

Benchmark

Area	Level		
	Developing	Established	Enhanced
	Indicators	Indicators	Indicators
1 Student engagement and Action	1. The achievements of well-known change-makers (e.g. Gandhi, R. Parks, Mandela) are taught and visible. There is little discussion about global Change Processes especially in relation to the SDGS (Sustainable Development Goals) in school e.g. Climate Change Protests; #Metoo.	1. Students and staff understand that there are many different Change Processes taking place continually (especially in relation to the SDGs) and that we are all connected into these and have an influence on them. There is understanding that our choices can result in positive or negative changes. Lessons include the idea that change takes place as a result of the work and actions of many people, rather than a few individual 'heroes' , and include case-studies of this.	1. Building on the criteria in the 'Established' section, staff have a good understanding of the SDGS and other initiatives as Change Processes and have received CPD training on it. Students and staff recognise the potential of our individual and collective choices to effect change at all levels – local to global. They understand the important role 'ordinary individuals' play and have a commitment to acting for change in their own lives. This is reflected in displays around school and evidenced in students' work and activities .
	2. Engagement / Action is evident in some classes and year groups (i.e. some pupils; at least one year group).	2. Engagement / Action is evident in the majority of year groups. School Council is consulted for its ideas on the Ethical Resources SDGs¹ Action Plan (see Section 4).	2. Engagement / action is evident in all year groups. Students are encouraged to consider the implications of their own actions e.g. as consumers, advocates for change. School Council is involved in monitoring the delivery of the Ethical Resources SDGs Action Plan (see Section 4).

1 - Acronyms: GCE: Global Citizenship Education SLT: Senior Leadership Team SDG: Sustainable Development Goals CPD Continuing Professional Development



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1 Student engagement and Action	<p>3. School actions tend to be for the immediate benefit of the students themselves rather than addressing local-global issues. They are often 'teacher-led'. Little or no actions take place outside of classroom. There may be some short-term campaigns.</p>	<p>3. There are a variety of student actions which take place with teacher support. These address a range of local-global issues including the SDGs. There is some involvement from the community in student actions.</p>	<p>3. Regular meetings are held between staff and pupils to discuss issues that the students want to take action on. These address a range of local-global issues including the SDGs and other themes. Students of all ages expect to (and do) plan and take part in actions, both within school and externally with local organisations, for the benefit of the local community and wider global community. Action examples: Awareness campaigns, flash mobs, fair trade food, racial justice, cooperation & solidarity work with schools in other countries, gardens, anti-plastic campaigns, debates, interviewing politicians, art exhibitions, engaging with media, active on social media.</p>
	<p>4. There is some occasional peer-to-peer teaching & learning relating to the SDGs.</p>	<p>4. Peer-to-peer teaching & learning is actively encouraged and takes place in a variety of subjects and settings e.g. some students have delivered lessons to a different year group and one or more assembly on the SDGs / Global Citizenship Education (GCE) themes.</p>	<p>4. Peer-to-peer teaching & learning takes place in many subjects and settings across school e.g. Student council members have been trained on the SDGs/ GCE themes and have run sessions on these in different subjects.</p>

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<p style="text-align: center;">2 Teaching and Learning</p>	<p>5. Global Citizenship lessons are taught in 1 or more subjects and in at least two year groups</p>	<p>5. Global Citizenship lessons on the SDGs and other GCE themes are taught in 3 or more subjects and in at least four year groups. Clear GC Learning Outcomes are specified in the lessons that are taught. Some cross-curricular links are made clear to students.</p>	<p>5. Global Citizenship lessons are taught in 5 or more subjects and in all year groups; lessons have clear GC Learning Outcomes, and these are regularly assessed. The assessment informs planning of future lessons on GCE themes, which include the SDGs, Migration, Climate Change, Women and Gender Equality, and International Inequalities e.g. XXX Title Geo-History manual is used in the History department.</p>
	<p>6. There is little or no assessment of GC lessons.</p>	<p>6. Student knowledge and understanding of the SDGs and key GC themes (such as Migration, Climate Change, Women and Gender Equality, International Inequalities) is assessed formatively in some subjects. The results inform future planning. Key measures are identified which will be reported on to parents/ guardians and students in the future.</p>	<p>6. Student knowledge and understanding of the SDGs and key GC themes (such as Migration, International Inequalities, Women and Gender Equality, Climate Change) is assessed both formatively and summatively in lessons, in at least 5 subjects. The results inform future planning and key measures are reported on to parents / guardians and students.</p>

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<p style="text-align: center;">2 Teaching and Learning</p>	<p>7. An audit of Global Citizenship Education (GCE) in at least 5 different subjects has identified existing lessons/ schemes of work and new opportunities. The audit covers the SDGs and themes of: Migration, International Inequalities, Women and Gender Equality, Climate Change.</p>	<p>7. The GCE curriculum audit has been reviewed and there is a GCE plan to ensure that teaching across school includes covering some of the SDGs and other GC themes, including Migration, International Inequalities, Women and Gender Equality, Climate Change. Where teachers teach more than one subject, they review cross-curricular schemes / plan annually.</p>	<p>7. Cross-curricular links are made explicit. Staff collaborate to ensure learning is reinforced across subjects. GCE schemes / plans are reviewed annually by a cross-curricular team of teachers. There is a map of how the SDGs/GCE themes are delivered across school.</p>
	<p>8. There is recognition of the additional language needs of migrant and EAL (English as an additional language) students. There is recognition that pupils of all ethnicities (including migrant pupils) may have experiences and perspectives that can enhance GCE. Equality issues are addressed including Racism and Gender.</p>	<p>8. There is planned provision for the additional language needs of migrant and EAL students. The cultural perspectives and experiences of BME & migrant pupils is valued in some lessons. Equality issues are addressed through the core curriculum; this includes Racism and Gender.</p>	<p>8. Teachers plan to sensitively include the experiences of BME & migrant pupils across the curriculum. The provision for additional language needs of migrant pupils is monitored and reviewed annually. Race, Gender and other Equality themes are fully embedded in the curriculum. There is formal monitoring of student attitudes and this informs teaching and learning.</p>

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<p style="text-align: center;">3 Communication</p>	<p>Internal</p> <p>9. Some displays in classrooms and around school articulate and promote the SDGs and other GC themes.</p>	<p>Internal</p> <p>9. There are many displays which articulate and promote the SDGs and other GC themes in all areas around school. These include students' work on these themes.</p>	<p>Internal</p> <p>9. There is a coherent plan for displays on the SDGs and other GC themes to ensure a good coverage of a range of issues. A member of staff takes responsibility for this.</p>
	<p>10. Staff are made aware of the SDGs.</p>	<p>10. Information about the SDGs and GCE-related days is shared at departmental meetings. A member of staff coordinates this across school.</p>	<p>10. Information about the SDGs and GCE-related days is shared at departmental meetings. A member of staff coordinates this across school e.g. school radio intercom includes articles/ inputs related to the SDGs on a regular basis and reports on student actions in support of the SDGs.</p>
	<p>11. The school actively seeks to avoid presenting stereotypical images</p>	<p>11. Displays promote positive images of the 'majority world' and actively avoid stereotyping. e.g. presenting people in the majority world as active in their development (not as passive victims); highlighting the role of women in achieving the SDGs etc</p>	<p>11. The SDGs are integrated into all school communications e.g. as a footer in emails to students, teachers and parents; in extra-curricular activity e.g. debates, school trips, summer camps. A high priority is given to presenting balanced and positive images of the 'majority world' (including the role of women) and avoiding stereotyping e.g. of different cultures/ ethnic groups, migrants, faiths or gender.</p>

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3 Communication	<p>External 12.The school website/ Social Media accounts communicate that the school has a commitment to Global Citizenship Education.</p>	<p>External 12.The school website/ Social Media accounts communicate the importance of GCE/ ESD² and why students should learn about the SDGs. There is information about GCE/SDGs in the school prospectus. Staff are have read the national/international code of conduct on images and messages³.</p>	<p>External 12.Communication about the SDGs and other Global themes is seen as an important activity and is integrated into external communication. The school website/ Social Media accounts are regularly updated with new information, case studies and web links. The newsletter carries articles on the SDGs/ GCE and references them in other articles. There is information about GCE/SDGs in the school prospectus.</p>

2 - ESD: Education for Sustainable Development Education
 3 - <https://dochas.ie/images-and-messages>



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4 Resources, Procurement and recruitment	<p>13. The Senior Leadership (SLT) team has considered (with reference to SDG 12) how they can ensure that the values and ethical principles which are promoted in school are also reflected in how the school purchases and uses goods and services (including staff recruitment).</p>	<p>13. The Senior Leadership team has agreed an Ethical Purchasing and Use of Resources Policy⁴ to ensure values and ethical principles are reflected in the goods and services the school purchases. This policy is in line with national Equal Opportunities Guidelines (and includes Women, and the Black and Minority Ethnic (BME) community).</p>	<p>13. Progress on the Ethical Purchasing and Use of Resources policy (which is drawn from/linked to SDGs 12 & 10 and SDGs 7, 8, 9, 11) is monitored annually; teaching and non-teaching staff take part in this review. Data on Women, and the BME community employed/contracted by school is reviewed by SLT.</p>
	<p>14. SLT has identified one or two areas for action. These include things like: purchase of food; food waste; paper and other equipment; clothes/ school uniform; furniture; cleaning materials; reuse and recycling of resources.</p>	<p>14. There is a school Ethical Resources SDGs Action Plan (based on the policy), with named members of staff responsible for its delivery. All teaching and non-teaching staff have discussed this and shared ideas for delivering it in their area of work. Student Council have been consulted for their ideas.</p>	<p>14. The Ethical Resources SDGs Action Plan is updated in line with the review and plans are made for further action. Student Council members take part in an Annual Review of this plan.</p>

4 - Such a policy could be linked to/ drawn from SDGs 12 & 10 and SDGs 7,8,9, 11

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<p style="text-align: center;">4 Resources, Procurement and recruitment</p>	<p>15. At least one school assembly has covered the issue of how the school proposes to put its values into practice; this includes a focus on SDG12 and the idea that 'ethical consumption' is the responsibility of everyone. Students are encouraged to consider the impact of their own consumption (and are signposted to appropriate organisations) e.g. new school builds</p>	<p>15. The Ethical Resources SDGs Action Plan includes things like:</p> <ul style="list-style-type: none"> a. Purchase of teaching, library and online resources; food; food waste; paper and other equipment; clothes/ school uniform; furniture; cleaning materials. b. Reuse and recycling of resources c. Information about this initiative is communicated to parents and the local community <p>e.g. http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-12-responsible-consumption-and-production.html https://www.ethicalconsumer.org/</p>	<p>15. Successes are shared in school assemblies and appropriate lessons. Students are encouraged to consider the implications of their own actions as consumers. The school works with at least one or two local or national organisations which have expertise on Ethical Consumption and Equal Opportunities. Staff, students and parents are encouraged to consider things they can do to help achieve the SDG12; at least one school event per year showcases this. SDG12 is featured in all areas of school life e.g. school dining room, school plays, external visits.</p>

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<p style="text-align: center;">5 Leadership and Management</p>	<p>16. Some GCE values integrated into school planning and policies in an informal way e.g.</p> <ul style="list-style-type: none"> ● Sense of identity and self-esteem ● Commitment to social justice and equity ● Respect for people and human rights ● Value diversity ● Concern for the environment and commitment to sustainable development ● Commitment to participation and inclusion ● Belief that people can bring about change 	<p>16. GCE values are integrated in school planning and are written into school documents. There is a draft GCE policy and simple GCE plan for GCE in school, which includes the SDG Targets and Indicators as well as wider global themes e.g. Migration. School Governors and School Council have discussed this. GCE/SDGs may be named by teachers as one of their Performance Management Targets.</p>	<p>16. GCE is embedded in all appropriate school policies and planning; these are shared with the teachers. There is both a comprehensive GCE policy and GCE plan, which includes the SDG Targets and Indicators as well as wider global themes e.g. International Inequality, which has been approved by School Governors and School Council. There is a named governor with responsibility for GCE. SLT actively encourages teachers to nominate GCE/SDGs as one of their Performance Management Targets.</p>
	<p>17. There is a named member of the staff responsible for GCE.</p>	<p>17. The school designates a teacher as GCE coordinator supported by a named Senior Leadership Team manager. They meet at least once a term to plan and coordinate activities, including CPD training.</p>	<p>17. A GCE team comprising Senior Leadership Team, staff and pupils' representatives meets regularly; it is facilitated by the GCE coordinator. The GCE coordinator has some planning time and/or an allowance point and a named SLT manager, whom they meet with at least once a term to plan and coordinate activities, which are discussed at Staff Meetings.</p>

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6 Staff Development	<p>18. School encourages teachers to participate in external training on GCE. At least 1 member of staff has taken part in this. There has been an introduction to teaching about the SDGs for all staff at a staff meeting or training day.</p>	<p>18. The Senior Leadership Team has engaged GCE experts to deliver training to 4 or more departments on integrating subject –specific GCE into the taught curriculum. At least 90% of staff in these departments have attended this. At least 3 staff have attended external CPD courses on GCE. Following this CPD, new SDG/GCE lessons have been produced. All teachers are aware that SLT is supportive of GCE/SDGs being nominated as a Performance Management Target; some nominate this.</p>	<p>18. An SDG/ GCE committee has been set up to support delivery of GCE. At least 8 departments have received a half-day or twilight training course on teaching GCE themes in their subject, attended by 90% departmental staff. 8 or more staff have attended external CPD courses on GCE. There is X % planning time allocated to the development of lessons which include GCE themes and Learning Outcomes. X no' Teachers nominate GCE/SDGs as a Performance Management Target.</p>

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Exemplars

1.1 Established: Change Processes

I've taught about Civil Rights in America for many years, but our focus has tended to be on the role of presidents Truman and Johnson, with of course some reference to Martin Luther King and Malcom X. After going on a training about Global Citizenship we decided we should broaden our approach to encourage students to think about the important part ordinary people play in change. We began by researching the many different campaigns in what became the Civil Rights movement and all the different people who took part. We emphasized the numbers of ordinary people who attended mass rallies and got students to roleplay what it might feel like to decide to go on a march when the police were both armed and hostile. We also tried to encourage the students to appreciate how the idea of Non-violent protest travelled from India (where it was used by Ghandi to help free India) to America (where it became an important part of Civil Rights Movement). We asked students to research people from different backgrounds who contributed directly or indirectly to the Civil Rights Movement through art, writing, music or other activity. Finally students thought about a contemporary movement that has strength because it involves ordinary people.

1.1 Enhanced: Displays

Students at St Matthews School have created a display to show how they have identified and taken action on 'single use plastic' within school. This school action is linked to a national campaign targeting consumers business and government. The display shows how students, families and the local community have reduced their reliance on 'single use plastic', through individual family graphs tracking waste reduction over a 2 month period. Work in class is linked to SDGs 11, 12 and 14. The display demonstrates the importance of this school level action in contributing to tackling an international problem.

1.4 Established: Peer-to-peer teaching & learning

A teacher who ran the School Council played the World's largest Lesson film introducing the SDGs at a meeting <https://www.youtube.com/watch?v=cBxN9E5f7pc>. The School Council decided they wanted to show this video in an assembly as part of United Nations Day. They also designed a quiz on the SDGs which was used in every PHSCE class in Year 7. The winner was presented with a certificate and some Fairtrade chocolate at the next assembly.

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2.5 Enhanced: Global Citizenship lessons with clear GC Learning Outcomes, which are regularly assessed. The assessment informs planning of future lessons on GCE themes

The head of teaching and learning took the lead on engaging five departments in integrating Global Citizenship within department curricula. An individual from each department was identified as 'project leader' for their subject, sharing resources with their department colleagues. Project leaders were supported by their local Development Education Centre and targets were written in to their professional development programme. Teachers from each subject formed working groups that met regularly to identify connections and universal themes across the subjects.

The local DEC helped project leaders to develop reflection tools to assess impact across the departments and the raw data was shared with school's data analyst. The findings were then shared at a meeting with the project leaders and the head of teaching and learning. The analysis of the findings helped to inform future planning within the five departments and across the school.

3.11 Enhanced: balanced and positive images of the 'majority avoiding stereotyping

An Art class was given the task to research the hashtag #TheAfricaTheMediaNeverShows and re-create the images for a school display under the title "Which Countries?" Other classes were invited to look at the display and discuss where they thought the images were from.

4.13 Enhanced: Progress on the Ethical Purchasing and Use of Resources policy

The school was open to scrutiny when it came to developing and ethical purchasing and use of resources policy. The school commissioned a local environmental agency to carry out an environmental audit that helped the school to -

- Investigate current processes
- Understand the negative impact of current practice.
- Identify opportunities for positive changes

The school set up a working group, including several teachers, a school governor, a member of the leadership team and the student council. The group carried out research and reached out to local NGOs and charities that could provide expert advice. The group identified five areas that would be addressed in the initial 12 month period.

- Reducing waste and recycling
- Reducing paper waste
- Reducing the school's carbon footprint
- Reducing food waste that goes to landfill
- Conserving water

The school shared their priorities with staff and students and identified opportunities to show the link between new school policies, the SDGs and the wider curriculum. In addition, the school shared initiatives and best practice with parents encouraging collective action in the wider community.