# Internationalism/ Inter-culturalism and Global Citizenship Policy

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| Effective:       | September 2020  
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| Owner:           | Executive Principal |

P.O Box 22550  
Barwa City Street  
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State of Qatar
Oryx International School is committed to achieving excellence for all. The School is committed to providing an education that provides high quality British style education in international and multi-culture society, for its students.

The International focus on education is outlined in the philosophy/ guiding statements of the school, including:

- It embraces all that is best in a top quality British School, which also has a strong commitment to international education and the nurturing of international awareness, with special recognition of the school’s British roots operating in a multi-cultural environment within a Muslim country.

- We believe in providing a well-rounded education, which develops strong moral and ethical values and enables our students to meet the challenges provided by the demands of modern life.

- Students are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs and opinions of others, in order to become valued and caring members of the school, local and global communities.

We also recognise and strive to support the four core principles of the United Nations Convention on the Rights of the Child:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development;
- respect for the views of the child.

Every right spelled out in the CRC is inherent to the human and harmonious development of every child.

Oryx International School recognises that students should be internationally aware and be able to contribute confidently to an inter-connected and inter-dependent world. The school strives to engage students with a range of experiences that will enhance learning and raise awareness of
their national and international identity whilst preparing them for life in a diverse global society and competitive global economy.

The global dimension is reflected in the attitudes and values of students, staff and the wider school community.

**Definition of International Education**

International Education serves as a link between countries and cultures. International Education enables individuals to not only have positive diplomatic relationships with one another but also to bring together people who are of different cultures, ethnicities, religions, faiths and who speak different languages, aimed at creating a common cross-cultural understanding where communication will no longer be a barrier. This cross-cultural understanding becomes transparent when one sees students working together, conducting research or simply engaging in a class they are taking together. The language, customs, traditions, political relationships and religious beliefs that these students bring are connected through their educational endeavours and their positive and tolerant social interactions.

Because of the diverse background of our families, there will at times be some opposing views and differing interpretations of certain issues between parents and school. When this happens, the school management will endeavour to find common ground always with the ‘safety and wellbeing of the child’ as the focal point of the matter. We will not compromise on our strong beliefs in our educational, social, and pastoral provision, or indeed our safeguarding responsibilities, however, where a modicum of flexibility can be accommodated without causing any detrimental effect on the child or the school’s mission, the Executive Principal may consider some requests.

Oryx International School has 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, through Curriculum and T&L policies, referencing and plagiarism and the ethics of professional standards in employment. Eg Law, Medicine, Teaching

**DIVERSITY...**

the understanding of and respect for the similarities and differences of a range of individuals and peoples, through our curriculum and pastoral provision
GLOBAL ISSUES...
the understanding of multiple perspectives of local and global events and issues, through our pastoral provision and community events

COMMUNICATION...
the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures, through our curriculum provision and enrichment

SERVICE...
the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning, through work experience, trips and visits and community events

LEADERSHIP...
the acquisition and refinement of the skills of leading and following within different cultural contexts, through creating leadership roles for students and modelling leadership traits from staff and outside visitors

SUSTAINABLE LIFESTYLE...
a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy, through our enrichment activities, pastoral and curriculum provision and visitors

Aims

- To provide an informed awareness of countries, cultures and languages in addition to our own
- To develop global citizenship via curiosity, respect and understanding of national, cultural, religious and linguistic diversity
- To encourage understanding of international interdependences in the global economy
- To enable all students to develop appropriate skills concepts, knowledge and understanding of, and responsibility for, the world they live in and will inherit

Oryx International School strives to achieve these aims through the following objectives:

- Recognise, celebrate and value the cultural and ethnic diversity within the school community
- Develop a variety of global learning opportunities via links with schools in other countries whilst taking advantage of new and emerging communication technologies
- Encourage interest and motivation through the provision of first hand experiences and expertise of life in another country, including active participation from teachers, students and the wider community
- Use opportunities to visit areas of cultural interest in the home country and abroad
- Staff should consciously consider how to appropriately embed international dimensions in all curriculum areas
- Raise awareness, appreciation and understanding of major global issues
- Consider the possibility of a global focus week/day
- Provide professional development opportunities for staff to share good practice and compare different teaching and learning styles

**Review and Evaluation**

Staff should lead the school into a deeper understanding about internationalism and inter-culturalism. The aforementioned aims and strategies, though not extensive, aim to support the students, staff and wider community of the school, to value and promote international understanding in daily interactions and for each stakeholder to be global citizens who effectively contribute to the national and international community.

The SLT will review this every 3 years to ensure it reflects actual practice.

Drafted: D Laidlaw
Due for Board approval:
Due for Review: October 2021