

	difficult area so that schools and their pupils can be engaged in these important values-based issues in a more productive, reasoned and meaningful way.
Impact of the Project (And evidence source) <ul style="list-style-type: none"> • Knowledge • Practice • Pupil/Student learning Experience • Pupil/Student Learning Outcomes (What happened as result?)	<p>This research has contributed to my understanding of the place of the global dimension in moral education and in the strategies and initiatives regarding social and moral issues put into place by the DFES and the QCA.</p> <p>I would hope that the findings of this research, once made available to a wider audience (see below) will have an impact on the practice of leaders of the global dimension in schools and will make them reflect on their own perceptions and values. It will also assist stakeholders such as schools and LEAs in the recruitment of global dimension leaders.</p> <p>This was a teacher/leadership enquiry and so the impact on pupil learning will be slow but will hopefully have an impact on those who read the research and they will reflect about their own perceptions and values when teaching the global dimension.</p> <ul style="list-style-type: none"> • I have been asked to be a tutor for MIDWHEB for its PDT Global Dimension in the Curriculum Module on the MA in Education Course (start date January 2010) • Kate Brown of the DEA (Development Education Association) has suggested that I might summarise the findings of my research to put on their website. • Doug Bourn, Director of the London Development Education Centre, Institute of Education, has asked to have a copy of my dissertation once published and has suggested that it is published in the Journal of Development Education. • In this way, the results of my research will find a wider audience and hopefully have more impact. Certainly, the knowledge gained from this research will contribute to my understanding of the global dimension in the curriculum, its connection with moral education and the nature of global dimension leaders. In this way, my students' knowledge (ie fellow practitioners) will be more informed.
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Other Information	

dimension and many try to model their behaviour on them.

- A distinguishing feature of glds is their passion for transformational change (of ethos in the school community)
- An overwhelming 90% of glds had a moral vision which was linked to the values they saw in the key concepts of the global dimension.
- The majority of glds see themselves as moral leaders but are happier with the term moral facilitators, encouraging pupils to reach their own decisions rather than actively telling them what they should think and how they should behave.
- This differs with the 12% of participants who acknowledged that their religious Christian beliefs were a clear motivating factor in becoming a gdl and they felt that it was their moral duty to do so.

My research also has shown:

- Being a gdl contributes to being a more active citizen.
- Gdls are often appointed or become gdl because of their related experiences or interest, rather than their formal qualifications.
- The majority of gdl are Geography trained and they are linked with the global dimension because of curriculum based issues. Schools appear to "appoint" people because of this supposed link but more research needs to be undertaken in this area.
- Many gdl were motivated to become involved in development education working or travelling abroad or by their concerns for social justice(highlighted by their travels abroad)
- The global dimension could be seen to be linked with moral education because of the issues which it encompasses.
- The least emphatic support (52%) amongst participant gdl was of the importance of development of a critical awareness of personal values and perceptions.

Recommendations

It is clear that those who lead the global dimension in schools would benefit from space for reflection and training about the meaning of the key concepts. They are passionate about the ideas in principle, but because their own understanding is unclear, they are in danger of reinforcing the very paradigms which they are campaigning against and are in danger of establishing new ones without the benefit of critical literacy. More time, training and focus needs to be given to his aspect of being a global dimension leader and research needs to be completed about how this can be achieved.

The global dimension appears to be marginalised because it is not mandatory and this itself is contradictory as so many of the concepts overlap with those contained in initiatives which are. This makes it difficult for schools to disentangle who is in charge of which initiative and so the focus for these concepts has become confused. Further mapping, streamlining and prioritising needs to be completed in this

Executive Summary

Title of the Work	Moral Leadership: An Investigation of Global Dimension Leadership in UK Schools	
Author	Carol Jeannette Jones	Date of Completion 23/11/2009
Institutional Contextual Details E.g. Phase (Optional)		
Major Needs Identified	<ul style="list-style-type: none"> • The National Curriculum recommends that all schools should include the global dimension and specifies the content which should be included in the curriculum. The 2007 Secondary Curriculum Review includes areas such as: values and perceptions, diversity and matters which encourage debate and reflection about one's own beliefs. It follows that there is a current national need to know what type of leaders will be involved in these important issues. • Locally, education authorities and schools who have been appointing ASTs and Global Dimension coordinators who oversee the inclusion of the global dimension in the curriculum will also find the results of this investigation relevant to inform and improve their own practice. Local DEC's (Development Education Centres) and also need this type of research to inform their own learning and skills programmes for teachers. 	
Methods used to collect data.	<ul style="list-style-type: none"> *Questionnaire *Interview *Group interview *Telephone Interview 	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> • The global dimension can be seen to be linked with moral education because of the issues which it encompasses and the values perceived within it. • Gdls (Global Dimension Leaders) of both genders are not primarily motivated or incentivised by power, career progression or pay. There is some evidence that schools do not regard this area as a priority for responsibility allowances or financial reward. • Global dimension leaders are mostly women (70%) but a slightly higher proportion of male teachers than the national average lead the global dimension. Their replies indicate that they are bothered by issues of social justice and that this is a motivating force. • Gdls share values and perceptions and a vision of a society which is one where diversity and social justice flourish and one where we are responsible global citizens who take care of the planet for others around them and for future generations. • Gdls are totally supportive of the key concepts of the global 	