



# ALL TOGETHER

Building harmonious relationships for a successful school environment  
(methodological guide)

Strategic Partnerships Erasmus+ 2019-2022  
2019 -1-DE03-KA229-059672\_3

Oradea  
2022





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## Preface

"The purpose of education is to turn mirrors into windows." (Sydney J. Harris)

European cooperation in recent years in the field of education and training policies has provided valuable support for national reforms in the field of education and contributed to the mobility of specialists within the EU by providing them with valuable professional "windows".

Being an intellectual result of an Erasmus + strategic partnership, the *All together - Building harmonious relationships for a successful school environment (methodological guide)* is thus part of a direction promoted by the Romanian educational authorities because we can consider the project *All together* as an opening to a prolific exchange of experience at European level.

The brochure contains specialized articles on the importance of the appropriate educational environment and examples of activities carried out by the partners involved in the project in order to strengthen the various types of relationships encountered in schools, the foundation of a successful educational act. The specialists who will consult it will find in it a guide of good practices in this regard.

The paper is also useful, during their professional development, to our students from the University of Oradea, Faculty of Socio-Human Sciences, who have been involved as volunteers in some local project activities.

**Associated professor Phd. Karla Melinda Barth, University of Oradea, Romania**

"The methodological guide entitled *ALL TOGETHER - Building harmonious relationships for a successful school environment* represents the final product of the Erasmus + project of the same name carried out during 2019-2022 by five educational institutions in Europe: *Cristal* Inclusive Education School Center, Oradea, Romania; *Heinrich Böll* School, Frechen, Germany; *Dales* School, Blyth, UK; *Janusz Korczak* School, Ibbenburen, Germany and *Lyuben Karavelov* School, Sofia, Bulgaria.

The central objective of the project was the development of five types of relationships in the school educational environment, namely: teacher-student relationships, student-student relationships, teacher-parent relationships, employee relationships and strengthening the school community.

The small methodical guide *All together - Building harmonious relationships for a successful school environment* presents to those who wish to consult it some examples of activities experienced by the partners involved in the mentioned strategic partnership. Thus, specialists from the five partner countries in the project, namely: Annette Groß (*Heinrich Böll* Schule, Frechen, Germany) Astrid Oelgemöller (*Janusz-Korczak* Schule, Ibbenburen, Germany), Emöke Bar (*Cristal* Inclusive Education Center Oradea, Romania), Lioara Bianca Buboiu (*Cristal* School Center for Inclusive Education Oradea, Romania), Donka Hristova (136th PS *Luben Karavelov*, Sofia, Bulgaria), Galina Sahieva (136th PS *Luben Karavelov*, Sofia, Bulgaria), Monica Florica Kövèr (School Center for Inclusive Education *Cristal* Oradea, Romania), Samantha Lawson (*Dales* School, Blyth, UK) and Maria Ramona Vesa (*Cristal* Inclusive Education Center Oradea, Romania) contributed to the editing of this guide intended to be a source of inspiration for all the factors involved in educating children.

I continue to mention the themes addressed by the authors in this mini-guide: the school environment and its impact on the educational act, types of relationships in school, examples of activities with an emphasis on the student-student relationship, examples of activities with an emphasis on the teacher-student relationship , examples of activities focusing on the teacher-parent relationship, examples of activities focusing on the teacher-teacher relationship and examples of activities highlighting the role of the school community in school life.

Personally, I consider this mini-guide an example of good practices that reflects the way of organizing and developing the five types of relationships within the school educational environment, making it available to students, teachers, parents, but also to representatives of the local community (students, members of various foundations , associations or other interested persons) models of activities aimed at contributing to the strengthening of collaborative relationships between all partners involved in the educational act for the harmonious development of children."

**School inspector Elena Maria Erdeli, Bihor County School Inspectorate, Oradea, Romania**

# "All together"

## for relationships improvement in the school environment

Vesa Maria Ramona, Groß Annetter <sup>a,b</sup>

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*b Heinrich Böll Schule, Frechen, Germania*

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**Abstract:** *The **All together** brochure/ methodological guide presents to those who want to consult it some examples of activities experienced by the partners involved in the strategic partnership Erasmus + **All together** wishing to be a source of inspiration for other educational institutions that want to improve the relationships in the school environment. This will offer them an institutional framework conducive to ensure a quality educational act.*

**Key words:** *Erasmus+ , educational environment, relationships*

The school environment includes all the internal and external factors that influence the educational activity in the education system, being a complex organizational environment, which prioritizes the demands of psychological and social nature for teachers, students and parents. In the school context, there are various types of relationships that are relevant to commitment and that represent the prerequisite for school education.

The Erasmus + All together project (2019-2022) united 5 schools across Europe : CSEI Cristal Oradea, Romania; Heinrich Böll school from Frechen, Germany; Dales School from Blyth, UK ; Janusz-Korczak-Schule from Ibbenburen, Germany and Lyuben Karavelov school from Sofia, Bulgaria. The project worked on developing five types of relationships in school educational environment:

- *teacher-pupil relationships*, creating trust as a central element of a successful teacher-student relationship. The project helped teachers and students from partner schools experience each other in different settings and roles and thus get to know and appreciate each other's diverse interaction patterns.
- *pupil-pupil relationships*. The students involved in All together project were helped to perceive and formulate their own needs appropriately, as well as to recognize and consider the needs of others. Through this project or students learned that they are part of a group and that they also contribute to making everyone feel comfortable in the group.
- *teacher-parent relationships*. During the project implementation the schools learned from each other how to ensure that teachers and parents can meet beyond their traditional roles

and develop mutual appreciation. The All together project included exchange of ideas in order to make it easier for parents in partner schools to feel welcome at school with their ideas, skills and needs.

- *relationships among employees.* In order to cope with the challenging everyday life with students who are not able to relate in the usual way, it is necessary that the staff of our schools can be assured of a trustworthy, supportive environment that enables them to gain strength and maintain open collegial exchange. The project contributed to this through various activities.
- *strengthening school community.* The basis for a strong school community arises from relationships relevant to commitment. The overarching aim of our project was to exchange information on building blocks of relationship 'offers in the school environment, to further develop them pedagogically and professionally for one's own system and to implement them there with long-term structural support.

Because of the COVID pandemic situation only 4 from the 6 initially planned learning/teaching/training activities took place but still we succeed in achieving our goals. During these meetings, all schools involved in the project presented existing offers from their own school on different types of relationships aspect.

From this selection, each partner chose at least one offer that was tried out at its own school. The participants took the result of the learning, teaching and training activities "home" to their school, where they acted as multipliers and ensure that the school collects experience with the selected offer and evaluates it. At the next international meeting, the participants exchanged their experiences in developing the school educational environment. In this way, a wealth of experience emerged during the project.

The *All together* brochure/ methodological guide presents to those who want to consult it some examples of activities experienced by the partners involved in the strategic partnership Erasmus + *All together* wishing to be a source of inspiration for other educational institutions that want to improve the relationships in the school environment. This will offer them an institutional framework conducive to ensure a quality educational act.



# The school environment and its impact on the educational act

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**Abstract:** *The school environment that encourages cooperation, respect, tolerance, freedom in the learning activity and that forms students' skills, social competences is a priority of education. Teacher attitudes such as student understanding, confidence in the positive potential of the teacher-student relationship and the availability of real involvement in this relationship are prerequisites that ensure integral, cognitive and affective communication. Such attitudes develop in students' self-confidence, widens the openness and availability of communication and stimulates the desire to involve the student in developing a positive relationship with the teacher.*

**Key words:** *school environment, school climate, education*

The topic of the environment we find it in philosophy, psychology, linguistics, anthropology, ethnography, geography, biology, etc. In general, the environment is a notion that refers to the totality of conditions that contribute to the evolution of beings or things. The environment is a concept embedded in various fields of science and everyday life and its definition is found in many ways.

Carmen Cătălina Ioan highlights the environment “under its two sides, physical and social” (1, p.17). The physical component of the environment consists of all the physical elements that act directly or indirectly on persons, influencing them more or less visibly. Physical factors (temperature, chemical factors, acoustic factors, humidity, vibrations, etc.) exercise an obvious physical influence, with effects on the physiological activity of the body, having direct consequences on efficiency. Also, physical factors exercise an influence on the mental system. As physical factors are mentioned atmospheric conditions, temperature (optimal limits-15-25 degrees Celsius), humidity (normal limits-30-70%), sound factors, lighting (light factor), chromatic factor. The social component includes psycho-social elements whose manifestation is felt at various levels - individual, group, community, global.

The environment acts on the person in his physical, social and cultural complexity. In relation to the dominant factor, we can talk about the physical environment, the social environment, the cultural environment, the school environment, etc.

The school educational environment includes all the internal and external factors that influence the realization of the educational process in general education, being a complex

organizational environment, which prioritizes psychological and social requirements of the subjects involved: student, teacher.

For different subjects of education, the school has a different role, starting, most of the time, from personal experiences, but certainly the education acquired in the school environment is always the foundation on which the life experience was built.

The climate in the school environment is designated as "the intellectual and moral environment that reigns in a group, the set of collective perceptions and emotional states within the organization". In the term school climate are found: socio-cultural factors, interpersonal relationships within the school institution (teacher-student; student-student; teacher-parent; teacher - management team; student / parent - management team), quality of communication, style characteristics managerial, the structure and size of the school institution and working conditions and influences of the external environment.

According to R. E. Miles, the school climate is manifested by: the characteristics of psychosocial relationships in school, the type of authority, the degree of motivation and mobilization of human resources, states of satisfaction / dissatisfaction and the degree of cohesion in the school community.

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# Types of relationships in school

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**Abstract:** *The school environment and the relationships that are established within it are factors that contribute to the provision of a quality educational service. The influences exerted on the educable in this context contribute to the development of a harmonious personality, by following the pedagogical goals proposed and accepted from a social point of view.*

**Key words:** *school environment, relationships in the school environment, education*

The environment, along with the other two factors of human development (heredity and education), is a stimulating and shaping factor of hereditary potentialities, with an extremely important role in shaping and becoming the future human personality. The school environment fulfills the function of training-development of the individual through activities and actions rigorously structured and carried out in the institutionalized environment of the school. This organized environment also involves the development of relationships, the quality of which depends on the success of the entire instructive-educational approach. These relationships are established between the actors of the educational process and aim at achieving the goals / objectives proposed in terms of school programs, as well as shaping the personality of learners. The literature distinguishes several types of interactions/ relationships encountered in the educational context of the school environment:

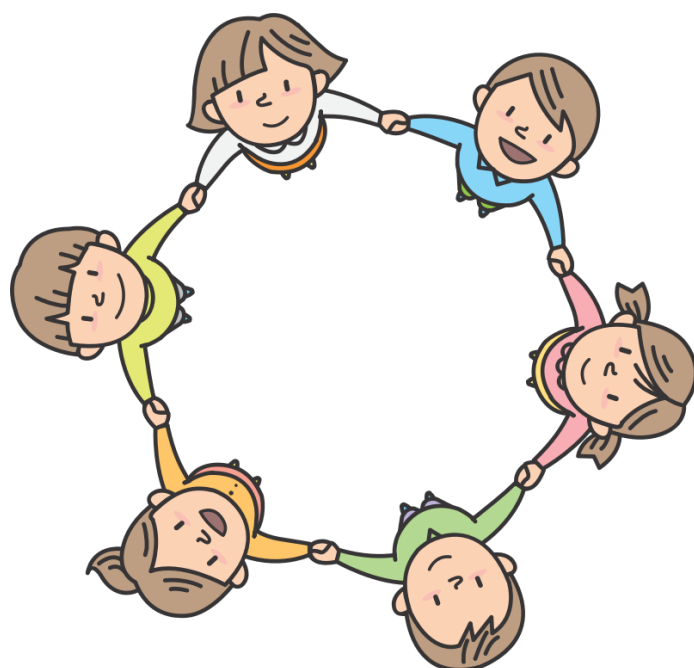
- Student-student relationships - are the relationships established between the members of a group, a psycho-social formation formed at school level and which has a common pedagogical purpose, clearly defined. These relationships develop in the class of students, in the school institution and can be: collaboration/ cooperation relationships, competition/ rivalry relationships and conflict relationships. The collaboration / cooperation relations between students lead to the increase of the group cohesion, to the formation of the syntax, to the development of the feeling of belonging. Teamwork determines the acquisition of norms, socially accepted rules, the development of functional relationships that will facilitate the future socio-professional insertion of the student. Competitive relationships develop a sense of competitiveness, a desire to achieve individual goals. Conflict relationships are relationships that are based on opposite attitudes and are characterized by mutual opposition of partners.

- Teacher-student relationships - are the relationships that are established between the actors of the instructive-educational process and on whose quality depends the achievement of educational objectives, the formation of appropriate, socially accepted behaviors. These relationships are continuously developed and perfected, based on mutual respect, interactive communication, active and responsible involvement of educational partners, cooperation and empathy. If the teacher-student relationship is harmonious, the chances of school success are higher.
- Teacher-parent relationships - The first educational environment and socializing instance of any child is the family. Within the family, the little one comes into contact with patterns of behavior, learns a series of rules and regulations. The educational activity initiated by the family continues later in the institutionalized environment of the kindergarten and then of the school. In order for the educational influences exerted on the little one to be optimal, beneficial and of quality, an active partnership is required between the learner's family and the teaching staff. The quality of teacher-parent relationships influences the quality of the educational act and its finality. The more involved a parent is in the life of the school, shows interest in the child's educational problems, maintains a close relationship with the teaching staff, the child's chances of success are higher. Parents' participation in activities initiated by the school: meetings with parents, lectureships, extracurricular activities, exchanges of information with teachers, joint activities with students, respectively functional teacher-parent relations, are sold with benefits in favor of the little one highlighted by good grades, attitudes and positive behaviors, avoiding absenteeism, better involvement in educational programs (Diaconu, p.308).
- Teacher-teacher relationships - are those social relationships that are established at the professional level between individuals who fulfill similar professional statuses and roles and whose objective is to achieve the goals of education through specific activities. The efficient collaboration between the school staff allows the adequate knowledge of each child, the adoption of teaching methods and means that allow the efficiency of the teaching act, quality interventions. At the same time, the exchange of information between teachers leads to continuous improvement, to the creation of a stimulating school environment, able to develop harmonious personalities.

As Pestalozzi said: "Man becomes man only through education", but this education rises to the desired standards only when it is achieved in an optimal school environment, based on harmonious, constructive relationships, established between all participants/ partners of the educational process.

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## Pupil - pupil relationships



## Examples of activities carried out to strengthen student-student relationships

- **Janusz-Korczak Schule, Ibbenbüren, Germany**
  - **Workshops for students** (workshops involving joint projects: making different clay/more complex ceramic objects; building boxes/hives for bees or birds; sports exercises/games)
  - **Performing social learning activities** (special cooperative games, performed in pairs or in teams)
- **136<sup>th</sup> PS Luben Karavelov, Sofia, Bulgaria**
  - **Activities to mark the day against aggression – Pink T-shirt Day** (rules against aggression are drawn up during a team-building. Together with the school psychologist, a material is read that promotes peaceful, socially accepted behavior; at the end, they inflate and release pink balloons with anti-aggression messages written on them)
  - **Organizing the week of sports activities** (practicing various sports/games that require team spirit and cooperation: volleyball, football, etc.)
  - **Making a giant puzzle** (Students are divided into teams. Each team paints a part of the puzzle. At the end, they come together to raise awareness of the role of each student in the school community and the importance of cooperation)
  - **Marking Erasmus Day** (celebration of Erasmus projects, group activities where students work together making posters for Erasmus projects in which the school is involved; various team sports games)
  - **Marking Earth Day:** (watching a documentary about planet Earth, student team competition with the theme "Nature", relay games)
- **Dales School, Blyth, UK**
  - **Day trips** (group visit to the local forests, the local park, the beach)
  - **Implementation of THRIVE program for children with autism** (weekly activities for developing children's language, establishing visual contact with their peers, training peers' listening skills).
  - **Carrying out activities for the development of communication** (children compose letters for classmates that they offer in physical format or send them electronically)
- **Heinrich Böll Schule, Frechen, Germany**
  - **Joint project: "We in Frechen"** (several classes jointly plan a project. Within this project, the classes visit each other. As an element of identity building, a mascot is made that will



work together with the students on the activities carried out in each class. At the end of the project, a joint event is held, in which the classes present their results.)

- **Implementation of the program "My emotions - Your emotions"** (the barometer of emotions is built. A group of students speaks about the emotions of the members during the morning meeting. Glasses are painted to create a good mood. These glasses are stuck on friendly faces and are offered students from other classes to create a good mood for them too. Students perform various tasks/games together such as: "Pantomime", "Fear", "Courage", "Joy", dance together to well-mood inducing songs, they write compliments to each other making little "compliment booklets")
  - **Implementation of the "Pirates in Search of Kindness" program** (a rule is created for the school - example: "We do everything we can to treat each other in a friendly manner". Every day, students open a digital message that presents a task on kindness. For example, find friendly sentences and use them to create a friendly sun for the classroom (write the sentences on the rays of the sun). Children address each other with friendly sentences to create a pleasant atmosphere. Each student writes and draws a welcome letter to a 1st grade student. In physical education classes, students work in teams to demonstrate how well they can overcome any obstacle together with a partner. At the end, they watch a suggestive film for the topic covered (example: film about the friendly bull Ferdinand).
  - **Meerkats in football fever** - Group project method (a thematic project is carried out, for example: football. For a week, children carry out football-related activities in all subjects, make handicrafts, recreate and analyze football scenes, play soccer together.)
  - **Creating games that require cooperation between students** (different games held in playgrounds - with sand, water, climbing, etc., board games, table football, car races, basketball, football, etc.)
- 
- **CSEI Cristal Oradea, Romania**
    - **Hugs day - January 21st** (the pandemic situation did not allow us a face-to-face activity, as a result our hugs were virtual. For this, teams of children and teachers made practical works, hearts with messages and chained hands, hug photos etc. After their completion they exchanged works. The activity ended with a huge virtual hug.)
    - **Creating the Garden of European friends - celebration of Europe Day** (the main objective was the realization of a project in cooperation by teams of two students each. The participants were divided into three workshops. In each workshop it was produced a fragment of the finished product. In the first workshop flower pots were decorated, in the second workshop spring flowers were planted in the pots made, and in the third workshop the flags of the partner countries were made.)
    - **Outdoor team games** (to implement the results of participating in the teaching/learning/training activity hosted by the partners from 136 Primary school Luben Karavelov in Bulgaria, we carried out an outdoor learning activity with the aim of strengthening relationships among students. As a result, we chose a location outside the institution, at the forest in Băile Felix, where, helped by volunteer students of the University of Oradea, the students played several team games. These have been carefully chosen to encourage teamwork, collaboration and cooperation.)
    - **Creating social games for children** (throughout the course of the project, we organized a series of activities consisting of movement and attention games. Aims improving



relationships in the microgroup, encouraging communication, developing trust in others, empathy, encouraging positive attitudes and developing social skills.)

- ***Implementation of the program of therapeutic stories*** (using this method we used stories for therapeutic purposes, in order to solve some problems that our students face at a given moment in the relationship with the other children in the class. This helps to develop the self-image, favors the possibility for the students to better understand themselves and others and helps them to discover the interests and needs of those around them.)



## Teacher - student relationships



## Examples of activities carried out to strengthen teacher-student relationship

- **Janusz Korczak Schule, Ibbenbüren, Germany**
  - **Visits Day** (joint visits made by teachers and students to different objectives in the city: skating rink, cinema, swimming pool, etc.).
  - **Implementation of a program of individual conversations (teacher - student)** (individual conversations between teachers and students using an interview guide; skills, development and aspirations are discussed, goals are set.)
- **136<sup>th</sup> PS Luben Karavelov, Sofia, Bulgaria**
  - **Organization of the Reading Day** (students and teachers read together different stories for children, these stories can be read to kindergarten children)
  - **Organization of Tolerance Day** (open lessons about tolerance and communication with teachers and between students, making drawings on the same theme.)
  - **"March of the books"** (activity carried out during a week. Various activities are carried out together with the teachers such as: dramatizations with teachers and students as actors, arrangement of the library, etc.)
- **Dales School, Blyth, UK**
  - **Implementation of the THRIVE program** (THRIVE sessions are organized focused on developing children's trust in the teachers they work with and developing better communication skills between teachers and pupils)
- **Heinrich Böll Schule, Frechen, Germany**
  - **Weekly drumming workshop** for teachers and students (Students are the leaders of the activities, teachers follow their ideas and support them. Big drums were created and used together and we enjoyed exploring the sound of the cajons. The drumming workshop was held every week, following an idea taken from CSEI *Cristal Oradea*).
  - **Joint teacher-student activities with the aim of creating a sense of safety in the school** (Teachers are the guarantors of students' safety, thus allowing them to explore the environment and develop themselves. A priority for teachers is to ensure that students have enough food and have access to human warmth by participating in small meals together in school. Many children do not benefit from meals together in their families. Therefore, it is very important for teachers to accompany students during school meals,

to listen to the events that children experienced during the day and enjoy quality time together)

- **Joint teacher-student games** (Playing means exploring the world. While playing, children learn the most important skills for life. The teacher can follow the children in their own world, the students feel interest in their personality. The teacher and students can establish verbal or non-verbal dialogues. They meet outside of usual roles Playtime in school can be an important part of teacher support with clearly defined developmental goals. In terms of emotional development, children can experience self-efficacy, they get a response and appreciation for their activities, learn to act and speak in dialogues and have an opportunity to develop their skills. Last but not least, they share a situation with a relevant person in their life.)

- **Implementation of a behavioral education program for SEN students based on praise and rewarding desirable behaviors**

(Because of their level of emotional and social development, many students with special needs do not integrate into the group. These students need someone with whom they feel safe and by whom they can be seen and listened to. But at school they must share the teacher's attention with other children. Misbehavior is often a very successful way to keep the teacher's attention. Praising and naming appropriate behavior gives these children the opportunity to get noticed without having to misbehave.

If there are students in the class who have a very low tolerance for frustration, who do not show effort in their work, who give up very quickly and do not try to find solutions to problems, or who may act out in an aggressive way, try to find very small aspects that you can reward - e.g. "You took your pen", "You looked at me" or "You are in the chair" - things that are normally taken for granted. Try to name every good behavior you can find. Thus the child is informed about the teacher's expectations of him and has the feeling that he is seen as a person who is doing his best to integrate properly. Back up these verbalizations of behaviors with praise (eg, "You started work, that's great!"). It depends on the child how much praise he needs. There are some children who do not want to be praised. In this case, use only verbalization of appropriate behavior.)

- **CSEI Cristal Oradea, Romania**

- **We celebrate together** - idea taken from *Janusz-Korczak* Schule. (We proposed that all teachers and students who were born in a certain month would be celebrated together, at the beginning of each month, with a party. Due to pandemic restrictions, we limited ourselves to celebrating birthdays in each class/group)
- **Implementation of the "Let's dance together" program** (Weekly children and teachers met in the gym, and, guided by a professional dance instructor, danced creating a pleasant atmosphere with joy and good cheer.)
- **Celebrating Hugs day** - January 21st (a day with a great emotional charge, hugs full of love and empathy for the whole team, teachers, children and non-teaching staff)
- **All together puzzle** (one of the tasks to be solved following the teaching/learning/training activity carried out at *Janusz Korczak* Schule. The activity

consisted in assembling a unitary picture from fragments made by groups of children and teachers. Each school partner had the task of making a fragment of the painting, using various materials and working techniques (gluing, painting, drawing, etc.) according to the children's complaints, without suggestions from the teaching staff. To make a finished product, the fragments are assembled, then, through the painting technique creating bridges between the fragments.)

- **All together Flowers Day** (teacher-student teams made a huge flower, the working technique was up to the participants. At the end, a huge panel was built for a photo shoot.)
- **Paper plane game (online activity)** (a creative task that was successfully carried out in our institution, going to propose a new task to the partners at *Heinrich Böll Schule*. During the online activities at home, each teacher recorded movement games with their own children. These were included in a video footage that the paper airplane took to partners in Germany, who were tasked with replicating the movement games at school in teacher-student teams, then at home in teams for children and parents/siblings.)
- **International Day of Reading Together** - February 2 (the main objective of the activity was to spend quality time together, children and teachers alike. Parents also wanted to be with us, even if only virtually. The activity took place in two stages, the one in the institution and the one at home. The teachers involved had the freedom to choose any story, story, fable, folk tale. For preschoolers, we chose to read familiar stories with them, using picture books, to encourage them to express themselves, practice their vocabulary, tell stories freely. In the school classes, where possible, the children were encouraged to read themselves, sometimes helped by adapted devices.)
- **Let's learn about the partners** (we scheduled a series of activities aiming at familiarizing the children with the partner countries. Each time, for each class, we chose a partner country to discuss and find out information about language, gastronomy, representative buildings. During the activities we organized teacher-student teams and used art therapy as a means of improving the relationship)
- **Marking Erasmusdays** (art-therapy activity in which teachers and students jointly created practical, artistic-plastic works, collages, paintings, using the colors of the partner countries' flags.)
- **Setting up the friendship garden - Erasmus garden** (teams of students and teachers recreated the flags of the partner countries using river stones. Each country was thus represented by a flower made of stones placed in a place of honor, on a specially arranged space in the garden of the institution. )



## Teacher – parent relationships







## Examples of activities carried out to strengthen teacher-parent relationships

- **Janusz Korczak Schule, Ibbenbüren, Germany**
  - **Implementation of the "Parents Cafe" program** (meetings of parents or legal guardians with school staff, discussions about school, education, development.)
  - **Carrying out visits to the homes of the children/parents or to other leisure places** (teachers visit the students and parents at home or meet them in places dedicated to leisure time and carry out activities together: play football, horse riding, swimming etc.).
- **136<sup>th</sup> PS Luben Karavelov , Sofia, Bulgaria**
  - **Painting the school fence in a joint action with parents** (together parents and teachers paint the school fence having the opportunity to socialize and get to know each other better)
  - **Decorating Easter eggs at school together with parents** (parents and teachers paint eggs for the Easter holidays, make cakes, biscuits, cookies, etc.)
  - **Open classes** (parents attend classes with their children.)
- **Dales School, Blyth, UK**
  - **The use of communication books** (teachers write daily to the parents about what happened at school, what the child did, etc.)
  - **Implementation of the EFL program** (photos and information about lessons and activities are shared with parents. They reflect children's progress and activities in school.)
  - **Developing a partnership with parents** (parents are invited to be involved in the active life of the school.)
  - **Parent Coffee Mornings** (parents are invited to a coffee in the school and do different activities together with teachers and students)
- **Heinrich Böll Schule, Frechen, Germany**
  - **The organization of the annual school festival** (cooperative games for teachers, parents and students an activity is created that can only be achieved through cooperation: the joint creation of a massage ball according to the instructions received, application routes that can only be completed through cooperation etc.)

- **CSEI Cristal Oradea, Romania**

- ***Creating a visual board*** (the task came to us as a proposal from *Dales School*, UK. Each student participating in the project, with the help of parents and teachers, created a poster to illustrate their wishes, hobbies, feelings. We started work on these posters in the institution and they were completed at home with parents.)
- ***Erasmusdays – Making small surprises for parents*** (teachers and children together made small gifts, consisting of letters, fridge magnets with messages, boxes with wishes, cards, etc., which were handed to parents. The role of these small presents was that of bringing closer, creating or strengthening ties between parents and teachers, ties that were subject to a slight distancing due to the pandemic situation. The teachers' messages were of thanks for the support, help, collaboration, understanding etc. shown by the parents in the pandemic situation.)
- ***All together in Holland– celebrating the 3rd of December, International Day of People with Disabilities*** – idea taken from *Dales School*, UK. (Based on the essay written by Emily Perl Kingsley *Welcome to Holland!* , an emotional essay that illustrates the experience of seeing your life's expectations turned upside down, our activity wanted to reinforce to parents the conviction that they are not alone, that we are with them on this trip. The teaching staff selected photos in which they appear with the children in various activities: teaching, playing, etc. For these photos, the children decorated frames, using various techniques: gluing, collage, painting, application.)
- ***All together for a sweet "Thank you"!*** (a trip with Santa Claus' train during which the teachers prepared a huge cake made of various sweets that was received with great joy by all the participants: children, parents and grandparents.)
- ***Movie night all together celebrating Mother's Day*** (idea taken from the partners *Heinrich Böll Schule*. Mothers were invited to celebrate this special day in a different setting, outside the institution, by watching a movie at the *Cinema Palace* in the Lotus Center Oradea, together with the teachers and children. We wanted to carry out an action that would invite to relaxation and socialization between the participating teachers and parents.)
- ***All together Movie night - International Family Day*** (another activity of watching a movie at the *Cinema Palace* in the premises of the Lotus Center Oradea. Family members were invited to attend together with teachers and pupils, the goal being the socialization and strengthening of relations with the families of the pupils in school )



## Teacher – teacher relationships



## Examples of activities carried out to strengthen teacher-teacher relationships

- **Janusz-Korczak Schule, Ibbenbüren, Germany**
  - **Speed-Dating** (social game to get in contact with colleagues during a study day)
- **136<sup>th</sup> PS Luben Karavelov, Bulgaria**
  - **Implementation of a mentoring program** (games to develop motivation; teamwork; managing emotions; dealing with professional stress.)
  - **Team Rally Game** (game for creating trust between the members of the teaching team in the school)
  - **Meetings between teachers** (visits between teachers of different education levels, exchange of experience)
  - **Carrying out co-teaching activities** (two teachers work together and carry out a lesson together, for example literature and arts).
  - **Christmas party for teachers** (a party is organized for all teachers to celebrate Christmas; exchange of impressions and ideas, socializing.)
  - **Team-building trips for teachers**
- **Dales School , Blyth, UK**
  - **Rebound Program** (teachers participate in training together).
  - **EHCP evaluations** (meeting with the child's teachers and parents, as well as with the other actors involved in the child's development and education process: social worker, physiotherapist, etc. Discussions around the subjects taught, assessment, development indicators and goals setting are carried out in the team, being an opportunity for cooperation and negotiation between the teachers/staff involved.)
- **Heinrich Böll Schule, Frechen, Germany**
  - **Collegiate mentoring program** (visits between teachers, classroom assistance, exchange of experience and good practices)
  - **Creative workshops for the school staff** (a work topic is sought. Ideas are discussed, such as ways to motivate school teachers, special surprises, work tasks, types of materials, etc.). A creative workshop is carried out around the chosen theme. For the success of the



activity, the teams must be mixed, the staff involved must be positively surprised, there must be more action and less chatter, people must be taken out of their comfort zone. )

- **CSEI Cristal Oradea , Romania**

- ***Sports day for the school staff*** (in order to implement the results of the participation in the teaching/learning/training activity hosted by the partners from *Janusz-Korczak Schule*, we ran a weekly aerobics program for the school staff. The main objective was to improve relationships within the group and induce well-being.)
- ***We learn from each other (co-teaching)*** (interassistance program to implement the results of participation in the teaching/learning/training activity hosted by the partners from *Janusz-Korczak Schule*. The main objective was the exchange of good educational practices between colleagues. The program had a reciprocal character. Through cooperation, collaboration, help, sharing of ideas, strategies and methods, we reached a better relationship with colleagues.)
- ***Making the educational space more friendly*** (the teaching and non-teaching staff of the school participated in a long-term activity that involved painting the entire interior of the institution with cheerful images to make the space more attractive for children. In the course of this activity we discovered hidden talents of colleagues, we spent a lot of time together, we were more attentive to each other.)
- ***Erasmusdays - All together against Covid 19*** (Creative workshop with the theme: *How do the staff of the institution react to the pressure of the pandemic situation?* One of our colleagues wrote a play, the characters of the play being members of the staff. The actors - teachers had the task of playing these roles highlighting the personality of the one played. The idea of this skit was to bring out the qualities, the uniqueness of each staff member. Even if we are unique and different we can work well together.)
- ***All together for well-being in the school!*** (team-building activity and creative workshop on the theme of well-being in school. The teaching staff from the *All together* project implementation team traveled together in a trip outside the institution and participated in a series of activities aimed at improving communication, cohesion, cooperation between the participating teaching staff. The activities carried out were organized in the form of teambuilding games and creative workshops. The main objective was to improve teamwork and create well-being in the school. The idea of the activity was taken from the partners in Bulgaria and Germany)



## The school community





## Examples of activities carried out to strengthen relations in the school community and with the local community

- **Heinrich- Böll Schule, Frechen, Germany**
  - **"A Christmas Cookie All together"** ( working together to create an analogous advent calendar, activities of creating a growing nativity set, baking activities for some Christmas cakes, creating a digital advent calendar.)
  - **"Alle zusammen" means "All together"**(different activities to illustrate the *All together* concept .The pupils of one class worked all together on the Beatles-Song-Chorus "All together now". They painted the letters of the song words on boxes and played all together. They built together amazing high towers, fantastic castles and caves etc.)
  - **"Me, you, all together, yeah!"** (At the beginning of the school year teacher and students made the program "Me, you, all together". They played together different games to know better each other, to learn the names of the new children. Lots of games in the classroom and gym drawn the attention to the other people in the community. Each child had to look closely at what another person is doing or listening to what they are saying. In this way it was possible to do something together and help each other. We worked together in different tasks as: building towers, set up long rows of, paint together by rolling balls to each other, giving the name to the class, for example „rocket class “so every kid made a rocket. )
  - **"A deed of chivalry every day" program** (the knights had many good rules that were important for living together in a community. We try to transfer these rules to our life at school and by doing this we do something good for our community school. Knights are good hosts and organize many festivities. Neighboring classes can be invited to the cinema in the classroom to watch a movie together. We give gifts to make new students feel at home at our school. Each new child receives a small gift (for example: a bookmark). Knights had to take care of their belongings, keep everything in order. Similarly, students will have the goal of maintaining cleanliness in the classroom/institution, creating a warm, welcoming environment, to make everyone feel comfortable in the classroom/school.We can paint clay pots which we fill with bird seed and then hang them on the trees in the school garden.This will make g the prettier root and the birds will be happy. We can also decorate the classroom/hallway windows in the school with lots of friendly animals.)
  - **"Help an angel fly" activity** (making a common advent calendar in the school corridor. All classes celebrated Christmas with a small party. For the party, they made cookies and tea together. We built a set of clothes for the birth of the Savior. The students from all classes were working on a Christmas story the theme of an angel who has difficulty flying and needs help to do so. The angel received help from all the students in the school who made feathers with good wishes for the future of the world, under the slogan: *"Together we make angels fly!"*).
  - **Making a film of the Heinrich-Böll-Schule** (under the guidance of a professional, a group of students and teachers made a film about school life. At the beginning of the project, all students and teachers are involved. They were invited to paint hearts and glue them in their favorite places in the school to tell the filmmakers what is important to see in this film. The group involved talked about their individual impressions, about the important

aspects of the school. From all these ideas it emerged a film that illustrates the school community as a whole.)

- **CSEI Cristal Oradea ,Romania**

- ***The launch conference of the Strategic Partnership Erasmus +All together*** (the main objective of this conference was to mobilize the school community of the institution to start the project and to familiarize the local community with this type of projects, but also with the specifics of our institution. It was also an opportunity for our children to be visible in the community, to perform in front of an audience, to sing and dance on stage.)
- ***1st June together*** (one of the main objectives of the activity was to strengthen/improve the school's relationships with institutions from the local community - Oradea Arts High School, Oradea University, *Nicolae Bălcescu* School Oradea, etc. and implementing the results of participation in the teaching activity/ learning/training held at *Luben Karavelov* Primary School. The day's program included sports activities in teams, drawings on the asphalt, face painting, party with soap bubbles together with students from other school institutions.)

## Photo album

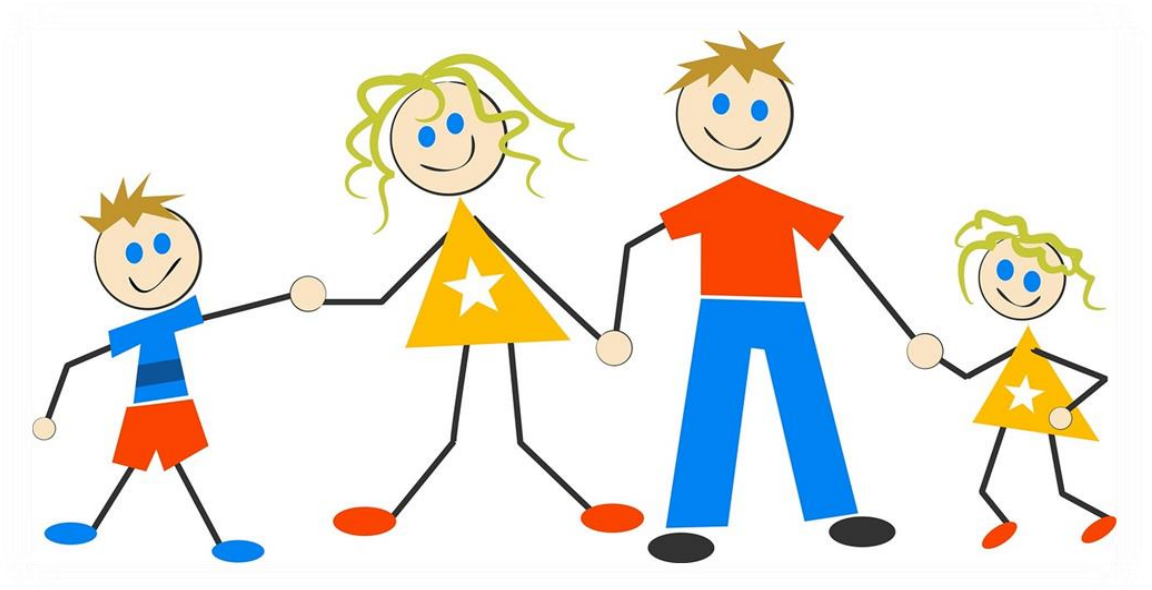












*The school environment includes all the internal and external factors that influence the educational activity in the education system, being a complex organizational environment, which prioritizes the demands of psychological and social nature for teachers, students and parents. In the school context, there are various types of relationships that are relevant to commitment and that represent the prerequisite for school education.*

*The Erasmus + **All together** project (2019-2022) united 5 schools across Europe : CSEI **Cristal** Oradea, Romania; **Heinrich Böll** school from Frechen, Germany; **Dales** School from Blyth, UK ; **Janusz-Korczak** school from Ibbenburen, Germany and **Lyuben Karavelov** school from Sofia, Bulgaria. The project worked on developing relationships in school environment.*

*The overarching aim of our project was to exchange information on building blocks of relationship 'offers in the school environment, to further develop them pedagogically and professionally for one's own system and to implement them there with long-term structural support.*

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