

## NETWORK OF SACRED HEART SCHOOLS

### GLOBAL EDUCATION PLAN

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A. Definition of Global Education

B. Criteria for Global Education in Sacred Heart Schools

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## Background Statement

The Global Education Task Force (formerly the International Education Task Force) was established in 2005 in accordance with an item in the Network of Sacred Heart Schools 2004-2005 to 2009-2010 Strategic Plan. The Strategic Plan specified that the Task Force would do the following: **"seek input from the Membership and present a plan to the Board and the Membership"** in year two, 2005-2006. The Task Force held its first meeting in Newton, MA 25-26, 2006.

The Task Force initiated its work with a survey of Schools (**International Education Survey**) requesting input from schools on their current global education activities and programs in all areas of the school. Seventeen (17) of the twenty-four (24) schools responded to this survey. The input was compiled and presented to the Membership in a report at the Membership Meeting in October, 2006 in St. Charles, MO. A second level of input was requested from schools immediately following the October Meeting. Input was sought from schools requesting their suggestions and priorities for the Global Education Task Force to consider in developing recommendations and the plan as called for in the Network's Strategic Plan. Eighteen (18) of the twenty-four (24) schools responded to this request.

Based on the input from the Schools of the Network, the Task Force has developed several strategic documents to guide the schools and the Network in reflecting upon the current work in Global Education at each school and Network wide and moving forward to the ultimate horizon of full integration of Global Education in the Network of Sacred Heart Schools. The documents include:

- Definition of Global Education (presented and approved at the Membership Meeting, October, 2006)
- Criteria for Global Education in Sacred Heart Schools (taken from ***Goals and Criteria*** for Sacred Heart Schools in the United States)
- Global Education Horizons Schematic (adapted from Forest Ridge School of the Sacred Heart Horizons Schematic)

The input from the 2006 survey indicates to us that as the schools and the Network look to the future of global education in Sacred Heart schools, it is apparent that the emphasis should be on formation of educators and formation of students. Most importantly based upon the input from the schools, the Task Force offers the Board and Membership six key recommendations for approval to guide the development of plans and actions to be appropriately done at the local school level.

The Task Force expresses deepest gratitude to the schools for their collaboration and assistance in doing the work it was charged to do by the Network Board. Our highest gratitude is offered to our Executive Director, Madeleine Ortman and the Associate Director, Sr. Carol Haggerty for their most valuable assistance. The Task Force Members listed below collectively thank the Network Board for giving us the opportunity to serve in doing this important work for the Network of Sacred Heart Schools.

***Mona Bailey, chair***  
***Joanne Budny***  
***Mary Burns***  
***Gina Carioni***  
***Carol Haggarty, rscj***  
***Luis Larrea***  
***Doug Lowney***  
***Madeleine Ortman***  
***Mary Pat Rives, rscj***  
***Cecelia Schultz***  
***Paula Toner, rscj***

*Global Education awakens students and the larger community to the responsibility of participating actively in the human family worldwide. For the Network of Sacred Heart Schools, Global Education opens “a pathway to discover, a space to announce the love of the heart of Jesus” (Chapter 2000) through campus ministry, curriculum, service, international exchange, professional development and international affiliations. This reciprocal process is invitational, obligational and transformational.*

### **Criteria for Global Education in Sacred Heart Schools**

1. The school seeks to form its students in attitudes of the heart of Jesus expressed in respect, compassion, forgiveness and generosity.
2. The school fosters inter-religious acceptance and dialogue by educating to an understanding of and deep respect for the religions of the world.
3. The school develops and implements a curriculum based on the *Goals and Criteria*, educational research and ongoing evaluation.
4. The school educates to a critical consciousness that leads its total community to analyze and reflect on the values of society and to act for justice.
5. The school is linked in a reciprocal manner with ministries among people who are poor, marginalized and suffering from injustice.
6. In our multicultural world, the school prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally.
7. The school teaches respect for creation and prepares students to be stewards of the earth's resources.
8. The school promotes a safe and welcoming environment in which each person is valued, cared for and respected.
9. Adult members of the school model and teach skills needed to build community and practice clear, direct and open communication.
10. The school has programs that teach the principles of nonviolence, conflict resolution and peacemaking.
11. The school makes a deliberate effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
12. The school participates actively in the national and international networks of Sacred Heart schools.
13. All members of the school community show respect, acceptance and concern for themselves and for others.

## Global Education Task Force

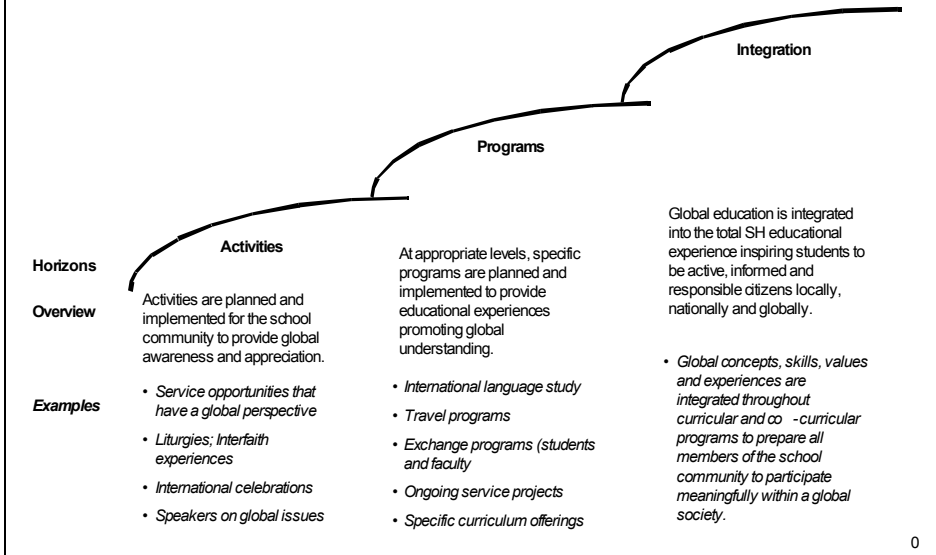
January 2007

### Recommendations:

1. Affirm that global education is rooted in the *Goals and Criteria* for Sacred Heart Schools in the United States. (see **Criteria for Global Education in Sacred Heart Schools**)
2. Adopt the **Global Education Horizons Schematic** (see **Schematic**) in moving to fully integrate global education in the life of the school community.
3. To reach the Integration level of global education, each Sacred Heart School is encouraged to:
  - Identify a “champion” to be responsible for global education work of the school.
  - Assess its progress in global education utilizing **Global Education Horizons Schematic**
  - Develop a plan utilizing the **Global Education Horizons Schematic**
  - Consider list of school priorities in creating this plan. (see attachment)
  - Encourage all members of the school community to integrate global education in their ongoing work
  - Participate actively in Network activities related to global education initiatives
4. To assist schools in reaching the Integration level of global education, the Network Office is encouraged to:
  - Give specific attention to global education issues when staff visits each school
  - Enable the Social Justice Committee to include global education in its charge
  - Facilitate networking and communication
  - Work with the Society of the Sacred Heart to facilitate an awareness of international opportunities
  - Plan a conference for global educators in Network schools before 2009
  - Consider list of other Network priorities (see attachment)
5. The Network Board will continue to provide ongoing support for schools as they progress towards the full integration of global education in the schools.

## GLOBAL EDUCATION HORIZONS SCHEMATIC

Horizons represent phases of development for global education. A 2006 International Education survey indicated that individual schools are at different stages of development. The Network of Sacred Heart Schools is that each school reaches the third horizon of "integration".



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*Adapted from Horizons of Global Education for Sacred Heart Schools  
Sarah Chesemore, Forest Ridge School of the Sacred Heart, 2005*

## ***GLOBAL EDUCATION PLAN***

Schools were requested to make prioritized suggestions for the Task Force to consider in developing the Global Education Plan. The Task Force grouped these priorities into three categories as listed below. These lists are provided for use in furthering each school's plan to achieve growth toward the integration of Global Education in the total school community.

- School Strategies/Actions
- Network Strategies/Actions
- School *and* Network Strategies/Actions

### **SCHOOL**

#### **Exchange**

Information about International and US Schools is available at [www.sofie.org](http://www.sofie.org). Contact people, email addresses etc. are current as of 12/2006 and are as current as the information sent to the Network Office.

Contact with individual schools around the globe is best initiated by each school's Exchange Coordinator. Schedules, personal contacts and curriculum needs are best determined by the school. Information about Visas, travel security information etc. is available at the host country's local Consulate. For students visiting from abroad, the length of stay will determine the type of documentation that may be required.

The group email for Exchange Coordinators in Network Schools is [isinternationaleducation@sofie.org](mailto:isinternationaleducation@sofie.org).

#### **Curriculum**

The summary of the 2006 International Education survey has been distributed to Heads of School. Additional copies are available upon request. This summary includes a detailed overview of current curricular offerings in our schools related to Global education. There is a Professional Learning Community (PLC) for Sacred Heart Schools who use Rubicon Atlas to do curriculum mapping. This community currently includes nine Network Schools and will soon welcome the International Sacred Heart School in Tokyo, Japan.

#### **Service**

The needs of people around the world are highlighted on [www.rscjinternational.org](http://www.rscjinternational.org) as well as on [www.rscj.org](http://www.rscj.org). Schools can get information about how to embrace the UN Millennium Development Goals at [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals).

### **NETWORK**

The list of International Sacred Heart Schools on [www.sofie.org](http://www.sofie.org) is current as of December 2006. Future updates will be made as soon as information is received. It is hoped that one of the outcomes of the April, 2007 International Heads Meeting will be the establishment of a “buddy relationship” (on-going connection) between each Sacred Heart school in the United States and those around the world.

Group email addresses for those identified [in the 2006 International Education survey] as being responsible for some aspect of Global Education are listed on [www.sofie.org/resources/group/group-addresses.html](http://www.sofie.org/resources/group/group-addresses.html). These groups are:

Campus Ministry	<a href="mailto:iscampusministry@sofie.org">iscampusministry@sofie.org</a>
Curriculum	<a href="mailto:iscurriculum@sofie.org">iscurriculum@sofie.org</a>
Service	<a href="mailto:isservice@sofie.org">isservice@sofie.org</a>
International Exchange	<a href="mailto:isinternationaleducation@sofie.org">isinternationaleducation@sofie.org</a>
Professional Development	<a href="mailto:iprofessionaldevelopment@sofie.org">iprofessionaldevelopment@sofie.org</a>
International Affiliations	<a href="mailto:isoveralledprogram@sofie.org">isoveralledprogram@sofie.org</a>

The office has the ability to create such addresses for whatever other groups may be desirable.

The Network will sponsor a conference focusing on Global Education and bring together, for example, world religion teachers, world literature teachers, and world history teachers before 2010. The Network will assist schools by coordinating projects that all schools could support, e.g. Uganda water, Katrina and Tsunami relief etc. These projects need not be restricted to “relief”.

### **SCHOOLS and NETWORK**

We need to work in close communication to:

- support curriculum sharing, professional development and student projects. The use of technology will enable more people both students and adults to be involved at the grassroots.
- ascertain the interest and willingness of international schools to partner or develop internet connections.
- enhance service projects locally, internationally and Network-wide so that we can work for and with our sisters and brothers who are poor, oppressed or suffering.