

Jena plan

Peter Petersen



Motto

„ We learn, work, sing and play together.
We are all responsible for our
community.“

Peter Petersen (1884-1952)

- educator and philosopher influenced by Lamprecht and Wundt
- working at Lichtwark experimental school in Hamburg-Winterhude
- dividing of teaching in basic lessons and courses, the idea of a school community
- University of Jena (1925)
- main works: General Education (1924), Internal Reform and a New School Education (1925), New Educational Movement in Europe (1925), Little Jena Plan (1927) and Theory of Leadership Training (1937)



Basic ideas and solutions I.

- life cycle with the participation of the educated and educator
- service - educator → child, teacher → pupil
- "Life Community" - groups of people to live and work together at school
- gaining knowledge from all areas of own activities, development of thinking in context of complex and problem-solving skills
- based on real situations and learning in a real situation
- approach to life

Basic ideas and solutions II.

- "Educational situation" - a situation in which are the issues and questions for both (teacher and the pupil) created, these issues must be solved, responded to; interconnectedness between teacher and pupil
- two levels (look at the teacher and his activity)
 - Lessons Leadership
 - Leadership in Teaching
- the aim of education is not a traditional education, but education based on the model of a family education
- a parent is in Jena plan replaced by municipality (educates its members to togetherness)

Basic ideas and solutions III.

- dividing of teaching materials - three basic concepts, "God, nature and human's world "
- weekly work plan based on these terms - expressed in terms of knowledge areas: god, nature and humanity (following the acquisition of knowledge and skills with the help of courses on various topics)
- division to strain fields
 - Substance (what may be the object of cognition)
 - What can not fully be understood
- sense of pedagogical situations is in so called acceptance of a strain takeover

Basic ideas and solutions IV.

- two interconnected levels:
 - a) Man receives internal strains (philosophizing and thinking, perception, sensation and perception, and insight into the problems, piety)
 - b) based on three basic standpoints deduces four primary forms (interview, play, work and celebration)
- weekly schedule circuits
 - God (interview, celebration)
 - Nature (interview, work, celebration)
 - Human (interview, play, work, celebration)

The basic organization of teaching I.

- School for 400-500 pupils
- One teacher should take care of 50 pupils
- Four basic tribal groups:
 - Lower group (1st – 3rd grade)
 - Middle group (4th - 6th grade)
 - Higher group (7th - 8th grade)
 - Group of Youths (9th - 10th grade)
- children in the class are gathered according to chronological age and their peers

The basic organization of teaching II.

Lower group	(1st - 3rd grade) 6-8 years	reading, writing and arithmetic; work in teams; educational games; drawing, religion, music and gymnastics
Middle group	(4th - 6th grade) 9-11 years	team work in the theory of culture, geography; courses in language and mathematics; optional courses - foreign language; musical and gymnastic; religion
Higher group	(7th - 8th grade) 12-13 years	group work; solving social issues; training courses; a second foreign language
Group of Youths	(9th -10th grade) 14-15 years	education prepares for the profession; team work; training courses

The basic organization of teaching III.

- ❑ schedule is not designed as lessons with traditional teaching subjects but as so called courses
- ❑ obligatory courses (basic courses of mother tongue and mathematics and introductory courses to other subjects) and optional
- ❑ classroom has a form a simple living room, called School Living Room
- ❑ lightweight and simple tables and chairs, shelves and cabinets
- ❑ aids available to everyone, pupils are involved in class decoration

The basic organization of teaching IV.

- ❑ pupils in the „school room“ work in two to four-member groups, these groups have the greatest possible of freedom level
- ❑ School Rules takes the form of a law that creates and determine the pupils themselves (what team approves is mandatory for individuals)
- ❑ evaluation - combined, marks criticized, but applied, but can be supplemented by a verbal and written evaluation, in the first years of teaching marks are canceled
- ❑ there is no certificate in its traditional form



The basic organization of teaching V.

- school must continuously follow extracurricular life of a child
- so the weekly work plan incorporates Saturday and Sunday that a child spends with his parents in the family (practically being taught)
- Week is initiated and completed with festivities of beginning and end of the week
- From Tuesday to Friday are included courses for math and language classes
- at the end of morning lessons, introductory courses and practical exercises for each of the tribal groups



The basic organization of teaching VI.

- between morning and afternoon teaching is classes so called school break, the big break between classes in length from 40 to 50 minutes
- three parts lasting 15 minutes at max. (physical activity, relaxing part with rest and free play)
- afternoon classes in workshops, games, sports, foreign language courses

Teaching forms

- four basic forms of teaching

interview

game

work

celebration

- With an efficient alternating forms are fulfilled the basic objectives of the Petersen education the development of social contacts, the formation of social communication skills, self-fulfillment and individual development of creativity

Forms of teaching - *interview*

- activity of teacher and pupils, at which they communicate together
- circle - between teacher and a pupil is no obstacle, everyone gets the opportunity to express themselves
- block - students and teacher sitting at tables assembled into a square or pentagon, everyone has a fixed place, one particular activity and task for all of them
- informal circle - a loose group of pupils and teacher, pupils allows to communicate with each other and form groups according to their own wishes
- cumulus - casual form of unification children (yard work, visiting the theater), the possibility of conversation during work or employment

Forms of teaching - *game*

- scheduled games with clear rules
- free game - performed in a room equipped for playing, use in the lower group once a week in classes for free playing and hobby
- teaching games - in classes, appropriately didactically adjusted
- purpose games - used during breaks, physical education, clearly guided by a pre-planned, thoroughly thought out and prepared (controlled game)
- visual games - improvised dramatization, puppet games with puppets, improvisational verbal outputs, own outcomes of children in dramatic scenes or theater performance with roles for individual pupils

Forms of teaching - *work*

- the most used method, about 100 minutes devoted each day
- tribal groups are mostly working in a form of team work (groups organized around work tables), are not affected by the pupils, the form then spontaneously, the use of reading, writing, counting, painting; Pupils learn to work with information, search for its acquire and process it
- courses - several kinds of courses, introductory courses - familiarizing new students with environment, learning new working techniques; level courses - divide pupils according to aptitude, language and mathematics; Training courses - students are trained in new techniques (use of maps, setting up tables); Special courses - kids interested in a certain area; Optional courses - the pupils themselves shape the content and encourage their special talents and interests

Forms of teaching - *celebration*

- strengthens relationships in the community and develop emotional life of children
- morning feast or celebration of the end of the week - teacher proposes a program of activities, pupils are involved in its creation
- celebration of Advent, Christmas - teacher guides festivities organized at the occasion of various community festivals
- Imatriculation of new pupils - the teacher manages the celebration, pupils participate in groups by preparing program for new pupils
- Celebrations organized by pupils - teacher lets all activity, preparation and implementation to pupils; used at the occasion of children's birthdays, saying goodbye to teachers or pupils



The present of Jena Plan

- ❑ the most developed in the Netherlands (unmarked with past)
- ❑ followed by Germany, Belgium, USA, in our country undeveloped
- ❑ one of the major benefits of Jena Plan for innovation schools and education - efforts to integrate individual and social tasks, the pursuit of development of each individual, as a personality and as a member of the human community at the same time