



WorldWise Global Schools (WWGS)

Case Study of Good Practice GCE Teacher Training Feb 2019

Name of School: Coolmine Community School

Name of Teacher: Trudy O'Hora

Global Passport Stamp(s): Curricular; Student Capacity & Engagement;
School Leadership & Policies;

Theme: Working with school management on a whole-school approach to GCE

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

Trudy outlined a whole range of initiatives that are taking place across their school, including:

Stainless Steel Bottles - she noted that they ordered these from UK supplier 4Imprint (no suitable Irish supplier at the time of ordering) and there has been a huge uptake in the use of them in the school. Approx 25% of the student body have bought them (representing approx. 250 students out of their total student body of 1,000). They used some of their WWGS grant funding towards procuring these, in addition to management making some school funding available for it. The school has been aiming for two-fold messaging in relation to plastic bottles: 1) anti-plastic and 2) water conservation. They have been trying to promote and reinforce the point that "every drop counts" when it comes to conserving water.

Cultural Diversity Day - they plan to hold this in collaboration with (and on the initiation of) Blanchardstown Shopping Centre. She noted the diversity of the population both within Coolmine Community School and

within the wider community. They want to celebrate and embrace that difference and diversity.

The issue of nationality and identity is one that may arise and Trudy remarked that global citizenship issues don't resonate differently for students that come from different nationalities/backgrounds - in the school every student is, and feels, Irish. She noted that some students may revert to their fluent language (eg French) when they are at home, but within the school they speak English only and are definitively "Irish"! She noted that the idea for this Cultural Day initiative came from the shopping centre itself.

SDGs Student Journal: Trudy also highlighted that Coolmine Community School have the SDGs included in a two-page spread in their school student journal. She mentioned that next year they hope to focus on achieving actions under each particular SDG, and to reflect this in the journal.

School Committees: She noted that the school has a Green Schools Committee in place, as well as a Global Citizenship Education (GCE) Committee, with the latter comprised of both students and teachers. They meet approx. every six weeks or so. She noted that a member of school management sits on this committee also - and she remarked that this really helps with decision making!

DE in School Planning: She noted that the school has also availed of whole-staff training sessions, which has really helped in their school. She noted also that DE is on the school management planning agenda and that this is really important - she pointed out that they may not get to the DE agenda item at every meeting, but what is really important is that it is just *there*, on the agenda; and they sometimes, or often, *do* get to it. She noted also that school management in Coolmine Community School is very supportive of teachers going out to do CPD, but that getting substitute teachers to cover is a real challenge for all schools at the moment (due to lack of availability of substitute teachers).

DE in the Curriculum: Trudy noted that she is the DE Coordinator in the their school (outside of her teaching post), and that this helps massively towards trying to embed global citizenship education within the school, but she acknowledged that not every school has this resource. She noted also that DE is timetabled for 2 classes per week in Transition Year in their school - again she noted that this is not the case for all schools.

She observed how school management, in general, are looking for an "easy fix" to fill Wellbeing hours, and that global citizenship education does this for them - school management in their school is very much aware of this (and not the only reason they do it), but this level of awareness is not similarly the case for every school. Another teacher noted that management in their school is totally 'bought into' GCE in Junior Cycle - that it "does it for them" and is really easy to plan and map.