



PR3 – Best practices and learning from real-life situation

Template to capture Best Practices at international level

Developed by



Template objective:

To record useful practices, methods, activities, and tips that strengthens how the schools managed the pandemic situation, the shift from learning in the classroom to online learning, but also negative effects of the COVID-19 situation like burn-out and stress.

Scope of activities to capture:

- Activities, practices, methods, in your own country
- Activities, practices, methods, in Europe
- Activities, practices, methods, in other countries

“Best practice” definition:

“A best practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it”.

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“Best practice” criteria:

Examples of criteria that will help you determine whether a practice is a “best practice” includes **Effective and successful; Environmentally, educationally, and socially sustainable; Content clarity; Friendly materials; Replicable and adaptable; Reducing school risks on the wellbeing approach**, if applicable.

“Best practice” benefits:

- ✚ Provide guidelines and tips to support school staff, pupils, and their families.
- ✚ Explore the experiences of people who are directly involved in the implementation of pupil’s well-being programs in schools.
- ✚ Understand challenges and opportunities that school leaders face in implementing a whole school approach to student wellbeing.
- ✚ Explore how school staff managed the online learning, what works and what didn't work.
- ✚ Investigate similarities and differences in the experiences of well-being project implementation in different contexts.

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BEST PRACTICE 1

1. Best Practice Owner/Author/Creator/Publisher

Česká odborná společnost pro inkluzivní vzdělávání (ČOSIV) - Czech Professional Society for Inclusive Education

Partners: Alternativ til Vold (Norway), LOCIKA Center, "

Primary school Prague – Kbely 18, Elementary school in Most, Technical secondary school Most

With permission of authors adopted from Australian methodology: Resilience, Rights and Respectful Relationships (State of Victoria - Department of Education and Training)

Institution (if applicable): Česká odborná společnost pro inkluzivní vzdělávání (ČOSIV) – Czech Professional Society for Inclusive Education, funded by EEA and Norway Grants

Country: Czech Republic

Website (if applicable): <https://cosiv.cz/cs/socio-emocni-uceni/>

Link:

Czech version: <https://cosiv.cz/cs/socio-emocni-uceni/>

Australian original version:

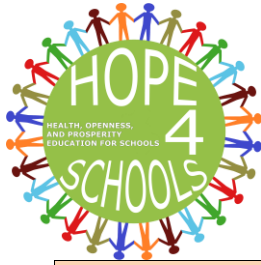
<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

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2. Overview of Best Practice

Title of the activity:

Metodika 4R – Respekt, Rozmanitost, Rovnost & Resilience

(Methodology 4R- Resilience, Rights and Respectful Relationships)

Supporting the mental health of children and adolescents through the implementation of comprehensive educational programs focused on SEL and the prevention of violence in close relationships

Type:

Is it a method. Developed in Australia and adapted for Czech Republic, this comprehensive methodology includes 8 practical guides for teachers.

Aim of the activity:

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education. The 4R program aims to help children learn important knowledge, skills, and attitudes, which will help them lead a fulfilled and satisfied life now and successfully overcome the obstacles they encounter later on their life's journey.

Target audience (beneficiaries):

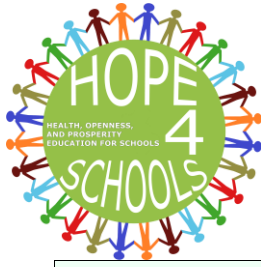
Direct: Teachers at different levels of education (primary and secondary school).

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Indirect: pupils in primary and secondary school

Short introduction:

The 4R methodology - Resilience, Rights and Respectful Relationships - offers schools a comprehensive set of activities for pupils from the 1st grade of primary school to the last years of secondary school focused, for example, on the development of emotional literacy, personality strengths, resilience (in psychology resilience is the ability to resist adverse forces, manage adverse situations and overcome crises), problem solving, stress management or learning about one's identity. There are a total of eight thematic areas, and they intertwine with all grades.

Background:

Through a major revision of the Czech framework educational program (RVP), the Ministry of Education concluded, that a subject on well-being (feeling of physical and mental well-being) should be included in school curricula. In the Czech environment, there was a lack of methodological support for the teaching of well-being, therefore the representatives of the Czech Professional Society for Inclusive Education (ČOSIV) developed a new methodology - adopted from the Australian model RRRR.

Methodological Approach:

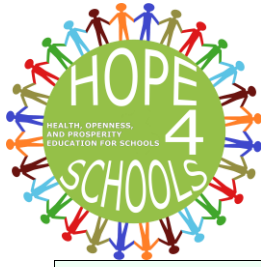
The development and implementation of Resilience, rights, and respectful relationships education in Australia has evolved over the years 2000 through 2010, and involved curriculum development (creating educational materials and aligning them with existing subjects), teacher training, pilots and feedback, policy and legislation, evaluation and research,

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continuous assessment, community engagement, scaling and expansion of successful initiatives.

In the Czech Republic, the years during the pandemic, have clearly shown that it is very necessary to introduce a whole-school approach to wellbeing, that is why the project was launched. The idea behind the methodology is that schools should help pupils learn to take care of their well-being throughout their lives. This includes the ability to work with their emotions, maintain respectful relationships, use their strengths, plan, solve problems, or manage stress. Wellbeing will be included in the school curriculum, so teachers will be faced with the task of how to approach this broad topic in their lessons. The professional society for inclusive education has therefore prepared the 4R methodology, which provides the missing methodological support to primary and secondary school teachers.

What was the process and in which way it was a participatory process?

The set of 4R methodologies originally comes from Australia, where it is the official source for fulfilling the curriculum. Experts from ČOSIV, with the consent of the authors, revised it for the conditions of the Czech environment. From the beginning of school year 2022/2023, a pilot verification has begun in various types of schools in Prague and Most, in a total of three schools. The set is exceptional in that it covers the entire primary and secondary education and follows on from the specific expected outputs of the Czech framework educational program. In the pilot project, the authors were testing it in all grades of primary school, secondary school, and vocational school.

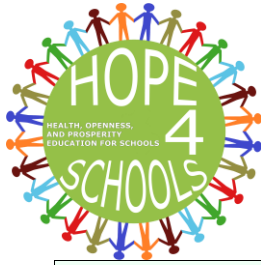
In all participating schools, ČOSIV has trained teachers in the use of methodologies and is continuously evaluating their piloting. The reflection of teachers and pupils is crucial in this process. After the end of the pilot period, ČOSIV will process the comments and make the methodology available free of charge to all schools that are interested in it.

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How long did it take to learn lessons and identify key success factors?

During the 1-year piloting programme, the key lessons learned were that the development of social and emotional skills helps create a safe environment at school, prevents bullying, and the use of addictive substances, according to the president of ČOSIV Lenka Felcmanová. The key success factors for pupils are better conditions for learning and better educational results, higher life-satisfaction, feelings of fulfilment, successful stress management skills and coping strategies.

What are the wellbeing aspects addressed in the methodological approach?

The methodological approach focuses on the development of socio-emotional skills: the process by which children and young people develop and learn to apply the knowledge, skills and attitudes needed to be able to understand emotions and manage them, set positive goals and achieve them, feel and express empathy, establish and maintain positive relationships, make responsible decisions, develop resilience, be able to manage, change, or create positive gender norms, and contribute to social cohesion.

Resources needed:

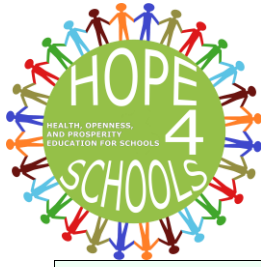
*To implement the 4R Method, the following key resources are essential to meet the institutional, educational, social, and environmental conditions for the methodology to be successfully replicated. **Institutional conditions and resources needed:** leadership and administrative staff support, policy and guidelines, resource allocation, monitoring and evaluation framework. **Educational conditions and resources:** curriculum integration, teacher training, student engagement - develop engaging and age-appropriate materials and activities that encourage active student participation, multimedia and technology, assessment tools to gauge student learning and the program's effectiveness in achieving its goals. **Social conditions:** community engagement, collaborative partnerships with external organizations, support services for*

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students, adapt the program to be culturally sensitive and inclusive, foster an anti-bullying environment. **Environmental conditions:** safe and supportive environment, access to resources to facilitate program implementation, positive school culture, continuous improvement and sustainability planning over the long term, including securing ongoing funding, support and considering, how the program can be scaled to reach more schools.

So far, there haven't been mentions of challenges encountered by the different schools. However, it's important to recognize that successful replication of an educational program requires careful planning, stakeholder engagement, and adaptation to the unique needs and contexts of different schools and communities. A comprehensive approach that addresses these institutional, educational, social, and environmental conditions is essential for achieving success.

Impact:

What has been the impact (positive or negative) of this activity?

So far, the impact of the 4R method, focused on the development of social and emotional skills, has helped to create a safe environment at school, prevent bullying and the use of addictive substances. Furthermore, pupils had better conditions for learning and achieved better educational results.

Lessons learned/Tips & recommendations:

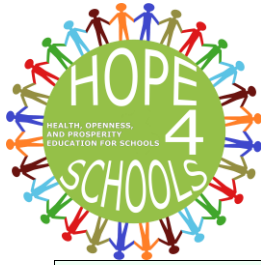
For teachers, students, and families, a **holistic approach to education** that considers **social and emotional development** and prioritizes **mental and emotional wellbeing** alongside academics is vital for long-term success in education. Teachers and students should **practice self-care**, including regular breaks and stress management, to prevent burnout. Furthermore, they should **foster empathy and compassion** towards oneself and others, recognizing that

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kindness is vital in challenging times. **Building resilience** is a valuable skill that helps them cope with stress, adversity, and uncertainty. **Open and effective communication** between teachers, families, and students is crucial, especially during challenges like COVID-19. **Collaboration and support within the school community and among families** can mitigate stress and burnout. **Developing digital literacy skills, flexibility and adaptability in teaching methods** are essential in the modern educational landscape, especially during remote learning. Both students and educators, should **embrace continuous learning and growth**.

These key messages and lessons emphasize the importance of wellbeing, adaptability, and a supportive community in navigating challenges in education, particularly during the COVID-19 pandemic.

Conclusion:

In conclusion, the Resilience, Rights, and Respectful Relationships method is a powerful educational approach that goes beyond academics. It empowers students with essential life skills, nurtures their social and emotional development, and contributes to a more respectful, inclusive, and equitable society. Its usefulness is evident in its far-reaching impact on students' lives and its potential to create a more compassionate and empathetic world.

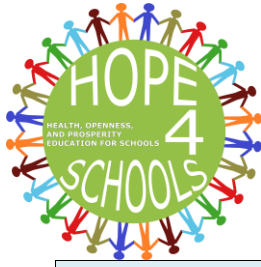
BEST PRACTICE 2

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1. Best Practice Owner/Author/Creator/Publisher: The project "Noc s Andersenem" (Night with Andersen) is traditionally organized by Dům knihy, a well-known bookstore and cultural center in the Czech Republic.

Institution (if applicable):

Country: Czech republic, Poland, Slovenia, Slovakia

Website (if applicable): www.nocsandersenem.cz

Link: <https://www.facebook.com/nocsandersenem>

2. Overview of Best Practice

Title of the activity:

Night with Andersen, storytelling and sleep over at school.

Type:

"Nigh with Andersen" is a practice at school led as an interactive evening dedicated to the timeless tales of Hans Christian Andersen. The event is designed to bring the magic of Andersen's stories to life and foster a love for literature and storytelling among students. It often takes place after regular school hours and involve the participation of students, teachers, and parents.

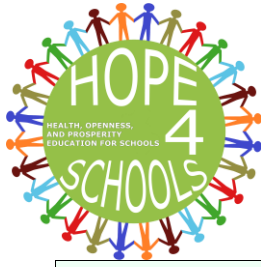
Aim of the activity:

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The aim of the non-profit project "Noc s Andersenem" (Night with Andersen) is to build strong bonds in the family through reading together. Regular reading to children is of great importance for the development of their emotional health. Reading develops memory and imagination and teaches thinking. Reading creates a strong bond between parent and child.

The event often involves collaboration among students, teachers, and sometimes parents. It aims to create a sense of community within the school and foster positive interactions.

It aims to help in developing social skills among students by sleepovers at school in a school library or a school gym while reading stories.

"Noc s Andersenem" may involve students reading stories aloud or participating in discussions. This helps them improve their oral communication and presentation skills.

Target audience (beneficiaries):

This best practice is dedicated to children, teachers, and parents.

Short introduction:

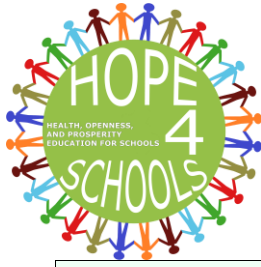
- *The school administration, teachers, and sometimes parent-teacher associations collaborate to plan and organise the event.*
- *A date and time for "Noc s Andersenem" is chosen, typically held in the evening, overnight or as a special school assembly.*
- *Themes, decorations, and activities related to Andersen's fairy tales are prepared in advance.*
- *The event begins with a warm welcome from a school representative or the principal, setting the stage for the magical evening. The evening can start with a dinner preparation and students preparing their beds.*

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- *Reading, theatre performance, storytelling or character dress up.*
- *At last, students are encouraged to explore more of Andersen's works and develop a lasting love for reading and storytelling.*

Methodological Approach:

The methodological approach for "Noc s Andersenem" activities at schools involves a structured and educational framework to ensure the event achieves its goals of promoting a love for literature and celebrating Hans Christian Andersen's fairy tales together with enhancing relationships with teachers, other students, and other parents.

It enhances the emotional, intellectual, social, and cultural wellbeing and develops creativity, imagination and help to get the sense of belonging together with personal growth. This type of activity improves communication skills and lays importance on positive emotions.

Creating a magical and enchanting atmosphere during "Noc s Andersenem" can contribute to students' emotional well-being by sparking their imagination and evoking positive emotions.

Engaging with Hans Christian Andersen's literary works fosters intellectual well-being by stimulating students' critical thinking, creativity, and a deeper understanding of literature.

"Noc s Andersenem" often involves collaboration and interaction among students, teachers, and parents. It can promote a sense of community and social well-being by strengthening school relationships.

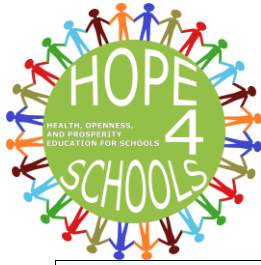
Involving students, teachers, and parents in the event can strengthen a sense of belonging within the school community, promoting a positive school environment.

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The methodological approach for "Noc s Andersenem" at schools is not only about celebrating literature but also about promoting various aspects of well-being among students, helping them thrive academically, emotionally, and socially.

Resources needed:

Implementing "Noc s Andersenem" at schools requires a combination of human resources, materials, event planning, communication, and educational resources.

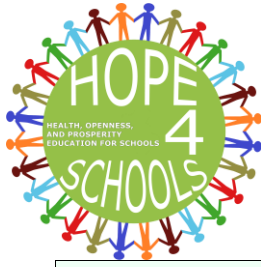
- *Teachers and Volunteers: To coordinate and manage different aspects of the event.*
- *Materials and Supplies*
- *Books: A collection of Hans Christian Andersen's fairy tales for reading sessions.*
- *Art and Craft Supplies: Materials for art and craft activities, such as paper, markers, scissors, glue, and paints. (Optional)*
- *Costumes and Props: Outfits and accessories for character dress-up and theatrical performances. (Optional)*
- *Puppetry Equipment: If including puppet shows, puppets and puppetry equipment are required. (Optional)*
- *Decorations: Thematic decorations and props to transform the event space into a fairy-tale setting. (Optional)*
- *Event Space*
- *Promotion and Communication*
- *Marketing Materials: Flyers, posters, and banners to promote the event.*
- *Audiovisual Equipment: Microphones, projectors, and screens for presentations.*
- *Evaluation and Documentation:*
- *Evaluation Forms: To collect feedback from students, teachers, and parents.*
- *Discussion Guides: Creating materials for guided discussions and reflections on the stories.*

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- *Refreshments and Snacks.*
- *Funding: Budget considerations and potential funding sources for the event's resources.*
- *Engagement Strategies: Strategies to actively involve students, teachers, and parents in the event's various activities.*

Impact:

The impact of "Noc s Andersenem" activities at schools can be overwhelmingly positive. This event is designed to celebrate literature, ignite creativity, and foster a love for reading and storytelling among students.

Enhanced Creativity: Art and craft activities, storytelling, and character dress-up encourage creativity and imaginative thinking.

Strengthened School Community: Collaborative involvement of students, teachers, and parents fosters a sense of community and unity within the school.

Emotional Well-Being: The enchanting atmosphere, storytelling, and artistic expression can evoke positive emotions and contribute to students' emotional well-being.

Intellectual Growth: Engagement with Andersen's stories stimulates intellectual growth by developing critical thinking and analytical skills.

Sense of Achievement: Students who participate in storytelling or performances often experience a sense of achievement and increased self-esteem.

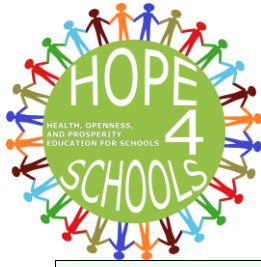
Positive impact usually outweigh the negatives, which are:

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Resource Constraints: Organising such events may require resources, and if not well-planned, it could strain the school's budget and resources.

Exclusivity: If not all students can actively participate, it may lead to feelings of exclusion.

Overwhelm: For some students, particularly those who are shy or introverted, the event's interactive elements could be overwhelming.

Logistical Challenges: Poor planning or inadequate organisation could result in logistical challenges during the event.

Lessons learned/Tips & recommendations:

"Noc s Andersenem" serves as a reminder that education should go beyond academics, nurturing well-being, creativity, and a love for learning, even during challenging times like the COVID-19 pandemic. It provides valuable lessons for teachers, families, and pupils to create a positive and holistic educational experience.

The event highlights the therapeutic and emotional benefits of literature and storytelling. Teachers can use stories as a tool to help students navigate challenging emotions and stress.

Participating in "Noc s Andersenem" with their children provides families with quality bonding time. It reinforces the importance of spending time together and engaging in creative and educational activities.

The event highlights the importance of balancing academic needs with creative and enjoyable activities to prevent student stress and burnout.

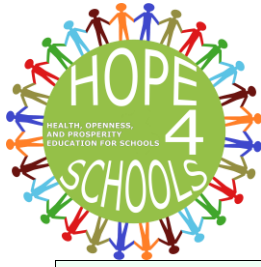
Conclusion:

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The conclusion for "Noc s Andersenem" activities at schools is that they are a powerful means of fostering a love for literature, storytelling, and creative expression, while also promoting well-being and community engagement. These events celebrate the enduring magic of Hans Christian Andersen's fairy tales and provide valuable lessons for both students and the broader school community.



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