



## Prototype: Build your own UWC Curriculum

### **Context**

UWC International is embarking on a journey to deeply examine the “education” in UWC’s mission “to make education a force”. Together with staff, students and alumni from across the UWC movement, we want to understand whether UWC’s current approach to education allows us to be as successful as we could be “to unite people, nations and cultures for peace and a sustainable future”.

We are running a movement-wide process to gather feedback and ideas that can contribute to our thinking and design process. This document is one of several that can be used for school and alumni groups who want to be part of the process. The information gathered, in all its different forms, will help shape the work done by a central team of Curriculum Leads who are working together to co-construct outcomes. If you have any questions or comments, please contact [Rebecca Warren](#), (Senior Education Project Coordinator) at UWC International. Please also feed back your work to the same address.

*Quick prototyping can be a great way to draw out thinking and ideas, that we can then use or refine. So here is the quest. Open up, use reason and emotions, don’t limit yourselves and HAVE FUN!*

A new UWC is opening in Imaginlandia, a magic situation and country where we don’t need to spend too much time worrying about either the funding behind it, or the politics of the country. The school is a brand new school and the **initial intake will be the two year, pre-university cohort**.

The team who is opening the school have invited you to be part of the consultation group to figure out how to make this new school a successful **UWC** and make sure the experiences of the students are the best they possibly can be. They want your help to design the curriculum and programmes of the school. They want you to reflect, but also to be future oriented.

### **Things you need to think about:**

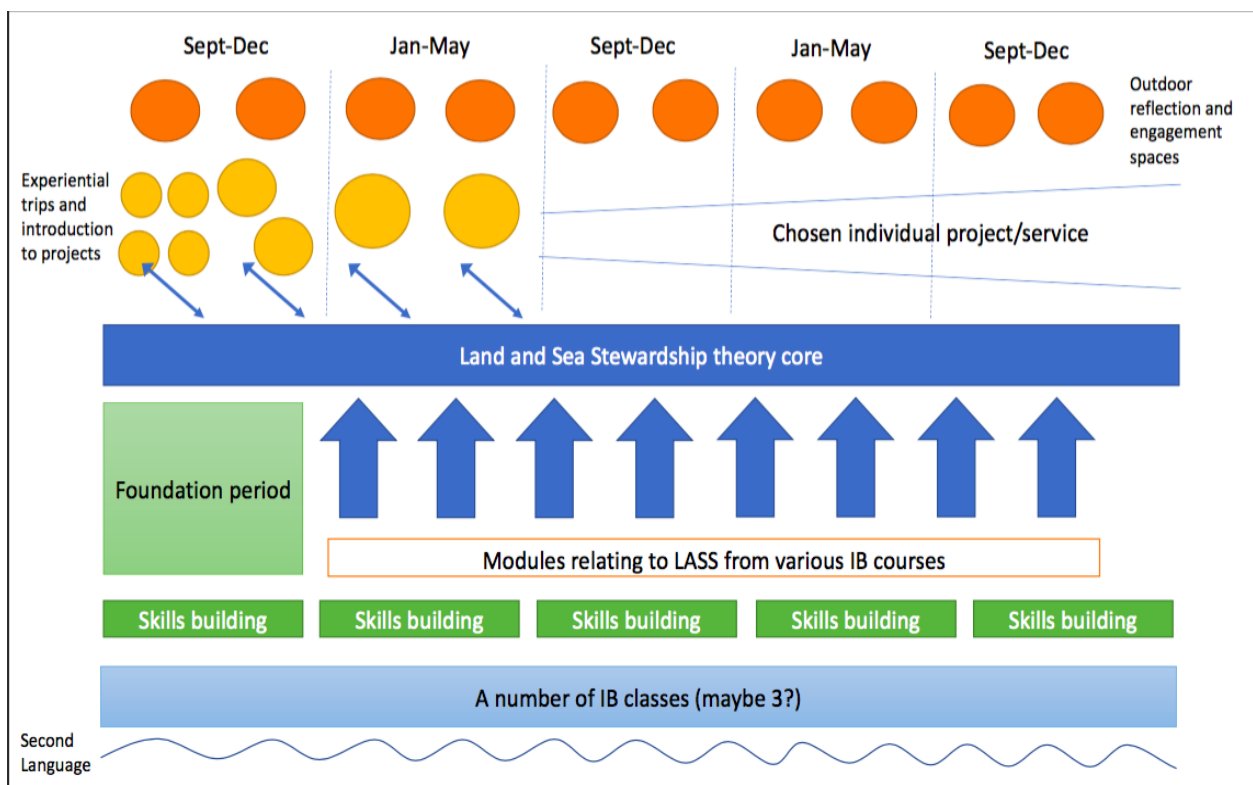
1. What is at the core of this education?
2. What would the period of time they are at a UWC look like (does it have to be 2 years?)
3. What would students be learning?
4. How would they be learning?
5. What experiences would they have?
6. How would they be supported by educators?
7. What would a UWC student look like at the end of their UWC school experience?
8. How might you capture the learning journey - what might assessment be?

### Things you don't need to think about:

1. Strict criteria for university/college entrance - we are in fantasyland generating ideas of what could or should be. We'll deal with this issue in other spaces.
2. Without knowing the actual place of this UWC you may have to be a bit generalised in some areas, e.g. if you want to do place-based learning, don't go into too much detail about whether it's about the sea or mountains, just generate the ideas behind why you want to do this.
3. The legalities of a specific country.

**Spark:** Below is an example of a two year course that the students of the Land and Sea Stewardship curriculum development team came up with at UWC Atlantic College.

### The UWC Atlantic College Land and Sea Stewardship Team Prototype



- Skills building
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Skills building sessions will focus on a variety of areas and will be cumulative

- Communication
  - Presentation
  - Writing
  - Storytelling
- Facilitation etc. (More of these tbd)

Foundation period

The foundation period will focus on

- Academic skills and practices
  - e.g. writing and reading essays/academic articles
  - referencing, researching and reproducing information
- Change maker skills and practices
  - Engagement of audiences, facilitation of discussion,
- Connection to place
  - Working and learning about schools and local area (e.g. kitchens, grounds and houses but also in local community)
- Critical thoughts – cultural relativity, what is power?, What is policy? etc



The modules taken from IB classes that relate to LASS will be specifically chosen by the students at the start of the term, and will provide thematic focus.



Outdoor reflection spaces: these are times when students are able to engage with nature and natural environments for the purpose of reflection and space to think.



Experiential trips and project introductions. These will be numerous to begin with and as the student starts to focus, they will go more into depth in certain areas, finally choosing a final service or project that they want to commit to at the end of the first year.

Land and Sea Stewardship theory core

This is the core of the programme, and involves methods, theory and practice. This is where the main support structures will be for the students choosing this strand of education. They will follow a certain set of theory meetings but also engage in discussions, workshops, methods and experiences, specifically targeted at land and sea stewardship

A number of IB classes? (3?)

This is determined by the students and their needs, they could be in areas (e/g groups or they could be as a result of university needs (e.g. med students have to have the sciences.. ?) These could be staggered across the 2.5 years, with some exams taken in may and some in december to allow for more space in the schedule.



A second language will be taken by every student but the language teachers will be aware of the strand that the student is taking, e.g. land and sea stewardship and will ensure that language classes are taking into account the vocab needed for students to be able to work in that language on specifics of that strand. Furthermore, the LASS core will work with the language teachers to have certain assignments, policy briefs, presentations can be done in both languages