

# WORLDWISE GLOBAL SCHOOLS SELF-ASSESSMENT TOOL (SAT)

## TEACHER FORM (2020/21)

Name: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

This activity is undertaken before and after you have completed a Global Citizenship Education (GCE) project/ class/ activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of taking part.

- Instructions:**
- Before the project:* Think about what you know about the statements in each of the boxes below. Score each of the statements on a **scale between 0-5** depending on how much you agree with it (**0 = I totally disagree and 5 = I completely agree**)
  - After the project:* Score your agreement now on the same statements.
  - Add up your scores in the 'before' and 'after' columns at the bottom.

Before Score	KNOWLEDGE	After Score
	I know what Global Citizenship Education is (previously known as Development Education)	
	I know where to access information and supports on GCE	
	I know where GCE can fit into various aspects of school life (curricular, extra-curricular, school policy etc)	
	I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally)	
	I am aware of the root causes of why the world is unequal – the history and forces that have made it so	
← ADD UP YOUR BEFORE AND AFTER SCORES →		

Before Score	ATTITUDES & VALUES	After Score
	I see the value of integrating GCE into the school	
	I feel that students should be empowered to become active global citizens (know their rights and responsibilities, and can take action to make the world a better place)	
	I feel solidarity with people who are being treated unfairly (I stand with them for change and not just feel sorry for them)	
	I believe it is important for students to value diversity (their communities, Ireland and in the world)	
	I see the importance of taking a strong justice and action based approach to Global Citizenship Education (as opposed to charity and fundraising)	
← ADD UP YOUR BEFORE AND AFTER SCORES →		

Before Score	SKILLS	After Score
	I can confidently use active learning methodologies in the classroom to facilitate learning about Global Justice issues (e.g. role play, walking debate, diamond ranking...)	
	I can source trustworthy information on global justice issues for my students	
	I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way	
	I can facilitate students to build peer education skills (so they can share their global justice learning with each other/ other students)	
	I can facilitate students to consider lots of different actions that can be taken on a global justice issue and can pick which would be most achievable and create real change	
← ADD UP YOUR BEFORE AND AFTER SCORES →		

Before Score	ACTION	After Score
	I question and challenge stereotypes (my own and the students I work with)	
	I think about and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices	
	I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school	
	I provide opportunities for students to get involved in, and lead on, global justice actions in my school	
	I myself participate in global justice campaigns/ projects	
← ADD UP YOUR BEFORE AND AFTER SCORES →		

## TEACHER REFLECTION

<b>What did you <i>learn</i> most from leading the Global Citizenship Education (GCE) project/ activity/ class in your school?</b>	<b>What did you find most <i>challenging</i> about running GCE in your school?</b>
<b>What do you see as the <i>biggest impact of GCE</i> in your school?</b>	<b>What additional <i>GCE supports/ resources/ training</i> would you like from WWGS?</b>