



## SUBJECT ACTION PLAN

**Subject:** Global Learning

**Subject lead:** Jessika Whitehead

**Year:** 2022-23

## CONTEXT

Global Learning is about giving children the opportunity to learn about the challenges our world faces and to think critically about how to deal with world issues such as poverty, inequality and sustainability. It is helping children make sense of the world in which we live, and helps them to understand their role in a global society. When taught well, Global Learning provides children with not only the desire to make a difference, but the belief that they can. Despite the name, Global Learning can relate to issues at home as well as abroad.

Global Learning is relatively new to the Ribblesdale Federation, beginning our journey in September 2019. Due to staffing and leadership changes, Global Learning is now beginning to be incorporated into the curriculum across the Federation. In the last 6 months, Becca Shaw has completed the Global Teachers Award Level 2 and Jessika Whitehead has completed the Global Teachers Award Level 1. We have also been given the opportunity to train a third member of staff to hold this award.

Since the implementation of Global Learning, the school has also joined the British Council's Connecting Classrooms programme. We have formed a cluster of 6 schools – three here at home, and three in India. We have been granted funding by the British Council to work on this project and have completed a number of mini projects so that the children here and in India can learn about each other's cultures. This has had a positive impact on our children, who are excited to work together and look forward to receiving projects from India to see what else they can learn.

We are now working towards the Global Schools Award. An audit was completed in Autumn 2021. In order to meet the criteria, the following points now need to be met:

- include a Global Dimension into the vision statement
- some of the school's curriculum policies include elements of the Global Dimension
- any fundraising activities undertaken are used as an opportunity to increase pupils' understanding of the underlying causes of global poverty
- The Global Dimension is delivered through extra-curricular activities
- pupils understand that any fundraising, in the case of a north-south link, is related to social justice rather than charity
- the school has undertaken an environmental audit. An action plan is in place and pupils and staff are aware of this plan. The local contribution to global sustainability issues is beginning to be recognized.
- The school prospectus (or draft) mentions that the school has a commitment to the Global Dimension and aims to reflect and celebrate diversity.

## RECORD OF SUBJECT LEADER TIME AND SUPPORT

11.7.22 – Subject Lead handover time with Becca Shaw and Jessika Whitehead.

#### DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

1. Global learning to be incorporated into all aspects of the curriculum consistently by confident staff
2. The local area to be positively impacted by the schools' work on the environment
3. Children and staff to have a clear understanding of their place in global society and how to have a positive impact on the world as a global citizen

#### DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):

1. Children and staff to move from 'charity' to social justice mindset
2. Eco-schools groups to be established alongside school council
3. All children and staff to be involved in the Connecting Classrooms project, linking with schools in India

DEPARTMENT/SUBJECT PRIORITY 1:

Member of staff with overall responsibility: Jessika Whitehead

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>Children and staff to move from 'charity' to social justice mindset</p>	<p>Classes to fundraise around November to twin a toilet (per class or school depending on amount raised).  Assembly beforehand and children to come up with their own ideas for how to fundraise.</p>	<p>Jessika Whitehead  Teaching staff in classes</p>	<p>2022/23  <a href="#">Update – Nov 22 – school council meeting to discuss ideas</a></p>	<p>Fundraise to twin a toilet/s</p>	<p><b>Global Citizenship Theme: Fairness and Equality</b></p> <ul style="list-style-type: none"> <li>• Promotes fairness and justice</li> <li>• Protects and defends from discrimination</li> <li>• Equal opportunities</li> <li>• Just reward for efforts</li> <li>• Resources shared equitably</li> </ul> <p>Children to understand that while 'charity' might focus on the surface level, a social justice approach looks deeper into the issues and works to achieve change. Challenging the values, policies and practices in society which allow inequalities to continue to happen.</p> <p>Proverb - "You give a poor man a fish and you feed him for a day. You teach him to fish and you give him an occupation that will feed him for a lifetime."</p>	<p><i>Assign a member of SLT to monitor this target</i>  <i>What strategies will they use to monitor?</i></p>	

DEPARTMENT/SUBJECT PRIORITY 2:

Member of staff with overall responsibility: Jessika Whitehead and Angela Ward

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Eco-schools groups to be established alongside school council.	<p>Children to volunteer for Eco School Committee (a vote for an equal amount per class if more volunteer).</p> <p>Children to decide on issues important to them and how we can implement them across the school/s.</p> <p>Gaining eco-schools award.</p> <p><b>Eco-schools step 1: Create a committee</b></p>	<p>Jessika Whitehead – Global Learning Lead</p> <p>Angela Ward – eco schools</p>	<p>Eco school council to be formed as soon as possible after the school council vote.</p> <p><a href="#">Update Nov 22 – eco committee formed.</a></p>	<p>Resources considered nearer the time depending on priorities.</p>	<p><b>Global Citizenship Theme: Sustainable Living</b></p> <ul style="list-style-type: none"> <li>• Living in harmony with the environment</li> <li>• Human activity is causing habitats and resources to be lost</li> <li>• Climate change and global warming impacts</li> <li>• Develop a fair response to environmental change by being more sustainable</li> </ul> <p>Provide pupils with knowledge, skills, attitudes and the necessary values by integrating sustainable issues with active learning.</p>	<p><i>Assign a member of SLT to monitor this target</i></p> <p><i>What strategies will they use to monitor?</i></p>	

DEPARTMENT/SUBJECT PRIORITY 3:

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
All children and staff to be involved in the Connecting Classrooms project, linking with schools in India.	<p>Staff to maintain contact with partner schools in India.</p> <p>Each class taking it in turns to liaise and share with partner schools.</p> <p>Autumn term – Class 2 Spring term – Class 1 Summer term – Class 3 Linked to termly topics.</p>	<p>Jessika Whitehead</p> <p>Teaching staff in own classes</p>	<p>On going</p> <p><u>Update – Nov 22 – Class 2 completed and shared with Mount Olympus school, they have made contact that they will share with us in Dec.</u></p>	Staff iPads to record/photograph and email projects to partner schools.	<p>Class 2 – Human Rights <b>Global Citizenship Theme: Rights and Responsibilities</b></p> <p>Class 1 – Mental Health <b>Global Citizenship Theme: Identity and Belonging</b></p> <p>Class 3 – Peace and Justice <b>Global Citizenship Theme: Conflict and Peace</b></p>	<p><i>Assign a member of SLT to monitor this target</i></p> <p><i>What strategies will they use to monitor?</i></p>	