



# ALTERNATIVE SCHOOLS AND THEIR POSSIBILITIES IN THE CZECH REPUBLIC

# ALTERNATIVE SCHOOL - DEFINITION

- all types of schools (private, public, state) which are different from the mainstream of standard schools or standard educational system
- schools with the other methods and learning organizations that usually try to bring the content with using the form of games, discussions, problem tasks, independent work etc.

# OVERVIEW OF THE BEST KNOWN

- Montessori education
- Waldorf education
- Dalton plan
- Jena plan
- Modern school of Celestine Freinet
- Winnet system
- Step by Step
- Engaged Learning
- Healthy school

# ALTERNATIVE SCHOOLS IN ČR

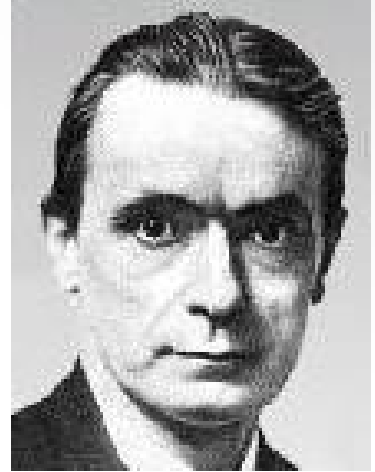
- Waldorf (kindergarten, primary and secondary, high schools)
- Montessori (kindergarten, primary and secondary schools)
- Dalton (kindergarten, primary and secondary, high schools)
- Jena (primary school)
- Step by Step (kindergarten, primary schools)
- Healthy School (kindergarten, primary and secondary, high schools)
- Integrated Thematic Learning (kindergarten, primary schools)
- Family learning (primary and secondary schools)

# GENERAL PRINCIPLES OF ALTERNATIVE SCHOOLS

- an effort to promote a natural desire to know new things and phenomena
- the relationship between the teacher and the pupil, the support of their quality and originality (the mistake is understood as a degree of learning, a part of learning, not a problem)
- cooperation with the child's family
- active involvement of the child, support of cooperation and development of communication
- transfer of responsibility for the decisions on children
- connection of subjects
- child-friendly environment (easy-to-use tools)
- teaching governed by passion or fatigue children (
- verbal evaluation

# WALDORF EDUCATION

- founder Rudolf Steiner (1861 – 1925)
- founded in 1919 (city Waldorf)
- based on the philosophical direction of anthroposophy (a science about the spiritual essence of man, when man is the focus of attention and the image of the universe mirrors)
- the school provides all-round development of the child in the practical and artistic fields, discovers the pupil's abilities, does not include encyclopaedic knowledge
- textbooks are not used, it does not fall, the certificate is verbal



# WALDORF EDUCATION

- teaching is divided into main and vocational subjects
- main subjects (mother language, mathematics, geography, history, physics, chemistry) taught in two-hour blocks, which are only 3 to 6 weeks dedicated to one subject
- the main subject will be replaced twice a school year
- vocational subjects (foreign languages, religion, eurythmia) taught classically in one hour classes
- an important part of teaching is painting, rhythm and movement = eurythmy (specific subject, esetic-rhythmic teaching)



# WALDORF EDUCATION

- twelve school grades (same collective)
  - 1. – 8. grade lower grade (1 teacher for everything)
  - 9. – 12. grade higher grade (professional teachers)
- 13. grade – possibility of state leaving exam
- during the school year celebrations, excursions
- teachers are using prepared materials, pupils' work and epoch-booklets, books are only supplement
- medias are not used in the classroom





# WALDORF EDUCATION

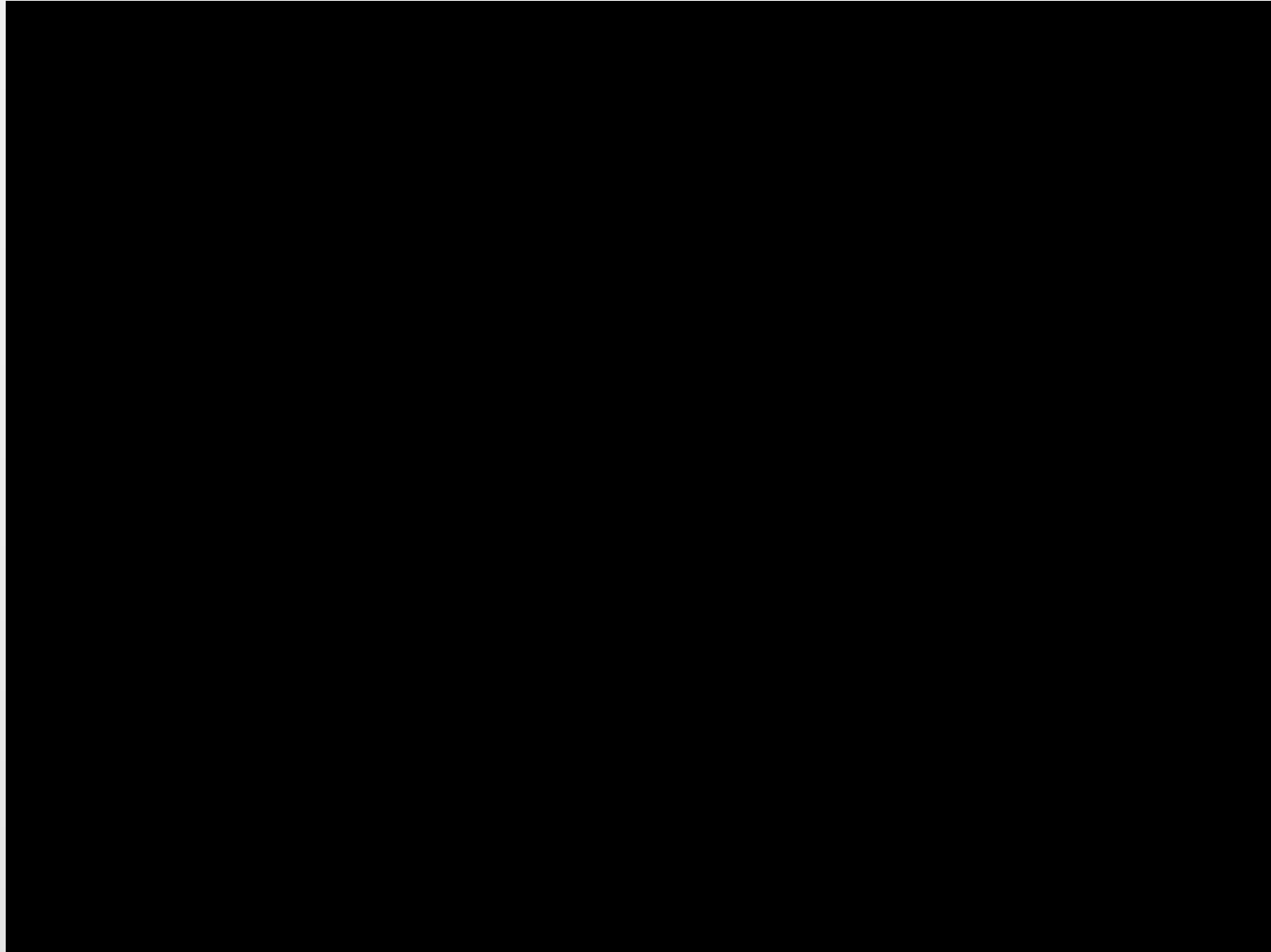
## Positive

- the development of creativity and independence
- varied school program
- more interesting teaching methods
- the development of responsibility and self-reflection

## Negative

- a small connection to a common education system
- excessive freedom of pupils
- does not place sufficient emphasis on the standard educational university degree of a teacher
- implies a certain style of education for pupils, does not open to scientific criticism

- <https://www.youtube.com/watch?v=BkrgkslnD9g>



# MONTESSORI EDUCATION

- founder Maria Montessori (1870 – 1952)
- founded 1907 (Roma – Casa di Bambini)
- children have different learning abilities and talents, not need the same pace („*Help me to do it myself*“)
- it proceeds from a specific to an abstract, focusing on a human being, independent development
- learning areas - practical life, sensory education, language education, mathematics, movement, musical and visual skills, cosmic education



# MONTESSORI EDUCATION

- cosmic education is the study of everything that surrounds us
- to be free means to be independent, autonomous and responsible
- silence and peace promotes concentration to work
- activity must be completed
- error is a natural part of learning
- the center of events is the pupil, the teacher is in the background
- mixed classes (three years)





# MONTESSORI EDUCATION

- natural motion is supported, ellipse walking
- a specially developed set of tools for each learning area
- using a sensitive phase (a period of increased sensitivity of the child) to acquire some skills
- teaching takes place in weekly cycles
- compulsory group lessons, introduced market for teachers (program offer and pupil chooses)
- tribal classrooms, 20 students per class

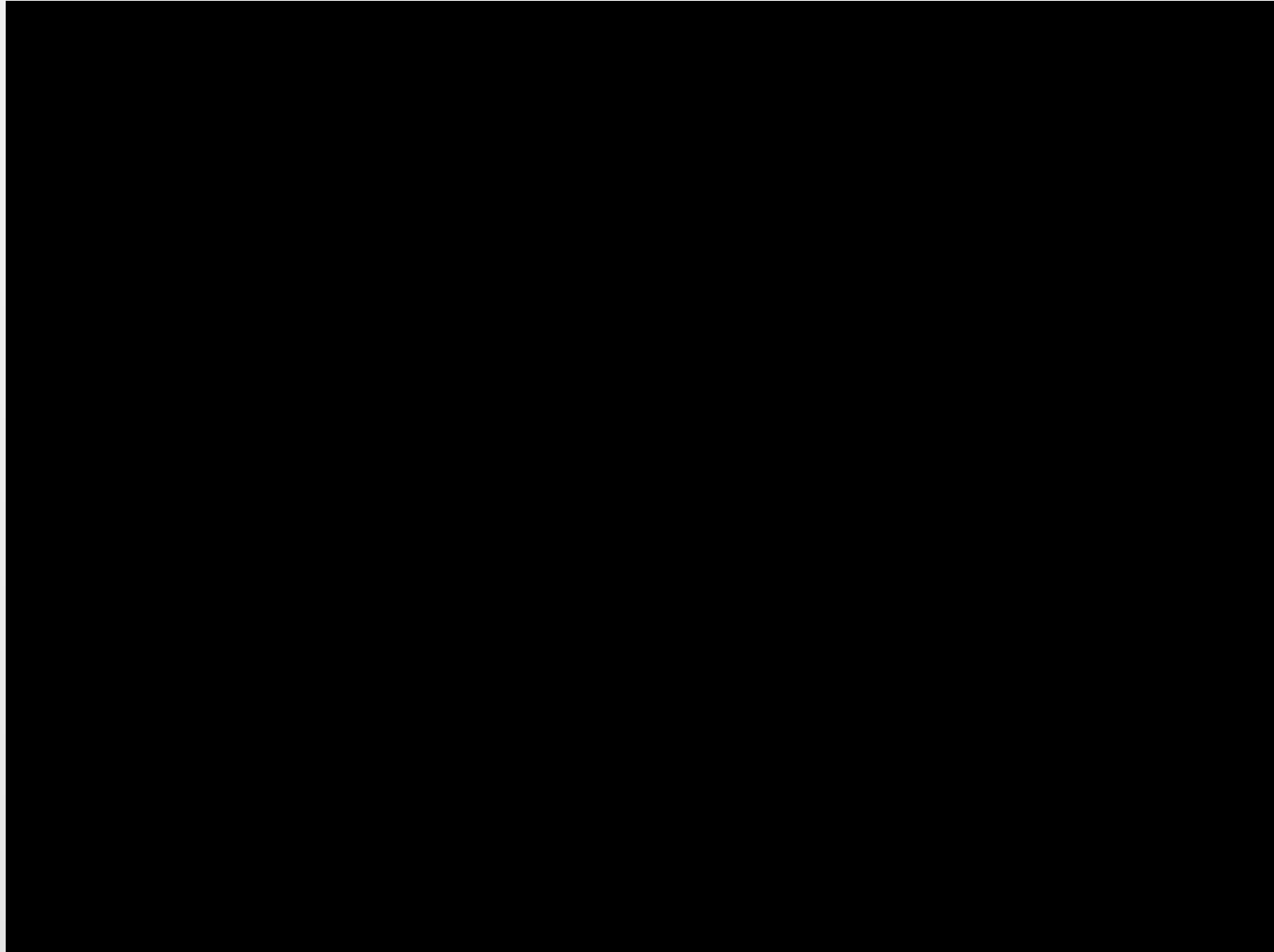


# MONTESSORI EDUCATION

- free choice and responsibility of the pupil
- prepared environment - libraries with tools
- teacher observes, consults - learning guide
- self-evaluation of the pupil
- twice per year teacher evaluation, one-time per year student profile (more teachers)
- parents' participation in school management and teaching
- transition to standard school - annual acclimatization



- <https://www.youtube.com/watch?v=UzmvfVAuuyl>





# DALTON PLAN

- founder Helen Parkhurst (1886 – 1973)
- founded 1920 (Dalton, USA)
- Dalton is not a method or system, Dalton is an influence
- the essence is the development of pupil's individuality by means of self-controlled self-management
- three basic principles - freedom (and responsibility), autonomy and cooperation
- freedom is not represented by absolute freedom, the pupil chooses the time, the place, where and when to study



# DALTON PLAN

- the pupil acts independently, he/she is co-responsible for education
- when dealing with tasks pupils can work with others
- there are cooperative (joint work) and auxiliary groups (independent but with the possibility to consult with a classmate) used
- work patterns include long-term tasks - longer duration, the target set, the pupil concludes a contract (a contract between the teacher and the pupil), only once one contract has been completed, it can proceed to the next one



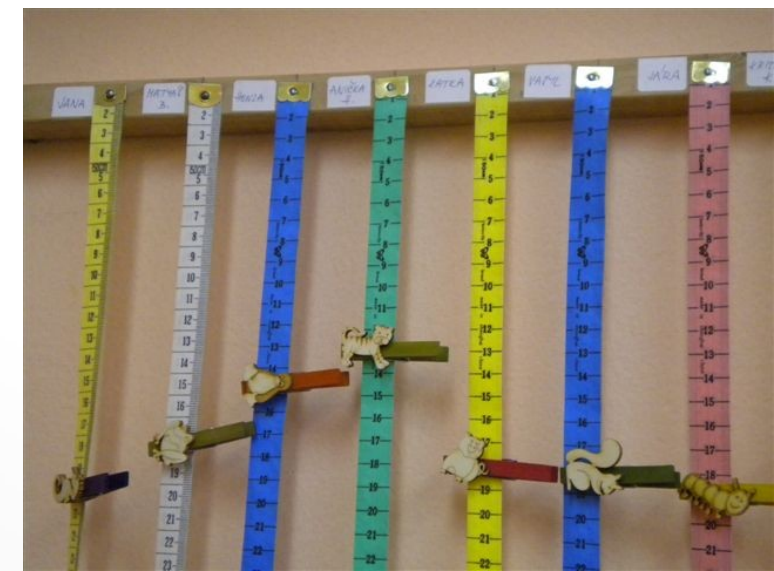
# DALTON PLAN

- „house“ – a group of pupils in the tribe class and a discussion about school issues and their own problems
- laboratory – a predefined hour focusing on own projects, the teacher enters only on request
- extended attention - Czech form, teacher is not available, pupils work independently; there is one agreed symbol (toy) which presents the impossibility of working with the teacher and the need to work independently or with classmates



# DALTON PLAN

- the teacher is essential, but must give up the dominant position
- prepares plans, tests, task, communicates with pupils, parents
- canceled traditional hours (does not ring), class divided into subject areas with tools according to years
- the curriculum is divided into 10 contracts per month
- pensum – learning content managed over a certain period
- use a system of colors symbolizing the days of the week or individual courses, Dalton meters



# DALTON PLAN

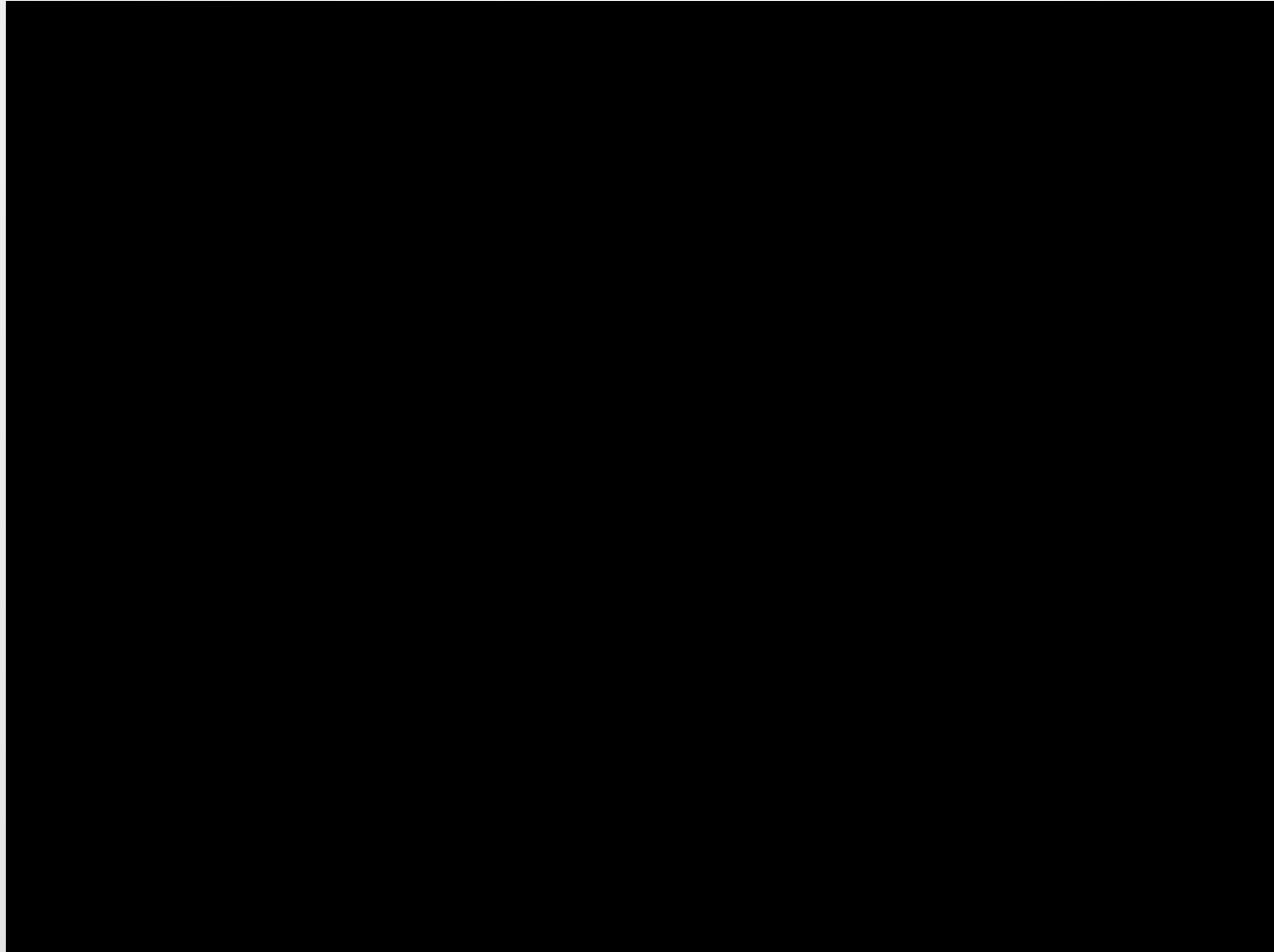
## Positive

- the variability of teaching
- education for freedom
- education to responsibility
- education for cooperation

## Negative

- insufficient repetition of the curriculum
- unsystematic acquisition of knowledge
- curriculum is little discussed
- over-reliance on pupils independence

- <https://www.youtube.com/watch?v=qMvH16anq-g&t=65s>



# ALTERNATIVE SCHOOLS IN BRNO

## **Waldorf**

- Plovdivská

## **Montessori**

- Gajdošová, Pastviny, Šrámkova

## **Dalton**

- Husova, Chalabalova, Křídlovická, Mutěnická, Staňkova ad.

## **Step by Step**

- Heyrovského, Stará, Vejrostova