

## **BASIC-PRINCIPLES FOR A GOOD SCHOOL - JENAPLAN**

### **HUMANS**

1. Everyone is a unique person, there is only one like this. Therefore each child and each adult has an inherent and inalienable value.
2. Everyone has the right to develop an own identity. This identity has to be characterized as much as possible by: independence, critical consciousness, creativity and a sense for social justice. All this has to be acknowledged, regardless race, nationality, gender, sexual disposition, social environment, handicaps, religion or life-view.
3. Everyone needs, for developing an own identity, personal relationships with the material, social, cultural and spiritual reality.
4. Everyone is always recognized as a total personality and, where possible, approached and acknowledged in this way.
5. Everyone will be recognized as an innovator of culture and, where possible, approached and acknowledged in this way.

### **SOCIETY**

6. People have to work on a society that esteems everyone's inalienable value and dignity.
7. People have to work on a society that gives room to and is stimulating for the development of an own identity for everyone.
8. People have to work on a society in which differences (between individuals and groups) and changes are dealt with in just, peaceful and constructive ways.
9. People have to work on a society in which earth and space are managed with respect and care.
10. People have to work on a society in which natural and cultural resources are used in responsibility for future generations.

### **SCHOOL**

11. School is a relative autonomous, cooperative organization of all people concerned and influenced by society as school also has influence on society.
12. In the school adults have to take fore-going principles about people and society as a pedagogical basis for acting.
13. In the school curriculum content is derived from the children's life-world and (inner) experience *and* from the cultural sources considered in our society as important means for the development of persons and society as described earlier.
14. In the school teaching takes place in pedagogical intended situations and with pedagogical teaching-learning materials.

15. In the school teaching and learning are shaped by a rhythmic alternation of the basic-activities dialogue, play, work and celebration.
16. In the school children are predominantly placed in heterogeneous groups, heterogeneous in age and level of ability, to stimulate learning from and caring for each other.
17. In the school independent playing and learning of children is alternated and supplemented by instruction and guided learning. Teaching is intended to stimulate reaching higher levels of development.
18. In the school exploring the world around ('world orientation') has a very central place, on the basis of experiencing, discovering and inquiring.
19. In the school the behaviour and achievement of the children are judged as much as possible from the personal development of this child and in consultation with this child.
20. In the school changes are seen as a never-ending process, guided by a consistent interaction of action and reflection.

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