

“My School” in 2030

Orbis / Cosmopolitan

Mission Statement	To develop within students a sense of their potential not only as individuals but also as members of the wider community of the world. By cultivating a deep sense of rights, social justice, cooperation and acceptance, the school will produce citizens that are able to collaborate freely with the whole international community to solve problems that the future will pose.
Of the various challenges the world will face in 2030, my school will address...	<ol style="list-style-type: none"> 1. The society not adapting to its changes, where people with diverse culture and backgrounds live together because of the lack of education on these topics. This creates a huge language and cultural barrier, because they are unaware and have a difficult time respecting each other's difference. 2. The difficulty in raising a person who has the skills to accommodate to the changing style of labor. As a result of automation in the society, especially in the service industry, 47% of the current jobs in the United States are said to demolish in a one or two decades. Workers will be required to have a range of skills that cannot be easily replaced by technological advancement, or that will allow individuals to easily and quickly adapt to changes in working practices. 3. The greating gap between an education one can receive which occur from the difference in social and economic levels. Everyone is not granted the equal opportunity to recognize and display talents in the society.
To address these challenges in 2030, my school will aim to develop these competences....	<ol style="list-style-type: none"> 1. The ability to recognize themselves as an individual in global community and take actions based on their knowledge and understandings using high language skills. 2. • The ability to conceive based on inventive attitudes. <ul style="list-style-type: none"> • The motivation to invent new ideas and things to make it come true • The attitude to continuously seek for a solution 3. The ability to face problems that seems unrelated to oneself as it is their own.

To effectively run this school...

School system	<p>This school will introduce “MESS”. “MESS: Mini Earth Society System” is a system that creates “miniature global society” and tie the world together. This education system is materialized by proposing and introducing “MESS” to schools around the world. This system will become a platform of interaction for people all over the world and enable the students to expand their connection with one another. There are three elements in this system and all of them use the ICT (Internet Communication Technology) effectively.</p> <p>1. World Database 2. Human Mobility 3. Original Curriculum.</p> <p>1. “World Database” is a joint database created by MESS. Video of lectures conducted in MESS schools, textbooks, reports, and student works will be saved as an archive for free access.</p> <p>2. “Human Mobility” does not restrain students and teachers in one school, but endorses learning and teaching in unfamiliar environment. From this, students and teachers can experience diverse culture, society, and environment with their body. Installing this interactive learning system mutually with other schools will allow the students and teachers to learn from those in other schools while staying at their own school. For instance, a class (or a group of teachers) in one MESS-school will move into other MESS-school for a fixed period.</p> <p>3. Classes will be composed with required courses, MESS elective courses, and other diverse programs that are offered by the school. MESS elective courses are offered for students from age 14 to 18. Here, subjects including law, economy, ecology, agriculture and other diverse courses will be available for students to specialize in their field of interest and ultimately address various global issues. Along with required and elective courses, schools will carry out a program named “World Meeting Week (WMW)”, which is an opportunity for all students to take on actions based on what they have learned in class. Because there are various class styles, students are graded based on different criterion including contribution to class discussions, exam scores and others in order to achieve credits required for graduation. Based on the notion that “Schools are open for anybody who desire education”, this school makes lifetime education possible. Students, alumna and anybody else who desire education are able to access the “World Database” and other programmes (WMW) to learn from them and create mutual educational relationships. Additionally, students in developing countries who cannot receive education are able to enrol in this educational system through ICT, specifically by installing MESS into embassies or offices of international organizations and participating as ‘MESS Observers’. At the same time, MESS students will appeal to UNESCO and other international organizations to assist with the developing countries’ infrastructure and ultimately widen the network of MESS all around the world.</p>
----------------------	--

<p>Classroom</p>	<div style="text-align: center;"> <pre> graph TD WMWC[World Meeting Week Council] --> Athletic[Athletic Committee] WMWC --> Culture[Culture Committee] WMWC --> Assembly[Assembly Committee] WMWC --> Endowment[Endowment Committee] WMWC --> Finance[Finance Committee] Endowment --> Festival[Festival Division] Finance --> Support[Development Support Division] </pre> </div> <p>From ages 12 to 16, students will take two types of courses, a general knowledge course and MESS elective course. General knowledge course involves cross-curricular classes especially in the math and science field, language (both native and foreign language) classes, research based project classes and career development classes which are all mandatory. To apply knowledge gained from these classes, World Meeting Week will be held biannually, where the students organize athletic festivals, inter-cultural festivals, and assemblies (Student International Conference). In the Student International Conference, students will bring up topics they would like to discuss, and come up with solutions to these problems. The students will receive feedback on the solutions from analysts of international organizations and university students who are taking relevant courses. Final solutions will be brought up to international organizations such as OECD and the UN to receive further feedback. Sophisticated solutions will be accepted as actual UN or OECD draft plans. To hold this World Meeting Week, World Meeting Week Council (WMWC) will be set up and will be run by the students themselves.</p> <p>Followings are WMWC branches</p> <ul style="list-style-type: none"> • Assembly Committee: Administrates assemblies (Student International Conference) • Athletic Committee: Administrates athletic fest • Cultural Committee: Administrates inter-cultural fest • Endowment Committee: Plan and adjust the accumulation of donation towards problems (Natural disaster, conflicts) happening on WMW. • Finance Committee: Administrates finance <p>→Festival Finance Division: administrates finance of WMW</p> <p>→Developing Support Division: help financial problems of developing countries to widen the participates of WMW</p>
<p>Pedagogy</p>	<p>Orbis develops an educational method structured by two stages, the Input Stage and the Utilize Stage.</p> <p>During the Input Stage, students go through both lecture-based and self-learning programs. The aim of lecture-based class is to prepare students with wide knowledge and understanding of various topics in the world. Classes will be designed by a variety of teachers, due to the Human Mobility system that enable students and teachers to learn/teach in MESS installed schools around the world. One characteristic worthy of mention is that the school provides students with flexible self-learning programs as well. This curriculum enables students to effectively learn in lecture-based class. Moreover the World Database plays a significant role in this. Students can acquire their diverse perspectives towards knowledge from other MESS-school's textbooks and video classes stored in the database.</p> <p>Utilize Stage</p> <p>This stage aims to put knowledge gained at the Input Stage into practical use. As a preparation for the "Student International Conference", school conferences, debates, and frequent discussions with MESS introduced schools will be conducted actively using the ICT. Instead of following traditional curricula that value accumulation of knowledge gained through lectures, students will be encouraged to entertain, transmit, and commune their ideas.</p> <p>A variety of fieldwork experiences will allow the students to feel a sense of familiarity with the knowledge gained from the Input Stage and encourage them to develop their own thoughts on a variety of issues. For example, actually viewing cultural heritage sites that came up in world history classes or visiting deforestation spots after studying environmental issues will give the students a feeling of awe and these experiences will strengthen their skills to tackle existing social issues in the future. Students who can't participate in field works due to time restraints or financial reasons can utilize live broadcasting or recordings stored in the World Database to overcome those barriers and still receive the same education through virtual experiences.</p>
<p>Resourcing (financing/ expertise)</p>	<p>Realizing this system does not require high initial cost since it does not involve construction of new school installation, and could be formed by developing the Mini Earth Society System in existing schools. This innovative worldwide school network will gain financial aid from every participating nation, considering the school's contribution to progressive educational study. As for the less developed countries, which cannot take part due to financial reasons, subsidies and loans will be provided by the International Bank for Reconstruction and Development (IBRD).</p>
<p>Reference</p>	<ul style="list-style-type: none"> • <i>My school, Our future Schooling for 2030</i> • Carl Benedikt Frey and Michael A. Osborne (2013), <i>The Future of Employment: How Susceptible Are Jobs to Computerisation?</i> Oxford Martin School