

World Wide Wath

Produced by the Year 8, 9 and 10 students of Wath Comprehensive School



TIMES ARE CHANGING

BY ALICIA CLOW

Balfour Beatty, RSJV (Rotherham Schools: a Joint Venture) and Hayden Management are responsible for building our new school. Currently Balfour Beatty is building 15 schools in the Rotherham area.

Building started in the summer of 2003.

We asked Martin Buckley, Project Manager about the new school.

"The steel frame was built between October and December 2003. So far, the building is on schedule and the target date for handing the new building over to the staff and students is 11th of April 2005."

There are 102 construction personnel working on site, plus 17 members of staff under Martin Buckley.

The total cost of the build is £15.5 million. The inclusion of the old hall in the new building is unusual, but saving it saves £1.5 million on to the final cost of the building. The governors opted to refurbish it instead.

Our old school has lasted 81 years and the new one has a life expectancy of at least 50 years.

The community, pupils and staff have to be carefully considered, as the Wath build is a, "live site."

"Working on a 'live site' is difficult to manage and very difficult to co-ordinate," said Martin Buckley.

If everything goes to plan, Martin and his team will be able to begin demolishing our old school after the hand over date next year. Watching the old school disappearing will be a sad time for pupils, staff and members of the community, but no more will we

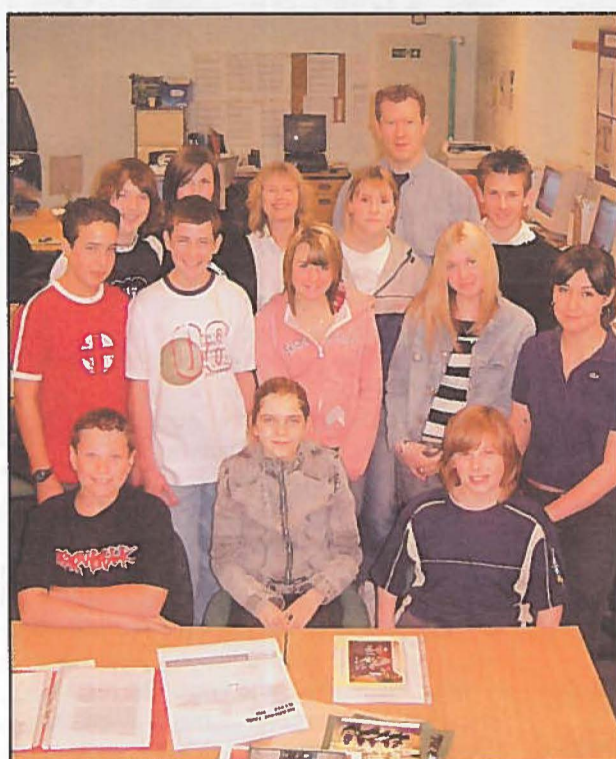


Pupils (above) inspect the classrooms in the new building (inset)

have to put up with leaky classrooms and windows that don't open!

We hope that the new school will provide a much better learning environment and positive

atmosphere for students and the community.



The group from Wath who created this newspaper during their visit to the Yorkshire Post

The world of Wath

VIVIEN LEATHERBARROW – INTERNATIONAL CO-ORDINATOR

The role of International Co-ordinator has been created with the aim of raising the aspirations of our students and encouraging them to develop a true awareness of their place in the global arena.

By opening their eyes to the wider possibilities offered through association with students abroad, both via the Internet and via study visits and exchanges, it is hoped to raise their motivation in the classroom and improve the quality of their learning experience.

A team of our Comenius students has put together a sample of the international

work being done at Wath Comprehensive School – A Language College, which will give Yorkshire Post readers an idea of the scope of our activities and an insight into how successful we have been in promoting the international dimension within the school. The main objectives of the Comenius project are "to enhance the quality and reinforce the European dimension of school education by encouraging transnational cooperation between schools contributing to the improved professional development of staff directly involved in the school education sector, and promoting the learning of languages and intercultural awareness." Overall responsibility for the management of

the Comenius project lies in the hands of a European commission and each country has a national agency to approve projects and distribute grants.

So what exactly is Comenius?

Johann Amos Comenius lived in Czechoslovakia (1592-1670) and his name is given to the programme.

Johann Amos Comenius lived during the 30 Years War. He was a philosopher, theologian and educationalist. He was one of the founding fathers of modern education, who strove incessantly for human rights, peace between nations, social peace and the unity of mankind. Even so, his ideas were very much in advance of his time. Comenius proposed the theory that if the

teacher ensures that the lessons are interesting and the atmosphere in which the pupils are learning is stimulating then all pupils would want to learn.

While some ventures are subject specific, there are many others that are cross-curricular and afford opportunities for students to work together outside the school environment.

It is always exciting to introduce young people to new experiences and to be in a position to open doors for them to the wider world. Our students have shown that they can embrace these opportunities. They are also learning they have responsibility to give back what they have taken.

YORKSHIRE POST

In association with Yorkshire Post Newspapers Ltd

YORKSHIRE Evening Post

Heading the way



Headteacher Mrs Ward

BY LUKE DUDILL AND MATTHEW BAGGALEY

Part of the Comenius team had the privilege to interview Mrs Ward the Head Teacher. Here is the interview:

What do you think of the idea of working on a combined project with

teams from other schools in Europe, like our Comenius project?

"I think it is an excellent opportunity to understand how educational systems work in other countries. Also it highlights the day-to-day routines which students from other countries may find surprising, such as our formal uniform. Their lessons are very different from ours. Their classrooms are like hospitals with no work on the walls. Even times in other schools are different; the school in France for example starts at 8 o'clock and finishes at 1 o'clock: five hours with only one small break."

What are your thoughts on the international study visits we hold here at Wath: for instance, the exchange to our partner school Blois in France and the international Comenius conferences both here and with our partner schools?

"It's good to know that other students across the world feel the same

way about the project. It's also very important that all students get a chance to take part in the exchange trip."

Would you like to see more students from Wath take part in the visits abroad?

"I want to see more departments get the chance to take part in such exchanges, not just languages but also international dimensions in subjects such as drama, music, sports etc. I also want to make sure that it does not affect pupils carrying on with the normal curriculum."

How do you see our international work developing in the future?

"I think that we should encourage video conferencing so that we can bring students from other countries into our lessons. This will be a big step in the future towards internationalism, as well as visits and exchanges it can help further develop language and communication."

Students attend crucial debate

BY HARRISON GREGORY

As part of Sheffield's annual Europe Week, once more South Yorkshire schools have been invited to 'debate'

European parliament style in Sheffield Town Hall. Wath, as Rotherham's specialist language college, is keen to show off it's students knowledge of European affairs. In November last year Wath students were invited by local Euro MEP Linda McAvan to tour the European Parliament building in Strasbourg.

This year, together with student and teacher representatives of the other participating schools which include another local school Darfield Foulstone, pupils from Wath have been invited to spend the day at the parliament building in Brussels.

Accompanied by Radio Sheffield they flew to Brussels on Wednesday 17th March. They met several Euro MEPs and had plenty of opportunity to learn more

about how the European parliament worked ready for their role in the competition on the 25th.

Teacher Claire Whiting who is co-ordinating the team says "This is a fantastic opportunity for all the students involved to witness first hand a slightly different kind of democratic process to the one that takes place in the UK parliament." Following this agreement is reached in committee meetings through compromise, in which amendments are made to the proposal.

Wath's pupils have had to practice skills in diplomacy, as they will be part of this kind of process in the competition. One of the Wath students going to Brussels, Matthew Parkes (17), one of the Rotherham representatives to the UK Parliament which visited the European Youth Parliament in Brussels two years ago. He will be accompanied by Wath's Head Boy, Matthew Williams.

Grateful thanks are extended to all staff and students from the Comenius team who took part in the production of this newspaper:

Students:-Melanie Cooke, Samantha Chatterton, Adam Rimmington, Sorcha Lambert, Clare Pearson, Daniella Sutton, Luke Dudill, Matthew Baggaley, Ashley Tyler, Thomas Mower, Harrison Gregory and Alicia Clow.

Staff:-Mr Berriman, Mrs Chisholm, Mrs Gracey, Miss Hudson, Mrs Leatherbarrow, Mr Minshull, Mrs Minshull, Mrs Mitchell and Mrs Sanders.

Lights, camera, action



From left to right: Margaret Burgin community producer at BBC Radio Sheffield; Charlotte, Ben, Luke, Matthew and Rochelle; The group gathered outside the building; Margaret Burgin and Luke Dudill.

BY MATTHEW BAGGALEY, LUKE DUDILL AND ALICIA CLOW

As part of the Comenius team we visited many places. Our teams went to BBC Radio Sheffield and Look North.

When we arrived we were invited to sit and observe a free computer-learning course which was going on. Margaret Burgin, who is a community producer at the radio station, spoke to us about her job and the station.

Then she took us on a guided tour of the studios. First of all she took us into a small recording studio, which was linked up to all the BBC radio stations in England.

We then met up with Wendy Middleton who is a newsreader for the station.

She showed us how the system and the computers worked and how the information was gathered and sorted out on the computers. She also found out some news

on the towns of the schools we are in connection with through Comenius.

Next, we moved onto the larger recording studio where we were allowed to record an interview.

In the studio there are 5 computer screens all run by the presenter. All the equipment is very complex and confusing.

Overall we found it very interesting, here his a quote "I thought the trip was excellent and I thought we learned a lot."

In the visit, we took part in an interview with Wendy Middleton; we asked her questions about how they get the information from international affairs etc.

She said people based in different countries will send any information back to the radio stations if there is any information worth sending.

She also said that there are foreign correspondents that we have links with that

have a contract with us. Only for big stories will we send reporters to other countries.

On Monday 23rd February two of our Comenius team went out to visit Look North studio in Leeds. They spent a day researching how our regional news is reported, what they're doing to promote international links and how they work with ethnic minorities in our area.

We talked to Deborah Smith about the contact they have with the European community

How do you report the information that you receive?

If it's a live interview from a separate location then we use a satellite van and link up with that place, if we can't get a van there then we do a phone interview. Sometimes we pre record things so that they can be used on a few of our daily broadcasts. Some of the time we still have things

coming in even as we go live.

Do you have any reporters that go and live in other countries?

Look North doesn't but the BBC has correspondents in other countries.

Do you broadcast many international items?

We report whatever international news we get concerning our area.

After the interview, we were shown round the studios and edited some of the pieces that were to be played on the news that evening. We worked with one of the presenters (Harry Gratton) on a piece about the death of John Charles. We also got to see an interview being pre recorded, which was played later that day.

We saw all the things that we watched being edited, being played to the rest of the region, it was unreal. It was truly a brilliant day.

Opposites attract

BY SAMANTHA CHATTERTON & MELANIE COOKE

Our students crossed overseas and experienced a culture clash, when the English met the Americans. Students from Wath Comprehensive, a language college, experienced a drama exchange with students from Durango High School in America.

The trip's objective was to bring students together and allow them to look upon drama with an open mind.

They also learnt to look upon theatre from a totally different perspective. Three teachers and seventeen pupils gave up their week-long school holiday to participate in this once in a lifetime opportunity. While the teachers were there they experienced a major culture clash in teaching styles.

This was as the Americans focused more on the technical aspect of drama, whilst the English find the knowledge of the play is of much more importance.

The Durango High School pupils were greeted by what they saw as a bouncy and energetic group of young people. The students bonded well together and their optimism shone through during the performance.

The English students performed the classic 'Cider with Rosie' by Laurie Lee. Fabrics were used to express emotion and scenery whilst on stage. Durango is a large town, but even so the community seemed very close.

This was because everybody knew that the English were in town.

The students from Wath managed to achieve their objective of the trip. As they became very close to the other students and they



Top left to right: Activities exchange to the Pyrenees; Flamenco dancers in Malaga.
Middle: Wath pupils in Brussels; Comenius members in Sicily.
Bottom: Brussels visit; A Level students in Malaga.

managed to gain a whole new perspective on how to look at things.

So, not only did they achieve new drama skills, but they managed to make new, long lasting friend-

ships. Overall it seemed that the two cultures were quite diverse in comparison, not only because of how the Americans were taught, but also because of their whole lifestyle.

The English were completely worn out by the energetic lifestyles of the Americans.

Emma Hudson, one of the teachers who went with the pupils said 'It's

been a really wonderful cultural experience!'

The trip was a success on both sides of the Atlantic, and they hope to continue the experience for other students in years to come.

The French get in on the act

BY DANIELLA SUTTON CLARE PEARSON SORCHA LAMBERT

The Comenius Team at Wath Comprehensive School wanted to find out if European countries had similar eating habits. A questionnaire was handed out to our schools in France and Italy who are linked with the comenius project. We also handed out the questionnaire in our own school. There was one question that did give a similar answer; 'Where do you prefer to eat.' 97% of our school said at home, 94% of Italians said at home and 96% of France said... At home. All the schools gave us more or less the

same answer as us; 'We are used to the food our parents make us,' I think this gives us an insight on how similar our lifestyles really are. This shows that our eating habits are picked up from our parents.

Another question we asked which made us think about our own lifestyles was, 'What types of food do you eat the most.' Our school picked foods with fatty substances Italy & France picked healthier foods. All in all France & Italy seem to be healthier but I still wouldn't give up good old Fish and Chips!



Summit meeting of Comenius representatives in Blois, France.
More about Comenius on back page.

Global links

BY CLARE PEARSON

Autumn 2003

Somme visits.
European Parliament- students from y8, y9, y10 and y12.
German Exchange-26 students.
French Exchange.

Spring 2004

Skiing trip to Italy.
Skate Boarding in Germany- a group of y10 students.
Beth Shalom- Jewish experience for y9.

Durango (USA)- drama students from y12 and y13

Summer 2004

Glaciation in May- Combined Geography and German.
Comenius conference in Acireale.

Facts

Venezuelan facts

The average age of the population in Venezuela is 24 years. 4.9% are over 65. In the UK the average age is 38 and 15% are over 65. Does this tell us about living conditions in both these countries?

Japanese facts

It is considered very rude to blow your nose in public in Japan.

Canadian facts

Canada produces 11% of the world's diamonds. Russia and Botswana are the only countries that produce more. Also it's the second largest country in the world, only Russia is bigger.

Russian facts

A favourite Russian toy is matryoshka dolls, or little mother nesting dolls. These dolls are different sizes and they fit into each another. Some have as many 15 or 20 dolls inside.

Quotes

BY ADAM RIMMINGTON

Snappy quotes from the sixth formers who went on the trip to Durango, Colorado in America.

Stacey Gill said "The lessons were longer and harder and less break and dinner-time" and she also said it was "The best experience of my life."

Sarah Pilly thought "The food was right nice!"

Emma Stevenson: "I've made some really good friends and experienced things that I'd never have done in England."

Clare O'Malley: "All the American people made us feel so welcome, no one ever felt uncomfortable."

Samantha Whitehead: "My favourite quote was "whatever" which they said in their accents all the time."

Other people also quoted said "We have seen a part of the world we didn't know existed."

"It helped me to become a more confident person overall."

Congratulations, Comenius

Félicitations (French)

Congratulazioni (Italian)

Gratualok (Hungarian)

Congratulations (English)



French students at the Comenius meeting in Acireale, Sicily.



Rosario Tropea with Maryse Clerc, Assistant head of Lycee La Providence (left) and Alfonso Sciacco, Head of Liceo Classico.

We have asked our partners in Europe to contribute their thoughts on being a part of the Comenius project. Hungarian Co-ordinator: Zsuzsa Heinzingerné Koncz, French Co-ordinator: Sylvie Bonichon, Italian Co-ordinator: Rosario Tropea



Rosario Tropea, Zsuzsa Heinzingerné, Vivien Leatherbarrow, Lázló Oravec

ZSUZSA HEINZINGERNÉ KONCZ

As you may know Hungary is going to join the EU on 1st May 2004.

We are very happy and it sounds very nice to be a member, but we know it takes

a long time to become a real participant.

Comenius has been a great opportunity for us to practise how it feels to be an equal partner. It really widened our horizon and has brought real friendship for a lot of us.

As the co-ordinator of the Hungarian school I personally have experienced the benefits of international co-operation in many ways. Therefore I encourage every type of this common work.

In this new partnership we

have been a partner without the official approval, but tried to do as much as possible without any financial support.

We have applied again and together we can finish the project as an official partner school.

SYLVIE BONICHON

I would like first to thank Mr Komensky or 'Comenius' for what he did a very long time ago, and I am sure he would be very surprised to see that, in the 21st century, his name has become very popular in schools all over Europe. Not only because his name is mentioned in lots of books but also because his name was given to great European Programmes.

As far as I am concerned, I have been involved in Comenius projects since 1995. I have always been very enthusiastic because I think that working together with different nationalities is really positive and fruitful. We learn a lot from each other and become more open-minded and flexible. Each Comenius meeting is a wonderful opportunity to see our partners' environment and habits.

We can also thank the European Commission very much for giving the possibility to so many pupils and teachers to live such experiences.

TARA DUDILL

In December 2002 our school hosted students from Sicily, France and Hungary.

I hosted one of the Italian students, Ornella who had hosted me the previous winter.

I had really enjoyed staying with her, so I was looking forward to her visiting England.

During the time she stayed we watched the Wath School Christmas concert, visited the York Railway museum, the Magna Centre and of course the Meadowhall shopping centre.

Overall I enjoyed the whole experience of hosting a student, and if I got the chance I would definitely host again.

ROSARIO TROPEA

First of all I have to say the Comenius project has been a wonderful opportunity for us as teachers to re-think ourselves as teachers.

This, I can say has increased my ability to be flexible, open to new and unexpected situations and has given me the opportunity to experience first hand events I could have never dreamed of.

When you pronounce the word Comenius, it sounds like a bit of magic. Doors have inevitably been opened, and I feel that I belong to such a team.

I also feel as if I were personally contributing to the building up of a new Europe.

ORNELLA CUFFARI-



Ornella with Valerio

On December 11th 2003 I left for Sheffield. I remember a foggy morning, a plane for Venice, another for London and a 4 hour train to Sheffield via Derby.

I arrived late. I felt tired but I looked forward to meeting my English friends Tara and Harrison.

Tara had changed her look from blonde to dark, but she was still the same inside: kind, cheerful,

spontaneous, and her family were wonderful with me too.

We were the representatives of our school here in Acireale. The hard work was all before the presentations, then everything went smoothly in an informal way.

It was a short stay, but very intense. I knew I was going to miss all my friends and the unique experience I had could not have been organised by anyone else. Therefore, I am grateful for having joined this programme at school and for all the "input" I have received.

ISTVAN PÓCSI



I travelled to England last December. It was an absolutely fantastic experience for me. To tell the truth it was my last chance to take part in something as it was my last year. Apart

from this it meant a lot to me, that I could meet with people from other countries. Naturally, I had the chance to improve my English knowledge, too.

Wath is a beautiful place, with amazingly kind people. I learned lots of new things, even when I watched the television. My partner was an angel, and I greatly enjoyed all her family's

company. Not only this, the other foreign students and teachers were all nice too. I enjoyed our conference meeting and the trips to York and the Magna Science Museum.

I hope that more students from my school can join the Comenius Project and enjoy the benefits from getting in touch with other countries.

JIM'LL FIX IT FOR WATH

HARRISON GREGORY

An Interview with Mr Chisholm

What exactly is your role in the operation?

I am currently Head of PFI at Wath Comprehensive School: A Language College and I act as a liaison between staff, pupils, governors, Balfour Beatty and the Head teacher.

What exactly is PFI

PFI stands for Public Funding Initiative. This is when private companies and organisations buy into the school for a period of 30 years. Balfour Beatty, is our building contractor and will own the building for 30 years and have the right to hold private functions and short lease it to the community and companies.

After this time they will hand over the school building to Rotherham Metropolitan Borough Council.

Will the new school have a name other than Wath Comprehensive School: A Language College?

No - we are trying to take the current reputation with us. We, as a school will be trying to create the same learning environment and positive atmosphere as we have at the moment. We will also take our new school some of the important features like 'The Founding Stone' in the vestibule, which is the first stone to be used in a Wath school.

We think the Comenius Project, the International Award, and the Language

College status have had a big effect on our attitudes to other cultures and European countries.

Could you foresee a 'Comenius' centre or something similar where all these international activities can take place?

We have not included a 'Comenius Centre' in our plans but the Language College will include areas of space where these groups can meet and use all the facilities we have.

After the build has finished, will you still be involved with PFI?

Yes, I will be carrying on for a while yet. When the building and landscaping has finished, there is talk of a swimming pool, which could be built in the future.



Deputy Head, Mr Chisholm

YORKSHIRE Evening Post

YORKSHIRE POST

This newspaper was successfully produced by students from Wath Comprehensive School at the Newspaper Resource Centre at the Yorkshire Post. Students gained skills in literacy and ITC by using newspaper industry software.

Groups wishing to use these facilities should contact 0113 2388954