

Global Citizenship: Preparing Students for a Shared Future



Learning is at the **heart** of everything we do!

What does it mean to be a **Global Citizen** at our school? It means we equip students to be responsible, ethical, and active participants in the world.

Our entire approach is built on the foundation of **Sustainability** and guided by three simple, powerful pillars:

1. Planet: Ecological Stewardship

We teach students how to be responsible caretakers of the Earth. This involves more than just recognizing environmental issues; it's about **taking practical action** to protect shared resources, understand climate action, and promote a sustainable lifestyle.

It's about thinking beyond our lifetime.

2. People: Ethical Community

This pillar is centered on empathy, respect, and social justice. We foster a community where every individual is valued, and where students learn to **act with moral and ethical responsibility**. They develop the skills to engage meaningfully and respectfully with diverse people in both our immediate and wider global society.

It's about celebrating diversity and championing equity.

3. World: Global Systems

We go beyond local issues to analyze the **complex political, social, and economic factors** that shape global stability and progress. Students develop a critical understanding of how systems work, allowing them to advocate effectively for fairness and positive change on a global scale.

It's about understanding how the world connects.

Our Shared Responsibility

Global Citizenship is not just a subject; it's how we operate. We empower everyone—students, staff, and families—to be active **advocates and role models** for responsible, ethical behaviour, ensuring our community has a positive and lasting impact on the world.

Global Citizenship: The Three Pillars of Action

To develop responsible global citizens who can drive positive change, our education model is built on a unified framework of Character, Skills, and Action. This structure ensures students gain the knowledge, mindset, and practical capacity necessary to engage meaningfully with the world, aligning with UNESCO's Global Citizenship Education.

1. The Engine: IB Learner Profile

The IB Learner Profile is the foundation of character. These attributes (such as being Principled, Caring, and Knowledgeable) serve as the ethical framework that empowers students to engage meaningfully with the world. Without this profile, action lacks integrity, and knowledge lacks empathy.

2. The Connector: Approaches to Learning (ATL) Skills

The ATL Skills (Communication, Social, Self-Management, Research, and Thinking) are the practical competencies that connect character to global engagement. They are the methodologies students use to implement the Learner Profile attributes within the three pillars of global action.

For instance, a Principled student uses Communication Skills to address an ethical dilemma, or a Caring student uses Social Skills to collaborate on a community project. ATL skills ensure that intentions (Learner Profile) lead to effective execution (Global Citizenship Action).

3. The Action: These three core approaches define *how* students engage with global matters:

Approach	Focus	Driven by Learner Profile Attributes	Outcome
Cognitive	Knowledge & Understanding: Increase critical knowledge about global systems, complex challenges, and sustainable solutions.	Inquirers and Thinkers	Informed thinkers who understand how the world works and why.
Social	Interconnectedness & Empathy: Recognize global matters as social phenomena where every individual is part of the whole. Foster collaboration and mutual respect.	Caring and Communicators	Individuals who understand their collective place and connect effectively with diverse communities.
Behavioural	Ethical Action & Integrity: Take charge, act ethically, and dare to address and act on issues that matter.	Principled, Courageous, and Reflective	Courageous leaders who translate knowledge into positive, real-world change.

4. Service and Global Engagement

Service and Action is the culmination of the framework, translating character into meaningful external engagement. The three core approaches below describe how students approach and execute this service.

Student Research and Community Engagement

Students in group 7, MYP5, and in Career and Diploma Programmes spend a number of months researching a topic of interest to them personally. Through these research projects, students learn about themselves, the world around them, and develop a deeper understanding of their topic of interest, connecting personal passion to global context.

Global Citizenship Throughout Our Community

- Global citizenship extends throughout our community, beyond classrooms and extra curricular activities.
- As an organisation, we recycle our rubbish, classrooms are fitted with sensors to reduce electricity usage.
- Our admissions policy reflects the value of diversity and we accommodate students with diverse backgrounds and gender identities.
- Our Human Resources procedures ensure equity in the workplace.
The materials used in classrooms and more general materials such as cleaning materials are, for the most part, environmentally friendly.
- As part of the Esprit School Group, we provide access to education for people seeking asylum.

Works Cited

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"IB Learner Profile." International Baccalaureate Organization, 2013, www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf. Accessed 6 Jan. 2020.

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