# Project documentation form

Title:-

Integrating Democratic Education content and practices at the "Galil" school

Sub-Title :-

Creating and running committees for the purpose of managing different areas of school life under the leadership of 5th and 6th grade students.

**ביס" / גן:-**

**ביה"ס הדו-לשוני "גליל" – כיתות ה'-ו'**

**משתתפים ופרטי תקשורת:-**

סאפי מנסור – מנחה פדגוגי 0505680062

מנאר חאדרי– מנהלת ביה"ס

רסמייה שחאדה – סגנית המנהל ומחנכת כיתה ו'

מחנכי כיתות ה'-ו'

## Relevant Educational Principles:-

Student responsibility for the learning process

Student responsibility over the learning environment

Expanding the use of dialogue at school

Creating an active and supportive community centered on the school.

## Tags

Democratic Education, progressive education, humanistic education, equitable pedagogy, dialogue, dialogic organizational development, school committees

## Rationale/Summary

The main educational and ideological processes taking place at the school, are a continuation of the principles of progressive education. In fact, the attempt to support an educational program in the spirit of equality and collaborations, demands the use of advanced pedagogical practices that will support the transfer of responsibility for designing the learning process to the students, so that the school's graduates will be capable of creative and critical thinking, will strive for personal and group based development, will be able to learn from a place of listening, observing, curiosity and commitment to in-depth learning processes.

An array of 6 committees was constructed and students from the 5th and 6th grades were appointed to the committees. The six committees were focused on different aspects of school life: Learning Processes; Road Safety; Improving the Campus Appearance; Planning School Recesses; Yard and Sport Field Maintenance and Mediation. These committees were chosen following a student survey which mapped the students' needs and dreams concerning the character and management style of the school.

In addition, content concerning democracy and citizenship was inserted into language and culture classes so that the experience would include academic studies and not just practical experience.

## Process:-

Each committee met once a week under the guidance of one of the home-room teachers. Practice sessions of managing through dialogue; research; reaching decisions democratically and product intentionality based on pre-planning. A schedule was constructed for the entire year that included an evening event where the products would be revealed to the parents.

A study project was constructed (PBL) through which the students learned content and skills associated with citizenship and Democracy (in two languages): Separation of powers; majority rule; conducting a survey; writing a protocol and more.

The students visited other democratic schools during the school year, in order to gather impressions and to observe the way in which the committees were run there.

## Needs:-

Assigning system hours and staff to the committees to maintain regular committee activities. Student access to the school's decision-making centers.

A modest budget to purchase equipment necessary for running the committees.

## Successes:-

Continuous activity of the committees.

Making the democratic-educational language part of school life.

Initializing projects planned by the committees (improving the road safety, mediation processes, designing soccer fields.

## Difficulties:-

Lack of internalizing and cooperation from the rest of the teachers

Disparity between the performance levels of the various students.

Difficulties in dealing with a new year-long project.

## Possible Next Step Options:

Expanding the number of classes that participate in the project

Expanding the number of committees and the range of their responsibilities.

Writing a school constitution that will encompass the committees and their activities.

Inviting the parents to become part of the project.