



slo

Personal development – a curricular challenge?!

questions, concepts, directions

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- formerly: teacher
history, philosophy &
ToK
- presently: curriculum
developer history
- humanities, citizenship
& personal
development (?)

Essay:

Persoonsvorming als
curriculaire uitdaging?!
*(personal development as
a curricular challenge?!)*

literature

expertmeeting

school visits

goals

- Present findings research (mostly literature, some visits & quite some analysis)
- Test english vocab. – as some of the concepts used may not exist (yet) in English

02032

- 2015-16: national dialogue on reform of 'national' curricula (structure, alignment, perceived burden; not the specific content...)

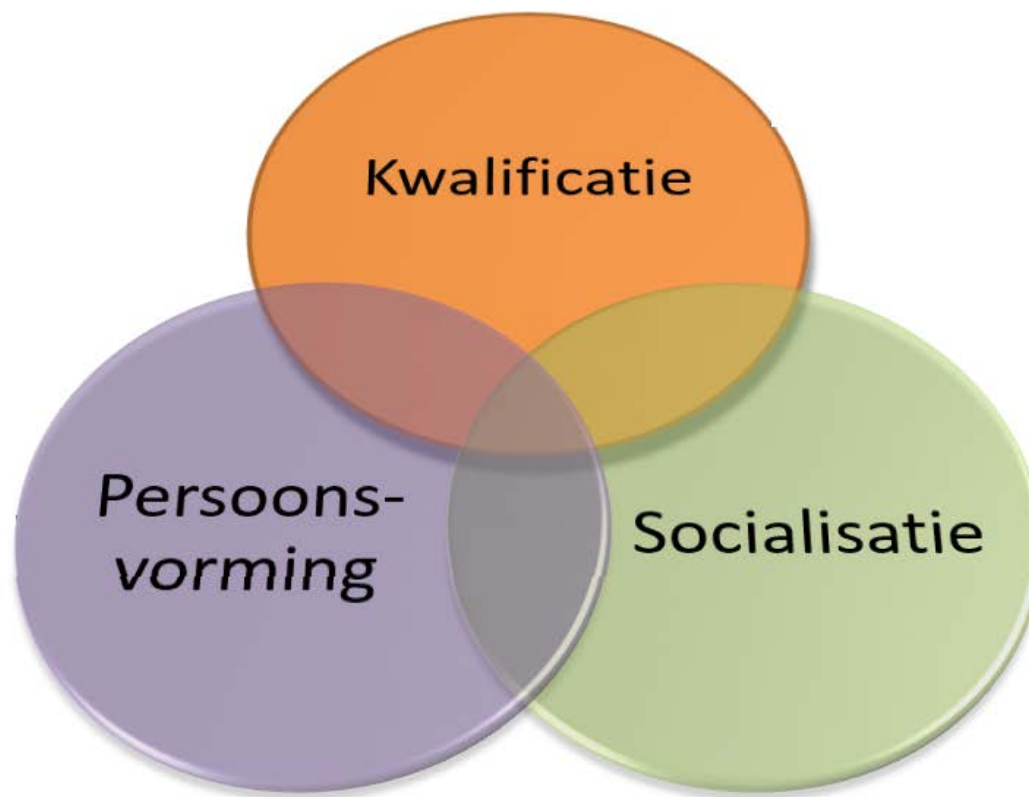
Overall: more equal attention paid to

- qualification
- social equipment (socialisation)
- personal development (individuation)

Schema 1



Schema 2



personal development?

Activity

Rows 1 – 3 – 5 (etc.) turn around; groups of 3 - 4

2 + 4minutes:

Explain one another what you think this concept entails (in the context of school-based education).

Then try to formulate **one** single coherent definition of the concept 😊 and /or **two** synonyms

images

- Personal development
- Individuation
- Socio-emotional learning
- Life skills
- Subjectification
-
-
-

fundamentals

- What the [bleep] do we mean with 'PD'?
 - And what convictions, traditions, (implicit) values, anthropologies (etc.) come into play when we use any such concept or definition?
- To what extent can PD be conceived and practiced in classrooms / schools [independent from socialisation & qualification]?
 - The nature of the 'self'; body / mind; free will / determinisms; nature / nurture, etc.
- Why / to what extent would it be up to schools (the state!) to mingle with childrens' and adolescents' PD?
- And: why and to what extent would, could, should it be part of the of curriculum – and if, where would that be seated (macro- / meso- / micro- / nano-level)?

A step back (😊)....

- What images? Historically
- What images? At present; in the 'meta-plan' for a 'national' curriculum, in the field of education at large?
- Which images / strategies might be conveyed?

vocab

Dutch (German)

- Opvoeding (Erziehung)
- Onderwijs (Unterricht)
- Vorming (Bildung)

- Pedagogiek (Pädagogik)

- Didaktiek (Didaktik, Schulpädagogik)

English

- Education; Upbringing
- Education
- Education: cultivation; litt: *moulding* [a.k.a. **general education**]
- (continental) science & practices of raising / cultivating children
- pedagogy

H | personal development ...

- ... religious and/or moral education
- ... *Bildung* / general education
- ... self-actualisation / self-development
- ... emancipation [uplifting]

[Slash] a mishmash of all of the above

H | religion & morality

[platonian-christian anthropology]

Raising children to become adults with favored (“true”) convictions and dispositions =

PD as socialisation

C:

moral-religious education – catechisms of sorts

moral-religious communication – socratic (?)

Living ethics (Kohlberg)

H | Bildung [cultivation]

[enlightened – humanistic anthropology]

Initiate children and youngsters in relevant cultural traditions to enable them to cultivate themselves (Humboldt, Mill)

PD as socialisation in/through (classical) culture, but with individual (positive) freedom as its goal.

C: (broad) general education (classical gymnasium, grammar school); orientation on 'higher' culture (and self)

H | self-actualisation

[romantic (christian) anthropology]

Negative education – enabling the (good, authentic) child to develop herself (Rousseau)

PD as individuation = unfolding of a ‘self’ to become free

C: anti-authoritarian / Antipädagogik

Designing ‘learning environments’ and other child-centered interventions from Progressive or New Education (1890 – 1920), humanistic psychology (1960-1970)

H | Emancipation

[enlightened – emancipatory anthropology & reconstructionist curriculum

Education (in one or more of the three modes aforementioned) as a means to climb the social ladder...

PD as qualification (incl. moral & social qualificatie = 'civilizing' the lower classes)

Personal development?

It was in 1857, and (apparently) is in 2017 (!)

ideals

Numbered corners:

- 1: religious / moral upbringing
- 2: Bildung / cultivation / general education
- 3: Self-actualization (authenticity)
- 4: Emancipation

Stand up and gather in the corner that fits your personal ideal / aim of education.

What would education need (more) to contribute (more) to realizing/ reaching this? Please try to work towards two concrete suggestions / measures

Images Ideals

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Again: the new 'national' curriculum

- Schools have to 'do' personal development, but
- NO definition of PD given
- A handfull of references to a variety of traditions (and clichés: *Kopf, Herz und Hand*)
- Is it truly a question of curriculum?

three larger categories

- 1) 'personalisation'
- 2) 'psychologisation'
- 3) continental 'pedagogy'

A | Personalisation 1/2

Pervasive – recent (?)– discourse around ‘personalisation’: tailor made education, (hyper-) differentiation, ‘excellence’, etc.

Critical-romantic premises & vocab, qualifying drive: Rousseau *meets* neoliberalism + ICT 😊

PD as/by individual**isation** + qualification

C: questions of sequencing & acces to content; otherwise: schoolorganisation & didactics

A | personalisering 2/2

Somewhat older, sometimes rather shallow discourse on 'talent-development' combined with general education: modern *Bildung*

PD as individuation and socialisation – by means of culture, arts, philosophy/ethics, community action, sports, etc;

C: alignment of existing subject & new context with ideals of Bildung (breadth / depth)

A | Psychologisation

Still rather small movements (NL, not UK or US), promoting happiness, positivity, mindfulness, mental health, socio-emotional skills, life skills, etc.

PD as Character Education (to become better 'learners', workers, civilians, through grit, growth mindsets, Big 5, happiness, specific virtues)

C: content & practices to combine with tutoring, job & study-coaching, sports, etc.

[different with toddlers than with adolescents, but on the whole rather disciplining]

A | pedagogisation ☺

Reorientation on old continental (normative) 'pedagogiek' (Biesta, Masschelein, e.v.a.)

Negative impulse: againsty utilitarian / neoliberal / test-based education; positive: for freedom, humanity, values, virtues, etc.

X-numer of books, movements, initiatives, sprouting from different traditions, anthropologies & -sophies

PD as ...; thought mostly in terms of the individual and her suurounding / morality

C: mainly the act of good teaching (nano); but also: school culture, structure of schoolorganisation, HRM, content, etc. etc.

multioptionalfreedomtochoose moment

questions

debate

activity

stop!

move ahead!

different.... (namely; because)

Corea at NorthSea?

Given Dutch forms & norms

... national goals for specific forms / any form of PD (vertically aligned, with systems for assessment, matrices and output-measures) will NOT be specified

School may be held to specify, what their specific goals in this field are, and how it is in actual fact visible in school, discernable in their students.

Netherlands Institute for Curriculum Development??

Traditional: 'Curriculum' as the operationalisation of general ends through vertical (linear) lines (macro-meso)

Alternative: 'Curriculum' as the ensemble of planned and unplanned experiences that certain students in certain contexts have (meso-micro-nano)

SO: helping school to translate their vision into a well-planned body of content-knowledge & and possibilities for unplanned encounters....

Scenario 1

PD as a subject

Tutoring / job- and studycoaching, combined with specific education / interventions (sex, health, mindfulness, etc., possibly also content knowledge (Religious Education, Philosophy)

Effectiveness? Clearly attributed...

Scenario 2

'spreaded' variety - Bildung 2.0

Analoguous to Citizenship Education: use school vision to (re)formulate and reorganise content & skills in old and new subjects (humanities, incl. philosophy, religion; Arts, Tutoring, sorts. MakerEd, etc.)

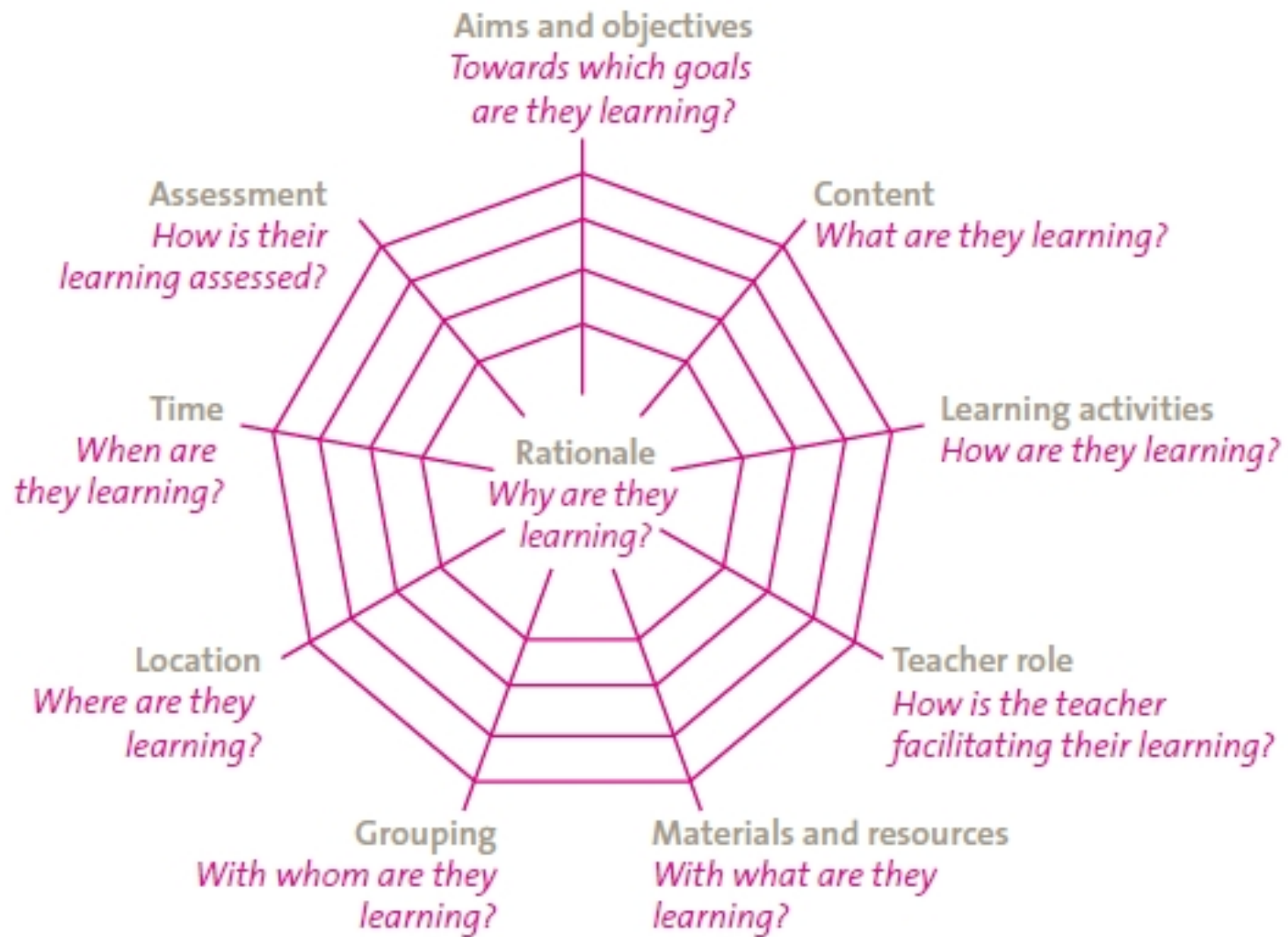
Window dressing? Practicable way esp. For secondary education

Scenario 3

Integrated option – vision/value-driven
(learning)community

Calibrate teaching & learning, content, HRM,
physical environment, catering, etc. with
(anthropological) vision / educational ideal

C: ‘deep’ schooldevelopment, incl. curriculum
development



....and now?

- 'inspiration card' personal development
- Schooldevelopment - model (3D)
- Actual schooldevelopment

- <http://curriculumvandetoekomst.slo.nl/projecten/burgerschap-en-persoonsvorming>

Thnx for yr attention

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Intermezzo 1

Upbringing primarily the responsibility of parents / guardians
Dutch education (for 2/3) on behalf of those parents organised by civil society (not the state!)

How to explain the present 'will to raise' in schools?

- Erosion of ánd civil society ánd the family (ánd authority as such)
- Fear for social cohesion (citizenship education!), but:
- Political perplexity: every social problem 'adressed' with a new education (sex, obesity, radicalisation, etc.)
- Inheren tension romantical individualism – neoliberalism
- And, well, yes, the hypothetical 'worker of the future'

Intermezzo2:

[statement]

Children / adolescents do (ideally) grow up to become adults with integrated, stable identities & the faculty /propensity to build sustainable relationships (Eriksson, 1968)

This process does take place at school, but not only or necessarily by school (parents, peer-group, neighbourhood, chance, enz.)

Anyho: not paying systematic attention to this process, children are denied possible experiences / alternatives for identification that might help them go through certain phases – and, hence, does not take her responsibilities to educate in the full sense of the word

(Also: hidden curriculum, null-curriculum)