

CREATIVE COMMUNITIES

2016-2018

HEC GLOBAL LEARNING

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BACKGROUND



Learning in a
Global Context

- Community Cohesion with Tower Hamlets Schools
- Funded – TH Strategy, Policy and Partnerships Service (second cycle)
- Small scale local projects to engage the community, through the lens of the UN SDGs
- Handbook
- Funded again 2017-2018 – *“Work more closely with young people and schools in looking at cohesion issues and addressing these through school projects, youth centres and community organisations”*.
- Evaluation (2nd cycle)

REACHING OUT TO SCHOOLS



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The project is completely free

Project focus chosen by pupils and they build a project around this in

partnership with a local community partner/organization

Teacher facilitates but students lead on the actions.

Meet other schools – peer to peer

SCHOOLS IN THE PROJECT



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16 signed up

12 completed the whole year from KS1 – KS4

75% completed the project

Students directly involved - 5 – 20 per school

Wider project - from 90 pupils to parents,

whole school, partner school,

local community and community groups

STUDENT ACTIVITY 1 & 2



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‘THOUGHTS ABOUT OUR COMMUNITY’

- a. How equal is your local area for all the different people living there?
- b. How fair is your local area for all the people living there?

DEEPER ENGAGEMENT WITH COMMUNITY ISSUES

1. Problems: What makes our local community/area unequal/unjust?
2. Solutions: What might help this? How could this solution be put into place?
3. Obstacles: What barriers might there be to overcome this?
4. Evaluation: To what extent could this be overcome?

Both activities adapted from Parliamentary Education Service Opening and Closing Activities ‘Diversity, Equality and the Law the in the UK www.parliament.uk/education

STUDENT ACTIVITY 2



IDEAS FOR SOLUTIONS

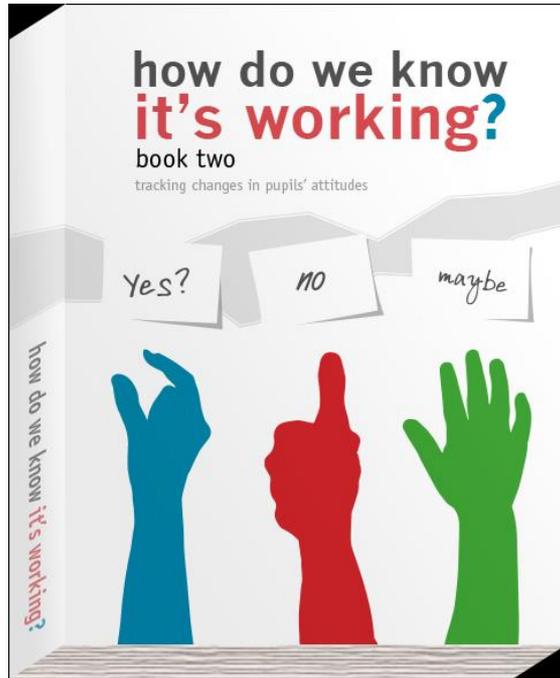


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Visiting the elderly, free skills training, job creation, affordable housing, provide homeless shelters, tree planting, electric cars, food banks, raising awareness, newsletters, adverts, facts, working with charities, education, grow vegetable, campaigning against homelessness, turn off car engines, write to your MP, parents and pupils work together, equal pay, pedestrian zones, promoting all religions as equal, don't blame other religions for problems, anti bullying strategies and councillors, ban zero hours contracts and pay the national minimum living wages.

STUDENT ACTIVITY 3

WHAT MAKES A GOOD COMMUNITY?



<http://toolkit.risc.org.uk/collection/what-makes-a-good-community/> A toolkit of activities to measure attitudinal change

A place to celebrate and meet people; 'This is important so they can meet new friends.' (Y1 pupil)

'Trees help the planet as they create oxygen and also walking in parks makes you feel calm.' (Y4 pupil)

Helping people in prison not commit crimes again - 'This will help our community feel safer' (Y4 pupil)

Re using plastic bags - 'This is important to prevent pollution in our seas and try and do our bit for the environment' (Y 6 pupil)

'From doing the audit, I have learnt that there are many things needed to have a good community.' KS3 Student

'I think equality makes a good environment. People need to live equally for there to be peace and respect.' KS3 Student

PROJECTS



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Arnhem Wharf Primary School - **Choir for the Elderly** (in partnership with [John Tucker House](#))

Elizabeth Selby Infants' School - **Project Golden Age** (in partnership with [Silk Court](#))

Canon Barnett Primary School - **Community of Kindness & Pay It Forward** scheme

Harry Gosling Primary School - **Friday Fitness Club**

St Luke's CE Primary School - **Safer Schools** (in partnership with [Canary Wharf College](#))

Old Palace Primary - **Clean Living** (in partnership with [Bromley by Bow Community Centre](#))

Smithy Street Primary School - **Interconnection**

Thomas Buxton Primary School - **Plastic Pollution** (name tbc)

Cayley Primary School - **Helping the Homeless** (in partnership with [Whitechapel Mission](#))

St Matthias School - **Operation Audio** (in partnership with the [Tower Hamlets Schools Library Service](#))

Al Mizan School - **Bridge Between 2 Generations** (in partnership with [St Joseph's Hospice](#))

London Enterprise Academy - **Calling the Community**

PROJECT AIMS – IN THEIR WORDS!



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- Our aim is to get families to develop a love of reading. We believe that reading should start at a young age, and that parents should read to their children every night. But sometimes this it is not possible;
- We chose this project because we found out that obesity and unhealthy lifestyles is a problem in Tower Hamlets and we wanted to help.
- It is about getting two generations to better understand each and to share experiences and skills but understand that the elderly can be frightened and also to show that the children are quite a lot annoying and disturbing.
- We wanted to link both schools together. We have identified the road as being dangerous and would like to focus on it and make it safer. We are planning the school travel plan.
- Our project is about creating friendship between people -creating an atmosphere of fun, laughter and creativity to bring our community together
- It is about encouraging our community to up cycle the household objects rather than throwing them away or dumping them illegally
- We believe that we should eat healthily, and that we should help the community.

PUPIL FEEDBACK



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- Playing puzzles with them/ Playing fun games/
- Everyone listened to me
- I think it brought the community together
- Gave a chance to meet new people
- Finding out things/ Learning about our community
- Asking questions to elderly/ Meeting people that help the community
- Having meetings/ Planning/ Creating the project make it happen
- We came up with an idea
- To listen to different opinions/ Listening to other school councillors.
- Sharing our idea of a project with other schools/ Communicating/
- It made me think / It made me appreciate what I have
- It helped our community in a good way

WHAT MAKES A GOOD COMMUNITY?



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Support and infrastructure:

Good schools/ Good roads/ no homeless people/ recycling/clean Environment/Equality/ Fairness /Equal rights

Community Action:

To help the homeless more/ Helping poor people/ people helping more/ looking after the elderly/ Helping people if they were hurt /Helping people

Qualities and behaviours

Respect, Kindness /everyone being kind to one another/To be kind more Tranquillity / Endless harmony

Community action, cooperation and participation:

A leader/ People Working together / Share ideas in whole group/ People listening to people/ Being together/ Friendship/ Meeting others /Coming up with a project

TEACHERS' RESPONSES

adaptability, awareness, flexibility, initiative, commitment, resilience, planning, engagement, keenness, concern, problem solving, partnership working, communication skills, wanting to make a difference, maturity, capability, confidence at public speaking to different audiences, listening to and valuing opinion of each other, understanding local issues and applying knowledge to the wider world.



SURPRISES!

The level of maturity and capability of our smaller members – year 2 especially”

“Their ability to maintain the project no matter what, week in week out, regardless of my availability – they have made it part of their routine”

“How engaged they were. How concerned they were about issues in the local community and how they wanted to make a difference. Also about taking the project to the wider world”

“Resist the urge to interject and see what happens. Especially when they are going off track. Wait and see. Don’t jump in. You may well see benefits or else no harm done.”



KEY FINDINGS – TEACHERS



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Jan 18: I am quite confident in the principles and have a good understanding of how it should work, however so far with the time restrictions plus the age of the children being young have found it difficult not to chip in a bit more than I know I should.

Jul 18: Over the course of the project it has become easier to take back seat and put in place measures to allow the children to be at the centre of the decision making.

Jan 18: At the moment I feel like I give a lot of support and direction to my students to help them become more independent and proactive. It makes me feel very happy, but I would like them to be able to run the project independently

Jul 18: I feel I'm still supporting the children but they have started supporting each other and feeding off each other more.