

GLOBAL TEACHER NETWORK

Bulletin 12

8 February 2010

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Report on Updates on school linking and developing global partnerships

Agenda

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- B. Don MacLeod, Lochardil, *'The whys and hows' - setting up a new class link with Estero de Platano, a school in Ecuador's Rainforest, via a Scottish based charity, Yanapuma'*
- C. Angus Gray, Tain Royal Academy *'the impact of a partnership on the curriculum – the questionnaire from Malawi'*
- D. Alison Stewart, Fortrose Academy, the impact links and partnerships, from Malawi to the Arctic, have on the curriculum and school ethos here and there – *'A global school with 'maturing' partnerships – the highs and lows'*

Report

A. Taking pupils abroad - approaches to fundraising - Sheena MacGillivray and Elizabeth McDonald, Nairn Academy.

For the Dreams and Teams project, £65 000 raised for reciprocal visits to take local youngsters to Malawi and to bring young people back from Malawi.

The organisation of this was very informative, challenging and amusing. Lots of ideas attached here. 9Attachment A)

Sheena suggested www.easyfundraising.org as a useful site. Nairn Academy blog gives ideas too.

Sheena and Elizabeth's Top 5 fundraising tips:

1. Do something for your contributions, don't expect donations eg
 - Ask for things at cost price as prizes eg to run a Santa's grotto
 - Have a dress code so that you are identifiable –eg a tee shirt
 - Have a newsletter to publicise what you are doing
 - Create a sense that you are contributing to the life of the community - may help to access Ward Discretionary budget –
 - All activity fits with C for E
2. Get parents involved.
 - They work in different places – this widens the network of people involved
 - They have lots of ideas
 - Turn photos into cards, make Scotland /Malawi bags cookbooks – all can be sold to wide audience

- All this spreads the burden
3. Encourage young people to be enterprising
 - give them opportunities to gain skills and awards eg Sports Leadership Awards
 - set them challenges to contribute to a Youth Achievement Award
 - encourage volunteering - all hours they do for Dreams and Teams contributes to Millennium Volunteer Award
 - all engagement voluntary but contributes so positively to alternative curriculum
 4. Don't rely on Trusts and charities
 - you need to be registered as a charity to access these funds – not easy
 - if follow this route, local trusts most likely to be supportive
 5. Be prepared to put your life on hold!

B. The whys and hows - setting up a new class link with Estero de Platano, a school in Ecuador's Rainforest, via a Scottish based charity, Yanapuma – Don Macleod, Lochardil Primary school

Why set up a link?

- Child inspired to make the most of a Rainforest topic. Children here experience rainforest societies first hand and the impact of deforestation on local culture and community.
- Opportunity to expose children here to Spanish.
- Offers enterprise opportunities here.
- Encourages teachers in Ecuador.
- Global friendship and increased understanding invaluable.
- It's FUN!

How was this link set up?

Found educational charity through the Global Teacher Network, Yanapuma which has Scottish connections and operates in an isolated part of Ecuador www.yanapuma.org

- Use email but patience needed. Penpal type writing
- Yanapuma has internees who translate work.
- Can exchange video clips too so children can see who they are corresponding with.

Results:

- Rainforest topic has come to life. A lot of enthusiasm in the classroom here.
- All fits with Highland Literacy programme - lots of discussion stimulated.
- Vibrant displays made.
- More awareness of issues.
- Beneficial to Ecuadorian children too.
- Will continue as will be linked into further topic work – Eco theme next, then Energy and electricity and will continue with the class as they move up the school.

C. The impact of a partnership on the curriculum – the questionnaire from Malawi'– Angus Gray, Tain Royal Academy

Relating to sources of funding, Angus mentioned the curriculum emphasis of the Global School Partnerships Reciprocal Visit Grant and the community based approach of the Commonwealth Youth Exchange Council. (CYEC is good for Eco type issues including Climate Change)

In terms of the curriculum, Tain Royal Academy has focused on (a) RE, (b) Social Subjects, (c) Science and (d) English:

(b) Social Subjects – Malawi is part of the Rich World Poor World Unit in S1 where wages, water use etc are compared between Scotland and Malawi. In S4 trade and aid is the focus.

(c) In Science classes here have been comparing their carbon footprint with the partner school. They have shared findings through Excel spreadsheets and this has fitted in very well with the science curriculum – TRA has lots of ideas do share here.

(d) In English youngsters in both schools prepared questionnaires of all the things they would like to know about each other. This has been the framework for discussion and discursive writing at this end. Lots of illuminating insights gained this way. (*Attachment B*)

D. A global school with ‘maturing’ partnerships – the highs and lows’– Alison Stewart, Fortrose Academy

Fortrose has links with

- Mulanje in Malawi,
- Arctic Canada,
- France, Germany and Russia – language and cultural links
- And has had a Comenius link with Poland and Italy.

Funding support has come from the Global Schools Partnership curriculum grant but the CYEC process is proving more straight forward.

To be successful in Fortrose’s opinion

- partnership must be embedded within the curriculum. This is harder than say having
- a global or Malawi day, although the latter is a fun, upbeat way of promoting the link. They have had for example a Malawi food day which the canteen entered into with enthusiasm.
- Assemblies are used to keep up awareness of the partnership.
- The partnership is also of value to the ASG. Fortrose youngsters go to the feeder primaries to involve the younger children eg in the Arctic experiences.

The school is aiming:

- To ensure it is not the same youngsters who are involved especially in the visits. It is those who show a lot of commitment who are supported to go. They have to make a bit effort to be chosen.
- To establish equal partnerships. This is straightforward with European links but it is harder with Malawi and the Arctic. In Malawi there are constant staff changes and the curriculum is very prescribed. In the Arctic, teachers are only there for one year so there is no continuity to enable reciprocal visiting and no real commitment to get the community involved. In contrast Malawi takes great pride in its link with Scotland.

The impact on the ethos of the school here:

- Supports enterprise – various types of fundraising and awareness raising
- Improves motivation, impacts positively on attainment and achievement (*exam results actually improved John Tracey added*)
- Encourages students to appreciate what they have – not take things for granted
- Great social interaction when young people meet up – eg sharing a ceilidh
- Outlook of pupils can change, more outward looking:
- They see individuals can make a difference
- Brings pupils ‘out of themselves’

- Disabled child went to the Arctic – opened up people’s attitudes – you can take a risk and do things
- A partnership is Curriculum for Excellence

Highs and Lows

Highs:

- Engagement, enjoyment, last friendships
- More ambition here to achieve
- Ripple effect within the school here

Lows:

- Organisation!
- Maintaining communication with partner school
- Staffing changes
- Need to consider impact of bringing students from Malawi here (*lot of discussion – raising expectations?*)
- Need to brief pupils well before they go to Malawi – requests for money, dealing with death (seem to meet it on every visit) (*Sheena MacGillivray added this in and suggested using her scenarios to raise issues- Attachment C & D) (lots of discussion here)*)

B. Other notices

- **Take One Action** – film festival Inverness 17 /18 Feb www.takeoneaction.org.uk
Schools’ performance too
- STRIDE and HOWG newsletters given out (please see website)
- Topics for future meetings collected

C. Next meeting will be held on Wednesday 12th May 2010 - 6.45pm for 7pm start, finish by 8.30pm

Topic: Organising a Malawi day or a global week – the whys and hows

For more information about anything mentioned here please contact:

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