



Asociația Școlilor Particulare



Leading Schools For The Future

Creating Innovative and Impactful Learning Environments

Partener de inovație

kinderpedia

Eveniment susținut de



Partener de comunicare

Bright

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Why are we here?





Co-creating the Future of Education

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**20
24**

Every child in our schools is nurtured, empowered, and prepared for a meaningful future...



Intentions for Our Session

Inspire Transformative Change

Explore new ideas and examples for creating innovative, impactful learning environments that prepare learners for the future.

Cultivate Emotional Safety and Belonging

Uncover practical ways to foster safe, collaborative spaces where both learners and adults thrive.

Empower Leadership for Lasting Change

Discover actionable insights and tools to help you take ownership of change in your school community.





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- Great Learners
- Meaningful Relationships
- Higher Purpose



Nazis based their elite schools on top British private schools

Eton and Harrow among those whose 'character-building' qualities were admired by German educators in 1930s and 1940s

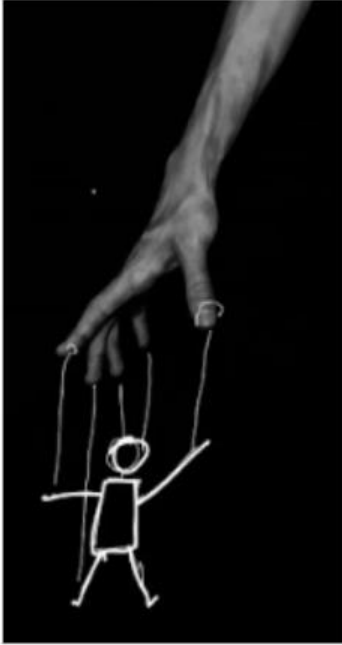


📷 Pupils and staff at the Nazi elite school in Ballenstedt prepare for a football match with a private school team from the UK, spring 1937. Photograph: Napola School

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So, what can be done?

Technical Solutions

Cultivate Emotional Safety and Belonging

Programs that go beyond what needs to be learned and make the children curriculum.

Dialogic and Collaborative Learning

Pedagogies that develop lifeworthy skills, whatever the curriculum.

Remove Obstacles to Lasting Change

Use Artificial Intelligence to change the system, rather than to do the existing paradigm more efficiently or better.





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Cultivate Emotional Safety and Belonging (SEL)

- **Break space and time** with activities that take children and teachers away from their heads and into their hearts and bodies.
- Give children as much **space and time as possible to share themselves** and their experiences, good and bad.
- Develop staff that have the **skills to hold this space and time** with the children, that aren't scared of this.
- **Create epic experiences** for children that inspire awe and wonder, as this helps them to connect with their authentic selves.
- Avoid being too systematic (*all models are wrong but some models are useful, George Box*), although **Daniel Goleman's 5 pillars of Emotional Intelligence** provide a great rationale and models upon which to build this work.

Daniel Goleman:

Working with Emotional Intelligence (1998)

- **Emotional Intelligence** is the foundation of effective leadership, enabling leaders to manage themselves and influence others.
- Five Pillars of Emotional Intelligence (that can be used to organize SEL):
 - **Self-Awareness:** Recognising and understanding our own emotions and the impact they have.
 - **Self-Regulation:** Managing emotions and impulses, staying regulated.
 - **Motivation:** Driven by a passion that goes beyond status or reward.
 - **Empathy:** Understanding and sharing the feelings of others.
 - **Social Skills:** Building rapport and managing relationships
- High Emotional Intelligence has a positive influence on **Leadership Impact**



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Dialogic and Collaborative Learning (The EGG)

- **Learners work independently** through material towards a shared goal whilst sat in **groups of 4 to 6**.
- Learners have access to **great resources and experts**.
- When they need help, they must:
 - Ask the child next to them for help
 - Ask all the children on their table for help
 - Ask the teacher for
- Developing a culture of **peer learning and peer feedback has a high impact on student learning**.
- Anecdotally, working this way has shown a **significant impact in standardized test score** results in mathematics and science for adolescents.
- This pedagogy could **revolutionise student-teacher ratios**, but first we have to overcome the cultural shock of “not teaching”
- Children find this hard and adults and parents find it scary, but the results and potential speak for themselves.

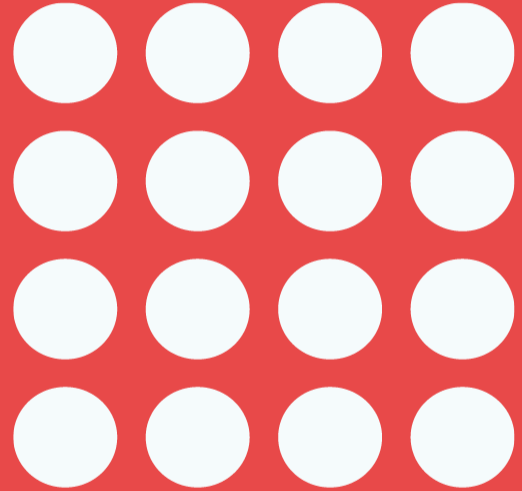


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So, what can be done?

Cultural Solutions

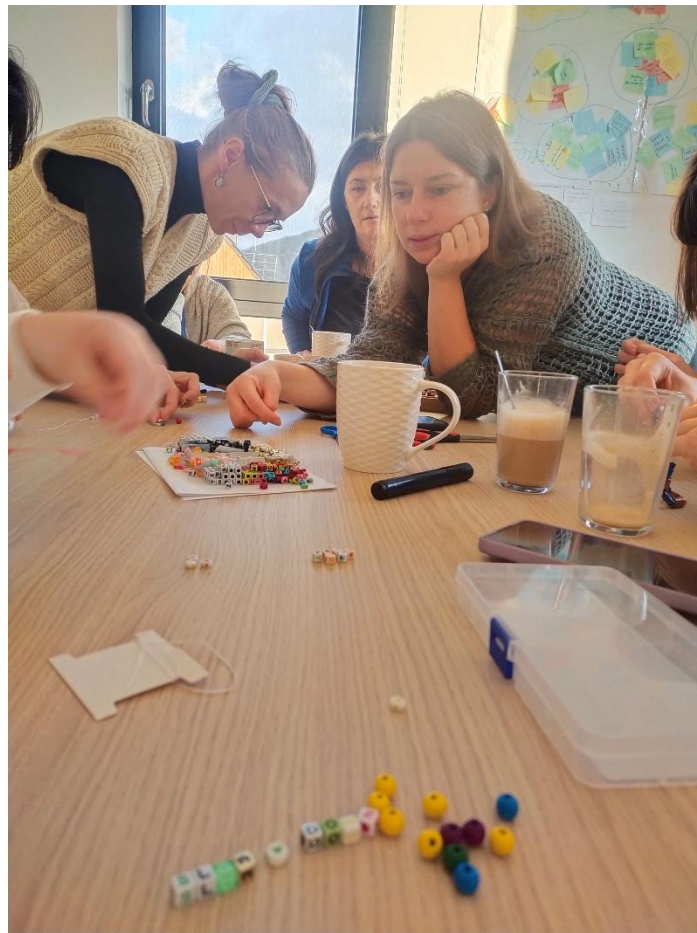
Cultivate Emotional Safety and Belonging

Treat your families, staff and teachers in the same way you want them to treat the learners in your school.

Professional Learning Communities and GROWth

Use Professional Learning Communities to foster a culture of learning and personal growth.





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Cultivate Emotional Safety and Belonging

- Develop routines that enable time and space for staff to connect with themselves and each other.
- Create epic experiences for your teachers through play, practice SEL activities with your teams.
- Trust your teachers and be flexible, treat them how you want them to treat your students.
- These practices create a culture of mutual support, authentic relationships, and allowing staff to be vulnerable – something essential for all learners in a school.



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Professional Learning Communities (PLC's)

- Collaborative structures where educators engage in **ongoing cycles of collective enquiry and action research**.
- Teacher led, research based, and **aligned with school objectives**.
- Some benefits of PLC's for schools:
 - **Improved Learner Outcomes** through creation of a culture of shared accountability through rigorously focusing on data-informed practices.
 - **Collaborative problem-solving** leads to a sense of ownership and professional GROWth.
 - Continuous, self-directed learning aligned with real classroom challenges leads to **sustainable professional development**.
- Example see **Stoll et al** *“Professional Learning Communities: A Review of the Literature”* (2006).

October 2020

Lu'S GROWTH map

Backpack list:

- Collaboration ✓
- Communication ✓
- Creativity ✓
- Cityzenship ✓
- Character !
- Critical thinking

Skills:

- Mindfulness
- Humor
- Organization
- Focus

When I get stress at I feel:

- Frustrated
- Worried
- Angry
- Sad
- Lost
- I don't understand anything

How can I manage STRESS better?

What blocks me?



REFLECTING...

Growth week gave me the opportunity to stop and think about my self and I enjoyed that. It helped me to work on things I would like to improve.

People that can support me:

- Friends
- Family
- Teachers
- Psychologist



If I accomplish this challenge...

- I would be relieved
- I will be happy ☺
- I will be proud of myself



MATEO'S GROWTH MAP

Having a plan is what I need. And it is very important that I know what I want to do. What I will do

I can go to auditions to become more recognized

Helps me be even more extroverted

ACTOR

Hopefully I am famous now and I work of what I want

Creativity:

My mind is always active
And always imagining. I can start a hole story from nothing.

I can be expected, but I must continue

I need to find my way
Have my own voice
I inscribed into an Acting school

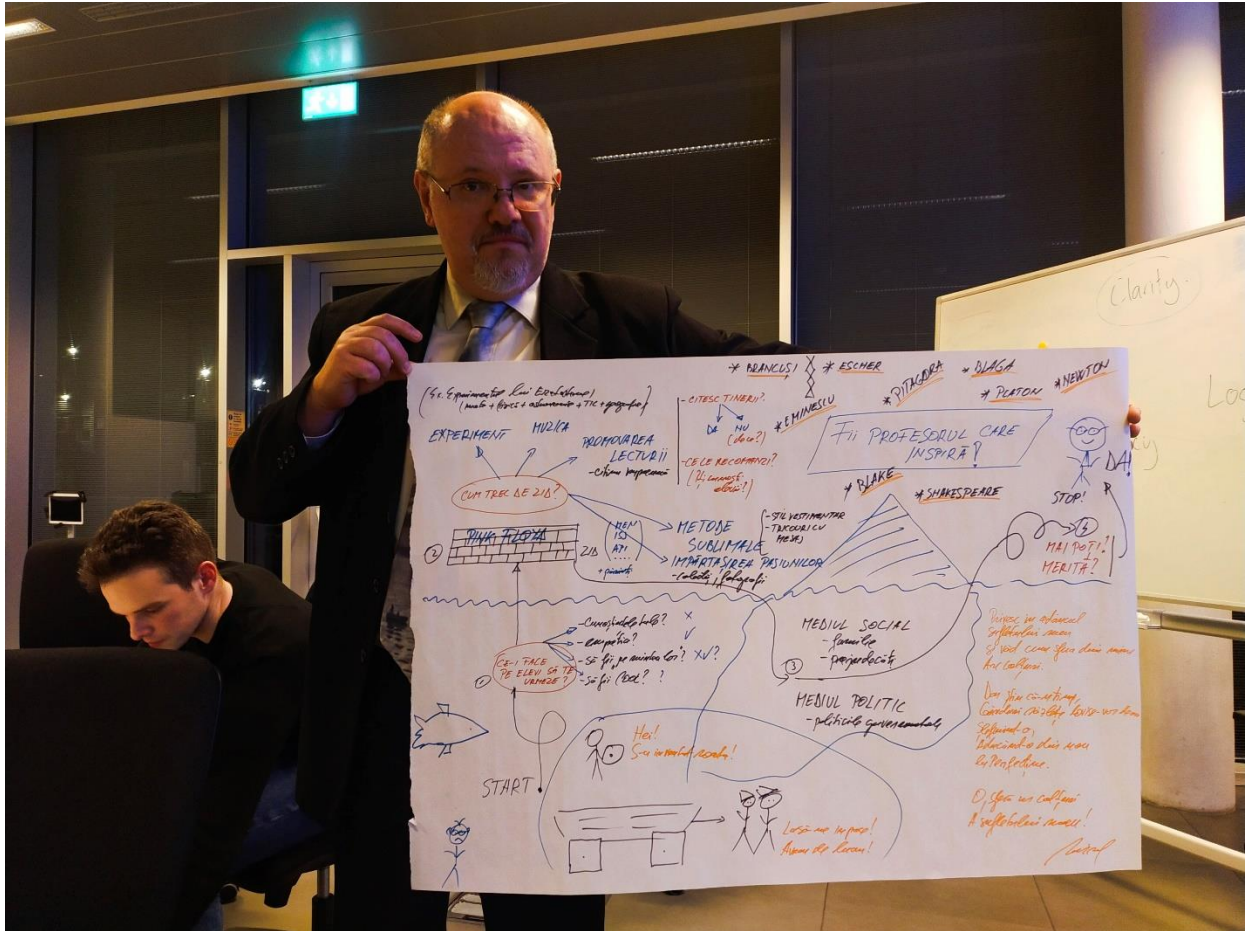
I want to thank my friends and my family that helped me do this and helped me have a better answer to my questions.

Hopefully now I'm living the life and great full of what I did in my life

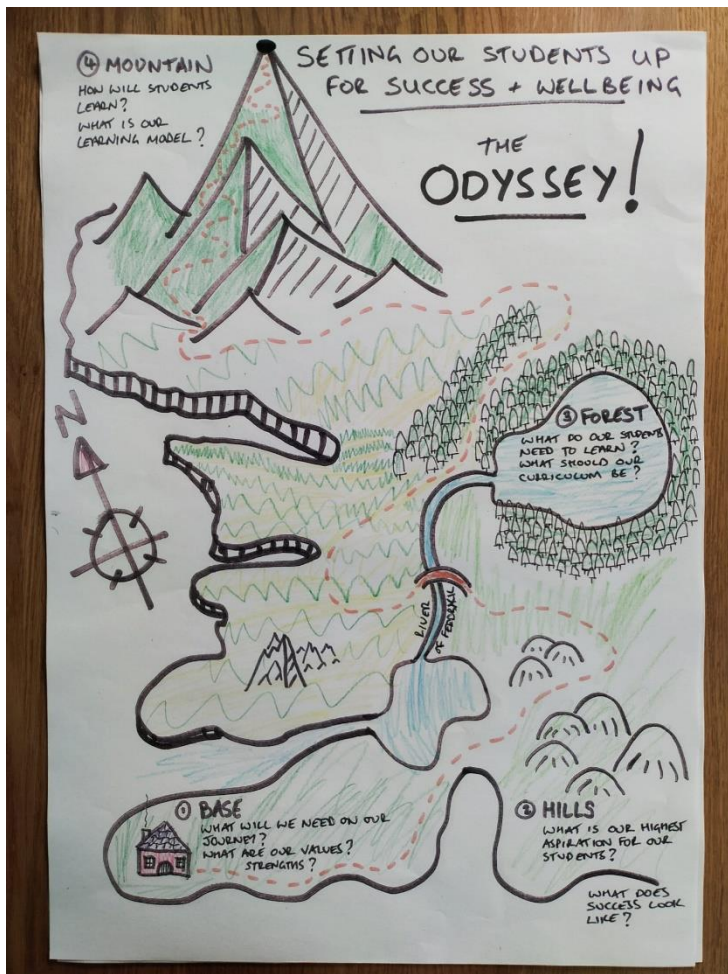


Reflection: I've been working on this since I was 10. I always had the vision of being an actor. And this growth week helped me find a path to reach my dream.





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GROWth Maps

- A great example of a **structure that can be used to increase accountability** whilst also allowing room for personal expression.
- **Can be used at any level of the organization**; whole school, adults, and children.
- Provide a great resource for beginning **meaningful conversations regarding performance**.
- A GROWth map is a drawing or text, anything that shows the following:
 - **GOAL**: A stated objective that the individual or organization want to achieve
 - **REALITY**: Recognition of the current reality
 - **OPTIONS**: Possible ways of closing the gap between the current reality and the goal.
 - **WILL**: Demonstrate the commitment of the individual or organisation to achieve the desired goal.



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