

Pestalozzi's Influence on Modern Education

Intermediate (Classes 7-10)

Advanced (Classes 11-12)

Teacher Training



Pestalozzi's Influence on Modern Education: Overview (A Pestalozzi Approach)

The facilitator divides the participants into groups of four and gives each group the statements on the 'Pestalozzi's Influence on Modern Education' sheet, cut up and shuffled.

Instructions to participants:

- Write a short sentence explaining what each statement describing Pestalozzi's influence on modern education means to you
- Think of and write down examples of your experience of being taught in these ways, now or in the past, either in school or in extra-curricular activities, including Pestalozzi activities

The facilitator asks various participants to explain the sentences and to give examples of their experience of being taught in these ways.

Further Instructions to participants:

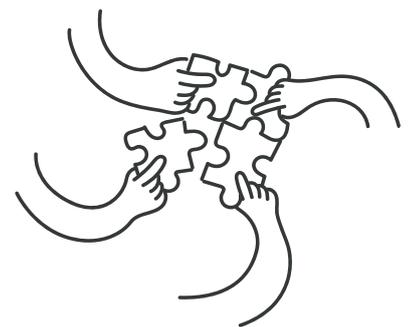
- Organise the statements with the most important at the top and the least at the bottom. (NB: There is no correct order for these statements.) If you have more than one statement you consider equally important, these should be placed side by side
- Be prepared to justify your statement order

Each group presents the statement order it has made to the rest of the participants and explains the choices it has made. The facilitator encourages discussion and debate.

Although largely unidentified, Pestalozzi's approach has had massive influence on the western system of education, indeed probably greater influence than any other individual's approach has had. His influence over the spirit, the methods and the theory of education has continued into the twentieth and twenty-first centuries and most of his principles have been assimilated into the modern system of education.

Materials Needed

A set of the statements on the 'Pestalozzi's Influence on Modern Education' sheet (cut up and shuffled) for each group of four participants



Pestalozzi's Influence on Modern Education

Continued Resources

The interests and needs of the student are important
The approach to teaching is child-centred rather than teacher-centred
There is active rather than passive participation in the learning process
The freedom of the student, based on his or her natural development, is important
The education of the student involves direct experience of the world, and natural objects are used in teaching
The senses are put to use in training students in observation and judgement
There is co-operation between the school and the home and between the parents and the teachers
Education is 'all-round'; of the head, the heart and the hands
Systemised subjects, which are carefully graduated and illustrated, are used
Learning is cross-curricular and varied
Education puts emphasis on how things are taught as well as on what is taught
Authority is based on love, not fear

