



WWGS Sample Development Education School Policy

[Insert School Name]

Development Education Policy [Date]

(To be read in conjunction with policies on literacy and numeracy etc.....)

1 Aims and objectives

We believe that development education enables our students to become more responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community, both locally and globally. In so doing, we help to develop their role as global citizens. We teach our students about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of an increasingly globalized world.

Our objectives in the teaching of Development Education are to:

- To understand what makes for good relationships with others;
- To get students to understand the world that they live in, on a local and global scale
- To be thoughtful and responsible members of their community and their school;
- Become active members of our democratic society;
- Make informed choices regarding social issues;
- Develop good relationships with other members of the community.

2 Teaching and learning

We use a range of teaching and learning styles to deliver Development Education in our school. We emphasize active learning methodologies by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of tasks that promote active citizenship, for example awareness events on various social justice issues or school assemblies. We offer students the opportunity to hear visiting speakers from the community speak on social justice issues or organizations to come and facilitate workshops on social justice themes.

3 Development Education Curriculum Planning

We use the National Curriculum as a basis for our development education work. However, we are flexible in the way this is delivered. Sometimes, for example when dealing with issues on climate change, we get subjects to work together in a cross curricular manner, such as science or geography, to carry out joint learning projects. On other occasions, we introduce development education topics through teaching in other subjects, such as focusing on gender equality in religion or CSPE. There is a large overlap between the programme of study for many subjects when it comes to exploring development education, and where possible we make these links for our students.

We also explore development education through various activities and whole-school events. For example, the student council representatives from each form meet regularly to discuss school matters and often focus on a certain social justice theme that they would like to explore on a whole school level, such as fair-trade and Ethical consumption, during fair-trade fortnight in February each year, or international women's rights in March. We have a social justice club which meets fortnightly to develop an action project for the school community.

4 Development Education and ICT

ICT makes a contribution to the teaching of development education and ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail to explore these issues further and to access resources on social justice themes.

5 Development Education and Inclusion

We teach Development Education to all students, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of students with learning difficulties.

For gifted and talented students, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of

the class or the wider community.

6 Assessments

1 Our school is working towards achieving a WWGS 'Global Passport' which recognizes good practice in the delivery of development education in schools.

2 Our teachers record any appropriate achievement for each pupil in their contribution to the school or community in terms of active citizenship or their development education work.

3 We encourage our students to keep records, in their personal record-of-achievement file, of their contribution to raising awareness on social justice themes in the school or beyond the school community.

4 We do not set formal examinations in our TY development education module. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

7 Resources

We draw upon nationally produced material to support our work in development education, using NCCA validated courses. For example, we make extensive use of the material produced by the NCCA and Irish Aid. We keep the resources for Development Education in a central folder in topic boxes for each unit of work. We have additional resources in the library. Our Development Education coordinator/team holds a selection of reference materials for teaching sensitive issues.

8 Monitoring and review

The planning and coordination of the teaching of Development Education are the responsibility of the DE core team of teachers and students who also:

- Support colleagues in their teaching, by keeping informed about current developments in DE, and by providing a strategic lead and direction for DE;
- Gives the school management teams an annual summary report in which the strengths and weaknesses in DE are evaluated, and areas for further improvement are indicated.

The **quality of teaching and learning** in DE is monitored and evaluated by the teachers by using the WWGS Self Assessment Tool (SAT) as part of the school's agreed cycle of monitoring and evaluation.

This policy will be reviewed every two years or sooner if necessary.

Signed:

Date: