



School Equity Best Practice

Title: *Promoting self-control and ownership to stimulate children's learning*

Equity dimension: *tick the dimension related to the practice*

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: *self-control and ownership*

Target groups: *choose the educational level focus of the practice*

- Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

Source: *give information about the school and its context. Include contact details*

Primary School 'De Klimpaal' offers children, parents and the neighbourhood something beautiful in a less traditional way. They feel good when they are on the road together. They recognize the differences of each other and see it as an enrichment. The school practice is based on the Freinet pedagogy.

They

1. **Listen** incredibly well when you say what you want to learn, but also look at how you learn best. They give the child the guidance, resources and time.
2. **Teach** you to look at the Big World, to ask good questions, so that they can determine together with you what you want to learn and take you along on your path as a human being.
3. **Guide** you to become even better at what you are already good at but also challenge you to try more difficult things and to learn new things. ALSO in a 'different Language'.
4. **Help** to deal with others from your own leadership and learn how to collaborate properly.
5. **Excite** your imagination to be able to realize goals. We are committed to creativity and durability.
6. **Go together** with you and your parents often in consultation. **Reflect** about the day, the results to the

definition of an individual learning pathway.

7. **Promise** you and your parents that you are well prepared for your next school and your further life when you graduate.

8. **Look further** than the school walls. They take and encourage the initiative to be a mirror of the neighbourhood in which we live together as a school.

9. **Endorse** the educational project of the GO! Education of the Flemish Community

There are big differences between the children (socio-economic-cultural context, language skills...). The school aims to strengthen every child by not having them compete but by letting them grow from their own authenticity. They see diversity as an enrichment. Children develop themselves when appropriate space and time are provided and when the tasks are useful and make sense to the child. They learn by doing.

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Description: *write a 5 line summary including the goals and objectives of the practice*

Creation time

Creation time is free working time where children are challenged to work individually when creating their own plan and by using a free expression technique. The goal is to render children able to make their own choices and to learn to express themselves, and to let them explore their own possibilities. Creation time is seen as effective learning time. In addition to acquiring skills and knowledge by going to work with hands and head, creations offer many opportunities to establish these skills and knowledge.

Learning is not recording what others have come up with, you really learn when you can search and discover experimentally and by communicating with others.

Methodology: *explain the steps followed to implement the practice, responsibilities (who makes what), the duration, time and place. Maximum 1 page.*

Every morning, after the warm welcome, the children start to make their own individual choices (plans) and work on their own individual projects (creations) during the creation time. With this creation time we want to give a place to the creativity of children in both thinking and acting. We want to encourage and support them with words and material.

The teacher is a coach, he/she stimulates and guides the progress in the classroom practice. Are the creations finished? Are the steps/plans made? Is there a variation in the creations (content and materials)? Is there a visual precipitation of the creations? Were the presentations prepared? Does the creation meet the set criteria?

The teachers also invest in planned work and problem-solving, creative thinking and task tension. This output to common experiences is finally the source for the round that follows. All the children from the class group have their own creation or plan, collided with difficulties or discovered solutions.

Here too, we are committed to an equality of experience far away from the same experiences. This is built up from the kindergarten groups. This working time is intended for activities that fit in the classroom and in a quiet, working atmosphere. Noisy or busy activities may not be organized at this time.

The school thus targets building the identity of the children. They strive to provide every child with success experiences in this way. They interpret the traditional expression techniques broadly. It is about oral and written texts, artistic expression, technique, research and mathematics. By supporting children during the creation time and teaching them the different 'languages of expression', they strengthen children in expressing themselves. Learning is not recording what others have already come up with. You really learn when you can search and discover experimentally and by communicating with others. They strive to work with the group from an attitude of searching, supporting, giving opportunities and providing tools and organization, so that children can learn themselves as responsible persons in order to take their own place in the world they live in.

The construction of the creation time

In the classes of the youngest children:

The teacher offers a technique or skill.

This way, they learn to know and discover the materials.

The emphasis here is on experimenting and exploring the materials.

In the classes of the oldest children:

During creation time, the child is free to work independently. Working together is also possible.

The creation time may continue after the playing time and will be concluded with the learning round.

Resources: *explain the resources used in the practice: human, financial, technical, materials...*

Outcomes: *explain the results, the evaluation and the impact of the practice*

This way of working ensures that all pupils (all forms of diversity included) can work on their own projects. It increases motivation.

Everyone can, according to their own possibilities and interests and with the teacher's support, achieve the general objectives in another way.

Supporting documents: *give the link to supporting documents, such as forms, multimedia files...*

will be added later

Interview: *the practice should include a recorded video interview to one of the users about the benefits of the good practice. The video should be in English or subtitled. Maximum 3 minutes. Write the video URL here*