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NEW UKRAINIAN SCHOOL AND WALDORF EDUCATION

The article intends to analyze the current situation in the field of educational reforms. The objective taken by the author is comparing the main values and the goals of The New Ukrainian School (Conceptual principles of secondary school reform) issued by Ministry of Education and Science as an answer to the challenges of the modern society and the Waldorf Education as an example of the good practice of an alternative education system.

The article reveals the certain similarities of the two conceptual approaches that considered meeting the modern needs of education such as: child-centered ideas; partnerships in the school governance; academic freedom of a teacher; school autonomy etc.

Analyzing the methods which could be learnt from the Waldorf Schools good practice to be taken into the consideration, the author draws the attention to the *artistic teaching* in the sense of originality, imagery and creativity; *the structure of lessons* when subjects are presented in the Main Lesson, usually over a block of about three weeks; *phenomenological approach to science*, which means that the teacher sets up an experiment and calls upon the pupils to observe carefully, ponder, and discuss what is happening — thus allowing them to discover the conclusion for themselves; *approaches to the assessment* and the others.

On the example of Waldorf Education approach, the author comes to the conclusion that the different educational alternatives can serve as meaningful models for the renewal of mainstream education in Ukraine. The democratic society should keep the educational pluralism for those who still seek for an alternative.

Key words: educational reforms; The New Ukrainian School; Waldorf Education; Waldorf School; educational alternatives.

Introduction. Since 1991, Ukraine went through the intensive search for the ways of reforming, modernizing and renewing its education policy. Until its recent renovation, Ukraine's Law on Education was one of the oldest pieces of acting legislature in Ukraine. Ukraine's Law on Education validated in 2017 [1] declares the important innovations which make the changes possible. They are decentralization and effective management that will provide schools with the real autonomy; the schooling system will turn to K-12 that brings Ukraine closer to the EU Standards fixed after the Bologna Declaration; elementary education will last 4 years, basic education (gymnasium) – 5 years, high school (academic high school,

vocational lyceum or college) – 3 years. A significant attention is paid to teachers' academic freedom in order to mastering of new methods and approaches; and the others.

The New Ukrainian School (Conceptual principles of secondary school reform) issued by Ministry of Education and Science aims to create the school where *individualization of the learning process is realized, continuity of education throughout life is fostered, and education is orientated towards personal development*. The New Ukrainian School correlates not only with the best international practices, but also with the needs of the international labor market, announced in 2016 at the World Economic Forum. V. Ratcheva and T. Leopold at WEF Annual Meeting of the New Champions (18–20 September 2018, Tianjin, People's Republic of China) assume that “proficiency in new technologies is only one part of the 2022 skills equation. “Human” skills such as *creativity, originality and initiative, critical thinking, persuasion and negotiation* will likewise retain or increase their value, as will *attention to detail, resilience, flexibility and complex problem-solving*.” [11]. According to the Conceptual principles, the main task of The New Ukrainian School is to educate an innovator and a citizen able to make responsible decisions and adhere to human rights. [13]

All these principles are highly coherent to those that are the basis of Waldorf Education. In spite of 100 years history the Waldorf educational movement has spread throughout the world starting from a single town in southern Germany. Today there are 1149 Waldorf and Rudolf Steiner Schools in 65 countries and 1817 Waldorf Kindergartens in 67 countries [15]. Starting as an alternative schooling Waldorf Education paved the way to the mainstream school systems, presented its ideas to wide circles of educators' community and became the basis of educational reforms in many countries.

It has been more than two decades since the first public school using the Waldorf methods opened its doors in Ukraine. Being criticized at the beginning Ukrainian Waldorf movement proved its reliabilities through the empirical researches and practical achievements. The results of more than 14 years of educational research activities are accepted by the Ministry of Education and Science of Ukraine and legislation that makes room for its' Curriculum within the public school systems is created. [4]

In its broadest sense, the term “alternative education” covers all educational activities that fall outside the traditional school system (including special programs for school dropouts and gifted students, home schooling, etc.) Such schools often provide innovative curriculum and a flexible program of study, which is based to a large extent on the individual student's interests and needs, and become the field of the education research. Within the education reforms what is the future of alternative education in Ukraine generally and of Waldorf Education in particular? Is there still a place for innovations? What more could be learnt from Waldorf Schools?

This article aims

to find out the similarities between the Conceptual principles of The New Ukrainian School and Waldorf Education in general;

to analyze the methods which could be learnt from the Waldorf Schools good practice to be taken into the consideration;

to look for the ways of keeping the educational pluralism for those who still seek for the alternative.

Ukrainian researches, educational leaders and teachers try to find the answers on the question: How are these new Conceptual principles to be realized? (B. Andriyevskiy, L. Kalinina, L. Onyschuk, O. Sahan, S. Skvortsov, O. Stebna, V. Sharko, I. Valuyeva, V. Vitiuk, S. Yakymenko et al.) [2; 5; 6].

N. Nychkalo [10] gives a detailed and comprehensive analysis of the main concepts of the issued papers and draws the attention to a very clear definition of the purpose stated there as such to be promising philosophical and pedagogical, organizational and financial provisions. They are:

- 1) adoption of new state standards of general secondary education, which were developed taking into account the competencies necessary for the successful self-realization of the individual;
- 2) introduction of principles of partnership pedagogy, based on student-teacher-parents cooperation;
- 3) increasing the teacher's motivation by raising payment, providing academic freedom and stimulating professional development;
- 4) introduction of child-centered principle (focus on the student's needs);
- 5) improving the process of education;



6) creation a new school structure that will enable to absorb the new content of education and acquire the key competencies necessary for successful self-realization of the individual;

7) decentralization and effective management of general secondary education that will promote a real autonomy of a school;

8) fair distribution of public funds that will promote equal access of all children to quality education;

9) creation of modern educational environment that will provide the necessary conditions, means and technologies for the students, teachers and parents education;

10) creation of the necessary conditions for students to study directly at their place of residence, particular in rural areas, or to ensure regular transportation to schools [7].

The authors of New Standard suggested the Conception, in basis of which there is a child-centered approach, pedagogy of optimism and gladness in studies, trust to school, and co-operation of community, school and family. Creative thinking, capacity for innovation, flexibility and teamwork abilities are moving to the forefront.

International Forum for Steiner/Waldorf Education (Hague Circle) issued the paper called “The key characteristics of Waldorf Education” as binding guidance for the worldwide Waldorf School movement [9]. These characteristics have been formulated in such a way as to be generally valid and may be supplemented by specific cultural characteristics for use in a school’s own country.

Between these two documents The New Ukrainian School (Conceptual principles of secondary school reform) and The Key characteristics of Waldorf Education we could find the certain accordance.

New Ukrainian School	Waldorf Education
<p>1. <i>Key life competencies</i> Key competencies are those that everyone needs for personal fulfillment, development, an active role in the community, social involvement, and employment, and that can secure personal attainment and self-actualization throughout life.</p>	<p>1. <i>The framework curriculum</i> It is one of the objectives of Waldorf education to combine education with life and not with the abstract accumulation of knowledge. Waldorf schools foster development so that, throughout life, individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others.</p>
<p>2. <i>Pedagogy of partnership</i> Pedagogy of partnership is based on communication, cooperation and collaboration between the teacher, the pupil, and the parents. The teacher should be a friend, while the family be involved into constructing the educational trajectory of the child. The school should initiate new, deeper involvement of the family into constructing educational and vocational directions for children. The new school will help parents obtain detailed knowledge about the stages in child’s development and determine effective ways to nurture character strengths and virtues in a child depending on his or her personality.</p>	<p>2. <i>The school community. Coexistence.</i> The basis of Waldorf/Rudolf Steiner Schools is formed by the school community of parents, teachers, pupils and staff getting along together. All their activities and work together are guided by humanity and human dignity. Everyone involved can together develop important non-hierarchical forms of collaboration. In this context, transparency and clarity (instead of personal and institutional power) are aspired to in all processes of school governance as well as in the decision-making.</p>
<p>3. <i>Focus on the pupil</i> The New Ukrainian School will work on the principles of the learner-centered model of education. Under this model, the school takes into account rights of the child, child’s abilities, needs and interests, thus implementing a principle of child-centrism in practice, to the maximum possible extent. Specific aspects of the physical, psychological and intellectual development of each child will be taken into account in education.</p>	<p>3. <i>Understanding of child development guides the educational program.</i> The whole curriculum of Waldorf schools is based on the development needs of the pupil, taking their emotional, intellectual and personal abilities and needs into account. The curriculum is integrated, inter-disciplinary and artistic. Thus, imagination and creativity, which most important for the individual as well as for societies are awakened and developed.</p>

<p><i>4. Motivated teachers</i></p> <p>First and foremost, creative and responsible teachers who are constantly working on their improvement, will be granted academic freedom. Teachers will be able to develop their own syllabi, select textbooks, methods, strategies, means and tools of education, and actively express their own professional thoughts. The nation will guarantee freedom from intervention into teachers' professional activity.</p> <p>Teachers will study the learner-centered and competency approaches to management in the educational process, group dynamic psychology, etc. In this context, it makes sense to speak about a new role of the teacher – as a coach, facilitator, tutor, and moderator in child's individual educational direction, rather than only as a mentor and source of knowledge.</p>	<p><i>4. The Teacher</i></p> <p>The teacher aims to become a worthy authority and role model for the pupil. Commitment, care and positivity foster mutual respect and help to develop self-discipline in the child. A close study of child psychology and child development prepares the teacher to meet the different temperaments and the growth phases of each child. Waldorf teacher training also aims to develop in the teacher a constant striving for inner mobility and empathy – essential qualities in all creative teaching. This is one of the cornerstones supporting the Waldorf ethic and reputation.</p> <p>It is of utmost importance that the teacher works imaginatively and is challenged to bring originality, creativity and movement into the lessons. The teacher always strives to see what the child can become as a developing moral being. It is the daily task of the teacher to look beyond the immediate situation while meeting each day with its fresh needs.</p>
<p><i>5. The new structure</i></p> <p>The total duration of complete general secondary education will increase to 12 years.</p>	<p><i>5. K-12 structure of the school</i></p> <p>All students go through 12 school years [8]. The school is an integrated school from pre-school age to adulthood in order to lead a child through the whole circle of a human-being formation.</p>
<p><i>6. School autonomy and quality of education</i></p> <p>In the New School, the collegial governing body of the school is the Pedagogic Council. Powers, formation and operational procedures of the Pedagogic Council are established by the charter documents of the educational institution. Public self-government of institution's staff, pupils and their parents will participate in school governance. The Parents' Council is a collegial body of parents' self-government in the New Ukrainian School. School's Supervisory Board will exercise community supervision; in particular, it will be able to participate in setting up a development strategy for the educational institution, analyze performance of the educational institution and its staff, control budget execution in the educational institution, and help seek additional funding sources.</p>	<p><i>6. School governance.</i></p> <p>Teachers and parents are jointly responsible for the Waldorf/Rudolf Steiner school. They organize and structure it in accordance with their common intentions. Managing the school means always having a clear awareness of the task and mission of the Waldorf School and to continue working on it.</p> <p>Waldorf/Rudolf Steiner schools are self-governed organizations. Teachers and parents govern the school and set up appropriate organs. On this basis, the school's organization, finances, administration, etc. can be structured in a great variety of ways.</p> <p>This form of school governance is a key feature of the Waldorf school.</p>
<p><i>7. The Ukrainian identity</i></p> <p>The New Ukrainian School will instill not only responsibility for oneself, but for the development and wellbeing of the nation and the whole humankind.</p> <p>Education will not be reduced to individual "lessons on morality". Nurturing strong character traits and virtues will be carried out through cross-cutting experience. The whole life of the New Ukrainian School will be organized according to the model of respect for human rights, democracy, and support to good ideas.</p>	<p><i>7. The identity of the school.</i></p> <p>Each school is unique. Its identity has its foundation in the way that it exists with all its specific features, benefits and developmental potentials. These are determined by its developmental history, its location and region, the founding parents and teachers who put their mark on the school organism. In addition, its identity is founded in implementing the art of education, Waldorf education, initiated by Rudolf Steiner.</p> <p>Waldorf Schools are racially and culturally inclusive, and that they are nondenominational.</p>

In addition, the certain educational approaches were mentioned in the Conceptual principles of The New Ukrainian School such as:

- Interactive teaching methods (games, community and research projects, experiments, group assignments, etc.) will be widely used.
- Pupils will be involved into team activities, which contribute to their socialization and successful adoption of social experiences.
- Approaches to the assessment of learning outcomes will need also to be different. Marks will serve to analyze individual progress and to plan individual pace rather than to simply rank pupils. Marks will be seen as a recommendation for action, not as a sentence.
- In New School, a share of the project, team, and group activities in the educational process will increase.
- There will be diversified options for the educational space in the classroom. Together with classic options, novel ones will be used, such as mobile workplaces that can be easily transformed for group work.
- The planning and design of educational environments in schools will focus on child development and motivation to learn. Educational space of the New Ukrainian School will not be limited to issues of ergonomics [13].

What can be taken from the good practice of the Waldorf Schools for better implementing the Conceptual principles of The New Ukrainian School?

In conceiving a Waldorf school, Rudolf Steiner gave a few identity-establishing forms, which are based on the one hand in an understanding of the human being and on the other in the social task of the school. These are:

Artistic teaching means a variety of things:

- 1) Teachers themselves cultivate an art form; they should practice an art form themselves.
- 2) They use artistic methods in their lessons (painting, drawing, recitation, music and so on).
- 3) The lessons themselves are artistic in the sense of originality, imagery and creativity and through the structure of the chronological progression as perceived by the pupils with a living alternation of concentration and letting go between tasks. This artistic element in structuring lessons forms the essence of Waldorf Education.

4) The teachers endeavor to create an appropriate aesthetic environment in the school and the classroom because these have an unconscious effect on the mood of the pupils. In structuring lessons artistically the path is the goal because it is a living thing like art itself. In doing so, teachers endeavor to develop their own methods and avoid ready-made methods as far as possible. Here it is of relevance whether the artistic is used as a goal or for educational reasons.

The forms. The structure of lessons.

1) Subjects are presented in the Main Lesson, usually over a block of about three weeks. The uninterrupted focus on a theme enables the children to immerse themselves completely in the subject matter at hand.

2) It allows the class teacher the freedom to structure the lessons creatively, incorporating a variety of activities, undertaking projects as part of a Main Lesson, or the use of drama and storytelling to expand the work in history.

3) The child's feeling of wonder is encouraged and stimulated from the earliest classes.

4) Through large, free hand form drawings the child develops an experience of inner harmony, which can be applied later both in practical tasks and in exact thinking. In addition to helping develop good handwriting, these exercises give a real basis for the exact geometrical constructions that follow.

5) Academic skills in numeracy and literacy are developed throughout primary school years through rhythmical practice, daily exercises at each grade level, regular marking and assessment by the teacher.

6) Working from experience to concept; working from whole to parts.

A School without textbooks

Teachers rely on primary sources rather than textbooks, and pupils create individual "main lesson books" that reflect their proficiency and deepen their understanding of the subject matter for each main lesson block or subject lesson. Main lesson books reflect the breadth and depth of the

curriculum through essays, scientific observations, drawings or paintings, and hand-drawn maps.

Phenomenological approach to science

The sciences are taught experientially and follow a “phenomenological approach,” which means that the teacher sets up an experiment and calls upon the pupils to observe carefully, ponder, and discuss what is happening — thus allowing them to discover the conclusion for themselves. Approaching the subject matter in this manner develops true scientific thinking as an organic skill as well as competency within the student. Starting in Class 8 and continuing through the Upper school, each year the curriculum brings a new topic in the fields of physics, chemistry, and biology. This allows students to gain an ascending spiral of knowledge in the various fields of science rather than studying one discipline per year [12].

Approaches to the assessment. School reports

In the Waldorf School conventional testing are replaced by continuous assessment. The child is under the constant observation of the class teacher who is warmly interested in his or her progress. The aim of teachers is to avoid the stress factor of exams which can do real harm in young pupils. Creative involvement in work provides the key to motivation, rather competitive accomplishment that separates winners from losers.

The teachers continuously assess the child’s work and behavior in all spheres of school life, including academic progress and keep records of this. This is summarized in an in-depth written report, given to the parents at the end of the year in the Primary School. In the High School detailed reports are given bi-annually or at the end of each term.

Class teacher model

In the journey through the classes, the teacher generally stays with the class for all 8 years. The security from these long-term relationships enhances learning, confidence, and social and emotional skills, while ensuring that each child gets his or her individual needs fulfilled [3].

Ernest L Boyer, a Former President of Carnegie Foundation for the Advancement of Teaching once said: “Those in the public school reform movement have some important things to learn from what Waldorf educators have been doing for many years. It is an enormously impressive effort toward quality education, and schools would be advised to familiarize themselves with the basic assumptions that under gird the Waldorf movement.” [15]

Conclusion. Despite all the difficulties and significant spending, the education reform is periodically conducted by every developed country. Even a developed country undergoes serious ideology and economy changes. Considering that, our country has experienced some tremendous changes in economic, socio-political, cultural, geopolitical and, eventually, mental spheres. Thus, it is no wonder that this reform is widely discussed and criticized by those who got used to the traditional approach and do not want to change anything within themselves.

It is important to mention that Waldorf Education is not an add-on program to a traditional approach; rather it is structurally and functionally different from conventional public education. It is not a free school where students can decide whether to attend class or not, and it is not a democratic school where students vote on coursework and other aspects of running the school. Waldorf Education follows a child-centered pedagogy within a specific curricular framework.

Waldorf approach attracts parents who seek for the better understanding of the child educational needs, who share the idea of the human being as a spiritual being, who look for the certain community to share the common values, who want to develop themselves through the involvement into building something new in the sphere of education. This demand of a postmodern human being to find an individual path should be satisfied by the diversity in all the spheres of social life. So that the education should also have the different options. In such a way, the democratic society keeps the educational pluralism for those who still seek for the alternative. Waldorf School has already took the respectful place at the educational palette of Ukraine.

Recommendations for further research work. Wherever different educational alternatives combine customized learning with collaborative group learning in authentic, inquiry-oriented projects, provide their students with access to diverse knowledge sources and assess them for deeper understanding and further learning, alternative schools seem to be ahead of mainstream education and can serve as meaningful models for the renewal of mainstream education in Ukraine.

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Мезенцева О. І., молодший науковий співробітник відділу інновацій та стратегій розвитку освіти Інституту педагогіки НАПН України, Київ

НОВА УКРАЇНЬСЬКА ШКОЛА ТА ВАЛЬДОРФСЬКА ПЕДАГОГІКА

Авторка статті аналізує поточну ситуацію в сфері освітніх реформ, а також порівнює основні цілі та цінності Нової української школи, запропонованої Міністерством освіти і науки як відповідь на виклики сучасного суспільства, та вальдорфської педагогіки як прикладу успішної альтернативної освітньої системи.

У статті виявлено певну схожість двох концептуальних підходів, які відображають сучасні освітні тенденції, такі як: дитиноцентризм; партнерство в управлінні школою; академічна свобода вчителя; шкільна автономія тощо.

Аналізуючи методи, які можна було б запозичити з практики Вальдорфських шкіл, авторка звертає увагу на художній підхід у викладанні; структурування уроків; феноменологічний підхід у викладанні предметів природничо-наукового циклу; особливі підходи до оцінювання та інші.

На прикладі вальдорфської педагогіки авторка приходить до висновку, що різні освітні альтернативи можуть стати прогресивними моделями для оновлення загальної середньої освіти в Україні. Демократичне суспільство повинне зберігати освітній плюралізм для тих, хто все ще шукає альтернативи.

Ключові слова: освітні реформи; Нова Українська школа; вальдорфська педагогіка; Вальдорфська школа; освітні альтернативи.

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НОВАЯ УКРАИНСКАЯ ШКОЛА И ВАЛЬДОРФСКАЯ ПЕДАГОГИКА

Автор статьи анализирует текущую ситуацию в сфере образовательных реформ, а также производит сравнение основных целей и ценностей Новой украинской школы, внедряемой Министерством образования и науки как ответ на вызовы современного общества, и вальдорфской педагогики как примера успешной альтернативной образовательной системы.

В статье выявлено определенное сходство двух концептуальных подходов, которые учитывают современные потребности образования, такие как: детоцентризм; партнерство в управлении школой; академическая свобода учителя; школьная автономия и т. д.

Анализируя методы, которые можно было бы позаимствовать из практики Вальдорфских школ, автор обращает внимание на художественный подход в преподавании; структурирование уроков; феноменологический подход в преподавании предметов естественно-научного цикла; особенные подходы к оцениванию и др.

На примере вальдорфской педагогики автор приходит к выводу, что различные образовательные альтернативы могут стать прогрессивными моделями для обновления среднего образования в Украине. Демократическое общество должно сохранять образовательный плюрализм для тех, кто все еще ищет альтернативы.

Ключевые слова: образовательные реформы; Новая украинская школа; вальдорфская педагогика; Вальдорфская школа; образовательные альтернативы.