



JOHN SCOTTUS SECONDARY SCHOOL

OLD CONNA, FERNDAL ROAD, RATHMICHAEL, CO. DUBLIN.

TEL: (01) 6680828.

E-MAIL: SECONDARY@JOHNSCOTTUS.IE WEB: WWW.JOHNSCOTTUS.IE

John Scottus Secondary School

Global Citizenship Education Policy

Principal: Dr. Declan Kelly, B.A.I, M. Eng, Ph.D, Pg.Dip.Ed

Patron: John Scottus Educational Trust Ltd., Company Registration No. 108257.

[Type here]

1. Aims and objectives

We believe that **Global Citizenship Education (GCE)** enables our students to become more responsible members of society. We teach our students about their rights and responsibilities. We encourage our students to play a role in positively contributing to the school and the wider community, both locally and globally. In doing so, we support their development as global citizens. They learn to analyse and understand the injustices of the world and strive to take an active role in working towards a more fair and equitable world.

Our schools objectives in the teaching of Global Citizenship Education is about:

- Listening, learning and reflecting through a global justice view of the world
- Using participative learning methods to enrich the learning experience and cultivate Global Citizenship skills such as critical thinking, analysing perspectives, distilling information and organising for change
- Fostering a practice of deep reflection and shared learning in understanding the complexities of injustice and inequality
- Working with colleagues and students to identify areas for collaboration across subjects, departments, local environments and global networks
- Investigating the root causes and history of global justice issues, rather than only examining the effects
- Supporting students in finding and raising their voices to take ownership of their learning and to take action for meaningful
- Informing students about the schools Global School Partnership (GSP) with Shwet Barahi school in Nepal and educating students about the role of education in eradicating poverty and inequality in the developing world
- Giving students the opportunity to support our GSP through various activities e.g. fundraising,
- Educating students about sustainability using the school grounds

2. Teaching and learning

[Type here]

We use a range of teaching and learning styles to deliver Global Citizenship Education in our school. We emphasize **active learning methodologies** by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of tasks that promote active citizenship, for example awareness events on various social justice issues or school assemblies. We offer students the opportunity to hear visiting speakers from the community speak on social justice issues or organisations to come and facilitate workshops on social justice themes. We encourage students to take a solidarity (rather than charity) approach to issues they are exploring.

We give opportunities to students to lead workshops themselves in the numerous of areas of Global Citizenship Education and to share their experiences and learning with other classes in their school. We aim to explore opportunities with other schools (e.g. peer-learning projects, awareness campaigns) in order to embed learning and deepen understanding of GCE.

3 Global Citizenship Education curriculum planning

We use the National Curriculum as a basis for our Global Citizenship Education work. However, we are flexible in the way this is delivered. Sometimes, for example when dealing with issues on climate justice, we have subjects working together in a cross curricular manner, such as science, languages or geography, to carry out joint learning projects. We introduce Global Citizenship Education topics through other subjects, such as focusing on reduced inequality in Maths, climate change and its impacts on developing nations in Geography. There is a large overlap between the programme of study for many subjects when it comes to exploring Global Citizenship Education, and where possible we support these links for our students.

We also explore Global Citizenship Education through various extra-curricular activities and whole-school events. For example, the **student council representatives** from each year meet regularly to discuss school matters and often focus on a certain social justice themes that they would

[Type here]

like to explore on a whole-school level, such as racial justice or ethical consumption.

4. Global Citizenship Education and inclusion

We aim to embed Global Citizenship Education for all students, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of students with learning difficulties.

We use differentiation strategies and group work to ensure equality of access to all lessons as well as giving all students in extra-curricular opportunities related to Global Citizenship.

The learning environment in the school provides opportunities for all students to take responsibility for their learning, develop leadership skills, think creatively and use their talents for the good of the class and wider community.

5. Assessment

Our school was awarded the Diplomatic Passport in 2020 for two years and is working towards achieving the Special WWGS '**Global Passport Award**' which recognises good practice in the delivery of Global Citizenship Education in schools.

- Our teachers record all GCE work in order to learn from it and inform future years. Teachers involved in GCE make time to reflect at the end of a project or an academic year. We also use **WWGS online Teacher Self-Assessment Tool (SAT)** to record our learning.
- We encourage our students to keep records or journals of their contribution to raising awareness and taking action on social justice themes in the school and/or beyond the school community. We also use WWGS online **Student SAT** to record our learning.

6. Resources

We draw upon nationally and internationally produced material to support our work in Global Citizenship Education. For example, we make extensive use of the material produced by WWGS and other NGOs providing

[Type here]

materials to support subjects and themes. We keep the resources for Global Citizenship Education in the TY Classroom or on the school internal portal and we have additional resources in the library. Our Global Citizenship Education committee holds a selection of reference materials for teaching sensitive and controversial issues.

7. Monitoring and Review

The planning and coordination of the integration of Global Citizenship Education are the responsibility of the GCE core team of teachers, management and students who also:

- support colleagues in their teaching, by keeping informed about current developments in GCE, and by providing a strategic lead and direction for GCE;
- give the school management team an annual summary report in which the strengths and weaknesses in GCE are evaluated, and areas for further improvement are indicated.

The **quality of teaching and learning** in GCE is monitored and evaluated by the teachers by using the WWGS Self Assessment Tool (SAT) as part of the school's agreed cycle of monitoring and evaluation.

This policy will be reviewed every three years (or sooner if necessary)

Signed: Endrit Malaveci, Timothy Telford

Dated:19/01/22