

Global Leadership

Male: **[00:00]** In terms of frameworks, it's amazing just sitting around the table and having a conversation, and then hearing you just say global leadership—if you could just put the right words sometimes behind what technology will do for kids, that also helps our staff. Because sometimes I think we have to give them permission to then allow kids then to, to explore, in terms of those other, what I would call other opportunities.

[00:23] So just to piggy back a bit about what you(?) were saying, throughout work with Right To Play, all I wanted to do was just have a starting point for teachers to then, again, have something to go back to on a Monday as a conversation starter. It didn't have to connect with Right To Play. But all it is, it just planted a seed. The kids then, what they did with technology became this idea of where kids were then researching on their own of other organizations of where they could be global leaders.

[00:46] So, one of the initiatives I heard that the school was doing, it was a whole leadership fair where parents were invited to come in and kids were sharing what organization they would want parents to support.

Female: Wow!

Male: So there was everything. Exactly! So—and that all came from that whole idea that all we were doing every single morning was saying that tagline, “Look after yourself, look after one another.”

[01:10] That's it. And they would hear it every single day. And it became a part of the culture and the conversation. So when they were looking up—and here's the best one. When author visits would come, and I loved author visits. We had Deborah Ellis come.

Female: Oh.

Female: Okay.

Male: Oh, she was in her element.

Female: (Inaudible).

Female: (Inaudible).

Male: Because ...

Female: Yeah(?).

Male: ... she was asking questions, and the kids—every hand in the room was up, because they had already done the research. They already done the conversations about what was happening in Afghanistan. They already had done the conversations about what was happening with Bravana's(?) story in terms of that journal.

[01:41] So in other words, it became something where the author was—she was in the room. She kept asking me, “What grade are these kids in?” They were Grade 4 to 6. So these were kids who were involved in conversations that I think—we sometimes even put that age limit on, what we want kids to explore when it comes to

that human condition, when it comes to that content around technology too. Because, I think, my staff right now, when it comes to the math, as an example, we're trying to bring social justice in through the math now. Oh, that's been so powerful.

[02:09] So you—the questions that are open-ended questions have that social justice lens to it. And it's, it's taken my staff a lot of time wrap their head around that. But then at the same time, the math then doesn't just become the three-part lesson design that I have to do because Meryl's(?) walking into my room and watching if I'm doing it properly. But instead, it then spins into their literacy conversation, spins into the social studies. It spins into the community circle discussions. And then all of a sudden it just takes off into what I call that ripple, right?

[02:40] So that's—that social justice lens, to me, has really just been a launch pad.

[END OF RECORDING – length, 02:52]