

## Chapter 1 : Open classroom - Wikipedia

*The main reason for this study was to provide information to the district about the new architectural and programmatic features of its schools, particularly as they affect the quality of student achievement in the different types of schools. An additional purpose was to obtain information that would.*

The group of the first five items includes also the contacts with the local environment. The image of the school is not regarded as very important. Naturally, the priorities differ according to the grade of the school. This difference is statistically significant at the 0. Basic schools, especially the second grade, see as a priority the professional development of teachers and relations between the adults and the children. Much more than the nursery schools, they for instance concentrated on the solution of educational problems. Thus, with the children growing older the interest of the school in the relations with the parents decreases. It may be caused, on the one hand, by the fact that the parents themselves show a more active behaviour in the relation to the school as long as their children are young, and the school reflects this decreasing involvement of the parents. Another cause may be the fact that the teachers take the older children as independent subjects and solve a number of problems directly with them rather than with their parents. Also this difference is statistically significant at the 0. Thus the schools in the country are probably more significantly connected with the local sources and it is more important to them to cultivate local contacts and to draw from them a support for the work of the school. It follows from the results that openness is perceived as an important task at the schools especially in the relation to parents and contacts with the local environment. But, as regards the emphasis laid on the relations to parents the schools considerably differ depending on the grade of the school, as regards the emphasis laid on the contacts with the local environment they differ depending on the size of the community, both differences are equally significant. The exact wording of the statements items was the following: It is important to the school to be in a very close contact with its environment. It is important to the school to present itself good towards the outside. The basic task of the school is to provide high-quality education for the children attending it. Anything else only diffuses this basic task of the school. Many parents, if they were interested, could learn a thing or two in our school. Items 1 and 2 indicated to us the first dimension, items 3 and 4 the second dimension and items 5 and 6 the third dimension. Respondents expressed the degree of their agreement or disagreement with the suggested statements on a ten-point scale from absolute agreement 1 up to total disagreement. Results have been summed up in the following tables: Openness of the school to the public in general statement 1. Parents and the public as participants in lifelong learning in the school statement 3. Exercising influence on families statement 5. Both these statements thus support each other and imply the readiness of the school to open up. It seems to be a dimension about which the schools have not been much thinking yet. We will make use of the data from the qualitative survey whose methodology has been described above. The schools included in our qualitative survey very much differ in that how many opportunities for such penetration they provide. On one side of the imaginary scale is a community school that organizes Internet courses for seniors, theatre week for the whole housing estate district, Christmas and Easter handwork. On the other side of this scale are schools into which the parents come to the wonted parent-teacher meeting or, as the case may be, once a year to a school concert. Also, an significant aspect of the openness is the functioning of the parents organizations at the school. In this point we have also found a considerable variability during our field research: An open school is also given support from the outside: The arguments which people at schools state in favour of the openness are mainly pedagogical arguments. A headmaster of the community school says: Because the typical case is that there arises a problem, a conflict, and a guilty person or party is wanted. Parents blame the school, the school blames the parents, and due to this attack the child is totally down. It does not work immediately and it does not work if the family does not collaborate. The parent must "sit through" the preparation with the child, the mummy cannot wash the dishes and only listen to her child reading something. We are trying to win for it also the daddies, as well. Father is an unreplaceable model in a family. Every man is convinced that did not produce an idiot and he blames his wife for everything because she does not look after the child properly. The parents get an idea of the school as a

whole. Consequently, some problems with the children truancy, bullying, etc. While the arguments in favour of the openness are somewhere in the more general planes of the pedagogical discursus, the arguments against it are for the most part based on the actual reality lived in the schools. In the first place they mention the passivity of the parents whose workload is heavy and who do not want the school to burden them with anything. A headmistress of a school with classes where children from several forms are taught, in the country, says: I always tell them that if they find anything strange, when for example they open an exercise book and something is not clear to them or if they want to see how I explain it in the school, or simply for any other reason, so let them come to the school. I can tell you that nobody has ever come yet. Only a few parents are ready to participate in it. A woman teacher at a nursery school in the country says for example: In the past we did it with the children only so that it may not burden the parents. The headmistress of the school with special classes states: It always ended up in failure because of lack of interest. One of the headmistresses says: But as the problems, thank God, have not arisen so I do not see any reason for it. An intensified communication with the environment is needed when some problems arise. If a child has an educational problem, the parents communicate more with the school. Typical arguments against an intensive opening of the school are then time and money. The opening consists to a large extent in creating of structured opportunities for the parents and the public to come into the school. Preparation of this kind of activities means an extra work. Teachers at the community school put it as follows as follows: Most schools do not carry out additional activities, apart from other reasons, just because of tightness of money. In schools where such activities are realized the money still remains a topical problem. An employee of the community school says: The voluntary entrance money that we collected amounted to Czech crowns Definitely, the greatest problem is the finances. During the group interviews the teachers commented on it for instance as follows: For instance, at an informal get-together of teachers, parents and pupils it may happen that they start using their Christian names. The pupil has a feeling that he gets away with many things. Teachers in the cities complain that in the anonymous environment it is not possible to cultivate communication and cooperation with the community. The arguments in favour of the openness are usually pedagogical ones and teachers from various schools in principle agree on them although to some of them the arguments are just abstract proclamations and to others the arguments are the experience gathered in their own practice. But the real behaviour of people at many schools is not in accordance with this positive view. Reasons against opening of schools are, in contrast to the reasons for it, practical and very heterogenous: An exception represent those cases where some problems arise. Then a mutual cooperation proves desirable. School as a place of lifelong learning At the time of our research courses intended for lifelong learning were taking place in only one school in our set, in another school the people were seriously considering the possibility of opening an educational course for parents. At the former school the organizing of the courses was motivated by the vision of a community school and by the endeavour to activate the civic society in a housing estate, at the latter it was motivated by the specific requirements of an alternative educational programme implemented at the school. The idea expressed by the deputy headmaster of the community school: At several places we found a direct refusal of lifelong learning in the school. A woman teacher at a nursery school in a housing estate says for instance: A typical feature was the emphasis laid on the actual work with children as the primary task of the school. The refusal of lifelong learning then originated mainly from the fears of great demands put on the employees of the school: Women teachers at a basic school in the city stated for instance that they would have to requalify and they do not feel like doing it. Considering their present knowledge and skills they cannot imagine themselves as instructors in adult education. On the other hand the ideas of the benefits for the school were very concrete at the community school: On the other hand it will make them to take further steps to their further self-improvement. Since to teach children and to teach adults are two different things. The other possibility for the teachers is to attend the courses of adult education in the school. A headmistress of a nursery school in the country says: They did not come to an agreement with the lady mayor. The headmistress of the school with special classes for learning disabilities says: The teachers do not take part in the afternoon activities in the school. The attitude of the investigated schools to the lifelong learning can be, with some exceptions, termed as evasive. The schools do not know what it would mean, and do not show a tendency to become involved in

this respect. It is obviously caused by the fact that the idea of lifelong learning taking place in the schools is new in the Czech Republic and probably is not promoted enough. People at schools have a feeling that the entrance of adults into the school would burden them and would keep them out of the actual work with children. The school and support of a good functioning of the family While in the quantitative part the support of the family seemed to be a quite acceptable part of the openness of the school, the results of the qualitative survey cast doubt on this assumption.

### Chapter 2 : Finland's schools ditch traditional classrooms for open-plan learning - BBC News

*What do these schools have in common? First of all, openness. Outside and inside. Both face town squares. In Narva, there is the Town Hall square, packed full of historical context and dense significance.*

Community schools and community schooling What is a community school? How has theory and practice developed? However, much of the literature tends to be repetitive and highly descriptive. What we find are endless accounts of how this school or that project was a great success – often written by the headteacher. No adequate attempt to provide a history exists; nor is it possible to find a sustained critique of practice. What is a community school? In a review of the literature, Tony Jeffs identifies some possible characteristics of a community school: Advocates tend to define community schools by what they are not rather than what they are. Indeed according to Finch Halsey, Poster and Toogood all stress that ultimately the school should fuse with the community. All are embedded within distinctive forms of practice which promulgated by the community school movement. For many people community schools are synonymous with the idea of shared facilities and collaboration with other agencies and groups. The classic example here is the school that gains additional monies by agreeing to open up its sporting facilities for use by local people. For many local authorities, especially in local areas, the idea that capital and running costs for expensive plant could be shared was attractive. Linked to this are two associated ideas encouraging collaboration with statutory and voluntary welfare agencies; and the development of the school as a resource base for social and community action. A further element in some of the rhetoric but less of the practise is the idea that community schooling involves the democratisation of internal structures and creation of mechanisms for the external community to influence school policy. Examples of this would be the development of schools councils involving students and staff; the fostering of various parents groups; and even suggestions that the school needs to be regarded more as a sort of community association with the governing body including representatives of all the key stakeholders. The above notions have obvious knock-on effects for the way the curriculum could be approached in such schools. Here the idea was that curricula innovation was needed to ensure heightened relevance for students and opportunities for increased linkages with the wider community. To these characteristics we can add a further two: There is also an abiding idea that schooling should not be just for children – it should be open to all. We can see great echoes of Basil Yeaxlee talked of as lifelong education in what Henry Morris has to say of his vision of the Village College: As the community centre of the neighbourhood it would provide for the whole man, and abolish the duality of education and ordinary life. It would not only be the training ground for the art of living, but the place in which life is lived, the environment of a genuine corporate life. The dismal dispute of vocational and non-vocational education would not arise in it. It would be a visible demonstration in stone of the continuity and never ceasingness of education. It would have the virtue of being local so that it would enhance the quality of actual life as it is lived from day to day – the supreme object of education – It would not be divorced from the normal environment of those who would frequent it from day to day, or from that great educational institution, the family – The village college could lie athwart the daily lives of the community it served; and in it the conditions would be realised under which education would not be an escape from reality, but an enrichment and transformation of it. For education is committed to the view that the ideal order and the actual order can ultimately be made one. Schools as self-financing production units: In a number of southern countries this can be added as a further characteristic. One approach is were the school produces a commodity, e. Another is that the production of services is rendered by the school to the community in return for payment, e. Hawes and Stephens Now just to what extent these characteristics are present in any one school is a matter for some debate. Many carry the title community school or college with only a nod in the direction of these ideas. But these notions do provide a useful benchmark for debate. The development of the community school British and Irish writers tend to identify Henry Morris as the founder of the community school viewing the publication of *The Village College*. Being a Memorandum on the Provision of Educational and Social Facilities for the Countryside, with Special Reference to Cambridgeshire Morris – as when the idea took flight; and the opening of Sawston Village College, in as when it acquired substance.

American counterparts with similar confidence, unanimity and parochialism, maintain: Between and after Frank Manley, physical education and recreation supervisor in the Flint Michigan public schools, presented some ideas on how the schools could begin to solve various community problems, Mr Mott a local philanthropist agreed to help. From this point it is possible to identify a number of overlapping phases in the development of community schooling: Robert Owen, William Lovett and N. As Jeffs has identified, in some rural areas schools were designed to serve also as a place of worship and as a community centre. Dual use of school premises had been growing in the USA since the first recorded example of a purpose-built unit in Prior to the term community school was already in use, especially in rural areas, where school boards provided land, extensions and facilities for community usage Jeffs In community centers based on schools were started in Rochester, New York in under the direction of Edward J. Ward and became popular in other localities see community centres. The latter provided many of the defining features of the community schools and colleges that appeared in England in the early s. This included the development of a range of communal facilities on school sites, and some shifts in the way that schools were governed and run. Expansion of community colleges and compensatory education: There were two war waves of community schooling in Britain in the second half of the twentieth century. Here the work of Eric Midwinter ; was especially influential. See also Halsey Community schools as schools built and run by communities for communities: Community schooling has developed in a number of southern countries as an alternative to more expensive forms of provision for basic education see community education and development. Hawes and Stephens review some of these developments and look to the shape and programme of institutions; teachers as animateurs; and schools as self financing production units. However, elements of what now passes for full-service schooling have been a part of practice in the USA for a number of years. The primary model put forward by Dryfoos is that of the school-based health and social services centre: The notion has been picked up in Scotland in the form of new community schools and is informing discussion of the place of the school in urban regeneration and raising educational achievement in England see, for example, the learning mentor initiative. Selected texts The bulk of the general texts are edited collections, the content of which is a little variable, but each has its strengths. Of the others, Wallis and Mee is a useful, but now dated, research study; Cowburn provides an overview of English developments and then moves into the exploration of case studies; and Poster follows a wider review of developments with a focus on management. Overviews of community schooling Allen, G. An agenda for educational reform, Milton Keynes: Substantial collection of variable material which attempts to clarify key ideas, critically examine aspects of practice and explore elements of the personal and political in practice. The politics of practice, London: Part one critiques various aspects of community education; part two examines a number of different aspects of practice including access, parental involvement, LEA policies, community care and networking; part three explores education, community and citizenship. Examines the nature of community education and the process of communalizing education. As the title suggests it is still school-focused. Critique of community education and community schools; and an exploration of possibilities for adult education. Uses several case studies. An examination of developments in community education upto the s. Includes material on some key tensions and descriptions of practice. Culture, curriculum and community, London: Important discussion of comprehensive schooling. Hargreaves argues that a fairer society can only be achieved if we make a fundamental reappraisal of the comprehensive school curriculum and the UK system of public examinations. This, in turn, requires a fundamental rethink of the organization of schooling and the nature of the teaching profession. Chapters on the two curricula of schooling; the decline of community; examinations and the curriculum; the culture of individualism; the curriculum and the community; a proposal and some objections; the culture of teaching; and teachers and the future. An evaluation of community schools, Aberdeen: Major study of community education in Grampian Region. They argue that community education has six distinctive elements: Fallacies in community education, Ticknall: Explores a number of fallacies concerning policy, the subversiveness of community development, positive discrimination, non-directiveness, the school as a site for youth work, home-school partnerships, national curriculum and power. Introductory text that traces the history of community education basically starting with folk high schools and village colleges ; argues for the significance of community education; and explores

different ways in which schools can relate to their local communities. Examines youth work, adult education; and, then, new developments. The first half of the book is a discussion of the development of community education in England from Morris onwards. The second half explores different management issues. Examines the management implications for developing community involvement in schools. Includes some guidance on how this can be achieved. Claims and performance, Nottingham: Brief survey of the area based on a literature review and empirical work. Case studies of community schools I have chosen case studies that are both interesting in what they describe, and that add to our theoretical understanding. This narrowed down the number of texts rather sharply. Each of the books chosen has its shortcomings but are worth seeking out. Holt, Rinehart and Winston. Account of the early days of an experimental programme to establish a high school based in various agencies and institutions in the city. There was no centralised building; students formed self-governing groups which met for regular tutorials and meetings. They were responsible for choosing their own curricula and were taught by business people, workers, city officials, parents, and librarians where they worked. The emphasis was on self-directed learning. The battle for Croxteth Comprehensive.

### Chapter 3 : The eight qualities of successful school leaders | Teacher Network | The Guardian

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

This is a stand-alone not facilitated course. Course Objectives This is an introductory course exploring the history and impacts of openness in education. The main goal of the course is to give you a broad but shallow grounding in the primary areas of work in the field of open education. For more in depth coverage of these topics, check out: Creative Commons for K Educators Course Philosophy This course is designed according to my philosophy and beliefs about what makes for engaging learning and effective instruction. Review the points below to quickly get a sense of whether or not you will enjoy participating in this course. Your Learning Artifacts Belong to YOU I agree wholeheartedly with Terry Anderson who recently wrote , "learning occurs through construction, annotation and maintenance of learning artifacts. Because these artifacts are the core of your learning experience, it is critically important that you own these artifacts and have ongoing access to them. Consequently, all of the learning artifacts that you create for this course will be stored somewhere outside the learning management system. Specifically, these artifacts will be stored and maintained in a space controlled solely by you. You should jealously guard and protect control and access to all of the learning artifacts that you create - whether in this course or in another. To participate in this course you will need a blog - something outside the P2PU platform that will be under your full control, will live much longer than the duration of this course, and will support you in creating, annotating, and maintaining your learning artifacts. You can use any blog service that you like; I especially love WordPress. You Should Freely Share Your Learning Artifacts Anderson continues, "A key characteristic of these artifacts is they must be persistent and be open, such that they contribute to knowledge, beyond the temporal or geographical boundaries of the learning group or course. I have also been impressed, over and over again, by how much additional effort, thought, and craftsmanship people put into learning artifacts they know will be publicly visible. To maximize sharing - and by equivalence learning - you should openly license your artifacts with a Creative Commons license, just as I have openly licensed this course with the Creative Commons Attribution License. It also takes two to share. Sharing is an iterative relationship of offering and accepting. If all the participants in this course offer their blog posts, videos, bookmarks, and other learning artifacts, but no one accepts them, reads them, critiques them, or annotates them, then no sharing has happened. Course as Campfire Probably the most useful way to think about this course is as a campfire. A campfire does, of course, have important nonsocial functions like providing heat just like courses have important nonsocial functions like conveying information. But the most important function of both a great campfire and a great course is the manner in which they draw people together. A good campfire is a thing around which storytelling, singing, and other social interactions happen. The same is true for the best courses - they draw people into arguments, explorations, discussions, relationships, and even friendships. Without a campfire all you have is a bunch of tents setup and people wandering around disconnectedly. The campfire provides a place for people to congregate and interact. The campfire appears before the singing starts. You can go about your business. About Me This course was designed and developed by David Wiley with input and support from many members of the open education community.

### Chapter 4 : "Openness and sharing in schools is unfair to our kids" Amy Cross

*The statement, "Openness and sharing in schools is unfair to our kids" was debated this week. Wow, this week might have been the most interesting one yet.*

Share via Email The best school leaders are visionaries, able to shape the future for themselves. Alamy What are the qualities needed to be a successful school leader? It started with a challenge: What eight qualities would you take with you to run your desert island school? The challenge, based on the long-running BBC radio programme Desert Island Discs, produced a treasure trove of contributions from school leaders. Their insights, stories and experiences confirmed my belief that, while there might well be a common set of qualities that are crucial for successful leadership, there is also scope for different leadership styles. Far from being clones enslaved by government diktat or professional orthodoxy, the best headteachers run their schools through conviction and often sheer personality. Even so, they do share some vital leadership qualities. So here are eight to take with you to your own desert island. Successful leaders have "great vision" the ability to formulate and shape the future, rather than be shaped by events", says Richard Harman, headmaster of Uppingham School , Rutland. Courage Successful school leaders show great determination, with the willpower and patience to see things through. They are willing to take risks and are steadfast in challenging under-performance or poor behaviour. Like Codling, successful school leaders are passionate about teaching and learning and show great commitment to children. Emotional intelligence Successful school leaders are team-builders. They understand the importance of relationships, empower their staff and pupils and show great empathy. They want to follow you. Judgment The best headteachers show great judgment, make the right calls and are wise leaders. Resilience The business of headship is full-on and, at times, gruelling. Successful school leaders are optimistic and resilient, remain calm in a crisis and are energetic and positive at all times. Persuasion The best school leaders are confident communicators and storytellers. They are also great motivators. Curiosity Successful school leaders are outward-looking and curious. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs Topics.

### Chapter 5 : P2PU | Intro to Openness in Education

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What is it about them that causes talk, publicly and privately, in superlatives? And if they are cursed then in secret and by builders who are always having trouble with such structures. It requires a personal approach. Their standard is being non-standard. Seemingly logical, but hidden connections and unexpected surface solutions demand unfamiliar construction methods. Those who have to calculate the building costs face the biggest challenges, as every non-standard solution has to be thoroughly analysed before a specific sum can be determined. What do these schools have in common? First of all, openness. Both face town squares. In Narva, there is the Town Hall square, packed full of historical context and dense significance. The spatial essence of TLU and, it seems to me, to a large extent the new imago have been hijacked by BMF by means of architecture, which defines it spatially as a square, as openness and a determined centre, big enough for everybody and small enough not to have too many meanings and dissolve people in them. The square of one is 40 x 40 m, and the other is the Town Hall square of 60 x 60 m. Quite enough, when compared with the Town Hall square in Tallinn, which is 65 x 70 m. Narva College has defined the development of the whole Narva Old Town, i. Compared to their significance, the number of square metres of both college buildings is very small. Could the cost of 1 sq m be calculated? My brain, when it comes to architecture, is haunted by the question of whether this is good architecture, which acquires a role and meaning, or if it is something else. It adopts the lead role by force and hence also the responsibility, for which some hate it and some adore it. Is it an egoistic actor who has suddenly, in mid-performance, begun to dominate, or has this been shrewdly written into the play? Or perhaps the play has left everything undecided: Maybe the building polarises space, just as politicians polarise important questions for people. In order to exist the building, and in order to be elected the politician, sides must be taken, a clear decision must be made. This does not mean that the building itself cannot be an entirety, a microcosm. The questions that are haunting about both buildings: In Narva, considering the significance of the location, space would also have been defined by a poor-quality plaster box. This would have conveyed the message that here in Narva, and especially in the most important place, in the Old Town, it would be pointless to waste ideas and energy, as everything is lost anyway. Choosing the location for a building is certainly one of the most crucial decisions. It was impossible to do something quietly, in secret, in the Town Hall square without a lot of questions and without demanding, shouting, cursing and arguing. This is, after all, public space and visible to everyone. What is common for both schools is creating their own identities. Neither could have afforded to have a quiet box round the corner. In Narva College, whether it is present there powerfully or calmly, the role of the school administration is enormous. In fact, there was no need for them to make an extra effort – the lectures, after all, are taking place. For the content and significance to be in unison, the building had to have a clear identity. BMF, on the other hand, had no other option than to get its own building, which is a far cry from their previous location in an anonymous office block in the high-rise residential area. It would be interesting to know whether in 50 years art historians will think that the moment BMF College decided to join forces with Tallinn University instead of the Academy of Arts, the latter started its decline into solitude. You need friends to be noticed; you must exist in space. Interior The inner rooms of both schools enable the students to exist without precisely defining what they have to do, a typical feature of the laptop era. You have everything with you, the library is in the computer, your work and your people are always there on the web. The only question is the environment where you sit down together with them. The environment should be rich in species, so you can have the position in the spatial structure that you like. It is interesting that in both schools the lobbies and libraries are quite open, and on different levels. In the course of history, the influence of space in lobbies and libraries has always been important. In these two schools, people take part as well. When I read the book I could not understand, as an architect, how such a small room could hide so much. It is full of secret passages, concealed doors and opportunities to get lost. Small, but elaborate and dense. The same goes for the gradation in the

lobbies. People sit on top of one another, like in the trendy bar Bella Sky Bar? OOOOO in Copenhagen, where visitors are seated on steps as on a tribune, without feeling either above or below others. The steps establish no hierarchy, which would have happened in the past; today, being above or below is the same: These rooms are popular, as are niches in corridors. After all, what is a university if not a place where you can show yourself and look at others, and then make contact with the right people, pair up with some and multiply with others. Why go to school to hear a lecture if you can experience the best lectures in the world online, often live, in the field you are interested in and on topics you need at the moment? School is something else than sitting in a lecture room. You need a reference background to check whether your ideas are correct, whether the direction is northeast. A building that supports this should be free, definitely avoiding a hierarchic system. People should be able to be above and below in a free field, inside and outside, beside, round the corner and in the open. Considering this, it seems logical that both schools have skimped on classrooms. They function as workshops rather than places to listen to lectures. Even the classic classroom with chairs facing the teacher is now laid out in a wider circle so that the teacher is closer to everyone, because thinking is no longer clear and narrow but round and wide. Buildings like that have no specific style, as every room differs. Style is instead determined by the user. The building does not compress or teach; instead, it is a decoration or perhaps a structure in which you can operate. Both buildings stay open late, and they do not close for dinner. The openness of a school is crucial, seeming to provide extra time, a BA degree plus evenings. Google has liberated people from Friday slavery; on that day, the employees are allowed to do what they please in the office. The fifth working day is for perceiving freedom. Most new Google ideas are reputedly born on such Fridays, when the employees can test their crazy ideas on others. There is another similarity. Strangely enough, the roof terraces of both colleges face their Old Towns. Is this value in itself, has it come from the property-based world where a view costs a lot of money, or is it something else? What other common features are there? In both cases, an open architectural competition was organised and in both cases the number of entries was considerable. In Narva and in Tallinn The winner really had to offer something, and ideas had a chance to compete. Kavakava and Salto simply won. No idea why this happened, but hopefully it will become clear when you go visit. I have forgotten to mention the two staircases of Narva College, conjured into one, and sharp red chaise lounges in the corridors of BMF where you can daydream about fame and many other things, which you must experience yourself.

### Chapter 6 : Bullying: What Schools, Parents and Students Can Do | HuffPost

*Demonstrating your openness to a new idea is a two-step process: Listen intently to what the other person has to say, then tell them what you have heard in your own words. This sends the signal that you understand what you've been told, and taking the extra step of putting it in your own words says you're open to the other person's thoughts.*

What Schools, Parents and Students Can Do Can you remember the schoolyard jingle that went, "Sticks and stones may break my bones, but words will never hurt me"? Obviously that was not and is not the truth. The death of Rebecca Ann Sedwick, a year-old 7th grader who took her life last month in Polk County Florida proves that words are capable of harming vulnerable young children. Both physical and nonphysical forms can and do happen anywhere in the school, on the way to and from school, and even online. The Internet has unleashed meanness to a degree unseen before. Thanks to the accessibility to the Internet and the affordability of new technology, bullies now have multiple ways to harass their victims. The current generation has the added ability to use technology to expand their reach and the extent of their attacks exponentially. The most susceptible are also the most vulnerable. A recent report from the Interactive Autism Network found that 63 percent of children with autism have been bullied, over three times as much as those without the disorder. Most school bullying takes place in areas that are less supervised by adults, such as on the school bus, in the student cafeteria, in restrooms, hallways and locker rooms. Schools need to create an action plan to address these spots by additional adults or using security techniques including closed circuit cameras. They can also establish anonymous reporting tools like suggestion boxes or cyberbullying hotlines where students can send real time text messages or leave a voice mail on the school website. Assess the awareness and the scope of the bullying problems at school through student and staff surveys. Some schools use a "bully box": Students drop a note in the box to alert teachers and administrators to problem bullies. Others have developed student questionnaires to determine the nature and extent of bullying problems in school. In these areas e. Because much bullying occurs during the least supervised time e. This approach minimizes the number of bullies and victims present at one time, so supervisors have less trouble spotting bullying. However, supervisors must be mindful that most bullies are in the same grade as their victims. Adult monitoring can increase the risk that bullies will get caught but may require increased staffing or trained volunteers. This approach separates bullies from their intended victims. Some teachers give bullies constructive tasks such as tutoring other students, cleaning up trash, involved in sporting activities, to occupy them during release times. This puts would-be bullies on notice and outlines the risks they are taking. Teachers, leaders, and staff must consistently enforce the rules for them to have meaning. Schools should post signs in each classroom and apply age-appropriate penalties. This removes any excuse new students have for bullying, puts parents on notice that the school takes bullying seriously, and stresses the importance the school places on countering it. To address bullying, schools should ensure that all teachers have effective classroom-management training. Because research suggests that classes containing students with behavioral, emotional, or learning problems have more bullies and victims, teachers in those classes may require additional, tailored training in spotting and handling bullying. This committee should develop schoolwide rules and sanctions against bullying, systems to reinforce prosocial behavior, and events to raise school and community awareness about bullying. Make these procedures known to parents and students. Involve students in establishing classroom rules against bullying and steps they can take if they see it happening. For example, students could work together to create the classroom signs mentioned previously. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of and by participants in each group. All teachers must let children know they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses. Challenging bullies in front of their peers may actually enhance their status and lead to further aggression. The difference in power between victims and bullies may cause victims to feel further victimized by the process or to believe they are somehow at fault. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule

information and plans for the school day. Train the staff including bus drivers on what to do if they encounter bullying either in school, in-route to school or around the school. Create enforceable rules and inform students and parents of the consequences if children or parents commit bullying. Parents at school games should not be permitted to scream at coaches or referees; if they do they should be evicted. If necessary, ban their attendance at all school events. Rules that are created need to be enforceable and enforced. Rules should be posted in the school, sent home to parents and put in community newspapers so that everyone is aware. All school buses should have closed circuit televisions so if violence or bullying take place, school administrators and law enforcement people would be aware. An outreach to law enforcement should be made so that law enforcement people are available at the beginning and end of the school day. If fights break out on the bus, consider whether law enforcement personnel should be notified and whether arrests should be made. Cyberbullying is the repeated use of technology to harass, humiliate or threaten. Mobile phones may be the most abused medium. Bullies send threatening or harassing text messages, often involving sex, sexual orientation, or race. Unwelcome sexual comments and threats of sexual abuse are often directed at girls. Boys are more often victims of homophobic harassment, regardless of their true sexual orientation. Racial slurs and threats of violence also are concerns. Email, websites, and screen names in chat rooms are masks for electronic bullies, who can attack without warning and with alarming persistence. Several examples of cyberbullying include: The consequences of bullying can be serious. Some students have dropped out of school, been compelled to seek psychiatric help, and even committed suicide as a result of the distress caused by cyberbullies. Keep everyone affected by electronic bullying informed. Filters for Internet content do not work for most cyber bullying, but helping students combat bullying on their own does. Peer-support and parent-involvement groups also can help. Bullies thrive on secrecy, intimidation, and humiliation. Openness is a key to reducing or eliminating bullying. Urge students to talk to their parents and teachers. Monitor email, Internet, and cell-phone use. Responsible adults should determine when students are mature enough to handle electronic communication -- especially when such communication may include cyber-bullying content. Electronic bullying is a punishable offense. When cyber bullies are identified, hold them accountable. Most schools have anti-harassment policies that should extend to electronic bullying. Contact law enforcement personnel to give professional development training to school staff to look for how to identify cyberbullying. Copies of "Confronting Electronic Bullying" may be made and disseminated free of charge without further permission. Most bullies are looking for a reaction from their victims. Lack of a response can help to extinguish the bullying behaviors. Do not send pictures of yourself on the Internet. Record the dates, times and descriptions what the cyberbully says. What Students Can Do To Stop Bullying Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can do the following: Talk to your child about what happened. Listen to the whole story without interrupting. Be calm and validate what is being said. Remind your child that it is normal to feel upset but it is never all right to be bullied. Deal with each incident consistently. Never ignore or downplay complaints about bullying. Keep a log of the incidents, where the bullying took place, who was involved, how frequently, if anyone witnessed it. Do not attempt to confront the person or their family yourself. Find out if the school has an anti-bullying policy. Find out if the school is aware of the bullying and whether anything is being done to address the situation. Make an appointment to speak to a school counselor or school administrator. Discuss bullying at school board meetings and with other parents i. Schools need to assertively confront this problem and take any instance of bullying seriously. Addressing and preventing bullying requires the participation of all major school constituencies, school leaders, teachers, parents, and students. By taking organized schoolwide measures and providing individuals with the strategies to counteract bullying schools can reduce the instances of bullying and be better prepared to address it when it happens.

**Chapter 7 : About Us : Communities In Schools**

*While openness of climate is considered to be a desirable goal for organizations including schools, there is no conclusive evidence that it will result in improved achievement by pupils. Moreover, teacher attitude may or may not be directly related to school climate.*

Measurement[ edit ] Openness to experience is usually assessed with self-report measures, although peer-reports and third-party observation are also used. Self-report measures are either lexical [6] or based on statements. Goldberg developed a word measure as part of his word Big Five markers. Internal consistency reliability of the Openness measure is. Statement measures tend to comprise more words, and hence take up more research instrument space, than lexical measures. The NEO PI-R assesses six facets called openness to ideas, feelings, values, fantasy, aesthetics, and actions respectively. A number of studies have found that openness to experience has two major subcomponents, one related to intellectual dispositions, the other related to the experiential aspects of openness, such as aesthetic appreciation and openness to sensory experiences. Individuals who are highly open to experience tend to have distinctive and unconventional decorations. They are also likely to have books on a wide variety of topics, a diverse music collection, and works of art on display. Structurally, they have a fluid style of consciousness that allows them to make novel associations between remotely connected ideas. Closed people by contrast are more comfortable with familiar and traditional experiences. Creativity[ edit ] Openness to experience correlates with creativity , as measured by tests of divergent thinking. Several studies have found positive associations between openness to experience and general knowledge. Openness to experience, like absorption has modest positive correlations with individual differences in hypnotisability. This two-dimensional view of openness to experience is particularly pertinent to hypnotisability. However, when considering external criteria other than hypnotisability, it is possible that a different dimensional structure may be apparent, e. A study comparing the Temperament and Character Inventory with the Five Factor model found that Openness to experience had a substantial positive correlation with self-transcendence a "spiritual" trait and to a lesser extent novelty seeking conceptually similar to sensation seeking. People who are highly open to experience tend to be liberal and tolerant of diversity. They are lower in ethnocentrism , right-wing or left-wing authoritarianism , [35] social dominance orientation , and prejudice. Openness has a stronger negative relationship with prejudice than the other five-factor model traits agreeableness has a more modest negative association, and the other traits have negligible associations. However, right-wing authoritarianism and social dominance orientation are each more strongly positively associated with prejudice than openness or any of the other five-factor model traits. Economic conservatism is based more on ideology whereas cultural conservatism seems to be more psychological than ideological and may reflect a preference for simple, stable and familiar mores. Openness to experience was found to be associated with life satisfaction in older adults after controlling for confounding factors. A meta-analysis of the relationships between five-factor model traits and symptoms of psychological disorders found that none of the diagnostic groups examined differed from healthy controls on openness to experience. Personality disorders At least three aspects of openness are relevant to understanding personality disorders: Problems related to high openness that can cause issues with social or professional functioning are excessive fantasizing , peculiar thinking, diffuse identity, unstable goals and nonconformity with the demands of the society. Lack of insight shows low openness is characteristic to all personality disorders and could explain the persistence of maladaptive behavioral patterns. It is most characteristic of obsessive-compulsive personality disorder , the opposite of it known as impulsivity here: Religious fundamentalism has a somewhat more substantial relationship with low openness. Gender[ edit ] A study examining gender differences in big five personality traits in 55 nations found that across nations there were negligible average differences between men and women in openness to experience. In 8 cultures, men were significantly higher than women in openness, but in 4 cultures women were significantly higher than men. Previous research has found that women tend to be higher on the feelings facet of openness, whereas men tend to be higher on the ideas facet, although the 55 nation study did not assess individual facets. Dream recall frequency has also been related to

similar personality traits, such as absorption and dissociation. The relationship between dream recall and these traits has been considered as evidence of the continuity theory of consciousness. Specifically, people who have vivid and unusual experiences during the day, such as those who are high in these traits, tend to have more memorable dream content and hence better dream recall. Men and women high in openness are more well-informed about sex, have wider sexual experience, stronger sex drives, and more liberal sexual attitudes. This might be because open wives are more willing to explore a variety of new sexual experiences, leading to greater satisfaction for both spouses. Identical twins who have the same DNA show similar scores on openness to experience, even when they have been adopted into different families and raised in very different environments. Openness is the only personality trait that correlates with neuropsychological tests of dorsolateral prefrontal cortical function, supporting theoretical links among openness, cognitive functioning, and IQ. Additionally, people who emigrated from the islands to the mainland tended to be more open to experience than people who stayed on the islands, and than those who immigrated to the islands. The highest average scores on openness are found in the states of New York , Oregon , Massachusetts , Washington , and California. Openness was defined in these studies as high creativity, adventuresomeness, internal sensation novelty seeking, and low authoritarianism. Several correlational studies confirmed that young people who score high on this cluster of traits are more likely to use marijuana. A study found Openness and not other traits increased with the use of psilocybin , an effect that held even after 14 months. Five of the six facets of Openness all except Actions showed this pattern of increase associated with having a mystical experience. Increases in Openness including facets as well as total score among those whose had a complete mystical experience were maintained more than a year after taking the drug. Participants who had a complete mystical experience changed more than 4 T-score points between baseline and follow up. By comparison, Openness has been found to normally decrease with ageing by 1 T-score point per decade.

*the openness of the school to wider social environment, as well as the changes within the very school in the aspect of redefining the goals and tasks of school syllabus, textbooks, and the changes in the role of teachers.*

Universities Open education refers to a philosophy, a set of practices, and a reform movement in early childhood and elementary education that flourished in the late 1800s and early 1900s in the United States. It received support from similar work that had been developing for many years in England, where it was simply termed modern education. Its development in both countries relied upon the long tradition of Progressive education. Known for its spirited, child-centered classrooms, open education was viewed by proponents as a humane, liberating alternative to the more formal classrooms of its day. To detractors, its informalities represented an abdication by teachers of their duty to instruct, an indulgence that failed to hold students or teachers accountable. Where adherents saw independent, individualized learning, critics saw chaos. At the height of its popularity, the ideas of open education influenced at most 20 percent of infant ages 5â€”7 or junior ages 8â€”11 schools in England and perhaps half that number of comparable schools in the United States. The Classroom The open classroom, at its best, is a busy laboratory, richly provisioned with materials for learning. Alone or in small groups, children move from one work area to another, using balance beams, colored beads, blocks, and other hands-on material in the mathematics corner; working on art projects in paint, clay, or construction scraps; reading quietly or aloud to others from books or from their own illustrated reports. The room itself is arranged into several separate learning centers, a functional organization that invites choice of participation in a variety of activities. The school day is flexibly scheduled, allowing students to determine for themselves when an activity merits more time and when it is completed. Class meetings often start and end each day, providing time to give announcements and news, negotiate assignments, and share projects. The teacher rarely calls the entire class together for group instruction. Classes are composed of mixed ages, a vertical group setting in which children encounter points of view and abilities other than their own. This "family grouping" also encourages cooperative learning and social responsibility, with older students helping younger ones. Within the classroom, the teacher circulates among students, extending their learning by commenting and responding to their work, asking leading questions, and suggesting further directions for them to explore. The curriculum is necessarily flexible, responsive, and organic. Philosophical Underpinnings Open education believes in the following tenets: These ideas are grounded in the Progressive philosophy of American educator John Dewey â€” , and in the developmental psychology of Swiss clinician and theoretician Jean Piaget â€” Dewey believed that learning results from the real-life experiences of a growing mind; it is the "process of learning to think through the solution of real problems" Dworkin, p. Education is a process of living in the here and now, not a preparation for future life. If each child is brought into "membership within a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious," Dewey wrote Dworkin, p. Throughout, he emphasized the value and importance of childhood and the influence of social environment upon individual development. All this reflects a long-standing American faith in the civilizing power of education via the common school. As a "genetic psychologist," Piaget studied the quality, sequence, and development of mental concepts in children. Through exploration and interaction with things around them, children build structures that explain the world and how it works. This process commences in very concrete ways when the child is small; later, at ages seven or eight, the mind begins to develop more structured thought, and in early adolescence moves on to abstract conceptualization. Every child goes through this process: According to Piaget, children are the architects of their own individual intellectual growth, and this concept provides the link to Dewey and Progressive education: English Beginnings In England, the formative period of open education was protracted. Before 1900, some teachers had begun to work in less formal ways, often in isolated, one-room village schools, and with little official or administrative support. By the Consultative Committee on the Primary School proclaimed in the Hadow Report, "The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be

acquired and facts to be stored" p. World War II was also an influential factor, as children and their teachers were taken out of the cities into the countryside where they were left to improvise. But it was with the release of *Children and Their Primary Schools* the Plowden Report in that these "modern methods" received their most authoritative support. The child is the agent in his own learning" paragraphs 2. The American Experience By the mids many Americans were considering basic educational change. Motivated by the launching of Sputnik by the Soviet Union in and cold war competition, business leaders called for the revitalization of mathematics and science curricula. Meanwhile, rebellious youths challenged many social institutions for their fairness and "relevance. Teachers hoped to rekindle their sense of creativity and love of teaching by turning to less formal methods and materials. On learning that informal, child-centered classrooms were already established in Britain, Americans flocked to see for themselves. Some, like Joseph Featherstone, wrote about their experiences; others, such as Lillian Weber and Edward Yeomans, set about to educate or reeducate teachers. Soon open education took its place alongside schools without walls, schools within schools, storefront academies, community schools, and other alternative practices. Some new converts understood the underlying philosophy and recognized the enormous demands open education placed on the classroom teacher; others copied carelessly. Controversies Questions and Criticisms Criticism of open education was of two sorts. Some disagreed with its basic aims, finding the goals of self-actualization, independence, and social responsibility to be seriously misguided. This was a philosophical, ideological opposition that was part of a longstanding debate about the aims of education. Others questioned its effectiveness, especially in public schools. They challenged its appropriateness for all students; they queried whether its open structure produced discipline problems; they worried that school transfer would be complicated by the absence of a structured curriculum; they wondered whether students would really learn the "basics. In England, such questions had begun in the late s; and, by , a collection of "Black Papers" was published by a group of Oxford and Cambridge intellectuals. Evaluation was the focus of intense debate. To critics, however, neither this raw data, nor the potential of portfolio assessment, nor positive testimonials from school administrators sufficed: In fact, for many reasons, open education defied empirical evaluation, as it favored: Collaborative learning, where it is difficult to determine individual achievement Student participation in planning and in setting goals An evolving curriculum rather than the set scope- and-sequence chart of a more traditional school Standardized testing to be used only as a diagnostic tool Process over product, long-term goals over short, and affective as well as academic ends. Because open education included a variety of similar but not identical classrooms, no standard measure of "openness" was ever established. For researchers, it proved impossible to establish clear experimental and control groups, a basic necessity for conventional studies. Thus on the one hand, there was considerable misunderstanding of open education; on the other, there were some very real methodological problems in evaluating its effectiveness. Both left the movement vulnerable to attack. In the end, several factors account for the failure of open education to thrive: Miscalculation of the demands of teaching in this manner Failure to understand the centrality of teacher support services in the effort to reform schools Institutional inertia. Nonetheless, the influence of open education remains in American schools, the lasting legacy of a promising effort at Progressive educational reform.

### Chapter 9 : Hernando County SD / Homepage

*Openness of Schools to the Parents and the Public: Case of the Czech Republic(1). Klára Ševčíková, Milada Rabušicová, Kateřina Trnková, Vlastimil Čiháček. Department of Educational Studies, Faculty of Arts, Masaryk University, Brno, Czech Republic.*