



Children's access to play in school

National Adaption Plans

Field research

Poland

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National Adaption Plan – Field Research – key findings

1. Database

We carried out the field research with the city officials, directors of alternative schools, NVC foundation leaders and education innovators. These were:

1. Grzegorz Szczuka, head of Department of Social Development, responsible for all government schools in Gdańsk. The department is responsible for:

- carrying out inspections in employment agencies in the Pomeranian Voivodeship;
- examining petitions, complaints and applications submitted by residents;
- implementing governmental programmes;
- supervising gminas' own and commissioned social-policy tasks financed from the state budget;
- issuing decisions on opening social integration centres;
- supervising the activity of social welfare homes;
- monitoring facilities providing 24-hour care to people with disabilities, the chronically ill or elderly people;
- granting and revoking permits for running social welfare homes and 24-hour-care facilities;

2. Piotr Kowalczyk, Wicepresident of Gdańsk responsible for education in the city. His responsibilities are:

- monitoring the implementation of tasks involving family support and foster care systems;
- supervising the activity of supported employment enterprises and vocational rehabilitation enterprises;
- issuing certificates and examining applications for running rehabilitation centres and for organising rehabilitation camps;
- drawing up draft financial plans for tasks involving welfare for gminas and poviats of the Pomeranian Voivodeship.

3. Beata Szulc, director of Montessori Schools and kindergardens in Gdańsk, <http://www.montessori.gda.pl>
4. Katarzyna Szadziewska, director of Empatic School in Gdańsk, first in Poland NVC school <http://zyrafiaosada.pl>.
5. Krzysztof Zajęczkowski, director of Drumduan school in Scotland, <http://drumduan.org>

6. Dorota Maros, NVC national foundation, <http://strefapbp.pl>.
7. Agata Pryśko, NVC national foundation, <http://strefapbp.pl>.
8. Marta Różycka, NVC national foundation, <http://strefapbp.pl>
9. **Maciej Winiarek** , leader of TOC Poland, Critical Thinking foundation, <http://www.toc.edu.pl>
10. Paulina Pawlicka, Ph.D. , University of Gdansk | UG · Department of Cross-Cultural and Gender Psychology

2. Research method

We carried out the interviews, personally and via email. Because the city officials are planning to implement the playpod projects within two years we held three formal meetings (with the President of the City, Vicepresident of the city, Superintendent and Director of Department of Social Development). These were focus groups to begin the work with implementation of playpods into all schools in Gdańsk. Below we are sending the details and contacts to the interviewed persons:

Grzegorz Szczuka, head of Department of Social Development, responsible for all government schools in Gdańsk:

Piotr Kowalczuk, Wicepresident of Gdańsk responsible for education in the city.

Beata Szulc, director of Montessori Schools and kindergardens in Gdańsk,

Katarzyna Szadziewska, director of Empatic School in Gdańsk, first in Poland NVC school

Krzysztof Zajączkowski, director of Drumduan school in Scotland,

Maciej Winiarek , leader of TOC Poland, Critical Thinking foundation, \

Paulina Pawlicka, Ph.D. , University of Gdansk | UG · Department of Cross-Cultural and Gender Psychology

Dorota Maros, NVC national foundation

Agata Pryśko, NVC national foundation

Marta Różycka, NVC national foundation, <http://strefapbp.pl>

3. Key findings from field research

The most crucial finding from the interviews are that the natural curiosity, empathy, collaboration and open mindedness of youth are treasures in perceiving our reality from new vantage points. To cherish and retain these traits by learning through play - with patience, perseverance, and inquiry will be rewarded with an array of wondrous questions and innovative insights. 21st century skills will play crucial role in future kids' success and well-being. Therefore if we want to improve the quality of life, introduce programmes for maintaining mental health, work on communication – free play is crucial here.

3.1. Value of play

Respondents paid particular attention to the development of children's imagination and freedom of thinking. Skills acquired during play can help them resolve conflicts and prevent them from arising in the future. They also pay attention to building independence in children - both in action and organizing games with other children, which has a direct impact on building ties and integrating children of all ages. An important element is also building communication skills as well as getting to know oneself and solving personal problems. According to the respondents, play can also be a good way to relieve the need for physical activity and freedom of movement. Fun strengthens the child's self-confidence and socializes them in a group - through playing a child experiences social behavior - learns to resolve conflicts, make arrangements, be ready to help, show solidarity, partnership and integration and take responsibility for their actions. Play makes children aware of the consequences of certain actions they undertake. The child learns the conditions in which the toy works and realizes that the result of its operation depends on them. It realizes the effects of the action by stating the type of transformation that the object has undergone. The child tries to reflect the methods and methods used by adults to achieve the right result. During the activity, the child learns about his own desires and motives as well as the level of abilities and the ability to solve tasks.

3.2. Challenges for play friendly schools

Which challenges /barriers are interviewees aware of?

The main challenge for schools will be to change their parents' attitude to play and to be convinced about the implementation of it in the school's life. A lot of work will require parenting parents to be right in the daily schedule of the school and its positive impact on children's development. Some parents are extremely negative about fun as an element that gives the whole range of developmental opportunities

to the child. They consider playing a waste of time and would prefer the child to learn at that time. The CAPS project can change this approach.

Some of the parents are in favor of the new model of education, they would like to stay with the old one and think that fun is a waste of time and the fun should be rewarded for the study.

There was also a noticeable desire to change the education program. Private schools programs are more and more often contain elements of casual play. The national program does not support play in any way.

Cooperation with parents and change of attitude - often there is an argument about the safety of children, possible injuries and colds, chaos in play and violence. It will require cooperation of groups: parents, teachers, management and playleaders.

3.3. Fields for intervention

In which different areas do interviewees see some need for change?

The respondents focused on the spheres that were raised above. The most common element in interviews were parents and society as a whole. Attention was paid to social acceptance for fun.

The only issue is the adaptation of space for the needs of play-pods. Respondents agreed that there are plenty of outdoor spaces in Polish schools where you can create play-friendly place

3.4. Need for support

How could CAPS project support schools best in implementing

CAPS can change the attitude of parents / teachers to play, presenting the impact of fun on the development of children in other countries where free-based facilities have been in operation for many years. CAPS will help you familiarize with the theme of casual play through training for parents, teachers, directors and all those interested.