

## CHAPTER VI SYNTHESIS OF RESULTS AND RECOMMENDATIONS

### 1. INTRODUCTION

In this study there is a penetration of the possibility of the failure of educating in the second order, formalized educative situation—in the school, as a societal institution—from an orthopedagogic point of view. Thus, the cardinal question which must be answered is which possible educative-dialogue restraining moments can be attributed to the inadequate participation of a child, a teacher, or both in the total educative event in the school. The most recent orthopedagogic and orthodidactic 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 an 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 specific 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 successes are merely equated with educative effects and achievements. The implication of this is that a child, who is viewed superficially, indeed, meets the demands placed on him/her in the school and, thus, is “free from learning problems”, even though, on this basis, he/she might be restrained in his/her becoming adult. The primary and overarching question in evaluating school practice is the extent to which it succeeds in supporting, and accompanying a child to optimally realize, in pedagogically accountable ways, his/her 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 a 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, a pedagogician puts him/herself in danger of an epistemological one-sidedness, a methodological dilemma which possibly can best be circumvented by means of a hermeneutic phenomenology. This method might be of special 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, which 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 a 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-didactic imperative, which acquires relief through such meaning delimitation

is preparatory work for answering the question formulated above as the theme of the present study. The totality of a 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 the potentialities of his/her personal unfolding, by which, at the same time, the scope and importance of the task of accompaniment become clear to an adult. Although intelligence, as a qualitative disposition, is related to this, several school critics are unanimous that a child's personal potentialities in the school too easily are equated with his/her 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 which restrains their learning and becoming adult in the school situation.

The occurrence of learning problems must be seen as a manifestation of the inadequate unfolding of personal potentiality, as a matter of an obscure intentionality, and attenuated future. The pedagogical criteria for identifying learning problems, as in the case of a more general, or specific 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 a teacher's accompaniment requires that there be prior reflection on the ways, or modalities of realizing the dynamic of accompaniment in a lesson situation. Although it is generally accepted that no one can make the claim of cultural adulthood, if his/her way of being involved with the contents of reality does not also give evidence of an 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 a 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 which, in practice, leads to a rigid intellectualism.

The didactic-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 a 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 a child him/herself can experience them as meaningful, and evocative with respect to his/her 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 a child.

### **3. CHAPTER II: ACCOMPANYING CHILD POTENTIALITIES OF PERSONAL UNFOLDING TO SELF-ACTUALIZATION AS A PEDAGOGICAL-DIDACTIC 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/her personal potentialities for his/her unfolding, as a pedagogical-didactic 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 a 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 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 orthopedagogic 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 a child's didactic becoming adult is always subject to his/her own choice to assume co-responsibility for the unfolding of his/her personal potentialities, the actualization of the totality of his/her personal potentialities also continually announces an inseparable pedagogical-didactic task. The dialectic relationship between the learning phenomenon and a 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 which 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 a child in the school. 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 which is pregnant with orthopedagogically meaningful interpretations.

Alienation of a 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 a teacher's self-actualization of his/her own personal potentialities. The chapter is closed with an evaluation of the relative weight of accompaniment and freedom, in a 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/her genuinely human potentialities is that a person must feel at one with him/herself and with all his/her potentialities at his/her disposal; that his/her potentialities are not taken away from him/her, or become alienated from him/her. The alienated person is dehumanized, estranged from him/herself, his/her potentialities, and his/her destination (adulthood), from his/her own body, the surrounding nature, his/her own spiritual life, and his/her God and, thus, from his/her 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 a human child. In the school, if a teacher is not involved with accompanying each child to a free, aware, active, and integrated turning to, and appropriating him/herself, his/her own bodiliness, and historicity, the world of nature, culture, and science, his/her vocational potentialities, fellow persons, the normative, and the Transcendent, such an educator must plead guilty that he/she is involved in limiting a child's God given limitlessness.

The concept of alienation then is 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 a lesson situation.
- The affective as personal alienation between teacher and

child in a 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 a child from the positive experience of his/her own potentialities because of accompaniment to a fear of failing.
- Alienating from a child's favorable self-image because of accompaniment to an experience of being inferior.
- The quality and level of a 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, which is unfaithful to reality, and to life as alienating childlike experience of reality, and problems of the adult lifeworld.
- Accompaniment to alienating a child's potentialities for

independent thinking, as cognitive potentialities for personal unfolding.

- Formalistic regimentation, as alienating a child's creative cognitive potentialities for personal unfolding.
- Accompaniment to the alienation of a child's potentialities for fantasizing to personal unfolding in a 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 a 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 a 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-scientistic accompaniment as alienation from supra-scientific, transcendental reality.
- Quality and level of a 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 microstructural evaluation of specific possibilities of a 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 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 a child's potentialities for personal freedom, his/her attribution of, and experience of meaning are continually co-determinants of the quality of his/her participation in a 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 a teacher must continually ask him/herself if possibly he/she could

have contributed to the learning failure, as an alienation of his/her personal potentiality because of inadequate accompaniment, help, and support. The entire spectrum of a 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 which, depending on their seriousness, continually occur as an attenuated future perspective, and intentionality, because of which a pedagogical situation of distress arises. Because of the unavoidable, and compulsory character of the school on a child's learning horizon, it is asserted that the inadequate assurance of his/her pedagogically attainable learning effect perhaps can be a school's most direct contribution to a child's personal unfolding within an existing societal context.

In teacher preparation, optimum possibility converges with maximum risk, since a teacher, as a person in a 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 a teacher also are incorporated into his/her experience of the meaningfulness of his/her task, as well as into the meaning, and quality of his/her encounter with a child, as a person who is entrusted to him/her. In addition to personal problems, the possibility of "learning problems" of a teacher are often overlooked, among which are deficiencies in his/her subject mastery, deficiencies in his/her pedagogical insights, and in his/her 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 a teacher in a class plan, while the inadequate handling of these didactic principles over the spectrum of demonstrating to, doing together with, and doing something him/herself 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) which, in their turn, and in connection with the quality of the didactic-pedagogical association are of the greatest importance for the quality of learning in a lesson situation, as well as for the nature of the feelings, attitudes, and interests which arise in connection with the learning materials, and the unfolding of a child's life of values.

With special reference to a child who already has a slight or more serious gap between his/her attained level of learning and becoming adult, and his/her pedagogically attainable level, during each phase of the lesson, and during each lesson situation a teacher is called to continue exploring and evaluating each pupil. These days, there is a growing view that there must be penetrating reflection, and attention given to the orthodidactil-orthopedagogic facet of "everyday" teaching. Each teacher ought to check on this and, at least, on a "first-aid help" basis must be equipped to work on reestablishing harmony in this child's entire pedagogical, and didactic-pedagogical being situated, instead of, as in the past, simply referring him/her 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, which has 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 which 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 a child's qualitative meanings given to, or experiences of the intervention by his/her educators. Indeed, an undeniable fact is that no educator can make the claim of optimal and functional accompaniment, if he/she does not understand how a child affectively, cognitively, and normatively understands, and signifies the accompanying help, as help-for-him/her. Therefore, by means of a purposefully designed incomplete-sentences medium, there is an attempt to give pupils an opportunity to express the positive and/or negative meanings given to as many facets as feasible of their school situatedness. For this study, under achievement, or the inadequate actualization of intellectual potentialities, as expressed in examination under achievement, is viewed as a manifestation of the under actualization and alienation of personal potentialities in a school context. One of the pupils participating in the study is selected for closer orthopedagogic investigation to confirm and illustrate some of the theoretical assumptions, and research findings by means of a microstructural situation analysis of the disharmonious dynamic of educating-teaching.

## **6.2 Conclusions and findings**

The favorable and unfavorable responses to the incomplete sentences are interpreted comparatively, and qualitatively, and lead to several 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 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 a child's genuinely human ways of existing, and destination (adulthood), of his/her right, with the help and support of his/her educators, to fully unfold the integrated totality of his/her 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 encounters between child and fellow students, in many cases, are signified as unfavorable, and have a possibility, in connection with a spirit of competition, of furthering the intelligent child, and the prefect 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 often are less prominent, which agrees with the fact that a great many of them do not identify with schoolwork.
- With respect to the students' giving meaning to school subject contents, there is a great deal of consensus that contents are 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 terms 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 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) are very often signified as inadequately actualized.
- Some indications arose of inadequate accompaniment to a stable, directed sensing and attending which, on the one hand, are related to pathic lability, and bodily experiences by a child, and, on the other hand, with the attitudes and behaviors of the teacher.
- Moments of a disharmonious dynamic of the course of a lesson, and of learning arose with respect to each lesson phase, jointly and separately.

## 7. RECOMMENDATIONS

### 7.1 Recommendations for the practice of pedagogics

**7.1.1** In the light of the 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 [part-] perspectives on the educative event at school which still too often

remain separated from each other. Without such a convergence of perspective, and integration of insights, a child in a didactic-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 include everything related to restraints in learning and becoming. The concept disharmonious dynamic of educating opens the possibility of shifting the emphasis from a child, as the “carrier” of problems because of his/her 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, which 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 enquiry 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 a child in and outside 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/her 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 the light of the broad spectrum of abilities found

in the school population. More purposeful guidance ought to be offered with respect to a child's understanding his/her own potentialities, and the responsibility which this involves, as well as his/her giving affective, cognitive, and normative meaning to his/her 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, particularly. Making available the school's physical and teaching facilities to the community outside 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 a child to be identified for special intervention [education] only if he/she unambiguously announces him/herself 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/her to his/her self-guided actualization of his/her personal potentialities. This is a problem which, considering his/her total situatedness, possibly constitutes a greater existential, and pedagogical situation of distress, than reading and arithmetic problems, and which can only be solved if there is continual control [verification], 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 implies a "teaching problem", in the sense that special care must be taken to also ensure that the learning of these children harmonizes with the lesson.



**7.2.5** Considering the importance of the quality of the person[ality] of a 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** A child is in search of sense in his/her learning and experience, and he/she lived experiences his/her learning, as well as the contents, the teacher's offerings, and his/her entire school situatedness, not only affectively, and cognitively-knowingly, but also as giving and receiving meaning. 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 a guidance- and guardian-teacher must be able to functionally accompany, is a commitment which possibly can be carried out in practice by a guidance teacher, in connection with a guardian teacher, by means of a brief questionnaire, or incomplete sentences medium.

**7.3.2** In the same way, either a guidance teacher or guardian teacher ought to consider the quality and nature of each child's primary (home) pedagogical situatedness. There are very many children in a 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, there can be no actually functional accompaniment with understanding.

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

**7.4.1** Because the person[ality] of a teacher, his/her actions, appearance, and example have a decisive influence on the

functional climate which will prevail in his/her classroom, it seems necessary that, during his/her training, a prospective teacher be helped to better understand him/herself as a person, and the effect his/her ways of presenting him/herself have in a 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/her attunement, and readiness to objectively, and critically evaluate him/herself and his/her actions in front of a class.

**7.4.2 Effective** teaching, i.e., teaching which results in effective learning, implies an activity which includes affective, cognitive, and normative moments. Only such an accompaniment will result in a child's optimal realization of the unfolding of his/her personal potentialities. In teacher preparation, this task must be particularized with examples from each level of a 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 manipulatable, and functionalizeable knowledge, but a child's way of associating with the contents must also give evidence of an affective involvement, and formedness.

**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 a 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 which must be particularized for each school subject within a subject didactic context.

**7.4.5** In teacher training, where an integration of the various pedagogical part-disciplines with subject didactic training is still too often left to a student him/herself, it must be kept in mind that a prospective teacher's professional status depends on the extent to which he/she has functional knowledge at his/her disposal, i.e., knowledge which is faithful to reality, and which 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 a learning and personally restrained child during his/her everyday activities, so 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 which 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 a 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 specific 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 a child during his/her time in school, but also to the image of the psychic life of adulthood, which 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 which have little connection with the original inquisitiveness of a child.

**7.5.4** Considering the 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, need not even be mentioned.

## **7.6 Recommendations for research**

**7.6.1** From the most recent views of the disharmonious dynamic of teaching, research ought to be directed to the possible contribution of teacher and school in it. Thus, purposeful research is necessary into the extent to which the teaching a 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 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 a child on his/her 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 considering the subject-centric, and lifeworld alienating nature which increasingly characterizes the school. There ought to be systematic research focused on the alternatives which have already been put to the test elsewhere on a large scale, as well as experimentally 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 a child should consider a number of facets, among which are those related to the contents (curriculum) as such, the ways of presentation (including didactic as well as fundamental pedagogical, and psychopedagogical considerations), factors regarding the person[ality] of a teacher, and factors and demands which are determined by the limitations and potentialities of a child as a person.