



**Academic Intercultural Learning and Global  
Citizenship Policy**

**Emirates International School - Jumeirah**

## **Global Citizenship**

A way of living that acknowledges the nature of our inter-connected and multi-cultural world and the need to work collectively, seek understanding, adapt to and adopt global values to build a sustainable and responsible world.

We are committed to actively develop global citizenship in education through:

- ETHICS - research about, discussion of, and action related to issues of principle of personal, local, and global importance,
- DIVERSITY - the understanding of and respect for the similarities and differences of a range of individuals and peoples,
- GLOBAL ISSUES - the understanding of multiple perspectives of local and global events and issues,
- COMMUNICATION - the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures,
- SERVICE - the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning,
- LEADERSHIP - the acquisition and refinement of the skills of leading and following within different cultural contexts,
- SUSTAINABLE LIFESTYLE - a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy.

## **The Convention on the Rights of the Child**

The Convention on the Rights of the Child (1989) states that:

“the education of the child shall be directed to ... the development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own”

## **Intercultural Learning**

To foster an awareness, cultural sensitivity, understanding, and appreciation of one’s own culture and the culture of others within our unique diverse community.

What is intercultural learning?

Intercultural learning refers to the acquisition of knowledge, skills and attitudes that support the ability of learners to understand culture and interact with people from different cultures. In order to develop sophisticated understanding of culture, learners must combine a sense of cultural self-awareness which will form the basis for comparisons and interaction with other cultures. Intercultural learning may be culture specific or culture general. Culture specific deals with a specific culture such as learning French language and culture in a modern foreign language class. Culture general focuses on acquiring and mastering transferable skills (communication skills, perspective taking and dealing with cultural misunderstanding) and attitudes (open-mindedness, inquiry and curiosity).

## **Cultural diversity in the student body**

The student body at EIS Jumeirah is diverse with approximately 80 different nationalities on its roll reflecting a wide range of cultural identities, languages, values and beliefs. EIS Jumeirah views intercultural learning and understanding as key to fostering a sense of community and family within its walls.

## **Cultural diversity staff**

The diverse staff body at EIS Jumeirah reflects the UAE's multicultural make-up. In addition, a significant number of staff come from overseas. As a school we value high levels of staff collaboration and interaction in order to nurture an effective, healthy and happy working environment. As such we see intercultural understanding as essential to maintaining high-quality teaching and learning throughout the school.

### Goals

- To respect the cultural identity of the learner through ensuring culturally appropriate and respectful quality education for all.
- To provide all learners with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.
- To provide all learners with opportunities to learn and reflect on cultural knowledge, attitudes and skills that will enable them to respect and understand the solidarity among individuals, ethnic, social, cultural and religious groups and nations.

## Role and responsibilities

### Leadership

- Acknowledge the importance of cultural diversity and identity in the school's vision.
- Promote the inclusion intercultural learning and understanding in the academic and pastoral curriculum.
- develop intercultural leadership skills and strategically craft the development of global citizenship in the school.
- Promote intercultural understanding within the staff community.
- Ensure the provision of learning environments that are non-discriminatory, safe and peaceful.

### Staff

- To willingly adhere to the school's ethos of open-mindedness.
- To build upon the diverse systems of knowledge and experiences of learners within the school community.
- To incorporate a variety of local and international histories, knowledge and technologies, value systems and further social, economic and cultural aspirations; part knowledge about the history, traditions, language and culture of existing minorities.
- To encourage and support cultural self-awareness.
- To aim at eliminating prejudices about culturally distinct population groups through the celebration of cultural diversity in the classroom.
- To involve various cultural systems through the presentation of knowledge from different cultural perspectives.

### Parents and guardians

- To willingly adhere to the school's ethos of open-mindedness, international mindedness and global citizenship.
- To value and support the school's guiding statements and language policy by supporting language programmes in school.
- To contribute to the school's promotion of intercultural understanding in the school community (e.g. school events such as international day).

### Students

- To willingly adhere to the school's ethos of open-mindedness, international mindedness and global citizenship.
- To develop a strong sense of their own history and culture.
- To value local and international histories, knowledge and technologies, value systems and further social, economic and cultural aspirations; part knowledge about the history, traditions, language and culture of existing minorities.
- To readily refer to the Learner Profile to further their intercultural competences and reflect on their own learning.
- To aspire to be socially responsible citizens ready to challenge bias and stereotyping in and out of the school community.

## References:

Convention of the Rights of the Child

[https://www.unicef-irc.org/portfolios/general\\_comments/GC1\\_en.doc.html](https://www.unicef-irc.org/portfolios/general_comments/GC1_en.doc.html)

UNESCO "Intercultural Competence- Conceptual and Operational framework"

<https://unesdoc.unesco.org/ark:/48223/pf0000219768/PDF/219768eng.pdf.multi> UNESCO "Guidelines on intercultural education" <https://www.ugr.es/~javera/pdf/DB2.pdf>

CIS

<https://www.cois.org/about-cis/perspectives-blog/blog-post/~board/perspectives- blog/post/read-all-about-it-intercultural-leadership>