



Ideas for Developing the Global Curriculum

Malaga 10th February – 16th
February 2019



We were fortunate enough to have the opportunity to attend a 5-day course in Malaga, Spain, to develop our understanding of the Global Curriculum and what it means to be a global citizen. During the week, we collaborated with professionals from across Europe, to share good practice and reflect and evaluate how we approach global issues within our curriculum.

The school day in Malaga

During the week, we visited two mainstream schools in Malaga; Colegio Publico Jose Moreno Villa and Colegio de Educacion Primaria, San Jose de Calasanz, to find out how they include teaching of global issues within their curriculum and school environment.

Both schools had a similar daily routine, whereby the school day extended beyond “taught lesson time”. In both schools there was an optional childcare facility, whereby children were offered before and after school care, including the provision of breakfast and dinner as well as after-school extra-curricular opportunities, including sports, music and arts activities.



Both schools were very welcoming and we were invited to join them for breakfast.

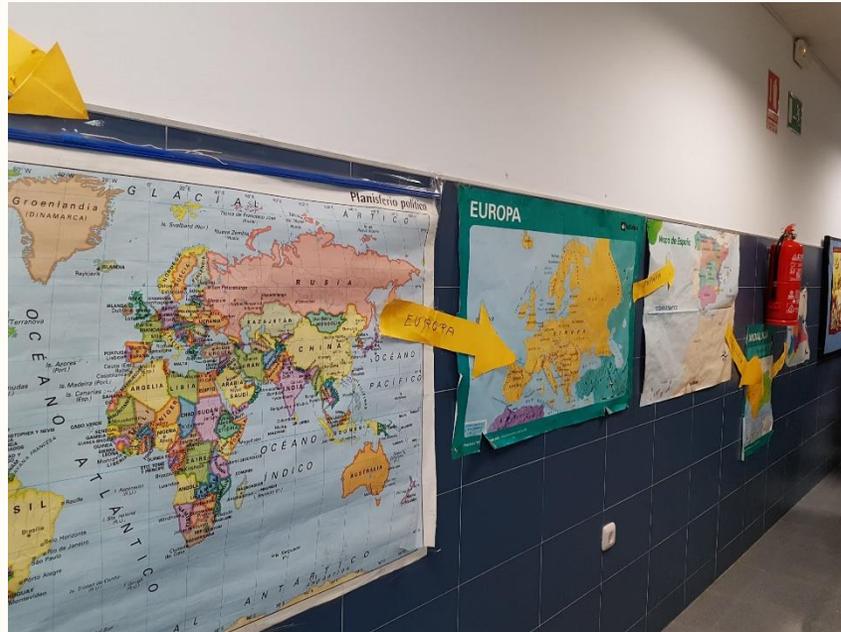


How do schools in Malaga address global issues in their curriculum?

The ethos at both schools had a strong focus on global issues, including aspects such as looking after the environment, community and recycling. Not only were some elements incorporated into the curriculum, but some were part of daily school life and routine.



Children had responsibilities within the school including watering plants in classrooms and corridors and collecting classroom waste.



Displays build children's sense of understanding of where in the world they live.

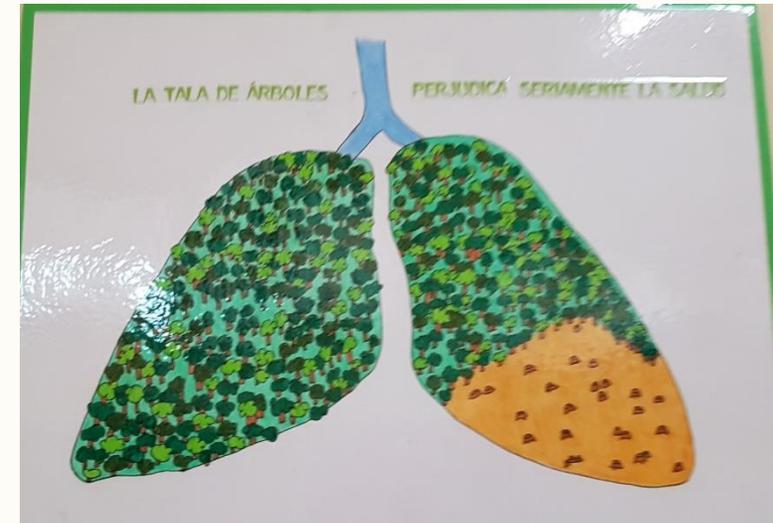


Children partook in practical activities to consider using recyclable materials for a purpose. Here is a picture of a child's recycled sandwich bag in the making.

Art and Displays

Environmental and social themes were integral within the displays and artwork presented in the schools. Displays reflected pupil ownership which endorsed a sense of pride in sharing work which was meaningful to them.

Children are encouraged to use range of natural and recyclable materials creatively in their artwork. These powerful images that children have created, express important environmental issues.



Involvement of other professionals within school

During our visit to Jose Moreno Villa, we observed a group of children who had been identified as a target group to work with a social worker in order to support their development of understanding emotions and conflict resolution. This was a regular feature within the school curriculum.



Collaboration with families

The involvement and inclusion of the community and families was a strong feature of the ethos of both schools. Support from parents and grandparents was evident across the school, especially in the outside areas. At Jose Moreno Villa, parents and grandparents painted the playground and outdoor environment to make it more inviting for the children. At San Jose de Calasanz, parents had helped to develop the garden area and funded and built benches for children to sit at outside, which they were planning on further developing in the future.



Outdoor environment

Children were encouraged to take ownership of the outdoor environment. They have worked hard to cultivate barren areas of land on the school site, in order to grow plants and food. This contributes to developing their greater understanding of the importance of and impact of growing plants for children who live in an urban area. One school had encouraged children with social and emotional difficulties who find engaging and accessing the curriculum within classroom challenging, to take charge for monitoring the weather and garden area, in order to develop their sense of purpose and responsibility.



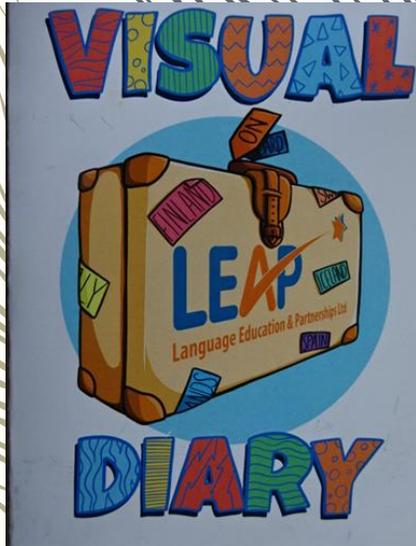
Embracing diversity and other cultures within school

In one school that we visited, there was a high intake of pupils from different places around the world, including locations as far as Southern America and China. These children are supported through smaller class sizes with a differentiated curriculum, to help develop their language skills and integration.



The schools developed a strong sense of looking after the community and understanding differences. This display embraces different types of families.





Visual Diary

We were all invited to keep a visual diary of our week in Malaga using it to help us record information and memories of our visit. The diary could include notes, diagrams, collages or different images to reflect our thoughts and experiences throughout the week.

Why global learning?

Our children need to:

- make sense of a complex world
- find out who they are and their place in society
- negotiate new relationships
- enjoy where they are, what they are doing and the people around them
- express their feelings, values and opinions
- have their feelings, opinions and values appreciated by others as well as appreciating things, opinions and values of others
- think about what they are doing and what they want to do in the future.

What does it mean to be a global citizen?

Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace.

Kofi Annan

quotefancy

During our group study time, we began to develop our own ideas of what it means to be a global citizen through a range of activities.

Read these quotes and consider what global responsibility means to you...

Time to reflect!

Time to effect change!

What is our role in this?

IF YOU THINK YOU'RE TOO SMALL TO MAKE A DIFFERENCE, YOU HAVEN'T SPENT A NIGHT WITH A MOSQUITO.

-African Proverb

Global education is important because we are all part of one world family.

Zheng Li. Xiehe Local Stream pupil, aged 8 years.



Education is the most powerful weapon we can use to change the world.

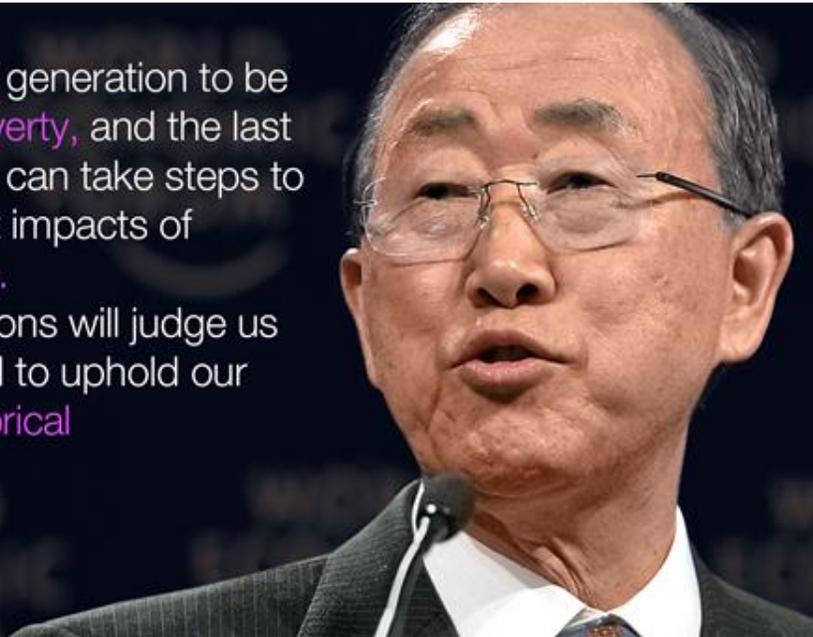
- Nelson Mandela



YOURDICTIONARY

We are the first generation to be able to **end poverty**, and the last generation that can take steps to avoid the worst impacts of **climate change**. Future generations will judge us harshly if we fail to uphold our **moral and historical responsibilities**.

Ban Ki-moon
Secretary-General
United Nations



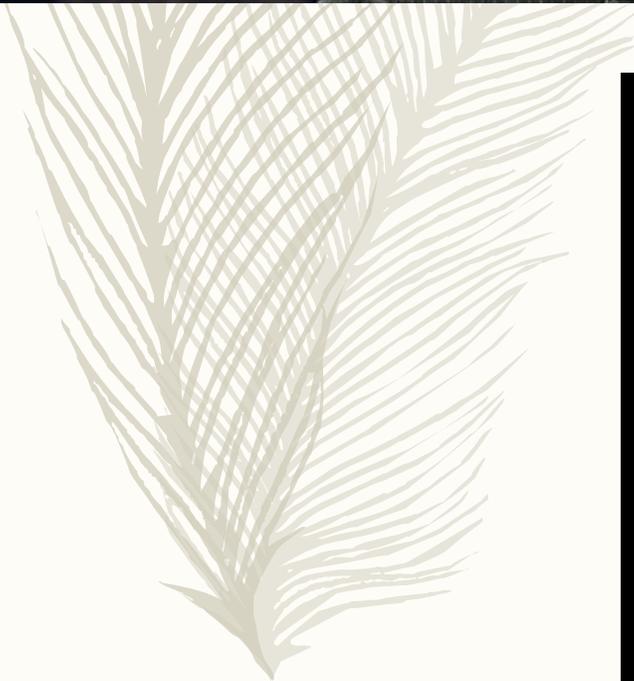
We have a **single** mission: to **protect** and **hand on** the planet to the next generation.

Francois Hollande
President of France



“Climate change is no longer some far-off problem; it is happening here, it is happening now.”

Barack Obama on Climate Change
President of the United States of America



What global skills are we teaching children?

Children need to learn the value of skills such as interdependence; the strength of working together.



Simple activities, such as the ball of string, encourages us to consider how we are all connected and making links with others.



We worked in teams to consider what values we think would be part of a 'global school', then shared our ideas with others.



Where can we take this?

We considered different ways to develop children's understanding of global responsibility. Have a look at this video to see what these children are doing to look after their world.



<https://www.youtube.com/watch?v=oROsbaxWH0M&safe=true>



<https://kidworldcitizen.org/video-global-citizenship-we-are-all-connected/>

Visit to the Picasso Museum

Whilst staying in Malaga, we visited the local Picasso Museum to learn about ways in which we can use printing as an art technique in the classroom. Not only did we develop our own art skills, but we learnt about how Picasso used different materials creatively in printing artwork to create different effects.



Links:

Images:

Francois Hollande, World Economic Forum

<https://www.weforum.org/agenda/2015/01/13-quotes-from-francois-hollande-at-davos-2015/>

Kofi Annan, quotefancy.com

<https://quotefancy.com/quote/1069805/Kofi-Annan-Young-people-should-be-at-the-forefront-of-global-change-and-innovation>

Nelson Mandella, yourdictionary.com

<https://quotes.yourdictionary.com/author/nelson-mandela/611457>

Ban Ki-Moon, World Economic Forum

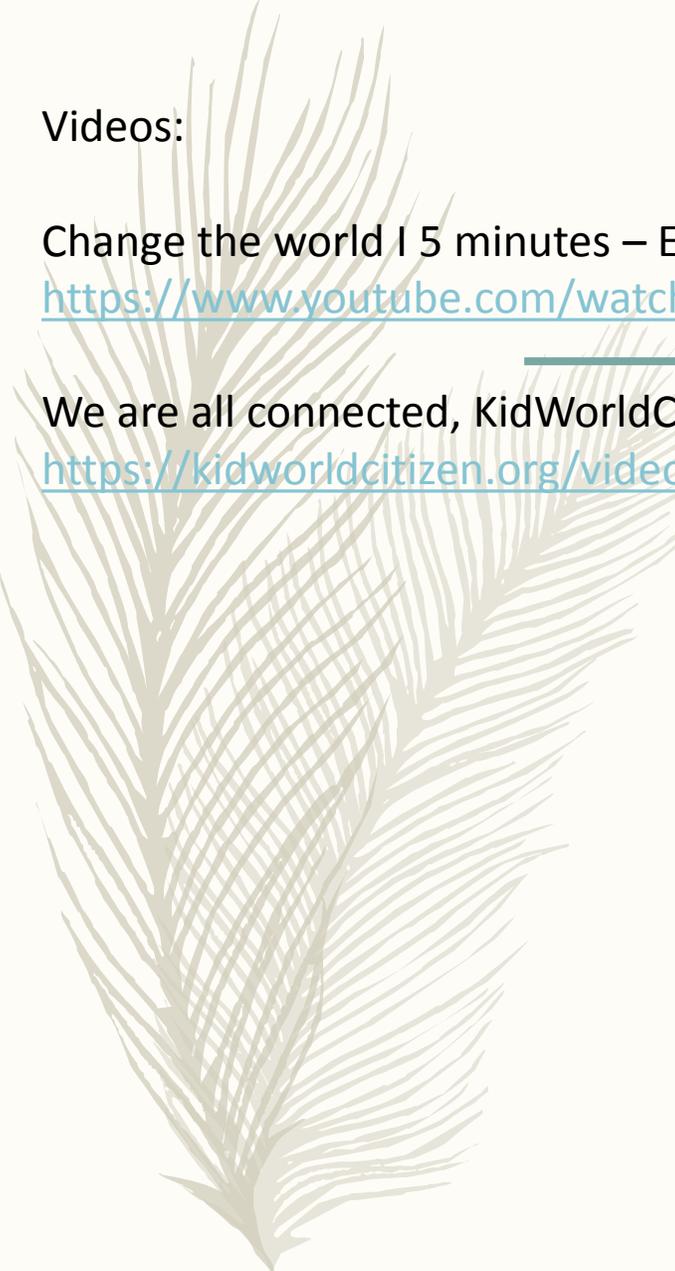
<https://assets.weforum.org/wp-content/uploads/2015/11/20150123-kim-02-19x10-Meme1.png>

Barack Obama, World Economic Forum

<https://assets.weforum.org/wp-content/uploads/2015/11/obama2.png>

African Proverb, quotlr.com

<https://quotlr.com/image/2219>



Videos:

Change the world | 5 minutes – Everyday at school, YouTube

<https://www.youtube.com/watch?v=oROsbaxWH0M>

We are all connected, KidWorldCitizen.org,

<https://kidworldcitizen.org/video-global-citizenship-we-are-all-connected/>