

UPPER Good Practice	
Code	ESHA – GP08a
Name (title) of the good practice:	The Peaceful school with emphasis on children’s own strength!
Country/region	Netherlands
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Making ▪ <u>Teachers Competence Development</u> ▪ <u>Self-Assessment</u> ▪ <u>Concrete School Practice</u> ▪ <u>Community Building</u> ▪ <u>Mainstreaming</u> <p><i>Short Description:</i> All areas within the scope of the project are affected. This is a great example of an integral program for schools. How to make it not only a lesson, a practice but also a philosophy that involves the child, class, school and eventually the community.</p>
Full Description	<ul style="list-style-type: none"> ● Initiator, Partners, Target Groups, Stakeholders involved: CED group; Specialist in training and advice to (pre)primary education and day-care. ● Content and Methodology: The Peaceful School is a complete/integral program for primary schools for social competence and democratic citizenship. It sees the class and school as a community, in which children hear and feel, get a voice, and in which children learn to make decisions together and resolve conflicts. Children feel responsible for each other and for the community, and are open to the differences between people. A special program has been designed for day-care and preschools. ● Meanwhile more than 900 primary schools in the Netherlands are 'peaceful' and this number is growing every year. There is a separate program for pre-schools and playgroups. For the SO there is a separate lesson series: Best Friends (SO) and Best Citizens (VSO). For the SBO, adjustments have been made to the primary school program. In the meantime there is also a version for the VO: Democracy you can learn! ● Longitudinal analysis : Components of The Peaceful School The heart of the Peaceful School is formed by a lesson series. During the two-year introduction phase, the associated teacher behavior is central to the team training sessions. In the first year the focus is on the introduction of the lesson series and in the second year pupil mediation

	<p>takes shape. In addition, themes that are dealt with are: social security, dealing with (undesired) behavior, parental involvement and the Group meeting (the democratic heart in class and school where students have a voice, and are allowed to join in discussions about matters that affect them).</p> <ul style="list-style-type: none"> ● Availability and link to evaluation results: https://vreedzaam.net/vreedzamescholen-overzicht
<p>Why is the case interesting?</p>	<p><i>Specific description of innovative value in relation to UPPER:</i> EMPHASIS IS ON THE CHILDREN'S OWN STRENGTH</p> <p>The peaceful school is a program for elementary schools that strives for a class and a school as a democratic community in which students get a voice, feel responsible, behave positively socially and are open to differences between each other and solve conflicts without violence.</p> <p>The heart of a peaceful school consists of a weekly lesson for all groups. But the peaceful school is more than just a teaching method. It is a philosophy and an approach which focuses on children's own power. Children get tasks and responsibilities in the classroom in the school and also in the surroundings of the school. Separate pupils of mediators are trained to help resolve conflicts. This way, the pupils learn all kinds of skills they need as a responsible citizen who need them in our society. The class and the school as a training place for democratically active citizenship. The peaceful school has now been successfully introduced in many schools in the Netherlands.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. Transformative 2. Observable results 3. Methodologically structured 4. Potential for re-contextualisation 5. Beneficiaries consider it a GP
<p>Coordinating institution</p>	<p>CED group in Rotterdam</p>
<p>Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> 1. Avoiding segregation (4) 2. Leadership/governance (1) 3. Information on diversity (3) 4. Teacher education on diversity (3) 5. Diversity in teaching workforce (2) 6. Curriculum and pedagogies (4) Multilingual education 8. Interactive, culturally relevant methods (1) 9. School-Society relationship (4) 10. Socially responsible ICT (2) Involving NGOs and Youth organisation Incentives and reward for GP 13. Social integration (4) 14. Awareness of injustice (4) 15. Promotion of Peace Value (4)

	16. Other (please specify)				
Accessibility of data and persons by UPPER Team	<u>Easy – Average</u> - Difficult via website				
Impact *	From my experience talking to schools, the need is very high for an integral program. This particular program involves all stakeholders and is now also available in the secondary education. Therefore, a full program for day-care, preschool, primary education and secondary education results in a long term effect.				
Brief description of the context in which the practice was applied	Context is schools with enormous involvement of teachers and students in many different roles. LEARNING COMMUNITY WITH EMPHASIS ON CHILDREN'S OWN STRENGTH				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	<p>The Peaceful School wants to educate children as responsible and active members of the community. To this end, we consider the class and the school as a training place. Children learn that they are part of the community that forms the classroom and school and learn to contribute to this. They learn to have an eye and an ear for others, to feel responsible for the general interest: initiative, caring and involved.</p> <p>Assumptions A number of basic principles are central to the pedagogical vision of De Vreedzame School:</p> <ul style="list-style-type: none"> • constructively resolving conflicts with the help of mediation • creating a positive social and moral standard • promoting social solidarity and community spirit. 				
Matrix	1	2	3	4	5
Partnership structure				X	
Methodology					X
Content of training					X
Stakeholders involvement					X
Evaluation approach				X	
Training to practitioners				X	
Other (please specify)					
Critical aspects in the application of the practice	Materials will have to be translated to English. There might be costs involved.				
Sustainability elements and recommended use in UPPER	FROM CONFLICT RESOLUTION TO A PEACEFUL ENVIRONMENT Central theme: conflict resolution In a situation where people or children are together, there will always be				

	<p>conflicts (conflicts of interest or differences of opinion). It makes sense to learn how to prevent conflicts from arising and that conflicts degenerate in quarrel. And how, if a conflict has degenerated into a quarrel, you can work on a constructive solution. The role of the pupils is crucial here. They learn, in addition to the skills to solve conflicts constructively, also the responsibility to do that independently, without the help of adults. For their own conflicts, but also for conflicts of others. All pupils learn to mediate (mediate) in the conflicts of classmates.</p> <p>Social solidarity and community spirit Research shows that problems among young people are much less prevalent when they grow up in an environment with social solidarity: an environment in which they feel welcome, respected and not discriminated against, in which they notice that there are positive expectations about them and that they feel that they 'matter'. Children need it to be needed.</p> <p>Of course, in an environment where children are in need of rules, the key to a positive climate lies more in creating a culture together than in devising all kinds of rules and codes that children should adhere to. Children must feel responsible for that culture, get the message that they belong, and that they are needed.</p> <p>In order to bring about such a connecting environment, the Peaceful School tries to influence the culture of the environment in which the child is in (class, school). We want that environment to be seen as a community, as a training place for social competence and active citizenship.</p>
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