# Internationalism Development Plan 2009-2011

| Strategic Priorities | Action | Evidence | Outcomes |
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| Continue to integrate internationalism across all curriculum areas. Particular focus on those areas that need development work. ( Maths, English, Humanities, IT ) while sustaining established areas ( C&M, PDC, PE, languages, Science, Design & tech) | • Planning meeting with CIs from each area.<br>• Audit selected sow within each dept.<br>• Assess professional development needs. Start with one sow demonstration.<br>• Develop evaluation pro forma for use after delivery. | • Sow.<br>• Students work.<br>• Student voice<br>• Evaluation from delivery of work | More CAs & Depts give active attention to delivering Internationalism resulting in the ongoing integration of internationalism within whole school curriculum |
| International competencies to be delivered as a component part of lesson objectives. (Links to PLTS) All teaching includes implicit & explicit aspects of Internationalism | JGA to work with colleagues to model delivery and include relation of competences to PLTS | Content will be explicitly set within its social, cultural and historical context. This can also be set as extended work after students have some guidance in the learning of research skills. | Teachers are aware of content, manner of delivery and employ a conscious use of language to open and expand flexible thinking and the understanding of different cultures. |

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| To encourage more students to participate in international visits. Expand student exchanges with International partners | All Curriculum areas to have at least one International partner. (i.e. Delhi Public School-Science, Jing Mei and the Buddhist school Taiwan- C&M. Tanzania-whole school)<br>Students identified with certain CA projects foster developed links and exchange. | Lively and genuine relationships develop between Curriculum areas & International colleagues/partner schools. Students on all sides develop good exchange relationships and regular communications with international friends and partners.<br><br>There is more diversity in cultural exchanges | Students are enthusiastic about exchange visits and develop international competences that provide them with a solid platform of experience from which they increase their life options. |
| Secure funding streams to enable fruitful international projects and enterprise work | Research and download all appropriate application information. Map out deadlines over a two year period. (2010-2012)<br><br>Submit applications as and when viable | Sustained international work due to financial support through a variety of approaches. | Students & staff engaged in productive and enriching International exchange projects/work. |
| Developed and confident use of technologies to support all International work across all curriculum areas and between partners, nationally & internationally. | More staff use Skype as an easy and quick 1-2-1 or small group video conferencing method.<br>JGA,PGO,DCS plus others to have professional development with DES in the use of Webex as a more sophisticated and inclusive communication technology for our communications with each other nationally and internationally.<br>Students trained to talk,( engage in dialogue face to face with others who do not have English as their first language) through technology. | Faster turn around in communications.<br>Students & staff more independent and confident re communicating with others across countries | Development of rich and sustainable intercultural relationships that provide a diverse exchange of experiences through shared work and genuinely respectful relationships |

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| **Community Cohesion**<br>Develop links with the local community to share 'a common vision' and 'sense of belonging'<br>Community cohesion & global citizenship must become an integral part of our International work.<br>Open International Enterprise Hub.<br>Plan and prepare community focussed work in readiness for sport and leisure centre | Encourage reflection on local and National Identity.<br><br>Research the identity and values of our local community.<br><br>Small focus group from our community to consider what defines our collective local identity.<br><br>Involve the community in some of our International linking with Taiwan, Delhi & Tanzania.(local small & medium businesses / friends of SBL extended school community, past teachers & students)<br><br>Whole staff inset reconnecting and awareness raising.<br><br>Re connect with The City Academy to share projects.( i.e. Media and music dept at City Academy expressed an interest in collaborative work)<br><br>Sport and Leisure Centre to become a hub for community activities. | Teaching & learning across the curriculum places an emphasis on shared values and fosters a tolerance and understanding of difference. Students learn to challenge assumptions<br><br>School policies are in place and known by all members of the school community.<br><br>Members of the wider school community are involved in assemblies and diploma and enterprise work<br><br>Collaborative work across schools (steel band in SBL concert 2010)<br><br>Individual interest groups and individuals actively participating in activities offered through the centre | Involvement of members and groups within our local community to enhance the education within our school.<br>As a predominantly monocultural school we actively promote equality of opportunity and good relations between people of different groups<br><br>School community has an understanding of common values and informed tolerance of people from different cultures and communities.<br><br>Shared vision and outcomes.<br><br>Wide community more closely linked to the school. Excellent community relations. |