**Quick tips on overcoming challenges**

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| **CHALLENGE** | **POSSIBLE SOLUTIONS** |
| Lack of support from colleagues | * Demonstrate how it makes teaching easier and more fun.
* Invite teachers to your classroom to observe you and see how it works.
* First target teachers you know are likely to have interest.
* Display the work of students so that teachers can see how unique their classes can be.
* Arrange for a presentation to colleagues featuring success of the project, showing what’s in it for them, incorporating the work and voice of the children.
* Get headteacher support.
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| Communication  | * Do not rely solely on technology; try cards, postage, etc.
* Agree a realistic communication plan.
* Get headteacher support.
* Contact British Council officers.
* If possible, access internet from home or cyber cafes.
* Explore using text messaging, Facebook, Skype to find what works for you.
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| Workload and curriculum pressures | * Link to the curriculum – simple projects which enrich what you do anyway
* Keep projects small, realistic and manageable
* Involve teachers of other subjects and work together on projects, team teach,
* Get headteacher support.
* Share project activities across age ranges, across school year, across staff
* Prioritise and take long term view
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| Poor SMT support or new principal/headteacher | * Keep your headteacher informed of project progress, impact on students attainment & engagement levels, etc (request meeting, email, etc).
* Display project work visibly on school walls.
* Invite headteacher to award giving, celebrations, activities, etc.
* Invite headteacher, subject inspector, senior teacher, etc into classroom to see how project works and how related to curriculum it is.
* Inform partner school of any staffing changes
* Inform new headteacher of project nature, work, plans, products, impact, etc.
* Get headteacher involved and keep them in the loop.
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| Difference in academic calendars | * Share your academic calendar with your partner, indicating holidays, exam times, etc.
* Set a realistic plan based on academic year in UK and partner country.
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| **CHALLENGE** | **POSSIBLE SOLUTIONS** |
| Lack of resources | * Get your headteacher’s support.
* Try to outsource; get the community, parents, etc, to support.
* Set a realistic plan that is do-able within the resources available.
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| Resistance from parents | * Arrange a parents’ assembly and introduce the project – focus on the benefits the students get (display children’s work and invite those who can express themselves).
* Take parents around school to see project work and invite them inside classes for them to see how it works.
* Encourage students to share their views about the project with their parents; what they like about it, how it is changing their lives, etc.
* Invite parents who support the project to share their views with other parents and how it benefited their students.
* Keep parents in the loop; send project updates, explain what students are expected to be doing, etc.
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| Meeting deadlines & targets | * Set realistic plans.
* Commit to meeting deadlines.
* Let your partner know early enough if you think you will not be able to meet a deadline.
* Set a contingency plan.
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| IT problems (internet, IT lab, emails, lack of IT in schools, difficulty uploading to shared project pages etc) | * Contact other teacher, partners, etc, you know are confident users of the site.
* Inform partner schools if experiencing problems.
* Check out what other schools use to exchange work, eg Dropbox, Blogger, Padlet, etc.
* Use other forms of communication.
* Keep work to be exchanged simple.
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| Cultural constraints and language barriers | * Discuss issues with your partner.
* Be sensitive to cultural differences.
* Set plans that do not have to deal with sensitive issues.
* Involve parties you think may be resistant (parents, headteacher, etc) so that all are clear about what is planned and resistant is managed.
* Contact local British Council office for advice.
* Tap into local community group’s knowledge and expertise.
* Use visual imagery.
* Be aware of language issues – accents, vocabulary choice etc
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| Rigid curriculum | * Work on the areas that are in common and are less problematic.
* Clarify to those concerned that we are not trying to change the curriculum but work on projects that support it and make the learning more fun and meaningful.
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