

International Unit - Annual Update

Education, Children and Families

21 June 2012

1 Purpose of report

This report provides an overview of key areas of activity undertaken by the International Unit in the financial year 2011 – 2012.

2 Main report

- 2.1 The International Unit is based in Schools and Community Services within Children and Families. It comprises one full time member of staff and 1 0.5 FTE (Vacant from June 2011 to April 2012). The International Unit offers opportunities for young people to become responsible global citizens, developing skills, attitudes and values which will encourage working together towards a more fair and sustainable world. Global Citizenship is a key theme of Curriculum for Excellence and the work of the International Unit contributes to Children and Families objective to ensure our children are successful learners, confident individuals and responsible citizens who make positive contributions to their communities.

The International Unit works with city wide groups such as the Edinburgh Disasters Response Committee, Edinburgh International City of Learning and Edinburgh-Africa Educational Trust.

Key areas of activity in financial year 2011 - 2012

- 2.2 Events and projects offered to schools this year included:

Edinburgh Gets Set for the Games. Linked to the London 2012 Olympic Games this project has been delivered to 45 primary and special schools involving around 2000 pupils. This is a multidisciplinary project for pupils to learn about the culture, language, history, art, global footprint, music and sport of a competing country. Where possible schools were matched with an international student from Edinburgh University or Heriot Watt University to support their learning. Opportunities were offered in partnership with the National Museum of Scotland, the Royal Botanical Gardens, Edinburgh Zoo, the Usher Hall and Gardening Scotland. The project will finish with a Sports Day at Meadowbank Stadium on 25 June 2012 for 950 pupils and attended by an Olympian silver medallist diver. It will be evaluated with a view to rolling

out a similar project for the Commonwealth Games 2014. A case study of one school's involvement is included at Appendix 1.

Euroquiz – this year 13 schools took part in the Edinburgh heat of the national Euroquiz for primary schools. This event is organised in partnership with Scottish European Educational Trust and is open to state and independent schools. The winning team (James Gillespie's Primary School) progressed to the Scottish final.

Rights Respecting Schools. This UNICEF programme is an area of growth for Edinburgh schools supported by the International Unit. Currently 22 schools are registered with the scheme and working towards accreditation. Dean Park Primary School achieved level 2 accreditation in 2011/12 and Juniper Green Primary School achieved level 1.

2.3 Partnerships with other countries this year were increased and supported in the following ways:

Funding was secured from the British Council to further develop the partnership between City of Edinburgh Council and Maara District in Kenya. A total of 13 new school partnerships were established bringing the total with Kenya to 22. We also have 16 partnerships with Malawi, 6 with South Africa, 8 with Tanzania, 2 with Ghana and 4 with Uganda. To support these partnerships and share practice the International Unit hosts a Network Africa afternoon once a term.

Interest in China and Mandarin continues to grow and we worked in partnership with the Quality Improvement Team to extend our joint working with the Confucius Classroom Hub and the Confucius Institute. We offered training for teachers and language assistants and opportunities for pupils to showcase their work in Mandarin and Chinese culture.

2.4 The International Unit offered training to staff based in Edinburgh and across the world:

Continuing Professional Development Courses for Edinburgh staff were organised in partnership with other agencies. A total of 148 staff attended the courses on the following themes

- Rights Respecting Schools (1 course)
- Human Rights in the Classroom (2 courses with Amnesty)
- Climate Change (1 course with Christian Aid)
- Humanitarian Education (6 courses with Red Cross)
- Developing Global Citizens in Edinburgh (1 day conference in partnership with Education Scotland and multiple agencies)

A summary of the 1 day conference including evaluative comments is included as Appendix 2.

19 professional study visits for 413 teachers from 9 countries were organised in 2011- 2012. These typically include visits to Edinburgh schools and presentations from Edinburgh staff or consultants. This year the themes of the visits included Assessment is for Learning, Self Evaluation and Inclusion. Most groups are charged for these visits and income to the Council during this period was £ 14 700. This includes payment for room hire and catering, an honorarium to schools for hosting and an administration charge kept by the International Unit and used to finance global citizenship development in Edinburgh schools. This figure is lower than the previous year because of the vacant post from June 2011 to April 2012. A typical programme outline is attached as Appendix 3.

This year we organised 27 placements for student teachers from other countries. These students are often able to undertake the role of volunteer language assistants in schools whilst completing their teacher training for their home universities. Student teachers came from Switzerland, Germany and Spain.

Next Steps

- 2.5 In addition to continuing to progress the areas above, the International Unit will become the main point of contact for the Fairtrade Schools accreditation scheme. We will also co-ordinate work in Children and Families around children's rights – building synergies between the work done by Amnesty, UNICEF Rights Respecting Schools and Scotland's Commissioner for Children and Young People.

3 Financial Implications

- 3.1 There are no financial implications to this report.

4 Equalities Impact

- 4.1 The work of the International Unit has a positive equalities impact in terms of fostering good race and faith relations. Our work with Rights Respecting Schools contributes significantly to our public sector duty to eliminate all forms of unlawful discrimination. Children with disabilities and special schools are included in programmes and activities.

Cost can be a barrier to participation in opportunities involving travel to partner schools. The International Unit supports schools in fundraising activity to mitigate against this and schools themselves offer assisted places. While the International Unit has no operational budget, income raised from organising professional study visits for teachers from overseas can be used to mitigate against cost barriers. The majority of opportunities and events offered by the International Unit are at no cost to pupils.

5 Environmental Impact

- 5.1 Some schools undertake long haul air travel as part of their linking programmes with other countries. The International Unit provides opportunities in global citizenship which do not require travel while

recognising the value of face to face visits by teachers and students from other countries.

6 Recommendations

- 6.1 It is recommended Committee note the contents of the report and request a further update in one year.

Gillian Tee
Director of Children and Families

Appendices	<ol style="list-style-type: none">1 Summary of Opportunities offered by Edinburgh Gets Set for the Games2 Summary and Evaluation of Training Day for Edinburgh Staff3 Sample Programme of Visit from Norway
Contact/Tel/Email	Claire Soper/0131 469 3230/Claire.Soper@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	NO 3 We are better educated, more skilled and more successful, renowned for our research and innovation NO 4 Our young people are successful learners, confident individuals, effective contributors and responsible citizens
Background Papers	

Appendix 1

Edinburgh Gets Set for the Games – Juniper Green Case Study

This case study illustrates the opportunities offered by Edinburgh Gets Set for the Games by looking at the work done at Juniper Green Primary School which was linked to Japan for the project. Two Japanese students worked with the school and their programme is set out below:

Outline Plan for Olympics Project with Kiyono Fujinaga and P5/6 classes at Juniper Green Primary

Proposed Timings for Tuesday afternoons:

1-1.30pm – P5A Mr Ritchie
1.30-2.15pm – P5B Mr Paul
2.15-2.45pm – P6A Mrs Francis O'Hare
2.45-3.15pm – Miss Alexander

Date	Activity	Notes
16.11.11	Introductory visit to meet staff, tour school and greet classes	
22.11.11	Visit to observe each class	
29.11.11	Meet and observe the class – begin learning some Japanese	Small groups could start to learn simple words/phrases
17.01.12	Speaking Japanese: e.g. greetings, please, thank you, hello, goodbye, counting numbers, my name is... what is your name? etc	
24.01.12	Origami – make cranes (tell story of 1000 cranes?)	
31.01.12	Music – learn simple children's song Head, shoulders, knees and toes	
07.02.12	Writing – katakana. Copy the alphabet, write your own name	
	February Holiday week	
21.02.12	Kiyono not available	
28.02.12	Life in Japan – children prepare questions for Kiyono. e.g. sport, landscape, a typical day, going to school	Photos showing life in Japan – Mr Paul to provide a sample
06.03.12	Art – screen art(P5) or calligraphy(P6) with black pens/black paint and brush	Mr Paul to provide sample
13.03.12	Food – make pancakes 1-2pm with P5 group/ 2-3pm with P6 group (okonomiyaki) time to sample with the rest of the class.	Group from P5A/B then P6A/B Use staff room for cooker
20.03.12	Haiku – look at some examples and try writing own	
27.03.12	Animated film afternoon – Owl's Moving Castle	All P5/6 together in hall?
	Easter Holidays	
01.05.12	Food – using chopsticks or tasting green tea	
08.05.12	Preparation for sharing afternoon	
15.05.12	Celebration afternoon (Assembly – sing a song, show what they have learned, share powerpoints or share a display of knowledge with activities for other classes to share in calligraphy/origami/food tasting etc)	

The school used Thinker's Keys related to the Olympic Games to stimulate discussion with the classes. An extract is copied here:

Thinker's Keys with Bloom's - The Olympics

Remembering/ Understanding	Applying	Analysing	Evaluating	Creating
<p>The Alphabet</p> <p>A-Z words related to: The Olympics</p>	<p>The Alternative <u>Work out 3 ways to:</u> announce the score to the crowd without using the speaker system <i>or</i> enjoy the Olympics without being there or watching it on a screen</p>	<p>The Forced Relationship <i>Develop a solution to this problem:</i></p> <p><i>Rescue a capsized windsurfer and their board with a horse, a javelin and a basketball</i></p>	<p>The Brick Wall Consider this statement then find alternatives to it:</p> <p>All events must have rules</p>	<p>The Construction Build: the highest possible self-supporting structure to display a gold medal on</p> <p>Materials: 6 sheets of newspaper, 10 art straws, sticky tape and scissors (You may draw a diagram)</p>
<p>The Variations How many ways can you: prepare an athlete for the Olympics? cross a swimming pool? win a medal?</p>	<p>The Brainstorming Brainstorm solutions for: Too many people in the UK are unfit</p>	<p>The Picture Finish the picture. (Remember it must have something to do with the Olympics)</p>	<p>The Ridiculous Try to justify this statement: Creative writing is an Olympic sport.</p>	<p>The Combination List the attributes of a swimming pool and a pair of cycling shorts then combine them into a single object.</p>
<p>The Reverse List 10 sports that have never appeared in the Olympics or Paralympics or List 10 things that can't be timed with a stopwatch</p>	<p>The Different Uses Find 10 different uses for: (they must be reused or recycled!) a canoe a weightlifting bar a swimming pool</p>	<p>The Commonality Find common points between: basketball and equestrian jumping</p>	<p>The What if? the Olympics had no spectators? Team GB won every event? Football and tennis balls did not exist? record your answers on a concept/mind map</p>	<p>The Inventions Design a machine for: generating electricity for the stadium</p>
<p>The Question Give 5 questions that have the answer: The Opening Ceremony Athlete</p>	<p>The Disadvantages List 10 disadvantages and improvements you could make to a stopwatch <i>or</i> javelin, diving board, bicycle or item used in an Olympic event</p>	<p>The Interpretation <u>Write a 1 page explanation for:</u> Wenlock and Mandeville in the middle of an empty Olympic Stadium dancing The team was given new uniforms the equipment bag was empty</p>	<p>The Prediction Predict the 5 dominant countries at the Olympics in 100 years time</p>	<p>The BAR Make an item BIGGER, ADD something to it, REMOVE/REPLACE something on it: BAR a sailing boat or the game of hockey or a pair of trainers</p>

In addition to the student input in school, Juniper Green took part in the following activities:

National Museum of Scotland : Create your own Exhibition

Discover more about your Olympic country by exploring our collections to create your own exhibition.

Pupils will work with real objects from their chosen country to research themes, learn how to display information and promote their exhibition. With expert advice from curators, designers and conservators this is a great opportunity to explore the cultures of people living around the world.

Gardening Scotland - COUNTRY IN A BASKET

Schools were asked to provide one basket of a floral or plant display inspired by the country they represent in *Edinburgh Gets Set for the Games*. Relevant accompanying artefacts are used to help illustrate their country and the theme of their entry. For example, plants that originate from the country, colours of the flag etc.

The growing element of the competition ran from February 2012 and culminates at the Gardening Scotland event at Ingliston on 1-3 June 2012 where all the entries will be prominently displayed and pupils invited to attend.

Meadowbank Event 25 June 2012

Schools will take part in a Festival of Sport incorporating both competitive and participatory events. Juniper Green will represent Japan on the day taking part in all events and opening and closing ceremonies.

Appendix 2

DEVELOPING GLOBAL CITIZENS IN EDINBURGH 12 MARCH 2012

Background

Developing Global Citizens (DGC), encompassing international education, education for citizenship, and sustainable development education, is a key theme in A Curriculum for Excellence and is set out in the LTS publication 'Developing Global Citizens within Curriculum for Excellence' (2011).

In Edinburgh most schools are engaged in some activity under the DGC banner but it varies from school to school both in the level of engagement and in the strand of DGC which is prominent.

This event, planned and organised jointly by staff in Children & Families and Services for Communities with funding awarded from Education Scotland was designed to raise awareness of opportunities and funding in the DGC area. It was aimed particularly at schools not very active in DGC or active in one strand but not another.

The Event

A whole day conference was held at City Chambers on 12 March 2012. The programme is was designed to be a series of short sharp inputs from organisations offering opportunities followed by more detailed workshops in the afternoon from schools already engaged in the various strands. Delegates also completed pledge cards at the event indicating

1. Which area they would like to receive more information on
2. A commitment on action they would take within the next six months as a result of attending the event

A wide range of organisations were represented on the day either in person or in resources distributed so that participants had an idea of a whole menu of opportunities available to them – for example engaging with Malawi, or China, or Europe or measuring one's own local footprint.

A total of 66 delegates attended on 12 March of whom 44 were currently class teachers. Other delegates were local authority staff, staff from partner organisations, staff from the English as an Additional Language Service.

Resource packs are being offered to schools not represented on the day through the Children and Families International Newsletter.

Evaluative Feedback received

The Global Citizenship conference was a superb event and inspirational. The only issue now is time! Thanks for organising it. It was a lot of work. (Secondary School)

Great to hear about the various organisations which support partnerships, provide resources, ideas. Workshop was very valuable, great on examples of developing partnership sustainability. (Secondary School)

Fantastic, informative and motivational day. Thank you. Just hope I can do it justice with my follow up! (Special School)

Very inspiring, perhaps a little too much information! Feel I have learnt a great deal about global footprinting and rights Respecting Schools (Primary School)

Thanks for a great event. It was really interesting. Excellent, inspiring presenters. Really informative. There is so much valuable work going on in Edinburgh in developing international partnerships (Local Authority staff)

An excellent day and one which will continue to generate ideas and action. (Secondary School)

This has given me great ideas to use in school. I actually want to do this! (Special School)

Very interesting. My list of 'to do' jobs has grown! (Primary School)

Of the 44 evaluation scores received at the end of the event

9 scored 10/10

23 scored 9/10

9 scored 8/10

1 scored 7/10 – this person commented that as she worked in EAL she thought the content was not as relevant for her.

Resource Packs

Resources distributed at the event came from

- Education Scotland
- The Confucius Institute
- Royal Zoological Society of Scotland
- SCOTDEC
- Local Footprints
- The Homeless World Cup
- Screen Education Edinburgh
- Mary's Meals
- British Council
- Link Community Development
- READ International
- Global Citizen Corps
- Red Cross
- The Vine Trust

Going forward

The pledge cards are being studied and delegates will be contacted to follow up their areas of interest. This will also inform future CPD offered to schools. All delegates will receive contact details for the organisations that presented on 12 March.

Claire Soper
International Unit Manager
Children & Families,
The City of Edinburgh Council

Appendix 3

Sample Programme of Visit to Edinburgh Schools

	Information on the Group		
	<p>The group comprises 40 teachers from all Departments of Stord Secondary School in Norway – including the special school department. http://www.stord.kommune.no/Stord-ungdomsskule/</p>		
	<p>The group will have an introduction to the Scottish Education System and Assessment is for Learning by Sheena Liddell, Consultant and former Senior Quality Improvement Officer in the Children and Families Department. This will take place prior to the school visits on Thursday 15 March at the Scottish Book Trust.</p>		
	<p>Interests: Evaluation as a tool for motivation and achievement of goals; self assessment; relationship building; good questioning; recognising achievement.</p>		
Group 1	Group 2	Group 3	Group 4
<p>(Special School) Arrival 9.30am Contact Laura Menzies Redhall School 3c Redhall Grove Edinburgh EH14 2DU Phone 0131 443 1256</p>	<p>(Secondary School) Arrival 9am Contact Derek Curran Forrester High School www.forrester.edin.sch.uk 212 Broomhouse Road Edinburgh EH12 9AE Phone 0131 334 9262</p>	<p>(Secondary School) Arrival 9.30am Contact Stuart Heggie Wester Hailes Education Centre www.whec.edin.sch.uk 5 Murrayburn Drive Edinburgh EH14 2SU Phone 0131 442 2201</p>	<p>(Secondary School) Arrival 9am Contact Angela Bell Tynecastle High School www.tynecastle.edin.sch.uk 17-19 McLeod Street Edinburgh EH11 2NJ Phone 0131 337 3488</p>