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Pedagogical Relational Teachership, PeRT - A multi-relational perspective

The Future of Education,
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Relational pedagogy – a third alternative

Relational Pedagogy – teaching as relational processes.

Tradition of *intersubjectivity* with classic relational philosophers
– Levinas, Arendt and Buber.


- Biesta (2009)
- Säfström (2005)
- von Wright (2000)
- Lövlje (2007)
- Aspelin & Persson (2011)

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The in-between



"We are used to think about the secret of the other,
the uniqueness,
that makes a difference between me and you,
lies inherent in us.
But the relational perspective turns this idea upside down,
and says that the uniqueness does not exist *within* a person,
instead it emerges in the meeting *between* people".

(von Wright, 2002, p. 14, my translation)

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Research about Teacher-Student Relationships


- International research survey (Hattie, 2009).
– Teacher-student relationship ($d=0,72$)
- *Relational competences*, how the teacher "enter into social relation in respect of the individual pupil" (Nordenbo et al., 2008).
- *Relationship leadership* (Secher Schmidt, 2015).


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Relational proficiencies

- The relational field is a young scientific field.
- Teachers' relational proficiencies are crucial for successful education.
- The relational part of teaching can be learned and developed in interaction. (Sandvik, 2009; Frelin, 2010; Ljungblad, 2016)


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Tact and stance – a relational study about *the incalculable* in mathematics teaching (Ljungblad, 2016)

- The results reveal **how some teachers relate** to their students in a way that creates trustful and respectful teachers-student relationships.

Such relational proficiencies originate from **teachers pedagogical tact and stance**, regardless of teaching children, teenagers or adults.

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The relational field

- The relational field is small and largely unexplored.
- Needs a more precise theoretical starting point (Aspelin, 2017).

PeRT supports development of new knowledge about *teachers' relational proficiencies* –

in order to develop trustful interpersonal relationships and sustainable conditions for *students' participation*.

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Meet diversity in global world

- Children's rights (UN, 1989) in modern education,
- Inclusion can be seen as the very *core value* of democracy (Biesta, 2007).
- Where does democracy start?


Democracy is about participation, and since students and teachers participate in relationships, *interpersonal relationship constitutes the cornerstone in teaching*.

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Pedagogical Relational Teachership

- Based on empirical research (Ljungblad, 2016).
- *Theoretical framework* (Ljungblad, 2016).
- *Fundamental tenets* on interpersonal dimensions of education.
- Includes *keywords* that characterise the theory.
- *Three-dimensional model*.

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Fundamental Tenets - on interpersonal dimensions of education

- The human being is a relational being,
- Relationships are the foundation for human existence,
- We live in a pluralistic world,
- The searchlight is aimed at interpersonal interactions, and the in-between, face-to-face.
- Human subjectivity is intersubjectively constituted,
- Teaching and learning are seen as relational processes,
- Students' participation is in focus,
- An open view on children, where each student can emerge,

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Keywords that characterise PeRT

Relational teachership, relationship, the emergence of the child, the in-between (Biesta, 2010), open communication, tact, shifts of tact, contact, pedagogical tactfulness, stance	curiosity, pathfinder, stand in relation, We, relational meaning-making, Who-What (von Wright, 2000), pedagogical meeting, space of freedom, change of order.
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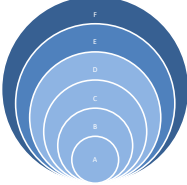
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PeRT's first dimension

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PeRT's second dimension



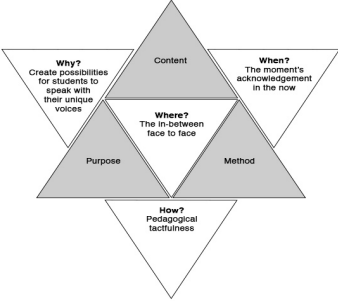
The model shows how different aspects of a relational teachership are closely intertwined, from a micro-level to a macro-level.

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PeRT's third dimension



Why?
Create possibilities for students to speak with their unique voices

When?
The moment's acknowledgement in the now

Where?
The in-between face to face

How?
Pedagogical tactfulness

Purpose Method

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The Relational and Didactic Star

- *Didactic adaptations*
- *Relational adaptations*
 - imply that the teacher reflects upon, how the interpersonal environment around a student can be adapted.

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3 dimensional-model

Children's rights A Relational Teachership The Relational and Didactic Star

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Pedagogical Relational Teachership

- Inclusive education
- Interpersonal relationships
- Participation
- Accessibility
- Equity

RELATIONELLT LÄRARSKAP
—och pedagogiska möten
AV LOUISE LINNÉR

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Pedagogical Relational Teachership is an invitation...

- Modern education in a global world addresses issues of **diversity**.
- Given human diversity, all children have **an equal right** to participate in education of high quality, where they can speak with their unique voices and also listen to the voices of others.

PeRT is a beginning and an invitation –
to a **relational pathway**, that enriches our potentials.

Thank you for your attention!

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