Special Schools Complex No. 2 in Lodz - mutual regard, respect, solidarity and dignity

Mutual regard, respect, solidarity and dignity

Primary School no. 90
Lower Secondary School No. 56
Special Job-Training School No. 1
Special kindergarten

We are waiting for children and young people with wide range of disabilities

www.zss2.edu.pl
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Our school is located in the centre of Lodz, near the crossroads of Karolewska St. and Włókniarzy Av. We are a school with great traditions, our Special Primary School No. 90, named after the creator of special education in Poland Professor Maria Grzegorzewska, was established in 1924. Throughout its rich history, our institution has never stopped changing and innovating. As a result, we have forged a unique identity, combining deep commitment to outstanding educational mission and history with the newest approaches in teaching methodology. The school was transformed into Special Schools Complex No. 2 in 1999, after the deep educational reform in Poland - the previous structure, comprising the eight-year primary school followed by the four-year secondary school or the three-year vocational school, was replaced by a system described as 6+3+3 (education in the primary school was reduced to six years, a pupil continues his/her education in a three-year lower secondary school/gymnasium and after completing the gymnasium he/she moves on to a three-year secondary school or at least two-year vocational school). In order to meet the requirements of the reform in 1999 our Primary School became part of the newly created Special Schools Complex No. 2 in Lodz., along with also newly constituted: Lower Secondary School No. 56 and Special Job-Training School No. 1.

We are a highly experienced staff team of qualified teachers, supported by a highly competent administrative team. Moreover, we have developed our teaching base with modern, specialized equipment for education, rehabilitation and therapy, as well as ICT infrastructure. We provide children and young people (between 3 and 25 years old) with innovative education, rehabilitation and appropriate professional care, meeting the needs of pupils with different disabilities.

The School Complex consists of:

Primary School no. 90
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- Special kindergarten (designed for children with psychomotor retardation, learning disability, multiple disabilities, autism and related developmental disorders)
- Sections for pupils with profound intellectual disability (therapeutic and revalidation units)
- Classes for pupils with mild intellectual disability
- Classes for pupils with moderate and severe intellectual disability

Lower Secondary School No. 56

- Classes for pupils with mild intellectual disability
- Classes for pupils with moderate and severe intellectual disability

Special Job-Training School No. 1

- Classes for pupils with moderate, severe intellectual disability and multiple disabilities/disorders

In classes, sections and groups for pupils with a severe health condition, educational activity can be simultaneously ensured by two pedagogical employees, one of whom is a teacher assistant.

How To Enroll Your Child. Note:

We recruit pupils who have been determined to have special educational needs on the basis of special pedagogical and psychological examination by an educational counselling facility (Psychological-Pedagogical Counselling
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Centre) and appropriate referral/consent of the Department of Education in Lodz.

**We offer:**

- comprehensive special education and therapeutic support for pupils with different kinds of intellectual (mild, moderate, severe, profound) and multiple disabilities – including motor disability, sensory disabilities, genetic disorders or central nervous system disorders – CNS – of unknown origin
- Educational-Rehabilitating sections (for pupils with profound intellectual disability)
- Individualized Education Programs / IEPs (a written plan developed by parents and teachers/special education team that specifies pupils academic goals and methods to obtain these goals)
- Therapeutic sessions
- Day room and extracurricular activities
- Corrective and compensatory classes to develop or compensate different skills, for instance: reading, writing and mathematical skills

**Therapy:**

- Pedagogical therapy for pupils with different disorders (including behavioral)
- Logopedic treatment (including augmentative and alternative communication)
- Corrective and therapeutic gymnastics
- SI (sensory integration)
- Polysensory stimulation
- Biofeedback therapy
- Occupational therapy
- Music therapy
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- Art therapy (arts and craft activities)

  - **Methods**

  - Work-centre method (introduced by Professor Maria Grzegorzewska)
  - The Good Start Method (multi-sensory learning)
  - The Montessori Method
  - Developmental Movement Method (DMM) by Veronica Sherborne
  - “Touch and Communication” Program by Ch. Knill
  - Paul Dennison’s method (combining elements of various sciences, such as: applied or behavioral kinesiology, psychology, pedagogy, anatomy, physiology and neurology)
  - Shantal massage (physiotherapy)
  - Castillo-Morales orofacial regulation therapy method

  - **Additional activities (Clubs & Special interests)**

  - School Sports Club
  - Swimming lessons and gym class
  - Scout group (Polish Scouting Association)
  - “ZOO” theatre/drama group
  - Art and Craft classes (an opportunity to create decorative articles, giftware and souvenirs; arts and model-making, etc.)
  - School ICT Club
  - School band and choir („Barka”)

  - **Classes are held in the following labs and rooms:**
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- Biofeedback therapy lab
- Sensory integration lab
- Polysensory integration lab
- Montessori classroom
- Speech and language treatment room
- Pedagogical therapy room
- 3 modern computer labs (with constant access to the Internet) – ESF project
- Science Lab
- A number of modern subject classrooms with computer-based and electronic multimedia – ESF project
- 2 household labs
- Workshops and rooms for pupils from the Job-Training School section
- School day - room
- School multimedia library – ESF project
- Multi – purpose sports hall and body building room (including place for corrective or therapeutic gymnastics classes)
- 2 sports fields
- Self-managed school canteen
- School vegetable garden
- Educator’s room and the school hygienist’s consulting room
- The ground floor of our school is fully accessible to persons with motor disabilities

Our Patron

MARIA GRZEGORZEWSKA
(1888-1967)

“There is no cripple – there is a person"

“There is no cripple – there is a person"
Maria Grzegorzewska was born on 18 April 1888 in the village of Wolucza (near Rawa Mazowiecka in Poland), she was the daughter of Adolf and Felicja (née Bogdanowicz). In 1907 Maria Grzegorzewska, having completed a seven-form school for girls (Paulina Helwek School), enrolled for a year-long university entrance course run by the Department of Mathematics and Natural Sciences in Warsaw. In 1909 she left for Cracow and entered the Department of Natural Sciences at the Jagiellonian University. Unfortunately, disease of the lungs lead her to interrupt her studies and go to Zakopane for treatment. There she learned that a Polish scientist, Professor Józefa Joteyko, had created an international faculty of pedology in Brussels. In October 1913, she became a student at that faculty and soon a co-worker of Prof. Joteyko. After a year of studies in Brussels she enrolled in the department of literature at the Sorbonne. During her studies at the Sorbonne she took part in an excursion to Bicetre Hospital for the profoundly mentally retarded. That visit determined her future life. She decided to become a social worker, helping those who were most helpless and in need of care—disabled children. Her doctoral dissertation on aesthetics, defended in 1916 at the Sorbonne, was devoted to a genetic and psychological analysis of children’s and young people’s aesthetic experiences. In May 1919, she returned to Poland with the intention of pursuing her dream in the newly formed Polish Republic. Several months later, she became an assistant in the special education section at the Ministry of Denominations and Public Enlightenment. The social aim of bringing help to the handicapped required extensive organizational work in which Grzegorzewska could apply her educational knowledge. According to Grzegorzewska’s approach, the struggle to improve the fate of handicapped children had to be accompanied by training for teachers in special education. That is why she organized a Special Education Course that, after several reorganizations, became the State Institute for Special Education three years later. The institute was an innovatory centre whose organization was based on an original concept of educational methods, not previously encountered in any foreign centre. During her directorship of both institutes,
Grzegorzewska visited many schools scattered over the country in order to acquaint herself with the living and working conditions of Polish teachers. Teacher education and training did not stop when trainees graduated from the institute. Grzegorzewska organized a School Centre within the Special Education Section, which grouped together all those involved with care for the handicapped. The centre organized vocational courses and seminars, thus enabling the exchange of ideas and experiences, together with direct contact between its members and Maria Grzegorzewska, and hence ensuring her influence upon them. The other field of Grzegorzewska’s activity in the between-war period was her work with organizations for the handicapped—the Deaf and Their Friends’ Association, the Polish Association of the Blind—and social groups whose aim was to help the socially maladjusted, the mentally retarded and the physically handicapped. The Second World War and the occupation of Poland interrupted this activity. The institute was closed and Maria Grzegorzewska’s struggle turned against the Nazis. Already, in September 1939, she became a nurse in an army hospital. Later she was active in underground movements, distributing printed materials and arms, and participating in clandestine education, she was also working as a teacher in the Special Primary School No. 177 in Warsaw. Moreover she became a member of the Main Committee for Helping the Jews. After the liberation, she reopened the State Institute for Special Education, destroyed during the war, and once more became its head. The Special Education Section renewed its activity and so did the Polish Teachers’ Union. Grzegorzewska was the Chairperson of the Pedagogics Section on the Main Board of the Union, which enabled her to stress the necessity for continuous teacher training. In 1958, she was appointed to the first Polish Chair in Special Education in the Education Department of Warsaw University. She received the title of full professor. Maria Grzegorzewska, though interested in the whole of special educational theory, that is of all its sub-branches—education, oligophrenopedagogy, surdopedagogy, therapeutic education and resocialization education—pursued in them to varying degrees. She was mostly interested in the problems of the blind, then of the deaf—mainly
because of her long-term research on the phenomenon of compensation in these two types of handicap. This does not mean that she considered the other branches less important. She considered the problems of re-educating the mentally retarded, the socially maladjusted or the chronically ill to be equally valid. She spoke about those problems in numerous articles which were frequently published in the journal *Special School*. In 1959, in the article *The Phenomenon of Compensation in the Blind and Deaf*, she presented a theory of dynamic structural pattern, which formed the foundation of Grzegorzewska’s method of teaching in special education institutions. This method has found wide application in the activities of Polish special education schools and it consisted of organizing work centres. In the *Letters to a Young Teacher*, Grzegorzewska presents various types of teachers in various situations—both good and bad. The play of opposites illustrates the possibilities for change—for improvement. The routine and boredom resulting from teaching are opposed to the creative teacher who undertakes research work. Education and acquired knowledge, though extremely important, are not the key values in the teacher’s work. What is more important and significant is the teacher’s attitude towards people, a concern for the child, and creative dynamism that could make the school into a cultural centre. These assumptions form the foundation of training at the Teacher Training Institute founded by Grzegorzewska. She died May 3, 1967, of a heart attack, in Warsaw.

It is thanks to Grzegorzewska that a new sub-branch of education was created in Poland—special education, that’s why she is the patron of many schools in Poland (including our Primary School No. 90). Her *legacy* is full of beauty, wisdom, dignity and will never be forgiven (source: A. Siemak-Tylikowska, *Prospects: the quarterly review of comparative education*, Paris, UNESCO: International Bureau of Education, 2000).
For further information please contact:

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