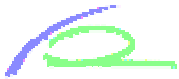




**International Learning and Research Centre**

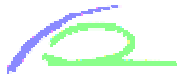


**Anglo-French Strategic Partnership  
Académie d'Orléans-Tours (France)  
and the International Learning and  
Research Centre (UK)  
(2008 - 2011)**

**Jo Cole  
Senior Consultant  
Languages and Pedagogy  
July 2009**



**International Learning and Research Centre**



**Anglo-French Strategic Partnership  
Académie d'Orléans-Tours (France) and the International  
Learning and Research Centre (UK)  
(2008 - 2011)**

**This report is the final evaluation for the Contact Seminar, funded by the British Council, on behalf of the Department for Children, Schools and Families (DCSF), under the Anglo-French Education Agreement. The Contact Seminar was held in Tours, 7-11 June, 2009.**

**The report includes details of all project activity, highlights outcomes, provides a summary of draft school partnership projects and comments on professional development gains. It includes a sample of evaluations from individual participants.**

### **Project activity**

#### **Introduction**

**The International Learning and Research Centre has long standing educational partnerships in the Orléans-Tours region of France. As a result of this, an Anglo-French Strategic Partnership has been established between the International Learning and Research Centre and the Académie d'Indre-et-Loire. The British Council funded a Contact Seminar in Tours, 7-11 June, 2009.**

#### **Planning before the Contact Seminar**

**The International Learning and Research Centre invited a group of schools in South Gloucestershire and Wiltshire to establish and sustain Anglo-French school partnerships. The Senior Consultant leading the Anglo-French Partnership Programme was funded entirely by the International Learning and Research Centre.**

Preliminary meetings had taken place, during the Autumn Term 2008, in which Headteachers and teachers from a Primary School in Patchway, South Gloucestershire and Primary Schools in and around Melksham, Wiltshire were given information about the development of the Anglo-French Strategic Partnership. This followed the Anglo-French Partnership 2007-2010 established between the International Learning and Research Centre and the Académie d'Indre-et-Loire. Headteachers were invited to express an interest in joining the group of schools that would be involved in the Anglo-French Partnership, 2008-2011, Phase 2 Group.

#### **Contact Seminar hosted by the International Learning and Research Centre, 15-17 October 2008**

From 15-17 October 2008 the French Inspector, two French advisers and five French teachers from the Académie Indre et Loire made a visit to the International Learning and Research

Centre. The Inspector and Advisers visited the UK schools and all UK teachers involved took part in a whole day seminar at the International Learning and Research Centre. Planning took place during which the UK and French schools were discussed in detail. Discussion focussed on the size of the school, its location, the number of pupils, the number of classes to be involved in partnership activities and the age of the pupils. An important part of the discussion focussed on the expressed aims of the school in developing and sustaining Anglo-French partner school links. Teachers from the UK schools had the opportunity to present their school and the aims they had for partnership activities and they engaged in planning partnership activities. The French advisers presented information from the French primary schools. Five French primary school teachers presented their own schools and the aims they had for partnership activities with primary schools in the UK. Laura Howells, British Council, involved all the teachers in partnership planning activities and gave detailed information on Joint Curriculum Projects.

### **School Visits**

Two days were spent accompanying the French inspector, the advisers and teachers on visits in order to see the schools in Patchway and in the Melksham area. The purpose of these visits was to enable the French group to meet and talk with the Headteachers, the staff teams and the children, to learn more about the schools and their settings. They were able to talk about education in English primary schools, the curriculum and the plans for language learning. Information was given about the National Languages Strategy and the language learning curriculum. The aims of the National Languages Strategy and the KS2 Framework for Languages were discussed, including the importance of developing the strand of intercultural understanding alongside the language learning activities. Sustained partner links with a school in another country is a key feature of the government aims for languages.

Aims for the Anglo-French Partnership were discussed and agreed by the French and English participants. *See Appendix 1*

Partnerships were identified and school partnerships were decided. This resulted in a list of ten UK primary schools who would be partnered with the French primary schools. One school is from the Patchway, South Gloucestershire area and nine from the Melksham area of Wiltshire. *See Appendix 2*

Letters of commitment were issued to the schools. The Head Teachers signed and returned these, committing the school to a three year involvement in the Anglo-French partnership. *See Appendix 3 and Appendix 4*

### **Evaluative Comments based on the planning during the Autumn Term 2008 and the Spring Term 2009 in preparation for the Contact Seminar held in Tours:**

- **the Anglo-French Partnership Group Project Co-ordinator had ‘information giving’ discussions with Head Teachers very early in the planning process. This proved to be a key strategy in ensuring the success of schools’ involvement in the Anglo-French partnerships. Teachers felt they had the full approval and support of their Head Teacher for the planning work they would do and the Anglo-French partnership activities which were to take place in the classrooms.**
- **the need for French school partnerships was identified and directly related to the National Languages Strategy, the strands of the KS2 Framework for Languages, the QCA KS2 Scheme of Work for French and the Junior version of the European Languages Portfolio. This ensured that the partnership activities would be firmly rooted in on-going language teaching and learning and therefore relevant to the**

children. This practice ensured that there would be time within the curriculum for Anglo-French partnership projects and activities.

- The Senior Consultant matched the English and French schools before the Contact Seminar in October 2008. This was most beneficial as the five visiting French teachers could then spend two days in their English partner schools.
- the French inspector, advisers and teachers, accompanied by the Senior Consultant and the Wiltshire Local Authority Consultant for Languages, visited all of the partner schools and found the discussions and school visits extremely informative. They commented on how useful it was to see the English primary schools, to consider the curriculum for KS1 and KS2, to find out about language learning methodology in the UK and to talk to the teachers about their aims for the partnerships. This opportunity for observation, discussion and reflection enabled them to seek to find the answers to many questions they had about English education in general, the partnership schools in particular and the teachers and children involved. This had a direct impact on the planning process.
- to be able to discuss and formulate the aims of the partnership together during the initial Contact Seminar was a key strategy which gave all parties ownership of the aims of the Anglo-French partnership. Aims are more likely to be adhered to when everyone following them has had a part to play in agreeing them.
- in requiring Head Teachers, in the participating Primary Schools, to sign a Letter of Commitment for three years the aim was to ensure that, regardless of staff changes, the school will maintain the Anglo-French partnership and continue to plan activities to be enjoyed by the children. This is an important sustainability strategy.

#### **Planning for the Contact Seminar in Tours**

Letters were sent to all ten UK primary schools (nine in Wiltshire Local Authority and one in South Gloucestershire) explaining the opportunity which was available and inviting participation in the Contact Seminar to be held in June 2009 in Tours. It was explained that this seminar would be funded by the British Council and the commitment which would be necessary as a result. Planning meetings were held at the International Learning and Research Centre, details of the visit were discussed, arrangements made for travel and visits to the French partner primary schools were planned. Detailed and careful planning for this visit was a key feature of all meetings. *See Appendix 5*

Detailed planning for curriculum activities was completed by teachers in both the English and French primary schools in advance of the visit to Tours.

Further detailed planning had taken place between the Senior Consultant at the International Learning and Research Centre who is the Anglo-French 2008-2011 Group Partnership Co-ordinator and Catherine Dupin, the French Languages Adviser responsible for the Anglo-French Partnership 2008-2011 in Tours, in order to plan the very best use of time during the Anglo-French partnership visit to Tours. *See Appendix 6*

#### **Evaluative Comments based on the planning for the Contact Seminar held in Tours:**

- giving schools all the information by letter, well in advance of the date in June 2009 when the Contact Seminar to be held in Tours would take place, enabled Head Teachers to plan carefully for establishing the partnership and to consider sustainability with their staff teams
- the teachers participating in the Anglo-French partnership gained strength from being a member of the group of ten primary schools. Through working together to

**achieve specific agreed aims within the Anglo-French partnerships the teachers were able to plan the activities in their own school settings**

- **feedback evidence indicates that the teachers appreciated the support offered, by the Co-ordinator, at every stage during the planning for the visit to Tours and whilst in Tours**
- **the thorough and detailed planning which took place between the French and the English Co-ordinators ensured that the programme made full use of the time available for both the English visiting teachers and Co-ordinator and the French inspector, advisers and teachers who hosted the visit**
- **the allocation of funding was planned in detail well in advance of the Contact Seminar. This resulted in clear knowledge for teachers and the Co-ordinator of the funding and when, where and how it would be allocated within all Contact Seminar activities.**

### **The Contact Seminar in Tours, 7-11 June 2009**

Nine participants from one primary school in Patchway, South Gloucestershire and nine primary schools in the Melksham area of Wiltshire visited their French partner teachers and schools in Tours and the surrounding area. The teachers were accompanied by Jo Cole, Anglo-French Partnership Co-ordinator, Senior Consultant at the International Learning and Research Centre and Trevor Davies, Wiltshire Primary Languages Consultant.

The teachers were representing eight of the ten UK primary schools in the Anglo-French partnership 2008-2011 group. The Anglo-French Partnerships had been set up with the purpose of establishing sustainable school partnerships which will enable UK children to take part in shared activities with children in a partner French class. The children will exchange project ideas and activities, this will increase their linguistic competence and support the development of their inter-cultural understanding.

**The Programme for the visit included a range of planned activities designed to enable the teachers to work together to plan their partnership projects and to work together in the school settings.**

### **PROGRAMME DETAILS**

#### **Monday 8 June and Tuesday 9 June 2009**

#### **Two whole days in the partner schools**

Each UK teacher spent two days in their partner school. They had an introduction to the school, they met staff and carried out observations in the classrooms. During both days they took the opportunity to further plan their joint projects. The UK teachers presented themselves, their class and school to the French children. Items presented included school uniform, school brochure and photographs of the school as well as story books, CDs and project work from the children. The teachers taught or participated in many English lessons.

In order to gain an overview of the French schools in the Partnership the Anglo-French Partnership Co-ordinator and the Wiltshire Primary Languages Consultant visited all of the French primary schools with Catherine Dupin and Fleurette Barranco (the French Advisers) During these school visits the Anglo-French Partnership Co-ordinator was able to see a wide range of partnership schools, in Tours and in surrounding towns and villages, and to meet the teachers and children in each school.

### **Wednesday 10 June 2009**

The French and English teachers took part in a planning seminar in Tours. The programme included:

- a formal welcome of all the French and English partners by M Rouyer, National Inspector, responsible for languages in Indre et Loire
- a presentation on Comenius partnerships given by Marie-Hélène Taquet, International Relations Officer, for the Académie Orléans-Tours
- a workshop on Joint Curriculum Projects was given by Liz Sadorge, Project Delivery Manager, Contracts and Projects Education, Science and Society, British Council

### **Further details of presentations:**

The aim was to provide information for the partnership teachers about general good practice for ensuring the partnership itself is solid and is owned by the school and not just the individual teachers:

- guidelines on developing a partnership agreement
- involving other members of staff
- setting up communication patterns
- examples of 'good practice' in terms of projects
- discussion of Joint Curriculum Projects and other funding opportunities
- brainstorming activities to help structure the projects (eg defining themes and activities)
- developing action plans for the partnership

The teachers had planning and discussion time both as a whole group and in their partnerships. They worked on development of their projects and definition of the practicalities of the links for the remaining weeks of the current academic year and for 2009-2010.

### **Evaluative Comments based on the Contact Seminar in Tours:**

- **the identification of curriculum links prior to visiting France enabled the best use of discussion time for the teachers involved. The language learning opportunities and aspects of intercultural understanding that were to be covered in the first partnership activities were quickly agreed.**
- **it was noticeable that because the teachers had already started to correspond by e-mail and the children in the partner classes had exchanged activities during the current academic year the relationships were extremely productive when they started to work together in France**
- **during the seminar day the teachers had the opportunity to get to know their French partner teacher in a structured situation and more was achieved**
- **the activities aimed at showing how to plan a Joint Curriculum Project, had the effect of making the teachers realise that this partnership would be one of great possibilities for their classes**
- **the impact of the programme was such that the teachers felt supported in extending their planning to include further possibilities.**
- **the teachers gathered a great deal of additional practical ideas for partnership activities to add to their original planning and therefore the opportunities offered to the children will be enriched**
- **it was the first time that most of the teachers had spent time in a French primary school so the periods of reflection at the end of each day were very important for them to be able to synthesise all that they had observed**

- **the teachers learned a great deal about the French education system and could compare what they had seen with teachers who were in different schools. This led to a realisation that it is impossible to make generalisations based on visiting one primary school.**
- **the hospitality shown by all the French partner teachers was much appreciated, especially by those who lived outside Tours and hosted their partner English teachers or who drove into Tours, or collected them from the bus stop, at the beginning and end of every day to make travel to the schools as easy as possible. The effect of this was that the teachers were able to spend the maximum amount of time in their partner teacher's classrooms.**

### **Outcomes**

- signed statements of commitment were received from all participating schools
- detailed planning documents were completed by the French and English teachers working in partnership
- copies of all planning documents were made and circulated to all participating schools and the Anglo-French Partnership co-ordinator

### **Evaluative Comments based on the Outcomes:**

- **the statements of commitment signed by the Head Teachers are extremely important as in these there is the expressed intention to establish and sustain the partnership for three years, so that all working within it feel it is worth investing time and energy**
- **the creation of planning templates with the French Co-ordinator in advance of the Seminar ensured that these fitted with the type of planning with which teachers in both countries were familiar**
- **acting quickly on returning from France was important. The French Co-ordinator collected all planning on the final day in Tours, made copies and provided these for the teachers and Jo Cole the UK Anglo-French co-ordinator. This meant that plans began to be used straight away and therefore there was no time delay between planning and implementation.**

### **Examples of activities planned for the children in Anglo-French Partnership classes**

- each partnership will celebrate one International Day during 2009-2010 eg European Day of Languages during the week ending 26 September 2009
- exchange poems on National Poetry Day
- exchange songs at Christmas
- 'What is in my schoolbag?' photos, text and drawings
- Where we live – my area, my town
- monsters-descriptions, models, animation
- Christmas cards and New Year cards, photographs of our schools at Christmas
- Epiphany – La Fête des Rois – sending a figurine/recipe/report/photographs
- story – building up a story – beginning, a problem to a resolution and the ending
- traditional stories
- exchange information about topics eg the Romans
- introduction, description of self in own language, each child to his/her correspondent. Link to European Day of Languages.
- author study-Roald Dahl. Read in own language and send questions. Prepare covers in each others language and illustrations. Exchange original covers for comparison.
- prepare mince pies to send and receive galettes recipes

- link to World Community Arts Day-exchange paintings in the style of Monet and Turner for display in school
- link to Europe Day-prepare information about own country (money, language, government, climate, festivals)
- film children talking and singing in each others languages
- explore possibility of a video link
- exchange a calendar of the school year with holidays, school events and a photo of the class
- exchange some Christmas songs, decorations for the tree and some special Christmas food
- children write profiles of themselves and take photos around the school
- a day in the life of Class 7 with photographs
- a survey of school subjects and send results of survey to partner teacher
- a school meal and menu photos
- send foods for an English breakfast
- what is healthy food
- posters of a healthy diet
- work on organic farming, link to Science, send seeds to partner school

**Evaluative Comments based on activities planned for the Anglo-French partnership group classes:**

- **the activities planned indicate that cross-curricular links are already being made which will lead to language learning becoming embedded in the curriculum**
- **the activities planned show that there is knowledge of the ICT facilities available in the partner schools**
- **e-mail contact has been established between the partner teachers and this will be a key to good communication. On the planning documents the teachers have agreed how frequently they will expect to send and receive e-mails. This strategy will help maintain regular and effective communication.**
- **the activities show recognition that festivals and special events in the year are excellent vehicles for developing the children's inter-cultural understanding. The teachers recognised the enjoyment the children would gain from sharing their experiences at specific times of year.**
- **opportunities for developing Literacy skills are noticeable in the planned activities eg sending letters, captioning photos and writing recipes**
- **it was recognised by all the teachers that giving the children the opportunity to write, draw and generally communicate with a real audience for a real purpose is extremely motivating and the teachers are keen to capitalise on this. Children in the partner classes will build a sense of excitement and enthusiasm for language learning when sending and receiving letters, e-mails, DVDs, photos, stories and rhymes**

**Comments related to any professional gains**

The French Inspector and French Adviser responsible for planning and leading the Anglo-French Partnerships 2008-2011 provided feedback in writing.

They worked extremely closely with the group during the visit. All the practical arrangements had been made by the French Adviser for the 2008-2011 Anglo-French Partnership. The French Adviser for the Anglo-French Partnership 2007-2010 supported the Phase 2 partnerships and was extremely supportive throughout the visit. *Appendix 10*

### **Evaluative Comments relating to the professional gains:**

- **the professional gains in terms of Continuing Professional Development for all the teachers involved were apparent. The teachers commented on how useful it was to be immersed in school life in a French school, to be speaking French for almost the entire time and to be finding out about French education first-hand. This increased knowledge and competence, boosted their confidence as non-specialist classroom teachers of French and, in line with the National Languages Strategy, will directly contribute to capacity building in primary phase.**
- **three teachers had the opportunity to live in their partner teacher's home for two nights and they had really appreciated the opportunity to spend time with a French family. This will form part of their increasing knowledge bank about life in France and be interesting for their pupils to learn from. The experience of staying in partner teachers' homes was referred to in the feedback and evaluations completed by the teachers on their return. It was recognised that the valuable opportunity to experience life in a French family deepened the teachers' inter-cultural understanding. For example, the whole family shared their evening meal together. Similarities and differences in ways of life and education systems were discussed and ideas shared.**
- **the teachers learned to think flexibly about their own practice and several of the host teachers commented that it had helped them see their own practice through the eyes of others. This two-way dialogue about methodology and pedagogy was a direct and beneficial outcome in terms of the teacher's personal learning about education in both countries and language teaching and learning strategies.**
- **the personal friendships and professional relationships established during the Contact Seminar between the teachers in the UK group will support and strengthen the members of the group through the three years of follow up meetings and activities**
- **the relationships the Contact Seminar enabled between the UK and the French teachers have firmly established the project activities and their place in the school timetable for the rest of this academic year and into the 2009-2010 academic year. The flexibility shown by all teachers during the discussions at the planning stage has helped achievable aims, activities and outcomes to be identified.**
- **both French and English teachers found it valuable to see the ICT facilities available in the classroom so that realistic plans were made for the use of ICT within the projects**
- **the relationship between the partnership Co-ordinators has led to regular communication about activities for the second group of schools. This has underpinned the development of the Strategic Partnership.**
- **preparatory discussion for an Anglo-French Partnership 2009-2012 will take place with the Primary Languages Consultant, Wiltshire Local Authority. The leadership of the Partnership Group would need to be funded. The International Learning and Research Centre has provided this, without charge, since 2007.**

### **A sample of evaluations from individual participants**

The teachers who were funded to take part in this Contact seminar in Tours learned much from the experience. Their feedback, provided directly after the visit, indicates a great deal of professional reflection and learning had taken place. They had taken every opportunity during the visit to Tours to learn about the French education system, to find out about their French partner primary school and to work with the class with whom their own class had been linked.

### **Evaluative Comments based on the evaluations from individual participants**

- **the sense of enjoyment expressed by all participants has led to increased enthusiasm and motivation for providing the opportunities available for the children through the Anglo-French partnerships. This will have a direct impact upon the enjoyment and enthusiasm for language learning developing in the children in the partnership classes.**

### **Summary**

The Anglo-French Partnership 2008-2011 has been established successfully and strong and sustainable partnerships for ten UK primary schools have been achieved.

The Contact Seminar in Tours was thought to be extremely successful by the French Inspector, the Advisors and the participating teachers.

A follow up meeting for all the teachers in the Anglo-French partnership group took place at Bowerhill Primary School, Wiltshire on Tuesday 23 June 2009. All participating teachers (except for one teacher who sent apologies due to illness) attended this meeting.

### **Evaluative Comments based on the Summary:**

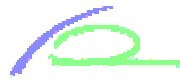
- **teachers in the participating schools were encouraged to log successful activities and the outcomes of these in terms of teaching and learning strategies. Teachers will be encouraged to collect evidence and bring this to the meetings. Replication by others in the group will occur, as a result of seeing, discussing and reflecting upon, good practice.**
- **it is the intention to hold a minimum of three Anglo-French partnership group support meetings throughout the 2009 – 2010 academic year. These will be planned and led by Jo Cole, Senior Consultant at the International Learning and Research Centre, Co-ordinator of the Anglo-French Partnership group. The date for the first meeting next academic year has been scheduled for Tuesday 22 September 2009 and this date has been circulated to all participating schools. The programme for each meeting will include information giving, contributions from the teachers, sharing successes, discussion of any issues arising and solution finding reflection and discussions. This strategy will help sustain rich and productive school to school partnerships.**
- **as a result of the Strategic Partnership schools are being actively encouraged to consider whether they would like to make an application to the British Council for funding for a Joint Curriculum Project. Support will be offered for this process by the Co-ordinator.**
- **the Strategic Partnership has stimulated interest in the International School Award. Consequently, information about the International School Award will be given and specific information made available to any school expressing an interest in making an application for Level 2 or 3 of the Award**



**International Learning and Research Centre**



***Appendix 1***



**Académie d'Orléans-Tours  
and the International Learning and Research Centre**



**Anglo-French Strategic Partnership**

**Aims**

- to develop further collaboration between the Académie of Orléans-Tours and the International Learning and Research Centre
- to develop school partnerships at both primary and secondary school level in order to promote joint projects
- to develop participation in language learning
- to enable teachers to visit the partner country
- to establish school-to-school partnership links which will develop joint curriculum project work
- to ensure that schools make an initial three year commitment to the Anglo-French Partnership
- to encourage the enjoyment of all learners participating in this strategic partnership



*Appendix 2*

**Anglo-French Partnerships 2008-2011**

**Donna Reed, Ivy Lane Primary School  
Marjorie Moysan, Ecole de Louans**

**Jo Gayther, St Chad's Patchway  
Esmeralda Moreau, Ecole Pasteur, Luynes**

**Vicki Dexter, Studley Green Primary School  
Agnès Desbrosses, Ecole Jean Moulin, Chambray Les Tours**

**Jo Whiffing, Bowerhill Primary School and Kat Attle, Bowerhill Primary School  
Gaelle Le Reste, Ecole Morier, Joué Les Tours  
Isabelle Foulonneau, Ecole Morier, Joué Les Tours**

**Sam Thacker, North Bradley Primary School  
Caroline Durand, Ecole Chapelle sur Loire**

**Anna Willis, Forest and Sandridge Primary School  
Evelyne Demassougne, Ecole Morier, Joué les Tours**

**Louise Coles, Holbrook Primary School  
Céline Chauviere, Ecole de la Vallée, Joué les Tours**

**Lesley Shellard, Southwick Primary School  
Valérie Vigouroux, Ecole de Montbazon  
and  
Rachel Ross Southwick Primary School  
Valérie Masque, Ecole de Tauxigny**

**Janet Barber, West Ashton Primary School  
Liza Guillemard, Ecole de Beaumont la Ronce**

**Angela McAuley, St Mary's Broughton Gifford Primary School  
Karine le Marie, Ecole de Tauxigny**

**There are 10 UK Primary schools involved in the 2008-2011 Anglo-French Partnership Group.**



**ANGLO-FRENCH PARTNERSHIP  
2008-2011**

The International Learning and Research Centre and the Académie Orléans-Tours

**1. DETAILS OF THE PARTICIPANT**

Name:  
Role in the school:  
E-mail address:  
Telephone number:  
Name of the class:

**2. DETAILS OF THE SCHOOL IN THE PARTNERSHIP**

Name of the school:  
Address of the school:  
Telephone:  
E-mail address of the school:  
Name of the Headteacher:  
Number of classes in the school:  
Number of pupils:

**3. DETAILS OF THE CLASS IN THE PARTNERSHIP**

Name of the class:  
Age of the pupils:  
Number of pupils:  
Number of years pupils have been learning French:  
Experience of partnership projects:  
Any other international partnerships:

**4. PURPOSE FOR THE PARTNERSHIP LINK AND IDEAS FOR A PROJECT**

.....  
.....  
.....  
.....  
.....

**5. DECLARATION OF COMMITMENT FOR THREE YEARS OF PARTNERSHIP**

I ..... agree to my school being actively involved in a partnership project with.....(name of French school)

Date:.....  
Signature: ..... (Headteacher)  
Print name: .....

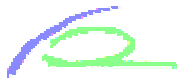
**Please send the completed document to the International Learning and Research Centre.**



**International Learning and Research Centre**



*Appendix 4*



**Anglo-French Strategic Partnership  
Académie d'Orléans-Tours (France) and the International  
Learning and Research Centre (UK)  
(2008 - 2011)**

**Statement of Commitment to the Strategic Partnership**

\_\_\_\_\_ (school name) will be a member  
of the UK Partnership Schools' Group.

I understand that participation in this strategic partnership will require the school's  
commitment for a three year period, in the first instance. The member of staff nominated as  
the school's project leader and contact person is

\_\_\_\_\_

Signed: \_\_\_\_\_ Headteacher

\_\_\_\_\_ Date

Please return to Jo Cole, Senior Consultant and Anglo-French Partnership Co-ordinator, at the  
International Learning and Research Centre. Facsimile No: 01454 868031.

Thank you for your help.



International Learning and Research Centre



## Appendix 5

**Anglo-French Strategic Partnership Meeting  
at the International Learning and Research Centre,  
North Street, Oldland Common, BS30 8TL**



**Monday 11 May 2009, 1600-1715**

**1545 Tea/Coffee**

**1600 Information exchange:** an opportunity to share activities and successes experienced within the Anglo-French Partnership since the last meeting on Monday 2 February

*KS2 Framework for Languages, DCSF* - Ways in which the Anglo-French Strategic Partnership activities match the objectives within the Strands of the Framework

**1645 Planning for the Anglo-French Strategic Partnership Visit to France 7 – 11 June 2009**

- programme for the visit
- travel plan
- funding
- accommodation
- essentials to collect and bring – project work to give to the partner class, story/song/rhyme book/CD for the class, English food for tasting, photo album of your school and class, plan some English lessons for your partner class
- PASSPORTS
- mobile phone numbers of participating teachers
- contact person and their mobile phone number

**1715 Close of meeting**

**Details of next meeting: Tuesday 23 June 2009  
1600-1715  
Bowerhill Primary School**





**Académie d'Orléans-Tours**

**Département d'Indre-et-Loire**

**Visite d'étude de la délégation anglaise pour le partenariat franco-anglais 2008-2011  
entre l'Académie d'Orléans-Tours, département d'Indre-et-Loire et  
The International Learning and Research Centre**

**Dimanche 7 juin**

Arrivée du groupe et transfert à l'hôtel.

Pot d'accueil

Prise en charge des enseignants anglais par les partenaires qui les accueillent chez eux

**Lundi 8 juin**

(horaires variables selon les écoles)

9h00-12h00 Prise de contact avec l'école, présentations, observations, travail conjoint défini au préalable

12h00-13h30 Repas à l'école

13h30-17h45 Observations, travail conjoint défini au préalable

**Mardi 9 juin**(horaires variables selon les écoles)

9h00-12h00 Observations, travail conjoint défini au préalable

12h00-13h30 Repas à l'école

13h30-16h30 Observations, travail conjoint défini au préalable

**Mercredi 10 juin**

9h00-12h Accueil institutionnel de tous les partenaires français et anglais par M.Rouyer,  
Inspecteur de l'Education Nationale chargé des langues

Point sur les partenariats

Projets en cours et à venir : comment les améliorer, les enrichir ?

Repas

13h30 -16h30 Travail en binômes à l'élaboration des projets communs.

19h30 Soirée avec tous les participants au restaurant

**Jeudi 11 juin**

Départ du groupe anglais



*Appendix 7*

**Participating teachers**

Louise Coles Holbrook Primary School	Céline Chauviere Ecole de la Vallée, Joué les Tours
Vicki Dexter Studley Green Primary School	Agnès Desbrosses Ecole Jean Moulin, Chambray Les Tours
Anna Willis Forest and Sandridge Primary School Sandridge Common, Melksham, Wiltshire, SN12 7QS	Evelyne Demassougne L'école du Morier, rue du Morier, 37300 Joué- les-Tours.
Jo Whiffing and Kat Attle Bowerhill Primary School	Isabelle Foulonneau and Liza Guillemard Ecole du Morier, Joué les Tours
Sam Thacker North Bradley Primary School	Caroline Durand Ecole Fernand Obligy, La Chapelle sur Loire
Lesley Shellard Southwick Primary School	Valérie Vigouroux Ecole de Montbazon. Montbazon
Donna Reed Ivy Lane Primary School	Marjorie Moisan Ecole du Louans, Louans
Jo Gayther St Chad's Patchway Primary School	Esmeralda Moreau Ecole Louis Pasteur, Luynes

:



**International Learning and Research Centre**



***Appendix 8***

**Anglo-French Strategic Partnership, 2008-2011  
(Orléans-Tours) Académie of Indre-et-Loire  
and the International Learning and Research Centre**



**Programme  
Tuesday 23 June 2009, 1600-1715**

**Anglo-French Partnership Meeting to follow up the visit made by teachers from participating schools to Tours, 7-11 June 2009**

Tea/Coffee available from 1545

Welcome and Introduction

Outcomes from the Anglo-French Partnership visit to Tours, June 2009

Feedback given to Head Teachers/Senior Management Team/Teachers/Children/Governors

Revised partnership lists - Original teachers and schools/New teachers in existing schools

Photographs and film clips on CD

Other resources which were gathered during the visit and could be shared eg songs and rhymes

Planning for next academic year – classes, teachers, projects  
Change of teachers?

Exchange activities on European Day of Languages, 26 September 2009 – a special date on which children could work together to send the outcome of activities or a project to each other

British Council Joint Curriculum Projects – application deadlines and site for downloading application forms

Nature of the support provided by the International Learning and Research Centre  
Three support meetings each academic year  
E-mail support

Commitment to the Anglo-French partnerships and what needs to happen next

Planning for activities and meetings throughout 2009-2010

**Date of the next Anglo-French Partnership Phase 1 and Phase 2 Support Meeting:  
Tuesday 22 September 1600 – 1715 to be held at the International Learning and  
Research Centre, North Street, Oldland Common BS30 8TL Anglo-French Partnership  
The International Learning and Research Centre and the Academie Orleans-Tours**



## Appendix 9



### **Report from Trevor Davies Languages Adviser, Wiltshire Local Authority**

As Primary Languages Adviser for Wiltshire I am very pleased with the development of the Anglo-French Partnership that has allowed 16 Wiltshire Primary schools to establish links with schools in the Orleans-Tours region, through funding from the British Council Area-Links Programme.

Having the support of Jo Cole at the International Learning and Research Centre to coordinate the linking with the advisers in the Academie Orleans-Tours has been invaluable for the strength of the partnerships. Intervention at the level of advisers where problems have occurred, the organisation of planning and guidance meetings for participating teachers and the logistical organisation provided by the Centre for the visits have ensured the long term sustainability of the partnerships.

The establishment of strong links has developed from the face to face contact enabled by the two visits of French teachers to England, and the two visits of English teachers to France. The opportunity to reflect on differing pedagogy and practice by the extended visits of both sets of teachers to their respective partner schools, enhanced in many cases by staying in their host teachers' homes, has proved invaluable. Meeting the children in their partner classes has allowed them to return to their own country both enthused and armed with video, photos, work and realia to transmit that enthusiasm to their pupils. The opportunity to have time face to face, with advisory support, during the study visit to reflect on their respective curricula and plan engaging projects for the year has resulted in living, dynamic and sustainable partnerships.

The range of work has been varied across the two years and the various schools. There has been much collaborative work on a range of topics developing children's intercultural knowledge involving a wide range of media. One partnership has been successfully video-conferencing over a sustained period.

There has been some interest in developing Joint Curriculum Projects, as most partnerships are actively engaged in collaborative curriculum based work, though as yet it has proved difficult to find two partners who are both willing and in a practical situation to contemplate pupil mobility. Whilst mobility is recognised as potentially hugely beneficial to participating pupils, the commitment, organisation and energy required have for various reasons been beyond most partnerships. As the team of advisers, we will continue to encourage and support those that wish to embark on this course.

Personally I wish to emphasise that JCPs should not necessarily be the ultimate aim of partnerships. Whilst they would provide a fantastic learning experience for pupils, the

numbers benefiting can only ever be small. The existing partnerships developed over the last two years have directly involved more than 20 classes in 16 different Wiltshire schools and well over 500 pupils. This does not include all those staff and pupils not directly involved who have celebrated the partnerships in the wider school communities. The benefits have already been enormous and as an adviser representing over 220 primary schools in Wiltshire I am very keen to continue to expand the programme of establishing links with more schools. As the partnership develops, increasing numbers of schools hear of the successful links established and are keen to have their own.

Trevor Davies  
Primary Languages Coordinator, Wiltshire  
atd@hardenhuish.wilts.sch.uk  
07824416535



## *Appendix 10*

### **Bilan de la première année du partenariat anglo-français 2008-2011**

Devant le succès du premier partenariat établi, un second partenariat a été lancé en septembre 2008.

Il associe des écoles sélectionnées par "The International Learning and Research Centre" et localisées dans les régions du Wiltshire et du South Gloucestershire et des écoles d'Indre et Loire.

Dès le mois d'octobre, cinq enseignantes françaises ont pu se rendre dans les écoles de la région du Wiltshire et du South Gloucestershire et faire ainsi connaissance avec leurs partenaires anglaises.

Cette rencontre a permis de lancer les projets et d'en définir les fonctionnements. Des liens amicaux se sont créés entre enseignants français et anglais.

Tout au long de l'année, les élèves anglais et français âgés de cinq à onze ans ont pu profiter de cet échange.

Cette expérience a rendu plus authentique l'apprentissage de la langue anglaise chez les élèves français.

Le partenariat s'est élargi très vite et sept nouveaux dossiers se sont constitués par la suite. Il concerne donc maintenant 12 enseignants anglais et 12 enseignants français.

Divers projets ont été menés sur des thèmes variés: la culture, le patrimoine, les sciences, la littérature.

Nos partenaires anglais nous ont, à leur tour, rendu visite au début du mois de juin. Ce séjour a favorisé les échanges, enrichi les relations entre les partenaires anglaises et françaises, permis à certains enseignants qui n'avaient pas pu venir à Bath de rencontrer leurs partenaires. Enfin, ce fut l'occasion de se projeter dans l'année scolaire suivante et d'élaborer les projets futurs.

L'importance de ces rencontres qui renforcent les liens pédagogiques et amicaux entre les enseignants européens a, une nouvelle fois été mise en évidence.

On ne peut que constater le bénéfice de ces projets pour préparer les citoyens européens de demain.

Yvonnick Rouyer  
Inspecteur de l'Éducation nationale  
Responsable de la mission Langues vivantes en Indre et Loire