



**Project Title:**

## The exchange and development of transnational innovative and effective practice in schools through job shadowing (2017 – 2019)

The exchange project was coordinated in the UK by BCPP and by the International Coordinator in Eskilstuna Sweden. The project's intention was to facilitate schools in different countries facing similar challenges, to compare and exchange ideas, values and practices to support school improvement and in the longer term improve pupil outcomes for children and staff within the European Union.

The project enabled twenty-three senior leaders or leading classroom practitioners, (*using the opportunity of an international mobility*), to learn from each other and focus on comparing and sharing approaches to school management, curriculum delivery and cultural pedagogy across transnational boundaries.

The project involved:

- Twenty-three participants, eighteen female participants and six male participants
- The average age for the cohort overall was forty-one years old.
- The oldest participant was sixty-one years old and the youngest twenty four years old
- Five participants were serving Headteachers (four female / one male) all in their first headship  
The average age for this cohort was forty-five years old
- Three participants were serving Deputy Headteachers (two female / one male) and the average age of this cohort was forty-five years old
- Four participants were serving as Assistant Headteachers (two female / two male) with an average age of this cohort was forty-three years old.
- Eleven participants were teachers leading in specific curriculum areas (nine female / two male). The average age of this cohort was thirty years old.

To maximise participant insight and to fully meet the projects intention, UK/Swedish coordination ensured all participating staff experienced both an international mobility as well as hosting a colleague from the school they visited. This careful matching of participant need was addressed at pre-planning meetings where discussions to facilitate the mobility were clearly focused on planning to meet candidates identified need. The success of which can be seen in 96% of participants being very satisfied with their Erasmus+ mobility experience and 100% of candidates willing to recommend and Erasmus+ experience to a colleague, as well as wanting to participate in any future Erasmus+ projects.

Headteachers participating in the project report that they had the opportunity to both explain and observe:

- Whole school management practices; including budget setting, parental engagement and staff recruitment and retention strategies
- Staff development practices; including observation and developmental feedback
- Curriculum structure and organisation, including legislation planning delivery and impact
- Special Needs and well-being provision including the provision for non-native speakers
- Compare and reflect on system driven safeguarding processes

Aspiring schools Leaders report that they had the opportunity to discuss and review:

- Whole school management strategies
- Principles underpinning whole school pedagogy
- Lesson observation / developmental feedback
- Comparing cultural curriculum priorities



They also had the opportunity to focus upon:

- Pedagogy supporting pupil inclusion and meeting the needs of non-native /newly arrived speakers
- Comparing not only behaviour management strategies but their underpinning cultural ethos
- Review the role ICT and laptops are having to support learning

Leading teachers had the opportunity to:

- Compare the pedagogical emphasis placed by different countries
- Discuss and compare the role of middle management in school improvement
- Focus on curriculum delivery in core and non-core areas looking across phases and age-ranges to review progress and impact of teaching and learning
- Review the significance and impact of outdoor learning on pupil outcomes
- Speak to pupils and assess curriculum impact and influence from a pupil perspective

As a result of schools establishing an international link and embedding practice to aid school improvement:

- 100% of participants report their cultural awareness and expression has increased
- 100% of participants have built up new contacts and expanded their professional networks
- 100% of participants are more motivated to continue developing their professional skills
- 100% of participants felt they were able to share their knowledge with learners and peers
- 95% of participants believe their relationship with their partner organisation has been strengthened
- 91% of participants believe it has strengthened their institution efforts to internationalise its activities
- 90% of participants report they have learned from good practice abroad
- 89% of participants have experimented and developed new learning practices and teaching methods as a result of the experience

In the longer term the impact of the project will be seen in many ways, for example:

- In the quality and effectiveness of institutions adapting and evolving to meet the growing global economic workforce.
- In schools prepared to look globally for best or innovative practice that it can share, evaluate or adapt.
- In communities with a wider cultural understanding, underpinning tolerance, harmony and social justice
- In an enthused and motivated workforce

The starting point within the European Development Plan's was to facilitate and build upon international job shadowing placements for staff (*with a variety of experience and expertise*) within Swedish schools; providing an insight into another culture and philosophy operating within an urban environment. For the project to impact and greater credibility it was important that the urban environment chosen faced similar social and economic challenges to those faced by the participants themselves.

This objective I believe was well met within the life of the project. From an urban perspective Eskilstuna and Birmingham mirror each other in many ways, both were former industrial manufacturing cities that have had to develop a service industry economy. Both cities have welcomed



significant non-native communities into their cities. Both are searching to raise aspiration, skills and flexibility in generations to come in order to grow and sustain themselves as continuing key economic centres.

This core help helped provide relevance and reference to those engaged within the project, enabling them to contrast differing pedagogical approaches that they were then able to compare and contrast back in their individual institutions.

The focus of that contrast for the participants facilitated a comparison of a school system with a tight structured control against one placing greater emphasis on individuality, freedom and choice. A comparison of a school based systems viewed as more rigid and hierarchical, against a system perceived as having greater social flexibility and centred very much on individual need.

This challenge provided those involved in the process of self-evaluating their own philosophy and school or classroom practice, against the political and cultural demands of the school as an institution and within the requirements of each countries national curriculum.

The core element of international job shadowing was further enhanced by the focus on school organisation, staff development, curriculum delivery and the provision of need for the often educationally marginalised ; this being seen as the provision of special educational needs and those whose mother tongue is non-native.

Again exposure to differing pedagogical approaches enabled participant to self-evaluate and adapt practice to improve the quality of teaching and learning for key groups and ultimately raise outcomes. In terms of meeting or exceeding expectations I believe that it is clear that staff who were fortunate enough to experience the opportunity Erasmus+ provided felt their pedagogy had been challenged and the quality of what they offered their institution and children on a day to day basis improved as a result of the Eskilstuna experience. Indeed

- 90% of participants reported they had learned for good practice observed
- 90% of participants reported using new teaching/training methods, approaches and good practices at their sending institution on return
- 91% of participants reported gaining practical skills relevant for their current job and professional development
- 100% of participants felt they'd improved their knowledge of education systems in other countries

The contribution made by participating organisations in this project worked on many levels. There was the contribution at organisational and logistical level that was addressed by the Birmingham Catholic Primary Partnership (BCPP) and Eskilstuna Kommun, there was the contribution made at an individual institution or school level, by those involved in the project and there was the contribution made by individual participants within the various institutions in each community.

At an organisational level there is a strong and well established partnership between the international coordinators of Eskilstuna and BCPP dating back as far as 2005. This experience was brought to bear in the recruitment, planning, logistics and organisation of the international job shadowing project.

This experience supported the seamless registering of institutions on the EU portal, the call for expressions of interest and the recruitment of schools and individual participants. As coordinating organisations they ensured face to face participant discussions, identified participant levels of expertise, experience and preference to ensure that project had maximum impact on a personal and professional as well as institutional level. This experience also ensured that participants were



matched with suitable schools, that contact details were supplied to establish communication prior to any visit. As Coordinating Bodies they ensured key information was acquired to ensure travel and accommodation was organised; that participants were fully briefed prior to departure and on arrival, with a 'context setting' briefing delivered by Eskilstuna Education Officers prior to mobilities beginning. The coordinating bodies ensured transport and safety arrangements were in place whilst visiting schools in a new country and that any needs or issues that emerged within a mobility were addressed immediately so the goal of maximum impact on a personal and professional level was achieved.

Indeed the level of experience and competence brought by the coordinating bodies to the project was such that the programme review and evaluation carried out on completion indicated 100% of the participants reporting they were very satisfied with their Erasmus+ experience, that 100% would recommend the experience to a colleague and 100% would like to participate in a further Erasmus+ opportunity should it become available.

The schools as individual institutions brought a great deal to the project. Institutions whether hosting or receiving were always open, honest, welcoming and accommodating ensuring visitors felt comfortable within their mobility. They were very willing to provide an access to observe and better understand classroom or management practice and always willing to explain cultural and pedagogical reasons behind the practice observed. They demonstrated great flexibility within mobilities in accommodating the needs and desires of participants to gain a deeper and more rooted understanding of practice observed. This might include seeing practice delivered at a younger and older age in order to be able to see how progression and depth in planning or delivery was delivered and with the reciprocity built into the project, participants from both countries were able to make direct and relevant comparisons having visited each other's institutions.

The participants themselves brought also brought a willingness, an openness and a level of expertise and experience in a variety of ways to the programme that enriched the professional experience of all involved. Colleagues gave their time freely, were happy to enter into the spirit of the programme, to show, to tell, to enter into pedagogical dialogue as well as explain the cultural and pedagogical philosophies behind the practices being observed. Their professional expertise, their willingness to share and engage and the time they made available ensured all involved felt enriched by the opportunities the project presented.

All of these outcomes were reflected in the programme review and evaluation carried out on completion indicated:

- 96% of participants were very satisfied with their Erasmus+ mobility experience
- 100% of participants believed the experience had created opportunities them to share the knowledge acquired through the mobility activity with colleagues
- 100% of participants were more motivated to carry on learning, developing their professional skills
- 90% of participants believed they had improved their knowledge of education systems in other countries.

Communication and coordination within the project was basically twofold. Communication either took the form of digital communication or face-to face contact.

From a coordinating body perspective, this meant that email communication and telephone communication was regular, thorough and on-going, during this period; ensuring issues relating to the organisational and logistical matters were addressed and planned for. There were also a series of face to face meetings during mobilities, where refinements and understanding could be further



clarified and future plans and upcoming mobilities could be discussed and timetabled to ensure a seamless, pertinent, relevant and effective mobility package was offered to all participants.

Host schools (via email), were provided by the coordinating bodies with contact details for participants who were arriving, enabling communication to be established prior to the mobility. Host schools were also provided with visitor profiles, containing details relating to the hopes and expectations they had outlined for the mobility. These profiles had been put together following information that had been gathered (*by the coordinating bodies*) through face to face participant meetings. This electronic document enabled schools to carefully plan a programme for the job shadowing opportunity that met the needs of the participant and ensured it had maximum impact for all concerned.

In its role as the coordinating body, BCPP undertook the practical and logistical support for the schools and participants in the three mobilities which formed the basis of this project. BCPP:

- Registered and school expressing an interest in participating in the project on the European Portal
- Recruited the participant schools and the teaching staff who would participate
- Liaised and negotiated school placements and teacher / school leader mentors with Eskilstuna's international coordinator prior to each mobility
- Visited Swedish host schools to establish suitable timeframes, continue to build positive relationships and conduct dynamic risk assessments to ensure participant safety
- Collated all necessary participant information to organise travel, transport and accommodation for each mobility
- Held preparatory meetings to brief participants to explain travel arrangements, make participants aware of medical and insurance needs, currency issues and personal safety issues
- Provided pre-mobility contact details so communication could be established prior to travel and also continue post-mobility
- Distributed mobility itineraries negotiated with host schools and Eskilstuna's International Coordinator, so participants had a clear picture, prior to departure of all the experience would encompass
- Organised travel arrangements and contact details to and from host institutions during the job shadowing experience to ensure participants were safe at all times
- Organised an educational context setting INSET session for participants on arrival – delivered by senior Eskilstuna education officer, so participants fully understood the educational context into which they were to immerse themselves
- Addressed and logistical or mobility need identified by any participant during the job shadowing experience that arose

The long standing and effective partnership between BCPP and Eskilstuna Kommun resulted in all quality and management issues being effectively addressed before each visit. This was achieved through:

- Direct face-to-face negotiations and meeting with the International Coordinator around the parameters of the bid, the selection of host schools and suitable times and venues and personnel.
- Face-to-face meetings with participants to ensure the proposed experience matched expectation.
- The production and sharing of a participant profile with host schools to enable them to plan appropriate itineraries.



- The distribution of contact details to facilitate participants/ host school communication prior to departure
- Direct face-to-face meetings with host schools (and Headteachers) to further clarify understanding and planning around the project parameters
- Pre-experience briefings and documentation for participants to ensure health and safety as well as other arrangements were clear and understood
- On-going email communication over the course of the project with both participants, host schools and the International Coordinator
- On-going discussion throughout mobilities to monitor and evaluate the quality of the experience, and quickly address any emerging situations requiring a response.

Review and assessment of the projects outcomes were mainly addressed through discussion and review of post-mobility evaluations. These being that:

- 100% of participants would recommend this experience to a colleague
- 100% of participants wished to participate in any future Erasmus+ experience
- 96% of participants were very satisfied with their Erasmus+ mobility experience

In terms of the observation and provision of effective educational practice - 96% of participants said they wished to learn from good practice abroad, by the end of the mobility

- 100% of participants reported that they agreed the mobility had created opportunities to share knowledge acquired through my mobility with colleagues
- 90% of participants reported that they agreed the mobility had facilitated the use of new teaching methods and good practice at the sending institution
- 90% of participants reported that they agreed the mobility had enabled them to learn from good practice abroad
- 90% of participants reported that they agreed the mobility had enabled them to improve their knowledge of education systems in another country

In terms of increasing cultural awareness, understanding and tolerance:

- 100% of participants reported that they agreed the mobility had an impact on the understanding of how a mobility can and had increased their cultural awareness, understanding and tolerance
- 90% of participants reported that they agreed the mobility had enabled them to improve their knowledge of education systems in another country
- 95% of participants reported that they agreed the mobility had increased their understanding of how the social and civic competences could impact on their work back in the sending institution.

In terms of supporting and developing an enthused and motivated workforce committed to ideals that will move the world forward for all:

- 100% of participants reported that they agreed the mobility had facilitated them becoming more motivated to carry on developing their professional skills
- 100% of participants wished to participate in any future Erasmus+ experience

In terms of the exchange of information and practice digitally (through websites twitter, blogs etc)

- Only 9% of participants disagrees that it hadn't impacted on their digital competence

With the depth of planning, experience and the quality of the relationship that has been built up between BCPP and Eskilstuna Kommun over many, many mobilities, there were really no major problems or difficulties that arose over the course of the project. The only recollection one has, relates



to, if the mobility wasn't quite meeting the needs and expectations of the participant. Where this very occasionally was the case and a tweak was needed to be made, then following the participant outlining this to the Coordinating Body and there was an immediate discussion with the host international coordinator the issue was outlined and the participant need was addressed. Again the success of this can be seen in post-mobility evaluations which show that:

- 100% of participants reporting they were satisfied with their Erasmus+ mobility experience and 96% of participants reporting they were very satisfied with their Erasmus+ mobility experience.

The Coordinating body provided physical face-to-face support on each mobility. This support ensured that:

- Travel to and from the mobility was smooth and uneventful
- Accommodation was appropriate
- Travel to and from the host institution was in-place
- Candidates had a clear understanding and overview of the educational context into which they were experience international job shadowing
- Email and telephone communication was in place in-case of emergency or need
- Host Schools were visited as part of to quality assure each mobility for individual participants
- On-going discussions were held to monitor the success of the mobility and aid self-evaluation by participants and the Coordinating Body
- Feedback was sought to assess the effectiveness and appropriate nature of the support offered

The overall feedback was overwhelming positive as mentioned before with:

- 100% of the participants reporting they were very satisfied with their Erasmus+ experience.
- 100% would recommend the experience to a colleague.
- 100% would like to participate in a further Erasmus+ opportunity should it become available.

Participants spoke about:

- The quality of the welcome and the openness of host institutions to communicate share and allow them to truly see the on-going day-to day work in host institutions at a variety of levels
- The context setting briefing – how this helped contextualise understanding before beginning the job shadowing experience
- The cultural differences within host institutions when compared to sending institutions for example:
  - \* the different pupil teacher relationships and approach to classroom behaviour and discipline
  - \* the differing views on what independent learning means
  - \* the vastly differing approaches to safeguarding between the two countries
  - \* the emphasis place on early years socialisation and a play curriculum compared to the more formalised curriculum in the host school
  - \* the use of the outdoors as an early learning tool and curriculum resource
  - \* the differences in lesson pace, planning and differentiation
  - \* the availability of on-site pastoral support to support vulnerable pupils
  - \* the differing approaches to the integration of non-native newly arrived pupils
  - \* the centrality of local authority employment/deployment compared to a single source employer
  - \* the centrality of the rights of the pupils to the curriculum and educational offer



\* the importance placed on the dining hall and the socialisation and independence this encouraged

The view of participants was that the organisation and planning that underpinned the experience meant that they were able to concentrate all of their energies into maximising the opportunity that was at hand. There were no real improvement areas identified.

In terms of competencies acquired as a result of participation in the project:

- A significant aim achieved within the project was an increase in participant cultural awareness, tolerance and understanding. 100% of participants positively affirmed this competence being improved, with 73% very positively affirming this.
- This outcome matches participant belief that the experience had increased their social and cultural competence; with 95% of participants positively affirming this and 36% very positively affirming this.

In terms of building links and embedding practice, the participation of those experiencing international job shadowing within the bid demonstrates that:

- 90% positively expressed a view that they had had an opportunity to increase their understanding of how schools and children learn how to learn
- 90% positively expressed a view they had the opportunity to observe and learn from good practice
- 91% affirmed they had gained practical skills from the experience with 78% expressing a positive view that they had improved their knowledge of within their professional field
- 100% affirmed they had shared the knowledge they gained with others, with 89% of participants then going on to express that they had used the experience to experiment with new methodologies when returning to the sending institution
- 100% positively affirmed a view that they had extended their professional network of contacts and re-enforced levels of cooperation with partner agencies, with 95% stating that the experience had strengthened their cooperation with partner organisations and 91% of participants that the experience had strengthened the sending organisations efforts to internationalise their activities.

In respect to the longer term aims and goals for the project:

- 90% of participants positively affirmed they had upgraded their knowledge of school systems in other countries with 86% very positively affirming this
- 68% positively affirmed developing new learning practices or teaching methods with 32% very positively affirming this and 63% of participants stating they had introduced new curricula at their sending institution

The project also had an impact on participant levels of satisfaction:

- 100% of participants positively affirmed a refreshed attitude to teaching with 68% of teachers positively affirming this
- 86% of participants positively affirmed an increase in their understanding of the importance teamwork plays in the school development cycle
- 86% of participants expressing a growth in self-confidence with 68% positively affirming a growth in organisational and leadership skills and practical skills as a result of participation
- 50% of participants positively affirming the experience had increased their employment and career opportunities

The positive impact the project had is summed up in the statistic that as a result of such actions:



- 100% of participants reporting they were satisfied with their Erasmus+ mobility experience and 96% of participants reporting they were very satisfied with their Erasmus+ mobility experience.

All participants report that the dissemination of findings, thoughts and outcomes from this project were to be shared via staff meetings – it was here that explanations were provided and initiatives shaped to support school improvement. Within sending institutions post-mobility reports indicate that the impact of these meetings has been:

- 90% of participants reporting the use of new teaching methods and good practice as a result of project inclusion
- 86% of participants stating that positive changes had been made to the organisation and management of the sending institution
- 91% reporting the sending institution had increased its efforts to internationalise
- 82% reporting the sending institution now wanted to develop and deepen international links by further participation another Erasmus+ international project

As well as the medium of staff meetings

- One third of the participants were providing written report for the stakeholders associated with their institution
- Forty percent were providing a workshop for colleagues to further exemplify their thoughts and findings

With the reciprocal nature of the project, there has also been the opportunity for participants of both visiting and hosting institutions, to evaluate further the impact of what has been seen, in a new cultural setting. This has enabled them to discuss and compare changes implemented, discuss further their thoughts on the parameters of the project and to review impact; with all participants visiting each other's setting, seeing at first had the initiatives introduced and being able to review and deepen their understanding through discussion of the nature, quality and impact of initiatives introduced.

Participation in the project has had an impact on BCPP schools on a variety of levels:

- The awareness and willingness to take part, as well as be part of an international education and pedagogical dialogue has increased
- A number of Headteachers (*through participation in previous Erasmus+ projects*) having gained an insight into participation benefits, have extended the opportunity to key members of their school staff – not only to enrich their professional development but to use that experience to support school improvement
- The project has opened up an extended dialogue between colleagues for each of these schools, forging strong relationships and facilitating honest and deeper educational discussion around pedagogy (*hosting and visiting shared on average 2.5 mobilities each – with these set to continue post the conclusion of the project*)
- School leaders and leaders of learning have been able to evaluate in significant depth, two culturally different foci and approaches to education that are very different but who attain similar outcome when international comparisons are made. One impact has been to review and perhaps re-balance some elements of underpinning educational philosophy
- There is no doubt, that the experience has professionally refreshed and enthused all those who participated in the project. It provided participants with the opportunity to gain a global and cultural insight into a different educational system that is facing similar twenty-first century



issues, in communities that have evolved from an industrial heritage and is striving to meet the issues presented by similar demographics.

- Thirty-two percent of participants who took part in the project report that they have been assigned new roles or responsibilities within their school since their participation in the project began.

The impact and the results of an international job shadowing experience, tend to be seen in the way that the observation, the discussion, the evaluation and the experience, challenges, changes or even affirms perceptions relating especially to teaching, learning, pedagogy and school improvement.

There is a significant advantage the Erasmus+ model offers over the usual school improvement visits normally undertaken by schools to observe effective practice, and that is time. Normal school improvement visits often comprise of a day, or a half day visit, to observe practice, speak to relevant people, draw conclusions and bring this back to the sending institution for further development.

Through the Erasmus+ model (*via international job shadowing*) not only is a participant able to observe practice, speak to relevant people and draw initial conclusions; but at the end of the day the participant then has time to reflect. This reflection time allows participants to further consider, to mentally challenge the model and develop further lines of enquiry and then go back the next day (*and the day after that*) to dig deeper, to scratch below the surface and more effectively assess the impact of what is being observed, ensuring a more rounded review is taken back to a sending institution for consideration and further development within the school improvement process.

Ways that schools and participants have been challenged and taken practice to sending institutions include:

- The use of outdoor learning and the forest school philosophy to enrich (*especially*) the early year's curriculum and the social, moral and spiritual development of children. Indeed over the course of the BCPP's relationship with Eskilstuna there have been a number of BCPP schools who have developed forest school provision within their grounds and incorporated this aspect of learning into the early year's curriculum.

As a result of the developing this practice within BCPP schools, the Naturskolan teachers from Eskilstuna have actually visited BCPP schools on three different occasions to observe and comment on practice, as well as Newman University teacher training programme in Birmingham now offering a programme to initial teacher training candidates enabling them to study this approach, in Eskilstuna, before qualifying, to develop the necessary skills to bring into their early career.

- Observation of practice seen during international job shadowing has also seen schools question the extent to which they encourage independence within BCPP schools; particularly social independence. Participants have observed how children in Eskilstuna are allowed time to work things out for themselves and the levels of independence and personal choice offered in the dining hall. Many schools on returning to the sending institution have developed policy and practices that are now less structured and rigid in this area and are questioning how this can be taken into teaching and learning in the classroom.
- Observation of the working ethos within the classroom has challenged schools to question their balance of didactic against independent learning. International job shadowing experiences have provided opportunities for participants to consider whether there is the need or even the requirement to have such a structured approach to learning or whether encouraging a little more freedom within ones approach to teaching or children's learning will



achieve similar outcomes

- Observation of practice around non-native speakers has led schools to question how they can encourage and develop practice that encourages some mother tongue teaching on a regular basis to newly arrived children. This may involve greater collaboration with neighbouring or similarly minded schools but would support pupil progress for this vulnerable group
- Observation of practice around computing has led schools to question the use of computers as the main learning vehicle. Particularly in terms of their use as learning journals and as an interactive tool. To what extent are we able to strike a balance between research, stimulation, recording, motivation and assessment and the role not only for the learner but the teacher in a digital process?
- School organisation around the mental health and well-being of the community has also been an area of great focus when in Eskilstuna. There is the debate around keeping the child safe set against child independence and the rights of the child. School leaders are aware of the different legal requirements of both systems, but observation does facilitate questions to ponder. There is also the extent to which school budget fund support services to be located within schools, so the needs of the vulnerable can be more effectively met, how can this be achieved within different funding mechanisms? Finally there is the well-being of staff and how small social events such as 'fika' can be used to reduce isolation and support all staff to become part of a self-supporting community committed to improving the quality of teaching and learning and raising outcomes for children.

Project dissemination takes place at both a school based and Coordinating Body level. Schools indicate that as a result of participation:

- 100% of participants have shared knowledge and skills with learners and peers
- 90% of participants state they have learned from good practice abroad, that they can bring back to their sending institution
- 100% of participants have shared the knowledge and skills acquired with colleagues, through staff meetings and INSET, with 40% delivering this through staff workshops
- 32% of participants have shared their personal experience a little wider, through the medium of a written report
- 91% of participants indicate that they have received informal recognition by management to bring their new skills and knowledge to bear within a school improvement agenda, with one-third of participants being assigned a new role within the school management structure as a result of inclusion within the project.

As a Coordinating Body BCPP has:

- Developed and kept up to date an international section within our website where the benefits of inclusion in Erasmus+ projects is clearly evident
- Developed the use of Twitter as a means of publishing international job shadowing mobilities and the benefits inclusion bring. Indeed since the beginning of the project those following BCPP on Twitter have risen by over one hundred, with many tweets being marked as liked and some tweets being retweeted, demonstrating that the benefits of inclusion are being shared even more widely within social media

As a Coordinating Body BCPP will ensure that a written report will be shared and available for publication on the following websites:

- All partner schools to acknowledge the benefits school inclusion in the project bring.



- All BCPP schools stretching across the West Midlands again so they are able to see the benefits internationalisation can bring to the curriculum and school improvement
- Eskilstuna Kommun and our partner schools in Sweden
- Education departments within the West Midlands
- Selected universities within the West Midlands
- British Council UK
- Suitable professional papers and magazines

It will also be shared with the BCPP Management Board, these are the elected BCPP members charged with responsibility for the strategic oversight of BCPP's activities

BCPP as a Coordinating Body often, on request attend at a variety of schools staff meetings, senior management meetings, governing body meetings etc. in order to give feedback regarding participation and the benefits this brings to schools and communities. A PowerPoint presentation is always prepared for this process.

Again participation affirmation and the sharing of the benefits that an international job shadowing experience brings to sending institutions, takes place at both a school based level and within the whole of the BCPP as a Coordinating Body.

As previously stated; schools within BCPP, do share information in a range of ways. Reaching beyond the institution, there is evidence of sharing implementation strategies and sharing practice through sections of social media. Among some mobilities, 'Group Chats' have been set up to not only showcase good practice implemented, but to also encourage others to begin, or continue to experiment, implement and expose sending institutions to the good practice observed and influence the direction of teaching and learning within their schools.

BCPP also has a wide range of strategic structures that enable staff to meet and network regularly, this in the form of career appropriate support groups, where leaders of learning, or Deputy Headteachers gather, or in school cluster groups, or specific special interest groups. It is here that the implications of special needs teaching, its in-school management, the way it supports children and families or its classroom delivery can be discussed and shared more widely; or the implications of observed practice in the teaching of English as an additional language can be explored or Headteachers can closely analyse the implications and appropriateness of the alternate management structures, philosophies or cultural implications seen can be explored.

The benefits of gaining an international experience or perspective through projects funded by Erasmus+ and facilitated by a Coordinating Body's, is also raised at Management Board and through termly Headteacher briefings; with reports, explanations and benefits shared widely. A significant number of BCPP teaching staff over time, have experienced international placements and as a result there are numerous informal discussions confirm the benefits former recipients feel they have received.

Indeed in the last four years over fifty teaching staff within BCPP schools have experienced an international job shadowing placement, with around fifty percent of the Partnership schools during this time being involved in Erasmus+ Projects.

BCCP and schools within BCPP take many opportunities to promote the benefits of Erasmus+ and its importance in supporting school improvement. During the course of this project the benefits and the impact on school improvement participation can and have been seen in a new collaboration that developed with a Kommun in Sweden called Västerås. Here the former Eskilstuna CEO was



appointed and instructed her International Coordinator to engage in setting up collaborations with BCPP schools.

As a result six Headteachers visited BCPP schools in March 2019. On return to Västerås the Headteachers spoke so highly of the benefits they had gained through the observation of the quality of teaching, learning, lesson pace, discipline, standards etc. as well as the open and friendly welcome they received that the Kommun's International Coordinator is now choosing to send a further four Headteachers to BCPP schools in October 2019, rather than London as they perceive the benefits of this collaboration to be greater.

Not only do we hope to develop further and reciprocate if our 2019-2021 bid is successful but this has enabled further schools to become involved in this work and gain an insight into the benefits it can bring.

As a result of the strong partnership and proud history of working with British Council, BCPP has supported and helped facilitate international collaboration with other providers; for example between local and international universities.

BCPP has met with local officials in Sweden to discuss setting up collaborations between universities in Birmingham and Eskilstuna in terms of research sharing, the possible exchange of students and of those who lecture. It has worked to host (within BCPP schools) international initial teacher training placements, it has tried to source placements for Swedish students in studying catering and tourism and hosted month-long child care placements for Sweden students. BCPP also contributed to setting up a collaboration enabling teacher training students to experience outdoor learning and forest school provision during a weeks visit at Eskilstuna's Naturskolan.

Although a partnership of primary schools, work with Eskilstuna's all-through schools means our work has encompassed secondary schools. We arranged some secondary placements within Catholic Secondary schools for some Swedish visitors to enhance and enrich their experience bringing the benefits of international collaboration to an even wider audience.

At all times BCPP as Coordinating Body seeks to promote and demonstrate to staff, children and institutions the benefits of working within an international dimension and takes every opportunity to promote the benefits.