Global citizenship (Oakgrove Primary ) - Transcript

**Jane Cerexhe, Head Teacher, Oakgrove Primary School**: I mean, there has been some really interesting work in global citizenship in the school. The children are talking about, you know, global storylines. Some of the work that children are doing across the curriculum with these themes is quite inspiring actually, and work that I would not have experienced myself in primary school. And you almost have to brush up before you pay a classroom visit, because you have to do a bit of learning yourself, which is great. You know, it’s absolutely fantastic if you’re being kept on your toes professionally as well.

**Sandra Lyons, Class Teacher:** So, the thing about the Global Storylines approach is it’s a sort of drama-based approach and, I must admit, when I first thought about drama, it’s not me, it’s not who I am, I was really a bit worried about that. But we went on the training, we discovered that what you do is the children actually become a character in the storyline, and they actually take on the jobs and the roles, and they take on all the issues and the problems that the kids … that the community would have. So, that particular approach really, really worked for me. It really…it was really good and I was passionate about it – constantly going on about it in the staff room and in any meetings that we had; about how empowering it was, because it really, really empowers the children

**Jane Cerexhe**: So, we had looked at a values statement in my first year in the school, and there had been a mission statement, an existing mission statement in the school when I had come into it. However, it seemed to be quite wordy and, certainly, I was concerned that – in a community where over 25 languages are spoken – I was worried whether or not it was accessible to all our family members. So, at that point we had had a look at… we just wanted to find words that, basically, captured what we wanted, the kind of service that we wanted to provide for a school community. So, our parents … the word that was very important to them, that came out very strongly, was ‘respect’, which, given the context, you could absolutely see why that would be the case. For our staff, the word that was chosen was ‘nurture’, which I was delighted with, because we have a nurture room and we pride ourselves on our nurturing ethos. But, for the children – and this is going back eight years, which is why it’s so fantastic, and it demonstrates what a good school I came to from the outset – they chose ‘empower’, which, you know, when I kind of asked them what the story was here, they were very clearly able to articulate that it wasn’t just about learning: they had to be able to do something with their learning, and they saw ‘empower’ as embodying that sense of action, you know, from their learning. That was absolutely fantastic as well, and actually the fourth word that became embedded into our values statement was ‘achieve’, because actually achieve was common to all. So, we ended up with respect, nurture, empower, achieve. Now, the thing that’s nice about that and why they all sit so well together is they do sit very nicely into the Curriculum for Excellence ‘confident individuals’, ‘effective contributors’ and so on. So, we were able to set up a values statement so that it sat within the Curriculum for Excellence anyway. As we have revisited our values statement, which of course is good practice to do so, it has also become apparent how well it sits within GIRFEC and also children’s rights. So, we’re able to make very clear links between our values and other things that are national drivers. When we came to look at our curriculum rationale, I found that our values statement is a gift as well, because, when we’re looking at what is important for our learners, when we go back to our values, you know, it’s so easy to take forward school improvement, making close reference to, you know, ‘this is what we believe is important for our learners’, and placing that in the context of our school, it has been very… almost straightforward to take forward things in learning for sustainability thereafter. I think our work in learning for sustainability has enabled children to be included. I think the getting out of doors, being active, engaging with the natural world, the benefits that gives to your emotional wellbeing, your health and wellbeing, I think that enables our well-rounded children. And, in turn, that also gives context, really good, rich context for learning that impacts on attainment also. So, it’s both, for me.