

British Council International School Award and the Global Learning Programme

The GLP encourages schools to consider working with a whole school quality mark or award. These awards can support schools progressing against the GLP Whole School Framework. Each quality mark or award will support different parts of the framework more or less well.

The table below shows how achieving the **full** International School Award will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help schools with the International School Award to join the GLP as a [Partner School](#), and use the expertise already gained to benchmark strengths and areas for development when completing their **Whole School Audit**. It will also help any school decide if they wish to use the International School Award to develop priority areas of their **School Action Plan**. And for schools wishing to become a [GLP Expert Centre](#), it can demonstrate how the International School Award can provide evidence of good practice and impact in certain aspects of global learning, without needing to identify significant additional evidence for accreditation.

Organisation: British Council

Whole school quality mark/award: International School Award

Background information

The British Council International School Award supports your school in embedding international learning into the curriculum. Working towards it gives pupils and teachers a new perspective on the world, and the skills to work in a global economy.

Launched in 1999 over 10,000 UK schools have been involved at some point. Currently approximately 500 UK schools gain full accreditation each year.

Summary of the quality mark or award

The British Council International School Award

- recognises commitment to developing global citizenship in young people
- prepares young people for life in a global society by increasing their understanding of other countries and cultures and embedding international learning in the curriculum
- provides a motivational framework for teachers to develop themselves professionally, adding an international dimension to their skills
- is available to any educational institution, recognising different levels of achievement in international work.

Full guidance and information can be found at:

<http://schoolsonline.britishcouncil.org/accreditation-and-awards/isa/uk-schools/about>

http://schoolsonline.britishcouncil.org/sites/default/files/files/D351%20ISA%20Accreditation%20Guidance%20FINAL_V3_lo%20res.pdf

Support available to schools

Schools working towards the International School Award can gain support from the British Council schools customer service team. Local support can often be arranged via UK country offices or British Council Ambassadors. It is available to schools across the UK (and in 15 countries overseas). There is no cost to UK schools.

Further information

Web link: <http://schoolsonline.britishcouncil.org/accreditation-and-awards/isa/uk-schools/about>

Email: isa@britishcouncil.org

Telephone: +44 (0)20 7389 4620

Mapping the GLP Whole School Framework against the British Council International School Award (ISA) at Full Award				
Area	Criteria	Description		How the International School Award supports the GLP criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓✓	The award has a clear focus on pupils learning more about global themes within the curriculum. This includes a clear emphasis on global citizenship.
	P2	Pupils develop high quality learning skills through global learning, supporting their literacy, numeracy and communication	✓	The award has an emphasis on encouraging participatory approaches with pupils and global citizenship, which will support students developing their learning skills.
	P3	Pupils are better prepared for transition and work through global learning activities		Although there is nothing specific about this in the award, the seven curriculum activities could provide opportunities for schools to do this.
Teachers' practice	T1	Teacher are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	✓	The award has a focus on teachers developing their practice, and the emphasis on global themes, participation, global citizenship and cultural understanding will support T1.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓✓	The award has a clear emphasis on teachers being able to promote global citizenship across the school.
	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences	✓✓	An emphasis on embedding global citizenship across the curriculum and staff working collaboratively will support schools working towards T3.
Behaviour & relationships	B1	Global learning assists values development across the school community, supporting positive relationships	✓	The emphasis on global citizenship will support B1 due to the inherent space this creates for values development with pupils.
	B2	Global learning supports positive attitudes towards diversity and cultural difference	✓✓	There is a very clear focus in the award for schools to work with international partners, and pupils learning about other cultures.
	B3	Pupil voice is developed across the school through global learning activities	✓	The emphasis on participation and global citizenship within the award can help schools to do this, and schools can use it to encourage pupils to help design and run global activities.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓✓	The award requires schools to follow a clear action planning and impact evaluation process, and ensuring school policies support an international ethos.
	L2	Global learning helps create a rich and rewarding professional development programme	✓	In the award there is an emphasis on teachers improving and sharing their practice, and on encouraging reflection, which would support school CPD programmes.
	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓✓	The award requires schools to carry out activities with their international partner schools, and its emphasis on global citizenship will support work with the local/national community.

Green	✓✓	Very good relationship. Achieving the full ISA would support a school being 'developing' or 'embedded' against that GLP criteria
Amber	✓	Good relationship: Achieving the full International School Award would support a school being 'early' or 'developing' against that GLP criteria