

INTERNATIONAL SCHOOL AWARD

The British Council International School Award has three entry points:
Foundation Certificate, Intermediate Certificate and the International School Award.

FOUNDATION CERTIFICATE

THE FOUNDATION CERTIFICATE IS AWARDED TO SCHOOLS OR EDUCATIONAL INSTITUTIONS THAT ARE PREPARING TO EMBED INTERNATIONAL WORK INTO THEIR CURRICULUM.

Working towards The British Council International School Award develops outcomes in two key areas – **enriching education** and encouraging **global citizenship** in young people.

Working towards the Foundation Certificate will achieve the following outcomes:

Global citizenship

- Teachers introduce global themes (e.g. identity and belonging, sustainability, rights and responsibilities) to young people.
- Through researching global themes, young people have a better understanding of their local area in relation to the wider world.
- Teachers and school leaders identify a need to introduce global citizenship themes into the curriculum.

Enriching education

- Teachers identify and describe success and good educational practice outside their own classroom, school or education system.

Key activities

Schools wishing to apply for the Foundation Certificate will have completed the following activities:

1. Conducted a survey of international activity already taking place in the school.
2. Started to look for and be preparing to work with schools in other countries.
3. Completed at least one curriculum activity in the last year that demonstrates the above outcomes.



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INTERMEDIATE CERTIFICATE

THE INTERMEDIATE CERTIFICATE IS AWARDED TO SCHOOLS OR EDUCATIONAL INSTITUTIONS THAT ARE DEVELOPING THEIR INTERNATIONAL WORK.

Working towards The British Council International School Award develops outcomes in two key areas – **enriching education** and encouraging **global citizenship** in young people.

Working towards the Intermediate Certificate will achieve the following outcomes:

Global citizenship

- Teachers develop curriculum activities that enable reflective learning on global themes, e.g. identity and belonging, sustainability, rights and responsibilities.
- Young people discuss global themes and their local context with international partners.
- Teachers and school leaders develop global citizenship issues in the curriculum.

Enriching education

- Teachers collaborate with partner schools to identify successful approaches to teaching and learning in their schools.
- Teachers identify the principles underpinning success and consider how they might be applied in their own school.

Key activities

Schools wishing to apply for the Intermediate Certificate will have completed the following activities:

1. Conducted a survey of young people's and educators' understanding of global themes and education in other countries.
2. Appointed an international co-ordinator.
3. Written an international policy.
4. Started a partnership with a school in another country.
5. Completed at least three curriculum activities in the last year, at least one of which in collaboration with a partner school in another country. As a whole, the activities should demonstrate the above outcomes and involve several curriculum subjects in the school.
6. Planned international activities across the school so that approximately half of all pupils will participate at some point during their time at the school.



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THE BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD

BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD ACCREDITATION IS GIVEN TO SCHOOLS OR EDUCATIONAL INSTITUTIONS THAT HAVE EMBEDDED INTERNATIONAL WORK INTO THEIR CURRICULUM.

Working towards The British Council International School Award develops outcomes in two key areas – **enriching education** and encouraging **global citizenship** in young people.

Working towards International School Award Accreditation of the International School Award will achieve the following outcomes:

Global citizenship

- Teachers develop collaborative curriculum projects that help young people to engage positively with global issues.
- Young people collaborate on global issues with international partners.
- Teachers and school leaders are able to embed global citizenship issues into the curriculum.

Enriching education

- Working collaboratively, teachers from different countries adapt successful practices and implement them in their own educational contexts.

Key activities

Schools submit an Action Plan at the beginning of the academic year and an Impact Evaluation at the end of the year. To achieve accreditation schools will have:

1. Evaluated the impact of international work on young people, educators and the school as a whole.
2. Revised and developed their international policy as required.
3. Completed at least seven curriculum activities in one academic year, at least three of which must be undertaken in collaboration with a partner school in another country. As a whole, the activities should demonstrate the above outcomes and involve the majority of curriculum subjects in the school.
4. Incorporated an element of language learning in at least one of the seven activities.
5. Planned international activities across the school so that most pupils participate at some point during their time at the school.



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BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD RE-ACCREDITATION

TO RETAIN THE BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD, RE-ACCREDITATION IS REQUIRED EVERY THREE YEARS, WITH THE APPLICATION PROCESS STARTING IN YEAR TWO TO MAINTAIN CONTINUOUS ACCREDITED STATUS.

Schools or educational institutions re-accredited with the International School Award will have **expanded** international learning to the wider community.

Working towards the International School Award develops outcomes in two key areas – **enriching education** and encouraging **global citizenship** in young people.

Working towards re-accreditation of the International School Award will achieve the following outcomes:

Global citizenship

- Teachers develop collaborative projects that engage the wider community in a shared global issue.
- Young people actively share their knowledge and activities with their peers and communities.
- Teachers and school leaders help others to introduce global citizenship into the curriculum.

Enriching education

- Teachers continue to implement useful changes to their teaching and curriculum based on collaborative learning.
- Teachers share their approach and revised practices with others in their education community.

Key activities

Schools submit an Action Plan at the beginning of the academic year and an Impact Evaluation at the end of the year. To achieve re-accreditation schools will have:

1. Appointed a School Governor with a responsibility for overseeing international work.
2. Conducted additional reviews on previous international activity and assessed young people's and educators' understanding of global citizenship?
3. Committed more resources to their international co-ordinator.
4. Continued to revise and develop their international policy as required.
5. Completed at least seven curriculum activities in one academic year, at least three of which must be undertaken in collaboration with a partner school in another country. As a whole, the activities should demonstrate the above outcomes and involve the majority of curriculum subjects in the school.
6. Incorporated an element of foreign language learning in at least one of the seven activities.
7. Planned international activities across the school so that the vast majority of pupils will participate at some point during their time at the school.
8. Helped other schools to embed international work through briefings, training or mentoring arrangements.