

CONNECTING CLASSROOMS

Submitted 1 week 3 days ago by JohnHumfress.

Partnership Information

Partnership Composition:

1 UK school partnered with 1 non-UK based school

Non UK Schools Country:

Please specify the country in which your non UK partner school is based.

Non UK Schools Country Two:

Contract Holder (UK):

UK Partner School:

Title:

Droitwich Spa High School

Type of School:

Secondary (ages 11-18)

Website:

Address:

Briar Mill

Droitwich Spa

Worcestershire

WR9 0AA

EN

United Kingdom

Number of pupils in the school:

Region:

United Kingdom - England

Partner Info:

Partnership Contact Details

Contact Name:

Karen Moore

Contact Email:

mooreke@droitwichspahigh.worcs.sch.uk

Contact Telephone:

01905 774421

Head Teacher:

Mrs Natalie Waters

Non-UK Partner School:

Title:

NGOBIT GIRLS SECONDARY SCHOOL

Type of School:

Website:

Address:

82-20306

82-20306

NYAHURURU

Kenya

Number of pupils in the school:

Region:

Sub-Saharan Africa - Kenya

Partner Info:

Partnership Contact Details

Contact Name:

David Wachira

Contact Email:

dwachira78@gmail.com

Contact Telephone:

+254723768426

Head Teacher:

Madam Ruth Ngaruiya

Visits & Expenditure:

Past Financial Year

This section relates to financial activity in the previous year. Reconciliation will trigger the final instalment of your grant payment from the previous year.

Expenditure

Partnership visits by UK school(s):

2 000.00

Partnership visits by partner country schools:

1 500.00

Partnership visits by second partner country schools:

Publicity and events:

110.00

Project resources :

405.00

Communication costs:

165.00

Other:

218.00

Comments:

Due to the nature of our partnership we have a number of security and travel issues when travelling to Kenya. With this in mind we completed a two teacher visit to Kenya and raised additional funds to support this and other activities. We have also applied for a Top Up Grant which has outlined the issues surrounding the security and rural aspects of our partnerships and look forward to hearing soon from BC about this.

Visits

Record the dates of visits from the previous year

Partnership visits by UK school(s) :

Friday, 23 May, 2014 to Saturday, 31 May, 2014

Partnership visits by partner country schools :

Tuesday, 12 August, 2014 to Wednesday, 20 August, 2014

Partnership visits by second partner country schools:

Visits & Expenditure:

Coming Year

Record the dates of your planned exchange visits. Please note, both visits must take place within the contract period, which will be either January to October, April to January, or September to June.

Expenditure

Partnership visits by UK school(s):

1 200.00

Partnership visits by partner country schools:

1 100.00

Partnership visits by second partner country schools:

Project resources :

300.00

Publicity and events:

100.00

Communication costs:

250.00

Other:

50.00

Comments:

The actual costs will again be dependent upon early bookings, security and local travel. We will again raise UK funds where necessary to support the identified plans if the need requires.

Visits

Record the dates of your planned exchange visits

Partnership visits by UK school(s) :

Saturday, 23 May, 2015 to Saturday, 30 May, 2015

Partnership visits by partner country schools :

Saturday, 11 July, 2015 to Saturday, 18 July, 2015

Partnership visits by second partner country schools:

From: To:

Application Data

About your Partnership:

The partnership was initiated as a part of a local development project in November 2009 and has since been developed and cemented into a very positive and fruitful relationship via a TIPD visit in March/May 2010 and a CC project in 2014. This has also seen pilot curriculum projects take place in the initial period as well as developing a bursary student programme. With the acceptance of the CC project in 2014 we have been able to enhance the work we began earlier to include many more staff and pupils alongside further curriculum development and plans for sustainable and embedded programmes. The first aspects of the partnership were through staff and student communications and then visits sponsored by a local company to form relationships between the staff and students of each school as well as to formulate a draft partnership agreement. We now have now set up student and staff connection through e mail, video conferencing and visits. We have established work pages on the Droitwich VLE where students and staff can share work and ideas as well as socialise. There have also been three reciprocal visits of staff to Droitwich/Ngobit which form the basis of future projects sustaining and embedding such activity and forming a sustainable partnership.

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 market 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. Ngobit Girls secondary school is found in Ngobit sub-county , Laikipia county in the republic of Kenya. Its a rural school in an arid and semi agricultural area . It has a population of 350 girls, where 230 are boarding and 120 are day scholars who normally trek to school within a radius of 10 kilometers. The school is recently established but with a clear vision of the future . The school is community driven with emphasis on nurturing and providing education to the its female students.. The school has been involved in global learning, with Droitwich and local partners in projects such as citizenship ,sports leadership and water cycle. It has also had a fruitful developpment programme on school resources and student bursaries which have been funded by UK sponsors. Within the global learning sphere staff from the school have recently been taking greater advantage of British Council support in terms of professional and curriculum development and the embedding of global awareness across the school.

Did your partnership receive Connecting Classrooms funding last year?:

Yes

What was the contract reference number?:

CCS13OCT887

Has your partnership received any other funding from the British Council in the past?:

No

Please provide the dates and name of the funding scheme:

Where did you hear about this opportunity?:

Attended a Professional Development course

British Council Schools Online provides free project spaces through which teachers can share work and collaborate online. Tick this box if you would like us to set up a project space for your partnership.

Set up a project space for your partnership:

This section focuses on young peoples' learning. Record the collaborative activities that took place in the last year

Activity Name:

Activities:

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 and 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 students at Droitwich' Ngobit teacher 'It really helped me know more about another country and how its not all the same everywhere' Droitwich student

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.

Subject Area : Sports Leadership : Activities : Staff and curriculum development took place in relation to the development of a course on sports leadership reflecting on issues linked to exercise, health and on personal development. Staff developed resources which helped student to develop as young sports leaders. Reference to healthy lifestyle , equality, taking action and supporting others was central. The work will be supported through a commercial leadership package and set out on the virtual learning platform. This was also where the discussion and sharing platform for students was available to share experiences and results. The content and styles of delivery were developed collaboratively using the discussion forums and vle to support cpd for identified staff. As a part of the training and learning all students were able to work with each other to develop skills and knowledge which they then transferred to school and community sport activities which they led. Visit to the UK were used for cpd training for teachers to become trainers and dissemination planned amongst colleagues in 2015.

Learning Aims and Outcomes:

Learning Aims and Outcomes: Geography 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, resources, 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, Ngobit

Learning Aims and Outcomes: Citizenship 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 vle 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. Learning Outcomes - Sports Leadership
Increased teacher confidence and competence in the use online teaching and learning resources
Raising attainment and motivation of students through the use of interactive resources
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 sports leadership 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. We saw 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.

Global themes:

Number of pupils in this activity by age range:

12-13:

120

13-14:

250

Self Assessment:

Young people and teachers are reflecting critically on global issues

This section focuses on young peoples' learning. Record your planned partnership activities for the coming year.

Activity Name:

Future activities from Grants application CCS/14/Jun/28013

Activities:

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 Aberdares and the Severn Valley 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.

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 Ngobit 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 and 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. Subject Area: Citizenship Activities: The child rights project has been developing around the citizenship curriculum in place at both schools and which seemed to be a workable platform. We feel this needs some continued development in 2015. The idea is now 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 will begin with students researching the UN Human Rights charter and discussing in groups each aspect. Groups are 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 develops to look at the Rights of the Child as outlined by the UN and to critically discuss its worth. Matched with this they will be 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 will then be 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:

Learning Aims and Outcomes: Geography 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 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 many. 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, 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 communities.

Learning Aims and Outcomes: Biology and PE The work linking exercise and nutrition will allow students to expand their knowledge of food and diet and to study the effects 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 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.

Learning Aims and Outcomes: Citizenship They will be 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 will develop 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 will 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 will 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.

Global themes:

Number of pupils in this activity by age range:

12-13:

160

13-14:

Self Assessment:

Young people and teachers are taking action to tackle global issues

This section is about improving teaching through international collaboration. Record your partnership activities from the past year.

Activities:

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 (Sept 2014) have seen 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 Kenya (May 2014) saw 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. An evaluation of projects will be completed

Outcomes:

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' Ngobit teacher

Self Assessment:

Developing: Teachers are reflecting critically on their own practice

This section is about improving teaching through international collaboration. Record your planned partnership activities for the coming year.

Planned Activities:

Anticipated Activities 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 for self and co-operative learning which will raising attainment and motivation. Visit to the Kenya (May 2015) will include cpd training for staff, teamteaching, as well as a professional dialogue, use of IT in the classroom and motivational techniques to engage students in learning Visit to UK (July 2015) 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:

Anticipated outcomes: Increased teacher confidence and competence in the use 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-evalaute and share our objectives and outcomes for these pupils' Ms Ruddick

Self Assessment:

Embedding: Teachers are taking action to improve their teaching and curriculum

This section captures what you have done in the past year to ensure you build an equitable and sustainable school partnership.

Sustainability and Equal Benefit:

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 Coordinators 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 has seen ten key staff and 250 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 Ngobit as it is an all age school. However, as a member of a school consortium it has also helped partner schools develop global learning and partnerships. Additionally both Droitwich and Ngobit have completed cpd and resource development with British Council in the UK and Kenya.

Self Assessment:

Developing: Schools are developing an equitable and sustainable partnership

This section captures what you intend to do in the coming year to ensure you build an equitable and sustainable school partnership.

Sustainability and Equal Benefit:

Review of our partnership agreement by the global learning groups with agreement for a three year plan 2015-18 completed by Jan 2015. 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 2015 and the Biology by September 2015. 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 of Ngobit 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 2015-18. 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 publish features about our global learning work in our own in-house publications

Self Assessment:

Embedding: Schools are embedding their equitable and sustainable partnership

