



Gdansk Educational Foundation

**School preventive and educational program
for schools and institutions run by the Gdansk Educational Foundation**

GDANSK EDUCATIONAL FOUNDATION

The Fullness of Education

We implement original initiatives and offer comprehensive solutions to ensure the highest quality of education.

In our schools, preschools and counselling centres, we create a friendly and safe environment where children and young people develop their full potential in an atmosphere of tolerance and mutual respect.

Based on our values, competence and commitment of the entire team, we ensure that this development is comprehensive and sustainable.

VALUES OF GDANSK EDUCATIONAL FOUNDATION

Respect:

- recognition of the subjectivity and individuality of each person
- treating everyone with kindness and empathy
- tolerance and openness to diversity
- relationships based on dialogue and mutual understanding

Responsibility:

- the duty of care for spoken words, actions taken, and the common good and environment
- awareness that when we make mistakes, they should be corrected
- is a value on both a personal and team level

Autonomy:

- ability to make independent choices
- shaping your development path
- freedom of thought and self-expression

Commitment:

- proactivity and readiness to act
- the belief that what we do and how we do it matters
- looking for areas for improvement and development

We create a **Community** in which everyone identifies themselves with the accepted values.

We strive to support our Student in being:

- happy,
- comprehensively educated,
- creative and independent in thinking and acting,
- open-minded and communicative,
- aware of his/her abilities, needs and feelings,
- responsible for himself/herself and others,
- respecting the traditions of the country where he/she lives,
- active in social life,
- caring for the environment,
- a lifelong learner and prepared for life in a changing world.

The main goals in the preventive and educational work of the International School of Gdansk from the Mission and Statute complement the goals contained in the curriculum basis for general education. The educational activities of the school are primarily aimed at supporting the development of students.

In the process of upbringing, we want to develop the qualities that we consider important for every human being, regardless of the worldview he or she professes:

The happy student:

The student feels that his/her needs are being satisfied and perceives his/her life as satisfying, successful, valuable and meaningful. A happy student feels safe and respected among the social group that accompanies him/her, and has the opportunity for self-realization, that is, to develop his/her own potential.

Versatility of education

In the course of education, the student acquires knowledge and skills in various fields and is able to use them for their own development.

Creativity and independence in action and thinking

The student is independent, independent in thinking, is able to use available sources of knowledge, is creative in solving problems.

Openness and communication skills

The Student communicates and cooperates freely with others, knows how to present his/her own opinion and listen to others, is open-minded and establishes relationships with peers and adults and shows them respect.

Awareness of his/her capabilities and needs

The Student is aware of his/her abilities and needs, knows his/her strengths and weaknesses, and is able to set goals appropriate to his/her abilities. He/she is assertive.

Responsibility for self and others

The Student anticipates the consequences of his/her actions; understands that every action has consequences, is able to refrain from an action anticipating its consequences, respects safety rules, takes care of his/her own and others' safety and health.

Respect for the traditions of the country of residence

The Student knows the history of his/her country and its traditions. Demonstrates an attitude of respect towards the culture of his/her country and the culture and traditions of other nations.

Activity in social life

The student actively participates in diverse forms of social life on school grounds and outside the school; he/she is characterized by sensitivity to the needs of others.

Caring for the environment

The student is aware of his/her impact on the environment and cares about it.

Lifelong learning and adapting to a changing world

The student is a lifelong learner and is prepared for conditions arising from a changing world.

Preventive and Educational Program

The preventive and educational program is part of the educational concept of schools and institutions run by the Gdansk Educational Foundation.

The purpose of the program is to indicate and unify the directions of educational activities and prevention activities in all schools and institutions of the Gdansk Educational Foundation.

The program was developed after analyzing the needs of students, parents and teachers and in accordance with current psychological and pedagogical knowledge. It integrates the universal values promoted by schools and facilities of the Gdansk Educational Foundation.

All members of the Community are involved in the implementation of the program.

The specific objectives of the program are realized by:

- class/profile supervisor (plans and coordinates preventive and educational work in his/her group/class);
- subject teachers, (in the subject classes they carry out the tasks agreed upon with the class supervisor and others);
- PPP Osiek employees (conduct group and individual classes).

“ME”

Area: Me

- Forming awareness of one's own body and the changes in it.
- Developing interests based on one's talents and gifts.
- Forming the ability to define one's place in the world, goals, one's own distinctiveness, individuality.
- Preparing to choose the path of further education and the path of career.
- Developing self-awareness about one's own feelings.
- Promoting healthy habits, attitudes of caring for one's own health and the health of others
- Health and safety during remote learning.
- Building the student's knowledge of the possible forms and conditions for the use of professional psychological support, both at school and outside school, taking into account the need to build and strengthen the climate of trust of the child in the activities of specialists.
- Preventive interventions in the field of counteracting child loneliness, preventing self-aggression, and related to mental and suicidal crisis.
- Promotion of healthy lifestyles.

Examples of implementation forms:

- educational outings and trips
- outdoor games,
- school and inter-school subject competitions,
- implementation of educational projects,
- joint participation with parents in charity and volunteer activities,
- cooperation with external institutions.

What are we striving for?

- the student knows the physiological regularities occurring in his/her body,
- the student has a basic knowledge of how feelings are born,
- the student can name the basic feelings he/she experiences in everyday life,
- the student realizes in which situations he/she expresses basic feelings, is able to express the whole range of feelings, realizes what is the source of his/her emotions
- the student knows what is identity, character, temperament; learns about his/her qualities; knows that he/she is an individual, is aware of his/her strengths and weaknesses
- the student is able to identify his/her interests,

- the student identifies his/her desires, defines the goals he/she pursues,
- the student knows how to build a positive self-image,
- the student has a sense of self-dignity and self-confidence,
- the student knows ways to solve problems, conflicts without violence,
- the student acts according to his/her own values, regardless of the conditions around him/her (psychological flexibility)
- the student understands the definition of health,
- the student knows and applies rational principles of nutrition,
- the student knows and applies the principles of hygiene,
- the student recognizes situations, including those involving his/her emotional state, when he/she should seek help from an adult (parents, teachers, Counseling Center Staff),
- the student knows many forms of alternative leisure activities in a healthy manner,
- the student behaves safely in public spaces,
- the student follows the rules of safe behavior at school and at home,
- the student can formulate and specify his/her personal ideas on how to be healthy,
- the student knows the principles of prevention/prophylaxis of infectious diseases,
- the student knows the rules of health and safety during remote learning,
- the student knows how to make decisions related to the use of various substances.

“ME AND THE OTHERS”

FAMILY	SCHOOL
<ul style="list-style-type: none"> ● Developing/forming awareness of the capabilities and needs of other family members. ● Promotion of healthy lifestyles, shaping/developing attitudes of responsibility, caring for one's own and others' health, including in the context of prevention of infectious diseases. ● Forming an attitude of openness. ● Forming communication skills. ● Developing an attitude of assertiveness. ● Strengthening attitudes of caring for family relations among students and their parents/guardians. 	<ul style="list-style-type: none"> ● Forming respect for one's own and other people's work. ● Forming one's own responsibility for the acquisition of knowledge, the ability to organize one's own learning, one's own work by being systematic, diligent, accurate and orderly in action. ● Developing the ability to establish and maintain relationships within a peer group. ● Forming teamwork and communication skills, preparation for competition. ● Developing creativity, entrepreneurship, own initiative and independence. ● Promoting attitudes of tolerance and openness towards different beliefs, attitudes and value systems, rights of national, political, religious minorities.

- Forming/developing attitudes of responsibility for self and others also in the context of prevention of infectious diseases.

Examples of implementation forms

- student initiation ceremony,
- occasional class events,
- annual events,
- team building trips,
- school trips,
- educational outings,
- class and year-end sleepovers,
- celebrating holidays and festivities together with parents,
- family picnics, family days,
- school and family sports events,
- creating projects together with parents,
- parent and student volunteering.

What are we striving for?

- the student can read the emotions of others,
- the student is able to accept knowledge about himself/herself, is capable of self-reflection,
- the student is able to assess the situation in which he/she finds himself/herself and takes appropriate action,
- the student has a basic knowledge of group phenomena (pressure, conformism, role-taking),
- the student is able to properly communicate with others and respond appropriately to disruptions in communication,
- the student is able to express his/her own opinion, knows what assertive behaviour is and knows how to apply it appropriately,
- the student is able to name the values that are important in family and classroom life, and is able to formulate and express his/her beliefs and needs in this regard,
- the student knows the issues of the formation of his/her own image and self-presentation,
- the student has knowledge of where to turn for help in a crisis situation,
- the student demonstrates empathy in relations with others,
- the student knows the principles of effective cooperation with others and can apply them in action.

"ME AND THE WORLD"

Area: The Region

Goals:

- Forming a sense of regional identity.
- Formation of acceptance and understanding of different methods of organizing social life, worldviews, philosophies and independent evaluation of the events of social life.
- Forming the reflex to spontaneously help those in need, including counteracting the effects of accidents and taking charitable action.
- Promoting attitudes of tolerance and openness towards different beliefs, attitudes and value systems, rights of national, political, religious minorities.

Examples of implementation forms

- outings and educational excursions,
- outdoor games,
- school and inter-school subject competitions,
- implementation of educational projects,
- joint participation with parents in charity activities,
- cooperation with external institutions.

Area: Homeland

Goals:

- Forming patriotic and civic attitudes and deepening respect for the civilization achievements of mankind, including respect for the historical traditions and national symbols of the student's own homeland and other nations.
- Promoting attitudes of tolerance and openness towards different beliefs, attitudes and value systems, rights of national, political, religious minorities.
- Shaping an attitude that expresses respect for democratic and humanistic values, also through the development of legal awareness and culture.
- Forming acceptance and understanding of different methods of organizing social life, worldviews, philosophies and independent evaluation of the events of social life.

Examples of implementation forms

- school ceremonies on the occasion of national holidays,
- independence parade,
- pro-citizen competitions and projects,
- history evenings,
- educational outings and excursions,
- cooperation with external institutions.

Area: World**Goals:**

- Shaping pro-social and civic attitudes and deepening respect for the achievements of human civilization, including respect for the culture and traditions of other nations.
- Forming openness to the cultural diversity of Europe and the world.
- Preparing for life in the modern world.
- Shaping the ability to recognize civilization threats and to resist them.
- Forming attitudes of care for the environment. Promoting pro-environmental attitudes.
- Strengthening the safety of children and young people in digital reality. Education on data protection, one's image and privacy, the consequences associated with the abuse of network resources, dealing with hate speech.

Examples of implementation forms

- special days,
- campaigns and social actions,
- global education projects,
- European projects,
- student exchanges,
- competitions and international projects.

What are we striving for?

- the student has a basic knowledge of natural disasters and how to respond to emergencies,
- the student realizes the consequences of excessive use of computer games,
- the student realizes the consequences of using the Internet, the danger of making friends in this way,
- the student realizes the consequences of excessive viewing of television programs and the influence of advertising on the psyche,
- the student has basic knowledge of the phenomenon of terrorism,
- the student recognizes dangerous situations, knows how to behave,
- the student is able to promote behaviors aimed at protecting the environment in a group,
- the student knows modern professions and trends in the labor market; he/she has universal skills (knows foreign languages, can operate a computer, independently seek information, adapt to emerging requirements),
- the student is able to work for others - distinguishes between forms of assistance, sees the value of charity work and volunteerism,
- the student is able to function in a multicultural society,
- the student is open to change and new experiences,
- the student is able to use new technologies during learning at school and remote learning.