**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. |
| 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. |
| 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 |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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 |
| 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. |