

THE HIGHLAND COUNCIL
EDUCATION, CULTURE AND SPORT COMMITTEE
15 September 2011

Agenda Item	12.
Report No	ECS/46/11

Curriculum for Excellence
Strategy on Developing Global Citizens

Report by Director of Education, Culture and Sport

Summary

Global citizenship brings together education for citizenship, international and sustainable development education and recognises the common outcomes and principles of these three areas. It delivers many of the outcomes and experiences of Curriculum for Excellence as well as addressing many of the National Outcomes for Scotland. It equips our learners with the skills, knowledge, values and attitudes which they will require to understand and address complex global issues. It will contribute to the strategic aims under *Strengthening the Highlands* by continuing to provide opportunities for young people to enjoy the arts, sport and cultural experiences. It contributes to the Sustainable Highland Communities theme of the Single Outcome Agreement.

1. Introduction

1.1 Our children and young people are growing up in a global world and their education should prepare them for living and working in an increasingly multicultural and international society. As such, Highland Council is fully committed to ensuring that developing global citizenship is an integral part of every learner's education as part of Curriculum For Excellence.

2. Developing Global Citizenship provides a framework for:

2.1 learning *about* a global world – by developing successful learners who have a knowledge and understanding of the world and Scotland's place in it and are open to new thinking and ideas;

2.2 learning *for* life and work in a global society – by developing responsible citizens who have respect for others, are able to understand different beliefs and cultures and be effective contributors who are able to communicate their own beliefs and views of the world;

2.3 learning *through* an international context – by developing confident individuals who are able to relate to others and communicate in different ways and settings and able to apply critical thinking in new contexts;

3. Objectives of the strategy are to ensure that:

3.1

- a global dimension is embedded within the ethos of every establishment;

- all staff are aware of the key principles within Scotland for global citizenship, these being:
 - *appreciate and celebrate the diversity of Scotland's history, culture and heritage and engage with other cultures and traditions around the world.*
 - *know, respect and care for the rights, responsibilities, values and opinions of others in Scotland, and understand Scotland's role within the wider context.*
 - *develop an awareness and understanding of engagement in democratic processes and be able to participate in critical thinking and decision making in schools and communities at local, national and international level.*
 - *understand the interdependence between people and the environment and the impact of actions, both local and global.*
 - *demonstrate creative thinking and act responsibly in political, economic, environmental, social and cultural learning.*
- all staff use the principles to plan a range of relevant, inspiring and active learning experiences for pupils across the eight curriculum areas of Curriculum for Excellence.
- each school uses Developing Global Citizenship as a key tool for interdisciplinary learning and to give quality contexts for literacy, numeracy and health and well-being;
- staff are given quality opportunities to participate in in-house, authority and national continuing professional development in Developing Global Citizenship;
- staff are provided with opportunities to work within, across and outwith their own establishment to share practice in Developing Global Citizenship;
- opportunities are maximised for working with partners in the local and wider community to enhance pupils' learning experiences e.g. Highland One World Group, the Countryside Ranger Service;
- resources and opportunities are used to promote Developing Global Citizenship;
- achievement for individuals and groups of learners in aspects of DGC e.g. sustainable and international education is recognised at national and local level;
- all young people have the opportunity to learn a modern foreign language as part of their broad general education.

4. RECOMMENDATION

4.1 Members are requested to note and comment on the Developing Global Citizenship Strategy.

Signature:

Designation: Director of Education, Culture and Sport

Date: 26 August 2011

Author: Susan Belford, Quality Improvement Officer

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