



Changes Pestalozzi's Brought to Education

Advanced (Classes 11-12)

Teacher Training



Overview of the changes Pestalozzi's Brought to Education (A Pestalozzi Approach)

(NB: The facilitator should emphasise that the approaches listed under 'Traditional' which are matched against those under 'Pestalozzi' in this activity should not all be dismissed as wrong. Some of the traditional approaches are as valid as the modern approaches advocated by Pestalozzi and teaching should ideally combine the best of both.)

The facilitator divides the participants into groups of three. The facilitator gives each group the full set (42 separate cards) of the 'Changes Pestalozzi Brought to Education' cards. (NB: It is very important that these cards are cut up and shuffled before they are given to the participants.)

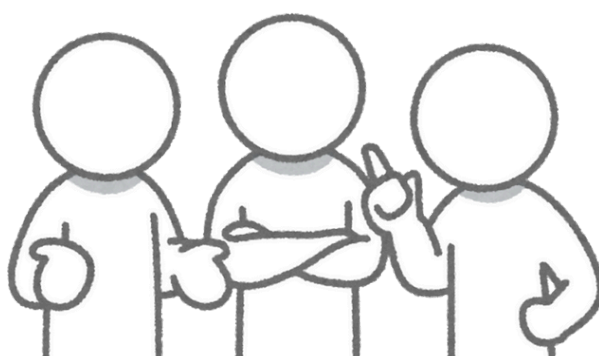
Each group sorts the cards into two equal-sized piles, with one pile of 21 cards describing the traditional approach to education in Pestalozzi's time and the other pile of 21 cards describing Pestalozzi's approach. Participants are encouraged to discuss the approach described on each card as they sort them into piles.

Each group then forms matching pairs of cards, deciding which traditional approach matches which Pestalozzi approach. This should again involve discussion and is likely to involve some debate and decision-making.

The facilitator asks participants from different groups for feedback on one pair of cards from each group, going round the groups until all 21 matching pairs of cards have been covered. This process should also involve some discussion.

Materials Needed

One single-sided set (cut up and shuffled) of the 'Changes Pestalozzi Brought to Education' cards for every group of three participants





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Overview of the changes Pestalozzi's Brought to Education (A Pestalozzi Approach)

The facilitator divides the participants into groups of three. The facilitator gives each group one set (cut up and shuffled) of the right-hand column of the 'Changes Pestalozzi Brought to Education' cards (i.e. the 21 cards illustrating Pestalozzi's approach).

The participants sort the 21 cards into a diamond pattern, with what they consider to be the most important aspects of Pestalozzi's approach at the top and the least important at the bottom. Each group should be able to state why they have made the choices they have made.

(NB: It is important to tell the participants that, although described as a 'diamond pattern', the cards do not have to be formed into a diamond shape – there may, for example, be 12 equally important approaches at the top, 6 in the middle and 3 at the bottom. It is also important to tell the participants that there are no right or wrong answers.)

Each group chooses a spokesperson to present his or her group's diamond pattern to the rest of the participants. The spokesperson describes the order chosen and explains why the group has chosen that order.

The facilitator refers to the fact that Pestalozzi's approach matches the root meanings of 'Education' and of 'School'.

'Educate' comes from the Latin 'educat' meaning 'led out' from the verb educare, related to educere - to 'lead out'.

'School' comes from the Greek 'skholé' meaning 'leisure, philosophy, lecture-place'. 'Leisure' in this sense does not mean idleness, but the time for fully concentrating on something important.

Materials Needed

One single-sided set (cut up and shuffled) of the right-hand column of the 'Changes Pestalozzi Brought to Education' sheets (i.e. the 21 cards illustrating Pestalozzi's approach) for every group of three participants



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

A good education is only provided for the rich and is usually only for boys. There is no provision of education for disabled children	Education is for everybody, whatever their background, gender or ability
Teachers are not qualified and may even be only semi-literate. They have learnt no teaching methods and are often conservative and bigoted	Teachers are well-educated and are trained in pedagogy, they have plenty of techniques for teaching as well as knowledge of the subject matter and of the needs of the children
At best, there is only one classroom, with a lot of children uncomfortably crammed into it. It is usually dirty, with no proper furniture and is often in the teacher's house	Classrooms are clean and properly furnished and children have enough room to move around



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

Children are kept indoors throughout the school day and are expected to sit still all day. They are very restricted	Outdoor activity, the natural environment and physical exercise are very important parts of a child's education. Children are encouraged to move around. They are given as much freedom as possible
The information the child is to learn is central; the child is forced to learn whatever information is considered necessary by the teacher	The child is at the centre of the educational process; every aspect of education is based on the needs of the child and the child helps initiate what he or she is taught
Children work individually and it is seen as cheating if children help each other	Children are encouraged to work together, to work co-operatively and to help each other. Peer teaching is important



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

The child is seen as a 'tabula rasa' or blank sheet on which the teacher can 'write', or as an empty vessel to be filled up with facts. Education is a process which fills the child with knowledge	Outdoor activity, the natural environment and physical exercise are very important parts of a child's education. Children are encouraged to move around. They are given as much freedom as possible
The child is seen as a self-active living organism, such as the seed of a tree, with the innate powers necessary for his or her development already present within. Education is therefore a process which develops something out of the child	Children first learn through active participation and 'sense-impression', in which understanding comes about through experience, observation and active engagement of as many of the children's senses as possible
Religion is often the only subject taught, with learning based on the bible and on the catechism	Children are taught many different subjects and learning is based first on what the children experience locally



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

The child is seen as a 'tabula rasa' or blank sheet on which the teacher can 'write', or as an empty vessel to be filled up with facts. Education is a process which fills the child with knowledge	The child is seen as a self-active living organism, such as the seed of a tree, with the innate powers necessary for his or her development already present within. Education is therefore a process which develops something out of the child
Learning is passive; children study books and listen to the teacher. The first thing children learn is to read and write and they often do not understand what they read. They are often disengaged	Children first learn through active participation and 'sense-impression', in which understanding comes about through experience, observation and active engagement of as many of the children's senses as possible
Religion is often the only subject taught, with learning based on the bible and on the catechism	Children are taught many different subjects and learning is based first on what the children experience locally
Education is very one-sided, concentrating on the academic and on theoretical knowledge	An all-round education of the head (mental and academic), the heart (moral) and the hands (practical) is provided. Love is seen as the most important aspect of education
Education is forced upon the child and does not suit the current needs of the child. The child is often not given enough time to learn properly	Education follows the 'course of nature'. The child is taught what he or she is ready to learn according to his or her nature. Each child is given the time he or she needs to learn
All children are seen as the same; there is no differentiation	Each child is seen as unique and education is tailored to suit the needs of every individual



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

Children learn by rote, repeating things until they remember them. They are expected to memorise a lot of facts but often do so without understanding anything	Children learn out of interest. How they are taught and the abilities and skills they gain from the learning experience are important, rather than what information they gather
School bears no relationship to the children's homes or to their locality and the subjects taught do not connect with the children's everyday lives	School is as similar to the home as possible and the children first learn about what is local to them. The subjects they are taught relate closely to their everyday experience
Children are first taught about abstract things and there is no particular method to what the children are taught	Children are taught about abstract things once they have fully understood things through concrete engagement and 'sense-impression'. Education progresses methodically from near to far, from familiar to unfamiliar and from concrete to abstract



Changes Pestalozzi's Brought to Education

Continued Resources

Traditional

Pestalozzi

Children often feel miserable and confused and hate school and their teachers. The reason for punishment is often not explained and may be disproportionate to the wrong done. As a result children tend to disobey	Children enjoy school and respect and obey the teachers because the teachers ensure that the children understand the subject matter they are taught, the reasons for any activities they are involved in, and the reasons for any punishment
The child is always blamed for any lack of interest he or she feels or for disobedience	The teacher is seen as the most likely cause of a child's disobedience. It is seen as the teacher's responsibility to make sure that the child is interested, and therefore obedient
What children are taught is mostly useless to them in their future lives and useless to society	Children are taught things that will help them to be independent, earn their own living and be useful, humane members of society