



Human Centred Education

Online training  
for  
**Human Centred  
Education Startups**  
with more than  
15 years of experience  
in 20 sessions/40 hours  
(including a personal session)



# About Bas Rosenbrand



*"My heart is with innovation of education, which serves the interests of children as self-aware people who know their talents and want to explore, pursue and contribute to the world."*

*"My passion: learning. I ask questions and want to know and find out, especially from the perspectives of people who have a different point of view than me."*

This is how he works:

1. Making space for listening
2. Finding overview
3. What is the biggest contribution we each can make within this context?
4. Building a team of people with diverse qualities and open minds
5. Getting to the 'essence' and translating this into a practice
6. Gathering feedback, learning and improving
7. Appreciating and celebrating

Bas is one of the founders of a school for primary and secondary education that fifteen years ago sparked a national movement of schools. The school was based on the question: 'What do children need?' and to find out through practice.

In the last seven years, he has been supporting all kinds of innovative education and start-ups in the Netherlands, Poland and Romania.

He has taken the lessons from many start-ups in what works and what doesn't work and especially: what do you need to *keep* a good school?

His aim is to capture and explain what the processes are, to be able to help others to reflect on their own practice and vision and create their *own* school, based on their own vision and ideas.

He is a trainer and developer of Roundspeak- a way to run effective meetings - as he has found that effective meetings are an essential base for a healthy learning organization.

# What is Human Centred Education?

Human Centered Education means continuous exploration between adults and children and building an environment together where everyone can learn and develop themselves.

Human Centred Education takes the personal experience as one of the main sources for learning. What does the student need? What is in the way for the student to take a step? What is needed from me as adult? What do I use, from the range of qualities that I have: giving space, building relations, providing overview, giving guidance, help in making choices or taking someone by the hand? All of these approaches are based on a good relationship and collaborative understanding.

The main elements are six C's, which can be seen as basic human characteristics:



## For who

This course is for people who want to set up high quality schools where children feel seen, heard and understood and get the support they need to take their own steps; people who want to develop an open mind for learning.

# Course outline

The course will be made up of 20 2-hour sessions, currently proposed to take place every Tuesday evening from 9<sup>th</sup> May – 19<sup>th</sup> October (in August we take a break).

Participants will be able to meet together at a comfortable meeting room in central London, to mingle before and reflect after each session, or they can skype-in from any other locations across England. If participants choose to engage in this course remotely, they are strongly encouraged to get involved with the online group discussions, and to attend several social meet-ups, to foster a supportive, collaborative atmosphere within the group.

Interested delegates are encouraged to attend the Introduction Session, after which point there will be a week-long window in which you will be able to register, pay for the full course, or submit a request for a bursary.

At the point of registration, you will be asked to indicate all of your availability in the first week of May, so Bas can schedule a half-hour consultation with each individual personally, to learn about you and your interests, and agree the ‘base’.

Each session will involve two halves:

First 'half'	Second 'half'
<ul style="list-style-type: none"><li>• CheckIn</li><li>• Intro</li><li>• Overview over the session</li><li>• Some questions that have arisen since last time</li><li>• Half an hour of information</li><li>• Exchanging information</li><li>• Short break of 10 minutes</li></ul>	<ul style="list-style-type: none"><li>• Half an hour more of information</li><li>• Exchanging experiences, asking and answering questions</li><li>• Summary</li><li>• Resources</li><li>• Checkout</li></ul>



# The content

This is the general set-up of the course. The content can be adapted, based on the needs and questions of the participants and what emerges in the flow of the course.

The content is based on practice, what works and what doesn't work or how you can apply it in the setup of your school.

Week	TITLE	SESSION SUMMARY
1	<b>Who are we? Where do we come from? Where do we want to go?</b>	Who are you? Who are we? Who am I? The culture of the course Where are we now? The set-up of a session Past experiences What you do want When would this course be successful for you?
2	<b>The shift in society and education; Overview of different kinds of innovative education</b>	What happens now? 21 <sup>st</sup> Century Skills? Science Brain research Ideologies Spiral Dynamics
3	<b>What is natural development?</b>	What is creativity? The goal or the whole? What is health?
4	<b>From idea to start</b>	Project development Dragon Dreaming 'Agile' and 'Scrum' The process of creation
5	<b>Building community</b>	What is community? Growing to the 2 <sup>nd</sup> We Characteristics of a healthy community Equality and leadership Four basic principles
6	<b>What is learning? An open mind</b>	Four types of learning Learning is integration Different stages of exploration Learning difficulties Learning processes Collective learning An open mind
7	<b>Play; Communication</b>	The discovery of play What is play? Scientific points of view Communication and social skills

8	<b>Writing a vision</b>	What you don't want What you do want What is your question? The rules of the game What should be there? Circle of influence Choosing a name Using/not using media
9	<b>Organization; Decision making</b>	What is an organization in the new mind-set? What is healthy organization? Stages of development Changing and adapting Decision making and meetings Principles Structure
10	<b>Building a super team</b>	Recruitment Differences in staff Choosing the leaders and the board
11	<b>Skills</b>	Different kinds of relationships Different skills for supporting children Boundaries Sensitive intelligence Structure
12	<b>The environment; Methods and materials</b>	The house Materials and methods Explorative reading and math Montessori materials How to use methods How to do a lesson Projects
13	<b>Conflict resolution</b>	What is a conflict? Different stages in conflicts Different ways of solving conflicts Views on bullying
14	<b>What it's about: the children</b>	The process of children in the school Designing the school together Age mix Young children Teenagers Boys and girls Children with qualities and special needs
15	<b>The curriculum</b>	What is a curriculum Formal/informal/hidden curriculum Attitude/skills/information Motivation vs inspiration
16	<b>Computer life</b>	Pro and cons of computers Experiences with computers and games What is the future?



17	<b>Governance; Parents as partners</b>	Rules and regulations Recruitment of parents Parents circles Parents meetings Using qualities of parents Communication
18	<b>Finances</b>	What is money? Financial resources Private or a govt. school? Economical thinking How to divide money?
19	<b>Monitoring and inspection</b>	What is monitoring? Different monitoring systems? Processing tensions The attention effect Inspection Law What is their purpose? Giving direction How to prepare
20	<b>Transforming resistance; Celebration</b>	What if you meet resistance? Review Next steps The gratitude ritual

## The course has been successful when:

- You have received enough information for a basic understanding of what it takes to start a good school and to maintain and develop it, ranging from first ideas, developing a vision, forming a team and running meetings.
- You have the basic information of a different mind-set of learning and development and how to support children from this mind-set.
- When you can make your own choices about what you wish for your school in your context.
- You know what you don't want and can turn this into what you do want.
- You have enjoyed the sessions and left with satisfaction, because you learned what you needed to know and we have even discovered something new in the course.