

## GLOBAL COMPETENCE IN ACTION. SCHOOL PRACTICE

### Title: Equity in Education

1. Fairness (UNCRC Rights Respecting Schools Project)
2. Inclusion (Cooperative Learning)
3. Personalised Learning (Visible Learning)

### School:

Pembroke Dock Community School, Bush Street, Pembroke Dock, Pembrokeshire, Wales, UK, SA72 6LQ

Website: [www.pembrokedockcommunityschool.org.uk](http://www.pembrokedockcommunityschool.org.uk)

**Global Competence dimension:** *Dimension related to the practice*

- ☐ Examine issues of local, global and cultural significance
- ☐ Understand and appreciate the perspectives and world views of others
- ☒ Engage in open, appropriate and effective interactions across cultures
- ☒ Take action for collective well-being and sustainable development

**Subject:** *Topics related to the 17 sustainable development goals (SDGs) to transform our world involved in the practice.*

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**21st century Skills:** *Skills involved in the practice*

<input type="checkbox"/>	Critical thinking	<input type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Collaboration	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Information literacy	<input type="checkbox"/>	Media literacy	<input type="checkbox"/>	Technology literacy	<input checked="" type="checkbox"/>	Flexibility
<input type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	Initiative	<input type="checkbox"/>	Productivity	<input checked="" type="checkbox"/>	Social skills

**Target groups:**

☒ Primary education      ☐ Secondary education      ☐ Other: (specify)

**Age group:** 2-11 Years

**School context:** *Information about the school and its context.*

Pembroke Dock Community School is a purpose built school a short distance from the town centre. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes Pembrokeshire's designated Learning Resource Centre for pupils with ASC which is modern and well resourced. The school, opened in 2001 and was the first school in Wales to be constructed under a private finance initiative. Currently, the school has a total roll of 650 pupils aged three to eleven, including 80 nursery children.

The school provides full-time education for all nursery age pupils. There is also Flying Start provision for 64 two year olds. Pembroke Dock's catchment area can be described as economically disadvantaged and is in a Communities First Area. Approximately 31% of pupils are currently entitled to free school meals (which is higher than the all Wales average figure of 20%). The annual intake covers the full ability range, although many pupils are from disadvantaged families. Pembroke Dock Llanion and Central ward are ranked as the 1st and 10th most deprived area in Pembrokeshire, (Llanion being in the top 10% most deprived in Wales). According to the Townsend Deprivation Index, Pembroke Dock Central and Llanion fall into the 'Most Deprived' electoral divisions in Wales. The Centre for Economic and Social Inclusion report that 69.2% of children in Pembroke Dock are deemed to be from low income families and 45.5% are from workless families.

The school has provision for specialist speech and language provision for pupils with communication difficulties and nurture groups to support pupils with social, emotional and behavioural difficulties. The school takes pride in its family and community engagement and provision.

We have adopted the UNCRC (United Nations Convention Rights of the Child) and are a Gold Level Rights Respecting School. We are a Professional Learning Pioneer School, working with the Welsh Government on the New Curriculum for Wales, as well as a designated Professional Learning School.

**Description:** *Summary including the goals and objectives of the practice*

1. UNCRC Rights Respecting Schools Project: The Welsh Government (WG) has stated that ALL work with children and young people in Wales should be based upon the United Nations Convention on the Rights of the Child (2004)(UNCRC). In 2012, Wales became the first Country in the UK to embed the UNCRC into Welsh domestic law. Pembroke Dock Community School is a Rights Respecting School and has achieved the GOLD Award. Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad
2. Cooperative Learning: Staff at PDCS offer a variety of strategies to engage pupils in meaningful learning, including group work. The Cooperative Learning approach offers far more structure than merely sitting pupils in groups and expecting them to gain the skills needed to work productively and successfully together, by pure exposure to this situation.
3. Visible Learning: At Pembroke Dock Community School we are a Visible Learning School. The Visible Learning development model is based upon the principles developed by John Hattie's research. It is a process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning. Pembroke Dock Community School took on this approach in light of Professor Graham Donaldson's Successful Futures document and the development of the new curriculum for Wales. This approach supports the development of numerous aspects of one of

the four purposes of the curriculum – all children and young people will be ambitious, capable learners.

**Learning Outcomes:** *What students will learn with this practice*

1. **UNCRC Rights Respecting Schools Project:** The Award aims to improve the lives of young people through education about children's rights. When the principles and values of the UN Convention on the Rights of the Child (CRC) are introduced and reinforced throughout school life, children and the wider school community benefit.
2. **Cooperative Learning:** It is clear to note that all strategies and approaches gained in the training were relevant to our classroom and have been immediately impactful. The training offered an opportunity to reflect on our current practice – where we previously engaged in 'group work' with our pupils, we could now see far more effective and meaningful strategies were available to us, which served the dual purpose of developing relationships and well as improving outcomes for learners. Pedagogical strategies for AFL opportunities were a particular strength.
3. **Visible Learning:** Through this approach, pupils can learn more independently and can articulate what they are learning and why. They can talk about their learning and the strategies they are using to learn.

**Time Schedule:** *Duration, time organization / needed and place*

All of these best practice examples are whole school initiatives, embedded over time to become encompassing, inclusive school practices benefitting each pupil. Each initiative was researched and designed to be embedded long term with a view to future impact on pupils. Extensive staff professional development into each of these initiatives was completed prior and during the implementation of each initiative.

**Activities:** *Steps followed to implement the practice.*

1. **UNCRC Rights Respecting Schools Project:** Children and young people also play an increasingly leading role in driving progress. At Gold: Rights Respecting, you are aiming to intensify and broaden:

- a. Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
- b. Teaching and Learning through rights: by modelling rights respecting language and attitudes and making strategic decisions that involve students
- c. Being ambassadors for the rights of others: developing as rights respecting citizens Together pupils and the school community learn about children's rights, putting them into practice every day.

The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

There are four key areas of impact for children at a Rights Respecting school;

- wellbeing,
- participation,
- relationships and
- self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community. Children are healthier and happier By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

The Rights Respecting Schools Award gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. Children and young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing. Children have better relationships with both their teachers and their peers, based on mutual respect and the value of everyone's opinion.

In a Rights Respecting school, children are treated as equals by their fellow pupils and by the adults in the school. Children and young people are involved in how the Award is implemented in the school but are also involved in strategic decision-making; in decisions about their learning; and in views about their well-being. Children become active and involved in school life and the wider world. This builds their confidence to make informed decisions. They have a moral framework, based on equality and respect for all that lasts a lifetime, as they grow into engaged, responsible members of society. Children and adults develop an ethos and language of rights and respect around the school. Rights and principles of the Convention are used to put moral situations into perspective and consider rights-respecting solutions – this all has a huge impact on relationships and wellbeing. Children and young people get very involved in raising awareness about social justice issues, both at home and abroad. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.

2. Cooperative Learning: Teaching staff from across the school attended a four day training course in Cooperative learning. The aim was to engage staff in training that transforms their practice in the classroom; resulting in greater pupil engagement, collaboration, development of social skills and a general enhancement of learning across the school.

Staff returned to school and disseminated their training, first, at a staff meeting, which resulted in the desired effect; a staff excited and engaged in a simple pedagogical approach that immediately appeared to reflect the teaching style and approach that could further enhance the learning taking place within their classrooms.

In our 3 form entry context, at least one member of staff in each year group had attended the training, enabling each year group to plan specific opportunities to embed Cooperative Learning into their practice.

3. Visible Learning: The school bases its teaching and learning strategy on research carried out by Professor John Hattie on a visible learning approach. In order to encourage pupils to be responsible for their own learning and to become more capable to assess their own work, the school introduced the following strategies:

- a. A process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning.
- b. Allowing pupils to take ownership of their own learning and skills development. They know where they are on the skills continuum and what their next steps are. Using their 'Learning Ladders' booklets, many can track and assess their own progress effectively.
- c. Enabling pupils to recognise what they need to do when they come across something they don't know and to have appropriate strategies to progress with their learning.
- d. Encouraging pupils to seek feedback from their teachers and respond to it effectively, and, more importantly, encourage them to give feedback to staff about their teaching.
- e. Enabling pupils to become active in their learning. They can ask and find the answer to the following questions. Where am I going? How am I going there? Where to next? These questions correspond to notions of feed up, feedback, and feed forward.
- f. Enabling pupils to employ a range of meta-cognitive strategies developed through a shared language of learning.
- g. Encouraging pupils to see learning as hard work, with a growth mind-set and a desire to succeed.
- h. Encouraging pupils to understand what the learning intentions are and the importance of being challenged by the success criteria.
- i. Enabling pupils to use effective tools for self-assessment and challenge themselves well to improve.
- j. Using effective assessment for and of learning. The school has a highly successful marking policy so that teachers provide consistent and effective written feedback to pupils.

**Impact:** *Results, benefits, evaluation and impact of the practice*

1. UNCRC Rights Respecting Schools Project: Evidence suggests that these benefits include:

- a. Pupils develop a long-term commitment to values such as social justice and inclusion.
- b. There is a reduction in bullying and discriminatory behaviour among children.
- c. Pupils enjoy and feel safe at school.

- d. Pupils feel included and valued.
  - e. Pupils' wellbeing and emotional resilience is improved.
  - f. Pupils' engagement in the school and their own learning is improved.
  - g. Pupils' attainment is improved, and the attainment gap between disadvantaged and nondisadvantaged pupils is narrowed.
  - h. Pupils are more engaged in their local and global communities as 'active citizens'.
2. Cooperative Learning: Pedagogical strategies for AFL opportunities were a particular strength. With regular engagement in the Cooperative Learning approaches, we expect pupils to form better relationships with one another and engage to support and problem solve together. We hope that our ALN learners will gain confidence and that those pupils who are reluctant to engage with peers, will also develop confidence to do so. The AFL opportunities should ensure that teaching staff have a better knowledge of pupil understanding in their learning, thus improving outcomes.
3. Visible Learning: Pupils can articulate their next learning steps and can use self-regulation strategies effectively. Pupils can also set their own goals and aspire to challenge. They also see errors as opportunities to learn. Teachers use pupils' feedback to adapt their planning and teaching to take pupils' learning further. Pupils want to succeed in their learning and recognise effective ways to move this forward. Pupils know their learning needs very well.

### **Resources:**

1. UNCRC Rights Respecting Schools Project:

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>    <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>

At Pembroke Dock Community School, we have a member of staff who coordinates the project. There are also a Rights Respecting group of lead pupils who supported the development of the rights across the school and their role is ongoing raising awareness. The group meet on a regular basis and continue to monitor that the rights are being implemented consistently across the school.



2. Cooperative Learning:

[https://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-AStarting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-AStarting-Point-for-Kagan-Cooperative-Learning)

<https://www.amazon.co.uk/Cooperative-Learning-1-Spencer-Kagan/dp/1879097109>

3. Visible Learning: <https://visible-learning.org>

**Supporting documents:**

1. UNCRC Rights Respecting Schools Project:

Poster of UNCRC in child friendly language:

<https://resourcecentre.savethechildren.net/library/un-convention-rights-child-child-friendlylanguage>

Video link: <https://pembrokedockcp.primarysite.media/media/rights-respecting-schools>

2. Cooperative Learning:

Video link: <https://pembrokedockcp.primarysite.media/media/co-operative-learning-at-pembrokedock-community-s>

3. Visible Learning:

Video link: <http://www.pembrokedockcommunityschool.co.uk/visible-learning-6/>

**Video recording:**

1. Fairness (UNCRC Rights Respecting Schools Project)

<https://youtu.be/xk8TTi9pEvE>

2. Inclusion (Cooperative Learning)

<https://youtu.be/tm6T--3hetg>

3. Personalised Learning (Visible Learning)

<https://youtu.be/fXjocZ-6u0M>