

**REVISTA DE PEDAGOGIE
NR. 10-12/2009**

EDUCAȚIE TIMPURIE

IDEI CONTEMPORANE ÎN EDUCAȚIE

COMPARATIVE STUDIES AND UNTHINKING COMPARATIVE “THOUGHT”: THE PARADOX OF “REASON” AND ITS OBJECTIONS

drd. **Thomas S. Popkewitz**, Profesor
School of Education,
University of Wisconsin-Madison,
USA
tspopkew@wisc.edu

Abstract

I explore comparative studies through examining the systems of reason (Popkewitz, 2008). My focus on systems of reason is to explore the epistemes historically generated about what is thought, known, and acted on in different time/spaces. The notion of cosmopolitanism is an analytical “tool” to consider different social and cultural grids that give intelligibility to schooling. This historicizing of schooling is to take what is given as natural and unquestioned about the schooling and make that causality fragile.

The first and second sections explore reason as a historical phenomena, comparing Greek and Church notions of time and “agency” to the enlightenments’ cosmopolitanism that mutate into Northern European and North American pedagogy and comparative education studies. Cosmopolitanism, I argue, embodies particular historical cultural theses about human agency and progress designed by the use of reason and science. Agency and progress, however, embodies comparative principles that frame differences in societies and individuality. The third section explores other notions of cosmopolitanism outside of the west and the issues of comparative studies of multiple modernities. The fifth section focuses on social and education sciences as a form of action, a method of comparison and abjection, casting out and differentiating populations and qualities of life into spaces outside of the commonsense of “reason”. The conclusions explore the contribution of Bob’s Cowen’s scholarship to rethink principles of the study of education.

The political of schooling is differentiated from politics (see, e.g., Foucault, 1979; Rancière, 2004).¹ The politics of schooling is a tradition of locating of the winners and losers (who rules and who is ruled) in institutional practices and actors, what American political science calls “the allocation of values”. The political, in contrast, focuses on the rules and standards of reason that partitions the sensible and orders sensibilities in what is talked about, “seen”, and acted on. Pedagogy is political in shaping and fashioning conduct across different time/spaces about what “we are, should be, and also about what is cast out and excluded from its normalized spaces.

Keywords: *cosmopolitanism, systems of reason, comparative studies, episteme, marginalization.*

TIMP ȘI CALITATE PENTRU ELEV... ȘI PENTRU PROFESOR

Prof. **Kees Both**

Colaborator al Rețelei Internaționale pentru Inovarea Școlii Secolului 21
both0207@planet.nl

Traducere: dr. Monica Cuciureanu

Abstract

This article is an adapted version of a speech held on June, 21st 2001 at the Jena Plan School DE FINNE in Rottevalle, on the occasion of celebrating the 100th anniversary of the school union. The author, inspired by the Jena Plan pedagogy, points out a dimension very present in our every-day life, as well as difficult to content: time. He regards several important aspects: different types of time and reporting ways to them; how one can learn to live with time and to reflect upon time in the educational process; time and quality in the educational process and in life. The text has been translated, adapted and published for Romanian readers having the agreement of the author and of the redaction of the Kinderleben revue. (n.t)

Keywords: Time and quality – Jenaplan.

ȘCOALA-COMUNITATE, PARTICIPAREA PĂRINȚILOR ȘI NON-NEUTRALITATEA: O PERSPECTIVĂ COMUNITARISTĂ

drd. **Monica E. Mincu**, asistent universitar
Universitatea din Torino, Italia
Facultatea de Științe ale Educației
monica.mincu@unito.it

Traducere din limba engleză: drd. Adrian Mircea

Abstract

Communitarianism evolved in response to increasing individualism and has had a remarkable impact upon educational theory and politics. In this article, I will assess the issue of non-neutrality in education, the most relevant and the most widely spread of the ideas which grew from communitarian roots. I will also take into consideration pedagogical thesis of "reformed" or perfectionist liberals. More specifically, I consider the main theoretical perspectives on non-neutrality and investigate the issues of school community and participation as practical forms of non-neutrality, placing this in the wider socio-historical perspective.

Keywords: communitarianism, liberal education, school community, participation.

BIOLOGIE ET PSYCHANALYSE AUJOURD'HUI

Daniela Voica

educatoare specializată la externatul medico-profesional
de la Bourg la Reine din cadrul Asociației
Amis et Parents de Parents de Personnes Handicapées Mentales
danielavoica@yahoo.com

*«Nous devons nous souvenir que toutes nos
idées provisoires en psychologie seront probablement
un jour basées sur une infrastructure organique»*
S. Freud Pour introduire le narcissisme

Résumé

Avec ce dernier chapitre «Biologie et psychanalyse aujourd'hui» du mon mémoire de recherche en ce qui concerne les sources biologiques et éthologique de la psychanalyse, j'ai essayé montrer l'importance d'une approche et un dialogue entre la biologie et la psychanalyse. En partant du Freud et jusqu'au chercheurs de notre temps un dialogue authentique entre la psychanalyse et la biologie est nécessaire si on veut aujourd'hui toucher une compréhension cohérente de l'esprit.

La force de la biologie est sa façon rigoureuse de penser et sa profondeur d'analyse. Les points forts de la psychanalyse sont sa portée et la complexité des questions qu'elle aborde, forces qui ne peuvent être réduites par la biologie. De la même façon la psychanalyse pourrait avoir un rôle de tuteur intelligent et orienté vers la réalité, pour atteindre une compréhension sophistiquée de la relation esprit-cerveau.

Le siècle qui vient de se terminer a été préoccupé par les acides nucléiques et les protéines. Le nouveau se concentrera sur la mémoire et le désir.

Mais au jour d'aujourd'hui des psychanalystes comme des biologistes sont d'accord pour défendre l'idée d'un lien entre les deux domaines.

Mots-clés: psychanalyse, biologie, ethologie, relation esprit-cerveau.

DE LA UNIVERSALISM LA ARBITRARUL CULTURAL. LIMITELE ȘI ILUZIILE PEDAGOGIEI COMPARATE ȘI ALE PEDAGOGIEI CRITICE

Dan Badea, cercetător științific III,
Institutul de Științe ale Educației,
București, România

Abstract

In this article I made an attempt to relate the Comparative Pedagogy to the Critical Pedagogy departing from the cultural type in which these two approaches: modern and postmodern originate. Modern culture is the Age of Reason and the comparison represents a method to attain the truth. Postmodernity is the critical consciousness of modernity and regards the comparison as a way to disguise the power relationships and to impose the cultural arbitrariness. Taking into account the radical outcome of this educational attitude, all we can do sometimes is to say that "comparaison n'est pas raison!"

EDUCAȚIA TIMPURIE

ROLUL MAMELOR ÎN CREȘTEREA ȘI EDUCAREA COPIILOR

drd. **Ramona Păunescu**

manager public

Departamentul pentru Afaceri Europene al Guvernului României

București, România

adragolea@yahoo.com

Abstract

The article presents a historical analysis of maternity, from ancient times to the beginning of the XX century, explaining the ways in which the individuals and the state referred to this issue. The analysis is built on two main perspectives: individual and social. Consequently, the private and public dimension of maternity is seen differently in its importance during the centuries, according to some important factors such as: the role of Church, the role of the state, economic achievements, industrial revolution and feminist theories. The article introduces and analyses some relevant concepts as: sacred maternity in the ancestral myths, maternity as a duty towards humanity in ancient times, bivalent maternity in Middle Age, maternity as a legitimating process of citizenship in enlightenment period, maternity as an argument for political women rights in XIX Century and nationalised maternity in XX Century. The general approach of the article is based on public policies analyses.

Keywords: *maternity, gender equality.*

POPULATION-LEVEL APPROACH TO INTERPRETATION AND UTILITY OF EARLY CHILD DEVELOPMENT SCHOOL READINESS DATA: THE EARLY DEVELOPMENT INSTRUMENT

Magdalena Janus, Offord Centre for Child Studies

Patterson Bldg, Room 218,

McMaster University 1200 Main St West

Hamilton, Ont. L8N 2Z5, Canada

Phone: 1-905-521-2100, ext. 77616; Fax: 1-905-574-6665

janusm@mcmaster.ca

Abstract

A broad range of skills is highly relevant to child's success at school: physical well-being, social and emotional competence, approaches to learning, language and cognitive competence, and communication skills. Comprehensively, they could be called school readiness, and they reflect the child's developmental health at the time of school entry. In this paper, the conceptual basis for a holistic measurement of school readiness is outlined as it led to the design of the Early Development Instrument (EDI) in Canada, a school readiness assessment collected for individual children in whole classrooms, thus giving a population-based picture of children's developmental status. The EDI's structure, its domains and subdomains are described, followed by a review and summary of the psychometric data on the EDI, based on the latest research. Throughout, evidence is presented to highlight the usefulness of the population-based approach to monitoring of child development.

Keywords: *early child development, school readiness, school entry, monitoring, population-level.*

CREȘELE DIN ROMÂNIA ÎN CONTEXTUL MODELULUI SERVICIILOR INTEGRATE CENTRATE PE COPIL

dr. **Cătălina Ulrich**, conferențiar universitar,
Facultatea de Psihologie și Științele Educației,
Universitatea București
catalina.ulrich@g.unibuc.ro

Abstract

Based on a field research carried out between June – October 2009, the article reflects main results of a pilot study for ex-ante impact assessment of early childhood education policies in Romania. The analysis focuses on the range and quality of services delivered by creches, within the current context, where early education is expected to be a national priority. The article draws attention on several key issues which should be taken into account during the reviewing process of national policies in the field of early education in Romania, e.g. child-centered comprehensive model of integrated services, co-operation between institutions and different ministeries for promoting coherent public policies, improving the current services provided by creches (nurturing, health, education and training, nutrition, protection) with education and parenting services, changing in-service and pre-service of human resources in this area.

Keywords: public policy, integrated services, training, early education.

REPERE PSIHANALITICE ÎN DEZVOLTAREA COPILULUI

dr. **Speranța Farca**, psihanalist
Cercetător științific III, Institutul de Științe ale Educației
București, România
speranta.farca@gmail.com

Abstract

Child development until the age of social integration has features that require special approaches to early education. In development, the child develops as it elaborates the trauma comes into this world. Birth throws the baby in generalized desperation (primary anxiety) which decreases its effects as the child discovers his mother as an important content of anguish. Moments of natural absence of the mother creates in the child's mind a justified anxiety of abandonment. The constant presence over time of the mother and of the maternal environment helps the child to trust all known, but fear what they do not know (fear of the unknown). Any unknown can be eliminated through research and investigation, but the space of nothingness is escaping to the possibility of knowledge, generating the fear of death. In the face of death one can construct, as a defense, the care for his own body. This care transforms the fear of death in the the fear to losse of limb.

Keywords: development of the infant, early education, child psychoanalysis, affective relationships, fears, insurance.

COLABORAREA CONSTANTĂ ȘI COERENTĂ DINTRE FAMILIE ȘI GRĂDINIȚĂ

dr. **Monica Cuciureanu**, cercetător științific III,
Institutul de Științe ale Educației
București, România
monica@ise.ro

Abstract

A big opportunity of preschool education is given by the fact that family members and preschool teachers often come together. Whether this opportunity is used or not, as well as how often it happens, depends on the educational partners, having a strong impact upon the efficiency of the educational process. The article regards the premises of a good cooperation between family and kindergarten, the main and most frequent cooperation and meeting ways used during this educational partnership. Relational coherency between the partners is in the benefit of children and can assure the basis for quality education offered in both life and learning environments. Some useful pieces of advice offer to the reader the opportunity of self-assessment of the distance to the own successful cooperation kindergarten-family.

Keywords: Cooperation family – kindergarten.

FACTORI DE RISC ÎN DEZVOLTAREA COPILULUI MIC ÎN FAMILIE. DINAMICĂ INTRAFAMILIALĂ ȘI TULBURĂRI ALE NIVELULUI PSIHOAFECTIV

Gabriela Alecu, cercetător științific
Institutul de Științe ale Educației
București, România
gabicretan@yahoo.com

Abstract

Among the large number of variables involved in building the self-image as a parent and the image of the child - with crucial implications on the relationships between them - in this study we chose to focus upon the dynamics and family constellation factors and on the quality of psycho-affective interactions between husband and wife and between parents and children. We intended to remove the risk that possible imbalances in these levels may have on children's mental health, thinking that a good knowledge of problematic situations would encourage early intervention, such as parent counseling and education or psychotherapeutic support.

Keywords: family dynamics; Parental Alienation Syndrome; primary attachment disorders; emotional climate; family violence.

SPRE EGALIZAREA ȘANSELOR, PRIN EDUCAȚIE TIMPURIE

dr. **Alexandra Mateias**, cercetător științific III,
Institutul de Științe ale Educației

Résumé

L'éducation pour les petits enfants, âgés de 0 à 7 ans, reçoit un statut de plus en plus élevé en Roumanie. Elle est en train de réaliser une dernière étape d'une ample stratégie de réforme, faite à l'intention du progrès qualitatif et quantitatif de l'éducation, ayant comme conséquence l'accroissement des chances de réussite pendant la scolarité ultérieure. Cet article propose le schéma d'un projet de formation des enseignants pour les petits enfants, visant une bonne formation générale, la différenciation, l'adaptation à l'individualité de chaque enfant, l'influence positive conjointe des parents, des enseignants et des conseillers psycho-pédagogiques.

Mots-clé: égalité de chances, différenciation de l'enseignement, éducation démocratique.

PROGRAME ȘI PROIECTE EDUCAȚIONALE

THE PHOENIX PROJECT: DEVELOPING THE EDUCATIONAL RESILIENCE OF CHILDREN IN DIFFICULTY

Cristina Coggi,

professor of "Methodology of Educational Research",
University of Turin

Paola Ricchiardi,

researcher of "Methodology of Educational Research",
University of Turin

Abstract

In this article the Authors summarise the guiding principles of the Phoenix Project, its methodological-didactic aspects and the results of initial experiments implemented in two very different environments: Brazil and Italy. The project was actually started and implemented – in its first phase – with Brazilian children from a poor quarter of Salvador de Bahia, and it was then tested out with Italian and emigrant pupils in difficult circumstances from Piedmont. The "Phoenix Project" is a laboratory program of cognitive and motivational enhancement aimed pupils most in difficulty.

Keywords: project Phoenix, integration, children in risk situation, less-favoureds groups, cognitive development.

PROIECT DE CERCETARE PENTRU EDUCAȚIA TÎMPURIE: INTEGRAREA COPIILOR ÎN GRĂDINIȚĂ

dr. **Monica Cuciureanu**, cercetător științific III,
Coordonator de proiect
Institutul de Științe ale Educației
monica@ise.ro

Abstract

*The study **Integration of children in the kindergarten** developed in 2009 by researchers of the **Institute of the Educational Sciences** is the first one among other studies to come in the next three years, which intend to investigate and offer solutions for the most frequently appearing problems of young children entering the formal educational system. Starting from concrete problems obvious in the daily practice of kindergartens, the study analyses the influencing factors, the effects, as well as the ways of avoiding those problems by parents and kindergarten-teachers. An actualized analysis of the integration of young children in kindergartens in the reformed early-childhood educational system is the aim of this project.*

Keywords: *Integration of new children in the kindergarten.*

FORMAREA PĂRINȚILOR PENTRU EDUCAȚIA TÎMPURIE - ADAPTAREA COPILULUI LA MEDIUL DIN GRĂDINIȚĂ

dr. **Speranța Farca**, cercetător științific III,
Coordonator de proiect
Institutul de Științe ale Educației
speranta.farca@gmail.com

Abstract

The project "Training parents to support their children's integration in the kindergarten" is part of a larger research programme, spread over three years. The aim is to prepare and support the parents for their children's debut in the preschool education system, in order to diminish the difficulties related to the adaptation process. The research is conducted by the Institute for Education Sciences, the "Theory of Education" Department. It is an action-research project implemented, in th pilot-phase, in five kindergartens in Bucharest.

Keywords: *early education, parent training, adaptation to the kindergarten environment.*

EDUCAȚIA PENTRU VIAȚA DE FAMILIE – DISCIPLINĂ OPȚIONALĂ PENTRU ÎNVĂȚĂMÂNTUL LICEAL

dr. **Simona Velea**, cercetător științific
Institutul de Științe ale Educației
dr. **Mihaela Ionescu**, coordonator de proiecte
Unitatea de Management al Proiectelor cu
Finanțare Externă, M.Ed.C.I.

Abstract

The project “Education for family life” was developed by the Romanian Association for Education and Development, in partnership with the Institute for Education Sciences and with the support of UNICEF Office in Romania. It has proposed a coherent set of measures meant to prepare the young generation for their future family life and to develop their parenting skills: curriculum for highschools, methodological guide for teachers, textbooks for pupils and teacher training courses. The elective subject was developed taking into account the need to prepare the students for their future roles, to get aware of the parental responsibilities and the implications towards their own life as well as others.

Keywords: *parental education, family education, curriculum, teacher training.*

EXPERIENȚE ALE PĂRINȚILOR ȘI CADRELOR DIDACTICE. ESEURI

GRĂDINIȚA FĂRĂ JUCĂRII

UN PROIECT EDUCATIV DE PREVENIRE A ACOMPORTAMENTELOR DE DEPENDENȚĂ ÎN EDUCAȚIA PREȘCOLARĂ

Raluca Verweijen-Slămnescu
raluca.verweijen-slamnescu@sos-kd.org

Abstract

In A three months time free of toys and pre-made didactic games, offers a child the freedom and the energy to exercise and interiorize a range of life competencies such as efficient communication, creativeness, and perception of his/her own needs and of the needs of the peers around. The “Toys-free kindergarten” promotes the development of healthy life behaviours, which as such will contribute on a long term, to the prevention of addiction behaviours. Such projects were organised for the first times in the early 90s in Germany.

The present article brings in a personal perspective of the author, herself a parent of a child involved in a “Toys-free kindergarten”. It briefly introduces the key elements of the project. Interested readers should feel free to use the literature recommendations and the contact details at the end of the article for more information.

Keywords: *preschool education, prevention, addiction.*

UNDE SUNT CEI ȘAPTE ANI DE ACASĂ? EDUCAȚIA TIMPURIE ÎNTRE RISCURILE ETATISMULUI ȘI ROLUL ESEȚIAL AL FAMILIEI

drd. **Mircea Șerban-Adrian**, cercetător științific,
Institutul de Științe ale Educației

Abstract

This study intends to approach the conception that underpins the recommendations relating to early education in the Report of the President's Commission on Education from 2007 and the Draft Law on Education from 2009. The assumption is that behind these recommendations there is a statist philosophy in which the state has a preeminent role towards the child and family. I have addressed the difficulties of educational statism by applying the principles of certain conceptions that enhance the value of human beings, freedom and the value of tradition (as knowledge gained in time, by experience). The theoretical discussion is completed with an overview of the historical processes generated by the implementation of heavily statist educational models and of the resulting consequences. Based on recent studies, I suggested that the way out of the statist trap lies in reconsidering the role that family should play in early education.

Keywords: early education, basic education, statism, public good, family.

GRĂDINIȚA DE ARTE

Alexandrina Neagu

Director al Grădiniței cu Program Prelungit nr. 111
sector 6, București

Abstract

A kindergarten like any other can be transformed through our involvement as educators into an authentic cultural center for meeting, communication and creativity where children, parents and teachers can feel at home.

Keywords: communication, culture, art education.

GRĂDINIȚA LIBERTĂȚII DE A FI

Ana Lanțoș

Director al Grădiniței cu Program Prelungit nr. 209
sector 6, București

Nicoleta Din, institutor

Abstract

Our kindergarten is like a village. A living community is formed around it, with multiple relationships, all of them having educational valencies. In our kindergarten, all the adults are educators and we all respect the children's need to learn, to relate, to communicate, to feel safe, to be free.

Keywords: communication, community, educational, Step by Step.

STIMULAREA CREATIVITĂȚII COPILULUI PREȘCOLAR

Ana-Maria Cavescu

Director Grădinița „Voinicelul”, profesor Grădinița „Vip”
gradinitavip@yahoo.com

Motto: *„Una din cele mai justificate acuzații ce pot fi aduse sistemului nostru educațional este că el neglijează și prea adesea suprimă creativitatea naturală a tânărului.” (G.Kruller)*

Abstract

Creativity is a human-specific capacity that can be encountered at any age. It is therefore important that the child's education, from the beginning, to find ways to stimulate creative expression and especially to avoid those adult gestures that could inhibit the spontaneous manifestations of the child. For children, play in all its forms of expression, is very valuable for creative expression. Starting from this observation and combining it with creativity expert studies on adults, we find that the game remains important for creative expression at any age. So in this area (as in many others) we can learn from children.

Keywords: *creative expression, creativity, play, preschool.*
