

SCHOOL LIBRARY IN THE KNOWLEDGE SOCIETY: USE OF COGNITIVE TECHNOLOGIES, FORM CREATIVE PERSON.

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Connecting Classrooms to the world: School librarian- an agent of change in modern educational approaches to teaching; A case study

The paper will demonstrate a library program of an International School in India which connects its pupils with global partners on various curriculum contents. Technology is the key component used by the teacher librarians to achieve the objective. They build awareness of global issues to pupils and motivate them to research and find partners around the world including their own country with same or similar issues. During the research process students reflect critically on their own practice and compare with the partner schools. The librarians also collaborate with the classroom teacher to take action for embedding the same in teaching. The activities have a great impact on teaching and learning and the collaborations offer a myriad of ICT and global communication skills to students.

Keywords: connecting-classrooms, school partnerships, collaboration, active librarianship, library programs.

What are global companies looking for?

“What global companies look for are people who we think can take a global perspective. Students are well placed to do this if they have taken opportunities to widen their cultural perspective. The people that succeed can work in multi-disciplinary, multi-cultural and multi-locational teams. If students have demonstrated they can work with other cultures and teams, that’s a big plus for us as we need students to be intellectually curious and culturally agile if they are going to work in a global context.”

Sonja Stockton, Director, Talent, PricewaterhouseCoopers

Some of the top leaders in the United Kingdom have presented their views in a survey conducted by Think Global and British council (December 2011) on the education schools are providing to the young generation:

Schools have to work extensively to broaden young people’s horizons and teach them global skills. If the country has to compete in the global economy, students in schools have to be supported to think more globally. The leaders expressed their fear that if this does not happen through teaching in schools, UK is in danger of being left behind by emerging economies such as China, India and Brazil.

According to the survey there are proven ways to help young people to think globally and broaden their horizons. Scaling up these learning opportunities will reap significant rewards

for young people and for the UK economy. Following findings have surfaced during the survey:

- **For job seekers, knowledge and awareness of the wider world is more important than degree classification or A-levels:** In recruiting new employees, more employers (79%) say knowledge and awareness of the wider world is important than the numbers of employers who say the following are important: degree subject and classification (74%), A-level results (68%), or A-level subjects (63%).
- **Three-quarters of businesses think we are in danger of being left behind by emerging countries unless young people learn to think more globally,** and are worried that many young people's horizons are not broad enough to operate in a globalised and multicultural economy: 75% and 74% respectively agree with these two statements, and just 5% and 7% disagree.
- **The vast majority of businesses think it is important for schools to be helping young people to think more globally and lead more sustainable lives, and four fifths think schools should be doing more:** 93% of businesses think it is important for schools to help young people develop the ability to think globally. 80% think schools should be doing more; only 2% think they should be doing less.
- **Those businesses for which at least three-quarters of their trade is with people from another culture find it significantly harder to recruit employees with the right skill sets than less globally-oriented businesses:** Amongst those businesses who conduct at least three-quarters of their trade with people from another culture, only 30% find it easy to recruit employees with the right skill sets, whereas 35% find it difficult. By comparison, amongst the business community as a whole, half (50%) find it easy to recruit employees with the right skill sets, whereas only a quarter (24%) find it difficult.

Key elements of global citizenship

A global citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- is outraged by social injustice
- participates in and contributes to the community at a range of levels from local to global
- is willing to act to make the world a more sustainable place
- takes responsibility for their action

What skills, knowledge and values are necessary for a young person to become an active global citizen?

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical thinking	Sense of identity and self esteem
Diversity	Ability to argue effectively	Empathy

Globalisation and interdependence	Ability to challenge injustice and inequalities	Commitment to social justice and equity
Sustainable development	Respect for people and things	Value and respect for diversity
Peace and conflict	Co-operation and conflict resolution	Concern for the environment and commitment to sustainable development Belief that people can make a difference

Why are global skills important?

Just as the digital revolution and adoption of technology skills became a foundational business skill over the past 20 years, Global Skills are increasingly becoming a key skill set for the 21st century. The reasons are clear:

- International business continues to seek global employment solutions, whether through outsourcing, developing virtual teams across continents, retaining local talent or sending senior staff to administer projects abroad, prompting the need for effective and cohesive multi-cultural awareness and communications.
- Increasingly, key functions are being consolidated and outsourced to specific locations. As more companies outsource to various providers around the world, Global Skills take on increasing significance as job functions will require us to engage with numerous cultures.
- Given the complexity and increased emphasis on issues such as Corporate Social Responsibility, employee safety and effective relationship building among global partners and teams, infusing Global Skills plays a demonstrative role in fostering a company culture.
- From small business owners to the world's largest corporations, products and services are being packaged with an array of specific inputs from many parts of the world. Without Global Skills, these long-distance teams quickly find their levels of professional competence being called into question.

In fact, according to various studies, the majority of cross-border mergers and acquisitions fail due to cultural and communication issues. Data indicates that cross-border mergers focus on operational, technical and commercial synergies, while paying little attention to the very crucial yet less tangible assets including business culture, human capital skills and communication. One need not look further than recent examples of strained mergers such as Daimler-Chrysler, or Danone's joint venture in China to understand why Global Skills are a priority and not a business afterthought.

Whether a direct investment, merger or strategic partnership, business leaders require Global Skills to effectively integrate senior management and workforce, foster cultural compatibility and raise job competency and performance.

Role of schools to impart global citizenship skills?

Global citizenship must be at the heart of school education. This is because it is good education. There are a number of reasons to believe this:

- Global citizenship is exciting and relevant to children, and gives learning a meaning.
- Global citizenship acknowledges that we have the power as individuals: each of us can change things, and each of us has choices about how we behave.
- The world we live in is unfair and unequal, and global citizenship promotes the challenging and changing of this
- Global citizenship enables the challenging of misinformation and stereotyped views about Majority World countries, and allows children to counter ignorance and intolerance.
- In our interdependent world, global citizenship encourages us to recognise our responsibilities towards each other, and learn from each other.
- In our rapidly changing world, global citizenship is about flexibility and adaptability as well as about a positive image of the future.
- Teaching approaches used to promote global citizenship have a positive impact on pupils and can raise standards.

School libraries around the world

School libraries across the world in many countries are at a critical and transition point. On one hand, budget cuts have led to decisions to eliminate or de-professionalize school libraries. On the other hand, the increased emphasis on global skills, college and career readiness and the integration of technology has opened an unprecedented door to school librarian leadership.

The transformed modern educational approaches have radically altered information requirements of school students. Most curriculums emphasize on the students to acquire skills which would support them become global citizens for which the whole school community works.

Can school librarians be the leaders of change?

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The highly technological environment of 21st-century schools has significantly redefined the role of school librarians by presenting the opportunity to assume leadership through technology integration.” (Johnstone, 2012)

Technology integration is an open end and leaves a space which has width and depth yet to be explored. In the following case study the school librarian of G.D. Goenka World School took up the role of integrating ‘International mindednesses under the leadership of head of school. The school applied for International School Award in 2012. The step was taken towards imparting ‘Global citizenship skills’ to the students.

About G.D.Goenka World School

GD Goenka world school situated in the North of India has sixty acres of campus close to natural environment and is committed to provide global education standards to the ambitious youth of today. The school has students from all around the world and provides robust infrastructure and adopts enriching study techniques that are focused to impart competitive learning. This school of repute works in collaboration with renowned international organizations to design competitive study programs that foster global learning standards. The school offers a diverse and multi-cultural learning platform to stimulate open-minded thinking and boost mutual understanding amongst students.

Opinion sharing and classroom discussions help inculcate a sense of global acceptance within inquisitive learners at the institute. GDGWS strives to promote value-based growth and instil virtues of humanity and cultural unity through a globally accepted pedagogy of curriculum. Its world class teaching standards and a stimulating learning environment make GD Goenka World School a globally accepted education institute of the country. The school follows curriculum of International Baccalaureate, Switzerland.

International Baccalaureate (IB) Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

GDGWS Mission

All GDGWS students shall have ample opportunity to achieve their full potential academically and through a wide range of artistic and athletic activities in a disciplined environment that offers challenges at all levels. Each shall develop traits of patience and tolerance along with an openness of mind to diverse cultures, and be exposed to abundant experiences which will help them contribute meaningfully to the National and International society and thrive in an interdependent world.

In the year 2012, the head of school decided to take the students towards becoming global citizens and harness the skills to be compatible internationally in the times to come. She decided to apply for International School Award to British Council Division in India.

About International School Award

The British Council International School Award (ISA) is an accreditation scheme that recognises and celebrates exemplary practices of internationalism in schools. ISA provides a framework for schools to develop an action plan and implement international activities throughout the year, and encourages schools to collaborate with overseas schools to create a rich learning experience for students through use of ICT, creative pedagogical practices and real context for learning.

Participating schools begin by drafting an action plan of activities with international dimension covering a range of subject areas and age groups and spread over the entire academic year. The schools record their work and present a dossier of evidence that is assessed by a panel. Schools that are successful in meeting the assessment criteria are awarded the accreditation for a period of three years. The accreditation includes presentation of a trophy and a certificate and the use of ISA logo in school's publications for a period of three years.

ISA was piloted in India in 2003 and today more than 363 schools in India have been accredited and 323 schools have applied for ISA 2011-12. ISA is now being rolled out world-wide and schools across the world are joining in to celebrate the wonderful diversity of the human race and bridging the cultural divide for a harmonious future.

Action Plan of G.D.Goenka World School

Please see Appendix 1

How did the 'global citizenship' activities start and the role of the librarians?

Librarian has been instrumental in compiling the 'Action Plan' and its implementation to the whole school community by connecting the activities with the curriculum. Technology and information research skills were extensively used to find partners around the world by way of various websites. By virtue of membership with International Association of School Librarianship, many members became partners for international projects with mutual consent to work together. Many such substantial partnership are rolling on and thriving by connecting many more subject areas between the two schools. Partnerships have not only been extremely benevolent to the communities of the partner schools but have also brought in funded visits to each other's countries two times in two years. This indicates a phenomenal work using technology on the part of coordinators of the partner schools.

Initial partnerships were first introduced by the International Association of School Librarianship in August 2011 where we were matched in the ISLM Bookmark Project with pupils of many countries. Pupils enjoyed this project and we recognised the benefits of keeping in touch to participate in further international projects. We sent an invitation to the librarians to collaborate on number of projects. One project 'Learn to Preserve: Endangered Species Project' was accepted by our Book Marks partner school in Scotland which allowed us to sustain the partnership and create an exciting project for pupils to gain valuable global skills. Pupils of both the schools benefited from the partner school and allowed us to form meaningful links between pupils and staff and facilitate deeper relationships between students.

In a few months time we applied for funding for a reciprocal visit to the British council. The application process was facilitated by experienced project managers of British council in our country. Our application was accepted and a grant of GBP 1500.00 was released for each partner school to visit each other and develop professional learning.

By visiting each other's country, we were able to forge important links between our schools' English & Literacy departments. We swapped resources and taught classes as well as took part in whole school assemblies which led to a greater cultural awareness for both schools.

The exchange among the students began through the swapping of emails and exchanging of bookmarks. This was developed through the 'Learn to Preserve: Endangered Species' Connecting Classrooms project. Pupils from both schools researched and prepared presentations on endangered species from their own countries which they then exchanged in order to learn from their partner school. Pupils exchanged letters and photographs on their day-to-day lives in their school and in their country. Learning and teaching was enhanced in both schools through the sharing of resources and the opportunities afforded by visiting teachers. The English department benefited from collaboration on teaching Shakespeare and poetry. Whilst the Religious Education department was able to share learning and teaching methods with regards to meditation and spirituality, Physical Education afforded a fun opportunity to learn new cultural sports

How have these activities had an impact on teaching and learning?

These activities developed pupils' confidence and sense of global identity as well as encouraging a higher standard of work as they enjoyed sharing their work with the other school. They had also been able to self evaluate their work and compare with the partner school. The conduct and behaviour of pupils has been of a high standard as they immerse themselves in the task at hand and strive for success. By experimenting with various forms of communication pupils have been able to develop their ICT skills. There has been an element of problem solving in the undertaking. For example having different ICT facilities. Pupils from all the partner schools were and are continuing to be enthusiastic and have developed a positive relationship.

What did the young people learn in reference to Global Skills?

The 'Learn to Preserve' Connecting Classrooms project gave pupils a firm understanding of endangered species and how they could help preserve and sustain an important aspect of our world. The project developed global themes within the curriculum by allowing pupils to research their partner school's city and country and swap information, letters, leaflets, power points, scrapbooks and bookmarks with an international school. Pupils learned that their identity was influenced by background and geography, and by swapping information in the collaborative project pupils were able to understand and appreciate other cultures. This allowed them to experience a sense of identity and belonging. Pupils used global skills to communicate to the partner school through the use of art, letters, ICT and photographs.

Other projects like 'Teacher in Space' connected our school students with students in 'Christa McAuliffe' Elementary School' in USA and created awareness about teacher space traveler of USA who participated in NASA project and died in the crash. The librarian collaborated with the classroom teachers and whole school celebrated 'International Women's Day' reading through bulletin boards on American citizen 'Christa McAuliffe'. These relationships named partnerships have sustained and are being interwoven in many more subject areas including Physical Education, Music, Art, Sports, Meditation and Yoga. Focus for this year's project is travel and tourism. This will have many factions. Our young people will be able to share their learning experiences and become educators by running activities both within school and within the community. Pupils will engage in art, travel writing, documentary making, and blogging and website construction. To do this they will need to further research the history and geography of their community. Pupils will further

their understanding of learning and teaching methodologies by running tutorials and teaching their partner school about customs, sports, dances and music. Through continued communication between partner school a strong link will be maintained. Pupils from Oban High School plan to take this experience even further by visiting their partner school and exploring the history, culture and geography of India. Pupils will enrich the school and the community by sharing their experience through assemblies, local media and community events.

Whole school professional development

British Council also offers professional development free online courses on 'Global Citizenship' for the teachers of schools. (See toolkit in Appendix 2)

Partner school teachers in Oban high school, Scotland and G.D.Goenka World School, Gurgaon, India undertook PD courses offered by the British Council which enabled everyone to maintain the equitable relationship and allowed us to participate in high impact collaborative classroom projects. We also had additional CPD experience and skills. The English teacher leading the project at Oban, has completed an internationally recognised Book trailer course involving schools across Europe and acted as our school project co-ordinator. The librarian of Oban High School, Scotland, has completed research on how other nationalities utilise resources and carry out their own research in UK public libraries and used this knowledge whilst establishing the collaborative project with our partner school and designing future projects.

Librarian of G.D.Goenka World School completed a course on the use of web 2.0 tools for teaching and learning which continues to be an asset for this partnership. Our ICT faculty, who are professionally qualified, have provided unconditional support.

How have 'Global Citizenship' activities improved education practice in the school?

Both partner schools have agreed to collaborate again on an inclusive project that will offer global skills to young people. In Oban High School, every pupil will undertake the global literacy project and selected pupils of all ages will participate in researching tourism and community in order to develop a greater sense of identity and belonging. G.D.Goenka School has involved 150 students and both schools have agreed on the subject and content of the project.

Formative assessment are continued to be used to measure progress and partners will continue to communicate with each other regularly. Both partners will use a variety of teaching styles and introduce pupils to new methods, allowing them also to lead lessons and assemblies, giving them confidence to experiment with a variety of ICT, including video diaries, photography and communicating via email and letters.

Partnerships with school pupils around the world and exchange have greatly benefited all the schools involved as it allowed quality time to evaluate the projects using technology and face to face in case of exchange program. The partnerships have been supported by the senior management in all the involved schools. There has been substantial appreciation of all the international projects. Schools have recognized and celebrated the success of all the international projects and are keen to sustain. Librarians who have been coordinators have shared communications with those involved in the activities. It is evident with the success of last year's projects and current year's running projects that the fact that global education is securely embedded in the curriculum. Feedback from staff and pupils at both schools has been overwhelmingly positive and this is a key motivating factor in maintaining the partnerships.

This case study throws light on the out of sight possibilities of the profession of school librarianship. The possibilities are positive, benevolent, and measurable and ever present for the professionals and present a high platform. The school management approval, appreciation and appraisal will present encouraging pathways to follow, envelop and utilize existing skills and find opportunities to develop and acquire new skills.

Citations

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Biographical note

Madhu Bhargava

Is a veteran school librarian in India. Presently working as Dean of Libraries at G.D.Goenka World School, North India. Is a recipient of 'IASL softlink Excellence' and 'Ken Haycock Leadership development' awards. Has also been recognised by Indian Library Association as 'Best School Librarian'. Present focus is connecting classrooms around the world through school libraries.


Appendix 1

SECTION 3 ACTION PLAN FOR INTERNATIONAL WORK 2012-13

Curriculum activity	Teacher responsible Name and title of the teacher responsible for each activity	Subjects	Participants Include no. of pupils & their classes and the countries being covered	Period Month & duration of activity	Evaluation methods Refer to the Guidance Note for ideas	Learning Outcome Refer to the Guidance Note for ideas
<ul style="list-style-type: none"> A minimum of 7 projects with 2 activities each Refer to the Guidance Note for the desired mix of activities 		Include all subject areas involved				
<p>Title: Teacher in space 1</p> <p>Brief description: A school 'Christa McAuliffe Elementary School', in USA, named after a teacher who was chosen to travel in space shuttle 'Challenger' under NASA program "Teacher in space" on January 28, 1986 which exploded on its way killing Sharon Christa Corrigan McAuliffe along with other six crew members, has called to join them in their mission to send Christa around the world! NASA announced in July 1985, that McAuliffe had been chosen from among more than 11000 applicants for this program. People in USA wish to send Christa around the world. Participating schools will print her picture and research facts about her and the NASA project. Take pictures and send these back to the organizer. At the end of the school year, May 2012, we will be informed of all the places Christa went.</p> <p>Activity 1: Our students will print her picture from the web site sent by the school and research the NASA program from Internet and biography of Christa. Students will also research more women space traveller including Ms. Kalpana</p>	<p>Ms. Madhu Bhargava (Librarian and ISA Coordinator)</p> <p>Ms. Shivani Negi (ICT)</p> <p>Ms. Pretty Khosla (PYP Coordinator)</p> <p>Ms. Mallika Takkar (Grade 3 form tutor)</p> <p>Ms. Nehchel Dhawan (Grade 3 form tutor)</p>	<p>Unit of enquiry- solar system under a theme- how the world works-Grade III.</p> <p>ICT</p> <p>ART</p>	<p>36 students of Grade III-50 Grade IV-50</p> <p>Country- USA</p>	<p>March-April 2012-</p>	<p>Students will research and make ppts and create bulletin boards which will be criteria assessed.</p> <p>There will be a quiz between both the sections of grade III on the facts about NASA projects and Christa's life.</p>	<ol style="list-style-type: none"> Learn about the lives of women space travellers including Kalpana Chawla, space traveller of Indian origin. Learn about the projects of NASA. Learning research skills like collecting, processing and presenting data. Develop skills for inter cultural communication skills.



Chawala of Indian Origin. Activity 2: Presentation of the researched facts on Bulletin Board. Pictures of board to be sent to the organizer in USA for compilation. Activity3: Make ppts and present these in school assembly on World Women's Day (8th March 2012) creating awareness among school community. Activity 4: Students exchange e-mails to discuss and share resources for this purpose via http://www.epals.com						5. Learning ICT skills like making presentations.
Title: PYP Jamboree 2 Brief description: Jamboree will be organised in May wherein each grade and section of PYP selects a country under the curriculum inquiry 'Where we are in place and time' incorporating World Earth Day on April 22nd 2012 . Thereafter students and teachers do extensive research on different aspects of those countries. These aspects major comprise: Geographical features, clothes and costumes, food, art and culture, flags, currencies and prevalent language. The Jamboree will be put up in Central Courtyard of the school. Students will be putting up their Country stalls showing above mentioned aspects to visitors. Activity 1: Research Spree: All country groups will be doing research and bring their findings, sort out information and compile up relevant information pertaining to their country. Activity 2: Information Bureau will be opened up in Central courtyard wherein	Coordinator: Pretty Khosla Mrs. Madhu Nangia Mrs. Arunima Aggarwas Ms. Nehchal Dhawan Ms. Shanza Singh Ms. Bhavan Mrs. Savita Dagar Mrs. Shivani Negi Ms. Sameena Khan Ms. Komal Ms. Sapna Rattan Ms. Sapna	All subject areas	300 students of various nationalities like Korea, Japan, Mozambique, and USA from Primary year's program. (PYP)	April-May 2012	Brochures, presentations, charts will be evaluated on 1-7 scale rubric. Feed back forms to be filled in by the visiting parents. Dances, fancy Dress show, tasting dishes will also be assessed by the	Awareness towards diverse nature of our world International mindedness: Valuing and respecting other countries and their cultures. Exchanging ideas with other nationalities

<p>students will give information about the geographical features of the country assigned to them. They will be making charts, power point presentations, brochures etc.</p> <p>Activity 2: Workshops will be conducted by different organisations to make children aware of different cuisines of selected countries, giving them hands on experience to make main dishes of these countries.</p> <p>Activity 3: Dance workshops will be conducted in the school and children will be putting up performances based on the same.</p> <p>Activity 4: Fancy dress shows will be organised portraying different costumes of different countries.</p> <p>Activity 5: Poster making competition on flags and currencies of different countries on World Book and Copyright Day on 23rd April 2012.</p> <p>Activity 6: Communication through Skype with national and international schools.</p> <p>Activity 7: National Anthems of these countries will be learnt and Sung on the day of Jamboree.</p> <p>Activity 8: Visits to museums to show diverse cultures of the whole world.</p> <p>Activity 9: In May, Jamboree will be organised in a big way in Central Courtyard of School wherein Parent community as well as school community participate with great enthusiasm.</p>	<p>Shukla</p> <p>Mrs. Mallika Takkar</p> <p>Ms. Geetika Sehgal</p> <p>Ms. Aabhini Singh</p> <p>Ms Tania Smith Jane</p> <p>Mr. Yeashu Yuvraj (Western Music Teacher)</p> <p>(All form tutors and co tutors of PYP)</p> <p>Mr. Dharmendra & Mr. Vajyanti Gautam (Dance teachers)</p> <p>Ms. Nupur Jolly(Art Teacher)</p>	<p>Social studies and ICT</p> <p>Geography, Art and ICT</p> <p>Language</p> <p>Dance</p> <p>First language and Foreign Language</p> <p>Mathematics</p> <p>Dramatics</p> <p>Art</p>	<p>parent judges.</p> <p>Poster making entries to be assessed by the Arts department on criteria.</p>	
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Curriculum activity	Teacher responsible Name and title of the teacher responsible for each activity	Subjects Include all subject areas involved	Participants Include no. of pupils & their classes and the countries being covered	Period Month & duration of activity	Evaluation methods Refer to the Guidance Note for ideas	Learning Outcome Refer to the Guidance Note for ideas
<ul style="list-style-type: none"> A minimum of 7 activities Refer to the Guidance Note for the desired mix of activities 						
<p>3</p> <p>Title: World Wildlife</p> <p>Brief description:</p> <p>The pupils of each class are introduced to basic database skills as they plan to manage a wildlife sanctuary incorporating</p> <p>International Day for Biodiversity and Biological diversity on May 22, 2012.</p> <p>Activity 1: In the process the students complete a map of the area of the wild life sanctuary.</p> <p>Activity 2: They organize pictures of animals and arrange colourful patterns on various birds.</p> <p>Activity 3: They also analyse and interpret attributes of the sanctuary workers, rare and unusual creatures by sorting, grouping and ordering data</p> <p>Activity 4: The students also do research on the internet and use multimedia CDs to learn more about animals and wild life</p>	<p>PYP: Shivani Negi</p> <p>MSP: Shallu Sharma</p> <p>Overall In charge: Monica Bahl</p> <p>ICT Assisted by Neha Sharma</p> <p>ICT Ms. Shanza singh (Art)</p> <p>Mr. Dharmendra Gautam</p>	<ul style="list-style-type: none"> ICT Science Social Science Environmental Science Maths 	<p>Students of PYP, Middle School</p> <p>500 students</p>	<p>One Year</p> <p>Divided into 2 semesters</p> <p>April 2012- Feb. 2013</p>	<p>Assessment checklist for each level for each class.</p> <p>Each class shall have 3 mastery levels:</p> <p>Level 1:Bronze Level 2:Silver Level 3:Gold</p> <p>The internal assessment shall be linked to CIE assessment for</p> <ul style="list-style-type: none"> Initial Steps 	<p>The technology focus:</p> <p>One area to be focussed at each level out of the following(Database s in this case)</p> <ul style="list-style-type: none"> Databases Spreadsheets Graphics Desktop Publishing Telecommunications Word-processing Applied Technology Operating Environment

sanctuaries across the world.	(Dance)				<ul style="list-style-type: none"> • Next Steps • On Track <p>Each student shall be awarded by CIE on completion of each level</p>	<p>s</p> <ul style="list-style-type: none"> • Multimedia • Programming <p>With one technology area as the central focus others are used in conjunction with the same rather than being used as standalone areas.</p> <p>Featured Objectives/learning outcomes for technology(DATABASES)</p> <ul style="list-style-type: none"> • Differentiate between attributes • Arrange data by grouping • Compare and contrast attributes • Classify Objects • Arranging data using patterns • Ordering data • Interpret data • Analyse data <p>Central Subject</p>
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						Focus: SCIENCE Others: Social Science, Environmental Science, Maths
<p>Title: 4 Window into the world of culture</p> <p>Brief description: Students are assigned summer vacation work as part of the curriculum in which student's research via internet on various countries of the world to understand the traditions and culture through purposeful and interactive activities. Project also aims at studying historical monuments, World War I and II, national symbols and the heritage of different regions. This work will be compiled by the team leaders on web 2.0 tool.</p> <p>Activity1: Create power point presentations, Make Brochures using DTP on monuments, flags, history and Art forms etc</p> <p>Activity 2: Virtual and physical Field trips to galleries, museums etc.</p>	<p>Ms. Pretty Khosla (PYP COORDINATOR)</p> <p>Mrs Aruna Ahlawat (Middle School coordinator)</p> <p>Ms Shehnaaz Bano (IGCSE Coordinator)</p> <p>Mrs. Sapna Yadav (IBDP Corodinator)</p> <p>Mrs. Shuchi shukla (Science HOD)</p> <p>Mrs. Vaidehi Sreedharan (English HOD)</p> <p>Mrs. Jyoti Uppal Mathematics HOD)</p> <p>Mrs Sujata Pant (HINDI HOD)</p> <p>Mrs. Monica</p>	<p>History</p> <p>IT</p> <p>Languages</p> <p>Humanities</p>	<p>PYP/Middle School/IGCSE (700 students)</p>	<p>May-July (Holiday assignments)</p>	<p>Student's Work In the form of Brochures, Posters, articles, stories, poems to be assessed by the form tutors based on internal assessment marks.</p>	<p>1- Appreciate and value diversity of culture and art form.</p> <p>2- Develop creativity and research skills</p> <p>3. Make creative and interesting use of holidays.</p> <p>4. Developing reading skills.</p> <p>5. Developing Information literacy skills.</p> <p>Learning use of web 2.0 tools.</p>




	Bahl. (ICT HOD) Mrs. Shivani Negi (ICT) Ms Shallu sharma (ICT) Ms. Shanza Singh. (ART HOD)					
Curriculum activity • A minimum of 7 activities • Refer to the Guidance Note for the desired mix of activities	Teacher responsible Name and title of the teacher responsible for each activity	Subjects Include all subject areas involved	Participants Include no. of pupils & their classes and the countries being covered	Period Month & duration of activity	Evaluation methods Refer to the Guidance Note for ideas	Learning Outcome Refer to the Guidance Note for ideas
Title: 5 Technology sharing Brief description: Students work on web 2.0 tools to research via internet or any other sources like Public Libraries during summer holidays highlighting the famous brands of Germany/France and Spain i.e. automobile industry, kitchen appliances and accessories etc. marking a mark in other parts of the world. Students will connect with schools and Universities in Germany, France or Spain via e-mail/Skype Activity 1: Promotional presentation of different brands as Power point presentation to be submitted through web 2.0 tool (wiki or G world) to the teachers.	Mrs. Anita Paul (Humanities HOD) Mrs. Asha Yadav (Business Studeies) Mrs. Monica Bahal (ICT HOD) Mr. Shelle Valecha (Business Studeis) Mrs. Sudaha (Economics) Mrs. Sumeet Jain (IT, Drama, maths & Art Economics Business studies	Grade 8, 10, 11 & 12 (500 students)	June- July 2012	1- Role play 2- poster making 3- Brochures 4- Display Board decoration Questionnaires	1- Awareness of latest technology and products in demand in Germany/France or Spain (European Countries) 2-Gain knowledge about Economic growth of own country, export-import policies and trade barriers. 2. Learn to use technology tools and use these in business development and promotion.

<p>Activity 2: Students will make an International Business project to export a product to Germany/France or Spain from India. They will research business leads on Internet to identify a product, locate an area in a chosen country and explain why there is a good market opportunity at the targeted location. They will decide the name (and state a reason for the selection of name), create company logo, research business customs for that particular country, trade barriers and study competitors. When they come back to school a 'trade fair' will be organized where students will role model as sellers to German buyers</p>	<p>Economics) Mr. Arun (Drama) Mrs. Jyoti uppal (Mathematics) Ms. Shanza Singh (ART)</p>					<p>3. Mock preparation to do business in real life more confidently. 4. Learn to overcome stage fright by way of role modelling as seller or buyer of a product. 5. Language learning of a chosen country. 6. Learning about currency conversions in business and enhance mental maths.</p>
<p>Title: 6 Octave Brief description: Research famous songs and National anthems of various countries and Sing German/French, Spanish/Korean/Chinese songs and National Anthems by students of these nationalities. Activity 1: PYP/Middle/IGCSE students research art/craft work of Germany/France/Korea/China and create new art work based on selected themes. This Art work is exchanged with Global partner schools.</p>	<p>Ms. Shiba Anand Arora Ms Atma Baweja Ms. Shanza Singh Ms. Aabhini singh Ms. Poonam Mr Dharmendra Mrs. Vaijayanti Mr. Yeashu</p>	<p>ICT Modern Languages Art Craft Performing Arts-Music-Vocal-Instrumental</p>	<p>Middle School, IGCSE And IB 50 students</p>	<p>Modern Languages week November 2012</p>	<p>Rubrics based assessment by subject expert judges.</p>	<p>1-Music as a median of integration. 2- Develop skills for inter-cultural communication. 3- Awareness of the international music bands and singers(German Lyricist and bands). Students become of aware of the richness and diversity of their</p>

Activity 2: Group Performance by international students of folk music and dances of their countries. Students perform Indian folk Dances as well. A fusion dance will also be performed.						own cultures.
Curriculum activity A minimum of 7 activities Refer to the Guidance Note for the desired mix of activities	Teacher responsible Name and title of the teacher responsible for each activity	Subjects Include all subject areas involved	Participants Include no. of pupils & their classes and the countries being covered	Period Month & duration of activity	Evaluation methods Refer to the Guidance Note for ideas	Learning Outcome Refer to the Guidance Note for ideas
Title: 7 WORLD OF WATER Brief description: eKWIP is Educating Kids with International Possibilities and its mission is the coalition for International Initiatives works to leverage social entrepreneurship in order to make a positive impact on the local and global community. eKWIP is an education program that connects school communities nationally and inter-nationally using cutting edge technology for the purpose of collaborative learning. We'll be aiming at different activities relating to water including presentations, competitions incorporating World Water Day on March 22 nd 2013. Activity 1: : Board Decoration Competition	Vijayashree Pahal (CAS Coordinator) Ms. Chanda Kundra (Activity Coordinator) Mr. Ajay Shekhawat (Sports HOD) House Teachers- Ms. Sujata Pant. (Hindi) Ms. Geetanjali Yadav (English) Ms. Shanza	Environment: management, Social Studies, Physical Education, Art, Media Skills, ICT.	PYP MYP IGCSE 500 students	Jan-February 2013 (Some activities to be continued till 22.3.2013.	All competitions to be criteria assessed with the help of a rubric by a panel of judges.	Students will learn to use technology as a tool to research, communicate and build on previous knowledge. They will also become aware global citizens and build the capacity to deal with environment problems and water scarcity now and in future. They will also learn the protocols while communicating with

<p>Theme will be water and it'll encourage young ones to explore their creative thinking</p> <p>Activity 2: A traditional quiz about water</p> <p>Activity 3 : Story writing competition Student will be writing stories about water</p> <p>Activity 4: "Graphic tells an important story..."</p> <p>Banner and slogan making competition</p> <p>Activity 5: Skyping with an UN member and discussion regarding water issues. / Skyping with students from different countries and discussion on water and issues regarding it</p> <p>Activity 6: "Walk for Water" Student must walk around the school without spilling the water baskets they have. Student who reaches first wins the competitions</p> <p>Activity 7: Fancy Dress Competition (Water Mascots)</p> <p>Observing WORLD WATER DAY</p>	Singh (Art)					<p>people from different cultures and nationalities and learn to respect each other.</p> 
<p>Title: 8 The Tuskers</p> <p>Brief description: The objective of this activity is to spread awareness about the African elephants and Asian elephants, at the PYP (Primary Years Programme) level and the Middle School</p>	<p>Vijayashree (Cas Coordinator)</p> <p>Navin (PE)</p> <p>Mr. Ajay</p>	<p>Economics</p> <p>Environmental Science[s]</p> <p>Ecology</p>	<p>Grades 3 to 8</p> <p>300 PYP & MSP students</p> <p>And students of Vivek Bharti school (a nearby</p>	<p>August 2012</p>	<p>Questionnaires to be filled in with the help of teacher (Primary school)</p> <p>Feed back forms (Middle School</p>	<p>1. Updating the knowledge of the students</p> <p>2. To have respect for this mammal and</p>

<p>students at our school. This activity will last an entire week, and the activities being incorporated into Social Sciences week and International Youth Day on August 12 Sunday (to be celebrated on 11th), will include:</p> <p>-Showcasing the 'Paradise' music video, by Cold play, for the students from PYP</p> <p>Activity 1: Presentations about general information regarding elephants -Showcasing the 40 minute documentary 'Born to be Wild'</p> <p>-Showcasing a video on how elephants are 'tagged' so that an eye can be kept on them, in order to keep them safe, in the jungles of Africa.</p> <p>Activity 2: -The students will then be asked to form groups, and put together a set of short skits. Not only will this help them learn more about elephants, but will also allow them to build on their creative and teamwork skills. They will be allowed to borrow information from the team members who will be present.</p> <p>Activity 3: House wise ART competition on 'save Elephants' theme.</p>	<p>Shekhawat (PE) Mrs Devlina Singh (Environment Management) Mrs. Aruna Ahlawat (Middle School coordinator)</p> <p>Mrs. Sayra Khan. (Middle School Librarian) Ms. Shanza Singh (Art)</p>	<p>Biology</p> <p>History</p> <p>Art</p>	<p>village School)</p>	<p>students)</p> <p>Photographs of skits and Art competition</p> <p>Skits to be assessed under criteria by a panel of judges</p>	<p>have that much more value for them.</p> <p>3. Creating a greater awareness amongst the youth.</p> <p>4. Learning to research</p> <p>6. Learning to use technology as a tool for academic purpose.</p>
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9	<p>Title: Reading-a life long journey. Brief Description: Celebrating International School Library Month through International collaborative projects including online and real time communications.</p> <p>The project aims at researching the title while hosting number of activities such as exchanging Book Marks of favourite titles with students of other countries (at least three countries) and Skyping on the use of school libraries and celebrating International School Library Month. The project will emphasize on Reading related activities and share with global partners in USA, CANADA, SCOTLAND and CHINA.</p> <p>Activity 1: Story telling sessions-Traditional and Digital story telling of folk tales of the world.</p> <p>Activity 2: International Book Marks Exchange.</p> <p>Activity 3: Communication through Skype with International schools</p> <p>Activity 4: Children will read and discuss books around particular themes and also create art work, write reviews and share ideas and activities with the partner school who will also read books linked on the same topics. Students will use Email and web based forum to share their work and ideas. They will display the same in the library. Eg. Dickens 2012 project</p>	<p>Madhu Bhargava (Dean of Libraries and ISA coordinator), Ms Manju (Library Assistant), Ms Sayra Khan (Middle School Librarian), Mrs. Arunima Ahlawat (Middle School coordinator), Ms. Pretty Khosla (PYP Corodinator), Ms.Rupali Roy (English Language), Sona Bindra (English), Shetali Gupta(English) Ms. Shanza Singh (Art)</p>	<p>Language History ICT Information Literacy Skills Library Skills Creative writing skills Reading skills</p>	<p>500 students of Primary and Middle School From various nationalities like India, Korea, China, US and Canada.</p>	<p>September- October 2012</p>	<p>Student work Book Marks Exchange</p> <p>Video recording of story telling sessions and uploading on the web site</p> <p>Feed back forms</p> <p>Results of competitions by the neutral judges invited</p> 	
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Appendix 2

Tool-Kit for connecting classrooms

Has a range of activities designed by education professionals to help your students explore the world beyond their classroom

<http://schoolsonline.britishcouncil.org/classroom-resources>

Partner with a school around the globe

<http://schoolsonline.britishcouncil.org/partner-with-a-school>

<http://www.penpals.com>

<http://www.globalschoolpartners.org.au/>

<http://globaldimension.org.uk/partnership/>

<http://www.uclass.org>

Guide to International learning

<http://schoolsonline.britishcouncil.org/your-journey>

Professional Development: online courses on Global citizenship

<https://schoolsonline.britishcouncil.org/connectingclassrooms-learning/>

Linking and funding

<http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide>