



ET projects - Tide ~ thinking afresh?



The next phase of the Tide~ web plan is to experiment with new creative groups to see how best to adapt existing Tide~ practice ... and to think afresh.

Historically Tide~, as network of “like minds”, was stimulated by engaging different ideas and viewpoints, and the need to offer something of value to learners. This was basis for real creativity. That is what we need now.

Chris Durbin [page 18] suggests that we need to revisit the notion of **Mutual Learning** and question the role of nation **exceptionalism**. He describes one of the *Whose Citizenship?* projects that responded to thinking about curriculum that resulted from the ‘Crick Report’ in the early 2000s. He also highlights the educational value of making global competencies core to thinking about curriculum.

Mick Waters [page 20] advocates a **curriculum that educates**. Sounds obvious until you read on and engage with the controversial notion that we should enable learners to think! He also raises an important debate about the danger of schools offering a token engagement with key issues.

Tide~ has advocated an approach to learning that brings the world into the classroom, that sees global issues in the local community and enables learners to engage with complexity. But a quick review of citizenship themes [see page 7] raises all sort of issues, not least the controversy of even mentioning Brexit.

Inevitably, starting a magazine in 2020, Covid 19 has become a theme. In [ET1] [Rita Chowdhury](#) asked us: **what kind of world do we want?** [Colm Regan](#) highlighted deep fault lines **“stripping away the veneer of equality”**.

In this issue Robin Richardson [see page 28] offers a stimulus to making a comprehensive **2020 stock take and asks: - What next?**

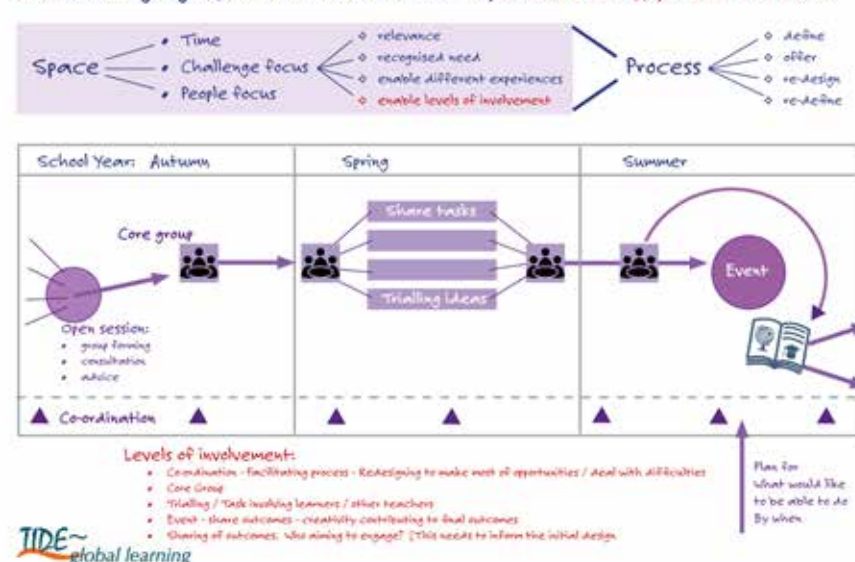
Dorit Braun makes a strong case for **taking about Covid 19**. [Page 14] We propose several projects to take up this theme. [See page 8]

“It’s all about process!” so said Bill Graham [of *‘Around the Garden in 80 ways’*] when he went to a conference in South Africa to share ideas about Tide~. This diagram is an attempt to capture some of the approach. [Click on it to see the detail.] The question is: **Can we revitalise such an approach?**

We start [ET2] with an article about **Maurice Coles** who was taken by Covid 19 in April. He too left us much to debate. In the TedTalk we feature he was calling for new thinking about curriculum. Maurice Irfan Coles, was founder of **CoED Foundation** Way back in the early days of DEC Maurice was very supportive in many ways, not least backing the secondment of Birmingham Education Advisers to work at DEC.



Notes on designing “Space” for teacher creativity. How do we apply to new situation?



In 2020 it is impossible to argue that we are not connected to the rest of the world. The existence of Covid 19 throughout the world tells us that we are. And yet

Links:

- within the United Kingdom
- in these islands - with Ireland
- with Europe
- with the world

... are changing.

Thinking about citizenship - 2002

Young people are growing up in an increasingly global context. Much of our local citizenship can only be understood if it is seen in that context ... and the natural, economic, social and political systems that link us with other places.

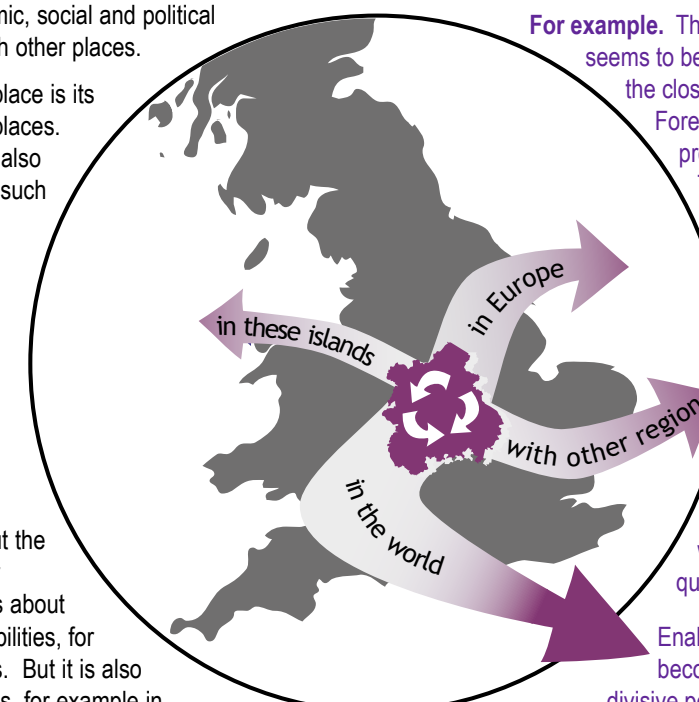
Part of what defines a place is its relationship with other places. Citizenship is therefore also about an awareness of such relationships

Citizenship embraces different experiences and the many factors which influence our identities such as the place we live, ethnicity, gender and ‘life experiences’

Citizenship is also about the effect we have on other places and people. It is about our rights and responsibilities, for example, as consumers. But it is also about our part in policies, for example in development co-operation, foreign policy and international trade.

From **Whose citizenship?** - Report West Midlands Commission on Global Citizenship

What are the implications for learning ?



For example. The disposition to international development seems to be changing with new priorities for aid, the closing of DFID and development of the Foreign Office role. Much of the British Aid programme was processed via the EU. That is changing. **Are we clear what this means?**

Clearly we are still in Europe even if not the EU but much of the debate has presented Europe as almost like an enemy. **How do we rebuild mutual learning?**

The Brexit debates have been at their most confusing about the Irish border. **How are we seen from Ireland?** Do we need to need to revisit some of the questions in **Half the lies are true?**

Enabling a positive sense of citizenship has become more challenging in the context of divisive politics about the four nations of the UK and contrasting responses to the back lives matters cause.

How are young people to make sense of these changes?

How are any of us to make sense of it?

And yet it is vital that they – and we – do.



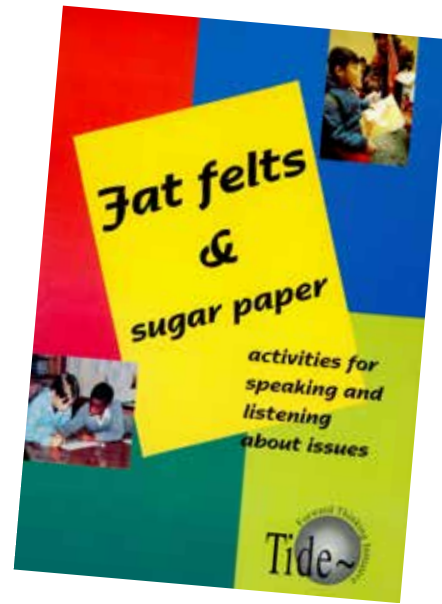
We are setting up an online ET ‘Zoom Forum’ for teachers and other practitioners to explore these issues and to develop practical proposals for the network about how we respond to learner needs in this context.

Please register your interest here.

As one ET contributor put it:

“To withdraw from discussion of what is taking place in our lives is to enable tyranny to flourish”

Let's talk about Covid 19 - "Zoom consultation"



Dorit Braun [page 14] makes a strong case for such talking, and its significance. Pages 16 and 17 offer some starter activities.

There is, we suggest, potential to adapt such approaches to key stage 2, 3 and above. At Key Stage 2, for example, some of the activities in **Fat felts and sugar paper** could offer starting points for new stimulus.

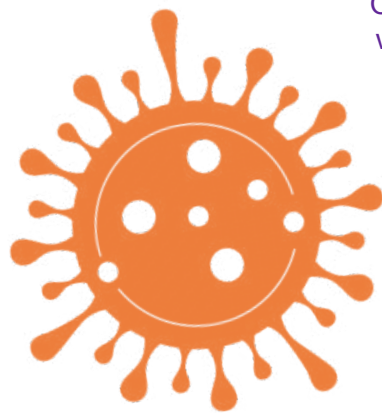
We propose a "Zoom Consultation" to enable:

- ☐ dialogue about teacher experiences of such talk;
- ☐ feedback on ideas on pages 16 /17;
- ☐ discussion about other stimulus material needed;
- ☐ suggestions about other useful sources.

[Please register your interest.](#)



Global Pandemics - understanding them? - seeking key Stage 3 teachers



On 30th December 2019 samples were taken from the lungs of a patient with unusual pneumonia symptoms in Wuhan Jin Yin-tan Hospital and tests confirmed the presence of a new type of coronavirus. Over the coming months this virus swept around the world. It changed many aspects of our lives; lock downs, social distancing, face masks and regular hand sanitising became the new normal. Our worlds shrank as a trip to the supermarket became a major expedition and calculating risks became second nature.

This is likely to be the defining event for our school children, the time schools closed. So, it is important they have the conceptual tools to understand how pandemics occur and how societies react to them - in other words to understand the very world they live in.

That writers as diverse as the philosopher Slavoj Zizek in 'Pandemic' and the Editor-in-Chief of The Lancet, Richard Horton, in 'The Covid-19 Catastrophe' have written about the pandemic shows that **a multidisciplinary approach to understanding is essential**. Any pandemic is not just a health issue, it is also challenges a society's economics and sociology, it is an issue not only of Public Health but also of power.

We are looking to set up a **multidisciplinary zoom group** to work online developing materials and activities that will encourage students to build their understanding of pandemics by exploring various aspects of different pandemics. We plan to look at a range of pandemics so the students will not just know there were other pandemics - Athens 430bce, the bubonic plagues and Mexico in the 1520s - but they will also understand our 2020 pandemic better too.

Darius Jackson is drafting an article for ET [3] that will offer an agenda for the project. **This term we are seeking Zoom consultation with teachers who express an interest.** Next term we plan to have a working group.

[Please register your interest.](#)



Seeking articles - on sustainable development

[The Bill Scott 'learning as sustainable development' challenge.](#)
In ET Issue 3 we propose to revisit this challenge. It would be good to hear from people who were involved in those projects.

We would also like to raise a debate about the use of the Sustainable Development Goals ... and how to build on what has been achieved.

[Proposals welcome \[link\]](#)



2021 Challenges

... as you see them

What would be on your elephant jigsaw?



An Elephant for 2021



The title **The Elephant Times** came from deep in the archive. In 1984 it was the DEC newsletter. Its logo featured a jigsaw seeking a learning dynamic that engages **Knowledge, Skills and Attitudes**.

The newsletter title was inspired by a rewrite of [an ancient Indian fable](#) [link] to highlight the fragmented curriculum and the need for connection and cooperation between different areas of innovation.

The challenge at the time was to develop these as complementary initiatives that together formed the whole ... the whole elephant.

[Please email your suggestions to us](#)

We invite you to suggest what your priorities would be in terms of the need to make connections in 2021.

What would be on your jigsaw?

We are seeking ideas for a variety of connections to focus innovation.

Ideas that build on your experience ... and your priorities.



Learning about/from Africa

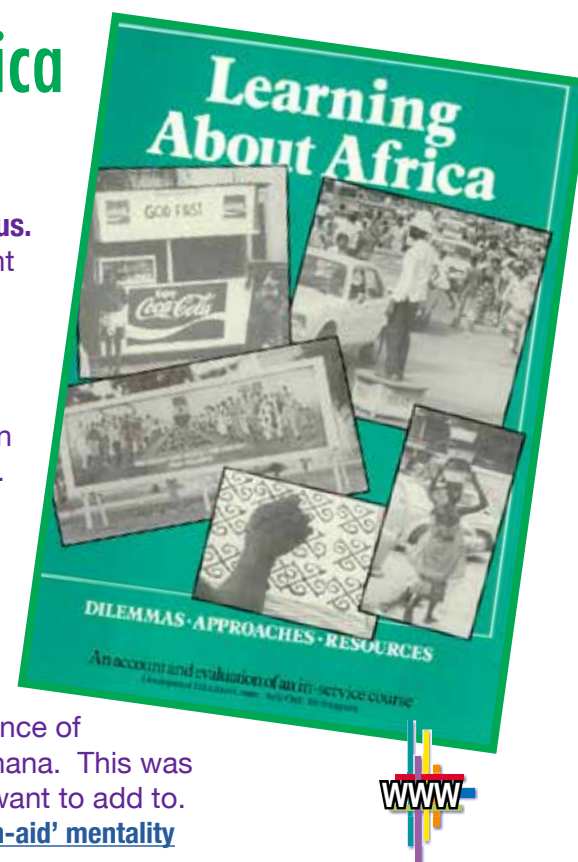
Learning about Africa was the first DEC publication, since then **many Tide projects have had an Africa focus**. Questions about how Africa is presented is important and has been since the outset.

“Africa needs help” V “No! Africa can teach you lessons!”

George Kibala Bauer offers a stimulus to the debate in the article **Beyond the Western Gaze**. He reflects on these issues in the context of responses to Covid19.

Study visits have been a feature of the network since 1977. They have been particularly valuable as “creative spaces” stimulating teacher learning and enabling new resources.

Study visits were not driven by an ‘education-aid’ mentality, rather there was concern over the dominance of British perspectives on education, for example in Ghana. This was a key ‘development issue’ and one that we did not want to add to. See article: [Study visits were not driven by an ‘education-aid’ mentality](#)



WWW



There are many resources from Tide~ projects still to go on the website focusing for example on Ghana, Mali, Egypt, Uganda, Kenya & Tanzania and Cape Town. There are many useful ideas, but also a need to update and think afresh about what we need **to learn about Africa ... and what we need to learn from Africa**.

We are exploring the potential of new project in 2021 taking this theme. The first phase is a consultation about scope and focus. Interested?

[Please register your interest.](#)



Eco Tourism - seeking key stage 3 geography teachers



In her [article in \[ET 1\] Lucy Kirkham](#) highlighted the photo pack: **Tropical Rain Forests in Africa**. We have been working with her on ideas to use an active enquiry learning approach to enable students to explore issues in the context of the Covid 19 pandemic. It proposed to focus in particular on the implications of a reduction in eco-tourism.

We are seeking Key Stage 3 Geography Teachers to form a “Zoom Group” to trial and develop a classroom resource.

[Please register your interest.](#)

The Gambia - proposal for a special issue of Elephant Times

The first study visit to The Gambia in 1986 led to the publication **Whose development?** People at the National Environment Agency [NEA] were very helpful. They welcomed that the teachers were keen to learn from them. There was no agenda of advising the Gambians or setting up an aid project.

From this, over the years, grew a recognition of mutual learning agendas and several projects not least **Education for Sustainability** developed in partnership and designed for use by the NEA.

Plans are shaping up for an ET special issue focusing on The Gambia to be published in March 2021. We are seeking contributors. As part of the process we propose ‘Zoom Group’ to exchange ideas .

[Please register your interest.](#)

