



British School
Quito
an Orbital Education School

<u>International Education and Global Citizenship Policy</u>
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Introduction

British School Quito is committed to achieving excellence for all. The School is committed to providing an education that provides high quality international education for its students.

Our international focus on education is outlined in the values of the school which are closely aligned to the [UNCRC](#) and the CIS Code of Ethics:

- It embraces all that is best in a top-quality British School, which also has a strong commitment to international education and the nurturing of international awareness, with special recognition of the school's British roots operating in an Ecuadorean environment
- We believe in providing a well-rounded education, which develops strong moral and ethical values and enables our students to respond to the challenges provided by the demands of modern life.
- Students are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, in order to become valued and caring members of the school, local and global communities.

Commented [GC1]: The United Nations Convention on the Rights of a Child.

British School Quito recognises that students should be internationally aware and be able to contribute confidently to an interconnected and interdependent world. The school strives to engage students with a range of experiences that will enhance learning and raise awareness of their national and international identity whilst preparing them for life in a diverse global society and competitive global economy.

The global dimension is reflected in the attitudes and values of students, staff and the wider school community.

Definition of International Education

International Education serves as a link between countries and cultures. International Education enables individuals to not only have good diplomatic relationships with one another but also to bring together people who are of different cultures, ethnicities, religions, faiths and who speak different languages aimed at creating a cross-cultural understanding where communication will no longer be a barrier. This cross-cultural understanding becomes transparent when one sees pupils working together, conducting research or simply engaging themselves in a study period for a class they are taking together. The language, customs, traditions, political relationships and religious beliefs that these pupils bring are connected through their educational endeavours.

Definition of Global Citizenship

We seek to instill Global Citizenship in our students by providing them with opportunities for learning about issues that have local, national and global significance. This approach to teaching and learning is embedded in our curriculum through daily teaching, enrichment opportunities and events.

At British School Quito we are committed to actively develop global citizenship in education through:

- ETHICS - research about, discussion of, and action related to issues of principle of personal, local, and global importance,
- DIVERSITY - the understanding of and respect for the similarities and differences of a range of individuals and peoples,
- GLOBAL ISSUES - the understanding of multiple perspectives of local and global events and issues,
- COMMUNICATION - the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures,
- SERVICE - the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning,

- LEADERSHIP - the acquisition and refinement of the skills of leading and following within different cultural contexts, and
- SUSTAINABLE LIFESTYLE - a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy.

As examples, to achieve these goals, we employ:

- The **Life Skills** programme, developed to encourage reflection on, and appreciation of, individual and group identities and cultures,
- The **Duke of Edinburgh's International Award**, which involves the participation in service activities,
- The **Model United Nations** club, which promotes leadership, international-mindedness and cooperation in problem-solving,
- The **IB Diploma Programme**:
 - TOK, through which we explore diversity and ethics,
 - CAS, through which students reflect on service,
 - History, Geography, Global Politics and Environmental Systems and Societies, through which we discuss sustainability and global issues,
 - Languages,
 - The Arts and Literature, through which we explore global perspectives and cultural diversity.
- **Trips**

Our local trips enable children to explore the world in which they live in and think about how they live. Trips include: Visit to Huasquila Lodge where the students spend time with the community and understanding their way of life; the airport; the pasta factory and the local farm to name a few.

- **P4C- Philosophy for Children**

The P4C programme in primary develops critical thinking and questioning skills in our students about life and the world we live in.

Aims

- To provide an informed awareness of countries, cultures and languages in addition to our own
- To develop global citizenship via curiosity, respect and understanding of national, cultural, religious and linguistic diversity

- To encourage understanding of international interdependences in the global economy
- To enable all pupils to develop appropriate skills concepts, knowledge and understanding of, and responsibility for, the world they live in and will inherit

British School Quito strives to achieve these aims through the following objectives:

- Recognise, celebrate and value the cultural and ethnic diversity within the school community
- Develop a variety of global learning opportunities via links with schools in other countries whilst taking advantage of new and emerging communication technologies
- Encourage interest and motivation through the provision of first-hand experiences and expertise of life in another country, including active participation from teachers, students and the wider community
- Use opportunities to visit areas of cultural interest in the home country and abroad
- Staff should consciously consider how to appropriately embed international dimensions in all curriculum areas
- Raise awareness, appreciation and understanding of major global issues
- Consider the possibility of a global focus week/day
- Provide professional development opportunities for staff to share good practice and compare different teaching and learning styles

Review and Evaluation

Staff should lead the school into a deeper understanding about internationalism and interculturalism. The aforementioned aims and strategies, though not extensive, aim to support the students, staff and wider community of British School Quito to value and promote international understanding in daily interactions and for all stakeholders to be global citizens who effectively contribute to the national and international community.