

Program

Wednesday, August 22

10:30 – 1:00 PM

Preconference Activities

International Korczak Association (IKA) meeting. Chairperson Batia Gilad, presidents and representatives of national Korczak Associations. Boxed lunches will be provided.

12:00 - 1:00 PM

Lunch

1:00 – 2:15 PM

Opening Ceremonies

Moderators: Tatyana Tsyrlina-Spady and David Woodward

 **Tatyana Tsyrlina-Spady**

Greetings from the Organizing, Academic, and Steering Committees

 **SPU President Martin**

Welcome to all Participants

 **Teresa Indelak Davis**

Welcome from the Honorary Consul of Poland in Seattle and a larger Polish community

 **Mariola Strahlberg**

Greetings from the founder and executive director of the Korczak Association of the USA

 **Batia Gilad**

Welcome from the Chairperson of the International Korczak Association (IKA)

 **Award ceremony**

2:15 – 4:15 PM

Keynote Panel 1

Moderator: Carrie Basas

Children's Rights based on Korczak's ideas and the United Nations Convention on the Rights of the Child

Marek Michalak, Ombudsman for Children, Warsaw, Poland

Korczak's works on social sciences and education – the Order of the Smile

The ideas of Janusz Korczak live and develop not only in new publications of his works, but also in people and their actions, in social movements and various initiatives all over the world. The most significant symbol of Korczak's ideas is the Convention on the Rights of the Child, setting out legal, social and cultural standards for the development of children and for the relations between children and adults. Dignity, support, help, and care are the values taken directly from the Convention. A significant symbol of Korczak's ideas today is the International Korczak movement. It becomes stronger and stronger in different parts of the world — in Europe, both Americas, Africa and Asia. Its great strength rests in its leaders, experts and enthusiasts of Korczak. The turning points for the revival of Korczak's ideas were Korczak's anniversaries, particularly the year 2012, wherein Poland established an initiative put forth by the Ombudsman for Children, as the Year of Janusz Korczak, and celebrated all over the world. Considering this background, the Order of the Smile is an attractive, more and more known and recognizable symbol of Korczak's ideas. It is the only distinction in the world awarded to adults upon children's motion. Until today, children awarded the Order of the Smile to over 1000 people from all over the world, this Order remains a valued and wanted symbol.

Carrie Basas, Director, Washington State Governor's Office of the Education Ombuds
Seattle, Washington

Alexandra Manuel, Executive Director, Professional Educator Standards Board
(PESB), the Paraeducator Board, Olympia, WA

Patrick Dowd, Director, Washington State Office of the Family and Children's
Ombuds, Tukwila, WA

How Washington State Protects the Rights of the Children and their Families

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.

Bernard Richard, Representative for Children and Youth, Victoria, BC, Canada

**Vulnerable Children and Youth: A Look at Achieving Positive Outcomes in BC,
Canada**

Children and youth who have experienced government care are among the most vulnerable of society's citizens. In Canada, Indigenous children and youth are vastly over-represented in this system. B.C.'s Representative for Children and Youth Bernard

Richard will discuss the challenges faced by vulnerable children and youth – including poor educational outcomes, unaddressed trauma and transitioning out of care – while addressing the question, “What can we do to improve long-term outcomes for Indigenous children and youth who have been affected by difficult life circumstances?”

Dr. Kenneth B. Bedell, a former senior advisor in the Department of Education in the Obama Administration, a writer, a passionate fighter for human rights and for full elimination of racism in the United States.

Realizing a Civil Rights Dream: Helping Children of Color to Thrive in American Educational Environment

Because of the diversity of ethnic and faith groups in the United States, the education provided by the government is based on an implicit strategy for distributing opportunity and power among groups. Although the political environment in contemporary America is extremely polarized, policy proposals across the political spectrum are not controversial: all political leaders call for public education that is based on measurable objectives. This results in a tyranny of the majority where white values and culture define the objectives of education. The result is that students of color have two options: they can abandon the self-identity of their ethnic heritage or they will be labeled as failures. Janusz Korczak, among other most significant humanistic thinkers of the past century, has made suggestions that point a way forward.

Bruce Klasner, high school teacher of Holocaust Studies, and **Yaser Sharifeh**, 11th Grade student, Everglades High School, Miramar, Florida

Human Experiences and Educational Pedagogy – Fundamental Lessons of Janusz Korczak

Experiences of Marjory Stoneman Douglas in Parkland, Florida, on February 14, 2018 have reinvigorated the need of Janusz Korczak’s strength and have brought to focus the importance of what one life means. Seventeen lives were lost but we are the eighteenth life that has become the voice of the seventeen lost. We will also discuss our engagement with Christian students, Muslim students, and students with disabilities as another aspect of Janusz Korczak’s pedagogy.

4:15 - 5:30 PM
Keynote Panel 2

Moderator: Senior Rabbi Daniel Weiner

Engaging Different Faiths, Making the World a Better Place for Children and Youth

Janusz Korczak, *Prayer of a Teacher* (Read by David Woodward) from the book,

Korczak, J. (1979). *With God I shall converse: The prayers of those who do not pray.* (Y. Markoitz, Trans.) Jerusalem: Kiryat Sefer.

Senior Rabbi Daniel Weiner, Temple De Hirsch, Seattle, WA

Senior Rabbi Daniel Weiner believes passionately in building Judaism for the 21st century and in healing the world through social justice. Temple De Hirsch Sinai has grown to more than 5000 members and 1,600 families in two campuses in Seattle and Bellevue since he took charge in 2001. His innovations in worship include producing “rabcasts” on video, bringing services to travelers and shut-ins on the Internet and leading a rock band in popular Rock Shabbat services. He tweets @rocknrabbidanny. Weiner and his team won the Religion Action Center’s Fain Award for their campaign on gun responsibility. Rabbi Weiner’s efforts with other clergy contributed to the founding of the Washington Alliance for Gun Responsibility, which drafted and helped pass Initiative 594 in 2014.

Aneelah Afzali, Executive Director of the Muslim Association of Puget Sound’s American Muslim Empowerment Network (MAPS-AMEN)

A 2003 Harvard Law graduate, Aneelah Afzali does not only reinforce the responsibility that comes with her faith, but also keeps working to remind everyone that Islam is part of America and its history. She builds coalitions to combat injustice, provides education to counter Islamophobia, encourages the media to challenge negative Muslim stereotypes and empowers future leaders. That’s a tall order in an era of escalating hate rhetoric, but the effusive Afzali is energized by the work. “I’m an optimist,” she explains. “My faith teaches me that, and it’s in my nature. It’s exhilarating to be able to do the work we do. We have the opportunity to influence history.” Afzali attended President Trump’s first State of the Union address as a guest of U.S. Representative Pramila Jayapal, clad in her iconic stars-and-stripes hijab. She says the garment reflects pride in her American Muslim identity and demonstrates that a person can be both without conflict. Daily demonstrations that love is stronger than hate give Afzali hope, as does the arc of history. “If I lose hope, it would be insulting to people like Martin Luther King Jr. and Nelson Mandela,” she says. “They endured much worse.” Seattle Magazine chose Afzali as one of the Most Influential of 2017, describing her as the “Bridge Builder.”

Mark S. Markuly, Ph.D., Dean, School of Theology and Ministry at Seattle University, Seattle, WA

Mark S. Markuly, Ph.D., has been Dean and Professor of the School of Theology and Ministry at Seattle University since 2007. Dr. Markuly has specialized in interdisciplinary areas of study, particularly cognitive science and religion, the interface between educational psychology, sociology and anthropology with theology and religion, and the application of religious insight to other professional fields, such as criminal justice, specifically in the area of restorative justice.

Kristin Poppo, Ph.D., Provost, Alfred State University, Alfred, NY

Kristin Poppo is an ordained minister in the United Church of Christ and the provost of Alfred State College. She is passionate about children's rights and has been very concerned about how religion perceives the child. Specifically, she has explored the juxtaposition between scripture that sees child as sacrifice and child as sacrament. A long time student and follower of Janusz Korczak's ideas, Professor Poppo believes that Korczak's work serves as a model of seeing the child as sacrament because it is through the child we can learn more about the divine.

5:30 – 5:55 PM

Keynote Presentation

Moderator: David Woodward

Alla Lipkin, a pianist and a retired music professor from Ulster Community College, Menlo Park, CA, a daughter of Gersh Mandelblat, one of 'Korczak's boys'

Professor Alla Lipkin will talk about her father's life-long search for his schoolmates – Jewish orphans raised and educated by Doctor Janusz Korczak. A fascinating life story and unknown facts from the life of the orphanage and some of its pupils will be presented together with some recordings from her father's talks.

6:00 – 9:30 PM

Reception

At the invitation of the Polish Honorary Consul in Seattle, Polish Cultural Center, and other local Polish organizations, a concert by the Polish children's dance group, piano music (Alla Lipkin), guitar music and singing. Creative group projects

Thursday, August 23

7:30 - 8:20 AM

Breakfast

8:30 - 10:10 AM

Plenary Session 1

Moderator: Tatyana Tsyrlina-Spady

1. **Gilles Julien**, MD, a social pediatrician, charismatic leader, and creator of the model of community social pediatrics, and **Hélène Trudel**, a lawyer, certified mediator, bonified the model by integrating law into it for the Foundation Dr. Julien, Montreal, Canada.

Convention on the Rights of the Child in Action: Community Social Pediatrics

Despite the declaration of the *Convention on the Rights of the Child* (CRC), far too many impoverished children are denied their right to global health. Community social pediatrics is an innovative multidisciplinary model that contributes to reading the CRC as a whole. It integrates law into medicine and social work to ensure free access to coherent services and care. It aims at engaging all significant networks (family, community, institutional) around the most vulnerable children in an effort to identify and eradicate various sources of toxic stress (social determinants) that affect children's chances to develop their full potential as human beings. It puts forward fresh social development initiatives, such as the Music Garage, the Child's Protective Circle, the Children's Rights Committee and the Children-Adults-Networks (CAN) project, to bring about social justice, equity and the inherent human dignity of the child.

2. **Darcia Narvaez**, Professor of Psychology at the University of Notre Dame, South Bend, Indiana, USA.

The Evolved Nest and Child Wellbeing

Every animal has a nest for its young that matches up with the maturational schedule of the offspring. The Evolved Nest refers to the developmental system that humans inherit as an adaptation from their ancestors. The human nest in early life is particularly intensive because of the vast immaturity of newborns and includes responsive care from a community of caregivers, affectionate touch, soothing birth, breastfeeding, self-directed play, and positive climate. Nest components influence the neurobiological formation of all systems, affecting wellbeing for the long term. Early experience shapes systems that influence cognitive, social, emotional and moral capacities. Understanding the species typical nest helps us identify species-atypical experience and target ways to mitigate its effects and reshape society to optimize development.

10:15-11:15 AM

Concurrent Paper Sessions

Session 1: *Philosophical Roots and Foundations. Comparative Research*

Moderator: Sara Efrat Efron

1. **Alexander Gontchar**, Fellow, Harvard University, Cambridge, MA, USA

Korczak, Vygotsky, Plato: Teaching the Soul to See. This paper deepens the conversation between pedagogy and philosophy by putting in dialogue Janusz Korczak's pedagogical legacy, Lev Vygotsky's concept of the "zone of proximate development," and Plato's vision of the soul's creative power of self-reinvention as presented in the very end of his Republic, in the famous "Myth of Er." Korczak, Vygotsky, and Plato allow us to more fully understand the practical implications of the pedagogical, psychological, social, and political aspects of how the representational and conceptual interact, structuring human experience of living in the world and our ways of knowing, in the world where the highest degree of freedom can only be achieved in a vision of interdependence as a form of finitude making creative infinity possible.

2. **Avi Tsur**, Ph.D., Member of the Korczak Association of Israel, Tel Aviv, Israel

Korczak as a Revolutionary Educator. Korczak attempted to rebuild society with a radical shift beginning at its very core. He was both a researcher and a pedagogue. Korczak's revolutionary radical pedagogical innovations undertaken in Poland between the two World Wars are still relevant today. His basic ideas developed originally in a different era and cultural setting will be outlined, and the central features of his pedagogy described. Like other European school reformers, such as Maria Montessori and A. S. Neill, Korczak advocated educational experiences based on the child's natural order of development. These reformers turned to the children themselves as the pivotal points in school reform, building a home-like environment where learning would take place. They were inspired by a social vision that saw schools as a place for a new democratic social order.

3. **Mikhail Epshtein**, Ph.D., College of Staten Island, CUNY New York, New York, NY, USA; St. Petersburg State University, St. Petersburg, Russia

Democracy and Respect as Educational Goals in New Education at the Beginning of the 20th Century: What Can We Learn from Janusz Korczak and Stanislav Shatsky

The proposed presentation will discuss general theoretical grounds for the movement of "new schools" that developed in the first third of the twentieth century. Supporters of these pedagogical ideas were John Dewey in the USA, Célestin Freinet in France, Ovide Decroly in Belgium, and many other practitioners and researchers. The commonality of the ideas and practices of the leaders of pedagogical and social changes of the first third of the 20th century will be compared and illustrated with the emphasis on the amazing coincidences of the biographies and pedagogical practices of the largest reformer of education in Russia, Stanislav Shatsky and Janusz Korczak, a humanist who worked in prewar Poland.

Session 2: *Historical Background. Comparative Research*

Moderator: Mariola Strahlberg

1. **Ewa Lukowicz-Oniszczyk**, Specialist, Ministry of Foreign Affairs, Poland
Legionowo, Poland

Two UN Conventions and Their Fathers: Janusz Korczak and Raphael Lemkin

This paper is devoted to two outstanding personalities: Janusz Korczak and Raphael Lemkin, who have been landmarks in the development of human rights. The author will examine some aspects of their biographies to show how similar their inspirations were, how strongly they were affected by dramatic events of their times. Both were driven by the belief that "We cannot leave the world as it is." Both devoted their lives to one idea, guided by great passion and love and were absolute pioneers in their fields. A message emerges from their lives: it is openness to other cultures and ensuring open inclusive education that can protect us from violence and war. This message is meaningful

especially now, – in times of reviving nationalisms. While keeping a contemporary perspective, the author will consider what can be done not to waste their sacrifice and legacy.

2. **Rafal Nowak**, Priest of the Christian Community - Movement for Religious Renewal, Sacramento, CA, and Cezary Ciaglo, Eurhythmy teacher at Green Meadow Waldorf School Chestnut Ridge, NY, USA

Humanizing Education: Janusz Korczak and Rudolf Steiner - Pioneers of Moral Values in Education

Janusz Korczak developed his method based on the immediate observation of children - their behaviors, interactions, talents, needs, and limitations. His method is rooted in the perception of the independent, free, and unique individuality – the spiritual entelechy, developing in every human being. Such understanding of the developing child is known in Waldorf Education, introduced by Korczak’s contemporary, Rudolf Steiner. Steiner’s methodical research of the spiritual aspect of the human being – Anthroposophy - provides the foundation for understanding the complex processes of the development of a child, as well as methodical guidelines for the development of moral qualities necessary for teachers who seek to deepen their connection to students. If we as teachers and educators want to develop necessary skills, which will allow us to see our students as “eternal individualities”, developing their humanity, manifesting their unique being with all its gifts and creative potential, we must be able to develop moral qualities in ourselves – we must engage in inner work, allow ourselves to grow as moral human beings and develop ‘moral imagination’ – necessary to approach each pedagogical situation with creative, practical helpful insight.

3. **Marlena Seczek**, researcher, Institute of Literary Research of the Polish Academy of Science Warsaw, Poland; Polish Academy of Sciences, Warsaw, Poland

Ancestors of Janusz Korczak in the United States

The subject of my presentation will be one of the most colorful characters from the family of Janusz Korczak: his uncle Jakub Goldszmit. Before the great educator Henryk Goldszmit was born, his uncle, Jakub, was already active in the field of education for excellence, diversity and respect. Together with his brother Josef, Korczak’s father, he was an important precursor of ideas later implemented by the Old Doctor. An advocate by education, a literary and publicist by passion, Goldszmit was highly distinguished in the field of Polish-Jewish integration. At the end of the 19th century, for political reasons, he emigrated first to Hungary and then to the United States. He settled in Boston, where he continued writing as a journalist and editor of Polish-language magazines. I will take a closer look at his fate, with special regard to his activities in the United States.

Session 3: *Participatory Democracy and Korczak’s Ideas Today*

Moderator: Teresa Indelak Davis

1. **Ewa Jarosz**, Ph.D., Social Advisor for Ombudsman for Children, Professor at the University of Silesia, Katowice, Poland

Finding Korczak in the contemporary children's participation idea: Looking back to legacy ... and going beyond

The idea of children's participation itself, and the whole Convention on the Rights of the Child, grew out of Janusz Korczak's philosophy of a child, his way of thinking on a child, and child-adults relationships, as well as his educational practice. Looking back at Korczak's rich legacy there are many examples of his utterances and explanations but also pedagogical actions and tools that can be found as roots of what today we call the sense, the aspects and forms of children's participation. I am going to remind the audience of the most significant examples, and I will also suggest to consider further steps in the development of the idea of children's participation and to analyze its practice, circumstances, possibilities and demands in the modern world. The presentation will be an attempt to link the contemporary idea of children's participation with some of Korczak's thoughts and actions but also to show how far this idea has been developed beyond his understanding.

2. **Theo Cappon**, member of the Dutch Korczak Association, Amsterdam, Netherlands

Where and How Modern Young People Learn Democracy? Lessons from Korczak

A nation is democratic to the extent that its citizens are involved, particularly at the community level. Their confidence and competence are gradually acquired through practice. It is for this reason that there should be increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations that are considered democratic. With the growth of children's rights we are beginning to see an increasing recognition of children's abilities to speak for themselves. Regrettably, while children's and youths' participation does occur in different degrees around the world, it is often exploitative or frivolous. This presentation is designed to stimulate a dialogue on this important topic. It might be argued that 'participation' in society begins from the moment a child enters the world and discovers the extent to which she/he is able to influence events by cries or movements.

Session 4: Education for Excellence and Diversity: Innovative Projects from Around the World (SPU)

Moderator: Arthur Ellis

1. **Alicia de Alba**, Ph.D., Professor, National University, Mexico City, Mexico

Diversity and Respect? The Education on the Edge of the Cultural-Demographic Revolution

This paper presents an analysis of education regarding both diversity and respect focusing on the reality of "given-giving" in the moment. Education is presently poised on the edge of a cultural and demographic revolution, in the world – worlds. The edge is a very complex moment of tremendous visibility and at the same time obscure and

possibly foreclosed. I work with Cultural Contact Theory and the paradoxical migrant movements of the second decade of the 21st Century, particularly events of 2016-18, taking curriculum as the core of education (curriculum defined as a political/cultural project and as complex conversation).

2. **Arthur Ellis**, Ph.D., Professor, Director, Center for Global Curriculum Studies, SPU, Seattle, WA

Reflections on Educational Innovations

This presentation addresses the nature and structure of educational innovations, both pedagogical and technological, over time. At stake are such matters as scalability, compatibility, and sustainability. The question why some innovations succeed while others do not is considered through the lens of school culture including tradition, economics, and external pressures. Certain innovations have become widespread in spite of the fact that empirical evidence is lacking, while others that do show evidence of positive effects are sometimes not viewed as compatible with teacher worldviews. Theoretical, empirical, and practical criteria for judging the worth of educational innovations are explored, and a list of innovations that “work” is provided.

3. **Marian Oluyemisi Odunaiya**, Federal College of Education (Technical) Akoka, Lagos, Nigeria

Character Development in Learners: The Role of Teacher Education Programs

Every Teacher Education Program is primarily meant to develop in future teachers a positive attitude to work and due diligence in order to train younger learners towards developing their positive characters. This, in return, will help them to embrace a diverse world outside the classroom. This presentation examines various Teacher Education Programs and the way they have succeeded or failed in performing this particular function. I will present the results of the empirical study with 100 respondents, all being teacher trainees, asked a number of questions on the nature and importance of becoming character educators. Character Development in Teacher Education Program Questionnaire (CDITEPQ) was used to get all the necessary data to be further analyzed using t-test analysis.

11:15-11:30 AM

Coffee break

11:30-12:30 PM

Concurrent Paper Sessions

Session 5: *The Appreciation of Children, Their Childhood, and Health*

Moderator: Kristin Poppo

1. **Irina Demakova**, Ph.D., Professor, Department Chair, Moscow State Teacher Training University; Founder and Leader of the Russian Korczak Youth Center, Moscow, Russia

How to Humanize the Space of Childhood

The presenter discusses the concept of the *Space of Childhood* (SC), identifies the meaning of this sociocultural phenomenon, and the basic principles of its humanization. SC produces a considerable influence on children's development. The research shows that it serves not as a "neutral container" for the child but rather as some kind of activity environment, which, on the one hand, is closely related to the adults' space and, on the other, has a certain degree of autonomy. The author emphasizes invariant characteristics of the social education practice including its values, goals, priorities, functions, content, effectiveness and success as well as the specific character of this practice today. The author will present the results of her extended analysis of the realization of these principles in Korczak's works.

2. **Kristin Poppo**, Ph.D., Provost, Alfred State College, Alfred, New York, USA

As a parent and higher education administrator, the level of anxiety I see in children and young adults is alarming. Terrorism, gun violence and erratic weather, as ever-present news on smartphones, contributes to skyrocketing anxiety in youth. In this interactive presentation, we will explore how Korczak's orphanages provided a safe haven for children by recognizing childhood as a time of enduring vulnerability, discovering uniqueness, joining community and making meaning. We will also explore how a similar recognition of each of these developmental processes in today's youth can create supportive environments.

3. **Judith Lynam**, Ph.D., RN, University of British Columbia, and **Dr. Christine Loock**, Ph.D., a Developmental Pediatrician and Associate Professor in the UBC Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

Fostering Child Health Equity: RICHER Insights on the Role of Intersectoral Partnerships and Engagement

The RICHER (Responsive, Intersectoral-Interdisciplinary, Child-Community Health, Education and Research) initiative was first introduced in Vancouver's Inner City in 2006. Since that time a model of intersectoral partnership and engagement has been developed that has fostered access to healthcare and improved health and developmental outcomes for children and families facing multiple forms of social and material adversity. A key feature of the initiative has been its partnership with educators in the School system and within childcare settings. In this paper we draw upon insights from a community based research program that illustrates the ways intersectoral and interdisciplinary partnerships (between community groups, educators and health care professionals) has fostered the capacity of educational and healthcare systems to be responsive to, and respectful of, children and their rights.

Session 6: *Respect of Children's Rights*

Moderator: **Helma Browers**

1. **Helma Browers**, member of the Dutch Korczak Association, Amsterdam, the Netherlands

Why Children Should Learn to Take Risk?

One of the rights that Korczak formulated was *'the child's right to his/her own death'*. It is one of those typical Korczak provocations that can easily shock us. Children are not supposed to die. As adults, we should do everything to protect our children. Right? But what Korczak observed was, we are so afraid to lose our children that we make life impossible for them. In our time, this tendency to overprotect children is even worse. The result is anxious children who lack the experience to deal with daily risks. In short, overprotection does not help children to live happily and feel safe. How can we support children in a better way? By providing the grounds where children could learn necessary risk competences, and this is what this presentation will demonstrate and involve the participants in discussion and design.

2. **Liubov Klarina**, Ph.D., Leading Research Specialist, Russian Academy of Education, Moscow, Russia

Preschoolers as Researchers: How to Guarantee the Respect of Their Rights

The presenter shares the results of her ongoing study of preschoolers' cognitive development. Special attention in this regard is paid to the relevance of educational approaches originated in Janusz Korczak's and Emmi Pikler's (1902-1984) ideas. Based on their call to respect children's lack of knowledge and ability to learn, the presenter is discussing different ways and conditions to promote cognitive activities and help young learners grow in their studies. The author demonstrates how the use of the above heritage helps current teachers better understand and appreciate Leo Vygotsky's sociocultural theory of human learning, and also change their attitude towards "little researchers" as well as revise their own professional position on the whole.

Session 7: Education for Excellence and Diversity: Innovative Projects from Around the World (SPU)

Moderator: Arthur Ellis

1. **Aysun GÜNEŞ**, Anadolu University, Eskisehir, Turkey

The Development of the 21st Century Citizenship: A Metaphor Analysis Study

Having basic rights and freedoms, being aware of these rights and being sensible to these rights, from national and international aspects, constitute the basics of citizenship. Twenty-first century citizenship and 21st century skills are taking the attention of people, apart from the aforementioned topics about citizenship, the idea of citizenship has been broadened to raising up individuals with the skills of creative and critical thinking, collaborative and co-operative working and empathy. The aim of this paper is to assess the effectiveness of open and distance education in developing 21st century citizenship through a metaphor analysis research. By collecting metaphors from people about 21st century citizenship and open and distance education and also designing a MOOC (Massive Open Online Course) on 21st century citizenship to see how people from different backgrounds tend to learn about 21st century citizenship gave us a chance to

reach concrete results with the help of the triangulation method. Also, the study gave some invaluable insights on the importance of open and distance education as the MOOC they enrolled helped them learn the basics of 21st century citizenship without taking their social or economic background into consideration. The results of this study were promising to enlighten the path of MOOC and 21st century skills & citizenship researchers.

2. **Donald Comi**, Ph.D., Whitworth University, Spokane, WA, USA

An Inconvenient Truth about Institutional Engagement: A Qualitative Look at Freshmen Perceptions

This presentation will unpack the results of a qualitative study of university freshmen perceptions. Analysis of student interviews revealed engagements that were perceived as both connective and divisive. Primary focus of the presentation will be on socio-cultural connection, diversity, equity, and inclusion related findings. Participants will gain a deeper understanding of the freshman experience, think deeply about institution-to-student and faculty-to-student relationships, and consider ideas that may serve to break down barriers to forming a dynamically-interdependent, culturally-diverse community.

3. **Lara Cole**, Ph.D., SPU, Seattle, WA

Alternative Route Teacher Education Programs

Alternative route teacher education programs have increased to address personnel shortages in key areas such as special education, mathematics, and science. Alternative route programs may serve as a means to address such shortages, but require evaluation to ensure that candidates emerging from these programs demonstrate skills commensurate with those of traditional teacher education programs. Although studies examining aspects of alternative routes programs exist, few studies comparing alternative route programs with traditional programs have been conducted. Unfortunately, differences in definitions used to describe alternative routes programs confound efforts to compare programs. Nevertheless, the research reviewed compared outcomes for alternative and traditional programs on candidate satisfaction, academic achievement, multicultural awareness, retention, and performance on competency-based assessments. Results on these measures were mixed. Recommendations for practitioners are discussed.

12:30-1:30 PM

Lunch

1:30-2:30 PM

Plenary Session 2

Moderator: Tatyana Tsyrlina-Spady

1. **Sara Efrat Efron**, Ph.D., Professor, National Louis University, Chicago, IL, USA

Practical Implications of Korczak's Pedagogical Legacy for Educators Today

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.

2. **Jonathan Levy**, a teacher trainer and trainer of child professionals, CATS Director, Vice President of IKA, Paris, France

Korczak and Children's Rights: Practical Applications for Children of Today.

2:30-3:20 PM

Concurrent Paper Sessions and Workshops

Moderator: Joyce Reilly

Session 8: Korczak and Progressive Practices in Classrooms

1. **Coleen 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

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.

2. **Ira Pataki**, Instructor, Sharpsville Middle School, Sharpsville Area School District, Sharpsville, PA, USA

Youth Courts and Postcards: Incorporating Korczak and Principles of Restorative Justice in a Children's Court

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 (Sharpsville 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 Sharpsville 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.

Session 9: Korczak and Progressive Practices in Schools

Moderator: Mariola Strahlberg

1. **Susan Christie**, teacher, art educator, Brisbane, Australia

What's Wrong with Being a Failure? Redefining Education and Transitioning Change, as a Life's Purpose within Present Day Shifting Global Boundaries

Failure is not a dirty word. It means that there is something amiss with our One Size Fits All education system. Testing procedures and requirements, keep being reinvented and increased, with the cry of ensure no child is left behind. This basically leaves no child with time to reflect, think, solve problems, let alone find their true self-values and life purpose. If they are not first grounded in themselves, how can they bridge that gap between their inner and outer realities and then form interpersonal relationships so crucial to wellbeing, inquiry and innovation in the building of healthy communities? I propose a flexible framework with a multi-modal methodology through which they can bridge the gap of their inner and outer world realities. The framework enables them to understand where they fit in the bigger picture by discovering their own strengths and thereby accepting the strengths of others.

2. **Kurt Bomze**, dentist, cofounder and former president of the Janusz Korczak Society of the USA

Janusz Korczak: His Story, Children's Rights, and Making Kites

The presenter introduces and analyzes one of the programs with school students based on Korczak's life story in any version or format available. This introduction is followed by handing out the list of Korczak's Rights for Children with the subsequent discussion, led by teachers, where each student chooses his/her favorite right/s and explains the choice. There is also a question whether any rights are missing. The program concludes on the same or different day, with an art project where the students make kites. Korczak was a great believer that children should fly kites. The kites are to be decorated with each student's favorite right/s and with appropriate artwork. Lastly, the presenter shares three venues where this program was carried out.

Session 10 (Workshop): Korczak in the Classroom

1. **Luciana Castrillon**, Ph.D., School Psychologist, Framingham Public Schools, Framingham, MA, USA

Korczak in the Classroom

A practical workshop for educators interested in learning about Doctor Korczak's living lessons about children, education, and the role of caring adults. Selected stories will exemplify applications of a child-centered, emotionally responsive model, understood through the lenses of the multi-tiered Response to Intervention model for socio-emotional learning and support. Participants are invited to co-create innovative responses to daily struggles in school, empowering children, and responding to their authentic and complex emotional needs.

Session 11: Spreading the word out about Korczak: Museums, Books, Holocaust Education Activities

Moderator: Sara Efrat Efron

1. **Dariusz Stola**, Ph.D., a historian, Director of the POLIN Museum of the History of Polish Jews, Warsaw, Poland

Janusz Korczak: A Hero and a Teacher of the POLIN Museum

Even before the opening of its core exhibition in 2014, the Polin Museum of the History of Polish Jews had run educational program that drew from the thoughts of Janusz Korczak. Today, with more than 1.2 visitors to the core exhibition alone, and educational program that has reached to hundreds of thousands of young people, the museum is among the most active institutions, in remembrance of Korczak's life and work. Korczak is present at the museum in two ways: as a hero of the history of Polish Jews, and as a pedagogue, whose ideas keep inspiring our program. The paper will present both this aspects, in particular the design and program of our Family Education Place, which bears the name of King Matt the First.

2. **Jerry Nussbaum**, President, Janusz Korczak Association of Canada

Spreading the Legacy of Dr. Korczak: Facilitating the Development of the "Whole Child"

The Janusz Korczak Association of Canada has embarked on a long-range mission to disseminate the legacy of Dr. Korczak in Canada and provide Korczak-related resources and materials for English speaking audiences. This paper will describe the process by which we aim to achieve our vision of child welfare professionals embracing and executing Korczak's holistic approach to the wellbeing of children. In this spirit we have forged close ties with various institutions in fields crucial to creating a positive environment for the children to grow; we organize lectures, facilitate publications of works by Korczak and about Korczak, fund a scholarship and award medals, statuettes and medallions to outstanding child welfare activists acting in the spirit of Dr. Korczak.

3:20-4:20 PM

Concurrent Paper Sessions and Workshops

Session/workshop 12: How Protection Can Liberate Participation: Childhood Policy and Justice, a Rights-Based Approach

1. **Jonathan Levy**, a teacher trainer and trainer of child professionals, CATS Director, Vice President of IKA, Paris, France

Participation is the building block of democracy. It creates active citizens and thriving civil societies. It can hold governments to account and challenge corruption and undemocratic practices. During our formative years, we build our understanding of society, first in the family, then at school and through recreational opportunities and our encounters with health centres and social welfare. We learn from our elders' behaviour. We observe whether we are respected or humiliated, whether we are protected, under-protected or over-protected, whether our opinions are taken seriously. We see whether we are enabled to find our unique place in democracy, whether we are thought of as true competent partners. These elements will determine our way of understanding our world and its complexities. They will decide whether we acquire a critical consciousness that allows us to make informed decisions so as to transform ourselves and our society for the better. Taking away feelings of fear, humiliation, or intimidation. We know that over protection does not encourage experimentation and freedom to participation through exploration. Under protective and ill prepared environments could lead to danger to children. Early childhood is a key area to explore this delicate balancing act and in particular from an institutional and policy analysis. This workshop will combine the use of a short film case study, interactive activity and presentation.

Session/workshop 13: Lessons for All-Time

1. **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)

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.

Session/workshop 14: Expanding the Narrative

1. **Aviva Levin**, middle school teacher, Richmond, BC, Canada

Expanding the Narrative: The Educational Value of 'Improv' in the Classroom

If you are looking for a way to:

- Build an empathetic classroom community
- Easily differentiate for each learner in your class
- Give immediate, targeted feedback to students
- Value the individuality and experiences of your students
- Reinforce key learning outcomes without using pen and paper
- Open up teachable moments where you can grapple with bigger issues
- Encourage your students to be more active and less passive in their learning
- Move away from resources that reinforce the perspective of the dominant culture...
- Then come see how incorporating improvised theater into your classroom (regardless of what you teach) might be the solution.

Session 15: Korczak and Progressive Practices in Schools and Colleges

Moderator: Rick Eigenbrood

1. **Miri Krisi**, Administrator, CLSD, lecturer, Ashkelon Academic College, Ashkelon, Israel, and **Shlomi Doron**, Ph.D., Ashkelon Academic College, The Korczak Education Institute of Israel Ashkelon, Israel

Innovation and Korczak: A Case Study of a Support Center for Learning Disabled Students and Students with Special Needs (CLSD) in Israel

In this research we examine Korczak's innovation about dealing with youth who have learning disabilities and physical disabilities. Korczak's point of view supports the need to build a special program in order to help these students succeed in their studies as it is being done in our center. We offer services to 370 students with learning disabilities and 101 students with special needs. The category of special needs includes students with visual impairment, hearing impairment, disabled IDF veterans and some others. The services that are provided by the Support Centers are as follows: learning support, technological support, workshops, mental support and providing accessibility to all facilities in College.

2. **Noam Lapidot-Lefler**, Ph.D., Oranim Academic College for Education, Tivon, Israel

In the Spirit of Korczak: Promoting Inclusion of Individuals with Special Needs through an Academic Course

This paper presents a learning model, developed in the spirit of Janusz Korczak, for college students in an academic service learning course titled, "From Rhetoric to Practice: Promoting the Inclusion of Individuals with Special Needs". The course was accompanied by action research evaluation that was based on interviews with the course participants, self-expression drawing, students' reflections, and a film that summarized the process the participants underwent. Moreover, it involved people with disabilities from the community as well as college students. The following major features of the model will be discussed: inspiration to see people and hear their voice, listening, acceptance, activity, creativity and choice.

3. **Melissa Charette**, Washington Middle School, Olympia, WA, USA

Transforming Lives, Classrooms, and Schools through Peer Mentor Programs

The integration of special education students with their general education peers is an accepted best practice across the United States, and one of the fundamental children's rights, put forward by Dr. Korczak. The implementation of this integration, however, has been challenging for all as there is such a diverse special education population academically, behaviorally, and socially. The peer mentor program we have implemented within my school has enabled my semi self-contained students to be integrated 100% of their day. I have 45 peer mentors who pull into my class daily to teach, interact, and learn about special education. It has transformed the lives of my students, peer mentors, their parents, and the school.

Session/workshop 16: Progressive Practices in Colleges

Moderator: Arthur Ellis

1. **Kirsten Koetje**, Clinical Faculty, SPU, Seattle, WA

Can I Sell You a Bridge? Video Analysis Links Theoretical to Practical

This workshop will discuss the tool of teacher video analysis and will give a hands-on opportunity to practice structured feedback. One perennial criticism of teacher education argues that the theoretical learning in coursework diverges from "reality" in the classroom. Analyzing and getting feedback on one's own teaching in authentic classroom contexts via video analysis can bridge the theoretical to the practical, a form of theory in action. With video, teacher candidates have the literal time and opportunity to pause, rewind, and get a bird's eye view of the classroom. When a teacher can watch the same clip through various lenses, different interactions may be noticed while reducing the cognitive task for each pass.

4:20 - 4:35 PM

Coffee break

4:35 - 5:45 PM

Concurrent Literature Salons: Books about Korczak, his pupils, and other Holocaust heroes

Session 17: Literature Salon 1.

Moderator: David Woodward

1. **Elisabeth Gifford**, writer and educator, London, UK

The Good Doctor of Warsaw

This book by Elisabeth Gifford was published by Atlantic Corvus in the UK in February 2018. It is a novel portraying the last decade of Dr. Janusz Korczak told through the

eyes of the Doctor, his student teacher Misha Wroblewski and his wife Sophia, and some of the orphanage children such as Erwin Baum. It is based on anecdotes from the Wroblewski's son Roman and the many diaries and firsthand accounts from literature written inside the ghetto including Korczak's diary. The aim is to bring Korczak's life and philosophy to a new and as wide an audience as possible in order that they may then go on to enquire further into his teaching and writing and so improve understanding of children's needs and how to meet them in school and family contexts.

2. **Tilar J. Mazzeo**, historian and writer, Colby College, Waterville, ME, USA

Irena's Children: Irena's Children: The Extraordinary Story of the Woman Who Saved 2,500 Children from the Warsaw Ghetto

Tilar J. Mazzeo is the Clara C. Piper Associate Professor of English at Colby College and a New York Times bestselling historian who writes on women's biography. *Irena's Children* is the story of Irena Sendlerowa and the other men and women in her resistance network who together saved more than 2,500 children from the Warsaw Ghetto during the Nazi occupation of Poland. Based on testimony of child survivors and new research, the account has been described by Joseph Berger, longtime reporter for The New York Times and author of *Displaced Persons: Growing Up American After the Holocaust* as "an almost granular record of the cruel madness of the Warsaw Ghetto and the astonishing feats of deception it took to help a small portion of its doomed residents survive."

3. **Lillian Boraks-Nemetz**, writer, poet, and a bearer of personal encounter with Korczak, Vancouver, BC, Canada

A Personal Reflection on Dr. Janusz Korczak, his heroism and its relevance in the 21st century

Dr. Janusz Korczak otherwise known as Dr. Henryk Goldszmit was a man of many masks and talents. But as most rivers flow to the sea, so Korczak's talents rushed towards that one magnetic force -- his love for children. We know the facts of Korczak's activities but facts do not always reach the inherent nature of a man's mind, his soul, its qualities and inspirations which gave meaning to his life and his ideology. Betty Jane Lifton, in her preface to the *Ghetto Diary*, refers to Korczak as the "sculptor of children's souls." These reflections on Korczak, both objective and subjective are explored and presented through the study of his *Ghetto Diary*, Korczak's many faces that reveal the nature of his heroism and sacrifice.

Session 18: Literature Salon 2.

Moderator: Mark Bernheim

1. **Marcia Talmage-Schneider**, writer and educator, New York, NY, USA

Janusz Korczak: Sculptor of Children's Souls

What was it like to live in the Dom Sierot orphanage? What was it like to live under the influence of Janusz Korczak and Stefania Wilczynska? How did those years living with "Pan Doktor" and "Pani Stefa" influence the lives of ten persons who were interviewed by the author. The first hand reporting of said influences Korczak's innovative methods and magical personality on their professional choices and child rearing of their own families. These persons range from photographers and artists to psychologists and educators. All illustrate lasting effects on their lives and on the lives of their future families.

2. Olga Medvedeva-Nathoo, Ph.D., writer and researcher, Vancouver, BC, Canada

May Their Lot Be Lighter... Of Janusz Korczak and His Pupil

This is a book about Korczak's teachings, collected through testimonies of his pupil Leon Gluzman (1923–1930 at the Home for Orphans), the Canadian businessman and philanthropist. They show us how Korczak's educational philosophy and his main principle – a child's right to respect – worked in his everyday practice. Life scattered Korczak's children around various continents. Some of them maintained correspondence with Korczak and his assistant Stefania Wilczynska for years, others disappeared from their horizon – that was before WWII – after the war there was nobody in Warsaw on Krochmalna Street left to write letters to. The pupil, Leon Gluzman, who survived the war in Canada, describes his teacher's valuable historical accounts of prewar Jewish life in Poland.

3. Mark Bernheim, Ph.D., Professor Emeritus and writer, Ohio, USA

Decades ago when the life and career of Janusz Korczak was little known in the US, Betty Jean Lifton gave an important scholarly voice to him with *The King of Children*. I decided then to complement her work with an illustrated biography in English for young readers that would bring knowledge to that important audience as well. *Father of the Orphans* (Dutton/Penguin, 1989) accomplished this goal as part of a Jewish Biography series for adolescents. I was privileged to attend meetings of Associations in Germany, Austria, Switzerland, and throughout the US and meet others who encouraged me to continue in post-Communist Poland as new materials surfaced. Now as an Emeritus professor, I was given the opportunity by the Polish Foreign Ministry to visit Warsaw, Krakow, and Markowa in 2016. My aim is to create a new young readers' biography including significant new information on the lives of the children in the orphanages and the history of the time. In 2018 with the ongoing discussions in Poland, Israel, and the US about the new legislation concerning the roles of Poles in the Holocaust as well as the establishment of the POLIN museum in Warsaw, it seems to me all the more important to attempt to give a new voice to carefully measured images of truth and reconciliation. My aim will be to set the position of Korczak at the very center of a bridging story in which all Poles and all people interested in truth and understanding can find meaning. Speaking with other authors and scholars will be greatly encouraging for this goal to continue publication and promotion of the story.

Session 19: Literature Salon 3

Moderator: Mariola Strahlberg

1. **Marc Silverman**, Ph.D., Senior Lecturer, Hebrew University of Jerusalem, Jerusalem, Israel

A Pedagogy of Humanist Moral Education - The Educational Thought of Janusz Korczak

Janusz Korczak was among the most outstanding humanist moral educators the world has ever known. Exceptional individuals engaged in creative, life-constructing work can serve humanity as models above and beyond their specific field of endeavor. I believe that exposure to Korczak's personhood, educational work and thought will inspire hope for a more human world, expand our vision of positive human growth and cooperation, and offer us tools to translate this hope into reality.

2. **Marie-Anne Harkness**, teacher-librarian, member, The Holocaust Center for Humanity Speaker's Bureau, Seattle, WA; member of the Korczak Association of the USA

Rescue and Resistance in Paris during the Second World War

The presenter's grandmother Céline and her two teenage children remained in Paris during the war. Céline formed a small network of the Resistance with a neighbor. Her hardware store on rue de Patay became the last stop on the secret journey of 300 refugees into Free France. Among them were three young orphan siblings from the Rothschild Orphanage in Paris. Recently discovered, Georges David left a first-hand description of his orphanage experience during the war. Compare Georges' experiences with Dr. Korczak's and see how revolutionary Dr. Korczak's philosophy truly was.

3. **Jacqueline Silver**, Ed.D., a retired school teacher and researcher, Seattle, WA

Education of Jewish Children in Nazi Occupied Areas between 1933 – 1945

This book looks at the efforts to educate Jewish children who lived under Nazi occupation in Europe and North Africa between 1933 and 1945. It asked what the important factors were that could help historians and educators understand the improvised, and generally clandestine, education of Jewish children during the Shoah in German occupied areas between 1933 and 1945. It offers answers to the questions who, what, where, how, and why Jewish children received education and provides a comprehensive understanding not only of how Jewish children were educated but also the effects of this education on them emotionally, physiologically, socially, and morally. Children, who lived in Germany during the rise of National Socialism and later in German ghettos and concentration camps, in orphanages, forests, or hidden in Christian homes, convents and monasteries, dealt with constant fear, trauma, hunger, and other terrible conditions. Despite severe restrictions there often were adults who took responsibility for providing children with "schooling" that gave them a semblance of normality and contributed to their lives in other ways.

5:45 – 6:15 PM

Poster session

1. **Wen-Yan Chen**, Associate Professor, Department of Educational Policy and Administration at National Chi-Nan University, Nantou County, Taiwan

Just a Laborer? The Effects of Role Perception and Role Identity on Teachers' Leadership Behavior

The study aimed to investigate the effects of teachers' role perception and role identity on their leadership behavior. Using a survey, 514 valid questionnaires from 41 junior high schools in central Taiwan were collected. First, the results indicated that as to teachers' role perception, a "professional teacher" ranked highest among the three orientations, followed by "divine teacher", and finally "laborer teacher". In addition, analysis showed significant differences between each of them. Teachers' role identities also exhibited the same sequence. Second, teachers' role perception could significantly predict their role identity. And third, the most predictive variable of teacher leadership behavior was teachers' role identity as "divine teachers." Teachers who perceived societal expectation of teachers as "divine teachers" or "laborers" also displayed more leadership behavior.

2. **Zeynep Berber**, Lecturer, Anadolu University, Eskesehir, Turkey

A phenomenological study on EFL teachers' perceptions on cultural diversity in a language classroom

At Anadolu University School of Foreign Languages in Eskesehir, Turkey, there are preparatory students coming from different countries. This means more responsibility for teachers. The more they are aware of their student's needs, the more effectively the classroom practices can be planned in such a diverse community. For this phenomenological study, interviews with three instructors who have foreign students in their classrooms were conducted in order to gain insights related to this phenomenon and also to understand how teachers' perspectives of diverse classrooms influence their own teaching strategies. The findings show that teachers' understanding of their students' cultural differences helped provide a more effective learning environment.

3. **Feng Feng I**, Associate Professor at the Department of Educational Policy and Administration, Chi Nan University, Taiwan

Using authentic leadership to support student learning in a junior high school

This qualitative study explores one school leader's enactment of authentic leadership to turn a junior high school from retrogression to flourishing in the rural area of Taiwan. A case study was chosen to provide a rich description of how principals conducted authentic leadership and its influence in a poor region and in a low performing school. The findings indicated that the principal aimed to build the school as a family with students, teachers and parents based on authentic leadership. It positively influenced stakeholders' purpose of schooling, trust in principal and their school identification. It also made a difference in students' learning process and outcomes through a collective effort as well. Moreover, teachers' responsibilities and spontaneous forces for school development were formed even though the principal left the school some time later.

4. **Natalia Siniagina and Tatiana Bogacheva**, Professor of the Institute "Higher School of Public Administration" of Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia; Redmond, WA

Multicultural upbringing: a response to the modern society threats

All of us are responsible for our kids, supporting and educating them by methods of the multicultural education, in the spirit of peace and tolerance, making sure they will grow into successful people of our society. We would like to talk more about the strategies and educational methods of work with children and their families regarding this important topic. We wish all of us to understand it and to set our hearts on it!

5. **Hakan Berber**, Anadolu University, Eskişehir, Turkey

A Teaching Strategy in a Diverse Classroom

Today, classrooms in Turkey are more diverse than ever. The reason of this diversity is usually student exchange programs, scholarships provided for foreign students or refugees. Whatever the reason is these students from different cultural backgrounds, attitudes, beliefs and needs are interwoven into higher education context. Language restrictions, financial problems and accommodation are some of the problems that these students face in their daily life. This situation gives the teachers an extra responsibility. As teachers we need to provide a range of options for their engagement and enhance collaboration in language classrooms. This study seeks to explore the impact of Turkish students' interview with foreign classmates about their cultures as an extra extracurricular activity on the attitudes and engagement of those foreign students in EFL context.

6. **Chun-wen Lin**, National Pingtung University of Science and Technology, Neipu, Pingtung, Taiwan

The Impact of College Students' Smartphone Addiction on Normative Deliberative Deliberation and Civic Virtue: Implications for Deliberative Pedagogy

Using Habermas' communication action theory and Johari window perspective, the associations among smartphone addiction, normative deliberative belief, and civic virtue were explored by structural equation modeling in a sample of 302 college students in Taiwan. Results revealed that normative deliberative belief was positively associated with civic virtue, but smartphone addiction was not significantly associated with normative deliberative belief and civic virtue among college students. It verified that the deliberation may promote civic virtue in Habermas' communicative action theory. However, the results also indicated that the communication among smart phone users were not in ideal speech situations because they were not governed by a basic deliberative rule. Educational leaders may use these findings to implicate deliberative pedagogy to enhance students' deliberation's capability.

6:15 –7:00 PM

Dinner

7:00-8:00 PM

Moderator: Joyce Reilly

Puppet Show for Adults and Children: *Kaytek the Wizard*.

Brian Hull, Puppeteer, Nashville, TN

Kaytek the Wizard - puppet play. A musical puppet play combining rod puppetry, character acting, shadow puppets and projected animation. Produced with permission from Penlight Publications. Adapted and directed by Brian Hull with music by Sarah Hart. Story description: Kaytek, a mischievous schoolboy who wants to become a wizard, is surprised to discover that he is able to perform magic spells and change reality. Soon he discovers actions are not without consequences and to grow he must understand there is a bigger world around him.

8:00 – 9:30 PM

Creative Activities for all: Candle Light

Following the tradition of Korczak summer camps. Organized by Alsu Nikonorova, Aliya Shakirova and Alina Talmanova from the Dutch Korczak Association.

Friday, August 24

7:30-8:20 AM

Breakfast

8:30-10:10 AM

Plenary Session 3

Moderator: Teresa Indelak Davis

1. **Marc Silverman**, Ph.D., Senior lecturer, Hebrew University of Jerusalem, Jerusalem, Israel

Korczak's Humanist Moral Pedagogical Legacy and Its Relevance to Education Today

This presentation focuses on the relevance of Janusz Korczak's life, world-outlook, educational practices, and thought to education today. Through the lenses of Korczak's religious sense of the world, educators can address life's penultimate questions with their students. Through Korczak's efforts to combine his Polishness, Jewishness, and humanism together, educators can assist students to inquire into the integration of their particular cultural identities with their country's reigning one. Korczak's political orientation based on an uncompromising egalitarian ethos can inspire educators to promote critical perspectives on all the forms of inequality in society. Korczak's approach to moral education offers guidelines

to educators to engage in dialogical non-coercive democratic moral education that does not fall prey to exhortatory, often coercive and indoctrinating practices.

2. **John Graham**, Co-leader of the Giraffe Heroes Project, a global nonprofit organization, Langley, WA, USA

The Giraffe Heroes Project: Sticking Your Neck Out to Serve

This presentation combines the humanistic vision shared by Janusz Korczak and the Giraffe Heroes Project with an inspiring description of one man's search for that vision over a lifetime of adventures. John Graham will describe the Project's three decades creating programs helping students build lives as courageous, compassionate citizens. He'll then explore why people choose compassionate action even if it's risky. The Project's experience is that such people are motivated by a strong sense that what they're doing is meaningful—that it satisfies a personal sense of purpose at the core of their beings. Graham describes his own search for that meaning and how a series of near death experiences finally pushed him to new understandings.

10:10-10:25 AM

Coffee break

10:25 AM - 12:30 PM

Concurrent Sessions

Session 20: *Korczak's books, Korczak's theater, and school textbooks about Korczak*

Moderator: Tatyana Tsyrlina-Spady

1. **Tamara Scztyma**, Ph.D., POLIN Museum, Warsaw, Poland

In King Matt's Poland – Exhibition at POLIN Museum of the History of Polish Jews Inspired by the Thought of Janusz Korczak

This presentation dedicates topicality to the figure of Janusz Korczak for the mission and narration of the POLIN Museum of the History of Polish Jews. Its main focus will be the description of the temporary exhibition "In King's Matt's Poland" that will be organized at POLIN in November 2018, on the centenary of regaining Poland's independence. It will be based on the book *King Matt the First*, which Korczak wrote at the eve of the reconstruction of Polish statehood in order to educate children on the mechanisms of executing power and on the responsibility required to govern a country. Inspired by Korczak's social and pedagogical vision, the exhibition is aimed to encourage "big and small adults" to reflect upon the meaning of freedom, responsibility, democracy, and a self-governing community.

2. **Shlomi Doron**, Ph.D., Ashkelon Academic College; The Korczak Education Institute of Israel; Ashkelon, Israel

Korczak and Tagore at the History Point: The Pedagogy of "The Post Office"

On July 18, 1942, Korczak staged a play for the residents of the Warsaw Ghetto, "The Post Office" (1912) by Rabindranath Tagore. Why did Korczak choose this play? Why did he opt to end his days and those of the orphanage children with the performance of a surrealistic production during the worst of horrors? What are the powerful messages that Korczak tried to send? The basis of this research is the ritual process, as stated by the anthropologist Turner (1969). Ritualistic actions constitute a behavioral framework in which reference is made to symbols. My central claim is that the play "The Post Office" served Korczak for constructing a theatrical ceremony in which we learn of the complex relationships and innovation in the social and cultural context that developed in the Warsaw Ghetto. We gain an understanding of the system of messages and the harsh life of the sick boy in the play as an analogy for the ghetto and its dying residents. This is achieved through a ceremony and public event that serves as a system of symbols and combines imagination and reality (Constantakis, 2017).

3. ***Shirane Halperin***, graduate student, lawyer, active member of the Swiss Korczak Association, Geneva, Switzerland

The Janusz Korczak Contest of Youth Literature: Enhancing Children's Rights Education through a Reading Contest in Primary Schools

Introduced in Switzerland in 2014, the yearly "Janusz Korczak Contest of Youth Literature" has several aims: sensitizing primary school pupils to Korczak's teachings, to children's rights, and promoting their right to free expression through active participation. The contest begins with the selection of books related to a different topic every year ("Children in the War", "Exile", "Handicap", etc). Throughout the school year, discussions are organized in the classes and pupils designate their favorite book. This process introduces them to critical thinking and the practice of a democratic system (voting rules). Each person involved in the contest profits from this unique experience, the success of which is demonstrated by the huge progression of participation: in Switzerland, an increase of 500% in just four years has been observed!

4. ***Dobrochna Hildebrandt-Wypych***, Ph.D., Adam Mickiewicz University, Poznan, Poland

Heroic Memory and Mono-Ethnic National Identity: Korczak's History Textbook Narrative within the Construction of Nationhood in Poland

The narrative of Korczak in Polish history textbooks is tied up with memories of World War II and the national imaginary constructed around the ideas of national suffering and national survival. In all history textbooks Korczak's image is presented as a part of general considerations on the situation of occupied Poland (within such chapter headings, as: "Poland under occupation and fighting", "Suffering of occupied Poland" or "Occupational policy of Germany"). Only in some textbooks there appears a separate paragraph, entitled: "Genocide of Jews" and "Extermination". In most of the cases, history of Jews in Poland is intertwined with the dominant strategy of national self-glorification. Korczak's school narrative fits into a wider issue of exclusion of Jews in Polish historical discourse and national memory during the communist times. Eventually, the name of Korczak, as a civilian hero of the Polish WWII narrative, is included in the textbooks after the 1980s educational reform. However, the post-

communist revision of history is marked by a striking continuity in textbook narrative regarding WWII.

10:25 AM – 12:30 PM

Session 21: *Korczak's Ideas in Shaping Teachers and Other Professionals in the Field of Helping Professions: What is Happening in Korczak Associations in the World*

Moderator: Mariola Strahlberg

1. **Roza Valeeva**, Ph.D., Professor, Institute of Psychology and Education, Kazan Federal University, and **Agzam Valeev**, Ph.D., Professor, Kazan Federal University, Kazan, Republic of Tatarstan, Russia

Janusz Korczak's Ideas in Training Future Teachers in Russia

The paper discusses Janusz Korczak's ideas on reasonable education as opposed to authoritarian forms of education. The requirements for the necessary professional and personal qualities of a teacher in humanization of education are analyzed in the context of Janusz Korczak's ideas about a "reasonable educator". Modern Russian pedagogy considers an educator as a critical indicator of the humanist education paradigm. One of the ways of training this kind of teacher is the involvement of student teachers into socially valuable activities. The paper presents the activities organized by Korczak youth societies in Russia. Janusz Korczak's ideas of serving a child, fighting for his rights, and helping disadvantaged children have become the priority of these activities.

2. **Mariola Strahlberg**, Founder and Executive Director, Korczak Association of the USA, Chestnut Ridge, NY, USA

How is Korczak Association of the USA enriching lives of students, teachers and parents today and what is our vision for the future

For the past 5 years, members of the Korczak USA are actively finding ways to bring Korczak's pedagogical, pediatric and children's rights ideas to private and public schools, community centers, after school programs and camps. Our vision for the future is to establish a Korczak Institute and to offer an advance certificate program in Korczak's pedagogy at one of the major US universities.

3. **Irving Roth**, Director of the Holocaust Resource Center of Temple Judea of Manhasset, NY; Manhasset, NY

Janusz Korczak: From Treblinka Death Camp to Manhasset, NY

My acquaintance with Janusz Korczak started more than five decades ago. My wife, an early childhood educator, introduced me to Korczak's educational innovations. I then learned about his greatness and heroism when I attended a lecture by Betty Jean Lifton, author of *The King of Children*. I had two incredibly moving experiences involving Korczak; once during a visit to "Yad Layeled" the children's museum in Naharia, Israel at the exhibits devoted to Korczak; and again when I was standing in the Korczak

orphanage in Warsaw. It was at these moments that I promised myself that Korczak's life must become part of every Holocaust education program in North America.

4. **Arie de Bruin**, educator, President, Dutch Korczak Association, Amsterdam, Netherlands

Children have something to say and to sing! (Interactive workshop)

Last year the Janusz Korczak Foundation of the Netherlands published its annual book, in which various forms of child participation were described, such as school-based Youth Courts and child-provided mediation processes. The presenter, Chairman of the Janusz Korczak Foundation of the Netherlands, will introduce different types of active participation in classrooms and other educational settings in the Netherlands. Additionally, the presenter will discuss numerous methods of how to motivate children's active participation at school. All the attendees will have a chance to enjoy themselves in an interactive workshop with a lot of singing and music.

10:25 AM - 12:30 PM

Session 22: *Education for Excellence and Diversity: Innovative Projects from Around the World (SPU)*

Moderator: Arthur Ellis

1. **Weihua Fan and Fan Wu**, University of Houston, TX, USA

Expectancy for Academic Success Scale (EASS): Construct Validity and Reliability among College Engineering Students

As a core component of expectancy-value theory (EVT), expectancy for success is measured in a limited way, failing to encompass its multi-dimensional nature and tailor to specific engineering settings. The objective of this study was to develop a sophisticated scale to measure students' expectancy for academic success in engineering within EVT and assess its psychometric properties. Approximately 163 college engineering students participated. Principle component analysis supported a three-factor solution as we hypothesized: Expectancy for Successful Engineering Academic Relationships, Expectancy for Completion of Engineering Academic Tasks, and Expectancy for Completion of Engineering Education. The three factors were significantly positively related to each other. The study contributes to the literature by helping explain college engineering students' achievement behaviors from EVT's perspective.

2. **Jill Heiney-Smith**, Ph.D., SPU, Seattle, WA

Design, Implementation and Perceptions of a Preservice Mentor Development Program

Teacher Education programs support their mentor teachers through a variety of resources and professional development, but generally lack a dedicated curriculum for pre-service mentoring. This study was designed to learn what kinds of resources, tools,

trainings and experiences would better support mentor teachers in a teacher education (or preservice) program. The study was grounded in social learning theories and empirical research on mentoring, as well as research on teacher induction and professional development. Mixed-methods data was collected in three sequential phases with a total sample of n = 199 mentor teachers. Results indicate that mentors have sophisticated expectations for their professional development and desire a blend of formats, collaboration, easily accessed resources and tools to promote reflection.

3. Craig Schieber, City University of Seattle, Seattle, WA

Breaking Out: How to Get to 21st Century Education

Schools in the industrial era brought educational opportunity to the entire population. In the 21st Century, we are evolving to understand that education can be individualized for each learner. This evolutionary step is an historic paradigm shift. As with any major paradigm shift, new ways of thinking about systems are needed. To move out of the 20th century paradigm into the information age requires an ability to surface hidden assumptions that guide our thinking about how a system should work. Thomas Kuhn's, "Structure of Scientific Revolutions" and E.O. Wilson's, "Consilience" provide the framework for this discussion.

12:30-1:30 PM

Lunch

1:30 – 3:30 PM

Concurrent Workshops

Session/workshop 23: *Practical Implications of Korczak's ideas in after-school programs, and summer camps*

Moderator: Alina Talmanova

1. **Michał Kozieln**, Deputy Camp Chief, Korczakowo, Kraków, Poland

How to encourage children's self-development?

Korczakowo Camp, Poland, established in 1959, is a youth summer camp with pedagogical activities based on two pillars: scouting and the heritage of Janusz Korczak. They both make this system unique. During every summer camp Korczak's techniques are used: work shifts, older children taking care of the younger, and a camp newspaper written and prepared by the children for the children. The workshop leader will share Korczakowo's experiences in introducing and adapting Korczak's ideas. Significantly, not all efforts have been successful, and this also will be examined.

2. **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.

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. Hope to see you soon in "Nash Dom"!

Session 24: *Supporting All Learners, Embracing Diversity*

Moderator: Melinda Pierson

1. **Melinda Pierson**, Ph.D., Professor, California State University at Fullerton, Fullerton, CA, USA

Supporting All Learners: Active Engagement for the Literacy-Rich Classroom

Teachers will learn practical active learning strategies to strengthen the opportunity for students to engage in the learning process. Over 25 strategies will be discussed with opportunities to practice the skills within the workshop. Teachers will learn how to encourage more student responses, increase physical movement related to content, and increase comprehension within specific subject areas.

2. **Deanna Jordan**, Spanish Teacher, High School Transition Specialist, Hawthorne, CA, USA

Learning to Respect Cultural and Ethnic Diversity in High-Poverty Urban Schools: Janusz Korczak Revisited

Based on the presenter's experience in LA high-poverty schools, this workshop addresses different ways to inspire student social agility, persistence, and leadership skills at the secondary level. Participants will learn how to transform school climate and culture and genially celebrate the racial, ethnic, religious, and language heritages of all students. Strategies are included on ways to involve community members and parents in dispelling negative attitudes and misconceptions about ethnic groups represented in the school. Approaches to encourage positive intergroup attitudes will be discussed to promote cooperation and to move students closer to a world where respect for all races, religions and ethnic backgrounds is more of a reality than a dream, as Janusz Korczak taught us years ago.

Session/workshop 25: *Meeting Basic Needs and Getting Kids on Track. Using Puppets as a Healing Source*

Moderator: Tatyana Tsyrlina-Spady

1. **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)**

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.

2. **Joyce Reilly**, Board of Associates, Center for Holocaust/ Genocide Study, Drew University Madison, New Jersey, USA

Healing Puppetry: Restoring the World through Story and Character

In this workshop, we will begin the process of learning to tell and write stories with a healing character. We will draw upon our own experiences as children to imagine what can help and heal a child in both – extreme traumatic circumstances, and ordinary/extraordinary challenges of growing up! Using the device of archetypal character, we will create and explore simple puppets that speak for and to the child. The puppets will be created on the spot, and the participants will have the tools to continue this creation in their classrooms and therapeutic settings. The story creation and telling, as well as the puppetry, serve the child not as entertainment or relief but helps by drawing out a sense of wholeness and peace in the face of adversity, and a reinforcement of the sense of community and safety.

Session/workshop 26: *In the spirit of Janusz Korczak: Creative projects in Washington state*

Moderator: David Woodward

1. **John Graham**, Co-leader of the Giraffe Heroes Project, a global NGO, Langley, WA, USA

The Giraffe Heroes Project: Practical Implementations

In this interactive workshop, I'll describe the methodology and tools the Giraffe Heroes Project has developed over nearly 30 years of helping young people become active, compassionate and courageous citizens. Each version of the K-12 Giraffe Heroes

curriculum starts by telling stories of real heroes, then takes students into their own communities to find more heroes and to deepen their understanding of why heroes are important. Students become their own heroes by deciding what public problem they most care about, then carrying out a project that helps solve it. I'll describe the seven-step process we teach for getting kids involved in successful service projects—from deciding what problem most needs solving, to making a plan, creating a vision, carrying out effective actions and celebrating when the work is done. I'll suggest how to keep the focus on what works, and how to master the challenges and avoid the pitfalls. The workshop will be interactive and participants will have ample opportunities to ask questions and make comments.

2. **Keith Lambert, Lisa Laurier, Doreen Keller**, Whitworth University, Spokane, WA, USA

Partnerships with a Purpose: Growing Awareness and Hope in Wai'anae

Long-term success in the development and sustainability of a partnership such as this one requires a commitment to learn and a commitment to developing authentic relationships. This partnership richly serves both the Whitworth and Wai'anae Coastal Communities. While fostering economic opportunities that will allow Wai'anae students to achieve a post-secondary degree and return to their communities as future leaders and change agents, it also serves future teachers by allowing them an authentic experience immersed in a different culture. Learn how one university is leading the way in building authentic relationships that are mutually beneficial and life changing for all participants.

3:30 - 4:30 PM

Concurrent workshops/sessions

Session/workshop 27: *Education for the Common Good Today*

1. **Malgorzata Kmita**, Co-Secretary General, International Korczak Association, Manchester, Greater Manchester, United Kingdom

Education for the Common Good in a Changing World

This workshop aims to explore perspectives on the Common Good from a range of disciplines including pedagogy, philosophy, literature and the social sciences. It will relate these perspectives to Janusz Korczak's life and writings and will inspire and encourage workshop participants to collaboratively explore how Korczak's ways of seeing can be relevant to their personal and professional contexts. Key Korczak projects in the UK will be also covered.

Session 28: *Empowering Empathy in Schools and Engaging Families' Participation in the Education of Their Children*

Moderator: Roza Valeeva

1. **Brigitte Bavousett**, Lecturer, Arizona State University School of Sustainability, Tempe, Arizona, USA

The Role of Empathy in Education: A Vital Key Towards a More Sustainable Future

The world population is approaching 8 billion, and will reach 9.6 billion by the year 2050, which is considered the 'carrying capacity' for our Earth. If the human population doesn't become more sustainable in our everyday choices, we will experience hunger, overcrowding and increased illness due to the pollution of our air, our oceans, and our land. The trait of empathy can influence more-sustainable choices for us and our world. Empathy leads to kindness, respect for diversity, and better social equity, creating more access to the basic human needs of good nutrition, affordable housing, and less pollution. As Janusz Korczak stated, "The child has the right to optimal conditions in which to grow and develop."

2. **Julieta Altamirano-Crosby**, PhD., Graduate student at SPU; Mukilteo, WA

De Boca en Boca: communication strategies among Latino Parents who feel invisible

Within the educational system, engaging with parents and families has become an increased priority as the demographics across America change. This is particularly of concern regarding the Latino community as schools struggle to find effective strategies to invite the participation of parents and families. With this change there came new challenges and urgency for effective response and intervention. Yet, there is a discrepancy between perceived and actual needs of the Latino community. Even though education is typically highly valued by Latino families, many Latino parents lack knowledge and awareness of how the education system works. This perspective was clearly articulated by the Latino men and women who participated in a recent study I conducted and that leads to this paper. This paper explores some of the "mouth to mouth" communication strategies that Latino parents use across nine different counties in Washington State and the challenges that schools, and more specifically – Catholic schools coveting this demographic market, face to access this discrete and evasive flow of information.

4:40-7:30 PM

Bus tour for international and out-of-state participants. Major Seattle Attractions

7:30 – 10:00 PM

Getting together, dinner, creative activities, and music. Exchange of ideas and plans for the future

Saturday, August 25

7:30 - 8:20 AM

Breakfast

8:30 - 9:30 AM

Concurrent sessions/workshops

Session/workshop 29: *Creative Projects around the World*

1. **Nair Kremer**, art educator, art therapist and artist, Curitiba, Brazil

Children's Rights Today: *Looks and Voices*

This is an interactive workshop where all participants will receive updated lists of children's rights, then they will need to choose one right and perform a provided task which could be in any of the following forms – visual, theatrical, musical ... etc. After the participants show their 'performances', there will be an exhibition of their works and a short discussion. This experience may become a starting point for broader discussions in different areas.

Session/workshop 30: *Creative Projects from Around the World*

1. **Lukas Ritson**, educator and entrepreneur, Gold Coast, Queensland, Australia

Sustainability in Early Childhood Development - The Own Grown Organics Experience

Sustainability means living within our limits and understanding the interconnectedness of the environment, society and the economy without compromising the ability of future generations to meet their own needs. It is a way of thinking, living and working. We aim to embed sustainable practices into each early childhood center we work with as well as the wider community through providing education programs and functional, sustainable outdoor environments that prioritize the development of children. With our cities growing and our suburbs sprawling, it's easy to see how children today may be suffering from disconnect. As educators, we have a responsibility to create connected, resilient, self-aware, and empathetic future leaders.

Session/workshop 31: *Listening to Fairytales, Playing with Dolls*

1. **Tania Novinsky-Haberkorn**, President of the Janusz Korczak Association of Brazil, São Paulo, Brazil

Tales as a resource to foster security and strength in young girls from underprivileged backgrounds

Through a famous Russian fairy tale and the manufacture of a doll, this workshop was designed as a resource for educators working to empower young girls as they move from childhood towards adulthood. Facing many challenges, growing up in disadvantaged environments, these children need support to find their own inner voice, trust their instincts, and what they have learned with the women in their lives. Through craftsmanship and dialogue, they explore how to find their inner strength to overcome

the challenges and pitfalls of the human experience with kindness and courage, trusting themselves to make the world a better place.

9:40 – 11:30 AM

Plenary Session 4

Moderator: Joyce Reilly

1. Presidents and Representatives of Korczak Associations from different countries present their projects:

✚ Sarah Lewis	Switzerland
✚ Avi Tsur	Israel
✚ <i>Tania Novinsky-Haberkorn</i>	Brazil
✚ Bogdan Bashkovaty	Ukraine
✚ Barbara Sochal	Poland
✚ Hatem Elabed	Tunisia

2. General discussion.

11:30 - 12:15 PM

Plenary Session 5

Moderator: Tatyana Tsyrlina-Spady

Awards and concluding remarks. Thanks and farewells. Photo together.

12:30-1:30 PM

Lunch

2:00-6:00 PM

Sightseeing around Greater Seattle area. Planned at an additional cost.