




**Student research project:
Meeting the challenges facing education in the 21st century
Project proposal**

Team details:		Names of the project team:
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Project Title:	Creating a 'Global Village' College
Key questions the project aims to address:	<p>How can we form a more globalised and co-constructed community within our school?</p> <p>How can we develop the skills of pupil leaders?</p> <p>How has the curriculum been impacted upon as a result of pupil voice?</p> <p>What can we do to improve communication and cohesion across the whole school ?</p> 

<p>The Project</p> <p>This proposal should include:</p> <ul style="list-style-type: none"> - An outline of the team's initial thinking to demonstrate how the project addresses the theme - The research methodologies students aim to use (i.e. interviews, questionnaires, focus groups, learning walks, observations, photography, film) - The target audience(s) that students hope to involve 	<p>Our proposal is split into two sections: a summary of the re-design of our already existing pupil voice model to drive forward dynamic learning with pupils co-constructing and co-leading aspects of school life; and, an outline of how we envisage curriculum co-construction between pupils and staff as well as reaching out to international partnerships that can shape deep learning for our future.</p> <p>We currently have three pupil fora at Sawston Village College titled 'Learning and Teaching', 'Ethos' and 'Environment'. These fora are pupil voice platforms where pupils from across the school come together to discuss issues and produce action plans that are now beginning to impact on school life; there are over 100 pupils involved. Even though many of our projects, such as lesson observations, an anti-bullying campaign, the wind turbine group and the charities' committee are making significant progress, we feel that we need a far greater sense of unity, cohesion and communication between pupils and staff. During the SSAT Conference at Warwick University we observed some excellent examples of an over-arching pupil voice body that appeared to be very much integrated and embedded into school culture</p>
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and where pupils had a very clear idea of their individual role and a sense of responsibility and motivation for completing their assigned jobs. We were inspired by the sense of forward movement and independence displayed by all the pupils who spoke. With this in mind, we aim to bring together all the activities and pupil leadership opportunities that we have in school already, including subject specific pupil leaders, and move our current model forward to support Sawston pupils in the inevitable changes that will take place in pupils' learning throughout the 21st century. We want to have pupils at the heart of what we do and feel that developing improved communication systems, both verbally and electronically including a pupil portal, will prepare us better for the economic challenges of the future.

Against this backdrop of improved systems and a more visible, cohesive body of pupil leadership we propose to develop pupils as subject leaders and develop and embed meaningful international partnerships. The project team who will be leading these changes is made up from representatives from all three fora. This team will work alongside staff mentors as well as other pupils in the school.

Firstly, we would like to create posts for pupil subject leaders in all curriculum subjects. We currently have language leaders, sports leaders and, most recently, science leaders but we feel that all curriculum areas will benefit greatly from having pupil representatives that will be able to work closely with heads of department and link governors. We would like to appoint at least two pupil leaders for each subject, one KS3 and one KS4, and envisage the leaders' responsibilities to include: creating and publicising extra-curricular clubs; organising trips and other enrichment opportunities; co-constructing units of work including developing more personalised learning; peer subject mentoring; involvement in quality assurance and self-evaluative departmental processes; primary school liaison; and, preparation for transition to post-16 education. We believe that this will provide pupils with the opportunity to develop individual commitments, responsibility, build stronger pupil/staff relationships and contribute towards a potential school magazine, radio, blog or pupil website. As these subject leaders will be affiliated members of the existing Pupil Forum, we believe it will have direct impact upon the whole-school learning, ethos and environment. These opportunities will also be beneficial for pupils to gain experience of not only leadership but working alongside a variety of different pupils, working with technology and working with staff to address the learning and social needs of pupils as we move further into the 21st century. We will need to liaise with staff and pupil focus groups to establish how these leaders will fit in with current practice and collect opinion on how their roles can be developed. We intend for these opportunities to be open to a wide-range of pupils in our school and we will have to consider our methods of selection carefully as well as job descriptions and effective review.

Secondly, we feel that it is integral to the development of our school to create partnerships with other schools in Britain, Europe and the rest of the World. We particularly want to create meaningful and long-term relationships with schools in Africa, India, South America and China, as well as those closer to home; currently, we have none. The benefits to this include the opportunity to share knowledge and develop the cultural understanding of both pupils and staff; we want to look beyond our insular view of the world and embrace instead the global community as we think it will make us more empathetic and rounded citizens. The prospects of these kinds of relationships are plentiful; video conferencing, pupil portal communication, pen pals, language, culture trips, webcam run lessons, virtual exchanges and real-life exchanges to list a few. All aspects of the curriculum will be involved not least

citizenship, which is taught as a discrete subject at our school; an international partner will be vital if we are to develop as global citizens. Another particular avenue we would love to pursue is learning about music from other cultures via pupils from that culture themselves! As a Science and Language college, we also appreciate the need to explore the role of emerging global economies, such as China and India, and harness their skills and expertise in these key curriculum areas. We will need to plan this project effectively so that opportunities are open to all pupils and benefit not only our school but the wider community, for example through family links with international families and language opportunities for community business leaders.

- ❑ International schools to link with
- ❑ Webcam technology (and to assist possibly partner schools)
- ❑ Set up of pupil radio and/or pupil portal, including training
- ❑ Visits to other schools to aid re-design of pupil voice model; improved whole school communication and display; pupil voice notice boards, publicity materials

Resources Required

Training needs (skills and qualities students wish to develop)

- ❑ Respect and fuller understanding of other cultures
- ❑ Empathetic skills
- ❑ Commitment and responsibility
- ❑ Sensitivity and wider viewpoints
- ❑ Subject leaders' training (to include communication skills, evaluative and analytical skills, mentoring/coaching skills, administrative skills)

Pupil leaders:

- Pupil presentation in staff briefing and Leadership Group meeting to establish staff feeling towards leaders and to gather data on pupil roles and responsibilities (by June 2009, Forum reps)
- Interview pupil focus group to gauge feeling on pupil leaders and how best to appoint them (by June 2009 led by RHW and Forum reps)
- Meet with Senior Leadership Team, Head Boy and Head Girl to plan how pupil leaders will fit into the evolving Forum model (by June 2009, SLT/Pupil Executive).
- Assistant Head (JRU) to finalise and write up job descriptions – HOD to add subject specific requirements (by July 2009, JRU/LG/Forum reps)
- Presentation to governors' Curriculum Committee (July 2009)
- Promotion of pupil leadership opportunities (July 2009)
- Advertise posts in assemblies to all year groups, application/nomination/interview (July 2009)
- Training for post-holders (September- November 2009)
- Fully in post by December 2009
- Developing systems for promotion, maximising impact and review (2010)
- Development of pupil portal and/or pupil portal (2010)

International Links

- Investigate links that we have already in school – Schools/Staff links/Pupil links (Summer 2009, RHW, Forum reps.)

Action Plan

What?
When?
Who?
How much?

- Contact British Council for advice on school partnerships (summer 2009, RHW/Forum reps)
- Contact a local Anglo-European school for advice on building and maintaining international partnerships (Summer 2009, RHW/ Forum reps)
- Appoint an 'International Liaison Coordinator' in each forum group who will work closely with a key member of staff (Autumn 2009, RHW)
- Aim to have one or more potential links established (Summer 2009, RHW/Forum reps)
- Work with subject leaders to establish subject specific projects and communications with link schools (Autumn 2009, RHW/SLT)
- Establish and develop learning partnership programmes with one international school (video conferencing, web-cams, shared blogs) (2009-10, RHW)
- Plan for future exchange with international partner (Summer 2010, RHW)

We would also like to visit schools with outstanding pupil voice models and will work alongside staff and the Head Boy and Girl to adjust our current forum design.

By the end of this academic year, we also aim to have a better communication system in place where pupils can contact each other easily and where information is properly publicised around the school.

Success Criteria
(how will we measure the success of the project?)

We will be able to assess the impact of the pupil leaders upon the curriculum and ethos of our school through quantitative data analysis by looking at internal progress reports, subject self-evaluation processes and a questionnaire and through qualitative analysis of verbal staff feedback, learning walks and pupil interviews. We will also seek additional opinion and feedback from key stakeholders: governors, parents and the local community. We will need to evaluate the progress of our project through an action research style method by assessing what we have done each month, the impact we think it has made and what we need to do next to improve. A working party will be established to monitor this. By the autumn term we aim to have established links with one or more international schools and appointed subject leaders. Throughout the coming academic year we will need to review our key questions, in particular how we can create global relationships and improve communication and base our evaluations on these.

Signature of headteacher
(electronic is fine)

Date: