



International Education as a driver for change and innovation

Presentation – A Vision and Structured Planning

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Erasmus+ Strategic Partnership Glasgow Nuremberg

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International Engagement Strategy- Scotland

- Our international strategy provides an overarching framework to **integrate international considerations** into mainstream policies and existing programmes of work across Education Scotland. This signals **our very clear intent that international issues should not be an add-on or afterthought.**



Glasgow's International Education Strategy

- International School Partnerships embedded within teaching and learning
- International education developed within the national priorities for improvement and strategic change in Scotland : Learners International and Education Scotland's Transforming Learning Approach
- Support and leadership from the Director of Education and Head of Service

The Team

- International Education Officer- strategic direction
- School Coordinator
- 4 Leaders of International Learning



School Improvement

- School links through eTwinning, Erasmus Plus, Connecting Classrooms are contributing to school improvement across the city through the embedding of international education.
- A structured approach through strategic planning supports innovation and sustainable change through the international dimension to learning
- British Council International School Award used as a framework for school improvement
- Glasgow City Council International Education Excellence Award



Twin Cities

- International education has continued to strengthen links with Glasgow's twinned cities particularly Nuremberg and Marseilles



Our Strategy

- Schools are supported to plan the international dimension to learning strategically within the curriculum and become part of schools' improvement plans using the resources available from Education Scotland's Transforming Learning approach, where International Education is identified as a driver for change and innovation.

Transforming Learning

The approach



Empowering transformational change and leadership at all levels.







Where this is being applied?

- An eTwinning partnership between Glasgow and Madrid of 10 schools in each city
- A 6 school partnership with Glasgow and government schools in Kolkata, building in social enterprise
- A food waste policy partnership with schools in Glasgow and Milan
- In all new international school partnerships



Impact of Act for Careers on Glasgow

- Significant strengthening of educational relationship between Glasgow and Nuremberg
- Learning from German model on employability on core school: Lochend Community High
- Impact of professional learning on Glasgow Employment partnership team from job shadow and dialogue with SCHLAU team – enhanced practice
- Developed Existing college links



Further Impact What Next?

- Real gains are made when professional learning from partnership informs and develops policy and practice in a strategic and sustainable way
- This requires commitment and a validation of international learning as a means to improvement
- EU are concerned that after 6 months of Erasmus Plus project conclusions there is no evidence of impact



International Education- Why?

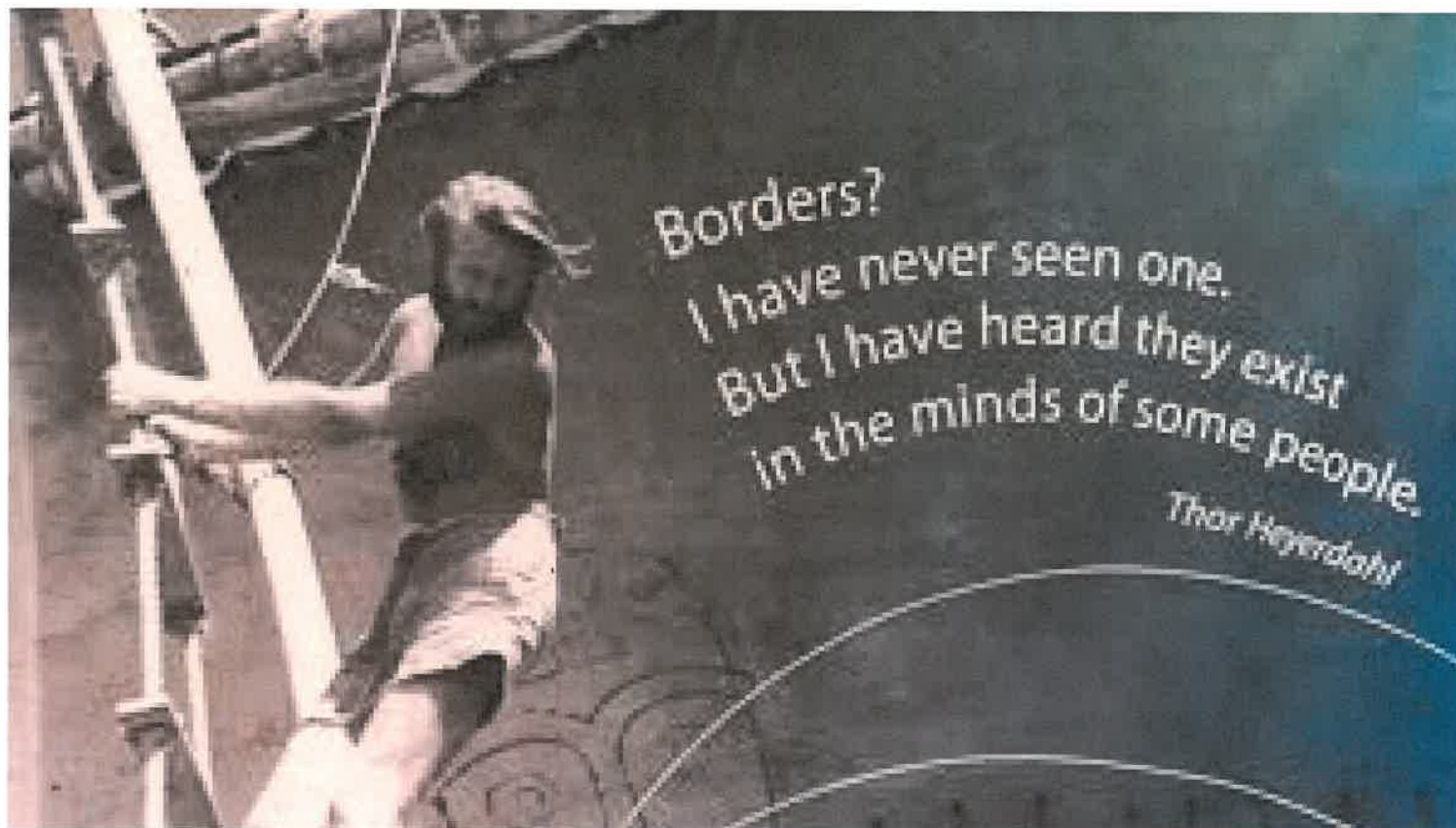
- A coordinated international framework of support can significantly support school improvement in key curricular areas
- The potential for enhanced professional expertise is huge
- The contribution to learners' experiences can be life changing



- **But only when it is an integrated, coordinated and structured approach which harnesses the potential of international engagement as a driver for sustained change and innovation.**



Higher Order Impact





The Transformational Potential

- What is it about international education that can be so powerful?
- Why do those engaged talk about transformation, life changing?
- Why does the Director of Education in Glasgow state that it is integral to our improvement planning and sector leading?



A humanitarian skill set

International engagement

- A new mind-set
- An enhanced ability to relate with others
- An understanding of the other that goes 'beyond'
- A willingness to learn ,collaborate, share, value diversity, enjoy cultural enrichment, be more accepting, inclusive, anti racist and interculturally competent.



Glasgow/ Nuremberg the future

- A sustainable policy for further educational collaboration – the vision married with a strategic plan
- Building on the professional expertise gained from Act for Careers
- Navigating around ‘challenging waters’ post the UK exit from the EU
- Maximising the future potential of the Glasgow/ Nuremberg twinning agreement for the continued mutual benefit of our learners, teachers and international communities.