



## Pestalozzi's Basic Beliefs 2

Advanced (Classes 11-12)

Teacher Training



### Overview of Pestalozzi's Basic Beliefs (A Pestalozzi Approach)

#### Instructions:

Before the session begins, the facilitator writes the section titles in 'Pestalozzi's Basic Beliefs' on the blackboard, thus:

**Pestalozzi's Basic Beliefs**  
**The True Meaning of Prosperity**  
**The Aspects of Human Nature**  
**The Right to Education**  
**Social Reform**  
**Helping People to Help Themselves**  
**Morality**  
**The Importance of the Home and of the Child's Environment**  
**An All-Round Education**  
**The Importance of Activity in Education**  
**A Child-Centred Education**  
**Progression in Education**  
**Teacher-Training**

The facilitator divides the participants into pairs. Each pair discusses and writes down what kind of points they think may be found under each title.

Participants as a whole group discuss what each title means to them. The facilitator introduces Pestalozzi's points during this discussion, wherever possible linking them to suggestions put forward by the participants. (NB: participants' ideas may be very different from Pestalozzi's. These differences should be pointed out but should not be seen as wrong unless completely unrelated to the subject area.)

#### Materials Needed

A copy of  
'Pestalozzi's Basic  
Beliefs' for each pair  
of students



## Pestalozzi's Basic Beliefs 2 - Continued

The facilitator gives a copy of 'Pestalozzi's Basic Beliefs' to each pair of participant and asks them to read through it, comparing the points they had made in the previous session with Pestalozzi's points. *(NB: participants who have understood the points should be encouraged to help others.)* During this session, the facilitator moves around, explaining anything that is unclear to the participants.

Each participant states a belief of Pestalozzi that he or she considers particularly important, and says why.

### **Continued in the following Teaching Idea)**

The facilitator reminds participants of the information in 'Pestalozzi's Basic Beliefs' by asking individuals to name different beliefs held by Pestalozzi. The facilitator divides the participants into groups of four, each made up of two pairs from the previous session.

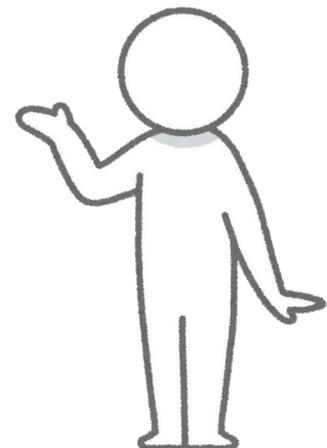
### **Instructions to participants:**

- Each participant in your group restates the belief held by Pestalozzi that he or she considers particularly important. If the same belief is shared by the participants in a group, the group members must negotiate with each other so that they have three different beliefs to work on
- Each group discusses how to best illustrate the different beliefs important to the participants in the group. Words can be used but should be kept to a minimum
- Now working individually, but always able to consult the other members of your group, draw the Pestalozzi belief most important to you

Participants to present their drawings, possibly making a cartoon with dialogue and a strip of brief text below each picture, and explain them to others.

### **Materials Needed**

- A copy of 'Pestalozzi's Basic Beliefs' for each group of four participants
- Blank paper for each
- Colouring pens for each participant





## Pestalozzi's Basic Beliefs 2 - Continued

### The True Meaning of Prosperity

- Human strength lies in character, not in possessions
- Relative poverty (poor conditions or modest circumstances, but not extreme poverty) is positive because it forces people to use their own strengths and thus develop their morality
- Internal prosperity is more important than external prosperity

### The Aspects of Human Nature

- Every individual has two sides to his or her nature - a lower or animal nature (largely based on instincts) and a higher or moral nature (which is God-like or divine)
- There are three states in which humans may exist – the animal state, the social state and the moral state. In the animal state, humans are selfish and want to satisfy only their own needs. In the social state, people care for others because they want others to care for them, so they follow the laws of their society in order to live together peacefully. An individual can choose to enter the moral state by stopping being selfish and developing the moral powers of the heart - including love, trust, gratitude, and the desire to help others, along with a sense of responsibility. A moral person is free from selfish desire, and happiness and peace are the result
- A human can progress from the animal state, through the social state to the moral state with the help of a good education
- The problems of society and the world occur because humans are content to remain in the social state without reaching for morality. The social state (the way the majority of humans live today) can only succeed if the individuals within it are moral

### The Right to Education

- Every individual human being has the ability to learn
- Every individual human being has the right to education and it is the duty of society to protect this right
- The general condition of the poor and their exclusion from education, either because they cannot go to school or because the school education provided is useless for their needs, is wrong and must be addressed

### Social Reform

- Good education is the best basis for true reform and is the only possible cure for what is wrong with society
- Social reform involves the provision of liberty and equality for all, and involves doing away with corruption and all forms of injustice



# Pestalozzi's Basic Beliefs 2 - Continued

## Helping People to Help Themselves

- Individuals must be enabled to help themselves
- Charitable donations are worse than useless unless used to provide an education which helps the people to help themselves
- Education must be a practical preparation for the life people are actually going to lead
- Freedom and obedience are both necessary in the upbringing and education of a child – the combination leads to the independence and self-discipline needed to function well as an adult

## Morality

- Only through education can an individual fully develop his or her own morality
- Morality and religion do not exist in words but in actions of love; people learn by example and by taking action
- Everybody has innate goodwill and is basically good
- People learn by example; how someone is treated influences how that person treats others
- The moral degradation of the poor must be overcome through the development of each individual's humanity
- The inner nature of each individual must be made better if his or her external circumstances are to improve
- God (synonymous with love, truth or morality) is found at the centre of every human being. A good mother and family and a good education helps the individual to hear the voice of God at the centre and to function well in any situation in later life

## The Importance of the Home and of the Child's Environment

- 'Home is the great school of character and citizenship'
- The relationship between mother (or someone who fulfils the role of mother) and child is vital to the healthy development of the child and for the development of the child's morality. The child's pre-school years are therefore key to his or her overall development
- A child's first emotional experiences influence the rest of his or her life and therefore society



## Pestalozzi's Basic Beliefs 2 - Continued

- A child's first emotional experiences influence the rest of his or her life and therefore society
- Humans function in circles, which interact and depend upon each other. The first and most important external circle a human moves in is the family circle and it is this circle which can help the child function properly in the other circles he or she will move in later in life – neighbours and the local community, work, state and country and the circle of animate and inanimate nature
- The powers which are developed in closer relationships (for example in the family) are always the source of a human's wisdom and strength in more distant relationships (for example at work or in society generally)
- Nature has an important role in the child's education, being local (i.e. accessible wherever the child is), real and concrete. Real objects, found in the child's natural environment, should be used in the child's education
- The more home-like school can be and the more parent-like teachers are, the better for the child's education

### An All-Round Education

- The powers of the head (mental or academic), the heart (moral) and the hands (practical) must be harmoniously developed
- The superior power (love) unites the separate powers of thought (head), moral will (heart) and 'being able to do' (hands). None of these can work properly without love
- The individual who receives only a vocational training without any mental or moral education, is degraded to the level of a slave, being trained only to make a living. Therefore, Education for a particular occupation 'must always be subordinate to the universal aim of a general (head, heart and hand) education'
- The individual who has no practical training becomes too one-sided and is likely to be useless, not having the practical ability to help himself/herself or others, however much the individual may want to do so
- Human powers can be naturally developed through love, work and connecting socially with others



## Pestalozzi's Basic Beliefs 2 - Continued

### The Importance of Activity in Education

- 'Life educates' - human powers can only develop if they are put to use
- The real basis of all knowledge is sense-impression. Sense-impression is the direct impression made by the world on the internal and external senses and includes everything, whether physical or moral, that a child experiences and perceives through direct observation, personal experience and involvement, using his or her senses. Sense-impression leads to perception or inner understanding

### A Child-Centred Education

- Education should be a process of gentle and thoughtful guidance and facilitation in which the teacher is an equal of the child and respects each individual child
- Each child is a unique individual with unique needs which education should provide for. The child's needs and abilities must be put first, with education following each child's natural development
- Education should be child-initiated to as great an extent as possible. It is the teacher's role to ensure that the child understands so well and is so interested that he or she is keen to take the next step, and therefore initiates it
- The process of learning should change the child, improving the child's abilities and the skills needed to take action. Therefore how the child is taught is more important than what is taught
- The child is a self-active power, a living and growing organism, having within the innate powers to fully develop into an humane individual capable of acting on his or her humanity, as well as the urge to develop (and learn), just as the seed contains the design of the mature tree
- If a child understands the reason for a teacher's actions, he or she is likely to respect the teacher, even if punishment of the child is involved
- School should be a joyful experience



# Pestalozzi's Basic Beliefs 2 - Continued

## Progression in Education

- Education develops something out of the person, gradually building on what has already been developed and ensuring completeness at every stage, just as the tree is always complete, whatever stage of growth it has reached
- The child learns best from what is near to it. Therefore education should move gradually outward from teaching about what is nearest to the child, based on his or her personal experience, to teaching about that further from him or her. The progression should be made in slow and connected steps from easy to difficult, from near to far, from concrete to abstract, while always following the child's natural development, thus conforming with nature
- At every stage the child should be denied nothing that he or she is capable of understanding, nor be made to learn anything that is beyond his or her ability
- The order of learning, combining at the same time intellectual, moral and practical development, should be as follows:

*Intellectual Development* - First observe and experience, then put what has been observed and experienced into words, then write about it, then read about it. Finally theorise and form judgements, only after reaching full understanding. In intellectual development, the ability to count, the ability to draw and the ability to use language are developed simultaneously

*Moral Development* - First feel and experience, then do, then reflect, then develop and act further

*Practical Development* - First attend and learn accuracy, then imitate and practise, then gain mastery and practise through repetition, then become independent

## Teacher-Training

- The science of education being 'the most important of all branches of mature knowledge', teacher-training is essential
- The science of education should be based on a thorough knowledge of human nature
- People suited to teaching are rare and need to have great integrity, understanding and intelligence