

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	ITALY
Name of the practice/method	Scuola Senza Zaino (SZ) - No Backpack School (since pupils don't use the most popular backpack but a shoulder briefcase, the same for all children)
Target group(s) / Beneficiaries	<p>Pupils and teachers, families in Italian public Schools.</p> <p>The SZ model is mostly adopted in Primary schools (pupils aged 6 to 10 approximately) but also in the following school level (Lower Secondary school, students aged 11 to 14).</p> <p>The No Backpack experience was born in 2002 in the Tuscany region. In 2020 it is present in 296 Italian schools.</p>
Short description of the practice/method (max. 200 words)	<p>The SZ School Model is inspired by the theoretical references of psychology and classical pedagogy (among others: Steiner, Montessori, Bruner, Vygotskij, Gardner, Sternberg), considered too little practised.</p> <p>The Model emphasizes the organization of the educational environment, assuming that both the pedagogical-didactic model adopted and the relationship model between the school actors depend on the preparation of the educational setting: the school experience in its globality is performative, therefore it is needs to be planned adequately.</p> <p>As we learn more from the environment, also intended as a community, than from the individual teacher, the educational context is seen as a complex system composed of a material structure, <i>hardware</i> (spaces, furniture, teaching tools, technologies), and an immaterial structure, <i>software</i> (relationships, teachers' skills as well as students' ones, National Guidelines and education programs, assessment systems, etc. From the interconnectedness among times, spaces, subjects and objects, "actions" arise, that is the activities and practices, object of cooperative research and design. In SZ, this attention to the training environment is defined Global Curriculum Approach - GCA.</p> <p>The concept of Globality can also be referred to any single person, so all the dimensions of the individual (cognitive, bodily, relational, affective, emotional) are important for learning: on the one hand, emphasis is given to the symbolic-abstract tradition (first of all: reading, writing, listening and speaking), on the other to visual communication systems stimulating imagination, even through new technologies.</p>
Inspiring aspects of the practice/method and their relevance to the four fundamentals	<p>The three core values of the Backpack-less School are: Hospitality, Responsibility, Community. All of them are strictly related to the four fundamentals of WCO. Responsibility value is mainly linked to Morality and Self-Control; Community and Hospitality values are mainly linked to Relationship and Environment/setting.</p> <p>In SZ Method, Hospitality takes the form of:</p>

(Please only focus on the key aspects that could be used in the development process of the WCO methodology)

- A welcoming, well-organized, aesthetically pleasing environment, rich in material, to foster a positive relational climate.
- Welcoming the diversity of cultures, gender, languages, interests, intelligence, competences and abilities (and disabilities).
- Hospitality also commits SZ teachers to create different teaching paths that consider the variety of intelligences and cognitive styles, creating a school that is inclusive because designed for everyone.
- Hospitality of a SZ school can be looked at in the classrooms: there is no traditional desk in front of the rows of desks, but spaces divided by furniture.
- The classroom is equipped with particular care: the table area, which is suitable for group work; the areas dedicated to laboratories: arts, language, science and mathematics, history, geography, which make it possible to diversify school work allowing more activities at the same time, the development of autonomy and the children ability to choose. Dividing the space into work areas means promoting autonomy and responsibility, as well as encouraging the teaching personalization. The classroom includes a meeting place called the *Agorà*, dedicated to the discussion among the students and the students with the teacher.
- In a SZ classroom there are always plants and moreover empower children who have to take care of a living being.

Community and Citizenship

- A SZ class is a small community, where everyone has their own task and knows what to do and can decide their own activities in a common program.
- In class the pupils work in pairs or in small groups: everyone has a clear idea of what they have to do, what the product to make and why they have to do that "thing". The school material is not personal but it is shared and left at school.
- At the same time of the day it is possible to have: a group that works in the computer space to prepare an in-depth study, another that organizes a poster to summarize a path, other groups engaged in exercises.
- Space is given to individual paths, an important tool for personal reflection and elaboration of new knowledge.
- Every morning the class meets in the *Agorà*: everyone expresses their emotions, the relevant facts are discussed, the daily planning is presented, a job can be discussed, tasks are decided. In special situations, an assembly is convened where central topics are discussed and decisions are made with the students.
- The Community is intended as a community of parents and of parents and teachers, who actively participate at various levels to create an environment that is as welcoming and functional for children as far as possible.

Both Cooperative Learning and Cooperative Teaching are favoured.

Responsibility

- Responsibility goes beyond correct behaviour respecting the rules: pupils are invited to acquire ways of working based on independence and to be protagonists of their own learning. The didactic tools give autonomy and responsibility: a sign to respect the silence or to define the moment of work without the teacher's help, the panel indicating

	<p>the responsibilities that everyone has to face, the timetable that informs about the activities.</p> <p>Involvement of parents</p> <p>Parents are considered by SZ teachers as "allies" in the educational path of their children and are called to actively participate in school life on several levels.</p> <ul style="list-style-type: none"> ▪ Organizational phase: to support the children in managing homework; ▪ Management phase: to manage the class fund useful for the purchase of teaching material; ▪ Operational phase: providing skills and time creating useful tools (for example, they can collaborate in manual work in the classrooms; they can participate as "experts" in scheduled courses in the classroom; at certain times, the parents (according to methods agreed with the teachers) can observe how the activities are carried out in the classroom or at school or perhaps attend a "lesson" of the children.). <p>For newly formed classes (first grade, 6 years), the meetings begin in June and continue in the summer months, agreed by teachers and parents together, sometimes collaborating in preparing the school spaces).</p> <p>The shared additional school material (pens, pencils, paper...) is purchased at the beginning of the school year by paying small amounts of moneys established at the meeting by everyone, parents and teachers.</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	<p>Sources and more info</p> <p>https://www.scuolasenzazaino.org/ - Website of Scuola Senza Zaino italian network</p> <p>https://www.scuolasenzazaino.org/wp-content/uploads/2017/01/Linee-Guida-SZ_Anno-2013.pdf - Senza Zaino Guidelines, 2013 (in Italian)</p> <p>https://senzazainopontefelcino.wordpress.com/2018/01/12/unavventura-senza-zaino/</p> <p>https://senzazainopontefelcino.files.wordpress.com/2018/01/senza_zaino_3_parole.pdf (slides by Fiorella Barcaccia, Dec. 2017)</p> <p>https://www.youtube.com/watch?v=sljsgkB5HUs&feature=emb_imp_woyt - Video</p> <p>https://www.youtube.com/watch?v=r80UhTQ4zXo</p> <p>https://www.scuolasenzazaino.org/wp-content/uploads/2017/12/Alleanza-scuola-famiglia-1.pdf - Video</p>

7: a SZ classroom during Covid



1: an autonomous work



2: a couple task

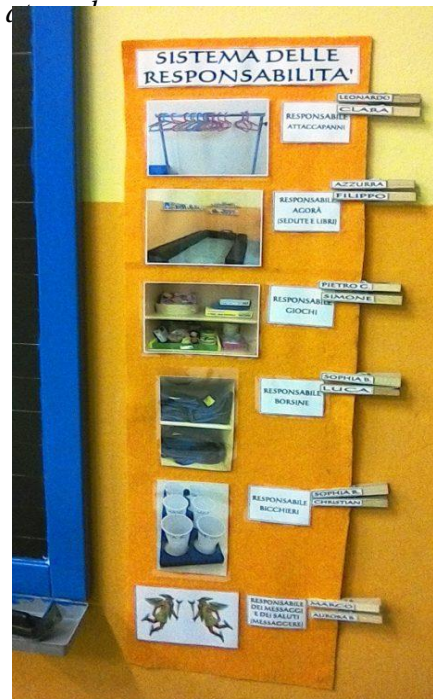


8: a new SZ classroom built during Covid

3: students' council in Agorà



4: parents of...



6: a responsibility panel



Sources:

pictures #1,2,3,4, 6: <https://www.scuolasenzazaino.org/>

pictures #5,7,8: <https://senzainopontefelcino.wordpress.com/2018/01/12/unavventura-senza-zaino/>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1 - Mapping of current practices

Country	ITALY
Name of the practices/method	<ul style="list-style-type: none"> - Doposcuola (After-school) – A.Ge. (Italian Parents Association) of Val Sangone at SMS Gonin, Giaveno (TO) - Stanza dei Compiti (Homework Room) project for compulsory school students – A.Ge. (Italian Parents Association) of Portofranco . Don Giorgio Costigliole Saluzzo (CN)
Target group (s)/ Beneficiaries	Primary and Lower secondary school students and families in Piemonte region, in two small municipalities: Giaveno (Torino) and Costigliole Saluzzo (Cuneo).
Short description of the practice/method (max. 200 words)	<p>The after-school service in Giaveno is focused on three directions:</p> <ul style="list-style-type: none"> • educational alliance with families, with constant involvement of parents; • study method (with specific activities for Learning Disability / SEN and gifted students); • involvement of young people in training (ex. internships of university or high school students in school-work alternation) in activities with children. <p>The service is coordinated by a psychologist, expert in learning methods. It reaches over 70 students out of less than 500 students of the school involved.</p> <p>La Stanza dei Compiti (Homework Room) project in Costigliole Saluzzo aims at increasing the involvement of families, often foreigners, in school activities. Those accompanying their children to the after-school are accompanied on a path of support to play an active parenting role, also with respect to school. Foreign parents are also helped in learning Italian.</p> <p>The daily service reaches over 40 students, with their families.</p> <p>Both projects are carried out by the Italian Parents Association (A.Ge.) of Piemonte region.</p> <p>A.Ge. - Italian Parents Association - is a network of local associations, founded in 1968, organized on provincial-regional-national levels. It is a member of FONAGS - National Forum of School Parents' Associations.</p>

<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>The initiatives carried out in the two small municipalities of Piemonte are managed by the regional association AGE Piemonte, which launched the vision: "making the territory a laboratory of education".</p> <p>The interest in the WCO fundamentals is above all for Environment / setting, since the projects aim to activate local resources and the involvement of families in the relationship with school in support of the education of children and teenagers.</p> <p>With regard to the involvement of families, the organization conducts periodic interviews and courses (on a voluntary basis) for parents to learn the study method / develop concept maps. The aim is to make parents co-protagonists in supporting the growth of students and at the same time promoting the inclusion of foreign families and their dialogue with the school. The Italian Parents Association also organizes a training course for parents, teachers, educators.</p> <p>The Italian Parents Association's activities are managed in agreement with the municipalities and involve not only teachers but also high school and university students, thus fostering dialogue between several generations in the same local community.</p> <p>The territorial area where the Association operates is in fact characterized by the strong presence of foreign communities (above all, in numbers, the Chinese one).</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	<p>"The Italian Parents Association is an Association of promotion and social solidarity, training of people and protection of parents and children's rights. It is based on the solidarity and participation of parents who, by collaborating, pursue social, civil, cultural, and ethical purposes, and spiritual research."</p> <p>https://www.age.it/ https://www.age.it/chi-siamo/</p> <p>https://www.facebook.com/AGeValsangone/</p> <p>https://www.cuneodice.it/eventi/saluzzese/a-costigliole-saluzzo-educare-un-arte-che-si-impara-facendoinsieme_12395.html</p>

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IO1- Mapping of current practices

Country	ITALY
Name of the practice/method	Radici di comunità (Community Roots)
Target group(s) / Beneficiaries	The recipients of the project are about 5,600 minors and 3,000 families. The project is realized in the municipalities of Latina and Rome and in other municipalities in the province of Rome (Lazio Region, Central Italy)
Short description of the practice/method (max. 200 words)	<p>The project aims at opening innovative spaces of expression and learning for minors, expanding the educational offer and promoting the participation of local resources. Specifically, expressive and relational laboratories, Italian courses L2 for foreign minors, food education laboratories and for learning scientific disciplines in a playful form, digital education and <i>coding</i> activities, support and orientation activities are carried out during the passage of students from a school level to the next.</p> <p>Other initiatives promoted are aimed at enhancing the role of the school in the territory, promoting the use of spaces during non-school hours by minors and families, such as through the creation of libraries and the organization of reading workshops, theatrical activities, didactic vegetable gardens, "Time Bank".</p> <p>Other activities are carried out with the aim of strengthening parenting skills, through the activation of listening spaces and thematic meetings for families, and activities aimed at the development and strengthening of the educating community (creation and development of integrated committees composed of teachers and educators, stipulation of territorial pacts, territorial initiatives for comparison and activation of the actors of the educating community).</p> <p>The project is carried out by a broad partnership, which includes schools, local authorities, voluntary associations, associations of educators / psychologists / pedagogues, youth animation associations and social cooperatives. The project is coordinated by <i>Cemea del Mezzogiorno Onlus</i> (Training Centers for Active Education Methods) and has been financed by "Percorsi Con I Bambini - Fondo per il contrasto della povertà educativa" ("Paths With Children - Fund for combating educational poverty").</p>
Inspiring aspects of the practice/method and their relevance to the four fundamentals (Please only focus on the key aspects that could be	<p>The most interesting aspects of this practice for the WCO model refer mainly to two fundamentals: Relationship and Environment / setting.</p> <p>The strength of the project is in fact the attention to the educating community, made up of schools, families, educators, the territory, with concrete tools for collaboration among the various subjects: of particular importance are integrated committees and territorial pacts.</p>

<p>used in the development process of the WCO methodology)</p>	<p>Attention to families is central, as well as in the WCO project, which takes the form of development paths of parenting skills at individual level with personalized interviews, and at group level with meetings and events on topics of interest, and at territorial level with participation in local committees.</p> <p>Self-Control is also favoured during the many activities dedicated to students, including expressive and relational workshops and activities also open to the local community. The "A viva voce" workshop included the creation of video interviews to help children communicate with each other during the lock-down and to give them the opportunity to see themselves again and reflect on their own answers.</p>
<p>Further information about the practice/method (Website, article etc. if applicable)</p>	<p>https://percorsiconibambini.it/radicidicomunita/scheda-progetto/ https://www.cemadelmezzogiorno.it/radici-di-comunit%C3%A0</p> <p>https://www.facebook.com/cemadelmezzogiornoonlus/videos/2156898117722001 https://www.youtube.com/watch?v=AohKILd_s_U https://www.conibambini.org/</p>

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IO1- Mapping of current practices

Country	Spain
Name of the practice/method	Educating for peace
Target group(s) / Beneficiaries	Primary schools – children, teachers and families
Short description of the practice/method (max. 200 words)	<p>Educating for peace offers a way to resolve school conflicts, based on understanding, empathy and agreement.</p> <p>Learning to live together is a fundamental aspect of the educational task and the quality of existing relationships in schools, and a responsibility not only of teachers, but of all those aspects that are part of them. From this point of view, the participation of families in the dynamics of the school is considered as an indisputable condition for the improvement of the school climate, so it is necessary to open new channels of communication between school and families to resolve conflicts in a coordinated way.</p> <p>Confrontation has always been the traditional way of resolving conflicts, individuals are strengthened on the basis of their own interests. For one to win, the other must lose, leaving the conflict unresolved and deteriorating personal relationships. By intervening at a very early age, they can learn to look for another way of solving problems.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>Educating for peace is an action that tries to integrate itself into the schools that have been contacted. With this programme everyday problems are tried to be solved. There is a friendly classroom, a space to reflect on the conflicts that occur in the classroom, working on emotions. Speaking calmly about what is happening is encouraged and how emotions can be improved.</p> <p>The programme is aimed at the whole educational community, so that everybody can be helpful in the event of a conflict. Conflicts are a natural situation in educational centres, as in any other organisation. What makes them particular is the form of resolution adopted by each centre, which will give it unique conditions marked by the personal characteristics of the students, teachers and students' families.</p> <p>The different conflict situations that usually occur in schools are usually inappropriate behaviours that harm the proper functioning of the classroom, and are usually related to the tasks, relationships with classmates, or compliance with the rules of the classroom and the centre or lack of respect for the teacher, which alters the harmony of the group making the teaching-learning process and attention in the classroom difficult.</p> <p>Conflict is one of the main levers of social transformation: but obviously, the problem is not the presence of conflicts, but what is done when they appear and a response is not given, as the result can be very different depending on how the conflict is faced. It can either lead to a constant deterioration of interpersonal</p>

	<p>relations or it can lead to some communication in which dialogue and the most creative solutions are a main priority, which will improve personal relations in general. The way in which a conflict is dealt with and the style of resolution which is chosen will influence the positive or negative aspects within the school. This programme is aimed at instilling a positive attitude towards conflict in all types of students. Adequate and continuous training is required from the school's teaching staff in order to put it into practice. The references for resolving conflicts are students who are authenticated in some way, either with a T-shirt or another symbol that identifies them.</p> <p>The programme considers that the teachers themselves must choose to change their approach to conflicts and, in order to make this change, it proposes training based on communication skills, skills for inter-group relations and cooperative learning groups.</p> <p>Students are trained in communication, peace, conflict, cooperation and creative resolution. In addition, parents' participation is encouraged.</p> <p>There are a series of activities in which students, teachers and parents participate, with the main aim of detecting needs, and then implementing different activities that give a collective solution to the different needs of the group.</p> <p>This programme helps students and their entire environment to improve their social-emotional skills, so that they can deal with conflict situations, on a personal, social and family level. Much scientific evidence shows that emotional education produces a decrease in conflict, violence and destruction and improves aspects such as self-esteem, autonomy, the acquisition of social skills, the control of frustration, values of respect, empathy, the capacity for critical thinking and knowing how to work cooperatively.</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	

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IO1- Mapping of current practices

Country	Spain
Name of the practice/method	Hogueras
Target group(s) / Beneficiaries	Primary schools – children, teachers and families
Short description of the practice/method (max. 200 words)	<p>Leisure activities are the most popular in schools, especially at the youngest ages. They promote the coexistence between parents, teachers and students, where everyone is involved and helps the children to learn to do group tasks, collaborating with each other, preparing the party and sharing it with their parents, siblings, teachers and school mates.</p> <p>One of the most popular is the activity carried out on the occasion of the San Juan festivities, which are very popular in the province of Alicante, and especially in the city of Alicante.</p> <p>The participation of the children together with their parents in the festival in the school environment influences their behaviour, their relationships and the lifestyle which will later be transferred to their lives as adults, marking their behaviour in respect of civic values and coexistence.</p> <p>The families incorporate the social customs of the city, bringing it closer to them, transmitting the cultural and neighbourhood values that the festival entails, as well as a style of coexistence based on the equal participation of all citizens.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p><i>Las Hogueras de San Juan</i> are a public festival that is repeated every year, on the occasion of the feast of St. John, which coincides with the summer equinox and the end of the school year. The festivities are centered around the construction of an allegorical sculpture. Tradition and culture are an essential part of the <i>hogueras</i>. They are represented by different artistic expressions, such as dance and music. It is a tradition inherited from Alicante's agricultural origin, where the locals, grouped together in streets and neighbourhoods, organise street parties, ending on the night of San Juan with the burning of bonfires (<i>hogueras</i>) to scare away evil, and to celebrate the harvest of the crops.</p> <p>It is a tradition that dates back almost two centuries, and which brings citizens together for a week, around celebrations and coexistence with the rest of their neighbours. Locals gather around <i>hogueras</i>, where families have a place to hold their celebrations, around lunches, dinners, music and dances.</p> <p>The participation of the family in this festivity helps them to obtain their identity with respect to the rest of society, opening it up to outside influences and allowing its members to grow and differentiate themselves. This differentiation is basic to</p>

	<p>generate the self-esteem and autonomy that will help them to develop during their school years, and to assume their own responsibilities in their adulthood.</p> <p>By carrying out this activity, schools imitate in a controlled environment what children will find some years later in their first days of freedom, and try to give them the family and festive character they have always had.</p> <p>Being able to share with family and friends and teachers remains in the memory of the children, helping them to participate in popular celebrations, integrating them into society, and promoting values of respect and empathy towards their peers, making them participate in a festival, although framed in their evolutionary moment, particular of their age.</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	

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IO1- Mapping of current practices

Country	Spain
Name of the practice/method	Grandparents workshop
Target group(s)/Beneficiaries	Students and parents
Short description of the practice/method (max. 200 words)	<p>Students, parents and family members participate in the Project on the importance of valuing the life experience of our elderly, as well as their ability to contribute knowledge to the new generations.</p> <p>Parents help their children to choose the most representative figure for them.</p> <p>The students proposes their participation in their class to give a "talk" on a subject that is agreed upon by both and that they consider could be useful for the class. The aim is to act as a "teacher for a day", contributing their experience in a particular subject.</p> <p>Parents are also offered the possibility of coming to the school that day and participating with them if they wish.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<ul style="list-style-type: none"> • Morality: It promotes learning through a figure "of age and experience" of the elders, teaching respect for the elderly and understanding that they also have much to contribute to society. • Self-control: They must agree on the subject to be dealt with and also accept that on this day they give the leading role to their grandparents as authority figures. • Relationship: Somehow a game of "role change" takes place, which helps to make relationships more flexible and therefore favours communication. • Environment: the project is worked on at home and in class, allowing parents and grandparents to become involved within their own possibilities. It includes the possibility of including representative figures for the children (if they do not have grandparents).
Further information about the practice/method	<ul style="list-style-type: none"> • Communication via email with the parents helps to clarify the workshop to the grandparents.

(Website, article etc. if applicable)

- Photos and a summary of the activity are published on the centre's website.

Taller de abuelas (Grandmothers workshop). CEIP Europa
<https://blogsaverroes.juntadeandalucia.es/ceipeuropamontequinto/2017/04/24/participacion-de-los-abuelos-y-abuelas-de-los-escolares-de-5-anos-en-talleres/>

El taller de los abuelos (Grandparents workshop). CEIP Matías Llabres Verd
<http://www3.gobiernodecanarias.org/medusa/edublogs/ceipmatiaslabresverd/2018/11/18/el-taller-de-los-abuelos/>

Hoy voy al cole con mi abuelo (Today I'm going to school with my grandfather). CEIP Pablo Iglesias
<http://ceip-pabloiglesias.centros.castillalamancha.es/anuncios/hoy-voy-al-cole-con-mi-abuelo>

Día de la Mujer (Women's Day). CEIP Lo Romero
<https://mestreacasa.gva.es/web/ceiploromero/25>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	Spain
Name of the practice/method	Project nature
Target group(s) / Beneficiaries	Students and Parents
Short description of the practice/method (max. 200 words)	<p>Students, parents and relatives participate in the Project on Natural Sciences that is taught during a term at the school.</p> <p>Families help to design T-shirts with drawings of plants, where they express, in a collaborative way, what they have learned in the project developed during the term. This is possible thanks to direct and close communication with the families about the evolution of the project throughout its development.</p> <p>Parents are also offered the possibility of proposing some activity at any time during the project.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<ul style="list-style-type: none"> • Morality: Encouraging transversal activities in the centre boosts the feeling that we are all part of something. Those who are older help the younger ones and there is a transversal learning that indirectly forms part of the curriculum. It also gives value to the contributions of adults as authority figures in the community. • Self-control: this is an activity that applies what has been learnt during the term in a practical and fun way, from a collaborative and casual approach. The fact that it is a group activity forces them to work on self-control since they will have to agree on the common task. • Relationship: the project promotes good and reliable relationships, where the student perceives the relationship between parents and school through participation in the project. • Environment: the project is worked on at home and in class, allowing parents to get involved within their possibilities (e.g. some parents had canaries at home and proposed to make, in addition, recycled drinking troughs for the birds in the trees of the school yard). Parents have a stressful pace of life and children need their time and space: finding space for parents and children in a collaborative and school context can be very useful.

Further information about the practice/method

(Website, article etc. if applicable)

- Email communication helps to involve parents in the project.
- Photos and a summary of the activity are subsequently published on the centre's website.

Atividades natureza (Nature activities). CEIP La Almadraba

<http://ampaceiplaalmadraba.blogspot.com/search?q=naturaleza>

Proyecto eco escolas (Eco-schools project). CEIP la Almadraba

<https://portal.edu.gva.es/03019007/proyectos/ecoescoles/>

Galeria de fotos (Photo gallery). CEIP la Almadraba

<http://ampaceiplaalmadraba.blogspot.com/p/galeria-de-fotos.html>

Proyecto Huerto escolar (School garden project). CEIP Lo Romero

<https://mestreacasa.gva.es/web/ceiploromero/126>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	Turkey
Name of the practice/method	Kermis (As a kind of fundraising event)
Target group(s) / Beneficiaries	Primary schools- Educational staff, students and parents
Short description of the practice/method (max. 200 words)	<p>An annual Kermis is hosted by most of the state schools as a kind of fundraising event. It is an event during which home-made cakes, household items and crafts are sold on a one-day sale. The teachers invite their students' parents to get involved in the event and most parents volunteer to support. The parents, the educational staff and the students get involved in the event in a variety of roles, namely organising, providing the baked goods and crafts for sale, promoting the event, and selling the goods during main event. Parents usually bring baked goods or they create crafts that the public can purchase. The goods are displayed on stalls in the open-air playground. Friends and family members are invited to the school and the baked goods and crafts are sold at reasonable prices. The event sometimes features live music, student performances and games. During the event, the school can also fundraise by charging admission or accepting donations. The proceeds from the sale are used for the specific purpose of the event.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>Although the government provides most of the funding in education, state schools run their own fundraising events in collaboration with the parents of their students. A kermis can have miscellaneous aims, but it is generally organised to ensure that the school has additional funds to improve its or a disadvantaged school's facilities and programs, to help the needy students at school or in the area, or to support local or national charities.</p> <p>Actively involving children in a kermis at an early age can be a very effective way to teach morality as it can teach them moral values such</p>

	<p>as thinking outside themselves, being helpful and being empathetic to other people's needs. Taking part in the event with their parents is another strength when we consider the fact that a person's moral development begins in childhood, primarily by mirroring parents'/caretakers' behaviours. Parents can easily teach their children the moral values mentioned above when they take part in a kermis and model them in their lives.</p> <p>A kermis can also be effective to teach children things related to the fundamentals relationship and environment. It can show children the opportunity they have to benefit and change their environment. It can teach them the importance of caring about the others in their community and improving the common environment. Moreover, a kermis can teach children teamwork because it requires them to work with each other, as well as their parents and teachers in order to meet their overall goal. They become part of a team and work for a common goal, which is likely to help them develop better relationships with the people around them.</p>
<p>Further information about the practice/method (Website, article etc. if applicable)</p>	<p>-</p>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	Turkey
Name of the practice/method	Home visits
Target group(s) / Beneficiaries	Primary School Teachers, Primary School Children and Parents
Short description of the practice/method (max. 200 words)	<p>Home visits are usually scheduled and conducted by the class teacher once or twice a year. The teacher informs the family about the home visit using one of the ways below:</p> <ul style="list-style-type: none"> - The family is informed verbally before the visit is made. - Home visit form is completed. - A written notice is sent to the family before the visit. <p>Home visits are carried out on voluntary basis, so the class teacher makes it certain for the parents that this is an optional activity. During these visits, the class teacher is sometimes accompanied by another school teacher who teaches the class other subjects such as English, or music.</p> <p>Teachers do not follow a formal agenda during these visits, which usually last for about 90 minutes. They try to observe the home and family environment and speak informally with parents or other family members. They do not only discuss problems and exchange ideas about the solutions but also praise the children's academic and personal achievement.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<ul style="list-style-type: none"> - Home visits strengthen home school collaboration by increasing parents' trust towards the class teacher. - They create a connection between the teacher, the parents, and the children. This is very important especially for the parents who cannot attend the meetings at school. The teacher can inform them about their child's social and academic development during the home visits. - The teacher can identify the factors that might have a negative impact on the child's progress and attainment (e.g. poor housing, low family income, little/no family support) and can try to find ways to close the gap between the disadvantaged pupils and their peers. - The message "We are together!" is given to the parents and the children. - Children feel that they are important, which in turn increases their self-esteem.

Further information about the practice/method

(Website, article etc. if applicable)

The idea of 'home visits' have been turned into a large scale Project "My Guest Is My Teacher" in İstanbul (Turkey) province. Further information about the Project can be found at:
<http://istmem.com/upload/cms/misafirimogretmenim.pdf>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	Turkey
Name of the practice/method	Parents Workshops
Target group(s) / Beneficiaries	Primary School Teachers, Primary School Children and Parents
Short description of the practice/method (max. 200 words)	<p>Parents workshops are the workshops that aim to contribute to the communication of the parents with their children through creative drama activities.</p> <p>Firstly, a short questionnaire is given to the parents at the beginning of the academic year in order to identify the subjects that they would like to receive education regarding child development. Based on the results emerged from the questionnaires, the school works with experts in the field of child development and drama, and creates a training package for parents. The package usually consists of several workshops that are implemented throughout the academic year.</p> <p>Each workshop is held in two sessions of 45 minutes. While interactive presentations are delivered by the experts in the first session, creative drama activities are held with the parents in the second session. Parents practice “learning by doing-experiencing” during these creative drama activities. They gain a kind of experience by role playing or watching the situations they may encounter in real life. They work on issues such as conflict resolution and consistent parenting. Thus, they can give their children healthier responses by knowing how to behave in similar situations in the future.</p>
Inspiring aspects of the practice/method and their relevance to the four fundamentals (Please only focus on the key aspects that could be used in the development process of the WCO methodology)	<ul style="list-style-type: none"> - Parents improve their skills for conflict resolution. - Healthier communication at home results in healthier communication at school. - Parents improve their skills to work cooperatively because drama is a communal art; each person is necessary to the whole.
Further information about the practice/method (Website, article etc. if applicable)	<p>Parents workshops that use creative drama techniques are usually carried out in private schools in Turkey. One school that implements this method is Bahcesehir College in Turkey. For further information, you can visit</p> <p>https://bahcesehir.k12.tr/tr/velilere-ozel/detay/Size-Ozel-Psikolojik-Danismanlik-ve-Rehberlik-Calismalarimiz/108/95/0</p>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	Denmark
Name of the practice/method	New Roads in Parent Cooperation in a Multilingual Everyday Life
Target group(s) / Beneficiaries	Preschool Teachers, Preschool Children and Parents
Short description of the practice/method (max. 200 words)	<p>The project "New Paths in Parent Cooperation in a Multilingual Everyday Life" aimed to develop a new common practice and understanding among preschool teachers at Bullerbo, on how to work with linguistic awareness and support for all children - in good and equal cooperation with their parents:</p> <ol style="list-style-type: none"> 1. Improved collaboration with parents through their involvement in language educational activities 2. Develop a language pedagogical practice where multilingualism becomes a resource 3. Try digital and analogue tools to support the collaboration with parents on language training <p>The format of the project is workshops and tryouts where children, parents, educators and consultants together explore and test different ideas. And most important that parents were part of the project as a resource and not the "problem".</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>It works with the approach of seeing the parents as a resource and not a group that needs to learn how to do things in the right way.</p> <p>It shows how you can organize a Co-Creation with among others parents through:</p> <ol style="list-style-type: none"> 1. Interdisciplinary collaboration between the preschool Bullerbo, the children and parents, researchers from the university VIA Aarhus and external consultants from VIFIN 2. Working experimental in a so called Experimenting Community and action based learning 3. Even though it uses technology, it is mainly analog and introduces interesting different ways of setting up informal meetings between the collaborators: <p>- Organising Cafes</p>

	<p>- Organising a summer party where you do the planning together, make food, show dances and invited artist to collaborate, etc</p>
<p>Further information about the practice/method (Website, article etc. if applicable)</p>	<p>See more detailed PowerPoint presentation here:</p>

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IO1- Mapping of current practices

Country	Denmark, Italy, Belgium, Germany, Sweden, Macedonia
Name of the practice/method	Stronger together
Target group(s) / Beneficiaries	<p>Primarily: Pupils in the age of 10-12 years old Secondarily: Teachers who train pupils in 4th, 5th and 6th grade Thirdly: Parents of the children.</p>
Short description of the practice/method (max. 200 words)	<p>The goal of Stronger Together is to help prevent radicalization in schools by contributing to pupils', teachers', and parents' feeling of being "Stronger Together".</p> <p>To do so a "Stronger Together curriculum" is developed and is composed of five educational modules, designed for teachers who teach pupils between 10 and 12 year old. The curriculum engages a dialogue on essential themes with the aim to develop competences that can ultimately</p> <p>The modules try to combine theory with practice. They comprise guidance and activities related to the themes: Morality, Self-control, Inclusion and diversity, Critical thinking, Conflict prevention and resolution. The teacher can adapt his / her teaching and pick activities according to the age of the pupils.</p> <p>The material is a mix of information, dilemmas, exercises and a Board game made as an app.</p> <p>The board game is played in two different settings: in class and at home.</p> <p>The overall purpose of the game is to save your friends from becoming radicalized by making good choices in life and helping others do the same. Each theme contains a number of scenarios of which the team has to make a decision on what they find the best to do. Thus, the game is based on collaboration and dialogue among the team players in the group.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>The modules comprise guidance and activities related to the themes: Morality, Self-control, Inclusion and diversity, Critical thinking, Conflict prevention and resolution.</p> <p>It uses a board game as part of motivating the pupils and is easy accessible on mobile devices.</p> <p>It has some fun exercises and dilemmas</p>

	It has an webpage with relevant material in Danish, Swedish, German, Italian and Macedonian
Further information about the practice/method (Website, article etc. if applicable)	http://strongertogetherproject.eu/

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Please explore the current practices and methods for home-school collaboration in your national context and find at least three practices/methods that can inspire the WCO methodology development process. Fill out the form below for each inspiring practice/method.

Country	Denmark
Name of the practice/method	The interdisciplinary training programme "Who Conducts the Orchestra"
Target group(s) / Beneficiaries	Professionals (primary), children/youth, parents (secondary)
Short description of the practice/method (max. 200 words)	<p>"Who Conducts the Orchestra" is an educational programme in crime prevention and a professionalization of interdisciplinary cooperation, which has been offered to employees in Vejle Municipality since 2015. The programme is based on Professor P.-O. Wikström's crime prevention theories with an interdisciplinary approach, i.e. health visitors, teachers, child and youth workers, police, SSP employees, social counsellors, family counsellors and psychologists are trained together (SSP = partnership between Schools, the Social services and the Police).</p> <p>The educational programme consists of 15 training days, divided into 4 modules and carried out during the course of approx. 4 months. In the first module, called "Prevention/self-control", P.-O. Wikström's Situational Action Theory is presented along with knowledge about the importance of self-control. In the second module, participants are provided with basic insight into cognitive theory and methodology, while the third module is focusing on the dialogue models VækstModellen (The GrowthModel) and Positionering (Positioning). An exam module, which brings together the entire course, and in which a professional, who comes from another municipality, presents the participants with a case about a young person, completes the programme. The interdisciplinary group is to solve the problem, using the theories and methods they have learned during the programme.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>The four fundamentals are addressed directly during the training programme. The fact that the training programme provides participants with a common language, a common approach and common methods is a great advantage for the communication during interdisciplinary cooperation, and using a common method at interdisciplinary meetings creates a basis for well-structured cooperation and greater focus on professional aspects. When it comes to meetings about and with a pupil and his parents, it seems that the GrowthModel is highly applicable. It creates a clear framework for the conversations, including the challenging ones, and it focuses on:</p> <ul style="list-style-type: none"> • everyone having a voice • things that are going well • things that we want to change • actions that cause change • agreements that will turn desired changes into reality for the conversation participants

	<p>All statements are written on a flipchart during the meeting. This means that everyone can see their own as well as other participants' statements, everyone feels co-responsible for the meeting, and everyone participates in the conversation.</p> <p>The experience of the professionals is that the GrowthModel contributes to the meetings being more constructive, action-oriented and provides ownership to all parties.</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	<p>The book <i>Who Conducts the Orchestra</i> describes the background and elements of the training programme: https://whoconductstheorchestra.eu/wp-content/uploads/2020/02/Who-Conducts-the-Orchestra.pdf</p> <p>More information about the training programme can be found in Danish here: www.hvemstyrerorkestret.dk</p>

Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers & Pedagogues in Children's Education

IO1- Mapping of current practices

Country	UK
Name of the practice/method	Educate Together Academy Trust
Target group(s) / Beneficiaries	Primary schools – children, teachers and families
Short description of the practice/method (max. 200 words)	Educate Together Academy Trust provides an ethical and values curriculum suited to a rapidly changing and has four primary schools across the south west of England. They practice an ethical curriculum with core principles, the aim being to create a learning environment that nurtures, encourages and builds the skills children will need in an increasingly diverse and globalised world. We aim to develop the whole child, encouraging their individuality, respecting each child's identity and respecting that of their family equally.
Inspiring aspects of the practice/method and their relevance to the four fundamentals (Please only focus on the key aspects that could be used in the development process of the WCO methodology)	<p>The 'learn together' ethical education curriculum is woven throughout the National Curriculum and also taught discretely. This programme is called the "Learn Together" curriculum and it defines the core values of all teaching and learning in the school.</p> <p>The programme is divided into four strands: Moral and Spiritual Development, Justice and Equality, Ethics and the Environment and Belief Systems which specifically addresses the Educate Together ethos.</p> <p>Moral and spiritual development The aim is to help children develop a critical knowledge, understanding and awareness of right and wrong. Teachers aim to develop a strong awareness of social, ethical and moral standards through reflecting on the meaning and purpose of life.</p> <p>Equality and justice This strand develops a critical knowledge, understanding and awareness of issues relating to human rights, equality, culture and diversity, social justice and social inclusiveness and to empower children to make a difference.</p> <p>Ethics and the environment the school develops in children a knowledge, appreciation and respect for their environment to</p>

	<p>empower them to take an active role in its stewardship. The environment is defined to include concepts of social, economic, political and environmental sustainability. This may involve setting up an eco-school committee, visiting the elderly, surveying waste, traffic or water use in the area, setting up mini social enterprises and making representations to the local council or political representatives.</p> <p>Belief Systems This explores the major belief systems and life stances in the world in an educational manner, teaching children about these faiths and beliefs without endorsing any particular one as religious truth. The focus in the Learn Together Curriculum is on an explorative approach to learning that is managed and facilitated by the teacher. Children are encouraged to gain personal understandings in a creative and supportive learning environment. They are encouraged to evaluate information, form judgements and articulate these</p>
<p>Further information about the practice/method (Website, article etc. if applicable)</p>	<p>Our Curriculum – Educate Together Academy Trust (somerdaleet.org.uk)</p> <p>Educate Together Academy Trust UK</p>

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IO1- Mapping of current practices

Country	UK
Name of the practice/method	The Kindness project: Action for Happiness
Target group(s) / Beneficiaries	Primary and secondary age – tools for teachers
Short description of the practice/method (max. 200 words)	<p>The aim of this new UK wide project is to support teachers to encourage kind behaviour in schools . Evidence shows that promoting kindness among young people directly reduces bullying and disruptive behaviour and helps to increase social and emotional wellbeing. Based on the US Project- Random Acts of Kindness Random Acts of Kindness Welcome</p> <p>In using creative activities to explore, promote and experience caring and compassionate behaviours the aim is to help children form new habits. Worksheets and workshops are available to download and online to assist with lesson planning.</p> <p>John Stainer Community school holds a kindness week every Autumn term where they celebrate the value of kindness by holding a “Cool To Be Kind week”. Everyone in the school is encouraged to perform random acts of kindness, as well as whole class-based kindness projects. There is a home learning challenge to do something extraordinarily kind and report back about it.</p> <p>“We know that carrying out kind acts creates a virtuous circle and the more kindness is praised and modelled by the staff in our school, the less incidences of bullying and unkind behaviour there are” Adrian Bethune, John Stainer School, Lewisham. John Stainer Community Primary School - Our Vision and Values</p>
Inspiring aspects of the practice/method and their relevance to the four fundamentals (Please only focus on the key aspects that could be used in the development process of the WCO methodology)	<p>Tools and worksheets for teachers to develop discussion and activities to support the school core values of - Community, Kindness, Friendship, Happiness, Honesty and Respect.</p> <p>This teaching covers ideas like Compassion, empathy, altruism, self-control, anger management, developing positive relationships and caring for others. Thus placing wellbeing and happiness at the heart of the school ethos and culture.</p>

Further information about the
practice/method

(Website, article etc. if applicable)

[Action for Happiness](#)

[ACTION FOR HAPPINESS LAUNCH EVENT](#)

[John Stainer Community Primary School - Our Vision and Values](#)

[Social movement Action for Happiness becomes an independent
charity - The Young Foundation](#)

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IO1- Mapping of current practices

Country	UK
Name of the practice/method	Urbanwise Summer Activity Programme
Target group(s) / Beneficiaries	Primary – Families and Children
Short description of the practice/method (max. 200 words)	<p>A Health and wellbeing project funded through Health, with a series of environmental activities held in outdoor spaces where distancing was possible. E.G. Bees for Refugees, Inner city Farm, understanding planting and growing, pond dipping and other associated ecology activities. These families were specifically targeted as hard to reach, special needs and some were referred directly by link school social workers. Some attendees had special educational needs and disabilities, others were children of key health care workers, and some had experienced domestic violence. This was held over one week in the summer and will be offered again in Spring and summer 21.</p>
<p>Inspiring aspects of the practice/method and their relevance to the four fundamentals</p> <p>(Please only focus on the key aspects that could be used in the development process of the WCO methodology)</p>	<p>Our current Recovery Curriculum is sitting alongside the Recovery of Nature and our environment and this specific project aims for the recovery of families via this methodology.</p> <p>Families are referred to the project via Primary schools and family services. The aim being to bring some positivity into their lives, through outdoor learning activities. In looking at nature and the environment, children and their parents/carers were encouraged to work together and understand the impact of being outdoors and nature upon their general health.</p> <p>Many of these families live in high rise social housing without access to a garden and clearly the lockdown experience has had an impact on emotional health and wellbeing.</p> <p>In understanding the impact of urbanisation on our environment this project aims to develop an ethical framework and it covers</p> <p>Environment, Morality, Responsibility and self-control in the following ways: The environment in terms of where they are situated and the natural world; morality in terms of being kind to nature and consequently kind to others; responsibility in understanding how important nature is to our wellbeing and self-control in exploring</p>

	<p>different recycling and ecology projects that they might commit to as families together.</p> <p>E.G. Bees for Refugees demonstrated the power of 'looking after' beehives and being a caretaker for endangered species. In caring for and taking an interest in environmental and ecology projects children and their families take responsibility and look outside their own very small worlds, they work as a team and with their schools to make the world a better place, and improve the environment which enhances their own health and wellbeing. Bees and Refugees - Spacehive</p>
<p>Further information about the practice/method</p> <p>(Website, article etc. if applicable)</p>	<p>About Us – Urbanwise London</p>