

EDUCATION POLICY

Safeguarding Children

Our Child Protection Policy is the foundation for Guy Fox History Project policies and practices, including this Education Policy. The Education Policy should be understood as a supplement to the Child Protection Policy.

THE GUY FOX PHILOSOPHY

"You can learn anything you want to." This simple belief forms the basis for the educational philosophy, policy and practices of the Guy Fox History Project.

We believe education is a life-long endeavour, provided by the individual to the individual; we believe that a love of learning, intellectual curiosity, and resourcefulness are integral to becoming a successful citizen.

We believe children want to learn; they want to achieve and to develop the skills which will empower them to become productive, proactive adults.

We believe children want to improve the world around them and to take an active role in shaping that world. We believe children deserve to have their opinions heard and put into action.

We believe ALL children thrive in a learning environment supported by committed professionals, using professional-quality materials, tools and resources.

GUY FOX EDUCATIONAL APPROACH

We will support our beliefs through an educational approach in which we:

- Empower Children to Take an Active Role
- Create a Positive and Inclusive Learning Environment
- Support and Add Value to the National Curriculum
- Develop Life-long Learning Skills and Cultivate Intellectual Curiosity

Empower Children to Take an Active Role ✍

Children will be empowered to take an active role in our projects, from the development of the project idea to the post-project evaluation.

Advisory Team

We will recruit and maintain an Advisory Team of local children, who will give their opinions on our projects through postal ballots, scheduled meetings, and our secure website forum. We will seek the Advisory Team's ideas for new projects and seek funding to support them. We will ask for their advice during the initial stages of project development, to determine the need and to refine project aims and objectives. At the end of each project, we will ask Advisory Team members to evaluate the educational resources developed during the project and the project itself.

✍ Please refer to The United Nations Convention on the Rights of the Child (20th November 1989) which provides, among other things, assurances that children have a right to express an opinion and have it taken into account in matters affecting them (Article 12), that children have a right to freedom of expression (Article 13), and that education should prepare the child for active life as an adult (Article 29).

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Self-Determination

Children who participate in our projects (“participants”) will determine the operational aspects of the project (subject to the parameters of the aims and objectives). They will be asked to make decisions through a system including brainstorm, debate, advocacy and voting, with a simple majority rule.

Participants will understand the aims, objectives and outputs of a project (“the project brief”), and we will ask them to consider how best to achieve success.

We will ask participants to make decisions including (but not limited to):

- The best way to fulfil the project brief (within budget)
- The logistics required to ensure success (for the participants and the project)
- Participation rules for the learning environment
- Type of resource to be created (eg booklet, website, CD-rom)
- Marketing and promotion of the project to the appropriate audience
- Distribution channel(s) of the resource
- Evaluations methods
- Considerations of historical accuracy and educational value of the resource they are creating

Participants will be asked to evaluate their project and resource, to determine whether we have achieved the project brief.

Active Participation / Making a Contribution

Participants will be expected to participate and contribute to the educational resource. Participants will be asked to “do their best work at all times.” Where necessary, workshop leaders will identify children who need special support and provide the appropriate support to them.

Every participant will be able to identify his or her contribution within the final resource and to see his or her name on the illustration credits on the resource.

Create a Positive and Inclusive Learning Environment

We will create a learning environment that is positive and inclusive.

Positive

We will choose workshop leaders who are experts in their field and who LOVE what they do. We will train them to create an exuberant learning interaction with participants, in which they share their expertise and professional experience, and focus the participants on the project brief.

Our educational activities will simulate a professional design consultancy, with the participants and workshop leaders working as equals to achieve the project brief. We will select professional quality resources, tools and materials for our educational activities to enhance the learning atmosphere.

Inclusive

Children of all abilities and skill levels will be empowered to participate in our educational activities. We will identify participants with special educational or language needs at the beginning of the project and support those participants during the project.

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Support and Add Value to the National Curriculum

Our educational activities will support the National Curriculum and add value to the participants' current educational track and key stage. While our projects obviously will dovetail into the History National Curriculum, we will identify ways to support other National Curriculum topics, including Information Technology, Citizenship and Science.

Develop Life-long Learning Skills and Cultivate Intellectual Curiosity

Our educational projects will develop life-long learning skills and cultivate intellectual curiosity.

Our educational activities will be designed to develop the following life-long learning characteristics:

- Observation (eg Drawing/seeing activities)
- Encountering New Tools / Technologies
- Identifying a problem and creating a solution (eg Responding to a project brief)
- Communication (eg Verbally advocating a solution, Designing a publication)
- Responsibility (eg Accepting and fulfilling a project brief)
- Resourcefulness (eg Identifying what you need and where to obtain it)
- Research skills (eg Logistics of finding information and verifying its accuracy)
- Teamwork (eg Developing a resource with other children)
- Time management (eg Working to the deadline)
- Self-education (eg Learning how to teach yourself)

We will cultivate intellectual curiosity by encouraging a process of discovery. In our workshops, children will:

- Understand the project's goals
- Use a scientific-style enquiry to determine how best to achieve the goals
- Develop a list of questions including, but not limited to, questions which may begin with WHO? WHAT? WHEN? WHY? WHERE? And HOW?
- Observe, explore and research their chosen subject matter
- Identify valid sources for answering their questions
- Communicate the answers with each other, facilitators and the audience

Through their involvement in a REAL project which realises educational aims and objectives for an audience of their peers, children will learn by becoming teachers themselves.