



ALLiES eGuide

1st Principle – Child and parents

Children are as diverse as they are numerous – each one is unique. They have their own characters, special skills, strong will and zeal. It is fundamental to their future success that the school caters to their individual needs, and doesn't try to make the same demands of each student or cast everyone in the same mold. This means that the schools must seek solutions and methods within their organization to offer different types of tasks and challenges for the children. Teachers should celebrate the children's diversity and not begrudge occasionally having to take an extra step to meet the unique needs of each child. It is reminder that the school is run for the children, and the children were not created for the school. Thus, the focus is on the pupil's experience and studies and not the teacher's instructions. Teachers should change their approach to suit the age, development levels and abilities of each one of "their children".

Regular quality assessment must be ongoing throughout the school year to ensure that the school is reaching the goal of the wellbeing and success of every child with which the school is trusted. The schools must, in the same fashion, put great emphasis on cooperation with the parents and families of each child in order to create trust. If the parents don't trust the school, then the teachers will never create a good relationship with the child. This could lead to the child not getting the quality experience at school that s/he deserves. Keep your eyes open for these possible issues and manage operations in a benevolent way.

Among the methods that the school can use to meet each child's needs, these are the highlights:

1. Each child is met and greeted every day with positivity, high spirits and a friendly touch. Each school day is characterized by the staff using every opportunity to show the children positive attention and love in the form of words, contact and attitude.
2. In Hjalli schools, partial division by gender is used to ensure equality between girls and boys, and to give both genders a positive opportunity in the fields that do not belong to traditional gender roles. The genders have historically been deprived of various types of training in a society that has not yet reached its set goals for equality between men and women.
3. Creating groups based on age meets the need for peers, and peer-based friendships. Permanent groups are meant to ensure long-term friendship and solidarity, as the bonds of friendship are essential for the child's welfare.
4. Daily "decision-meetings" mean that individual's interest and will is respected, and that the child senses his/her own significance when the day is organized.
5. The children take part in organizing group activities. They can influence the lunch menu and the type of outdoor activities, which gives each child a feeling of influence over their own circumstances.
6. The same teacher or group supervisor takes care, when possible, of a group for a whole school year to make sure that each child has a safe haven, and that everyone will be given the necessary attention.



7. All children are special needs children because all children are special – but if a child needs special assistance because of a handicap of some sort, behavioural or otherwise, then the school will evaluate with the parents how such assistance shall be provided. No single solution is right for everyone. The needs of the child prevail, as per the assessment of specialists, and the parents are the final authority.
8. Teachers and group supervisors keep track of each child's situation and development, and record their observations during each semester. They present these to the parents, and also perform a formal course assessment in selected fields.
9. Teachers and group supervisors organize their work with their group of children according to the clear learning objectives found in both the National Curriculum and the school's own curriculum. They assess their work and the progress of each child systematically after each term. The parents receive a formal, regular presentation of both schedules and results, as well as an overview of the general situation and how goals are being met.
10. Highly effective collaboration is in place with parents and families. This consists of home interviews and "family mornings", as well as the work effort of parents and families at the school, in accordance with a further agreement. The school, in addition to this, posts dozens of images of each child at play and work in each month on a password protected member's area of the school's webpage.
11. During each school year, a survey is done among the parents on their thoughts about the school, and whether they have suggestions for improvement. The parents can also, at any time, submit their remarks and recommendations to the school, and are most welcome to do so.
12. The connection of this First Principle is to the initial stage of individual capability in the gender-focused curriculum of the Hjällastefnan. More specifically, it is connected to the training of independence, confidence, self-assuredness and individual expression.