

Connecting Dialogues ...

proposals for a new Tide~ framework

Seeking expressions of interest

Please use this form

Discussion about Elif Shafik's book - 'How to stay sane in a world of division' [see page 14] has led to thinking about an initiative to engage with the challenges she profiles.

We believe we should be concerned about a "rush back to normality" ... that there is a need to reflect on the Covid 19 experience as **an opportunity to think afresh**.

In particular there is a need for approaches that enable a positive disposition to exploring division[s] and to engaging with ideas about an uncertain future locally and globally.

Tide~ has a role of offering 'space' to stimulate our own learning as teachers as well as opportunities for creativity about teaching strategies and learner stimulus.

'Connecting Dialogues' will be a participative learning and teaching process that enables and empowers participants to:

- ☐ engage in critical dialogues about diverse experiences, locally and globally
- ☐ make connections between local experiences here [in our own place] and those in other parts of the world.

To do this we need to start with learner "dialogue skills" and review what they mean in practice, including from a young age. Practically this project can make use of a wide range of existing stimuli, but there is also a need to generate new resources relating to contemporary situations.

The project will also create a new core framework for the Tide~ Network building on a range of past work about learning, such as the spiral from Essential Learning illustrated opposite.

Co-ordination group ...

- ☐ Dorit Braun
- ☐ Vipin Chauhan
- ☐ Rohini Corfield
- ☐ Jeff Serf
- ☐ Scott Sinclair



Dialogue skills ...

- ◇ to connect personally with people - people from other schools - people with diverse cultural or life experiences;
- ◇ to connect with the natural world - to connect different aspects of environment, locally and globally;
- ◇ to connect with political and economic perspectives locally and globally;
- ◇ to connect with people locally and globally who lack power, voice and visibility;

These skills contribute to a life long capacity to reflect on ideas and make connections between different aspects of learning.

Reflective Dialogue - enabling learning

We believe learners need to build up their own critical process for assessing reality, even more so in the context of social media and increasing "fake news".

The project will develop a core approach to Dialogue with an emphasis on enabling - using frameworks to:

- ☐ make connections;
- ☐ engage complexity;
- ☐ generate questions;
- ☐ explore dispositions.



From **Essential Learning for everyone**
Section 3: Building a framework

Get involved. Please register your interest [using this form](#).

We are seeking expressions of interest from education practitioners:

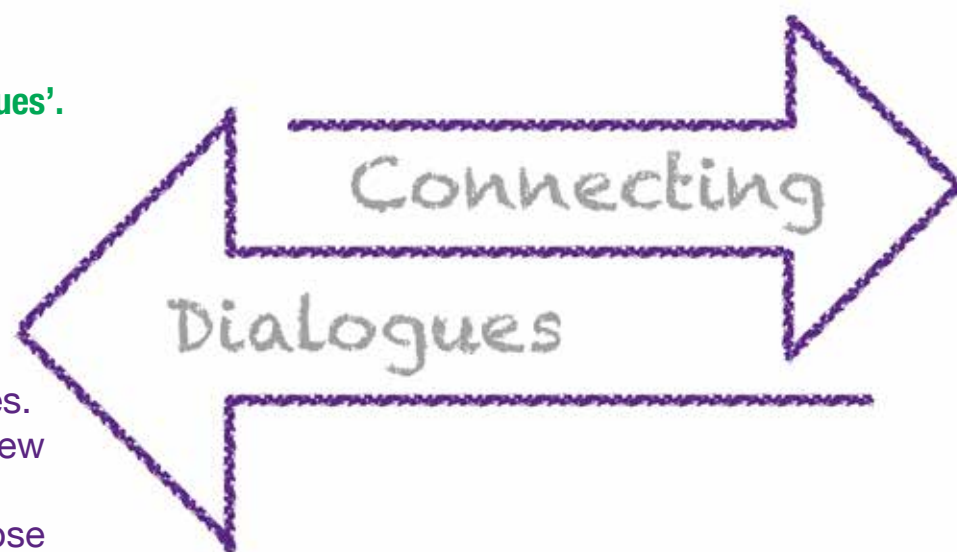
a) to contribute to a core ET publication: **'Connecting Dialogues'**.

We are seeking articles about approaches to dialogue and useful resources at each key stage and from a variety of subject areas.

b) to focus on specific themes. We are seeking articles and new stimulus for student dialogue. To start the process we propose groups working on units about

☐ **'Britain and Ireland - Ireland and Britain'** [See opposite]

☐ **'The Pandemic as a global issue'** [See mind map below]



Covid 19 has amplified many key global issues and raised important questions about the need for international co-operation, for example about vaccines.

Grow the community

At this stage we need to grow the community ... to involve a range of practitioners in an approach to project design stimulated by [Wenger and Trayner](#) who talk about "cultivating a community of practice".

There is a wealth of existing practice to draw on, not least many Tide~ publications, such as **'Essential Learning'** for background thinking and **'Fat Felts and Sugar Paper'** for very practical activities.

But there is also a need for fresh ideas about both the approach and stimulus material relating to contemporary 'division' issues.

These ideas also link to those generated by the the **Tide~ Worcester University project** [page 12] and thinking about **'Commonwealth Awareness'** [page 8].

Is the relationship between Ireland and Britain still a microcosm of international misunderstanding?



Half the lies are true was published some 35 years ago as a follow up to a event that brought practitioners together from Britain and Ireland.

We propose that it is timely to revisit this question in 2021 as a stimulus to **'Connecting Dialogues'**.

We hope to attract articles and stimulus material for student dialogue from each of the jurisdictions in 'these islands'.

We propose to develop this unit in co-operation with the Irish development education organisation [80:20](#).

