



## WorldWise Global Schools (WWGS)

### Case Study of Good Practice GCE Teacher Training Feb 2019

**Name of School:** Millstreet Community College

**Name of Teacher:** John Magee

**Global Passport Stamp(s):** Student Capacity & Engagement;  
Curricular

**Theme:** Student GCE Committee

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#### What they did (who they involved, what was the outcome etc):

John outlined how he went about establishing a Student GCE committee.

#### Learning curve

John stated, first and foremost, that he had to resist the desire to be a teacher and let the students lead. He recognized that, when he first started, he came up with the ideas for projects himself and led on it. But ultimately students weren't fully engaged or reaching their full potential. He saw this when he brought a group of students to the WWGS Annual Conference, and they realized that their project was a bit boring and not energetic enough compared to other projects that were clearly student-led.

#### Ladder of Participation

The key learning from this was to make sure to always ask 'what do you want?'. John said he took note of the 'Ladder of Participation', which highlights the levels of participation students can have in decision making

- from non-participation to tokenism to, ultimately, student control. John recognized that it was his role to facilitate them to take leadership.

### **Student Leadership Outcomes**

John found that once students felt that they had power and control of the committee they really ran with it. John stated that students eventually felt confident to develop lesson plans on themes for classes, rather than just NGO's going in delivering something and leaving.

They decided their own issues to work and take action on. Last year they picked unsustainable fashion and gender as key issues they wanted to work on. They ran the projects from start to finish. They were so invested that the 5<sup>th</sup> years decided they wanted to keep it going with the Swap Shop.

### **The Committee, Projects and Logistics**

John said he started by bringing in Aishling from WWGS to run a workshop with his TY's, to give them an introduction to GCE. Originally John wanted the committee to be a collection of students from different year groups. And whilst accepting that this was the ideal situation, it didn't work for their school with some of the dynamics. For the moment it is working for them to work with TY students.

Students take leadership on all aspects of their work, from deciding the issues they want to explore to all aspects of group work. They do the minutes, send emails and follow up with any links they make. John notes that he provides a background support and encouragement role, and he has really seen the students increase in confidence, and the actions they take really expand.