



Homewood School & Sixth Form Centre
— Learning • Respect • Belonging —

GLOBAL DIMENSION POLICY

Date approved by Governors
June 2015

HOMWOOD SCHOOL & SIXTH FORM CENTRE

Global Dimension Policy

This policy will be reviewed every 3 years

DATE OF POLICY: JUNE 2015

DATE OF REVIEW: JUNE 2018

Member of staff responsible for Policy:

Principal & PT Geography & Global Engagement

Signed.....Head Teacher

Signed.....Chair of Governors

Homewood School and Sixth Form Centre Global Dimension Policy

Introduction

The Governors and staff at Homewood School recognise the increasingly interdependent and interrelated world our students live in, and the challenges this creates in our shared future.

Aims

- To further embed global dimensions within the school's internal and external curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion
- To prepare students for life in a diverse global society and work in a competitive global economy
- To work with global partners to mutually achieve educational goals

Objectives

- To integrate global dimensions into the whole school curriculum by raising staff awareness of valid curriculum links
- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries – aim to incorporate this into the new mentoring time on a Thursday
- To further develop international links with organisations and other schools from across the world – aim being to have a link to every continent
- To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT
- To encourage student and staff exchanges with schools in other countries
- To extend the benefits of the Global Learning Program to our network of feeder primary schools
- To develop our Confucius Classroom to promote the learning of the Chinese language and culture within the school and our network of feeder primary schools.

APPENDIX 1

Key Priorities for academic year 2015/16

- To meet with SKI/NWI/Heads of College to discuss the opportunities for embedding Global Dimensions in the new PSHRE structure.
- To determine how we can continue to develop the school as a Global Learning Expert Centre once the twilights have been completed
- To continue to build in international links to relevant curriculum areas as new links develop over time
- Develop current and new global relationships
- To investigate e- twinning possibilities
- Important days on international calendar included in staff bulletin and linked to assemblies – targeting the whole school
- To develop the school website to ensure there is an informative section on Global Dimensions at Homewood School with our focus and key developments
- Liaise with Principal Teachers to ensure elements of Global Dimensions are taken into consideration when writing new GCSE and A level schemes of work
- To continue to update and develop our Global Dimension display board – illustrating our links across the world
- Participation in a variety of activities such as Sports Relief and Comic Relief – ensuring students fully engage with these events and clearly understand the nature and importance of them
- Continuation of support for Dimanda Secondary School, South Africa – fully utilising the Skype link that has been made
- Monitor and evaluate current language assistant programme in MFL – re-developing our link with China and other schools.
- Investigate possible links in South America post Ecuador expedition
- Liaise with Sixth Form to invite guest speakers in regarding gap year and volunteering in low income countries.
- Implement 'Global Dimension' within the PBL element of the Discovery College
- To develop our Confucius Classroom and arrange a program of delivery to our feeder primary schools.

APPENDIX 2

Key achievements to date

- Homewood School have taken part in five successful World Challenge expeditions – Malaysia in 2001, Belize in 2003, South Africa in 2008, Malawi in 2011 and Tanzania in 2013. The four expeditions involved students raising money for their trip and the main areas of focus were the community projects the students were involved with whilst in the country.
- In Belize the students helped to create a Hydro-Electric Power system for a small, remote rainforest village. The system was used to power basic lighting facilities at night which allowed children to study after dark.
- In South Africa the students renovated the classrooms at Dimanda School (our link school) and fully engaged themselves in the life of Dimanda School, participating in lessons, a debate and sports events. Left over money from the trip was invested back into one of the communities the students visited – purchasing Bee Hives for a Bee keeper who had been hiring the bee hives – this has now allowed him to make more profit to invest back into the business and the local community.
- Cross curricular project took place at both schools centred on sustainability – designing a sustainable school.
- In Malawi students worked on two separate projects – the first, in the North, was renovating a doctor's living accommodation – the aim was to improve his living conditions to keep him in the local community – serving 10,000 women at the local maternity clinic. The second group worked on

improving the interior decoration of a feeding station in the south of Malawi – decorating the walls with learning stimuli.

- Left over money from the Malawi fundraising was given to one of the local guides who ran and managed an orphanage – he invested the money into clothing, toys and food for the children in his care.
- The next World Challenge expedition to Ecuador leaves in July 2015. The community project will be based on the creation of an infrastructure within a village to help with the development of sustainable tourism. The village plan to develop a walking/trekking centre, from one of the houses in the village and our students will be building extra rooms and painting the centre
- In 2010 Gary Crumbie (the former Principal Teacher for Geography and the Global Dimension) visited South Africa to launch a joint curriculum project between the two schools – the project was centred on Sustainable Development.
- In December 2010 two teachers and two students visited Homewood School from South Africa – they took part in lesson observations whilst at school and met with Sally Lees. Students stayed with a local family and the staff stayed with teachers from the Geography department.
- Gary Crumbie re-visited South Africa in 2011 – and was astounded to see the changes that had been implemented at the school – Dimanda are developing their own school farm (inspired by Homewood School farm) – posters had been put up around the school site educating people about recycling. The students had written to the local government to put pressure on them to improve the local water supply to the area. Also during his time at the school, Gary Crumbie helped to set up Skype to enable communication via webcam between students at the two schools.
- Homewood has been host to visiting teachers from Italy, Slovenia and the Czech Republic.
- The school is continuing its successful campaign with the Philippines Community Fund to collect ring pulls which are to be sent to the Philippines for women and children to make products to sell – to bring in an income for the families of Manila’s dumpsites. This project has been embraced by students across the school and over £1600 has been raised to provide accommodation for 20 families.
- In March 2014 Homewood became a Global Learning Expert Centre as part of the Global Learning Program (GLP).
- From June 2014 to the present day Sara Britland and Caroline Gaygan have delivered a series of twilight sessions to the members of our hub. Our members have included a number of our local primary schools. The sessions have even gained recognition from the British Council after one of our hub members spoke positively about the training we provide at a British Council meeting in London.
- The World College form groups are all linked with International Schools ranging from France and Germany to Nepal. These links have involved letter writing as well as regular Skype sessions.
- The links with the Shree Janayoti School in Nepal has been particularly special due to the isolation of the school and the large difference in culture. In September 2014 the Geography department hosted a visit from a teacher from the school who showed our classes examples of traditional Nepalese dress and items from Nepalese culture for our students to see. 9W2 have sent letters and their “About me” books from the mentoring day in October 2014 to the school but we have not yet had anything in return.
- Students at KS3 continue to have a robust global education thanks to the learning activities designed by the Geography department and delivered by the humanities teachers. Our students are developing the knowledge of culture and a sense of place through topics such as tourism in Thailand, tornadoes in the USA and deforestation in the Amazon.

