

UPPER Good Practice	
<b>Code</b>	ESHA GP03a
<b>Name (title) of the good practice:</b>	Dialogue under pressure (Dialoog onder druk)
<b>Country/region</b>	Netherlands
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<input type="checkbox"/> Policy Making <input checked="" type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Concrete School Practice <input checked="" type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming
<b>Full Description</b>	<p><i>Short Description:</i>            Training booklet for teachers : How do teachers deal with students who take radical positions or express hateful opinions about refugees, Muslims or other specific groups?</p> <p>The trainings booklet is provided for free by the foundation School &amp; Safety and the Dutch government.            The training booklet consists of following steps:</p> <ol style="list-style-type: none"> <li>1. A gap between the world of the teacher and the world of the student.</li> <li>2. Violent expressions and the experience of the teachers</li> <li>3. Tensions in the classroom</li> <li>4. Identity stress</li> <li>5. Behaviour and needs</li> <li>6. Group dynamics at sensitive subjects</li> <li>7. Basic competencies; limit and invite</li> <li>8. The message of the moderator (teacher)</li> <li>9. Two conversation models for 'Dialogue under pressure'</li> <li>10. Completion and attention points for the team</li> <li>11. Resources and tips as well as forms to be used</li> </ol>
<b>Why is the case interesting?</b>	<p><i>Specific description of innovative value in relation to UPPER:</i>            Booklet for schools and teachers available for free online</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li><b>1. <u>Transformative</u></b></li> <li>2. Observable results</li> <li>3. Methodologically structured</li> <li><b>4. <u>Potential for re-contextualisation</u></b></li> </ol>

	5. Beneficiaries consider it a GP
<b>Coordinating institution</b>	Foundation School & Safety with the help of the Dutch ministry
<b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)	<p>1. <b>Avoiding segregation (4)</b></p> <p>2. Leadership/governance</p> <p>3. <b>Information on diversity (4)</b></p> <p>4. <b>Teacher education on diversity (4)</b></p> <p>5. <b>Diversity in teaching workforce (3)</b></p> <p>6. Curriculum and pedagogies</p> <p>7. Multilingual education</p> <p>8. <b>Interactive, culturally relevant methods (2)</b></p> <p>9. <b>School-Society relationship (2)</b></p> <p>10. Socially responsible ICT</p> <p>11. Involving NGOs and Youth organisation</p> <p>12. Incentives and reward for GP</p> <p>13. <b>Social integration (2)</b></p> <p>14. <b>Awareness of injustice (4)</b></p> <p>15. <b>Promotion of Peace Value (4)</b></p> <p>16. Other (please specify)</p>
<b>Accessibility of data and persons by UPPER Team</b>	<b>Easy</b> – Average - Difficult
<b>Impact</b>	<b>Short</b> , medium and long term if possible to observe.
<b>Brief description of the context in which the practice was applied</b>	In 2015, Margalith Kleijwegt conducted research into the way in which vocational training teachers deal with socially sensitive subjects. Conclusion: the experiences worlds of students and teachers differ widely when it comes to subjects such as the flow of refugees to Europe and the attacks of IS. Mutual understanding and open dialogue are often hard to find.
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	The booklet (if translated) can immediately be used for teacher competence trainings or by the school itself. It describes on how to start a dialogue on sensitive issues with students in the classroom. It is a given that often teachers are afraid or uncertain to talk about sensitive issues in the classroom. Some schools (school leaders) are not even aware of radicalisation being present in their school.
<b>Matrix</b>	1      2      3      4      5
Partnership structure	
Methodology	
Content of training	
Stakeholders involvement	X

Evaluation approach		X			
Training to practitioners					X
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	When schools are not even aware of the fact radicalisation is taking place in their school. It is a booklet and can be individually used in the school. Should be accompanied by a self-insight training of teacher before using in classroom.				
<b>Sustainability elements and recommended use in UPPER</b>	I would highly recommend to use this booklet/training in one of the teacher competence trainings.				
<b>Contact persons</b>	General: <a href="mailto:info@schoolenveiligheid.nl">info@schoolenveiligheid.nl</a>				
<b>Web link(s)</b>	<a href="https://www.schoolenveiligheid.nl/mbo/kennisbank/training-dialoog-druk/">https://www.schoolenveiligheid.nl/mbo/kennisbank/training-dialoog-druk/</a>				
<b>Filled by</b> [name and partner institution]:	European School Heads Association (ESHA) – Monique Westland				