

Teacher Education Institute (TEI)

Director: Dr. David L. Mollet, 6656 Reservoir Lane, San Diego, CA 92115

Tel: 619-463-1270 Email: tei@cox.net URL: <http://members.cox.net/tei>

Synopsis 2 Introduction to Whole Child Content and Methodology including Structuring the Day

All of us appreciate that it is better to have structure and rhythm in our lives than to have a haphazard, fragmented existence. However, as adults, we realize it through our thinking-out cognition. Children realize it instinctively. They want to receive during each day programs and structures that are appropriate for their daily rhythms. This should be extended into rhythms relevant for longer periods - from the week to the year.

Our approach determines that each day is an organic whole. In order to achieve this, a carefully structured curriculum is implemented. Children are at their freshest in the early morning. Therefore, subjects that stimulate their thinking powers are taught then; the inbreathing of knowledge so to speak.

The academic subjects are followed by those in which some sort of rhythmic repetition may well occur; music, gymnastics and some sport as well as foreign languages. The afternoon is devoted to those subjects where outbreathing can occur; much creative and artistic work but also other areas such as woodwork, gardening and those that call for some kind of manual dexterity. Within each school day there occurs inbreathing (absorbing knowledge) and outbreathing (practical activity).

Rhythms also have to be established within lessons. If headwork is given for too long a time, children tire, knowledge is not absorbed and the learning process becomes a chore. However, if material relates to the feeling life and children express creative ability through some will activity they are stimulated and refreshed.

The act of forgetting is important. Western society concentrates on short-term memory recall; subject matter is learned in order to pass an examination or test. Children who can reiterate knowledge quickly and efficiently are viewed as possessing high ability; children who cannot do this are regarded as less able. We should realize that forgetting has a place.

Any person who has learned to play a musical instrument or has developed some special manual dexterity knows how important the periods are between practice and acquiring the skill. Learning should be a similar process in that material should be adapted to the experience of children; for this to happen they should be given time to absorb knowledge and ideas. If this happens in the right way the right balance will occur between “forgetting” and remembering. They will not only learn content far more easily but will be able to place that knowledge in perspective.

There are many rhythms that the teacher has to be aware of if learning is to move beyond a system that almost solely concentrates on the transmission and regurgitation of knowledge. There is a place for that type of teaching but for teachers who use our approach it will only play a small part in the psychological and academic development of children.

Syllabus: Introduction to Whole Child Content and Methodology including Structuring the Day

Overview

Overview of Whole Child Content and Methodology. The course will provide a comprehensive analysis and description of adapting and using our content and methodology to state schools.

Details of Syllabus

Overview of the Whole Child approach to education.

The overview gives answers to the following three questions.

Why is it taught? What is taught? How is it taught?

Why it is important to base content and methodology on a proven theory of child development.

Why it is important to base teaching on content that is proven and optimizes childrens' learning and wellbeing.

Why it is important to include a proven methodology of teaching as part of the teaching process.

Structuring the day. The importance of inbreathing in relation to content and methodology. Structuring inbreathing, The importance of outbreathing in relation to content and methodology. Structuring outbreathing, The importance of rhythmic activity. The importance of forgetting and the relation of “forgetting” and remembering. Evaluating Whole Child Content and Methodology.