

This a DRAFT to share with teachers ... would you want to change it? ... why?

As part of our review of Tide's partnership with the NEA the 2008 group drafted nine things from their experience that they feel teachers need to understand ...

1. The future is a huge question

... and every question that we ask raises five new questions that are not easily answered. Our culture and assumptions affect how we answer these.

2. The complexity of issues

Concepts like partnership and sustainable development are complex, everywhere and at all scales from local to global. The more we look into them, the more questions we will have. The issues are seldom 'black and white', but more often several shades of grey. This does not necessarily mean they are inaccessible: an important starting point is to learn to look at our own world from several different perspectives.

3. Everything links

When looking into questions about sustainable development in any place, we begin to make all sorts of connections which help us start to make sense of things. This includes connections between concepts like rights, responsibilities and the environment; between places - Britain, The Gambia and the rest of the world; between people within specific communities and how they work together.

4. People and places stimulate and inspire learning

... whether it be in the school grounds, community or in unfamiliar or distant places. As learners, we are affected by everything around us. In terms of sustainable schools, this can translate into "the three Cs" curriculum, campus and community. As teachers, we need to think about how we use all these spheres as a stimulus to learning, with the child's experience at the heart of it.

5. The value of mutual learning

Working in teams and groups helps us understand things better and often more enjoyably. This is true of learning within our own [UK] group as well as learning alongside colleagues from The Gambia. All collaborative learning has an intercultural element, and offers us a fresh view on concerns which are of shared interest.

6. Culture as an influence

Our culture [in the widest sense] influences what we learn, and how we apply that learning. Our filter of experience, influences and backgrounds affects the way we view things, the decisions we make and the actions we take. Being conscious of this helps us understand things better. Relating to others' perspectives within a group also helps us look again at our ideas and assumptions about what we are learning.

7. Learning is an essential part of how we respond to things

... and not least the challenge of sustainable development. Learning never stops. The more you know, the less you know, and becoming aware of this is a positive indicator that learning is taking place. As a teacher, I need to learn in order to teach, and I have a role to help my colleagues learn in order to teach. *Do our schools have a culture of learning?*

8. The importance of pupil voice

The process of change in schools is ultimately about children and the development of their learning. Children need to be involved throughout, to have space to explore and discuss the 'big' issues, and what this means for their learning needs. If we don't provide this space, they are likely to become overwhelmed by what is happening in the world around them.

9. To lead change in our schools we need to inspire and to challenge