BRITISH COUNCIL

INTERNATIONAL
SCHOOL AWARD

GUIDANCE MANUAL

CONTENTS

1. About ISA

2. Applying for ISA

3. Action Planning

4. Support for Schools that Apply for ISA

5. Presenting the Portfolio of work

6. Celebration and recognition

1

ABOUT
ISA

1.1 What is British Council International School Award?

The British Council International School Award (ISA) is a benchmarking scheme that accredits schools as having an outstanding level of support for:
   a. Nurturing global citizenship in young people
   b. Enriching teaching and learning

ISA was introduced in India in the year 2003 and over 600 schools across the country have joined this exciting journey since then. The range of schools participating in ISA varies from the well-resourced private schools to government schools from rural areas and schools for the less advantaged communities.

1.2 Why should a school apply for the Award?

Schools across the world are grappling with the challenge of providing relevant education in face of rapid technological advancements that are changing the way we live and work. It is widely accepted that the traditional chalk and talk model of content oriented teaching cannot adequately prepare young people for the future.

A change towards process and value oriented experiential learning is not easy. Sustainable, transformational change is hard to bring about by discrete workshops or even extended staff training away from classroom where follow-up on action is difficult to ascertain, achievements difficult to measure and success rarely celebrated.

The ISA approach to school development is holistic and mirrors the approach we are encouraging teachers to use with their students. It is rigorous and evidence based.

ISA is a leadership challenge and fosters teambuilding, innovation, and project management. Putting together the Action Plan and the Portfolio of evidence encourages collaboration and critical thinking. Keeping the staff motivated and enthusiastic through the year puts the head teacher and ISA coordinator's leadership skills to test. There is little doubt that good leadership is second only to good teaching in raising standards in schools.

ISA is content free and schools are encouraged to embed it within their own curriculum. ISA gives context to practice new skills in Information & Communications Technology (ICT) and pedagogy in a safe and structured manner. Participating in briefings and workshops, online community and the award ceremony brings together a large number of schools across the country fostering rich exchange of ideas and creating a vibrant community of education professionals.

ISA allows learning to end on a positive note with the head teacher and the ISA team receiving individual certificates from the British Council when the school achieves the award.

Achieving the award is not the end of the journey. The schools and teachers involved in ISA may remain engaged with the British Council programmes beyond the assessment year. Outstanding coordinators have the opportunity to become British Council School Ambassadors, join the ISA assessment panel and co-facilitate workshops.

1.3 What does the Award include?

A school that completes the ISA journey meeting the minimum required standards is entitled to the following privileges as part of the Award:

a. ISA trophy for the school
b. Certificates for school, Principal, ISA Coordinator and up to 10 members of the ISA team in school
c. Use of the coveted ISA kite mark on all official stationery and promotional materials
d. Invitation to attend the annual British Council School Awards Ceremony and associated seminars.

The outstanding schools will have the opportunity to showcase their portfolios at British Council offices and libraries, speak at British Council events as resource persons, participate in selected events and workshops and get invited to join the ISA assessment panel in the future. Many schools have often said that the learning journey is the biggest reward of ISA.

> " Since the introduction of ISA in our school, our teaching methodology and perception of the subjects have undergone a sea change. With the world fast becoming a global village it has become imperative for us (teachers and students) to think and act as global citizens. "
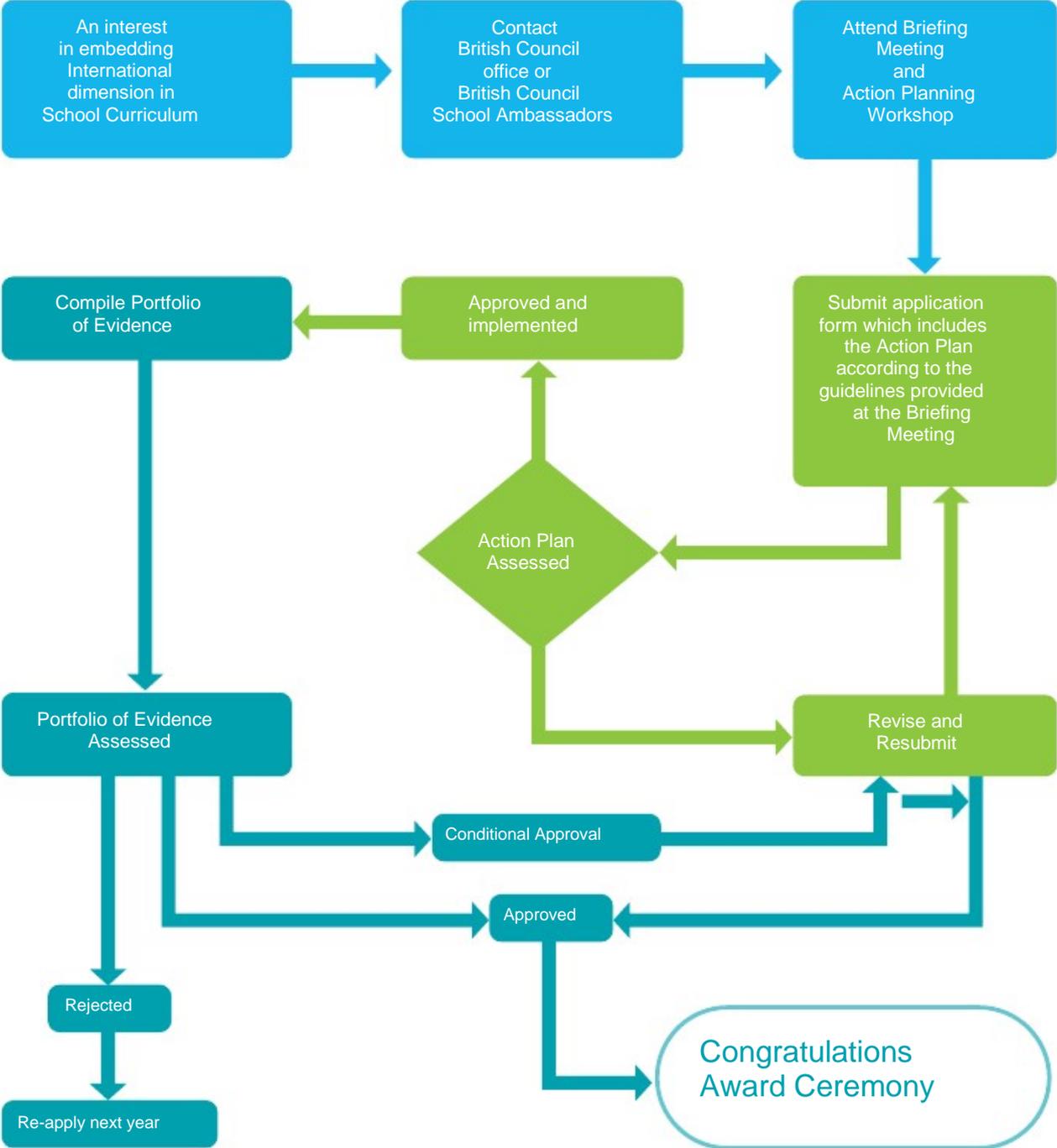
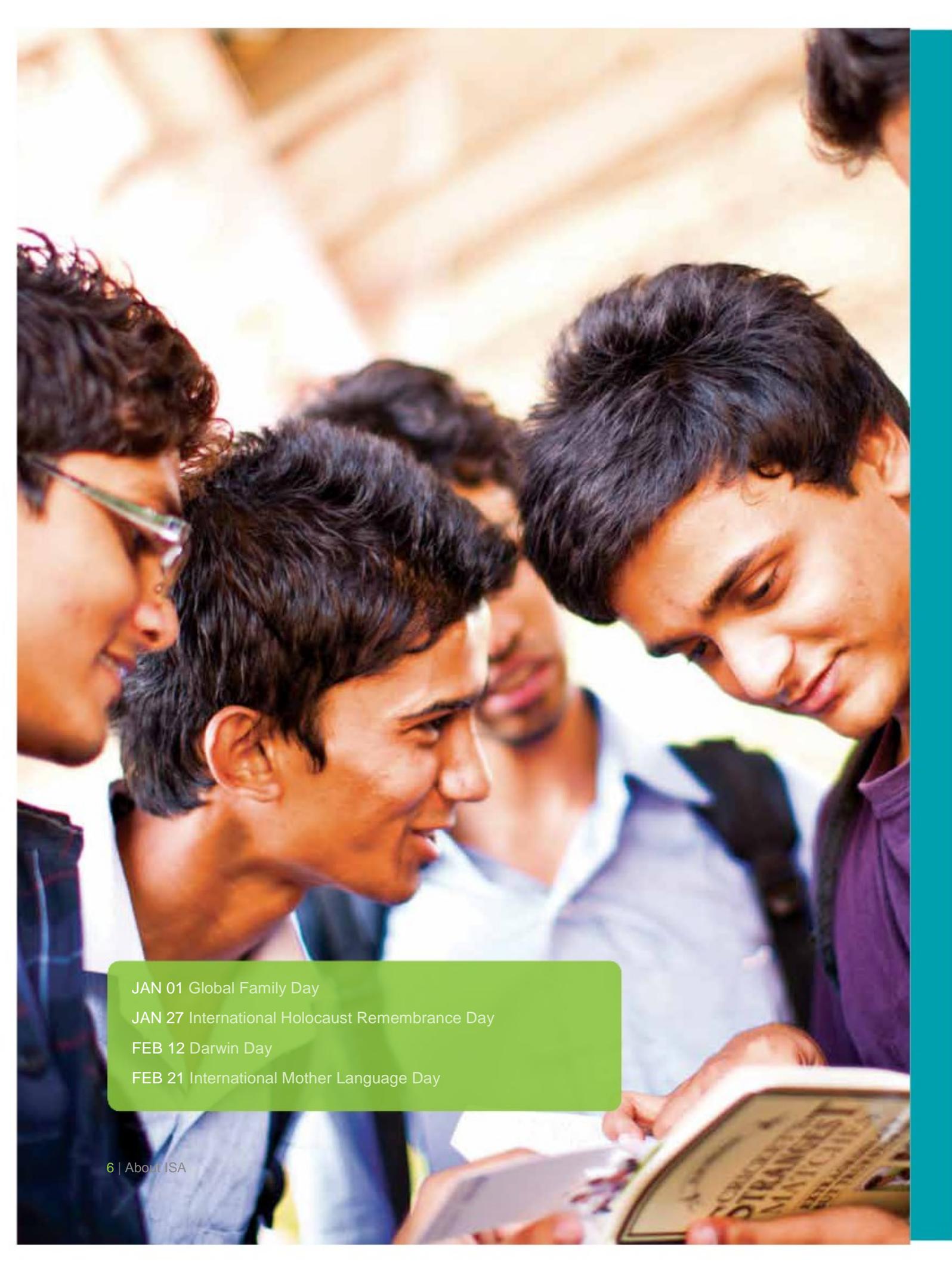## 1.4 What is the eligibility criterion to apply for the Award?

Any recognised school offering any curriculum, state, national or international; is eligible to apply for ISA. The minimum requirements include basic infrastructure, at least one computer with internet facility and at least one teacher with adequate working knowledge of English language.

The schools that benefit the most are the ones that are proactively seeking ways of improving classroom transaction and would like to see some transformational change from traditional methods to more innovative methods.

Your school is ready to participate if it is primed for reflecting and reviewing its teaching practice and ready for change.

1.5 ISA Cycle

```
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ An interest         │      │ Contact             │      │ Attend Briefing     │
│ in embedding        │ ───> │ British Council     │ ───> │ Meeting             │
│ International       │      │ office or           │      │ and                 │
│ dimension in        │      │ British Council     │      │ Action Planning     │
│ School Curriculum   │      │ School Ambassadors  │      │ Workshop            │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
```

| Compile Portfolio of Evidence | ← | Approved and implemented | | Submit application form which includes the Action Plan according to the guidelines provided at the Briefing Meeting |

Action Plan Assessed

Portfolio of Evidence Assessed

Revise and Resubmit

Conditional Approval

Approved

Rejected

Re-apply next year

Congratulations
Award Ceremony

JAN 01 Global Family Day

JAN 27 International Holocaust Remembrance Day

FEB 12 Darwin Day

FEB 21 International Mother Language Day

2

Applying for
ISA

" Under the activity "My Nation, My Pride", students compared the monuments, freedom fighters of the city of Cuttack with that of Carmarthenshire. Besides learning about this, they were engaged in conducting drawing competition, elocution, card making, and essay competition on the topic. They also interacted with teachers, other students and other schools. Thus it had all the components of awareness, exposure and interaction. "

2.1 Registration Process

To apply for ISA, the school needs to complete the ISA Registration Form and the Audit Template. The documents must be submitted to the local British Council office along with the registration fee through cheque or demand draft drawn in favour of "British Council" and payable at Delhi.

TEMPLATE THUMBNAIL
ISA Registration form

TEMPLATE THUMBNAIL
ISA Audit Template

B

MAR 15 World Consumer Rights Day

MAR 27 World Theatre Day

APR 21 World Creativity and Innovation Day

APR 29 World Dance Day

3

Action
Planning
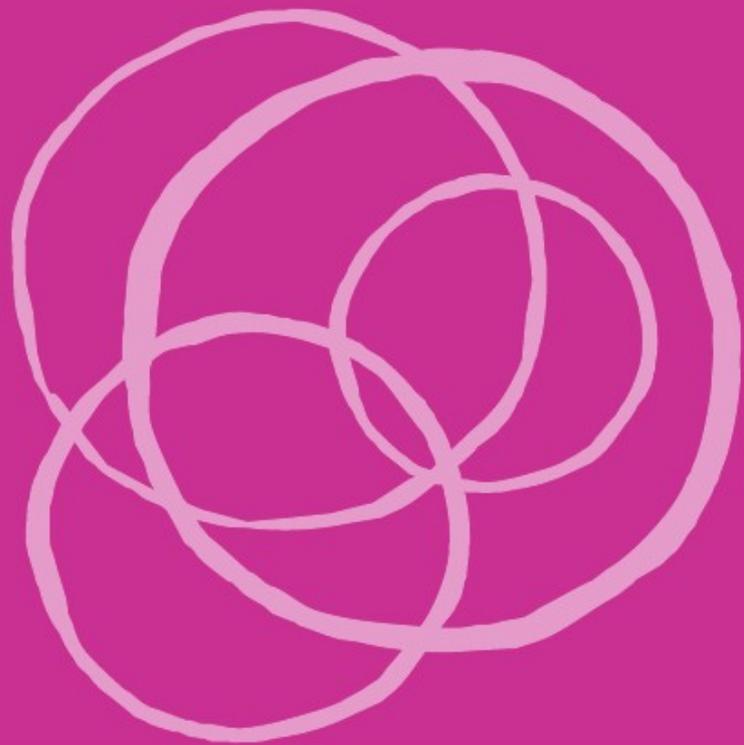
3.1 Preparing for Action Planning

To derive maximum benefit from the Action Planning Workshop and make a good Action Plan, we recommend that the school:
   a. Appoints an ISA Coordinator or an ISA Coordination Committee
   b. Ensures that the school management and wider school community are fully aware of the programme
   c. Builds the capacity of staff by encouraging them to register on British Council Schools Online and develop basic ICT skills as required
   d. Develops an international policy that describes the aims and objectives of the school for integrating international dimension and global outlook in the curriculum

3.2 What is an International Policy?

An International Policy is primarily a statement of intent that expresses the school's commitment for nurturing global citizenship and enriching education. To make a policy document really effective and valuable it is necessary for it to reflect the goals and expectations of the school community. The policy should be shared with the school community and be the point of reference for planning action. It should be a living document that is routinely reviewed and refreshed, especially if a school plans to reapply for the Award.

"A lot of effort is being generated at the school in keeping with its commitment to promote global citizenship–a feature that the participants in the discussion considered to be the unique selling point of the school in the region. The teachers believe that inception of ISA in the school provided a focused guideline to the school in pursuing an objective it was eyeing even before joining the programme. It also provided an opportunity to effectively and meaningfully document the activities carried out towards achieving the international dimension policy of the school."

EXAMPLE OF INTERNATIONAL POLICY

Introduction:

"We are to regard the mind, not as a piece of iron to be laid upon the anvil and hammered into any shape, nor as a block of marble in which we are to find the statue by removing the rubbish, or as a receptacle into which knowledge may be poured; but as a flame that is to be fed, as an active being that must be strengthened to think and to feel-and to dare, to do, and to suffer."

President Mark Hopkins '24
Induction Address, Williams College (1836)

Bombay International School has always been a pioneer in the field of education since its inception in 1962. We are secular in our views and truly catholic in our beliefs. The school curriculum has been developed to expose the children to a wide range of cultures and activities which will broaden the mind and expand their horizons. Our students graduate as confident youth, who are ready to think for themselves, dare to dream and face challenges in order to make these dreams a reality. In keeping with the changing times, the international aspect of school life is emphasized.

Rationale:

The world today has truly become a global village. Our students are connected to various international activities by the simple fact that technology is available to them. Individual efforts are already in place, wherein the students have a wide exposure to international links. As a school, our primary goal is to make a conscious effort to link groups of students to one another across the world and hence initiate understanding of global issues. We hope that a tiny spark which is ignited during the formative years in school develops into a passion which enhances international peace and understanding thus making the world a more compassion-ate place for all.

Aims:

1. To develop a conscious awareness about international issues and enable the child to feel part of a larger global and shrinking world.
2. To teach the child to face the challenges of today and take on the role of an active and responsible citizen.
3. To help the child develop a genuine love for history and to understand how past events affect and influence the present and the future.

4. To expose the child to philosophy, literature, music, art and culture from different parts of the world in order to appreciate the diversity of our planet.
5. To understand stereotypes and biases which are endemic to closed cultures and to evolve into open-minded and tolerant human beings.
6. To appreciate our own heritage and culture and understand it in a wider global context.
7. To learn about situations which go far beyond the text book, and link different disciplines and languages.
8. To develop confidence in one's own ability and feel secure that their learning will surpass all boundaries and restrictions.
9. To sensitize children so that they may be more compassionate towards all sentient beings.
10. To increase staff capability towards international understanding.

Objectives:

1. To create opportunities for learning which include an international dimension to all subjects.
2. To establish links with schools from other parts of the world.
3. To analyze political events in the context of specific country issues.
4. To meet with students from regions of conflict to realize that history has different interpretations.
5. To read a varied range of literature and understand how these affect cultures.
6. To engage in a multitude of creative activities which help children express themselves freely.
7. To ensure that teachers work with one another beyond the confines of the subjects and textbooks.
8. To liaise with visitors who come to the school from different parts of the world.
9. To seize every opportunity for our students to travel and meet people from varied backgrounds and cultures.
10. To expose the staff members to the international dimension of learning.
11. To initiate a process of sharing of all activities through discussions and displays.
12. To expose the students to a range of international cuisine.

3.3 Appointing an ISA Coordinator

The International School Award requires that every school applying for the Award has an ISA Coordinator, who in most cases is one of the staff members. The success of the school often hinges on the capability and commitment of the Coordinator to efficiently plan and effectively monitor the activities, keep records and disseminate information.

Following is the role specification for an ISA Coordinator:
Essential Skills:

- IT Skills: Should be able to use Microsoft Office, browse internet and communicate through email
- Language Skills: Should be competent in the common language of communication (mostly English) between the partner schools abroad
- Should be good at interpersonal relationships

Desirable Traits:

- Should have the ability to understand the needs of different disciplines and the flexibility to adjust according to them
- Should have an open mind and non-judgmental outlook towards other cultures and traditions
- Should be able to maintain records, draft emails and letters, and present work creatively
- Should have effective delegation and teamworking skills

ROLE OF THE ISA CO-ORDINATOR

EXAMPLE A

The International Dimension Co-ordinator will promote International Awareness throughout the school, the wider school community and the local community.

This will be achieved by:
1. Arranging international activities within the school.
2. Inviting visitors from other countries into school.
3. Initiating communication links with other schools in the UK and abroad.
4. Reporting to staff and governors as appropriate.
5. Providing articles about recent international work for the school magazine.
6. Informing the local media of international events taking place in the school.

EXAMPLE B

The Role of the International Coordinator:
1. To have overall responsibility for successfully applying for the International School Award.
2. To be responsible for conducting an annual audit outlining the schools action plan for developing an International Dimension.
3. To contribute towards a school policy statement on the International Dimension.
4. To develop an International dimension throughout the school by helping colleagues develop cross-curricular projects within each year group.
5. To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the assemblies, international days/weeks, etc.
6. To plan for the International Dimension by liaising with all staff.
7. To regularly evaluate the impact of international activities.
8. To develop and maintain resources to promote the International Dimension.
9. To develop, monitor and support global school links and exchanges.
10. To liaise with and support visitors from other countries.

3.4 Appointing an ISA Coordination Committee

Some schools may want to make a committee to coordinate the activities. Please consider the following points while constituting a committee:
- The committee should not exceed more than four members and the Chairperson of the committee should be the point of contact for all communication the British Council
- Each member should have a different area of specialisation
- The members should be able to function effectively as a team
- Each member should have a clear designated area of responsibility
- The Chairperson of the committee should possess good communication skills, as he/she will represent the school at meetings.
- At least one member of the committee should possess good ICT skills

Please note that for purpose of keeping the communication simple, British Council will send all correspondence to the ISA Coordinator or the Chairperson of the ISA Coordination Committee, marking a copy to the Principal.

3.5 Action Planning Workshop

The key to a successful Portfolio is a good Action Plan and that is why it is necessary to invest time and thought in Action Planning. Upon registration, the British Council will invite you to a Action Planning Workshop where you will receive inputs on how to plan your school activities to required standards. Please contact your local British Council office to find out the date, venue of the next workshop.

3.6 What is covered in the Action Planning Workshop?

The Action Planning Workshop includes the following sessions:
- An understanding of the ISA process
- Familiarisation with the Application Form especially Action Plan template and Guidance Notes
- Understanding the ISA assessment criteria and standards
- Embedding a global dimension in the curriculum
- Familiarisation with online resources and support available

The Action Planning Workshop is designed to be participatory and interactive, and is delivered by either British Council staff or British Council appointed facilitators. Usually an ISA Coordinator of an accredited school is invited to share first-hand experience and clarify doubts.

3.7 Who should attend?

The Principal and the ISA Coordinator should attend the workshop. If it is not possible for the Principal to attend, a senior member of staff or the Coordination Committee member should

accompany the ISA Coordinator to develop a clear and shared understanding of the requirements, which may have to be cascaded to others within the school.

3.8 Application Form and Guidance Note

TEMPLATE THUMBNAIL
ISA Application Form

TEMPLATE THUMBNAIL
Application Guidance Note

BRITISH COUNCIL

EXAMPLE OF ISA ACTION PLAN (SECTION 3 OF APPLICATION FORM)

Name of the school:

Principal: ISA Coordinator:

Project 1 (Title and brief description): Journeys of Rivers

The project will allow students across two Standards to explore facts about prominent rivers in 3-4 different countries and understand the similarities and differences in issues that affect the lives of people who live around the rivers.

Learning Outcomes (max. 3) - at the end of the project the students will be able to:

1. Explain key facts about the rivers they study and articulate the issues related to the rivers

2. Present in groups, a comparative study of life around different rivers and how it has changed

    over a period of time

3. Identify at least 3 other examples of issues related to sustainable development

	Description	Month & Duration of activity	Classes/ No. of students involved Countries covered	Subjects covered	Teacher(s) responsible	Evaluation methods
Activity 1	Research work and Picture-essays on prominent rivers like Ganges, Mississippi, Nile and Thames - students will do the research work independently and work in small groups to compare and contrast the features and issues. They will then present their work in the form of Picture-essays to the entire class. They will also use the Template Project on Rivers from Schools Online website.	2 weeks in Aug. 2013	Std. VII; 130 students India, Egypt, UK,	Geography English Arts EVS	Ms Vidya S.	Students' presentations Feedback questionnaire Peer assessment Teacher report
Activity 2	Student Panel Discussion (inter-section competition) on economic-social issues related to rivers and impact of modern day changes on sustainable development of places located around rivers studied	1 week in Aug. 2013	Std. VIII; 100 students One student panel from UK partner school via videoconfer-encing	Economics Geography English	Mr. Shankar Ms Sujata Roy	Student questionnaires Focus group discussion Teacher report Audience feed-back

3.9 Assessment of the Action Plan

There are two cycles for ISA – April to March and September to August. The completed Action Plan must be submitted to the British Council latest by 01 February for April to March cycle or by 01 August for September to August cycle. A panel of at least two assessors will assess the Action Plan. In case of a conflict of opinion, a third assessor may be asked to review the plan.

There can be three results of the assessment process:
   a. The Action Plan is approved.
   b. The Action Plan requires to be reviewed and modified as per recommendations
      provided.
   c. The Action Plan is rejected and needs to be redrafted after attending another
      Action Plan Workshop or a face-to-face meeting. Two repeated rejections will
      result in cancellation of the registration.

Please note that 60-70% of the Action Plans receive recommendations to review and modify. The assessors place a lot of emphasis on Action Plan assessment to ensure that the planned activity meets the learning outcomes and the Portfolio is successful.

"The Continuous and Comprehensive Evaluation (CCE) system allows for a detailed analysis of student performance on a regular basis and helps monitor progress. We were able to see the evident linkages between the ISA evaluation and the requirements of the CCE system. We integrated grading into our international activities like quizzes, debates, creative writing, and vocabulary exercises. Documentation and evaluation proved to be a great help for the CCE processes and helped the teachers in maintaining records for students which had a direct relevance for the grades awarded. A great support in facilitating the process!"

BRITISH COUNCIL

ISA CHECKLIST FOR ACTION PLAN ASSESSMENT (2013-14)

Name of the school: **Region:**

| S.N.	Criteria	Meets the standards	Falls short of standards	Suggested recommendations
1	All sections of the action plan template completed			
2	Clear statements of learning outcomes for each project			
3	At least seven projects planned			
4	Clear title provided for each project			
5	Diversity of projects (variety in format and approach)			
6	At least two activities planned per project			
7	Description of activities included for each project			
8	Project activity either too difficult or too easy for the class for which it has been planned and does not seem appropriate.			
9	Projects planned to be implemented over the academic year			
10	Majority (80%) year groups/ classes included in the plan			
11	Majority (80%) subject areas covered in the plan			
12	Diversity of evaluation methods: at least 3 different evaluation methods specified for each project			
13	At least one project includes collaborative work with a school in another country (through online project/ virtual link/ face to face partnership)			
14	Clear evidence of international dimension and global outlook			

Approval: ☐   Resubmission: ☐

Any other comments:

Date   (Initials of the panelists)

●● BRITISH
●● COUNCIL

SUCCESS CRITERIA
FOR ISA ACTION PLAN

Criteria	Resubmission*	Approval
Overall Action Plan	Nearly all section complete with a few omissions	All sections and columns complete in all respects
	The Action Plan covers nearly 60% of the total school Year Group	Action Plan covers 80% of the year groups in the school
	The Action Plan covers nearly 60% of the total school term time	Action Plan covers 80% of the term time in school.
	The Action Plan covers nearly 60% of the total subjects taught in the school.	Action Plan covers 80% of the subjects taught in school.
	At least seven project have been planned but these are all in very similar format and learning outcomes. There is not much evidence of variety and largely skewed towards one type of activity.	There are seven or more than seven projects planned and these show a variety of approach to adding international dimension to the curriculum and at least two of these use opportunities within curriculum creatively.
	Seven projects planned but two or three of these do not show plans of how students will learn about other countries and experience the world.	All seven or more activities clearly plan to give students an international dimension to curriculum transaction.
	At least two projects have plans for collaboration, online or face to face links with schools in other countries but plans very basic and largely speculative without clear indication that it will be successful.	Two or more than two activities planned with collaboration clearly planned. Plan shows good use of visit opportunities, Collaboration plan indicates two way flow of information between learners in different countries. Tools of collaboration clearly indicated with focus on students learning outcome
Project Plans	Most of the projects planned has a clear title.	All projects planned have clear title that indicates the content and/or outcome that will be achieved.
	Most project broken down to 3 or 4 learning activities. The activities are related to the title or theme of the project.	Most projects broken down to 3 or 4 learning activities that are related to the overall theme of the project and arranged in a sequence of learning outcome and skill development progression.
	Project descriptions within 200 words outlining the activities that will be undertaken but may be sketchy or two complex and unclear.	All Project described appropriately indicating clearly the steps that will be taken in doing the activities by the students.
	Project does not show that plans to collect different evidences at different stages of the project.Project plan does not clearly show criteria for evaluation.	Activity shows at least three different types of evidence planned on being recorded and presented in the dossier to be compiled later.
	There are only names given of the teachers but no designation or specified role	Project Plan shows criteria for evaluation. Names and designations of staff involved in the project clearly indicated. Ideally roles of the staff may also be mentioned
	The Project Activity either too difficult or two easy for the class for which it has been planned and does not seem appropriate.	Age Appropriate project planned which is based on the curriculum. The plan clearly indicates the subject area and the specific section that may be covered through the activity.
	The project activity is too ambitious in its scope and needs to be made realistic. It may need too many hours of preparation, too dependent on external agencies over which the school may not have control or need too resource intensive.	Projects realistic and can be completed with little or no extra investment of resources. Largely achievable and risks of failure manageable.

* Action Plans that do not meet the resubmission standards may be asked to come in for further briefing and resubmit after acquiring a greater understanding of the programme.
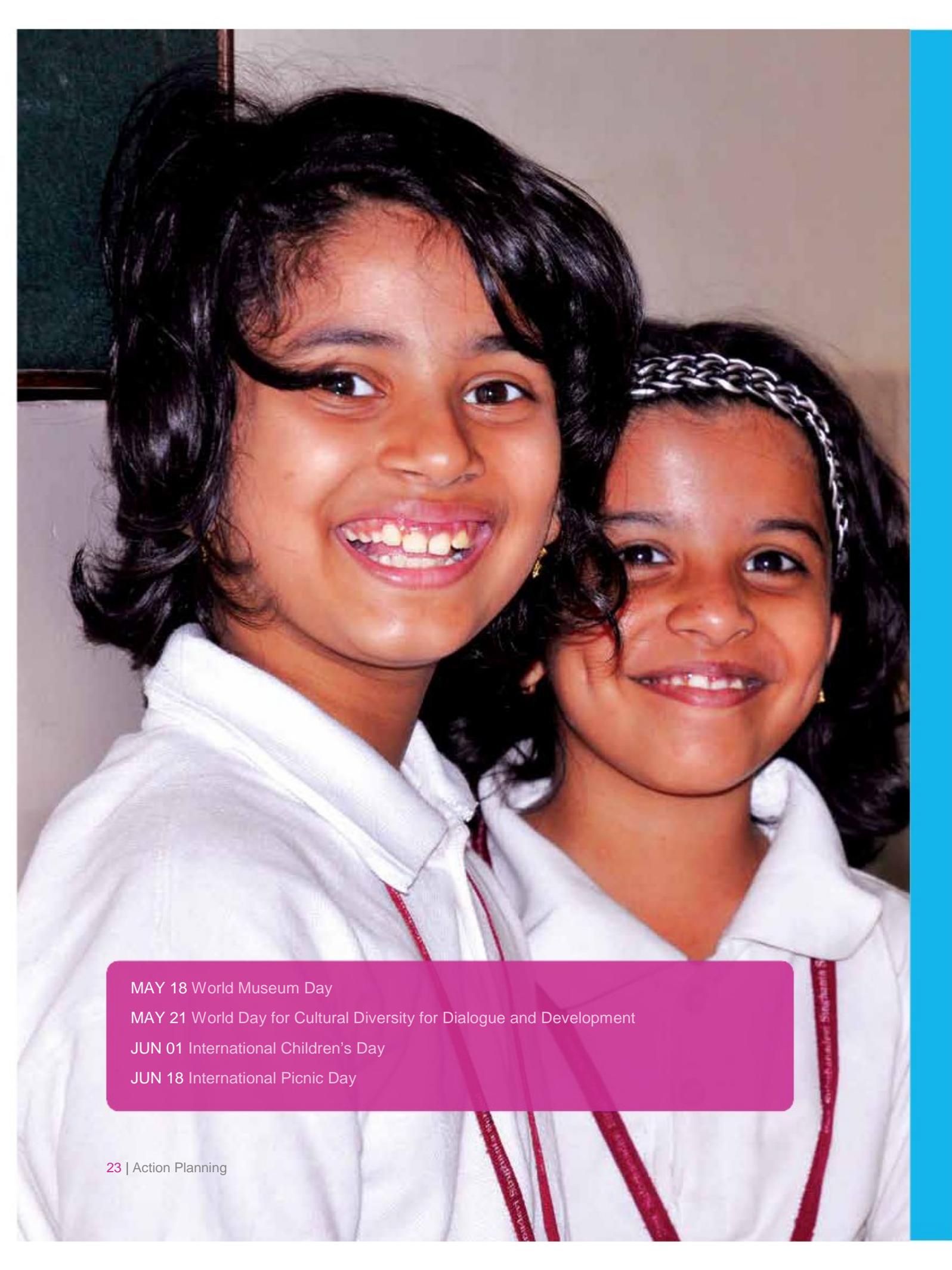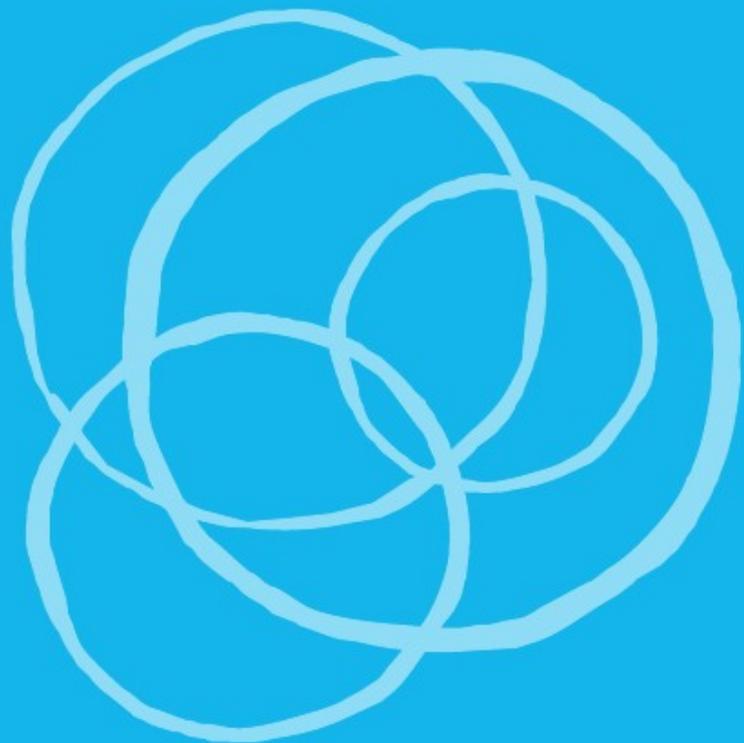
MAY 18 World Museum Day

MAY 21 World Day for Cultural Diversity for Dialogue and Development

JUN 01 International Children's Day

JUN 18 International Picnic Day

4

Support for schools
that apply for ISA

ISA is a new learning experience and it is normal for schools to require assistance and guidance along the way. British Council offers ongoing advice and support to schools through face-to-face interactions and online platform.

4.1 Online support

The British Council Schools Online website (www.britishcouncil.org/schoolsonline) offers support to schools not only for ISA but also for all other school projects. Following key features of the website are especially useful for schools working towards the ISA:

- Template projects on various themes for different age groups
- Partner finding tool which is easy to access and has a wide range of schools registered from around the world
- Links to UK partner organisations who schools can work with–examples include 100 Words, BBC World Class, Big Dance etc. These provide invaluable support in adding creativity and innovation to the planned activities.
- Short online courses in global education, intercultural understanding and ICT for ISA Coordinators and Coordination team - these courses offer opportunity to teachers to undertake professional development at their own pace
- Repository of useful documents and templates such as the registration form, action plan template, evaluation templates, guidance notes and useful contact details
- Discussion forums for peer to peer support and sharing of best practice and trouble shooting

4.2 Why register on British Council Schools Online?

A lot of information on Schools Online can be accessed by unregistered users. However, special features such as the discussion forums, template project areas, partner search are available only to registered users.

Schools Online is a platform for teachers and educators and not for the direct use of students though their work may be uploaded and they may view content.

A school may register any number of teachers on Schools Online. To register more than one teacher at a time, fill the school registration form and return it to connecting.classrooms@ in.britishcouncil.org. The registration process is not instantaneous and takes time as the registration needs to be verified before password is issued.

To register your school, please follow the step by step guide following the link http://schoolsonline.britishcouncil.org/getting-started/step-by-step

4.3 Offline Support

Registration for ISA entitles the school to three face-to-face engagements:

a. Action Planning workshop
b. Mid-year review workshop
c. Award Ceremony associated workshops

Besides these, schools may seek appointment with a British Council staff to clarify doubts and view Portfolios.

" Having gone through the grind, we now see the ISA as a kaleidoscopic programme that facilitates understanding of international educational and cultural practices and fosters camaraderie between nations. The experience of this incredible journey has already prompted us to go beyond our known level of innovation and experimentation in the field of education and groom our teachers and students into global mentors and pupils. "

"The best part of the project was the deep involvement of parents, facilitators and the students. Contacts with international schools like La Seine College, France; Little Mead Primary School, UK; Alok Vidyashram, Nepal; Japanese Embassy School, Delhi; French Embassy School, Delhi, Russian Cultural Centre, Delhi helped immensely to get more information while working on ISA.

The exposure to mankind's rich legacy was revealed through our special assemblies on Shakespeare, Pushkin, Martin Luther King and Dr Nelson Mandela, and we expressed our solidarity with the oppressed on International Solidarity Day and Human Rights Day."

JUL 01 International Joke Day

JUL 11 World Population Day

AUG 13 International Lefthanders Day

AUG 31 International Blog Day

5

Presenting the Portfolio of work

The Portfolio is a file of evidence of the ISA activities undertaken by the school. It needs to capture not only whether the school has actually implemented the action plan but also the impact the activity had on the students.

A well put together Portfolio reflects the work done and allows the assessors an insight into the school and its values, ethos and approach to teaching and learning. Remember no matter how well you have executed the Action Plan, the ISA Assessment panel will have no way of knowing this except through the Portfolio. So the success or failure of the school will depend upon the way in which you put together the Portfolio.

> Being part of the ISA was a new experience for our school. This was the first time our Marathi Medium school participated in such a big project. Despite our initial scepticism, we decided to take up the challenge.
> By participating in the ISA we discovered new ideas and approaches towards learning. It benefitted the teachers and students. The teachers were exposed to new methods of teaching which we have now initiated in the school. The teachers and students have also become familiar with new technology like using email. ISA gave us the opportunity to learn about other cultures and traditions.

5.1 Physical attributes of the Portfolio

All evidence must be presented on A4 sheets of paper and fitted into a single ring binder file. The sections should be clearly demarcated using section dividers. The ring binder file should not be over stuffed with material and must be able to withstand repeated handling without falling apart. If this happens, an important section may get lost in the process and the pages may be too mixed up for the assessors to be able to assess effectively.

Mandatory documents to be included

Document	Purpose
Contents Page	To allow quick and easy navigation through the Portfolio Actual template in TEMPLATE PACK 2
Approved Action Plan with assessors' recommendations	To check whether the evidence matches the planned action and whether the school was given proper recommendation and guidance at the action plan stage. The Action Plan should have the stamp of approval.
About the School	This section will give assessors a brief introduction to the school, its background and the students it serves.
International Policy	To allow the panel to understand the school's vision for integrating international dimension and global citizenship
Summary Sheet	To provide a snapshot of all projects at a glance Actual template in TEMPLATE PACK 2
Evidence of Activities	The evidence of a single activity must come in together at one place. Each evidence section needs to have • An Activity Cover Sheet (Template provided) • Evidence of activities implemented as per the Action Plan Present the evidence of each of your activities in the same order as in your action plan and in chronological order as much as possible.
Self-assessment and Future Plans	To give the panel a perspective on how the plan was implemented, what has been the change in the school as a result of participation, what were the major challenges and how were these tackled. It is the ISA team's reflection on the ISA journey. It also includes a statement on how the school intends to take this work forward with a focus on: a. Teachers' Professional Development (face to face/ online courses) b. School partnerships and collaborative activities c. Any Community outreach and dissemination planned d. Joining the league of British Council School Ambassadors

5.2 Collecting and presenting evidence of work

Activity Cover sheet: The purpose of presenting evidence is not just to help the panel verify the completion and impact of the activity, but also to help schools reflect on the work they have done now and how they did it.

Students' work: To include work of several students you may scan, reduce and arrange meaningfully before taking a print out to include in the dossier of evidence. Remember you need to include only samples of work and not the complete piece of work of every student in the class. Please include good as well as average student's work and not just the most desired ones. Specifying how students' skills have improved after the activity will add credibility.

Photographs:

As the famous Chinese proverb says—A picture is worth a thousand words–using pictures effectively can certainly speak very convincingly of your work.
Please keep the following points in mind:
- Make sure the photos are clear and not blurred or fuzzy or too small.
- Ensure that the photos capture the process and are clearly labelled.
- Photos that show activity in progress as well as completed work are both important to capture the impact of an activity.
- Scanned photos will consume less space and help in neat presentation.

Questionnaires, Feedback Forms, Surveys:

While feedback forms, questionnaires and surveys are great ways to know about the impact of an activity, it is important to customise them to suit the purpose.
Here are some tips:
- Do not ask primary school students to fill out lengthy subjective question or long objective type questions.
- Make sure you are collecting feedback in the language that the feedback provider is comfortable with.
- Your questions should allow the respondent to give opinion adequately.
- There are many other methods of collecting opinion such as using graffiti boards, sticker polls on flip chart and suggestion boxes too. Please use the appropriate tool.
- Include only one or two samples showing a variety of responses and the collated result of the survey analysed by you. Think of what percentage of students liked different parts of the activity. What surprised them? What did they find new? Some of the subjective statements could be provided as testimonials.
- Keep the original for record in case you are asked to show them during monitoring visits.

Notices, email messages, web pages, blogs:

If you are providing any form of communication as evidence be sure to present it in its original form and do not tamper with the content. Avoid including a long trail of email. Explain the purpose of this type of evidence briefly through a caption.

PORTFOLIO TEMPLATES

TEMPLATE THUMBNAIL
Contents

TEMPLATE THUMBNAIL
Summary Sheet

TEMPLATE THUMBNAIL
Activity Coversheet

TEMPLATE THUMBNAIL
Evaluation Sheet

5.3 Supplementary work (optional)

We understand that during the course of the year there may arise some other exciting opportunity to add international dimension to the curriculum. If you have done any such activity and would like the panel to know about it then you should present this evidence in the Portfolio as a Supplementary Activity section in the end. Please do not include more than three supplementary activities. The panel may or may not take into account these activities for the final decision.

5.4 Unsuccessful activities

Some times even the best plans do not work out. In case any activity does not work as per your plan:

DO

- Record why it did not work out and include this brief report where you would have placed the evidence for the activity.
- Present evidence of all actions and effort taken by you towards making the plan work.
- Implement an alternative activity that supports the same learning outcome and present the evidence in the Portfolio.

DON'T

- Ignore the issue and leave it without a mention hoping that it will be overlooked
- Tamper evidence or present false reports – you may face punitive action and could be debarred from participating in the future
- Replace the approved Action Plan with a new one. Your action plan must tally with the one on our record.

The assessment panel will expect you to complete all activities on the Action Plan and will only consider your case favourably if proper explanation and alternative action is well presented.

5.5 General tips for compiling a good Portfolio

- Start collecting evidence from the very beginning.
- Make sure that all the teachers leading on the activities and projects are aware of the need to present evidence and are aware of their responsibility.
- Make sure every piece of evidence put into the dossier has a purpose. Putting in extra sheet or two will not help your case but might detract from it.
- Cross check to ensure that all mandatory documents are put into the dossier to avoid resubmission and delays in final assessment.
- After all the work is done get a fresh pair of eyes to look through the work.
- Don't ever put in tampered evidence – this could debar your school from the award.

Remember that no matter how well the activity was conducted in the school the only way the assessment panel will be able to know about it is through the Portfolio so do take care to ensure that it is neat and tidy and represents the scope of work honestly and completely.

5.6 Assessment of ISA Portfolio

As in the case of the Action Plan the ISA Portfolio is assessed by a panel of assessors who are drawn from British Council staff, British Council School Ambassadors and Heads and/ or ISA Coordinators of schools that have previously received the award and show a good understanding of the criteria. Following the assessment in country, samples of Portfolio may be sent for assessment to a global assessment panel for moderation and to ensure that the standard of the award globally is maintained.

The assessment panel have an option of three decisions.
- Approved (All criteria met) - You will be sent the ISA kite mark and will be invited to the British Council School Awards Ceremony to receive the award.
- Conditionally Approved (Criteria partially met) – You may need to complete the sections that are incomplete or provide additional documentation to support specific sections in a given time frame.
- Re-submission (Criteria not met) – You will need to create a new action plan and work towards the ISA in the next assessment cycle.

The decision of the Assessment Panel will be final and binding and no appeal in this regard will be entertained by the British Council.

> From the primary to the senior secondary section, all students were fully involved in the activities and team-work was in full swing. What made the experience even better was the parents getting involved, some going to the extent of accompanying their children abroad to Rome, Sydney, Singapore and Malaysia on ISA-edutainment trips!
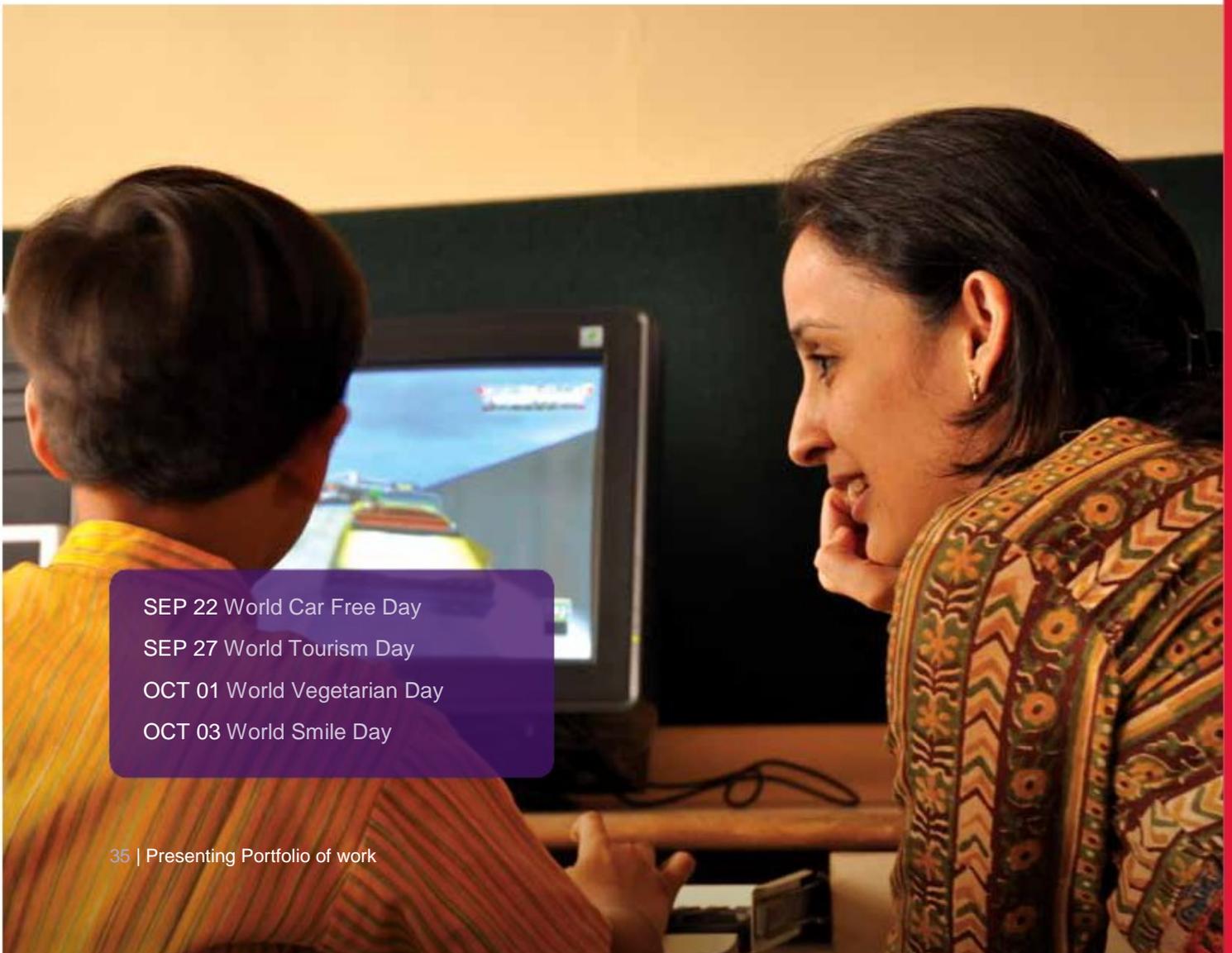
SEP 22 World Car Free Day

SEP 27 World Tourism Day

OCT 01 World Vegetarian Day

OCT 03 World Smile Day

6

Celebration and recognition

6.1 Annual School Awards Ceremony

The Awards Ceremony is the culmination of the ISA journey. It is a time to enjoy the success and reflect on the road travelled. It is also a time to network with like minded schools across country and exchange new ideas and best practices.

6.2 Using the ISA kite mark

ISA accredited schools often mention how they use the ISA kite mark as a symbol of their achievement and as a matter of pride. While the schools have the privilege of using the kite mark for three years of the accreditation period, there are specific guidelines which they should also follow:

- The kite mark may be used for the specified period of three years on any publication of the school.
- It may be used as a footer on the letter head and should not be placed in the header space.
- It may be used on other school publications such as the school magazine and publicity brochures but in all cases the size of the kite mark should be smaller than the school's own logo and name.

6.3 Continuing the journey with the British Council

Once your school has received the ISA you will no doubt want to know what you can do next. Your school is now hungry for more challenge and your students expect more excitement in the classroom. Here are some tips to keep the enthusiasm going:

British Council Schools Online:

Keep on to our schools online website because we bring you new activities to participate in each year. Also plan in advance to participate in at least some template projects and online activities that match your goal for the year.

Reaccreditation:

The ISA accreditation is for three years only. Schools will need to re-apply for accreditation. The reaccreditation process is similar to the process followed to get the accreditation for the first time. Reaccreditation is also a chance for new staff that has joined the school to understand the programme to participate and learn innovative ways of adding global dimension to their classroom. It will also give you the opportunity to renew your old networks and re-connect with peers and like minded schools updating your professional skills in the process. ISA is an evolving programme and each year more supporting resources are being added to the offer to make it a richer experience for schools and to keep the programme fresh and updated. If you are working towards re-accreditation you are still advised to read the guidance notes carefully to ensure that you are abreast with new changes in process and success criteria.

ISA contact at the local British Council office

Cao Thi Ngoc Bao – Bao.Cao@britishcouncil.org.vn

British Council Vietnam
20 Thuy Khue, Tay Ho, Hanoi
Tel: (04) 37281920

Nguyen Phuong Chi – Chi.Nguyen@britishcouncil.org.vn

British Council Vietnam
20 Thuy Khue, Tay Ho, Hanoi
Tel: (04) 37281920

Tran Thanh Van – Van.Tran@britishcouncil.org.vn

British Council Vietnam
20 Thuy Khue, Tay Ho, Hanoi
Tel: (04) 37281920