



Erasmus+



# Erasmus+

- interior school procedures
- implementation
- impact, sustainability,
- a case study, videos

**Cre@tive Conflict Resolution and Peer-To-Peer School Mediation**



# Interior school procedures

<https://vilo.bialystok.pl/interior-school-procedures/>

## 1. GENERAL PREPARATIONS:

The rules and regulations for introducing mediation at VI LO were created. At the beginning of the project, we started to work on essential issues to develop documents (e.g. School Mediator Ethics Code), rules and procedures needed for mediations to work.

- ❑ We determined the cooperation with the student council and school counsellor; the confines of the Mediation Club were defined.
- ❑ Teachers of VI LO were informed about the project and mediation program.
- ❑ Form teachers along with the coordinator of mediation organised informational meetings and school assemblies both for students and parents to promote the idea of mediation.

## 2. PRACTICAL PREPARATIONS:

- ❑ As part of the project, the Mediation Club was created. Thus, a set of document templates (e.g. consent to participation, mediation reports, settlements/agreements of the parties) were created. Students could meet and find a right place for talking, exchanging views and trying to find solutions to their problems.
- ❑ Peer mediators (coordinators of mediation) - were appointed among the students. The coordinator met with students after mediation meetings within the Mediation Club and tried to analyze the issues once again to give a helping hand to those in need.
- ❑ Form teachers were asked to inform their students and parents about the Mediation Club and mediation at school ( it is usually done at the beginning of the school year, especially with the first-graders).
- ❑ Presentations on mediation and conflict solving were created and shown in classes. Besides, some of the teachers carried out lessons about social skills: interpersonal communication, emotional intelligence, assertiveness and creativity.
- ❑ Both teachers and students have taken part in various trainings.



### 3. „MEDIATION IN EDUCATION” PROGRAM:

- ❓ Next year VI LO enters a national mediation program "Mediation in education" co-financed by the National Health Program for 2021-2025. This program is provided by the Ministry of Education and Science and will receive training and implementation support in the period until 31.12.2023.

### 4. OTHER ENTITIES:

- ❓ VI LO also cooperates with various foundations acting in our city. One of them is “ Dialog” Foundation.
- ❓ Working with experts from pedagogical and psychological counseling centers for children and youth, we've used mediation issues as part of educational activities (by form teachers), classes based on publications on mediation and conflicts prepared by these experts.

## 5. TRAINING:

Teachers of our school took part in many training sessions and webinars related to mediation and conflict solving; some of them to be mentioned:

- **Akcja Komunikacja, Akcja kooperacja** by Pearson;
- **Mediation in the EFL Classroom** by Express Publishing;
- **How to teach mediation online** by Pearson;
- **How to evaluate mediation** by Letizia Cinganotto Pearson;
- **Language Learning: Seven Steps to Critical and Creative Thinking** by Dr. Ken Beatty.

Training with experts during Blended Mobility in Poland:

- a presentation and workshop on peer mediation by Joanna Bojarczyk;
- workshops on active listening by a school psychologist - Anna Czerniakiewicz;
- workshops on active listening organized by a psychologist Magdalena Popławska;
- Creative problems solving- organized by a sociotherapist Marzanna Grabarczyk.

Two teachers ( J. Sawicka, B. Zieniuk) completed 2-week course on „Behaviour and conflicts new methodologies, motivation and cooperation strategies” – Barcelona, Spain (2021, 2022).



## ERASMUS + TEAM MEETINGS

Erasmus+ team meetings are held regularly at school to exchange good practices after mobilities, after training webinars etc.

## STUDENTS AND MEDIATION

- ❑ students were actively involved in Mediation Club;
- ❑ they were asked to prepare mini-presentations, e.g. on problems, motivation, active listening, creative thinking, etc.;
- ❑ some of the students gave presentations on peer mediation, others practiced simulated problematic dialogues;
- ❑ a group of students participated in mobilities (part of mobility comprised training);
- ❑ students came up with the idea of organising special days at our school: A Kindness Day, A Mediator Day to promote these issues among peers.



# Mobilities as part of international training

We had 7 planned mobilities:

- ❑ 3 transnational mobilities for teachers (Greece, Italy, Bari and Greece);
- ❑ 4 international mobilities for students and teachers:
  - Virtual/online mobility to Crema
  - Blended mobility to Poland
  - Standard mobilities to Malta and Portugal



# Documents to share under the links

## 📄 Mediation Report 3

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20Mediation%20Report%20Form.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20Mediation%20Report%20Form.pdf)

## 📄 Mediation Form 2

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20Mediation%20Form.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20Mediation%20Form.pdf)

## 📄 Mediation Schedule Notice 1

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20Mediation%20Schedule%20Notice.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20Mediation%20Schedule%20Notice.pdf)

## 📄 Mediation Action Research 5

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20ACTION%20RESEARCH.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20ACTION%20RESEARCH.pdf)

## 📄 Mediation Agreement Form 4

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20Mediation%20Agreement%20Form.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20Mediation%20Agreement%20Form.pdf)

## 📄 Mediation Training Sessions

[https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019\\_KA1/erasmus\\_school\\_precedures/Mediation%20%20-%20Training%20Session.pdf](https://vilo.bialystok.pl/wp-content/uploads/Erasmus/2019_KA1/erasmus_school_precedures/Mediation%20%20-%20Training%20Session.pdf)





# Implementation

## Standard and online activities implemented on

❓ eTwinning platform

<https://twinspace.etwinning.net/74313/materials/images>

❓ VILO school's website <https://vilo.bialystok.pl/erasmus-2019-ka2/>

❓ An article on School Education Gateway

<https://www.schooleducationgateway.eu/en/pub/latest/news/peer-mediation-and-bullying.htm>

❓ FB (school's account) <https://www.facebook.com/groups/138312476979523>

❓ FB project's group <https://www.facebook.com/groups/1142095315996046>

❓ Open Day (28.03.2022) posters, talks, giving information on the project to families, students, other teachers

❓ <https://vilo.bialystok.pl/2022/05/21/dzien-otwarty-i-promocja-projektow-programu-erasmus/>

# Open Days in VILO- implementation and Sustainability



28th of March, 2022 -Open Day in VI LO

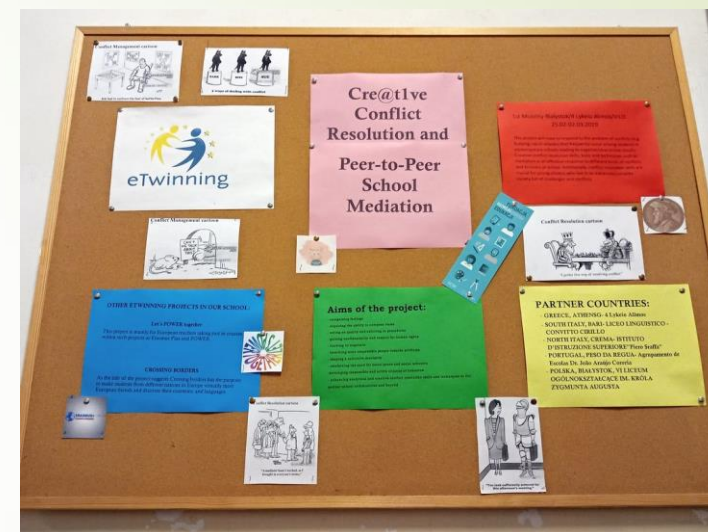
Promotion of the project (mobility posters on the Main Hall, providing information on the issues relating to mediation and Erasmus+ programme

<https://vilo.bialystok.pl/2022/05/21/dzien-otwarty-i-promocja-projektow-programu-erasmus/>





# Erasmus+ Corner in VILO





# Mediation Room implemented in VILO





# Case Study

- Identification of the problem
- The genesis and development of the situation
- The scale of the problem
- Prognosis
- Without peer mediation
- With peer mediation
- Aims of peer mediation
- Results



# Identification of the problem

- ❓ It was reported that some irregularities and disturbing behavior in the sphere of friendship and social relations were noticed among the students of one of the first grades.
- ❓ One of the girls was isolated by the rest of the class community. The class teacher's account indicated the existence of a conflict in the peer group. It was concluded that the girl was not only rejected by the class, but even discriminated.
- ❓ During the lesson she sits alone in the desk and during breaks she does not talk to anyone. It also turned out that some nasty girls from the class posted on school's FB account some rumors as well as offensive and funny information to make fun of her and to humiliate her in front of the wider environment beyond the class.



## The genesis and dynamics of the phenomenon

- ❓ It was not easy to diagnose the situation that ensued. The conversation with the tutor and her parents during the class explained a lot.
- ❓ The girl came from a small town, far away from Białystok. She had broad literary interests and was very sensitive. It turned out that she is unfamiliar with the latest fashion trends.
- ❓ There were attempts to relegate Maxie to the position of a class scapegoat. The schoolgirl was mocked by two wealthy girls.

## The importance of the problem

- ❓ Part of the class distanced itself from this situation. They condemned the harassment of the girl, but remained passive. Another part of the class was cheering and stirring up with mocking activities.
- ❓ After talking to the student and her parents, it turned out that they were considering changing schools because Maxie was close to depression, which made me very concerned.





# Forecast


Negative forecast in case of neglecting the impacts:

- ❑ lack of pro-social behavior skills,
- ❑ the emergence of teaching difficulties,
- ❑ deepening isolation behavior, loneliness,
- ❑ threat to the safety and health of the student - health negligence, truancy,
- ❑ isolation in the peer group,
- ❑ inadequate low self-esteem and self-acceptance.



## Positive forecast in case of implementation of peer mediation

- ❑ acquiring the ability to control negative emotions;
- ❑ improvement of teaching backlogs;
- ❑ behavior appropriate to the situation;
- ❑ increasing the value of oneself, faith in one's own abilities;
- ❑ establishing appropriate social relations with peers and adults;
- ❑ improving the image of the child;
- ❑ acceptance and openness to peer group.

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- ❑ The psychologist interviewed her parents during individual consultations. The girl never complained about her persecutor.
  - ❑ The contact with the parents of the harassing girls explained a lot. It turned out that the parents of one of them are getting divorced, and the other are so busy that they do not show interest in their child.
  - ❑ Having the full picture of the situation, I predicted that it was necessary and as soon as possible to undertake such educational activities that would lead to the extinction of the conflict without my overt interference.
  - ❑ Developing a camouflaged strategy has become a huge challenge for me. I decided that my actions taken in this form will be appropriate and effective. I was afraid that Maxie's school change, as planned by her parents, would not solve the problem.



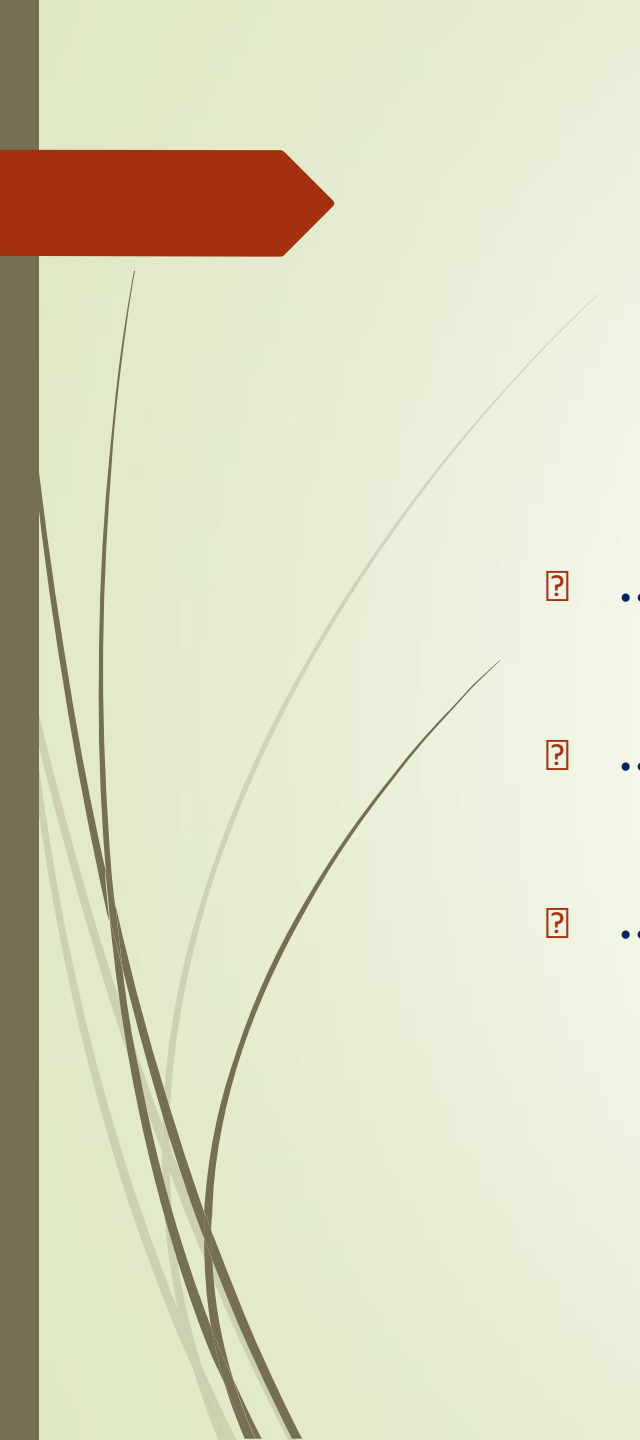
## Goals of peer mediation

- ❓ The aim of our actions was to extinguish the problem between them and bring about correct relations.
- ❓ The mediation team decided to conduct workshops in this class, proposing a form of group work.
- ❓ After assigning the tasks, it turned out that Maxie is the perfect leader of the group. The team strengthened the position of the student in the class, emphasizing her knowledge. It seemed to us that the class began to perceive Maxie differently.



## The effects of mediation

- ❑ The effects of mediation sessions were successful. Not only Maxie's position in the class was changed, but also the educational situation in the whole class improved.
- ❑ An interview with Maxie's parents confirmed that the problem was alleviated. The girl stopped being ridiculed and attacked, as well as being isolated by the rest of the class.
- ❑ She established relationships with two girls who began to appreciate her knowledge and interests.

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- ❑ *....We are only a moment....*
  - ❑ *.....Wherever you go becomes a part of you somehow...*
  - ❑ *...I will miss the old days....*

Thank you 😊