

GLOBAL COMPETENCE IN ACTION. SCHOOL PRACTICE

Title: “Year 1 in the Community”

School: St Thomas Community Primary School

80 Grenfell Park Road, St Thomas, Swansea SA1 8EZ

<http://stthomascommunityprimary.wales/>

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
- X Engage in open, appropriate and effective interactions across cultures
- X 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.*

<input type="checkbox"/>		<input type="checkbox"/>		X		X		<input type="checkbox"/>		<input type="checkbox"/>	
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21st century Skills: *Skills involved in the practice*

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

Target groups: *Choose the educational level focus of the practice*

☒ Primary education

☐ Secondary education

☐ Other: (specify)

Age group: Year 1 pupils: Aged 5/6years

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

St Thomas Community Primary School is situated in Swansea, Wales. It has approximately 440 children aged from 3 – 11 and also a Flying Start setting which receives 40, 2-3 year olds.

The school serves a multicultural population with approximately 20% of families with English as an additional language. The school is located close to Swansea's city centre and the SA1 waterfront development. 29% of children are entitled to Free School Meals and approximately 16% of children have additional learning needs. The school is categorised as 'green' in Wales' national categorization scheme for schools, meaning the school is deemed effective and capable of supporting others.

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

Following on from the, "My Primary School is at the Museum" project, we arranged for our Year 1 children to have experiential learning across a week entitled, "Year 1 are in the Community". The children spent the whole week 'out of school', based in the local church and engaging with many local people and places linked to the community. The following week, we partnered with the University for some Outdoor Learning sessions too.

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

The children learnt about their locality. They engaged with local Christians within the church and a Muslim lady who runs a charity linked with Zanzibar. They attended workshops from organisations and walked around the area, considering the different shops and services in the area.

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

The learning was based over a week (plus two days the week after for “outdoor learning partnership”). There was some prior organization, liaising with existing community links as well as developing new and checking health and safety aspects were in place. We used the local church as a “base” to add to the experience. We also used the church hall to invite people along to provide workshops. This was not essential but did enhance the children’s understanding and independence.

Activities: *Steps followed to implement the practice*

The week was timetabled into morning and afternoon sessions, broken by eating lunch in the church. The group (approx. 50 children) were organized into two halves and rotated across the morning/afternoon activity. Each group had a teacher and two teaching assistants with them. The timetable included staffing roles for each activity.

The timetable consisted of:

- Getting to know the church – a tour and talk from the Vicar. This included a discussion around the modernization and redevelopment of the church, allowing the children to give ideas as to what they would like to see in the new design.
- Walk to the marina and viewing boats from the sail-bridge.
- Walk to the local park which has been recently rejuvenated by the local community
- Yoga and Zumba with a local volunteer, including a talk of her charity work and a video of the children completing the same exercises in Zanzibar.
- Waterfront museum – “history of the seaside” talk and exhibits
- Karate workshop with instructor – with talk on history and origin of martial arts
- Local shops on main road – looking for specific businesses and discussing services offered within each shop. All children given £1 and had to go into the shop to spend it and calculate their change. Had to speak to cashier and use manners!
- Walk to the supermarket
- Drawing the environment – 360° angle, chat about how the landscape is changing eg new buildings
- Exploring field next to school – search for wildlife and minibeasts, den building, climbing.

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

The impact of the week was notable. The children formed closer friendships with each other and gained social skills – including how to speak appropriately with adults in more formal situations. Their health and fitness also appeared to improve during the course of the week. Children gained an overall better understanding of their area, its history and its importance to the community, through the services provided.

Resources: *Resources used in the practice: human, financial, technical, materials...*

Additional staffing were utilized and parents were invited to activities too. No materials were involved as every activity was self-provisioned. There was no financial cost as every one involved very kindly gave their services for free or in exchange for social media recognition and publicity within the school. The children did have £1 each for the shop – the numeracy and social skills involved in this transaction made it all worth it!

Supporting documents:

