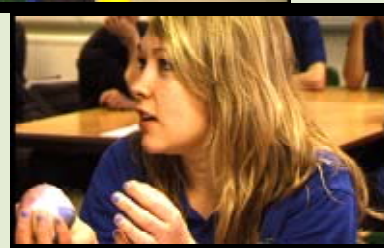


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ESD/ GC does it provide hope or
despair

do we have to go through
despair to get to hope?



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**UK ITE Network for Education Sustainable Development/ Global Citizenship
Third Annual Conference - 15 July 2010
London South Bank University**

'Stand Against Violence : an impact on my life that will stay with me for life'
In memory of Lloyd Fouracre 1987 - 2005

Abstract

Sara Bennett, Global Learning Network South West (GLEAN) ITE/ NQT Network Manager, worked with over 500 PGCE and BEd students during 2009-10, from a range of ITE providers in the south-west, to better understand levels of confidence around embedding global learning in classroom practice, using the eight global learning concepts from the DfES document 'Developing the global dimension in the school curriculum' (2005) as the starting point.

These eight key concepts require that teachers foster knowledge, understanding, skills, values and attitudes in their pupils in order to secure a more just and sustainable world.

This paper grows from that work, and has a focus on the global learning concept that trainees overwhelmingly stated worried them the most – conflict resolution.

This paper

- *Provides the backdrop of trainees thinking about conflict resolution and classroom practice*
- *Introduces the Stand Against Violence (SAV) resource for secondary schools, which provides teachers with a stimulus to work with young learners to explore conflict resolution in their own schools and communities, developing skills and values that are transferable to the global conflict arena. The SAV resource is based on the tragic murder of a teenager in Taunton, Lloyd Fouracre, and has been worked on by*

Lloyd's family and in particular by his brother Adam

- *Concludes that trainees want more time and support in their ITE experience to embed conflict resolution techniques and strategies into their own thinking and professional practice*

NO DOUBT ABOUT IT - CONFLICT RESOLUTION IS THE TOUGHEST. HOW CAN I SHARE MY FEELINGS ABOUT CONFLICT, LOCAL AND GLOBAL, WHEN I FEEL SO OVERWHELMED AND UNABLE TO UNDERSTAND IT MYSELF?

Primary trainee

GLEAN

GLEAN is a membership network, aiming to support, encourage and inspire more and better global learning across the south-west of England.

GLEAN defines global learning as learning that gets to the heart of education: it's creative and inspiring, socially just, respectful of difference and optimistic.

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The Survey & Semi-Structured interviews

Trainees from a range of south-west ITE providers who were already participating in GLEAN training events as a core part of their ITE experience were asked if they would participate in the survey and two follow up semi-structured interviews as follows:

1. **Survey - identify their two 'most confident' and 'least confident' concepts**
2. **First semi-structured interview to explore**
 - whether or not they felt that their ITE experience had prepared them for embedding the eight concepts in their teaching
 - what was missing from their ITE experience to achieve this

3. **Second semi-structured interview to explore**
 - the concept that trainees expressed least confidence in (*conflict resolution*)
 - what it was about conflict resolution that made them feel unconfident as classroom practitioners

507 trainees across primary (238) and secondary (269) took part in the survey and first semi-structured interview across eleven different training events. The response rate was 89%, high because trainees were already present at a training event and were able to participate as part of something that they had already signed up to. 483 (Primary – 222/ Secondary – 261) went on to participate in the second semi-structured interviews about conflict resolution.

Survey Findings

Eight Global Learning Concepts – Most and Least Confident

Global Learning Concept	Confidence %					
	Overall		Primary		Secondary	
	Most	Least	Most	Least	Most	Least
<i>Conflict Resolution</i>	0	63	0	58	0	68
<i>Interdependence</i>	1	20	0	22	0	18
<i>Human rights</i>	3	11	1	14	5	8
<i>Values & perceptions</i>	10	3	7	3	13	3
<i>Social justice</i>	9	2	10	3	8	1
<i>Global citizenship</i>	11	1	13	0	9	2
<i>Sustainable development</i>	14	0	15	0	13	0
<i>Diversity</i>	52	0	54	0	50	0

A briefing paper on the full survey and all 8 concepts has been published by GLEAN – *From Concept to Classroom: trainee teacher confidence in the 8 global learning concepts* (download from www.glean.org.uk).

The findings were markedly similar across primary and secondary, with some minor differences.

This particular paper focuses on conflict resolution and on the SAV conflict resolution resource.

Key Findings

1 Least confident about conflict resolution

What was striking in the survey was the overwhelming agreement that conflict resolution was the concept that trainees felt least confident about and least well equipped to translate into classroom practice (63%).

I STRUGGLE WITH CONFLICT RESOLUTION. THE OTHER CONCEPTS FEEL LEST SCARY, BUT WITH CONFLICT RESOLUTION I STRUGGLE TO GET THE BALANCE BETWEEN DAY-TO-DAY LIFE AND GLOBAL CONFLICTS

Primary trainee

2 More time for reflection and debate in ITE

Trainees talked about wanting more time in their ITE experience to debate this further and to explore conflict resolution as a 'teaching topic'. They wanted more support from their ITE tutors to explore ways in which they could translate this into the reality of their classroom.

I WISH WE'D TALKED ABOUT IT MORE IN COLLEGE. I THINK THAT IT IS A PRESSING ISSUE FOR YOUNG PEOPLE, AND THAT SCHOOLS COULD AND SHOULD DO MORE TO INSTIL SKILLS OF CO-OPERATION AND CONFLICT RESOLUTION

Primary trainee

In the second stage semi-structured interviews, 71% of participants reported feeling ill-prepared in terms of having the time to explore the principles underpinning

effective conflict resolution strategies.

I feel that my ITE experience has prepared me for addressing conflict resolution in the classroom

Totally disagree	Partly disagree	Mostly agree	Completely agree
23%	48%	27%	2%

I need much more support to tackle conflict resolution in my classroom... I want to focus on active citizenship here and now – in the school – and seek resolutions to the conflicts that my pupils engage in on a day to day basis. I need more time to discuss this and to develop professionally

Secondary trainee

3 Solely punitive responses get in the way of resolution

Trainees felt that punitive responses sit at the heart of most schools anti-bullying strategies, and spoke of the blame culture which they felt dominates school based approaches to tackling conflict. Some went further, and stated that the punitive environment in which schools operate is not effective:

Punishment does not work in that it does not change pupil behaviour

Primary trainee

So trainees were struggling to locate their own conflict resolution interventions in what they experienced as a hostile environment.

I was surprised at how much emphasis was placed on punishment and how little on debate and mediation. My placement schools had what I thought was a simplistic approach to conflict – there are always victims and

perpetrators and one should be supported and the other punished. I wanted to unpack the issues more with the young people in my class

Secondary trainee

This chimes with the more solution based approach of the Support Group Method developed by George Robinson and Barbara Maines. In working with disturbed adolescents, Robinson came to the conclusion that:

*...enhancing pupils' self-esteem would be a more effective answer to disruption than a more mechanical system of behaviour modification.
(Robinson and Maines 1997)*

This approach is contested and I want to acknowledge rather than explore that here. Clearly bullying should have consequences for the bully so that they feel the need to change; clearly victims deserve support and to know that they are not to blame.

4 Including conflict resolution in classroom teaching

There was no doubt that trainees wanted to weave conflict resolution into their teaching. 89% of the 507 trainees that participated felt that addressing conflict resolution in classroom practice was 'very important'.

Addressing conflict resolution in the classroom is

Unimportant	Marginally important	Important	Very important
0%	0%	11%	89%

I THINK IT'S VITAL THAT CONFLICT RESOLUTION FORMS A CORE PART OF MY TEACHING. THESE ARE LIFE SKILLS THAT WE NEED TO INSTIL. MODELLING IS ESSENTIAL, SO TRAINING AND SUPPORT TO ACHIEVE THIS IS ESSENTIAL

Secondary trainee

5 Local as well as global

Trainees talked about the need to support young people to better manage local conflict within their own peer groups, their own schools and communities. There was an overwhelming agreement that support to be 'better citizens' at a local level translated to the global arena.

*I was running a Citizenship lesson on the conflict in Afghanistan, when we were interrupted by a full on physical fight between pupils in the playground. "Look out the window Miss" one of my pupils said, "That's the conflict that terrifies me, f**k Afghnistan". I realised I had to think about local as well as global*

Secondary trainee

6 The responsibility of all teachers

Trainees felt strongly that conflict resolution was an issue for all teachers across all subjects, not the responsibility of certain subject areas.

Conflict resolution sits at the heart of school and of a cross-curricular approach to teaching. It's not the responsibility of the pastoral tutor or of subjects like PHSE. It's a concern that all teachers have to share. Even by modelling effective conflict resolution

yourself, you're helping the issue

Secondary trainee

7 Conflict is inevitable – it's how you deal with it that matters

Trainees saw conflict as an inevitable part of their young learner's lives; what mattered was not so much that it happened, but what skills and attitudes young people took to conflict situations. In other words it only became a real problem when individuals lacked conflict resolution skills.

This chimes with Lynn Davies:

Conflict occurs of course not just at the global level, but at regional, national, institutional and family levels and any resolution is complicated by the fact that certain types of conflict are inevitable and indeed necessary. Conflict is an essential element of the human condition... (Davies 2007)

8 Influencing young people's behaviour

Trainees were most engaged in talking about how they as classroom practitioners might have a positive impact on young people's behaviour in terms of conflict management and resolution, and much of the discourse centered on this, hence this finding is more detailed.

IN MY LIMITED EXPERIENCE, YOUNG PEOPLE DO SEEM TO BE SAYING THAT THEY ARE ILL-PREPARED THROUGH SCHOOL TO MANAGE SCHOOL-BASED AND COMMUNITY-BASED CONFLICT SUCCESSFULLY

Secondary trainee

The key issues emerging from trainees

discourse in the second stage semi-structured interviews included recognising the difficulties in supporting young people to:

- *move away from 'getting their own way'*
- *realise that forgiving makes them stronger not weaker*
- *realise that compromise is a powerful and positive tool for reconciliation*

Trainees identified the following skills as being 'most important' in conflict resolution:

- *listening skills*
- *empathy – the ability to see issues from someone else's point of view*
- *self-calming techniques*
- *clear and planned patterns of thinking rather than emotional outbursts*
- *assertiveness*
- *knowing how to forgive and how to make up*

Overwhelmingly, trainees talked about the importance of supporting young people to better understand the build-up of conflict situations and the various choices that present on the way:

- *interrupting OR active listening*
- *shouting and swearing OR using a calm voice*
- *aggressive OR non-aggressive body language*
- *never backing down OR admitting you are wrong*

Trainees agreed that young learners should have the opportunity to:

- *think about conflict in their own communities first and foremost*

- *self-reflect on their own ideas and attitudes to conflict resolution*
- *have the opportunity to put into practice their own ideas and attitudes*
- *consider how effective conflict resolution supports a better life for all in local and global arenas*

Stand Against Violence

This small-scale study led us to focus on the development and piloting of a resource for use in secondary schools on conflict resolution, which went some way to addressing the concerns raised by trainees.

The SAV resource (www.sav-ed.co.uk) was developed after the tragic murder of Lloyd Fouracre in Taunton, Somerset in 2005. Lloyd's murder had a profound and devastating effect on his family, friends and the school and local community. The sudden and violent loss of such a young life forced all those close to Lloyd, and even those who hardly knew him, to question their core beliefs and values. After the initial grief and disbelief, Lloyd's brother, Adam, felt the need to seek something positive from the experience – something that might impact on others and mean that Lloyd's murder had more than just tragic consequences. Adam wanted to turn personal despair into hope for his community and further afield, and other family members supported Adam in doing this. The SAV resource was developed, with the simple aim of preventing violence, and includes a graphic re-enactment of Lloyd's murder, meticulously pieced together to remain true to the actual event, together with resources for teachers to use in the classroom.

This resource is compelling in that:

- *it challenges the stereotypes of*

violence amongst young people, taking place as it did in leafy Taunton

- *it captures the futility of Lloyd's death, and creates a host of opportunities for teachers and young people to engage with the material and empathise with those affected*
- *it supports an empowering notion that young people can make choices and can make a difference*
- *it goes some way to addressing the issues raised by the trainees in this survey, providing a resource that can be used in their own ITE experience and in their own classroom*

The SAV resource has been used with young learners in secondary schools in the south-west. What is striking is their determination, in response to the stimulus, to 'be better than this', to make different choices and to walk away from violence as much as possible. Of course it will be important to track the impact, there are plans in place to return to young learners who have worked with the stimulus and look at the lasting impact, but for now: this has had an impact on my life that will stay with me for life seems right.

ESD/ GC - hope or despair

Conclusions

Occasionally in teaching, you come across a resource that you know will have a dramatic impact on the students in the classroom.

The challenging subject matter in the *Stand against Violence* resource provoked some incredible and emotive discussions from all of the young people. I would thoroughly recommend this resource, and will add my lesson plans to the website

*Jo Elliott, Head of PSHE/ Citizenship
The King's School, Ottery St Mary, Devon*

The significance of the findings of this small-scale study are in themselves limited, but the discourse between trainees provides a rich source of material on attitudes towards embedding conflict resolution. Our data indicates that:

1. Trainees want more time and support in their ITE experience to embed conflict resolution techniques and strategies into their own thinking and professional practice
2. The issue of instilling conflict resolution strategies in young people is the responsibility of all teachers. As one trainee said – this is not someone else's problem
3. Conflict is inevitable but with support young people can practice and master important conflict resolution skills
4. The SAV resource is one possible response to this. It has been used in ITE and in schools to good effect, and creates opportunities to explore the potentially devastating nature of conflict and the possibilities for conflict resolution

References

The eight global learning concepts found on pages 12-13 of the DfES document *Developing the global dimension in the school curriculum* (2005)

Robinson, George and Maines, Barbara (1997) *Crying for Help : The No Blame Approach to Bullying*

Davies, Lynn (2007) *Teaching the Global Dimension : Key Principles and Effective Practice* pp. 71 - 81

I WILL REMEMBER WHAT HAPPENED TO LLOYD FOURACRE AND HIS FAMILY AND USE THIS AND THE EXPERIENCE OF DISCUSSING IT IN CLASS AND WITH MY FRIENDS TO SHAPE MY OWN CHOICES AND ATTITUDES IN THE FUTURE

Year 10 Pupil

