



1) Introduction to SOUL:

Schools Of Unified Learning (SOUL) is a community interest service set up to advance unified approaches to education, health and community development. We first formed as an association in 2001 with the calling of families and community elders seeking answers to many escalating social challenges and frustrations. True to our vision, we have supported thousands of individuals locally, nationally and internationally.

Schools Of Unified Learning:
a creative arts foundation empowering young people
and families through unified approaches to education

Through the “unifiedknowledge” approach to learning we use dance, music, drama and other cultural arts to realise core principles of maths (maat) and the sciences. Through our practice of discipline building exercises, african martial and cultural arts, young people, adults and families explore inspiring ways to enhance their character, self-expression, inner peace, power and wisdom.

Operationally we work as a principal/principle led, organic and loosely styled learner's co-operative and thus our school is a family orientated organisation. **Schools Of Unified Learning (SOUL) (yeht'mr urwuk'eht maurkehlat)** is a charitable, not for profit, community interest organisation with interests and graduated members in Britain, Ethiopia and Jamaica. We operate in close partnership with **Abundance Centres (UK) Development Trust** as a Corporate Executive Member.

We provide:

- 1 - Education based on the “unifiedknowledge” way of teaching and learning (yeht'mr urwuk'eht)
see below for a bullet point summary introduction
- 2 - Instruction in “**dankira tehwagi**”
(african dance, a contemporary pan-african rhythm-based martial art)
*this discipline supports mind-breath-body harmony
(like yoga, dance or other sports can do)*
- 3 - Guided and graduated learning of the “**tehwagi asab**”
(the warrior idea, a philosophical contemplation and poetic statement)
*this introduces the principle of peace development in One's space,
the martial (disciplined) way and the principle of challenge in living processes*
- 4 - An ethos of “**hashima**” (respect)
encouraging a way of being that embodies truth, justice, right, balance and order

To find out more about our curricula please view our website; www.unifiedknowledge.org or call our support team.

የጥምር ዕውቀት

yeh.t'.m.r : ur.wu.k'eh.t :: (unifiedknowledge)

A natural approach to learning where art, mathematics and science are taught as one. It involves dance, visualization, writing, individual and team work, presentations, logic, challenge, reasoning, humour, communication studies, music creation, intuition and creativity.

የተዋጊ ሕገመሠረት

**yeh.teh.wa.gi :
h.geh.meh.seh.reh.t ::**

Warrior Charter

I practice Dankira Tehwagi

1. *to increase I perception and consciousness*
2. *to be the best communicators*
3. *to be creative*
4. *to master I self-command (will)*
5. *to become Master Warriors (Ras Tehwagi),
Master Teachers (Ras Astehmari)
and Supreme Beings*



ተዋጊ አሳብ

teh.wa.gi : a.sa.b ::

- *The Warrior Idea* -

እግዜር ይመስገን። ሐሺግ ተዋጊ አሳብ።

Creator be praised. Respect the Warrior Idea.

የሂሳብ አዋቂ ሕገመሠረት

**yeh.hi.sa.b : ah.wa.k'i :
h.geh.meh.seh.reh.t ::**

Mathematician's Charter

Mathematics is the study and application of patterns.

I practice mathematics

1. *To observe, record and enjoy patterns*
2. *To make estimates, calculations and forecasts*
3. *To enhance visualization*

I practice of Dankira Tehwagi involves the study and application of dance patterns (movements). The range of patterns that One can create is infinite.

The Warrior Idea is the thoughts and perceptions of the warrior's mind forming clear desires, intentions and plans for the establishment and maintenance of peace throughout their Province. Through the creation of power and the communication of wisdom, the warrior relentlessly strives to grasp all of the Tehwagi Asab in the knowledge that the Self of the warrior (I) and the Self of the community (I and I) are One.

2) Our educational pedagogy

የጥምር ዕውቀት

yeht'mr urwuk'eht

The **unifiedknowledge** Approach to Education

~ The Basic Bullet Point Summary ~

The most concise way to summarise the unifiedknowledge approach to education is to view the key elements through three sections:

1. - Culture
2. - Objectives
3. - Principles, Processes & Protocols of Practice

1. Culture

The cultural basis of yeht'mr urwuk'eht (unifiedknowledge) is:

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

2. Objectives

The main objectives of yeht'mr urwuk'eht (unifiedknowledge) are the development of:

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

3. Principles, Processes & Protocols of Practice

The principles, processes and protocols of the yeht'mr urwuk'eht (unifiedknowledge) practice are:

- 1) Hashima ሐሺማ respectful ways with a sense of truth, justice, order and right - maat at the nucleus.
- 2) Maat ማክት: Universal Orders, Natural Orders & Human Social Orders (ethics)
- 3) Maat ማክት: Hisab (Mathematics)
- 4) Tehwagi Asab የተዋጊ 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 as dance, sports, yoga, martial arts etc.*
- 8) The unifiedknowledge Language ቋንቋ
- 9) Curriculum, Graduations & Accreditation
- 10) The Story

The above bullet points give the complete concise overview to our approach to education (our educational pedagogy)

3) Multi-media production and image use consent.

Occasionally, we may take photographs of the learners (children, parents, families) at our school. We may use these images in our school's development of learning resources, our prospectus or in other printed publications that we produce, as well as on our website. We may also make audio, video or webcam recordings for learning resource development, school-to-school conferences, monitoring or other educational use. All such actions, if done, will be done with the highest regard to best practice in safe guarding.

From time to time, our school may be visited by the media who may take photographs or film footage of our practice sessions or a visiting dignitary or other educationally interesting events. Pupils may often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

To comply with the Data Protection Act 1988, we need your permission before making any media recordings of you or your child. Being an educational practice fundamentally built upon ideas of community developing resources we hold this multi-media consent requirement as a basic component of school operations. Implicit in your enrolment into our courses (unifiedknowledge practice) we accept your agreement that we may use your and/or your child's multi-media produced image/audio in the ways outlined above and below.

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

Conditions of use in more detail:

1) This consent is valid for perpetuity from the date of agreement. 2) We may re-use any photographs or recordings after learners leave this school. 3) We will not use the personal details or full names (which means first name and surname) of any child or adult in a photographic image on video, in learning resource development, on our website, in our school prospectus or in any of our other printed publications unless agreed with you. 4) We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications unless agreed with you. 5) If we use photographs of individual learners, we will not use the name of that person/child in the accompanying text or photo caption unless agreed with you. 6) If we name a pupil in the text, we will not use a photograph of that child to accompany the article unless agreed with you. 7) We may include pictures of pupils and teachers that have been drawn by the pupils. 8) We may use group or class photographs or footage with very general labels, such as 'a science lesson' or 'making cultural decorations'. 9) We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Please note that implicit in your enrolment to our learning courses and school community of unifiedknowledge practice you are agreeing that our organisation (Schools Of Unified Learning, Abundance Centres UK, unifiedknowledge.org, blackopenuniveristy.eu) may use your image or that of your child's in the ways outlined above.

4) Co-operative and Extended Parental Supervision

All unifiedknowledge Practices invite registered parents to engage in *Co-operative and Extended Parental Supervision* service, this underpins and blends with the educational objectives of the Practice. Some unifiedknowledge Practice courses require it as a fundamental aspect of the service agreement, thus overstanding (creative knowledge) of this policy and guidance is very important.

The policy is designed to compliment our Child Protection Policy. Schools Of Unified Learning's Child Protection Policy must be known and observed by all parents, staff and other parties directly relating to unifiedknowledge Practice (school) operations, it supersedes this Co-operative and Extended Parental Supervision Policy and Guidance statement.

Parental supervision is a parenting technique that involves looking after, or monitoring a child's activities and the environment (*gzat*) they are in. By the term '*parent*' we also include the *principal guardian* if the actual parent is not present.

unifiedknowledge Practice (Schools Of Unified Learning's approach to education) recognises a parent's right and need to share parental supervision and educational responsibilities for young children. Firstly there is an experience of personal, family and community development during these shared responsibilities, this is good in One's Self-development. Importantly we also know that younger children are generally incapable of looking after themselves consistently, and are generally not mature (competent) enough in making consistently informed decisions for their own well-being. For these reasons and more, they require supervision; observation, guidance and/or advice by their parents or another adult in loco parentis. We embrace this responsibility within a broader panAfrican ethos of education (bringing out the best from the learner in the context of community).

It is our observation that often in standard schooling (Western) there is a growing trend of schooling institutions degrading their main role and character to that of a child minding service rather than maintaining the fuller priority of its educational role which encompasses a duty of care. This trend appears to be related to issues of behaviour management and finances, the degradation (decay) of service tends to be a subtle and chronic process rooted in the history of how modern Western schooling started. We operate in a different way and come from a different place. unifiedknowledge Practice boldly holds family engagement and parental supervision as a vital cornerstone to successful education. This policy is in place to help us best realise our values in and around our Practice centres.

The Village Values: Co-operative and Extended Parental Supervision works best when One's core values are clearly stated, overstood and collectively agreed. For Schools Of Unified Learning (SOUL) these values are summerised as "The Village Values". They are *hashima* (respect), *yeht'mr urwuk'eht* (the unifiedknowledge approach to education), *yehtehwagi hgehmehehreh* (Warrior's Charter), *yehhisab awak'i hgehmehehreh* (Mathematician's Charter) and *tehwagi asab* (Warrior Idea). These principles, processes and protocols greatly clarify the school's panAfrican culture and educational objectives, and these by our common agreement to them, strengthens each parent's supervisory abilities. It is essential that at the point of enrolling families / parents know these values well enough to confirm their integral agreement with them (Village Values).

Each value is fully detailed on our websites:

- www.abundancecentre.org
- www.unifiedknowledge.org
- www.ulearnnaturally.org

and may be supplied as a printed document upon request.

Agreement to this policy is required during our school's enrolment process. With that all enrolled children over the age of 4 years and 9 months old are to be co-operatively supervised within the principles of this policy during the total period of Practice activities. *With all ages and at all times parents retain full responsibility to ensure that their child/ren (and the children in general) are receiving the best parental supervision.*

If at any time a person has a supervision concern the Teacher-in-Charge, designated Child Protection Officer or Practice management must be notified promptly. We take all matters of supervision and protection seriously and view these issues in the very broadest contexts (*hashima tehwagi asab*).

Key policy and guidance points:

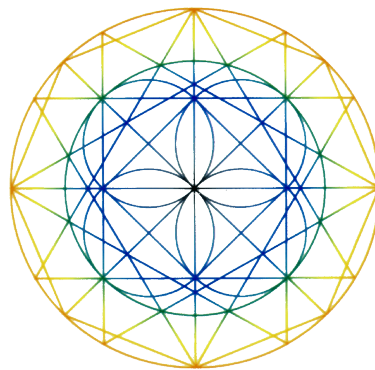
1. At the most basic form, parental supervision is required to keep children from hurting themselves or others; to keep them safe from harm and dangerous situations. Very small children require continual supervision and care; lack of this constitutes neglect. Staying Safe: it is everyone's responsibility to ensure that no one is subjected to hurt; physically or mentally.
2. Maintaining the Freedom to be One's Self: It is our strongest intention that *Co-operative and Extended Parental Supervision* is not felt as *pressure* or *intrusion* by the young people or families gathered. That would be counter-productive. Where concerns are not serious or immediately dangerous it is wise to address matters in moderate and transparent ways. The Teacher-in-Charge or Practice management must be notified of any concerns. We encourage a learning environment where this is easy to do. Moderate matters can be managed with discretion and without overt formality if that is not required. At the same time all concerns must be raised promptly.
3. During the period of practice (learning) only enrolled parents/family members and authorised teaching staff should be allowed to enter the Practice space. To facilitate Co-operative and Extended Parental Supervision parents may sit-in on learning sessions; provisions, agreed protocols and the logistics for this will be facilitated by the Teacher-In-Charge and the Practice management.
4. Whilst it is natural for parents and family to gather at our Centres and enjoy social time together we do, as a matter of policy, call on all parents to be constantly 'present'; meaning aware. Parents are required to listen to and watch what is happening in the whole Practice space.
5. Unless it is part of a structured and managed learning process a child is not to be left in the care of older children. Older children are still children and often lack the judgement and common sense adults generally have. If this situation should occur, every effort must be made to notify an adult and establish appropriate supervision.
6. Our Equal Opportunities Policy affirms that negative discrimination on the grounds of race, sexuality, religion, gender, disability or age is unacceptable. It must be accepted by all enrolling families that our Practice spaces are environments (*gzat*) where this kind of behaviour, including verbal abuse, is not tolerated and is challenged by all of us (collectively) if it should occur.
7. For many young people teasing and challenging each other are common societal norms. Watch out if your child (or a child) expresses or experiences this, or tries to take up an inappropriate challenge. We require that parents are ready, willing and able to remind children of the lines (and dynamics) between confidence, fear, caution, bullying and negative / positive language.
8. Whilst everyone is responsible for supervising their own child at all times (embracing the ethos of *Co-operative and Extended Parental Supervision*) occasionally, the nature of some self-challenging activities can result in minor disputes and missed understandings amongst some youngsters. We consider challenge management a natural, normal and a vital part of childhood development and these situations present the skilled teacher / parent with precious opportunities to bring about profound learning experiences for all

present. On the rare occasions when ad-hoc guidance is required, we rely on the nearest adult to intervene, call for assistance from another adult, defuse the situation and/or assist the youngster in re-establishing harmony and well-being in the space.

9. When Outside Ensure Constant Parental Supervision: Whilst every care is taken to be aware of safety and suitability of all equipment used by the children it is the responsibility of the parent to assess the safety of equipment not provided by the School. Playground equipment safety and environmental awareness is crucial to prevent injuries to children. Check that the ground surface, swings, slides and climbing/adventure equipment are working properly and are fit for the intended purpose. Please report any concerns to the Teacher-in-Charge or the Practice management who will in turn make a report to the appropriate caretakers. Any damage sustained to equipment or the environment we use must be reported immediately in order to prevent present or future injury to users. Ensure there is constant adult supervision when children are playing in playgrounds and open areas.
10. The School advises that it is the responsibility of the parent to ensure safe transition to and from the Practice Centre (school). We view this as apart of the overall School safety (*hashima tehwagi asab*) and it should be taken seriously by both parents and children. We recommend that parents, for their part, teach children to understand and practice group movement skills, road safety, public (ie. bus, train) transport safety as well as to observe School Ground Rules and the Village Values.

If children are to leave the Practice Centre with someone other than the registered person, notification of this should be given in writing in the first instance and in the case of an emergency by telephone call from the parent to the School. Mobile phone texts will not be accepted.

Knowing that children can take good care of themselves on the way to school, coming home from school or during school related excursions will give parents (and the community) peace of mind.



እግዚር ፡ ይመስገን ። ሐሺማ ፡ ተዋጊ ፡ አሳብ ።

ur.g.ze.r ፡ yi.meh.s.geh.n ። ha.shi.ma ፡ teh.wa.gi ፡ ah.sa.b ።

Creator be praised. Respect the Warrior Idea.