

Bringing it together

a consultation about learning in our globalised society

The aim of **Bringing it together** is to gain a snapshot of what experiences teachers in primary schools feel they should be providing for their children to prepare them for a rapidly changing world. There is much going on in primary schools that deserves to be 'seen' by a wider audience. This consultation is about building on that.

Bringing it together is focusing on the potential for schools to respond to the needs of their children, especially in the context of the very real changes that are taking place – some of which are direct results of the initiatives and developments listed here.

- Every Child Matters
- Excellence and Enjoyment
- Sustainable Schools Framework
- Race Relations Amendment Act
- National Strategy
- Healthy Schools
- Eco-Schools
- Global School Partnerships & Links
- Inclusion
- DfES Teachers' International Professional Development
- International School Award
- Citizenship & Participation
- DfID's Global Dimensions

Schools have always had to balance potentially conflicting demands. We are particularly interested in exploring how schools ensure that the needs of their children remain paramount, taking cognisance of the fact that they are growing up in an increasingly globalised society.

Teachers have devised strategies for working in exciting and innovative ways with their children. By taking part in **Bringing it together** we hope that you will not only share your ideas with us, but also see how other teachers in other schools are preparing their children for the future.

How do these link to these?

Global Learning is about meeting the educational needs of children growing up in an increasingly globalised society; for example, helping them see themselves as global citizens; helping them to have a deeper knowledge and understanding of inter-dependence and to have opportunities to participate in their education – such as shaping the curriculum they experience.

What knowledge and understanding does this involve?

What is a 'globalised society'? And what's a 'global citizen'?

What are the benefits for the children?
... the teachers?

Can primary-aged children do this?
– if so how?

Children require many things from their school – they need to:

*express their
feelings, opinions
and values*

*find out who they are
and their place in
society*

*think about
what they are
doing and
what they
want to do in
the future*



*make
sense of a
complex
world*

*negotiate
new
relationships*

*enjoy where they are,
what they are doing and
the people around them*

*have their feelings, opinions and values
appreciated by others, as well as appreciate the
feelings, opinions and values of others*

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So we think that children are entitled to ...

What would this all mean for primary aged children?

- have a sense of their connections to the wider world
- be encouraged to be open-minded and have a questioning approach to the world around them
- be confident in themselves and their right to speak out for justice, equality and the dignity of all others
- develop as individuals, with their own identities, languages, cultures and life-styles
- learn from others and value alternative viewpoints and perspectives

be able to employ the skills of

- communicating – listening, discussing, expressing their ideas and opinions
- critical reasoning, thinking and using/evaluating evidence
- identifying prejudice, bias and discrimination
- recognising their own values and what influences them
- taking responsibility for their actions and the consequences
- evaluating the actions of others
- empathising with others

What would this look like in my classroom?

know about ...

- the centrality of human relationships
- common human experiences, needs and rights to dignity, justice and life
- disparities in human living conditions
- the importance of change – technological, economic, social, political and environmental
- concepts of democracy, governance and citizenship
- cultural and social identities, conflict and conciliation
- sustainable development and conservation
- rules, rights and responsibilities
- their own worth and the worth of other people

How can I help my children get this?

These are our ideas ... what do you think?

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Bringing it together aims to encourage and share creative thinking about how best we can shape a curriculum that is fit for purpose – one that our children both deserve and need. It aims to support individual teachers and whole schools to consider what they do and why they do it.

Bringing it together proposes quality global learning as a means that can provide a meaningful and useful structure for children's learning and to teachers as they plan their children's curriculum.

Bringing it together recognises that there is great variety in how teachers and schools respond to the needs of their children. This variety is essential and its best aspects should be celebrated.

These draft ideas were brought together to act as a basis for a professional discussion around what we, as teachers, think we should be doing in schools to help prepare our children for the future. However, please don't wait to be asked to comment.

At Tide~ we are very keen to hear from individuals or groups as to how they see the needs of their children in the context of a rapidly changing world, one that we are reminded constantly is "getting smaller".

If you wish to take part in this debate please e-mail thoughts to wmc@tidec.org or send them to the address below.

We would be pleased to receive your comments, however brief. You could use the following headings to frame your response – or you could ignore them and simply tell us what you think.

- What experiences do our children have that will prepare them for life in a global society?
- What do primary school children need if we are to prepare them for life in a globalised society?
- How can schools and teachers ensure that individual children are at the heart of education for a globalised society?

Bringing it together is led by Jeff Serf [Primary ITE Director, University of Wolverhampton]. He is a trustee of Tide~ and has worked on a number of Tide~ projects relating to global learning.

Tide~ Centre

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