

INTERNATIONAL SCHOOL AWARD

GUIDANCE MANUAL



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About British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

In Pakistan, we have been working since 1948 in the areas of arts, education and English through our offices in Karachi, Lahore and Islamabad.

Pakistan has a very young population, while few of them experience the prospects for education and employment enjoyed in the West. By extending the range of opportunities for educational and personal development available to young people, the British Council is playing its role in strengthening Pakistani society as well as bringing together people from both countries.

Our programmes in Pakistan are mainly focussed on young people from the ages of 12 to 30. With the aim of building positive engagement within Pakistan and with the UK, we work toward improving educational opportunities, giving a voice to young people, developing employable skills and strengthening links between universities in Pakistan and the UK. Underpinning all this is the English language as a vehicle for international understanding and for educational opportunity.

About International School Award

The International School Award (ISA) acknowledges school collaboration internationally and provides a framework for recognising schools that:

- champion international work and collaboration with partner schools nationally and internationally to build and develop lasting relationships
- benchmark best practice and share professional development in teaching and learning
- engage young people in both the global economy and global citizenship and develop their skills for life and work
- support whole-school projects that contribute towards school improvement
- enrich education through international work.

This globally recognised accreditation helps you enrich learning and improve teaching by guiding your international learning activities, from introducing international education into the curriculum to embedding it within your school's culture.

International School Award in Pakistan

The ISA was launched in Pakistan in 2013 and so far over 250 schools from across the country have won Full award. The range of schools participating in the British Council International School Award includes both public and private sector schools from main urban cities to rural areas and schools for the less advantaged communities. The British Council International School Award now has a presence in 31 countries worldwide.

Working towards the International School Award will achieve the following outcomes:

Global citizenship

- Teachers develop collaborative curriculum projects that help young people to engage positively with global issues
- Young people collaborate on global issues with international partners
- Teachers and school leaders are able to embed global citizenship issues into the curriculum

Enriching teaching and learning

- Working collaboratively, teachers from different countries adapt successful practices and implement them in their own educational contexts.

Benefits of International School Award

The International School Award helps schools benefit from all the opportunities that international education can offer by providing a framework to plan, evaluate and celebrate your international learning activities. ISA is suitable for all schools in Pakistan, no matter your level of international work; the International School Award is goal-based and driven by a global network of people and projects that can support your international activities.

The British Council International School award approach towards school development is holistically rigorous and evidence based. The process of acquiring the information, students working on information acquired and the actual activity and wider dissemination of the information, has to be well documented.

British Council International School Award is a leadership challenge and fosters team building, innovation, and project management. Putting together the Action Plan and the Portfolio of Evidence encourages collaboration and critical thinking. Keeping the staff motivated and enthusiastic through the year puts the head teacher and British Council International School Award coordinator's leadership skills to test. There is little doubt that good leadership is second only to good teaching in raising standards in schools.

British Council International School Award is content free and schools are encouraged to embed it within their own curriculum. British Council International School Award gives context to practice new skills in Information & Communications Technology (ICT) and pedagogy in a safe and structured manner.

Participating in briefings and workshops, online community and the award ceremony brings together a large number of schools across the country fostering rich exchange of ideas and creating a vibrant community of education professionals.

Achieving the award is not the end of the journey. The schools and teachers involved in International School Award may remain engaged with the British Council programmes beyond the assessment year.

Full Award Guide

Schools that are eligible for the Full Award are experienced in working with international partners on various projects, and are sustaining this activity throughout the year.

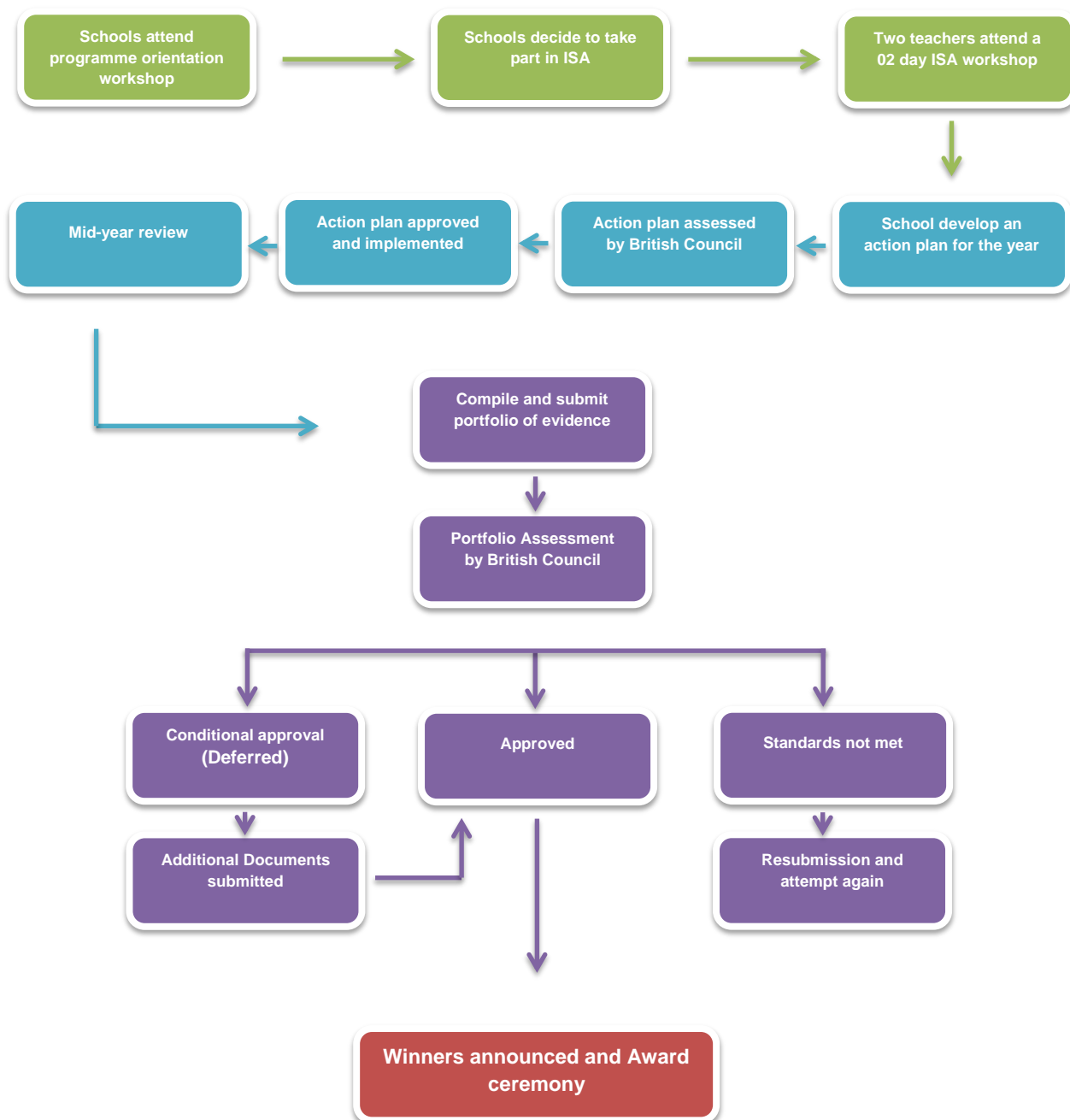
Activities are embedded across the whole school and the curriculum. Schools with the Full Award are starting to disseminate their learning to others in their local community and educators are benchmarking practice with partner schools.

- Educators are identifying areas for professional development and observing how the impact of collaborative projects (including language skills) can show increased engagement and achievement for young people.
- Young people have developed skills for life through their interaction internationally with partners as global citizens and have an in-depth understanding of different ways of life (e.g. economically, culturally and historically).

To apply for the Full Award your school will have:

- conducted an **audit of international activity** already taking place in school
- appointed an **international co-ordinator** or a team or co-ordinators leading ISA in their schools
- written an **international policy**
- approved **action plan**
- worked with partner schools nationally and internationally
- completed at least seven activities. At least three of the seven activities should be completed in collaboration with international partner schools. These three activities can be completed with the same school, or with different schools from around the world. Remaining four activities must be completed with national partner schools
- completed a set of **evaluation forms** for parents, pupils, teachers and school visitors for all activities providing individual reflection on the collaborative activities undertaken.
- **compiled the portfolio** with all documents and submitted to the British Council

Full Award Cycle



The ISA journey

Activities that are carried out for achieving Full Award should address each of the following areas;

Embedding International Work	
Sustainable Development Goals (SDGs)	<p>Young people and educators build an awareness of global SDGs which countries adopted on 25 Sep 2015, in a bid to end Poverty, protect the planet and ensure prosperity for all.</p> <ul style="list-style-type: none"> • Schools to run activities that introduce the SDGs to young people • Young people share information about their local context with partner schools • Educators identify a need to introduce an SDG in teaching and learning
Enriching Education	<p>Educators build awareness of practices in other schools</p> <ul style="list-style-type: none"> • Educators identify priority areas of practice and introduce an SDG which is linked with it • Educators share information about education practices with their partner schools
International School Ethos	<p>Schools embed their international work in to their environment</p> <ul style="list-style-type: none"> • Schools review their international activity and assess the development of young people and educators • Schools commit more resources to their international coordinator and international policy • Schools carry out more activities with their partner schools

ISA Audit of existing work

Introduction

All schools taking part in the International Schools Award (ISA) will need to undertake an audit of existing work going on in schools. As a school moves through the process they will update their audit.

Purpose

In the early stages it is important to map out practice and have an overview of your school's activities that already exist. As you move through the ISA, analysing and evaluating the outcomes of the audit will provide your school with objectives that can make up a whole-school plan or feed into the school's international policy.

The results of the audit form part of the evidence for all stages of the award.

Methods

Use the headings on the template below to provide a focus for your information gathering. Your colleagues may well overlook much of their classroom work, failing to see that it might be classed as an international activity.

Remember to involve all members of staff, not just educators. However, inviting school colleagues to complete the audit without direct guidance and support can sometimes result in an unrepresentative account of international school activity. If possible, take a personal approach.

In smaller schools this exercise could be carried out in a staff meeting. In larger schools, the audit may be introduced at a staff meeting and then discussed in more detail at departmental meetings. Information gathered could then be collated by the head of department.

Partner schools

A partner school can be described as a school with which there is direct communication. This communication may be by post or email, for example, and can be between individual staff and/or young people. This could be a personal link by one of the educators in the school or a more formal link organised by the local community.

- At the **Foundation level**, there is **no requirement** to have any existing partner schools, but schools should be actively seeking and preparing to work with partner schools on activities.
- At the **Intermediate level**, schools should have made contact with **at least one school** from another country and be actively working on joint collaborative projects.
- For the **Full Award** and to gain reaccreditation, schools should have a **strong partnership with one or more schools** in another country and be involved in a variety of curriculum activities.

For more information on criteria for partnerships take a look at the Guidance notes for each level.

Auditing progression

An audit of existing work should be carried out at all three stages of the award.

First steps - It is likely that most of your activity takes place on visits, during assemblies, in after-school clubs and during cross-curricular activity days. This is a good starting point from which to develop activities across the school.

Visits and trips – With the aid of funding, it is possible to support educator visits abroad and exchanges. These experiences are taken back into the classroom for the benefit of the young people, staff, the school and the local community.

Embracing technology – Depending on where your partners are based, ICT can help to facilitate direct links and collaborate with partners in other countries. At an early stage young people exchange emails about their school, community or wider themes such as the environment or human rights. If partner schools are ICT-enabled, British Council Schools Online can set up a collaboration space to enhance communications.

Looking back

Each section of the audit should include activities that have taken place over the last academic year from the date of application (e.g. from September to July). Please note that the activities that took place over the last 12 months can be used only while filling in the Foundation or the Intermediate application as they are awarded for retrospective work.

Completing the sections on the form

Please note that you do not need to complete all sections.

1. Curriculum activities

It is important to include activities involving any partner schools (formal or informal), any classroom-based activity and the impact of this on young people or professional development.

2. Cross-curricular activities

Consider a focused day or week in which young people respond to or examine an international theme. Perhaps you could introduce cross-curricular work, which often has an international dimension.

Examples might include European Day or World Book Week, with individual classes concentrating on a different country across subjects.

3. Assemblies

Assemblies are an excellent opportunity to reach a wide audience. Assembly topics could include:

- Current affairs
- Charity events
- News stories
- Presentations by staff and young people following a visit overseas
- Reports on international projects ongoing in the school
- Presentations by overseas visitors to the school, including visiting young people
- Music by visiting musicians from another country

4. Visits overseas and around your home country (young people)

Young people are sometimes given the opportunity to visit other countries either during school time or in the holidays. These visits are not reciprocal and should not be confused with pupil exchanges (see no.5).

Examples include a day visit to France, a study visit overseas for art or business or history trip to visit the Belgium battlefields. Although these visits are often organised and managed in individual subject areas they can be of significant benefit to other areas of the curriculum.

Include visits to galleries, museums and cultural centres in your own country if the trips encourage engagement with other cultures.

NB. To qualify as a valid partnership activity, a visit must be based on curriculum learning.

5. Exchanges (young people)

Once a link has been secured with a partner school your school might consider a pupil exchange; an excellent opportunity for language exchange. But, remember, there is an opportunity for other areas of the curriculum to benefit from these exchanges too.

6. Head teacher, teacher and non-teacher visits/visitors

This section requires any visits to schools or other educational establishments.

Receiving visitors from overseas should also be included in this section, e.g. educator hospitality programmes and artists in residence. This may or may not be a reciprocal arrangement. Unlike all the other sections (except section 7) in the audit, examples may be quoted spanning the last three years.

7. Links with schools overseas

As well as recording formal links it would be useful to discover whether any colleagues have informal or personal links with friends who work in education overseas. These

contacts could form the basis for a link with a school in another country for future activities.

8. Links with other schools in your home country

Use this section to list links your school may have with other UK schools in terms of sharing or exchanging international information. These exchanges could include multi-cultural visits, joint planning or action planning. Forming 'clusters' with other schools is good way to share and disseminate international best practice.

9. Other details

Please use this section to record other international activity that does not seem to fit into any of the other sections. You are also welcome to create new headings on the template.

School Details	
School Name	
School address	
Audit Date	
Person responsible for Audit	

Contact Details	
Your name	
Your role	
School address	
Email address	
Phone number	

1 Curriculum activities			
Subject	Class	Activity Title and short description of activity	Examples
			<p>Art: Our town in pictures. Young people found images of towns in other countries on the Internet and made a display.</p> <p>History: Poland – holocaust and occupation research. Young people researched life under occupation and the effect of the war on the Jewish population. Information sourced on the Internet and a school visited by a holocaust survivor.</p> <p>Art: China, Australia, Africa – Mask project – study done of masks for celebration and ceremony. Young people then used their findings to design and make their own masks.</p>

2 Cross-curricular activities		
Subjects involved	Activity Title and short description of activity	Examples
		Examples of activities include International Day, International Week or China Day

3 Assemblies		
Age of young people	Themes	Examples
		<p>Examples of themes include current international affairs,</p> <p>charity events, talks by visitors to the school,</p> <p>presentations by young people following a visit overseas.</p>

4 Visits at home and abroad				
Age of young people	Subject	Themes	Country	Examples
				<p>History: war memorials and museums</p> <p>Art: Study visit to national galleries</p> <p>Citizenship: visit to local cultural centre</p>

5 Exchanges (young people)				
Age of young people	Subjects	Purpose of exchange	Country	Examples
				<p>Work experience overseas,</p> <p>sports team tours, language exchange, hosting individual young people</p>

6 Head teacher, teacher and non-teacher visits/visitors				
Name of educator	Subject	Purpose of visit	Country	Examples
				<p>Preliminary visit for a Comenius Project, Global School Partnerships, Connecting Classrooms</p> <p>Head teacher study visit,</p> <p>IPH visit or any other</p>

7 Existing links with schools overseas			
Name of school	Country	Brief description of activity and subjects involved	Methods of communication

8 Existing links with other schools nationally			
Name of school	Region	Brief description of activity and subjects involved	Methods of communication

9 Other activities			
Activity	Age of young people	Brief description of activity and subjects involved	Methods of communication



ISA Sample Job Description

Carlton Digby School

International Dimension Co-ordinator: Job Description

The International Dimension Co-ordinator will promote International Awareness throughout the school, the wider school community and the local community.

This will be achieved by:

- Arranging international activities within the school.
- Inviting visitors from other countries into school.
- Initiating communication links with other schools in the UK and abroad.
- Reporting to staff and governors as appropriate.
- Providing articles about recent international work for the school magazine.
- Informing the local media of international events taking place in the school.

Ysgol Emmanuel Rhyl

The Role of the International Coordinator:

- To have overall responsibility for successfully applying for the International School Award.
- To be responsible for conducting an annual audit outlining the schools action plan for developing an International Dimension.
- To contribute towards a school policy statement on the International Dimension.
- To develop an International dimension throughout the school by helping colleagues develop cross-curricular projects within each year group.
- To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the assemblies, international days/ weeks, etc.
- To plan for the International Dimension by liaising with all staff.
- To regularly evaluate the impact of international activities.
- To develop and maintain resources to promote the International Dimension.
- To develop, monitor and support global school links and exchanges.
- To liaise with and support visitors from other countries.
- To be aware of LEA initiatives to promote the International Dimension and work alongside them in the development of an international dimension.

Matthew Humberstone Church of England School

International Co-ordinator: Job Description

Key Tasks:

- To promote the importance of Global Issues and International Links.
- To oversee the development of specific international projects.
- To raise the profile of global issues through assemblies, displays and specific events.
- To liaise with Heads of Subjects to ensure that a global dimension and an awareness of different cultures are emphasized appropriately within the curriculum.
- To meet regularly with the Link Governor in order to keep the Governing Body informed of the school's Global Links and associated developments.
- To ensure that planned activities and projects relating to International Activities are included in the School Action Plan and evaluated appropriately.
- To audit the current curriculum and identify further opportunities to develop the Global Dimension.
- To provide and support existing links and exchanges.

Leadgate Community Junior School

International Coordinator Job Description

Role:

- To raise awareness of the International Dimension throughout the school
- To contribute towards a school policy statement on the International Dimension
- To audit the current curriculum and identify further opportunities to develop the International Dimension across the Key Stage
- To plan for the International Dimension by liaising with all staff
- To maintain resources to promote the International Dimension
- To liaise re display for the International Dimension
- To monitor and support existing links and exchanges
- To liaise with and support visitors from other countries
- To be aware of LEA initiatives to promote the International Dimension

The present post-holder has held the post of CPS + 1 for Links with Parents, Agencies and other Institutions since 1994. The Governing Body has maintained this post of additional responsibility because of the importance placed upon the role. Special emphasis is given to the International Dimension and the role of the co-ordinator in developing this work. As previously indicated we aim to promote links within our own community but also to reach beyond to Europe and the world to ensure that the pupils are given opportunities to broaden their horizons and raise their self-esteem. The role of the co-ordinator is crucial in ensuring that our aims are achieved. The present co-ordinator has worked to promote all the aspects outlined in her job description.

Much work has taken place in liaison with foreign visitors ensuring that a negotiated programme of work is produced which meets both the needs of the visitor/student as

well as the needs of our curriculum and children.

Much work has taken place developing and promoting links with schools in other countries through snail mail, Internet, e-mail and video conferencing.

Work has been done to co-ordinate the display of International work in school.

The coordination of work to be sent to our partners has been successfully carried out and timescales for bids have been made.

We participate in LEA initiatives whenever appropriate to further enhance our work in the International Dimension.

All of our work is subject to on-going monitoring and review so we continuously improve and develop to raise the achievement and self-esteem of our children. This work was recognised in our OFSTED Inspection.

Banbury School, Oxfordshire

International Coordinator Job Description

The international coordinator will have the following additional responsibilities in addition to their substantive post:

1. To have overall responsibility for successfully applying for the International School Award.
2. To be responsible for conducting an annual audit of the school's entitlement and voluntary curriculum and writing and monitoring an international action plan as part of the SDP based upon this audit.
3. To be accountable to the Governors for developing international/global teaching and learning across the curriculum developing the global dimension in the Programmes of Study in an increasing number of curricular areas [25 > 50% > 75%+ over three years] such that an increasing number of students [25% > 50% > 75%+ over three years] are involved.
4. To facilitate good internal and external communication about all International activities using and developing the School website, an International notice board, regular news letters and press releases to local media.
5. To regularly evaluate the impact of international activities / the global dimension on teaching and learning throughout the School producing an annual written report.
6. To liaise with the LEA International Officer/using the Global Gateway website to involve the school in international learning opportunities; involving partner schools in the UK and overseas facilitating visits to the school from delegations of students and teachers, conferences, inter-school competitions and role-play etc.
7. To develop and maintain links with schools and groups in other countries. These links to include internet /letter writing /video conferencing / student & staff exchanges etc. using schemes accessed through the personal contacts,

the British Council, the LEA and the local Twinning Association.

8. To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the tutor programme, assemblies, international days/weeks, multicultural evenings etc.
9. To help colleagues develop the use of international themes for cross- phase transition and cross-curricular projects.
10. To plan and organise training sessions for the staff of the school and partner schools on the use of international themes enhancing the global dimension and evaluating these.

It is the expectation of the Governors that this post will help our students recognise their contribution and responsibilities as citizens of the global community whilst critically examining their own values and attitudes and appreciating the similarities between peoples everywhere, and valuing diversity.

ISA International Coordinator Job Description

Job Description for International Coordinator



INTERNATIONAL SCHOOL AWARD



ISA International Policy Examples

International Policy – Example 1 from Banbury School, Oxfordshire

Introduction

The governors and staff recognise that:

- global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen
- the global dimension should be reflected in the attitudes and values of our students, the ethos of the school, the Programmes of Study and Key Skills.
- as a school we have a commitment to both gender and racial equality

Aims

To enable our students to know more about global issues and to:

- celebrate the rich and diverse heritage represented in our school, and local and national communities.
- understand complex international interdependencies in the global economy
- respect and value different cultures and beliefs
- enjoy regular contact with students and adults living in different countries

Objectives

- To work towards achieving and maintaining the International School Award
- To conduct annual audits of both our formal and informal curriculum which, in turn inform action plans to develop each of the eight Key Concepts of the global dimension through all appropriate areas of the curriculum such that there is a clearly mapped global dimension in the learning experiences for all our students. These eight key concepts we recognise as:

diversity
conflict resolution
human rights
interdependence
social justice
sustainable development
values and perceptions

- To develop and fully exploit a variety of global learning partnerships. This will include activities such as:
 - email and internet projects including video conferencing
 - interacting with visitors from other countries [students & adults
 - student/staff visits to places of cultural interest in the UK and abroad
 - student exchanges and foreign work experience placements
- To actively encourage the study of foreign languages for all our students by offering a range of appropriate language options
- To organise regular celebrations of our rich and diverse heritage

International Policy – Example 2 from Landywood Primary School, Oxfordshire

Rationale

Through the inclusion of an international focus in Landywood Primary School, we are able to offer to our children, a range of experiences that will enhance their learning and raise awareness of their national and international identity.

Purposes

- To provide an informed awareness of countries, cultures and languages other than our own
- To encourage greater involvement in environmental issues
- To develop curiosity about other cultures
- To enable children, staff and governors to experience daily life in other countries
- To promote the use of ICT in meaningful contexts for the development of communication skills
- To provide an added opportunity for the promotion of equal opportunities, racial equality and Citizenship

Guidelines

By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences both within, and in addition to the National Curriculum:

- develop links with schools in other countries in Europe and further afield
- welcome to our school teachers and pupils from other countries
- raise awareness of environment issues other than those in our locality through joint projects
- encourage interest and motivation through the provision of first hand experiences of life in another country
- promote communication through writing letters and emails to friends abroad
- provide staff with opportunities to compare different teaching and learning styles
- raise awareness and appreciation of other environments and what is happening in the world
- develop cross-curricular activities with an international theme for all children

Evaluation

This policy will be continually evaluated as part of the annual review process of our Comenius Project. It will also be reviewed under our Governors' Policy Review cycle. A statement of evaluation will also appear in our annual School Development Plan.

International Policy – Example 3 from Homewood School and Sixth Form Centre

Introduction

The governors and staff recognise that:

- global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen
- the global dimension should be reflected in the attitudes and values of our students, the ethos of the school, the Programmes of Study and Key Skills.
- as a school we have a commitment to both gender and racial equality

Global Dimension Policy

Introduction

The Governors and Staff at Homewood School and Sixth Form Centre recognise the increasingly interdependent and interrelated world our students live in, and the challenges this creates in our shared future.

Aims

- To embed the global dimension within the school internal and external curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion
- To prepare students for life in a diverse global society and work in a competitive global economy
- To work with global partners to achieve their educational goals and ours

Objectives

- To continue to integrate the global dimension into the whole school curriculum by raising staff awareness of valid curriculum links
- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries
- To involve staff (including extended school), students and wider community in the development of contacts with our global partners
- To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT
- To research possible involvement in European Union and other international programmes, that further develop or meet the policy aims
- To promote international vocational links within the aims of this policy
- To extend the benefits of the global dimension to our network of feeder primary schools

Key Priorities over 3 Years

- Increase the awareness of the global dimension to staff, students and the wider community across the whole school
- Identify and embed the global dimension in new areas of the curriculum
- Develop current and new global relationships

If the International Scores Award is approved school, Homewood will be awarded the accredited for three years (September 2008- August 2011).

Strategies Year 2008/2009

- Principal Teacher to attend Comenius conference and investigate e-twinning possibilities
- Audit of Global Dimension across whole school with a focus on curriculum change (KS3, KS5 – 2008, KS4 – 2009)
- Global Dimension as focus in whole school assemblies
- Important days on international calendar included in staff bulletin
- Global Dimensions 'in action' included in mini school and whole school newsletters
- Principal Teacher to meet with vocational subject leaders
- Take to Learning Team: Global Dimension to be referenced in school sow and lesson plan pro-forma
- Investigate use of resource assistant for specific global dimension display areas created
- Consider the possibility of a global focus week/day
- Participation in a variety of activities i.e. Sports Relief and Comic Relief
- 'Freedom Festival' delivered by Enterprise and Total Curriculum
- Continuation of support for Dimanda Primary School, South Africa via World Challenge link
- Global fellowship and school leaver support developed
- Investigate the wider community impact
- Monitor and evaluate current language assistant programme
- Investigate possible links in South America
- Review curriculum impact within current global links i.e. Slovenia, China, Russia, Holland, Antigua, Germany and USA i.e. exchange of curricular work.

Strategies Year 2010/2011

- Next stage of link action plans implemented
- Implement international resource creation network
- Share good practice and develop links with Kent Cluster
- Develop strategies to widen the availability of global learning
- Ensure strategies from 2009/2010 are fully implemented
- Evaluate success of previous ISA with stakeholders
- Ensure meeting of 2011 DFES targets
- Review Global Dimension Policy



ISA International Policy Template

In order to demonstrate commitment and the support of the school management, an international policy for ISA is required which should be signed by the Head Teacher, International Coordinator and School Management. The policy must be linked with the school mission and should aim to achieve international school ethos. The policy should be linked with your school mission and should be reflected throughout your ISA work.

International Policy	

Signed By	
International Coordinator	
Head Teacher	
School Management <i>(Head office in case of Private School, Local DEO/EDO in case of Public)</i>	

ISA Action Plan

Activity requirements

The schools should ideally include a range of subjects and a range of topics in their 07 activities. Each activity should have a minimum of 03 sub activities, covering one or more subject areas. Throughout the action plan, the school should cover at least 07 different SDGs (directly and indirectly). The international days celebrations should be counted as one activity.

1. Curriculum-based activities

International projects must be part of genuine classroom activity that relates to a National or local curriculum and should take place during normal lesson time. Projects and clubs carried out at lunchtime and/ or after school are not usually eligible for consideration, unless they clearly relate to curriculum-based work.

2. Collaborative work with partner schools

At least three activities should be based on collaboration between pupils and teachers with schools or organisations that support school education in other countries. These three activities can be completed with the same school, or with different schools from around the world. The remaining four activities should be based on collaboration between pupils and teachers with schools or organisations that support school education in Pakistan.

Every activity should have an international focus, its content must be embedded within the National or local curriculum and it should contribute to improving educational outcomes.

3. Sustainable Development Goals

Your activities must encourage young people to show awareness of Sustainable Development Goals. The SDGs must be incorporated in each and every activity as a tool to achieve global learning outcomes. A minimum of 07 SDGs must be addressed in your action plan.

The Sustainable Development Goals

(<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>) are;



You may want to visit the following links on ideas for school activities under SDGs;

- How to teach the UN's development goals, and why
<https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>
- Collaborative Project Templates
https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/connecting-classrooms/collaborative-template?_ga=1.167925800.881342303.1484105599
- Classroom Resources for Teachers
https://schoolsonline.britishcouncil.org/find-classroom-resources/choose-resource/search?type=internal&field_partnership_type_value=All

4. Continuous professional development

As well as building relationships with partner schools, and reflecting critically on these, educators should also outline a school-to-school activity that illustrates changes to their practice as a result of collaborative partnership work or adaptations they have made to their own pedagogy or classroom management.

5. 80 % of curricular subjects involved

At least 80% subjects should be included in international activities during the year. The teaching of a foreign language is not an international activity when it focuses solely on learning language skills. It becomes a valid activity when young people learn about the country, its customs, geography or culture and can compare and contrast it with their own country. This should be clearly demonstrated in the evidence in the portfolio. At least one of the activities needs to be based around the use of language within this context.

6. Majority of pupils involved

Majority of students (80% minimum) should be involved in the ISA process directly and in-directly (through assembly presentation, exhibition, library sessions etc.)

7. Year round activity

Activities must take place throughout the year, with some activities running each term. It is not acceptable for all activities to take place during one week or in a concentrated period. As a guide a minimum of one activity may be carried out each month.

Activities such as...	are acceptable provided that...	are not acceptable when there is...
visits and trips (non reciprocal). See note below.	as part of genuine curriculum work and young people have exchanged cultural information via emails and letters with their peers in the partner school before and after the visit.	no evidence of young people exchanging information as part of curriculum work.
fundraising and sponsoring	young people are in regular contact with a school abroad and the content of the information exchange has an impact on the curriculum/learning. Fundraising alone is not a suitable activity.	no evidence of young people exchanging information as part of curriculum work.
exchanges and work experience (reciprocal)	young people have exchanged cultural information via emails and letters with their peers in the partner school before and after the exchange as part of curriculum work.	no evidence of young people exchanging information as part of curriculum work.
school-to-school projects	it illustrates the impact this activity has had on young people and educators in understanding the world as a global citizen, through improved teaching practices or improved outcomes for young people.	no evidence of reflective learning or a change of behaviour, knowledge or outcome in these areas at individual, classroom, schools or community level.

Name of school	
Location of school	

Contact details	
Your name	
Your role	
School address	
Email address	
Phone number	

List of Activities

Activity No.1	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.2	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.3	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.4	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.5	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.6	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	

Activity No.7	
Activity Title	
Time line (start date – end date) <i>(The start date begins from planning time and end date is when activity is expected to be completed)</i>	
Subjects covered <i>(please list the subjects that are covered directly and indirectly)</i>	
Partner schools <i>(please list the names of partner school that you plan to work with for this activity)</i>	
Classes involved <i>(please give number of students involved in this activity from different classes)</i>	
Sustainable Development Goals (SDG) <i>(please explain how the activity is linked with one or more SDGs)</i>	
Describe the activity in more detail? Please list complete plan for this activity (aims, objectives, how the activity will be performed). <i>(Please include a minimum of three sub activities)</i>	
What impact will this activity have on your students, teachers and the whole school? <i>(Please link the activity impact with the learning outcomes for the subject that is directly involved)</i>	
How do you plan to evaluate the impact of this activity on students? <i>(Each activity should be evaluated using a tool for example; MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)</i>	



INTERNATIONAL SCHOOL AWARD



ISA Activity Detail Sheet

No of activity		Title of activity		
Teacher responsible				
Other staff involved				
Principal subjects involved				
Other subjects involved				
Brief details of the aim, content and outcomes of the activity.				
Impact of activity undertaken (i.e. on pupils, learning, engagement, school, local community, global citizenship, your school partnerships, and professional development)				
Partner school name/s				
Partner school country/s				
Dates of activity				
Number of pupils in the school involved in this activity <i>(directly and indirectly)</i>		Total number of pupils in the school		
Please list the evidences which you're providing in the portfolio. <i>(E.g. Photos of display board and role play activity; letters and emails from partner school; pupils' work etc.)</i>				
Number and type of evaluation forms available	Pupil	Teacher	Parent	Visitor



INTERNATIONAL SCHOOL AWARD



ISA Impact Evaluation

Impact Evaluation Form

All schools taking part in International School Award must submit the Impact Evaluation. The purpose of the Impact Evaluation form is to give schools a chance to assess their own performance on ISA process. The school should talk about the overall impact of ISA in their school and wider community, especially on the students, their behaviour, attitude towards Sustainable Development Goals (SDGs) and how the ISA has supported the learning outcomes.

The schools are encouraged to talk about the key success factors, strengths as well as the challenges they faced and how did they overcome it.

School Information	
Name of School	
School address	
Name of Head Teacher	
Name of International Coordinator	

1 International Strategy and Communication	
<p>Date when the school's international policy was last reviewed.</p> <p><i>(please explain how often the International Policy was reviewed and submit an evidence of that)</i></p>	
<p>Date when the school's progress on ISA was reported to Senior Management</p> <p><i>(please ensure that progress on ISA is reported to senior management after every two months)</i></p>	
<p>ISA and School's vision</p> <p><i>(please explain how the ISA work has supported your school's vision/mission)</i></p>	
<p>Are new members of staff introduced to planned international learning activities? Yes/ No.</p> <p><i>(Give the date of a meeting with new staff where the school's international learning activities were explained.)</i></p>	
<p>Are all members of staff kept informed about ongoing and planned international learning activities? Yes/ No</p> <p><i>(Give the date of a full staff meeting where the school's international learning activities were explained and how activities were shared within the school.)</i></p>	
<p>Are parents kept informed about ongoing and planned international learning activities? Yes/ No.</p> <p><i>(Give the date when a newsletter/ similar publication, or meeting reporting the school's international learning activities happened.)</i></p>	
<p>Is the local community informed about international learning activities in the school? Yes/ No.</p> <p><i>(Give the date when a newsletter, newspaper article or similar publication or meeting reporting the school's international learning activities happened.)</i></p>	

2 International Partner Schools

Name of international partner school (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

Name of international partner school (2)	
Contact name	
Role	
School address	
Email address	
Phone number	

<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	
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Name of international partner school (3)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

3 National Partner Schools

Name of national partner school (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

Name of national partner school (2)	
Contact name	
Role	
School address	
Email address	
Phone number	

<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	
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Name of national partner school (3)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

4 Evaluation

Impact on Students

(Please summarise the impact of international learning activities on pupils' learning/engagement leading to them becoming global citizens.)

Impact on Teachers

(Please summarise the impact of international learning activities on teachers and the school/school systems as a whole with specific reference to the development of the global dimension and international ethos)

Impact on Wider Community

(Please summarise the impact of international learning activities on the wider community in your home country or overseas)

5 Future Plans

Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond.

6 Other Programmes

Please provide details of other programmes (funded and non-funded), projects, accreditation schemes your school is involved in. Please explain if and how, these relate to your International School Award activities.

7 Ambassador Role

To what extent has the school supported or mentored other schools to encourage their involvement in the international dimension or the ISA?

8 Declaration

A copy of this form needs to go to the head teacher. He or she must confirm that they have approved it.

I, (name of Head teacher), confirm that the international dimension is embedded in the curriculum and life of the school.

I have reviewed the evidence that indicates that the school meets the criteria associated with the Full ISA, as explained by the British Council Pakistan, and undertake to make it readily available to an ISA visitor if requested.

I confirm the accuracy of all the above information and the school's readiness to receive an ISA visitor at a mutually convenient time.

Signed

Date

Data Protection Notice

The International School Award scheme is administered by the British Council. The British Council will use the information you have provided to assess your school for the International School Award (ISA). We will disclose this information to the ISA panel and to our network of Local Education Authority/Board contacts. You have the right to ask for a copy of the information we hold about you for which we will charge a fee. E-mail dataprotection@britishcouncil.org or send your request in writing to the Data Protection Officer, British Council, 10 Spring Gardens, London SW1A 2BN.

Many thanks for your support for the enriching and innovative international dimensions of teaching and learning; we are keen to have your feedback on the SEF process for accreditation with the International School Award and support other schools with their own international journey and promote this important work. Please email the ISA team at the British Council (ISA@britishcouncil.org) with your comments.

Guidance notes

Section 4 - Evaluation

Please summarise the impact of international learning activities on pupils' learning/engagement leading to them becoming global citizens.

In this section you should provide information about the benefits and **impact** of the international activities and the effect they have had on learning/ achievement/ engagement for pupils.

As global citizen, pupils will have developed skills for life through their interaction with international partners. They should be able to evidence in-depth understanding of different ways of life economically, culturally and historically.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Please summarise the impact of international learning activities on teachers and the school/ school systems as a whole with specific reference to the development of the global dimension and international ethos.

In this section you should provide information about the benefits and **impact** of the international activities for the school on teaching or support staff, their professional development and on wider practice.

Teachers will be able to benchmark practice with partner schools, identifying professional development, and observing how the impact of collaborative projects can evidence increased engagement and achievement for pupils, using language skills as part of this experience.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Please summarise the impact of international learning activities on the wider community in your home country or overseas.

In this section you should provide information about the **impact** of the activities on the local community in terms of parents, visitors to your school, other schools/teachers, community groups/organisations, at home or overseas.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at

schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Section 5 - Future plans

Full ISA accreditation lasts for three years, after which time you can apply for reaccreditation. We envisage that throughout these three years you would continue to sustain and develop your international work with partners and continue to measure the outcomes and impact of these activities over time on pupils, professional development, the school, or the wider community.

Examples include:

- any changes to the curriculum (e.g. introducing the International Primary Curriculum; an area of PE to be taught in French) or schemes of work (e.g. ICT lessons to include use of forums to communicate with students overseas)
- changes in teaching practice or wider practice in the school
- new school links/projects
- extension of current project activities
- how learning is disseminated more widely by teachers and pupils
- additional benefits gained, e.g. improved behaviour, engagement, relations with the local community
- how language skills or interest in learning a language has been affected by activities undertaken
- understanding global issues and the relevance to pupils in the new global economy.

Section 7 – Ambassador role

To what extent has the school supported or mentored other schools to encourage their involvement in the international dimension or the ISA?

This should include ways you have shared your knowledge and international experience with other schools, potentially in your local area. This might include supporting a new school to sign up for any level of the ISA, mentoring a new school undertaking the Foundation or Intermediate level of the ISA, becoming an ISA champion, giving advice on how to manage a school partnership, or what activities could enhance curriculum learning, engagement of pupils, or understanding the wider world.

ISA Evaluation Forms

ISA Parent/ Guardian Activity Evaluation Form			
No of activity		Title of activity	
Your name			
Your child's name			
Class			
Please comment on the impact this activity has had on your child and in your local community.			
If you have been directly involved in this activity what impact did it have on you?			
Any other comments? You may like to mention how this activity can be improved in future			

ISA Pupil Evaluation Form			
No of activity		Title of activity	
Your name			
Your age			
Class			
What have you enjoyed most about this activity? What did you like best?			
What new ideas or information have you learned from this activity?			
What have you enjoyed least or encountered difficulty with?			
What would you like to change if you did this activity again?			

ISA Teacher Evaluation Form			
No of activity		Title of activity	
Your name			
What impact has this activity had on the pupils involved (at your school or in your local community)?			
Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).			
Comment on the impact this activity has had on the school generally.			
Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)			

ISA Visitor Evaluation Form			
No of activity		Title of activity	
Your name			
Please comment on the impact this activity has had on the pupils involved.			
Please comment on the impact this activity has had on you.			
Please comment on the impact this activity has had on the school generally.			
If you have any suggestions for how to improve this activity, please comment here.			



ISA portfolio organisation

Organising ISA portfolio

Properly organising ISA portfolio is vital to winning ISA. The ISA portfolio consists of some key documents and evidences which demonstrate that the school has successfully completed all the activities as per the ISA guidelines. Having an organised portfolio makes the assessor's job easier. The portfolio must be submitted in British Council prescribed portfolio pack.

Table of Contents – The portfolio should start with Table of contents so that the assessor's gets an idea on how the portfolio is organised.

Introduction/Background of School – it is very beneficial to provide a detailed introduction/background of your school in your portfolio. Include details like; school profile, schools vision, mission, number of students, number of teachers etc. Please also include few pictures of your school building and its surroundings, so that the assessor gets a picture of your school in his/her mind.

Audit of International Activity – The first document in your portfolio should be the audit of international activity. The audit is carried out for the last one year. Please provide at least one evidence for each activity that you mention in the audit document.

International Coordinator Job Description – International Coordinator's job description should be the next document. Please do include CVs of the international coordinator(s). you may have more than one people for the coordination job.

International Policy – The international policy of the school must be signed by the head teacher, international coordinator and any member of the school governing body.

Action Plan – Up-to-date action plan should be submitted in the portfolio.

Impact Evaluation – The impact evaluation document is probably the most important document in your portfolio. The evaluation section in Impact Evaluation form should not have generic statements. The school must be able to clearly demonstrate the learnings and impact of ISA in their students, teachers and school as a whole. Please complete all sections of the impact evaluation form.

Activity Evidence – Each activity should be organised in the following manner;

- Activity Detail Sheet
- Evidences of activity
 - Evidences from your school (pictures, presentation, artwork, letters from students, videos, CDs, invitation card, circulars, newsletters, newspaper clippings)
 - Evidences from the partner school (pictures, presentation, artwork, letters from students, videos, CDs, invitation card, circulars, newsletters, newspaper clippings)
 - Evidences of sharing partner activity with your students
 - Evidence of partner school while showcasing your activity to their students
 - Feedback from partner school on your activity
 - Wider sharing within your school (evidence from morning assembly, exhibition, library etc.) 80% students must witness the activity
 - Email correspondence (email, project space, whatsapp chat, facebook chat, facebook comments, skype video, physical visit to partner school)
- Evaluation Forms (Parent, Teacher, Student and Visitor)
- A sample of 05 Student evaluation through MCQs, Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.

Please repeat the above mentioned process for each and every activity that you're reporting in ISA.

Evidences of CD/DVD/USB

You may want to provide evidences on CD/DVD/USB as well, however, please organise the contents on CD/DVD/USB in folders. One folder for each activity and please put all evidence should be inside it.

Please ensure that the CD/DVD/USB are not corrupted

General tips for compiling portfolios

- Start collecting evidence from the very beginning
- Make sure that all the teachers leading on the activities and projects are aware of the need to present evidence and are aware of their responsibility
- Make sure every piece of evidence put into the portfolio has a purpose. Putting in an extra sheet or two will not help your case but might detract from it
- Cross check to ensure that all mandatory documents are put into the portfolio to avoid re-submission and delays in final assessment
- After all the work is done get a fresh pair of eyes to look through the work
- Don't ever put in tampered evidence – this could debar your school from the award
- Put a clear caption for all the pictures submitted in the portfolio

Remember that no matter how well the activity was conducted in the school the only way the assessment panel will be able to know about it is through the Portfolio so do take care to ensure that it is neat and tidy and represents the scope of work honestly and completely

Activity Ideas

They range from simple, tried and trusted activities, requiring limited preparation, to truly collaborative ones designed to maximise pupil involvement and interest. It should be remembered that in some of the best projects, it is the pupil themselves who decide upon and lead the activities.

Notice the Board

Centrally placed notice board in school hall advertises progress and development for project to staff, students and visitors. Show photos of key players and activities.

Exchange of cards and greetings

Classes send electronic or paper greeting cards to celebrate days of international and/or national importance.

Research

What would we like to know about other countries in our partnership? Pupils ask questions, study the answers, answer questions.

The Alphabet Song

Classes teach each other the 'national alphabet song'. Songs are written out, recorded on tape and exchanged and wherever possible learnt.

An Armchair Travel Experience

Prepare an imaginary one-day armchair travel to towns or cities of participating schools.

Film Review

Classes exchange reviews of film that they have seen and compile list of project favourites.

My Spare time

What do you do in your spare time? Who does what in my class, at my school?
Statistics, comparisons.

My Schoolbag

What is in my schoolbag? How much does it weigh? Photo, description or drawing.

Class Music Top Ten

Classes present their favourite music and stars to partner classes.

My Family Who's who

Students introduce themselves and their families. Family tree.

My Town

Past, present and future. Buildings, history, churches, castles, famous sights...or just ordinary houses. Ideas for improvement? How might it look in twenty years time?

My Home

Description of pupil's houses, flat or room. Indoors and outdoors.

Fiesta!

Holidays and festivals, in participating countries and special food and customs associated with each. Pupils choose one to celebrate annually.

From our window

At midday, on each equinox, or during the four seasons, each school makes pictures/takes photos of what can be seen from their windows. These are exchanged with others and a project photo album compiled.

Christmas is Coming

Exchange of Christmas songs, traditions, stamps, DVDs of Christmas shows at school. Decorate your school Christmas tree with decorations received from your partner schools.

Stamp Collection

Classes exchange used stamps showing famous persons, wildlife or places from their country. What does it show, who was/is he or she? Pupils research and explain findings to international partners.

Jigsaw Puzzles

Exchange of jigsaw puzzles showing characteristic national phenomena such as maps and famous buildings.

This Week's Weather

Comparing observations of a week's weather in the different countries. Temperature, precipitation, humidity, wind, visibility. Report mailed to partner classes, enhanced by pictures/film of the different activities engaged in by pupils according to the weather conditions.

Humour Festival

What is considered funny in my country and in yours? What comedians from my country are shown on TV in yours? Classes exhibit examples of national sense of humour, jokes, drawings, cartoons. Translated into English, German, French etc...where possible!

Our Calendar

Classes prepare pictures of national holidays and festivals, or other events they consider important. These are exchanged and compiled into a project calendar complete with the days and months written in the relevant languages.

Jobs at my School

Interviewing different people in my school. Teachers, heads, secretaries, caretakers, nurses. Photos, descriptions of their jobs. Pupils film a day in the life of the caretaker or head teacher to exchange. Pupils decide who has the hardest job and why.

A Day in the Life of...Thomas, aged 12 and $\frac{3}{4}$

Students produce and present a Power point show or film a video of a typical day in the life of one or more students. These are far more interesting and entertaining when pupils show their school as they really experience it, rather than as their teachers would like it to be! Exchange with partners via e-mail, cd-rom, school/project website...

Make a National Game

Pupils make a board game about geographical, cultural and/or historical facts relating to their own country or to participating countries. Play each others' games and evaluate.

Be My Guest!

Students prepare tourist information material for students their own age visiting their local area. Slides, videos, maps, brochures, descriptions, guided walks or tours.

My interpreter

Older students serve as interpreters for younger students and translate letters, project material, tapes etc. They also serve as secretaries writing for younger students.

What comes to your mind

What comes to your mind when you hear words like racism, friendship, summer, etc? Students exchange creative writing, poems, stories, essays, based on one of these themes etc.

Fairytales

Pupils from different countries agree upon and illustrate the same fairytale, translated into the languages of the participating schools.

Every Picture Tells A Story

Exchange of photos. Ask partner class to write the story which they think goes with the story, revealing true story.

Monster Mash

Classes exchange drawings of monsters and descriptions of monsters. Recipient classes draw monsters according to descriptions and compare to original monster. Correspondence between classes or individual classes may follow.

Travelling Buddies

Classes involved use toy animal or puppet to send to partner class or school. Photos can be taken of the 'buddy' taking part in different activities e.g. sitting having school lunch with pupils, and then sent back to school. Variations on this include making the 'buddy' a passport, or sending a suitcase ready to be filled with items selected by pupils from partner schools as the buddy continues his/her journey. This is a particularly good way of involving very young children in the project.

Stories Old and New

Pupils agree on a local, traditional story or legend and make a story board to illustrate it. These pictures are then sent to participating schools for pupils to discuss and write the story they think lies behind them. The 'new' stories are then exchanged, and the originals sent for comparison. Both versions are then compiled into a project book of 'Legends, old and new'. Another good activity for the younger pupils.

European Song Festival

Classes either write or choose a song to record to represent their country. Audio recordings or DVDs are exchanged and classes can vote to find most popular song using the usual points system. Classes are not allowed to vote for their own song!

International News Magazine

Partner schools decide on newsworthy items and pictures, and make puzzles etc. These are emailed to the co-ordinating school where a trained team of pupil editors take a responsibility for producing a termly project newsletter which can be posted on the project/school websites. Paper copies could also be made and sold to the wider school community. Alternatively this could be done with recordings as radio or TV broadcast, or as a pod cast.

Air miles and Miles

Collecting and exchange examples of labels, photos of goods from the partner countries, locate and stick these on a large map. What can we buy from YOUR country in my COUNTRY? How many miles have these goods travelled and how were they transported? How might this affect the environment? Could they have been produced in my country? Pupils produce cartoon strips to illustrate the project's journey...

What Makes a Good Childhood?

Pupils in different countries identify the 10 most important things in the life of a child or young person. Divide these into needs and wants, then exchange with partner schools, compare and attempt to come up with a list of the true essentials for a good childhood and make an illustrated booklet, with each country contributing several pages.

Feedback

Research recipes for traditional, national dishes using books, magazines, internet and asking friends, relations and the school cook. Pupils agree on the most appropriate ones, make illustrated instructions or film themselves cooking and exchange with partner schools. Pupils try out the recipes and send feed back to the originating country. This can be followed up with an international food evening to which the wider community is invited.

Language Challenge

Classes work out a mini language course for the language(s) spoken at their school. They create games, exercises, dictionary, recordings, and exchange these with others, Pupil and teachers in participating countries choose which language to learn and attempt to learn the basics within a given time limit. Hold a video conference to assess progress. Discuss which language is easiest to learn and why. Do pupils think some languages more 'important' to learn than other? Why?

Treasure Chests

Buy enough sturdy boxes to send to your partner countries. Pupils agree on a selection of 6 assorted items to put into the 'chest' to represent their country and send it off to partner schools. When the 'chest' arrives, it should be opened in class and the contents discussed. What do the pupils think they are for? Discuss and send thoughts to originating school who in turn send the true explanation for the contents.

Our Tune, Your Words

Pupils agree on atypical example of a song from their country. They choose appropriate instruments and record themselves playing the music only and send to partner countries. Pupils make up new words to go with the tunes, wither in their own language or a foreign language they are learning. These are then in turn recorded and exchanges along with the originals. Evaluate.

Fax Challenge

Over a year, every half term, on an agreed date and time, each school in turn creates and sends out a fax challenge to all partners. This could be a maths problem, a riddle or anything relevant to the project. The winning school is the one who faxes back the correct answer quickest to the originating school. A tally can be kept and prizes awarded at the end of the year.

A Dream Town for Europe

A series of workshops (media, art and technology) to coincide with project meetings attended by pupils. Joint creation of DVD promoting the town with music and effects, collages made from photos of landmark buildings from each partner country.

World Book Day

Classes agree on reading a selection of books, short stories, fairy tales from partner countries in their own language if desired. Exchange of reviews. Pupils could then celebrate World Book Day by dressing up as characters from their favorites or making puppets and putting on shows. These could then be filmed and exchanged.

Great Dane and other notables

Each school agrees on a local person whom they believe to have made a valuable contribution to the development of their country and wider world. Pupils research this person's life and put together a profile which they exchange with partners. Pupils learn about previously (to them) unknown Europeans and use chat/video conferencing/text messaging to find out more if needs be. Pupil representatives from all project countries could then take part in an online 'balloon debate' to choose the person most worthy of fame.

Create a Flag

Following research by pupils, each school chooses a symbol that best represents their country. These are then exchanged by email/fax with the other countries. Pupils then design their partnership flag or T-shirt containing all the symbols and compare with those produced by their partners. Schools can then either produce their own flags or T shirts, or vote on their favourite which can then be adopted to produce the project one.

Paint a Mural

Pupils work together in each school to produce a simple design to represent the project for a school mural, which can be replicated in playgrounds or school halls. Pupils exchange and compare these, and select their favourites to be created in their school. Whatever project participants visit each others' schools, they help to paint a part of it.

Games We Play

After learning the basics of using a video camera, pupils film themselves playing playground games. These are sent by post or emailed to partner schools together with instructions and any necessary additional resources. Pupils play each others' games and again film themselves doing so. They also evaluate the games by means of questionnaires and/or online chats. If/when pupils involved in the project visit each other, they can play some of the games played by parents and grandparents, analysing the importance, or otherwise, of playground games and possibly re-introduce some of them. Older pupils could show the younger ones how to play these.

Human Rights

Students in each partner school devise and circulate European Declaration of Human Rights. Groups comments and respond and then agree on 10 points to be included in a joint declaration. A simpler version could be done with school use.

European/International Day

Pupils dress in the national costumes of their partner countries, each class to represent a different one. They make their own passports and go on a European 'journey' round their school, participating in suitable activities and tasting relevant foods. Parents and governors could also be invited to join in the day's activities.

Mini beat Safari

All partner schools take part in a joint investigation of mini-beasts in their school yards by creating humane traps. Pupils count and identify mini beats caught and analyse what conditions contribute to the success or otherwise of the traps e.g. climatic. Pupils produce power point presentations to share their findings. The importance of the mini beasts to the immediate environment is discussed and steps taken to encourage them where appropriate.

Are you what you eat?

Pupils record what they eat and drink in and out of school over a period of one week to compare with their partners. Analyse and compare the amount of fat, protein, etc consumed. Who has the healthiest diet? How could pupils' diets be improved? Creation of a project poster.

You may want to visit the following links on ideas for school activities under SDGs;

- How to teach the UN's development goals, and why
<https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>
- Collaborative Project Templates
https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/connecting-classrooms/collaborative-template?_ga=1.167925800.881342303.1484105599
- Classroom Resources for Teachers
https://schoolsonline.britishcouncil.org/find-classroom-resources/choose-resource/search?type=internal&field_partnership_type_value=All

