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FINAL ISSUE



**Connect**  
The Network for Global  
Learning in Education

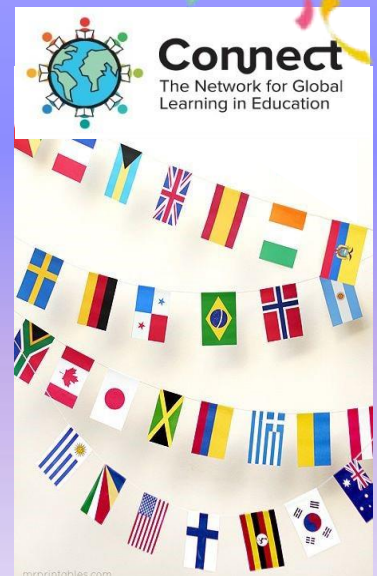
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# NEWSLETTER CELEBRATING 25 YEARS OF INTERNATIONAL WORK IN SCHOOLS

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# A Final Farewell From All At CONNECT

We've had many enjoyable and inspiring years supporting schools with their global learning, links, activities and adventures and would like to say thank you to all the wonderful schools, staff, pupils, families and colleagues who we have worked with since the North London Schools International Network (now Connect) started in 1997. We have been generously hosted by Barnet for many years and benefitted from working with a range of hugely dedicated local authority colleagues in Barnet and beyond via our Council of Management.

We were set up to respond to the fact that London schools in particular were not accessing the wealth of international opportunities, funding and initiatives open to them and I'm delighted to say that our school's network (working very closely with the British Council throughout) eventually sat at the forefront of international activity and representation within global curriculum-based programmes. Since our inception we have been the London arm of the Regional network for International learning; sent over 500 teachers and Headteachers abroad on Teachers International Professional Development Study Visits; secured a prestigious grant through the HSBC UK China Area link programme which funded a six-year innovative intercultural understanding project involving a large group of schools in both countries; were involved in an Area link with Ghana; supported and were involved in both school and borough wide European projects (Comenius, Erasmus+). Over the years our schools have developed real expertise in this field and been involved in a diverse range of projects with schools and peers from all over the world.



**Making Zongzi with students, parents, teachers and Headteacher Mr Lui**



**A calligraphy lesson in China**



**Students in China performing for UK guest teachers**



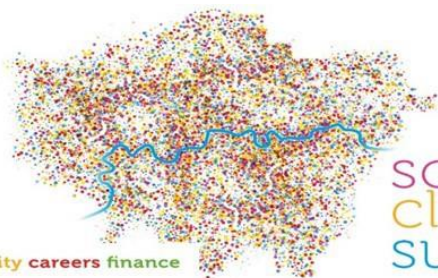
We have enabled long term collaboration with schools globally via the on-line Global Scholars Programme while also enabling meaningful connections between schools across London through Global Learning London's School Linking Network project.

In 2021 we became official London Climate Action Week Schools Climate Summit partners as global learning activities focus more and more on issues around climate change, the impact this is having and the Sustainable Development Goals (SDGs). We were delighted that this co-coincided with a cluster of our schools being linked with a similar cluster in Nepal. Sadly, COVID had a huge impact on these with visits being cancelled and the challenges faced by all but they managed to do some really meaningful work - sharing and exploring the SDGs with each other.



*Think like a system,  
act as a sector*

campus curriculum community careers finance



schools 29  
climate 06  
summit 21

Our aim has always been to help schools and train teachers to develop real and meaningful curriculum class-based activities to ensure lasting impact, valuable teaching and learning outcomes, to share practice and broaden pupils' horizons and their view of the world. This has continued to be at the heart of our work but more and more so in an increasingly interconnected and diverse global community. In terms of developing active global citizenship, a sense of social justice, respect for all and an understanding of our place in the world this is more important than ever. Many of our schools have achieved the British Council's International School Award in recognition of their commitment to becoming truly international – all taking a whole school approach with this work embedded across the curriculum, their values and ethos and part of the experience for the majority of staff and pupils.

Des and all at Connect would like to say thank you again to all our schools for the fantastic work they continue to do in this field.

# Congratulations!

## CONNECT Fully Accredited and Re-Accredited International School Award (ISA) Winners

**Blessed Dominic Catholic Primary School**



**Prince of Wales Primary School**

*learning together, growing together*



**International School Award**



# Achievements of Member Schools Through the Years

## 2012

### British Council Connecting Classrooms Project Wilbury Primary School, Enfield UK and Ronggui Primary School, Shunde, China

#### Building Bridges Between Cultures Through Collaboration

Wilbury Primary School and Ronggui Primary School have been working on a joint project for 4 years. This year the project focused on empowering children with skills and knowledge, so that they can contribute positively to our global society. It also aimed to build trust and understanding between the children from different societies and cultures. During my visit to China in November I had an opportunity to work with children and their teachers on how to use Wikis for learning collaboratively. The training sessions were well received and the impact was visible through their use of the Wiki shortly afterwards. The children learned about each country's culture through dance, literature, art and technology. The children in the UK looked at Chinese myths and legends as part of their literacy curriculum, then turned it into an animation in ICT lessons. They shared their work on a shared Wiki. They edited the Wiki pages collaboratively and participated in forums. The way the Wiki was used, changed the dynamics of the project, as the children became more aware that they were working

with real people from China, not just names. Sharing images, sending one-to-one messages made the project more exciting. By taking part in this project, the children developed skills to work with people from different cultures, to be sensitive about others beliefs and to work as a team with other children not only from the UK but also from China. They learned about art, poetry, literature and the education of each country, this helped them to build the foundations for a long-term relationship. The project not only helped children to develop their writing, speaking and listening skills but also provided opportunities to practice and apply higher level skills such as, problem solving, decision making, communication, collaboration and creativity through learning with technology. Their interest in Chinese and English culture through this project has increased so much and we will continue to work with each other in the future.

<http://connectingclassroomswith-china.wikispaces.com>



## 2013

### Comenius Visit to Furth, Germany Tracey Mohan, International Coordinator The Annunciation Catholic Junior, Barnet



After two years of the Comenius project and working with our partners from France, Italy, Austria, Wales and The Netherlands, our final visit to our German partners in Furth had arrived. Our trip began with a welcoming tour of the school. The School which was built in 1900 currently enrolls children from the ages of 5 through to 15 years. The school also caters (through cooperation with another school) for disabled pupils. The School also has a larger than average percentage of children who have German as an additional language, these include children from Turkish, Arabian, Italian, Greek, Russian, Romanian and Polish backgrounds.

We were greeted by the Mayor of Furth at the Old Town Hall. Furth is located in the Bavarian region of Germany with the nearest main city, Nurnberg situated a few kilometres to the east. Furth serves as a commuter town to the industrial centre of Nurnberg. Furth is a town that is famed for its

architectural history and it is also renowned for its exemplary city park that remains as one of the main focal points for the residents of this beautiful town.

The following morning we visited the city of Nurnberg, where we went to the Imperial Castle and The Memorium Nurnberg Trials Exhibition which we found extremely educational and interesting. Afterwards members of staff and pupils were invited to participate in an Apple Strudel Cookery course back at the school, which we later enjoyed eating as part of our 'Folkloric' evening.

Our folkloric evening consisted of sampling traditional German cuisine, exchanging gifts and the work we had undertaken with each country. This took place in the courtyard of the school due to the lovely weather. As our trip concluded we reflected upon the things we had learnt over the past two years. Both staff and pupils have been enriched by the activities and participation of the Comenius Project. Staff have been able to share ideas, adapt and reflect on their own practice with our European partners.



## 2014

### European Day of Languages at Whitefield School and Centre, Waltham Forest

To celebrate the European day of languages in September Peter Turner Primary School held an International Evening.

Families and staff shared food, music and costumes from around the globe. We had dishes from:

- |          |         |          |         |          |
|----------|---------|----------|---------|----------|
| Jamaica  | Ghana   | Somalia  | Poland  | Colombia |
| Pakistan | England | Spain    | Ireland | Portugal |
| Wales    | Syria   | Pakistan |         |          |



The feedback from parents was extremely positive. They enjoyed showcasing traditional foods and of course tasting everyone else's dishes. No one went hungry!

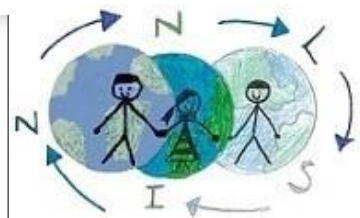
We had special assemblies to celebrate the day. Some of the children identified countries on a world map and found their flags. Naturally foods from across the world were shared.

FROM...



National and Local Schools  
International Network

TO...



NLSIN -  
Supporting Global Learning

NLSIN Logo Change

# 2015

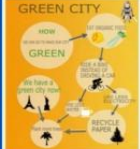
## NLSIN Global Partners Junior Project



We are delighted that six NLSIN member schools have again been involved in the Global Partners Junior Curriculum Project this year, entitled, Living Cities. The 2014/15 programme focuses on environmental sustainability in cities around the world. Students have been exploring issues unique to cities by looking at buildings, urban gardening, and green spaces. Working with schools in New York City and across the world, international groups of pupils have been collaborating on the same curriculum, sharing insights through blogs, video chats, and online discussions. Students have been supported in developing critical technology skills as they create multimedia projects using a variety of digital resources from basic word processing applications to advanced 3D design and video editing software.

### Video Conference with New York:

At the end of the Spring Term, we were able to carry out a joint professional development session via video conference with teachers in New York to share examples of work that schools have been doing and discuss ideas for the last stage of this year's project:



A Greener Cities poster



Model of a sustainable building



A paper dress designed by pupils in Harlem

**Thomas Gamuel Primary** - Pupils have been focussing on water and sustainability which included a visit to The Crystal, one of the most sustainable buildings in the world.

**Gladesmore Community School** - Pupils have devised a quiz raising awareness of how to be more responsible which has expanded the perception of sustainability. They have also created presentations and digital adverts promoting sustainability and re-cycling and are also using new software to further enhance their link with one of their partners from Vietnam.

**Glebe Primary** - Pupils have carried out surveys to gauge the sustainability of the school, created adverts on how to save water and in ICT, produced Power Point presentations on sustainable buildings around the world.

The participating schools are now working on their final Project: **Reduce, Reuse, Recycle** in which students will identify an environmental challenge their city or local community faces and brainstorm strategies to overcome the challenge. They will play a game focused on recycling to prompt a discussion about the 'three R's'. They will read nonfiction articles to learn more about the environmental challenge they selected and the strategies used to address it locally and globally. Students will develop their own Environmental Action Plan detailing the work they plan to do, focusing on reducing, reusing, or recycling (or upcycling!). As they put their plans into action, students will document their work through journal writing and providing written feedback to their international peers. They will also collect photographs, videos, and audio recordings to incorporate into a documentary video or website to publicize their work. Finally, students will reflect on the impact they have had on their community and develop goals for future community action work.

# 2017

## INTERNATIONAL WEEK AT CHIPSTEAD VALLEY PRIMARY, CROYDON

REBECCA CHEROT AND LAURA WOOD

At the beginning of July, Chipstead Valley Primary School in Coulsdon, Croydon, celebrated all things international, with a fun-filled, engaging timetable. In the week leading up to the international activities, a flag competition was launched in both KS1 and KS2. The school became a buzz of excitement as children recognised flags from all continents, with some eager to research those which were unfamiliar.



On the Monday, children were escorted into the school hall, which had been transformed into Chipstead Valley's departure lounge and signs for various airlines hung from the walls. Children were given boarding passes and passports then told the country they would learn about for the week. Mrs Doe and Mrs Ward were engaging hostesses and from the outset, pupils were keen to head back to class to learn about their country and fill their passports with facts such as culture, food, history, language and much more!



Lunchtime all week was also hit with a global flair, as our chef, Denise, tailored our menu to include tastes from South Africa, Spain, Jamaica, Mexico and Australia.



Nigeria and Sri Lanka. Year 4 had visits from parents to learn about France and Barbados.

On Thursday, pupils from Reception to Year 2 were treated to an African drumming workshop. They learned how to drum to different rhythms and name a range of drums.



Meanwhile, Years 3-6 were each given a lesson in Brazilian Samba. Combinations of different Brazilian instruments such as the tamborim, ganzá, surdo and repinique along with chanting made for a highly entertaining session in our outdoor classrooms!



Friday became the culmination of the hard work by pupils and teachers, as we launched 'Friendship Friday'. All children were given materials to make symbolic friendships bracelets for one another.



The hall was once again transformed into an airport departure lounge, but this time, mixes of classes arrived together with their work to share their learning and make a new friend. Teachers were amazed at how excited their pupils were to impart their knowledge and praise the work they saw. Eager pupils also ran to flags they knew and shared what they had learned about other countries throughout the week.

To finish, each class took part in a parade on the school field. With Miss Wood and Mrs Cherot behind the microphone, pupils applauded and cheered each other. Music, art, dancing and singing filled the air as the festival feel began to take hold.



Although it took hard work and organisation, the week was a huge success and a great way to reignite Chipstead's international work. Plans are already taking shape for other events to take place next year and we can't wait to get even more people from the local community involved!

# 2016

## Link With Tryamboli Vidyalaya School - India Julie Taylor, Ethnic Minority Achievement Teacher Martin Primary, Barnet

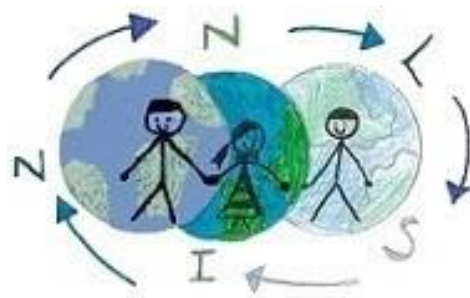
Martin Primary have recently established a new link with Tryamboli Vidyalaya School in Kolhapur in the Maharashtra region of India. The school was discovered by ex parent and governor Jane Conway, whilst visiting the region. Jane (who is a trained EFL teacher) spent some time volunteering there and then shared her experiences with Martin Primary. Initially, Martin School collected picture books which Jane took to the school and shared with the children. More recently, the whole school have become more involved in the link and each phase made a contribution for Jane to take on her last visit in February.



In Reception we have been looking at the stories, The Rainbow Fish, Brown bear, Brown bear and Room on the Broom. We took photographs of our children role playing the stories using puppets and props and then sent these to India for the children to use. Years 1 and 2 sent messages to the children in India on recordable postcards with their photographs. The Indian children were delighted to listen to the postcards and sent back their own messages and photos. Years 3 and 4 did an activity based on 'wants' and 'needs' which involved discussing and ordering picture cards. We photographed the activity and the children in India did the same. We will be comparing the outcomes.



Sixteen of our Year 5 and 6 pupils have recently become Global Ambassadors. They are planning to meet with Jane to discuss the next steps and consider other ways that we can support the school in the future. Tryamboli Vidyalaya School is delighted to be linked to Martin Primary and they have recently unveiled a plaque in a new classroom thanking Martin School for their support.



FROM...

NLSIN -  
Supporting Global Learning

NLSIN logo and name  
changed to Connect

TO...



**Connect**  
The Network for Global  
Learning in Education

## YEAR 5 GLOBAL SCHOLAR PROJECT - Galliard Primary Enfield, Kennedy Takyi-Addo

Year 5 pupils at Galliard Primary school have been involved in Global Scholars Programme, *Feeding Our Cities* since the beginning of September last year. They explored the global food system and its impact on cities around the world. To facilitate communications and discussions online, participating schools and countries were put into groups called Collaborations, where students/pupils from different cities around the world communicated online with their peers in a shared e-classroom. The Pupils did most of the activities on computers. These

included online research, blogging, online communicating in a shared e-classroom with peers about their research findings and completing their e-workbook. Also, as part of the program, pupils had an opportunity to create digital projects at the end of each unit of study and show these to the rest of the pupils at Galliard, through a whole school assembly. A typical example is the photograph of children's 3-D model of innovative farming ideas; *The Vertical farm*. At the end of the project, a survey was carried out to obtain pupils and teachers perspectives of the project.

The pupils reflected that this project has had a positive impact on their eating habits, computing skills and how to stay safe on the internet (E-safety).

An e-classroom containing digital files of lesson plans and student workbooks, linked to online resources was created for teachers by Global Scholars Team. This E-classroom (Lounge) enabled teachers to share best practices, ask questions, and communicate with international colleagues, thereby providing Professional Development opportunities for teachers involved.



Pupil's 3D models of Innovative vertical farm (unit 3)

### SUCCESSSES

The global discussions in the e-classroom allowed students to communicate with international peers, post messages (teacher controlled) photographs, Videos and digital projects. It gave the pupils a great opportunity to create a discussion post each week in response to prompts in their work book, or reply to posts from peers in their collaboration. Through this project, pupils were able to have a real-time conversations with some partner schools in different cities around the world using Skype. These conferencing

Sessions were organised during school time. The pupils were excited to have that experience. Through this project, pupils' computing skills and confidence have been well developed and boosted. The project has helped broaden children's knowledge about unhealthy food and the negative effects on our health.

This project has helped children to begin thinking about homeless people without food, as well as food waste and problems facing food production and supply in

poor countries around the world. As a result, Year 5 pupils planned a Community Action Project in their local area to help improve supply of food for the poor and needy in our society. This took the form of an enterprise to raise money and food donations to Food Banks. Also, the pupils have started growing some food crops in our garden for the same course. Through this enterprise, pupils were able to speak to supermarket managers about the use of plastic bags, food waste, food supply chain and problems they face.

## GLOBAL SCHOLARS PROJECT Emma Scelsi, St Vincent's, Barnet

At St Vincent's, the children in Upper Key Stage 2 have the unique opportunity to work as part of the Global Scholars Project. This is a worldwide project whereby the children work with schools from other countries on a common project, communicating via the internet and technology.

Educators from around the world (Taiwan, Mumbai, New York, Boston, Paris, Madrid, Argentina, Manchester, Fort Lauderdale, Spain, Kazakhstan and more) came together in New York to discuss 'Global Competency in a Changing World'. I was fortunate enough to go where we discussed development and assessment in student learning outcomes to see what else we can do for Global Scholars in our very own classroom. At the event, Michael Bloomberg who is the founder of Global Cities and a former Mayor of New York told us, 'If all students receive the education to become digitally literate, culturally-aware global citizens, we can ensure a brighter tomorrow.' John B King, President and CEO of the Education Trust and former U.S. Secretary of Education 2016-2017 under President Barack Obama spoke and shared how much we need to leverage global education to strengthen social emotional learning and build positive relationships across cultures, communities and countries.

We will continue being a part of Global Scholars at St Vincent's and will share as much information with the countries involved. All of the educators including John B King was inspired by our own school project. 'Can we provide clean water for everyone?' He believed it was fantastic that we were also able to share it with parents and invite a representative from Water Aid who we raised money for because of the work we did for Global Scholars.

Going to New York was an amazing and unforgettable opportunity! It showed me how all of these different countries appreciate everything that these children do, all the information we share and the hard work the children put into the project. It showed me how to let the children know that we truly can change the future if we continue to work together.



*What We Heard  
What We Learned*  
**Ester Fuchs**  
Professor  
Columbia University  
School of International and Public Affairs



**Michael Bloomberg** - Founder of Bloomberg LP, Bloomberg Philanthropist and served as 108<sup>th</sup> Mayor of New York



**John B. King Jr.** is President and CEO of The Education Trust. King served as the U.S. Secretary of Education from 2016 to 2017 under President Barack Obama after serving as U.S. Deputy Secretary of Education

# 2019 continued

## FULL INTERNATIONAL SCHOOL AWARD SUCCESS Pembury House Nursery, Haringey, Angela Lenton

Pembury House Nursery School and Children's Centre achieved the Full International School Award in August 2019. International learning is a priority at Pembury and developing children's knowledge and understanding of diversity and identity, locally and globally is embedded in the ethos and curriculum of our school. Our achievement in gaining the award was down to the international events and activities we held throughout the year, as well as our involvement in an Erasmus KA1 project. This shows our long-standing commitment to global learning and celebrating the many diverse cultures within the nursery school community. We believe this extends and enhances children's knowledge of cultures and communities other than their own.

As a part of our International Schools Award, we worked with a partner school in Beijing, Jingshi Kindergarten and a kindergarten in Finland, Siimapaiston Paivakoti. The children in Beijing joined Pembury children exploring and using recyclable materials to create sculptures. Pembury children and their families visited the Tate Museum and then made a sculpture together. We shared photos of the educational visit to the Tate and the finished sculpture with our friends in Beijing. This sparked intercultural conversations, an understanding of the world around us and a celebration of different cultures.

### African Activities Week

We held an African Activities week at the nursery when children and their families learnt about Africa through stories, music, arts and crafts. Parents, carers and staff with an African background came into the school to share artefacts, music, story-telling and cooking. The children made and kneaded dough to make African beads, they used colour and shape creatively to decorate them. After the African drumming session, children were inspired to make their own drums. The week was a huge success and gave children and their families the opportunity to develop their understanding of the world around them and to talk about similarities and differences in different cultures.



African Drumming



Drum Making



Learning about Africa

## FULL INTERNATIONAL SCHOOL AWARD SUCCESS continued.....

### Christmas around the World

We celebrated Christmas Around the World and the children found out about German traditions at Christmas time. They took part in cooking sessions making Plätzchen- traditional German biscuits made at Christmas. The children also learnt a German Christmas song, taught to us by German Interns undertaking placements in the nursery.

The children explored traditional Caribbean foods and recipes together. We also set up a traditional 'Caribbean Front Room' in the nursery class, using historical artefacts and furniture.

We had a visit from a Steel pan group and finished the week with a visit from an award winning poet, Birdspeed, who held a poetry making session with children and their families.



The recipe for Plätzchen (traditional Christmas biscuits)



Playing the Steel Pans



The children's final Plätzchen



The Windrush Exhibition

### Caribbean Week

We held a Caribbean week in the nursery to coincide with the Windrush Events. We brought families together sharing stories and experiences from the Caribbean and learning traditional songs and dances. Parents, carers and staff were encouraged to share their experiences of the Windrush and the impact this had on modern day Britain. We created an exhibition for visitors to find out more.

**ERASMUS+ PROJECTS:**

**'TELL ME MORE'**  
Greenleaf Primary, Waltham Forest  
Mark Scott

Greenleaf Primary School in Walthamstow is currently undertaking a two year Erasmus+ project (entitled Tell Me More) with partner schools from Portugal, Turkey, Denmark, Italy and Poland. The aim of the project is to learn more about how reading is taught in each school and to develop teachers' pedagogy around the teaching of reading.

In recent years, there has been a big focus on using public libraries which were not always accessible in Portugal. Here was a trip undertaken by the group to the Almeida Garrett library.



The teachers came back with an even greater love of books than ever before and buzzing with new ideas on how to teach reading at Greenleaf.

In December, two teachers from our school visited the Escola Basica D. Pedro 1 school in Porto, Portugal. Whilst there, they discovered how important the role of school library is in Portuguese education, with many storytelling lessons being taught there.



In February, two teachers made the trip to the Metod Koleji school in Ankara, the capital of Turkey.



The arts also play a significant role in the Portuguese system and the teachers witnessed a hip hop/ dance concert at playtime by the students.



They were amazed to find out that the children were taught lessons in both Turkish and English.



In June 2020, Greenleaf is hoping to host the teachers of the partner schools to impart our knowledge of teaching reading and the English curriculum.

If you would like to know more about Greenleaf's international work or would like to make contact for any reason (we are always keen on hearing from schools on projects we could work on together) please contact the school's International Coordinator, Mark Scott:  
[mark.scott@greenleaf.waltham.sch.uk](mailto:mark.scott@greenleaf.waltham.sch.uk)

At the school, the arts are an important part of the learning day and Greenleaf visitors had the opportunity to see both an art lesson and a dance/music performance by the children from the school, celebrating the founding father of modern Turkey, Mustafa Kemal Atatürk.

Again, the teachers came back full of enthusiasm and ideas to share with the pupils at Greenleaf.

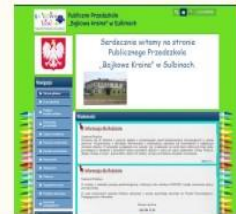
**ERASMUS+ LINKS WITH POLAND**

**Rowland Hill Nursery, Haringey,  
Bernadette Alexiou**

Rowland Hill Nursery School has now linked with a Nursery school in Poland, thanks to Anna from the Under 3's team. We have started to share ideas with each other about how we learn in our settings. You can see the school's website here: <https://przedszkoleulbinv.edupage.org/>

As World Nursery Rhyme Week was at the same time as International Education Week, we organised a Zoom session with our link school, so the children could meet their peers in Poland and share some nursery rhymes together. Unfortunately there were technical issues and we could not hear the other school via Zoom. They could hear our singing and we could wave to each other, which was fun. This is still a work in progress, and hopefully we will have a more successful zoom session soon.

We connected with our link school during International Education Week and introduced the school to our children and families. We shared a lovely PowerPoint they emailed us during Talking Times. The children were interested to learn about how children in other schools learn, with some comparing it to their own experiences.



The staff team looked at the Polish Education and Culture publication on the British Council website, enriching our learning environment by trying traditional Polish craft and cooking ideas. They made open sandwiches at breakfast club, and created transient art with natural objects such as; conkers, acorns and berries.

**OUR INTERNATIONAL SYMBOLS OF HOPE**  
Parkfield Primary, Barnet, Leila Harris

During lockdown people all over the country, and the world, spread the message of joy and hope that rainbows can bring. Some had added slogans, such as 'Be brave', 'Stay safe' and 'Chase the rainbow' - all of which are excellent messages during this unprecedented time. We created symbols of hope which we shared with our Erasmus+ partner Spanish school.



**Did you know?**  
This trend started in Italy and Spain and the people of Britain also adopted the trend to spread joy over here too!



**A RIGHTS RESPECTING SCHOOL**  
Brettenham Primary, Enfield, Wendy Walker & Lucy Ahuja

Brettenham Primary School is the first Gold Level Rights Respecting School in Enfield and as part of our rights respecting work, we have been working on the Sustainable Development Goals. Recently, we have been focusing on SDGs 13 Climate Action, 14 Life Below Water and 15 Life on Land.



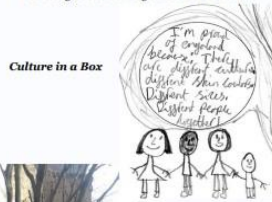
We introduce the goals that we are working on through themed 'Environment Days' to raise awareness of the impact of our actions on the world. We share our learning with parents through posters, the website, our monthly newsletter and parent homework tasks. This enables our community to use their knowledge and understanding to make changes towards a sustainable future. Some of the changes that pupils made following our previous 'Plastics in the Ocean' Environment Day, which focused on SDG 14 Life Below Water, include bringing reusable water containers to school, reusing and recycling wherever possible and tidying up our outdoor area.

Galliard, Raynham and Wilbury) and five partner schools in Nepal.

Brettenham holds the British Council's International School Award 2019-22, and has partner schools in Madrid, as a result of participation in 3 Erasmus+ projects in Spain. Examples of Nepal project work at Brettenham:



Planting seeds in recyclable containers



Culture in a Box

Our group of Unicef Ambassadors are pupil representatives from across the school who meet regularly to discuss actions to take our ideas forward and represent pupil voice. They have put together a selection of activities for Environment Day 2021 which will be based on 'Biodiversity' and focus on SDG 15 Life on Land, including planting wildflowers, upcycling materials to create bug hotels and hanging planters and counting pollinating insects. Our school is also taking part in the Trees for Cities project and Pymmes Park Mind Garden project. The Unicef ambassadors will be writing letters to the government to put pressure on them to support the work on Climate Change.

Recently, we were fortunate to be part of a virtual meeting with the MP for Edmonton, Kate Osamor, alongside our four partner schools in the Children First Academy Trust, where we had the opportunity to ask her about sustainable development. She expressed her passion about creating a sustainable future and her commitment to doing all she can to combat the climate crisis.



View from my window

Brettenham Primary School is currently taking part in a CCGI project, linked to SDGs 11 Sustainable Cities and Communities, 12 Responsible Consumption and Production and 13 Climate Action, with the other four schools in the Children First Academy Trust (Fleecefield,

**LINK WITH NEPAL and Other Activities at FLEECEFIELD PRIMARY, Enfield**

Atoufa Caunhye



**Cultural event:**  
Children will be sharing their culture to their phase.



**Farmers time:**  
Year 3, 4 and 5 have had a connection with Farmer Ian where they had a virtual tour of the farm and were able to interact with the farmer by asking questions to extend their learning on animals and plants.



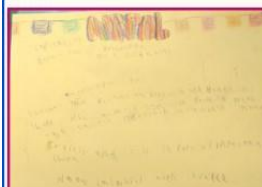
**Year 2**  
has been sharing cards and pictures of the celebration of Christmas in England



**Year 3 and Year 5:**  
have been participating in collecting items for a culture box. Children have been sharing their culture with their class during home learning and in assemblies.



**Year 3, 5 and Early years:**  
They have been growing vegetables for our sustainable project.



2021

### CCGL PROJECT, Raynham Primary school, Enfield, Iveta Bejaoui



On Monday 8th November 2021, as part of the 'Connecting Classrooms through Global Learning' project with the British Council, the eco-ambassadors from Raynham took part in a virtual meeting with children from their partner school - New Leera in Kathmandu in Nepal.

In the meeting, they were able to discuss their views on climate change and share some of the ways they are planning to make a difference following their environmental review. The meeting provided a unique opportunity to develop a dialogue with children from other countries.

The environmental review was completed by eco-ambassadors from across KS1 and KS2 and identified ways the whole school can take action



on climate change. They shared their findings in a video message which has also been shared across the school.

Raynham school is a member of the Nepal Partnership between five partner schools in Nepal and the five academies within Children First Trust. This partnership is an empowering forum for our children in increasing their understanding of their impact as local and global citizens.

The children's video and further information of the projects completed through the Nepal Partnership can be accessed through the Children First website on the following link: <https://childrenfirsttrust.co.uk/news/2021/connecting-classrooms-through-global-learning-2/>



### PUPIL MPs REPRESENT RAYNHAM AT CHILDREN'S PARLIAMENT

During the October half-term, 6 children from years 4, 5 and 6 represented Raynham and their local constituencies as children MPs at The Children's Parliament.

This was a unique opportunity for them to express their views and contribute to a debate about climate change. The Children's parliament was a national event and included a speech from Prime Minister Boris Johnson, MP, and a live session with David Davis, MP. All the children had the opportunity to vote on a range of issues linked to climate change and the results were shared with the Prime Minister who attended the COP26 meeting in Glasgow.

You can also read more about this special event in this article from the Daily Express: [Children's Parliament session begins at 5pm - WATCH LIVE | Politics | News | Express.co.uk](https://www.dailypost.co.uk/news/2021/children-mps-represent-raynham-at-childrens-parliament/)

We are very proud of our children, their contributions and would like to share with you all their voices and experiences in this short video featuring our Children MPs. <https://childrenfirsttrust.co.uk/news/2021/children-mps-represent-raynham-at-childrens-parliament/>



2022

### ERASMUS KA2 Project Visit to The Hague Prince of Wales Primary School, Enfield Jan Bless, Headteacher



Prince of Wales Primary School

learning together, growing together

As part of our Erasmus KA2 project, during the Easter holidays, we visited our Erasmus partner school - The Driemaster in The Hague. There we discussed our project on increasing pupils' vocabulary, reading, outdoor learning, Parent Cafés, behaviour strategies and much more. We exchanged books for each other's school libraries and also some work that children had made. Outside our Square Hall we have our display with artefacts that we have accumulated during the past years while being involved in this project.

This visit was also an opportunity to gather new ideas to enhance learning at our school. Amazing bronze and Iron Age burial mounds seen will enhance our History and PSHE; an exhibition by Remy Jungerman, artist from Suriname, will inspire an art project.

We are looking forward to a return visit by Driemaster colleagues in the autumn term.

#### Erasmus+



2022

### KA229 'MUSIC, DRAMA & MOVEMENT' Mobility in Spain, The Brook School, Haringey Maria Prefitisi

In April, we visited our partner school in La Palma, the Canary Islands and on the first day we were welcomed by the whole school with music, drama and folk dances. Some pupils spoke about their island, while some others performed a pantomime, folk songs and dances representing the story of the volcano and the multicultural history of the citizens. We visited classes where we experienced inclusion; saw its importance and how that was implemented across the school.

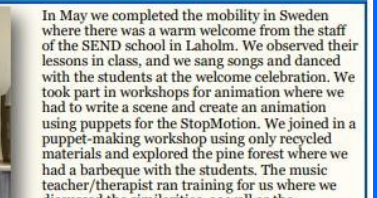


We visited a SEND post-16 school that provides vocational guidance where students learn new skills such as rug weaving, honey production and jewellery making. We also visited a mainstream primary school with a SEND provision and we had the opportunity to observe and discuss the teaching methods with the speech and OT therapists. The Mayor of La Palma welcomed us at the Town Hall and we visited the volcano where we collected some lava stones for our pupils; we also visited the astronomical observatory which is an excellent location for optical and infrared astronomy in the Northern Hemisphere.



### KA229 'MUSIC, DRAMA & MOVEMENT' Mobility in Sweden

In May we completed the mobility in Sweden where there was a warm welcome from the staff of the SEND school in Laholm. We observed their lessons in class, and we sang songs and danced with the students at the welcome celebration. We took part in workshops for animation where we had to write a scene and create an animation using puppets for the StopMotion. We joined in a puppet-making workshop using only recycled materials and explored the pine forest where we had a barbecue with the students. The music teacher/therapist ran training for us where we discussed the similarities, as well as the differences in our music therapy methods. Finally, some students presented their fascinating work related to astronomy and filming.



Both mobilities were fantastic experiences and we established strong bonds for future collaborations after the end of our Erasmus+ project.



# ERASMUS+ KA1 & KA2 PROJECTS

## St Vincent's Catholic Primary, Barnet

Miriam Ridge, Elaine Regan & Emma Scelsi



Erasmus + UTOPIA project



Co-funded by the  
Erasmus+ Programme  
of the European Union

Our final partner visit, the culmination and highlight of the Utopia Outdoor Learning Project, was hosted between 18th - 23rd September 2022 by Carmarthenshire Council in Wales and attended by educators from all seven European partner countries. We visited two flagship eco schools and a range of visitor centres in the beautiful Welsh countryside, to find out about and engage in their inspiring outdoor learning practices.

The main objective of this project was the professional development of primary school teachers. We wanted to support and develop high-quality and innovative teaching methods, upgrade existing skills and embrace the challenges of the future. We aimed to achieve change through self- and whole school improvement and exchanging of good practices.

In a partnership of seven primary schools from Belgium, London, Wales, Slovenia, Spain, Greece and Bulgaria, complemented by specialists from the university of applied science Thomas More University, Belgium and specialists from the Department for Education and Children of Wales, we organised learning and training activities, both physically in training events and project meetings including online, to facilitate the exchange of good practices to enhance the motivation, knowledge and skills of teachers, to make teaching more effective and to foster a culture of lifelong learning in the schools.

### Utopia in Wales School Visit Johnstown Primary School



Johnstown Primary School, in Carmarthen, an English medium school amongst mostly Welsh medium schools, has 500 pupils from a wide catchment area. The Headteacher showed us how he had used government funding effectively to transform the outside learning environment with: raised planters outside the full length of each classroom, and several larger ones beyond these, a sheltered workshop and classroom, an amphitheater, a secret garden leading to a fort with an elevated classroom, a new path on the perimeter of the school field and a range of planting, including sunflowers, fruit trees and other edible produce.

We met with the teacher, who leads on the development of the outdoor learning curriculum and supports class teachers with the planning and implementation of weekly, carousel style, outdoor learning activities. We observed pupils from a number of classes in various parts of the grounds enjoying Science, Literacy and Maths in group investigations and whole class settings.

Whilst at the School, we also attended an organic gardening workshop run by Kim Stoddart, Guardian writer and author of *The Climate Change Garden*, who draws on ideas from the past such as: mixed planting, adapting to the environment, including climate and weather changes and therapeutic approaches, connecting with nature through senses and feelings to help pupils improve their emotional regulation, reduce stress and develop mindfulness techniques for inner calm. She showed us how work with pupils to harvest seeds for planting, appreciate the qualities and lifecycle features of a range of herb and vegetable plants, and how to plant different varieties together to promote survival and growth.

## Ysgol Bro Banw

Ysgol Bro Banw, in Ammanford, a dual medium school promoting bilingual competence on two sites in an area of greater socio-economic deprivation, has approximately 470 pupils from the local area and a higher incidence of deprivation. The Infant School has a wildlife area for observations and investigation and is planted with indigenous trees, shrubs and bulbs. Pupils maintain the plant pots and raised herb beds. We observed the children take part in carousel activities in the outdoor area, for example, harvesting, counting and cleaning potatoes they'd grown. The Junior School has: a special unit for pupils with autism with outdoor specialist sensory equipment, an organic vegetable garden, a herb garden, bird boxes, a theatre and a chicken coop. Pupils can volunteer to be Waste Wizards and two of them gave a presentation on the School's involvement in the Big Bocs Bwyd Project, *Bwyd I Bawb (Food for All)*, through which donations are made by partner food production companies to stock a food bank with links to the local community. Led by a teacher and supported by a teaching assistant, the Project involves

pupils taking the initiative by working in the organic garden and making food for sale to pupils and parents, to raise money for the food bank. They also develop their ICT skills, learning how to advertise and present and record of their work. Bwyd I Bawb, helps children and families obtain food at 'pay as you feel' prices, learn how to make healthy food choices and, through authentic experiences, how to grow and cook food.



**Ysgol Bro Banw - Big Bocs Banw Project, Bwyd I Bawb**



**Ysgol Bro Banw Organic Garden**



**Ysgol Bro Banw - Waste Wizards Bakery Menu**



## Outdoor Learning - St Vincent's Catholic Primary School

At St. Vincent's, class teachers plan regular outdoor learning activities, linked with project based learning themes, values and our key question, this term's being, 'How can we be more compassionate, caring and loving?'

In addition to our lead teacher for our Utopia Outdoor Learning, Erasmus project, there are two members of staff with Forest School expertise: one with Level 3, FDA accreditation and one currently training.

With class teachers involved, our forest school sessions have been extended and each year group takes part. Pupils are also growing vegetables outside their classrooms and taking part in an organic gardening project in and around our polytunnel, planting winter vegetables and flower bulbs for the Spring. They enjoy these opportunities to play, explore, use tools and be creative, whilst developing core skills including: increasing independence, risk taking, critical thinking, problem solving, building resilience, reflecting and self-regulating.





Through these outdoor activities, our children are learning how to be respectful of the natural world and living things, calm and compassionate in the presence of wildlife and how caring for their plants will help them to survive and thrive. In connecting with nature, they are learning about their place, that of others and how to protect the world we all share.

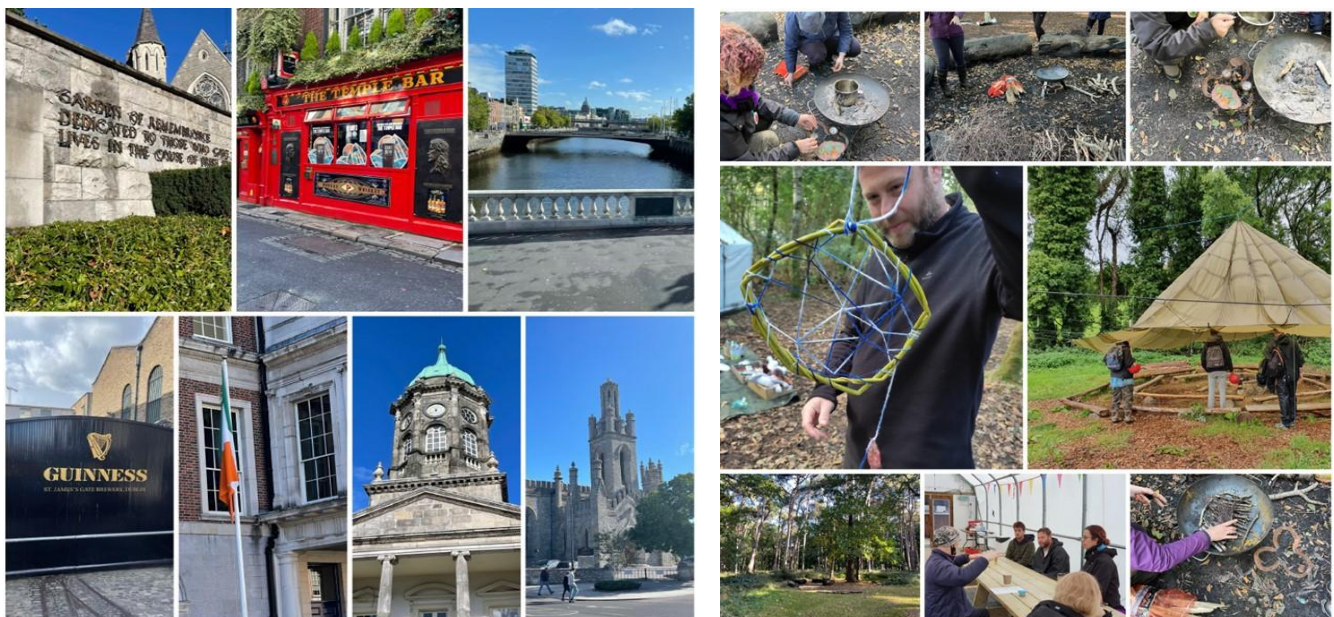
With Final Reports submitted to the British Council, our participation in two Erasmus+ funded projects have come to an end after 36 months. What an experience for all involved, including the global Covid-19 Coronavirus pandemic - a 'force majeure'!

## KA101 Project “Up, Up and Away!”

The Key Action 101 Erasmus+ project is a Learning Mobility of Individuals. St Vincent’s used this funding to enable staff to visit Europe for staff professional development (CPD) opportunities, which were clearly linked to our School Development Priorities such as supporting Curriculum development and bringing back good practice examples as seen with colleagues in European partner countries. In October 2021, Mr McKaye returned to St Vincent’s full of knowledge and ideas from his adventures in Dublin, Ireland where he went to attend an Outdoor Education course run by Inter Education.

He went over to a week long course with other European educators as part of our school's Erasmus Key Action 1 funded project 'Up, Up and Away!' During his time there, Mr McKaye had the opportunity to observe outdoor lessons, discuss and exchange ideas, build practical skills, share teaching ideas and materials for Outdoor Education as well as make links with people from other European countries.

During the course, they were able to visit to a Green school and experience a Forest School where we learnt how to cook and make crafts from forest materials. Linking Outdoor Education with our Vincentian Value of being stewards of our environment alongside Mr McKaye's feedback / experience, we recycle as much as possible to reduce classroom waste on a daily basis (e.g., paper, plastics and even fruit for our polytunnel compost). For more information on Green Flag Eco Schools, please visit: <https://www.eco-schools.org.uk/about/what-is-eco-schools/>



Most of the practices observed and learned during this week, have been taken and implemented at St Vincent's here in London such as Forest bathing and how to identify trees and other fauna and flora.



In Forest School sessions, Mr McKaye has taught other staff to use lots of team building games to facilitate team bonding using challenging games such as Gutter Ball and some blind folded activities.

St Vincent's Primary, Mill Hill continue to build and develop our Outdoor Education experiences and learning opportunities across the school from Early Years (Reception) to Year 6, look out for more updates on our school website!

Erasmus + UTOPIA project



Co-funded by the Erasmus+ Programme of the European Union


## Global Scholars

Leandro, Year 6 Pupil at St Vincent's, Barnet, Emma Scelsi

For global scholars this year, we are learning about the world of water. We communicate with children across the world. We post blogs/texts/comments to each other to inform each other on different topics which helps us understand how different countries around the world work. In our last unit, we looked at how much water we use and how much we are wasting. It helped me learn that I need to change certain things in my own life but also, in the country when it comes to not wasting water. We have also been learning about water in our city and the cities in the other countries. We are trying to figure out ways to protect water security.

I really enjoy global scholars because you get to talk to children across the world and it is fun learning about different countries that sometimes, I have never even heard of!

Here is an example of a post we have sent to each other:

 London 01312 Leandro Wed Jan 11, 2023 at 6:52 am

Hi everyone,

I researched fishing lakes. People use this body of water to fish . I learned my information from this link:<https://www.verulam-angling.co.uk/>


This body of water is important to my city's economy because it can let people relax whilst fishing.

To care for this body of water, people can pick rubbish up around this area.

My question is what body of water did you research?


Sincerely,  
Leandro

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 Mumbai 01483 S Mon Jan 16, 2023 at 9:59 am

Hi I am s from India I am research on rivers.


---

 London 01312 Leandro Wed Jan 25, 2023 at 6:26 am

Thats cool S

Like 😊 1 · Reply

---

 Astana 01023 A Fri Jan 27, 2023 at 7:26 am


Dear,Leandro. You asked what body of water did i researched.

To answer,

I researched Esil river.This place is very beautiful and people are fishing there, but people can't swim in this river.

Sincerely, a:

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 Warsaw 01991 Ai Mon Jan 30, 2023 at 10:55 am

Dear Leandro ,

You asked: what body of water did you research?

To answer, I research about Vistula river and how we can care of it.

I know this because I do the research about it.

One way my city's water system helps protect water security is increase the possibility of collecting water in Warsaw.

A question I have about your city's water system is lot of people pick rubbish up around this area

Sincerely Ai

# CULTURAL CAPITAL - 'Looking to the Future' Parkfield Primary, Barnet Leila Harris

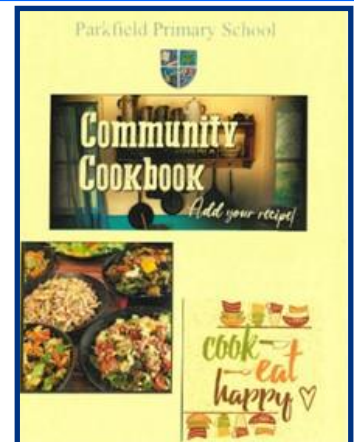
Parkfield Primary School has successfully bid for three EU funded Erasmus projects and benefited from the opportunities created by this programme since 2017. The pupils and staff have developed friendships with our partner school in Madrid, and pupils have shared work. They have made books for each other to compare and contrast their respective capital cities, shared their school day experiences, exchanged stories, written community cookbooks, explained how to play traditional games and shared cultural traditions for religious festivals. The schools have participated in joint projects which have contributed to our global citizenship curriculum and facilitated pupils to appreciate first hand their global responsibilities, including protecting our planet. This work has also inspired staff to take on a form of professional and personal development, as they are committed to learning Spanish language, and travel plans have been inspired to explore Spain and its rich cultural history.

Sadly, our British Council projects have now terminated and we are now faced with trying to find creative ways to continue the legacy of this work. The relationship built with our partner school and their staff will be maintained so we can continue to share work with each other and provide a purpose for the Spanish-English language work we have done with our respective pupils. Pupils in both schools have also had an opportunity to consider cultural similarities and identify differences between us. As our school serves such a diverse community, this work has proven relevant and pertinent to our pupils.

Cultural Capital may be defined as the knowledge that children need to prepare them for their future success. Our school serve a very diverse community and every child and family who joins our school will have their own knowledge and experiences that will link to their culture and wider family. This may include languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

We firmly believe that our pupils will benefit most from a flexible curriculum that builds on what they understand and know already and is relevant and connects with real-life experiences. Our pupils have the technological capability to be well informed about international news issues and to kept informed with developments as they take place. In this way, Cultural Capital becomes an integral part of our curriculum design and it is our responsibility to think creatively and more broadly about how we can connect with global issues. We have found linking topics with wider global issues to be a powerful way of supporting pupils to engage in discussion and debate articulating their thoughts and exploring their ideas. For example: writing pledges to articulate our commitment to saving the planet; discussions about what the word 'home' means, the importance of water and conserving our water use. These issues link our topics with issues of the wider world and allow us to open pupils' horizons, offering opportunities for daily lives to collide with other people's and challenge expectations, thoughts and opinions.

We are confident the legacy of our Erasmus and British Council projects will continue as it is firmly embedded in the curriculum, in the diverse and culturally inclusive ethos of our school and through the ongoing relationships built with our partner school. Global citizenship binds communities and supports individuals to be aware and proud of their origins. The legacy of this work, for us, will be the skills and opportunities we create to teach pupils to become citizens able to participate fully in our modern global multicultural societies.



# Internationalism Beats Hard and Strong at the Heart of Winchmore School, Enfield

## Noel Thompson

At Winchmore School we want our students to see and experience as much of the world as is humanly possible because we believe that the worldlier, our students become, then the more tolerant, well rounded, forward thinking, knowledgeable, questioning and successful they will be. Taking a student beyond the classroom develops cultural capital and most importantly understanding the world around them.



There is plenty of evidence to suggest that international companies struggle to find suitable applicants who possess the necessary skills, particularly skills which enable them to operate in the global marketplace. As an international school we are proud of our reputation for fostering international relationships, which certainly helps to promote cooperation and global understanding, but also, helps to prepare our students for exciting careers in international settings.

The French novelist Marcel Proust said:

**‘The real voyage of discovery consists not in seeing new lands, but in seeing with new eyes’.**

So, it should be no surprise to anyone connected with Winchmore School that bringing the world into our classrooms is at the heart of who we are, and what we do. We are a welcoming ‘outward facing’. Take our foreign language assistants, for example. They bring France, Germany and Spain into our classrooms. They are like walking, talking, breathing textbooks. They provide an extra motivation for students to delve into the language beyond the words and pictures on a page. We learn their language, and they provide a first-hand, up-to-date experience of their country, their lifestyle, culture, food, traditions, and their festivals.



We also take our students abroad on a variety of shorter trips such as the Year 7, day-trip to Boulogne. Then we have the longer ‘sleep-over’ visits to places such as Normandy and Berlin. We make a priority of visiting places of major historical importance. Whether, it is about the Normandy Landings, or the visit to the Holocaust Museum, the experience becomes part of us. It shapes our understanding of the world and its history. Yes, so that we never forget about what happened, but also, so we can play some part in ensuring that such an event should never happen again. Which brings us back to the here and now. What we are witnessing in Ukraine and other areas of the world, currently, highlights the need for greater international understanding and cooperation. International learning may trigger interest, intrigue, questioning and all the points mentioned earlier, but it also prompts discussion, debate and a desire to find solutions to difficult and complex problems in pursuit of international cooperation and world peace. Consequently, we all have a part to play.

In addition to the trips described above, we have been extremely privileged to organize ‘host-family’ student exchange visits across the world, where we have been able to ‘dig a little deeper’. Our visits to China, Russia and Spain have enabled us to twin with other schools in those countries. In China, we shared teaching and learning experience with our Chinese counterparts, so that students and teachers are able to benefit from the exchange of practices, knowledge and expertise. This has positive implications for teacher training and professional development in both countries.



The Covid pandemic and the war in Ukraine have certainly been a barrier in moving the school forward internationally. However, last summer we were able to change the destination of our school exchange visit from Smolensk, Russia to New York, USA. This has already opened a new chapter in Winchmore’s long-term, long-haul international journey.

The visit to New York was both mind- opening and mind-blowing. The visit has provided us with the stimulus and context for exploring a new partnership with a school in New York. Transatlantic zoom meetings have already taken place, and plans are afoot!

At Winchmore we have been very fortunate to access government funding for some student exchange visits using the Turing Funding Programme. The Turing scheme is a UK Government programme to promote international opportunities for students, so that children can experience the ‘awe and wonder of the world in which they live’ (Ofsted re’ cultural capital). Turing has helped to subsidize the travel expenses for many students so that they can afford to take full advantage of the travel opportunities we have been able to offer. <https://www.turing-scheme.org.uk/>

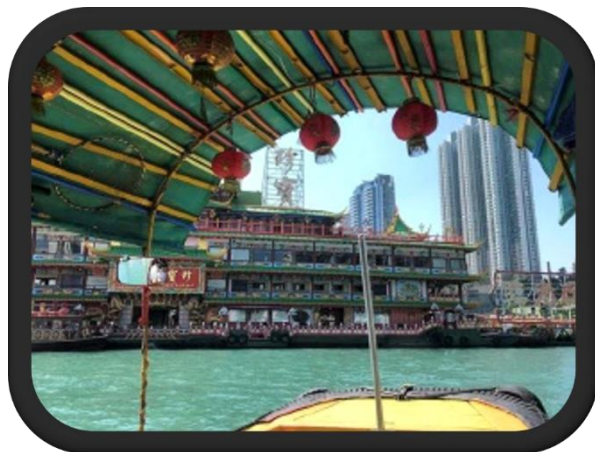
Robert Browning said that our ‘reach should exceed our grasp’. This resonates when it comes to students travelling across the world. To achieve great things, a person should attempt even those things that may seem daunting and look impossible. We know that the impact of international travel on our students, particularly those who move on to ‘Russell Group’ universities, has been tangible and profound. Rising to the challenge, being independent, managing change and difference; and seizing the day are what our exchange students needed to do when they lived with a Chinese family for a week. I would also like to mention the way in which our students rise to the opportunity when travelling at home and abroad. Trip after trip, we receive fabulous comments about the excellent attitude and behaviour of our students. There is so much evidence of them being a credit to themselves, to their families, and being true ambassadors to the school. Furthermore, we mustn’t forget to acknowledge and thank the staff, who always ‘go the extra mile’ to make the trips happen. The planning, preparation, risk assessments, itineraries and much, much more, is a huge amount of work. On top of this, the twenty-four-hour responsibility for looking after the students and keeping them safe during the visit, often with some challenging activities, is a true sign of commitment, dedication and determination. A sign of teachers wanting to provide our students with the widest and best opportunities so that they can witness some of the ‘awe and wonder of the world’.

Today, our digital age offers huge opportunities for greater communication and partnerships across the world. New and exciting ways are available to bring the world into our classrooms via Skype, for example, or Microsoft Teams, or Google Meet. Video conferencing has been available for some time, but it is only recently—with on-line learning, due to the pandemic that so many more teachers and students have gained the necessary skills and confidence to successfully participate in remote learning. At least one silver-lining from the pandemic.

We often joke when Jim Owen, Headteacher, says that he is never happier than when the school is empty because the students are on school trips, enjoying learning in the real world. Jim’s philosophy, which is shared by so many, beats hard and strong at the heart of Winchmore, ensuring that every opportunity is provided for students to travel, learn, have adventures and tell great stories. Or, to conclude, perhaps our spirit and philosophy is best summed up in the words of Helen Keller who said: ‘The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart’.

<https://www.winchmore.enfield.sch.uk/page/?title=International+Dimension&pid=13>

Noel would like to express his appreciation and sincere thanks to everybody, known and unknown, who have contributed to this article!



# Barnet Education and Learning Service (BELS) And the British Council's Modern Language Assistants (MLA) Service

BELS now supports schools to participate in the British Council's Modern Language Assistants Programme with all aspects of the administrative process being facilitated by BELS. For primaries, now that the teaching of a foreign language has become compulsory, the provision of a modern language assistant is a timely resource. In Barnet, many schools have participated in the programme and BELS is now opening up this offer to all schools.

***'I think I have developed the ability to think as a real learner and am able to identify what might be barriers to language learning. I have been able to create activities and lesson plans to help students overcome this'. Barnet MLA***



## Who are Modern Language Assistants?

- Native French, Spanish, German, Italian speakers who have undergone a competitive selection process.
- University undergraduates, graduates or trainee teachers.

## What can Modern Language Assistants do in the classroom?

- Support the introduction of a new language, or support existing language provision.
- Work with small groups (up to 15) on their own, or whole class in the presence of a teacher.
- Create lesson plans and develop teaching materials based on contemporary culture.
- Support exam preparation with new resources such as recordings for listening practice.
- Deliver interactive classroom activities on topics such as culture and celebrations.

## What are the benefits?

- Improvement of pupils' overall language ability and self-confidence in speaking.
- Increased motivation to learn languages.
- Development of intercultural skills and a greater intercultural awareness.
- Increased confidence and accuracy in language ability among teachers.
- Eligibility for British Council International School Award.



## This BELS service includes

- Management of the sharing arrangements between schools
- Management of the salaries (invoiced to schools individually)
- Training and support for MLAs and host schools
- Advice on the production of suitable resources for the use of the MLA
- Advice on good practice and effective deployment of the MLA

## BELS also:

- Co-ordinates requests from schools and liaises with the British Council to obtain MLA dossiers and throughout the employment period
- Ensures effective communication strategies are in place between host - sharing schools
- Provides on-going administrative support (sending out initial letters / handbook etc.)
- Provides individual on-going guidance and support to schools and MLAs as needed
- Provides on-going quality assurance for the service
- Provides free training sessions for the MLAs delivered by a dedicated MFL specialist

## When and how much do they work?

From 1 October to 31 May and teach 12 to 18 hours a week, whether in one school or shared by up to 3 schools. This can be across primary and secondary. (Sharing arrangement coordinated by BELS)

## Cost

**£33.66** per hour per Assistant for 35 week employment period. Includes MLA salary and on-costs.

If you are interested in taking part, please contact Des Georgiou (MLA Programme Facilitator): [des.georgiou@barnet.gov.uk](mailto:des.georgiou@barnet.gov.uk)