



# The Sir Bernard Lovell International Newsletter Vol 2



## Clarification of terms

- **Global perspective**

What we want students to achieve as a result of having a global dimension in the curriculum; in the plural refers to the fact that there are different cultural and political perspectives on global matters.

- **Global dimension**

Refers to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global inter-dependence, issues and events.

- **International dimension**

Literally 'between countries' - as in international relationships; also refers to the study of a particular concern, e.g. education, as it manifests in different countries. NB. International refers to the 'parts' and 'global' to the whole.

- **Global citizenship**

That part of the Citizenship curriculum which refers to global issues, events and perspectives; also being or feeling a citizen of the global community (as well as cultural or national communities).



# International link with Delhi Public School (DPS), India

In science at SBL, we have established a link in India with Delhi Public School, Gurgaon. I have visited the school twice and have exchanged information regarding making our students aware of international issues where understanding science plays an important role. Examples include Energy crisis, Space congestion, global warming etc.

As a part of our continuous efforts to give the science we teach a meaningful context for students we have embedded international issues to KS3 and KS4 scheme of work. We are targeting one issue per term as an objective. Students at both schools work to achieve the same objective and exchange outcomes. For example we have considered the effect of burning fossil fuels on the global environment

Over the international week, summer term 2008, we had a live link with DPS via Kingswood online. Students at both schools published their presentations about Space (sun dials and Hubble space telescope) and India (in general) on Kingswood online. This gave students an opportunity to see the same task being approached from a different angle. We are anticipating a visit to India in about 18 months time.



Aparna Vaid



## Internationalism within the PDC

The PDC challenges students' perception of the world and how they relate to their local and wider communities. The combination of the three pillars, literacy, thinking skills and social and emotional literacy, establishes and reinforces an ethos of understanding and empathy. The content of the curriculum is rooted in an international context. The theme of the year, for year 7, is 'This Place of Ours', the three Learning Cycles are 'The World and I', 'The Journey' and 'Future and Fantasy'. The use of a 'Learning Narrative' to tell the story of the learning allows the students' to relate and contextualise each topic. Topics studied include:



- Australian Aboriginal Creation Stories
- Global sustainability
- Commercial travel
- Travel literature
- Issues surrounding immigration
- Spanish culture
- International heroes and icons
- World wealth and poverty.

The PDC continues to evolve and embrace global themes reflecting the international values of the school.



Hannah Pedley



This conference on 17 November attended by Hannah & Jane, had as its focus International partnerships that engage the whole community. Global enterprise in the classroom was an important aspect in sessions on identity, migration & nationality. The seminars addressed government policies and offered ideas to help to put some of these in place in the curriculum.

One of the seminars attended by Hannah was delivered by David Gardner from QCA. He gave an overview of the new KS3 curriculum and provided formal recognition that internationalism is a prerequisite for a **'Curriculum fit for the future. It should have a strong international dimension and promote understanding ... the International and Global Dimension can fulfil all the curriculum aims... the primary and secondary national curriculum must equal knowledge and understanding of the world'**

# International Activities 2008



## Quotations From Students:

"It made me think outside of the UK."

"I've learnt that many religions are more open minded about other religions and I should be too."

"I didn't know what other countries went through, and are still going through."

"I now have the opportunity to give people a chance rather than just close up. I suppose."

"Before I thought everyone [was] like us."

"I used to think everything was the same."

"I would really have liked to find out more about the UN."

"I feel more open to people around me and I would like to go and visit places."



## Quotations from staff:

"Match this to schemes of work."

"The difficulty is embedding internationalism into the curriculum...but that does need to happen."

"It was great in the plenary to hear how some of the students had really changed their mindset."

"I believe it has planted seeds in students minds but, I think unless nurtured it will disappear."





Rafi-ki has been introduced into SBL for the first time this term. Rafi-ki (which means friend in Kiswahili) is a global online community of over 800 schools in over 94 countries. It's aim is to develop young people's understanding of global issues and allow them to communicate and work collaboratively with students all over the world.

All key stage 3 pupils have been shown how to use the communication tools such as email and chat rooms. They are able to use these facilities both inside and outside of school to communicate with friends at the school and with pupils round the world. Rafi.ki is only open to pupils of schools that have signed up to the system, all users are vetted and the system is password protected. All content and communication is recorded and moderated. This means that we are able to teach pupils how to use such facilities safely. Rafi-ki offers a much safer way to communicate online than

MSN or other Instant Messaging systems.

Pupils have then gone on to develop their own home page to tell other users about themselves. Again this has been used as an opportunity to teach how to set up a home page safely so that they do not put themselves at risk when using social networking sites such as Bebo.

Over the next few months we will be working on projects with schools in other countries. Year 9 will be working on a project calculating their carbon footprint and comparing their lifestyle with pupils around the world.

We have already been approached by a school in Cameroon who are keen to work with us on this project. Year 8 will be working on three projects during Personal Learning lessons starting with a project looking at the situation in Darfur.

Year 7 will be working on an extended writing project describing the view from their window. Again they will be able to share this work with pupils in other countries. We have also been approached by a school in Russia who are keen to establish emailing links with the school.

Donna Hay

### NEWS UPDATE

**Tanzania Supplement will be emailed to you separately.**

**Many Thanks to our contributors:**

**Aparna, Hannah, Donna & David C.**

**If you have any international articles, schemes of work that integrate the global dimension or comments that you would like to contribute, please email me in the first instance.**

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