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Molescroft Primary School

Celebrating Internationalism



What I am going to try to achieve.

- Put our work into context.
- Give examples of how this can be achieved, with a few free gifts!
- Explain how the British Council's International School Award can be a useful vehicle.
- Try to show how a number of targets can be hit at once.
- Demonstrate why this work is vital and that the impact is lasting.
- Answer questions.



Where was our Community?

Parish? Up to 1850s

County? Up to 1930s

Country? Up to 1960s

World? NOW



CONTEXT

- Beverley is predominantly white.
- There is however a significant population from European countries.
- Most children have little contact with other cultures.
- Racism is to be found lurking underneath the surface in some homes.
- At Molescroft Primary School 96.4% are White British.
- There have been /are over the past five years children in school from Iraq, Saudi Arabia, China, Japan, Germany, Austria, Russia, Turkey, Iran, Iceland, Thailand, Vietnam, Czech Republic, Spain and Portugal
- Because there are few racist incidents in school, it doesn't mean that Racist attitudes are not present in the community.

**But what is it all
about?**

**What are we preparing
children for?**

What will the world be like that they inherit?

How will they cope with the dramatic changes ahead?



Global Issues shared

Kabalega Primary School, Uganda



Global Issues shared

Kabalega Primary School, Uganda

Conquer or Die!



Link Charity



Link Community Development,
Unit 39, Kings Exchange Business Village, Tileyard Road, London N7 9AH
Tel: 020 7691 1818 Fax: 020 7209 4167
Email : link@lcd.org.uk

Registered charity no: 1048007 Patron: The Most Reverend Desmond Tutu

Global Issues shared

Kabalega Primary School
Projects
Songs for a Better World



Global Issues shared

Kabalega Primary School
Projects
The Art of Food



Work in schools could be essential to the future prosperity, harmony and well being of not only the children we work with but for the world they actually live in.

HEARTS AND MINDS

British Council is a key player

Our influence and message goes way beyond these borders.

We are World Leaders in this and yet we need to have a strong purpose at home too. Pressures are being felt.

LEMERLEY



Using the International Schools Award as a vehicle for inspiring and leading developments.



International School Award LEVELS

REGISTER

FOUNDATION

INTERMEDIATE

FULL ISA



The ISA team can advise you and answer all queries.

You can email isa@globalgateway.org or you can telephone on **020 7389 4419**.

FULL INTERNATIONAL SCHOOL AWARD

Approved Action Plan

Basically the International Award involves submitting an Action Plan and once approved, completing it.

It is assessed by the evidence completed on line.

Essentials

International Coordinator and Job Specification

Produce an International Policy

Seven activities including work with Link School(s)





THE INTERNATIONAL POLICY

International reality and context for our work

We live in one world. What we do affects others, and what others do affects us, as never before. We recognise that we are all members of a world community and that we have responsibilities to each other. This is not romantic rhetoric, but modern economic and social reality.

We should aim to benefit from the unique position the United Kingdom occupies in this world: at the heart of the European Union and of the Commonwealth, deeply linked by language and other ties to the USA, a core member of the UN and of its constituent agencies, and an active participant in many other international bodies.

Globalisation is a modern day reality. It is our responsibility to prepare to our young people for life and work in the 21st century. To meet this first goal we therefore must:

Instill a strong global dimension into the learning experience of all children and young people.

Transform our capability to speak and use other languages.

THE INTERNATIONAL POLICY 8 KEY CONCEPTS

Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens.

Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.

Sustainable development

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.

Diversity

Understanding and respecting differences, and relating these to our common humanity

Values and perceptions

Developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values.

Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale.

Conflict resolution

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.

Human Rights

Knowing about human rights and, in particular the UN Convention on the Rights of the Child.

THE INTERNATIONAL POLICY

STRATEGIC LANDMARKS IN THE DEVELOPMENT OF THE INTERNATIONAL DIMENSION AT MOLESCROFT PRIMARY SCHOOL

- Establish a committee to oversee developments.
- Secure the teaching of Modern Foreign Languages
- Maintain the International Dimension within the School Improvement Plan
- Secure the long term future of our emerging school links in Europe
- Develop Professional Relationships with colleagues in schools abroad to the mutual benefit of all staff
- Establish a link with a school in a developing country in the Commonwealth
- Achieve the International School Award
- Create a watertight cross referencing of international possibilities through the whole curriculum
- Seek funding for the development of international links and initiatives
- To develop ICT skills of staff and pupils to enhance the International Dimension
- To work towards the setting up of a Comenius Project with partner schools
- Resource fully the International Dimension at Molescroft Primary School
- To use Arts funding to enable International and culturally diverse groups and individuals to work in school with our pupils.

D.I.E.D.R.E



D.I.E.D.R.E

DIVERSITY, INTERNATIONAL, ECO, DISABILITY and RACE EQUALITY GROUP

The Committee studies the following termly:

- THE INTERNATIONAL POLICY
- GOLD BOOK REVIEWS
- RED BOOK REVIEWS
- RACIST INCIDENTS
- POLICY REVIEWS
- MFL
- LINK SCHOOLS
- SPECIAL EVENTS
- DISABILITY & ACCESS
- INCLUSION
- ECO / SUSTAINABILITY
- FAIRTRADE



MEMBERSHIP

This committee meets every half term.
Membership includes:

Head Teacher
International Coordinator
PSHCE Coordinator
Geography Coordinator
Chair of Governors
Parent Governor
Two non-teaching members of staff
MFL Coordinator
A parent who is not a governor, but with International Interests
Performing Arts Coordinator
Art Coordinator
Eco Schools Coordinator / Conservation Area Leader (TA)
International Students currently working at the school

Other interested staff members are welcome to attend meetings.

ISA Example Activities

Songs for a Better World
Art of Food



Link Activities



ISA Example Activities

Swiss Links



Link Activities

MFL



ISA Example Activities

International Blog



Link Activities



ISA Example Activities

Celebrating International Sport



Link Activities



GOLD



ISA Example Activities

Weather Stories Kabalega Primary School



Link Activities



GOLD



ISA Example Activities

Developing Spanish

“By teaching MFL in a fun and exciting way mixed with a good dose of cultural exchange helps to break down prejudice and stereotypes. It makes children interested in other people outside their own community.”



Link Activities



GOLD

ISA Example Activities

Flora and Fauna



Link Activities



GOLD

ISA Example Activities

Comenius Language Students



Link Activities

MFL



ISA Example Activities

International Weeks

- Ingredients
- Artists
- Students
- Musicians
- Art
- Dancers
- Food
- Cultural Exchange
- THE BIG EVENT
- Passport



Link Activities

MFL



EUROPEAN EVENING



Fresh Air to Frankfurt

AMBASSADOR'S EVENING





BRAZIL



INDIA

CHINA



ARABIA





Samba Drumming



Samba Dancing



Samba Dancing



Carnival Costumes



Carnival Costumes



Carnival



Carnival



World Tastes



World Tastes



World Tastes



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Sporting Events



Arabian Adventure



Arabian Adventure



Arabian Adventure



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Arabian Adventure



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Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Arabian Adventure



Visiting Swiss Schools



Visiting Swiss Schools



Visiting Swiss Schools



Visiting Swiss Schools



European Week



European Week



European Week



European Week



European Week



European Week



European Week



European Week



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Global Citizenship



Indian Experiences



Indian Experiences



Indian Experiences



Indian Experiences



Indian Experiences



Chinese New Year



Chinese New Year



Chinese New Year



Chinese New Year



Chinese New Year



Chinese New Year



Chinese New Year



Sounds of Swaziland



Sounds of Swaziland



Sounds of Swaziland



On Safari in the Krüger Park



On Safari in the Krüger Park



On Safari in the Krüger Park



Bondi Beach



Bondi Beach



Aboriginal Art



Didgeridoo Workshops



Progressive Barn Dancing



Dusk at Ayers Rock (Beverley)



Our pledge, our mission

*We aim to sustain and continue
to develop a community based
on positive attitudes,
a promotion of excellence and a
celebration of achievement.*

*A valued environment
in which
"everybody cares, everybody
learns, and
everybody matters".*

Quotes from Pupils

“It has made the school more interesting and fun.
We’ve seen and done things instead of just reading about it”
MC Y3

“Learning different languages has meant that we have
spoken to people we would not have spoken to before”
GW Y4

“It was great trying food from different countries”
LS Y4

“In Year 2 I especially liked learning about Brazil and Denmark
and we learnt to speak Danish. We learned how to make
Brazilian Tapioca and to play Brazilian Drums. I know about the
Brazilian Rainforest and Rio de Janeiro now.
JF Y2

Parental Support

“The attempts to bring the wider world into the school have been effective because my son is now aware that there is a lot more to the world than England. He has enjoyed trying to teach us Danish at home as well as pointing out various countries on the globe that have been discussed. When he was the ‘Ambassador of Nepal’, the search for its location and for further information about Nepal was something we enjoyed doing together. It has helped to stimulate our son’s interest and broaden his horizon, instilling understanding for and acceptance of cultural differences across the globe.”

Visitor's View

"It was a remarkable evening not only because of the array of talent that was demonstrated, or for the organisation and creativity of the event but for the marvellous sense of family that had been generated. Pupils, past pupils and parents all seemed intent on having a good time and there were many positive comments made in passing. ... they were truly excited as they ventured between the continents. My lasting image will be of one of your parents, clad in a fine Italian suit, vigorously clapping and dancing to the children's drumming: excellent!"

So what is it all about?

Engaging and using the wider community

The World is our resource

*We are global citizens. Children are inheritors of the world. How prepared are they for this responsibility? What message are we giving about Citizenship if we only look for support **from** the community?*

Making the fantastic happen

Children need to find their aspirations. Staff need to be enabled to take initiatives forward, parents need to be on board and be given the tools and information required to help their children.

We all believe in a Curriculum that is vibrant and exciting

We should be on board an educational flight, which has no bounds or limits, except the limit of our collective imagination, dedication, inspiration and resources.

We matter

Teach people to care

The ethos of the school must be shared and understood by everyone. It is seen through positive relationships, which adults have with each other. There must be genuine respect between children and adults.

It is important that children know that they will be listened to and never underestimated.

Thus we provide a clear vision and high expectations.

AT THE END OF THE DAY IT'S THE PEOPLE THAT MATTER
That's what it's all about.



At the end of the day it's the people that matter and we should not be frightened to recognise the past, confront the present and face and prepare for the future.

