; natural sciences; social and human sciences; culture. The table below outlines UNESCO's policy for education, showing its mission and how it aims to achieve this.

UNESCO works to achieve the goals outlined above in a variety of ways. In its medium term strategy 2008-2013, five programme-driven overarching objectives were identified:

- attaining quality education for all and lifelong learning;
- mobilising scientific knowledge and policy for sustainable development;
- addressing emerging social and ethical challenges;

UNESCO Education Sector	
Mission to	Strategic Objectives
<ul style="list-style-type: none"> – provide international leadership to create learning societies with educational opportunities for all populations. – provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all. – work as an intellectual leader, an honest broker and clearing house for ideas, propelling both countries and the international community to accelerate progress towards these goals. – facilitate the development of partnerships and monitor progress, in particular by publishing an annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six Education for All goals. 	<p>Capacity-building: to provide a platform for intellectual and thoughtful leadership for educational innovation and reform.</p> <p>Laboratory of ideas: to anticipate and respond to emerging trends and needs in education and develop education policy recommendations based on research evidence.</p> <p>International catalyst: to initiate and promote dialogue and exchange of information among educational leaders and stakeholders.</p> <p>Clearing house: to promote the development and implementation of successful educational practices and document and disseminate successful practices.</p> <p>Standard-setting: to develop Standards, Norms and Guidelines for action in key education areas.</p>

Figure 3.1: UNESCO's Education mission and strategic objectives

- promoting cultural diversity, intercultural dialogue and a culture of peace;
- building inclusive knowledge societies through information and communication.

The strategy outlined how overarching objective one: *attaining quality education for all and lifelong learning* would be met by

enabling all learners to have access to education throughout life and to ensure that they complete their studies with success, UNESCO will pursue the development of contextually effective strategies and approaches to improve the quality of education and the assessment of learning processes and outcomes. This will also include capacity development, support to national planning processes, monitoring and evaluation (UNESCO:2008:16).

To achieve these goals UNESCO, as a supranational / transnational body seeks to influence, shape and support developments locally and globally.

This is done in a variety of ways, for example through UNESCO institutes and centres situated amongst the member states that focus on research and educational development and innovation. These UNESCO centres and institutes are shown in Figure 3.2 both to illustrate the range of UNESCO's activities and also to highlight resources that can help teachers become more

informed about global perspectives and issues and that can be integrated into classroom pedagogies.

UNESCO policy initiatives and programmes are promoted locally through *National Commissions*. There are currently 195 such commissions. The United Kingdom National Commission for UNESCO is the focal point in the UK for UNESCO-related policies and activities (UNESCO online). The UK commission is an independent body that advises and works with the UK government on UNESCO's fields of activity. The focus of the commission's work is to develop UK input to UNESCO policy-making and debate, to build a more effective UNESCO and to encourage support in the UK for UNESCO's ideals and work (UNESCO online). The UK government also has a Permanent Delegation in a small DFID office based in UNESCO headquarters to pursue the UK development agenda within UNESCO (DFID online).

A current focus for UN member countries is the achievement of the Millennium Development Goals (MDG). A commitment to universal primary education was made by world leaders in September 2000 in the *United Nations Millennium Declaration*, pledging their nations to a new global partnership to reduce extreme poverty and setting out targets to be achieved by 2015.

Millennium Development Goals

-  End poverty and hunger
-  Universal Education
-  Gender Equality
-  Child Health
-  Maternal Health
-  Combat HIV / AIDS
-  Environmental Sustainability
-  Global partnership

Source: <http://www.un.org/millenniumgoals/bkgd.shtml>

Through its programmes and initiatives UNESCO can influence and shape developments in UN member states and member states can support the realisation of UNESCO goals through donor support. In UK the governmental body responsible for achieving the MDGs is the Department for International Development (DFID). It does this through support for specific programmes and initiatives. For example, to achieve MDG2, *Universal Primary Education*, DFID is supporting education programmes in over 30 developing countries (DFID online).

Through initiatives linked to the MDGs, schools and pupils in the UK can become involved in the realisation of the goals through international partnerships with schools and through a curricular focus related to the MDGs. For example a number of schools in the UK are now becoming involved in the campaign for rights through UNICEF's 'Rights Respecting School Award' (UNICEF online).

Organization of Economic Cooperation and Development (OECD)

Established in 1961, the 30 member states of the OECD members work together to:

- support sustainable economic growth;
- boost employment;
- raise living standards;
- maintain financial stability;
- assist other countries' economic development and
- contribute to growth in world trade.

It does this by providing a forum for governments to 'compare policy experiences, seek answers to common problems, identify good practice and coordinate domestic and international policies' (OECD Online).

In recent years educators and classroom practitioners have become familiar with the OECD's work on education through the annual 'Education at Glance' report, through country studies and through its Programme for International Student Performance – PISA. These serve as an international barometer or benchmark for national education systems and have been used as examples of models and practice to emulate (for example, the Finnish Model) or as a rationale for educational reform to improve performance. Through its work in these areas the OECD is able to influence and inform policy at national level with the aim of ensuring that 'education systems avoid perpetuating social and economic disadvantage and that they contribute to growth and social stability' (OECD online).

Arguably the OECD exerts a level of influence on national policies that is disproportionate to its size (30 members) and capacity. Rizvi and Lingard note

that It neither has the legal instruments at hand nor the financial means at its disposal to actively promote policy making at the national level; yet over the last decade its influence over member countries and others has increased markedly (Rizvi and Lingard in Lauder *et al*, 2006:247). Rizvi and Lingard go on to argue that

Over the past decade or so, the OECD agendas in education have increasingly become tilted towards social efficiency, as it has promoted a particular ideological view of educational aims linked to the requirements of a global knowledge economy and a range of ideas about educational governance divided from new theories of public management, which increasingly promote corporatized and privatized administration of education, outcome measures, and knowledge as commodity (Lauder et al, 2006:248).

Moutous sees this as the prevalence of the neo liberal agenda in education policy (Moutous 2009:475) and international organizations have become the main promoters of this in the discourse, policies and organisational practices of educational institutions (*ibid*). This agenda also includes a heavy emphasis on human capital production: education systems must produce human resources destined to upgrade developing economies and to ensure the growth of the advanced economies. All domestic education policies should be orientated towards increasing productivity and competitiveness in the global economy (*ibid*).

The examples of the goals and influence of supranational organisations such as the UN/UNESCO and OECD show that education policy at the level of the nation state is influenced by and responds to decisions and initiatives occurring beyond national boundaries. What does this mean for schools and schooling in the UK? In the following section we look at how reforms to national curricula reflect these influences, and the implications and opportunities these present for learners and their teachers. This is then developed in the following chapter in which education for work in a globalised context is explored.

A 'global' curriculum?

As world recession developed in the first decade of the 21st century, globalisation was blamed for the economic slump that reached most parts of the world and the demise of globalisation as international phenomenon was forecast. However taken beyond economic notions of globalisation, the global movement of people, ideas and technologies is unlikely to recede, despite cyclical economic downturns. While national economies may have contracted and public spending curtailed, the socio-cultural and political components of globalisation, or 'global interconnectedness', have proved more robust (Held, 2004:19).

This *interconnectnesss* is both real and virtual and in a world that changes rapidly learners need to be equipped with the knowledge and skills to respond

quickly and flexibly to changing and dynamic political and socio-economic contexts. In the face of such changes, schools need to be able to respond, adapt, create and innovate. Schools and schooling in the United Kingdom have changed greatly since the introduction of formal schooling in second half of the 19th century. In the 21st century the pace of change continues, evident in construction of new learning environments, revision of existing curricula or the introduction of new curricula, adoption of new pedagogies and changes in how learning is assessed and measured.

The values and principles underpinning the global ambitions of the Millennium Development Goals, and the economic rationality that shapes the agenda of OECD, can be seen in recent educational developments throughout the United Kingdom where revised curricula have been introduced.

Here we argue that teachers need to have a critical understanding of educational policy as part of their professional practice. How can this be gained? Central to this is the curriculum for teacher education: pre-service and in-service. In some parts of the UK this curriculum is being redesigned in a radical way such as the *Teachers for a New Era* model at the Universities of Aberdeen and Glasgow. Practising teachers can continue their learning through CPD. In the near future teaching is likely to become an all graduate profession with an expectation that all teachers will hold Masters degrees.



Case Studies

Case study 1

Continuing Intercultural Professional Development Project (CIPDE)

CIPDE was an EU funded project involving partner institutions in 6 European countries. The aim was to provide an online resource for developing teachers' intercultural understanding. Participants were classroom practitioners, recruited through teacher education institutions and professional organisations. Teachers engaged in a series of online activities and exchange sharing social and cultural aspects of their professional lives

Case study 2

International Education CPD course
Teachers in Scotland can participate in a post graduate course on International Education. The course is designed to enable teachers to gain a critical understanding of International Education and to assist them in developing international initiatives in their schools.

Throughout the UK, government initiatives, sometimes in collaboration with agencies such as the British Council or non governmental organizations such as the League of Exchange for Commonwealth Teachers (LECT) support the development of teachers' professional experience at an international level through study trips and exchange programmes. The case studies below illustrate some of the ways teachers can become in professional development related to international education.



Thinking Point 2

Using the case studies above, what are the benefits for pupils, teachers and schools of developing international links and partnerships? What are the potential drawbacks?

What does this mean for pupils and teachers today? The revised curricula outlined above are clearly based on a conceptual model that sees pupils as learners operating within, across and beyond a range of local, national and global contexts. They are designed to provide them with the knowledge and understanding, and perhaps more importantly, the skills and abilities, to be able to function and contribute effectively. It requires teachers to have the pedagogical understanding, professional expertise and critical capacity to be able to mediate and facilitate this and it requires the boundaries of schools to be 'endlessly flexible' (Middlewood et al, 2005: 32).

This outward looking perspective is a feature of the 'Learning School', outlined by Middlewood who suggests that

Learning schools of the twenty-first century need to be less artificial as organisations, less cut off from what goes on outside them, and the learning that takes place within them needs to be felt and perceived as relevant by all those concerned. When we say 'less cut off', this in the future means not just from our immediate locality and community, but from the international world we live in (Middlewood, 2005:25).

Barth captures this crucial role that schools have in serving the needs of the present and the future, describing them as 'four walls surrounding the future' (MacGilchrist, 2004:1).

Summary

In this chapter we have argued that educational policy needs to be viewed from an international perspective and the role of supranational organizations

and agencies such as the OECD and UNESCO understood in a critical way. This will equip teachers and school leaders to translate policy into practice more effectively and to provide learners with knowledge, skills and abilities to become *successful learners, confident individuals and responsible citizens who make a positive contribution to society* (QCA 2008:2).

This requires changes to how schools organise themselves and organise learning; how schools engage with their local communities and communities beyond, and how teachers are prepared and supported to facilitate learning.

In creating 'schools without boundaries' the guidelines for integrating the values and principles of *Every Child Matters* into the curriculum set out what is required passionate and committed teaching that offers opportunities for open ended investigation, creativity, experimentation, teamwork and performance. It should also involve real experiences, activities beyond the school, parental involvement, working with others taking responsibility for events and activities and encountering challenging and unfamiliar contexts (QCA 2008:2).

In sections two and three of this book we look at some of the ways schools are already achieving this, though collaborative approaches to learning for learners and for teachers (chapters 6 and 11); through new understandings of learning relationships and learning transitions (chapters 8 and 9) and through re-thinking teachers' role as leaders of learning and the implications of this for teacher education (chapters 10, 12 and 13).

In this chapter we have explored how what happens in schools and classrooms is influenced by and connected to wider international agendas and policy initiatives. Does this suggest a new form of global cosmopolitanism for the 21st century? This will be explored in Chapter 14 which looks at the future of education by going back to core principles of both community and the idea of individual autonomy, and argues for affirming the idea of social justice as a fundamental purpose of education.



Key questions for reflection and discussion

- Do supranational organisations and agencies exert disproportionate influence on education policy in their member states?
- Is there, or should there be, a global curriculum?
- How can you integrate a global perspective into your own learning and professional practice?
- How can teachers help pupils develop a critical understanding of a global perspective?
- What are the benefits locally of thinking and acting globally?

Further reading

Held, D., (2004) *A Globalizing World? Culture, economic, politics* 2nd ed. Routledge:London
An accessible introduction to the key ideas and issues associated with Globalisation.

Jarvis, P., (2007) *Globalisation, Lifelong Learning and the Learning Society* Routledge: London
This book looks at Globalisation from the perspective of lifelong learning.

Lauder, H., Brown, P., Dillahough, J & Halsey, A., (2006) *Education, Globalization and Social Change* Oxford University Press: Oxford.

This is a comprehensive resource on Globalization.

Moutous, Stavros., 'International Organizations and transnational education policy' *Compare*,
Vol 39, No 4, July 2009 469 – 481. This article provides a critical perspective on the growing
influence of supranational bodies.

Parker, W.C., (2008), 'International Education' What's in a name? International Education signals
very different ideas to different people. When it comes to your school what will you have it
mean? *Phi Delta Kappan* 90(3): 196–7. Some of the wider issues and questions relating to
International Education are explored in this article.

Web resources

The British Council

<http://www.britishcouncil.org/new/>

Department of International Development (DFID)

<http://www.dfid.gov.uk/About-DFID/Our-organisation1/DFID-Directory/International-Divisions/United-Nations-Conflict-and-Humanitarian-Division/>

OECD

http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html

United Nations

<http://www.un.org/en/aboutun/index.shtml>

UNESCO

<http://www.unesco.org/en/education/about-us/mission/>

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