



St. Louis Secondary School  
Carrickmacross

# Development Education Policy 2017

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**St Louis Secondary School**

**Carrickmacross**

**Development Education Policy**

*To be read in conjunction with other school policies.*

**1 Aims and objectives**

We believe that development education enables our students to become more responsible members of society. We encourage our pupils 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 interdependent and unequal 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.
- Encourage young people to act for a more just and equal society.

**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 debates, awareness events on various social justice issues such as one world week 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.

During CSPE, students' awareness about poverty, homelessness, and other social justice issues is increased. During classes, students often participate in class debates and discussions about such issues. They often brainstorm ways in which they as individuals can help alleviate some of these problems in the world and help make it a better place. CSPE

action projects are an excellent way for students to learn about social justice issues such as these.

In Geography, students learn about world issues such as global warming/climate change. Again, students are given the chance to voice their opinions on such issues and discuss what steps themselves and others can take to tackle these problems. Students also learn about different cultures, people and places around the world. Issues of diversity and poverty are discussed.

In Science, sustainability is included as an element of the JC specification. Students learn to evaluate how humans contribute to sustainability through the extraction, use, disposal and recycling of materials. At Senior level students study conservation in relation to agricultural practices in Ireland today.

### **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, 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. The new Junior Cycle programme will further develop this theme as it encourages students to view global issues as ethical citizens and understand cultural variations fostering a respect of difference.

We also explore development education through various activities and whole-school events. For example, the student council representatives from each class 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. The School takes part each year in the Concern Schools Debating Competition which focuses specifically on Development Education themes. In addition the School is in the process of establishing a "Louis Cup" Debating Competition within the St. Louis Schools Network.

### **4 Development Educations 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 apps such as Google earth, 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 pupils, 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

- Our school is working towards achieving a WWGS 'Global Passport' which recognize good practice in the delivery of development education in schools.
- 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.
- We encourage our pupils 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.
- 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:

- supports 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 team 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 three years or sooner if necessary.

**Signed:**

**Date:**