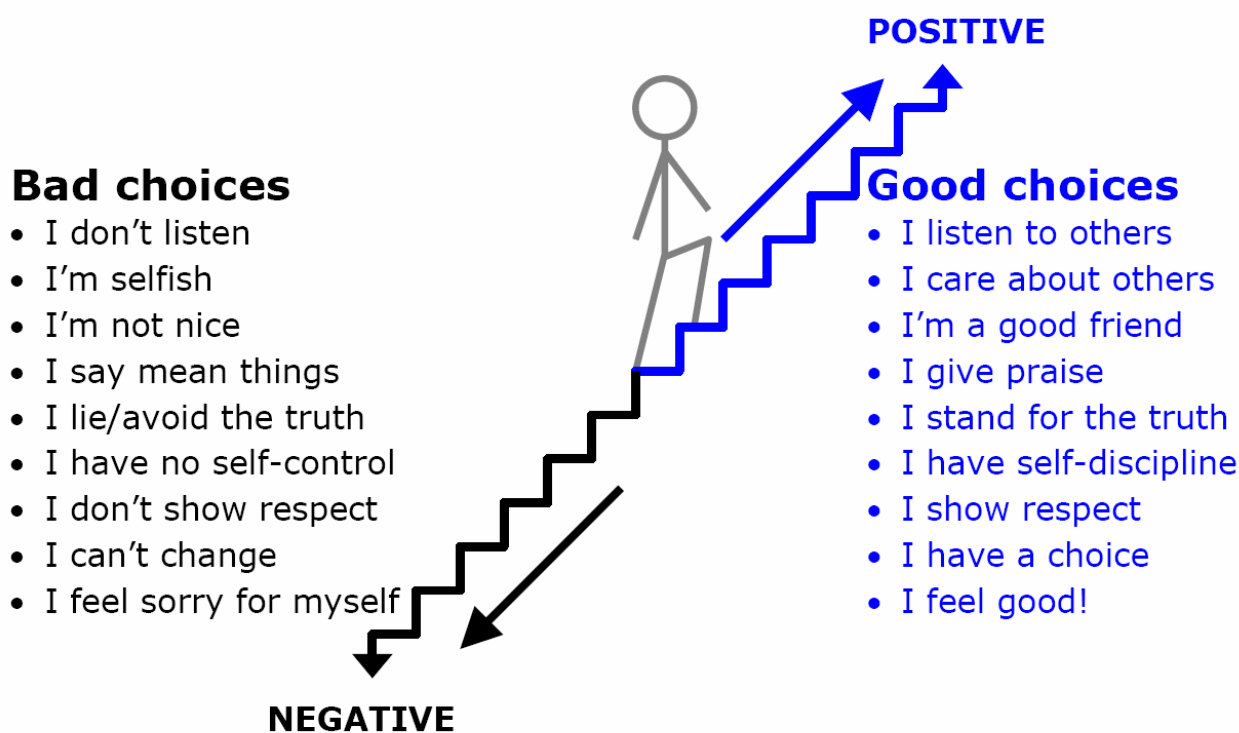


Creating Dynamic Harmony in the Classroom - An Evolutionary Childhood Education Program

Here is the world's simplest model for revolutionary change and development.

Children and adolescents who realize that they can take responsibility for their choices hold an enormous potential. Our direction on the staircase is decided by our own **free will**, we either express positive development or negative development. There is no neutral zone. The model is so simple that a two year old can understand it and make decisions that can lead to positive development for not only themselves, but for everyone. Because it is we who choose our behaviour, the unutilized potential within individuals and groups can be tapped into instantly.

It's Your Choice!



"It's Your Choice!" © www.nordicintegral.com

Continuous development of values

It can be used with all levels of education from preschool to university and beyond. Even parents, teachers, school and political leaders can learn how to operate from a perspective that allows for continual development of values and morals. What is the purpose of education if not to make real development possible?

The reason for the ever more demanding problems in schools

School environments have become increasingly demanding for both teachers and students. Class sizes have increased, national testing adds pressure to an already overcrowded schedule, increased concern for dropout rates and national exam scores, and behaviour is spiralling out of control. How can learning, let alone meaningful development take place?

Children and youth who express meaning and purpose

To change the situation in schools it's not necessary to emphasize the creation of more order, structure, and discipline; rather we should point toward development itself. When children and adults become aware of their

own possibility for continual development and ability to choose between two completely different sides of themselves, they will chose to express that side that always cares about maturity, development and the future. They go from just caring about their own personal concerns (“I”), to wanting to make positive choices so that everyone can be stronger (“we”). By choosing the “we” ones life becomes an expression of meaning and purpose. When this happens, we see remarkable and immediate transformation - individually and collectively - in miraculous and forever astounding ways.

The future is created in this moment

The staircase model was developed in 2004 and is presently being used in schools in Sweden, America, England, and Denmark with fantastic results. It is both radical and simple. It is based on the assumption of our autonomy and free will – we all have a choice – you can see yourself as a victim and separate or as responsible for the situation and able to change it here and now. We can make decisions that lead to a positive development for everyone. It helps children, adolescents and adults understand that **everything is dependent on where they put their attention.**

Where are WE right now?

In January 2008, a 1-5 levelled rubric that reflects the continual development of values was introduced to a classroom of 8 year olds. A rubric is a simple scale that enables everyone to measure their behaviours using the same value system. It is able to help children see how their choices affect not only themselves, but how it affects everyone. Every choice they make affects the entire class and as such is a reflection of their depth of care. This gives a deeper sense of meaning and purpose as to why the choices that are being made are important and thus development becomes important. Within two days, the teachers who developed the rubric and their students noticed a difference in not only the classroom behaviour, but the whole environment. A field of recognition for where each person was on the rubric and how they needed to develop for the sake of the whole class was created within the classroom. Every child became empowered to make positive choices. Children who previously were inattentive or disruptive were able to see how they could evolve beyond their negative choices to become caring role models who supported a positive energy for the whole class. Children who were already operating from the highest level were able to be recognized in a positive way and look beyond the 5 to become the real leaders in the classroom or school at large. They wanted to know what it would be like to be at a 20. Questions about who are the people that are operating from a 50 really got the whole class thinking in broader strokes?

Level	Description: Where are WE right now?
5	We care that the positive choices we make as individuals are strengthening the atmosphere in the class.
4	I understand how my behaviour affects others and nearly always choose to make positive choices.
3	I can care about making positive choices if the teacher, a positive leader, or a peer role model reminds me.
2	I don't really care about how my choices affect the whole class. I zigzag up and down between positive and negative choices throughout the day.
1	I make negative choices even though I know what positive choices are.

Case studies examples

“If the staircase leads upwards, were does it end?” said a 9 year old boy.

“I want to take responsibility now”, said an 8 year old girl.

“When I am on the positive side I get energy for Life”. (11 year old boy).

“The most important thing in life is to lead everyone on this planet to make positive choices 24-7. I want to be such a leader.” (14 year old girl)

“I have been a teacher for 30 years and nobody has said this before. This is the foundation for true learning.” (Middle school principal)

Developers and practitioners of

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Nick Drummond is a social scientist, and graduate of the University of Western Sydney. He was born in Australia 1963, and now lives in Sweden with his wife and two children. He is the founder of Nordic Integral and works as a Leadership trainer in education, from preschools to universities. He is co-author of 'Order and Discipline in the School: One step on the Path to Dynamic Harmony in the Classroom'.

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Joan Berland is 56 years old, married, and a third grade teacher with over 25 years of experience. She teaches in a New York public school and has been working together with Nick Drummond since 2007 in developing and documenting the application of the above models in education.

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