

Kings International College for Business & the Arts

International Dimension Policy

Context

It is the vision of Kings International College that internationalism should underpin the cultural, moral, spiritual and social development of all students. The curriculum should provide the opportunity to gain experience of different countries and cultures and broaden the horizons of our students. Thus students will be encouraged to become 'global citizens' and to recognise their responsibilities, opportunities and privileges within a global society.

Aims

The aims of the policy are to enable Kings International students to:

- be aware of, and celebrate, the rich and diverse heritage represented in our school, and within local, national and international communities.
- develop a deeper knowledge of the world community and their individual and family place within this community.
- understand the complex international interdependencies of the global economy and reflect on the fairness or otherwise of these interdependencies.
- respect and value different cultures and beliefs
- enjoy regular contact with students and adults living in different countries and to gain in their understanding from these contacts.
- develop the skills necessary to become better world citizens.
- feel a sense of achievement in developing their knowledge, skills and understanding of the World community.
- to have the opportunity to investigate their own areas of global interest.
- experience the cross curricular links that underpin a truly global understanding.
- recognise how their behavior has changed to reflect their new awareness.
- take action to support their beliefs.

The objectives set by the College as a requirement are:

- to work towards maintaining the International School Award
- to conduct a tri annual audit of both our formal and informal curriculum which, in turn, informs an action plan.
- to develop the eight key concepts of the global dimension through all appropriate areas of the curriculum such that there is a clearly mapped global dimension in the learning experiences for all our students.

1. **Diversity:** Understanding and respecting differences and relating these to our common humanity

2. **Conflict resolution:** Understanding the nature of conflicts, their impact on development and why there is a need for their resolution.

3. **Global citizenship:** Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.

4. **Human rights:** Knowing about human rights, including the UN convention on the Rights of the Child.

5. **Interdependence:** Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.

6. **Social justice:** Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.

7. **Sustainable development:** Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.

8. **Values and perceptions:** Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values.

- to develop and fully exploit a wide variety of global learning partnerships where such partnerships are based on equality, mutual learning and curriculum development and the evaluation of which is dependent on successful learning outcomes.
- Ensure that partnership agreements are established that seek to clarify the aims and objectives of such partnerships.

This policy has been informed by the two DfES publications: 'Developing the global dimension in the school curriculum' DfES 1409-2005DOC-EN 'Putting the World into World-Class Education' DfES/1077/2004 PPEDW/D16/5819/1104/14.