



Wellington's International Programme



Education is about looking out, opening doors and broadening horizons.

Here at Wellington, we take seriously the need for children to learn more about the world in which they live and to see the world from different perspectives. A rich variety of partnerships with other schools around the world makes it possible for every pupil to benefit from overseas visits during their time here.

Recently, for example, we celebrated 25 years of our partnership with the Mallinckrodt Gymnasium in Dortmund, Germany. In November 2015, a group of about 40 musicians travelled to Dortmund and were immersed in the German culture for a week, staying with families in the city. The culmination of this wonderful exchange visit was a joint concert as players from both schools came together to produce music that will be remembered for many years to come. Just in case anybody felt left out, the German musicians came over for a reciprocal visit in March 2016 and another magnificent joint concert, with a completely different programme, was held in the splendid surroundings of Ayr Town Hall.

This is only one of the partnerships that are at the heart of internationalism at Wellington. Equally strong links exist with St Dominique, close to Paris and a recently established partnership with a school in Torre Pacheco in Murcia, Spain, has got off to a flying start! The decline of interest in language learning is often in the headlines, but there is no evidence of this at Wellington. Almost all pupils take at least one language to National 5 level and many continue to Higher and beyond.

India is not a country that features on every schools list of exchanges, but Wellington enjoys particularly close links with St Edmunds in Jaipur. Returning from a week long Hogmanay visit with senior pupils, the Headmaster, Mr Johnson, said:

“There were so many highlights to this trip. I am not sure whether my favourite was riding up to the Amber Fort on the back of an elephant or getting up at 5:30am to visit the Taj Mahal at sunrise. More seriously, all of the pupils on the trip were struck by the warmth of the welcome that we received at St Edmunds and the amazing hospitality that we enjoyed everywhere that we went. The sights and sounds of India are so different to what we are used to at home, but we all returned richer in spirit and with a greater understanding of this complex world that we live in.”

In recognition of the work that it does to give pupils an international perspective, Wellington has been granted International School status by the British Council. Through the Erasmus+ scheme, funded by the British Council, pupils travelled in the course of last year to Romania, Slovenia and Bulgaria in order to work on a project Art Nouveau, Art Renouveau alongside pupils from six other schools.

The opportunities available to Wellington pupils really are endless. In summer 2015, a group spent five weeks in Peru working on a range of local projects and trekking to the fabled ruins of Macchu Picchu. The next expedition of this kind, in summer 2017, is heading to Cambodia and fund-raising is already well underway for this exciting adventure.

This booklet provides information on the various schools with whom Wellington is a partner. Happy travels!





France

Institut Saint-Dominique
Mortefontaine, France | saint-dominique-mortefontaine-60.fr

About The School

Wellington School's main partner school in France is the Institut Saint-Dominique in Mortefontaine, some 40km to the north of Paris. The partnership started in 2000 and several hundred Wellington pupils have visited the school on exchange, on a trip, as part of a Comenius or Erasmus mobility or on an UCAPE sponsored event since then.

The Institut Saint-Dominique is an independent school for boys and girls aged 8-18, situated in a beautiful gated park in the countryside. The grounds formerly belonged to the Château of Mortefontaine, once the country residence of Napoleon Bonaparte's brother. The school has an excellent academic reputation and the catchment area is wide.

Wellington and Saint-Dominique collaborate on a wide range of activities in addition to the exchange programme. We have jointly hosted an Indian Exchange and we are both partners in the current Erasmus Project, Art Nouveau – Art Renouveau.

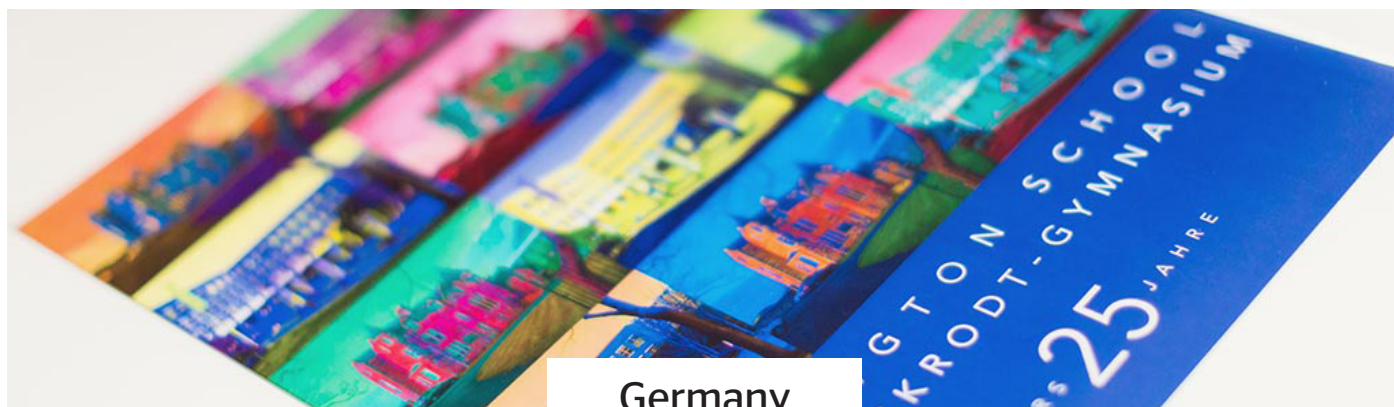
As part of our exchange programme, Wellington pupils of all ages can expect the following:

- Junior School pupils have pen-pal links with classes at Saint-Dominique.
- P7 and S1 pupils visit the Institut Saint-Dominique for a day as part of a longer cultural trip in France.
- The annual rugby exchange for junior rugby players is a highlight of the fixture list.
- An exchange for Higher and Advanced Higher pupils is a popular annual event.
- A classic exchange for pupils in S2 and S3 takes place biannually.

During the annual rugby exchanges, the boys take part in friendly international matches and sporting activities. Whenever possible they attend an international or league game in the country hosting. In the past, they have attended games at the Stade de France and at Murrayfield. The boys also enjoy a range of cultural visits and stay with the family of their corresponding shirt number.

As part of their week in France, Junior School exchange pupils spend some time in classes with their French hosts on cultural visits to Paris and the surrounding area.

Senior School pupils spend a week in class at Saint-Dominique and they shadow their hosts. This total immersion in the French language allows them to make rapid progress in comprehension and speaking and it also provides a boost to the pupils' confidence.



Germany

Mallinckrodt-Gymnasium

Dortmund, Germany | mallinckrodt-gymnasium.de

Background on our historic partnership

The exchange partnership with Germany started in 1990, when Mrs Allan was asked by the Board of Governors to find a German school which would offer an exchange experience to suit Wellington, then a girls' boarding school. At the time, the Mallinckrodt-Gymnasium had just started to become co-educational and had recently moved from old cramped buildings to its present purpose-built accommodation. Wellington families agreed to host some of the boys as well as girls at first, and we had two joint exchanges with Kelvinside Academy, but since 1999 we too have had male and female pupils going on exchange. Since 1999 we have also visited the Dortmund in December after first trying visits in May and February. (In May we had a pupil with heatstroke, and one February one pupil was treated for signs of hypothermia – who says the weather in Scotland is bad?!)

About Mallinckrodt-Gymnasium

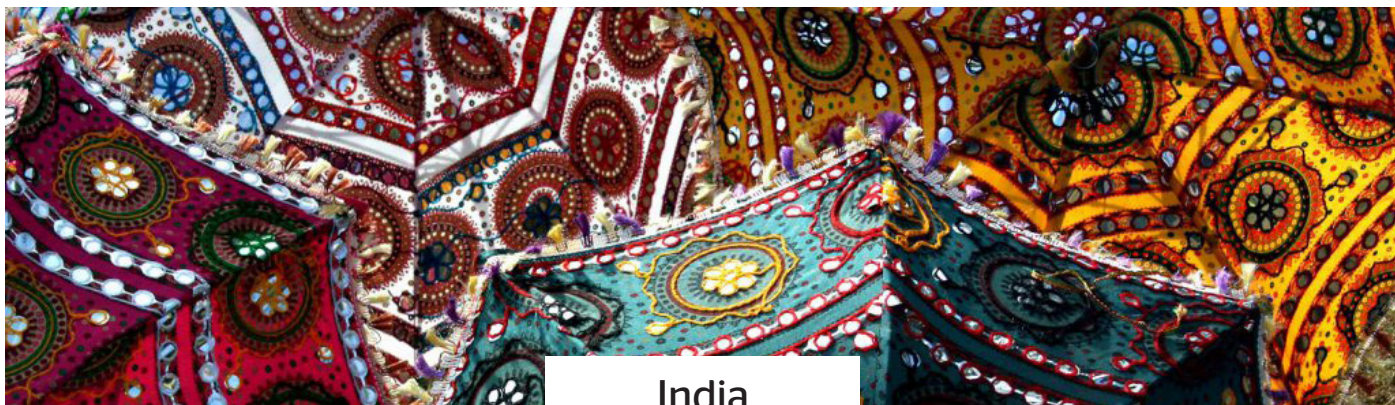
The Mallinckrodt-Gymnasium is a co-educational senior secondary school in the centre of Dortmund. Its pupils range in age from 10 to 18, and it is an academically selective school financed by the Roman Catholic Church. It offers a number of contrasts to Wellington; our locations, the size of the schools and the school buildings are very different, but this seems to offer a variety which our pupils enjoy. In Germany there are about 900 pupils in a modern school with a huge sports hall and the recent addition of a cafeteria in Dortmund city centre. Wellington pupils thoroughly enjoy the atmosphere of the Christmas Market and the freedom to spend time in the city in the afternoon, when their exchange partners do not always have classes. Using public transport is a novelty too. Mallinckrodt pupils love being at the seaside and find our buildings and uniforms amusing. For the S2/S3 exchange we arrange excursions and workshops so that pupils do not attend regular classes, where the lesson content might be difficult to follow. The programmes in Ayr and Dortmund are quite different and reflect the fact that our German friends start school at 8 in the morning and finish early in the afternoon, while we have a fixed 9 to 4 day. Both German and Wellington pupils adapt to a different routine, a different school day and the differences in family life, but they also see that people their age in another country have similar interests, problems and concerns. With the support of friends they grow in independence and learn to support and rely on each other. Each exchange group gives pupils new friends within their own school, and some of the partnerships continue, especially now that social media makes contact so easy.

Pupils in S2 and S3 have been able to visit our partner school every two years, and then in 1999 we took an orchestra to celebrate the first ten years of our partnership. Since then some pupils studying German have also been offered the opportunity each year to spend a week in the school and stay with a host family on their own. By this stage they are able to follow the subjects they are studying and gain more insight into different styles of teaching and assessment. They are more aware that attitudes to education, the environment and authority vary and they can appreciate a different approach. More exposure to the language is a clear advantage, of course.

The most important element in a successful exchange is clearly giving the partners a common goal. Early on, the customary introductory games became joint workshops where German and Wellington pupils worked together to make something or complete a task. We have had exchanges with a focus on sporting activities and music, but the joint concerts in 1999/2000 and 2015/6 left the participants on a high, talking of the feeling of common achievement. There are always some tears on departure and many stories to tell when we get home.

30th Anniversary Concert - Celebrating the partnership between Wellington & Mallinckrodt-gymnasium





India

St Edmunds School

Jaipur, India | edmunds.ac.in

The Association

The association between Wellington School and St Edmunds School is supported by the global education programme Connecting Classrooms/Schools Online. The programme is run by the British Council in partnership with the Department for International Development (DFID) and it provides funding for teachers to pay reciprocal visits to each others schools to look at education in a different country.

The Partnership

The partnership encourages pupils and staff to work on common themes together and to learn about life in another country. Pupils have explored education, food and festivals, while specific departments have collaborated effectively on a variety of projects. For example, Wellingtons Business Studies Department recently worked with staff at St Edmunds on a Fair Trade initiative and the Modern Studies Department exchanged information on access to health care.

The Flat Stanley Project

In the Junior School, pupils have participated in The Flat Stanley Project where they connect with St Edmund pupils via their mutual friends Flat Stanley or Flat Stella. Flat Stanley was initially created in 1964 but almost 30 years later, he was given a new lease of life with this award winning pen-pal project. Now, children from all over the world create and send “flat” friends to each other. Wellington and St Edmunds pupils talk about, track, and write about their flat characters journey and adventures.

The Visits

In 2014, the first pupil home-stay visit to Jaipur took place. Wellington pupils enjoyed celebrating Diwali with their new friends in Jaipur. Every second year the S5 and S6 classes have the opportunity to travel to India during the Christmas holidays. During their stay, they spend a day at St Edmunds School, meet pupils and staff and enjoy cultural activities which are put on for them. St Edmunds organises a visit to local factories for our pupils who have the chance to see working conditions in the paper and textile industries.

Below is an account of our most recent trip to India, offering a first-hand insight into this enriching and unique experience:

On our recent visit to India, Senior 5 and 6 pupils were exposed to its vibrant culture, beautiful landscapes and the sheer contrast between the rush of city life and the peaceful countryside. Although we were astonished by the palaces and riches, we were also greatly moved by the inequality faced by some of India's people.

Our journey began on the 14th October and, for most of us, this was our first time travelling to India. Once we arrived, what struck us most was the chaotic environment which was jam-packed with rushing

pedestrians and drivers. The tropical climate was unfamiliar for most of us and was something not all of us had prepared for.

The spectacle that is the Amber Fort was constructed in the late 16th century by Raja Man Singh, a trusted general of the Mughal emperor Akbar. This was our destination on our first morning in Jaipur. A key difference between Hindu and Muslim architecture is that Muslim Architecture does not portray figures, while Hindu architecture does. The Amber Fort showed us a refreshing mixture of the two styles. Alongside its beautiful construction and fascinating style, it was surrounded by a collection of magnificent hills. Later that day, the group took a walking tour through the streets of Jaipur to experience the culture first-hand. Whilst we witnessed the affluent side of the city and the lives of the people within it, we were also exposed to the deprived and desolate alleyways which the city contains. This allowed us to take in the degree of absolute poverty which many people face, and reflect on the contrast between our own life-quality and that of some people there. From here, we visited the Jantar Mantar Observatory, which boasts the largest sundial in the world and following this, the grand City Museum, which again, left us in awe of the fascinating architecture. In the evening, teachers from our partner school accompanied us on a shopping trip to purchase saris and this was a very entertaining experience which allowed us to truly immerse ourselves in and appreciate the culture.

Following a warm welcome which familiarised us with Indian traditions from our partner school, St Edmund's School, we enjoyed a culture-inspired day. As we immersed ourselves in school-life, we noticed many parallels between our own school values and those of our partner school. After a day of Bollywood dancing and touring around the classrooms, we had an eye-opening experience during our visit to a smaller government school which receives aid from St Edmund's school. The school life we observed here was drastically different from that of ours and St Edmund's. Aside from other restrictions, winters can be cold, and if the children do not have warm clothing, they cannot attend school. In attempt to help with this issue, in a joint effort alongside St Edmund's, each child was provided with a pullover. Our group took almost 100 pullovers which had been donated by the families of our primary children. We hope that this will help to maximise the number of children who attend school in the colder months. This allowed us to reflect on the comfort of our own lives compared to the children who are not as fortunate as we are. The experience was truly life-changing and reminded us just how lucky we are, and to be grateful for what we have.

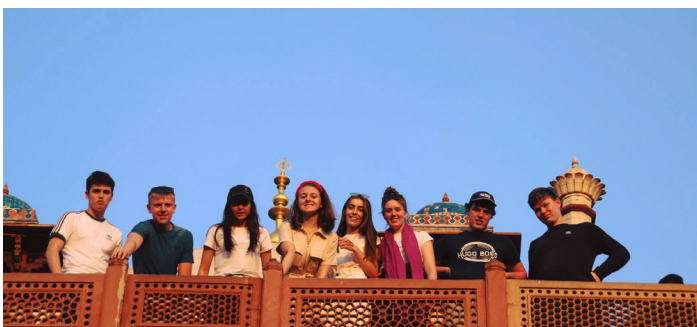
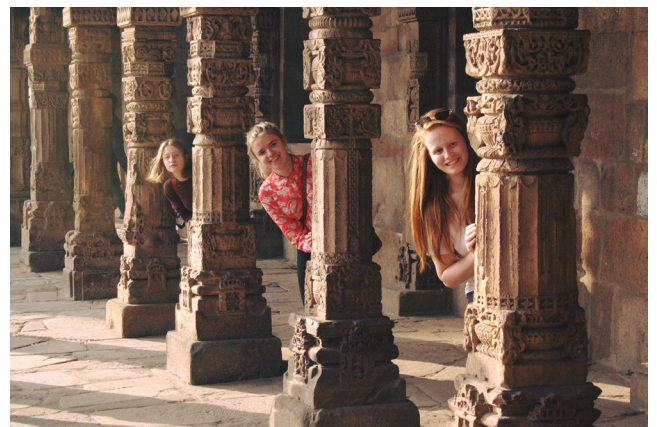
The next leg of the tour was our visit to Agra. During the journey, we also had the chance to visit Abhaneri village where we were amazed by the sight which was the famous step well 'Chand Baoli'. It is recognised for its astounding configuration and its immense size and depth. When we arrived at one of the seven wonders of the world; the great Taj Mahal; we realised that the 4:30am rise was indeed worth it. Built by the Emperor Shah Jehan to represent his everlasting love for his late wife Mumtaz Mahal, the Taj Mahal was one of the most spectacular sights. The day ended with a unique experience at the Agra Dancing Bear Rescue Center. The practice of forcing bears to dance was made illegal in India in 1972, however some members of a tribe known as the Kalandars are still involved because this is often their source of income. The sloth bears which have been rescued and live at the sanctuary were sadly made to dance, however, now the people have been educated on the issue and provided with new employment.

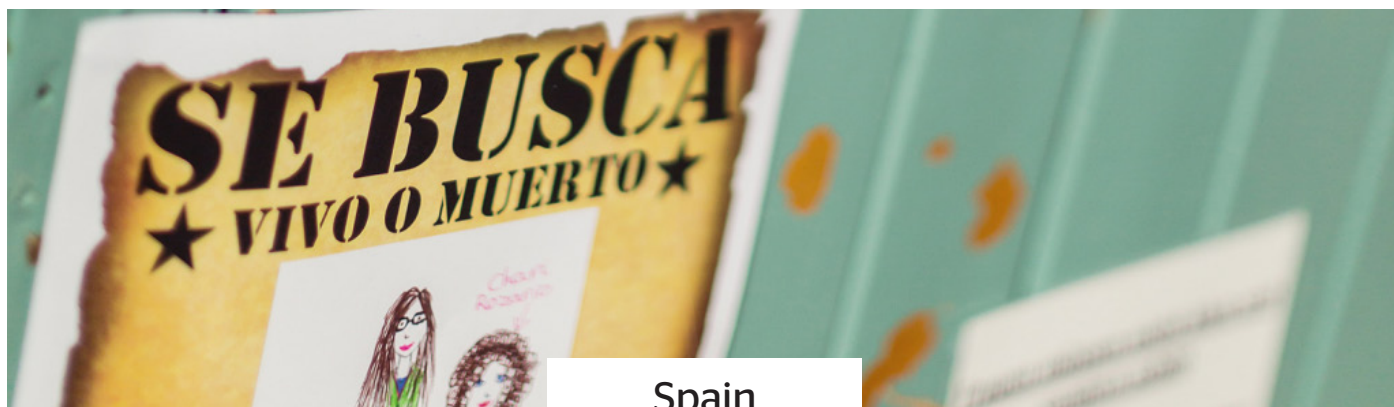
Our final destination, Delhi gave us a taste of the high-spirited city life, while still educating us about tradition. The Akshardham Temple showcases extravagant Hindu architecture and the intricately carved figures of the Hindu gods brought a spiritual atmosphere. For all of us, this was an educational experience as well as an insight into Hindu traditions. After experiencing traditional Hindu architecture, we also toured the tomb of the second Mughal Emperor Humayun. This ancient example of traditional Mughal architecture was built in the mid-16th Century by the Emperor's senior wife. The bicycle rickshaws in which we toured Old Delhi provided us with an unusual yet fun mode of transport, and the chance to see the old city up close.

The bus ride around New Delhi allowed us to see government buildings such as the Presidential Palace

and War Memorials like the India Gate. Not only were we able to see the modern city, but this gave us the chance to compare the two atmospheres of the old and new cities. Old Delhi was packed full of pedestrians and classical architecture whereas New Delhi appeared more modern and well kept. Our penultimate stop was the immense Qutab Minar: a colossal 239 foot high sandstone tower, one of the tallest buildings of its time. The trip was brought to a close with a visit to 'The Ambiance' shopping mall, demonstrating the stark contrast between the modern areas and the underdeveloped areas we visited.

Throughout the course of our trip, we had many opportunities to purchase memoirs from a variety of factories and workshops which we also toured. This included a hand-made marble workshop, a paper factory and the spice market in Delhi. The group took away memories and lessons of a lifetime from this





Spain

Centro de Enseñanza Virgen del Pasico MMIII

Torre Pacheco, Murcia, Spain | virgendelpasico.net

About the school

The Centro Concertado de Enseñanza Virgen Del Pasico is a semi-private school in Torre-Pacheco – a small town between Murcia and Cartagena, about an hour south of Alicante and 15 minutes from the coast. The school has about 900 pupils. It is a new integrated school, built in 2003, providing education at all levels: Nursery, Infant Education, Primary Education, Compulsory Secondary Education (ESO) and Baccalaureate. The cooperative have also built a second school, Pasico II, which was opened in 2011 and which follows the same curriculum, but which does not yet have a full complement of classes. Both centres are associated with UCOERM (Union de Cooperativas de Enseñanza, Región de Murcia). Pupils benefit from a wide range of facilities, and the the school is both a Cambridge Centre and a Bilingual Centre, with subjects being taught in both English and Spanish. Like at Wellington, international opportunities are an important part of the curriculum. Virgen del Pasico and Pasico II pupils participate in exchanges with France and California as well as ourselves, and have participated in eTwinning projects with schools throughout Europe.

S2/3 Spanish at Wellington

In S2/3, pupils participate in an exchange with pupils in 3 ESO who study both English and French. As part of their week in Spain, pupils spend time in class with their hosts and on cultural visits to the surrounding areas, such as Cartagena and Murcia. Some time at the beach is normally included in the itinerary too! The 2015-2016 exchange was a great success, with great friendships made and many tears on the way home, we are looking forward to seeing what excitement the next Exchange holds.

