**Core value Work**

**2018/2019**



**Swedish National Agency for Education**

*The basic values of pre-school and school's values are in line with the values on which our democratic society relies.*

***The value basis includes***

* *human life's inviolability*
* *the individual's freedom and integrity*
* *the equal value of all people*
* *equality between the sexes*
* *solidarity between people*

*These are the values to be conveyed and conveyed. All staff should also promote respect for human self-esteem and our common environment.*

**Vision**

Our vision of value-based work is that we have a common view and approach to the school's value base as presented in the governing documents, which contain five basic values (see above).

We are aware of …

… that these values sometimes collide and have discussed about concrete examples to arrive at a common vision and approach.

… that the concept of value-based seems to be filled with different content, from rules of order to existential issues, I.e. issues that concern or are of major importance to human beings and entire existence.

… that value-based work involves strengthening the democratic values of the students, both as individuals and as collective.

… the importance of cultures as values as open, changing and negotiating.

**SECURITY**

**Promote cooperation and prevent conflicts**

**We have visible adults who help students with conflict resolution inside and out by …**

… Adults are out on the breaks that actively help students when they need help

… Adults also take responsibility for their lessons and out in the corridor by following the jointly developed action plan on conflict management at school

… clarify the consistency step with clearer and simpler languages understood by all ages, written down in different languages, as well as a visualized consequence staircase

… further education in conflict management in a multicultural school where different nationalities exist

… The conflict resolution that occurs on the break must be resolved before the lesson begins, so no other students have to wait for the lesson to start which leads to a safe study in the classroom

**We have students who support each other and help each other in different conflicts by …**

… We have a security team consisting of students and create a sponsorship system where new students get a sponsor

… create clearer routines for how classmates are chosen and how their support will look and be given. These are elaborated in the labor law for the lower, middle and high school

… Pedagogues who are guardians give the safety team support through being nearby.

**We create calm in the classroom by …**

… We have frames, structure and rules that apply to the classroom. The rules are lifted daily and extra by holiays

… We have clarified the language of the consequence staircase sitting on the classroom wall.

… We start a "solution-oriented educational thinking" to prevent consequences.

… Students can work out suggestions on how to make their own studies (we are aware that rules set by students are more often followed)

**We create an environment where students feel that they are the ones they are through …**

… reduce failure during class time

… support students in need of support before a failure instead of after the failure.
We often know the student's difficulties and put the support before. In this way, the student does not need to gain knowledge while the student is to gain new knowledge

… focus the development talks on what the student succeeded in, and then what the student himself feels he wants to improve. Delve and lift the difficulties the students have and talk about actions at the organizational level, group level, individual level. The student should know that he / she is not alone in gaining knowledge.

… highlight, talk and show when somebody else does something good. This is all about everyone at school. Work for everyone to talk about good things for someone you meet.

… the mentor lifts in the classrooms a mailbox that the school has where everyone can write a note and put in the box and be anonymous.

… anonymous surveys where students talk about where most violations occur

**We make parents participate in their children's schooling and meeting with us teachers and management by …**

… We have procedures for how we work with parents

… Create rewarding parent meetings where positive things are addressed. The negative issues pertaining to individual pupils or small groups are raised with the relevant guardians at another time / meeting.

… Create parenting meetings from within an individual class or municipality (if possible, parents may know each other sooner). Further work on solutions continues.

… are parents meetings where we can have workshops around the value base, for example, from the mother tongue, where the group then reports to each other.

… clear information about schoolsoft and the purpose of schoolsoft - different languages - as well as pictures (visualize) - practically try go to schoolsoft where we can be a support. - A common information about schoolsoft with screenshots from schoolsoft

… to meet parents in other forums and activities. Suggestions - back day - any parent who wants to tell about his job - grilling an afternoon - knytkalas, everyone brings food belonging to their homeland

… Students and all teachers prepare Open House for all parents and siblings, relatives, young and old. The Open House shows what each class has done in a year / semester.

… make students and their guardians, as well as the staff aware of all the positive situations, moments of happiness / happening. This is documented on photos taken during the term on a frame of rolling photos. (keep in mind that asking about the affected person wants to be included in the picture shown to others)

… Create an "Annual Art Exhibition" for the students' families. The value base focuses on all art. Open House takes place over a two week period, parents report what day they can come.

… make use of the digital tools for reaching parents - SKYPE - if parents are unable to attend parental meetings - try who is interested in the teachers? - The meeting is done outdoors instead of inside the school (due to previous experiences of the school that are not good)

… common ground for how development talks are held. Suggestions: To get parents to come - great deal to do well - start with the good - the difficulties - push how we can support the school and what can the pupil do and the parents, the main responsibility for school. Always quit with some encouragement where the student can show his best side (done something for a companion, written well on a test, worked well during one or more lessons, said nice things about someone else). The aim is also to make good relationships with the student and his guardian.

**RESPECT**

**Respec****t - care - take into account - reverence -**

**We give everyone the same opportunities to develop, give everyone the same response and take time to explain why it is important by …**

… work on the basis of Value Foundation's five basic values "Solidarity with the weak and vulnerable", "Equality between men and women", "Equal values of all people", "Human life's inviolability of the individual's freedom and integration", we see the value of the students.

... work out of Vygotsky where we respect and meet the student's ability to determine the highest threshold for learning, the "proximal development zone".

... by responding to all pupils on an equal footing.

... by taking into account any difficulties that the student may have in his ability to understand the language Swedish and English language

... by giving us adults a good example and respecting each other

**We pay attention to differences in a positive way. We let everyone show their differences and learn from each other by ...**

... we talk to the students about different religions and that they should be respected on the basis of value

... we let those who want to show their cultural experiences and how to make them visible to each other in role-playing, art, music, "Open House Days" for custodians and other interested

... we have a straightforward communication which means we speak with the person it applies to in isolation. Admission to individual students should be done where no other students or adults are present. We want to avoid no one else / another affects or is affected by the situation

... talking to the person in question. Invite each other to straightforward communication. We take the time to listen to each other if necessary. We have a straightforward communication with parents.

... we want straight communication that does not hurt by asking questions like "what was the purpose of what you said or did?", "I get hurt, sorry when you say so or do it to me" instead of "why did you do that? , I'll be pissed off blasphemously then "

... make clear communications even with pictures (barrels, pictures on faces, etc.), thus visualizing communication for better understanding and fewer misunderstandings

... let students solve conflicts themselves as far as possible, proposals, two chairs the classroom where the teacher is in charge of the situation. No student then has the support of friends hanging on them

... we take responsibility for our own actions and, for example, sorry if we made mistakes, processed any errors

... we give praise when someone takes responsibility for their own actions and apologizes

**We clarify "Responsibility" by ...**

... by raising what it means to take responsibility for their actions and to bear the consequences. Responsibility for their actions is addressed in various forums such as class councils, student councils, parents councils, and at workplace meetings in group discussions, workshops

... we use Schoolsoft for information to students and guardians. It is the responsibility of educators to put it on schoolsoft. It is then the responsibility of pupils and guardians to access the information on schoolsoft.

**Student responsibility for responsibility; own actions books, homework, sportswear, etc., trained by ...**

... in group discussions where honesty is lifted - we dare stand for who we are and acknowledge when we have done wrong.

**We encourage and show appreciation for honesty and dare stand for what we have done by ...**

... we adults are good role models when we adults can visibly apologize.

... we age-adjusting responsibilities, low, middle and high school

... we work in role play and workshops

... we pay attention to others that someone apologized. "Look she apologizes"

**EMPATHY**

**The ability to ...
... know what the other knows (affective empathy)
... understand what the other knows (cognitive empathy)
... can determine who the feeling comes from, you or me (empathic empathy)

We take the time to listen to and communicate with each other by ...**

... practice empathy in role-playing in small groups

... have companionship and appraisal exercises

... educators can have role play for students

... watch movies with discussions after the movie

**We see the positives of students and our coworkers, show appreciation and provide positive feedback by ...**

... every day think about giving each student praise at least once a day

... every day think about giving all my colleagues working at school praise that I meet - we are also good example of the students

... show want to learn from each other - "what you did was so good, how did you do?"

**We try to get into the situation of the others to try to understand (cognitive empathy) by ...**

... train in role play in small groups

... companions exercises

... valuation exercises

... educators can have role play for students

… watch a movie

 **Pupils with cognitive difficulties (understand what the other knows), and having difficulty in empathy (put into the situation of others) we support by ...**

... a desirable education and supervision in the field

... role play in smaller groups with special educator and curator support and supervision

... adults in the environment think about using a clear language and getting eye contact so no misunderstandings become

**MOTIVATION**

**We give everyone the same opportunities to develop, give everyone the same treatment and take time to explain by ...**

... work on the basis of Värdegrunden's five basic values "Solidarity with the weak and vulnerable", "Equality between men and women", "Equal values of all people", "Human inviolability

**We believe in and encourage each other by ...**

... train in role play in small groups
... companions exercises
... educators can have role play for students
… watch a movie

**We set goals and help each other reach them by ...**

... in conversation with the student find out what he / she wants to be better in terms of the knowledge objectives in the different subjects.

... gives students positive feedback on Schoolsoft

... support pupils in need of it by placing more responsibility on educators to have a relational perspective (see the environment around the student and how the environment can change at individual level, group level, organizational level), and provide digital tools to students who are in need of it.

... set goals for teaching and share the students

... we help each other find motivation and find new stimulating material that motivates.

... create good relationships with parents so the student is backed up from home

... give students "carrots" to strive together for a goal, such as an excursion, playing a fireball, going to the theater, a lesson, etc.

... we use the children's strengths and interests when we plan lessons, excursions, theater visits, open houses

... anonymous questionnaires where we ask questions about what they like to do, the interests and what they themselves think are good at

... interviews students what they have for the interests and what they think they are good at and what they want to get better at

... the educators write down what they themselves consider to be good and which they would like to share, eg conflict between students, planning of escape, lesson material, teaching methods, etc.

**... we raise the positive and find opportunities in all situations by ...**

... anonymous questionnaires to the students

... document the opportunities we see as positive situations that are then taken to the work team

.. Take advantage of students' skills "What a good way to solve the situation?", "Do you think this lesson is good or what can be improved?"

**... we show that we are proud of our school and ourselves, students and staff by ...**

... have joint activities and competitions to strengthen the team and community. These are planned and students are involved and may submit proposals.

... we create opportunities that make us proud of our school.

... we ask everyone at school, all staff, students and their guardians to talk about the good they have noted about school and speak well about school

... we document when something good happened at school to show others at school.

**We discuss that everything is possible and raises good examples by ...**

... we talk about how successful people have achieved their goals in group discussions, individually

... we emphasize that success does not always consist of money and power, but successfully means that the learner sets goals that are achievable.

... we highlight what can happen if I fail to reach my goals in group discussions and individually

... we show the pupils' guardians what the school achieved at Open House

... we divide each other at workplace meetings when our students have reached a goal and we lift the good examples we have documented

... we also lift what is not good and learn from it and move on
... we have valuation exercises about what is happening for me and for you

... we are watching movies what success can mean

... students to clarify and visualize their successful goals and failure goals with songs, dance, theater, paintings, etc.