Bringing the community in and taking the school out: Experiences at Cartima lower secondary school

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- Presentation of Cartima lower secondary school (IES Cartima)
- IES Cartima school ethos
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School memories (I)

- Get into groups of 4, discuss and answer the following questions:

  – How did you feel at school? As an insider? As an outsider? Discuss why.

  – Do you think your school purposely intended to promote a sense of belonging among pupils? If yes, how? I no, please explain.

  – Did you feel welcome/safe/valued… at school?

  – What exactly made you feel/not feel welcome/safe/valued… ?

School memories (II)

- Were you encouraged to participate in the functioning/organisation/decision-taking processes of the school? If yes, how?
- What school responsibilities did you have outside the classroom?
- Did the school promote contacts the community? Did the community participate in any way in the school matters? What groups/institutions were involved? How?

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IES (Secondary Education School) Cartima
(Cártama, Málaga, Andalusia, Spain)

School features

- Lower secondary state-owned school (12-16)
- Opened in 2014 (2016-2017 is its third year)
- 9 class groups altogether (3 x level) (30+ students per class)
- Diverse socio-economical situation among families
- The 'steering' group: 3 teachers, committed with providing high quality public education

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School ethos

"The vast population of this earth, and indeed nations themselves, may readily be divided into three groups. There are the few who make things happen, the many more who watch things happen, and the overwhelming majority who have no notion of what happens. Every human being is born into this third and largest group; it is for himself, his environment and his education, to determine whether he shall rise to the second group or even to the first."
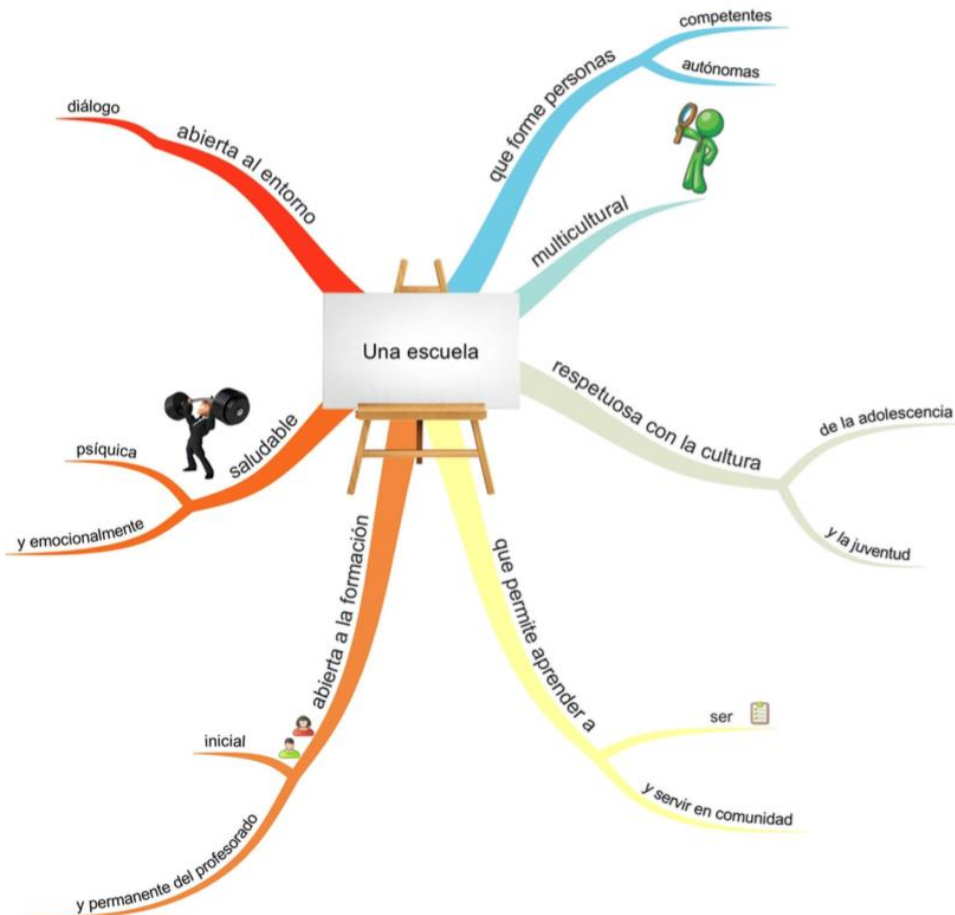
Nicholas Murray Butler

School ethos

- Education is an engine for change and social justice
- Strong awareness that the school system is failing to cater for the students' needs and is contributing to perpetuate social and academic differences; this failure underlies current dropout rates
- Among the causes for poor school results & high dropout rates are:
  - the curriculum neither addresses current education needs (e.g. multiple literacies) nor makes sense to the learner

School ethos

- – the learner's emotional education is neglected
- – no links between schools and families and the overall community
- – lack of reflection on teaching practices and of a wide and varied repertoire of teaching strategies
- Democracy (human rights, gender equality, etc.) should be fostered, learnt and experienced at school
- Inclusive education for school success must recognise the individual and cater for pupils' diversity
- Four main tenets: Learning Community, Project-based Learning, Emotional Education & Reflective Practice

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Una escuela

que forme personas
- competentes
- autónomas

multicultural

abierta al entorno
- diálogo

respetuosa con la cultura
- de la adolescencia
- y la juventud

saludable
- psíquica
- y emocionalmente

abierta a la formación
- inicial
- y permanente del profesorado

que permite aprender a
- ser
- y servir en comunidad

Si no sueñas, nunca podrás conseguir lo que hay mas allá de tus sueños…

(Anónimo)

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School ethos

- Strong emphasis on ICT & social networks for educational and dissemination purposes, and to reach out to the community and integrate the school into the community and the community into the school.
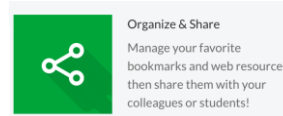
Examples of projects

- Give me your name

- BToy project

- Booktubers

- Explain Planet Earth!

School leadership

- Shared/distributed: each teacher takes on leadership in a certain area
- School management & educational teams (headteacher, head of studies, school academic secretary, department heads) as models "of what they preach"
- The steering group accompany fellow teachers to understand & practice the school ethos (e.g. by peer teaching, allowing observation, sharing materials, group and individual discussions)
- Discussion and collaborative decision-making rather than imposition and enforcement

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The pupils

- Pupils as decision makers:
  - The school rules were discussed and agreed upon with the pupils (even the use of the mobile phones and tablets in the class)
  - Ideas competition for choosing the school name
  - Peer assessment

- Pupils' involvement in "service learning"

The pupils

- A peer mediation programme was drawn up and pupils are encouraged to voluteer as mediators (serious disruption/academic support)

- In- and out-of-school suspensions were intended to be kept to a minimum through working towards a positive, caring climate

- The management of one's own emotions as the school major success (according to the headteacher):

  (41':10''-44':15'')

The families

– Families experience 'out of comfort zone' feelings

– Information about the school functioning
  - Regular parents' meetings
  - End-of-term pupils' presentations
  - Attendance to and participation in workshops
  - Parents are invited to deliver content
  - Reading families programme
  - Parents open the library after school

– High level of parents' participation to select representatives of parents in the school board

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The community

- The school organises activities addressed to the 'larger' community/catalyst for social involvement and participation in the community

  - "Curators of Cártama" Twitter project

    - A Twitter account is created and each week a member of the community uses it to report news about him/herself, the town events, history, environment…

      - Members of the community get involved in a common project
      - The applicants are instructed by school pupils on how to use Twitter

The community

- The pupils plan and broadcast a radio programme that goes live on air weekly at the local radio station

    67':5 ℹ️

- Talks and workshops are organised with experts from different fields ℹ️

- Exchanges of 'expertise' among members of the school and the larger community are promoted

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Reflection questions

1. According to Relph (1976), "To be inside a place is to belong to it and to identify with it, and the more profound you are the stronger is this identity with the place" (p. 49) and he then contrasts being inside and being outside with these words: "It is the difference between safety and danger, cosmos and chaos, enclosure and exposure, or simply here and there" (p. 49).

How could you explain/interpret the experiences in the IES Cartima you have just been told with Relph's (1976) concepts of existential outsideness/insideness, place and placeness?

Reflection questions

2. *What initiatives of non-formal/informal learning within the school and the larger community can you identify among the activities promoted by the IES Cartima?*

3. *What of the initiatives in IES Cartima could be transferred to a school you know?*

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Tweet and say what you think!

#InOutCartima

@proyectocartama

@InoutIP

#InOut2017