"If we teach today's students as we taught yesterday's, we rob them of tomorrow." - John Dewey

Workshop Possibilities

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.

Instructions

In this document you will find provocations, questions, activities and more that can be used for workshops in your own school/home/alumni group.

Feel free to work with as many (or as few) of these prompts as you wish. If you come up with other (or better!) ideas, please share them with me so I can add them.

Please note that all the areas below all relate to one another, so there is overlap in the sections.

Going deeper: we have many resources not included here (so as not to overwhelm). If you would like access to all our collective resources, please write to Rebecca Warren (Senior Education Project Coordinator) at UWC International.

Please provide examples of good things we do, and not just critique. We can learn from showcasing as much as we can from critical analysis. And we can therefore celebrate and enhance what we do well!

Quick and 'easy' tools:
1. UWC Analysis grid Workshop. What should we keep, improve, add and let go of?
2. Prototyping prompt Workshop. Build your own UWC curriculum!

Current areas of exploration touched on below are:
- Other schools - examples of other innovative schools who are doing interesting curriculum work.
- Mission-related learning - what should we learning about?
- Progressive education - going back to our theoretical roots
- How should we be learning? - what skills do we need to prepare for the future?
- Mental health and wellbeing. - how do we design to supports adolescent development
- Assessment. - what do we count and how do we count it?
- Teachers and educators. - what competencies do we value in a UWC educator?

Other Schools

Check out the following different schools and school-based initiatives. Disclaimer - many of them are from the US or are other international schools, and many are private. But more and more are coming from the state/public sector (e.g. this school in the UK **http://www.xpschool.org/**) and from other countries. PLEASE send me examples of innovative schools from around the world if you have other examples.

1. This article particularly highlights innovations from US schools: **"Will The Future Of Education Be Defined By These Schools?"**

2. This is a school that designed its own Changemaker **curriculum** and explains why: **"Hundred Class Of 2018: What Happens When A Traveling High School Alters Its Course?"**

3. Check out the programme of the **Green School in Bali**. It's important to note that it doesn't go all the way up to the end of secondary education.

4. **Flow 21 from the Western Academy of Beijing** has an excellent reputation in international education.

5. **Big Picture Learning** (based in the US, Netherlands and Australia) is one of the organisations renowned in education for student-centred learning. **The Met School** in Rhode Island is probably its most well known school.

6. **Liger Academy** in Cambodia arranges their curriculum around learning experiences**.**

7. If students designed their own school… **https://www.youtube.com/watch?v=REIUmGI5gLc.**

8. The Roosevelt School in Lima runs an **innovation academy** for the last three years of high school.

Critical Questions:
- When UWC Atlantic College opened in 1962, The Times newspaper hailed it as *"the most exciting experiment in education since the Second World War."* How true is that statement about UWC today?

- What would be your top 5 'steals' (which can of course be adapted) from the examples above, or other examples, for UWC?

Mission-Related Education: What should we be learning?

Provocations:
1. This is the Integral Model for Peace Education:

Figure 5: The Integral Model for Peace Education (Brenes, 2004)

The reason this model is chosen is because of the integration with ecology and environment, as fundamental to peace, thus capturing the whole of the UWC mission in one model.

2. The following is a draft list that a small group of UWC educators came up with for what should make up the CORE of a UWC education:

- Metacognitive, issue, inquiry and theme based learning
- Ecological systems thinking
- Host and local environment learning (pedagogy of place)
- Peace and conflict exploration
- Political, civic and social justice engagement
- Exploration around spirituality and religion
- Self awareness and relationships
- Identity, diversity and cultural exploration
- Aesthetics, creativity and expression
- Technology, design and societal impact
- Life skills development

HOW as important as the what - profesional learners
- Experiential
- Process
- Community
- Creative
- Generative
- Applied
- Linked

3. At minute 02:47 of **this clip**, Professor David Perkins talks about why curriculum is *"one of the most resistant fronts of education"* and how we need to do better at how we deal with both disciplines and skills.

4. De- and Counter-Colonisation and De-Authorising Education:

"One cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding." - Paulo Friere

"I chose this course because I heard it is the only one that offers a non-European perspective" - UWC student, September 2018.

"Decolonization is the attempt of the previously colonized to reflectively work out a historical relation with the former colonizer, culturally, politically, and economically. This can be a painful process involving the practice of self-critique, self-negation, and self-rediscovery, but the desire to form a less coerced and more reflexive and dignified subjectivity necessitates it." - Kuan-Hsing Chen

5. "Life-Worthy Learning" by David Perkins:

"In history, science, mathematics, literature, and other disciplines, the big-picture versions are what inform, last, and enlighten. I made up a word to characterize such learning - lifeworthy. Lifeworthy learning truly matters in learners' lives - now and for years to come. Lifeworthy learning is what we should teach.

- *Beyond content to 21st century skills and competencies.*
- *Beyond local to global perspectives, problems, and studies.*
- *Beyond topics to content as material for thinking and action.*
- *Beyond the traditional disciplines to renewed and extended versions of the disciplines.*
- *Beyond discrete disciplines to interdisciplinary topics and problems.*
- *Beyond academic engagement to personal choice, significance, commitment, and passion."*

Critical Questions:
- How far does our curriculum educate towards our mission for Peace and a Sustainable Future?
- In order to ensure all students had sufficient UWC mission relevant learning, what types of experiences or courses would you want (all) UWC students to have had some exposure to over the course of the two year programme? Does the list above need editing?
- How can we ensure all narratives have space at UWC?

UWC Education: Purpose & Progressive Education

UWC is a progressive educational organisation. What does that mean in today's world? Here are some quotes from some of the leading voices of progressive pedagogy:

1. **Paulo Friere:** *"For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."*

2. **Richard Shaull:** *"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."*

3. **bell hooks:** *"Currently, the students I encounter seem far more uncertain about the project of self-actualisation than my peers and I were twenty years ago. They feel that there are no clear ethical guidelines shaping actions. Yet, while they despair, they are also adamant that education should be liberatory. They want and demand more from professors than my generation did. There are times when I walk into classrooms overflowing with students who feel terribly wounded in their psyches (many of them see therapists), yet I do not think that they want therapy from me. They do want an education that is healing to the uninformed, unknowing spirit. They do want knowledge that is meaningful. They rightfully expect that my colleagues and I will not offer them information without addressing the connection between what they are learning and their overall life experiences. This demand on the students' part does not mean that they will always accept our guidance. This is one of the joys of education as the practice of freedom, for it allows students to assume responsibility for their choices."*

4. **Maxine Greene:** *This is what we shall look for as we move: freedom developed by human beings who have acted to make a space for themselves in the presence of others, human beings become "challengers" ready for alternatives, alternatives that include caring and community. And we shall seek as we go, implications for emancipatory education conducted by and for those willing to take*

responsibility for themselves and for each other. We want to discover how to open spaces for persons in their plurality, spaces where they can become different, where they can grow."

5. **John Dewey:** *"Education is a social process; education is growth; education is not preparation for life but is life itself."*

   "Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

   "Were all instructors to realize that the quality of mental process, not the production of correct answers, is the measure of educative growth something hardly less than a revolution in teaching would be worked."

6. **Kurt Hahn: "***I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion."*

7. **Henry Giroux**: **http://www.globaleducationmagazine.com/critical-interview-henry-giroux/**

8. **Ora Kwo:** *"The study of second language dialogue journals highlights that teacher learning is located in selflessness of 'creative apprenticeship'. It does not limit to the teacher's self-determination or learners' autonomy as individuals, but instead focuses on an open-ended dynamic process of negotiation and co-creation of knowledge conducted by all learners, including teachers."*

Difficult activity:
- If these guys got together and decided to become a progressive school inspectorate team (highly unlikely to happen for a number of reasons), what do you think would be their inspection criteria for measuring progressive education in a school or college?
- Take these criteria and apply them to UWC today. Did we pass?

Talking point:
- We often say that the UWC mission is perhaps even more relevant in today's world than it was when it was conceived at the height of the Cold War. But what is the relevance? What is it for?

How should we be learning?

Provocations:

1. The World Economic Forum 2022 Skills Outlook:

Growing	Declining
1 Analytical thinking and innovation	1 Manual dexterity, endurance and precision
2 Active learning and learning strategies	2 Memory, verbal, auditory and spatial abilities
3 Creativity, originality and initiative	3 Management of financial, material resources
4 Technology design and programming	4 Technology installation and maintenance
5 Critical thinking and analysis	5 Reading, writing, math and active listening
6 Complex problem-solving	6 Management of personnel
7 Leadership and social influence	7 Quality control and safety awareness
8 Emotional intelligence	8 Coordination and time management
9 Reasoning, problem-solving and ideation	9 Visual, auditory and speech abilities
10 Systems analysis and evaluation	10 Technology use, monitoring and control

2. W.H. Kilpatrick on Experiential Education:
"Before a thing can be learned, it has first to be lived. If it is a feeling, I can't learn it until I have first felt it. If it is a thought, I can't learn it until I first think it. If it is a skilled movement, I cannot learn it until I first make that movement. I learn only and exactly what I live."
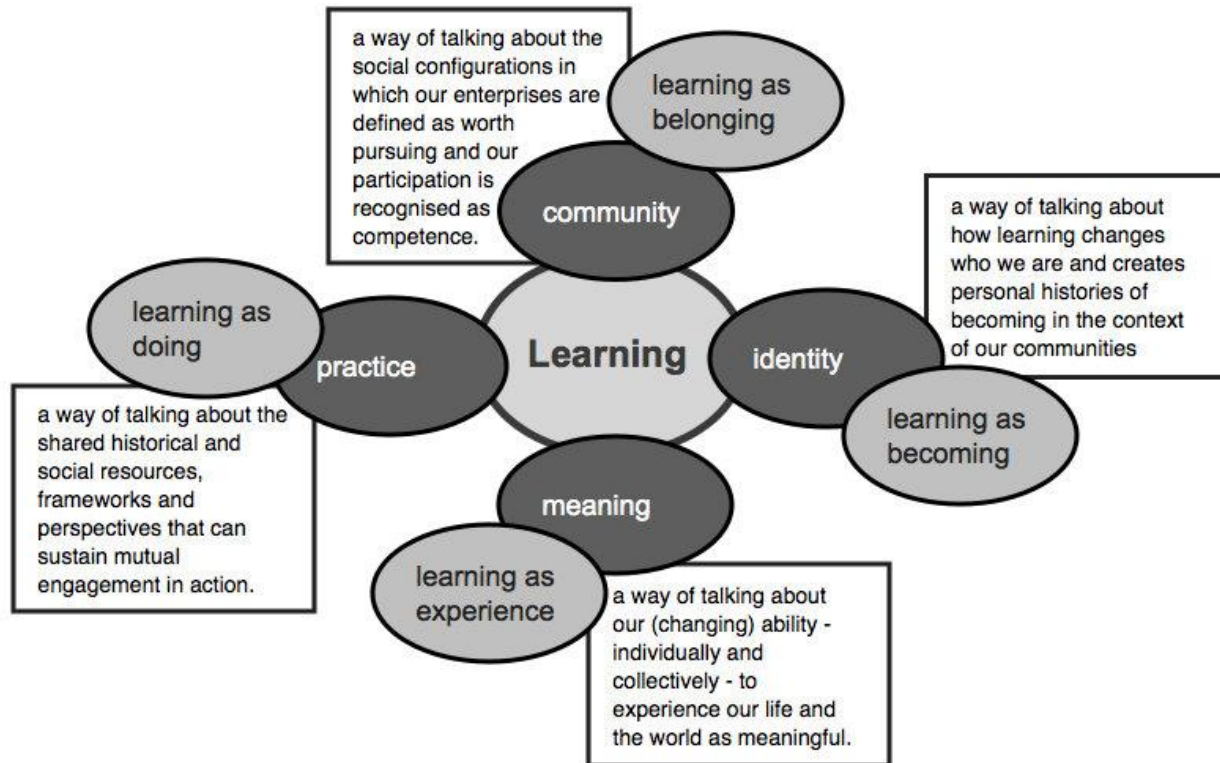
3. A list of types of learning (thanks to Will Richardson at Modern Learners):

- Mastery learning
- Binge learning
- Competency-based learning
- High quality project-based learning
- Collaborative learning

- Passion-based learning
- Flipped learning
- Personalised learning
- Blended learning
- 21st Century learning
- Inquiry-based learning

- Student-centred learning
- Mobile learning
- Social learning
- Cooperative learning
- Lifelong learning
- Deeper learning

4. Check out the different learning experiences in the following schools.

- **Liger Academy (Cambodia)**
- **Think Global School**
- **Roosevelt Innovation Academy**

5. A social theory of learning from Etienne Wenger:

a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognised as competence.

learning as belonging

community

a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities

learning as doing

practice

Learning

identity

learning as becoming

a way of talking about the shared historical and social resources, frameworks and perspectives that can sustain mutual engagement in action.

meaning

learning as experience

a way of talking about our (changing) ability - individually and collectively - to experience our life and the world as meaningful.

Critical Questions:
- What were your most powerful learning experiences? Can you figure out the component parts of the 'why' and the 'how' of what made it so? Are there any commonalities?
- What kind of learning experiences should students have that will equip them to be 'future ready'?
- Do we distinguish academics from the 'other' types of learning? Should we and how could we better integrate?
- A common debate in this arena is that if we focus on skills or do transdisciplinary/project based or real life learning, we lose academic depth and rigour and subject discipline content. What are your thoughts on this question?

Mental Health and Wellbeing

Provocations:
1. In his book "At What Cost, Defending Adolescent Development in Fiercely Competitive Schools", David L. Gleason (psychologist) writes:

"We admit to assigning our students with too much work. It is striking that many adults who report feeling overworked in their jobs relate not only experiences of psychological and emotional distress, but also a reduction in their overall levels of well-being. Further, these negative effects are reported as being more severe when these adults feel both overworked and powerless, or increasingly helpless in the face of constant work demands. If these are the effects of feeling
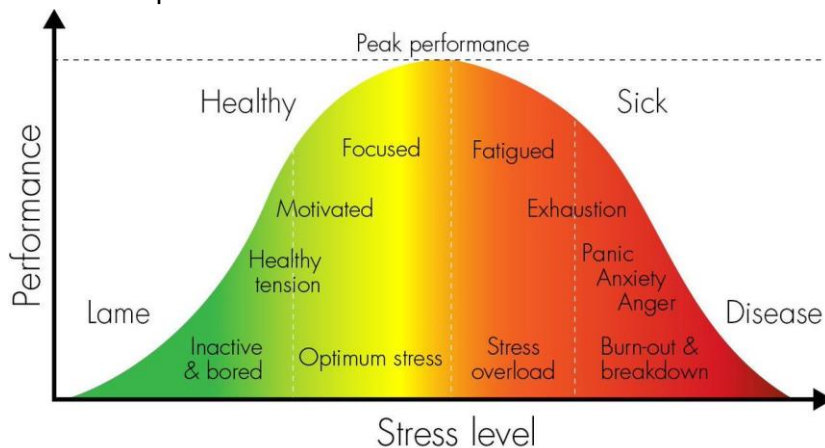
overworked that adults experience, do we think that our adolescents will somehow be immune to them?"

2. The "UWC triangle" (choose 2):

3. Guardian newspaper article about adolescent sleep patterns: **"Sleep-deprived pupils need extra hour in bed, schools warned".**

4. Adaptation of the Yerkes-Dodson law:

Critical Questions:
● How could UWC education be designed differently to support well-being?

Assessment

(Assessment is a huge area, so this is not even touching the surface of things we could talk about…)

Provocations:
1. Scott Looney, Head of Cleveland's Hawken School, and co-founder of the Mastery Consortium on Modern Learners' Podcast:

"There is zero research in the world that supports letter grading. None. It has never existed and didn't exist when grades were launched over 100 years ago. The very first study of grading done in 1908 was published in Science, and the conclusion was this is a horrible ideas and a horrible failure which we must stop doing immediately…. [instead it] took over the world, and it became the primary way we assess achievement. It's never been legitimate."

2. Check out the student portfolios from Global Politics class at UWC Dilijan and the clip of Jaime, their teacher, talking about his grade-less classroom.

   - Max Lopez (Mexico)
   - Eliška Vinklerová (Czech Republic)
   - Alberto (Spain)
   - Barbara (Slovakia)
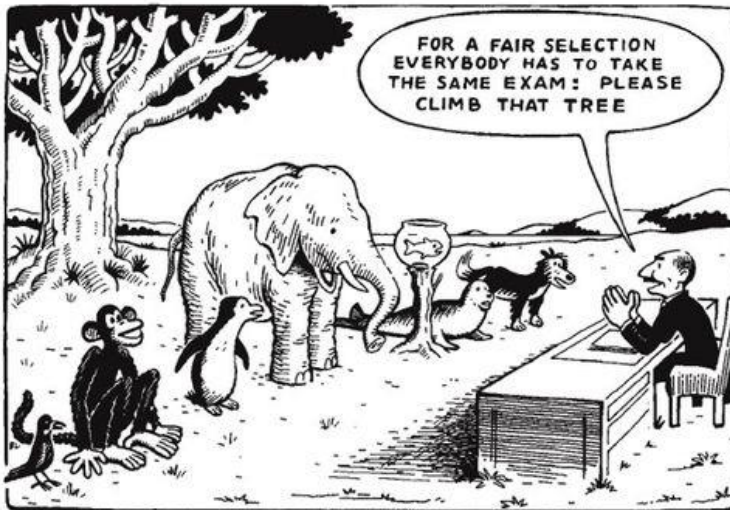
3. Carol Black:
   *"But our entire education system, the whole hegemonic edifice of curricula and standards and data and rubrics and behavior charts and point systems and grades and tests, is steeped in a stance of objectifying and quantifying children. **It teaches them to live from the outside in, to view themselves through the gaze of others, to allow themselves to be quantified and diminished by those who have the power."***

4. Alfie Kohn:
   "Research shows three reliable effects when students are graded: they tend to think less deeply, avoid taking risks, and lose interest in the learning itself."

5. Jesse Stommel blog post: "Why I Don't Grade".

"There is an extreme mismatch between what we value and how we count."

~ Cathy N. Davidson, *Now You See It*

Critical Questions:
- "Not all that counts can be counted, and not all that can be counted counts." With this in mind, how would you design assessment at UWC?
- How do you capture learning from all the incredible learning activities that students do that may be outside of the classroom, but that have value for the skills and knowledge and understanding they bring?
- How do we support growth and intrinsic motivation, not just 'hoop-jumping'?

Teachers and Educators

Provocations:
1. **bell hooks:**
"When education is the practice of freedom, students are not the only ones who are asked to share, to confess. Engagement pedagogy does not seek simply to empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. That empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks. Professors who expect students to share confessional narratives but who are themselves unwilling to share are exercising power in a manner that could be coercive. In my classrooms, I do not expect students to take any risks that I would not take, to share in any way that I would not share. When professors bring narratives of their experience into classroom discussions it eliminates the possibility that we can function as all-knowing, silent interrogators."

2. **Ora Kwo:**
"Sustainable learning is a form of engaged living as moral beings. It is only when teachers can identify themselves as moral beings, concerned with questioning and making choices that they can create their own moral lives and arouse their students to learn to break with what can be too easily taken for granted. On becoming educators, teachers can be re-defined beyond the classroom roles."

3. **Shalva Amonashvili:**
   "Usually the teachers bring the subject to students. In our case, students and teachers are approaching the subject together."
   "You have to see yourself in children to help them become adults; you have to see them as a repetition of your own childhood in order to rediscover yourself; finally, you must live the life of children to be a humane teacher."

Critical Questions:
- What are the most important qualities for an educator at UWC?
- How might the role of an educator change as education systems move towards different styles of learning experiences?