

Social Action at The Gateway Learning Community

At the Gateway Learning Community our All Different: All Equal motto is at the heart of everything we do and drives our mission to develop active and thriving citizens within a diverse, truly fair and equal community. Our core values of aspiration, resilience, compassion and responsibility underpin this. We instil the belief that everybody can achieve something great if they work hard and ensure that our young people realise the importance of 'improving upon our best'.

We believe in the importance of working in partnership which is rooted in the understanding that education is a collective effort. By bringing together a diverse range of partnerships, the community creates a richer, more supportive, and effective environment that benefits everyone involved. This collaborative approach not only enhances learning outcomes but also strengthens the bonds between the GLC and the wider community.

Over the last three years we have worked in partnership with the Ormiston Academies Trust as part of the #IWill and latterly the #WeWill programme to develop high quality social action with our young people and leaders from across the trust. The challenge was to facilitate activities rather than lead the projects whilst achieving the following outcomes and targets.

Activities

- Pupil led leadership of campaigns and projects, including fundraising, securing partnerships and project management
- Using digital technology, arts, sports, singing and the spoken word to communicate
- Opportunity for pupils and staff to work collaboratively across the GLC and with other schools and external partners
- Raising awareness through assemblies, social media and events

Outcomes and targets

- Each project will have 10-50 participants initially but will reach many more through the implementation of the project
- Development of values; compassion, responsibility, resilience, aspiration and generosity
- Development of transferable skills for life: communication, critical thinking, curiosity, and creativity
- Development of passions/ hobbies that pupils will be able to use later in life: gardening, cooking, photography
- Further development and enhancement of the curriculum
- Professional development for staff, in facilitating rather than leading learning and thinking

- Provide additional targeted support through student and adult [school staff, business leaders, charities and other organisations] mentors to engage some of the hardest to reach young people
- Provide opportunities for students to support the whole community to build habits for life
- The project will run for at least 2 years and will influence the curriculum map and lead to particular events which will become annual / biannual

Six projects were identified from the students' interests to create a shift in thinking, create change and embed habits and although they are all different, they share the same key principles.

The projects have an overall lead, with a member of staff from across GLC taking responsibility for facilitating each project with a group of pupils. In each project there is a core team of pupils whose responsibility is to raise awareness and work with pupils, staff, parents and the wider community, and lead the development of the project. The 6 projects were:

- A All Different: All Equal: All Well Fed
- B All Different: All Equal: All Protecting Our Planet
- C All Different: All Equal: All Telling Our Story
- D All Different: All Equal: All Creating Our Future
- E All Different: All Equal: All Grateful
- F All Different: All Equal: All Creating a Fairer World

What was achieved?

- 3 x projects planned, implemented and evaluated [B, D, E]
- 1 x project planned and partly implemented [F]
- 1 x project planned but expanded to be delivered in Autumn 2025 and then throughout the year [C]
- 1 x project to be further developed in 2024-2025 [A]

There were a number of changes to projects along the way in response to pupil/ student responses. For instance, Project A became more about finding and identifying problems to do with lunchtime, in essence developing a safer, more interesting place to play. There is further development needed to implement change and evaluate the programme.

The implementation and evaluation of the projects definitely developed throughout the year in a number of ways:

- Greater clarity about the expectations of leads/ pupils/students in school

- Leaders using the wider GLC team, for instance the design and communication team
- Clearer evaluation measures identified before the planned activities
- Increased buy in from the whole school, including Heads and governors

"Seeing the children in nature and seeing what they can create using sticks and flowers, listening to nature, it has been amazing seeing the children be children and enjoying moving their body to the music. This is what childhood is all about. It has been nice being part of this experience."

- Governor.

- Deeper collaboration with partners and the local community

"I am excited to be here today, the children have done a brilliant job incorporating the 5 ways to well-being within their walks for the early years pupils..." - Kinetika T100 programme manager.

"Thank you for inviting me and showing me around your Eco Fest this afternoon! It was the first time I have ever been inside the school. I really enjoyed wandering around and chatting to the kids, it was really inspiring. The school is doing a great job teaching how important caring for everything and everyone is. There were some lovely examples of that sentiment written in so many places I saw, as I looked around. Chatting to the children about how happy caring for things can make you open up lots of great conversations too! One pupil told me I was doing a very 'special' job and that made me smile. Haha. The singing was so good! I sat and listened for ages. I loved the song 'When I grow up' You have some very talented and confident kids who were really enjoying themselves. Well done to everyone involved today. Allie-Rae you are doing a great job as a Deputy Head and made me feel so welcome today. You are all very promising Eco Warriors!"

- Lynn, Community Eco Warrior.

"A big thumbs up to the children and teachers, I was invited to their Eco Family Fest community event at the school, there was so much going on from play your cards right to hook a duck and plenty of eco stalls. We were also entertained by the choir..." - Les, Chairman of Tilbury Riverside Project.

Each of the three case studies completed so far highlights to what extent the targets and outcomes were met as well as highlighting key learning points, barriers and next steps.

In order to capture the learning and share the success with all members of the GLC and the wider community we have developed an All Different: All Equal: All Taking Social Action web page. [Gateway Learning Community - All Different: All Equal](#)

This will continue to be added to as we develop the programme further in 2024-2025 and beyond. Next year, we plan to use the Ormiston Trust Framework for Social Action to further develop our work in each of our academies and across the GLC.

