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This handbook covers the following:

What is the International School Award?

How do you achieve the International School Award?

Ideas for international activities

Guidance on completing the Action Plan and Impact Evaluation Form and maintaining a record of your international work

Examples and template documents

# INTERNATIONAL SCHOOL AWARD

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## Introduction

The International School Award (ISA) is a global accreditation scheme recognising good practice in incorporating the international dimension into schools.

The accreditation process has an action planning stage, followed by compilation of evidence and the submission of an evaluation. It takes approximately 15 months to complete. Successful schools are accredited for three years.

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

- champion international work and collaboration with partners 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.

‘The International School Award provided a great opportunity to raise our school’s profile among the UAE schools. The Global Dimension approach that we added to the curriculum has created relevance and real life to topics. Personally, I am really pleased and satisfied of the school’s achievement so far and am looking forward to applying for the ISA over again in the future.’

**Layla Ali Hamad, International Co-ordinator, Al Reyada School, UAE**

## Who is it for?

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 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).

## What are the benefits?

The International School Award provides a framework for schools developing international activities. It is a goal to aim for and a valuable public relations tool once achieved. Most participating schools have a few years of international experience and active partnerships with schools in other countries.

Key benefits are:

*Support with the development of a strong foundation for internationalism*

The ISA supports schools to develop:

- an international ethos embedded throughout the school
- a majority of pupils within the school impacted by and involved in international work
- collaborative curriculum-based work with at least one partner school
- curriculum-based work across a range of subjects
- year-round international activity
- involvement of the wider community
- evaluation from a variety of sources allowing you to improve your activities and your international programme.

### Recognise internationalism throughout the school

The process of working towards the ISA helps pull together all the international links and activities within your school. It can also provide schools new to international work with a useful framework for recording their activities. It will help you to set targets and to analyse the outcomes of your international activity. The ISA aims to embed internationalism across all curriculum subjects and all year groups, thereby enriching the entire curriculum of the school.

### Increase global awareness

There is no better way to increase teachers' and students' global awareness than by helping them to develop collaborative work with their counterparts in other countries. Sharing experiences, backgrounds, cultures, opinions and everything else directly through school linking helps expand teachers' and pupils' horizons and increase intercultural dialogue and understanding.

### International accreditation

The ISA is an accreditation scheme and not designed to be a competitive process and there is no limit to how many schools can be given the ISA. The ISA rewards schools who have reached a certain level of international work. ISA-accredited schools are acknowledged as 'champion ambassadors' for the high quality of their international links and activities.

### Recognition

When a school is successfully accredited with the ISA it gives a strong sense of achievement to teachers and students. It also provides excellent public relations opportunities and media coverage.



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The ISA journey – FULL AWARD activities should reflect each of these areas.

### Embedding international work

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#### Global citizenship

Young people and educators take **action** to tackle global themes.

- schools run collaborative curriculum projects that facilitate young people taking positive social action on a global theme
- young people collaborate on global themes with international partners
- educators are able to embed global citizenship themes in teaching

#### Enriching education

Educators take **action** to improve their teaching and curriculum.

- educators implement useful changes to their teaching and curriculum based on collaborative learning

#### International school ethos

Schools **embed** their international work.

- schools review international activity and assess the development of young people and educators
  - schools commit more resources to their international co-ordinator and international policy
  - schools carry out more activities with partner schools internationally
- 

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
- written an international policy
- worked with partner schools internationally.

At the end of your school's ISA application journey, your school will have:

- Completed at least seven international activities. At least three of the seven activities should be completed 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.
- Completed a set of evaluation forms for parents, pupils, teachers and school visitors for all activities providing individual reflection on the collaborative activities undertaken.
- Kept a record of all the international activities undertaken in the school in the past 12 months.
- Submitted an Impact Evaluation Form to the British Council.

# HOW DOES MY SCHOOL ACHIEVE THE INTERNATIONAL SCHOOL AWARD?

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In very basic terms the ISA accreditation process consists of a forward looking action plan submitted at the beginning of your ISA, followed by the submission of an impact evaluation form after one full year.

## The criteria

- international policy being written, reviewed or adopted
- international co-ordinator identified, appointed or post reviewed
- curriculum-based international activities
- activities evaluated
- majority of activities successful
- range of year groups involved
- range of subjects covered
- year-round activity
- collaborative work with partner schools.

In order for a school to complete this process these are the following steps they will **need to follow**:

### 1. Identify or appoint an international co-ordinator

We expect there to be a person, or a committee, that takes on responsibility for applying for the ISA, and for ensuring that all the planned work takes place, and that the portfolio is completed and submitted on time. This role could be assigned to the Connecting Classrooms Project Leader.

The international co-ordinator is the teacher or other staff member who is responsible for applying for the International School Award scheme. Depending on the nature of your school, your international co-ordinator role description will vary. A template is available for schools to use, but some may wish to create their own style if preferred.

Examples of role descriptions from schools which have successfully achieved the award have been included in this handbook to give you an idea of what the role of the international co-ordinator role involves.

### 2. Write, review or adopt an international policy

We want international work to be clearly embedded in the ethos of the school. Thus we expect schools applying for the ISA to have already written, or to be working on, a whole-school international policy.

This policy will vary depending on the nature of your school. To give you an idea of what an international policy consists of you can read the attached sample policies written by schools which have received the International School Award in the past.

In order to demonstrate commitment and the support of the school management, an international policy is required, which should have been signed by the Principal – or whoever appropriate signatories would be. Having a policy ensures a whole school approach. By having the signature of the Principal it builds the network and support for developing links and international activities.

### 3. Complete an audit of international work done at the school

All schools taking part in the ISA will need to undertake an audit of existing international activity. As a school moves through the process they will update their audit.

### 4. Submit an Action Plan

This document should be submitted at the beginning of the programme year – the Action Plan document describes the activities the school intends to undertake as part of its application for the Full Award. This plan will need to be approved by British Council ISA team.

It must contain a minimum of **seven** curriculum-based international activities that will take place in the **next** curriculum year. One of these activities should be based around languages. Activities in the Action Plan should cover **all** the seven points listed in the guidance to completing the application form.



## 5. Implement the activities

Schools should ensure activities take place as planned (or record where there have been changes to the original plans), record the activities and keep material relating to this work.

Schools are expected to complete at least seven distinct international activities within one school year in order to achieve an international school award. It is up to schools to decide how they split the activities but each activity should involve a different year group and a different subject – or there might be seven activities that all involve the whole school and involve all subjects.

Schools should present their international activities in the same order as they appear in their completed activities summary sheet and place the material for each activity in chronological order. Give a short description

of each activity, with clear details of who was involved. Then provide some evidence of the work, you can for example, include extracts for the school development plan and from schemes of work, emails, newspaper cuttings, photos, quotes from parents, partner schools, samples of pupils' work, teachers' reports and meeting notes.

## 6. Keep a record of your international work

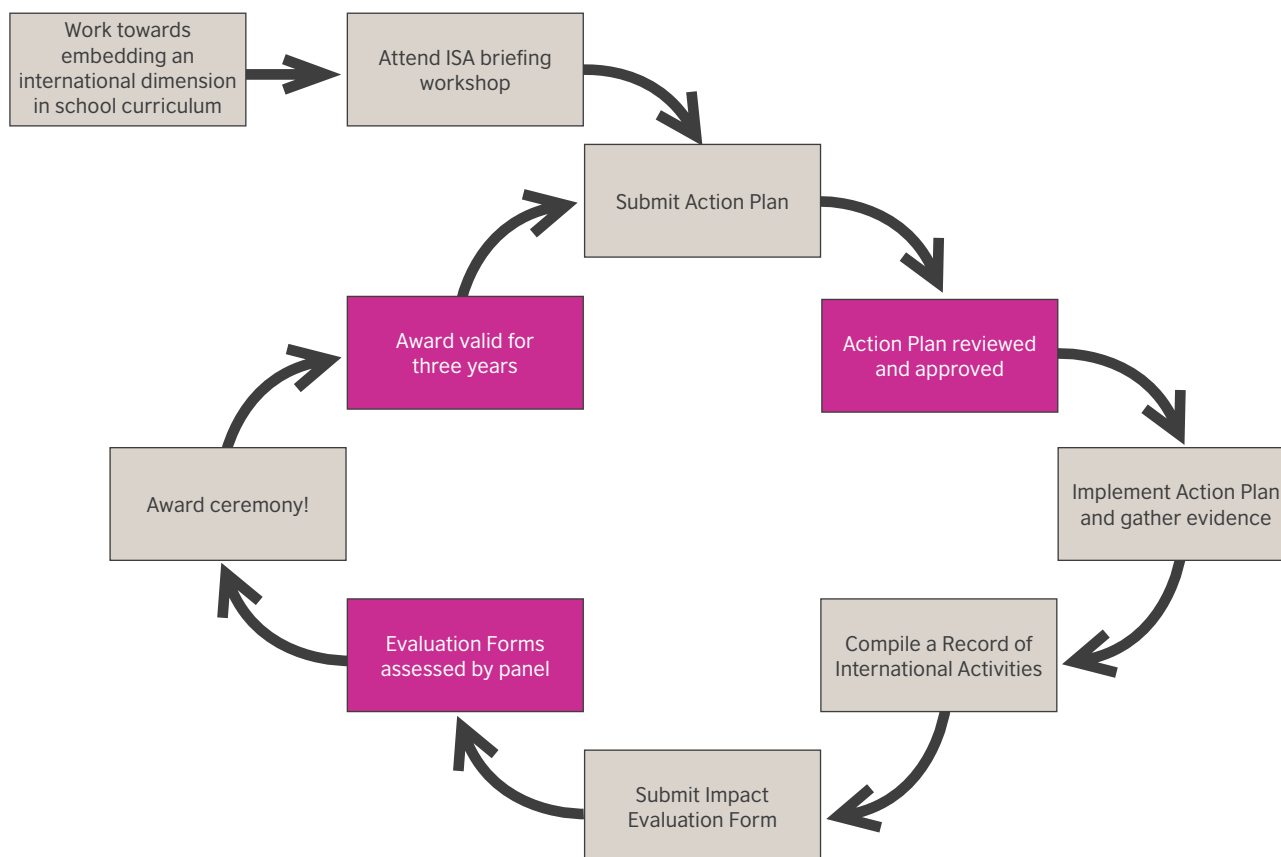
Details of what should be included in the record are described in the next section.

## 7. Submit an Impact Evaluation Form

This is where the school provides evidence that the activities set out in the Action Plan have been completed. The evidence must illustrate the **impact** that the activities have had on the school, educators, young people and the local or international community, including any relevant learning outcomes.



# OVERVIEW OF THE PROCESS



## 1. Getting started

Most schools applying for the International School Award have already started embedding an international dimension in the school curriculum and have at least one active international school partnership. Once you feel your school is ready, contact your local British Council office to attend an **ISA briefing workshop**. This workshop will explain the process of applying for the award.

Now you have to undertake an **audit of existing international activities** carried out at the school. In the early stages it is important to map out practice and have an overview of your school's international 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.

## 2. Planning

The first stage in planning your international work is to draft or update your school's **international policy** or strategy. This is a simple one-page document that sets out what your school aims to achieve through its international work. The next stage is to write an **international co-ordinator role description**. This is a list of the responsibilities of the person within your school who leads and co-ordinates international work.

Now you are ready to complete your **Action Plan**. The Action Plan sets out the international activities you aim to complete during the year, including subjects and year groups covered, specific activities, what you intend to achieve through this activity and how you will evaluate success.



Teachers and school Principals can also make use of the additional resources that are provided on our Schools Online website (<http://schoolsonline.britishcouncil.org>) which would support them to successfully complete the award. That is,

- the British Council's online professional development courses in global citizenship and international working available on the website, and
- the Guide to Global Citizenship.

### 3. Gathering evidence and submission of Impact Evaluation Form

During the course of the year your school will work on the various activities set out in your Action Plan. As each activity is completed you will gather evidence, for example copies of student work, photos of displays and evaluation forms from students, teachers and others describing what has been learned through the activity. These records are filed together into a '**portfolio of evidence**' that is kept in your school and will assist you with completing your Impact Evaluation Form. Your completed Impact Evaluation Form is the document that will be reviewed by the adjudicators to decide whether your school is eligible to be accredited with the Award.

### 4. Assessment

The Impact Evaluation Forms are assessed by a **country panel**. The panel may include Ministry of Education representatives, British Council staff and suitably experienced educators. A random selection of forms is then submitted to a **regional panel**, which monitors consistency of assessment across the region. Schools that have met the criteria for the Award and demonstrated the required quality of international work will be notified of their success and invited to attend an **award ceremony**. The International School Award is valid for three years.

## Key dates

The International School Award runs annually and adopts the following outline timetable. There may be small differences within individual countries so contact your local British Council office for a detailed timetable.

### August/September

British Council ISA briefing workshops

### 31 October

Deadline for submission of Action Plans

### November

Review of Action Plans, feedback provided by British Council

### February

Mid-year review of progress

### 1 June (the following year)

Deadline for submission of completed Impact Evaluation Form

### July

Country and regional assessment of portfolios

### August/September

Award ceremony

# INTERNATIONAL ACTIVITIES – MANDATORY REQUIREMENTS

## 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.

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.

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.

## 2. Collaborative work with partner schools

**At least three activities** should be based on collaboration between pupils and teachers with

The table below gives further advice on what is acceptable in terms of collaborative work.

Activities such as...	are acceptable provided that...	are not acceptable when there is...
visits and trips (non-reciprocal) See note below	they are part of genuine curriculum work (see 1) 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. 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, school or community level.

### A note about visits and trips

#### In-country visits

A trip or visit will not qualify as an activity on its own, but should be included in addition to curriculum-based projects (for example, a trip to the worship places does not count, but as part of a term-long project on religions of the world, it should certainly be included).

#### Overseas visits

Ski trips and other extra-curricular visits, which have no impact on lessons, are not acceptable as curriculum-based international activities.

### 3. Global citizenship

Your activities must encourage young people to show awareness of global themes and explore the differences between their local community and that of their partner school. Examples of global themes include the following:

- conflict and peace
- sustainable living
- rights and responsibilities
- fairness and equality
- identity and belonging.

For more guidance on global citizenship visit Schools Online: Connecting Classrooms or access the Global Citizenship Guidance: <http://schoolsonline.britishcouncil.org/sites/default/files/files/Global%20Citizenship%20themes%20skills%20and%20outlook%20-%20updated%2010%20Sept%281%29.pdf>

### 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. Majority of curricular subjects involved

A **broad range of 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

The first three activities must include involvement by **the majority** of young people in the school (above about 75 per cent) across these three activities. Small groups of pupils on visits can only be considered in addition to the first three activities. Whole school activities should illustrate the school's leadership in embedding global citizenship and awareness at the heart of the school.

### 7. Year-round activity

International 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.

# IDEAS FOR INTERNATIONAL ACTIVITIES

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Here are some practical examples of the kind of international activities you could organise and record in your portfolio. There are a number of activities that can be done with pupils in different subject areas that will help involve the whole school community in the partnership.

## First impressions

- Find out how much pupils know about the country in which your partner school is situated. You can do this by brainstorming everything they know – ask them to draw a picture or write a poem.
- Pupils could spend a week collecting newspaper articles about the country and make a collage (if they cannot find any articles, what does this tell them about that country?). Discuss with pupils how they know what they do about this country.
- Use this material as a base line when you are assessing how much pupils' perceptions have changed during the project.

## Introduction

- Ask your pupils to think of how they greet people in their own community and ask them to think of ways of introducing themselves to pupils in their partner school.
- Pupils may wish to send a card (real or virtual), an email and/or photos, write a letter, or send postcards of their local area.
- More ambitious activities could be to make T-shirts emblazoned with pupils' photos or tea towels with printed images of the whole class, or put together a tape or DVD (whichever is appropriate) of the pupils' favourite music along with their reasons for liking the particular pieces.
- Ask pupils to think of something about their country that they think people in other countries don't know and/or misunderstand. Ask them to think of a way in which they can explain this to pupils in the partner school.

**Here are some examples of the type of international activities pupils have organised within their schools:**

- diversity festivals
- language-awareness projects
- cultural heritage at your school
- studying international meals and nutrition
- designing a cookbook and exchanging recipes
- comparing and contrasting your home towns
- writing an international newsletter
- researching overseas tourism, architecture, trade and industry, communications and art
- studying international poetry/drama/music/flora and fauna
- researching the UN Rights of the Child
- creating international display boards
- studying customs from around the world
- 2012 Olympic Games in the UK and international sports
- folk stories and songs in assemblies
- materials and clothes from around the world.

## Examples of cross-curricular activities for students aged 7–11

### In the news

- **Subjects: Citizenship, Literacy**  
Using a local or national news story, children undertake research to make their own reports. Exchanging these reports with a partner school, pupils examine the issues, how they are represented and what they tell them about the place and the people. Pupils collaborate to report on a global issue.

### Global storybook

- **Subjects: Citizenship, English, Geography**  
In this project, children create a Global Storybook with stories and pictures that identify and explore different cultures and communities. They work collaboratively with a school abroad to produce stories that are jointly authored and which cross both cultures.

### Shopping basket

- **Subjects: Citizenship, Geography, Mathematics**  
In this project, children discover the origin of items in a typical basket of shopping. They find out how raw materials are refined and processed and will track the 'life story' of various products. They can compare the contents of shopping lists with their partner schools and share the life stories.

### A way with words

- **Subjects: Citizenship, Literacy, Modern Foreign Languages**  
Thinking about useful and important words, children make signs and sing songs and rhymes in another language. They learn the sounds and become familiar with the written form of the new language. They collaborate with an overseas school to create a picture dictionary both classes can use, and collaborate on a song and dance concert.

### Busy fingers

- **Subjects: Citizenship, History, Maths, Art and Design**  
Children survey hobbies pursued by classmates and by older generations. They record and present their findings and share information with a partner school. Teachers match pupils with similar interests to research the development of their shared hobbies and produce a poster or web pages.

### Travelling ted

- **Subjects: Citizenship, Geography**  
Through discussion, autobiography and email partnerships, children learn about their identities and communities and about different places in the world. With the help of a travelling mascot and its diary, they explore what other places are like and how they are connected.

### View from my window

- **Subjects: Citizenship, Art, Literacy**  
Children photograph and write a description of their view. They exchange written descriptions (not pictures) with the partner school, and create artistic interpretations of their partner's word pictures. They later check their artwork against the partner's photographs and make literary and visual, environmental and social comparisons.

## Examples of cross-curricular activities for students aged 11–18

### Because I am a girl

This encourages students to explore and examine the role of girls in society and identify the differences between the experiences and expectations of girls and boys around the world. It accompanies the report *Because I am a Girl: the state of the world's girls* 2007 published by Plan. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### Speak out on Africa

Introduces the continent of Africa and encourages pupils to think about how their voice could facilitate change there. The work is an introduction to youth advocacy. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### Water in Kenya

This project looks at the impact of water shortages in Kenya and the wider world. Students assess the impact that water shortages will have on them individually and the world as a whole. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.



### Fairtrade in Pakistan

This lesson begins to explore the idea of Fairtrade and the affect we can have in the developing world through Fairtrade. Students will develop an understanding of where products originate and social responsibility. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### Child labour in India

This project introduces the country of India to young people and examines the practice of child labour. It encourages young people to examine their own life and compare their experiences with those of children in India. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### Make the link, break the chain

These lessons examine the history of the transatlantic slave trade as well as the forms of slavery that still exist in the world today. It was developed from a project that linked schools in Brazil, Haiti, Senegal, Sierra Leone and the UK. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### Togo: making choices

This lesson has been designed to help children explore the ideas of needs, choices and fairness while learning about the lives of children in Togo. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

### A global identity

This activity looks at the idea of our identity and how it can be used to distinguish and unite us all. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

# FIFTY IDEAS FOR INTRODUCTORY ACTIVITIES

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The listed ideas are introductory activities for your preparation for the Full Award; you need to develop these ideas to reflect each of the following areas, detailed on page 5:

- global citizenship
- enriching education
- international school ethos.

The ideas 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 pupils themselves who decide upon and lead the activities.

## Notice the board

A centrally placed noticeboard in the school hall advertises the progress and development of the project to staff, students and visitors. It shows photos of key players and activities.

## Research

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

## An armchair travel experience

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

## My spare time

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

## Class music top ten

Classes present their favourite music and stars to partner classes.

## 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.

## 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, 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.

## Jigsaw puzzles

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

## 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, French, German etc... where possible!

## Jobs at my school

Interview different people in school. Teachers, principal, 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.

## 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.

## My interpreter

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

### A day in the life of... Thomas, aged 12 and ¾

Students produce and present a presentation or film of a typical day in the life of one or more students. These are far more interesting when pupils show their school as they really experience it, rather than as their teachers would like it to be! Exchange with partners via email, CD-rom, website...

### Monster mash

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

### 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'.

### 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 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 podcast.

### Travelling buddies

Classes use toy animals or puppets to send to the partner class or school. Photos can be taken of the 'buddy' taking part in different activities, e.g. having school lunch with pupils, and then sent back to the original 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.

### 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 feedback to the originating country. This can be followed up with an international food evening to which the wider community is invited.

### Our tune, your words

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

### A dream town

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 and 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 favourites or making puppets and putting on shows. These could then be filmed and exchanged.

### Great Dane and other notables

Each school selects a local person who has made a valuable contribution to their country/the wider world. Pupils research this person's life and put together a profile which they exchange with partners. Pupils learn about influential people and use chat/video conferencing/text messaging to find out more if need be. Pupil representatives from all project countries could then take part in an online 'balloon debate' to choose the person most worthy of fame.

### Paint a mural

Pupils work together in each school to produce a simple design 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. Whenever project participants visit each others' schools, they help to paint a part of it.

### Games we play

Pupils film themselves playing playground games. These are sent by post or email to partner schools together with instructions and any necessary additional resources. Pupils play each other's 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 that were previously played by their parents and grandparents, analysing the importance, or otherwise, of playground games and possibly reintroduce some of them. Older pupils could show the younger ones how to play these.

### Exchange of cards and greetings

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

### The alphabet song

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

### Film review

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

### My schoolbag

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

### My family who's who

Students introduce themselves and their families. Family tree.

### My home

Description of pupil's houses, flats or rooms. Indoors and outdoors.

### Christmas is coming

Exchange Christmas songs, traditions, stamps, shows at school (DVDs). 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.

### Every picture tells a story

Exchange photos. Ask partner class to write the story that they think goes with the photo. Reveal the true story.

### 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.

### 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.

### 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.

### Fairytales

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

### International 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 the most popular song using the usual points system. Classes not allowed to vote for their own song!

### This week's weather

Comparing observations of a week's weather in the partner countries. Temperature, rain, humidity, wind, visibility. Mail report to partner class, with photos/film of the different activities engaged in by pupils according to the weather conditions.

### What makes a good childhood?

Pupils in different countries identify the ten 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.

### Air miles and miles

Collect and exchange examples of labels and photos of goods from the partner countries, and 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.

### Language challenge

Classes work out a mini language course for the language(s) spoken at their school. They create games, exercises, dictionaries and recordings, and exchange these with partner schools. 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 others? Why?

### Treasure chests

Buy enough sturdy boxes to send to your partner countries. Pupils agree on a selection of six 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 through to originating schools who in turn send the true explanation for the contents.

### 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 that faxes back the correct answer quickest to the originating school. A tally can be kept and prizes awarded at the end of the year.

### Human rights

Students in each partner school devise and circulate an International Declaration of Human Rights. Groups comment and respond and then agree on ten points to be included in a joint declaration. A simpler version could be done for school use.



### 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? Create a project poster.

### 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.

### 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 an international '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 beasts 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 beasts caught and analyse what conditions contribute to the success or otherwise of the traps, e.g. climatic. Pupils produce Powerpoint presentations to share their findings. The importance of the mini beasts to their immediate environment is discussed and steps taken to encourage them where appropriate.



# Guidance, templates and examples

Forms are available on our website:

**<http://schoolsonline.britishcouncil.org/regions/mena>**



# ISA ACTION PLAN – TEMPLATE FOR FULL AWARD 2015–16

Please fill in all fields

Name of School	
Your school's government reference number	

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

## In-country partner schools

If you don't have one already, visit British Council Schools Online to find a partner, and then complete this section. (<http://schoolsonline.britishcouncil.org/partner-with-a-school>)

How many new school partnerships in your own country have you formed via Schools Online?	
--	--

Name of School (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
Summarise all the types of interactions you have had with this partner  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

<b>Name of School (2)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

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

<b>Name of School (4)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	



<b>Name of School (5)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

### Your current activities with in-country partner schools

For each partner school describe your current activities (200 words maximum)

<b>Name of School (1)</b>	<b>Activities</b>

### International partner schools

<b>How many new international school partnerships have you formed via Schools Online?</b>	
<b>Name of School (1)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

<b>Name of School (2)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

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

<b>Name of School (4)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

<b>Name of School (5)</b>	
<b>Contact name</b>	
<b>Role</b>	
<b>School address</b>	
<b>Email address</b>	
<b>Phone number</b>	
<b>Summarise all the types of interactions you have had with this partner</b>  (e.g. email, post, video conferencing, reciprocal visit by staff and/or young people)	

Your planned activities with International Partner schools. See guidance notes below.

Activity no.1		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5		Give numbers of pupils for each age range
	5–6		
	7–8		
	9–10		
	11–12		
	13–14		
	15–16		
	17–18		
	19–20		
	>20		
	Describe the activity in more detail (200 words maximum)		
What impact will this activity have?			

Activity no.2		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		

Activity no.3		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		

Activity no.4		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		



Activity no.5		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		

Activity no.6		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		

Activity no.7		
Start date		
End date		
Subjects covered	<input type="checkbox"/> Art and design <input type="checkbox"/> Citizenship <input type="checkbox"/> English <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Maths <input type="checkbox"/> Languages <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Science	One of these needs to relate to the use of language
	<input type="checkbox"/> Other (please provide details of any subjects not covered here)	
Languages to be used		
Partner school(s)		Which schools will join you in this activity?

Ages of pupils or young people	<5	Give numbers of pupils for each age range
	5–6	
	7–8	
	9–10	
	11–12	
	13–14	
	15–16	
	17–18	
	19–20	
	>20	
Describe the activity in more detail (200 words maximum)		
What impact will this activity have?		

### Other programmes

Is your school involved with any other programmes that support internationalism (e.g. funded projects/school linking, other awards or CPD)?

### Ambassadorial role

Please list your plans for supporting other schools involved in the international dimension. See the guidance notes below.

For British Council use only:

Assessed by	
Name	
Email	
Telephone number	

How many new international school partnerships have you formed via Schools Online?	
--	--

Assessor's comments	
Final assessment	
Approved	
Not approved	

#### Data Protection Notice

The International School Award scheme is administered by the British Council on behalf of the Department for Education. 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. Email [dataprotection@britishcouncil.org](mailto:dataprotection@britishcouncil.org) or send your request in writing to the Data Protection Officer, British Council, 10 Spring Gardens, London SW1A 2BN.

## Guidance notes in brief

Please refer to the **full guidance** to make sure that your application for re-accreditation is valid. See <http://schoolsonline.britishcouncil.org/accreditation-and-awards/isa/uk-schools/guidance-and-documents>.

## Full Award – who is it for?

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.

## The ISA journey

**The ISA journey – FULL AWARD – activities should reflect each of these areas.**

### Embedding international work

<b>Global citizenship</b>	<p>Young people and educators take action to tackle global themes.</p> <ul style="list-style-type: none"> <li>Schools run collaborative curriculum projects that help young people to take positive social action on a global theme.</li> <li>Young people collaborate on global themes with international partners.</li> </ul> <p>Educators are able to embed global citizenship themes in teaching.</p>
<b>Enriching education</b>	<p>Educators take action to improve their teaching and curriculum.</p> <ul style="list-style-type: none"> <li>Educators implement useful changes to their teaching and curriculum based on collaborative learning.</li> </ul>
<b>International school ethos</b>	<p>Schools embed their international work.</p> <ul style="list-style-type: none"> <li>Schools review international activity and assess the development of young people and educators.</li> <li>Schools commit more resources to their international co-ordinator and international policy.</li> <li>Schools carry out more activities with partner schools internationally.</li> </ul>

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
- written an international policy
- worked with partner schools internationally
- completed at least seven activities: at least three of the seven activities should have been completed with schools or organisations that support school education in other countries, and these three activities can be completed with the same school, or with different schools from around the world
- completed a set of evaluation forms for parents, pupils, teachers and school visitors for all activities providing individual reflection on the collaborative activities undertaken.

Complete the relevant documents offline and keep them for your records. Your application, which you must submit online, will refer to these documents.

## Full Award requirements

The application is made up of two stages.

### Stage 1 – complete an Action Plan

The Action Plan document describes the activities the school intends to undertake as part of its application for the Full Award. This plan will need to be approved by the British Council ISA team.

It must contain a minimum of **seven** curriculum-based international activities that will take place in the next curriculum year; **one** of these activities should be based around languages. Activities in the Action Plan should cover **all** of the points listed below (1–7).

### Stage 2 – complete the Impact Evaluation Form

This is where the school provides evidence that the activities set out in the Action Plan have been completed. The evidence must illustrate the **impact** that the activities will have on the school, educators, young people and the local or international community, including any relevant learning outcomes.

## Activity requirements

### 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.

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.

**Please see the full guidance notes to find out what is acceptable in terms of collaborative work.** There are restrictions that exist around activities such as visits and trips, fundraising and sponsoring, exchanges and work experience as well as school-to-school projects.

### 3. Global citizenship

Your activities must encourage young people to show awareness of global themes and explore the differences between their local community and that of their partner school. Examples of global themes include the following:

- conflict and peace
- sustainable living
- rights and responsibilities
- fairness and equality
- identity and belonging.

For more guidance on global citizenship visit Schools Online: Connecting Classrooms <http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms>.

### 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. Majority of curricular subjects involved

A broad range of 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**

The first three activities must include involvement by the majority of young people in the school (above about 75 per cent) across these three activities. Small groups of pupils on visits can only be considered in addition to the first three activities. Whole school activities should illustrate the school's leadership in embedding global citizenship and awareness at the heart of the school.

**7. Year-round activity**

International 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.

# International School Award (ISA): Impact Evaluation

Forms are available on our website:

**<http://schoolsonline.britishcouncil.org/regions/mena>**



Complete this form if you are applying for  
Full ISA accreditation 2015–16

<b>Name of School</b>	
<b>Postcode</b>	
<b>Your school's government reference number</b>	
<b>Name of head teacher</b>	
<b>Name of international coordinator</b>	

<b>1 International strategy and communication</b>	
<b>Date when the school's international policy was last reviewed.</b> (The school's international policy should be reviewed annually. Please ensure that the date you quote is within the last 12 months.)	
<b>Date when progress with the strategic aims was last reported to the school's governing body.</b> (The school's strategic aims should be presented to the governing body annually. Please ensure that the date you quote is within the last 12 months.)	
<b>Please provide details of any reference(s) in the school's self-evaluation form (SEF) and/or strategic improvement plan detailing the aims of the international strategy.</b>	
<b>Are new members of staff introduced to planned international learning activities?</b> Yes/ No (Give the date of a meeting with new staff where the school's international learning activities were explained.)	
<b>Are all members of staff kept informed about ongoing and planned international learning activities?</b> Yes/ No. (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.)	
<b>Are parents kept informed about ongoing and planned international learning activities?</b> Yes/ No. (Give the date when a newsletter/similar publication or meeting reporting the school's international learning activities happened.)	
<b>Is the local community informed about international learning activities in the school?</b> Yes/ No. (Give the date when a newsletter/newspaper article/similar publication or meeting reporting the school's international learning activities happened.)	
<b>Is evidence kept in school that the international activities outlined in your Action Plan took place this year?</b> Yes/ No. (e.g. photos of display work, copies of letters from a partner school or children's work).	

2. International Partner Schools	
Name of partner school (1)	
Country	
Is this a new partner school since you completed your Action Plan? (yes/no)	
Name of partner school (2)	
Country	
Is this a new partner school since you completed your Action Plan? (yes/no)	

(Include all your international partners. Add more rows to this table if necessary.)

3. National Partner Schools	
Name of partner school (1)	
Country	
Is this a new partner school since you completed your Action Plan? (yes/no)	
Name of partner school (2)	
Country	
Is this a new partner school since you completed your Action Plan? (yes/no)	

(Include all your international partners. Add more rows to this table if necessary.)

#### 4. Completed Activities – Summary Sheet

Please complete the table below for all the completed international activities that have taken place during the current school year. This area is intended to map your international work. As a minimum, the activities listed should feature the seven activities outlined in your Action Plan. (In the event that one of your planned activities did not take place, include a replacement.)

<b>1</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	
<b>2</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	

<b>3</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	

<b>4</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	

<b>5</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	

<b>6</b>	
<b>Activity title (minimum seven)</b>	
<b>Partner school/s (if any) and country</b>	
<b>Age of year groups involved</b>	<b>Subjects involved</b>
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input checked="" type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
<b>Time and duration</b>	
<b>Completed (Y/N)</b>	



7	
Activity title (minimum seven)	
Partner school/s (if any) and country	
Age of year groups involved	Subjects involved
<input type="checkbox"/> 4–5 <input type="checkbox"/> 5–6 <input type="checkbox"/> 6–7 <input type="checkbox"/> 7–8 <input type="checkbox"/> 8–9 <input type="checkbox"/> 9–10 <input type="checkbox"/> 10–11 <input type="checkbox"/> 11–12 <input type="checkbox"/> 12–13 <input type="checkbox"/> 13–14 <input type="checkbox"/> 14–15 <input type="checkbox"/> 15–16 <input type="checkbox"/> 16–17 <input type="checkbox"/> 17–18	<input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Art and Design <input type="checkbox"/> Citizenship <input type="checkbox"/> D and T <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> ICT <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> RE <input type="checkbox"/> Drama <input type="checkbox"/> Other
Time and duration	
Completed (Y/N)	

### 5. Individual Activity Detail Sheets

**Important:** Please use a separate sheet to include details of each of your main international activities (those listed in Section 4) and a separate template for any supplementary activities. A template is provided at the end of the form in **Annexe 1** and guidance in **Annexe 2**.

### 6. Evaluation

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

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.

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

### 7. 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.

### 8. Funding Programmes

Please list any funding programmes that support your international work, both institutional and individual (if any).

e.g. a school-linking funding programme such as Comenius or Connecting Classrooms, any funding you are in the process of applying for, a grant to support professional development.

Please list any programmes and projects that support your international work that do not involve grants (if any).

e.g. Fairtrade, eTwinning, CILT.

Please provide brief details of international work that supports the school's involvement with other kite marks and networks (if any).

e.g. Unicef Rights Respecting School, Eco-Schools Green Flag, Artsmark, ICT Mark

**9. Ambassador Role**

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

See important guidance notes in **Appendix 2** below.

**10. Declaration**

Email address of head teacher

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

I, ..... (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 (**see [schoolsonline.britishcouncil.org/isa](http://schoolsonline.britishcouncil.org/isa)**) 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. Email [dataprotection@britishcouncil.org](mailto: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 self-evaluation form process for accreditation with the International School Award. We 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](mailto:ISA@britishcouncil.org)**) with your comments.

## Appendix 1: individual activity detail sheet

### See 5. Individual Activity Detail Sheet

One of these tables should be completed for each international activity listed in Section 5.

One should be based on a language activity.

No. of activity	1			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			
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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms available (available at <a href="http://schoolsonline.britishcouncil.org">schoolsonline.britishcouncil.org</a> )	Pupil	Teacher	Parent	Visitor

No. of activity	2			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			

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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms available (available at <a href="http://schoolsonline.britishcouncil.org">schoolsonline.britishcouncil.org</a> )	Pupil	Teacher	Parent	Visitor

No. of activity	3
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .
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/countries	
Dates of activity	
Number of pupils in the school involved in this activity	
Total number of pupils in the school	
Age of pupils involved in this activity	
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.

Number and type of evaluation forms available (available at schoolsonline.britishcouncil.org)	Pupil	Teacher	Parent	Visitor

No. of activity	4			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			
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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms available (available at schoolsonline.britishcouncil.org)	Pupil	Teacher	Parent	Visitor

No. of activity	5			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			

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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms available (available at <a href="http://schoolsonline.britishcouncil.org">schoolsonline.britishcouncil.org</a> )	Pupil	Teacher	Parent	Visitor

No. of activity	6			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			
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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms	Pupil	Teacher	Parent	Visitor



available (available at schoolsonline.britishcouncil.org)				
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No. of activity	7			
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	Please be very clear in outlining the <b>impact</b> of the project and in particular the <b>learning outcomes</b> . It may be useful for you to break down this section into three separate areas: <b>aims, content and outcomes</b> .			
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/countries				
Dates of activity				
Number of pupils in the school involved in this activity				
Total number of pupils in the school				
Age of pupils involved in this activity				
Is there evidence available for inspection of this activity and what does this consist of?	e.g. photos of display board and role-play activity, letters and emails from partner school, pupils' work.			
Number and type of evaluation forms available (available at schoolsonline.britishcouncil.org)	Pupil	Teacher	Parent	Visitor

## Appendix 2: guidance notes

### Section 5 – activities

Look back at your Action Plan and copy across the relevant information here. Amend it if the basic information has changed. In particular, talk about the outcomes and impact of these activities.

Activity should be embedded across the whole school and the curriculum. It should involve pupils, incorporate professional development and, where possible, extend to the local or international community.

You can undertake more than one activity with a partner school but you will need to record each activity separately. Every activity should have an international focus. At the Full stage you must undertake at least seven different activities, three of which must be with an overseas partner, and one must be based around the use of language. For each activity you will need to complete a set of evaluation forms for parents, pupils, teachers and school visitors, which provide individual reflection on the collaborative activities undertaken.

**Templates and more guidance notes about activities are available online: [schoolsonline.britishcouncil.org/isa](https://schoolsonline.britishcouncil.org/isa)**

At the Full stage of the award partnership activity is all about:

- teachers taking action to implement changes in their pedagogy and wider practice
- young people taking action to address local and global needs
- schools working to embed partners' best practice and planning how to build on partnerships.

It is important to illustrate in the evidence provided the impact that each activity has had on the **school, teachers, pupils and the local or international community**, including any relevant learning **outcomes**. It may be useful for you to break down this section into three separate areas: **aims, content** and **outcomes**.

### Section 6 – 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 citizens, 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 visitors. There are sample evaluation forms online at [schoolsonline.britishcouncil.org/isa](https://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.

There are some useful documents outlining how the global dimension fits into the curriculum in England, Northern Ireland, Scotland and Wales on the Global Dimension website: [www.globaldimension.org.uk](https://www.globaldimension.org.uk)

**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 evaluate 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 visitors. There are sample evaluation forms online at [schoolsonline.britishcouncil.org/isa](http://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 visitors. There are sample evaluation forms online at [schoolsonline.britishcouncil.org/isa](http://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 7 – future plans

Full ISA accreditation lasts for three years, after which time you can apply for re-accreditation. 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:

- 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
- an 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 8 – 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.

# GUIDANCE ON MAINTAINING A RECORD OF YOUR INTERNATIONAL WORK

## The contents

We recommend that you start collecting evidence of your international work from the beginning of the ISA programme year. **It is recommended to maintain one A4 lever arch file.**

The items listed below should be included in the following order:

### 1. List of contents

### 2. International policy

### 3. International co-ordinator/committee name(s) and role description

### 4. Action Plan that has been approved by the British Council

### 5. International activities

- Present each of your international activities in turn. You can either use the same order as in your Action Plan, order them by most successful first, or in chronological order.
- For each activity include:
  - a completed **activity detail sheet (template provided)**
  - **evidence** of your work. Examples include: photographs and news cuttings; letters and emails; samples of pupils' work; teachers' reports; meeting notes; quotes from parents, partner schools or others involved in the activity; printouts from Powerpoint presentations; screenshots of websites; photos of students watching videos, etc.
  - We suggest two or three pieces of evidence for each activity. For activities involving partner schools it is essential you include evidence of collaboration between your schools.
  - an evaluation of how successful the activity was. This must include teacher and student evaluations (at least one of each), and perhaps some parent, visitor or colleague evaluations too (templates provided).

- If you have more than seven international activities undertaken during the school year, please only include evidence for a representative seven activities that show the range and depth of your international work and, importantly, evidence of your collaborative curriculum-based work with partner schools overseas. For your other activities, a brief one- or two-sheet summary of the activity, without evidence, will be fine.
- Don't worry if an activity didn't go to plan – you can still describe what you have learned through the activity, describe what you think went wrong and how you might change the activity if you repeated it in the future. All of this information is valuable and can be included in the evaluation section.
- It does not matter if you did not manage to undertake all the activities in the plan. The panel will look to see that the majority of activities were completed. For uncompleted activities, give a brief description of what had been planned and the reasons why this did not prove possible.

### 6. Supplementary activities

You can include activities that were not part of your original plans – unexpected opportunities may arise during the course of the year. If you have space in your file and you would like the panel to look at these, please include a separate document after the original Action Plan entitled 'Supplementary Activities'. Do not amend your approved Action Plan.

### 7. Future plans

Include a brief outline of your future plans. This will count towards the assessment as the adjudication panel are interested in how the international dimension aims to be further developed and celebrated across your school.



# International School Award (ISA) – International Policy

Forms are available on our website:

**<http://schoolsonline.britishcouncil.org/regions/mena>**



## Section title: International School Award (ISA) – International Policy

In order to demonstrate commitment and the support of the school management, and international policy is required which should be signed by the head teacher and chair of governors. This completed document should be retained at school in case of a visit and reviewed annually.

Signed by		Date
International Co-ordinator		
Head teacher (if different)		
Chair of governors		

### Data Protection Notice

The International School Award scheme is owned and run 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/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. Email [dataprotection@britishcouncil.org](mailto:dataprotection@britishcouncil.org) or send your request in writing to the Data Protection Officer, British Council, 10 Spring Gardens, London SW1A 2BN.

# INTERNATIONAL POLICY EXAMPLES

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## 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, to watch news stories from around the world as they develop, and for example, to follow 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 curricula which, in turn, inform action plans to develop each of the seven key concepts of the global dimension through all appropriate areas of the curriculum so there is a clearly mapped global dimension in the learning experiences for all our students. These seven key concepts are recognised as:
  1. diversity
  2. conflict resolution
  3. human rights
  4. interdependence
  5. social justice
  6. sustainable development
  7. 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 and 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.

This policy has been informed by two Department for Education and Skills (DfES) publications: *Developing the global dimension in the curriculum* (DfES 1409-2005DOC-EN) and *Putting the World into World-Class Education* (DfES/1077/2004 PPEDW/D16/5819/1104/14) The policy will be reviewed by the governors annually.



## 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 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, to watch news stories from around the world as they develop, and for example, to follow 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

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 three 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.

## Strategies year 2008–09

- 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 sww 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 2010–11

- 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 2009–10 are fully implemented.
- Evaluate success of previous ISA with stakeholders.
- Ensure meeting of 2011 DfES targets.
- Review Global Dimension Policy.

# INTERNATIONAL CO-ORDINATOR – SAMPLE JOB DESCRIPTIONS

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- Review Global Dimension policy.

## 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 Rhyll****International Co-ordinator: job description**

1. To have overall responsibility for applying for the International School Award.
2. To be responsible for conducting an annual audit outlining the school's action plan for developing an international dimension.
3. To contribute towards a school policy statement on the international dimension.
4. To develop an International dimension throughout the school by helping colleagues develop cross-curricular projects within each year group.
5. To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the assemblies, international days/weeks, etc.
6. To plan for the international dimension by liaising with all staff.
7. To regularly evaluate the impact of international activities.
8. To develop and maintain resources to promote the international dimension.
9. To develop, monitor and support global school links and exchanges.
10. To liaise with, and support, visitors from other countries.
11. 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 emphasised 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 Co-ordinator: 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, email and video conferencing.

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

The co-ordination 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 ongoing 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 Co-ordinator: job description**

The international co-ordinator 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 school development plan based upon this audit.  
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 from 25 to 50 to 75+ per cent over three years such that an increasing number of students (from 25 to 50 to 75+ per cent) over three years are involved.
3. 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.
4. To regularly evaluate the impact of international activities/the global dimension on teaching and learning throughout the School producing an annual written report.
5. To liaise with the local education authority (LEA) International Officer should be 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.
6. To develop and maintain links with schools and groups in other countries. These links to include internet/letter writing/video conferencing/student and staff exchanges etc. using schemes accessed through the personal contacts, the British Council, the LEA and the local Twinning Association.
7. 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.
8. To help colleagues develop the use of international themes for cross-phase transition and cross-curricular projects.
9. 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 Teacher Activity Evaluation Form

Forms are available on our website:

**<http://schoolsonline.britishcouncil.org/regions/mena>**





## ISA Teacher Activity Evaluation Form

Activity number	
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### To be completed by the internal co-ordinator

School name	
City	

### To be completed by a teacher

Name	
Title of activity	
Year group involved	
Date	

What impact has this activity had on the pupils involved (at your school or in your local community)?

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Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

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Comment on the impact this activity has had on the school generally.

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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?).

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Any other comments?

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Thank you for your time and comments.

# ISA Young Person Evaluation Form

Forms are available on our website:

**<http://schoolsonline.britishcouncil.org/regions/mena>**



## ISA Young Person Evaluation Form

Activity number	
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To be completed by the internal co-ordinator	
School name	
City	

To be completed by a young person (at your school or in your local community if relevant)	
Name	
Title of activity	
Year group	
Date	

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?

Thank you for your time and comments.

## Help and advice

If you need any help or advice with the International School Award please contact your local British Council office. Contact details can be found on our website: [www.britishcouncil.org/me-contact-us.htm](http://www.britishcouncil.org/me-contact-us.htm)

## Useful links

### **Sign up for the British Council Schools Online newsletter**

[schoolsonline.britishcouncil.org](http://schoolsonline.britishcouncil.org)

### **Find out more about Connecting Classrooms**

<http://schoolsonline.britishcouncil.org/programmes-and-funding/connecting-classrooms>

### **Find out more about the ISA**

<http://schoolsonline.britishcouncil.org/isa>

### **Find a partner school**

<http://schoolsonline.britishcouncil.org/find-a-partner>

### **Find the British Council in your country**

[www.britishcouncil.org](http://www.britishcouncil.org)

## Submitting your application

Please send your application to your local British Council office. Please check with your British Council office for confirmed deadlines.

## Notification of outcome

An assessment panel will review your application and contact you with feedback. We aim to contact all schools within four weeks of the application deadline. Once the action plan is approved it will be stamped and returned to you. You will need to keep the approved action plan safely and submit it with your portfolio of evidence at the end of the year.

**Please remember to keep a copy of your application for your own records.**

## CASE STUDIES

Examples of good international activities done with international partner schools on one of the global themes about global citizenship.

### Nova Hreod College, Swindon and Harold Cressy School, Cape Town

The schools worked together in English on the theme of 'identity' and in history on apartheid. Together these projects explored the global themes of 'identity and belonging' and 'fairness and equality'.

The history project used interviews with teachers, young people, parents and an ANC activist about the impact of apartheid on their lives as source material for understanding the history of South Africa between 1950 and 1994. The poem District Six was used in both history and English to study the effects of fear and inequality on a society.

On a visit to Nova Hreod one of the South African teachers shared his love of poetry, reading poems by his students about their culture and nation. Nova Hreod pupils were inspired to write poems themselves and the schools published a joint anthology about fear and culture. One pupil describes how the lesson enabled him 'to understand the similarities and differences of our varying lifestyles. It was that day that I that poetry can be used to express ourselves; we can share knowledge and life through poetry. I found this an amazing experience to know other children my age would hear my views and thoughts.'

### Llanedeyrn Primary School, Cardiff and Kigali Junior Academy, Rwanda

Pupils have been finding out about the meaning of fair trade, asking what is important, who is affected, who gets the profit. The Welsh school examined how people are affected by fair prices for craft workers and redeployment overseas to a less expensive workforce by multi-national companies. In Rwanda a study was undertaken to find out about fair prices for workers.

This learning was put to good use when pupils formed mini businesses, planned and designed products. The schools planned an enterprise week to coincide with exchange visits and visiting teachers worked with their partner's pupils to make re-cycled products to sell at a fair price. The shared learning has resulted in greater understanding of the importance of recycling, sustainability and the relationship between people and environment; an increased awareness of finite resources; and our potential to change things.

As well as gaining insight into starting a business, young people in both schools have gained an understanding of the importance of fair trade and the causes and effects of inequality, but it is the wider impact on young peoples' development that a Kigali teacher highlights: 'Children are now more open-minded and think broadly, communication skills have greatly improved and they show a greater understanding of their role as global citizens. Performances in exams have improved in English and social studies. Children are eager to read more about the outside world.'

### Pingle School, Derbyshire and schools cluster from Bangladesh

Pingle School's international work is part of its strategic vision and plays an important role in its improvement plans for the future. One such geography project was on flooding in Bangladesh and the UK. Pupils analysed flooding, its causes and related issues. They were then given an imaginary development budget and had to justify their decisions for flood protection, taking into account sustainability, longevity, environmental, social and political impacts. Pupils developed an excellent knowledge and empathy with some of the problems facing Bangladesh as a developing country.

The range of international learning has led to both pupils and staff members feeling more connected with the wider world and a sense of responsibility to make a difference to the lives of others.

They have gained an appreciation of the diversity within their own locality, the UK and the wider world, as well as a greater understanding of the common values that people everywhere share.

Example of a good international activity which illustrates changes to the educators' practice as a result of collaborative partnership work or adaptations they have made to their own pedagogy or classroom management.

Teachers from ten schools in Multan, Pakistan and ten schools in London found their professional practice was transformed by their interaction with teachers in their partner schools.

Teachers from the UK appreciated the discipline and confidence of the Pakistani students as well as the special emphasis on extracurricular activities. They also admired how cultural values were embedded in the school environment. One of the London teachers commented, 'It is impressive the way students respect their elders by carrying their things and giving way to them in the corridors. It is also impressive the way students can express themselves confidently and fluently in English even though it is their second language.'

The teachers visiting from Pakistan admired the London teachers' skills and ability to teach students who were so diverse in their cultural, family and ethnic backgrounds. As one teacher observed, 'Teaching a class here is like teaching the world.' They appreciated the personalised and differentiated approach to teaching and the psychological support provided to children so that their life at school becomes truly meaningful.

The exchange of resource material, ideas and observing each other's practice made a significant impact on everyone involved and has been applied to improving teaching and learning in both countries.







