

## Session Notes: **Educating for Social Change**

Speakers: **Wes Streeting** -President NUS, **Maggie Farrar** – National College for School Leadership, **Hetan Shah** - Development Education Association, **Ines Škuflic Horvat** Drama Studio Tirana, **Huda Al Bander** & **Nick James Hargan**, Edge Learner Forum

Maggie	<p>School leaders always have a strong sense of moral responsibility; they seek to create an environment where social justice is evident, where everyone is included.</p> <p>Social capital – about quality of relationships – internally (within the school) and externally</p> <p>Student leadership – having young people on interview panels, working on school improvement, training staff</p> <p>Children are in school for 15% of their time, so this cant just be about schools, but Head Teachers can play an important part. Potential for a huge multiplier effect of that 15% - giving young people the skills and resources to take that into the other 85%</p> <p>There is move towards what the government is calling 21st Century Schools – a model where the improvement of the school and the improvement of the community are inter-dependent.</p>
Hetan	<p>DEA committed to education for a just and sustainable world, helping young people to make links with wider issues</p> <p>What is the purpose of education – is it about responding to the threat of China and India taking our jobs away or is about meeting the global challenges we all face, wherever we live.</p> <p>Are teachers facilitators of learning or imparters of knowledge? The “social bit” shouldn’t be a bolt-on to the curriculum; it should be integrated within the learning.</p> <p>There is huge untapped potential in learning outside school – through informal/non-formal sector</p>
Ines	<p>Described a project bringing theatre into schools n Zagreb. 5 different plays, targeting different ages, always with a challenging theme.</p>
Huda and Nick, Egde Learners	<p>Edge is trying to change the face of education. A national network of young people, diverse – ranging from Cambridge students to young people excluded from school. The project is led by young people.</p> <p>Edge-Instead – an Ofsted-style inspection/review of a school done by young people.</p>
Maggie	<p>Schools play a necessary, but not exclusive role in educating young people.</p>

Discussion	<p>Education is different from campaigning – it’s about creating the capacity to think through these issues.</p> <p>Teachers need to be taught how to have better relationships with pupils. What young people want is to be listened to, understood and believed in by their teachers.</p> <p>A young person countered the discussion on the relationship between pupils and teachers by saying that its not about good relationships, its about encouragement – in her school they were constantly encouraged to do better, try harder, aim higher but in talking to other young people she has found that this is not the case in every school.</p>
Headlines from the session	<ol style="list-style-type: none"> <li>1. Teacher creativity – we currently have a generation of excellent teachers, probably the best we’ve had for years, but they have been taught to teach “by the book”. (Maggie)</li> <li>2. Social responsibility should be removed from the marginalised subject of “citizenship” within the curriculum – the young people in the room agreed that this was widely recognised as a “non-subject” (Hetan)</li> <li>3. Value education – one of the Global Fellows in the room spoke powerfully about his experience of education in China, and how much everyone there valued education. “Young people here need to value the fantastic free education in this country”</li> </ol> <p>There was a wide agreement that we needed to find ways of gaining wider respect for education in families.</p>
Anything else?	<p>Lots of young people participated in the discussion.</p>