

Tide~ AGM creative session

... some notes

At the last AGM ...

There is potential for Tide~ to continue.

There is still a need for a Tide~ style teacher to teacher network, that provides opportunities for teacher led professional development, teacher creativity about global issues, curriculum and learning styles. This need can be met by building on Tide's experience and networking approach.

A year on ...

- Tide~ is still here.*
- Situation clearer including finance.*
- EU project - 'Young people on the global stage' completed.*
- Explored the synergy between Tide's approach and that of the Birmingham Education Partnership ... and the potential for partnership between the two charities.*

complexity <> change <> commonality

Plans are shaping up for a **new teacher network project** to be launched next term in partnership with BEP [Birmingham Education Partnership].

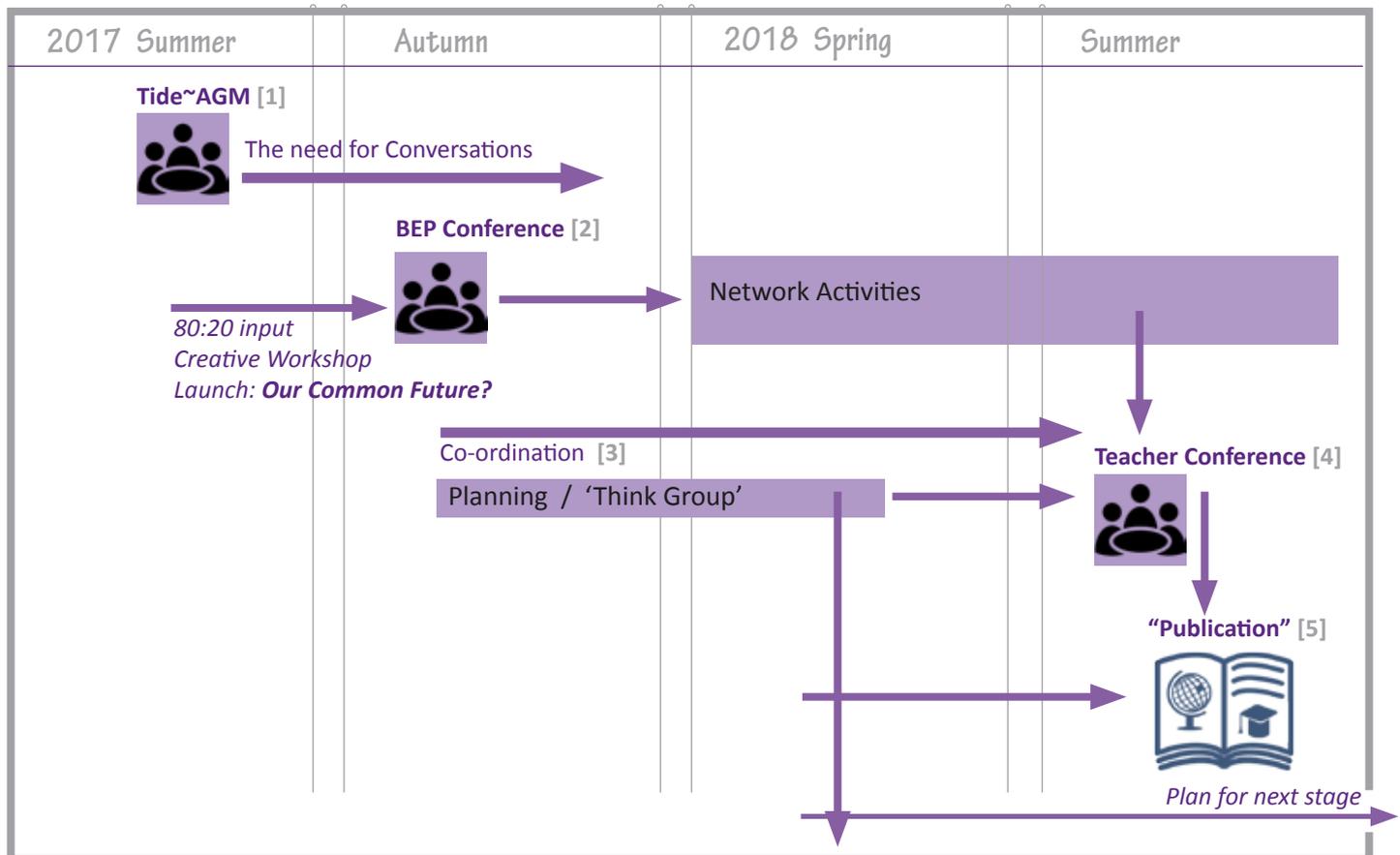
Ideas from this session will contribute to that planning.

- How are you seeing current challenges?*
- What are schools & organisations doing that could inform our priorities?*
- Would the notion of a "curriculum for justice" help address these challenges?*

TIDE~
global learning

New Network Project 2017 - 18

It should be set up to provide the basis for the fresh thinking needed ... and in doing so build foundations for establishing an ongoing work.



What are we working towards?

It is proposed that the core aim is to establish an ongoing Strand of work as part of what BEP has to offer. This 'Tide~ Strand' with a global focus will in turn, it is proposed, enable BEP to enhance what it offers.

It would:

- be part of what Birmingham Education Partnership offers to schools to support **school initiative** relating to global learning;
- facilitate **collaboration** between schools;
- offer opportunities designed to enable lead educationalists to **reflect** on 'Birmingham a global city' and the implications for learning priorities;
- enable lead practitioners to value such thinking as part of their school **development plan** and see it as contributing to staff development;
- enable **teacher groups to have 'space'** to take a fresh look at key issues for themselves, build collective confidence - and to develop stimulus and approaches for learners;
- profile and publish work to support others in their thinking.

How do we see the context?

How to keep to a clear sense of direction when all about us is confusion and frustration?

Social & political change

priorities & pressures in school

How does “the Tide~ agenda” relate to the everyday teacher discourse in schools?

How could this be developed?

How do teachers see it?

Colm Regan [Jan 17] highlighted issues we have in common ... **global concerns:**

Migration, Sustainability, Women’s Rights, Climate Change

“the more we come together the more we grow apart”

“the role of “Measuring” - making politics with numbers”

“rights - little meaning without corresponding responsibilities”

“no country treats women and men the same”

Learners are the focus but not the strategy

Does more need to be done to articulate learner entitlement?

Pedagogy and thinking about quality learning is seen as a vital part of the Tide~ agenda but not the central motivation for strategy. The pedagogy evolved in response to the challenges of engaging learners in complex, often controversial issues.

What are the issues that would enable such a process in the current context?

The needs of teachers

The needs of learners

How is global learning now seen?

Can we sustain a sense of cutting edge initiative valuable to thinking about global learning?

Do we need new “branding” to focus creativity & ownership?

The role of global learning?

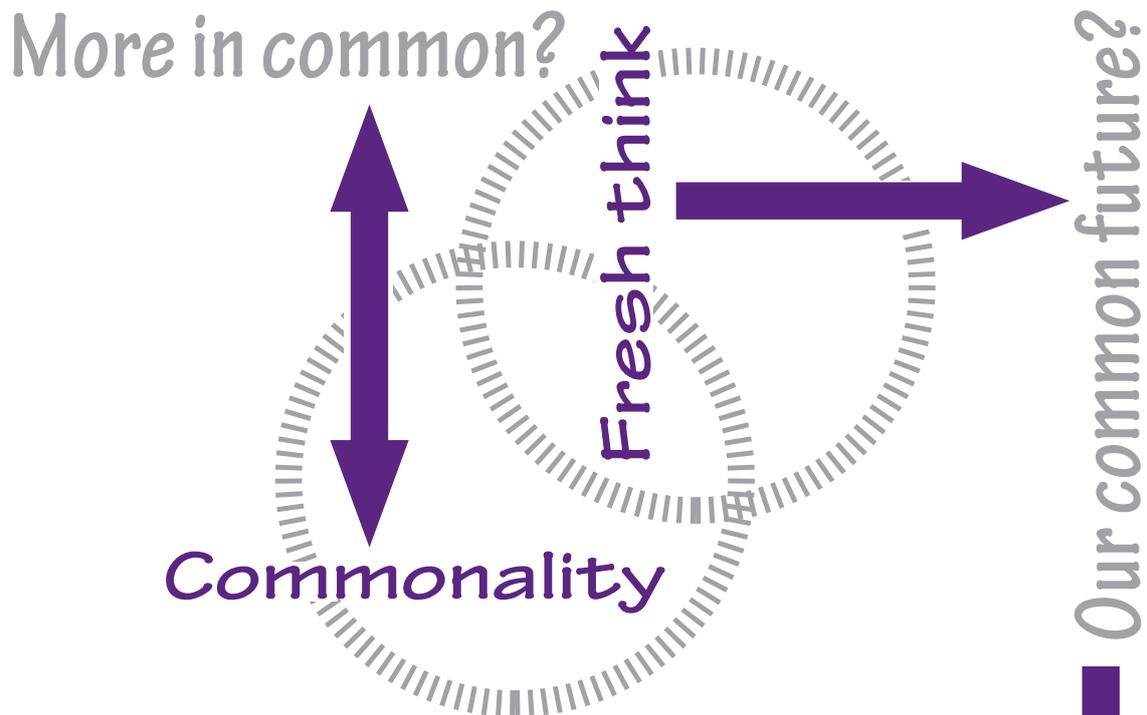
Has move from charity mentality to justice mentality happened?

Our common future ?

30 years on from the “Brundtland Report” *Our Common Future* it is a good time to reflect on the challenges it raised. It led to the 1992 Earth Summit, Agenda 21 and the development goals that have recently been relaunched as the *UN Global Goals*.

The current political and social context, where there is much global uncertainty and concern about growing xenophobia, presents challenges to our future thinking as a teacher network.

The “*more in common*” theme that celebrated the life of Jo Cox could offer us inspiration to stimulate fresh thinking about how we respond to these challenges for learning.



Could this work as a theme to focus activity?



A focus on commonality may provide the open agenda needed, it may get people to stop and think about it ... it is not “obvious” but it might be too abstract. The discussion about priorities has focused on the needs of learners.

How could we present a commonality challenge that would engage them, better still one that would enable them to take ownership and build a sense of their own learning over time?

An understanding of the commonality in the human experience any place in the world is the basis for better understanding and valuing of different perspectives. It is a positive learning strategy not a romantic ‘we are all the same’ lazy image of the world.

Assumptions are a lens through which we see issues. The GLP talked about enabling teachers to move pupils from a charity mentality to a social justice mentality.

Recently, post Comic Relief, there has been a debate about why, more than 30 years on, Comic Relief has not used its confidence and popularity to engage with the diverse and complex continent of Africa ... nor set its work in that context.

As David Lamie [MP] put it in a Guardian article ---

“It still blurs the 54 separate, sovereign nations into a single reservoir of poverty, grief and suffering. One billion African people are filtered into just two categories: either corrupt politicians replete with Savile Row suits and Swiss bank accounts, or poverty-stricken mothers swarmed by flies, their children’s stomachs swollen by hunger.”

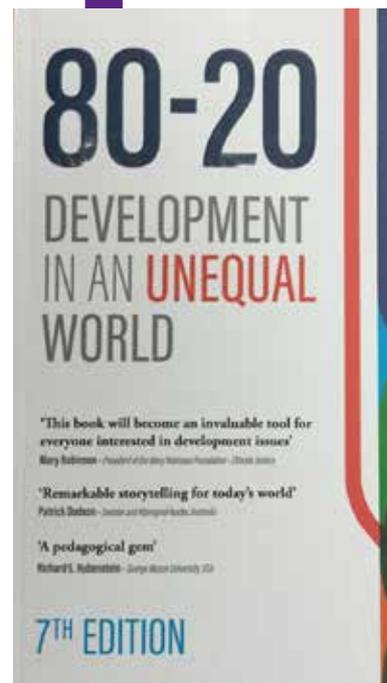
“Africa may have changed beyond recognition, but over the generations knowledge and attitudes in Britain haven’t.”

The publication **80:20 development in an unequal world** [and Jan17 workshop] highlighted **issues we have in common** ... global concerns.

What are the implications for learning strategies? -

As Tim Boyes put it:

“He [Colm] showcased a phenomenal resource that we believe should be in the hands of every head in the city. If you think global justice and development issues should be given a place within your curriculum, not as an extra but as something shaping pedagogy and school ethos, then get your copy [of 80:20].”



The World Commission on Environment and Development Report *Our Common Future*, published in 1987, became known as the “Brundland Report”. It introduced ideas about sustainable development that led to the 1992 Earth Summit and then Agenda 21.

30 years on we could usefully revisit those ideas, add a question mark and explore ...

How do we see our common future?

The SDGs [Sustainable Development Goals] recently launched by the UN feature 17 key themes based on the fundamental principles of human rights, equality and sustainability.

Most significantly the new goals apply to all countries ... including our own. Could this be another way of developing a **Commonality Approach**?

e.g.

- ◇ Which 3 of the 17 goals would you prioritise for Birmingham?
- ◇ What are other places [eg cites in the “south’] doing about those goals?
- ◇ What do learn from that -- what would we like to see happening in Birmingham?



- | | |
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| <ol style="list-style-type: none"> 1. End poverty in all forms everywhere; 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture 3. Good health and well-being – Ensure healthy lives and promote well-being for all at all ages 4. Quality education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 5. Gender equality – Achieve gender equality and empower all women and girls 6. Clean water and sanitation – Ensure availability and sustainable management of water and sanitation for all 7. Affordable and clean energy – Ensure access to affordable, reliable, sustainable and modern energy for all 8. Decent work and economic growth – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 9. Industry, innovation and infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation | <ol style="list-style-type: none"> 10. Reduced inequalities – Reduce inequality within and among countries 11. Sustainable cities and communities – Make cities and human settlements inclusive, safe, resilient and sustainable 12. Responsible consumption and production – Ensure sustainable consumption and production patterns 13. Climate action – Take urgent action to combat climate change and its impacts 14. Life below water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development 15. Life on land – Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 16. Peace, justice and strong institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels 17. Partnerships for the goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development |
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The **Development Compass Rose [DCR]** activities were about making the connections between Who decides? [West on the compass] and environmental [Natural / North], economic [East], and Social [South] dimensions.

Importantly the DCR like the compass can be used in any locality in the world highlighting commonalities ... as well as the common interest in change at a global scale

The global is local. The global context is fundamental to thinking about many aspects that shape Birmingham. These range from the dynamic of its social make up and people's dispositions, to changes in economic activity, or a growing concern about the environment and the need to address climate change.

Who decides? - The decisions we make as individuals are significant. The skills needed to engage with the complex web of political and commercial decisions that impact on development are vital learning.

... as are opportunities for learners to be aware of their assumptions and to develop their own disposition to change.

How do we enable such steps?

As student Shamaila Hussain put it ..

[writing about a Tide~ event in Moseley School & Sixth Form Magazine.]

*"I feel it is really important that we think about the challenges we face growing up into an uncertain, unequal and interdependent world. We need to develop the virtues of caring for and valuing others and the world around us. **This event was a small step in going some way to working towards this.** It was moving, after the Referendum result, to be able to work with bright, articulate and engaged peers from a variety of heritage groups. All of us shared the goal of making the world a better place."*

