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To Re-create the Educational Conditions of Process

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Abstract

This paper recreates educational conditions of process. Those involved in the work reported here were university and high school teachers. The course, financed by the Provincia di Palermo in 2005, was divided into frontal lessons, workgroups and plenary discussions. The project sought to bring to school a different way of seeing and practicing teaching, treating school as an organism. If workers lived according to this point of view, problems could be resolved by looking at the school as though it is a living organisation. The revaluation of the pedagogical concept of the person recreates the educational conditions of process: this is possible if we remind teachers of their fundamental social responsibility towards European citizenship.

To make innovation and change in an organization may be primarily identify the 'evil' to transform the influence of some pathogenic elements in development. Many current theories suggest that realities are essentially organizational tools to achieve certain goals. The challenge is to try to outline a different way of living our organizational situations, striving to co-create or re-create with the help of the social sciences and teaching. To initiate the change it is necessary to focus the 'demand', and associated with this are three types of basic questions:
1. Those that require constant care (not to implode the system);
2. Those concerning the problems that arise where emerging breakdown, disorder, conflicts (such problems require 'processes of final solution' through appropriate interventions to resume the smooth functioning of the organisation);
3. Those that can give new light on possible solutions (the crisis is already at the beginning to change).
 It is important to ask: what's wrong? The innovation process begins from here, from the observation (participant, systematic, hermeneutics) of what emerges with arrogance and that requires attention and awareness. The 'demand for change', therefore, is the time to work alpha change. Who observes, asks questions, examines, identifies the 'failure', and translates?

It is clear that no action would be necessary if organisations, physiologically through well-defined stages, sooner or later, did not come regularly into crisis. It happens! When the 'evil organisation' is detected, the demand for change is obvious. It is a demand that fuels the process of change, both individual and organisational level. For the good health of an organization, public or private, it is nevertheless vital to reflect on what good the has been done before. The re-creation is not destruction. The managers, called to intervene, must first protect what's already good, then prepare their professionalism studying the case and apply their skills. The third challenge of managers capable of change is to face the future, making considerations of the case. To summarize, key

factors for the management processes of the specialist involved are: process maintenance; the process of solving the problem; and, the process of change.

In order to make a real change is desirable (sometimes necessary) that the manager of professional development is external to the organisation and that its intervention respects three stages. In the first he makes explicit the demand for change by mobilizing the people involved in the process, secondly the owner / manager, encouraged by the manager, probes the questions that have emerged, puts research and experiences into play to consider alternative modes of operation; finally, the changes are assimilated, integrated by the people, inaugurating a new conduct, a new process and new working conditions. In this comprehensive and cyclical review, the organization at the end of the process is transformed.

Adrian Bekman, Dutch expert of international studies in the organisation, indicates relevant points to work on issues of development and applications of change; they are:
1. The need to change the routine;
2. People working in an organization do not perform only tasks, but they are committed to the development challenge;
3. The management and workers must know how to work together;
4. The process is gradual and focuses on central issues;
5. Research looks to the future, minding to take care of the biography of the organization;
6. The process is guided by the leadership but must involve everyone.

Every process of the development of the organisations in this context aimed at achieving a community that works, because in this way the objectives are clear to everyone. This is a perspective, it is still the 'instrumental rationality', which pervades all organizations, from enterprises to the public service, from non-institutional training sector until leisure. Its dominance in the procedures of the organisations is a bureaucratic and hierarchical attempt to dominate the work and its dynamics through the concepts of efficiency, estimation, security and control through technology.

To exit from this bureaucratic sclerosis it is necessary to spread a different culture of change and participation. An alternative, not entirely exclusive to 'instrumental rationality', is a 'creative rationality', whose distinctive characteristics are individuality (the strong emphasis on individuals, the individual), the relation (what is meant by the importance attributed to the concept of communities and groups, the interaction), the jury (the result of a decision appropriately contextualized), values (focused on the meaning of things and on the wake deep questions) and art organization (for which there is a need for active conscience able to move between the use of instrumental rationality and the creative rationality, in its cooperation, according to the circumstances, the creative act, the art of the expert, the manager who changes things lies).

A professionally more engaging relationship increases the motivation of the same people and creates the foundation for the recreation of a community that is centred on the value of the person.
An organization can be healthy or feel bad, even die. The comparison with a living organism does not surprise. It is precisely here that we face the challenge of the change

according to a rationality that is also creative and in relation/interaction among people who stimulate the soul of their place of working.

When someone is bad inside an organization, he/she is tempted to leave. Each 'human resource' that escapes is a tile off the mosaic of a healthy organization. Here we stress the inconvenience to the people involved in the development process, the creation of cliques, indifference or lack of consideration of the dignity of the people involved by those who direct, even simple disagreements, that help create real dysfunction, overall. This sometimes irreparably harms the organization. Regardless of individuals, especially their needs of intangible nature, structural and relational dysfunction may be created with associated loss and/or attrition within the organization, that manifests ill health, a slow walk on a dead track.

The whole argument so far conducted can fit perfectly, with the necessary corrective actions, to the educational reality. The school, open to society and in close dialectical relations to it, may use suggestions, show plasticity and be receptive. Every opportunity of growth is an opportunity not to be missed. It is important to remember that the school, however, does not aim at profit, but education. Educating students, spiritually and morally; young people who gradually grow in the rights and assume the duties of free citizens, educated to take responsibility, to become aware, independent and respectful of the rules of civil and democratic coexistence.

The student is first of all person, a growing citizen, user or beneficiary, not a customer! Strategies and theories can suggest new ways to undertake action. We need a vision that puts the 'person' in the middle of reflection and the practice of civil coexistence. The person is the form of human dignity, the substantial figure with others, is the 'iper-sona' or resonant echoes of free uniqueness and universal need of contact. The person and the soul: two concepts that teachers should rediscover and reassess. The 'future is open', Karl Popper writes, but it is also true of the flow of post-modern times that this requires great attention and critical sense, especially in relation to one of its most important principles: freedom. The 'death of the soul', proclaimed in psychology, does not reassure. There are still many people who raise the question, who ask if the problem is not urgent now and want to rediscover the depth of it again.

It is on this invitation that our attention should be paid to educational activity as a process of customizing', as Gaetano Mollo says. A pedagogy that can include the significant experience in human relations is able to put in full spiritual harmony the teacher and student. A pedagogy of emotions, and their language, we might add, that does not intend to put anything in the contrary way to reason, but on the contrary increases supporting it in the intention of Bildung classroom. Pedagogical action can promote the psyco-social formation (distinguishing in the specific discourse the concepts of: affection, emotion, passion, sensitivity and feeling), capable of educating the patients (linking logos and pathos and providing a range of empathic skills which constitute the whole), profitably combined with the teaching practices (focused on the management of emotional dynamics-relational through specific methodological paradigms). It is a process which aims at the customization of existence in a horizon that puts at its heart deliberations of the value of the person in its educational practice, and sees empathy as a virtue.

The School for many years has operated globally, except in some excellent cases, in a single model of intelligence of logical inductive/deductive matrix. But new scientific achievements in psycho-social and pedagogical sector have demonstrated the existence of a multiplicity of intelligences to stimulate and facilitate. The school is in motion; it turns its attention to service and civil service to students and it promotes a sense of autonomy and freedom in accordance with the laws.

It is precisely in the wake of citizenship and the wider 'civil cooperation' which one of its most important task of the modern school plays an important rule. We need to instil in young people the sense of public ethics; we also need that the various disciplines talk one another more in order to the students are able to build a sense of reality that is not free from fundamental civic sense. Students have the duty and the right to be educated in this direction.

Learning is to share their culture, but primarily to ensure that the students increasingly growth in a dynamic way considering their leaving school. To do so, it's necessary for the involvement of all the teachers in order to enhance the development of the system of which they are part together with the desire to improve themselves opening up to new theories and new alternatives. Likewise it is the realization of a training professional course 'Sviluppo professionale nella scuola secondaria di II grado'. Product of this acquired knowledge during the frequency of the university second level master in 'Pedagogia per la persona, l'organizzazione, la società' at the Facoltà di Scienze della Formazione of the University of Rome 3, it was composed of three meetings, each one divided into several stages: front lesson (with a use of power point), workshops, moments of discussion and debate in plenary verification steps. The seminars were held by university professors (two Italians and one American) of proven scientific stature, supported by me with specific tasks to assist teachers and trainers in the various phases and especially in monitoring the materialisation of the course. The project aims to stress the delicate dynamics of teacher professionalism that forms in a continuous process of personal development and system that should ensure efficiency, effectiveness and innovation and must find its horizon of meaning in the moral and cultural growth of the students for their continuous and progressive process of humanization.

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