



6TH NATIONAL EDUCATIONAL CONFERENCE OF DON BOSCO SCHOOLS, INDIA



Fr (Dr) John Parankimalil SDB

DON BOSCO:

A SAFE, FRIENDLY AND GROWTH ENHANCING HOME AWAY FROM HOME

DON BOSCO SYSTEM OF EDUCATION



A 'HOME' that Nurtures
He increased in 'STATURE'
PHYSICAL: 'BODY'



A 'SCHOOL' that Educates
He increased in 'WISDOM'
INTELLECTUAL: 'MIND'



A 'SPIRITUALITY' that Transforms
He increased in 'FAVOUR WITH GOD'
SPIRITUAL: 'SOUL'



A 'PLAYGROUND' where friends meet
He increased in 'FAVOUR WITH PEOPLE'
SOCIAL: 'HEART'

A home
away from
home



**DON BOSCO
HIGHER SECONDARY SCHOOL**
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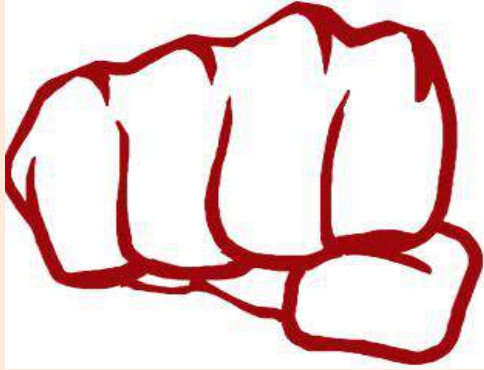




**“Remember that
education
is a matter
of the heart.”**

Don Bosco

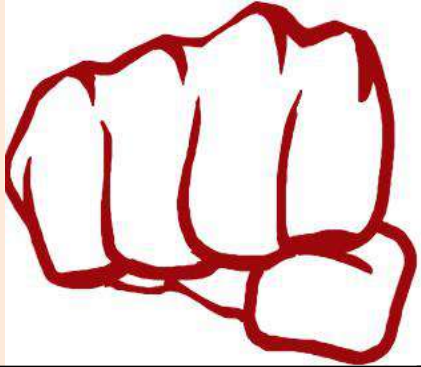
TWO POPULAR METHODS OF EDUCATING



**REPRESSIVE
SYSTEM**



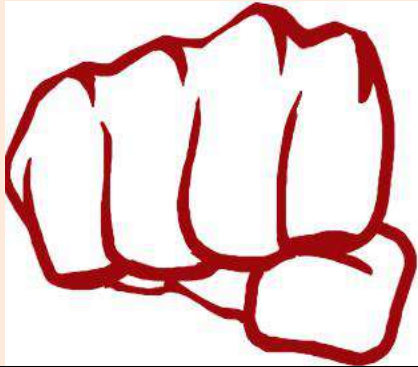
**PREVENTIVE
SYSTEM**



REPRESSIVE

HISTORY OF REPRESSIVE EDUCATION

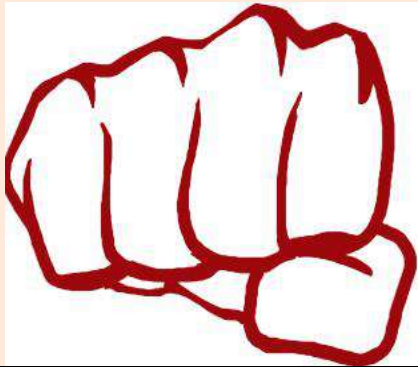
- An ancient model of educating.
- Punishment was a form of controlling the child.
- Axiom: *'Spare the rod and spoil the child'*.
- Humans are to be regulated and disciplined.
- Social order requires strict control.
- Examples used:
 - hitting by hand, slapping, punching, pinching
 - the cane, the stick, duster, belt, the broom, kneeling down on gravel, rough wood, putting one in the stock
 - abusive language, insults, blackmail.



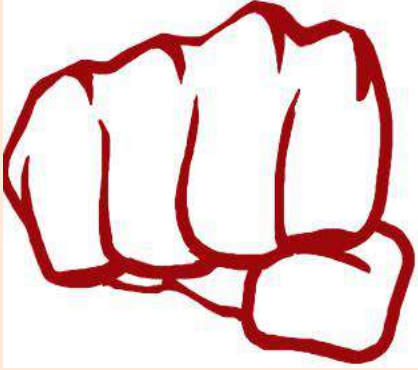
REPRESSIVE

RELATIONSHIP IN REPRESSIVE EDUCATION

- A relationship of fear and aggression.
- Punishment is the key to obedience and obedience must be immediate.
- The adult knows, decides and commands.
- Love must be tough.
- Educator is distant and severe.
- Violence and pain is a must for discipline.



REPRESSIVE



REPRESSIVE

EFFECTS OF REPRESSIVE EDUCATION

-Psychological and sociological studies have proved that children who are hit:

- ☑ end up having aggressive behaviours and transmit the violence to others.
- ☑ develop a poor self-esteem, which causes jealousy and rancour
- ☑ develop a hostility toward authority figures.
- ☑ tend to become dishonest.
- ☑ are limited in their academic performance.



PREVENTION



PREVENTIVE



PREVENTION

HISTORY OF PREVENTIVE EDUCATION

- ▶ A model of the early 19th century.
- ▶ Developed as a reaction to repression that was practised excessively in packed remand homes.
- ▶ Developed in France and Northern Italy: Pestalozzi, Froebel, Rosmini.
- ▶ Axiom: *Prevention is better than cure.*
- ▶ *The presence of the teacher prevents evil*
- ▶ Today, UNICEF uses the term 'child protection' to refer to *preventing* (and responding to) violence, exploitation and abuse against children: including commercial sexual exploitation, child trafficking, child labour and harmful traditional practices such as child marriage.

PHILOSOPHY OF PREVENTIVE EDUCATION



PREVENTION

- Humans are good / free yet prone to evil.
- The tendency to evil exists in all humans.
- Young people are particularly vulnerable and must be protected from all harm.
- Spaces need to be created to keep youth away from crime and punishment.
- Ethical behaviour can be taught early.
- Religion can influence good behaviour.



PREVENTION

RELATIONSHIP IN PREVENTIVE EDUCATION

- ✚ Educator / Parent feels responsible for caring, protecting, assisting, accompanying the child.
- ✚ Skills educators develop are foresight, alertness to lurking dangers.
- ✚ Secure environments are created to keep away harm, to build healthy educator-student relationships, as well as peer-to-peer relationships.
- ✚ Building familiarity and confidence in the child is important.
- ✚ Learning is guided, assisted.

EFFECTS OF PREVENTIVE EDUCATION

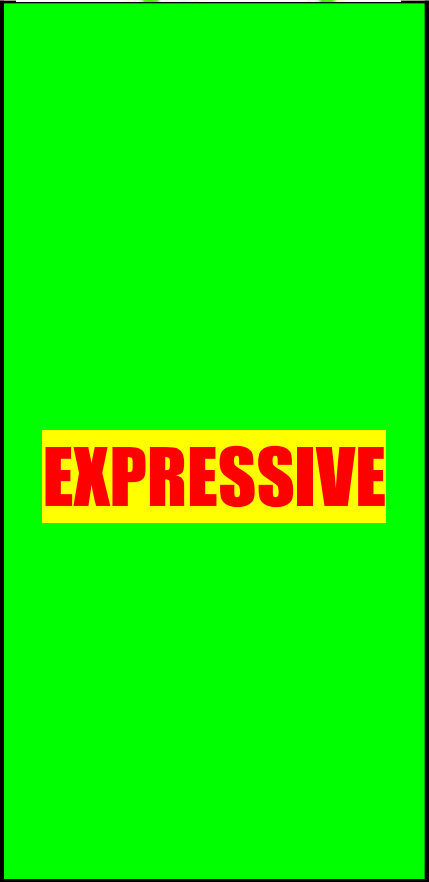
Psychological and sociological studies have proved that children who are cared for:



PREVENTION

- are healthier and happier
- feel wanted and loved
- are protection from negative experiences and thus their innocence is preserved
- learn faster and perform better in school
- develop an identity and a sense of belonging

A THIRD SYSTEM IN USE TODAY.....



EXPRESSIVE



EXPRESSIVE

HISTORY OF EXPRESSIVE EDUCATION

- A model of that began in the mid-18th century through the mid-20th century.
- Developed in England, France, Italy, the USA.
- John Locke (1700s), Jean-Jacques Rousseau, *Emile* (1762), John Dewey *Democracy and Education* (1916), Maria Montessori's *Play-way method* (1920), teaching begins early through play
- Axiom: *"The greatest sign of success for a teacher... is to be able to say, "The children are now working as if I did not exist.""* MM.
- Religion encourages expressivity in our awareness that God has given us gifts we must develop for a better world.



EXPRESSIVE

PHILOSOPHY OF EXPRESSIVE EDUCATION

- Humans are potential self-actualizers.
- Young people have interior energy for what is good and new.
- Spaces need to be created to encourage talent-building and growth.
- Expressivity can be used to serve with responsibility.
- Religion can unleash creativity and self-fulfilment (joy).



EXPRESSIVE

RELATIONSHIP IN EXPRESSIVE EDUCATION

- Educator / Parent is non-judgemental but seeks to encourage.
- Begins from what the students like to discover and facilitate their talents.
- Creates spaces, systems and networks for growth in freedom, creativity and responsibility.
- Trains in self-determination and self-actualization. “The essence of independence is to be able to do something for one’s self.” MM.
- Student is perceived as a friend, fellow-seeker, future citizen and contributor to society
- Teacher becomes a role-model and an inspirer



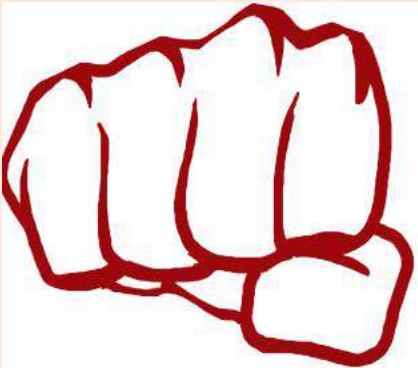
EXPRESSIVE

EFFECTS OF EXPRESSIVE EDUCATION

Psychological and sociological studies have proved that children who are expressive:

- develop self-esteem
- are self-expressive and have good social skills
- are highly motivated to pursue their interests
- are self-reliant
- are resilient in the face of adversity
- create a robust citizenry necessary for a democracy
- Become creators, inventors, achievers and world changers

THREE SYSTEMS...

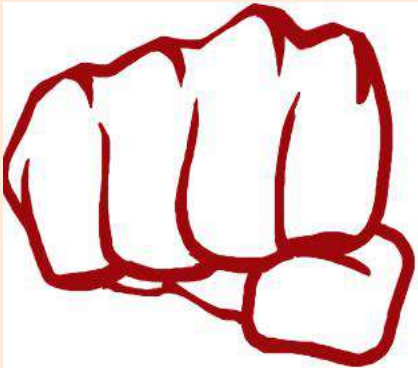


PREVENTIVE



EXPRESSIVE

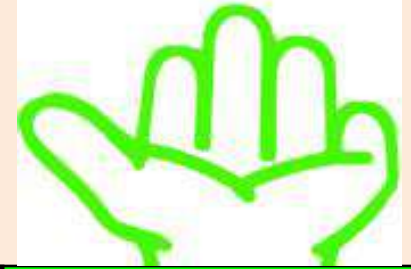
WHICH IS THE DON BOSCO WAY ?



REPRESSIVE

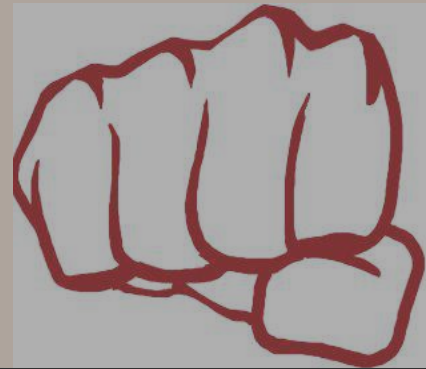


PREVENTIVE



EXPRESSIVE

THE DON BOSCO WAY

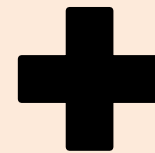


X

REPRESSION



PREVENTION



EXPRESSION



PREVENTIVE

DON BOSCO WAY

is

HOLISTIC EDUCATION
THAT RESPONDS TO THE STUDENT'S

3 basic needs

Rational
Spiritual
Emotional

DON BOSCO CALLED IT

Reason
Religion
Loving Kindness



EXPRESSIVE

REASON



When something goes wrong, don't immediately attack the boy/girl .Try to find out the reason. Is it poor background? Bad parents? Lack of basic training? Faulty instructions?

Don Bosco used to say: "Be always guided by reason and not passion".

"Reason" calls for persuasion and development of personal convictions

RELIGION

- ❖ **Transcendental dimension in a human person**
- ❖ **He regularly instructed the young in the truths of religion**
- ❖ **Obedience to the Inner voice**
- ❖ **Importance to religious practices/practices of piety; education and spiritual life are inseparably connected**



- ❖ **Awareness of the presence of God everywhere – God Sees you**
- ❖ **Daily duty done cheerfully**
- ❖ **Joy and optimism as attitudes**
- ❖ **Love of God and love of neighbour which begins in the home continues in the school.**

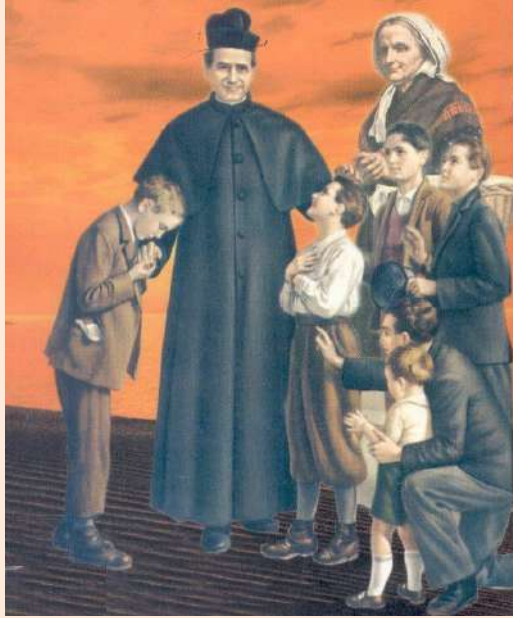
LOVING KINDNESS

- ❖ The entire system is based on Love
- ❖ It is a relationship which makes the educator live the life of his students, and love what they love.

❖ *Sincere **love**, devoid of sentimentality, and selfish motives. It is a **holy** love. It looks for the **good** of the young and their spiritual and physical growth. This love is also **unconditional**.*

Don Bosco used to tell his children,
"It is enough for me to know that you are a youth to love you".





**TWO
KEY WORDS THAT
EXPLAINS THE
RIGHT WAY**



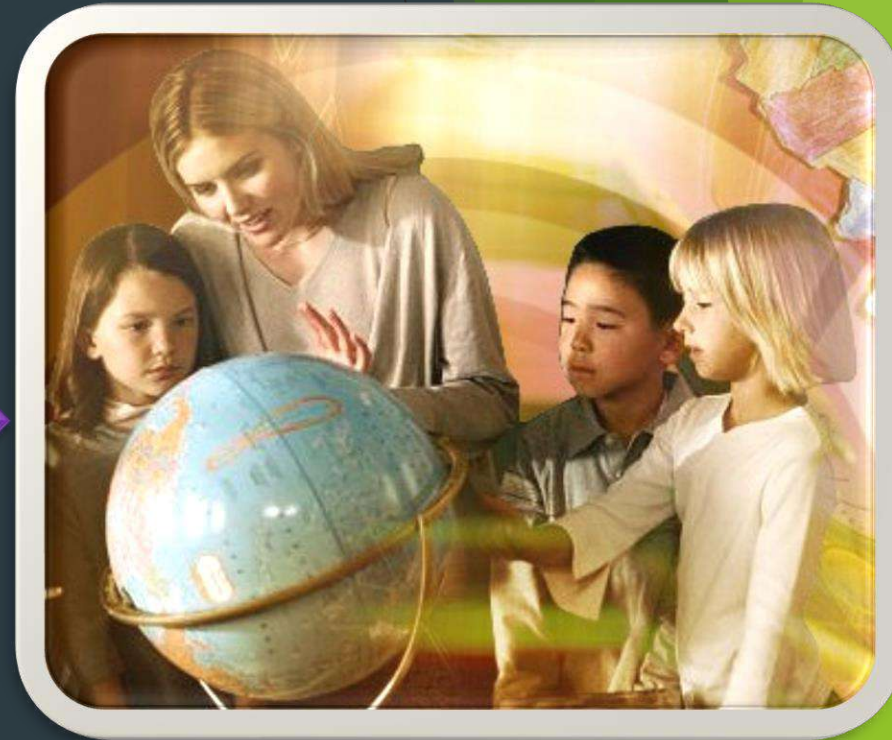
PRESENCE



ACCOMPANY

PEDAGOGY OF PRESENCE

1. Physical Presence.
2. Welcoming Presence.
3. Motivating Presence.
4. Personal Presence.
5. Challenging Presence.
6. Empathetic Presence.
7. Incarnational Presence.
8. Creative Presence.
9. Preventive and Corrective Presence.



PEDAGOGY OF PRESENCE

1. PHYSICAL PRESENCE

The educator must be physically present with the pupils. In a school environment, 'presence' would mean the presence with the students from the moment they step-in to the school to the moment they step-out and in the boarding/hostel environment, it would mean round-the-clock presence. It is actually a type of parental presence, the presence of the mother/father to their children!



PEDAGOGY OF PRESENCE

2. WELCOMING PRESENCE

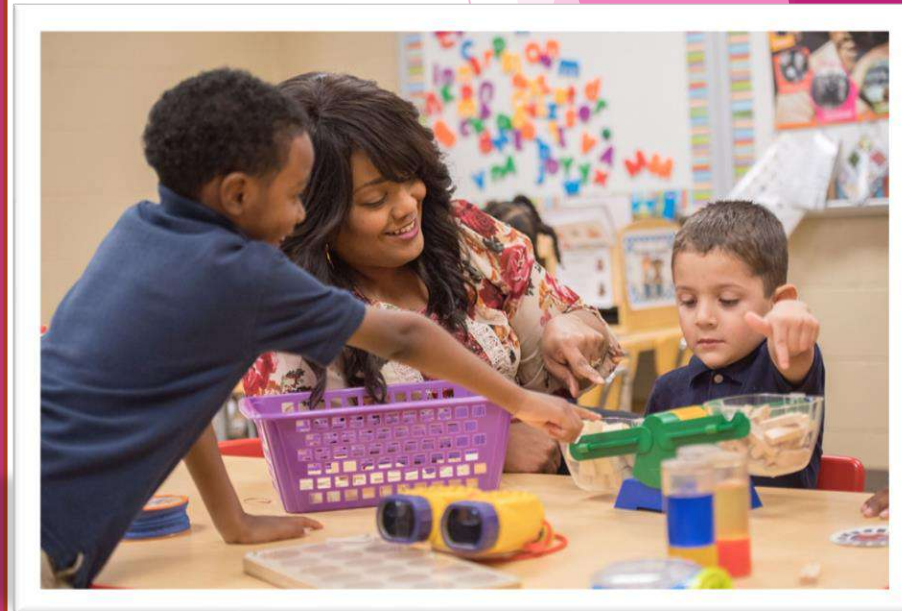
Physical presence of the educator should be a welcome presence, one that the child longs for, one that facilitates happiness. One that stirs up positive emotions and build up sentiments.



PEDAGOGY OF PRESENCE

3. MOTIVATING PRESENCE

A presence that infuses enthusiasm, encouragement and is optimistic. The presence of the educator infuses in the child a thirst for knowledge through the tactful use of queries, experiments, and exposure to new and educative environments.



PEDAGOGY OF PRESENCE

4. PERSONAL PRESENCE

The presence of the educator is such that each child feels known, loved and accepted. This is all the more essential when relating to children having different levels of intelligence who are weak, handicapped and underprivileged.



PEDAGOGY OF PRESENCE

5. CHALLENGING PRESENCE

Presence is challenging when it brings out the best in students especially under adverse circumstances. The educator challenges them with his/her convictions, values, dedication and spirit of sacrifice.



PEDAGOGY OF PRESENCE

6. EMPATHETIC PRESENCE

It is a life-enhancing presence founded on genuine love, care and concern. It is a 'no-strings-attached' presence. It is an unconditional involvement in the life of the student, prompted by genuine love, accompanied by deep respect for the child.



PEDAGOGY OF PRESENCE

7. INCARNATIONAL PRESENCE

It means seeing the world through the eyes of the child. As Don Bosco says, 'loving what your students love' or 'getting under their skin' so that they may learn to love what you love and the values you live by.



PEDAGOGY OF PRESENCE

8. CREATIVE PRESENCE

A presence that is open to the joy of discovery. Life is too short, too precious, too varied to be experienced between the fine print of cold textbooks or within the walls of classrooms. Being open to discovery means being ready to try new ways, new solutions, and new ideas.



PEDAGOGY OF PRESENCE

9. PREVENTIVE AND CORRECTIVE PRESENCE

A presence that prevents evil. Students are apt to forget rules. Being there with them would help prevent exposure to harm. A presence that instils fear and punishment does more harm than good. Accusations, name-calling, sarcasm, lecturing, moralising and generalising are to be avoided.



THE PEDAGOGY OF ACCOMPANIMENT

- **It is a Process.**
- **Being with | Stand by.**
- **To traverse the territory of the Students.**
- **Journeying together.**



God accompanied the people
of Israel
(Ex 6:8; Ex 15:13; Dt 30:2-5;
Ex 19:4)



Jesus accompanied his disciples
as he taught and formed them
Emmaus walk
(Lk 24: 13-35)

THE PEDAGOGY OF ACCOMPANIMENT



1. Total Acceptance.
2. **Broad-mindedness.**
3. Keep the End in Mind.
4. **Commitment.**
5. Listening.
6. **Engaging Yourself**

THE PEDAGOGY OF ACCOMPANIMENT

1. TOTAL ACCEPTANCE



The teacher should be able to accept them students as they are. He/she entertains positive attitudes towards them and has a firm belief in their goodness and potentialities. The students should feel comfortable to be themselves. In an atmosphere of total acceptance, the teacher begins to clarify and sort out their doubts and calm their fears.

THE PEDAGOGY OF ACCOMPANIMENT

2. BROAD-MINDEDNESS



Flexibility and broad-mindedness in a teacher make him/her more approachable. It also enables him/her to accept the students as they are. The teacher has to overlook the childish behaviour and short-comings, till he /she gains their confidence.

THE PEDAGOGY OF ACCOMPANIMENT

3. KEEP THEIR END IN MIND



The goal of accompanying is to empower and enlighten the students, to ignite their hearts and minds, just as Jesus did at the end of the walk to Emmaus, 'did not our hearts burn within us when He talked to us on the road'.

THE PEDAGOGY OF ACCOMPANIMENT

4. COMMITMENT



Accompanying is a patient work. To continue to walk with them through the ingratitude, tensions and insecurities is indeed tough and demanding, but it is worth it. Endurance might seem fruitless at first, but it yields gratifying results at the end.

THE PEDAGOGY OF ACCOMPANIMENT

5. LISTENING



In the process of accompanying, the educator must first listen to the things they are saying, to the things they are not saying, to the things they are afraid to say, and to the things they themselves take for granted. Listen with your ears, eyes, and heart.

THE PEDAGOGY OF ACCOMPANIMENT

6. ENGAGE YOURSELF



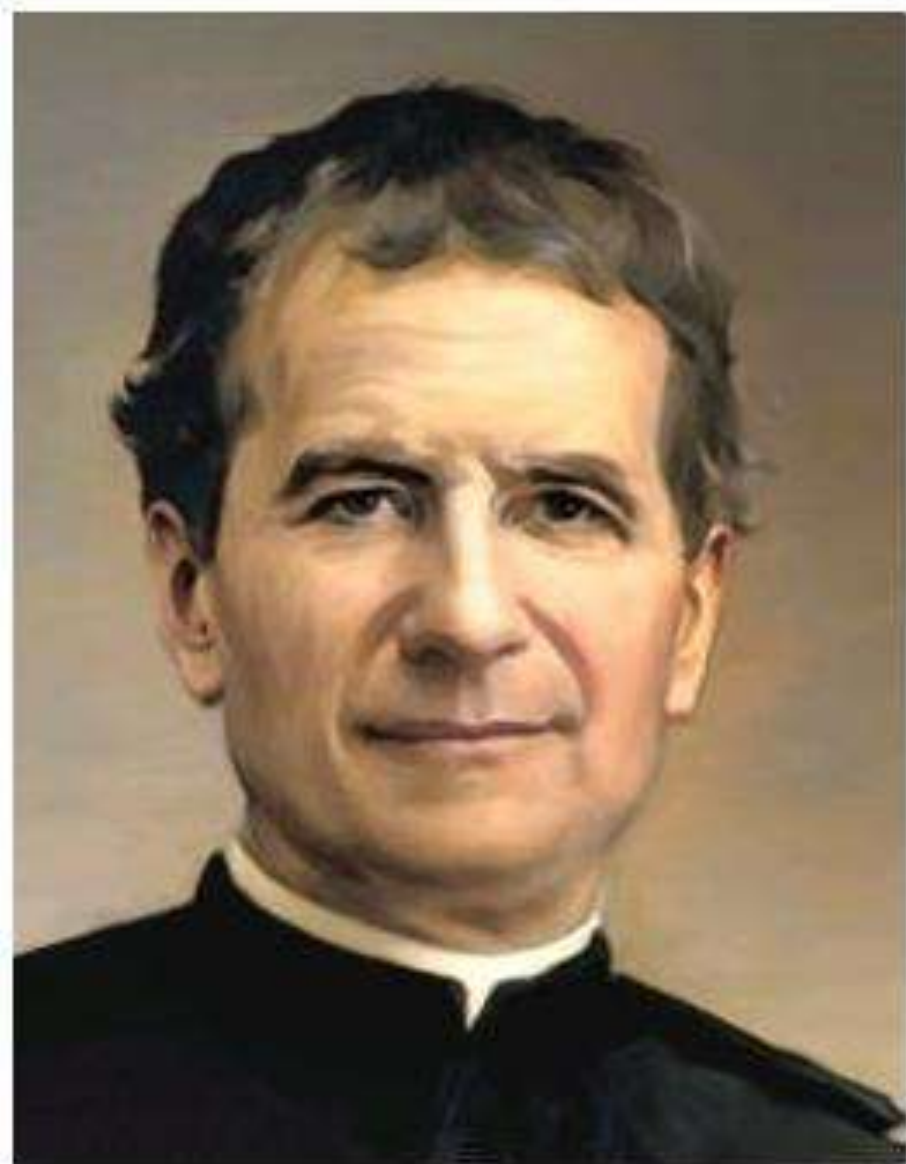
Engage yourself in matters important to students. When you engage yourself more actively, hold yourself accountable and follow-up with youth, they will know that you are listening, paying attention and attempting to understand what matters most to them.

**"WE NEED ONLY TO
ACCOMPANY AND
ENCOURAGE
THEM"**

IT'S TIME FOR YOUNG PEOPLE

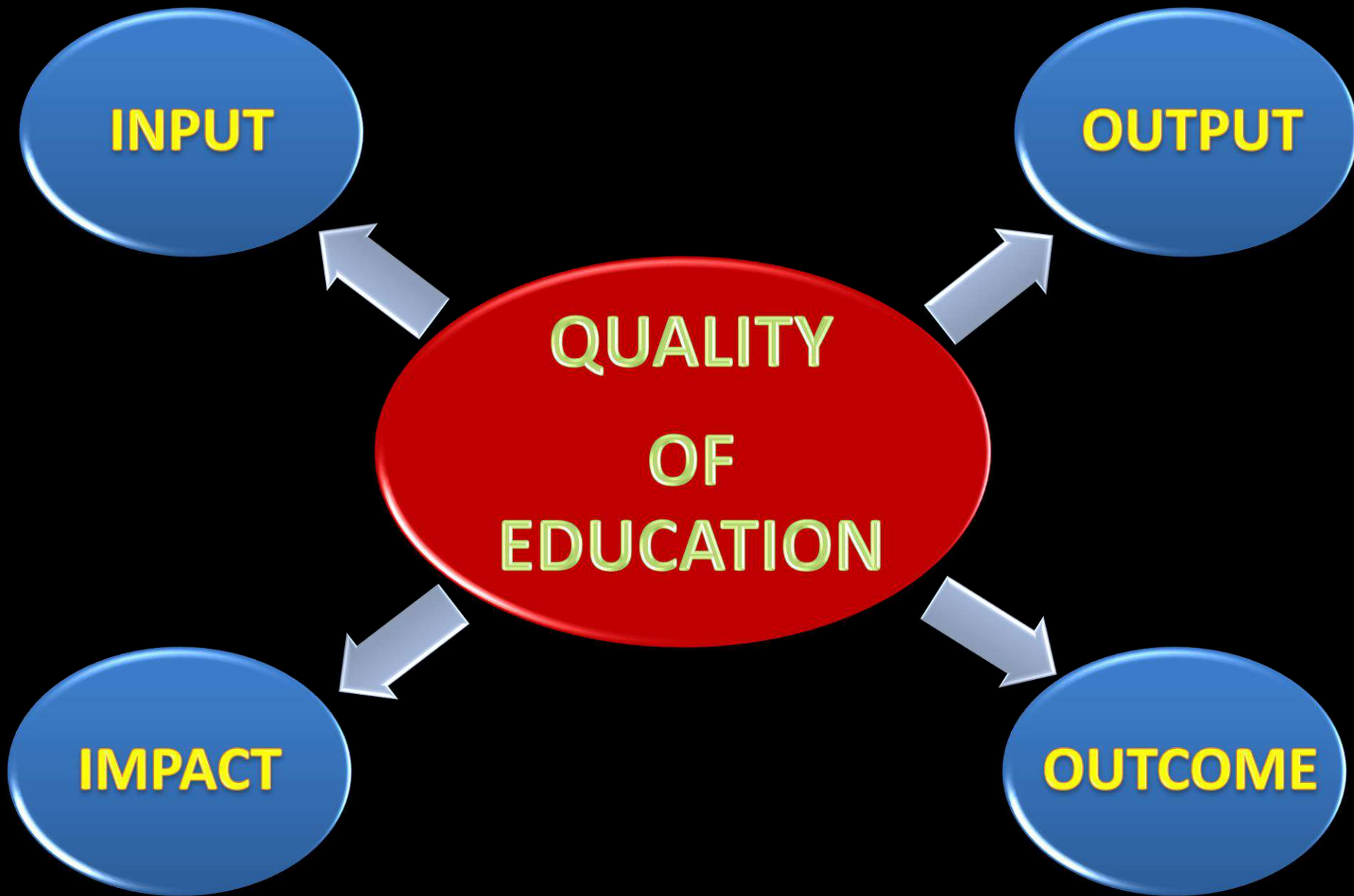
Pope Francis





“It is enough that
you are **YOUNG**
for me to
LOVE YOU.”

Don Bosco



INPUT

OUTPUT

**QUALITY
OF
EDUCATION**

IMPACT

OUTCOME



What is your impact in your school?

For us Salesians, teaching is about imparting **Values**, **Knowledge** and **Skills** to students.



A **teacher** is someone who can affect the **behaviour** of students

Teaching is not

BUT

- It is Formation
- Learning to Know
- Learning to do
- Learning to be
- Learning to Live together



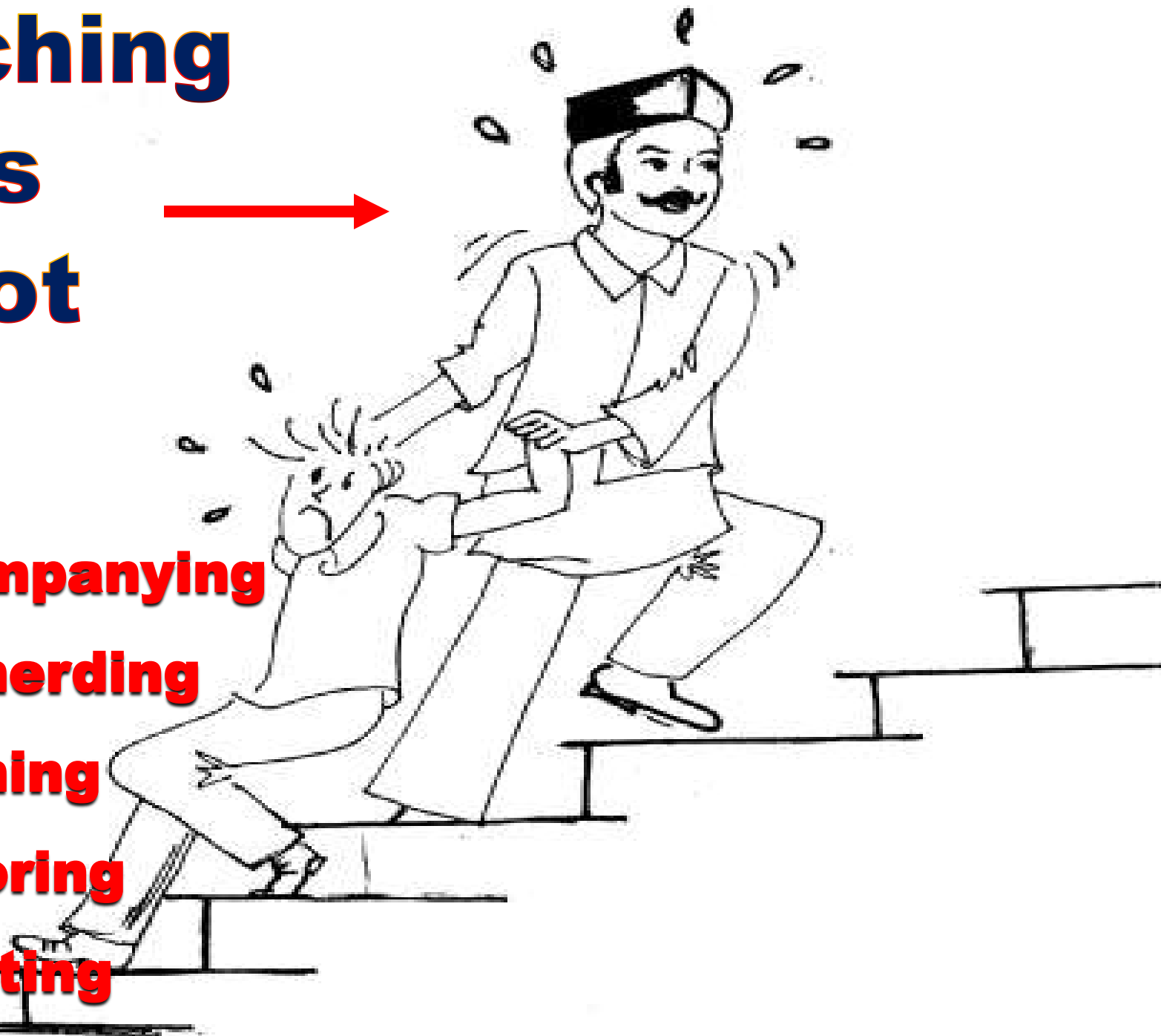
- 1. Pouring in**
- 2. Informing**
- 3. Memorizing**
- 4. Covering Syllabus**

Teaching
is
not



BUT

- **Accompanying**
- **Shepherding**
- **Listening**
- **Mentoring**
- **Parenting**





TAARE ZAMEEN PAR



BollywoodSargam.com



aamir khan productions'

tAARE zameen Par

EVERY CHILD
IS SPECIAL

produced & directed by **aamir khan**

EROS

INTERNATIONAL

1977-2007

POWERING











Taare Zameen Par
Dir: Aamir Khan

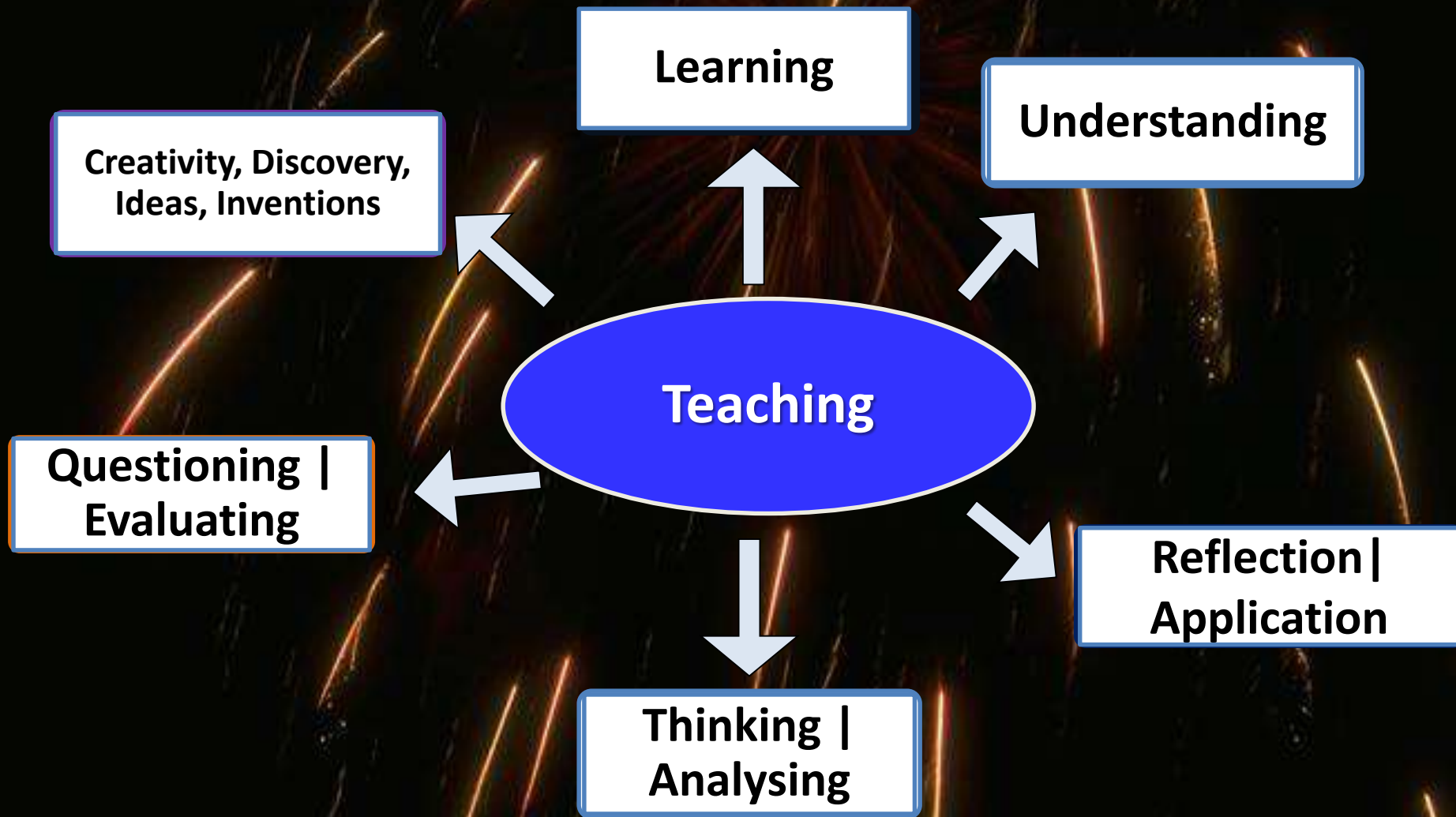




Film: Taare Zameen Par



FROM A ZERO TO A HERO



Types of Learners

VISUAL
SEE IT



AUDITORY
HEAR IT



KINESTHETIC
DO IT





**LAW OF
INTENSITY**



**LAW OF
READINESS**



**LAW OF
REGENCY**

**PRINCIPLES /
LAWS OF
LEARNING**



**LAW OF
EXERCISE**



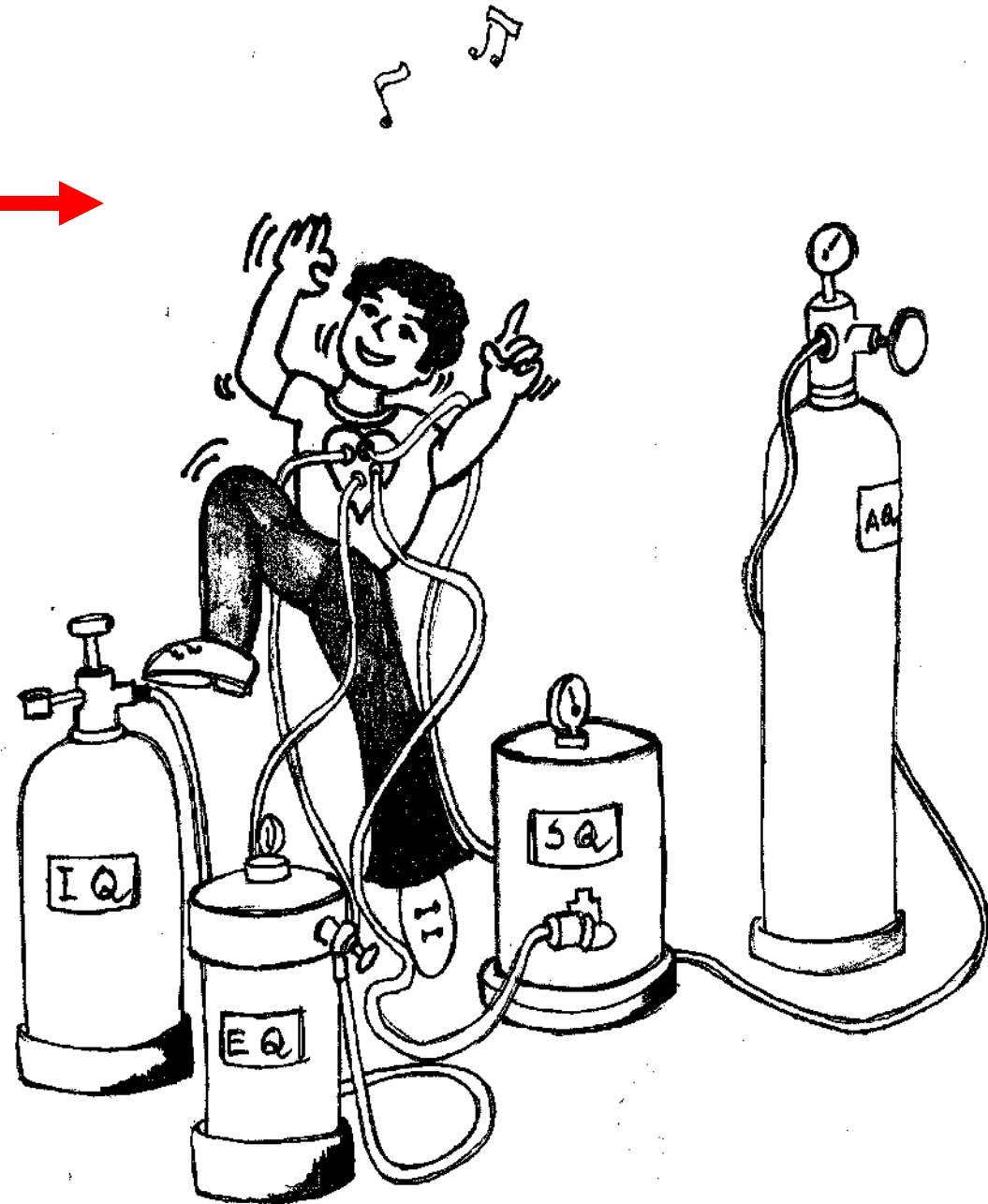
**LAW OF
PRIMACY**



**LAW OF
EFFECT**

Teaching is

Along with **IQ**
(Intelligence Quotient)
emphasizing the
development of **SQ**
(Social Quotient), **EQ**
(Emotional Quotient), **AQ**
(Attitudinal Quotient) and
the **HQ** (Happiness
Quotient),
The **GQ** (Grit Quotient)

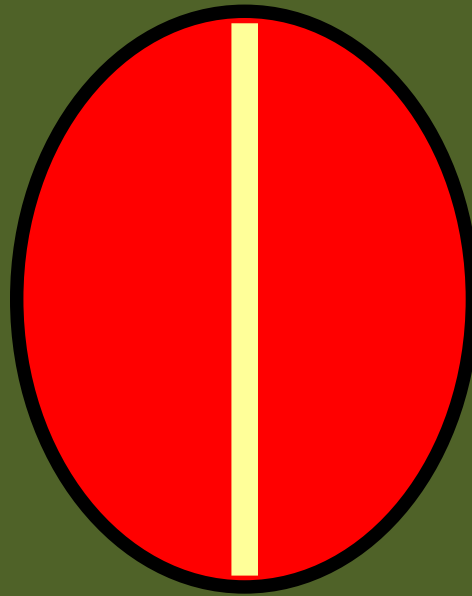


SPLIT BRAIN THEORY

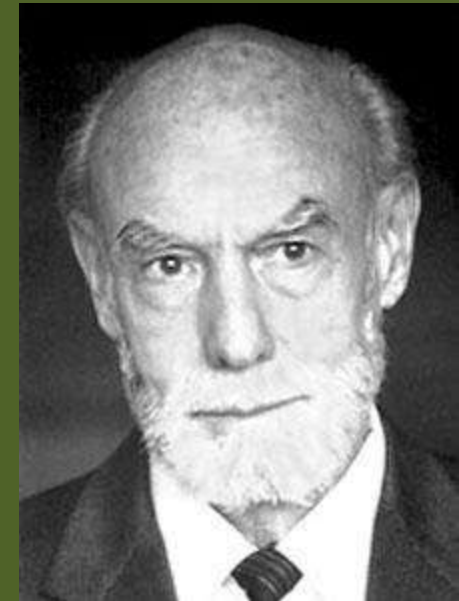
Professor Roger Sperry of the University of California got the Nobel Prize for the Split Brain Theory, in 1981

EVOLUTION OF THE THEORIES OF INTELLIGENCE

Left Brain



Right Brain



The brain beats 20 beats per second ie 1200 beats per minute. The heart beats 72 beats per minute.

THE LEFT AND THE RIGHT BRAIN

Left

Logic brain

Speech
Calculations
Intellectual Analysis
Reading
Writing
Naming
Ordering
Sequencing
Complex motor sequences
Critique
Evaluation
Logic

Right

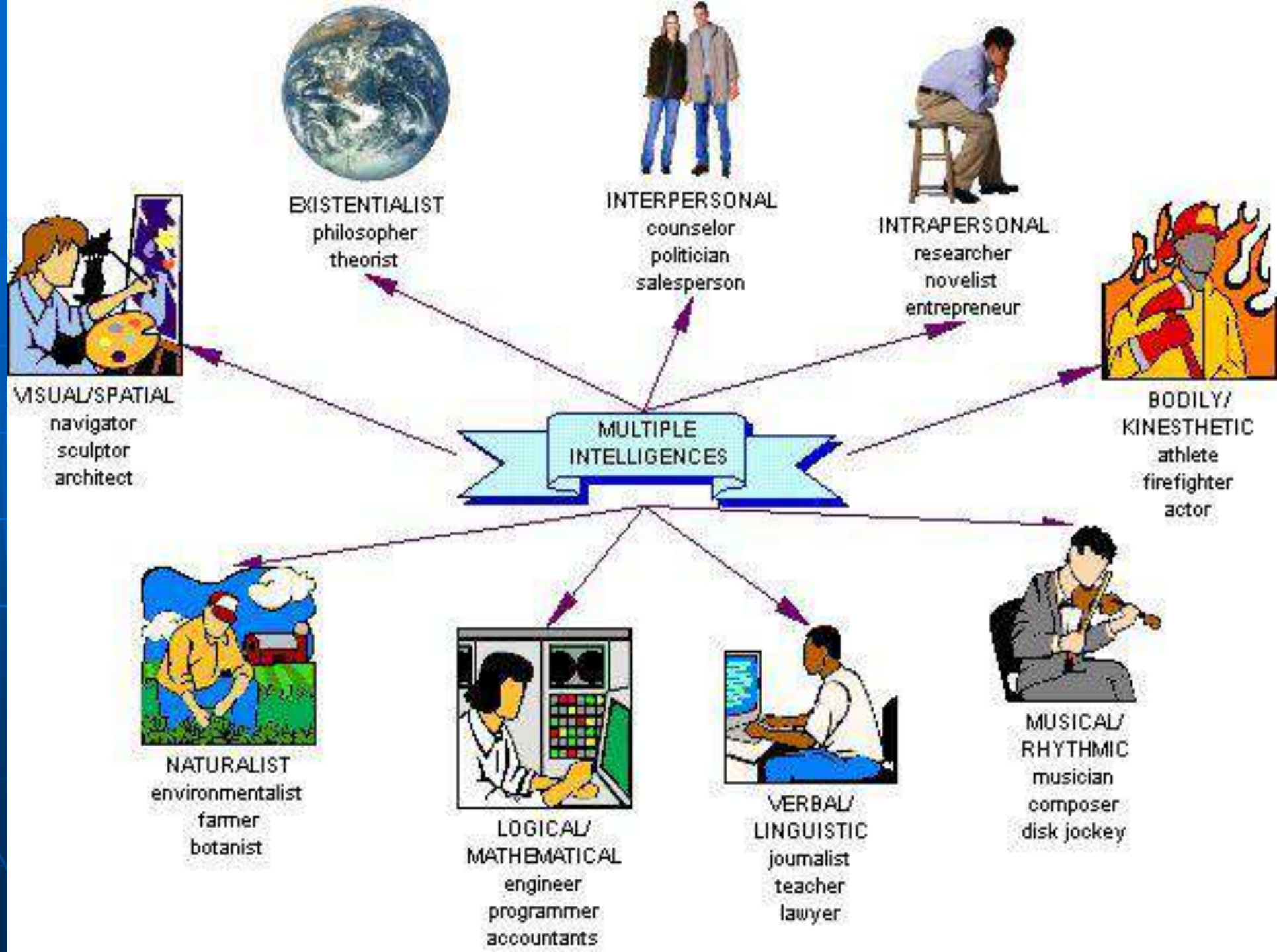
Creative Brain


Creativity (new combinations)
Artistic activity
Musical ability/Rhythm
Emotions
Recognition
Comprehension
Perception of abstract patterns
Special abilities
Facial expressions
Holistic ability
Intuition
Images
Colour

MULTIPLE INTELLIGENCE THEORY



Prof. Howard Gardner





**"WE NEED ONLY TO
ACCOMPANY AND
ENCOURAGE
THEM"**
Pope Francis

IT'S TIME FOR YOUNG PEOPLE



Thank You!



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