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Coordinator School:

Droitwich Spa High School

Region:

India

Partnership Information

1 UK school partnered with 1 non-UK based school

Non UK Schools Country:

India

Contract Holder (UK):

Droitwich Spa High School

UK Partner Schools

Region:

[United Kingdom](#) ? [England](#)

School Details

Secondary (ages 11-18)

Address:

Briar Mill
Droitwich Spa
Worcestershire
WR9 0AA
England

United Kingdom

Partner Contact

karen moore

Contact Email:

mooreke@droitwichspahigh.worcs.sch.uk

Non UK Partner Schools

Region:

India ? India

School Details

Sector 4

RK Puram

Delhi Delhi 110022

India

Partner Contact

Mrs Rachana Pant

Contact Email:

rachna.pant@gmail.com

Visits

Monday, 25 August, 2014 to Wednesday, 3 September, 2014

Partnership visits by partner country schools :

Monday, 21 April, 2014 to Monday, 28 April, 2014

Increasing Global Citizenship - Where we are now **and it affect on Communities**

Activity Details

13-14:

260

[Edit](#)

[Delete](#)

Subject Area:

Geography

Activities:

The scheme relating to the water cycle began with the scientific basis of the cycle and how fresh water is created worldwide by 'weather'. Four Year 8 classes in each school were identified to take part in the programme of work with captains from each class being given lead roles for communication. This was developed into a strategy of data collection and evaluation where students had to critically think about water and weather in their communities, both local and national. Debate and reflection followed as groups were expected to present on the provision of water in their own local, its affect on personal

development, health and equality for their own population. Presentations were then combined to produce a sharing of ideas and knowledge on their country to be presented to partner school groups through the discussion forum and email. Students were given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion and a final display of their work. It is clear from both staff and student perceptions that the project allowed for an interactive, cross cultural development of skills and knowledge : 'students certainly felt entrusted with responsibility for getting on with their own work and that it would be shared in class and with studetns at Droitwich' Ramjas teacher 'It really helped me know more about another country and how its not all the same everywhere' Drotiwch student

Learning Aims and Outcomes:

? They were able to understand how personal responsibility can support their own learning and that of others. ? They developed social and practical skills to support working with others including values based around empathy for others and equitability. ? They learnt to communicate and collaborate with others on school based work and on identifying and sharing ideas around issues such as diversity, fairness, reosurces, sustainable living and interdependence ? Issue relating to justice and fairness emerged from the projects and became very evident when discussing different cultures and countries. This raised opportunities for reflective and critical thinking on issues such as fairness, rights, justice and interdependence in their own communities and those overseas. 'We have seen some wonderful collaborative work amongst students and their ideas have been excellent' Principal, Ramjas

Between which dates did this activity occur:

Monday, 23 September, 2013

Global Citozenship and Child Rights

Activity Details

12-13:

150

[Edit](#)

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Subject Area:

Citizenship

Activities:

The child rights project was developed around the citizenship curriculum in place at both schools and which seemed to be a workable platform. The idea was to produce reflective scheme where students could have added responsibility for their learning and to research in detail a topic close to their hearts. The work began with students researching the UN Human Rights charter and discussing in groups each aspect. Groups were then asked to make presentations to the class and for the class to debate the charter and its application in their own communities. Research then developed to look at the Rights of the Child as outlined by the UN and to critically discuss its worth. Matched with this they were able to analyse the development of child rights in their own country based on a series of questions outlined on the virtual learning platform. Students were then given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion.

Learning Aims and Outcomes:

? They were able to understand how personal responsibility can support their own learning and that of others. ? They will develop social and practical skills to support working with others including values based around empathy for others and the rights of the individual. ? They developed communication and research skills using IT and developing presentations on the vlc and reflecting on the shared work coming from a differing cultural background. ? They have learnt to communicate and collaborate with others using IT strategies as well as sharing and developing ideas around issues such as the rights of the individual, responsibilities, diversity, fairness, and equality ? The research based work have developed young people as independent learners and has also challenged them to be committed to the idea of equal rights, new ideas and taking action where needed.

Between which dates did this activity occur:

Monday, 17 December, 2012 to Monday, 9 September, 2013

Self Assessment:

Young people and teachers are taking action to tackle global issues

Increasing Global Citizenship - Where we want to be

and Floods

Activity Details

14-15:

180

[Edit](#)

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Subject Area:

Geography

Activities:

The programme of work is aimed to form a sustainable element of the geography programme of Yr 9 students in both schools. A scheme of work will be collaboratively developed between staff at both schools and will focus on the Ganges and the Thames in relation to pollution, flooding and the supply of water to major cities. Students will use a variety of online and other resources to research the study of rivers and then concentrate on the major river of their own country identified for the project. The strategy of data collection and evaluation will allow students to critically think about rivers and the affect on their communities, both local and national. Debate and reflection will follow as groups present on rivers in their own local, their affect on health, security, economy and equality for their own population. Presentations will be combined to produce a sharing of ideas and knowledge on their country to be presented to partner school groups. Students will given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion. A virtual learning platform will also be initiated to support the research and learning of students as well as sharing of ideas and presentations. ?In our recent visit to the UK it was worthy to see colleagues reflecting on the sad Kedranath floods and it inspired us to work together on this project? Mrs Bharwja, Ramjas School

Learning Aims and Outcomes:

? The way that the scheme will be written and delivered will allow students opportunities for the development of personal responsibility for learning through key teaching and learning tasks, and assessments. ? The research base of the work and the comparative studies of rivers, pollution and flooding will support students to work with others on such global learning values such as empathy for

others, environmental impact on life, water for life and equitability of resources worldwide. ? The students will develop series social and practical skills to support their won development such as research skills, questioning, reflective and critical thinking and the desire to see how actions of the individual can make a difference to lives of many. ? They should learn to communicate and collaborate with others on school based work and on identifying and sharing ideas around issues such , diversity, fairness, sustainable living and interdependence ? Issue relating to justice and fairness will emerge covertly and overtly from the project and become very evident when discussing different cultures and countries.

Between which dates did this activity occur:

Monday, 20 January, 2014 to Sunday, 19 October, 2014

Nutrition and Health for Girls

Activity Details

15-16:

240

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Subject Area:

Biology

Physical Education (PE) or Sport

Activities:

This project is developmental in terms of content and long term planning. It takes on a new focus to work completed in 2013 around sports leadership and physical activity. This saw groups of girls trained as young leaders in netball introduced to a younger year group in order to raise the physical activity levels of girls. The evaluation process for this project has been excellent showing that the girls have identified their own needs for greater levels of physical activity to raise their standards of health. The consequently identified the link between exercise and diet. With this in mind a draft plan of work aimed at supporting the cohesive elements has been planned by Ramjas staff and students. The work

will now be collaboratively developed between staff at both schools for delivery in 2014. This will focus on elements of science based around nutrition, energy and exercise. Students will complete this aspect whilst also completing a fitness testing at the beginning and end of the programme. During the programme they will also keep an exercise and diet diary. Students will use an online forum and resources for data collection, sharing and evaluation allowing students to critically think health, exercise and their affects on everyday life, work and study. On the virtual learning platform will produce presentations to use with other groups in their schools to promote exercise and nutrition amongst girls in their own school and community.

Learning Aims and Outcomes:

? The work linking exercise and nutrition will allow students to expand their knowledge of food and diet and to study the affects and opportunities of exercise in their communities. It will allow them to explore diet and exercise and its impact on life alongside resources and equitable opportunities for access to both. ? The nature of the work will allow students opportunities for the development of personal responsibility for learning through key teaching and learning tasks, and assessments. ? The students will develop a series of social and practical skills to support their own development such as research skills, questioning, reflective and critical thinking and the desire to see how actions of the individual can make a difference to lives of themselves and others. ? They should learn to communicate and collaborate with others on school based work and on identifying and sharing ideas around issues such as diversity, fairness, health, sustainable living and access. ? In producing resources on diet, nutrition and exercise they will be taking action to support others and making a difference to those who take part in their physical activity sessions and lecture sessions.

Between which dates did this activity occur:

Thursday, 30 January, 2014 to Tuesday, 30 September, 2014

Global Citizenship and Child Rights

Activity Details

12-13:

150

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Delete

Subject Area:

Citizenship

Activities:

The child rights project was developed around the citizenship curriculum in place at both schools and which seemed to be a workable platform. The idea was to produce reflective scheme where students could have added responsibility for their learning and to research in detail a topic close to their hearts. The work began with students researching the UN Human Rights charter and discussing in groups each aspect. Groups were then asked to make presentations to the class and for the class to debate the charter and its application in their own communities. Research then developed to look at the Rights of the Child as outlined by the UN and to critically discuss its worth. Matched with this they were able to analyse the development of child rights in their own country based on a series of questions outlined on the virtual learning platform. Students were then given the opportunity to communicate to clarify any questions they had before embarking on a class task of comparative study, reflection and discussion. This project will continue within our longterm partnership and has been integrated into the learning of the Year 8 group for all students at both schools.

Learning Aims and Outcomes:

? They were able to understand how personal responsibility can support their own learning and that of others. ? They will develop social and practical skills to support working with others including values based around empathy for others and the rights of the individual. ? They developed communication and research skills using IT and developing presentations on the vlc and reflecting on the shared work coming from a differing cultural background. ? They have learnt to communicate and collaborate with others using IT strategies as well as sharing and developing ideas around issues such as the rights of the individual, responsibilities,diverity, fairness, and equality ? The research based work have developed young people as independent learners and has also challenged them to be committed to the idea of equal rights, new ideas and taking action where needed.

Between which dates did this activity occur:

Monday, 17 December, 2012 to Tuesday, 9 September, 2014

Self Assessment:

Young people and teachers are taking action to tackle global issues

Activities:

? The implementation of online teaching and learning resources to support the teaching of IT and Geography in order to raise attainment and motivation of students. ? A collaborative development of resources and challenges for students. ? A scheme of work for the water cycle and child rights collaboratively designed and shared via the virtual learning platform supporting the competence and confidence of staff delivery. ? The development of a comprehensive citizenship programme on child rights to include a scheme of work, online resources, ppt and student worksheets linked to the vle discussion forum ? The further development of curriculum resources such as video and online support via the vle. Improved teacher competence in the delivery of geography courses in order to raise awareness of healthy lifestyles and equitable provision. ? Visit to the UK (July 2013) will see the collaborative teaching of aspects of each programme. It included cpd training for staff as well as a professional dialogue teaching and learning and use of IT in the classroom and motivational techniques to engage students in learning ? Visit to India (Sept 2013) will have a focus on review and evaluation. It will allow for shared teaching and reflection on the geography and citizenship as well as any further needs in professional development. A draft evaluation of projects will be completed

Outcomes:

? We have seen improved teaching competence and strategies through integrated professional and curriculum development within the development and delivery of new and exciting resources based around geography and human rights. This will see content delivery both expanded and improved and given extended impetus through the use of IT ? There has been more interactive teaching and learning resources has allowed for student interaction and responsibility for learning. This allowed for greater discussion of key content and global learning both in situ and with partner school via the vle forum ? We have seen greater availability and integrated use of IT. Through the integration of the use of IT resources to enhance the learning environment to raise motivation and attainment of students ? There has been improved communication strategies by integrating discussion forums, resource sharing platforms and show and tell areas on a shared virtual learning platform ? We have a broader curriculum provision by the expansion of global learning across subject areas and into extra curricular activities through such media as responsibility, helping others, understanding and empathising with others, supporting peers and colleagues, greater understanding of interdependence , collaborating and communicating freely. There has been a real difference in my teaching by using the resources we have developed and by having the opportunity to discuss them with someone new' Ramjas teacher

Self Assessment:

Young people and teachers are taking action to tackle global issues

Enriching education practice - Where we want to be

Curriculum content reflecting on issues linked to exercise, nutrition and diet and their affect on personal development. Staff produce resources and challenge activities surrounding nutrition and diet linked to

physical activity. Reference to healthy lifestyle , equality, taking action and supporting others will be central. The work will be supported through the virtual learning platform. This will house the discussion and sharing platform for students, expanding the teaching styles used and subsequent motivation in student learning. The latter will also be used in the same way for the rivers project. The rivers project will see a scheme integrated into the plans of each school. The content and styles of delivery will be developed collaboratively using the discussion forums and vle to support cpd for identified staff. The content will have a comparative research study for students to follow in research style allowing for self and co-operative learning which will raise attainment and motivation. Visit to the UK (May 2014) will include cpd training for staff, team teaching, as well as a professional dialogue, use of IT in the classroom and motivational techniques to engage students in learning. Visit to India (July 2014) will have a focus on review and evaluation, shared teaching and reflection and any further needs in professional development. A draft evaluation will be completed along with a long term partnership agreement

Anticipated outcomes:

? Increased teacher confidence and competence in the use of online teaching and learning resources ? Raising attainment and motivation of students through the use of interactive resources and implementation of research based , self responsible learning. ? Collaborative professional development of the development of resources and challenges for students bringing improved teacher content knowledge and skills. ? An integrated scheme of work for biology and physical education collaboratively designed and shared to support student achievement and enjoyment in learning. ? The development of content, teaching styles and online resources, are aimed at supporting and extending student achievement and attainment. There will continue to be improved communication strategies by integrating discussion forums, resource sharing platforms and show and tell areas on a shared virtual learning platform ? We will see a broader curriculum provision by the expansion of global learning across subject areas and into extra curricular activities through such media as helping others, understanding and empathising with others, supporting peers and colleagues, greater understanding of interdependence , collaborating and communicating freely. 'It will be a good opportunity for us to re-evaluate and share our objectives and outcomes for these pupils' Ms Ruddick Droitwich teacher

Self Assessment:

Young people and teachers are disseminating their approach and learning

Building an equitable and sustainable partnership - Where we are now

Central to our work has been the collaborative development of our signed partnership agreement. This has been built around teacher visits and new and regular communication strategies. This has taken the form of discussions and reviews to ensure that all partners are able to take an equitable part in the partnership, that work is meaningfully embedded in school goals in order that they become sustainable. Partnership Co-ordinators have been established in both schools alongside lead managers from the senior team. This is a key element to wider understanding and skill sets across the schools and allows for continuity and

sustainability even taking into consideration possible staff mobility. Support groups in both schools involve staff from various curriculum areas as well as student captains. This along with ongoing development for staff will help make the partnership sustainable in the longer term. Through the planning processes and partnership agreement delivery over twelve staff have brought together the partnership agreement. The sports programme has seen five staff plan and deliver aspects of the programme with over 100 students being involved in delivery and activity. The geography projects have seen ten key staff and 150 students involved in the learning process. Four staff have taken part in visits in the past 12 months in order to develop the partnership, deliver and receive cpd, review and develop resources and agree goals for the future.

Community Involvement:

Local business partners are involved in providing support for the project. Retrospectively this has involved staff and students in making presentations and raising awareness of issues researched and studied with specific reference to their locality. The local council and Rotary have been involved by hosting students and staff to give presentations and raise the profile of the international link as well as the global learning involved. We have a close relationship with local press and radio and publish features on a regular basis about our global learning work. The governing bodies are well informed on the work taking place due to the Partnership Agreement and the integration of work into whole school plans. Furthermore at Droitwich we have been working closely with community partners including our LA global learning team to write articles, be involved in cpd and dissemination of good practice. Our Droitwich primary schools have also been supported in developing global learning and school partnerships which also helps in transition at Droitwich. This is an integral part of school life at Ramjas as it is an all age school. However, as a member of a twelve school consortium it has also helped partner schools develop global learning and partnerships. Additionally both Droitwich and Ramjas have supported cpd and resource development with British Council in Delhi to support Global learning through Dreams and Teams and International Inspiration.

Self Assessment:

Young people and teachers are disseminating their approach and learning.

Building an equitable and sustainable partnership - Where we want to be

Review of our partnership agreement by the global learning groups with agreement for a three year plan 2014-17 completed by July 2014. School Leaders agreement on teams of staff being trained to allow sustainable succession planning for each area of work. Four staff members from each school and a 'renewed' ten students involved in ongoing shaping and delivery of the virtual learning environment. The geography, sport and citizenship projects integrate into the day to day curriculum of each school by July 2014 and the Biology by September 2014. Staff continue to take part in visits to maintain and strengthen the important personal and professional relationships central to successful international partnerships. Through the integration of curriculum projects it has been planned that 40 percent of students at Droitwich and 50 percent Ramjas students will be involved in global learning on an annual basis. The outcomes and

objectives of the partnership agreement, including global learning, will be in each of the schools action plans 2014-17. We believe the latter is an important approach as it gives the programme impetus and importance in the schools by governors, staff and students alike. Each school will embed into its community development support for others in developing global learning in their communities.

Community Involvement:

We have a close relationship with local press and radio and will publish features on a regular basis about our global learning work and its positive impact on staff and students. We aim to develop an international page on our shared VLE to showcase the work we do and disseminate good practice and resources. We will continue to use local business groups such as Rotary to host students and staff to give presentations and raise the profile of the international link as well as the global learning involved. The governing bodies are well informed on the work taking place due to the Partnership Agreement and the integration of work into whole school plans. We will continue to support and disseminate good practice in our wider communities including partner schools, education authorities, global learning groups, businesses and British Council. We will continue to publish features about our global learning work in our own in-house publications.

Self Assessment:

Young people and teachers are disseminating their approach and learning.

Partnership Details

The partnership was initiated as a part of the Dreams and Teams Project in November 2004 and has since been developed and cemented into a very positive and fruitful relationship via a RV visit in March/May 2006. This saw a pilot curriculum project take place as well as a joint expedition in October 2006. The first aspects of the partnership have been through staff and student visits to meet the staff and students of each school. We now have now set up student and staff connection through e mail, video conferencing and visits. We have established pages of the Droitwich VLE where students and staff can share work and ideas as well as socialise. There have also been three reciprocal visits of students to Droitwich/Delhi which form the basis of future projects sustaining such activity. In 2006 we received a curriculum project grant when we developed our partnership agreement to develop innovative curriculum support and content for staff and students. This has seen a continued and sustainable series of integrated curriculum inclusions such as literature, music, environment, leadership and sport. The innovative and coherent nature of the partnership has been used by BC in India as a showcase of good practice and staff from both schools have taken part in disseminating good practice for BC in Delhi.

School Context:

Droitwich Spa High School and 6th Form Centre is a rural comprehensive school. It has 1500 students in the age range 12-18 of whom 300 are in the 6th Form. It is the lead school in a family of nine first schools and two middle schools and a PRU centre. The school has status as an academy and as a Specialist Sports College. Based in the County of Worcestershire and the district of Wychavon it is the only High School in

the town serving the market town and its rural outposts. The school has excellent relations with the local district council and businesses and is a lead partner in the Droitwich Youth Committee. The school has been involved in global learning for some years and has partner schools in India, Kenya and New Zealand. Much of this work is led by a global learning group and is integrated into the school curriculum across all age groups.