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"Successful teachers do not teach math as a list of facts to be memorized. They teach math as a way of thinking."

Headmaster's Association

"What I love about bringing the World's greatest teachers to our schools is that they do very important things. It's not very important. It's not about the math or the science or the other stuff. It's about the way they approach things. It's about the way they do it. It's about the way they do it. It's about the way they do it. It's about the way they do it."

Falibroome High School

tel: 020 8444 1720 direct: 07 078 1702 3073

Maths

taught through

Dance

at both primary and secondary levels:
we will introduce creative ideas & processes through it all



abundance



abun**DANCE**

abun**DANCE** @ Your School

To:

- HeadTeacher (& SMT)
- Head of Maths (Co-ordinator)
- Head of Drama/Performing Arts

From:

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Content

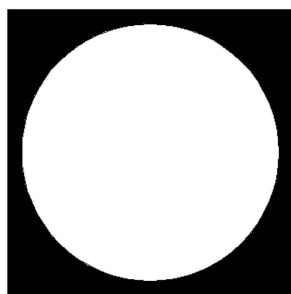
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Introduction

Thank you. It is interest like yours that means that we can now boast of over a decade of praised public and corporate service. We are **Schools Of Unified Learning (SOUL)**, a social enterprise developing *unifiedknowledge* approaches to education. We call our pedagogy *yeh't'mr urwuk'eht* which is an Ethiopian term that carries the meaning "unified knowledge"). Today we are a dynamically growing international network of members comprising a mix of young learners, families, teachers, other professionals and corporate clients like schools, colleges and universities.

Thank you for your show of interest, we welcome you and your colleagues at **Your School** as we begin work, together, in an enrichment process that is **guaranteed** to improve learning and teaching experiences throughout the school's learning community.

Why are we so confident? Our driving vision is to promote globally our approach to supporting educators, learners and families through the realisation and value of art, math and science's natural unity; we come from an African (cultural) place of being with gifts for the whole world. Today, throughout Britain, we find these subjects often appear fragmented and abstract to learners, a perception that acts to reduce learning capacity and at worst cause disaffection. This is why SOUL (Schools Of Unified Learning) now comes to support your team and learning community with a refreshing, comprehensive and effective pedagogy; *yeh't'mr urwuk'eht*.



*abun***DANCE**
in Schools

We know what's happening locally, nationally and internationally.

We have been reviewing the latest release of the OECD's current PISA Results. This shares the findings from the most recent PISA survey, which focused on reading and also assessed mathematics and science performance.

The **Organisation for Economic Co-operation and Development (OECD)** provides a setting where governments compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies.

The **Programme for International Student Assessment (PISA)** is an internationally standardised assessment that was jointly developed by participating economies and administered to 15-year-olds in schools.

Why have we compiled these interesting extracts for you and your colleagues?

As the Principal Teacher for Schools Of Unified Learning (SOUL) I have commissioned Peoplescience to review this very important educational study and extract from it key highlights that pertain to the learning of mathematics both internationally and locally here in the United Kingdom. We expect these highlights will be of interest to you and perhaps our choice selection may serve as a strategic gateway into this rather immense body of information.

SOUL represents a creative and culturally diversifying approach to education that is about cross curricula excellence. This approach is called *yeh't'mr urwuk'eht* and is more commonly known as *unifiedknowledge Practice*. **As an integral we value the universally underpinning principles of maths in all areas of learning** and have pioneered a range of services for schools presented through our **abunDANCE in Schools** programme, where we are famed for teaching maths through dance (movements). We are about the art of mathematics.

At the time of the release of the OECD's current PISA Results you may have seen the generally downbeat views of the findings for the United Kingdom. In our report of interesting extracts we are not presenting information to add to the downer. We are optimistic and see that we at SOUL can and must be of greater service to the local and national interest of education, education & education.

You will find out more about what we do and how we do it by visiting our website: www.unifiedknowledge.org. Please note that you may find full details of this report at the OECD website (www.oecd.org). Regarding the OECD-PISA report, other news and educational agencies do not seem to be covering the deeper issues so we have prepared this concise summary, a few points alarmed us:

1. A fifth of UK students did not reach the assessment's baseline standard. [This implies a significant levels of basic "confusion" when tested on core matters of mathematical & scientific principle.]
2. 1.8% of UK students attain the high-test levels of performance compared to 27% for Shanghai-China.
3. Academic achievement can be determined by negative self-stereotyping and attitudes / beliefs about self identity. [This touches on the area of cultural development]
4. Higher student scores have a relationship to pre-primary school learning in maths (and science). [For us, at SOUL, this issue extends into home education in its broadest sense and indicates value in our community services for parents who know themselves to be the 'primary educators'.]

5. Countries with high scores in mathematics devoted more learning time to maths (and science). The difference between the average and the best was 4-5 hours per week.

Now, before all of our eyes we see the day to day transformation of the British education system and the general logistics of government, it's a reformation. SOUL, like **Your School**, is a committed stakeholder in this national (and international) process, and so we are ready to be of wholistic service to your school's whole learning community. We know the issues well and over the decades of successful educational service provision we have proven the effectiveness of our programmes for children, parents and teaching professionals. In short, we are feeling it, as a 'developed' country 1.8% compared to 27% is a shame that we must learn and grow through. From our experiential insight we know that **embracing the country's special diversity is a part of the great learning curve** before us.

Our insights don't begin with the OECD-PISA reports. From 1996 to 2001 I, through our associate company **Peoplescience Intelligence Unit** have worked with Hammersmith, Camden and Lewisham Council's Education Departments producing customised and localised "Black Child Reports" to help bring a broader insight to the diversity of experience amongst our diverse British society. These we were able to contrast with our national research programmes.

It is through this unique and refined legacy of strategic insight that we have now developed our **abunDANCE in Schools** programme to address the broader requirement for national educational reform. We see that here in Britain tomorrow's education system must be more unified (cross curricular; exploring the intrinsic unity of maths, science and the arts), more in-tune with the kinship (family heritage) of every member of its learning communities and better related to the common sense knowledge requirements that nature presents.

We are ready to be of service, together we will rise above the average.

Programmes for Your School

Intervention Programme for Year 9/10/11 Pupils.

Transformation of Winchi

Maths taught through African crane bird warrior dance (movements) and other creative cultural arts.

Logistics:

Who is this for: teacher selected pupils (estimated to number 12 – 18 approx)

Broad objectives: to increase ability and confidence in the core principles and ideas of maths.

Time: two class sessions (50 mins approx) per week for four weeks.

Location: dance studio (ideally), theatre area or gym.

The programme will be introduced to all of the targeted Year Group via their assembly. This will facilitate mass interest and appropriate introduction respects. Also there may be some who have not been selected for intervention who wish to access the self selecting **abundance after School** classes (this programme is outlined further below). In the assembly the introductory reasoning will be something like this; "Today we are going to experience an introduction to the cultural arts of **dankira tehwagi** (warrior dance) using the **unifiedknowledge** (yeht'mr urwuk'eht) approach to learning where art and the core idea of math are learnt in one form. Our arts draw on African heritage.



Nature loves cycles, spirals and rotations. It uses these principles endlessly in the creation of various living patterns and forms. For example in the movements of the planets, the movement of electrons in an atom or the spiralling growth patterns of many plants. In Dankira Tehwagi we also use circles, cycles, spirals and **rotations**.

In the study and practice of mathematics One finds these principles grouped with the principles of **translation, reflection** and **enlargement**, these are all types of transformation.

Let's explore all the principles of transformation with the help of Winchi, the graceful Crane."

The assembly presentation will be approximately 12 – 16 minutes and will include interactively that involves the whole gathering in a brief, but poignant, exploration of how letter relates to number and how number, expressed as binary can be expressed on the African drum to make intelligent musical language,

R	E	S	P	E	C	T				
H	A	S	H	I	M	A				
⚡	⚡	⚡								
15	52	25								
⚡	⚡	⚡								
●	→	↓								
1111:110100:11001										
M	A	T	H	E	M	A	T	I	C	S

At its basis the objectives of Transformations of Winchi are:

1. To learn and correctly use the language associated with various types of transformation (rotation, enlargement reflection and translation).
2. To understand the principles of transformation and other principles associated to it.
3. To be introduced to expressive gestures and movements of Winchi (the crane), using these to help us recognise and visualise the transformation of points and patterns.
4. To begin learning how to apply Winchi's gestures and movements within One's Dankira Tehwagi (warrior dance).

The eight scheduled sessions will be anchored by these activities.

- Activity 1** - **Winchi Spins**
Introducing rotational movement.
- Activity 2** - **Basic Ngoma Movement**
Exploring rotational movement.
- Activity 3** - **Winchi Enlarged**
Exploring enlargement and similar triangles.
- Activity 4** - **Winchi Mirrors**
Exploring reflection.
- Activity 5** - **Complementary Ngoma**
Moving together, forming a oneness.
- Activity 6** - **The Ngoma**
Developing freedom of expression.

At **Your School** we will build upon these with interrelated core mathematical principles and ideas agreed as most pertinent to the cohort's needs. As this is an "intervention" programme it is our preference that our time with the pupils be in addition to their regular maths

g

g

g

Professional Development for Teachers.

The Art of Mathematics – Educating with Unified Knowledge

Be enriched by a different approach to education, an organic approach to learning where art, mathematics and the sciences are taught as one – naturally.

Logistics:

Who is this for: initially teachers and teaching assistants from the Discovery Learning Area.

Broad objectives: INSET day - to give a comprehensive introductory overview to 1) the culture, 2) the objectives and 3) the principles, processes and protocols of the "unifiedknowledge Practice". Also we will work through the learning we call Transformations of Winchi (outlined above). During 12 days of practice development support we will be assisting teachers develop, plan and deliver cross-curricular (unifying) lessons.

Time: one full INSET day. 12 days of practice development support, twice a week over a six week (approx) term.

Location: regular teacher training area and theatre area.

unifiedknowledge Practice (*yeh't'mr urwuk'eht*) is about learning from the heritage across Africa (this is what we mean by the term **panAfrican**). Through this professional development for teachers It will be realised as an organic approach to learning where art, mathematics and the sciences are taught as one - naturally. It involves creative-cultural arts, visualisation, writing, individual and team work, fun, presentations, logic, challenge, visual arts, reasoning, humour, music creation, multi-media, intuition and, in truth, creativity in abundance. The practice is nature-centred and principle driven.

As stated in the Broad Objectives it is the intention of this learning experience to make clear the general importance of the three areas (see above) of the unifiedknowledge pedagogy and more importantly the practical application of them in standard systems of primary and secondary school education.

የጥምር ዕውቀት *yeh't'mr urwuk'eht*

The unifiedknowledge Approach to Education

1. Culture

The cultural basis of yeh't'mr urwuk'eht (unifiedknowledge) is:

- 1) Pan-African አልኬብላን
- 2) Kemetic (classical references) ክምት

2. Objectives

The main objectives of yeh't'mr urwuk'eht (unifiedknowledge) are the development of:

- 1) Peace (love - ቻኑር ፍቅር, well-being)
- 2) The Mind's Core
 - Consciousness
 - Will
 - Communications
 - Creativity
- 3) Principled Living [ሰነድ]
- 4) Productive Capacity
- 5) Healthful Space
- 6) Humanity Overstood

3. Principles, Processes & Protocols of Practice

The principles, processes and protocols of the yeh't'mr urwuk'eht (unifiedknowledge) practice are:

- 1) Hashima ሐሽማ
respectful ways with a sense of truth, justice, order and right - maat at the nucleus.
- 2) Maat ማአት:
Universal Orders, Natural Orders & Human Social Orders
- 3) Maat ማአት:
Hisab (Mathematics)
- 4) Tehwagi Asab የተዋገ አሳብ (The Warrior Idea)
for contemplation and points of agreement.
- 5) Gzat ግዛት (Province)
province is space; [land, air & mind] in [personal, family, community, national, earth (planet) & universal domains]
- 6) Harmony with Nature
- 7) Mind, Body & Breath Harmonies
consciously applied forms such a dance, sports, yoga, martial arts etc.
- 8) The unifiedknowledge Language ተንታ
- 9) Curriculum, Graduations & Accreditation
- 10) The Story

Universal Access to *abunDANCE*.

abunDANCE after-School

african creative-cultural arts for children

Logistics:

Who is this for: all children with the interest.

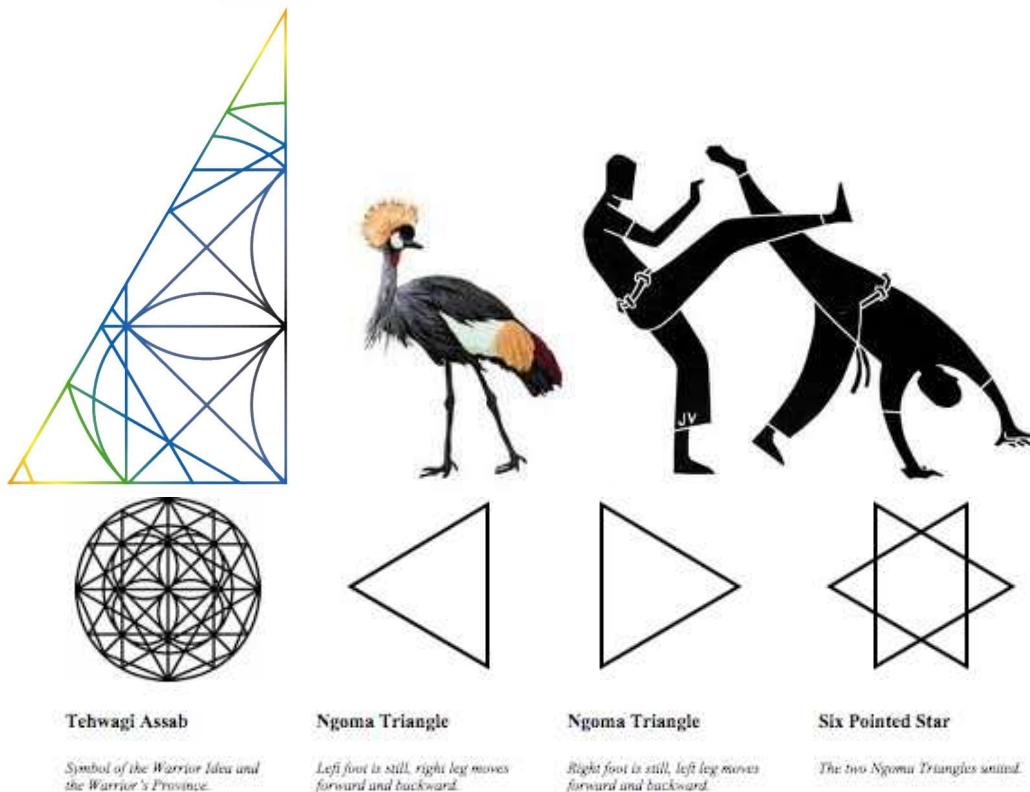
Broad objectives: To give open access to all pupils of the school who have interest. Doing this will strategically compliment our "in school time" provisions (which initially is for a selected few) by keeping broad the body of *abunDANCE* artists practising the Art of Mathematics within the school's learning community.

Time: tbc. one day after school for up to two hours per session, nine to twelve sessions per term.

Location: dance studio, theatre area or gym.

In our independent ***abunDANCE* Saturday School** we have realised great advantage and experience in being able to work with mixed ability groups spanning diverse ages. In this programme we will couple these advantages with the avoidance of the paradox of being present in a school and yet not being accessible to many interested learners. Children attending ***abunDANCE* after-School** will learn maths, science, life-skills and nature studies taught in unified ways. In summary, those attending *abunDANCE* after School are tutored in **hashima** (codes of respect), **yeh'tmr urwuk'eh't** (unifiedknowledge approaches to education), **dankira tehwagi** (warrior dance & drama) and **tehwagi asab** (a reasoning and contemplation on establishing peace within self and community).

Our presence as an after-school provision will strengthen the value that mathematics underpins all areas of study and so building and having a positive attitude to it is essential for all young learners. The yeh'tmr urwuk'eh't (unifiedknowledge) approach to learning puts maths into its naturally sensible place so that it can be experienced and realised with greater ease. We do it with DANCE as a primary medium; sharing both foundational and advance maths principles with primary and secondary school pupils, parents and teachers.



Capacity Building Parent's Educational Engagement

Educating with Unifiedknowledge – Guidance for Parents

Raising parents attitudes and competence in educational matters.

Logistics:

Who is this for: parents of the learning community with the interest in self-development (child, adult and family)

Broad objectives: over each term we will give a comprehensive introductory overview to 1) the culture, 2) the objectives and 3) the principles, processes and protocols of the "unifiedknowledge Practice". Doing this supports and builds on the school's excellent community cohesion principles. It provides a coherent process for developing exemplar role-model parents empowered in consciousness and competence in educational matters to such an extent that they're integrity in the **child-parent-school dynamic** can be reflected positively back into the whole learning community's drive for success.

Time: one evening per week, two hour sessions. 9 sessions per term.

Location: tbc.

The parent's attitude and competence in educational matters is often reflected into the ways children approach their learning. When approached the right way many parents welcome the opportunity for self-development. unifiedknowledge Practice (yeht'mr urwuk'eht) is essentially about learning from the diversity of heritage therefore every parent of the school's learning community can access this learning experience and is sure to gain tremendously from it.

With so many adults feeling displaced from education due to their experiences when they were younger it now rests with schools to outreach to them in a language that they can relate to.



Please review the provision **Professional Development for Teachers: The Art of Mathematics – Educating with Unifiedknowledge** (see above) for further details as this course follows a similar curricular, which is here adapted to the interests, needs and concerns of parents.

This programme could be utilised by local teachers as a self-determined learn experience. This then makes the teacher training more accessible to others with the interest. It is our experience that this kind of mix of parents and professional teachers gives both unique and mutually beneficial insights.

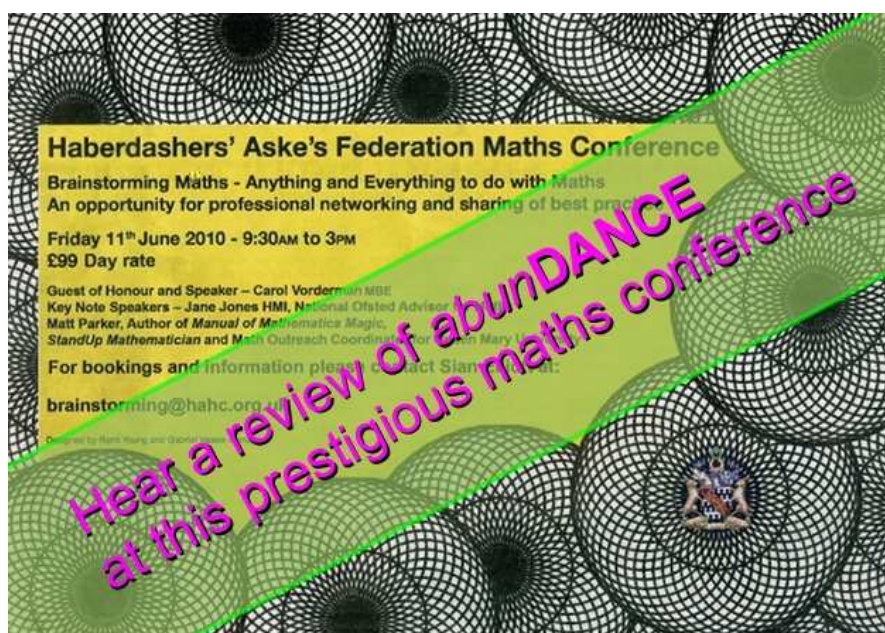
Testimonials

“Staff were eager to grasp and learn more about the innovative techniques they had been introduced to”

Haberdashers' Aske's Federation

“What you bring to the day [annual cross-curricular maths] is very important. Its also very unique. We haven't really come across another dance company that approaches learning in this way, and a way that fits with the way we want the kids to learn.

Fallibroome High School.



Testimonials are gathered as audio files.
They may be heard via our website: unifiedknowledge.org.

Fallibroome High School:

Hear what they are saying - teachers, students and managers review abundANCE in Schools.mp3

Visit: [www.unifiedknowledge.org] then click [Schools & Educators]

– this audio will play automatically.

Haberdashers' Aske's Federation:

Introduction to abundANCE in Schools - Maths Conference Review 2010.mp3

Visit: [www.unifiedknowledge.org] then click [Schools & Educators] then click [Maths Conference Review]

– this audio will play automatically.

To see the above and **more audio testimonials** (as audio files):

Visit: [www.unifiedknowledge.org/links/schooltestimonials.html]

– click on audio links to play them

– right click the audio links to save the files

Budget Requirements

Budget
Requirement

Intervention Programme for Selected Year 11 Pupils.

Transformation of Winchi

£2,090.00

Maths taught through African crane bird warrior dance (movements)

and other creative cultural arts.

Logistics:

Who is this for: teacher selected pupils (estimated to number 12 – 18 approx)

Broad objectives: to increase ability and confidence in the core principles and ideas of maths.

Time: two class sessions (50 mins) per week for four weeks.

Location: dance studio (ideally), theatre area or gym.

Professional Development for Teachers.

The Art of Mathematics – Educating with Unifiedknowledge

£9,133.33

Be enriched by a different approach to education, an organic approach to learning

£913.33 (1 day INSET)

where art, mathematics and the sciences are taught as one – naturally.

£8,220.00 (12 day's support)

Logistics:

Who is this for: initially teachers and teaching assistants from the Discovery Learning Area.

Broad objectives: INSET day - to give a comprehensive introductory overview to 1) the culture, 2) the objectives and 3) the principles, processes and protocols of the "unifiedknowledge Practice". Also we will work through the learning we call Transformations of Winchi (outlined above). During the days of practice development support we will be assisting teachers develop, plan and deliver cross-curricular (unifying) lessons.

Time: one full INSET day. 12 days of practice development support, twice a week over a six (approx) week term.

Location: regular teacher training area and theatre area.

Universal Access to abundANCE.

abundANCE after-School

£1,672.00

african creative-cultural arts for children

Logistics:

Who is this for: all children with the interest.

Broad objectives: To give open access to all pupils of the school who have interest. Doing this will strategically compliment our "in school time" provisions (which initially is for a selected few) by keeping broad the body of abundANCE artists practising the Art of Mathematics within the school's learning community.

Time: tbc. one day after school for up to two hours per session, , nine to twelve sessions per term.

Location: dance studio (ideally), theatre area or gym.

Capacity Building Parent's Educational Engagement

Educating with Unifiedknowledge – Guidance for Parents

£1,058.00

Raising parents attitudes and competence in educational matters.

Logistics:

Who is this for: parents of the learning community with the interest in self-development (child, adult and family)

Broad objectives: over each term we will give a comprehensive introductory overview to 1) the culture, 2) the objectives and 3) the principles, processes and protocols of the "unifiedknowledge Practice". Doing this supports and builds on the school's excellent community cohesion principles. It provides a coherent process for developing exemplar role-model parents empowered in consciousness and competence in educational matters to such an extent that they're integrity in the child-parent-school dynamic can be reflected positively back into the whole learning community's drive for success.

Time: one evening per week, two hour sessions. 9 sessions per term.

Location: tbc.

Please Note:

1) We welcome and thank you for your interest in commissioning our services. 2) Significant discounts have been applied to our general budget requirements, we have been able to do this as the total range of programmes makes for the most wholistic package, which thus makes the whole package viable even with the significant discounts applied. For this reason if some of the programmes are not taken up or require revision this will most likely affect other stated budget requirements, which will need to be revised. In such a case we will prepare and present the new budget requirements 3) We are a charitable organisation and thus to guarantee our excellent service delivery prepayment will be required. This is our regular policy. 4) This quotation is valid for 14 days only.