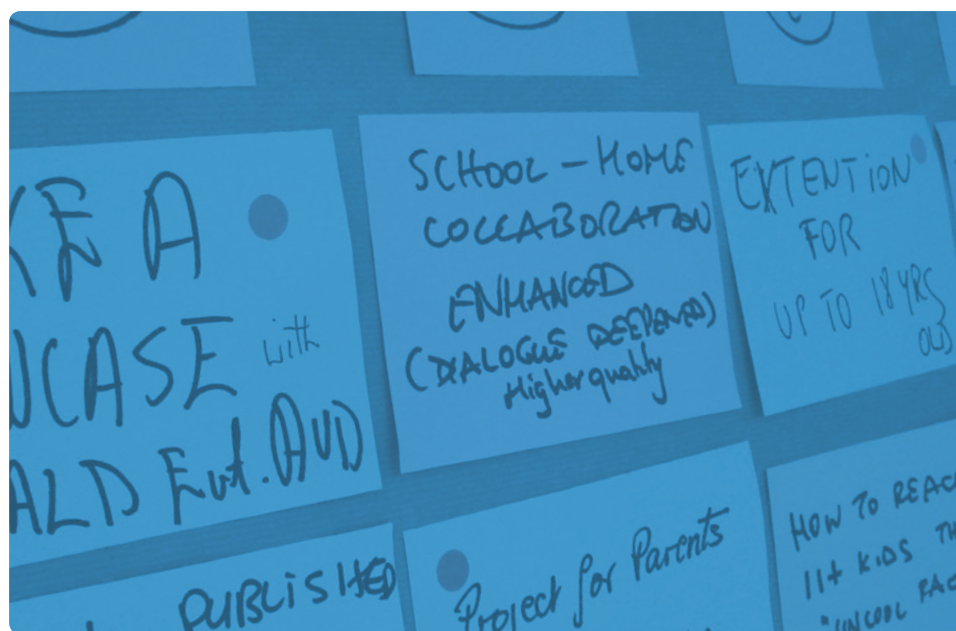




Wishes



Programme developer and project advisor:

- Elise Sijthoff, director, Fysio Educatief, Netherlands

Project director:

- Ian Young

Project management:

- Frank Little

Coordination/organisation/publicity:

- Silke Bouman, Lidy Mouw

Financial project management:

- Heleen van Haaften

Project partners:

- Prof. Dr. Venka Simovska, director of the Research Programme for Health and Environmental Education, Department of Education, Faculty of Arts, Aarhus University, Denmark
- Dr. Malcolm Thomas, director, School of Education and Lifelong Learning, Aberystwyth University, Wales, United Kingdom
- Prof. Dr. Peter Paulus, professor of psychology, Centre of Applied Sciences of Health, Leuphana University, Lüneburg, Germany
- Dr. Nina Grieg Viig, teacher and researcher, Bergen University College, Norway
- Jaap Koot MD MBA, chief executive, Netherlands Institute for Health Promotion NIGZ, Netherlands
- Goof Buijs, manager SHE network, Netherlands Institute for Health Promotion NIGZ, WHO collaborating Centre for School Health Promotion, Netherlands
- Fifi Schwarz, director, News in education (NIE), NDP, Netherlands
- Dr. Claire Blanchard, programme officer, International Union for Health Promotion and Education, France
- Michèle Retter, president, Fédération des associations de parents d'élèves du Luxembourg asbl (FAPEL), Luxembourg
- Eric Martinussen, director skolerevisjon.no, Norway
- Pascale Hoelebrandt, Belgium
- Rüdiger Bockhorst, director Gesunde Lebenswelten Gestalten, Bertelsmann Stiftung, Germany
- Johannes Theiner, European Parents Association (EPA), Austria



Wishing for lifelong learning through positive experiences from childhood onwards

As a practising physiotherapist, I have often come across many people who felt uncertain of themselves and lacking confidence in their ability to learn new skills and competencies. It seemed as if many of my patients had given up on (physical) learning experiences and the further development of those skills that are essential to function in today's society. At some point in their lives they had simply accepted what they perceived as their own limitations and (physical) illiteracy. At an individual level they believed that their physical and mental development could be rekindled only with considerable difficulty. The prevalence of these beliefs at an individual level raises barriers throughout society in relation to the creation of social environments that are open for innovation and the promotion of well-being. Educators have long known that low expectations lead to low levels of achievement at an individual and societal level.

Positive learning experiences can play a key role in addressing the major issues facing society. Neurobiology has shown us how important positive learning experiences can be in keeping people curious, receptive and active throughout their lives. When individuals are exposed to different learning experiences and experience some success this increases the chances of them becoming lifelong learners.

Even in first world countries there are still too many children who cannot participate fully in society due to a lack of knowledge and basic skills that can increase their well-being. It is important that they have parents or other significant adults who show that they know how to deal with every day's living situations and who understand the issues the children face on a day-to-day basis.

For adults, it's important to feel that they are involved in their children's learning environment and that they are viewed by the school as a partner. Many adults want to be challenged to contribute their own skills and talents in the creation of learning and development opportunities for children, and yet this participation by adults is not always a feature within busy modern lifestyles.

Any one of us who is less able to participate in society, due to a limited understanding of the kind of information we are confronted with on a daily basis is one too many. Any child who grows up in a social environment in which they are not presented with stimulating examples of a proactive approach to learning, is one child too many.

If children are to be given the best opportunity to fulfil their potential, they need the support and examples of adults who understand how to make the most out of every opportunity that presents itself to learn and develop. Each experience that provides a child with insight into their own learning ability and encourages them to adopt a proactive approach to learning, serves to stimulate both their curiosity and their self-confidence.

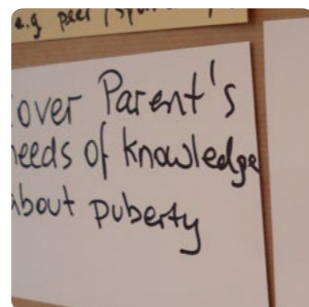
As such, they will be better equipped to become confident, lifelong learners and to contribute fully to society.

Every powerful learning-experience is indeed one and of these there are never too many.

It is to share this belief that I initiated **WISHES** (Working Internationally on Social development & Health in European Schools and families), together with creative, confident and committed partners – and who knows, hopefully with you too – on issues as important as:

- wishes for children
- wishes for adults
- wishes for capable citizens
- wishes for a healthy society
- wishes for well-being

ELISE SIJTHOFF - Director of Fysio Educatief and initiator of WISHES



WISHES (Working Internationally on Social development & Health in European Schools and families) is an international network created to promote and facilitate learning and teaching designed to favour children's physical and social development, putting that development in a broader context both within school and outside it.

The methodology consists of a series of instruments designed to achieve the goals of the process and those involved in it.

Conferences

The annual conferences will address a range of themes, with content and format chosen to reflect the way the different organisations go about their work. Each will have its own innovative character, with self-organising sessions, live streaming and the use of social media, to gain extra attention and make available to the wider public the results of the conferences and other activities.

Innovative conference (and non conference) formats are being developed to involve participants in knowledge sharing and problem solving.

Demonstrations will be given of digital media and how these are employed in practical situations in the various countries.

Partners are free to select suitable members from their own network to attend the conferences. Media outlets will be approached, with a view to making the results of the conferences known to a broader public.

- **Conference 1: innovation and change in educational systems**
This working conference is scheduled to be held in **June 2012** in Denmark. Organisation of the conference will primarily be in the hands of the network's Danish partner, supported where appropriate by staff of Fysio Educatief.
- **Conference 2: parents, citizens and the media**
This working conference is scheduled to be held in **June 2013**, in Austria. Organisation of the conference will primarily be in the hands of the European Parents Organisation and the Viennese umbrella organisation of parents' associations, supported where appropriate by staff of Fysio Educatief.
- **Conference 3: lifelong learning**
The theme of this working conference is teacher education and training, with special emphasis on the topics of inclusion and special educational needs. The plan is currently for it to be held in **June 2014** in the Netherlands, or in another suitable location should that prove to be feasible nearer the date. Organisation of the conference will primarily be in the hands of the network's Dutch partners, supported by others involved in practical research into teacher education and TCM! Special Version.

WishEs

WISHES is a European network project set up together with an international network of teachers, teacher educators, researchers, parents and other specialists in the areas of health and education. The aim of the project is to offer an integrated approach that considerably improves relationships between school and home.

Those involved in the initiative are given the opportunity to work with each other in a number of European countries and to learn from each other, using an educational programme known as The Class Moves! Version 3.0 (TCM! 3.0). It is designed to assist with the acquisition of key competencies for all young people, irrespective of their personal social or economic background. Specific versions are being developed for children with special educational needs, within which the emphasis is placed on social inclusion. For a brief explanation of TCM! 3.0, see page 4.

A conference is to be organised annually, at which issues facing the partners in the network will be discussed.

In addition, a digital platform, in the form of a website, is under development to facilitate the international sharing of knowledge and experience and through which the role of social media will also be examined.





**About The Class Moves!
Version 3.0 (TCM! 3.0)**

The Class Moves! Version 3.0 (TCM! 3.0) is an innovative educational programme developed by Elise Sijthoff, of the educational publisher Fysio Educatief.

The Class Moves!

TCM! 3.0 aims to support children and young people aged 3 to 18 years old in the development of:

- skills and competencies relating to their physical and social development;
- self expression, creativity and innovation;
- increased motivation to learn;
- a sustainable approach to lifelong learning.

TCM! 3.0 also aims to support adults (teacher educators, educational managers, teachers, parents, other professionals and volunteers) who interact directly with young people in families, schools and other settings, or whose work indirectly makes a significant contribution to the development of:

- creative learning environments for healthy child development;
- the use of IT to support innovation in education and training;
- social competencies within and across communities and age generations;
- methodologies to increase the participation, skills and motivation of children with learning difficulties, disabilities and special needs;
- active citizenship and social cohesion;
- international collaboration in the development of innovative education and training methods.

Designed mainly around in-class activities, this latest version, which builds on the successful The Class Moves! Classic programme, offers a rich and stimulating environment.

A previous project, supported by the European Commission's Comenius programme, was successfully carried out by partners in Belgium, Germany, the Netherlands, Scotland and Wales. Activities associated with the Comenius project, conducted in Scotland and Wales, proved the value of the programme in different settings, languages (English and Welsh) and cultures. A version of the TCM! programme for children with special needs was developed in Wales as a result of the international project. This version is now to be further tested and developed within the context of activities relating to TCM! 3.0, which extends to informal learning environments such as the family, communities and teacher training. Materials for the programme are available in both digital and printed form. The programme offers excellent opportunities to improve contact between school and the home, and to strengthen relationships between teachers and parents.



What is being developed in the WISHES programme?

There will be a series of nine developments which will have a range of themes.

These are at an early stage of development and there is still room for negotiation and the possibility for partners to add their own ideas. There is already a commitment from some partners to one or more developments and we are very open to considering the participation of new partners as the developments are progressing. Funding has been sought from the European Commission Comenius programme (Multiparty Networks) and we are awaiting a decision on this proposal. However, at present we are also seeking and approaching other potential funders and we will attempt to secure funding from potential sponsors and partners such as foundations, charities and commercial sources.

We are also actively encouraging the possibility of partners making a contribution to support developments through bringing in their own resources at national and/or regional level.

1 School-home interaction

- **aim** › Promoting well-being and multiple literacy through the interaction of the child, home and school.
- **partners** › International parents' organisations, national parents' organisations, school managers, teachers, child centres, children's organisations, individual parents, children, grandparents and significant adults.
- **activities** › Start up pilot projects for aspects of family participation in the methodology of TCM! 3.0 and the development of a family-school calendar for communication.

2 Innovation and teacher education

- **aim** › Exploring the possibility of integrating TCM! 3.0 into initial/pre-service teacher education curricula through, for example, demonstrating its role in exemplifying fundamental pedagogical principles in classroom and home situations. Aiming at an initial starting point to make school-home environments more conducive to children's well-being.
- **partners** › Teachers and educators of teachers, parents' associations, researchers and practitioners in social and physical health.
- **activities** › Developing teacher education curriculum exemplars using TCM! 3.0. Testing the effectiveness of these exemplars. Exploring these issues at an international conference we are planning on innovation and change in educational systems (June 2012).

9

3 Inclusion and equity

- **aim** › Extending and adapting the methods and materials of TCM! 3.0 to ensure the inclusion of all young people. This will build on the innovative work already undertaken in Wales.
- **partners** › Experts on special educational needs, e.g. occupational therapists, companies producing innovative materials, Welsh development team, representatives of special needs groups and parents.
- **activities** › Extend TCM! 3.0 to be inclusive of all young peoples needs. It is proposed that this will be achieved through workshops to extend the Welsh work and pilot projects with evaluation.

4 Media well-being (Cyberliteracy)

- **aim** › Investigate the link between health/well-being and a wide range of media, including social media. Utilising a wide range of media sources, including social media, to disseminate good examples of the use and development of TCM! 3.0.
- **partners** › Journalists, local newspapers, international newspaper associations, media publishers, IT application (apps) developers, social science researchers, teachers, children.
- **activities** › Developing content for relevant software apps on TCM! 3.0. Developing a regular e-magazine that assists the dissemination of TCM! 3.0 in action. Organise workshops with young people, specialists and teachers on the use and implications of social media and the potential effects on the well-being of young people. Exploring these issues at an international conference on parents, citizens and media (June 2013).

5 National ICT platforms

- **aim** › To map the national situation of ICT platforms in various countries concerning and promoting children's wellbeing, physical activity, health and education and build on the example of the innovative work in this field in Norway.
- **partners** › National institutes that are responsible for the ICT innovations for both the public and 'education for all' projects, ICT researchers, governments (ministries and advisory bodies).
- **activities** › Identifying and monitoring of national ICT innovations concerning and promoting children's wellbeing, physical activity, health and education and develop a network of national institutes in this field to exchange ideas and developments and to generate debate on this issue.

6 Exploring sustainable environments, combining eco-literacy and health literacy

- **aim** › Exploring the potential of local and regional environments for activity and learning, well-being and play. Analysing the nature of these environments to promote sustainable approaches to physical activity and play on a individual and community level.
- **partners** › Environmental organisations, organisations promoting specific physical activities and sports, cartographers, architects, leisure and recreation departments, governmental environment departments, town planners and land planners. Organisations that promote and practice learning for well-being.
- **activities** › Organise workshops and develop publications that explore the impact that the environment has on sustaining physical well-being and learning. Mapping projects to show the potential for learning, physical well-being, play and sport in specific geographical areas. Workshops exploring the importance of the individual 'spatial micro climate' of young people in relation to their physical awareness. Workshops exploring the impact on learning, physical well-being and play in relation to sustainable, healthy environments.

7 One-to-one

- **aim** › Developing models and practical ideas for sponsorship of classroom initiatives which take account of, and attempt to redress, inequalities in the opportunity for young people to participate in relation to physical activity. This could include one-to-one resource support for individuals to obtain specific equipment required for participation in specific activities.
- **partners** › Banks, insurance companies, investment managers, foundations, individual sponsors and patrons, relevant commercial companies, relevant charities.
- **activities** › Develop a forum for interaction, create publicity materials to target potential sponsors and relevant participants.

8 Think globally, Act locally

- **aim** › To facilitate dissemination in a wide range of languages, taking account of social and cultural factors in specific countries and/or regions.
- **partners** › National or regional representatives, translators, representatives of Scotland and Wales due to their experience in this process, writers, musicians or music educators, designers and printers, IT specialists.
- **activities** › Create flexible systems to facilitate the translation and adaptation of TCM! 3.0 materials.

9 Creative force

- **aim** › Developing further the educational and health/well-being potential of creative arts including music and dance within the methodology of TCM! 3.0. This will include exploring ways and means to share the musical aspects between cultures and to develop this intercultural approach to foster communication and understanding.
- **partners** › Musicians, music educators, theatre educators, dance educators, interdisciplinary artists, music teachers, art teachers, drama teachers, museum educators, creative arts curriculum developers.
- **activities** › Workshops investigating the creative potential of dance, music and other performing arts in TCM! 3.0. Develop the publishing potential of these creative arts within TCM! 3.0, e.g. written music, cd's, dance, video, media arts.





Contribution of the partners

• Fysio Educatief, Netherlands

Fysio Educatief is the project initiator and coordinator. Representatives of the other project partners have previously worked together with Fysio Educatief.

• Department of Education (DPU), Faculty of Arts, Aarhus University, Denmark

In addition to working together with the other partners, the Department of Education is specifically involved in the preparation of a conference in Denmark, provisionally scheduled for June 2012. The theme for the conference is TCM! 3.0, the relationship with change and innovation in the educational system and at the level of the child. In addition, the Department is to work together with the network's German partner on a report, due to appear in the summer of 2014, on their conclusions from a mapping exercise detailing the range and nature of educational systems, including teacher training in relation to specific educational needs, and the implications to be drawn for the TCM! approach.

• School of Education and Lifelong Learning, Aberystwyth University, Wales, United Kingdom

This school possesses extensive expertise in the area of education theory and training, lifelong learning, curriculum development and continuous professional development, research and the publication of educational material, in organising and managing this project to in the teacher education aspects of the project.

• Centre of Applied Sciences of Health, Leuphana University Lüneburg, Germany

The Centre is responsible, in conjunction with the network's Danish partner, for the writing of a report mapping the range and nature of educational systems, including teacher training in relation to specific educational needs and the implications to be drawn for the TCM! approach.

• Bergen University College, Norway

Bergen University's practice-oriented Education faculty can make an important contribution to the project in terms of the opportunities it offers for the development, implementation and researching of educational programmes. The faculty will be specifically involved in handling networking matters and conferences, as well as

distributing information about the activities of the network's German and Danish partners. Network partners themselves will, via the project director, be able to call on her specific expertise.

• Netherlands Institute for Health Promotion NIGZ, Netherlands

The NIGZ will be introducing TCM! 3.0 to participants within the Schools for Health in Europe (SHE) network. In addition, the Institute will contribute to the dissemination of results.

• International Union for Health Promotion and Education, IUHPE, France

IUHPE will contribute its significant expertise to the health promotion aspects of the Comenius Multiparty Networks programme. It will also tap into its expertise in relation to social inclusion, global networking and event organisation and will be able to advise on these areas.

• News in education (NIE), NDP Nieuwsmedia, Netherlands

News in education (Nieuws in de klas) is the WISHES partner for children's media literacy. Media play an important role for children; society impinges on them via the news, opinions and messages of all kinds of media. Children need to know how to deal with what happens in the world around them. They can learn this by following the news and discussing it actively with each other. News in education supports WISHES with news media and learning approaches for democracy.

• European Parents Association (EPA), Austria

The EPA constitutes the network's strongest partner when it comes to parents. WISHES is shaped to support the co-operation between parents and teachers to improve the learning environment. EPA's core mission to recognise 'parents as primary educators' can be implemented by this approach. The project materials and strategies will offer good opportunities for mutual appreciation as educators. Acting in partnership and focusing attention on the rights and needs of the children requires training not only for teachers but also for parents. National parents' associations will be involved in the project and share their experiences. EPA will host the second WISHES conference.

Planning

October 2011 – open-ended

- Setting up, adaptation and launch of an international project website and digital network

October 2011 – end of 2014

- Various meetings relating to a range of subjects of joint interest to the partners
- Annual reporting on the status of documenting teaching and training methods – such as TCM! 3.0 and TCM! Special Version – with regard to improving the school-home relationship

October 2011

- Opening meeting involving all partners

June 2012

- 1st conference in Denmark

June 2013

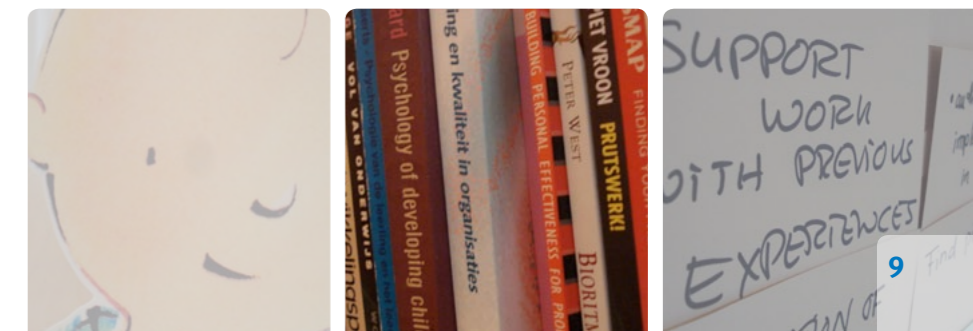
- 2nd conference in Austria

June 2014

- 3rd conference in the Netherlands

September 2014

- Publication of a communications strategy detailing a new approach in which children's learning needs actually play a central role, and within which all partners can contribute and work together with each other





Call for new partners

We invite you to work with us to meet children's essential needs and to improve the school-home relationship.

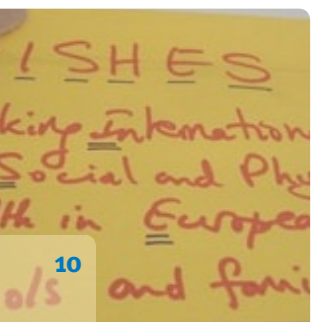
As a partner, you will have the opportunity to play an active role in the network and contribute both your knowledge and experience.

We offer:

- an international forum in which to air your interests;
- the chance to work together with interesting, experienced partners;
- a stimulating international environment with a clear agenda;
- the opportunity to learn about innovative approaches to dealing with important subjects such as health, the school-home relationship and the media skills and awareness of all involved;
- the chance to be an advocate for the issues on which you contribute;
- the opportunity to have a contribution included in the final publication.

We expect you:

- to demonstrate the desire and ambition to approach the subjects addressed by this project in an innovative way;
- to contribute your expertise;
- to actively participate in network meetings and conferences.





① School-home interaction

② Innovation and teacher education

③ Inclusion and equity

④ Media well-being (Cyberliteracy)

⑤ National ICT platforms

⑥ Exploring sustainable environments, combining eco-literacy and health literacy

⑦ One-to-one

⑧ Think globally, Act locally

⑨ Creative force

⑩ ...







to do

planning



© Fysio Educatief
October 2011

text

Silke Bouman

Frank Little

Lidy Mouw

Elise Sijthoff

Ian Young

illustration

Wendelien van der Erve

photography

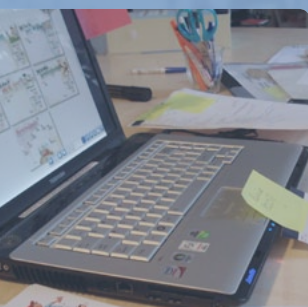
Harald Hoffmann

Lidy Mouw

design

Rob Hulsbosch

Wishes



Fysio Educatief

Groenburgwal 59

1011 HT Amsterdam

The Netherlands

T +31-20-6265757

E info@beweeg.nl

W www.beweeg.nl