

## CHAPTER VI

### SYNTHESIS OF RESULTS AND RECOMMENDATIONS

#### 1. INTRODUCTION

In this study an attempt is made to penetrate the possibility of the failure of educating in the second-order, formalized educative situation—in the school as a societal institution—from an orthopedagogical point of view. Thus, the cardinal question that must be answered is which possible educative-dialogue restraining moments can be attributed to the inadequate participation of the child, the teacher or both in the total educative event in the school. The most recent orthopedagogical and orthodidactical insights into the complexity and reciprocal nature of the communicatively disturbed “conversation” between adult and child, by which a disharmonious educative and teaching dynamic are predisposed, make possible a tentative answer to this multidimensional question.

The following is a synthesis of the study and its findings:

#### 2. CHAPTER I: METHODOLOGICAL JUSTIFICATION, STATEMENT OF THE PROBLEM, AIM AND PROGRAM OF STUDY

##### 2.1 Aim of the investigation

The postulate that the school would appear as a meaningless and unnecessary obligation on the child’s way in life if it did not promote the educand’s becoming adult is a platitude in contemporary pedagogical thought. Less popular, however, is the logical consequence of this a priori, i.e., that there must be penetrating reflection on the real quality of the appearance of the essences of educating in the current practice of teaching. The school, as a legally institutionalized concretization or distillation of a broad spectrum of established interests and a particular cultural-historical sequence pattern, is more inclined to superficial “reforms” than to radical self-criticism.

In contrast to this it is undeniable that learning effects and learning successes are merely equated with educative effects and educative achievements. The implication of this is that the child who is viewed superficially indeed meets the demands placed on him in the school and thus is “free from learning problems” even though on this basis he might be restrained in his becoming adult. The primary and overarching question in evaluating school practice is the extent to which it succeeds in supporting and accompanying the child to optimally realize in pedagogically accountable ways his personal potentialities. The quality of realizing the educative aim by means of the essences of the lesson structure must thus be evaluated. In other words, essentially this evaluation means that the quality of appearance of the essences of educating in relation to the essences of teaching must be evaluated in terms of their joint character of facilitation and restraint of the pedagogically proper flourishing of the total personal potentialities of the child on the way to adulthood as this is verbalized in the pedagogical aim structures.

## **2.2 Methodological considerations**

When exclusive status is given to the phenomenological method, the pedagogician puts himself in danger of an epistemological one-sidedness, a methodological dilemma that possibly can best be circumvented by means of a hermeneutic phenomenology. This method might be of particular importance for an accountable orthopedagogic and orthodidactic practice as well as for confirming the scientific status of these autonomous, practically directed disciplines. It must be kept in mind that here we are involved with a task of particularization that especially results in the interpretation and convergence of relevant categories. These categories are selected from the totality of the existing pedagogical structure for the sake of their functionality as illuminative means of thinking with respect to real situations where disharmonious educative and teaching dynamics give rise to the blockage and the need for help of those involved.

## **2.3 Findings and recommendations**

Specifying what the totality of childlike personal potentialities and limitations mean, as well as a reflection on the pedagogical-didactical imperative that acquires relief through such meaning

delimitation obviously is preparatory work for answering the question formulated above as the theme of the present study. The totality of the child's psychic life potentialities, including each of the inseparable modes of actualizing learning and becoming, must be viewed as pedagogical ways of being and constitute his potentialities of his personal unfolding by which at the same time the scope and importance of the task of accompaniment become clear to the adult. Although intelligence as a qualitative disposition is related to this, a number of school critics are unanimous that the child's personal potentialities in the school too easily as a matter of course are equated with his intellectual potential, as expressed in an IQ score. This error of judgment also possibly is indirectly one of the underlying reasons why poorly and average endowed children are compromised by accompaniment that restrains their learning and becoming adult in the school situation.

The occurrence of learning problems must be seen as a particular manifestation of the inadequate unfolding of personal potentiality, as a matter of an obscure intentionality and attenuated future. The pedagogical criterion for identifying learning problems, as in the case of a more general or particular restraint in becoming adult, is that there is a gap between the attained level of actualization and the level attainable as determined by the given potentialities of learning and becoming.

An examination of the possibility of an inadequate realization of the distinguishable functions of the teacher's accompaniment requires that there must be prior reflection on the ways or modalities of realizing the dynamic of accompaniment in the lesson situation. Although it is fairly generally accepted that no one can make the claim of cultural adulthood if his way of being involved with the contents of reality does not also give evidence of a particular affective involvement and formed-ness; the assertion that pathic-affective accompaniment in a lesson situation may not only be a means to a learning aim (immediate or more removed), is somewhat less familiar. That affective or emotional forming is the exclusive task of the child's parents and that this pedagogical task should be able to be realized in another way than by means of "didaskhein" is a widespread error that in practice leads to a rigid intellectualism.

The didactical-pedagogical idea of categorical forming, in connection with pronouncements about the significance of exemplary teaching, with special reference to the theory of the elemental and the fundamental, continually emphasize the totality character of the pathic-affective, gnostic-cognitive and normative, meaning-giving task of accompaniment with which the teacher is confronted. The question that must be continually asked is if the contents in the school are always presented in such a way that the child himself can experience them as meaningful and evocative with respect to his own life by which at the same time the condition is given for awakening a genuine learning intention and the initiation of a level elevating and situation exceeding life-styling by the child.

### **3. CHAPTER II: ACCOMPANYING CHILDLIKE POTENTIALITIES OF PERSONAL UNFOLDING TO SELF-ACTUALIZATION AS A PEDAGOGICAL-DIDACTICAL TASK AND THE POSSIBILITY OF DISHARMONY**

#### **3.1 Aim and synthesis**

This chapter is devoted to a preliminary exploration of the problematic of accompanying a child in the totality of self-actualizing his personal potentialities for his unfolding as a pedagogical-didactical task. However, the concept of educative dynamic is clarified, in the first place by viewing personal becoming as an anthropological-pedagogical way of being and in the second place by an analysis of the relationship between learning and becoming as necessary for the child's elevation of the level of meaning on the way to adulthood. The dynamic of teaching in its unbreakable relatedness to the dynamic of educating undoubtedly jointly requires that there must be a prior reflection on the norm image of adulthood, which as an educative and ultimate teaching aim, is not yet particularized and interpreted from a psychopedagogical perspective.

The possibility of a failure or an inadequate realization, i.e., a disharmonious educative and teaching dynamic, first of all requires a conceptual illumination and orthopedagogical evaluation of the relationships among "educative problems", "learning problems", "teaching problems" and "problems in becoming adult". Many of the findings and recommendations of the Human Sciences Research

Council (H.S.R.C.) studies of the state of teaching in the RSA appear to have direct relevance to the problems considered in this chapter and therefore it is closed with a summary of them.

### **3.2 Conclusions and findings**

Human openness and freedom are the actuality from which the task of educating takes its point of departure. Although the child's didactic becoming adult is always subject to his own choice to assume co-responsibility for the unfolding of his personal potentialities, the actualization of the totality of his personal potentialities also continually announces an inseparable pedagogical-didactical task. The dialectic relationship between the learning phenomenon and the child's becoming adult represent the juncture between what traditionally, but artificially and non-accountably, are viewed separately as "educating" and "teaching". The highest demand that the school can meet is that, in a formalized, purposefully planned and systematic way, help with elevating levels of meanings be offered to the children with an eye to their adulthood.

## **4. CHAPTER III: DISHARMONIOUS DYNAMIC OF EDUCATING AND OF TEACHING AS ALIENATING FROM A CHILD'S POTENTIALITIES FOR OPTIMAL PERSONAL UNFOLDING: A MACROSTRUCTURAL EXPLORATION**

### **4.1 Aim and synthesis**

The aim of this chapter is a macrostructural exploration of the possibility of inadequate accompaniment to the optimal personal unfolding of the child in the school. In order to be able to find a linkage from a broader perspective with an actual or overarching societal problematic, there is an attempt to relate the disturbed or attenuated appearance of the educative essences in the practice of teaching with the phenomenon of alienation, a concept that is pregnant with orthopedagogically meaningful interpretations.

Alienation of the child's affective, cognitive and normative potentialities for personal unfolding is also connected over a broad spectrum of problem facets with the possibilities of inadequate affective, cognitive and normative accompaniment, continually and implicitly projected against the insights illuminated in the previous

chapter. Appropriate attention also is given to the quality and level of the teacher's self-actualization of his own personal potentialities. The chapter is closed with an evaluation of the relative weight of accompaniment and freedom in the lesson situation.

## **4.2 Conclusions and findings**

In a society characterized by alienation, depersonalization, anomie and automatization, the condition for the optimal unfolding of his genuinely human potentialities is that the person must feel one with himself with all of his potentialities at his disposal; that his potentialities are not taken away from him or become alienated from him. The alienated person is dehumanized, estranged from himself, his potentialities and his destination (adulthood), from his own body, the surrounding nature, his own spiritual life and his God and thus from his completely human way of existence. This complex of concepts represents the contradiction of what is essentially aimed for with educating, i.e., the complete "humanization" or personal flourishing of the human child. In the school, if the teacher is not involved with accompanying each child to a free, aware, active and integrated turning to and appropriating himself, his own bodiliness and historicity, the world of nature, culture and science, his vocational potentialities, fellow persons, the normative and the Transcendent, such an educator must plead guilty that he is involved in limiting the child's God given limitlessness.

The concept of alienation is then developed under the following headings by means of an exploratory illumination of the problematic of inadequate accompaniment to the optimal and complete personal unfolding in the school:

### **4.2.1 Inadequate affective accompaniment in a lesson situation as an alienation of a child's potentialities for personal unfolding**

- The "hidden curriculum" as unaccountable pathic-affective accompaniment to alienation in the lesson situation.
- The affective as personal alienation between teacher and child in the lesson situation.

- The possibility of alienation between child and fellow pupils because of inadequate accompaniment with respect to possibilities of co-existing.
- The possibility of over-emphasizing affective and social accompaniment as alienating the cognitive and normative potentialities for personal actualization.
- Alienation of meaningful bodiliness as senso-pathic, pathic and affective modes of bodily experiencing and lived experiencing.
- Accompaniment to alienating the affective and cognitive ways of meaningfully experiencing sexuality—the precondition for personally unfolding to masculine and feminine adulthood.
- Alienating the child from the positive experience of his own potentialities because of accompaniment to a fear of failing.
- Alienating from the child's favorable self-image because of accompaniment to an experience of being inferior.
- The quality and level of the teacher's affective personal self-actualization.

#### 4.2.2 Inadequate cognitive accompaniment in a lesson situation as an alienation of a child's cognitive potentialities for personal unfolding

- Cognitive accompaniment that is unfaithful to reality and to life as alienating childlike experience of reality and problems of the adult lifeworld.
- Accompaniment to alienating the child's potentialities for independent thinking as cognitive potentialities for personal unfolding.
- Formalistic regimentation as alienating the child's creative cognitive potentialities for personal unfolding.

- Accompaniment to the alienation of the child's potentialities for fantasizing to personal unfolding in the lesson situation.
- Alienation from love for learning as a value underlying self-guided cognitive personal actualization.
- Cognitive accompaniment bound to the past as alienation of personal potentialities of actualization with an eye to an unknown future.
- The quality and level of the teacher's personal cognitive self-actualization.

#### 4.2.3 Inadequate normative-meaning giving accompaniment in a lesson situation as an alienation of a child's normative potentialities for personal unfolding

- Authoritarian as well as permissive authority accompaniment as alienation from potentialities for emancipation to normative independence and responsibility.
- Accompaniment to individualism as an alienation from co-existential values in the lesson situation.
- Alienation from the meaningful self-actualization of equally valuable potentialities for personal unfolding within a pluralistic society.
- One-sided vocationally directed accompaniment as an alienation from meaningfully actualizing vocational, work and free time potentialities.
- Materialistic-scientific accompaniment as alienation from supra-scientific, transcendental reality.
- Quality and level the teacher's normative personal self-actualization.

## **5. CHAPTER IV: THE DISHARMONIOUS DYNAMIC OF TEACHING AS ACCOMPANIMENT TO LEARNING PROBLEMS: AN EVALUATION OF THE LESSON PRACTICE**

### **5.1 Aim and synthesis**

The possibility of inadequately realizing the teaching function in school is viewed as a matter of a disharmonious teaching dynamic. How the quality of actualizing the essences of the lesson structure might be related to learning problems is hypothetically explored by means of a micro-structural evaluation of particular possibilities of the lesson practice. After the concept “learning problems” is viewed closely, the possible learning-restraining implications of inadequately planning and pursuing the teaching aim (reducing, stating the problem, ordering) and of the principles of actualization (activity, individualization, socialization and tempo differentiation) are scrutinized. Finally, each of the phases of a lesson are viewed separately with the aim of particularizing the problematic of a disharmonious teaching dynamic in terms of a possible disharmonious course of the lesson and of learning. The importance of an adequate accompaniment to the effective self-actualization of the modes of learning of “sensing and attending” are strongly emphasized.

### **5.2 Conclusions and findings**

Although the child’s potentialities for personal freedom, his attribution of and experience of meaning are continually co-determinants of the quality of his participation in the lesson event, the responsibility for self-criticism and accountability is the natural primary obligation of each teacher-educator. This is a demand with double validity when learning problems arise since the teacher must continually ask himself if possibly he could have contributed to the learning failure as an alienation of his personal potentiality because of inadequate accompaniment, help and support. The entire spectrum of the teacher’s lesson planning, lesson preparation and lesson designing constitute the field within which learning problems can appear.

Learning problems can vary from haphazardly appearing fluctuations to learning disturbances of a neurotic nature but that,

depending on their seriousness, continually occur as an attenuated future perspective and intentionality as a result of which a pedagogical situation of distress arises. In light of the unavoidable and compulsory character of the school on the child's learning horizon, it can be asserted that the inadequate assurance of his pedagogically attainable learning effect perhaps can be the school's most direct contribution to the child's personal unfolding within the existing societal context.

In teacher preparation optimum possibility converges with maximum risk since the teacher as a person in the lesson situation is a decisive factor in the origin and handling of both learning and personal problems. The actual and the experienced status or self-image of the teacher also are incorporated into his experience of the meaningfulness of his task as well as into the meaning and quality of his encounter with a child as a person who is entrusted to him. In addition to personal problems, the possibility of "learning problems" of the teacher are often overlooked among which are deficiencies in his subject mastery, deficiencies in his pedagogical insights and in his didactic and subject didactic knowledge and skills.

That the quality of the actualized essences of the lesson structure is closely related to learning problems is illustrated by a hypothetical analysis of the implications and consequences of, e.g., the inadequate reduction of contents, inadequately stating the problem and inadequately ordering the contents. Similarly, the adequate actualization of activity, individualizing, socializing and tempo variation place high demands on the teacher in the class plan, while the inadequate handling of these didactic principles over the spectrum of demonstrating to, doing together with and doing something himself can be personally restraining, especially for a child who already learns inadequately. The principles of actualization are also co-determined by the accompanying modes of learning (sensing and attending), that in their turn and in connection with the quality of the didactical-pedagogical association are of the greatest importance for the quality of learning in the lesson situation as well as for the nature of the feelings, attitudes and interests that arise in connection with the learning materials, and the unfolding of the child's life of values.

With special reference to the child who already has a slight or more serious gap between his attained level of learning and becoming adult and his pedagogically attainable level, during each phase of the lesson and during each lesson situation the teacher is called to continue exploring and evaluating each pupil. These days there is a growing view that there must be penetrating reflection and real attention given to the orthodidactical-orthopedagogical facet of “everyday” teaching. Each teacher ought to check on this and at least on a “first-help” basis must be equipped to work on reestablishing harmony in this child’s entire pedagogical and didactical-pedagogical being situated instead of, as in the past, simply referring him to others for “expert treatment”.

## **6. CHAPTER V: A LIMITED EXPLORATORY, EMPIRICAL INVESTIGATION: THE MEANING GIVEN TO THEIR SCHOOL SITUATION BY A GROUP OF STANDARD NINE (11<sup>TH</sup> GRADE) STUDENTS**

### **6.1 Aim and synthesis**

This chapter is a report on the procedures and findings of an exploratory empirical investigation of limited scope that had the aim of gauging the actual meanings given to their school situation by a group of Standard Nine students. First there is an attempt to cast a total perspective on the problematic, and indeed in terms of a qualitative exploratory approach in contrast to a statistical-quantifying one. Evaluating and interpreting the meaning of the data are done against the background of selected and particularized pedagogical categories that have been selected and ordered in the previous chapters for criterial application to practice.

The assumption is that the quality of the actualized results of accompaniment (learning and personal unfolding) are co-determined by the child’s qualitative meanings given to or experiences of the intervention by his educators. Indeed, an undeniable fact is that no educator can make the claim of optimal and functional accompaniment if he does not understand how the child affectively, cognitively and normatively understands and signifies the accompanying help as help-for-him. Therefore, by means of a purposefully designed incomplete-sentences medium,

there is an attempt to give pupils the opportunity to express the positive and/or negative meanings given to as many facets as feasible of their school situatedness. For the purpose of the study, under-achievement, or the inadequate actualization of intellectual potentialities, as expressed in examination under-achievement, is viewed as a particular manifestation of the under-actualization and alienation of personal potentialities in the school context. One of the pupils participating in the study was selected for closer orthopedagogical investigation in order to confirm and illustrate some of the theoretical assumptions and research findings by means of a particular micro-structural situation analysis of the disharmonious dynamic of educating-teaching.

## **6.2 Conclusions and findings**

The favorable and unfavorable responses to the incomplete sentences were interpreted comparatively and qualitatively and led to a number of tentative conclusions. With a few exceptions, the appearance of a disharmonious educating-teaching dynamic, as a restraining moment of personal unfolding and learning, illuminated as restraining possibilities in the previous chapters, have more or less been confirmed by the pupils. The implication of this is that the school is guilty of the accusation that it sometimes results in the alienation of the child's genuinely human ways of existing and his destination (adulthood), of his right, with the help and support of his educators, to fully unfold the integrated totality of his personal potentialities. The findings of the study are summarized as follows:

- a) Moments of a disharmonious educating-teaching dynamic as dysfunctional accompaniment to personal unfolding**
  - As far as the pupils' giving meaning to their pathic-affective personal accompaniment, the experiences of the affective encounter between teacher and child vary in large measure from favorable to unfavorable.
  - The affective encounter between child and fellow students in many cases is signified as unfavorable and has the best possibility, in connection with a spirit of competition, of furthering the intelligent child, and the perfect system.

- It is possible that under-achieving pupils find compensation for their school blockage in their closer affective peer group relationships.
- There is a possible correlation between engaging in sports and physical activities and under-achieving in school.
- A fear of failure and feelings of inferiority appear in many children. However, with under-achievers, these feelings are often less prominent, which agrees with the fact that a great many of them do not identify with school work.
- With respect to the students' giving meaning to school subject contents, there is a great deal of consensus that this accompaniment is not related to reality and life.
- Where the curriculum is viewed as necessary for the future, the learning material is mostly regarded as a precondition for realizing a future ideal rather than being seen in light of its value for the future.
- Although some students are relieved by it, a common complaint is that there is not enough time and attention invested in Guidance at school.
- The students who view the quality and value of religious instruction in school in a favorable light are in the minority.

**b) Moments of a disharmonious educating-teaching dynamic as inadequate accompaniment of learning**

- With respect to the students' signifying the status, subject matter and didactic command of the teacher, this appears as if it is correlated with the degree of adequacy of school achievement.
- Regarding the reduction and ordering of content, there is a great deal of consensus that these essences of teaching are not always realized adequately. Complaints arose about the deluge

of learning material, faulty integration of subjects, and restricted subject matter assignments.

- The didactic principles (activity, individualizing, socializing and tempo differentiation) were very often signified as inadequately actualized.
- A number of indications arose of inadequate accompaniment to a stable, directed sensing and attending that, on the one hand, are related to pathic lability and bodily experiences by the child, and, on the other hand, with the attitudes and behaviors of the teacher.
- Moments of a disharmonious dynamic of the course of the lesson and of learning arose with respect to nearly each lesson phase jointly and separately.

## **7. RECOMMENDATIONS**

### **7.1 Recommendations for the practice of pedagogics**

**7.1.1** In light of the obvious one-sidedness of the phenomenological method, and the necessity to take note of existing texts (anthropologically-pedagogically grounded and otherwise) and integrate them into scientific practice, an investigation into the possible significance of a hermeneutic phenomenology as an indispensable pedagogical method would be worth the effort.

**7.1.2** The danger of disciplinary splintering in pedagogics must be purposefully resisted, especially with respect to the various perspectives on the educative event at school that still too often remain separated from each other. Without such a convergence of perspectives and integration of insights, the child in the didactical-pedagogical situation is exposed to a depersonalizing fragmentation via deficiently integrated moments of accompaniment.

**7.1.3** The field of orthopedagogics ought to be expanded to actually include everything related to restraints in learning and becoming. The concept disharmonious dynamic of educating opens the possibility of shifting the emphasis from the child as the

“carrier” of problems because of his deviation from the norm to an orthopedagogic evaluation of the norm as such. This implies that the school, as representation and embodiment of the “norm” is still subjected to too little critical evaluation.

**7.1.4** From this it follows that the educative event in school that too often is subjected to description and prescription must in the first place be radically evaluated in terms of pedagogical criteria. Thus, there must be an inquiry about the quality of the appearance or actualization of the essences of educating in the practice of teaching as they appear there.

**7.1.5** There ought to be reflection on the structural essences of a norm image of the psychic life of adulthood from a psychopedagogical perspective, indeed a psychopedagogical interpretation of the image of adulthood which is the target and basis for our entire intervention with the child in and out of school. The question can also be formulated as follows: In our culture, what does the norm image of adulthood imply in terms of the affective, cognitive and normative moments of the psychic life? Since the terrain of (adult) psychology is closely related here, it possibly is permissible that we might look here for help—with the necessary scientific and philosophy of life reservations.

## **7.2 Recommendations for the practice of schooling**

**7.2.1** In the school provision ought to be made in a planned way for the right of each child to labor in accordance with his potentialities so that each can experience the fruits of labor and the joy of life. This is a particularly difficult but compellingly necessary task in light of the broad spectrum of abilities found in the school population. More purposeful guidance ought to be offered with respect to the child’s understanding his own potentialities and the responsibility that this involves, as well as his giving affective, cognitive and normative meaning to his own potentialities in comparison with those who are more or less talented.

**7.2.2** Since, as a social institution, the school is inseparably embedded in society the question arises about whether its inclination to be alienating is not related to broader societal

tendencies. However, in this respect, the school can also play a remedial role through initiating and maintaining communication and a closer connecting with society in general and the parental community in particular. Making available the school's physical and teaching facilities to the community outside of normal school hours and during vacations is one way in which an atmosphere of greater spontaneous interaction can be brought about between the school and the adult lifeworld.

**7.2.3** There is a tendency for the child to be identified for special intervention [education] only if he unambiguously announces himself as a "problem child" by under-achieving or by means of clearly serious behavioral problems. However, teachers ought to be made aware that, in addition to and related with "learning problems", in learning situations there can also be "problems in becoming adult", possibly because of inadequately accompanying him to his self-guided actualization of his personal potentialities. This is a problem that, in light of his total situatedness, possibly constitutes a greater existential and pedagogical situation of distress than reading and arithmetic problems and that can only be solved if there is continual control [assessment] and evaluation in the lesson practice.

**7.2.4** Instead of labeling children who do not meet the demands of schooling as "learning problems" and referring them for testing and remediation by an expert, teachers must be made aware that a learning problem really implies a "teaching problem" in the sense that special care must be taken to also insure that the course of learning of these children harmonizes with the particular course of the lesson.

**7.2.5** In light of the importance of the quality of the person[ality] of the teacher with respect to the standard of teaching, a high level of attention must be given to problems such as the following which impede the recruitment of fully qualified teachers: non-competitive salaries; excessive bureaucratic control of the profession; the status and image of the teacher; deficient vocational mobility in teaching; etc. Other related bottlenecks, some of which are brought to light in the H.S.R.C. research are the deficient status of teacher training colleges, suspect professional and academic standards, and the fact

that the organized profession does not have joint authority for the training of teachers.

### **7.3 Recommendations for the guidance- and the guardian-teacher in school**

**7.3.1** The child is in search of sense in his learning and experiences and he lived experiences his learning, as well as the contents, the teacher's offerings and his entire school situatedness not only affectively and cognitively-knowingly but also as giving and receiving sense. To take note of this and make sure that in a purposeful and planned way this knowledge will contribute to the better understanding of each child that the guidance- and guardian-teacher must be able to functionally accompany, is a commitment that possibly can be carried out in practice by the guidance teacher, in connection with the guardian teacher, by means of a brief questionnaire or incomplete sentences medium.

**7.3.2** In the same way either the guidance teacher or guardian teacher ought to take into account the quality and nature of each child's primary (home) pedagogical situatedness. Clearly there are a great number of children in the large and impersonal contemporary school whose learning success and personal unfolding are restrained by deficient experiences of security in their family milieu. If such a child's teachers do not have knowledge of this, naturally there can be no actually functional accompaniment with understanding.

### **7.4 Recommendations for teacher training**

**7.4.1** In light of the fact that the person[ality] of the teacher, his actions, appearance and example have a decisive influence on the functional climate that will prevail in his classroom, it seems necessary that during his training the prospective teacher be helped to better understand himself as a person and the effect that his ways of presenting himself have in the lesson situation. Here videotapes can be invaluable, if handled with the necessary insight and tact. With the prospective teacher, this procedure can also help cultivate his attunement and readiness to objectively and critically evaluate himself and his actions in front of the class.

**7.4.2** Effective teaching, i.e., teaching which results in effective learning, implies an activity that includes affective, cognitive and normative moments. Only such an accompaniment will result in the child's optimal realization of the unfolding of his personal potentialities. In teacher preparation this task must be particularized with examples from each level of the child's becoming adult, and by means of a lesson model and model lessons within subject-teaching contexts.

**7.4.3** The student teacher must be made aware that, in a pedagogical context, the teaching aim ought not to be only cognitively manipulate-able and functionalize-able knowledge, but the child's way of associating with the contents must also give evidence of a particular affective involvement and formed-ness.

**7.4.4** The student teacher must be practically instructed in planning, realizing and evaluating an affective teaching and learning aim because of the falsity of the view that emotional forming is the exclusive task of the child's parents and is not realizable by means of [formal school] teaching, and that, in practice, this view leads to a rigid intellectualism. This is a training task that must be particularized for each school subject within a subject didactical context.

**7.4.5** In teacher training where the integration of the various pedagogical part-disciplines with subject didactical training is still too often left to the student himself, it must be kept in mind that the prospective teacher's professional status depends on the extent to which he has functional knowledge at his disposal, i.e., knowledge that is faithful to reality and that integrates subject knowledge, knowledge of the reality of educating and philosophy of life knowledge.

**7.4.6** The student teacher ought to be oriented and trained to give "special" attention to the learning and personally restrained child in the course of his everyday activities so that these children can be identified early, evaluated, helped and, when necessary, referred to receive appropriate, specialized help.

## **7.5 Recommendations for curriculum**

**7.5.1** Learning material ought to be limited to what can give rise to fundamental insights into those structures that make a person's life meaningful. The question must be asked if enough attention is given to the skewed relationship between the deluge of knowledge and the child's ability to comprehend it.

**7.5.2** The point of departure for curriculum planning in school ought to be nothing other than the generally valid pedagogical aim structures (in connection with the particular, philosophy of life contents of these structures). However, the time has also come for curricular attention to be given to psychopedagogical considerations, not only with respect to the phases of personal unfolding of the child in the course of his time in school, but also to the image of the psychic life of adulthood that ought to be the eventual result of this time in school.

**7.5.3** The subject sciences or knowledge disciplines, as the primary aim and point of departure for teaching children in an educative context, must seriously and radically be drawn into question. It must be kept in mind that contemporary subject disciplines, because of specializing, technologizing and/or theorizing, etc. have begun to move in directions that have little connection with the original inquisitiveness of the child.

**7.5.4** In light of the obvious deficiencies in this connection and the lack of pedagogically trained curriculum specialists pointed out by the H.S.R.C. research, student teachers ought to be introduced to the scientific study of the curriculum on an undergraduate level. The need for accountable and coordinated research in this connection really need not even be mentioned.

## **7.6 Recommendations for research**

**7.6.1** In light of the most recent views of the disharmonious dynamic of teaching, research ought to be directed to the possible contribution of the teacher and school in it. Thus, purposeful research is necessary into the extent to which the teaching the child receives can be co-responsible for disabilities in learning. More

particularly, the possible relationship between the disturbed essences of the lesson structure and the inadequate actualization of the course of learning must be viewed in the context of regular lesson situations.

**7.6.2** The quality of appearance of the essences of educating in connection with the essences of teaching ought to be investigated in terms of their mutual facilitating or restraining character with respect to the pedagogically proper personal thriving of the child on his way to adulthood, as defined in the pedagogical aim structures.

**7.6.3** The entire current curriculum and teaching practice must be thoroughly and critically evaluated from the perspective of becoming adult, especially in light of the subject-centric and lifeworld alienating nature that increasingly characterizes the school. There ought to be systematic research focused on the alternatives that have already been put to the test elsewhere on a large scale as well as experimentally in order to be able to identify and avoid potholes early on.

**7.6.4** Research regarding the adequacy of the school's contribution in the optimal personal unfolding of the child should take into account a number of facets among which are those related to the contents (curriculum) as such, the ways of presentation (including didactical as well as fundamental pedagogical and psychopedagogical considerations), factors regarding the person[ality] of the teacher, and factors and demands that are determined by the limitations and potentialities of the child as a person.