
DOI: <https://doi.org/10.47960/2303-7431.27.2022.183>

UDK: 37.013(497.5)

Professional article

Received on April 11, 2022

Accepted on May 17, 2022

ANDREJ MARAS – ANA MARIA MARINAC – LUKA PONGRAČIĆ
Primary school Lotrščak – University of Slavonski Brod, Department
of Social Sciences and Humanities
andrejmaras24@gmail.com – marinac.anamaria98@gmail.com –
lponggracic@unisb.hr

PARENTS - FOUNDERS OF ALTERNATIVE SCHOOLS IN THE REPUBLIC OF CROATIA

Abstract

The traditional school system has not met the needs of students for many years. Parents, in order to allow their children to move away from the rigid class-subject-hour system, established schools. The founders of alternative schools can be citizens, parents and teachers, religious communities as well as other legal entities. These are the so-called free schools, civic educational initiatives, reform pedagogical attempts, educational boarding schools, etc. The aim of this paper is to present the pedagogical concepts and ideas of schools in the Republic of Croatia whose founders are parents. The paper presents the basic pedagogical principles and aspects of teaching Waldorf and Montessori pedagogy based on educational pluralism, a brief overview of partnership between parents and schools in Croatia and the educational model of primary Catholic schools “Ružičnjak” and “Lotrščak”. The observed schools are located in Zagreb and have only one goal - to adapt the school to the child. An effort is made to provide each student with an individual approach. The starting points are the child's needs and interests. These are the schools where students have freedom of choice. The goal of upbringing

ing and education is the holistic development of the child. The emphasis is on active learning methods and abandoning didactic scenarios in which the child is only a passive observer.

Keywords: alternative schools; catholic schools; educational pluralism; partnership; parents

Introduction

The teaching process of public schools, as we know it today, dates back to the time of learning and action of J. A. Comenius, and the idea for the internal structure of the system was given in the 19th century by J. F. Herbart and T. Ziller. If we look at the class-subject-hour system in history, we can see several attempts by various pedagogues in reorganizing the internal concept of teaching that aimed to improve the existing system. Newer pedagogical concepts were more student-oriented and aimed to reduce students' fear of school failure and create a more pleasant school atmosphere.

The school as an educational institution is a meeting place for students and parents, or adults who care about the welfare of the child. Their common goal is to develop all the life skills of a young personality. What is necessary to realize the full potential of the child is the involvement of parents in school life (Longo, 2005). The school is an institution that, in addition to student skills and competencies, develops and promotes parental educational competencies and the realization of happier and better relationships within the family. The key for developing parenting abilities, skills and focusing on social values lies in developing partnerships between family and school. Partnership implies honesty, respect, belief, open communication, flexibility, active listening, information sharing and non-judgment (Buljubašić-Kuzmanović et al., 2015). Parents as the primary bearers of the upbringing and education of their children today more than ever show dissatisfaction with the existing education system and are becoming aware of the possibility of choosing appropriate schooling for their child. As a solution, the idea of starting alternative schools by natural or legal persons arises.

Successful realization and operation of educational pluralism is found in many democracies, and it is achieved through appropriate selection of teaching methods and strategies and workplaces where we start from the developmental needs of each child that are best realized in contact with nature and the environment.

Four primary schools in the Republic of Croatia founded by parents are: Baroness Dédée Vranyczany Montessori Elementary School, Waldorf School in Zagreb, Ružičnjak Elementary School and Lotrščak Elementary School. These schools are a glaring example where parents are active participants and creators of family-school partnerships.

Pluralism in upbringing and education

In the context of upbringing and education, we encounter the concepts of school, pedagogical and political pluralism which are interrelated processes. The change of pedagogical concepts at the beginning of the 20th century leads to significant changes in the transformation of the internal structure of schools. The most notable reform pedagogies were: Project method, Mannheim model, Montessori method, Freinet pedagogy, Waldorf school, Dalton plan, Winnetka plan, Cousinet school and others. All reform attempts to change the internal structure of schools aimed to move away from the traditional school system and meet the individual needs of each student (Matijević, 2001). Numerous efforts in attempts to transform existing school systems from the first half of the 20th century have survived to the present day in the fight against standardization policy and have evolved over time as models of alternative schools.

The reform of pedagogy at the beginning of the 20th century was reflected in the demands of parents for the establishment and recognition of educational institutions that were not under the direct auspices of the state, the right to choose a school or study and the right to be informed about what happens in school (Matijević, 2001).

The previously mentioned pedagogical, school pluralism and political pluralism are important to distinguish. Pedagogical pluralism

implies the existence and operation of different pedagogies in public and private schools (Matijević, 2001). Examples of pedagogical pluralism are Montessori pedagogy, Waldorf pedagogy, Freinet pedagogy and others. Alternative schools generally operate as public or private schools with specific, innovative pedagogical concepts and a flexible curriculum based on areas of student interest and needs (Milutinović & Zuković, 2013). According to the above definition, alternative are all schools that are student-oriented and make certain changes in the traditional school system. Private schools are not alternative schools entirely, although they can implement alternative pedagogical concepts. Examples of such schools in the Republic of Croatia are the Waldorf School in Rijeka, the Waldorf School in Zagreb and the elementary Montessori School of Baroness Dedee Vranyczany in Zagreb.

School pluralism refers to the uniqueness, independence of schools and equal existence of school ideas (Matijević, 2001). School pluralism implies the work of all schools, private, public and alternative schools. Political pluralism unites both pedagogical and school pluralism, because without the permission of the representatives of the state authorities, the two previously explained concepts could not take place. Educational pluralism is today associated with highly developed countries, and to a much lesser extent with transition countries. It is important to point out the decentralization that leads to school independence, while centralization implies just the opposite.

Partnership between parents and schools in Croatia

Partnership can be defined as a group of two or more individuals or organizations working together to achieve a common goal (Lukaš & Gazibara, 2010). If we look at the history of upbringing and schooling, we can conclude that the partnership between family and school has not always been viewed correctly. Often these two very important factors for the proper development of a child seemed like two completely separate worlds with different tasks and roles. Parents were solely responsible for

the upbringing of children in the family, and teachers for school success, and in such a context there was no partnership (Rosić, 2005).

Stjepan Novotny (1833-1867), the author of the first Croatian textbook of pedagogy and didactics "Cultivation and general education", talks about home education, female education and sex education, and emphasizes the partnership between family and school (Lukaš & Munjiza, 2010).

Stjepan Basariček (1848-1918) the founder of the theoretical pedagogy in Croatia, emphasizes that parents have the greatest role in the upbringing of children and that they should never allow everything to their children. Basariček also points to the harmonization of educational procedures: "The teacher's efforts will be improved if he agrees with the parents of his children, and if they support his orders, and not scold and hate the children. The teacher must therefore take care that he is always in touch with them and agrees on his orders" (Basariček, 1869, p. 18).

Compulsory attendance at a four-year primary school was regulated by the Public Education and Preparations Act of October 14, 1874. The mentioned Act provides that church supervision will be replaced by the operation of school boards. In addition to teachers, parents of students were also represented in them (Dumbović & Pogačić, 1979).

Milka Pogačić (1860-1936), a famous Croatian teacher and writer, also emphasized the appropriate partnership between the school and the family (Kolak, 2006). Milka Pogačić vividly compared the lack of partnership between the family and the school as a carriage with two opposite ends. Therefore, on March 5, 1910, she organized her first parent-teacher meeting. She emphasized the partnership between family and school as a condition for successful upbringing of children (Dumbović & Pogačić, 1979).

In his work *Methodology of the School of Work*, Jure Turić (1861-1944) emphasized the importance of partnership between the family and the school in order for children to acquire work habits: "That is why the school must enable this partnership of children in the course of family

work and help parents with instructions and advice on how this work will benefit and protect them from harm” (Lukaš & Munjiza, 2010).

Stjepan Pataki (1905-1953) is known for editing the textbook of pedagogy *General pedagogy* in 1956, in which he emphasizes the importance of the unity of family and school:

“Family and school must raise children in a unique direction and must help each other. If this does not work in practice, it means that the school does not properly understand the importance of family education or that the family does not understand the educational goals of our school. The school must understand the importance of parental cooperation in the educational process and persuade parents to cooperate” (Pataki, 1964).

Today, public interest in developing family-school collaboration is growing. The features of a democratic society are recognized in the fact that parents recognize the possibility of creating a school curriculum, create their own demands addressed to teachers and all school staff and thus participate in a partnership spirit and direct the growth and development of their own children (Kosić, 2009).

The need for an alternative and different

In order for changes to occur, it is necessary to achieve certain competencies of those who participate in education and upbringing (Opić & Kudek Murošević, 2018). The teacher in the school, as an educator, must have a developed moral awareness that needs to be systematically developed and reflect this on the students who will follow his positive example (Lukaš & Cikovac, 2021). The teacher also has a responsibility in planning his work and in applying various effective strategies that will involve all students in the work (Forlin, 2001) and communication that challenges the teacher to actively listen to students but also parents who are actively and collaboratively involved in the process of education and education (Zrilić, 2010). Parental involvement is important at all levels of the educational process and research proves that it is positively correlated with student achievement (Olsen & Fuller, 2008; Jeynes, 2012;

Khattab, 2015) and teachers have positive attitudes towards parental involvement, but still do not include them frequently in specific activities (Sušan Gregorović, 2017). All these aspects give indications that the school, i.e. the teaching process, is much more than just upbringing and education. It includes a very wide and complex range of competencies that a teacher needs to have in order to reduce the discrepancy between school and family and to complete the teaching process with the aim of more successful and complete teaching and education. Such a step forward will be offered by schools founded by parents using different pedagogical starting points and approaches.

Parents as founders of schools in the Republic of Croatia

Alternative schools founded by parents in the Republic of Croatia have been operating for over 20 years. Almost every primary school in the Republic of Croatia carries out its educational work according to the curriculum adopted by the competent ministry. However, three primary schools in Croatia are recognized as an alternative to the existing education system, namely: Montessori Primary School “Baroness Dedee Vranyczany” in Zagreb, Waldorf School in Zagreb and Waldorf Primary School in Rijeka. Their pedagogical work has been approved by the state authorities.

The Montessori Elementary School “Baroness Dedee Vranyczany” was founded in 2003 by the parents of students whose children attended Montessori kindergartens. Parents satisfied with Montessori pedagogy gathered in the Association of Parents “Maria Montessori” and with a civic initiative succeeded in opening the school. The school was named after Baroness Dedee Vranyczany, who initiated the opening of the first Montessori kindergarten in Zagreb in 1934. (<http://www.os-montessori-bdvranyczany-zg.skole.hr>)

The first Waldorf primary school in Croatia started operating in Zagreb on September 21, 2004 at the initiative of parents and teachers associated with the Society for Waldorf Pedagogy. The first Waldorf primary school in Croatia started operating under the status of

a three-year experimental program. After a positive evaluation of the Ministry of Science, Education and Sports, a decision was made to accept the curriculum of the Waldorf school in Croatia, according to which schools still operate today. (<https://www.waldorfska-skola.com/hr/zasto-waldorfska-skola>, <https://www.waldorfskaskola.com/hr/pedagogija/o-waldorfskoj-pedagogiji>)

Encouraged by the fact that they are the first and most important educators of their children, and the school is their help and support in this demanding role, in 2015 they founded the Parents' Institute for Education (RINO) in Zagreb. In the same year, the united parents started the first primary school for girls, the Primary School "Ružičnjak", and in the school year 2016/2017 RINO also founded the first primary school for boys in the Republic of Croatia, the Primary School "Lotrščak". Both schools are located in the city of Zagreb. (<http://os-lotrscak.hr/>)

Before the specific activities of the mentioned four schools are presented, the basic determinants of Waldorf and Montessori pedagogy will be briefly presented.

Basic pedagogical principles and aspects of teaching Waldorf and Montessori pedagogy

The founder of Waldorf pedagogy is Rudolf Steiner. He is the founder of anthroposophy, on the basis of which his pedagogy was created. The mainstay of Waldorf pedagogy relates to the concept of student development through the following seven-year developmental stages: physical development 0 - 7; development of living systems 7 - 14; mental development 14 - 21. The level of development of the child's consciousness has its specific differences in the understanding of teaching content (Reichenbach, Ricken & Koller, 2011). Waldorf pedagogy strives to harmonize the spiritual part with the physical (earthly) part of man. Special emphasis is placed on the freedom of each individual in education. Teachers also take into account the temperament of each child they can follow through their emotions and moods during different teaching activities (Seitz & Hallwachs, 1997).

One of the most significant features of the structure of the Waldorf school curriculum is the emphasis on art and work education, teaching by epochs, learning foreign languages from the initial grades of schooling and a significant place of eurythmy in the curriculum (Jagrović, 2007).

Eurythmy is an art founded by Rudolf Steiner, and refers to the harmonious expression of the forces acting in speech, music and movement (Matijević, 2001). Pedagogically, eurythmy influences the prevention of undesirable behaviors and has an educational and therapeutic role (Paschen, 2014). Teaching by epochs was primarily introduced in order to overcome the rigid and closed subject-hour system. In Waldorf schools, full-time classes are nurtured where the teacher (class teacher) teaches children the first eight school years in all basic subjects. It is this aspect of teaching that allows teachers to know students well and create an atmosphere full of trust. Furthermore, textbooks in the teaching process of the Waldorf school, especially in the first years of schooling, are not highly valued and students learn in systematic contact with the teacher. With the help and support of teachers, children collect various objects from the immediate environment, and teaching thus acquires the research character, and students learn by discovery. The specificity of Waldorf schools is the absence of numerical (summative) evaluation. Teachers continuously comment on students' work during each school day, and occasionally review notebooks with instructions for progress. At the end of the school year, teachers write a detailed report as feedback to parents on student achievement, progress, and some weaknesses and recommendations for future work. One of the features of the Waldorf school is the rich partnership between parents and the school that functions as a dynamic social organism.

Maria Montessori, the first Italian physician, bases her pedagogical work on the scientific observation of the child's spontaneous learning, on the encouragement of his own actions and his independence and respect for the child's personality. The original starting point of Montessori pedagogy is the child (Philipps, 2003).

According to Bašić (2011), the educational method of Marija Montessori is based on the child's self-education and self-teaching, which is the motto of Montessori pedagogy "Help me to do it alone." Components of the stimulating environment are developmental materials that meet the developmental needs of the individual child. All materials are made according to the strict criteria of Maria Montessori, and their goal is to occupy the child's attention. Philipps points out that one of the essential features of Montessori pedagogy is the freedom of feeling, thinking and decision-making (Philipps, 2003).

By deviating from the traditional look of the classroom, the Montessori student is made aware that he is the creator of his work and the organizer of his time. It is characterized by freedom in work and development to realize its full potential, but every moment of that development it is indirectly guided by carefully organized methods. The work in the school is divided into two larger blocks: "freelance work" and "joint classroom teaching". Free work implies individual work or work in pairs with different didactic materials, while classroom teaching is led by a teacher (Matijević, 2001).

Montessori pedagogy places significant emphasis on the education of the senses and the development of whole body motor skills as an important factor in the development of children. Maria Montessori believed that the motor and spiritual development of a child are closely connected and that the child develops his intelligence through movement. It is important to emphasize that movement education does not mean normal motor activity but the philosophy of movement and the development of fine and gross motor skills (Philipps, 2003).

Class structures in today's Montessori schools are different, so we can talk about three models: a class with one year, two and four years in which students actively cooperate, help each other and learn from each other (Jagrović, 2007). Student achievements are not evaluated according to pre-developed criteria, but according to the abilities of each child, with an emphasis on self-evaluation. In partnership with parents, the teacher sets goals for each child to be achieved (Matijević, 2001).

From all the above, it can be concluded that Montessori pedagogy highly values the learning process itself, which is carefully guided and directed towards the student who comes to knowledge by researching and shaping materials.

Maria Montessori School - a modern approach to teaching in today's Montessori school

The only Montessori school in Croatia is located in Zagreb, and is named after the baroness who had the first Montessori kindergarten built, in 1934 - Baroness Dédée Vranyczany Elementary Montessori School. The establishment of the Montessori school was the basic idea of parents whose children attended Montessori kindergarten, and this was preceded by the establishment of the Association of Parents "Maria Montessori".

At the Montessori school, teaching is planned and realized today according to the Curriculum for primary school, i.e. according to the curricula of subjects prescribed by the Ministry of Science and Education. Although the school follows a regular prescribed program, classes are conducted according to Montessori methods, which are quite different from the teaching methods we encounter in regular primary schools. The school day starts at 8:30 and ends at 12:30. After that, students have a break and time for lunch, from 12:30 to 1:30 p.m. The break is followed by the time in which students write homework and complete their daily obligations, which usually lasts until 2:30 p.m. Students have the opportunity to participate in free activities, where they learn to research, do experiments, etc. Special attention is paid to children with special needs - students who have difficulties in learning the material are given the opportunity to attend classes with special educators and other professional associates. They stay in class with the students. (<http://www.os-montessori-bdvranychany-zg.skole.hr>)

The Montessori school differs mostly in didactic materials, i.e. completely adapted teaching aids, with the help of which students acquire new knowledge in a faster, simpler and more interesting way. There are

didactic materials for Mathematics, language, cosmic education, with an emphasis on the readiness of teachers, but also the environment. Didactic materials for teaching purposes in Montessori schools are specific and can be found in all Montessori schools in the world. They are manufactured by several factories in the USA. What distinguishes them is that they are built of ecological materials, most often natural materials.

The school is based on individual work. Each student is approached individually, which means in accordance with his abilities and interests. Students adopt abstract concepts through concrete material that is available to each student according to his will. From this it can be concluded that the Montessori program does not involve the adoption of facts, but advocates learning without stress and pressure. In addition to individual work, students have the opportunity to participate in various group activities. In addition, as extracurricular activities, children can choose between rhythmic for girls, tae-kwon-do for boys and girls, film arts, music workshops and other activities. Another difference between state and Montessori schools is in class composition. Namely, in Montessori schools, students of different ages participate in class groups. In addition, older children learn to help younger children, and younger students learn to seek help from older students. The goal of the Montessori school is teaching that enables self-interest learning, and is based on the following didactic principles: “self-discipline, endurance, self-assessment, ability to allocate time, ability to set goals independently, tolerance to frustrations, ability to cooperate, insight into necessity and obligation, respect for the freedom of others, the ability to voluntarily obey”, emphasizing that children re-adopt it through social learning upon arrival at school. (<http://www.os-montessori-bdvranyczany-zg.skole.hr>)

Cosmic education is another determinant of the Montessori school. The goal of such education is the adoption of a complete picture of the world and its origin. It is divided into studies of nature and studies of culture, and is realized with regard to three important aspects; the position and place of man in the universe and in society, learning about the

understanding of man, about the interrelationship and dependence of man, culture and nature in relation to nature, and the responsibility of each of us in this world. Students who are brought up and educated according to Montessori principles know firm rules and boundaries, even though learning is based on freedom and interest. Namely, their class rules are that there are no physical confrontations in case of an argument, students take care of the materials they have in class, return them to their places after use, students who work must not be interrupted and must participate in group work and courses. Montessori school takes free work as the center of the educational process, it means free movement in a prepared environment, independent organization of their time, partnership, independent choice of level of difficulty, etc., reading aloud and talking about short stories, round table discussions on a certain topic, talking about textual tasks in mathematics teaching, making music together, preparing teaching steps, role-playing and rhythmic and sports activities. This part of the teaching is related to the subject and is processed in groups or together. Furthermore, project teaching stands out. What makes this pedagogy quite different is in the organization, ie planning and development of joint plans in which students also participate. The Montessori School has a close relationship with parents, who are also involved in the planning and implementation of many activities. Baroness Dédée Vranyczany Primary Montessori School collaborates with Montessori schools around the world, with the University of Cambridge, with schools from neighboring countries, with the Faculty of Education in Osijek, the Faculty of Teacher Education in Zagreb and with colleagues from other alternative schools. (<http://www.os-montessori-bdvranyczany-zg.skole.hr>)

Elementary school “Ružičnjak” and Elementary school “Lotrščak”

Elementary school “Ružičnjak” is the first elementary Catholic school for girls in the Republic of Croatia, founded by parents in 2015 associated with the Parents Institute for Education (RINO). Elementary school

“Lotrščak” is the first elementary school for boys whose founder is also RINO and started with work in the school year 2016/2017.

Both schools base their pedagogical value on a personalized approach to students who, in addition to academic excellence, are also focused on the development of character and personality and grow in virtues. School educational models are based on the holistic development of the child through a system of mentoring with special emphasis on the development of virtues and character, parental involvement and Catholic identity. In order to achieve this, the curricula of both schools have been enriched with additional content. The founder of the school bases his educational model on the equality of boys and girls in terms of rights, obligations and dignity, nurturing a personalized approach to different rates of development and learning. The main goals of all educational activities of the observed schools are, in addition to the acquisition of knowledge, skills and competencies and the development of critical thinking. RINO schools approach each student as a unique and unrepeatable person - updating their opportunities in acquiring knowledge, developing skills and promoting virtues.

One of the specifics in the operation of these schools is the involvement of parents in school life. The Parents' Institute for Education points out that the school is the “extended arm” of the family in education, and the family is the “extended arm” of the school in education. Furthermore, school founders note that it is in the school's interest to facilitate and encourage the involvement of parents in their children's education, providing them with the opportunity and security to take advantage of their great educational opportunities. A holistic approach to each RINO school student is based on the development of intellectual, spiritual, mental and physical personality. The founder of these schools is aware of the fact that teachers and professional associates employed in RINO schools need to adopt certain professional qualities in order to meet the requirements of working in such a school, so RINO or the school systematically organizes professional training for all its employees. (<http://os-ruzicnjak.hr/>, <http://os-lotrscak.hr/>)

Mentoring - specificity of RINO schools

As the founder of the Elementary School “Ružičnjak” and the Elementary School “Lotrščak”, RINO, in 2018 published a document called *Educational project* which contains the specifics of their pedagogical activities. The document highlights mentoring as the greatest specificity of RINO schools. Mentoring is the merits of the pedagogy of these schools because it is a key tool for achieving a personalized approach. A mentoring program is essential for the development of each student in character and personality building. Consequently, each student in RINO schools receives a mentor who is specially trained for the role. Each mentor is required to create an annual plan for the student assigned to him. The plan includes educational goals, but also a spiritual component. Students meet with their mentor twice a month, and sometimes more often if necessary while meeting with parents three times during the school year. The conversation between the mentor and the student, but also the parents, is designed as a structured personal conversation in which the mentor helps the student to fully understand their needs, work on themselves and thus develop their intellectual and human potential. Some of the areas nurtured in mentoring conversations are growth in virtues, character building, learning goals, spiritual needs, or any other problem the student is currently facing in family or school life. During the mentoring talks with the parents, the document states that it is desirable for both parents to come and work together in the same direction for the benefit of the child. In order to strengthen partnerships between family and school, but also mentoring as effectively as possible, the Parents’ Institute for Education often organizes family education programs, courses, seminars and conferences, and guidance in selecting appropriate scientific literature. Furthermore, the school, in support of the parental role, systematically informs about the contents that are processed in the school, class projects, extracurricular activities, important dates for the life of the school. In addition to mentoring, the document states the following as specifics of RINO school pedagogy:

- guide students to reconcile their individual and social behavior with the dignity of the human being, in a way that is honest, fair and generous in their relationship with others and shows sensitivity and willingness to help others
- acceptance of the Christian foundations of the school
- acceptance of school and family responsibilities
- loyalty, honesty, understanding, tolerance, fairness and generosity in dealing with others
- personal effort to achieve self-control by living boldly and prudently, with a sporting spirit
- to be an example of a moral social vertical by his virtuous life and action. (Educational project, 2018, <http://os-lotrscak.hr/> (4. 8. 2021.).)

Conclusion

Pedagogy is a science that is developing faster than the society in which we live and it is often not ready for something new, especially not when we call it an alternative. This term is often misinterpreted in the context of pedagogical concepts, and the reason for this is insufficient knowledge of what it brings. This paper presents educational pluralism that has introduced changes in education, in particular (more active) parental involvement. The very fact that there are institutes and schools founded by the parents is proof that this was lacking before. Raising a child is a very complex task and teachers have a big role in it, who, in addition to teaching, also raises him in parallel with his parents. Here it is important to harmonize and not separate this upbringing into several different parts. Special emphasis is placed on schools in the Republic of Croatia, which is important due to their small number, but still large impact.

The pedagogical concepts and ideas of the observed schools are an example of how parents have a new role - they are truly active participants. The involvement of parents largely determines the peculiarity of the pedagogical activities of each of these schools. This paper presents

an overview of alternative reform pedagogies (Elementary Montessori School of Baroness Dédée Vranyczany, Waldorf School in Zagreb) and Catholic elementary schools “Ružičnjak” and “Lotrščak”. Schools founded by parents and other alternative schools that bring different pedagogical ideas have brought great progress in the Republic of Croatia in terms of school and pedagogical pluralism. It can be seen from the presented literature analysis that the partnership between parents and schools has been developing for quite a long time, but the historical context did not enable the development of school pluralism as it is possible today. Specifically, in the Republic of Croatia, alternative pedagogical concepts Waldorf and Montessori have had the greatest impact and are currently working, while the establishment of the Rino Institute provided the opportunity to start Catholic elementary schools as well. The best examples of this are “Ružičnjak” and “Lotrščak” elementary schools. Many specificities and progress in pedagogical work can be seen from their work, such as the concretely described measure of mentoring.

Therefore, the very fact that there are schools founded by parents is a proof that a school can truly become and act as an extension of the family. The analyzed schools are a glaring example of how students can actively participate in the construction of their own knowledge and learning about educational values. Special attention is paid to the holistic development of students brought up in the spirit of a democratic environment that will respond positively and appropriately to the demands and challenges of modern society. Alternative schools are a big step towards more active and successful learning, but also equally important towards more successful and quality education. The student is brought up here in active partnership with the parents, but he also becomes an active participant in this process. Special attention is paid to the holistic development of student into a person with developed divergent and critical thinking, brought up in a democratic environment and ready for the challenges of modern society.

References

- BASARIČEK, S. (1869). Uzgoj posluha [Growing obedience]. *Napredak*, 10, 18-19, 273.-277., 289.- 294.
- BAŠIĆ, S. (2011). The modernity of Maria Montessori's pedagogical conception. *Pedagogijska istraživanja*, 8(1), 205-214. <https://hrcak.srce.hr/116671>
- CROATIAN BISHOPS' CONFERENCE (2015). *Educational project of the Catholic primary school in Virovitica*. URL: [http://www.os-katolicka-vt.skole.hr/upload/os-katolickavt/images/static3/668/attachment/Odgojno_obrazovni_projekt_\(3\).pdf?fbclid=IwAR24KTgahKS1xrVycS_Lr4migal6Ov4vWG4rr9_ylgPSHtu-oReeu9zPqhY](http://www.os-katolicka-vt.skole.hr/upload/os-katolickavt/images/static3/668/attachment/Odgojno_obrazovni_projekt_(3).pdf?fbclid=IwAR24KTgahKS1xrVycS_Lr4migal6Ov4vWG4rr9_ylgPSHtu-oReeu9zPqhY)
- DUMBOVIĆ, I. – POGAČIĆ, M. (1979). *Društveni i pedagoški rad [Social and pedagogical work]*. Školske novine.
- FORLIN, C. (2001). Inclusion: identifying potential stressors for regular class teachers. *Educational Research*, 43, 235-245.
- JAGROVIĆ, N. (2007). Similarities and differences of pedagogical models of Maria Montessori, Rudolf Steiner and Célestin Freinet. *Školski vjesnik*, 56(1-2), 65-77. <https://hrcak.srce.hr/82653>
- JEYNES, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students, *Urban Education*, 47(4), 706-742.
- KHATTAB, N. (2015). Students' aspirations, expectations and school achievement: What really matters?. *British Educational Research Journal*, 41(5), 731-748.
- KOLAK, A. (2006). Parent - school cooperation. *Pedagogijska istraživanja*, 3(2), 123-140. <https://hrcak.srce.hr/139245>
- KOSIĆ, A. (2009). Parents and teachers - partners in improving the educational process in primary school. *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*, 55(22), 227-234. <https://hrcak.srce.hr/47705>

- LONGO, I. (2005). School as a place of parent education for quality parenting (Parents and teachers on the way to a quality school). *Zbornik radova Stručno znanstveni skup s međunarodnom suradnjom – 4. dani Splitsko-dalmatinske županije*. Split: HPKZ Ogranak Split. 130-136.
- LUKAŠ, M. – CIKOVAC, D. (2021). The idea of pedagogical deontology based on the concepts of duty. *Nova prisutnost*, 19(2), 391-403.
- LUKAŠ, M. – GAZIBARA, S. (2010). Modalities of collaborative relations between school pedagogue and parents. *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*, 56(24), 210-229. <https://hrcak.srce.hr/63361>
- LUKAŠ, M. – MUNJIZA, E. (2010). *Pedagoška hrestomatija [Pedagogical anthology]*. Grafika d.o.o.
- MALEŠ, D. (1995). Collaboration between parental home and school. In Aračić, P. (Ed.) *Family in Croatia - situation and perspectives*. Biskupski ordinarijat, Đakovo. 287-300.
- MATIJEVIĆ, M. (2001). *Alternative schools: Didactic and pedagogical concepts*. Tipex.
- MILUTINOVIĆ J. – ZUKOVIĆ, S. (2013). Educational tendencies: private and alternative schools. *Croatian Journal of Education*, 15(2), 241-266. <https://hrcak.srce.hr/106734>
- OLSEN, G. W. – FULLER, M. L. (2008). *Home-school relations: working successfully with parents and families*. USA: Pearson Education, Inc.
- OPIĆ, S. – KUDEK MIROŠEVIĆ, J. (2018). Specifics of implementing adaptation methods and individualized procedures in working with students with disabilities. *Istraživanja u edukaciji i rehabilitaciji*, 1(1), 48-58.
- PASCHEN, H. (2014). Waldorf education and Rudolf Steiner schools as a topic of educational science. *Croatian Journal of Education*, 16(1), 191-215. <https://hrcak.srce.hr/120162>

- PATAKI, S. (1964). Opća pedagogija [*General pedagogy*]. Pedagoško-književni zbor.
- PHILIPPS, S. (2003). *Montessori priprema za život: odgoj neovisnosti i odgovornosti* [*Montessori preparing for life: fostering independence and responsibility*]. Naklada Slap.
- REICHENBACH, R. – RICKEN, N. – KOLLER, H. C. (2011). *Erkenntnispolitik und die Konstruktion pädagogischer Wirklichkeiten*. Paderborn
- ROSIĆ, V. (2005). *Odgoj-obitelj-škola* [*Upbringing - family - school*]. Žagar.
- SEITZ, M. – HALLWACHS, U. (1997). *Montessori ili Waldorf?: knjiga za roditelje, odgajatelje i pedagoge* [*Montessori or Waldorf?: A book for parents, educators and pedagogues*]. Zagreb.
- SUŠANJ GREGOROVIĆ, K. (2017). Parental involvement in a child's education: teachers' attitudes and practice. *Školski vjesnik*, 66(3), 347-376. <https://hrcak.srce.hr/193277>
- Webpage of Baroness Montessori Elementary School "Dédée Vranyczany". <http://www.os-montessori-bdvranyczany-zg.skole.hr> Accessed on March 16, 2022.
- Webpage of Elementary school "Lotrščak". <http://os-lotrscak.hr/> Accessed on March 16, 2022.
- Webpage of Elementary school "Ružičnjak". <http://os-ruzicnjak.hr/> Accessed on March 16, 2022.
- ZRILIĆ, S. (2010). Quality of communication and social relations in the classroom. *Pedagogijska istraživanja*, 7(2), 231-242. <https://hrcak.srce.hr/118096>

Stručni članak

Primljeno: 11. IV. 2022.

Prihvaćeno: 17. V. 2022.

ANDREJ MARAS – ANA MARIA MARINAC – LUKA PONGRAČIĆ

Osnovna škola Lotrščak – Sveučilište u Slavonskom Brodu, Odjel društveno-humanističkih znanosti

andrejmaras24@gmail.com – marinac.anamaria98@gmail.com – lponggracic@.unisb.hr

RODITELJI – OSNIVAČI ALTERNATIVNIH ŠKOLA U REPUBLICI HRVATSKOJ

Sažetak

Tradicionalni školski sustav godinama nije zadovoljavao potrebe učenika. Roditelji su osnovali škole kako bi omogućili djeci da se odmaknu od krutoga sustava razred – predmet – sat. Osnivači alternativnih škola mogu biti građani, roditelji i nastavnici, vjerske zajednice te druge pravne osobe. To su takozvane slobodne škole, građanske obrazovne inicijative, reformski pedagoški pokušaji, obrazovni internati itd. Ciljevi su ovoga rada predstaviti pedagoške koncepte i ideje škola u Republici Hrvatskoj koje su osnovali roditelji. U radu se predstavljaju osnovna pedagoška načela i aspekti poučavanja Waldorf i Montessori pedagogije utemeljene na obrazovnome pluralizmu, kratak osvrt na partnerstvo roditelja i škola u Hrvatskoj te obrazovni model katoličkih osnovnih škola “Ružičnjak” i “Lotrščak”. Promatrane škole nalaze se u Zagrebu i imaju samo jedan cilj – prilagoditi školu djetetu. Svakomu učeniku nastoji se osigurati individualan pristup. Polazne su točke djetetove potrebe i interesi. Ovo su škole gdje učenici imaju slobodu izbora. Cilj je odgoja i obrazovanja holistički razvoj djeteta. Naglasak je stavljen na metode aktivna učenja i napuštanje didaktičkih scenarija u kojima je dijete samo pasivan promatrač.

Ključne riječi: alternativne škole; katoličke škole; obrazovni pluralizam; partnerstvo; roditelji