



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.





Global Issues shared

Kabalega Primary School, Uganda Conquer or Die!



Link Charity



Link Community Development,

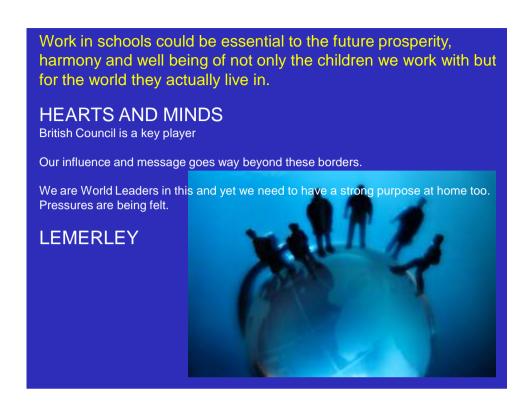
Unit 39, Kings Exchange Business Village, Tileyard Road, London N7 9AH Tel: 020 7691 1818 Fax: 020 7209 4167

Email: link@lcd.org.uk

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







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 <u>isa@globalgateway.org</u> 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

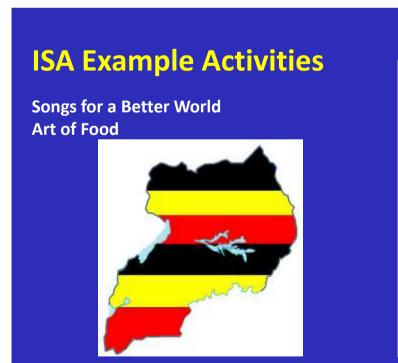
A parent who is not a governor, but with International Interests

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 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 Link Activities







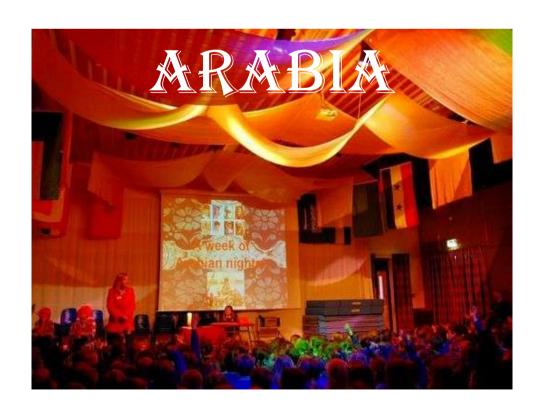










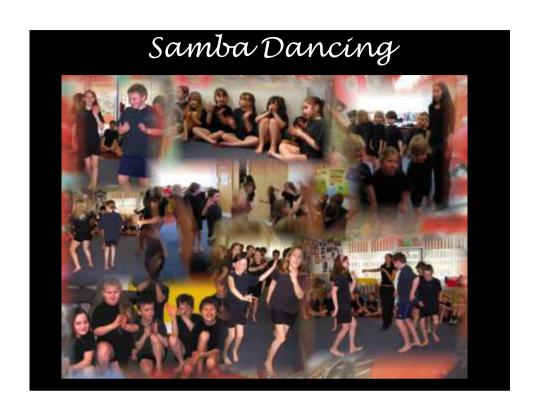


















































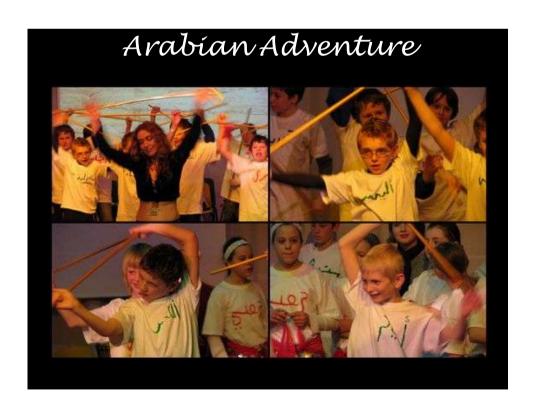














































































































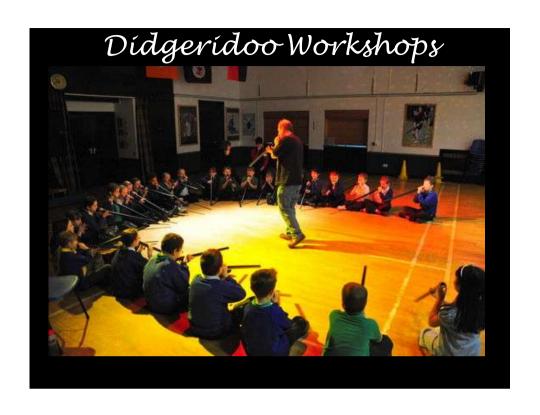




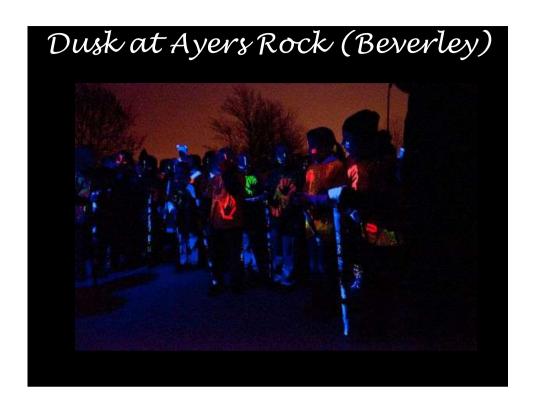












Our pledge, our mission

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.

