

# EDUCATION & LEARNING

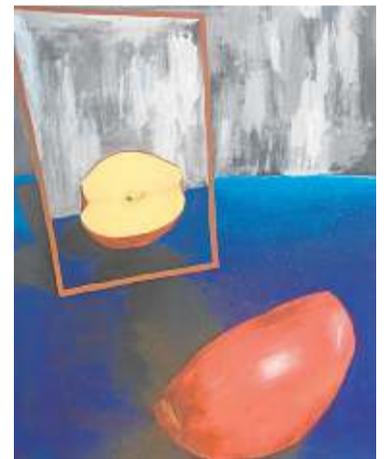


**Venturing into the future**

**TALENT SHOWCASE**

## Learning to fly

Selected art, poetry and short stories from local schools **P2-18**



**WORK & PLAY**

## Growing with experience

School activities that take education outside the classroom **P19-22**

**WHAT NEXT?**

## Going on to bigger things

Older students are going further and aiming higher **P26**

# A creative journey through childhood

SUR in English received samples of artwork, poems and short stories from 15 international schools this year

**RACHEL HAYNES**

✉ rhaynes@diariosur.es

The judges praised the quality of the work of the youngsters and the dedication of the teachers

**MALAGA.** Friday is never a bad day in the SUR in English newsroom; the newspaper is out on the street and the weekend approaches. One recent Friday, however, was particularly enjoyable, while at the same time, hard work: judging day for this Education and Learning supplement.

This year the response to calls for young people's work to publish in SUR in English was greater than ever. A total of 15 schools from the Costa del Sol and Gibraltar sent in artwork, poems and short stories from both their primary and secondary sections.

The judges had done their homework before the big day, but even so that Friday saw a long session of reading, reciting and viewing.

As in previous years we had called on the help of Álvaro García, an award-winning poet and translator of poetry (Edward Lear, T. S. Eliot, W. H. Auden, Philip Larkin and Shakespeare are among the writers whose work he has delivered to Spanish readers) as well as a university lecturer.

Every year Álvaro stresses how he enjoys reading the work of the Costa del Sol's youngest poets, well aware of the importance of seeing their work in print for the first time.

For an expert eye in the art section this year we brought in journalist Georgina Oliver who, as an arts and style correspondent and critic, spent most of her writing career in Paris, after following the arts scene in her native London.

Georgina immediately found a common thread through the work of the older secondary school artists: they are on the verge of adulthood, creating a tension that is reflected in their artwork. She found that the title of one of the selected paintings sums this up: Learning to Fly.

Back in the newsroom that was her second home for more than 30 years, former editor of SUR in English, Liz Parry, joined the judging team. Despite having years of experience in compiling supplements like this one, she reiterated that every year she is more impressed by the standard of the work submitted.

All of the judges, with the humble contribution of this current editor, agreed that as well as the talented youngsters, their teachers all deserve congratulations for stimulating the creativity of their students.



Liz Parry, Rachel Haynes and Georgina Oliver. :: SALVADOR SALAS



Georgina Oliver and Álvaro García. :: R. H.



## WINNING PRIMARY ARTWORK

Angelina Lopin  
Age 7  
International Kids  
Club El Campanario

### ► What the judges said

Georgina Oliver explained that her aim in her analysis of the children's work is to show the different ways in which a child can express him or herself, often with a strong close-up image which is "full of a vibrancy that a professional painter could be very pleased to have, keeping that vibrancy of the first feelings you have as a child". "The colours are at once cool, sensitive and then there's a mixture of feverish harshness in the eyes, that's also tender, beckoning and eager and looking towards the young master. I love this one."

Álvaro García was also surprised by this painting. "The brush-strokes are incredible for a seven-year-old."

## Schoolwork showcase

### WINNING SECONDARY POEM

#### You Will Be The First To Read It

I wanted to tell you about my love,  
The causes and reasons or post-  
loving effects.  
I wanted to establish the ro-  
mance and tell,  
how many feelings of mine are  
with you.  
Inside of you.  
Are you.  
But as I settle in anticipation of  
inspiration,  
my pencil runs out of ink  
and perfectionism covers the  
truth.  
"I'm not a love poet" I appeal,  
questioning how sincere is this  
belief.

I write until I realise,  
it always takes a little more  
work than is planned.  
A little less force, but willpower.  
I finish the sentence way too  
cute and shabby to my mind,  
so I cross it out.  
I cross it out so easily,  
Like crossing the street of an  
unknown city  
on a road which won't lead me  
anywhere,  
so I run.

The inspiration is my alibi by  
fortune,  
By running nowhere,  
nothing will consider wise,  
so I force myself  
To stop. Look around,  
inside of the city

within its cracked sidewalk,  
but awesome landscape.  
That city is an artwork,  
flooded by deaf people singing.  
Blind smiling.  
Nothing is wrong, nor is correct.  
I am the city,  
I sing and I smile,  
Knowing I am the inception of  
this.

I'm back to my desk and my  
stumbled anticipation,  
"The inspiration is late today" I  
presume.  
I wanted to tell you about my  
world,  
that is no larger than the space  
between my bed and the light  
switch,  
And how much you expand it  
every day.

So I turn off the light,  
open my eyes wide enough to  
love you,  
I'm ready to write.  
And if my love is blind,  
I'll write about it in braille,  
So when I will,  
You will be the first to read it.  
But if I won't,  
You are aware,  
I was destroyed by an inner city.

**Glasha Belova**  
Age 15

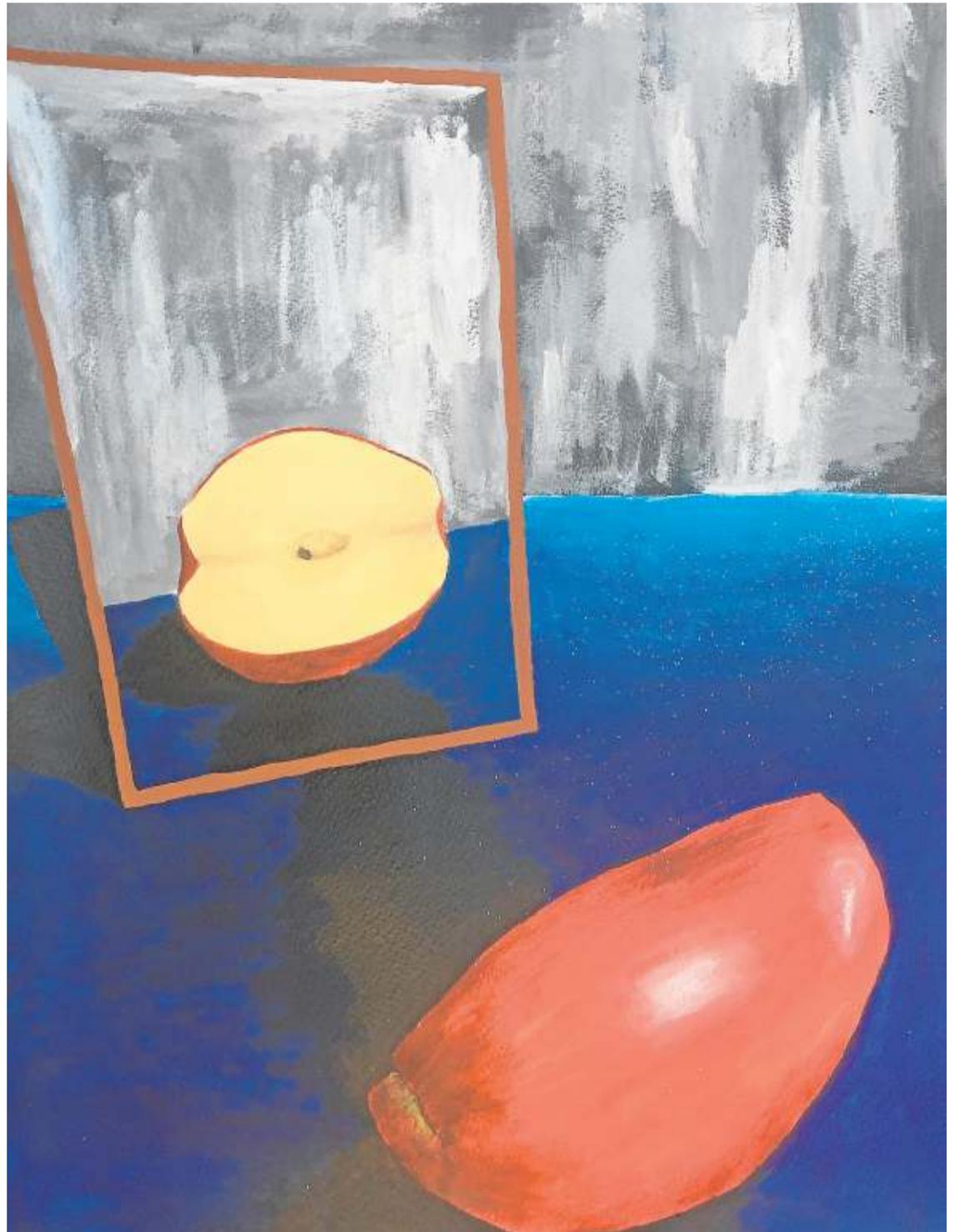
**Swans International School**

#### ► What the judges said

Álvaro García: "The writing-feeling process lets us see the mental movements, the crossings-out, and at the same time frees us from the romantic stereotype: there is no expressive spontaneity, there can't be. Here, writing is going into an unknown city, with cracked pavements and splendid landscapes, deaf people who sing and blind people who smile. The exciting part starts when that territory is not the writing but the writer, who only then can consciously return to the words, with a lesson learned, pierced by possibilities and impossibilities. Will the writer be able to express love? It's admirable, this way of revealing how a poem occurs in your mind and on the page of an adolescent poet."

### WINNING SECONDARY ARTWORK

Noora Siltanen, Age 16, St Anthony's College



#### ▲ What the judges said

Georgina Oliver: "What I like about this painting is that with nothing, just an apple - with all the connotations of Adam and Eve - cut in half, we can imagine that this person is looking towards temptation, the future. But it's also rather scary, celestial, as the blue suggests. It's scary to be on the brink of life, but at the same time this is a good painting, a good drawing and it's conceptual, there is an idea behind it. I like the grey, I like the blue and I like the juicy red of the apple. It could be a human being, but in fact it's a throbbing apple that's about to project itself into life."

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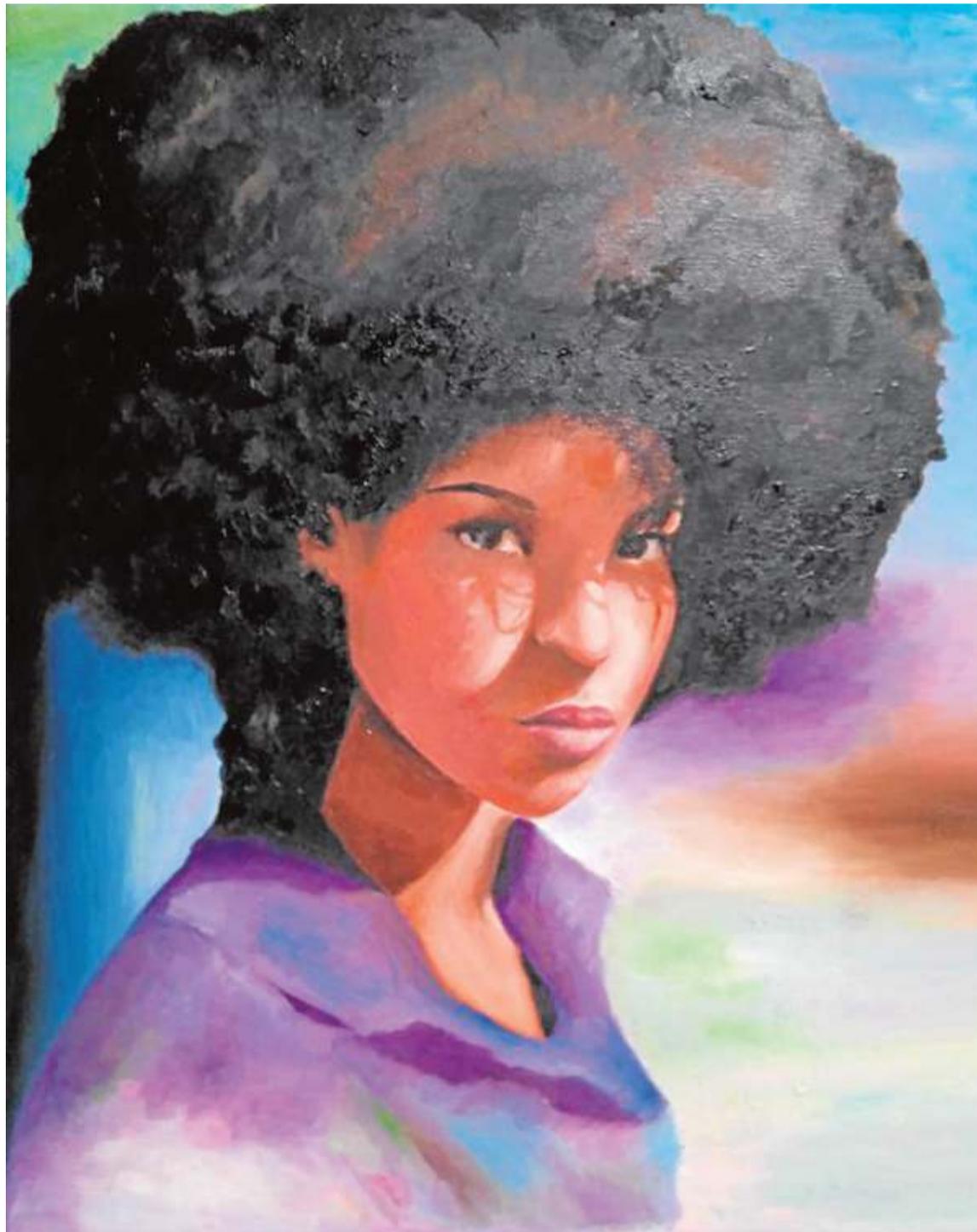


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## Schoolwork showcase

## RUNNER-UP SECONDARY ARTWORK

Anastasia, Knignitskaya, Age 14, International Kids Club El Campanario



## ▲ What the judges said

Georgina Oliver: "Just as the way the apple [on page 3] is throbbing with a kind of tension at the prospect of jumping into life, what attracts me to this portrait is that you can feel what's inside the person like a sort of heartbeat, a mind, a sensitivity. It could be violence, it could be either romantic or a fighting spirit and that's all the energy you have when you're on the brink of life. And so we can feel that she's learning how to fly."

Liz Parry: "It stands out from the rest. It feels like it is almost real, the look of the eyes, the shadows, the use of colours... it just pops and says 'I'm looking at you' and it definitely feels like there is someone alive in this portrait."

## WINNING PRIMARY POEM

## Love

Love is a warm, winter quilt that covers you on the bed with your favourite soft teddy bear.  
It is a gentle waterfall on your skin when you're looking for someone special.  
It tastes like the last cup of chocolate ice cream on a summer day.  
It looks like a lovely family together, fast asleep in one bed.

Yukai Huang  
Age 9  
Sunny View School

## ▲ What the judges said

Álvaro García: "This poem full of pleasurable and direct images. It doesn't just talk about love; there is love in the delicate nuances within the simplicity of the scenes it evokes - not just a 'cup of ice cream' but the 'last cup of ice cream'. Or that 'family together, fast asleep in one bed': there is love in the way the writer unrolls the phrase until we are embraced by an eiderdown of words."

## WINNING SECONDARY SHORT STORY

## Wishful Thinking

The crowd going wild; a pride of lions roaring, sweat oozing from my body, my muscles tense. As the grip on my bat tightens, the referee looks at me with a nod, indicating it is my serve. This is my chance, a chance to make history. I get into position, the crowd falls silent.

"Barrass to serve, Championship point."

Back and forth the ball goes, top-spin to back-spin to side-spin, my opposition and I are giving it our all and more. Suddenly, a mistake. I play the wrong shot, the ball ricochets off my bat and tips over the net.

Time stops. Everything frozen, but me. I look around, sixty-thousand people static in anxiety, hundreds of cameras pointing in my direction feeding me to the millions of spectators, British flags hung up all around the arena, immense signs silently chanting my name, and my opponent ready to strike to deny my chances. Breathing in my surroundings, I pause.

The clock ticks again. I regain my balance and wait. I leap for the ball, knocking it back over onto his side. I feel the momentum flowing through my veins, my heart beating rapidly in excitement. He is springing from one side of the table to the other, as though desperately holding on to string that is getting thinner, thinner. I smack it to the left side with sweetness and catch him off guard.

Everyone in the crowd slowly stands up, knowing this is it. The ball bounces on my side, I position myself, breathe and smash it with all my might into the far right corner. It is impossible to return, my opponent dives to the floor in an attempt to save himself but misses, and it is over.

The fans leap to their feet, chanting my name.

Oliver Barrass,  
Age 15  
Prior Park School, Gibraltar

## ▲ What the judges said

Liz Parry: "There is a lot of tension and suspense in the story. The split second when he's just standing waiting, thinking, feeling the crowd watching and then he hits the ball - I thought that was very well written. It works up to a climax in a very tense and convincing way."

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Fantastic facilities include student lounges, TV rooms and library

study time and activities on school days whilst also spending valuable time at home with family and friends on the weekends. A transport service is available to collect boarders from along the Costa del

Sol, Tarifa and Gibraltar on Monday mornings and take them home after school on Friday afternoons.

The Boarding House provides excellent accommodation in large twin bedrooms, all climate con-

trolled and with en-suite bathrooms and WiFi connection. Students are grouped with peers of a similar age and boys' and girls' rooms are on separate floors. Boarders have access to fantastic facilities which in-

clude an outdoor pool, gym, music recording studio, tennis and basketball court, dance studio, lounges, TV rooms and library.

The friendly team of staff includes resident supervisors as well as day staff and school nurses, all dedicated to caring for and getting the best out of each individual. Academic support and supervised study time are strictly maintained in the afternoons, and boarding mentors work closely with the school to ensure deadlines are met.

As well as academic pursuits, there is also a variety of exciting and interesting extracurricular activities designed to keep students entertained. Sports, cultural visits, cinema trips, shopping and a broad range of classes mean there is something for everyone. Students are encouraged to take part in every aspect of boarding life to help them grow into happy and motivated individuals who explore their interests, gifts and talents.

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## Schoolwork showcase

## WINNING PRIMARY SHORT STORY

## Joseph the Knight

The legend tells that long ago in the small village of Haylor, there lived a young villager called Joseph Lygger. His hair was straw coloured, he had shiny, alert eyes and was a lofty lad. He lived with his father in a humble dwelling.

Joseph's father had been a knight but had been disgraced and was banished by the King. He longed for his son to make up for his past mistake and become one of the King's knights. The young lad worked tirelessly to practise his fencing and combat skills. Joseph was an excellent student.

He was getting prepared to fight the prodigious dragon that haunted Haylor. It hid inside a very gloomy cave at the top of a steep mountain. Everyone was terrified, but Joseph wanted to conquer the beast. (He was also hoping to be rewarded by the King and become a knight.)

A tremendous roar descended from the mountain top... the dragon was on the move! After months of training Joseph felt ready to face the dragon, although he was petrified. His father sighed sadly as he was afraid Joseph would lose his life.

ROAARRRR! Joseph took a deep breath as he ascended towards the cacophony. He remembered all the tactics his father had taught him. The resistance and the breathing- Joseph battled with the dragon gallantly... he fought bravely but was nearly defeated. As Joseph lay on the floor of the cave, the dragon hovered over him.

With a mighty strike he plunged his rapier sword into the underbelly of the dragon. It let out an agonised squeal and starting swaying as blood spurted around the cave.

The following day Joseph was knighted by the relieved King in a palatial ceremony. Joseph and his father never had to return to the hovel in Haylor.

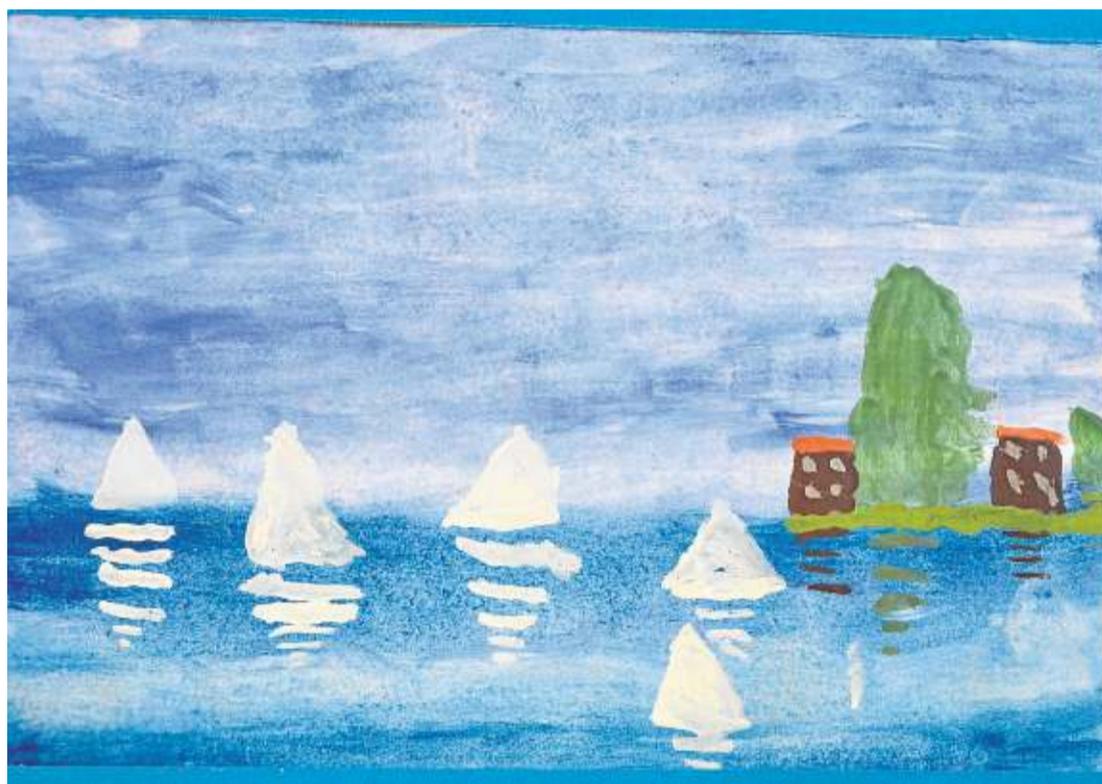
Carlos Úbeda, Age 10, Sunny View School

## ▲ What the judges said

Liz Parry commented on the good use of language in this story: "battling with the dragon gallantly and fighting bravely" - and the "underbelly of the dragon". "The story makes good use of language. I like the beginning, it sets the scene nicely and puts it firmly in the time of knights and dragons," she said.

## RUNNER-UP PRIMARY ARTWORK

Gonzalo Rodríguez Reque, Age 8, Swans International School



## ▲ What the judges said

Georgina Oliver expresses her reasons for selecting this piece: "I wanted to show that it's possible to express yourself in a different manner, and also to express your own signs. The author of this 'lakescape' has with just a few lines suggested sailing boats in the water and the movement in the water. A more mature painter could be very pleased with himself for finding these motifs, manners of inventing his own writing, which is what I like about this."

## SPECIAL MENTION PRIMARY POEM

## The Living Museum

Inside the museum,  
Giant dinosaur skeletons are  
roaring at the visitors,  
threatening to eat them.  
Roman sculptures are getting into  
formation.  
And old artefacts are posing inside  
their cases.

Inside the museum's dusty hall-  
ways,  
Books are flying shelf to shelf.  
Paintings are staring at the visitors

And posters are arguing about  
who is the smartest

Inside the museum's laboratory,  
World globes are teaching geog-  
raphy  
to office supplies.  
Plants are running after the sun  
And lamps are talking with each  
other  
in Morse code.

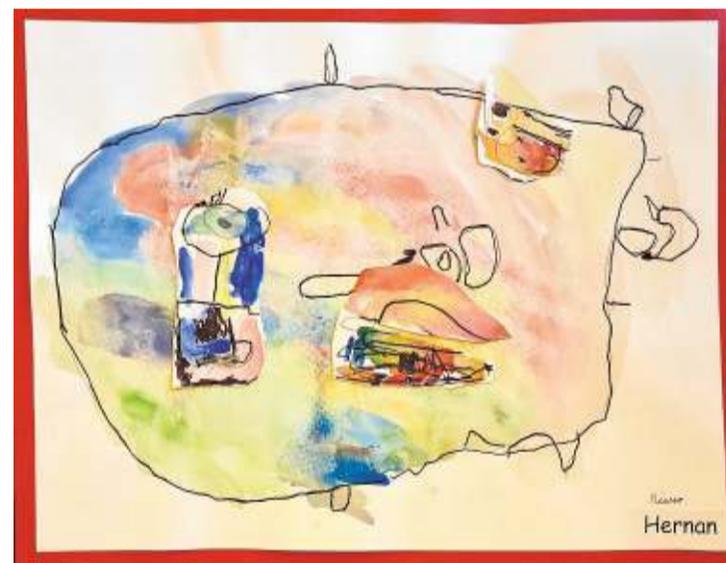
Polina Shishkina, Age 10  
St Anthony's College

## ▲ What the judges said

Álvaro García: "This poem surprises us with the activity and conversations of objects inside a museum. Isn't this really a definition of art and poetry? Without us knowing it, without our human logic, perhaps even without us, the real activity of things begins."

## SPECIAL MENTION PRIMARY ARTWORK

Hernan Díaz, Age 4, Swans International School



## ► What the judges said

Special congratulations were given to this piece by one of the youngest artists, inspired by Picasso. "He's done a mixture of the bigger picture and detail. It says Picasso but it could be Paul Klee for this kind of approach," said Georgina Oliver.



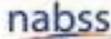
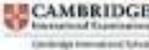
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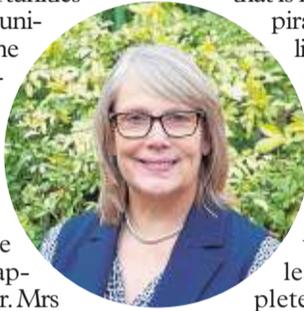
Forming part of the largest group of British Schools in the country with centres in Almería, Barcelona, Madrid, Málaga and Seville, students follow the British National Curriculum while additionally studying Spanish Language and Humanities.

“Our school is unique; we offer both a Spanish and British curriculum that gives our students

the very best opportunities when applying for universities in Spain, the UK and internationally. British qualifications are highly recognised here in Spanish universities,” said Mrs Lee-Allan, the school’s recently appointed Headteacher. Mrs

Lee-Allan has worked in British secondary schools for the last 27 years, and was Deputy Headteacher at Honywood Community Science School, Essex for 8 years before moving to Spain.

“St George’s School is at an exciting point in its history and I am delighted to be leading its next chapter; in building a school



that is innovative, where aspirations are raised and lives are transformed,” added Mrs Lee-Allan. “I was attracted to St George’s as it is a school that is focused on academic success through a love of learning. I am completely committed and passionate about the principles of a through school and fundamentally believe that as educators we need to provide a personalised experience of learning for every individual.”

St George Málaga places significant value on offering an academic curriculum and developing opportunities that offer a



range of cultural, social and educational experiences for youngsters to discover and develop new interests. Through such opportunities students develop understanding that whoever we are and

whatever background we come from we are all citizens of the future who can learn from one another’s skills and experiences.

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**MARBELLA** Swans students at European Youth Parliament 2018

## INTERNATIONAL MINDEDNESS

### ROB MALDONADO, DEPUTY HEAD

I read recently that 'International mindedness is the key to having a better understanding and appreciation of one another, preparing the way for a brighter and more peaceful future.' It is a thought that encapsulates much of what we do at Swans International School, Marbella, where, with over 30 nationalities represented among our student body, it is essential that we teach our students about mutual respect and understanding. I recently took a group of Year 12 students to represent our school at the regional phase of the European Youth Parliament in Malaga. Here, over the course of two days, our students had an unforgettable experience that involved them debating complex issues that affect the European Union, working with other students from different backgrounds to come up with resolutions that can make our world a better place. It was amazing

to see their growth in maturity in such a short space of time, giving their opinions but being respectful of others and being thrown into a public speaking forum at such a young age. However, what gave me most pride was the natural way in which our students interacted, made friends and represented our school values.

**Our students attend a wide range of universities from the UK and Spain to the US and Central Europe**

At Swans, we hope that all of our students can benefit from such experiences. It has always been our aim to push students beyond their capabilities and to take on new challenges, but our

overriding philosophy has been one of care and respect for each other. Our students attend a wide range of universities from the UK and Spain to the US and Central Europe, and many return after their first year to tell us how well prepared they were for the new challenge, both academically and socially. This is the best feedback that we can receive, and celebrates the success with which we deliver the IB Diploma Programme, whose philosophy the school adheres to on a daily basis. Due to its challenging nature, we believe that it is still the best option for students from 16 to 18 years, providing the rigour that Higher Education and the workplace requires in the modern world.

As I write, the same group of students are preparing to take part in the national phase of the EYP in Cordoba, before hopefully qualifying for an International Conference somewhere in Europe. Here, they will be



debating with students from different nations and taking their first steps on the path to a potential career in politics or international relations. All of these opportunities that Swans provides are made possible by a team of longstanding and committed staff, who work tirelessly to make every day a positive learning experience for the young people that attend our

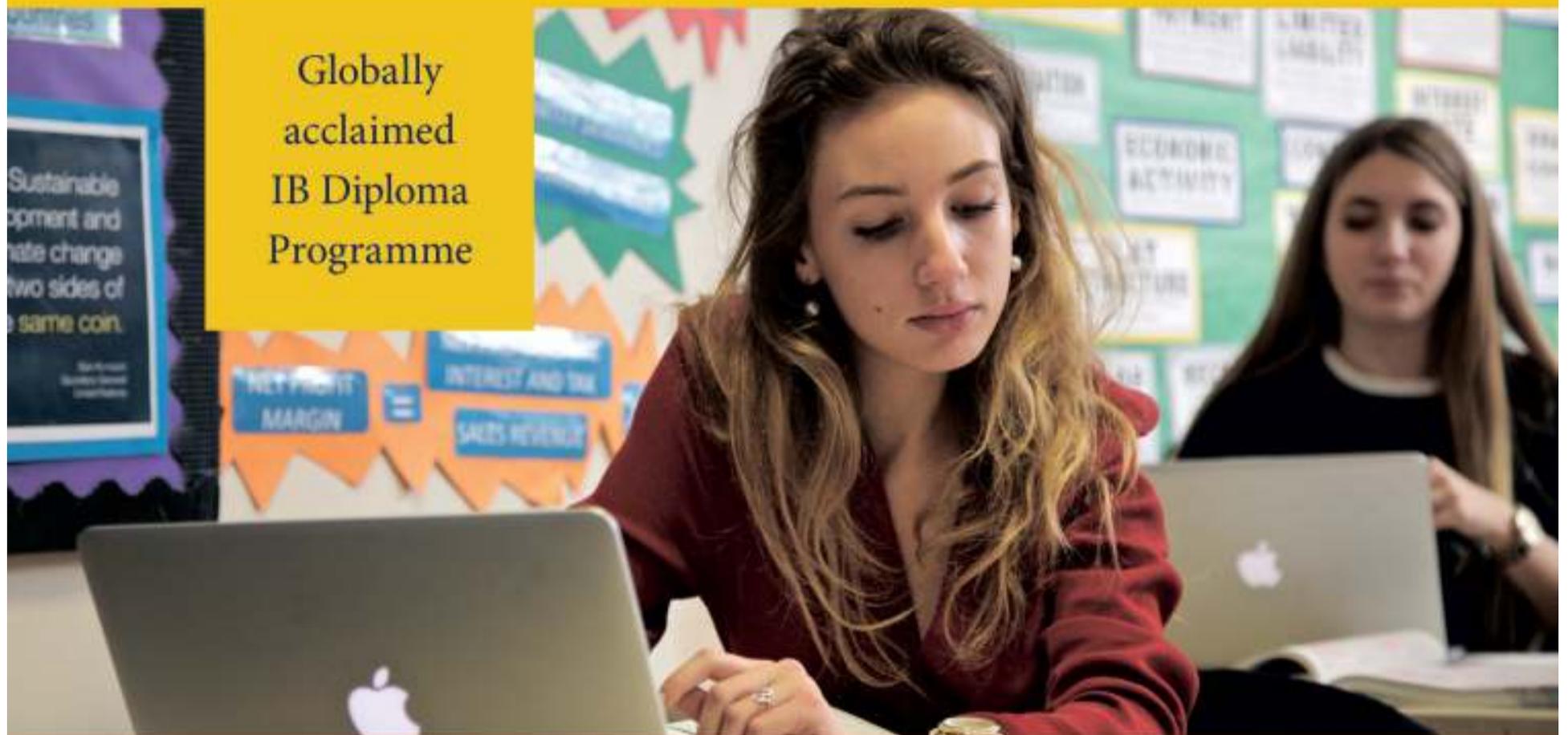
school. Our excellent academic record is only made possible by the foundation of values that we re-emphasise on a daily basis: hard work, respect and care for each other. It is this that makes our school such a happy place; an environment where international mindedness can flourish.

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INTERNATIONAL SCHOOL  
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**13th**  
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**IB Open Afternoon.** Information on our IB Diploma and Scholarship Programme  
Event at Swans Sierra Blanca | Tuesday, 13th March 2018 – 4.30PM

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*Our Swans IB Diploma Programme continues to grow from strength to strength. Last year, our top scorer gained 44 points (something that is only achieved by the top 0.5% of students in the world) and we regularly have a number of students that gain over 40 points, which puts them in the top 5% of IB students worldwide!*

**“IB students regularly outperform A level students in securing places at top UK universities”**

HESA Report

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## Schoolwork showcase

## RUNNER-UP PRIMARY POEM

## Through the looking glass

Look into me,  
If need be.  
Behold your elegance and charm,  
But never confide in me.

Look into me,  
If need be.  
I'm impartial,  
Yet daring with your flaws.

Look into me,  
If need be.  
I'm a perfectionist with rigorous character,  
And whatever I see I copy.

Look into me,  
If need be.  
I'll show you everything you need to see,  
Regardless of the content.

Look into me,  
If need be.  
For judgement,  
On the exterior.  
Look into me,  
If need be.  
For allure on the outside,  
Not the inside.

I am a judge,  
Of grace and beauty.  
Honesty is my priority,  
And I dare to reveal the truth.

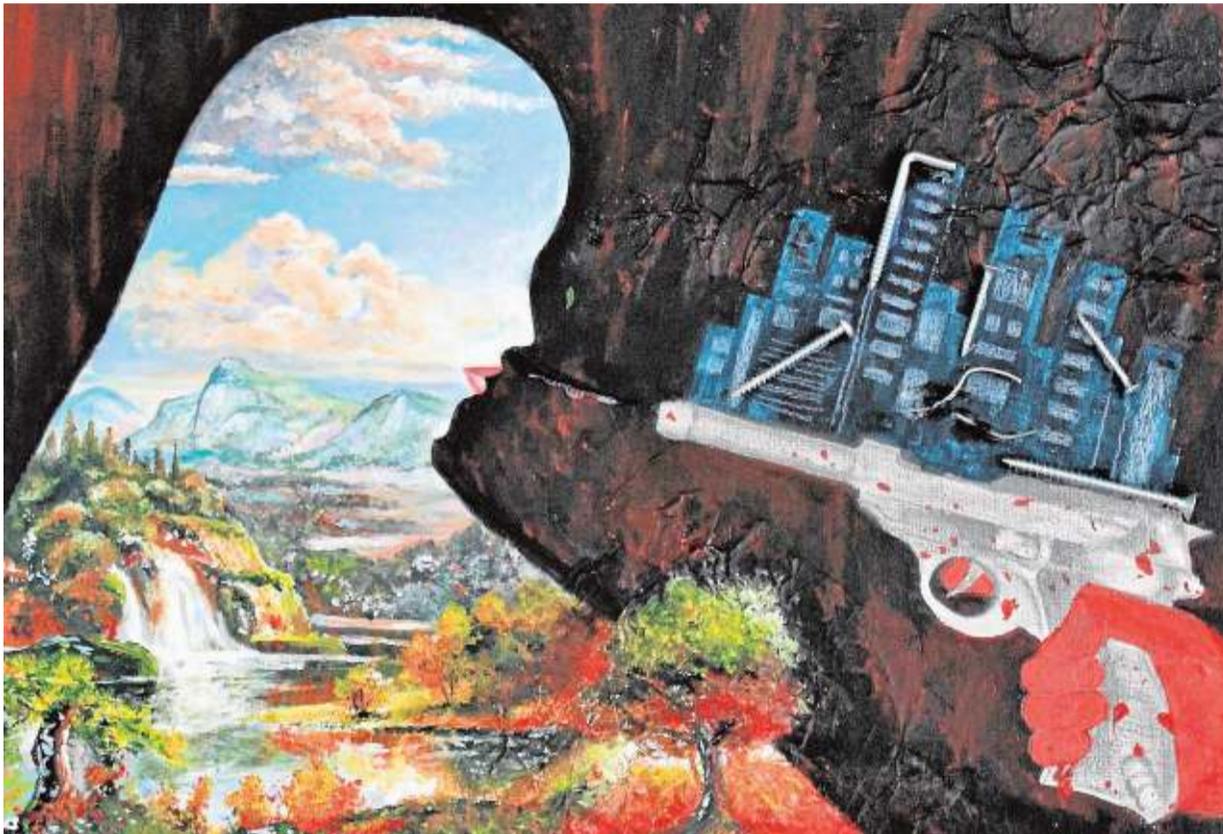
Daniel Dishdishyan,  
Age 10  
Aloha College

## ▲ What the judges said

Álvaro García: "The mirror defies us, but it does so with so much detail that shows us its character, its sincerity, its perfectionism, so much so that in the end it turns out to be a friend rather than an enemy: our fear retreats thanks to its words. The words of the poem. The words of a ten-year-old poet."

## SPECIAL MENTION SECONDARY ARTWORK

Yingying Zheng, Age 17, Sunny View School



## ▲ What the judges said

While the other secondary artworks selected show the personal aspect of what it feels to be a teenager, two special mentions have been given to works which are about society. "Both these paintings [above and 'Façade' right] are about the people, the powers that be, the bigwigs," said Georgina Oliver pointing out the. "It's a bit more like illustration because it's illustrating a viewpoint, but it's talking about a bigger picture than an individual one. Both cases use a human figure that suggests the individual faced with the bigger picture which is that our Gardens of Eden is being shot down; and with the latest shootings this is quite apposite."

Emeka Okonkwo, Age 17, Sotogrande International School



## ◀ What the judges said

Liz Parry: "It's very visual; you can see the teddy bear jumping down off the bed, paws first and then balancing when he gets down. And it's amusing: the idea of the velcro eggs on the plastic plates, as he jumped down into toy land - a toy himself, making breakfast with toys." Georgina Oliver: "The writer made a lot out of a simple topic, whereas some of the other stories pick very complicated and very 'deep' topics and don't make much of them. Very well written."

## SPECIAL MENTION SECONDARY SHORT STORY

## A Day in the Life of a Teddy Bear

Sunlight streams through the windows, waking me from my peaceful slumber. I bolt upright, rubbing my button eyes drowsily. What time is it?

After a few moments of dozing on my back, I force myself to roll over and check the alarm clock perched beside my human's bed. Okay, a few hours until he wakes up. Looks like I have time to make breakfast!

Enlivened by this realization, I slide to the edge of the bed, taking a long, calming breath as I prepare myself for the scariest moment of my day; leaving the bed.

I waggle my furry toes over the edge, allowing the thought of fresh, sizzling pancakes and bacon to help me find the courage to make the plunging leap. For a few terrifying moments, I simply tumble precariously through the air, but - as always - I manage to stick the landing and throw my hands up in celebration when I land safely on my back paws.

Grinning proudly, I patter across the fluffy blue carpet sprawled across the floor, heading for my

human's miniature toy kitchen. I hum a silent tune as I flip the velcro fried eggs in their plastic pan, before placing them neatly beside my three bacon slices and mini stack of pancakes.

Perfect.

Just as I finish setting the table, a quiet shuffling sound suddenly catches my attention. I freeze, my bear instincts setting in as I rise soundlessly from my pink plastic seat.

Without warning, my human rises from his bed, scratching his head confusedly. Oh no.

I race across the room as fast as my little legs will allow, using the messy array of toy boxes scattered across the floor as a makeshift trampoline to launch me back onto the bed.

I settle back into my position just before he can realize I left.

Lauren Heath,  
Age 15  
Aloha College

**QUALITY EDUCATION** Despite the small appearance from the outside, there is far more to Calpe School than meets the eye!

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sonalised environment. At Calpe School, the children are fully encouraged to have a strong ethos of community within the classroom and beyond.



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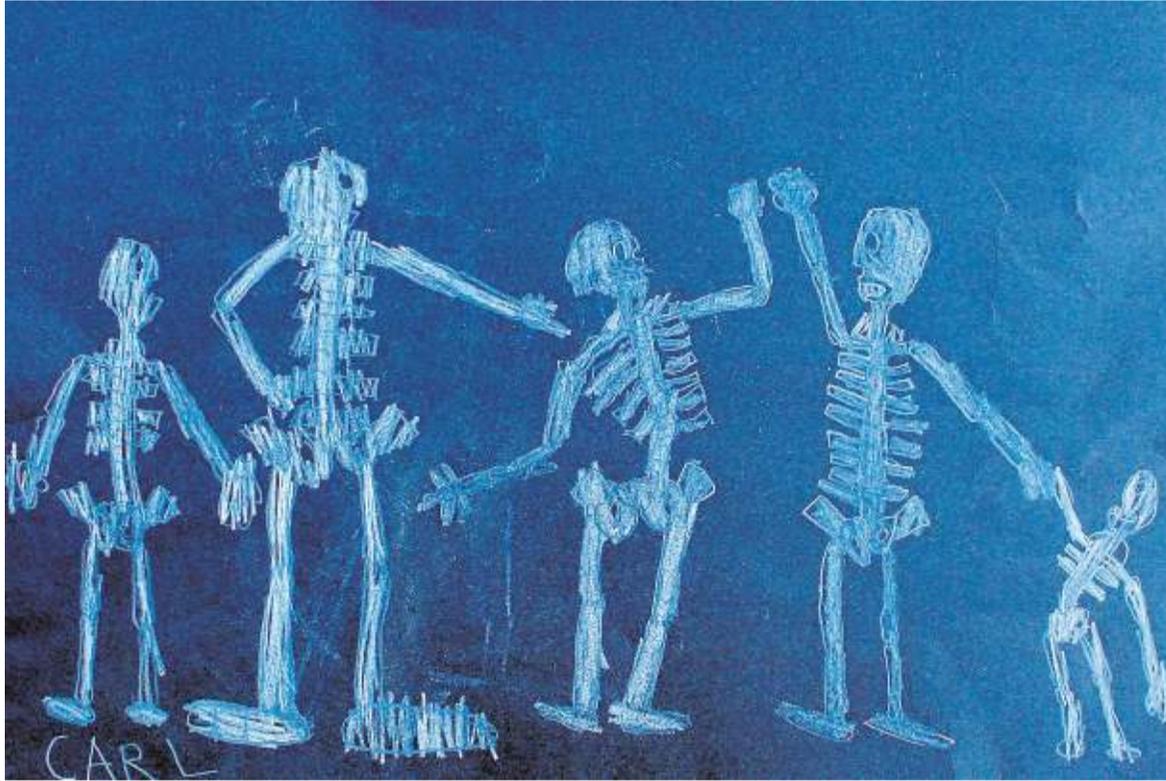
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## Schoolwork showcase

## SPECIAL MENTION PRIMARY ARTWORK

Carl Augrell, Age 8, Sotogrande International School



## ▲ What the judges said

Georgina Oliver pointed out that this work was original and not easy to do, especially for an eight-year-old. “Looking again closely I see that the author of this painting has invented a way of writing- the ribs: if you hide parts of a painting by Velázquez you will find impressionism, and if you hide parts of this painting that is semi-realistic or surrealistic you will find an abstract painting. That’s what I find very interesting in all these paintings,” said the expert.

## SPECIAL MENTION SECONDARY POEM

## The Box of Secrets

Here lies the box of secrets

Open the chest  
But do not hope for the best  
Because this isn’t Romeo and Juliet  
Yet still something you’ll never forget

I was ambitious  
But malicious  
Making people blue  
Was never something new  
You thought I’d apologize?  
Pff - it was a blessing in disguise

Other people’s privacy was music to my ears  
Every rumour that they told me, filled me up  
with cheers  
Stories and gossip was the sugar that I ran on  
That’s what my life was built upon

But humans are wise  
And start to realise  
That what’s been happening  
Turns out to be quite saddening  
Afraid of breaking down like glass  
All those people I try to bypass  
Yet they start to wonder and decide to strike with  
thunder

## ▲ What the judges said

Álvaro García: “The mysterious voice of a box that appears to keep the reason for sadness and the lack of hope. That voice, with a sleepwalking rhythm, admits its own guilt and shame although it doesn’t go as far as regretting it. It’s a human voice. And the poem is open like the box. There is no punishment, not even an established moral: there is a song, like the voice of a ghost and its echo in perfect rhymes.”

And all the trust we’ve built  
Begins to break down with guilt  
And every lie I’ve told  
Makes my heart go cold

So c’mon now, take me apart  
You all think that you’re so smart  
And now you see that in all the hate you’ve been  
drowned  
Because unlike Pandora’s box, hope is nowhere to  
be found.

I must say that I am ashamed  
And all the blame I have claimed.  
I know I am your ally  
I’ve always heard your cry

But they did say,  
And I didn’t obey.  
Now I have to pay the consequences  
Since I’ve lost all my defences.

Elena Kobaly  
Age 12

English International College, Marbella

## SPECIAL MENTION SECONDARY ARTWORK

Lara M. Age 15, Almuñécar



## ▲ What the judges said

This painting, and its title ‘Learning to Fly’, is what for Georgina Oliver illustrates a common thread in all of the secondary pieces: the idea that the artist is finding his or her “wings”, ready to launch into adult life.

## SPECIAL MENTION SECONDARY SHORT STORY

## Viral Vick

One morning Vick got a message saying “We want you” and underneath it said “You Tube”. He was confused. He didn’t know what You Tube meant so he looked it up and saw a lot of videos. He hovered over a button saying Upload. He clicked it and it said “Make a video”. He made a video about a song he made called “Soggy Biscuits”. (It’s about when you’re having a coffee or tea and you dip a biscuit in for too long.) He uploaded it.

It said “create title, thumbnail and animation”. He took his time because he was still confused about the message. When he finished doing his creation he uploaded in onto You Tube. He saw likes, dislikes, subscribe, comment. He had zero everything so he left it for a few days and he had 1,108 views, 56 likes and 589 subscribers. He was doing well.

He started to get money and more and more and more. He made another video, got more subscribers and more likes. He started to get what You Tube meant. But who sent the card? He sent an email to You Tube saying, “Hello You Tube, a few months ago I got a card saying ‘we want you’. Was it anything to do with you?”

He got an email back saying “No Vick, we don’t send messages.” Vick was scared. If they didn’t send it, who did? Vick never found out.

Luis Preece  
Age 12

Novaschool Sunland International

## ▲ What the judges said

Liz Parry: “I liked this story, a modern take on why people put things on You Tube. In this case there’s the innocence of a boy who writes a song about something as mundane as dunking biscuits in coffee for too long, doesn’t really know what he’s doing and suddenly finds he’s making money from it without really knowing why. And there’s a bit of mystery – who did tell him to do it?” Georgina: “As a Franco-Brit I warmed to the reference (deliberate or not) to Marcel Proust’s madeleine being dipped into tea. It was a good read.”

**ICT LESSONS AT BIC** Designing high quality apps and business websites

# INVOLVING STUDENTS IN THE REAL WORLD



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All students at BIC study ICT as part of their course and follow the BTEC ICT qualification in Years 10 and 11.

During Year 10, students produce an interactive tourist guide “app” for the local village of Mijas. The aim of the app is to provide tourists with a walking tour and information about the main attractions of the village.

In addition to providing tourist information, students are required to create a number of digital assets. This enables them to demonstrate their skills in image, video and audio editing as well as creating interactive content. On completion of the task, the

apps can be downloaded to a range of digital devices.

The major project during Year 11, is the creation of a 5-page business website. Working with a “real life” business client is mutually beneficial, providing students with vocational experience in a realistic working environment and providing clients with a choice of finished websites, thereby helping to promote local businesses.

What the students think of it: “I really liked this task and thought it was very educational to work with real clients and create a website that could possibly be used for a real company.” “I found this task interesting to do and I loved the fact of working with a client

as making the website had more of a purpose for me.”

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**INTERVIEW** Sonia Díez. the Director of the Colegio Internacional Torrequebrada

**“OUR STUDENTS HAVE THE ABILITIES AND THE MINDSET TO ACHIEVE SUCCESS IN THE MODERN WORLD”**

#### BENALMADENA

Sonia Díez is one of those people whose understanding and passion for education is contagious and who leaves her audience open-mouthed. Above all she is an example of a female entrepreneur who has been a pioneer in Spain of how it is possible to educate differently by working in a committed way with every student in each of the educational centres which she runs; Colegio Internacional Torrequebrada in Benalmádena, Colegio Europa in Bilbao and the Centre of Integral Education, Wakana Lake, in the middle of the Alcornocales National Park, Cadiz. **Colegio Internacional Torrequebrada (CIT) is a reference point in the world of education, especially for its continual innova-**

**tion and for its model based on «educating differently». In your opinion, what is the essential differentiating value of CIT?**

Our highly committed and professional approach to each individual student and the passion for what we do. This is related to all the knowledge and research behind all that we do in the school, working very closely with each family and each child, with a high level of commitment on behalf of all who form part of this privilege of accompanying a child in becoming their best self.

**One of the latest and most important decisions that CIT has made to continue improving the students' learning is that of fully integrating the International Baccalaureate (IB) programme,**

**making your school one of the few schools in Andalucía which offer this programme. What is it that the International Baccalaureate offers a student?**

It offers rigour and opportunities. Rigour because it is a prestigious international programme recognised by educational systems and universities throughout the world, (obviously in Spain, both public and private universities), and opportunities because it forms part of an international community of students, educators and schools all of which share the principle of offering the best international education possible in equal conditions so that a student can study and compete globally, emphasising human values, all of which is an invaluable legacy



for life.

**You have had students who have followed this programme and who have gained university access. What tools have these students benefited from as a result of having followed the IB programme? What do you think is their competitive value compared with other students?**

Our former students are our greatest pride and point of reference. They have the abilities and the mindset necessary to achieve success in the modern world. Their ability to reflect and thrive in different countries, cultures and walks of life gives them the confidence, creativity and self-assurance necessary to follow their personal aspirations and solve problems effectively. It is so gratifying to see so many of our students graduate from our school with conviction and the ability to confront society's most important challenges.

**The International Baccalaureate is celebrating its 50th anniversary in 2018 and your school hosted a special day for parents and students with the Director General for the IB in Spain, Maripé Menéndez. What additional things do you think parents and students need to know about the IB?**

The IB provides a 'professional ecosystem' which promotes and provides continuing professional development for its teachers. Their programmes of study and content for all subjects, for all students throughout the world, are continually evolving and are developed by pedagogical experts from around the globe. An example of their rigorous work is that it takes a year and a half to develop every exam that students sit annually and that the marking of each exam is carried out simultaneously by four examiners, to ensure fair results.

It is also important to clarify something which often causes confusion and to distinguish between an 'International School' - authorised by the IB, and a 'Foreign School', which may, or may not, have the word 'International' in its name. In Malaga province, there are only two schools authorised by the International Baccalaureate: one in Marbella and our school in Benalmádena.

**There are many factors that influence a child's education. What roles do you think that family,**



**teachers, the school as a whole and each student need to take on? What does CIT offer in that respect?**

I believe that parents and teachers know that past solutions are not going to solve present-day problems. In our school, we encourage critical thinking with a flexible approach to learning to overcome cultural, national and curricular barriers. Our academic programmes are designed to allow our students to clearly understand the way in which their studies relate to the bigger picture of the world around them. They understand the 'why' behind what they study and the practical application of what they are doing, and this is very motivating. All our studies have a clear commitment to a multilingual approach, international-mindedness and action as a service both within and outside the students' local community. We encourage family involvement and create a culture of inquiry, interest, commitment and a thirst for knowledge and understanding. We are, for all intents and purposes, a large family whose main reason for existing is to develop and care for the student in the best possible way.

**To finish and in your opinion, what do you think still needs doing in education in our country?**

Plenty. And I say it with hope and excitement, not from a complaining point of view; complaining with a victim's attitude is the opposite to change, and there is a lot to «do». Therefore, we need to move to «action». Our students have just one opportunity to go to school and they deserve the best possible experience. I am currently finishing writing a book with this in mind and which will be published by Planeta in the coming months.

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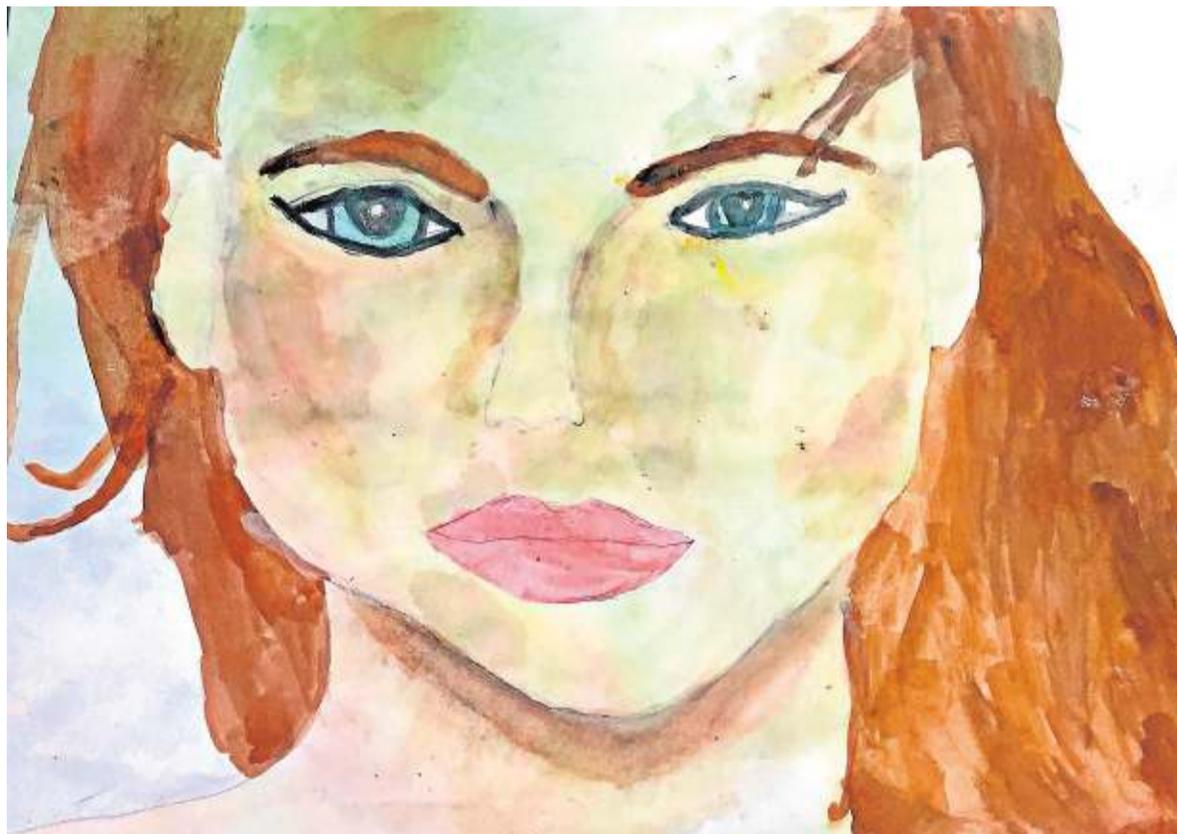
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## Schoolwork showcase

**SPECIAL MENTION SECONDARY ARTWORK**

Lina Benkirane, Age 11, British International School Marbella

**▲ What the judges said**

Georgina Oliver: "I found her touching. If we went to a gallery in the Calle Doctor Fourquet near the Reina Sofia gallery in Madrid, where all the avant-garde galleries are, and we saw this and we were told that it was by a hip and happening young female artist we would say, "Wow." A lot of these paintings by young children are filling the whole space because you can see that their teachers have told them to do it. But some of them are just putting paint right to the edge of the paper - they're not feeling it coming from within them and occupying the space. Those that interest me are, and this artist has done it."

**SPECIAL MENTION PRIMARY ARTWORK**

Fernando Tomás Narváez, Age 9, Sunny View School

**▲ What the judges said**

This piece is one that Georgina Oliver wanted to use as an example of the artists' endeavours to fill the whole space with their painting, as their teachers have clearly instructed. "Some of them are doing it just with their eyes and hands and others are finding it within themselves and this is what I like about this junior Emil Nolde," she said.

**SPECIAL MENTION PRIMARY SHORT STORY****My Missing Bag**

When the school finished, I could not find my bag, told my teacher and he did not know anything about it. I was really worried! So I said, "I'm going to find it." Then, I went out of the class, walking along the corridor and I found another teacher. I asked her about my backpack, but she didn't know anything about it too. I was bit upset about it at that moment so I told my dad.

My dad said, "We are going to find your school bag." He asked me a lot of questions about my missing bag. After that we spent fifteen minutes asking children if they saw my backpack. Nobody saw anything and we had to go home. My daddy and I told my mum and she said, "Do not worry, we will go to El Corte Inglés and buy you another one tomorrow."

The next day my parents and I went to El Corte Inglés in Málaga to buy a new school bag, but I also needed a new pencil case, pencils, crayons, etc. While we were buying my stuff a big group of people were listening to music around somebody. We decided to see what was happening.

We went to look and we saw people dancing a funny dance, but I knew that dance from YouTube. I started to dance when someone called me. It was the backpack kid, doing the backpack dance. We danced together in front of everybody and when the music stopped, he started to sign the backpacks he was selling. The next day I went to school with my new backpack signed by the backpack kid. Everybody at school asked me how did I get the bag signed by the famous boy and how could I dance so well. I said, "A new friend taught me."

Francisco Cruces Almoguera  
Age 10  
MIT School Málaga

**▲ What the judges said**

Liz Parry pointed out that writers do not need complicated themes to write on and that this was probably based on a personal experience. Georgina Oliver commented on the rhythmical feel to the story.

**SPECIAL MENTION SECONDARY POEM****Through a Looking Glass**

Can you tell it through a poem,  
Can you write it as a song,  
Can you show the world what feelings,  
You are having, you don't show.

They don't see, they are not glass,  
They aren't see through, you can't tell,  
What they're thinking, what they're feeling,  
If they see you suffer there.

Are they watching? You don't know,  
You can't see them, they are hiding,  
They're not looking through the glass,  
But the glass is looking through you.

And when everyone is hiding,  
And not showing that you're worth,  
Something more than just a lightning,  
Sparking down beneath the earth.

You can see it, you can feel it,  
That there's great inside of you,  
Which will come out when the time comes,  
And defeat the drowning blue.

So the people will stop hiding,  
They will start to rescue you,  
Thinking why they didn't help you,  
When the glass was looking too.

Emiliya Sivankova  
Age 14  
Aloha College

**▲ What the judges said**

Álvaro García: "The mirror perceives whoever looks in it in this poem, whose exact rhythm is like a reflection. There's someone who can't express all they feel; but they know that the time will come when they can, and then not only will they speak personally, they will speak about humanity, overcoming the severity of appearances that drown in mirrors. A good poem, both for what is felt, and especially, for what is sensed."

## GIBRALTAR Prior Park School

# Prior Park - an Education for Life

### GIBRALTAR

Choosing a school for your child is one of the most important and challenging decisions that parents make. A school needs to provide you with the confidence that its values, aims and curriculum will meet the needs of your child. As a parent you will want to be sure that your child is treated as a unique individual with specific talents to be further nurtured and developed.

At Prior Park School, we set high standards not just for learning and teaching, but across every aspect of our school community. We regularly open ourselves up to visits and inspections to ensure that we are maintaining those standards at all times. In a recent Compliance Inspection by the Council for British International Schools (COBIS), we were rated as 'Fully Compliant' in Recruitment, Governance, Student Welfare, Facilities and Ethos & Values. In some categories, the rating was elevated to 'Best Practice' meaning Prior Park will be used as an example for other British International Schools to strive for.



Students should be supported and challenged to fulfil their potential

Different schools inevitably have different strengths and finding the one that suits your family values and lifestyle can be challenging. One way of ensuring you make the right decision is to visit pro-

spective schools and get a feel of a 'normal working day'. Ask yourself 'Have I been warmly welcomed by the Head, staff and students?', 'Are the students engaged and interested in their lessons?'

'Can the staff explain how they support and challenge students to fulfil their potential?' and most importantly, 'Can I see my child sat at one of those desks?' Prior Park prides itself on be-

ing a friendly, welcoming environment and we offer regular Open Door events for prospective families (or curious members of the public) to drop by for a tour of the school and a chance to talk to our staff. We offer a broad and engaging British curriculum and over 30 different extra-curricular activities to excite, stretch and strengthen students' minds.

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## Schoolwork showcase

## SPECIAL MENTION PRIMARY SHORT STORY

## The Adventure of Poppy and Rose

Once upon a time there was a girl called Poppy, she was silently sleeping. Suddenly she heard a strange noise in the kitchen. She saw a small cute mouse that pressed a giant button under the table, and when the mouse pressed the button the floor opened in two parts and there was a hole in the floor. When the mouse got in the hole, Poppy went quietly after the mouse. The hole led them to a land of scary monsters. Poppy was terrified so she ran as fast as she could back to her kitchen.

The next day Poppy went to school and she said to her friend Rose "Come to my house after school." Poppy's friend went nervously to Poppy's house. Poppy pressed the giant button under the table and led them to the land of monsters. Poppy saw the same mouse again. Poppy said to her friend "I discovered this land by this mouse." Rose gave the mouse a cookie, and the mouse turned into a big fat rat bigger than a horse. They ran quickly away.

After they saw lots of monsters and dragons, then they saw a very dark and mysterious cave, they went in the cave. They saw a dragon sleeping, they were so scared that they started to shout a lot, the dragon woke angrily up and the two girls started to run as fast as they could. The dragon was faster so he ate Rose, slept again and didn't wake up. Poppy was intelligent so she got a knife and cut the tummy of the dragon. Rose was alive but scared, now she was free and a bit happier. Suddenly Poppy heard the voice of her mum saying "wake up". And it was just a dream and she remembered she did not have a friend called Rose.

África Gambero Fernández  
Age 9  
St Anthony's College

## ▲ What the judges said

This imaginative story made the judges remember Alice in Wonderland and her adventures. In this case the young writer silences all the questions raised with the only logical explanation: it was all a dream.

## SPECIAL MENTION PRIMARY ARTWORK

Nicholas Leonov, Age 6, International Kids Club El Campanario



## ▲ What the judges said

This is another example how an artist can occupy the full space with a landscape. "The artist has started from the tree, but lots of children draw branches one by one and then they represent leaves by a flat surface. This is not the case here - it's very vibrant," said Georgina.

## SPECIAL MENTION SECONDARY ARTWORK

Sigrid Christensen, Age 15, Laude San Pedro International College



DON'T HIDE & SHOW OFF // FLASH YOUR  
IDENTITY // WEAR WHAT YOU ARE // EXPRESSION !!!...

## ▲ What the judges said

Georgina Oliver: "Unchain your inner poet seems to be the message of this refreshingly sensitive, well-executed image."

## SPECIAL MENTION SECONDARY SHORT STORY

## Crowd Trouble

Main Street is crowded with tourists, making it narrow. I can feel people's sticky, sweaty skin against my own arms. I attempt pushing forwards, but I can't see through the ever-growing density of the crowd. They are laughing and talking in different languages. I don't understand what they are saying. I can't read what their faces are saying, their mouths are moving but I don't understand what is coming out of them, and people keep closing in on me. I keep pushing through; breathlessly attempting to say, "Excuse me. Excuse me. Please let me through," but people just ignore me.

A push, a sharp intake of breath and then a pain somewhere in my body; I can't locate it. Throbbing in my chest. I can't breathe. My vision is swirling, in and out of focus the people go. I look at a woman nearby, as her smiling face turns into frowning concern. Suddenly three of her faces appear. I don't know which one is real. Legs no longer supporting, I feel my knees crumbling. The world is shaking and I can't stand. I close my eyes and notice a nerve giving off a sharp pain impulse, as I feel the hard, cold ground against my bare arm. People are shouting. I want to yell at them and tell them that they should get away from me. I will be fine if they would just move, but they don't listen.

The throbbing in my head is growing. My heart is pounding against my chest rapidly, increasing every second. Mouth open, eyes twitching, body shaking, I lie on the cold, stone ground. There are so many people, and the pain isn't getting any better, and they are still crowding me. Blackness finally descends, and with it, peace.

Carina Harbinson  
Age 16  
Prior Park School, Gibraltar

## ▲ What the judges said

The description of the experience in the story is so real that, as Liz Parry said, anyone who has been in a similar situation really identifies with and feels for the character. Georgina Oliver commented on the multisensual quality of the story.

## SPECIAL MENTION SECONDARY POEM

## The Touch

The touch of a devil,  
The touch of a man.  
The touch of a monster,  
And the story began.

You hear it in your mind,  
Creeping from behind.  
You feel it in your body,  
staying undefined.

It feeds on your fear,  
You can feel it getting near.  
In the night sky,  
Anywhere but here.

Something so inhumane,  
Feel it pouring down like rain.  
A new horizon to explore,  
Feeding and feeding,  
Always wanting more.

The touch of a devil,  
The touch of a man.  
The touch of a monster,  
Seeking a plan.

Julieta Gallardo, Age 13  
Sotogrande International School

## ▲ What the judges said

Álvaro García: "This has a frenetic pace which blends well with this story of invisible stalking which sings - because here the poem is above all a song, as in the origin and destination of poetry."

SCIENCE & TECHNOLOGY



▲ **Discovery.** The first Primary Project Exhibition at the English International College in Marbella had some participants jumping for joy. Year 4 learned the importance of conservation with 'Save Our Planet', Year 5 took an interest in space with 'To Infinity and Beyond' and Year 6 went back in time with 'Life during World War 2'. I-movies, Pow-Toons, paintings, fact-files, huge 3D models, mood-boards, photography and recycled Christmas decorations could all be seen at the exhibition. Mr Griffin, the EIC director, officially opened the event and invited parents to share the learning journey that the children have been on.



▲ **A closer look.** A student learns how the process of science involves observation, exploration, discovery, testing, communication and application in a science class at Laude San Pedro International College.



◀ **Innovation.** The IV Exhibition of Robotics, Technology and Innovation showcases the growing importance of robotics, driving research, development and innovation. Students from MIT School were involved in projects with 3D printers, light and movement sensors, virtual reality and hydrogen and oxygen batteries in order to prepare them for a high-tech future.





Our Vision

“Aloha College aims to lead the world in child education”

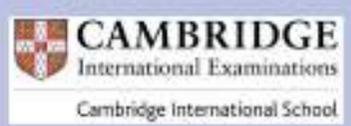
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**WORK & PLAY**



▲ **Peace Day.** Children from Swans International School in Marbella came together on the football pitch, all wearing white, in order to celebrate World Peace Day in September last year.



▲ **Chinese New Year.** Children and teachers at the British International School of Marbella wore colourful costumes, competed in a dragon-making competition and learnt about Chinese traditions.



▲ **Pancake Day.** Children at the English International School of Estepona marked the start of Lent with traditional pancakes.



▲ **World Heritage.** Year 5 pupils at MIT School in Malaga were put in groups who had to choose a World Heritage site, investigate it, build a model and show it to the rest of the class.

▲ **Gardening.** Aloha College pupils planted beans, cress and flowers after reading Jack and the Beanstalk.



▶ **Charity.** Laude San Pedro students took part in Jumper Day and donated a kilo of food each to the 'Bancos de Alimentos'.



▲ **Bringing history to life.** Pupils from Novaschool Sunland re-enacted a battle from the Hundred Years' War, gaining an insight into the realities of medieval conflict and increasing their interest in history.

**1. A UNIQUE METHOD**  
Our trilingual method means that children learn to dominate foreign languages in an enjoyable way, in accordance with official programmes of study.

**2. TEACHERS WITH HIGH LEVELS OF QUALIFICATIONS**  
Our teachers are professionals experienced in working with children.

**3. INTERNATIONAL COMMUNICATION**  
The ambience at El Campanario Kids' Club allows children to participate in a friendly, international environment and the children demonstrate a desire to learn.

**4. EXTRACURRICULAR ACTIVITIES**  
A wide range of activities to stimulate your child's learning of new things. There are many workshops of different activities available, all very interesting.

**INTERNATIONAL GOLF KIDS CLUB**  
**KIDS CLUB**  
(8 MONTH - 6 YEARS)

International Golf Kids Club "El Campanario"  
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+ 34 951 660 627 + 34 673 844 932  
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E-mail: Kidsclub@elcampanarioresort.com  
web: www.elcampanariokidsclub.com

# UNIVERSITY OF GIBRALTAR GETS LORD COE'S SEAL OF APPROVAL

## GIBRALTAR

Lord Sebastian Coe, President of the International Association of Athletic Federations (IAAF), was the guest of honour at a recent ceremony that launched the University of Gibraltar's new School of Sport. The event was attended by key representatives from National sports associations and international academics in the area of sport.

Lord Coe praised a curriculum that prioritised sport and that the University was part of a working sports ecosystem "It's important that the ecosystem works together, but from what I have seen in Gibraltar, it is very well set."

At the event, Professor Daniella Tilbury, Vice-Chancellor and CEO of the University, welcomed the delegates and several international academics from leading institutions renowned

for their sporting excellence; notably Loughborough University, the University of Bath and Griffith University. In her welcome address, the Vice-Chancellor underlined how international engagement and partnerships enrich the student experience and expressed her excitement at the potential for the School to become a centre of excellence.

Dr Nick Pye, Head of the School of Sport explained how the School's mission is to respond to current societal needs and shape the future of sport, both in Gibraltar and internationally. He outlined the fact that sport was one of the fastest growing components of the world economy, and a conduit to a range of related study-disciplines. The University is currently recruiting students to its undergraduate Sports Management course which starts in Sep-

tember 2018. Students also have the opportunity to study at PhD level through the University's flagship research programme.

As well as access to Gibraltar's existing sporting facilities and excellent learning spaces at the University's campus, School of Sport students will benefit from the new Europa Sports Complex opening in early 2019. The multi-sport complex will be completed in time for Gibraltar's 2019 Island Games, and it will then become the permanent home for the School of Sport.

All courses within the University of Gibraltar adhere to UK-based educational standards, are delivered by experts and have a focus on employability. Since being established in 2015, the University of Gibraltar has been expanding its curriculum and now includes short courses, undergraduate and postgraduate



research opportunities across a range of specialisms. It has recently launched a Bachelor of Business Administration (Hons) programme which starts in September and provides a meaningful industry placement during each year of study.

To find out more about the University of Gibraltar, please visit [www.unigib.edu.gi](http://www.unigib.edu.gi) or call +350(200)71000 to make an enquiry.

**ADVERTORIAL**



Following an official launch by Lord Sebastian Coe, the University of Gibraltar's new School of Sport is now accepting applications across a range of courses and entry levels.

## UNDERGRADUATE SPORT MANAGEMENT (MSptM)

**Start Date September 2018**

This four-year course enables you to undertake three years of undergraduate level study, followed by a fourth year of postgraduate level study, fast-tracking you to a Masters qualification.

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## SPORTS &amp; FUN



▲ **Interschool cross country**. For the sixth consecutive year Novaschool Sunland hosted the Interschool Cross Country Championships, which sees participants from 12 international schools around the Costa del Sol compete for glory. This year 565 pupils participated on a day marked by a spirit of friendly competition. The course was around 1,000 metres in length. The English International College won gold for the team competition, with Novaschool Sunland in second and Aloha College in third.

## ADVERTORIAL International Kids Club El Campanario

# Having fun while learning

### ESTEPONA

It is never too early to start learning, but youngsters need the experience to be fun and social as well as interesting. Not only does the International Kids Club fulfil this with a full preschool education for children up to six in the lovely grounds of El Campanario, near Estepona, but it is trilingual: the little ones benefit from a va-

riety of activities in English, Spanish and Russian, taught by highly-qualified native bilingual teachers. Children of many different nationalities attend the Kids Club, and in this sort of specialised teaching environment they all adapt quickly to hearing and using the three languages as they enjoy themselves. The pupils are divided into age groups, starting with the Nursery

group (from eight months to two years), then the Early Years group (age two to three), Middle (from three to four) and finally Preschool, for the four to six-year-olds.

The International Kids Club provides a unique way of learning through play and languages, and the children also receive an early introduction to art and music, both of which are taught for an hour each week. In the art lessons they learn about different artists as well as painting techniques, and the music lessons help them to develop an ear for new sounds and different types of music and to learn about other musical cultures. In this beautiful setting, and sustained by a fresh, healthy diet, preschool children thrive, learn and have fun as they assimilate three different languages; this is a form of early education which will benefit them for life.

📞 951660627 / 648493450  
[kidsclub@elcampanarioresort.com](mailto:kidsclub@elcampanarioresort.com)  
[www.elcampanariokidsclub.com](http://www.elcampanariokidsclub.com)



Children of many different nationalities attend the school. SUR



▲ **International schools handball**. Aloha College hosted a handball workshop with participants from Swans, Laude, Atalaya, EIC, BIC and SIS. Older students led the activities and refereed.



▲ **Cártama sports fun day**. Pupils from Novaschool Sunland competed in a range of traditional track and field events held in the village of Cártama in Malaga province.



▲ **Checkmate**. 60 students from Aloha secondary school played competitive chess matches against each other in order to decide who would represent the school at the Marbella Interschool Chess Tournament, held in the Palacio de Congresos in April.

# WHICH IS THE DIFFERENCE BETWEEN A 5-STAR BUSINESS AND ANOTHER 5-STAR BUSINESS?



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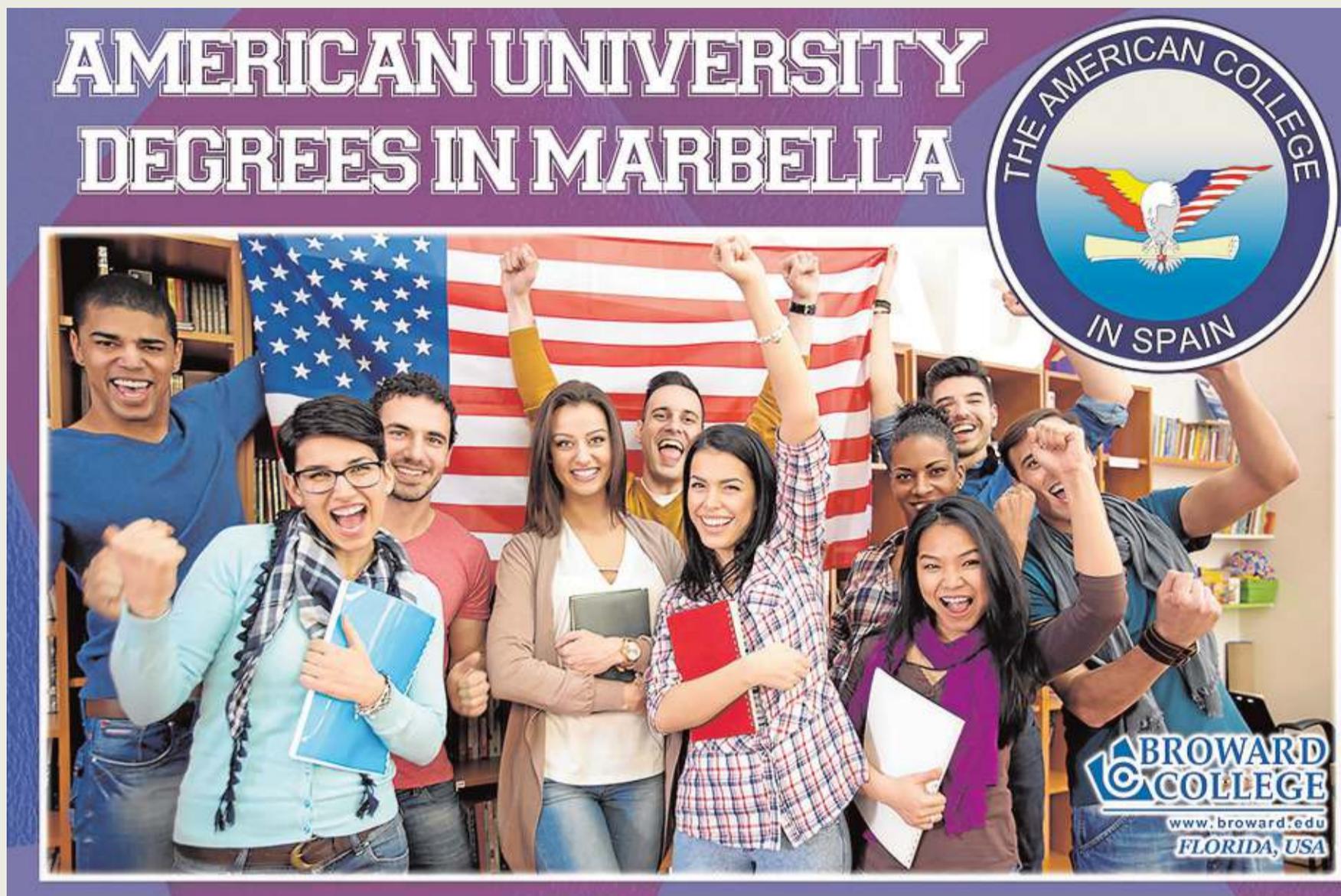
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# AMERICAN EDUCATION ON THE COSTA DEL SOL

## MARBELLA

The American College in Spain is a U.S. institution focused on delivering American education in the Costa del Sol. Its two most important programs are the first two years of U.S. university studies through Broward College (Florida), and a fully accredited American high school program through the University of Nebraska High School.

Because of our flexibility and specialized academic programs, our institution is a perfect setting for students, including those dedicated or following a sports career.

## BROWARD COLLEGE

The American College in Spain (TACS) is an international center of Broward College in Ft. Lauderdale, FL. Through the American College in Spain, students can earn an Associate Degree from Brow-

ard College. Students in Spain are registered simultaneously in Broward College and follow the same academic program. Students can earn a Bachelor's degree by taking the first two years of lower division work at TACS and the last 2 years at a state or private university where they can complete their BA, BBA, or BSc degrees.

## UNIVERSITY OF NEBRASKA HIGH SCHOOL

Through The American College in Spain, international students can earn a U.S. diploma from a fully accredited U.S. high school. Our institution offers the University of Nebraska High School Program, whereby students can complete their studies in a personalized environment.

## ABOUT UNHS

The University of Nebraska High School program offers a complete and rigorous curricu-

Your gateway to a fully accredited high school diploma



lum to college-bound students. With more than 85 years of experience, UNHS is an expert in delivering high-quality high school education to students and schools around the world.

UNHS is accredited by AdvancED and the Department of Education, and its courses are supported by qualified teachers. The core courses are also National Collegiate Athletic Association (NCAA) approved, which means colleges and universities nationwide accept and recognize a UNHS diploma.

Students enrolled in the program benefit from the following:

- Highly qualified faculty
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- Prestigious diploma

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UNIVERSITY OF  
NEBRASKA  
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Fully accredited in  
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## GOING FURTHER AND HIGHER



▲ **Digital future.** Head teacher and University of Gibraltar PhD student, Sonia Montiel, is focusing her research on developing and understanding of the impact digital technology is having, and will have, on the way students learn in the future. Sonia says, "We are moving swiftly from the traditionally passive approach to teaching and learning, with its heavy reliance on memory, to an approach that places less emphasis on what information we can retain and brings focus to how we can apply what we know to new situations. We need to arm children with the skills they will need to effectively manage and apply ever-increasing amounts of information in order to solve the complex problems that we face now and in the years to come."

► **Marine science.** The waters surrounding Gibraltar have been described as a 'natural laboratory' for the study of marine science by an expert marine biologist and researcher. Dr Awantha Dissanayake, an experienced researcher in environmental monitoring and marine ecosystem changes, visited Gibraltar recently to deliver a specialist four-day programme at the University of Gibraltar. The course enabled students to understand some of the drivers that affect marine biodiversity, species' ability to cope with climate change, human-induced disturbance, and the effects of pollution. It was run ahead of the launch of a Master's degree in Marine Science and Climate Change in 2018.



▲ **Field trip.** Year 12 pupils from Aloha College went on a trip to Tarifa to learn about sand dune ecology. Working with local scientists, they waded in streams to investigate aquatic environments and took samples from lichens to assess air pollution. Students also learned about efforts to conserve dolphins and whales in the strait of Gibraltar.



▲ **Industry experience.** Students from the Schellhammer Business School in Estepona got some hands-on experience at a local artisan cheesemaking firm. The school has a strong focus on industrial visits so that students can gain an insight into the inner workings of real businesses and their operations.

## GETTING STARTED

# Time to think about schools

Registration is open in March for the 2018/19 academic year

## :: JENNIE RHODES

**MALAGA.** March is the month to enlist children starting a new school for the first time in Andalucía in September 2018, for the 2018/19 school year. The Junta de Andalucía has published information to this end, which includes primary, secondary and 'concertado' (semiprivate) schools as well as special education centres for children with learning difficulties. A lot of public schools will be holding open days over the coming weeks

For many newcomers to Spain

with school-age children, this can potentially be a daunting time, not only for the children who may be going into a new school without much grasp of the language, but also for parents who will be naturally concerned about the best option for their children.

For parents who don't speak Spanish, one of the biggest challenges is getting involved with their child's education, from homework to parent-teacher meetings. While back home they will probably have been

able to give a helping hand with homework, here it will be in a different language. Parents can feel helpless and may consider paying for a private tutor to help out after school.

Speaking with the teacher could also be problematic and this could also be frustrating. However, more and more teachers have some command of English and indeed French, which are the two main foreign languages taught in Andalusian schools.

Other options are private schools, of which there are a number of both



A primary school. :: SUR

Spanish and British or international, especially in Malaga city and in the west of the province. Home-schooling, especially for GCSE and A-Level students could also be a possibility. There are online courses available and exams can be taken in Gibraltar.

On the plus side, one big advantage native English pupils will always have is in English classes. In fact they may find that their level of English is higher than that of their teacher, which leads to the dilemma of whether to correct the teacher or not! Another plus is that children are like sponges and will pick up Spanish in no time if sent to a Spanish school. With a growing foreign population, schools across the province are welcoming children from a range of countries and are able to respond to language and cultural differences. For further information visit: [www.juntadeandalucia.es](http://www.juntadeandalucia.es)



**QUALITY** Students are encouraged to work collaboratively and there are plenty of open spaces

# SUNNY VIEW SCHOOL, A BRIGHTER FUTURE FOR STUDENTS

## TORREMOLINOS

Every year at Sunny View School, a British school located in Torremolinos, is filled with moments to excite, enjoy and inspire. Now 47 years old, the school continues to go from strength to strength, with more than 600 students currently enrolled yet it is always looking for ways to further enhance the learning environment in order to ensure the academic success of its students.

One of the most exciting developments in the school in the past year has been the investment in new resources and facilities. Sunny View Preschool has seen many changes, including new equipment and furniture. There is also a new Foundation class for two year olds. The revamped sports pitch and the resurfaced playground for Primary and Secondary students have improved the facilities available for sport at Sunny View and there are plans in place for the construction of a new multi-purpose centre for sports and performance.

In September, the school opened a new state-of-the-art Primary building, complete with a dedicated computer suite and Promethean interactive displays in every room. The bright, colourful classrooms can be ar-

ranged in a variety of ways to suit the nature of the activities taking place. Students are encouraged to work collaboratively as often as they can, and there are plenty of open spaces in this wonderful new building where they are able to do this.

Andrew Beavon, Headteacher at Sunny View School explains why he thinks this is so important. "We are preparing our students for a world where creative thinking, team work, problem solving and communication skills are going to be essential in the workplace. It is our belief that environment as well as teaching and learning all play an important part in how effective we are at achieving this and our new Primary building was designed with this in mind."

Students at Sunny View School appreciate the importance of learning outside the classroom too, and in addition to local area visits to museums and companies in Malaga, there have been school trips to Granada, Seville and Huelva, Madrid, London and Paris in the last twelve months.

The school community regularly helps others less fortunate than themselves through fundraising events such as the Christmas Fair, St. Valentine's Day,



Sunny View Book Day and the Spring Fair. Students raised over 1.500 for Save the Children last year, and through various events over the course of the year they donated more than 1.000 to Cudeca.

With more ambitious plans to develop and improve the school, it is easy to see how Sunny View School is living up to its commitment to provide the best of British education on the Costa del Sol.

**ADVERTORIAL**





# SUNNY VIEW SCHOOL

The Best Of British Education on the Costa del sol

With over 45 years' experience,  
Sunny View is the leading British school on the coast



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