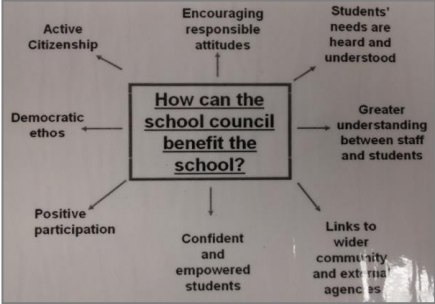
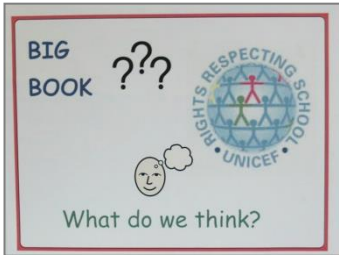






<p>Case study name and school(s)</p>	<p>‘Global Learning Programme Supporting Empathy and Communication’ at Ashley School, Widnes, Cheshire.</p>
<p>Name/job title of person completing case study and email address</p>	<p>Written by Alison Clark (Liverpool World Centre associate). E: alisonclarkconsulting@gmail.com</p> <p>Clare Ogburn, Deputy Headteacher, Ashley School, Widnes. E: clare.ogburn@ashley.halton.sch.uk</p>
<p>Context e.g. school context, any significant background information</p>	<p>Ashley School is a secondary school for young people age 11-19 years with High-Functioning Autism, Aspergers Syndrome and Social Communication Needs. There are approximately eighty two pupils. The school was named after a local MP, Jack Ashley (1922 -2012) who had been born in Widnes. Due to this heritage it has had a strong emphasis on citizenship and student voice. Examples of this are the long-established School Council, citizenship activity in the school, a link with the <i>Anne Frank Trust UK</i> and Fair Trade activity.</p> <p>Another key aspect of the school’s ethos is to develop empathy. The school has highlighted emotional literacy with the aim of enhancing pupils’ self-esteem. In recent years, the <i>Global Learning Programme (GLP)</i> has given the existing work of the school a new focus, supporting and extending its aims.</p> 
<p>Brief description of global learning activity and objectives</p>	<p>An aim in the school is to create flexible thinkers and to extend the students’ communication skills. All subjects have a focus on communication, for example, Religious Education takes enquiry and ‘big questions’ as its starting point. Respect for others’ views is an important attitude within communication development. A whole-school theme in 2014-2015 has been expanding <i>Philosophy for Children (P4C)</i> through teaching and support staff training, and working towards <i>Thinking School</i> accreditation.</p> <p>Students are encouraged to take the lead on presenting their views, not just in the school council chamber, but also in the wider community. An example is the work of student Thomas Norris who received a <i>highly commended</i> certificate at the O2 <i>Think Big Awards</i> in June 2015. Thomas is particularly passionate about giving a lasting voice to disabled young people all over Halton, in the north west of England. The campaign is called ‘Speak Up Not Down’. The poster he designed to challenge attitudes to disability is shown here.</p> <p>The school has the Rights Respecting School <i>Recognition of Commitment</i> award and is currently working towards the Level One RRS status. Through a range of extracurricular and outdoor opportunities such as eco-environmental activity, links with the local community and the Duke of Edinburgh Award scheme, there is a focus on teamwork and taking responsibility. Most students experience being on a school committee at some point, and in these contexts they learn to negotiate and explore different viewpoints. As well as the <i>Anne Frank</i> committee, other areas of responsibility and action are eco-schools, sports, health and safety, and a buddy system.</p>  

	<p>Students also record their citizenship activity in Global Passports, examples of which are shown here. Their reflections on knowledge and responses to issues are captured, showing their engagement and learning linked to the GLP.</p> <p>Whole school engagement is shown, for example in the International Week, which created a range of different activities within the curriculum, and in extra-curricular events.</p>		to
<p>How does this activity link to the GLP aims or themes? See accompanying notes</p>	<p>As can be seen in the poster of <i>Aims of Global Learning at Ashley School</i>, the focus is on building attitudes of respect, self-worth, empathy and citizenship which all link closely to global learning. In particular, it fits with the GLP aim of stimulating critical thinking about global issues.</p> <p>Ashley School focuses on all eight of the GLP knowledge themes; in particular, sustainable development, human rights, actions of citizens and business and technology. Through these knowledge themes within the curriculum, students have the opportunity to develop all eight of the global learning skills especially communication skills such as enquiry, discussion and critical thinking; and empathy skills such as planning, teamwork and reflection. Among the eight values of the GLP that both underpin and arise from these experiences are empathy, respect and self-esteem, so important to the aims of the school.</p>		
<p>What impact do you feel global learning is having on pupils, teachers (and/or the wider community) through this activity?</p>	<p>Clare Ogburn, deputy head and leader of the school for the GLP, explained how the school has become an important focus for the school. The school already had an established focus on skills and activities citizenship that was a useful foundation the GLP would develop further. Through discussions a team emerged; colleagues focused on their interest and strengths, for example, eco/environment, learning outside classroom and Philosophy for Children. Increasingly, the adults in the school are embedding the ideas and themes in a way that links meaningfully to the young people's needs and capabilities. As the impact of these enhanced themes and</p>		<p>within GLP</p> <p>within which</p> <p>the</p>

	<p>associated activity for students' development and learning became more evident, all adults (teaching and support) became involved.</p> <p>The Headteacher, Linda King, commented, 'We were judged as outstanding by Ofsted in March 2015 with particular reference being made to our enriched curriculum and outstanding SMSC provision. Many key initiatives such as our Fairtrade and Rights Respecting projects are directly as a result of our involvement with the Global Learning Programme.'</p>
<p>What are the next steps for global learning in the school(s)?</p>	<p>A further challenge to the school community is how to move from an empathic <i>charity</i> focus, towards a stronger understanding of <i>social justice</i>. Clare has identified that this is an area for focus and development, along with moving towards a deeper understanding of interdependence and awareness of the complex nature of global issues.</p> <p>The continuing aim is to embed GLP principles in the curriculum, for example, the use of reflection and raising 'big questions' in all subjects. Linda King explained, 'Joining the Global Learning Programme has had a positive impact across our whole school community. It has helped develop our pupils as global citizens and enabled them to think critically about the role they will play in the future of the world.'</p> <p>Ashley School has been recognised as a Global Learning Programme expert centre, and staff and students in the school are keen to share their ideas and approaches within their local area. They continue to work with Liverpool World Centre who provide training and support in Global Learning as part of the GLP.</p> <p><i>Ashley School advice to other schools:</i></p> <ul style="list-style-type: none"> • Build a team of adults that focuses on the interests and skills of those involved, within the wide range of activity offered within the Global Learning Programme. • At every stage, involve students: student voice and student leadership. <p><i>Key links from Ashley School:</i> http://globaldimension.org.uk/glp/page/10724 http://clients.squareeye.net/uploads/glp/GLP_pdfs/Global_learning_pupil_outcomes.pdf</p> <p><i>Other links:</i> http://www.ashleyschool.com/ https://www.speakersschoolcouncil.org/ http://www.unicef.org.uk/rights-respecting-schools/ http://www.thinkingschool.co.uk/ http://www.annefrank.org.uk/</p>
<p>Any pictures/images/ supporting documents to accompany this case study?</p>	<p>Yes – we have put them where they best fit with the text.</p>
<p>Permissions for use: The school has previously signed GLP permission forms for use of photographs.</p>	<p>I do give permission for the content of this case study to be edited, referred to, reproduced in whole or part, and used by the GLP and consortium partners for exemplification and promotional purposes, in print, on the website or in related third-party publications.</p> <p>I give permission for the photographs attached, taken by Alison Clark, to be used in the case study Signature: Alison Clark, LWC. Date: 08.10.2015</p> <p>I give permission for the photographs attached, taken by Alison Clark and the school, to be used in the case study. Signature: Clare Ogburn, Deputy Headteacher, Ashley School Date: 08.10.2015</p>