

A conversation

with Nikki Craig

The contribution of Global Learning to school curriculum and its ethos

Nikki Craig is Assistant Head at Selly Park Girls' in Birmingham.

She is a Tide~Trustee.

Nikki reflects on leadership & KS 2 - 3 transition.

Selly Park Girl's school has a tradition of using Global Learning as a focus for learning, as well as a vehicle for curriculum development. Our Headteacher has been linking Selly Park with schools around the world for 15 years and I have done my best to keep the momentum going.

We just completed a project with Zimbabwe, for example. It involved working with three schools in Zimbabwe and one of our feeder schools, West Heath, and Hungerhill Secondary School, Doncaster. We've had links to the several schools nationally as well as international schools. The six schools wanted to do a project on sustainability and food, with the students building a garden, growing food and cooking it.



Heath pupils on the origins and sources of our food and how it's prepared.

Our International Council and students from West Heath Primary and Doncaster, built a garden in the school grounds. Then, via Skype, the students had discussions initially about what they had been doing, but broadening out into wider development and sustainability issues.

Selly Park students led sessions for the West

We were impressed by the enthusiasm that the primary pupils brought to the project and what was also obvious was the impact on our students. Even those who were usually quiet in class, maybe even rather withdrawn, made presentations, gave demonstrations and spoke to large groups, displaying their understanding and their ability to think critically in ways that truly surprised us.

They showed competence, empathy and passion.

We also saw how Global Learning can be used to introduce younger pupils to a secondary school experience.



Anytime we involve primary pupils in our projects, the feedback from their teachers is very positive. **They feel that their pupils are better prepared for secondary school.**

Our students showed greater enthusiasm, improved attendance and increased engagement levels. Also it was clear that they were developing skills in leadership, so we incorporated the project into our Yr10 Leadership course. They were also learning about different global issues.



There was such interest that we couldn't cater for the numbers through our International Council and so we started an International Club

The six schools collaborated throughout the project and the students in Zimbabwe also built a sustainable foods garden. A celebration event saw the schools in each country come together, building the garden, planting the crops, learning about each other's countries, harvesting and cooking the fruit and veg.



The impact of Covid-19

We had planned a leadership project and still intend to launch it when things get back to normal. **Our Yr10s will work with Yr5/6s in two or three primary schools on a global issue, probably climate change.**

They will research, plan and deliver a session in one of the primary schools and set the Yr5/6s a task. Several weeks later, we'll invite the primary pupils to Selly Park to present their findings. The Yr10s have already started the research using some Tide~ resources, but Covid has put the project on hold.

However, not everything has stopped. We have links to schools in different countries in Africa, for example, South Africa and Ghana. One of the Yr7

induction activities is an African Theme Day.

Normally the Yr10/11s run the day for the Yr7s, but this year it was run by staff. This was disappointing for the older students because it couldn't feature in their Global Passports.

Each student has a Global Passport where they record the activities with a global focus that they engage in during their time in school. The Yr10/11s feel cheated because they can't get the Leading African Theme Day "stamp" in their passports. Unfortunately, other events that should have featured in students' passports have had to be cancelled.

We do have a project with five other schools – in Zimbabwe, Bulgaria, South Africa, India and Ghana – working on Sustainable Development and Global Citizenship. Each school is focusing on a different aspect.

We're focusing on inequality, whilst the others are working on injustice, climate change, poverty and hunger.

On five occasions during the year we're linking up using Microsoft Teams for a live lesson that one of the schools will lead. That's exciting for both staff and students as each Year Group will be able to attend virtually in their zones.

We have also run some wonderful 'identity projects' with a school in Cumbria that has a very different context to us.



Global learning, Leadership and Transition

Plans for a Tide~ project, focusing on building on Year 10 leadership skills working with pupils in Years 5 and 6, are on hold because of Covid-19. We are working towards a launch in September 2021.

We invite teachers who might be interested to get in touch.

Please express your interest to Nikki Craig: n.craig@sellyprk.bham.sch.uk

