



**Connect**  
The Network for Global  
Learning in Education

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# NEWSLETTER



Think like a system,  
act as a sector

campus curriculum community careers finance



schools 29  
climate 06  
summit 21



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Connect were delighted to be official partners of the London Climate Action Week Schools Summit which took place on June 29th. The day-long event involved high profile speakers from Shirley Rodrigues, Deputy Mayor of London and Sir Jonathan Porritt, Environmentalist. to Andreas Shleicher, Director of Education Directorate, OECD and Lord Jim Knight. The summit's overarching aim is to *Think Like a System, Act as a Sector* and has five main themes (Campus, Curriculum, Community, Careers, Finance) which were explored across the day through a series of inspiring discussions and addresses.

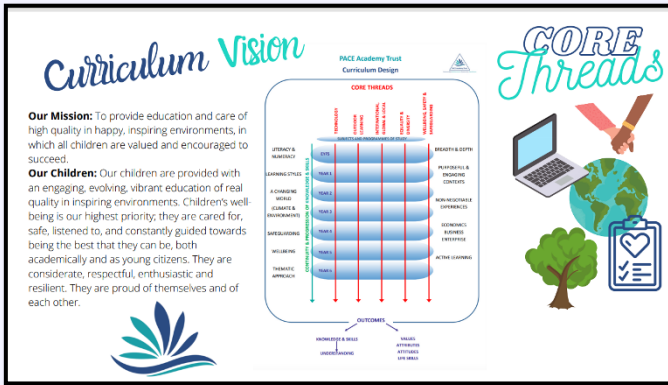
Throughout the day, the recurring theme was about pupils needing a sense of agency, being able to reflect and take responsibility, understand that they can have an impact and are able to affect change – to be supported as active rather than passive participants in taking action on climate change. Connect sees global partnership working as an invaluable tool to enable this and was the main focus of our Curriculum Deep Dive:

- To hear how PACE Academy Trust

in Croydon are involved in collaborative curriculum based global school partnerships that are addressing the Sustainable Development Goals (SDGs) and helping pupils take action on Climate Change

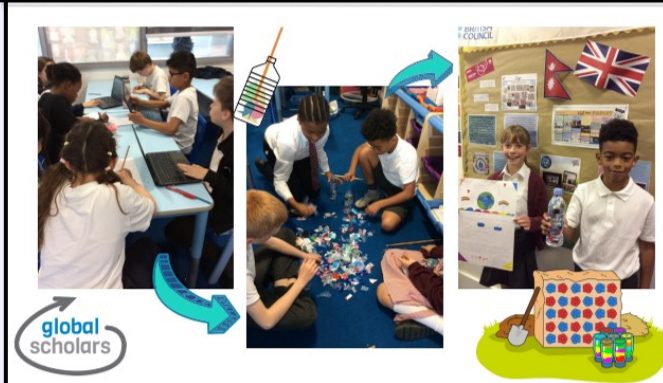
- To explore how global partnerships can motivate pupils to make a change / increase understanding around interdependence and the experiences of others, our shared roles and responsibilities and how our actions impact globally
- To explore how Laycock Primary school in Islington are developing a whole school approach to the SDGs and embedding them within curriculum planning, school policy, its vision and values
- To explore the range of resources available for schools to examine these themes both individually and through collaboration with schools globally via the Connecting Classrooms Through Global Learning programme (which is funded by the British Council and the Foreign, Commonwealth & Development Office) and other initiatives.

Rebecca Cherot and Dominique Newport from PACE Academy Trust spoke about the wonderful activities they are involved in which are helping pupils in the UK explore issues around climate change and taking action for change through purposeful connections with peers in other parts of the world. A Global Learning approach / a commitment to the Sustainable Development Goals and addressing climate change is fully embedded across the trust and sits at the heart of its curriculum vision.

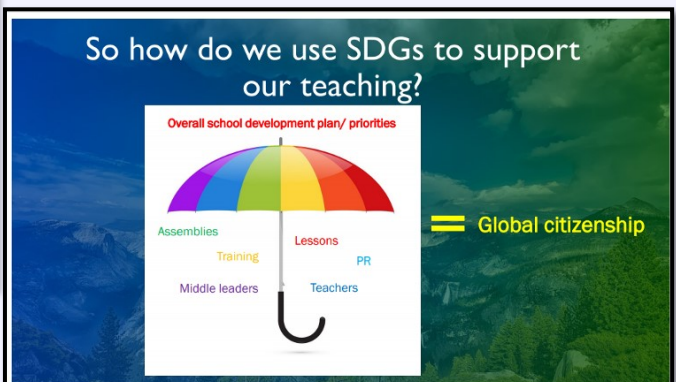


that it is weaved into planning, policy, curriculum delivery, whole school activities and initiatives. Laycock is linking a global learning approach, work around the SDGs and the UN Convention of the Rights of the Child as tools to address its vision and values and respond to priorities for the school and its wider community – particularly in light of COVID and the impact it has had. Laycock is also at the start of its Connecting Classrooms Through Global Learning project with Nepal and will be using all this work to reflect on their roles as global citizens, that our actions impact on other and empower pupils to take action for change together. Amy, as part of the Senior Leadership Team has a vision to support and engage colleagues at other Islington schools so that there is a wider approach to this agenda across the borough.

Through the on-line collaborative Global Scholars Resourceful Cities programme (see information on page 8) and their Connecting Classrooms Through Global Learning United Against Waste Project with Nepal, the PACE schools have been involved in an Eco-bricks project / designed and shared Ebooks that reflect their activities and taken part in community action project to engage the wider community in the agenda.



Amy Lazarczyk and Brendan Wall from Laycock Primary school then explained how they are using the SDGs as a 'curriculum tablecloth' so



# British Council Connecting Classrooms Through Global Learning (CCGL) Programme

## LINK WITH NEPAL at LAYCOCK PRIMARY, Islington, Brendan Wall

At Laycock Primary we are super excited to now be a part of the British Council's CCGL Programme, and to have established a link with Little Flower School in Nepal. We have been working hard to redevelop our entire curriculum in order to promote the sustainable development goals and to develop a curriculum which provides our students with the cultural capital they need to navigate and understand the world in which they live. We recognise that we live in a highly connected multicultural world and believe our link with Little Flower School in Nepal will promote a more global understanding amongst students in both schools.

The partnership will provide our students the opportunity to discuss and explore the issues that impact their lives, and to think about the interaction of these issues with the global goals. As part of the partnership our students will share weekly "Who I Am" profiles which will allow our students to recognise that whilst there may be many differences in their daily lives, there are also a wide range of similarities and that they are connected in many different ways.

We will also work closely on projects that focus on the SDGs "Life on Land" and "Quality Education". Our students will explore these goals and compare and contrast what they look like for students at Laycock Primary versus Little Flower



School, in the hope that our students will be able to recognise the importance of creating a sustainable future for their own and subsequent generations.

## LINK WITH NEPAL at WELBOURNE PRIMARY, Haringey Jack McCarthy

Children from a Year 4 class at Welbourne Primary School in Tottenham, have been working collaboratively with a class at Jeevanjyoti ma vi-3, based in Nepal.

We have been working collaboratively on a 'do your bit' project which brings together the micro: bit and the UN's Global Goals. This has provided us with engaging activities that have given our students a great opportunity to apply their digital skills to real world problems and solutions whilst learning more about the world around us. The social aspect of this digital learning have also made it incredibly fun and helped us to learn more about the Sustainable



Development Goals (SDGs) in a real life context. Working collaboratively with another school will be a great opportunity for children and teachers to communicate and learn from others, whilst also developing our understanding of their culture and the world they live in. Developing friendships with children in other schools and completing a meaningful, relevant project will also give children a sense of belonging and achievement.

# LINKS WITH NEPAL AND ACROSS EUROPE

## at

### THE BROOK ON BROADWATERS, Haringey

Maria Preftitsi

This academic year we are collaborating with a cluster from Nepal to work on the Sustainable Development Goal **'Life Below Water'**. As coordinators, we are delighted with the partnership and despite the difficulties due to lockdown, our pupils, along with our partners worked hard to complete a significant number of activities.

They explored and created sea creature, word bubbles and presentations about the plastic pollution in the Ocean.



### EU Erasmus + Project at The Brook



Our pupils used recycled materials to create displays across the school. This term our pupils explored France by drawing and colouring the French flag, they made French crepes, they danced listening to French music and they learned to greet each other in French. Our pupils will share all their learning about France with all the Erasmus+ partners at our Zoom meeting.

# LINK WITH NEPAL and Other Activities at FLEECEFIELD PRIMARY, Enfield

Atoufa Caunhye

## NEPAL BY: RUMEISA BRACE

- Population: almost 30 million people (2020)
- Capital city: Kathmandu, has a population of over 7 million people (Nepal's largest city)
- Motto: 'mother and motherland are greater than heaven'
- Language: Nepali
- Religion: mainly Hinduism (81%, other percentage is Buddhism and Islam)
- Currency: 1 Nepalese rupee = 100 paisa
- Fun fact: Nepal was a kingdom for almost 250 years and ruled by a shah king.
- National anthem: 'hundreds of flowers'
- National day: 20th of September is a public holiday
- Most popular food: dal Bhatt



### Cultural event:

Children will be sharing their culture to their phase.



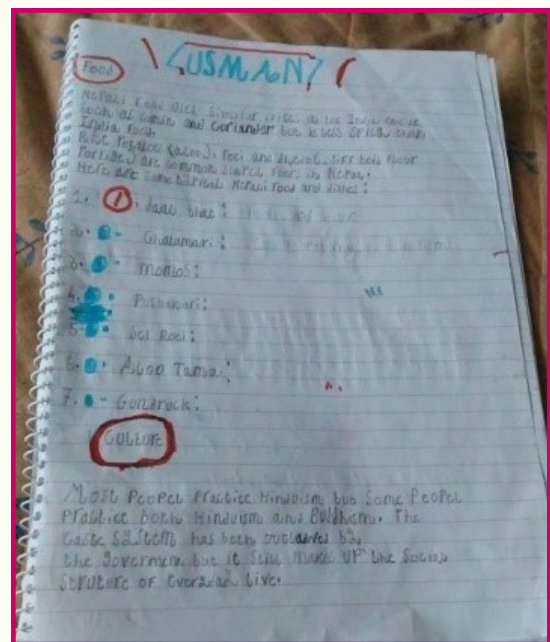
### Farmers time:

Year 3,4 and 5 have had a connection with Farmer Ian where they had a virtual tour of the farm and were able to interact with the farmer by asking questions to extend their learning on animals and plants.



### Year 2

has been sharing cards and pictures of the celebration of Christmas in England

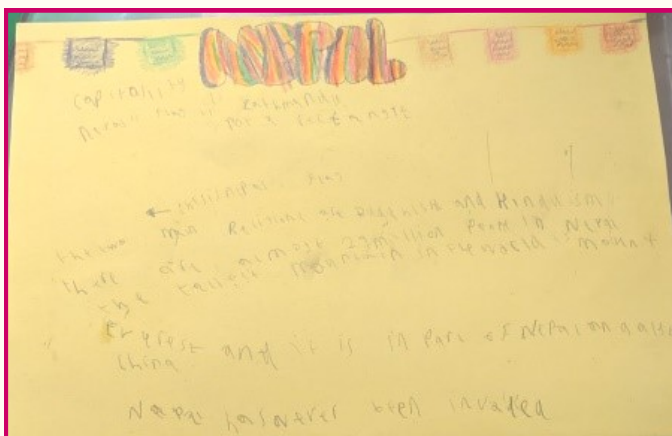


### Year 3 and Year 5:

have been participating in collecting items for a culture box. Children have been sharing their culture with their class during home learning and in assemblies.

### Year 3, 5 and Early years:

They have been growing vegetables for our sustainable project.



## CONNECTING CLASSROOMS through Global Learning



**UN CLIMATE  
CHANGE  
CONFERENCE  
UK 2021**

IN PARTNERSHIP WITH ITALY



a global learning practitioner who provides lots of guidance and support - **Commitment needed that one teacher will attend.**

- Take part by signing a simple Agreement form
- Take place in the Autumn term 2021.
- Countries involved:  
**South Asia** (Bangladesh, Pakistan)  
**Sub-Saharan Africa** (Ghana, Nigeria, Tanzania, Uganda, Zimbabwe)  
**Middle-East & North Africa** (Lebanon, Tunisia, Iraq, Yemen, Egypt, OPT, Morocco)
- Potential funding if new Connecting Classrooms Through Global Learning programme announced 2022

### What are Supported Partnerships

- Clusters of schools in the UK and globally - working together on a simple curriculum based collaborative pupil project that is linked to COP26 and SDG13.
- Include three one-hour webinars delivered by

**Deadline 12pm GMT 17th September 2021**

## Webinar Programme

### WEBINAR 1 – INVESTIGATE:

The SDGs / Global Learning / Global partnerships

### WEBINAR 2 – CREATE:

Critical thinking & climate change / *Climate Change & Me* - exploring common issues

### WEBINAR 3 – TAKE ACTION:

Empowering pupils to take action & raise awareness together on climate change



### Why should I take part?

- An international partnership will help broaden pupils' horizons and provide exciting new learning opportunities. You will be able share best practice with your school cluster and acquire transferable skills that will help your pupils develop the attitudes they need to live and work in a global economy.
- Participating is simple. The British Council find overseas partner schools for you.
- All schools taking part will automatically qualify to apply for the International School Award Foundation Level, ensuring recognition for your work.
- Supported partnerships will also help you discover further ways the British Council can play a role in your school's international collaboration, professional development and opportunities for your students inside and outside of the classroom.

## Why should I take part? (cont)

- All that is needed for you to take part is some baseline information about your school and agreement from your headteacher that you can be released to take part in the programme.
- <https://connecting-classrooms.britishcouncil.org/partner-with-schools/supported-partnerships>
- [https://britishcouncil2.formstack.com/forms/supported\\_partnerships](https://britishcouncil2.formstack.com/forms/supported_partnerships) - Agreement Form

# UK / NIGERIA CCGL SUPPORTED PARTNERSHIP CLUSTER, Anne Roots

I have been delighted to be working with a cluster of schools in the UK and Nigeria on their Supported Partnership focussing on Sustainable Development Goal (SDG) 13 – Climate Action.

Across the three webinars colleagues have been learning about each other's countries, sharing experiences of daily school life, exploring climate change issues that are affecting them on a local, national and international level and how they are already encouraging their pupils to take action to tackle these. The aim of the training sessions has been to explore together the SDGs, set the foundations for meaningful and sustainable

collaborative partnerships and to create Issue Trees leading to a simply local community action project / campaign. Schools have used Padlet to upload images and photos of their schools and the project work pupils have been doing.

It has been wonderful to work virtually with teachers in both countries and to have 'face-to-face' contact. The climate change issues that both Nigeria and the UK face are often similar and this initiative has helped schools challenge preconceptions about each other and recognise the shared concerns pupils have.

The screenshot shows a Padlet board titled "UK / Nigeria Supported Partnerships Project" with the subtitle "Collaborative Project Space". The board is organized into five columns with the following headers:

- Country Information - What is it like in your country**: A post by Nicole 1d titled "School project on climate change" featuring a banner that says "SAVE OUR WORLD. PLEASE DROP YOUR PLASTICS HERE" with a recycling symbol.
- School Information - What is it like in your school**: A post by eniayekan15 23d titled "Career day at Veg Foundation School" showing a group of school children in uniforms. Another post by Anonymous 22d describes the Veg foundation school as a mixed gender nursery and primary school in Ikeja, Lagos state, Nigeria.
- Daily Life - What is daily life like in your school?**: A post by Anonymous 27d titled "Science at William Booth" discussing magnetism experiments. Below the text are several small images of students working on science projects.
- Issue Trees & Taking Action**: A post by Anonymous 1d showing a student holding a yellow sign that says "I AM A CLIMATE ACTION LEADER".
- Useful information and resources**: A post by Anne Roots 1mo titled "Online tools" with a link to a guide from British Council. Another post by Anne Roots 1mo titled "Resources" with a link to free and flexible classroom resources from British Council.

# GLOBAL SCHOLARS DIGITAL EXCHANGE PROGRAMME 2021-22 - Tackling Climate Change and Taking Action

Connect is inviting schools to take part in the Global Scholars programme next year. This is a wonderful opportunity to work digitally with partners all over the world on a fully resourced and supported curriculum project: *Food, Cities and Our Future*.

Pupils will discuss and design local solutions to improve food security and mitigate the effects of climate change. For a sustainable future, cities must build food systems that are healthy for all people and the planet. The programme is open to pupils aged 10 - 13 so is suitable for both primary and secondary schools. Connect has been coordinating the programme in London for many years and there are several Connect schools with lots of experience to share.

[Global Cities, Inc.](#), a Program of Bloomberg Philanthropies, offers an innovative approach to teaching students to engage in constructive

dialogue and other skills needed to become [globally competent](#) adults. [Global Scholars](#) is an international digital exchange programme connecting public school students ages 10 to 13 in cities around the world to complete a shared curriculum about solving and taking action on a global problem.

Through the 2021-22 [Food, Cities, and Our Future](#) curriculum, students will learn about the global food system. With the oversight of their own teachers, students work together to come up with [possible solutions](#), and then share their ideas in online discussion boards with classmates worldwide.

This is a FREE programme but schools must be Enhanced members of Connect to take part.

Please contact Anne Roots: [annerootsconnect@gmail.com](mailto:annerootsconnect@gmail.com) urgently if you would like to find out more.

## 2021-22 Curriculum: Food, Cities, and Our Future



Through the Global Scholars curriculum and online communication with international peers, students learn how to solve a global problem. In 2021-22, students will learn about their local and global food systems. They will discuss and design local solutions to improve food security and mitigate the effects of climate change. For a sustainable future, cities must build food systems that are healthy for all people and the planet.

There are no fees to participate. For more information, visit [www.globalcities.org](http://www.globalcities.org).



### Unit 1: Introduction to Global Scholars

Students join the Global Scholars e-classroom and begin to develop global and digital citizenship skills. They write their first discussion posts, reply to international peers, and exchange perspectives. They create videos to introduce their school, city, and what it means to be a Global Scholar.



### Unit 2: My Food Environment

Students explore the relationship between food and culture in their local food environment. They discuss how culture, nutrition, cost, and geography influence what people eat. Students evaluate the accessibility of healthy, local food options. They create a community food environment guide and suggest ways to increase access to healthy food for all.



### Unit 3: Food Secure Cities

Students investigate how cities can build sustainable food systems. They learn how city systems that provide food can reduce waste and discuss sustainable ways to improve food security for everyone. Students also research the actions their city leaders take to achieve equity in local food systems. They create a news story to report their findings.



### Unit 4: Healthy Food, Healthy Planet

Students examine the relationship between global food production and climate change. They research how different ways to grow, make, and distribute food impact people and the environment. Students discuss equity in the global food system. They conduct a survey to identify food security issues in their community and recommend solutions.



### Unit 5: Community Action Project

As a class, students plan, complete, and document a project to improve food security in their communities. They collaborate with peers around the world as they create local solutions. They may start a school compost system to reduce food waste or create a food redistribution program to improve access to nutritious food. Students may write recipes that use local foods, organize a zero-waste cooking challenge, or brainstorm a new solution.

## What Is Global Scholars?

Global Scholars is a digital exchange program that connects students ages 10 to 13 in cities around the world. Guided by their teachers, students participate in a project-based curriculum and engage with international peers in an e-classroom. The curriculum advances nine student learning outcomes developed by Global Cities, Inc., which are designed to prepare students to be globally-competent adults. These include four global learning outcomes (appreciation for diversity, cultural understanding, global knowledge, and global engagement), and five general learning outcomes that support growth across academic subjects (digital literacy, language communication, self-efficacy, academic engagement, and critical thinking).

Global Scholars, which is conducted in English, is operated by **Global Cities, Inc.**, which provides the curriculum, access to the password-protected e-classroom, and ongoing professional development for educators. **Schools** agree they will provide access to devices with internet connection, two hours per week for Global Scholars activities, and an enthusiastic educator to lead activities and participate in required professional development.

Global Scholars is sponsored by Global Cities, Inc.  
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# GLOBAL SCHOLARS AND OTHER EXCITING ACTIVITIES at ST VINCENT'S CATHOLIC PRIMARY, Barnet, Early Years and KS1 Team

## Key Stage 1 (Years 1 & 2)

This term our Infants have been learning about the different environments that we live in and how we can look after them. They started out by looking at the types of environments that we are in such as their homes, their classrooms and the outside. Next, they investigated the different parts of plant and what jobs they have to keep the plant alive. After this, they explored the outdoor environment of the school, linking in with their mental health to see how we can use these environments to improve our emotions. They used this inspiration to write acrostic poems about the great outdoors. To finish off the half term they went down to our forest school and created hedgehog hotels to help improve the environments they have access to.



## UKS2 (Years 5 & 6), 9-11 year olds

This year, UKS2 have been working with our international peers through the Global Scholar's programme. This initiative connects children across the planet to solve worldwide systemic issues. Our children have recently been investigating what consumption issues affect our local community; they decided to reduce pollution by increasing how many children walk

to and from school. The children designed digital presentations to show across the school and also spread the message to parents. The project was a great success, and over two-thirds of the school walked to school during the week. This project empowered the children to take responsibility for their environment and physical health. They later shared this project with their international peers and asked for feedback.

In response to: Global Scholars - Community Action Project

### Recycling

<div style="border: 1px solid blue; display: inline-block; padding: 5px; margin-bottom: 5px;"><b>pros</b></div> <div style="border: 1px solid blue; padding: 5px; margin-top: 5px;"> <p>-Recycling is really good for the environment. - It also make things re-usable so instead of buying something, you can use the same product again</p> </div>	<div style="border: 1px solid blue; display: inline-block; padding: 5px; margin-bottom: 5px;"><b>cons</b></div> <div style="border: 1px solid blue; padding: 5px; margin-top: 5px;"> <p>-Your product you want to re-use could be ruined or damaged.</p> </div>
<div style="border: 1px solid blue; display: inline-block; padding: 5px; margin-bottom: 5px;"><b>My plan:</b></div> <div style="border: 1px solid blue; padding: 5px; margin-top: 5px;"> <p>- We could make recycling functions in more popular spaces. -We could also put recycling bins in green spaces to reduce littering. -Finally, we could make more things out of recycled products.</p> </div>	

## My community action project

So far, the environment situation has struck us, people has destroyed our environment. So, now we should help this and get rid of this situation. On my right, I have a list of things for us to read and to start taking action.

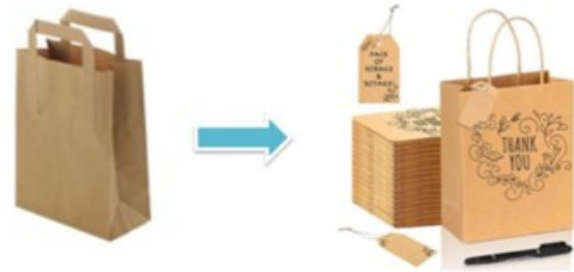
6 Tips On How To Save The Environment	
01	<b>Reduce, Reuse, Recycle!</b> Always remember the 3 R's in order to sustain the environment.
02	<b>Make Use Of Digital Technology</b> As much as possible, do not print. Make use of emails.
03	<b>Join Cleanup Events</b> Volunteer in cleanup drives in your local area.
04	<b>Conserve Water</b> Use water wisely. Make sure not to waste it as it is slowly becoming more scarce.
05	<b>Plant A Tree</b> If you have free time, try to plant a tree to help save the environment.
06	<b>Avoid Driving</b> Ride a bike, walk, or carpool instead to reduce air pollution and conserve energy.

1. Reduce, reuse, and recycle. Cut down on what you throw away. Follow the three "R's" to conserve natural resources and landfill space.
2. Volunteer. Volunteer for cleanups in your community. You can get involved in protecting your watershed, too.
3. Educate. When you further your own education, you can help others understand the importance and value of our natural resources.
4. Conserve water. The less water you use, the less runoff and wastewater that eventually end up in the ocean. Choose sustainable. Learn how to make smart seafood choices.
5. Shop wisely. Buy less plastic and bring a reusable shopping bag.
7. Use long-lasting light bulbs. Energy efficient light bulbs reduce greenhouse gas emissions. Also flip the light switch off when you leave the room!
8. Plant a tree. Trees provide food and oxygen. They help save energy, clean the air, and help combat climate change.
9. Don't send chemicals into our waterways. Choose non-toxic chemicals in the home and office.
9. Bike more. Drive less.



I went to Aldenham park and picked up a lot of rubbish

Keeping plastic and paper bags out of the landfill and giving them new life is a great way to make green make sense.



You could re-use it as gift bags or tags.  
With a little creativity, you can turn an old paper bag into a gift bag. You can also turn paper bags into actual gift wrap by turning them inside out or turn them into gift tags for gift bags

## PowerPoint Presentations from Pupils

### Why we should walk to school

A small walk to school can help us get daily exercise and get to school or home refreshed. Walking can have a very good effect on our happiness. It can encourage independence and also be an opportunity to interact with friends more outside of school.



WALK TO SCHOOL WEEK

BY NOA AND ADIFE



What to do if you live far away.

IF YOU LIVE FAR AWAY YOU CAN ALWAYS TAKE AN ALTERNATIVE VERSION AND WALK OR CYCLE HALF THE WAY. IF YOU DO LIVE CLOSE YOU CAN CYCLE OR WALK ALL THE WAY.



### WHY IT IS GOOD TO WALK TO SCHOOL


- WALKING TO SCHOOL IS A GREAT FORM OF EXERCISE FOR YOU AND YOUR CHILDREN. IT REDUCES THE RISK OF OBESITY AND HEART DISEASE, IMPROVES MOOD AND GENERALLY DOES WONDERS FOR YOUR YOUNG ADVENTURER'S HEALTH

## PowerPoint Presentations from Pupils cont

**WHY IS IT HEALTHY TO WALK TO SCHOOL?**

- Children who walk to school have been found to have higher academic performance in terms of attention/alertness, verbal, numeric, and reasoning abilities; higher degree of pleasantness and lower levels of **stress** during the school day; and higher levels of happiness, excitement and **relaxation** on the journey to school.

The school has recently added a post to their school website about the work of the Connect service. <https://stvincents.school/lets-connect-globally/>




### St Vincent's Catholic Primary School

*Caritas Christi Urget Nos*

Home   Our School   Parents   Curriculum   Remote Learning   Pupils   Catholic Life   News & Events

## Let's CONNECT globally!



**Connect**  
The Network for Global Learning in Education

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St Vincent's have received our certificate of membership to **CONNECT The Network for Global Learning in Education – Standard Plus**.

CONNECT supports schools in collaborating globally to broaden pupil's horizons, develop their active global citizenship skills, deliver an inclusive, anti-racist, rich and relevant curriculum and embed teaching and learning practices that respond to the needs of our diverse communities.

CONNECT is a partnership of local authorities and schools and is the only organisation of its kind nationally. It provides on-going specialist support and the network has close links with the British council, DfID and a range of global learning and Development Education organisations.

Examples of their guidance at St Vincent's, NW7 would be: the Global Scholars programme in UKS2, eTwinning, support with our Erasmus+ applications, as well as helpful advice on the International School Award (British Council).

Regular Newsletters published by CONNECT allow Nursery, Primary, Secondary, Special schools and Colleges to share and highlight their work and successes linked to International Dimension with our colleagues and local community in London and further afield (globally!).

**Latest 5**

- Biscuit H  
Today Oak  
Summer T  
Read More :
- Campfire  
Our final f  
wonderful  
Read More :
- Fundrais  
Zoo  
We are all  
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- Identifyi  
Another b  
for our yo  
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Connect, The Network for Global Learning in Education is now tweeting! You can find us at **ConnectGlobal1** – please do follow us for the latest information and reminders of various funding streams / opportunities for schools / useful information

# LINKS WITH LONDON SCHOOLS, PARKFIELD PRIMAY, Barnet

## Leila Harris

The Linking Network supports schools and communities to develop a positive, cohesive ethos through linking and supports teachers to deliver this work using classroom resources and teacher training sessions. Our school has participated in Phase 1 of this project which is entitled “Schools Linking”

Through this work we have been delighted to link with schools across London, including Walthamstow, Bow, Edgware, Shadwell and Bethnal Green. Participating in this project has supported work on SMSC (Spiritual, Moral, Social & Cultural) development which we consider to be crucial as a lever for positive whole school change.

We have used the four underpinning questions which frame the work done on this project to provide pupils with the experience of connecting with others across London. The four questions are:

- Who am I?
- Who are we?
- Where do we live?
- How do we all live together?

We launched this project in March and this was timely because it supported us to facilitate a return to school post lockdown and for pupils to re-engage with members in their own class initially and share aspects of their lives with their partners. This also served to highlight the diverse and multicultural nature of living in our great city of London.

Our pupils have benefited from engaging in this programme as it has strengthened citizenship, integration and cohesion, and has facilitated us to consider different communities we belong to but are also united by. This is a powerful message which the pupils have spent a great deal of time discussing and exploring, including considering how our community and diversity is shared by so many boroughs across London.

We exchanged three pieces of work with our link classes. We began the project by creating an introduction to our school with a PowerPoint presentation with pictures of our respective schools and a welcome message for each class. The pupils then created their own personal passports with information about themselves including aspects of their personality and interests. This activity sparked much discussion in class about individual names, their meanings and where they were from as well as interesting discussions about similar names and languages spoken in link classes.

The second piece of work exchanged was a piece of art work focused around our identity and how

we wish to present and represent ourselves. This work was based on two key stimuli – a poem which we shared with all our other schools and a book which we shared with some who also wanted to explore the issue of identity further. The final piece of work exchanged with all schools were ‘curiosity questions’. After, pupils had an opportunity to reflect on the connections we had made with each link class and consider whether we still had any unanswered questions which we would like to pose to them.

The Linking Schools Network work is rooted in social contact theory which has found that positive meaningful interaction can reduce prejudice and so lessen hate and increase openness to difference. In this way, we would hope that we support pupils to develop mutual understanding, appreciation and a sense of belonging.

We are now looking forward to launching the second phase of this work in the Autumn Term and considering how the work we have already done can be embedded in to our dynamic and vibrant school life.



# THE TOWER HAMLETS ~ LONDON LINKING PROJECT

*"The Linking Network strives to develop and deepen young people's knowledge and understanding of identity, diversity, equality and community, creating space for discussion of these issues within the school curriculum and supporting teachers to address them. Our Schools Linking programme is a structured programme of training, resources and support to enable pairs of schools to build high quality links between classes; we work with every kind of school."*

<https://thelinkingnetwork.org.uk/about/>

**Schools Linking** takes as its starting point the need for us all to develop the skills of dialogue to be able to communicate across real or perceived boundaries and to develop a vocabulary of shared humanity.

**Schools Linking** is nationally recognised as offering a positive, age-appropriate curriculum response to SMSC, British values and the Prevent Duty. It has received backing from the Department for Communities and Local Government (DCLG) and the Department for Education (DfE).

## **The project aims to:**

- Establish and sustain effective links between new and existing linking schools
- Create social mixing opportunities with pupils and the wider community
- Provide resources and training that supports schools to develop a positive cohesive ethos.

## **The project will develop:**

- Children's knowledge and understanding of identity, identities, diversity, equality, and community
- Pupils' skills of enquiry, critical thinking, reflection, and communication
- Pupils' empathy alongside trust, awareness

and respect of self and others

- Opportunities for children and young people to meet, build new relationships, work together, and contribute to wider communities
- Opportunities for teachers to share good practice, increase understanding of the issues of identity and community in their districts and broaden perspectives.

## **The Linking Network principles**

- Safe but challenging processes.
- Rooted in the curriculum.
- Equitable benefits for all.
- CPD for teachers.
- Do no harm.
- Support from senior leaders.
- Promotes identity, diversity, community, equality.
- Time for reflection to embed learning.
- Children and young people at the heart.

Resources will be provided for a very flexible and user-friendly programme of lessons and exchanges, where children will learn together about identity, community, diversity and belonging.

## **The project support will include:**

- Partnering with a like-minded school in the contrasting locality in London
- Two Zoom training sessions to enable coordinators to run all aspects of the project
- Tried and tested online resources – everything provided to simply run with it!
- Sessions can be adapted to home-learning
- Teacher Guides – paper copies and PDFs posted to your school, providing a hard copy of 'the manual'
- On-going support available by email, Zoom and telephone
- Impact, reflection and evaluation activities built-in, not bolted on

**If you would like to register your interest for 2021-22, please contact Anne Roots: [annerootsconnect@gmail.com](mailto:annerootsconnect@gmail.com)**



Department for  
Communities and  
Local Government



The Linking  
Network

**GLOBAL  
LEARNING  
LONDON**

# A RIGHTS RESPECTING SCHOOL

## Brettenham Primary, Enfield, Wendy Walker & Lucy Ahuja

Brettenham Primary School is the first Gold Level Rights Respecting School in Enfield and as part of our rights respecting work, we have been working on the Sustainable Development Goals. Recently, we have been focusing on SDGs 13 Climate Action, 14 Life Below Water and 15 Life on Land.



We introduce the goals that we are working on through themed 'Environment Days' to raise awareness of the impact of our actions on the world. We share our learning with parents through posters, the website, our monthly newsletter and parent homework tasks. This enables our community to use their knowledge and understanding to make changes towards a sustainable future. Some of the changes that pupils made following our previous 'Plastics in the Ocean' Environment Day, which focused on SDG 14 Life Below Water, include bringing reusable water containers to school, reusing and recycling wherever possible and tidying up our outdoor area.

Our group of Unicef Ambassadors are pupil representatives from across the school who meet regularly to discuss actions to take our ideas forward and represent pupil voice. They have put together a selection of activities for Environment Day 2021 which will be based on 'Biodiversity' and focus on SDG 15 Life on Land, including planting wildflowers, upcycling materials to create bug hotels and hanging planters and counting pollinating insects. Our school is also taking part in the Trees for Cities project and Pymmes Park Mind Garden project. The Unicef ambassadors will be writing letters to the government to put pressure on them to support the work on Climate Change.

Recently, we were fortunate to be part of a virtual meeting with the MP for Edmonton, Kate Osamor, alongside our four partner schools in the Children First Academy Trust, where we had the opportunity to ask her about sustainable development. She expressed her passion about creating a sustainable future and her commitment to doing all she can to combat the climate crisis.

Brettenham Primary School is currently taking part in a CCGL project, linked to SDGs 11 Sustainable Cities and Communities, 12 Responsible Consumption and Production and 13 Climate Action, with the other four schools in the Children First Academy Trust (Fleecefield,

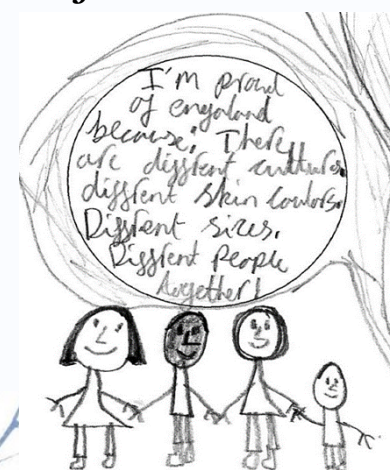
Galliard, Raynham and Wilbury) and five partner schools in Nepal.

Brettenham holds the British Council's International School Award 2019-22, and has partner schools in Madrid, as a result of participation in 3 Erasmus+ projects in Spain. Examples of Nepal project work at Brettenham:



*Planting seeds in recyclable containers*

*Culture in a Box*



*View from my window*

# PRINCE OF WALES PRIMARY, Enfield, Sena Alim

The Erasmus KA1 Project has enabled our staff to reflect on their own pedagogy as well as improving their confidence and ability to teach French.

We then created displays of famous landmarks in London and shared this with pupils in France. It was a great opportunity to discuss similarities and differences between the two capital cities.

Our KS1 pupils are enjoying their French sessions as part of our Erasmus project. We are learning basic French vocabulary through songs. Our favourite one is *French greetings* with Ben Shires.



The strong link we have with our partner school has helped develop our pupils' core skills, their appreciation for cultural diversity and increased their European awareness.

Over the last year, we have carried out international activities in cooperation with our partner school in France – Ecole L'Hermitage, Pontoise. Our activities have integrated elements of French Art, Music, Geography and History. We have started our partnership with an exchange of letters between the pupils of both schools.



Mardi 17 Décembre  
Je me présente  
Je m'appelle Lois et j'habite à côté d'un beau parc. Ma matière préférée c'est Les Maths. What is your favourite subject at school? Today we are wearing our Christmas jumpers because we will be having our Christmas lunch. Also this morning we had a reading cafe and we made our own snowman table. I have made one for you too. I hope you will like it. :)  
Love,  
Lois, Class 2A

Mardi 17 Décembre  
Salut! Je m'appelle Kezia et j'ai six ans. Comment t'appelles tu? Quel âge as tu? I go to big school called Prince of Wales and I love it. My favourite subject is French and Music. What is your favourite subject? Write me about you and your school.  
Sincerely,  
Kezia

Lundi 16 Décembre  
Je me présente  
Bonjour! Je m'appelle Ryan et j'ai six ans. J'habite à Enfield, au Nord du Londres. Je vais à Prince of Wales école et je apprend le français. Je peux aussi parler polonais. Ecrivez-moi de vous et de votre école.  
Cordialement,  
Ryan  
class 2A



Prince of Wales Primary School

learning together, growing together



## Connect Membership Charges 2021-22

### Standard Membership - Information Service only:

**£115 Nursery, £180 Primary / Special / PRU & £290 Secondary / All-through**

- Regular information alerts about funding, international programmes, training and initiatives
- Resources (curriculum planning / home learning activities etc.)
- Access to 'Members Area' of dedicated Connect portal
- Opportunities to share and disseminate good practice / project outcomes / your international work
- Connect Newsletter
- Reduced hourly charge for Modern Language Assistant Service (contact [des.georgiou@barnet.gov.uk](mailto:des.georgiou@barnet.gov.uk))
- Reduced costs to attend Connect Training

+

### FREE briefing session:

*An Introduction to Global Learning and Opportunities for Schools  
Wednesday 15th September, 4:00 – 5:00pm on-line*

### Standard PLUS Membership - Connect Standard members can then buy ADDITIONAL individual consultancy charged at the following rates

**Standard PLUS 3 hours @ £310, Standard PLUS 5 hours @ £360,  
Standard PLUS 10 hours @ £700**

- Accessing funding / submitting funding applications / project management, evaluation and reporting
- Access to FREE international Professional development Opportunities
- Using global learning to support the new Ofsted framework
- Auditing / action planning and developing both funded and non-funded global learning activities
- Embedding and mapping global learning, the Sustainable Development Goals and active citizenship across the curriculum
- Gaining accreditation (International School Award, Rights Respecting Schools Award)
- The role of the International Coordinator and creating a whole school approach
- Unique opportunities to participate in CONNECT projects (i.e. on-line project with schools in New York and across the world)
- Help with partner finding
- Staff INSET
- Tailored support in any other area of interest / need

### FOR FURTHER INFORMATION AND CASE STUDIES:

**CASE STUDIES | Connect ([connectgloballearning.co.uk](http://connectgloballearning.co.uk))**

Please fill in and return the form to: Des Georgiou: [des.georgiou@barnet.gov.uk](mailto:des.georgiou@barnet.gov.uk)

School size/type	Standard Membership ONLY	Standard & Standard Plus 3 (includes 3 hours consultancy)	Standard & Standard Plus 5 (includes 5 hours consultancy)	Standard & Standard Plus 10 (includes 10 hours consultancy)
Nursery	£115 <input type="checkbox"/>	£425 <input type="checkbox"/>	£475 <input type="checkbox"/>	£815 <input type="checkbox"/>
Primary / Special	£180 <input type="checkbox"/>	£490 <input type="checkbox"/>	£540 <input type="checkbox"/>	£880 <input type="checkbox"/>
Secondary / All through	£290 <input type="checkbox"/>	£600 <input type="checkbox"/>	£650 <input type="checkbox"/>	£990 <input type="checkbox"/>
<b>Any Additional Standard Plus Consultancy Hours</b>	<b>£70</b>			

**School:** ..... **Borough:** .....

**H/T** ..... (signature) **PRINT NAME:** .....

**Date:** ..... **Contact name for Connect:** .....

**Position:** ..... **Email address:** .....

You will be invoiced appropriately by Barnet Education Learning Services (BELS)