



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

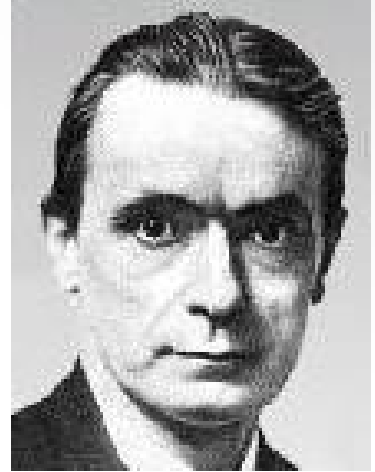
- Waldorf (kindergarten, primary and secondary, high schools)
- Montessori (kindergarten, primary and secondary schools)
- Dalton (kindergarten, primary and secondary, high schools)
- Jena (primary school)
- Step by Step (kindergarten, primary schools)
- Healthy School (kindergarten, primary and secondary, 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

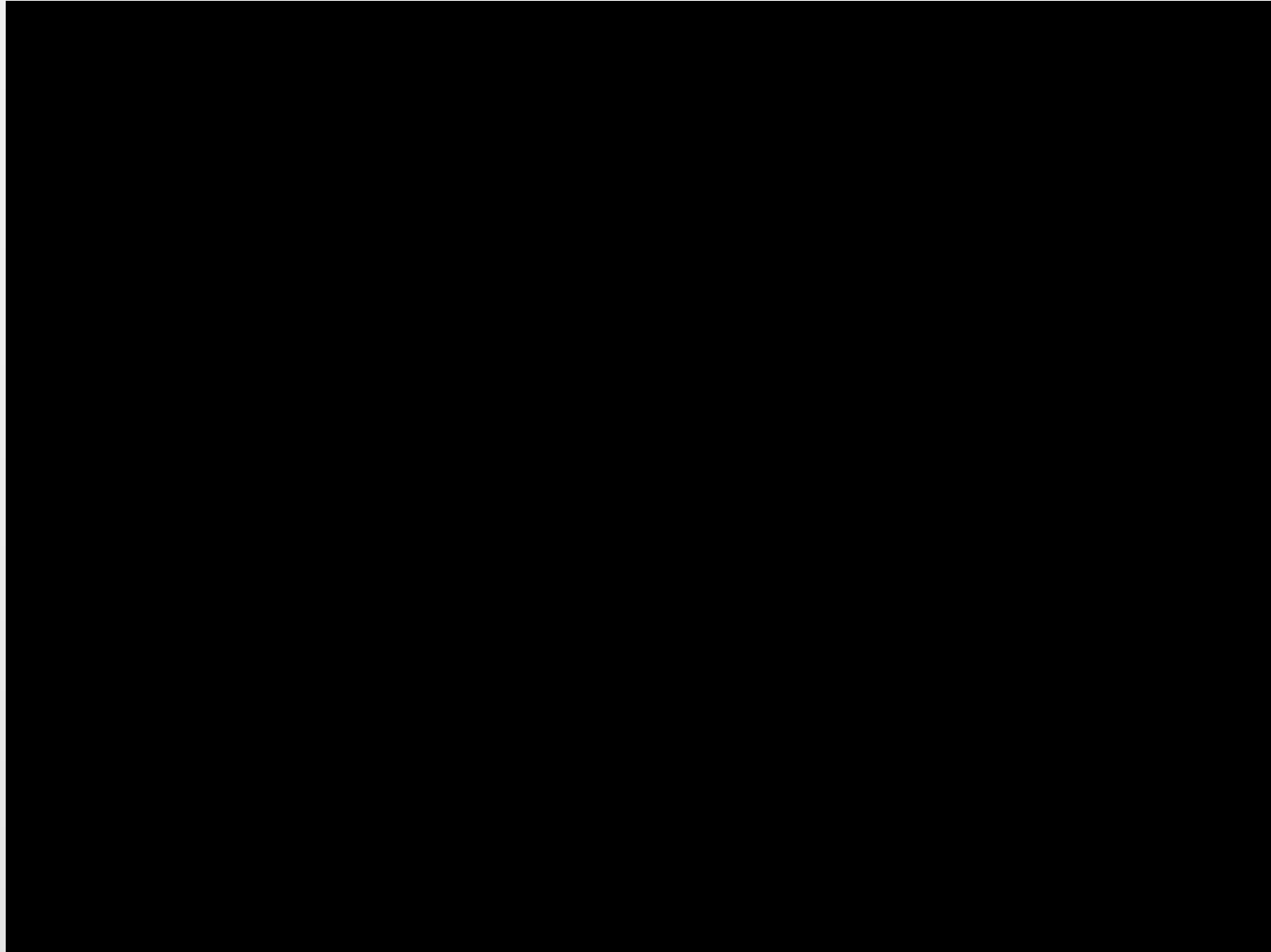
Positive

- 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

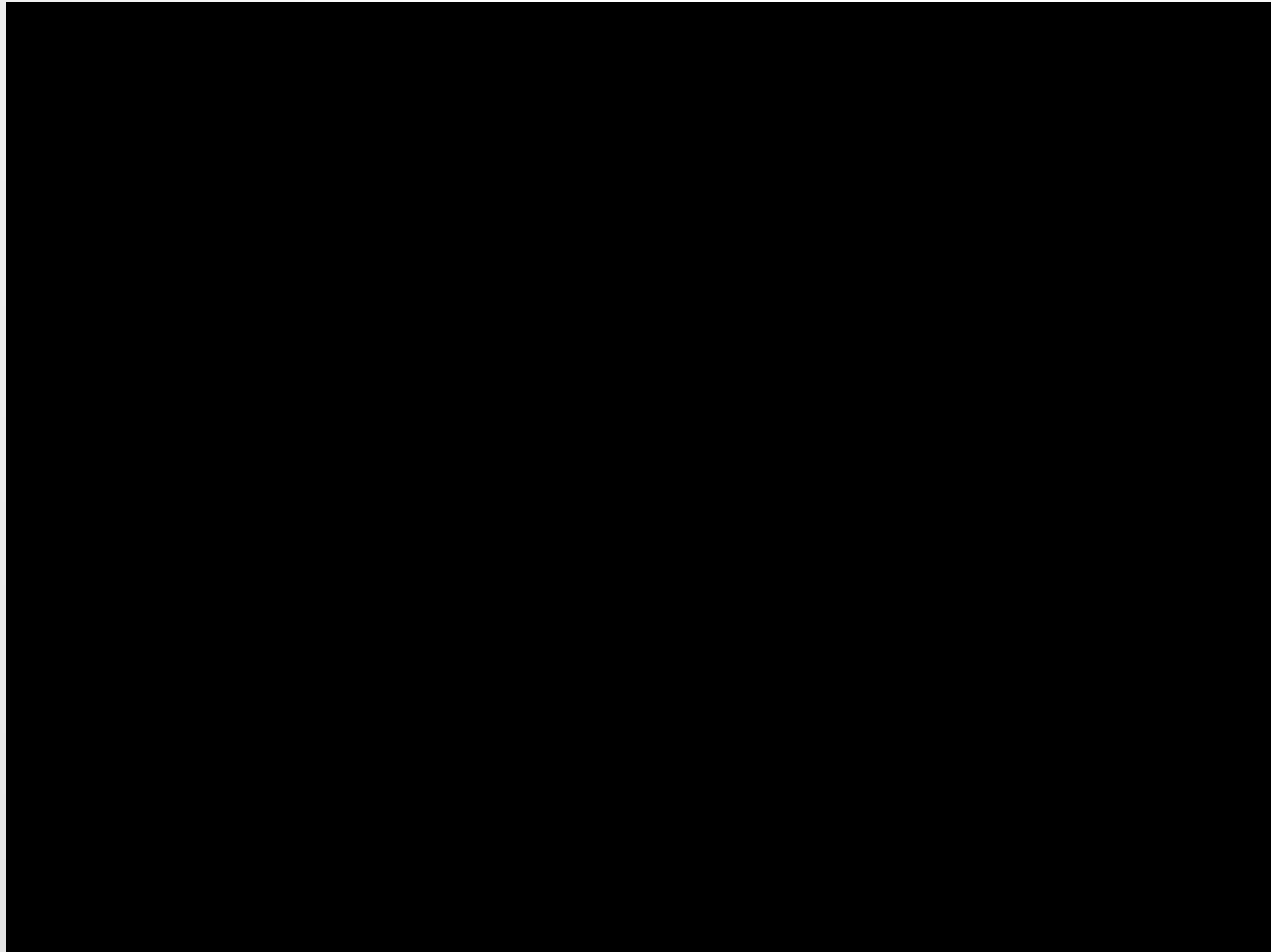


MONTESSORI EDUCATION

- 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



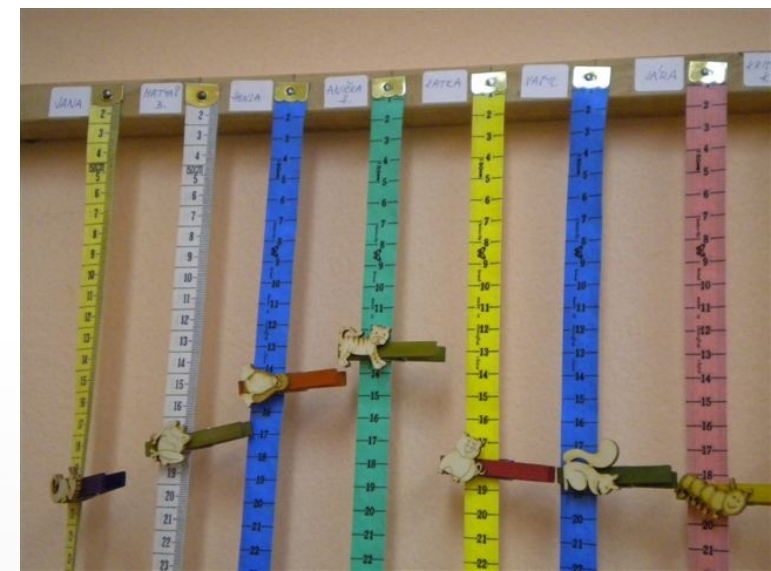
DALTON PLAN

- „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

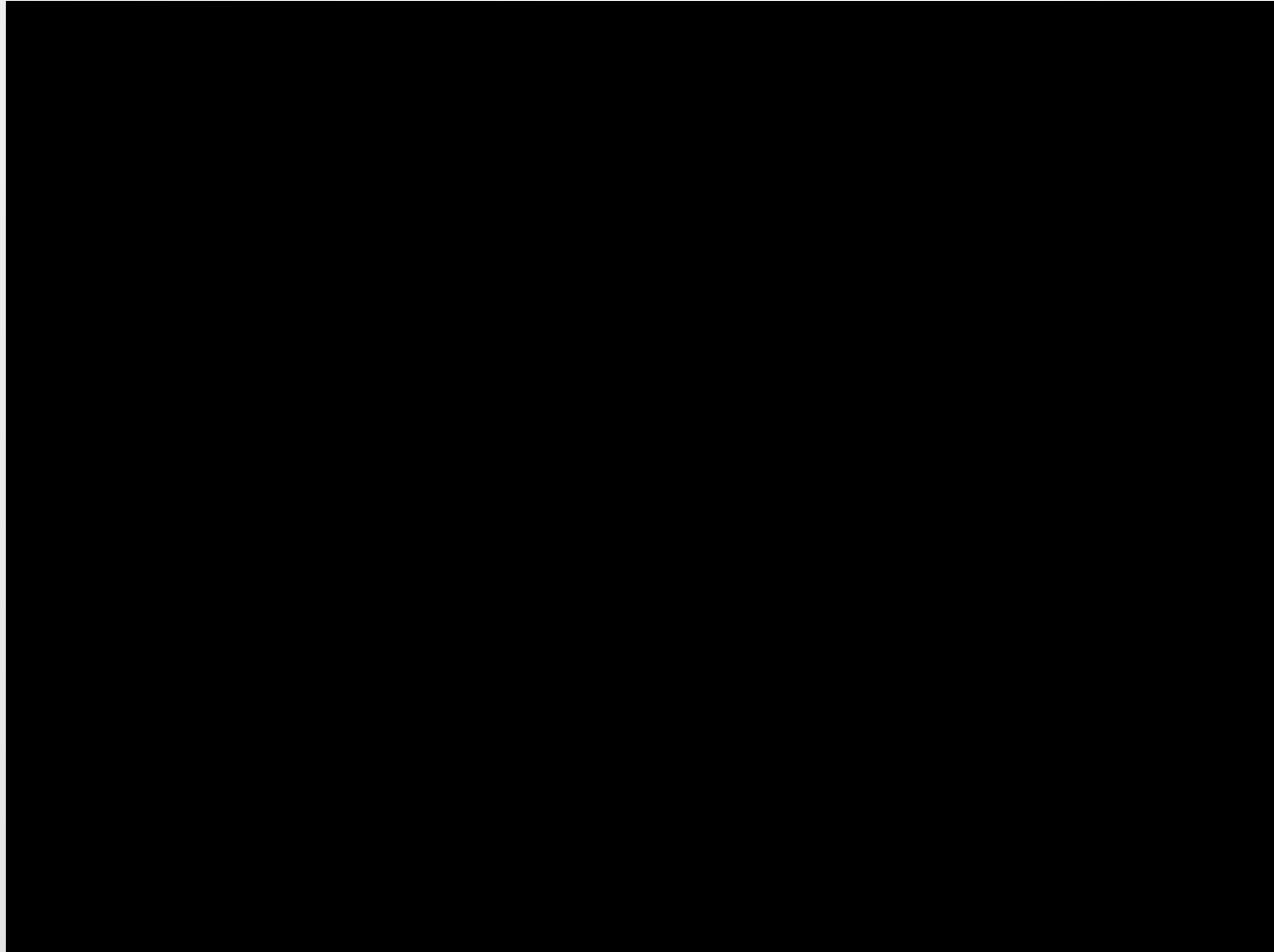
Positive

- 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