

Millbrook Primary School GLP-W Network Case Study

'Making it Real'

The Millbrook Primary School GLP-W network was created in March 2015 and consists of 15 primary schools from the Newport area. Following the success of the original network, Millbrook Primary has since set up and is leading a second network of a further 20 primary and secondary schools.

What did we want to achieve?

After establishing an inclusive culture in which network teachers were confident to share ideas, suggest resources and discuss their CPD needs, the network's initial priorities were to:

- set up school-to-school links, both within the network and globally
- map global learning across the curriculum
- develop global learning classroom activities

Once this work had been started successfully, the network's next priority was to look more closely at the recommendations from ['Successful Futures'](#) - Professor Graham Donaldson's independent review of the curriculum and assessment arrangements in Wales.

How did we set about it?

A network meeting was used to deepen schools' understanding of recommendations from *'Successful Futures'* and to plan for the introduction of the revised curriculum. After the network teachers had completed a questionnaire to establish their understanding of the Review's recommendations, the lead school coordinator gave a brief presentation setting out the four purposes of the revised curriculum. The group concentrated on the curriculum purpose to develop children and young people as *ethical, informed citizens of Wales and the world*, and what this meant in the classroom, and beyond.

In particular the network focussed on good teaching and learning and the ways in which global learning links with the 12 pedagogical principles identified in *'Successful Futures'*. As a group the teachers decided to focus on one pedagogical principle, namely creating meaningful and authentic contexts for global learning – making it real. To reflect on their current practice they considered the following questions:

- *How do we make learning real for our learners?*
- *How do we do this within the context of global learning?*
- *What could we do that we don't already do to make learning real?*

Teachers gave examples of making global learning real within their own settings. For example, at Caerleon Lodge Hill Primary, to increase pupils' understanding of contemporary issues, the school has a World News display board in the school hall where children choose news articles to share with their peers and parents. Teachers moderate the content which is also the focus of a monthly assembly.

To help their pupils see the relevance of their learning to the world beyond school, network members agreed to develop this aspect further and explore new approaches in their own schools.

How well did we achieve our aims?

As part of their work to promote pupil self-esteem and help pupils develop a growth mind set (a belief that their abilities can be developed through dedication and hard work), Millbrook Primary School has established partnerships with many organisations.

For example, to make learning real and to inspire pupils, polar explorer and GLP-W approved provider [Antony Jinman](#) visited Millbrook and led a whole school assembly and learning activities. Teachers then planned follow-up geography and literacy-related activities for each year group to help pupils explore and understand the causes and impacts of climate change. The school has maintained its links with Antony. For example, pupils applied their literacy skills by developing and asking him 'good' questions via Skype during his most recent expedition to the Antarctic, e.g. *Are there any unexplored parts of Antarctica? How are glaciers formed?*

At St. Andrews Primary, a large network school where 35 languages are spoken, teachers planned a cultural diversity week. Each class chose a different country and pupils used the internet to locate their chosen country using interactive maps, and to research cultural traditions.

At St. Woolos Primary School links with the community are used to make global learning more relevant. For example, to help pupils understand about health inequalities in a developing country, the school invited a local optician to talk about his time working in Mongolia where glasses are in very short supply. Every few years he returns to carry out clinical work so pupils collected spare children's or adult glasses for him to take to Mongolia.

The focus at Pillgwenny Primary was to develop international linking; a whole school audit was completed, teachers incorporated global learning into their long term planning and lesson plans, plus a link has been established with a school in Slovakia.

What was the impact of this work?

'The school-to-school support we have received through the Global Learning Network has been beneficial, and has improved our confidence and understanding of global learning'

Network School Coordinator

'We have benefited from sharing ideas about global learning with teachers from other network schools, both in meetings and via a shared Twitter account which is an increasingly well used way of sharing examples, useful web links and teaching resources.'

St. Andrews Primary

How does this link to the Global Learning Programme Wales?

- Interdependence
- Enquiry and critical thinking

Links

Millbrook Primary School also supported this work using Welsh Government *Going for goals* SEAL resources for primary schools which are available to download from <http://learning.gov.wales/resources/browse-all/seal-for-primary-schools/?lang=en>