

Global Citizenship in the Whole School

Getting started - a Global Citizenship audit

An audit is a practical starting point. The table below sets out some key areas for consideration. It can be adapted to suit your own educational circumstances, so you may want to add your own points.

The columns could be enlarged and the first four used to record your starting position. The last column, 'Action points', could contain ideas of how progress could be made along a Global Citizenship path. **Ideas to Inspire!** includes ideas on how to do this. It is important that action points are achievable, and widely endorsed, because for change to be successful and sustained it is important that everyone works together.

As a school we have ...	Excellent	OK	Working towards	Evidence	Action points
1. Global Citizenship as part of the school's mission statement, and included in all curriculum planning					
2. A welcoming, safe and nurturing school environment, where the self-esteem of pupils and adults is re-affirmed					
3. An effective Equal Opportunities policy					
4. An effective Behaviour Management policy, including clear display of what these policies are					
5. A commitment to democratic and inclusive processes, including an effective Schools Council					

6. A variety of teaching methods to engage pupils and increase their motivation to effect change					
7. Whole-school initiatives/events to promote Global Citizenship					
8. An open, effective and inclusive governing body/school board reflecting the full diversity of the school and community					
9. Purchasing and banking practices which promote Global Citizenship					
10. A commitment to learn from the experiences of people from diverse backgrounds and from around the world					
11. A commitment to sustainable development e.g. a policy for recycling, waste reduction, energy saving					
12. Resources and displays which celebrate diversity, with positive examples of different cultures, genders, abilities and family groups					
13. Active links between the school, parents and the wider community					
14. Support for staff wishing to increase their own knowledge and understanding of Global Citizenship					

Global Citizenship in the Whole School Ideas to Inspire

The following ideas give support for developing action points and expanding on the areas outlined in the above information about **Getting started**.

Mission statement

Wendy Horden, Head at St Mary's CE (Aided) Primary School in Staffordshire adapted the school's mission statement to reflect Global Citizenship. It now includes:

"We aim to produce understanding citizens of the 21st century who recognise the need to participate in a caring and responsible way for the sustainability of our world."

Ensure the mission statement is part of the school development plan so that it is ongoing and reviewed.

Providing a supportive environment and raising self-esteem

Make space and time to listen to and talk to children about their interests and concerns. There are some classroom activities for raising pupils' self-esteem.

Some good ideas for raising the self-esteem of staff can be found in Mosley (1993). For instance:

For staff meetings: use different rooms around the school - teachers formally inviting others to their room; have some meetings outside school, perhaps where good teas are served; ensure that non-teaching staff are at all meetings and draw up and stick to a set of 'golden rules';

In the staff room: agree basic ground rules - for example, talk to staff who may feel isolated, avoid using 'put-downs', avoid forming cliques, and make more effort to praise and support each other; set up a staff room committee; have a buffet lunch every fortnight for all staff, and coffee and cake for all staff on Fridays.

Effective Equal Opportunities policy

Look at the school's Equal Opportunities policy and how it works in practice. This ranges from whole-school, shared procedures for effectively tackling racism and bullying to ensuring Equal Opportunities works for disabled parents, visitors, and governors and school board members. This includes easy access, appropriate toilets and induction loops in the Hall to facilitate hearing. If there are no disabled pupils in the school, discuss what factors prevent this, and how they could be addressed to make the school more inclusive.

Dadzie (2000) suggests ideas to improve a school's anti-racist ethos. These include having an unambiguous anti-racist message conveyed throughout the school; ensuring that there are black and ethnic minority parents involved where possible in all aspects of the school's work and decision making; ensuring access to professional interpreters; and providing lunches which reflect the range of pupils' tastes and requirements.

Staff at Southwell Primary School in Dorset carried out a risk assessment of the school in preparation for the arrival of a new blind pupil. They invited a teacher for the visually impaired from the LEA to run a session to raise their own awareness of practical issues. Then pupils, inmates from the local prison, and members of the community joined together to raise funds and make an adventure trail in the school grounds for the new pupil.

Behaviour management

There are many examples of anti-bullying and peer mediation initiatives in schools. For example: Year 6 pupils at Bishop Monkton C of E School, North Yorkshire, wear yellow caps at playtime to advertise that they are on hand to deal with problems other pupils may face.

Pupils at Gray's Infants School, East Sussex, earn 'gold cards' for coming into assembly quietly and sensibly. At the end of the week the class with the most cards has five minutes extra play time.

The Development Education Centre in South Yorkshire has facilitated links between a peer mediation project operating in schools in northern Ghana and schemes in schools in Sheffield. Pupils share their experiences and understanding of conflict and its resolution on personal, societal and global levels.

Democratic and inclusive processes

Many schools have effective Schools Councils with real responsibilities. The Schools Council UK (1998), state that a school or classroom council can enable pupils to develop their skills in:

"... presenting reasoned arguments; listening and responding calmly to points of view that are critical of their own; contributing towards problem-solving on issues of mutual concern; working effectively with others to create social harmony within the class; learning peer mediation skills; where necessary, having the courage and confidence to express a point of view that is not necessarily supported by others."

At Highfield Primary School, Plymouth, pupils from the age of six years are involved in the recruitment process for new staff. Prospective candidates join pupils and answer prepared questions in a 'circle time' format, facilitated by a classroom assistant. Pupils later share their views with the facilitator, and these inform the final decision.

As part of West Sussex Healthy Schools Programme, a project coordinated by LEA adviser Fiona Feehan is developing political literacy. Work on preparing pupils to play an active role as citizens culminated in a simulation exercise. Pupils established a community requiring the defining of roles and responsibilities as well as the outline of those structures, laws and other processes that help to maintain and sustain a community. One of the teachers involved, Christine Davies, said:

"It was a really worthwhile project and I feel they all learnt about belonging to a community. They also learnt that they have responsibilities within their community and to their environment."

Variety of teaching methods

The use of circle time, role play and cooperative games supports and builds upon themes of Global Citizenship. A class role play was by used by Sharon Ansell at Oakwood Special School in the West Midlands to re-enact the Brownhills Colliery disaster where 14 deaths were caused by miners breaking rules and smoking underground; 18 pupils (only one of whom had verbal language) were involved in the re-enactment, and in looking at rights and responsibilities, particularly the impact of our actions on others.

ICT teaching methods include teleconferencing and video-conferencing. As part of a 'Global Citizenship Days' event, organised by Laura Pratt, the Buckinghamshire LEA International Officer, KS2 (P4-P7) pupils video-conferenced with others. T

hey debated the pros and cons of the Internet with a school in Sweden, and children's rights versus the rights of parents with peers in South Africa. In addition, eminent guests answered pupils' questions in live link-ups.

Cross-curricular work is a valuable way of addressing issues of Global Citizenship. Having had a visit from the dance group Saaba, from Burkina Faso, Norma Smith, Headteacher of Lunnasting Primary School in Vidlan, Shetland said:

"Although relating to the attainment outcomes in the Environmental Studies curriculum guidelines, I also wanted to achieve a balance of cross-curricular outcomes. Saaba's dancing and music - the initial stimulus - with their formal place in the Expressive Arts, demonstrate perfectly how learning has to be connected, particularly when in developing informed attitudes and learning to live in more sustainable ways."

Whole-school Global Citizenship initiatives and events

Have a Global Citizenship Week. One of the five Global Citizenship themes could be followed each day, with an assembly to set the scene, and activities carried out for all or part of the day. (See Assembly ideas for further ideas.) This could culminate in an event, as described below.

Hold a Global Citizenship Evening or Open Day for parents and the local community. Encourage pupils to display work and show web sites illustrating issues of Global Citizenship, perform drama presentations, role play, songs or dances. A band or storyteller could be asked to perform (as in the example described below) and Fair Trade refreshments provided.

The performance of a storyteller, band, drama or dance group could enliven the school. Many performers embrace issues of Global Citizenship in focusing on particular cultures or traditions, disability, anti-racism or social or environmental concerns. Some performers may themselves be disabled or homeless people or asylum seekers, and thus provide further perspectives on these issues. An Infant Department topic on Ghana at Bishop Childs Church in Wales Primary School, Cardiff, was enhanced by input from Ghanaian master drummers. The drummers inspired movement, rhythm and chanting which complemented other creative and practical work carried out.

Invite local people into the school on a termly basis for lunch or tea, perhaps as a joint scheme with a local charity or business. There would be many jobs for pupils: writing invitations, helping to plan the menus, preparing food and taking responsibility (possibly in pairs) for one of the visitors. Perhaps extend the idea to include pupils showing the visitors their work, or inviting the visitors to a school afternoon assembly. It may be appropriate for the visitors to reciprocate.

Hold a Fair Trade Sale, or have a Fair Trade stall as part of the school fete. Enlist support by inviting a representative of fairly traded goods into the school to show what is available and to explain the philosophy to the pupils.

Governing bodies and school boards

Attach particular governors or school board members to specific classes so that they can follow those pupils' progress through the school and become a mouthpiece for the class, reporting directly to the governing body or school board.

Hold governors' and school board meetings at a time when people can realistically attend - daytime meetings may prevent some people from becoming involved.

Encourage governors and school board members to attend training courses, to promote their own personal development, and enable them to contribute to taking forward school thinking.

Ethical practices

Buy fairly traded products as far as possible. There is plenty of Fair Trade tea, coffee, hot chocolate and sugar available for the staff room, plus all manner of baskets, containers, notelets and knick-knacks, for all school needs. You could even encourage the making and selling of home-made biscuits and cakes as an income-generating project for parents, or for school funds.

Support local producers wherever possible, to strengthen the community and decrease the need for extensive transportation of goods.

Use ethical banking for the school, for instance the Co-operative Bank.

Learning from people from diverse backgrounds and from around the world

Schools Linking can bring great benefits and increased understanding between people, providing opportunities for schools within and between countries to interact with each other in a positive way. However, it can also present teachers and pupils with difficulties, especially if there are differing expectations on each side, unequal commitment or postal problems. See School Linking and twinning for further information.

Include people who reflect the ethnic and social make-up of the area into the school when help is required - for instance, if testimonies are being sought about local history or volunteers are needed to help teachers with particular activities.

Hold a Language Fair. Pupils at Sunnyhill Primary School, London, hold an annual Language Fair where bilingual or multilingual pupils teach words and phrases in their first language to the rest of the school. This is done through simple games such as bingo and matching pairs. This initiative can greatly raise the self-esteem of bilingual or multilingual pupils. Natasha, a Tagalog speaker, said:

"I enjoy the Language Fair because I am happy to know that others learn a little bit of my language. The children respect us more because they see what we can do and that they can learn something from us."

Even in apparently mono-cultural schools, there are likely to be children who know some of a language other than their first language, or someone locally who could teach a few words of another language, so that this type of activity could be done.

Have a Shared Food evening, where pupils, parents, and the wider community make and share food. This could be combined with some sort of entertainment, presentation by pupils, or linked with an end-of-term celebration. You could have a theme for this, for instance healthy food, celebration food, summer food, baked food. Alternatively just ask people to cook their favourite dish, whatever that is. All of these themes encompass food from a variety of cultures.

Commitment to sustainable development

Do the **CPD activity on sustainable development** to develop shared thinking on sustainable development. Come up with a school policy. Undertake a joint pupil, staff and community project to promote sustainable development - what about greening a derelict area, or making an organic school garden?

Try these ideas for staff and pupils to promote biodiversity in the school grounds:

- grow a range of different plants and shrubs - vegetables, fruit, herbs and flowers - whatever is possible
- put up bird boxes and bat boxes
- grow plants, shrubs and trees which attract butterflies, such as lavender, buddleia, nettles
- provide as many different habitats as possible - for example, a pond, a damp area, an uncultivated area for wild plants, a meadow, trees
- avoid using pesticides or weedkillers - try alternative methods of pest control for the produce, and set up a gardening club for help with weeding and propagating.

Three Scottish primary schools in Sutherland are engaged in a UK-wide Global Footprints project to establish good practice indicators to assess how 'heavily' we tread on our planet. This has meant bringing issues of sustainable development into popular school topics such as food, energy and transport. A link has also been established with a Peruvian primary school, and work done to compare local and global issues which are of importance to each school.

The wider community

Set up mutually beneficial links with people and groups in the wider community. For help and advice on the school's grounds, try the Local Agenda 21 co-ordinator, a local environmental group or horticultural club. In turn, the school could help the community with a local project such as transforming a local eyesore into an area of biodiversity. National organisations may well have local operations.

Form a special link for support and learning with a local retirement or rest home, playgroup, hospice, religious establishment, prison or business. Mutually beneficial projects could be undertaken, leading to the strengthening of community feeling. An example of this is the Benwell Time Bank, based at a primary school in Newcastle. Time rather than money is exchanged for mutual benefit, through pupils and members of the community sharing skills. For instance, older people help pupils with reading, and pupils teach them computing skills.

Mount Airey Infants School in Pembrokeshire, which has a special needs unit, has been in the forefront of consultation with the community on making improvements to an unused area of public land. The emphasis was on the rights of children to play. Pembrokeshire Development Education Centre was also involved, and a community association has been formed to further the work.

Support for staff

Invite local experts on issues of Global Citizenship into the school - for instance, Development Education Centre staff, or local representatives of national organisations.

As a school, join organisations and associations that will increase understanding of issues of Global Citizenship. These include umbrella bodies such as the Development Education Association, Cyfanfyd, and IDEAS, or the local bodies that are members of these associations.

There are many helpful journals and bulletins to which the school could subscribe.