

UWC INTERNATIONAL BOARD

EDUCATIONAL MODEL

Strategic Objective 1: Define and monitor UWC's educational philosophy and model and encourage development which emphasises relevance, quality and innovation.

The work to develop an educational model has its origins in questions first raised in c.2006 about whether the IB Diploma remained the best available qualification for UWC. Discussions were held with the IB to identify whether there were ways for the two organisations to work together to develop a revised IB core of more relevance to UWC, but this was at the time when the IB was seeking to consolidate its core provision as part of managing growth and the discussions did not progress.

Instead, the idea of a UWC Diploma was raised, with two distinct schools of thought: that a UWC Diploma could replace the IB, or that a UWC Diploma could provide a broader framework within which the IB Diploma, or potentially other curricula, could fit as the academic component.

In the strategic plan for 2010-15, the overall education objective reads: "To ensure that UWC's model of education maintains relevance and becomes more widely known as an example of education for a peaceful and sustainable future." In addition to objective 1 mentioned above, a further specific objective was included specifically about a diploma: "Develop a system of certification or recognition, including a UWC Diploma, that will: recognise the full scope of the UWC experience and its objective of equipping students to make a positive difference; articulate the distinctiveness of the UWC experience; support widening access; allow for the incorporation of an academic or vocational curriculum appropriate to the College and the future requirements of its students; be applicable at various levels."

Early on in the life of the strategic plan, the work of the College Heads' Committee led to the understanding that focusing on a diploma risked ignoring a more fundamental need: to articulate more clearly UWC's approach to education and its educational model. In order to start to address this need, the College Heads' Committee drew up the 'Guiding Principles of the UWC Schools and Colleges', approved by the Board in October 2010 (attached as an appendix).

The Guiding Principles became the basis of further work in the College Heads' Committee on an educational model. The Committee agreed that the model should be visually represented, because this would be essential in conveying the essence of a UWC education, but that for implementation purposes it required a short accompanying narrative.

During 2013, a draft educational model was circulated for wider consultation: it was presented in a conceptual way at the UWC International Congress, materials were made available for consultation in school and college communities, and the wider UWC community was invited to comment in an online survey. The feedback received was overwhelmingly positive. The model as presented to the Board has been unanimously supported by the College Heads' Committee.

The value of the educational model is in conveying what is held in common across all the UWC schools and colleges. It creates a strong educational 'brand' while at the same time allowing scope for diversity and continual innovation. The schools and colleges are already looking at how the model can be best applied within their contexts, and how they can use it as a basis for continuing educational development that can in turn be shared with the other schools and colleges.

One College Head has very eloquently summed up the objective of the educational model: "The educational model is not to be confused with a curriculum, ie. the skills, values and attitudes, competencies and content that make up the teaching and learning programme at the school. Rather the model serves to outline in broad brush strokes the educational philosophy underlying the UWC

movement. It serves as a brief and graphic summary of our thinking regarding educational delivery in our schools. It is used to explain as succinctly as possible this philosophy to current and prospective parents, students, teachers, donors and other friends of the movement. It serves to explain our educational identity in relation to local and national state institutions as well as other educational and fraternal organisations at a national and international level. It is not a blueprint of our thinking, but a summary of our common identity as UWC schools.”

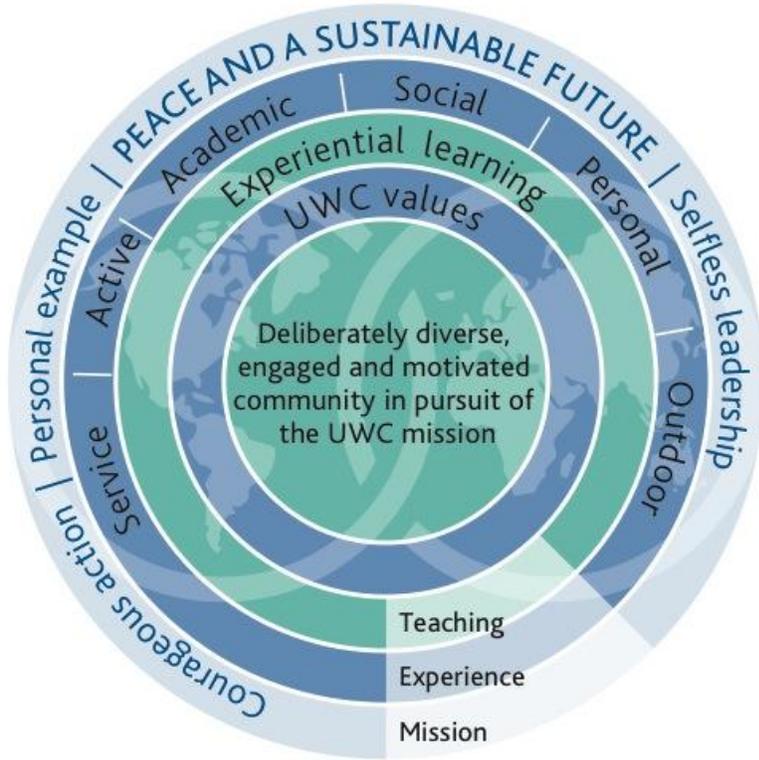
The work on the educational model has also strengthened the understanding of the importance of accreditation. If one of the purposes of a good accreditation system is to assess quality in the context of what an institution states as its purpose, it is clear that the educational model provides a common statement of what it is that the schools and colleges aim to do. At the same time, the collective notion has developed that accreditation will provide an objective assessment of how the model is being implemented across all the UWC schools and colleges.

In developing the educational model, the College Heads’ Committee has never ruled out that it may in the future be possible to develop an accompanying assessment framework, potentially leading to a diploma or similar.

At the Board meeting, Mauricio Viales will give a presentation showing the evolution of the educational model together with ways it is already being implemented and reports of its impact in several schools and colleges.

KC
February 2014

**UWC Educational Model
Final Draft
October 2013**



UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and intercultural understanding | The celebration of difference
 Personal responsibility and integrity | Mutual responsibility and respect
 Compassion and service | Respect for the environment
 A sense of idealism | Personal challenge | Action and personal example

**Summary of UWC Educational Model
Final Draft
October 2013**

1. UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

Guiding Principles: “This education should take place within a diverse community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between people.”

Explanation: The core of the UWC experience lies within a diverse community of learners who share a common commitment to the mission and values of the UWC movement. Diversity is supported by National Committees in over 140 countries which interview and select students who have made the most of the opportunities they have had and who exhibit qualities that fit with the UWC mission and values. Students are then chosen to join school communities to ensure cultural, racial, gender, socioeconomic, and language diversity in pursuit of a common mission. In this way, each campus reflects a global diversity that enhances connection, sharing, debate, and community living; and, thus encourages opportunities for growth, empathy, and understanding. Faculty and staff actively engage in community life as teachers, tutors, mentors and learners.

2. UWC Values

Guiding Principles: “All schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.”

“This education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: This part of the model, together with the outcomes, speak to the values infused in a UWC education throughout the movement.

3. Teaching: Experiential Learning

Guiding Principles: “Requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: Experiential learning is fundamental to UWC. Experiential learning is the process of making meaning from direct experience. Young people are thrust into a dynamic and diverse community. This situation provides a plethora of challenging experiences to inspire a range of emotions and learning opportunities. These experiences can be challenging, joyful, frustrating, and life-changing. UWC provides a safe and supportive environment from which to learn through direct experience. By living and working together, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error, and perspective taking.

Along with living in a diverse community, students have opportunities to initiate and collaborate on areas of passion, interact with the larger community, and take advantage of service, creative, and physical opportunities. All of these programmes provide rich experiences for making meaning and learning.

Experiential Education is a more formal pedagogy that employs a philosophical stance and a variety of methodologies. Teachers and staff intentionally provide opportunities for students to engage in activities, exercises, and events to mindfully make meaning and apply emerging skills and understanding.

4. Experience: Active – Academic – Social – Personal – Outdoor – Service

Guiding Principles: “Recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.”

“Physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.”

Explanation: Within the context of the experiential process are the actual experiences shared within the UWC community. These are both formal and informal activities, programs, and situations that challenge students on a variety of levels. Formal experiences balance high expectations within the context of a rigorous academic programme, along with a rich and varied co-curricular program in which students engage in creative, physical, and service learning both offered by others and initiated by students.

Students are also informally challenged through interactions in an intercultural and diverse environment in their residence life and social activities. These challenges encourage sharing, dialogue, conflict transformation, and reflection to encourage seeing the world from a variety of perspectives.

5. Mission and Outcomes: Peace and a Sustainable Future

Courageous Action • Personal Example • Selfless Leadership

Guiding Principles: “Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.”

“UWC schools and colleges offer life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual, and physical.”

“Students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.”

Explanation: By bringing together a diverse and motivated student body, immersing them in a global community experience based on the UWC values, and challenging them formally and informally, students grow in their abilities to be active global citizens.

The holistic UWC experience leads to learning skills, competencies, and outcomes toward the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future."

APPENDIX: Guiding Principles of UWC Schools and Colleges

These principles draw their inspiration from Kurt Hahn's pioneering work in founding the UWC movement. Though set within the context of Hahn's original thought, these principles reflect the intervening 50 years experience and more recent advances in educational thinking. Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.

UWC schools and colleges offer life defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual and physical.

Each school and college responds to the UWC mission statement within the context of its location; this creates distinctive identities based upon local resources and opportunities. However, all schools and colleges share the same basic values as outlined in the UWC mission statement - international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example

The following, then, are the basic principles from which is derived the practice of education at UWC schools and colleges:

1. That this education should take place within a diverse college community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.
2. That this education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.
3. That physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.
4. That community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.
5. That students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.
6. That opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.
7. That recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.