



## Our Classroom, My World

### THE TEAM

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### TARGET GROUP

- Teachers of grade 1 to 4 in Dutch primary education and their pupils (4 to 8 year olds)
- Students of teacher training colleges and their teachers

### TARGET

**Promoting respect for diversity and social inclusion by working with pupils towards**

- Identity: developing a strong sense of self and self-confidence
- Social relations: strengthening participation and relationships within the classroom
- Group cohesion: learning to take responsibility as group-members
- Citizenship: learning about participation and democracy

### PRODUCT

**A methodology for the development of social competence through which**

- Children can work at meaningful activities, starting from relevant, everyday themes
- Language activities are linked with personal and social content
- ICT is functionally and creatively established
- Home-school relationships are strengthened and parents are able to participate

### ACTIVITIES

- **Research among 6-8 olds into their awareness of diversity, cooperation and responsibility**
- **Developing successful classroom practices:** In five schools teachers and pupils work in different ways at social competence in the classroom on the basis of the model Ten Dam e.a., 2003. (See revers page)

### Teachers quoted

*'Fantastic! There they are, they have made it, they are proud.'* (De Mijlpaal, teacher group 3rd grade, referring to a Powerpoint that pupils made and presented about their own conflict)

*'For their self-portrait they wrote their own text at their photographs. In trying to express what is important for them, they meet with words beyond their knowledge, like 'computer'. That is a surplus value.'* (De Duizendpoot, teacher grade 3).

*'My class is a different class now. The atmosphere is much better and pupils leapt forward.'* (Oeboentoe, teacher group 3 / 4).

*'One of the finest things was to compose groups of children who had never noticed each other, and make them meet.'* (De Achthoek, teacher group 4).

*'With a digital camera children take snapshots of what went well in their classroom: look, what a jolly class we have. And they also take photo's at home: one girl turned out to train at judo, which no one knew of. Taking the snapshots worked indeed.'* (De Bilalschool, teacher group 4).

### SPONSORS

The Bernard van Leer Foundation - program 'Social inclusion & respect for diversity' (main sponsor)

The Research group Developmental Education, INHolland University of Applied Sciences

### PLANNING 2010 - 2011

Publication of good practices on the  
website [www.onzeklasmijnwereld.nl](http://www.onzeklasmijnwereld.nl)

Development and research in grades 1  
and 2

Publications in professional journals

Publication of the Book *Onze Klas Mijn  
Wereld*

Implementation into schools, teacher  
training colleges, in-service institutes



# Our Classroom, My World

THE BUILDING OF IDENTITY AND CITIZENSHIP for pupils, 4-8 years

	IDENTITY	SOCIAL RELATIONS	THE GROUP
<b>ATTITUDE</b>	<b>This is me</b> <b>Digital self-portrait</b>  Self-confidence  Daring to differ  Responsibility for own behaviour	<b>My home</b> <b>Family</b>  Trusting others Respect for others Involvement with others  Responsibility for relation with others	<b>This is how we work</b> <b>Our rules</b>  Trust in the group Feeling for equality and justice  Willingness to participate Responsibility for the group
<b>KNOWLEDGE &amp; REFLECTION</b>	<b>In the mirror</b> <b>Feelings and capacities</b>  Self – knowledge  Learning to recognize own feelings	<b>Together</b> <b>Cooperation</b>  Awareness of appreciation of others and what you can offer  Recognition of the impact of own actions on others	<b>Everyone counts</b> <b>A pleasant classroom</b>  Knowledge of social processes (in - and exclusion)  Awareness of own possible contribution to the group process
<b>SKILLS</b>	<b>My opinion...</b> <b>Speaking out</b>  Control of own emotions and impulses  Express / Verbalize one's opinion Self-control	<b>We make it up</b> <b>Preventing and solving conflicts</b>  Being able to see the other's point of view  Solving conflicts without violence	<b>In mutual agreement ...</b> <b>Classroom meetings</b>  Participate in democratic decision-making  Ability to handle social differences.

The model 'social competence' (Ten Dam e.a, 2003) is the base for educational activities



**PRODUCTS:**

- \* A book of 'good practices' based on the experience in pilot schools and theory about social competence
- \* The website with examples of good practice ([www.onzeklasmijnwereld.nl](http://www.onzeklasmijnwereld.nl), under construction).
- \* A module for students at teacher training colleges: Identity and Citizenship with ICT and suggestions for insertion in existing modules like Differences in the classroom, Citizenship, Developmental Education, Language education, ICT.
- \* Modules for in-service courses.

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