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Ownership of the child, educational parenting with parents and professional teachers are the core of our education

Marloes Fortuijn Teacher group is 1-2 with ICBS Coral, part of Agora. She also dates coach group 1-2 and location coordinator basement. Marloes Fortuijn of ownership in the school:

Ownership is the starting point of the school. Kids wear themselves, at their own level, the responsibility for their own learning. Ownership is mainly achieved in the group through interviews with students, teachers and parents. Children know what goals they work (group and individual goals) and how they will achieve those goals. The group targets depend on data wall, the cockpit of our education is, individual goals are in the personal data folder of the child. Children are encouraged and taught to evaluate and reflect on goals.

Children discuss during datamapgesprekken from group two of their own development with their parents. The focus during these talks on ownership, educational partnership with parents and the development of 21st century skills. Multiple calls are simultaneously in one place locally, which means that the child's call was preparing with fellow students and teachers, but the conversation performs independently. The datamapgesprekken be conducted twice a year. We are working systematically to develop ownership, educational partnership with parents and the development of 21st century skills, such as presentation and communication skills. The teacher walks around during these talks and guides where necessary, but the student has the lead in the conversation.

In all groups of Coral find weekly group meetings instead. At these meetings, the focus is on ownership and the development of 21st century skills. The group meetings are directly related to the data wall. On the wall hang data include the mission of the class, the class appointments and group goals, children go about talking to each other while one or two children take the lead. The teacher helps prepare, but focuses during the group in the background. Group meetings have an effect on the improvement of the educational climate in the group.

Children also get outside the classroom space to think about the school. In Pupil of Coral children thinking about the educational process and the school-wide educational environment. The Pupil consists of 10 students who actively contribute ideas and serve as a voice for the entire student population. Again, the focus is on ownership, the development of 21st century skills and learning to guide a group process.

Giving children responsibility is not new, but ownership in their own learning process and giving focus on its own development is new.

We work at Coral consciously to our core values. Education Coral is schematically shown in the following diagram lotus. In each group, all the elements imported from the lotus diagram. The focus in the lotus chart the development of 21st century skills and focus on learning, so ownership of the children.

This morning, for example, has some of the kids from my group two portfolios held talks with their parents. It is wonderful to see how they grow from the responsibility they have during this conversation and it's good to see that the children are more motivated to achieve goals and to explain that they have put together with the teacher for a certain period . For them it is absolutely no problem with a roadmap to inform their parents.

Another example of ownership in the classroom is the aftekenwerk hanging on the wall dates. Children have 10 days to do three works of different disciplines. They must submit three drawings, but may choose the moment. This is the first step of the plan that they have to do in the higher groups in the weekly task. Children growing responsibility and choice they get.

21st Century Skills

In education at Coral plays develop 21st century skills (in the colored dots) a prominent role.

21st century skills together, problem solving skills, IT literacy, creativity, critical thinking, communication and social skills and cultural awareness are deployed within the themes. Group 1 t / m in the first half of group 4 focuses on the thematic role, from the second half of Group 4 state research center.

The development of 21st century skills is central to the lotus diagram, especially in the datamapgesprekken and group meetings focus on ownership and the development of 21st century skills.

My ownership in the school

analyze data within our team and we talk about every three weeks, the dates and the learning process within the building. All team members play an active role in reflecting on teaching-learning process, the analysis of data and peer.

I am also a member of the Professional Learning Community Learning in the 21st century of Coral. Here reflection on the way to work on Coral and development of students and teachers. We are examining how we can continue to differentiate well in the classroom and how do we design it, implement and secure.

Because we actively think about the educational content and the mission and vision of the school drawing together, I feel, just like the students to actually own. Children, parents and employees contribute together to school.

I'm critical of my own performance, I reflect and ask for feedback from colleagues and managers. I set goals for myself within the Personal Development Plan (PDP). During the talks cycle is an opportunity to align these goals with my supervisor, so that they fit in well with the development phase in which the school is located and where needed. Because I the goals themselves essay, I feel the urgency and I like to pick them important. By the confidence that the school and our school board Agora gives me this way, I feel I own my own learning.

Ownership in the classroom?

The most important thing in each class are the basic characteristics relationship, competence and autonomy. Children need to feel safe and competent to feel independent enough to be partly self, to experience ownership. The basic characteristics should always be in order, because they are necessary for a positive educational -and educational environment in which children can fully develop.

In kleutergroep always paid much attention to the basic characteristics.

Only then all elements of the lotus diagram are introduced. Children are in the process owner. Together with the group, the mission of the group is established and group agreements. In the data folders children set individual goals and express their expectations for the year. If all is well implemented, ownership is best achieved.

Ownership and young learners

Like everything should be differentiated in the school, the teacher will also have to keep ownership into account differences between children.

Code hang up the coat, teacher speak and make their own planning for a child of just four all ownership.

When children feel autonomous and competent enough (usually start group 2), we start with the data folders, the datamapgesprekken and group meetings.

Children at a young age are perfectly able to plan and reflect on their own actions, provided that it is stable. Young children learn by mirroring modern society and have successful experiences.

Gradually the responsibility we give children increases. The aftekenwerk is becoming more extensive, the data folder is a growth document, which children always set more goals and will reflect more and the groepsbijeekomsten and datamapgesprekken are becoming more extensive.

In this way, children at each level challenged in the zone of proximal development to be part of the rapidly changing society of the 21st century.

Ownership is not an end in itself, the point is that we as a school to generate maximum development area for children. We do this by giving ownership so that they develop the 21st century skills they need now and in the future. We set the bar high for our students and see that children enjoy the challenge and responsibility they are given. We teach them to be independent, focused and flexible, so that they have sufficient tools to take part in the society of the future.

Control over their own learning

Although ownership is high priority, children do not get control over their learning, but directs the focus: children know what they want and how to get it going. Children feel autonomous and competent and optimal development space within the educational triangle.

The teacher remains the education expert who helps children further in the zone of proximal development. Teachers keep track of the end goals, children can not overlook without guidance from the teacher.

Twice a year group plans drawn up in various fields. The targets contained in the group plan, are taken daily in the log so that everyone purposefully goes to work. Group plans are regularly evaluated and adjusted if necessary.

CITO tests are taken from group 1 and the data from tests and registration (Look! and SEE!) be during planning discussions with the institutional investor and analyzed within the data teams of the building, after which it is scheduled again.

At Coral is not only lower cognitive development but also social and emotional development. We want to lower the Most Out of children on cognitive area, but we want above all to ensure that they have a good and happy school. Only when children are happy, there is a good basis for learning.

Parents

Parents respond positively, they are within the educational partnership is an important pillar and feel co-owner of the child's learning process. The child is given room to develop within the educational triangle of child, parent and teacher as a professional.

Parents are expected to actively attitude involved. At Coral we're really talking to parents during the regular parent meetings. There is not a monologue of the teacher, but a dialogue in which the parent is considered more knowing partner, parents know their child best, after all.

Parents react during the intake often very surprised. They are based on the experiences of their school time and see a big difference. Modern education that we provide them to speak.

During datamapgesprekken children spoke. These are ancestors of the most special moments. Parents learn to engage with their child and see the development of their child in real time. Parents seem more motivated to help the child, because they get to hear exactly where support is needed. Parents see the development of 21st century skills such occasions live and are frequently moved to tears by the enormous development that they see.