



1. INTRODUCTION

Much of our International Policy is inspired by “Putting the World into World – Class Education” DfES 2004.

2. WE BELIEVE

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

We believe our pupils, staff and parents need to understand the world in which we live: the values and culture of different societies; the ways in which we are increasingly dependent upon one another; and the ways in which we all, as global citizens, can influence and shape the changes in the global economy, environment and society of which we are part.

3. BENCHMARKING

As a school we need to benchmark our teaching, learning and systems measuring ourselves against those of other nations and matching them. Not simply in terms of measures of attainment, but understanding how other countries have tackled educational problems and the challenges of supporting children and their families. We recognise that we may have much to learn from elsewhere. Benchmarking also means being a global partner. Our education system has a tremendous reputation overseas. We can and should be collaborating for mutual benefit in the hope that not only Molescroft pupils but all people across the world will have the educational opportunities, the family support and the skills development that enable them to participate fully in a global society.

4. AIMS

We need to equip our children, young people and adults for life and work in a global economy

We aim to

- Equip our children for life in a global society and work in a global economy.
- Instil a strong global dimension into the learning experience of all our children.
- Introduce our pupils to other languages.
- Ensure pupils, parents and staff, view the teaching of Modern Foreign Languages and engagement with other cultures as a positive, enjoyable and worthwhile thing to do.

We need to

- Engage with international partners to help us to achieve their goals and ours. To do this we need to develop partnerships with other schools.



Molescroft Primary School **International Policy**

Reviewed May 2008

- Benchmark our own performance against world-class standards, drawing on best practice.
- Develop our capacity to engage with a wide range of partners across the world.
- Share expertise and resources in support of the improvement of education in our own school and partner schools internationally.
- Use ICT in a creative and innovative manner to support our goals

5. THE INTERNATIONAL REALITY AND CONTEXT FOR OUR WORK

- a) We live in one world. What we do affects others, and what others do affects us, as never before. We recognise that we are all members of a world community and that we have responsibilities to each other. This is not romantic rhetoric, but modern economic and social reality.
- b) We should aim to benefit from the unique position the United Kingdom occupies in this world: at the heart of the European Union and of the Commonwealth, deeply linked by language and other ties to the USA, a core member of the UN and of its constituent agencies, and an active participant in many other international bodies.
- c) Globalisation is a modern day reality. It is our responsibility to prepare to our young people for life and work in the 21st century. To meet this first goal we therefore must
 - i. Instil a strong global dimension into the learning experience of all children and young people.
 - ii. Transform our capability to speak and use other languages.

6. INSTILLING A GLOBAL DIMENSION INTO THE LEARNING EXPERIENCE OF ALL CHILDREN AND YOUNG PEOPLE

Our view is that all who live in a global society need an understanding of the eight key concepts below.

- 1. Citizenship**
Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens.
- 2. Social Justice**
Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
- 3. Sustainable development**
Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations
- 4. Diversity**
Understanding and respecting differences, and relating these to our common humanity
- 5. Values and perceptions**
Developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values



6. **Interdependence**

Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale

7. **Conflict resolution**

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony

8. **Human Rights**

Knowing about human rights and, in particular the UN Convention on the Rights of the Child

We will promote the inclusion of these concepts in the learning experience of our children. They should permeate every subject of the National Curriculum. We are keen to develop curriculum linkages that have the potential to promote an understanding of global citizenship. We recognise the value of the International School Award as a means of driving this agenda forward and for sustaining the continuing development of the International Dimension across the life of the school.

7. TRANSFORMING OUR LANGUAGES CAPABILITY

In 2004/05 we have launched our own pilot project for the teaching of Modern Foreign Languages. Our aim is to see this as sustainable and successful for all our pupils. Formal interactive lessons are to be an entitlement for all pupils in KS2 with fun language activities being developed for pupils in KS1. Working with the local secondary school, the British Council notably through the Comenius Language Student Scheme, the local Comenius Centre and the Local Education Authority, we aim to provide a variety of language experiences and develop meaningful links with countries abroad.

We have agreed that we shall meet the following minimum requirement with our Cluster Secondary School.

September 2005: All children in Year 5 and 6 will study French, German or Spanish for half an hour a week.

September 2006: All children in Year 5 and 6 will study two of the languages listed for at least two terms prior to admission to secondary school.

In reality our pupils will study one of the two languages whilst in Year 3 and 4 and will enjoy a second language in Year 5 and 6. The teaching of the second language will be covered in units, which match those of the first and will be covered alternatively.



8. INTERNATIONAL PARTNERSHIPS

Engaging with international partners to achieve their goals and ours.

It is both right and in our own interest that we should seek to learn from others, share ideas and experience, and collaborate to raise the standards of teaching and learning for our children. In pursuing this goal, our priorities will be:

- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- To develop our capacity to engage strategically with a wide range of partner schools across the world.
- To share expertise and resources to contribute to the improvement of education in the developing world.

9. DEVELOPING OUR CAPACITY TO ENGAGE STRATEGICALLY WITH A WIDE RANGE OF PARTNERS

We aim to develop an increasing number of partnerships with schools in other countries. Having established initial links with schools in France and Germany, we aim to build significantly on these.

We aim to promote

- E-mail links
- The development of pen friends
- The creation of real reasons for learning Modern Foreign Languages
- The creation of curriculum links and resources
- The development of professional dialogue
- The use and development of ICT skills
- The enhancement of our Citizenship Curriculum
- The development of bonds of friendship

In addition through the Comenius Language Assistant programme and Parental links. (of which there are currently parental links with Turkey, Austria, Germany, Iraq and Russia) we aim to foster an enlarged family of school links.

It is an objective to work towards the setting up of a Comenius Project with five schools which will further enhance the International Dimension of the Curriculum and drive our work forward even more.

We aim to benefit from The Global Gateway (www.globalgateway.org), making use of this new international website, enabling us to engage in creative partnerships, helping us to enable education to cross national boundaries and for young people to become true global citizens.



We wish to foster a link with a school in a developing country, ideally with a school in a Commonwealth Country. To link this school closely with our citizenship work and to focus the pupil's fund raising efforts and to help realise the reality of global responsibility.

Within the context of the above we wish to develop professional International links for staff at the school and to be open towards International exchanges.

Of huge significance is a need to develop an appreciation of multi-cultural Britain, (which is not particularly evident in our community) to rejoice, learn, share and experience the cultural wealth of Britain today.

10. STRATEGIC LANDMARKS FOR THE DEVELOPMENT OF THE INTERNATIONAL DIMENSION AT MOLESCROFT PRIMARY SCHOOL

- Secure the teaching of Modern Foreign Languages
- Maintain the International Dimension within the School Improvement Plan
- Secure the long term future of our emerging school links in Europe
- Develop Professional Relationships with colleagues in schools abroad to the mutual benefit of all staff
- Establish a link with a school in a developing country in the Commonwealth
- Achieve the International School Award
- Create a watertight cross referencing of international possibilities through the whole curriculum
- Seek funding for the development of international links and initiatives
- To develop ICT skills of staff and pupils to enhance the International Dimension
- To work towards the setting up of a Comenius Project with 4 or 5 partner schools
- Resource fully the International Dimension at Molescroft Primary School
- To use Arts funding to enable International and culturally diverse groups and individuals to work in school with our pupils.

10. EQUAL OPPORTUNITY

Every child has equal opportunity to engage in the International Dimension of the Curriculum, Inclusion being central to the philosophy of the school.

This area of the Curriculum also has the additional benefit of being able to demonstrate explicitly the equality of humanity from all cultures and traditions and to demonstrate the wealth of experiences, from which we can all share and learn.



11. ORGANISATION and TERMS OF REFERENCE FOR INTERNATIONAL COMMITTEE

The organisation of the International dimension to the curriculum will be supported by the INTERNATIONAL COMMITTEE.

This committee will meet every term.

Membership will include:

Head Teacher

International Coordinator

PSHCE Coordinator

Geography Coordinator

Chair of Governors

Parent Governor

A non-teacher member of staff

MFL Coordinator

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

Performing Arts Coordinator

Art Coordinator

International Students currently working at the school

Other interested staff members are welcome to attend meetings.

The Committee's role is to:

- Review and develop the International Policy
- To seek every opportunity to promote the aims and values expressed in this policy
- To support in the arrangement of special guests and visitors to work in school in connection with the aims of this policy.
- To support the school in exploiting opportunities for using the international dimension across the curriculum.
- To foster successful and mutually beneficial links with partner schools in Europe and beyond.
- To communicate with staff, governors and parents about the work, benefits possibilities and necessity of a growing International Dimension to the Curriculum.
- To evaluate the success of the policy with the pupils.
- To ensure that the International Dimension is a permanent feature in the School Improvement Plan
- To seek opportunities to harness the power of ICT to develop International work and links with other schools.