

# REFORMATORY EDUCATION



# Reform education - history

- At the beginning of 20th century – period of educational movement full of suggestions, ideas, tendencies, inspirational thoughts and practical experience
- New education – change of European school and its way of work
- 1921 – International League for New Education

# Main features of reformatory education

- **Pedocentrism** (child-centered pedagogy): education is completely conformed to interests and needs of a child
- **Respect of the individualization principle** – supposes methodological work with using various material according to various children and their learning styles, needs, interests...
- **Project method** – integration of subjects into organized units; projects corresponding to real life situations
- **Independence and activity principle**

# Reformatory education in Europe and the USA

- International League for New Education: publication of journals; international meetings; acceptance of several principles and aims:
  - Education should try to keep and encourage children's spiritual energy, respect children's individuality
  - Universal education should be an opportunity for realization children's natural interests in aesthetical, intellectual and social activities
  - Competition should be replaced with cooperation
  - The human being should be aware of its dignity thanks to education

# Common features of famous educators (Comenius, Rousseau, Pestalozzi, Tolstoy):

- The aim of education is harmony of body, intellect, emotions, will and acts
- Education should be important for individual and social life
- School should be a part of sociality
- Pupils responsible for their education
- Social education (education of children of different ages)
- Teaching using illustrations, demonstration...

# Ellen Key (Swedish; 1849 – 1926)

- Supports freedom, emancipation and rights of women
- Children should grow up in family environment



# John Dewey (American; 1859-1952)



An educational philosopher, psychologist and writer was a leading voice for progressive education

Believed that classrooms were too rigid and inflexible, did not adapt to needs, interests, and abilities of individual students

Believed schools should place a greater emphasis on the development of problem solving and critical thinking skills

Promoted the link between learning and experience

Due to his influence schools today:

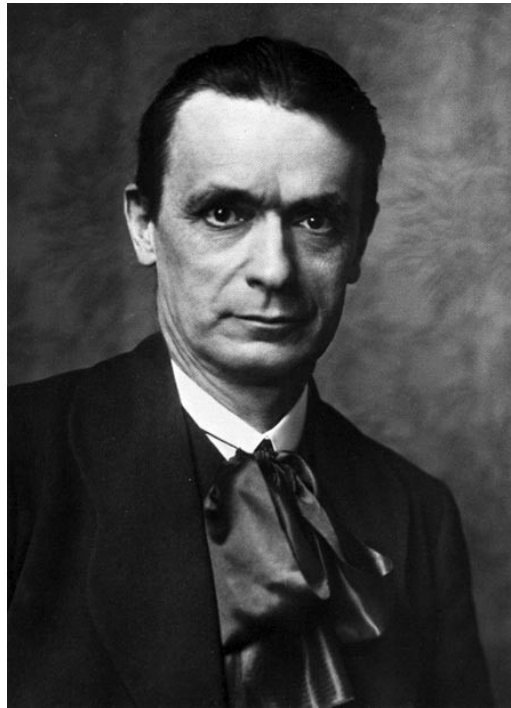
- Collaborative learning on projects and discussing topics

- Role of teacher as guiding learning

- Real life activity that linked now

# Rudolf Steiner (German; 1861-1925)

- The base of his pedagogical conception is **anthroposophy**
- School represented as free, universal, supporting individual talent and creativity of children





# Maria Montessori (Italian; 1870-1952)



Italy's first female doctor, tried to find ways to help children who had difficulty learning

Believed that young children are capable of great discovery and motivated to explore the world.

Sensory experiences should come before learning to read and write

Developed the Montessori method

Considers all of a child's needs, not just intellectual

Classrooms are stimulating environments

Many opportunities for large and fine-motor development and sensory exploration, along with language, science, art, geography, and math

Children direct their own learning with teachers as partners

Teachers encourage children to judge their own progress and choose own interests

# Helen Parkhurst (American; 1887-1959)

- Dalton conception
- Independence, freedom, cooperation



# Peter Petersen (German; 1884-1952)

- Jena plan
- School live in their own community
- Children should cooperate, old children help the younger ones



# Célestin Freinet (French; 1896 – 1966)

- Founder of modern working school
- Connection of school with life, physical and psychical work, pedagogical cooperation of pupils and teacher and teachers between each other

