

2.2. PERSON-CENTRED EDUCATION

SOCIETY: view of	<ul style="list-style-type: none"> ▪ Everyone should be given the opportunity to find out what they are <i>best at</i> ▪ As a result of this people will be happier and better able to contribute to society ▪ This requires greater freedom to choose one's lifestyle in society ▪ There are a number of alternative ways through which this can be achieved ▪ People that feel happier and more fulfilled will make better citizens
PURPOSE: of education	<ul style="list-style-type: none"> ▪ To promote <i>wholeness</i> and integration <i>in the individual</i> ▪ By focusing on the child's personal growth and development ▪ To develop creative, confident and competent members of society ▪ Who are able to contribute effectively to the life of their community
LEARNER: role of	<ul style="list-style-type: none"> ▪ Learning to <i>take responsibility</i> for one's own personal development ▪ Stress on development of social, personal and problem-solving skills ▪ Willing to contribute to a cooperative and tolerant school ethos
LEARNING: form of	<ul style="list-style-type: none"> ▪ Stresses intrinsic motivation of the learner and encourages this ▪ Based on a <i>constructivist</i> view of learning ▪ Exploratory, flexible and often open-ended
TEACHER: role of	<ul style="list-style-type: none"> ▪ A professional commitment to learning and good education ▪ <i>Mentor</i> and facilitator to assist student autonomy ▪ Helps students develop their personal and social skills
SCHOOL: focus of	<ul style="list-style-type: none"> ▪ A <i>flexible</i> and open approach to education and learning ▪ A happy and constructive sense of community ▪ Evident in many good primary schools and some secondary schools ▪ Found in the emotionally literate school and in sustainable schools

NB. Whilst summaries such as these oversimplify they do nevertheless highlight essential ideological differences