

Children Acting as Lawyers at the Town Hall



School councillors in the Mayor's Chamber learning about the Mayor

HEC's first event for *Who Do We Think We Are? Week* was for teachers and children to learn about the job of solicitors and children's rights.

Three primary schools and a secondary school came to the Town Hall on Tuesday 22nd June. The programme included meeting and interviewing the nationally famous solicitor Mark Stephens, who is also Chair of the University of East London where he graduated from. Mark Stephens

specialises in Media cases, freedom of expression and human rights.

The children acted as legal teams in a case where Mark was the key solicitor, he represented one of the oldest democratic schools in the world, Summerhill, when inspectors threatened it with closure. The story has since been made into a Children's BBC film.

Teams of children either represented the Government School Inspectors or Summerhill. They researched and discussed the evidence, interviewed a person playing the main inspector and then interviewed a person playing Summerhill's Principal. They made concluding speeches for or against the closure of the school after which all the children acted as judges and held a vote.

The votes at the end were: to close the school, 5 votes; to stop the school from closing, 16 votes; abstentions, 5 votes.

The children visited the Mayor's parlour and learnt about his role from the Mayor's team. They also learnt about local government and the use of the council debating chamber.

We are planning to organise a visit to Mark Stephens offices, and to put a video interview of him online.

London Global Teacher Network

The London Global Teacher Network (LGTN) is a new initiative providing teachers with an opportunity to share experience, opinions and resources around global learning – online and through meetings and events hosted at various London venues. The Network, launched at the British Museum in May, is now online at www.lgtn.org.uk where teachers can share through groups, discussions and articles on issues and practice related to global learning. It has news of LGTN and other 'global' events across London in venues such as theatres, galleries and NGOs, and the site uses efficient and user-friendly functionality (such as is found on sites like Facebook, Twitter or Linked In).

The member-only site allows 'sub' groups within the network to focus on areas of practice and any teacher can post discussions, articles, photos, resources and events. It is a network for teachers to meet and share, on and offline, around a wide range of areas including: critical thinking methodologies, sustainable development, community cohesion, global citizenship, and cross curricular approaches, rights, democracy (e.g. school councils), fair-trade, globalization and many others. The network aims to bring together teachers already involved in other networks to enable and encourage the sharing of ideas and experiences. It already has over a hundred members and is set to grow substantially this academic year.



Putting Ourselves on the Map: Place-Based Learning in Tower Hamlets

Place-Based Education is the process of using the local community and environment as a starting point to teach concepts across a wide range of curriculum subjects.

Children in three Tower Hamlets primary schools, (Arnhem Wharf, Columbia and John Scurr) engaged with their local area in an innovative pilot project for Geography, PSHE and I.T. entitled, **Putting Ourselves on the Map in Tower Hamlets**. The project was drawn partly from the educational framework of Placed Based Education.

The children used modern mapping technology and creative child-focussed activities to explore their views, feelings, memories and hopes for the locality around their school. As well as learning about different types of maps and their uses, students learnt from the beginning, the importance of their own perspective on places in their locality. One of the central tools of the project was the use of an online 'community map' which allowed students to enter text and photographs linked to specific places.

In one of the earlier sessions, a field walk around the local area allowed them to focus on what can be good for the environment (like developing play equipment in the local park) and what is not good (throwing litter). The students were then able to put their comments onto the online map.

To complement the electronic map-making, the students also explored their own identities through an exercise called 'my world', sharing their own experience of the area through the activity 'My Journey to School'. Students also made connections with the global, for example, comparing fruit seen in Whitechapel market with that sold in local markets in Bangladesh.

Despite having a structured sequence of core activities, the project has the flexibility to respond to individual schools and teachers' own priorities. Two schools were close to each other and met in the Whitechapel Gallery to share their experiences. Another school focussed their work around a wider sustainability theme within their area. Students became interested in local history, and others put up displays in their schools and rehearsed and shared through assemblies. The schools can now continue using their own online map to add information from students in other classes and on different themes.

By the end of this project, which focussed on a range of skills and curriculum areas, students have:

- Learnt about the broad variety of types of 'maps' and their different uses
- Gained greater ownership of and positive agency towards their local area
- Developed skills of mapping, including ICT skills of uploading data
- Worked together and shared in a sensitive and supportive way



Students from John Scurr and Columbia schools meet at the Whitechapel Gallery and take part in an activity.

This is now a package of eight afternoon sessions that schools can buy, and which fulfils many aspects of the primary school curriculum.

Smithy St Philosophers

Students in two classes at Smithy Street School have become philosophers and Global Learners, talking about different issues, for example, how actions have consequences, the social justice of unequal power, and how the earth's resources are finite.

They worked with a Sapere (Society for Advancing Philosophical Enquiry and Reflection in Education) trained Facilitator from HEC to develop their critical thinking and enquiry skills, working collaboratively to agree and discuss questions that would encourage further thinking.

Philosophy for Children (P4C) helps to build a 'community of enquiry' that engages pupils in the search for meaning, enriches and extends their understanding, and strengthens thinking, reasoning skills and builds self-esteem and confidence.

P4C develops skills and attitudes associated with Global Citizenship such as open-mindedness, critical thinking, listening, respect, co-operation, empathy and the ability to give reasons for an opinion. P4C can help children to think rigorously about controversial global issues.

HEC offers delivery of P4C sessions to schools over a half term or a term at a time – where a session (of approximately one hour) would take place each week in school with a particular year group or preferably two groups.

P4C is suitable for primary schools from Reception to Year 6.

To find out more e-mail: Michael.O'Meara@towerhamlets.gov.uk

Children and Teachers Learn How People Become Citizens

HEC organised a training morning for *Who Do We Think We Are? Week* for teachers and children, building on its work with the Bow Registry Office.

Four primary schools, Cayley, Globe, Malmesbury and St Edmund's attended the citizenship ceremony at Bow Registry Office. They took part in a workshop in the gardens, playing citizenship bingo and exploring what it is to be a member of the communities of their school, Tower Hamlets and the UK. The teachers received a pack that included a handbook on how to use the citizenship ceremony visits with their classes.

They watched the citizenship ceremony, with speeches from two mothers and their children from Globe Primary School. This was the outcome of their work in an out of hour's activity group that explored and celebrated local history through creating interactive timelines of their family history. The families Amina Ismail her daughters, Hodan & Noora, and son Mubarak; and Shahanaz Begum and her son, Rezual, read speeches out to the new citizens and their relatives, alongside the Deputy Lord Lieutenant, Commander John Ludgate.

"I would never have thought that citizenship ceremonies could be such a learning experience for children", commented one teacher.

Afterwards they interviewed the Registrar and Commander Ludgate. Video clips of the interviews and the speeches will be posted on the Eastendtalking website, where you can find children's work and support materials on how to organise a visit.

The school children are going back to their schools to report to their classes or school councils and to organise children to write speeches so that they can present to future citizenship ceremonies.



The Globe School families with the Deputy Lord Lieutenant Commander John Ludgate and Gill Ruskin, Globe School Parent Liaison Officer.



Global Footprints

Promoting global learning in schools

Learning in a Global Context

The lives of children and young people are increasingly shaped by what happens in other parts of the world. In this context, global learning provides opportunities for pupils to gain the knowledge, understanding, skills & values they need if they are to participate fully in ensuring their own, and others' well-being & make a positive contribution, both locally and globally.

Methodologies and making used in global learning, (or the global dimension, global education or global citizenship education) provide children and young people with a wide range of active and participatory learning methods. These engage the learner while developing confidence, communication, co-operation and conflict resolution along with skills of critical thinking encouraging pupils to analyse, evaluate, question assumptions and creatively identify ways to achieve positive change. These are all vital elements in improving motivation, behaviour and achievement in school.

Curriculum subjects such as geography, history, art and design, design and technology, music and citizenship make explicit mention of the global dimension. However, all subjects provide opportunities for global learning and are enhanced by its inclusion and successful global learning will also involve cross-curricular dimensions.

Placing global learning at the heart of the school ethos, policy and curriculum can help the school meet the requirements of other important agendas, such as *Every Child Matters*, *National Framework for Sustainable Schools* and the Duty to promote community cohesion.



Finally, global learning can be instrumental in whole-school improvement and can provide coherence, purpose and motivation in teaching and learning. Studies suggest that the majority of primary school children have an interest and awareness of local and global issues. There also appears to be a link between 'good' Ofsted reports and 'global education' – seen to include an enriched curriculum involving international links and the preparation of children for life in a multi-faith, multi-cultural society.

Invitation to all Staff

Join us in creating a global context for learning. Share your work, learn from others, find out what is happening. Become part of an exciting community developing this practice. Contact us at hec@gn.apc.org.

The Global Dimension at Enfield CLC

A session based on HEC's work with the Tower Hamlets e-learning team and local schools, was run at Central Enfield City Learning Centre to promote the global dimension in e-learning. It was a fully booked day, with teachers and children from schools creating social enterprises that would promote the 'Bag Garden' work of schools in the UK and in Uganda.

Bag Gardens can be found at www.sendacow.org.uk/baggardens and are a way children can grow food without the need for areas of fertile soil, a method important in areas of poor arid soils in Africa, and equally important in inner city schools without grounds for growing plants.

The children ran a simulation of a for-profit company selling lemonade, looked at how co-ops work, created a business plan presentation using PowerPoint, with a spreadsheet budget, a Charter of Association, a structure of management, and researched the Bag Garden idea.

In the afternoon the children learnt how to create a SWOT analysis (strengths, weaknesses, opportunities and threats), and then looked at the industrial process of sublimation printing onto mugs, and designed mugs and key rings for their co-op. These were produced for the schools.

All these activities can be found online, with support links and documents at www.globafootprints.org/enterprise. HEC is creating a set of booklets on how to run e-learning sessions that are embedded in the global dimension using work done funded by and in partnership with the Tower Hamlets e-learning team. This day session was a culmination of creating the booklet on Enterprise and e-learning.

Website Updates-

East End Talking www.eastendtalking.org.uk

For primary pupils to create and present their work to share with other children and to learn about being active young citizens.

Eastendtalking is having an exciting re-vamp ready for September.

Global Footprints www.globafootprints.org

Ideas and activities aimed at empowering all participants, but particularly the young, to take steps towards a more sustainable future.

The Teach section offers information and useful links relating to global learning in classrooms.

London Global Teacher Network (LGTN) www.lgtn.org.uk

was launched in 2010 and is an opportunity for London teachers to share experience, opinions and resources around global learning.

The website is now live for any teachers to join up & start learning and sharing.

Global LGfL www.global.lgfl.net

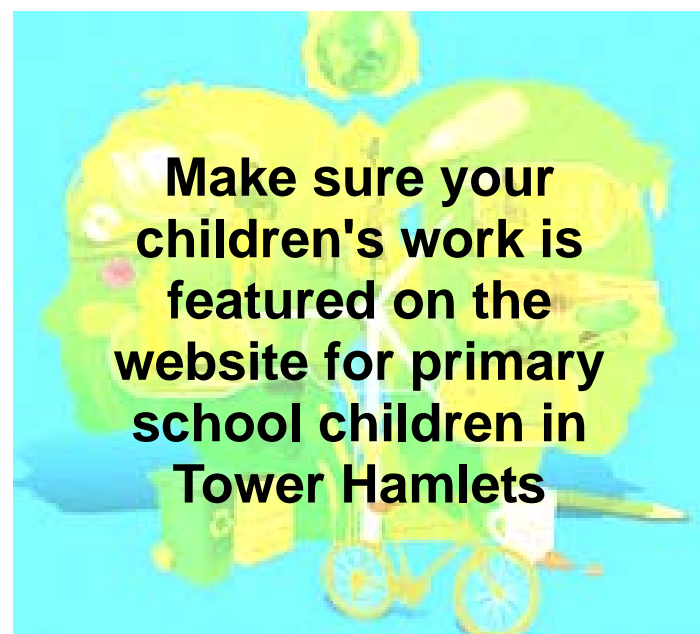
Have a look at the 12 Global Dimension Topics.

These interactive resource pages are designed to be used independently by students and, as a planning resource for teachers.

HEC Global Learning Centre promotes the values, aims and principles of development education and global citizenship through all areas of education.

Our Aims are:-

- To provide opportunities for schools to raise standards through curriculum enrichment and giving young people a voice.
- To promote a global perspective and understanding of sustainable development in the context of an interdependent system of lands and people.
- To engender an appreciation and celebration of the richness of cultural diversity in our, and other communities.
- To maintain and develop the resources to support curriculum development and provide in-service training and advice to teachers.
- To raise awareness among young people of the causes of injustice and inequality in a local, national and international context and to instil an understanding and empathy for oppressed peoples.



East End Talking

What better way for your students to express their views, to celebrate their work, to be active global citizens...

If they have been carrying out research on local culture, history or the environment that will help other children to learn more about the East End.

If they have stories, poems, art, multi-media, or any other work they would like to celebrate and share.

Then e-mail us now and their work will be placed on our exciting primary school's website

www.eastendtalking.org.uk

that is being revamped ready for September.

Invite them to submit their work by giving out or displaying the attached leaflet inviting young people to take part. Show the world what your school does!

Contact Michael O'Meara at the HEC Global Learning Centre on 020 7364 6405 or email: hec@gn.apc.org



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