

GLOBAL SCHOOLS FIRST AUDIT

WELCOME TO YOUR GLOBAL SCHOOLS FIRST (GSF) JOURNEY!

Global Schools First (GSF) is a unique program for assessing and improving your school's approach to global citizenship education. It is unique because:

1. It is based on a **whole-school approach**. We encourage you to look at all parts of your school to understand how global citizenship education is embedded into the school environment. Collaboration among teachers, school leaders, and other members of the school community, and the inclusion of diverse perspectives, is essential.
2. It is specifically for **primary/elementary schools** serving children within the age range of approximately 5-12 years.

The Global Schools First Audit represents a starting point for considering global citizenship education across your entire school. It is designed as a reflective tool for schools to complete independently. After completing the audit, schools have the information to better understand their current practices and consider ways to expand and build upon those practices.

INSTRUCTIONS FOR COMPLETING THE GLOBAL AUDIT

STEP 1	Form your Global Schools First Team
STEP 2	Read the Guide to Schoolwide Global Citizenship Education
STEP 3	Complete Global Audit questions
STEP 4	Analyze audit results
STEP 5	Start planning for the next step

STEP 1: FORM YOUR GLOBAL SCHOOLS FIRST TEAM

The Global Schools First (GSF) Team is a dedicated group of teachers and school leaders who lead the GSF process for your school. Forming a team will help provide support and a variety of perspectives as you collaboratively work to understand and improve global education in your context.

We suggest your school's GSF Team should include 3-5 members, with at least one school leader, such as a Principal, Assistant Principal, Headteacher, or other lead administrator, and two teachers. Teams may also include other members of the school community, such as education support professionals (e.g., librarians, school counselors, teaching assistants), students, parents and community members. These individuals should know your school very well and be invested in school success.

STEP 2: GUIDE TO SCHOOLWIDE GLOBAL CITIZENSHIP EDUCATION

All members of your Global Schools First Team (see Step 1) should read the Guide to Schoolwide Global Citizenship Education as a way of constructing a foundational awareness of why this work matters and how to approach the audit.

STEP 3: GLOBAL AUDIT

As a team, answer the audit questions to build your understanding of what your school is currently doing and where you are on your journey towards nurturing global citizenship in every student.

STEP 4: AUDIT ANALYSIS

As a team, discuss the results of your Global Audit using the Audit Analysis questions as a guide. Form an understanding of your school's current practices and where you see room for growth.



STEP 5: START PLANNING



With the results of your audit in mind, you can begin planning for your school's future. If you need assistance with this process, consider signing up for the GSF Strategic Planning Process or if you need help building educator skills and practice, we also offer professional development packages.


Please contact CE International's Global Schools First Director at globalschoolsfirst@acei.org if you have any questions about the audit or are ready to take the work further.

Global Audit

The 20 statements that follow reflect what global citizenship education might look like throughout five different areas of your school. Together with your GSF Team, read each statement and discuss the degree to which it reflects your school's current practices. Please check the box by each statement that your team feels best applies to your school. It's important that you consider each statement as it applies to your entire school—and not just one classroom or a few teachers.

	This statement...	...does not reflect our school.	...somewhat reflects our school.	...reflects our school.
 School Culture <i>The quality and character of school life, as well as the physical space within the school</i>				
1	Global citizenship themes are part of our mission, values, or education philosophy statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We have schoolwide initiatives to promote global understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Our school environment (e.g., resources, displays, etc.) celebrates human differences and includes examples of people from different cultures and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	We encourage sustainability practices and policies (e.g., recycling, waste reduction, energy saving) aimed at protecting the planet and its resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	We create inclusive spaces and maintain a climate in which all children feel welcome, safe, and comfortable being themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 School Leadership <i>Professional development, instructional leadership, and modeling GCED values</i>				
6	Our school leaders ensure staff are equipped to deliver global citizenship education by providing professional development and instructional support on global themes and international understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Our school leaders encourage and model global citizenship in their everyday work and interactions with members of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This statement...		...does not reflect our school.	...somewhat reflects our school.	...reflects our school.
<div>  Teaching & Learning <i>Instructional content, resources, and activities</i> </div>				
8	We nurture children's growing sense of self and encourage appreciation of differences by supporting an awareness of the unique identities of others within the school, community, nation and world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	We are committed to supporting children to recognize the value understanding diverse perspectives of others and collaborating with others to reach mutual understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	We build students' social-emotional skills, such as kindness, compassion, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	We link our standard curriculum with global issues, to develop a sense of global interconnection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	We create opportunities for students to gather information from a wide variety of sources, examine the information critically, and make informed choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	We encourage and provide opportunities for students to identify and take action to create a more peaceful, just, and sustainable world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div>  Home and School Partnership <i>Communication between home and school and family involvement and support</i> </div>				
14	We work together with families, teachers, administration and students themselves to see and celebrate each child as an individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Family members understand our school values, goals, and what students are learning so they can support our work from home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	We encourage families to foster students' critical thinking and creativity, helping to build their identity as changemakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This statement...		...does not reflect our school.	...somewhat reflects our school.	...reflects our school.
 Community Interactions <i>Local and Global connections – field trips, community service, virtual, travel</i>				
17	We actively seek opportunities in our local community and beyond to give students the chance to interact with diverse ideas, opinions, cultures, and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	We provide opportunities through individual interactions for students to develop a sense of global belonging and shared humanity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	We help students link issues and actions at the local level with global impacts and vice versa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Students are encouraged to participate in civic action for a better world – using local, national, and global forums.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global Audit Analysis Questions

As a GSF team, consider the following questions as you analyze the results of your Global Audit:

1. Are there areas (e.g. School Leadership or Community Interactions) in which our global citizenship education efforts are less well-developed? Why is this the case?
2. As a school, is it clear through both our statements and our actions that we consider preparing students to build a better world to be a top priority?
3. What are the things we do to encourage global citizenship that we are most proud of?
4. What are the constraints that are stopping us from doing more?
5. What would be some potential ways to grow the focus on global citizenship at our school?
6. Out of the possible ways forward, which would be the best starting point?