Northern Ireland
Curriculum

Local and Global Citizenship
Guidance for Key Stage 4

Key Stage 4 Guidance Material - Local and Global Citizenship

Contents:

Introduction

Local and Global Citizenship at key stage 4 is much more than a replication of the same knowledge, skills and understanding pupils will have gained at key stage 3.

During key stage 4 pupils should take increasing responsibility for their own learning and actively demonstrate the skills and capabilities that they will have already acquired throughout the previous key stages in order to deepen and widen their experiences and understanding of the key themes of local and global citizenship.

While the key themes of Local and Global Citizenship remain the same (Diversity and Inclusion; Equality and Social Justice; Democracy and Participation and Human Rights and Social Responsibility), a sound citizenship programme at key stage 4 should provide increasing opportunities for pupils to become more autonomous and independent in the selection of the issues they wish to explore within these themes. Deepening understanding and engagement of the key local and global citizenship themes and the chance to engage with issues that are appropriately complex, challenging and relevant to their lives will be a dominant characteristic at key stage 4

Furthermore, pupils should be offered opportunities to play a significant part in the life of the school, contributing to decision-making and democratic processes. They should be afforded chances to engage in wider community issues and be encouraged to recognise that they can make a difference to a wide range of local and global issues both inside and outside of school.

It is essential that teachers ensure that all the good practice experienced at key stage 3 is sustained and built upon and that pupils can gain further high-quality citizenship experiences at key stage 4.

This guidance includes:

- explanations of the key themes in local and global citizenship;
- the statutory statements of requirements for local and global citizenship at Key Stage 4;
- processes for managing issues of progression from key stage 3;
- processes for planning an action project.

The purpose of this guidance is to provide increased clarity about Local and Global Citizenship, its relationship to Learning for Life and Work and the Revised Curriculum and to provide a robust base for teachers to plan and co-ordinate its implementation in schools. Establishing strong links between Local and Global Citizenship and the rest of the curriculum will help teachers provide a more coherent and connected learning experience for the students. Consequently, as a

result of understanding where citizenship relates to everything else in the curriculum, it is hoped that a better learning experience will emerge for the students.

Modes of Provision for a Local and Global Citizenship Programme

In framing a programme of Local and Global Citizenship, it is important to acknowledge the various contributions that can support the delivery of recognise these as effective ways of building capacity. It is important. However, to recognise the need not merely to identify these, but to connect these together as part of a much wider pupil experience.

Discrete provision	Much of this guidance deals with providing for Local and Global Citizenship as a discrete subject. The advantages of making discrete provision for Local and Global Citizenship are many and the need to provide a clear and connected focal point are of paramount importance. Discrete provision, however, should be supported elsewhere in the school. **Discrete provision is very strongly recommended.**
Cross-curricular	Teachers need to identify and evaluate the contributions that other subjects make to the area of Local and Global Citizenship. It is important that these contributions are identified and are presented to pupils as part of a more connected learning experience. The cross-curricular contributions are a very important part of citizenship provision.
Whole school	This dimension acknowledges the role of whole school events and initiatives in supporting Local and Global Citizenship. The identification and evaluation of such events and experiences needs to be part of the wider citizenship experience.
Extra -curricular and community links and initiatives	Extra-Curricular and community links and initiatives can all play a very significant part in developing and supporting a Local and Global Citizenship programme.

Planning and Timetabling Issues

The key stage 3 Learning for Life and Work (LLW) guidance provides detailed advice about the options that schools can choose from in deciding how best to deliver their LLW/ Citizenship requirement. It is strongly advised that the key stage 3 LLW guidance is carefully read, as well as LLW CPD unit 5.
These are both available on the CCEA website.

Section 1: What is Local and Global Citizenship?

The Revised Northern Ireland Curriculum seeks to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives: as individuals, as contributors to society and as contributors to the economy and the environment. The role of Local and Global Citizenship (LGC), therefore, is central in contributing to the realisation of the aim and objectives of the Revised Curriculum.

At key stage 4 the following are the statutory statements, which build upon prior learning.

At key stage 4, students should be enabled to:

- **respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;**
- **identify and exercise their rights and social responsibilities in relation to local, national and global issues;**
- **develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly;**
- **develop their understanding how to participate in a range of democratic processes;**
- **develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;**
- **develop awareness of the role of non-governmental organisations**

This document will examine many of the issues related to Local and Global Citizenship and will attempt to exemplify the above statements (see Section 4).

Local Global Citizenship at key stage 3 is based on four key concepts which are addressed in local, national and global contexts (see appendix 1). It is important to highlight these because an effective key stage 4 provision will attempt to consolidate prior learning and attempt to include progression by developing depth and breadth.

Key concepts in Local and Global Citizenship

Concept	Interpretation
Diversity and inclusion	Investigation of the concepts of diversity and inclusion provides opportunities for young people to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present. Investigating diversity in a local and global citizenship context is about encouraging young people to see the breadth of diversity in their own community and the challenges and opportunities that this may bring. Such an investigation would involve appropriate exploration of issues like gender, sexuality, ethnicity, religion, political beliefs etc., which would be in local, national and global contexts.
Equality and Social Justice	Investigation of the concepts of equality and justice provides opportunities for young people to understand that inequality and injustice exist; that they have an impact on individuals, groups and society; and that individuals, governments and society have responsibilities to promote equality and justice. Investigating Equality and Social Justice in a local and global citizenship context is about allowing young people opportunities to examine how inequalities can arise in society and how some people can experience inequality or discrimination on the basis of their group identity e.g. section 75 groups- racial group, disability, religious beliefs, gender etc. Furthermore investigating how some people are excluded from playing a full part in society as a result of their material circumstances will help young people engage with a range of social justice issues like homelessness, poverty and refugees.

Democracy and Active Participation	Investigation of the concepts of democracy and active participation provides opportunities for young people to understand how to participate in, and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy. It is very important to highlight that in addressing this theme, teachers should move from teaching about democracy to living out democracy; this implies that once young people have learned about the characteristics of democracy and the institutions of democracy, they should be engaged in processes that lets them live out these principles. The investigation of democratic processes help young people to see how they can narrow the gap between the world as it is and their ideal world. It is important that young people have a sense of the possibility of change and an understanding of their potential role in bringing about change using democratic means.
Human Rights and Social Responsibility	Human Rights and Social Responsibility is the core theme of local and global citizenship. Young people should be provided with opportunities to understand that a globally accepted values-base exists, within the various human rights international charters, which outline the rights and responsibilities of individuals and groups in democratic societies. Rights and values will clash in any society. Young people should consider how to handle these conflicts through democratic processes. It then becomes important to consider how, in a diverse society which aspires to be just and equitable, individuals and groups can influence the decision making process.

The key concepts are not seen as separate themes, but as closely inter-related aspects of Local and Global Citizenship. They are contested concepts that are understood in varying, and often conflicting ways especially when related to specific issues and it is important to note that quite often there will be no easy "correct" answers to questions that arise.

Pupils should have opportunities to investigate all the core concepts through a number of issues; some of which will relate directly to the divisions in Northern Ireland, while others may be considered in wider global contexts. The learning should take account of:
- issues of current social and political concern;
- issues relating to identity and the expressions of cultural identity;
- relevant human rights principles and aspects of the law;
- the role of the media.

Local and Global Citizenship addresses the Revised Northern Ireland Curriculum objective of developing young people as "contributors to society" by nurturing the capacity of young people to participate positively and effectively in society, to influence democratic processes, and to make informed and responsible decisions as local and global citizens throughout their lives. Local and Global Citizenship also provides an opportunity for schools to help young people understand the role of individuals, of society and of governments in working for a more inclusive, just and democratic society that acknowledges the principles of a human rights culture.

Local and Global Citizenship **is:**	Local and Global Citizenship **is NOT:**
- a requirement—it is an integral part of the **statutory** curriculum; - something that should be *delivered* in a visible and **discrete** way (along with the other strands of Learning for Life and Work); - something that should be *linked to and supported by*: *the school ethos* *other subjects,* *whole school events,* *community links, experiences and events and* *extra curricular activities.* - a means of providing young people with opportunities to contribute to today's society and to help them shape the world of tomorrow; - a way of developing the Cross-Curricular and Tthinking Skills and Personal Capabilities of the Revised Curriculum; - about providing young people with engaging, challenging and meaningful learning experiences; - part of a lifelong process of learning and participating.	- an option; - the same thing as citizenship in England, Wales or elsewhere; - something that is taught in a didactic, right/wrong answers fashion; - about providing easy right or wrong answers; - the same thing as the 'old civics courses'.

Local and Global citizenship can provide rich and relevant opportunities to involve pupils in participating effectively and positively in school and community life. Addressing the curriculum objective of developing young people as contributors to society, citizenship education can develop the skills, capabilities and dispositions that allow young people to think creatively and critically about issues that affect them and that are relevant to their lives.

Local and Global Citizenship aims to develop the capacity of young people to participate positively in society, to influence democratic processes and to make informed and responsible decisions as local and global citizens throughout their lives. Through investigating a range of real life issues, pupils are provided with opportunities to explore and express their own values and attitudes and may be challenged to develop an appreciation of the needs and perspectives of others. At best, citizenship education is pupil-led, experiential and may truly afford young people the chance to "make a difference".

Furthermore, Local and Global Citizenship is fully supportive of the following concepts: diversity, inclusion, equity, respect, human rights and participation. For many schools, local and global citizenship will be instrumental in transforming aspects of the school ethos into visible action. This, in effect, recognises the contribution that citizenship can make to a positive and inclusive ethos.

Local and Global Citizenship can:

- encourage pupils to participate positively in school and community life;
- develop pupils as more thoughtful and better informed citizens in local and global issues, who are capable of making informed decisions;
- allow pupils to apply and demonstrate the Cross-Curricular skills and the Thinking Skills and Personal Capabilities;
- encourage pupils to take greater individual and group responsibility for their learning;
- possess the potential to be transformational (in regard to attitudes and consequences of actions);
- support a positive and inclusive classroom and school ethos.

Section 2: How do we provide progression in Local and Global Citizenship?

Progression in Local and Global Citizenship

Progression in Local and Global Citizenship should be planned for. It is important for teachers to establish what prior citizenship learning has taken place. Provision should be planned to lay a firm foundation for future citizenship learning.

In developing a key stage 4 local and global citizenship programme, teachers should use the key stage 4 statutory statements as a point of reference and address the following key questions:

What do we want our pupils to:
- *be?*
- *know?*
- *do?*

What do we want our pupils to be?
In answering this question, teachers should focus on establishing a vision for their pupils as contributors to society. Teachers may wish to engage in discussing the values, attitudes and dispositions that their pupils may need to develop in order to play a full part in the world of today and tomorrow.

What do we want our pupils to know?
Local and Global Citizenship has very discrete content that is based around the key themes of: Diversity and Inclusion; Equality and Social Justice; Democracy and Participation and Human Rights and Social Responsibility. At key stage 4 , it is important for teachers to build upon the pupils' experiences and achievements at key stage 3 by seeking to provide depth and breadth and by being sensitive of the learning needs of the pupils.

What do we want our pupils to do?
In addressing this question teachers should reflect on the skills that they believe are important for pupils to develop in Local and Global Citizenship across the key stage. This question has consequences for the learning and teaching methodologies.

In discussing these questions the final and most pertinent question may be how do we create *quality learning experiences* for our pupils?

Progression in Local and Global Citizenship

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Key Stage and Area of Learning	Foundation Stage "**Personal Development and Mutual Understanding**"	Key Stage 1 "**Personal Development and Mutual Understanding**"	Key Stage 2 "**Personal Development & Mutual Understanding**"	Key Stage 3 "**Learning for Life and Work**"	Key Stage 4 "**Learning for Life and Work**"
Local and Global Citizenship strand	Strand 2 *"Mutual Understanding in the Local and Wider Community"* • **Relationships in school** • **and the Community**	Strand 2 *"Mutual Understanding in the Local and Wider Community"* • **Relationships at school** • **Relationships in the Community**	Strand 2 *"Mutual Understanding in the Local and Wider Community"* • **Relationships in the Community** • **Relationships in the wider world**	Strand 2 **"Local and Global Citizenship"** *-see appendix 1*	Strand 2 **"Local and Global Citizenship"**
providing experiences to explore…	Mutual Understanding in the Local & Wider Community • Their individual responsibilities for self and others; • how to respond appropriately in conflict situations; • similarities and differences; • learning to live as a member of a community.	Mutual Understanding in the Local and Wider Community • individual responsibility and respect, honesty and fairness; • constructive approaches to conflict; • similarities and differences between people; • cultural heritage; • exploring themselves as developing members of a community.	Personal Development: Mutual understanding in the Local and Global Community • rights and responsibilities; • causes of conflict and appropriate responses; • celebrating cultural difference and diversity; • playing an active part in the life of the community etc. etc.	Learning for Life and Work: Strand 2 "Local and Global Citizenship". Diversity and Inclusion; Equality and Social Justice; Democracy and Participation; Human Rights and Social Responsibility	Learning for Life & Work Strand 2: 'Local and Global Citizenship' statements explored in ***additional DEPTH and BREADTH see section 4*** Diversity and Inclusion; Equality and Social Justice; Democracy and Participation; Human Rights and Social Responsibility

A brief note on 'individual' and 'social responsibility'

At key stages 1 and 2 the word 'responsibility' refers to developing the pupil's own sense of *individual or personal* responsibility. This is about nurturing positive, appropriate and responsible attitudes and behaviours.

At key stages 3 and 4 there is a shift to developing a sense of 'social responsibility' in pupils. This is based on the precept of the pupil as a citizen… not a citizen in waiting. This recognises the young person as a contributor to society who has a legal and social relationship with the communities that he or she belongs to.

Developing a young person's sense of 'social responsibility' at key stages 3 and 4 helps young people to address issues that may cause a threat to the well-being of individuals and the common good of wider society e.g. poverty, homophobia, sectarianism etc. It is important that young people learn to respond to these issues in a way that demonstrates the contributions that others may make in order to create a more just and equitable world e.g. institutions like schools or the churches, government, NGOs etc.

How to plan progression

Progression lies at the heart of the Revised Curriculum in its intention to empower young people to achieve their potential and to make informed and responsible decisions throughout their life.

In attempting to build progression for a key stage 4 programme, the following questions and prompts may be helpful in guiding teachers to develop a more methodical framework that can facilitate this process.
Given the fact that all pupils will have had some key stage 3 citizenship provision, it is suggested that this five stage process will allow teachers to evaluate their pupils key stage 3 achievements and use the process in close conjunction with the key stage 4 statutory Local and Global Citizenship statements.

Step	Key Questions	Focus	Evidence to evaluate
1 Recognising… the existing skills, knowledge and understanding our pupils possess	What have our pupils already learned about local and global citizenship? What are the discrete topics that have been explored? What areas have not been investigated as fully? What rich LGC experiences have our pupils had? What events/ activities have our pupils been involved in?	• Discrete citizenship lessons; • within other lessons/ subjects; • as part of whole school or suspended timetable events e.g. one off thematic days e.g. Human Rights Day ; • as part of extra-curricular societies and events; • as part of out of school/ community initiatives and links.	Pupil Portfolio evidence Teacher records units/ schemes etc. Other forms of achievement and internal accreditation Oral feedback from teachers Audits Short interview with other HoDs Whole school events/ initiatives Community links
2 Establishing…. the needs and aspirations of our pupils	What are the specific learning needs of the pupils? How do the communities that our pupils come from relate to their needs and development? What skills do the pupils need to develop? What knowledge do the pupils need to access, manage and understand? What LGC issues are relevant to the pupils' interests and needs? What are our pupils' aspirations? How can we make learning connections between LGC and other subjects and other pupil experiences/ activities? How can we build capacity in and around the timetable? How do we baseline where we are at and where we are going?	• Skills and knowledge deficits and areas for improvement • School and community contexts (social and political contexts, diversity, inclusion and other relevant local issues) • Future oriented- helping provide students with opportunities to develop outside the school environment • Balancing local and the global issues • Auditing issues • Monitoring and evaluating current and future provision Making connections • Co-ordination issues (see LLW- KS3 General Guidance) on four key levels: *Whole school* *Discrete provision* *Cross-curricular delivery and support* *Extra-curricular and community links and initiatives*	Teacher records units/ schemes etc. Current achievement of pupils (academic/ accredited, non- accredited, extra-curricular and community successes) Other forms of achievement Oral feedback from teachers Pupil evaluations (formal and informal) Monitoring and evaluating processes and practice Existing levels of achievement Pupil questionnaires Pupils' feedback regarding levels of satisfaction and engagement Pupils' leaving destinations Options available to pupils

| 3
Optimising resources and building capacity | Human Resources
What teacher LGC expertise do we have?
Is there a knowledge or a skills deficit among teachers?
How can we access support and ensure effective dissemination of training?
How do we use expertise from outside groups and speakers?

Other Resources
What existing resources do we already use?
Have **all** our pupils access to these?
Do we need to amend/ modify or add to pupil resources?
Do we need extra resources?
Do our resources accommodate different learning styles and are they evaluated by pupils and teachers?
Can our resources accommodate experiential and active methodologies? | Human Resources

• Teaching, staffing and time-tabling issues
• Identifying the precise training needs for teachers
• Identifying the most effective ways of sharing and disseminating resources and expertise
• Using NGOs and other groups from the wider community to support the LGC programme
• Using/ linking developmental needs to PRSD or other areas of CPD

Other Resources
• Selection, access, use and management of resources
• Monitoring and evaluating the resources and materials that the school is already using | Feedback from teachers involved in LGC
Teacher evaluation and any formal reports from co-ordinators/ Heads of LGC etc.
Minutes of meetings that may address such issues
Consultations/ reports to/from Principal, curriculum leaders/ SMTs or other curriculum planners
Use of ELBs' survey of needs to identify training needs and requests
Access to training and outside support
Use of outside agencies collated and evaluated

Resources already in use and materials that may be of use |
| 4
Monitoring and evaluating | How do we monitor and evaluate our work?
What does effective LGC provision at KS4 look like? What evidence base are we building progression on? What formal processes and informal processes can we use? | • Monitoring and evaluating processes and practices
• Assessment processes
• Evaluating skills, knowledge and understanding
• Evaluating attitudinal changes | Teacher records
Planning documents
Self and peer assessment
Pupil achievement
Pupil feedback
Accreditation and other recognition
A4L and target setting by pupils
Minutes from meetings
Baseline comparison |

Section 3: What are the main learning and teaching issues?

Much of what is regarded as effective learning and teaching in Local and Global Citizenship will be familiar and commonly practiced by many teachers. The nature of Local and Global Citizenship means that some pedagogical approaches are particularly effective and appropriate at engaging pupils in experiential learning experiences. Conversely, some approaches, particularly those that impose values based judgements in an oppressive way may be entirely inappropriate.

As in any other subject area, the teacher will plan, manage and direct the learning experiences for the pupils. It is strongly recommended that teachers should focus very closely on creating rich, relevant and meaningful experiences. Pupils will learn more effectively if the principles on which Local and Global Citizenship is based are themselves modelled in the classroom. Therefore the creation of a safe and secure learning environment, based on mutual respect and democratic values is vital.

Pupil participation is a central part of the citizenship classroom and pupils should be encouraged to take increased autonomy and responsibility for their own learning.

Teachers are encouraged to reflect critically on their own practice and the messages they transmit in the classroom. The will need to show empathy and acceptance of all children, regardless of their achievements, ability, attitudes, values and behaviour.

The teacher should work to create a safe and secure environment within which the views of pupils are expressed and challenged by peers and by the teacher. This provides a context within which controversial and sensitive issues may be addressed in a positive way. If pupils express extreme or inappropriate views, this may present an opportunity for profound learning through questioning, challenge and through discussion of the viewpoint and the way in which it was formulated and expressed.

Teachers should help pupils to discriminate between appropriate and inappropriate disclosures and to realise that making some disclosures may have repercussions. Such issues are not unique to citizenship and experience to date suggests that the fears of some teachers have **not** been realised.

It is strongly advised that this section is read in conjunction with the 'active learning and teaching strategies handbook' that CCEA has produced.

Consolidating Learning Experiences at Key Stage Three

The 'Big Picture' of the Revised Curriculum at Key Stage 3 outlines the learning experiences which pupils should receive. The challenge for teachers is to ensure that learning is:

- relevant;
- motivational and engaging;
- cognitively challenging;
- connected;
- personalised (eg varied to suit learning styles, meeting needs of individuals as well as class etc.)

The provision of a Local and Global Citizenship programme will need to take these factors into account. This will involve teachers being self-reflective by asking some challenging questions concerning their current practice and pedagogy.

The following are examples of questions which teachers might ask in order to analyse current practice:

- What is a 'relevant' Local and Global Citizenship learning experience?
- What skills, capabilities, knowledge and understanding do we want our pupils to have acquired by the end of Key Stage 4?
- Does our Local and Global Citizenship programme help pupils to acquire the knowledge, skills and capabilities which are relevant for their current and future lives?
- Are we able to offer 'personalised' learning opportunities, catering for the needs and learning styles of all our pupils? Does the pedagogy afford every child the opportunity to participate and develop fully?
- Are we able to provide 'high-challenge', low-threat opportunities and experiences to all our pupils?
- Are all the pupils 'motivated' by our existing Local and Global Citizenship programmes? Why or why not?
- How can Local and Global Citizenship be more motivating for those children who would want to opt out?
- Do we make explicit to pupils the 'connections' and help them to see patterns in their learning, both inside and outside of school?

What monitoring and evaluation procedures do we have in place to ensure we are basing our planning on reliable evidence?

Is our Local and Global Citizenship Programme …?	How do we ensure that our KS4 Local and Global Citizenship programme can…?
relevant	▪ provide a broad range of learning opportunities that match pupils' needs and interests? ▪ provide opportunities for pupils to develop the skills, knowledge and understanding which will equip them to develop as individuals and as contributors to the society in the 21st century? ▪ provide opportunities for pupils to apply the skills they acquire to real-life situations, such as engaging with their members of the wider community about real issues? ▪ ensure that relevance is underpinned through the use of focused learning intentions and success criteria?
motivational	▪ provide positive and enjoyable learning experiences for all pupils? ▪ provide all pupils with opportunities to experience success, many of which are in real life situations? ▪ highlight to pupils the positive benefits of becoming more actively involved in their learning? ▪ provide pupils with tasks and activities which allow them to progress at an appropriate pace, which build confidence and which can be consolidated with positive reinforcement and an element of celebration? ▪ allow pupils to use a range of learning techniques and access to cutting edge information and communication technologies in order to further their learning ? ▪ provide a safe and supportive environment which is inclusive, which builds self-esteem and confidence and which reduces the risk of personal embarrassment or fear?
cognitively challenging	▪ provide planned, structured and assessed opportunities (including peer and self-assessment) for pupils to develop their thinking skills and personal capabilities? ▪ use new tools for learning, such as digital media, to offer high-challenge, low-threat activities and experiences that have open-ended outcomes? ▪ differentiate in such a way as to support, consolidate and individualise learning?
connected	▪ ask pupils to make links between learning in different Local and Global Citizenship contexts, eg how can human rights values address a differing range of world issues? ▪ demonstrate to pupils how an understanding of key concepts can be used in unfamiliar contexts? ▪ ask pupils to transfer learning in Local and Global Citizenship across the Curriculum eg, how can you apply what you have learned about racial attacks in Northern Ireland in Local and Global Citizenship to similar themes and issues in RE and History? ▪ ask pupils to make connections between learning that has been acquired in Local and Global Citizenship to learning in other life contexts, e.g. how will the skills you have learnt help you to solve problems in another context? In what other contexts might you have to solve problems?

personalised	• give teachers and pupils opportunities to work collaboratively in order to set learning intentions and to shape future learning? • give teachers and pupils opportunities to work collaboratively in order to set realistic targets at an individual level? • use formative assessment strategies and Assessment For Learning in order to monitor, evaluate and reward learning with all pupils? • ensure that all pupils have access to activities which are developmentally appropriate in terms of challenge?

In developing an effective programme, teachers should focus on creating rich learning experiences. The learning experiences in the table above are inter-connected. For example, teachers cannot provide truly motivational learning opportunities unless they are cognitively challenging and personalised to meet the needs of the pupils. Furthermore, teachers should note the significance of the following within Local and Global Citizenship:

- **Values based** – the statements of requirement can provide opportunities for pupils to reflect on moral, ethical, spiritual, social and cultural dimensions of Local and Global Citizenship. These issues can relate to real people and real places and can allow pupils to consider their own views and opinions about them, as well as recognising opposing viewpoints..

- **Action Orientated -** There are also opportunities for pupils to be challenged about individual, collective and societal issues. Furthermore opportunities are signposted for pupils to act – individually or as a whole class/school – on those areas of concern; for example on social justice issues.

- **Future focused –** Pupils are challenged to think about the type of world they would like to share in years to come and how best to achieve it. They will also have opportunities to develop a greater sense of personal responsibility and develop their capacity to play an active role in society at local and global level.

Effective Learning and Teaching

Factors	Exemplification
Role of the teacher—as facilitator	The teacher should: • help the pupils to engage with and explore issues of increasing complexity and of relevance to the lives of the young people • provide opportunities for active and experiential learning • provide learning opportunities for self-reflection and evaluation • seek to provide a balance of local and global issues • seek to provide a broad range of methodologies that can encourage greater pupil participation and engagement • ensure that pupils are given opportunities to become more autonomous and independent in developing their own learning The principles and values on which Local and Global citizenship are based should be consistently modelled by the teacher.
Classroom climate	The teacher and the pupils should seek to create a safe and secure learning environment within which the views of all can be expressed, supported and challenged by everyone in the group Following on from the above, the classroom climate should facilitate the exploration of controversial issues in a safe and sensitive way
Learning Experiences	***Characteristics of the Local and Global Citizenship classroom*** **Active and Participatory** in which the pupils are learning by getting involved and by doing things; **Enquiry Based** in which the Local and Global Citizenship themes are explored through current issues and relevant questions. Often the themes may be approached through questions posed by the pupils themselves. Final answers may not be found, however, pupils will develop a greater understanding of the complexity of the issue and should be able to express their own and other opinions. **Collaborative** in which the activity provides scope for working together in groups and where learning can be developed and extended through peer collaboration, in which pupils are able to learn from each other; **Relevant** in which pupils are asked to explore real life issues that are significant to them and which are current and meaningful to their own lives and to the communities that they belong; **Emotional dimension** in which pupils have opportunities to learn how to manage their own and to be sensitive to others' emotions. This has important consequences for learning and teaching approaches especially when exploring controversial or sensitive issues. **Creative** in which pupils are asked to seek out questions to explore and problems to solve and to make connections between varying and sometimes conflicting ideas and information; **Critical** in which pupils are asked to question issues deeply, distinguish between fact and opinion, challenge opinions and views and attempt to synthesise and evaluate their opinions; **Varied** in which pupils are experiencing a wide range of learning methodologies that support the principles of citizenship education e.g. walking debates, group discussion, card sorting, role-play, formal debate, ICT activities, action projects etc. A full description of these can be found in the 'active learning and teaching strategies handbook'.
Assessment	See section on assessment

The exploratory nature of Local and Global Citizenship

How to investigate an issue

Pupils should have opportunities to engage in a wide range of active and participatory learning activities. Such activities should be used in a planned and structured way appropriate to the issue, the needs of the class and the time available.

Stages	Overview	Methods
1	**Getting started** – Introductory activities for a topic or an issue.	Introductory activities are important to establish what pupils already know about an issue or topic; to connect the issue with their life experience and interests and to show why it is an important and interesting issue to explore. Introductory activities may include brainstorming, card matching/ ranking / clustering exercises. It may take the form of a stimulus resource such as a video clip, photographs, statistical evidence, a piece of literature, a circle time exercise or some ice breaker activities.
2	**Digging deeper** – unpacking an issue or topic in greater depth	A way to plan the exploration of an issue is through the development of a concept map. A concept map provides progression within an issue or theme by posing a series of questions that students will attempt to answer which will increasingly deepen their understanding of the concept. This, in effect, allows the pupils to formulate their own questions and learning needs and facilitates a deconstructionist approach to issues. Allowing young people to ask the key questions about an issue can help structure a process for them to investigate an issue and these questions can be conceptually linked in such a way as to provide a sequencing that seeks to deepen understanding. Examples of these are found at the start of the learning units in the CCEA produced resource 'Local and Global Citizenship- a resource for key stage 3' and an example of this approach is found in Appendix 3 at the back of this guidance. With any issue it will be important to establish what the important facts are; whether there is disagreement about them, how people feel about the issue; who are the perceived winners and losers; how the issue relates to the key themes of local and global citizenship, how the issue can be addressed and by whom and where appropriate, what the pupil, what society and what the government can do about the issue. It is important throughout this process that the following question is considered: how do we use the LGC values base (human rights, equality, justice, inclusion etc.) to respond to the issue. Useful learning approaches will include different types of investigation or research including use of the internet, trips, visits, visitors, surveys, interviews, questionnaires. Pupils may explore their own and others views and feelings through small group work, circle time, discussion, walking debates, role-play, simulation activities and games. Views and conclusions may be creatively presented through drama, music, video, collages etc. Pupils may choose to take action about some issues by designing and carrying out an Action project. Some guidance on how to organise an action project can be found in Appendix 2.

3	**Ending the process** – Concluding activities and evaluations	It is often in concluding activities that the most profound learning takes place or is made explicit. Pupils should have opportunities to reflect on what they have done and on their own personal or emotional reactions especially after controversial or sensitive issues. Areas of agreement, disagreement and progress should be recorded. Learning may need to be drawn out by the teacher through discussion. Especially if there has been significant emotional engagement affirmation activities using circle time methods may be useful. It will also be useful to evaluate what ahs been done, perhaps using evaluation sheets, discussion or walking debate exercises.

How might a Local and Global Citizenship lesson be structured in the context of the Revised Curriculum?

Below are some general points which set out what a teacher delivering a lesson in the Revised Curriculum would need to know prior to a lesson and how he / she might build on current practice to promote the ethos of the Revised Curriculum effectively.

A teacher delivering a Local and Global Citizenship lesson in the Revised Curriculum would need to know :

- the place of the lesson in the Key Stage overview;
- the place of the lesson in the context of the key stage 4 Statement of Requirement;
- the place of the lesson in the context of the department's medium term plans (ie. unit / termly / thematic work);
- formally planned or informal links across the Curriculum.

Below are some ways in which a teacher might draw out aspects of the Revised Curriculum, building on current practice. A starting point for teachers might be to develop one particular aspect over a period of time; teachers are **not** expected to address every aspect of the Revised Curriculum in every lesson.

Current practice	Revised Curriculum practice	Promoting
Set the context of the lesson.	Make explicit reference to previous relevant work and explain how it can be used constructively.	Assessment for Learning
State objective	Share learning intentions. Make explicit reference to skills needed to fulfil learning intentions. Share success criteria (if appropriate).	Assessment for Learning
	Refer to context for relevance. Draw on relevant experience.	Curriculum Objectives / Key Elements
Class discussion	Adopt role of facilitator. Consider questioning styles. Give wait time during questioning. Facilitate different learning styles by giving pupils different ways to respond. Draw out links across the Curriculum. Allow mind mapping during discussion.	Assessment for Learning Active learning Connected learning
Explanation / instructions	Explicitly link different aspects of activity to skills and capabilities.	Skills and Capabilities
Activity	Consider tasks which facilitate different learning styles.	Active learning
Activity examples	Encourage pupils to apply thinking strategies e.g. cluster, sequence, PMI, compare/contrast etc.	Thinking skills
Give feedback	Give feedback during the *process* of an activity rather than on the end product. Encourage rather than praise.	Assessment for Learning
Conclusion	Provide opportunities for self / peer evaluation; provide format to record points for future reference. Give sufficient time for plenary. Draw attention to possible relevance of the work to other subjects	Assessment for Learning Connected learning
Marking/ Corrections	Consider comments only.	Assessment for Learning

Classroom Climate and the Classroom Charter

A number of strategies are particularly helpful in creating a safe, secure environment which encourages participation and models democratic values. One worthy of mention is the use of an agreed code of conduct or a classroom charter.

It is important to work with students to develop an agreement about the ways in which the citizenship classroom will operate. This will involve negotiation between the teacher and the pupils, but depending on the scope of the agreement it may also involve others: ancillary staff, senior management parents and so on. It will be useful for the development process to include discussion of issues such as:

- why an agreement is useful;
- what the agreement should be about;
- the needs and wants of those directly or indirectly involved in the life of the classroom;
- what the teacher needs to be able to teach effectively;
- what the students need to learn effectively;
- how the teacher and students will interact;
- how discussion of difficult issues should happen;
- what happens if someone breaks the agreement;

The final agreement should be written and displayed. It may be in the form of a classroom charter. It should be referred to frequently and amended as required. Students should be encouraged to take responsibility for the effective implementation of the agreement. Where an agreement is imposed by the teacher rather than negotiated, an important learning opportunity is missed and students are less likely to develop a sense of ownership. The negotiation can be an important step in developing an open and trusting atmosphere in the classroom.

Section 4: How can we interpret the statements of requirement at Key Stage 4?

Local and global citizenship is based around 4 key themes at key stage 3 and key stage 4. These are: Diversity and Inclusion; Equality and Social Justice; Democracy and Participation and Human Rights and Social Responsibility. At key stage 4 these themes are written as statements of requirement, which ensure that there is progression from the previous key stage. These themes will be familiar to teachers and pupils, who have completed a local and global citizenship programme.

In the Revised Curriculum, knowledge is regarded as a means to understanding and as a context for the demonstration of skills. It is hoped that, in planning, teachers will evaluate the role of knowledge and its relationship with understanding and skills in Local and Global Citizenship.

What are the statements of requirement at key stage 4?

Pupils should be enabled to:

- respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;
  develop awareness of the role of non-governmental organisations

Statement
respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
Exemplification
This statement follows on from the key stage 3 study of Diversity and Inclusion and the statements that are contained there. In particular, this statement seeks to focus on the challenges that exists from living in a diverse society and seeks to move towards finding appropriate and positive ways of responding to such challenges. The first part of this statement would require pupils to be able to identify, explore and respond to challenges and opportunities that relate specifically to Northern Ireland in the context of Diversity and Inclusion. This statement is clearly targeting many issues that currently present challenges to Northern Ireland. These issues include: sectarianism, racism, discrimination, homophobia, community relations, refugees etc. Clearly these are challenging issues and the level of depth and breadth should accommodate prior study and should be commensurate with the pupils' needs, abilities and other contexts that need consideration. It should not be read that pupils have to investigate every one of these in detail, but they should be able to recognise and respond to these and be given opportunities to examine some of them in appropriate detail. Furthermore it is important to note that a focus should be placed on the opportunities that may exist within the exploration and of the preferred future that the pupils envisage. The last part of this statement also requires that students are given opportunities to explore similar challenges at a global level. It is important to note that many of these issues can lend themselves quite easily to a global dimension. For example: race hatred can be investigated through local issues and compared to similar scenarios in USA and South Africa. Furthermore this statement could be supported in other subjects through appropriate study e.g. race hatred in Nazi Germany. It is clear from the exemplification that this statement requires the study of issues that may be quite controversial. There is implicit recognition that there is a need to move towards avoidance of such issues and to allow young people an opportunity to engage with real issues that significantly affect them and the communities that they belong to in a way that allows opportunities for them to clarify their values and to develop their sense of vision for a more equitable and just society.

Statement
identify and exercise their rights and social responsibilities in relation to local, national and global issues;

Exemplification

This statement follows on from the key stage 3 study of the theme of Human Rights and Social Responsibility and the statements of requirement that are contained there.

Human Rights and Social Responsibility serves as the core theme of the local and global citizenship programme and this statement should not be read in isolation. Rather this means that the statement needs to be addressed discretely as well as being applied elsewhere. Therefore having studied various aspects of human rights and social responsibility discretely, this learning should then be *applied* to other issues e.g. if pupils are investigating: poverty, asylum seekers, minority ethnic communities, child labour etc.

It is important to recognise that the "rights" referred to in the statement should be interpreted as "human rights" and that a deepening of the pupils' understanding of this concept should be attempted. Human rights are those inherent and inalienable entitlements which promote and protect the dignity of the person. These rights must be protected and respected by the government of the day and all other public bodies.

At key stage 4, the identification of human rights will necessitate a deeper investigation of the main international human rights documents e.g. Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. It may also include expanding the breadth of this by exploring other documents such as the European Convention on Human Rights or the proposed Bill of Rights for Northern Ireland, if these were not covered at key stage 3.

A brief study of the history of human rights, a rationale for having and exercising such rights, as well as a categorisation of rights (economic, cultural, civil etc.) may help pupils deepen their conceptual understanding that will help them apply these to real life issues. Finally pupils can suggest how human rights values/standards can promote a culture of rights and contribute to the promotion of the bigger local and global citizenship themes, e.g. inclusion, equity, democracy and social justice.

At this key stage, it is important to allow young people opportunities to explore the 'balance' that is needed between the interests of an individual's human rights, the rights of others and the common good of a society. Many rights are limited, so, for example, the right to freedom of speech does not give people full entitlement to incite hatred and violence. There are many complex 'rights-focused' issues that could be explored at key stage 4 and teachers could select from a wide range of issues, both local and global that can help pupils explore this challenging concept e.g. marching issues, freedom of expression, right to privacy etc.

The second part of this statement refers to social responsibility and it is important to note the following.

Social responsibility should not be confused with individual responsibility and rights and responsibilities should not be investigated as things that are inter-dependent. In the context of local and global citizenship, social responsibility is about being concerned about the rights of others. It is about helping young about encouraging young people to voice their concern and support for groups that are victims of human rights abuses, e.g. the homeless, victims of poverty, victims of prejudice and discrimination. Furthermore it is about examining the role various institutions in society play in this regard and the role government plays in addressing human rights issues and through the out-workings of the various human rights instruments upholds its obligations to promote and protect human rights.

Investigating the work of NGOs (non-governmental organisations), which sits as a statement in itself at key stage 4, and participating in such activity may be a useful way of addressing this statement, given the part about "exercising" rights.

The statement requires young people not merely to identify or to explain human rights and social responsibility, but to apply them to appropriate contexts and situations.

The last part of this statement also requires that students are given opportunities to explore appropriate rights issues at local and global level.

Statement
develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly;

Exemplification
This statement follows on from the key stage 3 study of the theme of Equality and Social Justice and the statements of requirement that are contained there. It is envisaged that this statement requires that a study of equality and social justice issues, framed through a rights perspective, which seeks to pose questions of society and government in their roles of providing everyone with just and equitable opportunities and experiences.

The first part of an exploration of this statement would require pupils to be able to identify, explore and respond to the question of whether society is indeed fair and just for all. In attempting to break the statement down further, the statement could be approached by mainly looking at equality issues locally and nationally (though not necessarily exclusively).

This will mean re-visiting the theme of diversity and the concept of group identity to examine whether there are any groups in society that may be excluded from full participation on the basis of the group that they belong to. Section 75 of the Northern Ireland Act may provide a very useful point of reference for the examination of equality issues, which can be investigated more fully. Issues such as disability, age, sexuality and race can be explored in an equality context, using human rights standards as a guide for identifying individual and collective rights, as well as providing a point of reference for identifying and indeed challenging things that are neither equitable and just.

In short, in the context of this statement, equality issues are best interpreted as ones where individuals are excluded, or are treated unjustly, on the basis of the groups that they may belong to.

Establishing clear parameters of definitions and some exploration of what is happening in society in this regard, teachers can negotiate with pupils about an issue that the young people may want to investigate in more detail.

The second part of the equality and social justice theme has again been defined for the purposes encouraging developed and progressive study. An exploration of Social Justice would require pupils to be able to identify, explore and respond to the question of whether society is indeed fair and just for all by focusing on issues that are mainly (though not exclusively) global and which the focus is on how and why some people are excluded from society on the basis of poverty.

The United Nations global millennium goals may provide a very useful point of reference for the examination of social justice issues, which can be investigated more fully. Investigating issues of poverty will inevitably bring out the symptoms: lack of fit housing, poor healthcare, high levels of unemployment and poor standards of education. These

can be in turn be explored in a social justice context, using human rights standards as a guide for identifying individual and collective rights, as well as providing a point of reference for identifying and indeed challenging things that are not socially just.

In issues of both equality and social justice, it is important to address the issues not only through the human rights standards (United Nations Declaration on Human Rights, Convention on the Rights of the Child etc.), but to look at ways of responding to these issues by facilitating chances for young people to answers the questions: what can I do about this? What can society (institutions like school, church, clubs, organisations etc) do? What can the government do?
This can lead to young people examining ways of communicating, educating and legislating about these issues.

Clearly an investigation of equality and social justice will unearth many complex and challenging issues and it is important to acknowledge that the level of depth and breadth should accommodate prior study and should be commensurate with the pupils' needs, abilities and other contexts that are significant.

The study of equality and social justice may by its nature require young people to examine the work of the Equality Commission, NGOs who specialise in this field, and appropriate human rights standards.

Statement
develop their understanding how to participate in a range of democratic processes;

Exemplification

This statement follows on from the key stage 3 study of the theme of Democracy and Active Participation and the statements of requirement that are contained there. This statement requires that young people are encouraged to become more active and to participate in a range of appropriate processes both inside and outside of school. Therefore, this statement is less about learning about democracy as it is about living out democracy.

The first part of an exploration of this statement would require pupils to be able to identify the benefits that democratic processes may bring and to continue by identifying the various ways that young people can participate in these processes. This may include an initial review of the participatory rights contained in the Convention on the rights of the child and it may continue by investigating the opportunities young people have both within and outside of school to play a part e.g. school council, membership of NGOs, involvement in community initiatives etc.

Further to this, is the need to examine the ways that one can participate and to identify appropriate skills and capabilities that may elicit more effective participation. This can in turn allow young people to audit themselves not merely in terms of how participative or inactive they are, but to examine closer the skills they have and those they may need to improve in order to become more effective lobbyists for their cause.

As this is a statement that promotes the "action and participation" part of the wider Democracy concept, it would be appropriate that young people are given an opportunity to use these skills in a real life context. Therefore teachers are strongly urged to provide pupils with an opportunity to engage in an "action based project". This can allow young people to select a local and global citizenship issue themselves and to guide and organise their own learning to effect change for the better. In many ways this activity can not merely be used in a synoptic sense, but as a way of letting pupils demonstrate their skills and capabilities in a real life context.
At key stage 4, most pupils will be able to plan and implement such a project with limited guidance from their teachers. They should demonstrate greater autonomy and confidence in their personal skills and capabilities than compared to key stage 3. Furthermore they should be able to engage and recognise greater complexities in many of the issues that they may encounter than at key stage 3.

An example of organising an action project is provided in Appendix 2.

Statement
develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy

Exemplification

This statement follows on from the key stage 3 study of the theme of Democracy and Active Participation and the statements of requirement that are contained therein. This statement requires that young people are encouraged to become more aware about the main democratic institutions that directly affect their lives.

The starting point for addressing this statement would be for teachers and pupils to explore the characteristics associated with democracy. These include: fair and regular elections; a multi-party system; rule of law; freedom of speech etc.
 An initial understanding of this concept is necessary in order to deepen young people's appreciation of the role of the institutions referred to in the statement, as well as the other concepts that are identified.

The first part of an exploration of this statement would require pupils to be able to identify the various democratic institutions. These would essentially comprise:
- local government/ councils
- Northern Ireland Assembly
- Parliament
- European Union

Examining these would include an appropriate active and engaging way of investigating their role and functions. Teachers should address how they are elected; what type of decisions they take, where they sit, why they exist, who elects them and when they are elected. It is important to emphasise the need to approach this area in a particularly active way and teachers may need to consider the use methodologies such as card sorts (who does what?), walking debates, mimes, role-plays etc. as well as considering the use of effective audio-visual material and visits.

The second part of this statement identifies the role of the key institutions in promoting inclusion, justice and democracy. By taking time at the start to identify the various characteristics associated with democracy, the concepts of inclusion and justice will inevitably appear. What is now required is a deeper exploration of these concepts in relation to the democratic institutions.

Indeed it may be necessary to examine the benefits that democracy, inclusion and justice may bring a society, particularly in the context of Northern Ireland's recent history.

Teachers may wish to choose one or two institutions as a basis for exploring the out-workings of democracy, inclusion and justice.. This may include research work on the chosen institutions, case studies, visits (real or virtual); or possibly an examination of specialist areas like the Criminal Justice system or age related law.
Study of institutions like the local council, the Northern Ireland Assembly, Parliament and

the European Union can all provide ample scope for answering the question of how democracy, inclusion and justice is promoted and what the broader messages contained in their attempts to communicate, educate and legislate look like at school and community level.

At key stage 4, most pupils will be in a position to extend their learning further by demonstrating an ability to evaluate the effectiveness of these institutions in this context.

Statement
develop awareness of the role of non-governmental organisations
Exemplification
This statement follows on from the key stage 3 study of the role of NGOs by affording young people opportunities to identify, recognise and to respond to NGOs by giving them opportunities to develop a better appreciation of their work and opportunities to engage and respond to such organisations. This statement should not be interpreted as a stand alone, but rather it should be integrated elsewhere, for instance explored as part of the Equality and Social Justice statement or explored as one of the ways of making a difference in the participation part of the democracy statement. Given the key themes of local and global citizenship, it would be important for teachers to help young people make the connections between the work of these organisations and issues that have strong social justice and human rights dimensions. Selecting organisations that support the local and global citizenship themes will help pupils make better connections and give the programme greater coherence. Furthermore many of these organisations already have significant experience of working in Northern Ireland schools in providing relevant and high quality resources. Identifying NGOs and classifying the type of work that they engage in might be followed by a deeper form of research that may help young people to evaluate its role more fully e.g. its mission, brief history, financing, campaigns, publicity etc. At key stage 4 pupils should be encouraged to move towards a critical evaluation of the effectiveness of such groups, their role in a democracy and their connectedness to human rights and social justice issues. Many of these organisations work at both local and global levels and many may already have connections with the school already. Teachers may decide upon extending and deepening this relationship with these groups or may prefer to widen awareness by exploring lesser known organisations.

Section 5: How can Local and Global Citizenship be assessed?

Teachers are strongly encouraged to develop a range of ways of recognising the achievements of their pupils in Local and Global Citizenship: this might be through entering pupils for accredited courses and qualifications, entering pupils community based schemes and initiatives or by providing internal certificates and other acknowledgements of their achievements. Assessment should have a strong formative dimension and it is the case, given the complexity of the many issues in Local and Global Citizenship, that this approach this is more appropriate. The following may provide some guidance for teachers.

Self-assessment

Pupils should have opportunities to assess and evaluate the processes they have been involved in. They should be given opportunities to assess their achievements, recognise and celebrate their strengths and to identify areas for improvement, which can allow them to set targets for the future.

When evaluating their participation in citizenship activities, they should consider:
- the extent to which they have developed their skills and capabilities; through the activities they experienced;
- the knowledge and conceptual understanding they have acquired ;
- the values they have explored through their experiences;
- the extent to which they have engaged in activities;
- their role in the effectiveness and successes of the processes;
- their strengths;
- their areas for improvement;
- the next steps in their learning.

Portfolios and Journals

Many schools already use portfolios to gather together evidence of their pupils' achievements in citizenship. Portfolios can be an effective method of collating the wide range of documentation that pupils collect during the course of a key stage. Using this method will encourage them to take more responsibility for gathering and recording evidence of their progress and achievement in Local and Global Citizenship. This, in turn, can be used by teachers for assessment purposes, or by pupils to assist in completing aspects of their pupil profile.

Journals, by contrast, are a very private matter for the pupil and should not be used in the same way. Given the emotional dimension of many citizenship issues, many schools encourage students to use private journals to record their thoughts and responses to these issues, as well as thoughts on their own

attainment and development. The use of journals may assist young people to record their responses to issues and to help them develop further by allowing them time to consider meta-cognitive dimensions of their learning and to engage with setting personal goals for future learning.

Appropriate recognition and reward for participating in citizenship activities can provide powerful motivation for pupils to get involved. It is important to consult with pupils about the form that this recognition should take, and that the school and wider community should be seen to place high value on it.

A model for the assessment of local and global citizenship could allow pupils to write (on paper/ word process), record (video diary) or publish (web log) a report on an extended citizenship activity such as an action project. It is important to note that the process of the investigation is as important as the outcome.

The sections listed below are by no means exhaustive, but may serve to focus pupils on significant aspects of their learning during this process:

- why the issue/activity was chosen for investigation;
- what the expectations were at the start;
- how the activity was planned and organised and their role in this process;
- what contributions they made and the effectiveness of such efforts;
- what challenges were encountered;
- how were such obstacles resolved;
- what was learned about the issue investigated;
- what was learned about themselves;
- what skills of enquiry, communication, participation were used and developed;
- what knowledge and conceptual understanding was developed;
- how the activity related to the key local and global citizenship themes, e.g. human rights, social justice, diversity and inclusion etc.
- what they would do differently if it was to be explored again;
- what are the pupil's strengths and areas for improvement?
- what are the key learning points for the future?

Assessment for learning

Assessment for Learning (AfL) is non-statutory. It is an approach that can support effective learning and teaching. Assessment for Learning (AfL) focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for teachers to take stock of learning during the process and it can help inform how the learning is progressing.

In Assessment for Learning;
- there is a high emphasis on *transferable learning*;

- assessment becomes a much more *transparent process* because it is based on critical information that is shared with the learners; and
- learners are able to *take responsibility* for their own learning, and eventually for their own assessment, too.

It is not something extra or 'bolted on' that you have to do. Rather it neatly integrates with your existing classroom practice.
AfL involves the following key actions

Key Actions	
Sharing learning intentions	A learning intention is a description of what you want your pupils to know, understand or be able to do at the end of a lesson. It tells pupils what the focus for learning is going to be. It helps focus teachers and pupils on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning …) Explain the reason for learning (We are learning this because…)
Sharing and negotiating success criteria	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the main processes or characteristics needed for success and they always link directly to the learning intention. They essentially spell out what is required to achieve the learning intention, offering specific guidance on how to be successful. For example, use a piece of sample work to help pupils decide and agree the essential features and qualities for success.
Giving feedback to pupils	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process, for example when offering written feedback: • find two occasions where they have achieved success (symbols can be used); • identify an aspect of their work that they can immediately improve; • provide them with a prompt or strategy on how to improve; • give them time to make this improvement.
Effective questioning	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: • ask better questions: use 'open' questions and re-frame questions to encourage pupils to: give reasons, justify opinions, consider options etc. • ask questions better: provide pupils with time to think by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer. You can make a significant difference to the effectiveness of the question.
Self and Peer assessment	Self and peer assessment actively engages pupils in their learning making them more independent and reflective. Through the use of self and peer assessment strategies, pupils gain confidence in assessing their own work, whether written or practical. For example, identifying a focus for future development.

For further information on Assessment for Learning, see the CPD materials.

Section 6: What did ETI say about the introduction of Local and Global Citizenship at key stage 3?

"In the spring term of 2005 the Education and Training Inspectorate (Inspectorate) was tasked with assessing how successfully the subject of Local and Global Citizenship was being introduced into the curricula of a sample of schools.

This small-scale survey of a sample of the post-primary schools in the pilot was designed for the following purposes:

- to establish an overview of the quality of the provision for Citizenship in the survey sample;

- to identify factors in the sample schools that have enhanced or impeded progress in the introduction of Citizenship at KS3 and to provide feedback on these to the key stakeholders in the enterprise; and

- to test the approaches and instruments used by the Inspectorate and to ensure that these are fit for purpose.

The survey involved visits by inspectors to 14 post-primary schools. During the visits the inspectors visited 40 lessons; they had discussions with 81 members of staff, and met with 192 pupils in small discussion groups or in class or form groupings."

The information printed below is edited from the survey and it is strongly suggested that teachers read the survey in its entirety.

PERCEIVED STRENGTHS	AREAS FOR DEVELOPMENT
"A number of excellent lessons exhibited the following features: the topics were carefully chosen, an inclusive and open tone was set and the teaching was supported by a good range of resources and activities. Ample opportunities were presented for the pupils to engage with one another, with the teacher and the materials. The teachers often made it clear that the issues under discussion were contentious and that people's values come into play as they consider them. The teachers openly acknowledged that simple right or wrong answers cannot be sought in some activities and that factions involved in some debates would have to agree to disagree. The successful completion of this work depends in the most fundamental way on the teacher and the pupils negotiating, establishing and maintaining simple ground rules for behaviour at class, small group and individual level. This kind of good practice takes time to build up but many pupils have benefited from their participation in similar activities, such as Circle Time or Peer Mediation, which have taken place in both school and youth work environments. In the many high quality lessons that were observed, the key concepts were regularly discussed and defined and they were exemplified in a representative range of contexts. Some very stimulating and creative work was observed which involved working with outside agencies, the dramatisation of particular issues and the use of animation. In most schools good use was made of the available resources including well-structured case studies of relevant issues from the local environment. In a small minority of schools there was insufficient use, or too shallow treatment, of exemplars from the NI setting. In comparison to work seen in other subject areas at KS3 in recent years the inspectors reported generally higher levels of participation by pupils and a greater willingness on their part to take risks by giving more extended comment and showing more of their personal beliefs and opinions. As noted above, several pupils commented positively on the more free and open nature of the lessons in Citizenship, they felt that they had in some way now been licensed to comment and one asked the visiting inspector 'why did we not do this long ago?'"	"The weaker lessons, in the main, were characterised by over-didactic approaches and a concentration on the coverage of material rather than detailed engagement with it. In a small number of lessons the teachers' lack of confidence reflected their unfamiliarity with the material being used…... In others, insufficient time was allocated to explore the complexities of the issues being discussed. In a minority of schools therefore, more attention should be given to achieving a satisfactory balance between the teaching of skills and the mastery of subject content. Areas for development - ensure that the Citizenship programme includes detailed consideration of an appropriate range of exemplars including those from a local (NI) setting; - identify and evaluate the contribution that other subjects make to this area of the curriculum; and - ensure that the outcomes of the INSET and classroom practice in Citizenship are disseminated effectively within the school in order to guarantee the long-term sustainability of the subject."

Extracts taken from "Report on the Introduction of Local and Global Citizenship at Key Stage 3 in a Sample of Post-Primary Schools" published by ETI in 2005.

APPENDIX 1: Local and Global Citizenship at key stage 3
Learning For Life and Work Area: Local and Global Citizenship Strand

The statutory requirements are set out **in bold** under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. *All examples are in italics*. Investigations may combine different concepts and should span local, national, European and global contexts. The illustrations offered aim to relate this strand to Life and Work contexts.

Key Concept – Diversity and Inclusion Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.	**Key Concept – Human Rights and Social Responsibility** Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.	**Key Concept – Equality and Social Justice** Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.	**Key Concept – Democracy and Active Participation** Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.
Young people should have opportunities to: **Investigate factors including religious and political that influence individual and group identity,** for example**,** age, gender, youth culture, ethnicity, community background, multiple identity, changing identities etc. **Investigate ways in which individuals and groups express their identity,** for example, *dress code, language, musical and sporting traditions, religious and political opinion, beliefs etc.* **Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community. Investigate ways of managing conflict and promoting community relations, reconciliation.** Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, *community relations work, shared festivals and sporting events, integrated education etc.*	**Young people should have opportunities to:** **Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.** **Investigate key human rights principles as outlined in,** for example, *The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.* **Investigate why different rights must be limited or balanced in our society,** for example, *individual rights v group rights, freedom of expression, movement, mode of protest etc.* **Investigate local and global scenarios where human rights have been seriously infringed,** for example**,** child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged etc. Investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, *in relation to addressing the issues raised across the key concepts.*	**Young people should have opportunities to:** **Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity,** for example, *groups named in Section 75, The Northern Ireland Act 1998.* **Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts**, for example, *absolute and relative poverty, homelessness, the experience of refugees and asylum seekers etc.* **Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice,** for example, *the work of the United Nation, the Equality Commission for N. Ireland, local and global development agencies etc.*	**Young people should have opportunities to:** **Investigate the basic characteristics of democracy,** for example, *participation, the rule of law, promotion of equality and human rights etc.* **Investigate various ways to participate in school and society,** for example, *school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP etc.* **Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community,** for example, *school rules, classroom charter, age related law, the young person in the criminal justice system etc.* **Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation,** for example, *how to improve local youth services; enhance an existing play area; design a community garden, drop in centre or multi-cultural mural/event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade etc.*
Learning Outcomes **The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.** **Young people should be able to:**	• **research and manage information effectively to investigate Citizenship issues,** using Mathematics and ICT where appropriate; • **show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions,** using Mathematics and ICT where appropriate; • **demonstrate creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;** • **communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.**		

APPENDIX 2
Structuring an action project

Stage	*Process*
1. Choose an issue or a challenge	In the first stage, the teacher facilitates a process in which pupils are provided with opportunities to generate interest and enthusiasm in a Local and Global Citizenship related theme. Pupils are enabled to brainstorm and evaluate their baseline understandings, negotiate about which one(s) to take action and extend their skills by constructing arguments, prioritising, articulating ideas and finally vote on an issue. Issues may be planned for in advance or may arise spontaneously particularly when students: • want to find out more about an issue • want to do something about an issue The issue chosen must be relevant and real for the students concerned. The teacher and the students reach consensus about the issue and how they will work together. This can be planned by the teacher, for example pupils may bring in newspaper cuttings/ media clips on LGC issues they may want to take action on. The teacher can facilitate a forum for highlighting these issues and allow pupils to lobby and reach consensus about an area for study and action. Pupils can then devise questions that may help sequence a series of rich tasks that will help them unpack the underlying concepts and issues.

2

Clarify Plan
and get
organised

In this stage, pupils are starting to formulate questions and ideas about their chosen issue(s) that will help shape their future learning. This stage involves *thinking* more about the topic and involves pupils in a process that attempts to get them to decide on: what action to take; how to implement this and how to organise and manage the practicalities of their proposed action.

Clarify aims
- ask key questions to define and clarify the task or issue(s):
- What are the issues?
- Why are they issues?
- Who is involved and/or affected?
- Are there any perceived winners or losers?
- What are the LGC issues? E.g. diversity, social justice etc.
- In what ways are they affected?
- What are the moral, ethical or human rights implications?
- What is our responsibility?
- What action can be taken?
-

A range of useful resources already exist for unpacking complex issues and discovering relevant questions, e.g. techniques like Plus Minus Interesting, 5 Whys, Carousel brainstorming/questioning etc. Teachers may find the 'active skills and methodologies hand book' of use.

Create a plan of action / timeline
Agree roles and responsibilities—who will do what
Consider what is to be done if responsibilities are not met
Identify group skills

Ensure that roles are varied, comprehensive and accommodate learning needs and preferred learning styles e.g. researchers, writers, art/design contributors, creation of sub-groups, chairpersons/ secretaries of sub-groups, pupils to invite visitors, pupils to set questions, overall co-ordinator etc.

3 **Manage the** **information** **and** **Investigate** **the issue**	This stage involves pupils in a process where they seek more information about their issue. It should afford them the opportunity to research the issue in detail and to access a range of sources to discover the complexities of the issue. It necessitates a more critical and discriminatory response to the information they discover, given the widespread use of bias and propaganda. As a result of such engagement, pupils should be able to think about the causes and consequences of the issue, be able to develop their skills of enquiry, assess the issue from an objective standpoint as well as a subjective one. They should be able to make and justify opinion, contribute to exploratory discussion, express their own views and appreciate other people's values and opinions on the issue.

Pupils should be afforded opportunities to: research, identify, locate, collect and access relevant primary and secondary sources of information, for example: read and review background information, use a range of media sources to gain information, use ICT to research, communicate, present and publish relevant information, design questionnaires, create interview schedules, produce databases, spreadsheets;
read critically to distinguish relevant and information and ideas;
interpret information and statistics;
challenge inaccuracies, misinformation or media bias.

- They may be involved in activities that prioritise/sequence investigation/discussion;
- identify and compare the values and viewpoints of self and others;
- consider and analyse the validity of values/viewpoints;
- identify the factors which affect values/viewpoints and reasons why these are held;
- evaluate the information, the evidence, the arguments;
- clarify options for action, outlining a range of possibilities;
- consider the factors which may influence decisions and actions, including limited resources;
- consider the potential consequences of decisions and actions;
- summarise and articulate the most important ideas emerging and
- synthesise key points.

| 4
Taking Action And Presenting findings | This stage involves the pupils in taking action. It involves the out-workings of the action process and moves towards finding appropriate ways of recording, presenting and publishing the information and data. They should be able to monitor and record appropriate parts of the process and be able to extend their skills in a participative way as possible and be afforded opportunities to take responsible action.

Pupils can:
develop a personal viewpoint and justify it against an informed awareness of human rights and responsibilities; make a decision or recommendations recognising that compromise may be necessary; provide explanations, draw conclusions and predict outcomes; draft, develop and refine ideas; take action if appropriate; select and apply a mode of presentation or action related to audience and purpose, for example, write a newspaper article, create a visual display; use ICT to design an outcome, integrating text, graphics and moving image where appropriate to produce a high quality report or presentation; Describe Action taken and Present/ publish/display outcomes persuasively and appropriately. |
| 5

Self-reflection and evaluating the process | Review the process and self-evaluate
Reflect closely on the process of participating and their own contributions, use of skills etc.
What went well? Why?
What didn't work? Why?
If attempting again, what would you do differently?
Areas for improvement
Personal goals and targets |

APPENDIX 3 Conceptual Pathway   Introducing Equality

Key Concept	Key Questions	Concept Development	Methodologies
Inequality/ Exclusion			
	What do we mean by exclusion? What might this feel like? What do we mean by equality? What do we mean by "social justice"?	Exclusion on the basis of: membership of an identity group Material Circumstances- poverty Definitions and examples of "equality" and "social justice"	Brainstorm Card Sort/rank Walking Debate Teacher explanation Scenario matching
Equality			
	Who might be excluded in our society? Why are certain groups and individuals excluded? What is society doing to respond to this?	Groups needing special protection Section 75 of NI Act Reasons for special protection	Brainstorm Newspaper/media analysis Case studies
Prejudice/ Discrimination			
	What is prejudice? What is discrimination? How does discrimination arise? What does it feel like to be discriminated against? What can I, society and the government do to respond to discrimination?	From prejudice to discrimination--Attitudes to Actions Ways of tackling discrimination for the individual, society and the government	Issues based approached: Case studies, Discussions, Role Play/simulation Debate, Walking Debate, Campaigning Examining one or more of the following groups discriminated against e.g. gender, religious belief, political opinion, age ethnicity, disability etc
Right to Equality			
	What do human rights instruments say about equality issues? Do we have a right to be treated equitably?	International human rights instruments Domestic law Equality legislation	Case studies Discussions Debates