

Overview of Pestalozzi's Approach to Education (1)

Pestalozzi Education Tree

Intermediate (Classes 7-10)

Advanced (Classes 11-12)

Teacher Training



Overview of Pestalozzi's Approach to Education (A Pestalozzi Approach)

The teacher and the students brainstorm what the students know about Pestalozzi's educational approach, considering four main areas: the teacher; the delivery of subject matter; the outcomes of the individual; and the outcomes for society and the world. The teacher writes these on the blackboard and, with the help of the students, marks which are related to the teacher, which to the delivery of the subject matter and which to outcomes.

The teacher divides the students into groups of six. Each group of six is given the 'Roots', 'Trunk and Branches', 'Leaves' and 'Fruits' sheets, cut up into cards and mixed together. (NB: Version 1 sheets are given to Intermediate students, and Version 2 sheets are given to Advanced students.)

Instructions to participants:

- Look through the cards and discuss what they mean to you, if necessary asking the teacher for help
- Sort the cards into four piles: 1) the teacher, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world.
- Prioritise each group of cards by placing each group in a diamond pattern
- Choose a spokesperson to explain your choices to the rest of the students

One group explains its choices regarding the role of the teacher, explaining which cards belong in that group and which cards are prioritised. Another group explains its choices regarding the delivery of the subject matter and so forth. This leads into a discussion about Pestalozzi's educational approach.

Materials Needed

A single-sided copy of each of the 'Roots', 'Trunk and Branches', 'Leaves' and 'Fruits' sheets, cut up, shuffled and without the titles, for each group of six students (NB: 'Version 1' sheets for Intermediate students and 'Version 2' sheets for Advanced participants.)



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Continued Resources

Roots The Teacher Version 1 (for Intermediate Level)

Is loving and does not make the children feel afraid	Encourages cooperation rather than competition
Shares information with other teachers	Puts the children first
Uses as little punishment as possible	Is calm and patient with the children
Has been properly trained as a teacher	Believes that every child is basically good
Treats the children as equals and has a good relationship with them	Treats the children like a good mother treats her children
Is interested in the subject matter and inspires the children	Sets a good example for the children
Believes that every individual has the right to education	Allows the children as much freedom as possible but also expects obedience
Makes school as similar as possible to home	Understands each individual child
Supports the growth of the child	Believes that every child has the ability to learn



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Continued Resources

Trunk and Branches Delivery of Subject Matter Version 1 (for Intermediate Level)

Children are active, do a lot of different things and are encouraged to move around	Education is holistic, involving the head, the heart and the hands
Education is child-centred; the interests and needs of the children come first	Children are given all the time they need
All the senses are used in learning about things	Education is led by the child
Education is enjoyable and fun	Love comes first. It is the most important aspect of educating a child
Education is based on the idea that children learn by example	Children learn through practice, observation and experience
Children should first learn from what is local and familiar to them	Concrete, real objects are used in education before abstract theory is taught
There is a good relationship between the children and the teachers	Children only learn what they are ready to learn
Education is appropriate. It teaches the children what they need to know for the future	Education helps children to look after things and to save money
Students help to teach each other	Outdoor education is important. It is good to learn from nature
How things are taught is as important as what is taught	Cross-curricular and extra-curricular education, with plenty of variety, are encouraged



Overview of Pestalozzi's Approach to Education (I)

Pestalozzi Education Tree

Continued Resources

Leaves
Outcomes for the Individual
Version 1 (for Intermediate Level)

The understanding of what is right and what is wrong	Contentment and happiness
Good social skills	Empowerment – the ability to help oneself
Selflessness	Dignity
Independence	Well-balanced character and all-round head, heart and hands abilities
A non-judgemental attitude	The ability to understand what the truth is and to act upon the truth
Co-operative behaviour	Skill and likelihood of finding employment
A loving, caring and considerate attitude	The ability to think for oneself
The ability to be happy under any circumstances	Humanity – loving and caring for others



Overview of Pestalozzi's Approach to Education (I)

Pestalozzi Education Tree

Continued Resources

Fruits
Outcomes for Society and the World
Version 1 (for Intermediate Level)

Education for all, including girls, the poor and the disabled	World peace and security
A moral society	Liberty
Democracy	Responsible citizens
An end to poverty, corruption and inequality	Moral individuals who have the practical ability to help others
Helpful and good members of society	Moral individuals who have the will to help others



Human Qualities in Pestalozzi's Educational Approach

Roots The Teacher Version 2 (for Advanced Level)

Makes use of a developed teaching methodology or approach	Makes school as similar as possible to a good home in spirit and mood
Bases authority on love and understanding, not fear, achieved through the teacher's personal authority	Uses minimal punishment and any punishment given is explained, is clearly for the benefit of the child and is appropriate
Brings heart or love into every aspect of teaching; showing love for the children and for the subject matter	Avoids competition and comparisons and encourages co-operation
Is calm, loving, patient and responds caringly to children's needs and emotions	Always has the best interests of the child at heart
Has expert knowledge of each individual child	Shares information with other teachers
Shows mother-like love, trust, gratitude, and respect towards the child, along with loving firmness	Supports and facilitates the growth of the child, as a gardener tends a plant, providing the best environment possible
Sets a good example – being honest and having a good inner life	Is inspirational, provides motivation, is enthusiastic, hardworking and willing
Teaches only what fits the nature of the child and takes responsibility for a child's boredom	Has a practical approach to teaching, expecting obedience but allowing the child maximum freedom
Holds the belief that every individual has the ability to learn	Holds the belief that every individual has the right to education
Holds the belief that every individual is basically good	Has been properly trained as a teacher
Has a warm-hearted, affectionate, open relationship with children in which teachers and children are seen as equals	Has 'seeing love' – equal selfless love for all children involving empathy, understanding and the expectation of nothing in return



Human Qualities in Pestalozzi's Educational Approach

Trunk and Branches Delivery of Subject Matter Version 2 (for Advanced Level)

Active participation; doing things	Holistic and balanced all-round education of the head, heart and hands
Child centred – the interests and needs of each child are met and each child is given individual attention and time	Sense-impression – The use of the senses in training pupils in observation and judgement
Cross-curricular and extra-curricular learning and as much variety as possible	An unbroken chain of education; each stage is systematically completed and understood fully before moving on
Children move around, as they naturally like to do, and there is Physical Training / Education	Child-led, the child gets as much freedom as possible, combined with the necessary discipline
Heart-led, love comes first	Enjoyable and fun and therefore absorbing
Based on the idea that children learn from example; if you are loved you learn to love etcetera	Learning through practice, first-hand observation, involvement and direct personal experience
Learning from the local and the familiar before learning about what is far away and unfamiliar	The use of the concrete (real and natural objects) before the abstract (theory)
Positive interaction between children and teachers involving mutual respect and equality	Development of the child's innate qualities, with nothing being imposed on the child that he or she is not ready to learn
Relevant to the future needs of the child	The value of looking after things and of saving money is taught
Students help to teach each other	Co-operation between school and home and between teachers and parents
The process (how), is as important as the outcome (what)	Outdoor education, learning from nature



Human Qualities in Pestalozzi's Educational Approach

Continued Resources

Fruits
Outcomes for Society and the World
Version 2 (for Advanced Level)

Education for all – including girls, the poor and the disabled	World peace and security
A moral society	Liberty
Democracy	Responsible citizens
Elimination of poverty, corruption and inequality	Moral individuals who have the practical ability to help others
Moral individual who have the will to help others	Dutiful and efficient members of society

Overview of Pestalozzi's Approach to Education (1) continued

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The facilitator reminds the participants of the activity in the previous session and asks for a couple of examples of 1) the facilitator, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world. (NB: Following 'Version 1' for Intermediate and 'Version 2' for Advanced students.)

The facilitator elicits/explains that in an education tree, where the tree is 'education', the teacher can be seen as the roots of the tree, the delivery of the subject matter as the trunk and branches, the outcomes for the individual as the leaves and the outcomes for society and the world as the fruits. (NB: The facilitator should show an example tree which should be very large with 'A Pestalozzi Education' written on its trunk and plenty of roots, branches, leaves and fruit.)

The facilitator divides the participants into groups of six and, giving each group a very large sheet of paper and different coloured marker pens, asks each group to make its own Pestalozzi Education Tree, with 1) the facilitator 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world, placed as roots, trunk and branches, leaves and fruit respectively.

The facilitator divides the participants into groups of six and, giving each group a very large sheet of paper and different coloured marker pens, asks each group to make its own Pestalozzi Education Tree, with 1) the teacher, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world, placed as roots, trunk and branches, leaves and fruit respectively.

The participants can discuss what the seeds of the fruits might be. For example peace in the world would lead to peaceful individuals able to further a good education system worldwide.

Each group displays its tree on the wall and looks at the work of the other groups.

Materials Needed

- Large sheets of paper stuck together to make a very large single sheet and different coloured marker pens for each group of six participants
- Blu-tack