

Two cases from the Dutch PACT Project.

PACT is an innovative project in the Netherlands that connects the different worlds of child care, education and youth care, with the focus on the role of professionals. The aim is to create pedagogical communities in which all children learn and play together. The main concepts are inclusion and diversity.

PACT is working together with schools, child care centres and so called 'kindcentra' for children in the age from 0 till 12. Seven pilots have been set up, all over the Netherlands. The pilots delivered a competence profile for a new function within the Dutch educational and child care system: the inclusion professional/pedagogue.

Besides the PACT-activities in schools and child care centres, a platform of professional Educational Institutes has been set up in order to investigate, discuss and design new courses for the pedagogical professional of the future. PACT has developed a training for professionals in the work field - teachers, pedagogues and professionals in ECEC.

Case 1 : 5 years old B in elementary school

Context information

B's school is situated in a new build neighbourhood near Nijmegen, a middle-size city in the eastern part of the Netherlands.

The school is a so called Brede (Community) school and is closely related to the child care company that offers child care 0-4 and out of school care. Both organisations are located in the same building. The teachers and pedagogues work together intensely. The school has the ambition to offer inclusive education and takes part in the PACT- project

B is 5 years old and is in elementary school. B has trouble with the characteristic school behaviour like sitting in a circle, independently starting an assignment, making and cleaning and playing together. He has difficulty explaining what he does or doesn't want. He says:

“when I hit someone they listen to me faster than if I talk”. B is also very restless and when he trips in the circle the other children laugh at him. B thought that to be very interesting and therefore the circle often starts with an ‘act’ from B. This clowny behaviour became bigger and bigger: while waiting in line, on the toilets, during the reading. Assignments, like fetching your coat or cleaning up your mug, became a challenge. Then they would find him laying under the coat rack in the hallway.

The teacher asked for help. *How do I deal with B?*

Questions:

1. How would you describe B’s behaviour in your own words?
2. What could be the most simple reason for B’s behaviour?
3. What small intervention could stimulate normal participation of B in the group?
4. Is there a solution which gives positive effects on (almost) all children?
5. Is there a solution possible within the group?

Case 2: S, a boy at an innovative child centre in Amsterdam

S’s case

Context information

S is 6 years old and a pupil of Laterna Magica, an integrated childcare/ school centre in Amsterdam, and one of the PACT pilots. **Laterna Magica provides childcare and education for children 0-12 years**, Pedagogues and teachers are responsible for the full-day program of their group. Teachers are called coaches. They are using the method of personalized learning. Laterna Magica has a strong ambition to be inclusive for all the children in the neighbourhood

The organisation works together with all kind of experts to achieve this goal. The team is trained in working with inclusive pedagogical principals (see 1st version of PACT input) Laterna Magica is seen as one of the most innovative pedagogical organisations in the Netherlands.

S is a six year old boy attending Child Center Laterna Magica in Amsterdam.

At random S can become very physical. Apparently out of nowhere he becomes very angry, confrontational and aggressive. Lieke, his coach, is looking for an approach. She discusses the situation with her colleagues and together they decide that Lieke will become 'S for a day'. In a way she creeps in his skin and experiences a day in the way S does. S is also filmed during his daily routines.

Questions

1. Why would the team suggest to “become S for a day”?
2. What could be the most simple cause of S’s behaviour?
3. Is there a way to help S to participate positively in the group?
4. *Is there a solution* that gives positive effects on (almost) all children?