



**COOLMINE
COMMUNITY
SCHOOL**

**INTERCULTURAL
& INCLUSION
POLICY**

**SCOIL
PHOBAIL
CHÚIL MHÍN**

**POLASAÍ
IDIRCHULTÚRTHA
AGUS CUIMSITHE**

**CLONSILLA, DUBLIN 15.
CLUAIN SAILEACH, BAC 15.**

OUR MISSION STATEMENT

WE STRIVE TO CREATE AN
ATMOSPHERE OF MUTUAL
RESPECT WHICH PROMOTES
EXCELLENCE IN ALL
ASPECTS OF SCHOOL LIFE
AND ALLOWS INDIVIDUALS
TO REALISE THEIR FULL
POTENTIAL.

INTRODUCTION / RÉAMHRÁ

There is a wealth of cultural diversity found amongst the student population of Coolmine Community School with a total of 31 countries represented and 30 languages spoken. These students make up approximately 7% of the student population.

The curriculum development unit devised a programme to support post primary schools in developing an inclusive, intercultural policy that adopted a whole school approach.

The school applied this programme and set up an intercultural committee with representatives from teachers, trustees, management, students, parents, ancillary and office staff.

RATIONALE / RÉASÚNAÍOCHT

The need for an intercultural and inclusion policy exists because of:

- The change in the composition of the Irish population is reflected in the school as it integrates students from ethnic minority groups.
- The preamble to the Education Act (1998) reads that its aims are to ensure the educational system respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership between schools, patrons, students, parents, teachers and other school staff.
- The National Children’s strategy cited in the Irish Association of Teachers in Special Education (IATSE, 2000) states that ‘Children will be educated and supported to value their full potential.’

Coolmine Community School – Intercultural & Inclusion Policy

Relationship to the characteristic spirit of the school:

- The intercultural and inclusion policy complements the school's philosophy as both acknowledge the importance of each child achieving their full potential.

The school's philosophy understands that students are sent to Coolmine by their parents to learn and grow in 'grace and wisdom'. Parents/guardians expect the school through its management and staff to create an atmosphere of peace and security that permits students and teachers to arrive at the best achievement whether academic, recreational, disciplinary, moral or social. To complement this, the school expects each family and the community at large to support it in pursuit of these aims

OBJECTIVES /CUSPÓIRÍ

The objective of the intercultural and inclusion policy is based on the objectives of intercultural education. These are to:

- Create an environment that acknowledges, respects, understands and celebrates cultural diversity.
- Acknowledge and actively confront racism.
- Accept that culture and equality are not just minority but majority issues and thus focuses on each student's culture including the majority culture.
- Recognise that intercultural education includes the school structures, administration and curriculum.
- Consist of a curriculum that focuses on equality and human rights rather than just illustrating cultural differences.

The objectives of the Intercultural & Inclusion Policy are achieved by the following:

Admissions policy

Coolmine Community School – Intercultural & Inclusion Policy

The admissions policy and enrolment procedure is similar for all students regardless of their ethnic background.

Promotion of cultural visibility within the school

- Welcome painting (welcome written in all languages spoken by students) □Hello painting
- Faces of Coolmine community school (photos of a cross section of students stating where they live and country of origin if applicable)
- Posters of role models from ethnic minority cultures placed around the school e.g. Ghandi, Martin Luther King, and Nelson Mandela.

Anti-Bullying policy

The Anti-racist statement that is included in the anti-bullying police i.e. “I have the right to be free from any hurtful remarks regarding race, religion and culture. I have the responsibility to ensure that others are free from any hurtful remarks regarding race, religion and culture.” The anti-bullying charter has been placed in classrooms.

Promotion of intercultural education

- An intercultural/anti- racist module for 2nd year SPHE classes
- Intercultural workshop for TYP students

Support for integration of overseas students

- Head of intercultural education (SDT) meets with new overseas students that enter at the start of the year or during the school year to help with integration (e.g. ensure students have information regarding school rules, school support, extra-curricular activities.) The students are given information regarding the Irish educational system from the information booklet provided by Integrate Ireland Language and Support.

Coolmine Community School – Intercultural & Inclusion Policy

- Establish a buddy system for new overseas students that join the school in September from second year onwards and also for those pupils who join the school after the school academic year has begun. Two members from the student’s Caomhnoir class can help to “show them the ropes” e.g. bring them to class, spend small break and lunchtime with them until the new student is familiar with the school environment. The “buddy” is appointed during Caomhnoir time by the Caomhnoir.

Equity Pedagogy

This is a change in the content or delivery style of teaching where possible to accommodate the cultural make up of the group- examples include:- instructions being slowed down or doctored, more explanation given and individual teaching administered where appropriate.

Content Integration

Teachers making reference where possible to different cultural backgrounds to include the perspectives of overseas students.

In- Service training for teachers

- Teachers involved in the intercultural committee continue to attend the in-service provided by the CDU.
- Teachers involved in ESL attend the in-service training provided.
- Teachers attend other relevant in-service training made available by the department.

ROLES & RESPONSIBILITIES / CÚRAIMÍ

- Board of Management/Trustees:
 - ✓ Approve the policy.
 - ✓ Ensure the policy is developed and reviewed at regular intervals

Coolmine Community School – Intercultural & Inclusion Policy

- School Management:
 - ✓ Monitor the implementation of the policy.
 - ✓ Ensure the policy is developed.
- All people employed by the school must:
 - ✓ Be aware of and support the policy.
 - ✓ Implement the relevant areas of the policy as individuals and as a staff. - monitor and evaluate the policy
- Parents Association must:
 - ✓ Be aware of and support the policy
- Students must:
 - ✓ Be aware of the policy via the Student Council.
Adhere to the relevant aspects of the policy

CONSULTATION / PRÓISEAS COMHAIRLIÚCHÁIN

- All members of the school community were represented on the intercultural committee.
- The intercultural committee then surveyed all members employed by the school(i.e. teachers, ancillary and office staff) and a cross section of students and parents to identify where areas needed to be improved or developed in relation to achieving an intercultural school.
- The surveys were analysed by each particular group on the intercultural committee.
- Each group presented their results to the other members of the intercultural committee.
- Key areas to work on based on the survey results were suggested and agreed on. These key areas have been included in the policy content.

SUCCESS CRITERIA

Success is achieved if:

- Cultural awareness has increased. The survey results of both teachers and students stated that they wished to raise awareness of cultural diversity within the school.
- The key objectives of the policy have been achieved.

MONITORING IMPLEMENTATION

- The survey results of the students showed a positive response towards the work already in progress, e.g. faces of Coolmine, 'Hello' and 'Welcome' signs, ESL classes.
- All members of the school community have already accepted the policy. The intercultural committee and management will monitor the implementation of the policy to ensure that it is of practical benefit to the school.

EVALUATION & REVIEW

All members of the school community will be involved in the evaluation of this policy when it has been in place for one year.

COMMUNICATION / CUMARSÁID

Copies of the draft policy will be presented to the members employed by the school, student council and Parents Association before being presented to the Board of Management

MY NOTES:



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