

# Saturday, August 25: Daylong Workshop for Teachers

**How to Respect Students' Rights, Promote their Social-Emotional Development and Facilitate Agency: Lessons from Janusz Korczak**

*Composed and facilitated by Dr. Tatyana Tsyrlina-Spady*

**8 clock hours, cost of the entire workshop is \$10.**

**Registration starts on June 15 at [ce.spu.edu](http://ce.spu.edu)**

**8:30 AM – 6:00 PM**

This workshop is intended to be a learning experience. Although quite intensive, it is just like opening a window to the deep and profound educational philosophy and pedagogy of Janusz Korczak that has been a subject of numerous research publications, hundreds of books and articles in different languages.

The international flavor of the workshop will allow the attendees to experience the diverse understanding and pedagogical implications that proved to be successful in different nations. This adds to the international perspective on Korczak's legacy and pedagogy.

## **Educational objectives**

The workshop is based on 3 *key foundations*: academic, pedagogical, and experiential.

### 1. *Academic*:

We will learn the life story of Janusz Korczak (1878-1942), a national Polish hero, "a doctor by training, a pedagogue by chance, a writer by passion, and a psychologist by necessity," a director of the Warsaw orphanage for Jewish children for whom he became a true role model and with whom he died in Treblinka gas chambers in August 1942. This will allow showing the roots of Korczak's philosophy and pedagogy and making it for a better understanding of his undertakings.

It will also allow discussing the timely nature of Korczak's ideas especially in regard of the growth of US students' agency and self-advocacy while demanding school and society safety, and gun control. As Korczak wrote,

War is an abomination. Especially because no one reports how many children are hungry, ill-treated, and left without protection. Before a nation goes to war it should start thinking of the innocent children who will be injured, killed, or orphaned. No cause, no war is worth depriving children of their natural right to happiness. One must think first of the child before making revolutions.

## 2. *Pedagogical:*

The pedagogical component is constructed to help the participants with practically *translating* and *decoding* this academic content into appropriate pedagogical materials. The presenters will share a number of different teaching resources that they have developed, and which proved to be successful. Time will be provided for previewing and discussing these educational activities.

The time will be also allocated to analyze some of the tools relevant to Korczak's pedagogy that the participants will be asked to generate during the workshop.

The emphasis will be placed on Korczak's Declaration of Children's Rights and their translation into modern classrooms. We will specifically interpret such rights as:

- To respect. "Let us demand respect for shining eyes, smooth foreheads, youthful effort and confidence. Why should dulled eyes, a wrinkled brow, untidy gray hair, or tired resignation command greater respect?"
- To optimal conditions in which to grow and develop. "We demand: do away with hunger, cold, dampness, stench, overcrowding, and overpopulation."
- To live in the present. "Children are not people of tomorrow; they are people today. They are entitled to be taken seriously. ...They should be allowed to grow into whoever they were meant to be – the unknown person inside each of them is the hope for the future."
- To be him/herself. "A child is not a lottery ticket, marked to win the main prize."
- To make mistakes. "There are no more fools among children than among adults."
- To resist educational influence that conflicts with his or her beliefs. "It is fortunate for mankind that we are unable to force children to yield to assaults upon their common sense and humanity."
- To have a Children's Court where any child can judge and be judged by his peers. "We are the sole judges of the child's actions, movements, thoughts, and plans . . . I know that a Children's Court is essential, that in fifty years there will not be a single school, not a single institution without one" (Korczak).

## 3. *Experiential:*

Finally, the experiential component includes a few video episodes that will enhance both the historical and pedagogical components of the workshop.

## Agenda Outline:

1. **Tatyana Tsyrlina-Spady**, Ph.D., Adjunct Professor, SPU. **Overview of the workshop and its main objectives and outcomes.**  
**INTRODUCTION of the presenters and self-introduction of the participants** – 20 minutes
2. **Sara Efrat Efron**, Ph.D., Professor, National Louis University, Chicago, IL, USA. **Practical Implications of Korczak's Pedagogical Legacy for Educators Today** – 45 minutes

Korczak was a pragmatic dreamer that was ahead of his time and in many ways ahead of our time as well. His ideas, educational insights and strategies should not belong to the history of education but rather serve as a guiding light for regenerating and rejuvenating educators' current practices. His thoughts and pedagogy embody the integration of a visionary insight with a practical knowledge and have a timeless importance that can serve as an inspiration for educators and researchers throughout the world. In this presentation I consider the relevance of the principles and concepts that shaped Korczak's practice at the beginning of the last century for current educators, administrators, and researchers, and discuss the implications of some of the most daring innovations Korczak established in his institutions for current classrooms and schools.

3. **Carrie Basas**, Director, Washington State Governor's Office of the Education Ombuds Seattle, Washington. **How Washington State Protects the Rights of the Children and their Families** – 20 minutes

At the heart of supporting children is collaboration between families, schools, and community organizations. This spirit of collaboration begins with the family, is fostered by the community — and then extends to the child's development in school through teachers and other school leaders that are committed to equity, shared decision-making, and cultural responsiveness. In this panel, leaders of Washington's Professional Educator Standards Board (PESB), the Office of the Family and Children Ombuds, and the Office of the Education Ombuds will discuss how they work individually and as part of the larger system to ensure that every child has access to the developmental supports that they need and every family can navigate complex systems successfully.

## Coffee Break – 15 minutes

4. **Darcia Narvaez**, Ph.D., Professor of Psychology, University of Notre Dame, South Bend, Indiana, USA. **Meeting Basic Needs and Getting Kids on Track to Fulfill Their Potential (Attending to Neurobiology)** – 45 minutes

The empirically-derived RAVES DEEP model helps educators and counselors facilitate moral character development through Relationships, Apprenticeship, Village connection, Expertise development and Self-authorship. RAVES provides an intentional, holistic, comprehensive, approach to moral character development that educators at all levels can adopt. The Developmental Ecological Ethical Practices (DEEP) model helps

revamp the neurobiological underpinnings of the self. DEEP enables participants who missed optimal early care or experienced trauma to foster self-calming, grow sociality, and expand social and ecological imagination. Instruction is informed deeply by evolution, ancient philosophical wisdom, and current developmental and learning sciences about what contributes to the cultivation of human wellbeing. Handouts will be provided and guidebooks from the Minnesota Community Voices and Character Education project will be available.

5. **Questions/answers**, working in small groups brainstorming and discussing the above presentations – 30 minutes.

### **Lunch – 45 minutes**

6. **Hannah Hochkeppel**, Program Director, Kids4Peace ([www.k4p.org](http://www.k4p.org)). **Youth Empowerment and Leadership Development for Social Change** – 30 minutes

Over the past 15 years, Kids4Peace has worked with youth across lines of division to create long-term and sustainable relationships for social change. Our mission is to empower youth to create more peaceful communities. Through both research and practical experience we have developed a model for youth empowerment that centers the importance of community, supports youth through experience and mentorship, and provides the knowledge, skills, and awareness needed to navigate complex narratives with empathy and understanding. This session will share some of these best practices, as well as activities and strategies that we implement internationally. Youth are aware of what is going on in their communities and their world. Youth also have a deep desire to be valued for their own experiences and to create change in ways large and small. Through video examples you will hear directly from youth who have been impacted by this work, and be equipped to take some of the best practices we use back to your own classrooms and communities.

7. **Jonathan Levy**, a teacher trainer and trainer of child professionals, CATS Director, Vice President of IKA, Paris, France. **How Protection Can Liberate Participation: Childhood Policy and Justice. The “Human Library” Approach** – 60 minutes

The human library is a place where books are *people* who have stories to tell. They talk to a small group of “readers” who are interested in their stories during 10 minutes and then there’s a short questions/discussion time. We aim to focus on people as factors for creating change. Using the “Human Library” approach and storytelling, participants will receive the opportunity to learn about different experiences related to the world of children’s rights and democratic participation. At the workshop, books will become people and reading will become a conversation. The room will look like a library only people will be books and librarians will help readers to find the stories that interest them. *Books have the power to inspire us, now imagine books that come to life!*

“Human Books” will be “checked out” by “Readers” (workshop participants) who are interested in hearing students’ stories of children and adults making a change for a better and more sustainable world. Each “Book” will go with its “Readers” to a section to share its story, and the “Readers” will ask questions. Different “shelves” are available:

- PEOPLE. We are committed to promote human rights and equality
- PLANET. We stand up to save our planet
- PARTNERSHIP. We believe in solidarity and support between people
- PEACE. We are active to promote and implement peace
- PROSPERITY. We take action to develop our communities.

8. **Colleen Bell, Ph.D.**, Hamline University, St. Paul, MN and **Susie Oppenheim**, teacher, Southside Family School, Minneapolis, MN, USA. **Teaching as a Political Act: Building Critical Consciousness through the Study of Children as Actors in History** – 45 minutes

Children’s social and political agency is part of the null curriculum in many classrooms and schools. This paper focuses on a long-standing effort in one K-8 school to teach and learn in ways that incorporate children as actors in history. Through the “Kids Make History” curriculum, upper level students study civil rights history and sometimes meet older people who themselves were young activists in the civil rights movement. Our session will (1) highlight concepts and theory underpinning this curriculum; and (2) share vignettes to convey pedagogical practices and illustrate how intergenerational conversations support middle school students’ developing critical consciousness, encourage young learners to take action in their own neighborhoods and communities, and remind elders how their work continues to inspire.

9. **Julie Scott**, Eighth-grade English/Language Arts Teacher, East Valley Middle School/East Valley School District, Spokane, WA, USA. **Janusz Korczak: Lessons for All-Time (One Teacher’s Story)** – 45 minutes

I was introduced to the story of Janusz Korczak on a trip to Poland to study the Holocaust in 1998. I was immediately drawn to learn more about this extraordinary personality. I soon realized that my own ideas about how young people should be treated in a classroom were congruent with his. It became a passion of mine, which I convey to my students, to keep studying Korczak’s life and ideas. This workshop will address how I teach the story of Korczak to eighth-graders. It will also address how his moral beliefs and legacy resonates with and inspires students through expression in a found poem (prose to poetry) and artwork projects. Some of my lesson plans and students’ artwork will be demonstrated.

#### **Coffee Break – 15 minutes**

10. **Wojciech Lasota**, educator and researcher, Warsaw, Poland. **Korczak’s ‘Bets’ as a Useful Method for Teachers Today** – 25 minutes

Korczak’s Orphans’ Home was organized in a very specific way with the

following underlying principle – adults did not punish and reward children but rather create a climate and rules to give them opportunities to choose positive and constructive behaviors. Those were the choices that promoted a subjective approach towards others, even at the epicenter of a conflict. If any given rule failed, the staff from the Orphans' Home was eager to change it. That is why, the system of suggested solutions reminds more of a tree rather than a code of rules - it is still capable to grow and change. This short workshop is an attempt to illustrate how Korczak's system of bets works, and how similar it is to modern coaching. The moderator will involve teachers in collaborating in small groups, and in this way learning in practice how helpful bets could be in their own work with students. Participants will receive a short Korczakian handbook, including a "Bets" method, and an invitation to share their experiences regarding "bets" offline. Also, we will create a dedicated forum or space online for these same purposes.

11. **Ira Pataki**, Instructor, Sharpville Middle School, Sharpville Area School District, Sharpville, PA. **Youth Courts and Postcards: Incorporating Korczak and Principles of Restorative Justice in a Children's Court** – 30 minutes

The Youth Court and its emphasis on the concept of restorative justice offers an ideal way to promote individual responsibility and constructive group interaction to promote change and empower our students as stakeholders in the school community. The SKY (Sharpville Korczak Youth) Court arose as an organic hybrid of Korczak's progressive vision and the concept of restorative justice. Along with Korczak's Children's Court, the additional Korczakian element that Sharpville has added to our youth court involves our incorporation of Korczak's awarding of postcards in our proceedings. My presentation documents the development of our program and outlines the connection between restorative justice and Korczak's method and practice. Specific activities and materials will be included to be used at other schools.

12. **Alsu Nikonorova, Aliya Shakirova, Alina Talmanova**, leaders and organizers of the Dutch summer camp "Nash Dom", Amsterdam, Netherlands. **An International Integration Camp "Nash Dom": Korczak's Pedagogy in Practice** – 35 minutes

Are you interested in learning how Korczak's pedagogy works in the modern world and in everyday life? Have you always wanted to visit a children's summer camp? Would you agree with the statement that phrases "active participation" and "children" make sense to you but you don't exactly know how to put them together in practice? Bring your 'Inner Child' and come to our workshop!

- We will dive into the world of "Nash Dom" camp, international integration camp with 25 years of history
- We will closely look at the basic principles of Korczak's teachings and the way we can apply them to our work with children (and adults too).

We will share with you the results of numerous “Nash Dom” camps and show that our strategies and interventions work, and can be used in your work as well.

13. **Tatyana Tsyrlina-Spady** and other presenters. A discussion with the participants, *Why do we need Korczak today?* – 20 minutes
14. Participants create their own Korczak-based projects and present them in small groups or to the whole group depending on the number of participants – 30 minutes.
15. **Tatyana Tsyrlina-Spady**. Wrap-up – 15 minutes.

Teachers will have the opportunity to earn 8 clock hours. Cost of the entire One-Day Workshop, CEU 3961 is **\$10.00**. Click Link to Register for 8 SPU Clock Hours ([bit.ly/2LT3MIC](http://bit.ly/2LT3MIC))

Teachers are also invited to attend the entire conference or on individual days from August 22 to August 25. One-day conference participation including lunches and coffee breaks is \$80 while registration rate for the entire conference is \$230.00 (excluding clock hours).

**20 clock hours OR 2 credits** are available for those who attend all 4 days (you will need to choose, and you won't have an opportunity to choose both options).

To register (August 22-25 Full Conference), please choose between Option 1 or 2:

1. EDCT 5706 – 2 Credits, \$200 flat: Click Link to Register for 2 SPU Credits ([bit.ly/2stHWn4](http://bit.ly/2stHWn4))
2. CEU 3961 – 20 clock hours, \$20 flat: Click Link to Register for 20 SPU Clock Hours ([bit.ly/2LkNVBH](http://bit.ly/2LkNVBH))