

## **Janusz Korczak as a Legal Educator: Practical and Literary Aspects**

**Talia Diskin**

The article takes a close look at the part law occupies in Janusz Korczak's work. Its central argument is that Korczak regarded law as an educational tool as well as a valuable educational objective in itself. The article examines the institutions that Korczak ran in his orphanage in Warsaw, frequently with the children's participation. It highlights their legal links and analyzes some of Korczak's law-oriented literary works. Among others, the article describes the children's parliament and tribunal. Also discussed is the journal the children issued, which taught them the principles of an advanced democratic thought. The article points out Korczak's broad perception of justice and portrays him as a man who was ahead of his time. His broad approach to restorative justice in education made him adopt practices that have come into frequent use in current legal procedures around the world, such as therapeutic jurisprudence and bridging and mediation. The article leans on Korczak's biographical memoirs, writings about him, and his literary works.

## **To Seize a Flying Moment** **Flexible training of teachers in the spirit of Janusz Korczak**

**Tali Asher**

The pedagogical legacy of Janusz Korczak known especially for the orphanage he ran based on a moral approach that saw the child as a full-fledged person. His approach is apparent in the laws of the house and in the training of its educators. This article deals with another essential value that underlies Janusz Korczak's educational approach. It is a fundamental principle that rests on the values of choice, respect and equality, defined by Korczak as the ability "to seize a flying moment". This educational approach suggests that an educator should move between the present and the future, the current moment and the broader picture. It is a bellows-like movement that illustrates a skill to broaden and focus the perspective in turn. Of the two, Korczak believed that focusing on the present is the most challenging.

A prism that looks at both the present and the future is necessary for the twenty-first century. The current educational roadmap evaluates education by its expected results. It determines and measures its goals based on international tests, and sees the school as an interim stage meant to prepare its graduates for the next level. Consequently, the essentially humanistic foundation of education is often been ignored in practice. The present approach undermines any attempt at an empathetic, observant and hands-on education. To prevent this from happening, Korczak proposes the idea of educational observation, where the observer is reflectively aware of an event while it unfolds. The article analyzes the meaning of educational observation according to Korczak, and its envisaged contribution to teacher training in our time.

## **On the Relevance of Janusz Korczak’s “Trust Relations” to the Challenges of 21st Century Public Education**

**Boaz Tsabar**

The article establishes the fundamental value of trust relations as described in the work of Janusz Korczak, and their relevance to the pedagogical challenges of the 21st Century. The first part investigates the existential aspects of trust in a pedagogy based upon humanistic-dialogical principles. The central second part explores three ways through which Korczak aspired to establish trust relations in his educational work with children at a Warsaw orphanage. The first way involved negating idealism while demonstrating genuine respect for students’ actual life experiences. The second way proposed creating and maintaining a consistent and well-organized pedagogical space, to infuse the orphans’ lives with a sense of security and rational order. The third way suggested refining the pedagogical reality to the level of a game where the children exercise their right to engage in trial and error. Finally, the article analyzes three potential threats to the development of trust relations within the contemporary public school system, and explores the possibility of applying Korczak’s method in dealing with them.

## **Abstracts**

### **Multiple Faces of Empathy: Practical-Reason in Janusz Korczak's Work**

**Khen Lampert**

The present article addresses the importance of empathy in education, and looks into the possibility of adopting an ethics of empathy of the kind Janusz Korczak implemented in his work. The discussion sets out from the assumption that the only way to achieve the educational goals of self-recognition and social-worthiness (in the sense of "being of value to others") is through interpersonal interaction. Another assumption is that empathy is the cognitive-mental mechanism that best succeeds in promoting self-awareness and generating a sense of social-worthiness. Empathy is therefore of critical importance as an in-principle educational stance and can be the basis for an ethics of education. In education, empathy has different (sometimes contradictory) manifestations: it may mean perceiving the other's mental states through caring; simulating another's mindset; or adopting a fundamentally committed moral stance as a narrative and even as a social position. In the article, I demonstrate that each of these manifestations represents one of the many faces of empathy that are traceable throughout Korczak's writings.