



Holy Rood RC High School Policies, Procedures and Position Papers



Policy/Procedure Title: **Global Citizenship Education**

Date of Original Issue: 15/08/2016

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Date of Most Recent Update: 15/08/2016

Most Recent Version: **v1.0**



Holy Rood RC High School Mission Statement

We, the community of Holy Rood High School, Inspired and helped by the Holy Spirit, Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community. We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self worth and build the resilience and self awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupil's gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God - given dignity of all.



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Rationale

Global Citizenship Education in Curriculum for Excellence (CfE)

The following excerpts from “Developing global citizens within Curriculum for Excellence” published by Education Scotland (1) set the context for education for global citizenship within CfE:

“Developing global citizenship within Curriculum for Excellence is about recognising our responsibilities towards each other and the wider world. The outcome will be our children and young people as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world.

“It is vital to remember that global citizenship is not an add-on to Curriculum for Excellence – it is central to it. Through sustainable development, international education and citizenship, schools can deliver many of the outcomes and experiences across the curriculum.”

(Michael Russell MSP, former Cabinet Secretary for Education and Lifelong learning in (1)).

*“Global citizenship brings together **education for citizenship, international education and sustainable development education** and recognises the common outcomes and principles of these three areas. Making connections between them better equips learners with skills, knowledge, values and attitudes required to understand and address complex global issues which often transcend individual disciplines.”*

“Global citizenship includes development of knowledge, understanding, skills and values:

*» learning **about** a globalised world*

*» learning **for** life and work in a global society*

*» learning **through** global contexts”*

The document above (1) also provides a detailed rationale for embedding global citizenship Education within CfE. The following is a selection of statements from this rationale:

- *“Complex, ethical, global issues provide rich, relevant and meaningful contexts for learning in accordance with the principles of curriculum design.”*
- *“An understanding of society, the world and Scotland’s place in it are entitlements within a broad general education. Global citizenship helps learners to acquire the knowledge, skills, values and attributes they need in order to develop informed views and to act responsibly in our modern world.”*
- *“All curriculum areas can contribute to developing the skills, attributes and knowledge that will encourage learners to be active global citizens. This also provides rich contexts for interdisciplinary learning.”*



The Role of International Partnerships

An international school partnership is not an area of Global Citizenship in itself, but can enrich Global Citizenship education by providing a relevant context for learning. School partnerships can provide opportunities for learning about global issues, changing attitudes and developing skills, enhanced by a sense of personal connection.

The British Council (3) states that partnerships between schools can:

- *“Offer fresh perspectives on the world outside your immediate community*
- *Give an insight into what it is like to live in another country*
- *Increase cultural awareness within your class*
- *Teach your class about global issues in a safe, stable environment*
- *Help your students challenge stereotypes*
- *Develop ICT and language skills within the classroom”*

In their guide to building successful school partnerships (4), Oxfam suggests that there are many benefits to be gained from a school partnership. At their best, they can:

- *“generate enthusiasm and motivation for learning*
- *cultivate an openness to new thinking and ideas*
- *inspire a desire for positive change, locally and globally.”*

They can also help pupils develop a number of skills and attitudes, including:

- *“self-awareness*
- *respect for others*
- *skills of enquiry and critical thinking, and the ability to apply these to local and global issues*
- *the ability to communicate in different ways and settings*
- *an appreciation of diversity*
- *a sense of injustice and a commitment to tackling it*
- *an understanding of how local and global are interconnected, and of the impacts that actions have at both levels.”*

Characteristics of Successful School Partnerships

In their research report, (5), the British Council identified that successful school partnerships:

1. *“Commit to developing strong foundations for collaboration*
2. *Establish strong leadership at a variety of levels throughout the schools, clusters and partnerships*
3. *View international exchange visits as crucial points in a partnership’s communication, planning and development*
4. *Work hard to overcome challenges to international communication*
5. *Embed partnership activities within the formal curriculum*
6. *Create high quality professional development opportunities for sharing of teaching, classroom and/or school level practices*
7. *Actively involve students in partnership activities*
8. *Engage staff, parents and the wider community to develop and widen involvement and interest.”*

Similarly, Oxfam (4) suggests that the following elements are important in order to derive maximum benefit from school partnerships:



- *“commitment to an equal partnership with educational aims*
- *commitment to partnership learning through the curriculum*
- *effective communications*
- *good whole-school practice in Education for global citizenship.”*



Current Position

Global Citizenship in the Curriculum and Opportunities for Wider Achievement

The Holy Rood High School Mission Statement articulates many of the values, commitments and aspirations which are key to nurturing our pupils' development as global citizens. The school provides many different opportunities, both in and out of the classroom, for pupils to develop relevant knowledge, skills and attitudes.

As stated by Education Scotland (1), *"Global citizenship is embedded in the experiences and outcomes in all curriculum areas, encouraging children and young people to develop and articulate their own informed world view and become active citizens as well as creative, critical thinkers."*

Examples of experiences and outcomes which embed global citizenship are:

- *By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.*
Science [SCN 3-04b](#)
- *I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.* Social Subjects [SOC 3-17a](#)
- *I have researched and I can describe the moral attitudes and values of the major world religions.* Religious and Moral Education [RERC 3-26a](#)

Examples of how these are put into practice in Holy Rood include:

- Investigations and research into climate change and renewable energy in S2 Science.
- Study of Judaism, Hinduism and Islam in S1-S3 in RME.
- S2 Social Subjects unit 'The Only World We Have is the One We Share' – which embeds our partnership with Lombeta Secondary School and addresses a range of Social Subjects and Literacy experiences and outcomes by comparing Scottish and Tanzanian culture.

There are also wider achievement opportunities for pupils to engage in global citizenship education, such as:

- Eco schools group
- Fairtrade group.
- Exchange visit to Lombeta Secondary School
- Food bank project

Education Scotland (1) recommends that global citizenship be enhanced *"by contributions from environmental, citizenship and international agencies, organisations and individuals. Their expertise, enthusiasm and experiences bring an enriching perspective and provide learners with valuable opportunities for community engagement and wider achievement."* Holy Rood High School has a wide variety of links with relevant external organisations and often takes advantage of opportunities for visits to and from school, both within and outside the curriculum.



Examples include:

- Visits by RSPB officers and Holyrood Park rangers to support the Holy Rood Bioblitz.
- Visits by politicians and visits to the Scottish parliament
- S1 Disaster Relief Challenge – a rich whole school interdisciplinary learning experience, originally introduced by Disaster Relief engineers and supported by current engineering students.

Partnership with Lombeta Secondary School, Tanzania

Context

Holy Rood RC High School has had a partnership with Lombeta Secondary School in Kilimanjaro Region, Tanzania, since 2001. The aim has always been to establish a relationship between the two school communities based on equality and mutual benefit, rather than charity. The partnership has, over the years, provided opportunities for collaborative learning, sharing of resources and educational approaches, and exchange of culture. When Holy Rood High School provides resources or funds to Lombeta, this is done in the spirit of friendship rather than charity, and usually in order to help support communication and sharing of educational methods between the schools. Initially, the partnership was sustained and strengthened through pupil and teacher exchange visits. Currently Holy Rood is working to embed the partnership in the curriculum and increasingly to make use of technology to support good communication links. However, exchange visits remain an important means of strengthening and sustaining the partnership and of developing a sense of personal connection between staff and pupils.

Impact on Pupils

Our partnership with Lombeta provides a rich context to enhance many areas of global citizenship education, both in and beyond the curriculum, which leads to a number of positive outcomes for young people, including:

- Personal connections with people from a very different culture – beyond stereotypes.
- Increased cultural awareness and self-knowledge.
- Greater understanding of opportunities and challenges in other countries.
- Increased awareness of global issues and the impact of our actions and inaction.
- Recognition that global issues can be overcome by nations working together.

Particular successes of the partnership include:

- Positive relationships established.
- Personal development for exchange pupils.
- Sharing of life, culture and global vision at whole school level
- A variety of joint curricular-linked one-off projects, such as:
 - Nuclear Power debate.
 - Holy Rood – Lombeta Olympics.
- Cluster Primary school links supported.
- S2 Modern Studies Global Citizenship unit, embedding the partnership.



Evaluation of Impact on Pupils

The impact of the partnership on pupils in both schools was evaluated in 2012 through pupil questionnaires. Responses were very positive and demonstrated, in particular, that pupils recognised the value of the partnership to both schools and were aware not only of the differences between cultures, but of the many areas of similarity. Below is a sample of pupil comments:

- *“Everyone is different but the same” (S2)*
- *“We can learn from each other” (S6)*
- *“We can enhance each other’s lives.” (S3)*
- *We learn a lot from each other, meet people from different places and that there are different ways of life.” (Lombeta)*
- *It gives people a clearer understanding of other people in the world” (S5)*
- *It really shows the value of education and makes people appreciate their own culture and good fortune more” (S5)*
- *When we will be back in Tanzania we shall give them the secret of development in Scotland, the learning style and new ideas” . (Lombeta)*



Next Steps

The priority now is to recognise, more formally, the strengths in our whole school approach to global citizenship education, to undertake a current evaluation of its impact on pupils and to identify areas for future development. In doing so we aim to ensure that our pupils are *“able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world”* (1).

1. Global Citizenship Audit

Education Scotland (1) provides a framework for a whole school approach to global citizenship structured under the following headings:

- Policy and Planning
- Buildings and Grounds
- Ethos and Relationships
- Learning and Teaching Approaches
- Curriculum
- Opportunities for Personal Achievement

This provides a useful basis on which to evaluate our approach. As a first step, we will focus on the Curriculum. An audit will be carried out in August 2016 to identify current opportunities for global citizenship education across all faculties, both in the curriculum and in wider achievement opportunities. This will inform future developments as follows:

- To identify areas of global citizenship education which pupils do not currently experience.
- To ensure that, where appropriate, global citizenship is embedded across the curriculum.
- To identify possible interdisciplinary learning opportunities.

2. Evaluation of Pupil Knowledge, Understanding and Attitudinal Change

We plan to evaluate the impact of pupils’ learning experiences on their development as global citizens. Activities from *“How do we know it’s working?”* (2) will be used to evaluate pupils’ current global knowledge, understanding and attitudes and to track attitudinal change. Initially, the broad impact of S2 education in relation to global citizenship will be evaluated, with the intention of extending evaluation to specific curricular experiences and other year groups over the coming years.

3. Partnership with Lombeta Secondary School

A group of pupils and teachers will visit Lombeta Secondary School in July 2016. This is the first visit by either school since 2012. The aim is to strengthen the relationship between the two communities, widen involvement amongst pupils and staff, and allow sharing of culture, resources and teaching pedagogy. The visit will also inform the next steps in the partnership.

Medium to Long-Term Aims

- Return visit by Lombeta pupils and teachers to Holy Rood
- Further embed the partnership in the curriculum and wider opportunities.
- Further improve communication between the schools
- Ongoing fundraising to support the partnership and the costs of exchange visits



References

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4. **Oxfam.** [Online] 2007. [Cited: May 4, 2016.] <http://www.oxfam.org.uk/education/teacher-support/school-partnerships>.
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Change Register

Appendix 1

Version 1.0 –

First Issue