

POSITIVE COEXISTENCE IN THE SCHOOL SOCIETY (2017-1-ES219-038188)

European ErasmusPlus Project KA219 🇪🇺 in France, Finland, Spain, Germany and Greece. Positive coexistence in schools is the key to development in school life and is essential to enhance the correct acquisition of skills and abilities

IES FRANCISCO MONTOYA 20 DE MARZO DE 2019 16:26

IES FRANCISCO MONTOYA 13 DE JUNIO DE 2019 13:28

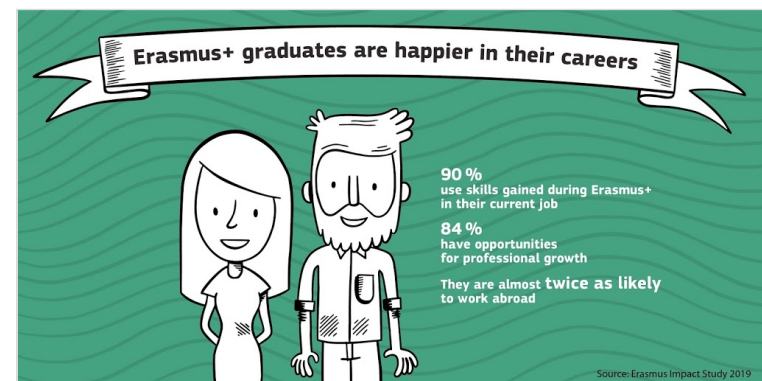
Video - Πανελλήνια πρωτιά χτυπά το 3ο Γυμνάσιο Κιλκίς

Ηλεκτρονική καθημερινή εφημερίδα και Webtv του νομού Κιλκίς Κεντρικής Μακεδονίας

GNOMIKILKIS



IES FRANCISCO MONTOYA 10 DE JUNIO DE 2019 14:41



IES FRANCISCO MONTOYA 13 DE JUNIO DE 2019 13:31

Last transnational meeting in Greece

It took place from May 13 to 17, 2019 and served to perform an analysis of the project with the aim of presenting the final report and knowing the status of the final products committed by each delegation.



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Second transnational meeting in Germany

It took place from 6th May to 11th May 2018 and we were able to write the intermediate report that we presented, dealing with the development, achievements, difficulties and incidents of the program.



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First Transnational meeting in Spain

A scheduled meeting in which important aspects of the implementation and development of the project were agreed upon in different work sessions.

The bases and forms of communication between tutors and students, between teachers of origin and tutors, between tutors and families, between teachers of origin and students and between delegations, have not always been fluid. It was agreed on how to make the transfers, pick-ups, and the escort service for students. Decisions were made about the selection of students, ages, profiles, host families and how to solve possible incidents according to the programmed crisis protocol. Days of coexistence were programmed in nearby natural environments and in the same center to show our reality and the tools we use to foster positive coexistence among our students and the environment.

The corresponding tasks were assigned to the different delegations, logo, web page, social media, ebook and other programmed final products.



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Objectives

Doing so, the specified **objectives** of the School regarding coexistence can be summed up as:

- Ensuring that discriminatory attitudes do not occur due to sex, social extraction, and towards members of the community with special educational needs.
- Promoting tolerance and respect towards different cultures, races and religions, avoiding any type of discrimination and educating in solidarity and cooperation.
- Educating in a climate of tolerance and respect towards people, towards oneself and towards the environment.



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Coexistence Plan

As it can be seen, our Coexistence Plan includes a series of measures aimed at achieving an adequate school climate. Strategies are promoted to encourage the culture of peace and nonviolence through preventive measures and peaceful resolution of conflicts. We cannot forget that our Educational Project includes as one of its principles and educational purposes the "coexistence as a goal and a necessary condition for the adequate development of work and of students and teachers".



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Coexistence contest

Coexistence contest (by class-groups) with positive evaluation and with a prize at the end of each term. The weekly classification will be displayed in the virtual classroom, and the notice board



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Playground workshops

They will be developed during break time, in the playground, and they will be coordinated by the students themselves tutored by a teacher. The participation of the teaching staff will be voluntary and the frequency of workshop per teacher will be one workshop per month. Doing so, with the majority participation of all the teachers, it will be possible for all breaks to have a playground workshop. In the same way, the workshops may be organized and taught by other sectors of our educational community.



IES FRANCISCO MONTOYA 4 DE JUNIO DE 2019 10:40

POSITIVE COEXISTENCE IN THE SCHOOL SOCIETY		NUMBER PROJECT: 2017-1- ES01- KA219-038188												Erasmus+	
		2017													
MOBILITY AND EXCHANGES		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
TRANSNACIONAL PROJECT MEETING		SPAIN													
SHORT-TERM EXCHANGES (8) - FINLAND (C1)															
SHORT-TERM EXCHANGES (8) - FRANCE (C2)															
SHORT-TERM EXCHANGES (8) - GREECE (C3)															
SHORT-TERM EXCHANGES (8) - GERMANY (C4)															
LONG-TERM STUDY MOBILITY - FINLAND (2) (C5)															
LONG-TERM STUDY MOBILITY - FINLAND (2) (C5)															
LONG-TERM STUDY MOBILITY - SPAIN (2) (C6)															
LONG-TERM STUDY MOBILITY - SPAIN (2) (C6)															
LONG-TERM STUDY MOBILITY - FRANCE (4) (C7)															

BETTINA ALM-KARVONEN 4 DE JUNIO DE 2019 10:25

Finland February 2018



Finland February 2018

por Virtuaali Lasit

YOUTUBE

BETTINA ALM-KARVONEN 4 DE JUNIO DE 2019 10:06

The Finnish anti-bullying KiVa School program

KiVa is a research-based antibullying program - KiVa

KiVa is a research-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture.

The effectiveness of KiVa has been shown in a large randomized controlled trial. In Finland, KiVa is a sought-after program: most of all comprehensive schools in the country are registered KiVa schools implementing the program.

KIVAPROGRAM



IES FRANCISCO MONTOYA 31 DE MAYO DE 2019 09:36

Mediators

The School has got a group of students for intervention as mediators in the peaceful resolution of conflicts between equals. These have been trained at the center by a group of teachers specialized in mediation. The way our students request the help of this group of mediators is through the completion of a document called Help me! It includes information about the student who needs the help, the student with whom s/he has the problem and a brief explanation of the conflict.



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Department of families

It contacts the legal tutors of the involved student to attend to the school and sign a commitment to coexistence with the head of studies.

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Travelling classroom

This action consists of transferring individually disruptive students, who have a practically imminent expulsion, to Upper Secondary classes during a given period. In this time, the referred student would be supervised by an Upper Secondary student who would be coordinated with the teachers to check that the student performs certain assigned tasks.

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SOCIAL MEDIA



IES FRANCISCO MONTOYA 31 DE MAYO DE 2019 09:27

ERASMUSPLUS

Spanish
team

STUTTGART 25/30 NOV

**BULLYING AND
CYBERBULLYING IN
THE SCHOOL
CONTEXT**





LIMOGES 31/6 APRIL(2019) FRANCE

CRISIS IN THE CLASSROOM



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Elder brother

The section devoted to this action will allocate a student of 4th year in Compulsory Secondary Education or Upper Secondary in charge of supervising the referred student, with the aim of modifying socially harmful behaviors for his/her development.



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Intervention

After analyzing the causes for which the student has been referred, the intervention teacher fills out a follow-up sheet that is a kind of contract according to which the student is committing to change his/her attitude. The sheet will be reviewed at the end of each class for a minimal period of one week.



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Actions and Elements

Our coexistence plan includes a series of actions and elements orchestrated in order to create an optimal work environment for both students and teachers. In those occasions in which the teacher finds repeated contrary behaviors, he / she will have the possibility of preparing an incidence record, or a student referral

to the Coexistence Department. Once the case is revised, it will be derived to one of these possibilities according to the characteristics of the student and the reason for referral.



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Workshops

The referred student receives a follow-up sheet for a week. If after that time the analysis of this follow-up is positive and we appreciate a change in the student's attitude, s/he will attend to a workshop as a reward. These workshops are led by teachers and some examples are: table tennis, diabolos, choir, badminton, board games, equality, chess, dance, origami, rubik cubes, boxing, drums, yoga,...



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Globality of all the promoted actions

Our Coexistence Plan cannot and should not be the only document on which the coexistence of the School is based; it must be supported by Curricular Actions, Education in Values and Compensation Actions (Educational Project), in addition to those of others of an organizational nature.



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IES FRANCISCO MONTOYA 4 DE JUNIO DE 2019 12:19

ERASMUSPLUS

SPAIN



ERASMUSPLUS

GERMANY



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Prevention

The main axis of our Coexistence Plan are preventive measures, which avert the appearance of behaviors and attitudes that attempt against good coexistence



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POSITIVE COEXISTENCE IN THE SCHOOL SOCIETY

#POSITIVECOEX

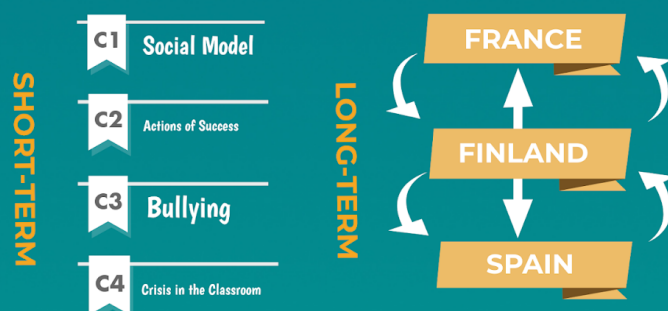
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POSITIVE COEXISTENCE IN THE SCHOOL SOCIETY

2017 -1-ES01- KA219 -038188

Learning/Teaching/Training Activities

TRANSNATIONAL
MEETING

www.positivecoexistence.eu

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First basic principle

Participation of the entire Educational Community: peaceful coexistence, non-violence, peaceful resolution of conflicts ... must be inherent in any human activity and especially in education. That is why the education of these values and attitudes is the task of all

the members of our Educational Community, who must participate in the design, approval, implementation and evaluation of the Coexistence Plan. We can not forget that the coexistence path is a basic pillar of our Educational Project. Therefore, and much in the same line, some teachers will do convivial activities.



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The Coexistence Plan

The Coexistence Plan is a document within our Educational Project which specifies the organization and actions carried out in the school in relation to coexistence. At the same time, it establishes the general guidelines of the coexistence model to be adopted adopt in the educative community, the specific objectives to be achieved, the norms that will regulate it and the actions to be carried out to reach the established objectives.



