



Subjects and learning



MINISTRY OF CULTURE, SCIENCE
AND TECHNOLOGY



ORGANIZATION OF THE AMERICNA STATES
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Introduction

This document forms part of a series of materials prepared to the interior of the Hemispheric Project *“Elaboración de políticas para la prevención del fracaso escolar”*, (*“Preparation of policies for the prevention of the school failure”*), sub region MERCOSUR

Each one of these texts have the purpose of contributing with reflections, conceptualizations and keys to understand the core problems that the region is going through. The relation between poverty and education, social and education un-equality, school bond and community, learning and teaching in critical situations.

The receivers of these materials are teachers of different levels and moods of the education system that form part of the countries of the MERCOSUR.

The conceptual developments of each document are accompanied by activities and suggestions, with the purpose of widening and deepening the proposed subjects.

In the same way, this series of documents is going to be available in the web page of the Project: <http://tq.educ.ar/fracasoescolar>

It is expected that these materials are shared among colleagues, in spaces of formation, reflection and training.

Table of Contents

INTRODUCTION	9
<hr/>	
SUBJECTS AND THEIR POSSIBILITY OF LEARNING	
<i>A basic and central debate: What is understood by educability</i>	11
<i>A persistent hypothesis: Who fails at school carries some deficit</i>	15
THE MODERN CONCEPT OF DEVELOPMENT AND ITS REPERCUSSION IN THE ROOMS	21
THE PROCESSES OF SCHOOLING AND THE FORMATION OF THE MODERN CHILDHOOD	24
THE SCHOOL LEARNING, ITS SPECIFICATION AND ITS SUBJECTS	30
<i>The School learning</i>	30
<i>The hypothesis of discontinuity between the cognitive development in daily and school contexts</i>	32
<i>The experience and value components that order</i>	
<i>The school experience</i>	35
<i>The demands of the cognitive work</i>	36
<i>A change of perspective: switch the focus of the person to the situation</i>	39
<i>Participation and appropriation: two key concepts to understand how we learn at school</i>	44
<hr/>	
BIBLIOGRAPHY	50
<hr/>	
APPENDIX I	53
APPENDIX II	55
APPENDIX III	60
APPENDIX IV	61
APPENDIX V	62

Introduction

To approach the subject of Learning and the subject in the context of the Mercosur and the project that protects these productions, claims to answer a demand that orders our emergencies in the daily lives of our schools. Two subjects, in our opinion, should go through our reflections over learning and the subjects. On one side, how to recover the trustworthiness in the possibilities of learning and the development of our young adults and children and, in solidarity with this, how to recover the trustworthiness in the possibility of generating genuine and powerful education experiences that allow its full appropriation of the school space. The persistence on these two focus does not obey only to the concern raised from academic spheres of the psychology and the pedagogy.

As it is already known, it has been installed in Latin America the concern and the debate over the possibilities and limits that seem to have the education action, mainly in the relation with the possibilities of attention to children and young adults coming from the popular sectors. Curiously, a problem as old as the one of the school inclusion of the children that suffer poverty or that belong to the minority, seems to be recurrent on the debate in different education spheres, from international organisms to the academic production (Please see Artiles, 2003).

What is curious, in fact, is not found in the presence of the subject due to the persistence or growth of the poverty conditions. What has undoubtedly deserved special attention, and some debate somehow energetic, has been the questioned and sad meaning given in occasions to this old problem, when stating it as a suspicion over the fact if the children and the young adults that have to endure difficult and tough raising conditions and life, result to be *educative subjects*. This is, the suspicion is installed if the children and the young adults of these sectors achieve to gather a kind of requirements that are judged to be necessary for the successful learning at school in the current conditions. This subject has given way, in particular in Argentina, to a justified debate (Please see López, N. y Tedesco, J. C., 2002; Bello, M., 2002; López, N., 2004; VVAA, 2004; Frigerio, 2004; Neufeld, M. R. y Thisted, J. A., 2004; Baquero, R., 2001, 2003).

In a way, and in a simplified manner, but not lacking risky and deep effects, education is understood as a "learning capacity" learnt by the subjects. This is, the evident rates of low performances, high desertions or repetition, for not adding the difficult figures of reconstruction of the promotion of students without the basic foreseen achievements, seem to explain by the appealing of supposed deficit conditions that the students may carry.

As may be understood by the colleagues that get in contact with this document, there is no intention of minimizing in no way the hard conditions of the life of our children and young adults, nor the evident and historic difficulties that are many times submitted and generate "successful" education experiences destined to the most damaged sectors. The sole intention is to highlight a core problem: **It is possible and necessary to get suspicious of the apparent evidence of the common sense that pretends to find in the same students the reasons of the failure.** There are political reasons to impose this demand of the region and the time. How are we going to approach an emancipating education if we suspect of the mere possibility of appropriation of basic learning on behalf of our students? We also have theoretical deep reasons to suspect of the old and rude conceptual tools that take us to a street with no exit of the supposed deficit of our students, or their families, or their languages, etc. Finally, and perhaps most importantly, we also have, luckily, the testimony of many education experiences that are powerful even in those conditions in which the common sense, when not some theoretical productions, saw an inexorable horizon for the school destiny of the students.

Our task in this document is to challenge the look of common sense, the one that says that the subjects that carry out "normal" conditions, perceived as "natural" to learn and in line with that, we would try to reflect over the political sense of the school experience, taking school as a historic and politically constructed space. In this way we would be able to discuss the frequent and recurrent suspicion that is present around the nature, biological, social, ethnical or cultural, of the children and young adults that are not adjusted to the format that their own school proposes and imposes.

The subjects and their possibilities of learning

A basic and central debate: What is understood by educability

The discussion around the education or the conditions of education did not only remit to the debates given in the community of professionals or academics, but also illustrates, undoubtedly, the concerns going through our daily school, our mission as educators.

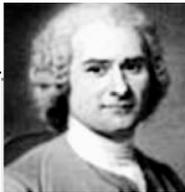
At the end, the documents referred to provide a debate which emergency obeys to the fact that they seem to reinforce a sad perception of the common sense of the impossibility of learning explained in appearance, as we already stated, by the deficitary condition deficitaria of the children or their families.

In the first term, it is important to perceive why is the fact of assuming an answer of no constitution of an *educable subject* is seriously judged when referring to the reasons by which it was not possible to achieve satisfactory learning, children and young adults in particular of popular sectors. **The Education cannot be compared to the “ability to learn”.** In fact, there is a double limitation, in its habitual formulation in the common sense

Educability refers to an old category of the Pedagogy to which, for example, Herbart gave the status of fundamental to the pedagogy. The concept of educability is associated to the possibilities of being educated, of being ductile and with adaptability, having distinctive marks with the possibilities of learning from other species. Ahead of the changing or varied possibilities pursuant to the factors that influence the learning, the non-finished or opened feature of the human nature that is stated, its incompleteness. The vision over the educability is very different if conceived its nature similar to the training or the conditioning, while or even if we consider that it is about the perfectability of the human being, considering the educative as a pre-established end, and sole, determined by the essence of the subjects. As it is indicated in the text, the positions of the “deficit” are similar to the essentialist positions. Such has been the traditional case of the use of the category in the special education. The essentialist models have a normative and ideal vision over how the subjects should be by making an abstraction, on the other hand, of the conditions that generate the own education practice, that

se la percibe como natural y normalizada- en abrir posibilidades para el despliegue de los sujetos. Como visión contrapuesta se propone la concepción de lo humano como potencia vs esencia. Como afirma Paturet siguiendo a Agamben, "Si la educabilidad no es ni adiestramiento, ni condicionamiento, ni perfectibilidad, sino simplemente reconocimiento de la potencia de ser del hombre, significa entonces la capacidad humana de una renovación permanente, de una no-finitud, de una esencia inesencial que hace posibles nuevos despliegues" (Paturet, 2003:114)

Paturet, J-B (2003) "Educabilidad" en Jean Houssaye (coord.) Cuestiones pedagógicas. Enciclopedia histórica, México: Siglo XXI.



Jean – Jacques
Rousseau

French philosopher and writer (1712-1778). For his love to the feelings and the nature, he is considered one of the precursor of the Romanticism. His thinking exerted a great influence over the ideals of the French Revolution and in favor of the expansion of the democratic ideas. Author of many works, among the most popular, we can find *Discurso sobre las ciencias y las artes* (1749) *Emilio, o de la educación* (1762), *Contrato Social* (1762).

. First, the education, as it is known, reminds a specific attribute of the human being, a distinctive note that makes reference to some kind of incompleteness of the nature of the baby human being that needs its appropriation on behalf of a culture to be able to constitute himself in a subject.

That is to say, far away from the possibility of achieving learning, though supposed, under the figure of an almost infinite malleability as in Rousseau or, already measurable, as in Herbart, refers to the fact that in some way it explains a crucial feature of humanization.

As it is evident, learning is not an excluding attribute of the human being, in such a way that we cannot consider the animal psychology questions to infer or analyze many learning processes —more or less simple or more or less complex that illuminate, for example, common or different aspects between humans and the rest of the species. It is enough to remember the works over learning for the conditioning on learning of the conductist tradition or its use as a technique to infer, the laws of the Superior Nervous Activity in the work of Pavlov, to find evidence over this possibility of assisting to animal learning processes and its possible comparison with the human learning.

Thus, in the meantime, the proper of the human is not this capacity of learning.



Johann Friedrich Herbart

per se, but, in any case, the possibilities of constituting a subject of one culture. Please remember how in the work of the classic pedagogist, like in Comenius, it obviously appeared as an unquestioned data. Up to that degree, for this author, the educability appears as an attribute of the human being, from there the viability of the **pansophic ideal** of teaching all to everybody, the reluctance to the education methods that made suspicious the reluctant "human monsters" anomalies of the nature to be exceptional. As we said before, in another site, the "in educability" does not seem to apply, unfortunately, to the big number of our poor young adults and children. The suspicion for the educability meant for Comenius, thus, an inevitable suspicion for the nature of the subject. The interesting thing is to note how, in the work of

Comenius, to be aware of the diverse nature of the students, the diversity of the talents and willingness, and a method was supposed to be designed that, although it inaugurated the fiction of being able to face that diversity, by homogenous means, it meant a viable and needed company of a construction and an occupation. This means, the method had to catch the immense variety and majority of subjects. Please remember that the refractors to education should be strange things of nature. In other words, the order of a learning practice should be such that it produces a positive effect in the immense majority of subjects.

Even more, if some students were not very available or able should be due to the fatherhood raise, more than for their nature. Apparently, it seems a similar argument to the modern one. The modern practices of raise, social nature of the subjects that place them at least as apparently non educable. However, Comenius, the father of the Magna Didactic, seemed somewhat more optimistic than many of our contemporary ones. He understood that the teacher should generate the educability conditions of the subjects. "If a table is damaged, polish it", etc. Please understand that this is the opposite notion to the one of requiring the

German philosopher and pedagogist. (1776-1841) In Switzerland, he studied the methods of Pestalozzi. He was professor in Gotinga and in Königsberg, where he succeeded Kant. He is the author of *Pedagogia general* (1806), *La psicología como ciencia* (1824-1825) and *Metafisica general* (1828-1829)

Herbart was the first in defining Psychology as a separate science of the Philosophy and the Physiology, and in granting Pedagogy with a scientific status. His most outstanding contribution was the formulation of a learning theory, the one that he called "Theory of Appreciation", as from the laws of association of Locke and of the doctrine of the powers.



Comenius

He was born on March 28, 1632 in Moravia, current Check Republic. His Check name is Juan Amos Komensk . He was a theologian, philosopher and pedagogist. The *Didáctica Magna* (1632) is considered one of the founding works of modern pedagogy in which you can observe the positions of simultaneity, graduality and universality of the modern school (cf. Narodowski, 1994).

subjects to submit a series of initial conditions of admission, as to ensure a happy teaching. In Comenius, it is the own didactic of the teacher, the one that considering the features of the student, generates the conditions for his education. Something a little different to judge than the action of the school that is limited, when not impeded, by the incapacity of the families of producing “educable subjects”.

Reading suggestions



If you are interested in Getting deeper in the ideas of Comenius, we suggest you to read *Didáctica Magna de Comenius J, A.* (1986) Madrid, Akal First edition in 1932. Translation of Saturino López Peses (first edition of the translation

To think among colleagues



There are different ways of referring to the concept of educability. Below, we give you some definitions to discuss and reflect among colleagues:

- “The educability can be defined as the **plasticity or ductibility of the person** to be molded and transformed by the influence of the multiple education stimuli. That is, in other terms, educability is the **ability that pertains to the human being to be transformed** through the successive education efforts.

(Manganiello, *Introducción a las Ciencias de la Educación*, 1970: 34)

- “(…) we state the educability of the man, but acknowledge its limitations. **Education is possible, but has its insurmountable limits in the nature of the student.** The education cannot do it all, as the empirics pretended, but exerts so big an influence that is creates quite frequently a second nature (Manganiello 1982) the underline is ours.

A persistent hypothesis: He who fails at school carries some deficit

It is usual to approach psycho-education approaches, as we said before, to appeal to the explanation of the reasons of the failure in the learning, referring to the fact that the subjects contribute with apparently "deficit" conditions. The deficits are usually marked as changing in the different times, but seem to continue as a privileged observance about the students. As it is known, for example, we have meant or we continue meaning with relative frequency as deficit conditions or delays, in the development of the processes of the sensor-motor type, the reasons that would explain the difficulties to learn and write of many children. Although it is true that there are children that may have pictures that deserve some interventions of a clinical type or a more personalized attention, we know that, honestly speaking, the possibilities and the process of the learning of reading and writing are far from being defined nor explained by the levels of maturity in the sensor-motor aspects of the subjects.

From many psychological traditions, from the cognitive psychology to the genetic psychology, and the socio-cultural approaches, it is considered as crucial for the understanding of these learning, to get to know the nature of its process of acquisition, construction or appropriation, always complex ones. That is to say, in any way, that this is about complex processes of cognitive construction and appropriation of specific cultural practices, irreducible to the processes of maturity or mere sensor-perceptive decodification. Does this mean to deny the existence of acute disorders in the sensor motor layer or even the cognitive? In no way, however it does circumscribe and differentiate the problem of the need of a specific attention of the students that need it from the common and dramatic problem of *massive school failure strongly associated to the social origin of the students* (Lus, M. A. 1995).

In the absence of a better name and to understand it, we are used to call as massive school failure the high rates or repetitions,

abandonment and low performances of the students. This not very nice name. It obeys the same significance of “failure”, but, above all, the fact that with many frequency it is born from the supposed idea that he who fails is the student. As it is already recurrent to point out, and even when the name of failure continues being not the most ideal one, in any case, it is necessary to point out that the one who fails is the school, as not having been able to generate the expected learning in the students. Nevertheless, the fact that it persists, the idea that the ones who fail are the students, obeys to the close school logic and to the budget that we are analyzing over its supposed deficits. Following in part María Angélica Lus, we can find, in general, three positions over the reasons attributed to the massive school failure:

- **Positions centered in the student:** The most classical positions, though highly in force, tend to search the reasons of failure in aspects that make the student, as we already observed, matters related to his maturity as his psychological or intellectual development.
- **Positions centered in the social and familiar conditions of the student:** Many times the supposed explanation of massive school failure is focused on the difficult conditions of the life of the children and the young, generally belonging to the popular sectors.
- **Positions centered in the relation student-school:** This is about positions that try to catch the problem in the *interaction* of the features of the students and the school practices.

In the frame of the positions centered in the student, the most classical positions answered the problem from a clinical-medical or pathological,

individual approach. The students that were not adapted to the pedagogical proposal and the school expectations of performance were suspected of having any abnormality. If the learning is not produced, the reason of this not learning can be looked in the internal layers of the subject. From the grotesque

Thinking among Colleagues



It can be interesting to open a space to discuss among colleagues over the insistence and persistence in the schools of “the hypothesis of the deficit” that is described by the author.

craneometry to the deep psychometrics, a powerful technology has developed, applied to students and addressed to assess and forecast their possibilities of learning. The appearance and the consolidation of the discipline and the psycho-education practices were signaled, in a good measure, by the obsession of classifying the students in accordance with their level or way of education.

As it shall be understood in these positions, the notion of *deficit*, *delay* or *deferral* quickly acquire their shape. There are the students the ones that are not in a condition of learning. The trust of Comenius in that there are few the natural alterations, the non educable human monsters, at the end, was a trust in some way, in the generosity of the divine creation, he is submitted to a kind of systematic catholic control of the quality of the students, be stated the irony. The Comenian trust does not appear also, that the teacher shall find the appropriate method to assist the diversity of talents and willingness. At least, not in the space of a *common* education.

Once again, it has to be taken into account, that we are making reference to the **massive school failure**. The one that affects a high and considerable portion of the school population. From this perspective, it seems to generalize all those who have low achievements to have an only relevant logic and many times, with no repairs, to the not numerous cases that deserve clinical interventions. In this way, the massive school failure is understood as a sum of individual failures.

The second perspective, that centered in the social or familiar conditions of life, that is, in some way, the one that is situated under criticism at the beginning of this work. This perspective warns that the children and the young do not have or do not access the necessary resources to sustain, then, a successful scholar life. These resources are material as well as symbolic ones, and they are measured in accordance with what seems to be perceived at school as necessary conditions for a non problematic scholar life.

What now seems to be of importance when describing the conditions that the children should carry to learn in a satisfactory way, it is not always relative to its maturity or level of intellectual development. It is centered in the socio-affective conditions or socio-economic-cultural conditions of the children.

And the adults too. From the suspicious by the brains, we went to the suspicion of the families, the cultures, the ways of raising, of speaking, the game of the subjects, etc.

This perspective deserves some clarifications of importance over what he is proposed to work in this chapter. At the beginning, it has a virtue to be attended, and it is the one of having claimed with recurrence the cruel relations between massive school failure and the situations of poverty or exclusion. In a frame that goes from the subjects of the poor neighbors of the big cities, to the children of the fields or belonging to the minority, this persistent relation can be shown between school failure and the social origin of the students (Lus, 1995; Artiles, 2003). In this sense, this look commonly taken over this problem, has the positive effect of begging for the insistent improvement in the life conditions of the children and the young, assisting in some way, to the relation between conditions of the vital daily and the effective possibilities of learning. However, it should be noted that, although this second perspective seems to substantially differentiate from the first, in truth, as stated a long time ago, it does not seem to move ahead from the old conception of the deficit.

It is convenient to remember once again that it is essential to distinguish the *confirmation of certain relations or phenomenon* (the evident fact that the massive school failure impacts in a differential way over the students of popular sectors) and the way in which this *means* or *try to explain* these relations. That is to say, our common sense is usually trapped by the confirmation of the relation poor-school failure, as it carries in itself the reasons of its explanation. Even when we know that not all the subjects of popular sectors fail and that the subjects of other sectors, more favored ones, are far away from having a successful school life.

As stated before, the problem in this perspective lies in the truth that the fact seems to approach the problem by “taking care of” the social, economic or cultural situation of the subjects, and at the end, of the social nature of the problem of the school failure, however, honestly, it does not apply the same logic to analyze the same school dynamic. That is, the social is analyzed as an external factor to the learning process.

And it affects the school learning process as a condition of the environment, as an external variable. As we are going to observe later, this vision could be opposed by another that understands the nature of the processes of schooling and the developments and learning produced in its core, that are of the same social and political nature. This is the reference made to the third reading over announced failure.

Thus, from this perspective, it seems to be understood that the conditions effectively carried out by the subjects of popular sectors or by minorities are honestly *deficitaries*. It is probable that this description, in the logic of this perspective, is not wrong, since it comes from what we understand and shall later analyze as a *naturalized look of the school space*. Even when the failures of the school space are acknowledged and a big portion of its obvious limitations, there is no doubt that the keys of failure lie in the conditions of starting point or possible support of the learning of the students and their families.

The third perspective is that centered in the relations student-school, and it makes reference to the fact that the reasons of the massive school failure nor its nature cannot be submitted by making an abstraction, as we said before, of the same nature of the school space. We can find within this perspective, as in the other ones, some diverse emphasis and scopes. As a common aspect, it can be stated that the school imposes the highly homogeneous working conditions, that make an impact over the clearly heterogeneous population and that the attribution of the reasons of the school failure to the unbalance of the conditions that carry out great part of the school population, can only be made over the basis of judging these school conditions as optimal, natural or impossible of being modified. However, please understand well the consequences of what is being discussed, even when the conditions of the school failure are judged as with no remedy or not improvable, nothing justifies its significance as deficitaries to the conditions carried out by the subjects. It is a problem of deep consequences and of political effects not always perceived. When the school action comes into the daily life of the subjects, it proposes conditions to learn, honestly debatable in many cases, and judges the capacity of the subjects or the communities in accordance with their capacity of adaptation or adjustment to the

conditions imposed, it may operate knowingly or not, in a violent way and authoritative, excluding in the facts the same apparent act of including. That means, the school learning is not the mere acquisition of abilities or knowledge described as a psychological-individual process of performance of the childhood nature, sufficiently or appropriately encouraged, but, that the learning process in the school frame should be observed as a powerful mutual process of appropriation between the subject and the culture. This process carries out unavoidable disputes and, as it shall be observed, cannot be reduced at all to a "technical" problem, unless we simulate its highly political nature. In such sense, the tense relation to which we attend between school expectations of the conditions of starting point that the children and the young adults should have when entering and the ones that they effectively have, should be examined with care.

Said in another way, this perspective calls out over the risks of the positions centered in the notion of deficit as an explanation of the massive school failure. It submits the perspectives centered in the deficit seem to stem from, at least, a double naturalization of the development processes and the school space. In this way it seems to be understood the school space, as designed to optimize the learning of the subjects, as an optimums space, natural or at least, neutral, to encourage the development and produce learning in the subjects. In the same way, it is judged, the processes of development of the subjects as natural an even ones, as if the subjects only express levels or ways of the same natural development. In this line, the development of the subjects is perceived in the facts as a process that should be harmonized in a natural way with the school space and if this is not done, something may be broken in its nature.

CLAVES PARA TRANSITAR ESTE TEMA



Throughout this paragraph, three perspectives have been analyzed over the reasons attributed to the problem of massive school failure. Please try to relate each one of them with the concept of educability, previously worked with.

The modern conception of the development And its repercussion in the rooms

In this paragraph we need to describe and submit to discussion the representations over the development that ordered many part of the modern practices of raising and education of the children. Solidarity representations with the studies over evolutive psychology, with the medical-psyquiatric practices and the evolutionist epistemology that dominated the XIX century.

In this context, the development is perceived as a process of unique course, ordered in a theological way and of homogeneous rhythms. This is, all the subjects are expressed in a different level of a same process and the evident differences among them or among populations are meant as differences *of level* of development or as *detours* from their **normal** course. Thus, is understood the same process of development as the progressive approach to certain points of destination, valued and foreseen as **normal (expected)**. Teleological, then, is in the sense that its logic is ordered by the arrival of a *telos*, a final state of a desired development. And, to this, we add a progress expectation according to certain times that define, absolutely, detailed criteria of **being normal**.

Let's observe some consequences of this naturalized perspective over the development. In line with the school, pediatric and raising practices, present in the modern times, there was an idea to actively produce a homogeneous development in management and times, penalizing as abnormalities, the delays or detours, defining, for example, the performances, levels and ways of *educability*. **The equation, that is important to acknowledge is the one that confuses the desirable development and cultural and historically valued one with the normal or natural development.** Modernity and the school ideal expressed it in a clear way, valuing *certain* ways of developing, those that promote the entrance to a good culture, to the ways of scientific thinking, to the progress according to homogeneous and foreseen ways, etc. The problem lies in observing such valuations in a naturalized way and de-historical, and suppose that the development towards the appropriation of so specific cultural practices

as the writing or the science, express a natural development of the subjects. Together with that, as we shall observe, the school is perceived as the natural space for this appropriation to be produced. In such a way that if some subjects do not show high availability or possibilities or appropriation in the ways and in the foreseen times, its nature can be suspected. The notion of delay is not explained, except under the supposed thing of a normalized expectation of homogeneous rhythms and almost natural in the processes of development of the subjects.

The latter leads not to recognize or simulate the political nature of the education practices that promote *some* development courses over the many possible ones. In such a way that, as Burman (1994) pointed out, the evolutive psychology, alike in its origin to the same process of modern schoolarization, results in a body of *normative descriptions* or *naturalized prescriptions*. The school shall be designed and perceived as an space that should harmonize with this naturalized development.

Please note that the progresses of the subjects, as Chapman (1988) has well indicated, are assigned as a distance that is closer to the aim to be reached, as progress in the sense or proper direction measured for what is still pending to be followed. However, the development could well be conceived as process of change, which progress is assessed by the distance taken from the starting point, though the direction to be taken shall be initially uncertain or, at least, not naturally prescribed. For the teachers that read these lines, it shall be easy to recognize here the usual difficult times that the assessment of processes of learning with open ending, poses on us, with the arrival to aims or school achievements already prescribed. Reaching the goals, let's add, in the *times and the rhythms* considered as normal.

Please also note that what has been described here, does not imply that this perspective shall contemplate or assess the obvious differences of every kind that may be carried out by the subjects. Either in the rhythms and times of its development, as well as in the course that this same process may undertake. The modern education practices, as we said, did not ignore, at all, the differences of the subjects, but they meant them, that is to say, they interpreted them, read them, produced them in some way, as deficits, delays or detours, since the

criteria of development of unique course, teleological and of homogeneous rhythms was perceived as the *normal* course of development.

In fact, as we shall try to show later one, the development in many modern perspectives is perceived as a multidirectional process, inherently diverse (Chapman, 1988; Valsiner, 1994; Cole, 1999). It is, at the same time, an open and not known process. However, it does not imply that this is about a process with no analyzed regularities or mainly risky. To speak honestly, it is about a complex process, co-defined for its "natural" aspects, those that define us as human babies with the variations, as for social aspects, the cultural defined practices that produce restrictions to the development, highlighting then, some guides and paths, and some ways of psychological development. In such a way, that the education practices in a wide sense, of the raising and the school ones, have to be **analyzed** with care as a kind of practices of government, as producers of some specific courses.

The good or bad new thing is that nothing indicates that there is something like a "natural development", that that seemed to have a path beforehand, pursuant to the evolutive classic perspective. **For this reason, the education practices cannot be submitted as technical, neutral, stimulating practices of a natural development, but as definitely political practices.**

In the same sense, we suggest to analyze the consequences of this bond, for our looks over the subject that learns and the school practices.



The school education processes and the constitution of the modern childhood

We have submitted that the perspective centered in the deficit had a second supposed item of importance. Such supposed is referred to the naturalization, already commented of the school space.

This sometimes mean, on one part, the perception of the fact that the school space is a sort of natural space to produce developments and learning in the subjects. On the other hand, it perceived the ways of organization of the school work, the own logic of the school, as products not historical, as if it is about contingent constructions, politically decided. The modern school adopted precise and effective ways of organization, not innocuous to the ends of producing, or collaborating in the production of specific courses of development of the subjects, this means, of specific ways of living childhood, of producing learning, etc.

We shall propose to briefly analyze these three questions. On one part, the relation between school education processes and constitution of the modern childhood. On the other hand, the features that we shall call the hard components of the modern school device. Finally, some reflection over the appropriate/inappropriate of the school format for the promotion of learning.

As it is known, the processes of massive school education are considered as particularly critical ones, collaborating in the production of the modern *childhood*. This is, in modern times, some specific ways of living the childhood were produced, idiosyncratic ways that were organized as from the raising, pediatric and mainly school practices. The historical research clearly showed that the modern ways of perceiving childhood, the feeling of the childhood, were not “natural” forms, but specific historic products. This is called *childhood* to the specific way of processing childhood that is produced in modern times. In such a way, that the image of the children seems to be attributing as their own nature, the features as dependency, need of protection, heteronomy, and the need of a gradual access to the culture

or adult practices. If until the industrial revolution and previous to the big migrations from the field to the city, children could be perceived as fixed to the economic and family education device, sharing activities and positions with the adults, now they are perceived as a necessary segregation of the childhood culture. It was required for the children that were around the streets and were not reached by the labor hiring, a settlement to a device. Massive school education fixed a specific device to the children that positioned them as **students**. As it was already perceived, those features attributed to the childhood were precisely the ones defined by the position of the student in the modern school space. **The student is located in a position of heteronomy, dependency, and of gradual access to the adult knowledge, they are placed in the position of *child*.**

These historical questions are hand in hand with the revisions of the psychology of development recently commented. This means, there is a common highlighted denominator. The historical production of modern childhood submits once again, its non natural nature.

Please state this again: The ways of perceiving and living the childhood in the way of the childhood are historical productions that say nothing about the “natural” development of the children. This is to say, that modern evolutive conception that we have described, very highly does not refer to a supposed natural child, but to this modern child, this ideal way of living childhood pursuant to the perception of modernity. As we have already seen, this normative ideal is naturalized and expressed, and put into practice a normal criteria with which it is judged, assessed, measured and compared to the subjects. School shall result in the social laboratory of production of normal childhood and the surface of emergency of the possibility of analyzing the comparative way, precisely, to the childhood population.

It is interesting to point out some of the features that the modern school format undertakes and that can be aspects invisible or not think about at the time of approaching a psico-educative analysis of the processes of learning. In general, they are described as features of the processes of

school education and the own school modern format, as follows:

- The “universal” and compulsory inclusion
- The presence of a working regime and of regulation of spaces and times, relatively homogeneous.
- progression
- Simultaneity (room and systemic)
- The creation of a collective of students

Let’s quickly review some of these features. On one part, something usually forgotten, but that results crucial, mainly at the time of weighting the encouragement of the students, is the fact that the school education is proposed as a compulsory universal nature. Although it is understandable that we think in its access as a critical right, of the children and the young, we cannot forget that this is a duty and that the ways that we have achieved to grant to the school organization have not always resulted attractive not potentials of the full participation of the subjects. It only needs to point out the fact of conceiving it as a duty that places us in the strong commitment of answering with care the need to grant possibilities and re-signify or even, reconstruct the school format.

Other features that need to be considered, in another dimension of the problem, are those that regulate the way of organizing the learning of the students. The modern school format has adopted detailed and specific ways of regulating the times and the spaces to produce learning. The case of the time is full of the institutional expectations before mentioned. There is a detailed landmark of the times in scales so variable as the years or school cycles, as in the times of execution of the tasks in the classroom. However, two are the most critical aspects at the time of defining the segmentation imposed by the modern school format over the organization of the learning: *Simultaneity and graduation*.

The first one, the *simultaneity* makes reference to the usual organization of the classes in which a teacher teaches in a simultaneous way to a group of students. This organization has to be contrasted with other possibilities as the ones of the monitoring or tutoring ways in which the teacher teaches the students that are the monitors and re-transmit the class to a group of students. Please remember that the simultaneous format comes from the supposed of

the convenience, or at least the inconvenience is not shown, that the students learn at the same time following the same activity in a simultaneous way. This that has been described makes reference to what is called simultaneity “of the room” and is usually complemented with a “systemic” simultaneity, the one that points to a homogeneity in the treatment of the learning at the level of the education system. Both questions, as shall be understood, shall limit the possibilities of designing education practices that follow the diversity of interests, rhythms and styles of the students.

The *graduation* refers to many questions. First, the idea of the organization of the learning groups by gradual and homogeneous levels of the knowledge dominance. On the other hand, such groups of students, are grouped by age. And, in a critical way, there are regimes of promotion by which the students, now with relative independence of their age, promote or nor the levels in accordance with showing a satisfactory performance in all the areas of knowledge in a simultaneous way. This means, the students shall be promoted, shall pass to another level, as long as they have met a minimum of achievements in all the areas. In such a way, the usual of a graduate regime is that if the students only learn the contents in a partial way, the contents foreseen or even when they have reached what is stated, it has been done in certain areas, these have to *repeat* the level done. Please apologize that we described with certain detail something so known, but the same difficulty of describing it, speaks it about the level of naturality with which it is perceived this way of organization of the learning. The description sometimes illuminates other questions. It is something absurd that before children that do not learn pursuant to this strategy that we have proposed, our master resource is to make the repetition of same. Please note that the expectation is tacitly placed in the mere passing of time, that is to say, that the student “matures”, since nothing has varied in the offering school format.

These two aspects mean something obvious but it is not redundant to remember: In the school life, the learning steps are organized in a collective way, this is, the strategies of learning that have to point to the management of a population and not to the personalized attention, so many times claimed for. It is not insinuated that it is not possible to attend in the school format the different forms and rhythms of the subjects and groups, but it is necessary to reflect over the fact

if these stiff components are really facilitators or obstacles for the development of flexible strategies that are watchful of the diversity. Finally, the question that we proposed to submit in the third term. That is to question for the appropriateness/inappropriateness of the school format for the promotion of learnings. We warned in the first place the mutual nature that were taken by the processes of massive schooling and the processes of modern childhood constitution with the special features. We observed that very few elements were saved from the vision of childhood development as a natural development, evidencing that this is about a historical and culturally produced development. In a second term, we saw then that it is necessary to follow the ways that were taken by the modern school practices. Its perception as natural practices are destined to potentiate a natural development in childhood that are at stake. We note how the school format adopts very specific modes of processing childhood and proposing conditions for the learning, as in the case of the simultaneity and the graduation.

Finally, we want to briefly consider in this paragraph, the strategic operation that encouraged the massive school education in the children. This matter does not seem to be fully compatible with our idea of highlighting the efficiency criteria in the achievement of the cognitive objectives, many times with abstraction of the multiple effects that school education possesses. Let's observe in that sense, the quotation of Anne Querrien, belonging to a classical study over the school processes in France in the XIX century, precisely when it was questioned whether it was convenient or not to adopt a simultaneous or mutual format of monitors, for the organization of the teaching:

“According to Dubois-Bergeron, author of a document against the mutual teaching, called *‘La verdad sobre la enseñanza mutua’*, that comes to light in 1821, (...) ‘The major service to the society shall possibly inaugurate *a method that makes the instruction destined to the lower and poor class most difficult and long ...* It is necessary to occupy the children as from 4 years to 12 years. Not allow them to form part of this emptiness resulting from a formation of 20 months. The mutual teaching is not approved, since it teaches to read, write and calculate in a machine-like way”.

“...pursuant to the General Council of Calvados *the mutual method has a sense*

For the children of the favored classes since it is destined to widen the knowledge at the maximum and have, consequently, an interest in learning as fast as possible, the instruments of indispensable basis. But, precisely for that, this is a door that has not to be opened to the popular classes” (Querrien, 1983: 76, italics in the original). As may be observed, our contemporary concern is to achieve in a rapid form, an appropriate dominance of the knowledge, the primacy of a logic of that efficiency, that did not seem to have any debate. As we already stated, the school education of the children followed an initial and principal moralized and disciplinary objectives relatively subsidiary or co-helpers of the moralized ends. In a second term, it is important to highlight or at least ask oneself over the fact if the final adoption of the simultaneous format shall not achieved what was suggested by the author of this document. That is to say, that may be the objective has been complied of having more difficult and long the education of the children of popular sectors. Perhaps they do not have educable essences damaged nor “deficitary” conditions of the beginning of the school life. Perhaps, simple and dramatically, the school format has never been thought with the ingenuity with which it was perceived, as a potential factor of the development of the ones that precise it the most, as an appropriate public school, and opened to the reality of our children, whatever it may be. There are reasons to think of the definition of the *education school* of the subjects that is a frankly *political* problem.

We make reference to “the politic” issue in a sense that exceeds the idea of an education policy or the exercise of a power from a central body. In fact, the use given is related with the works of Miche Foucault, where the political issue is referent to the multiple and capilar issues of the exercise of the power, mainly in the modern institutions, among them, the scholar ones. In such a way that the pedagogical practices can be conceived as practices of the government: “In itself the exercise of the power is not a violence, sometimes hidden It is as setof actions over possible actions, it operates over the field of possibility or is registered in the behaviour of the acting subjects. It incites, induces, seduces, facilitates or difficults ... it is a way of acting over an acting subject, as long as they act or are susceptible of acting. Actings, as long as they act or are susceptible of acting. A set of actions over other actions. (Please see Foucault, 1988:15)

The school learning, its specificity and its subjects.

In this second part, we try to describe some developments of the psychology of the development and the education that may serve as tools for the analysis of the problems opened in the first part. That is to say, to try to organize part of the problem of the nature of development and the relation that may be established among processes of the development and education practices, in particular the scholar activities. For this task, we will value some of the submissions within the cognitive perspectives and the ones called Socio Cultural Approaches in psychology. In the first place, there is going to be an approximation to the particularities of the school learning from the point of view of the demand of the cognitive work. Then, we shall consider some aspects of the proper learning conception of the socio-cultural approaches, and finally, a necessary reflection over the sense of the school experience.

The School learning

What are the demands and the challenges that the school learning poses to the students?

Ángel Rivière, an outstanding Spanish psychology, wrote more than twenty years ago a nice article called: *Why do the children fail so little?* (Rivière, 1983). Obviously, attention was paid over the fact that it is amazing that the children had difficulties when learning at school. In no innocent way, as you will understand, it invited to invert the question and reflect, truly, over the surprising fact that the children do not “fail” in the habitual common sense, with more frequency. With irony, they posed the existence of a series of implicit commandments that encouraged the school logic.

As the ones in the Sinai Mount, the cognitive commandments are those that the school implicitly imposes on the child. They are ten and can be briefly solved in this kind of “table of the school law”, as follows:

I «You will disconnect great part of your thought from the human purposes or intentions».

II «You shall have an intention attitude to learn».

III «You shall selectively devote your attention to the school tasks».

IV «You will try to control the selection and employment of your intellectual resources and of the memory».

V «You shall have to develop, employ and compile strategies and specialized abilities for the treatment of the information».

VI «You shall quickly dominate new ways and codes of representation».

VII «You shall have to organize and progressively de-contextualized many of the concepts, systematized widening the semantic memory».

VIII «You shall employ the maximum of your resources of logic competence and/or short term memory when the task demands and the professor».

IX «You shall have to assimilate the contents and generalize the schemes, abilities and strategies, not only for the ones that have been explicitly taught, but also for the other new ones» .

X «And, to cap it all, you shall need to appear to be a child that is interested and competent». The ten main cognitive commandments with which you can summed up all the rest, are the first and the tenth, with which the matter is like this:

As follows: «You shall disconnect great part of your thinking to the purposes and human intentions, and, in addition, you shall have to appear like an interested and competent child.»

(Rivière, 1983).

Reading Suggestions



If you are interested in studying more over these issues, we suggest you to read Rivière, A., “¿Por que fracasan tan poco los niños?”, in Cuadernos de Pedagogía, numbers 103 and 104, July-August 1983, Barcelona.

What Rivière has emphasized is a posture against the construction of knowledge in the school context that reinforces, at least, to point out two aspects. On one side, it is pointed out that in the psycho-education debate, it is defined as *discontinuity hypothesis* between the cognitive



development in daily contexts and the produced in teaching contexts. In the second term, the impossibility of understanding the school learnings making abstractions of the experience and valuable components that order the school experience. We shall briefly develop both aspects.

The Hypothesis of continuity between the daily and school cognitive development

The hypothesis of discontinuity makes reference to the fact that in order to understand the way in which a child learns at school cannot be enough, the abstract features of the learning and the development, nor the ones that are centered in the spontaneous or daily development, but they shall have to pay attention to the special demand of the cognitive work that the school imposes. Part of the work shall consist on the revision of the psychological processes constructed in contexts of raising or non school ones, as from the speaking to the daily concepts. The school, as indicated by the “commandments” promotes

CLAVES PARA TRANSITAR ESTE TEMA



The school submits the children with the performance of the activities that are proposed therein, particular ways of solving and a much more selective attention than the one than the one usually shown by the child in other learning situations, as in his games or “spontaneous” explorations. That is to say that it is expected that a boy in the classroom may

very idiosyncratic and sophisticated ways of cognitive work. From there, the surprise of Riviere about the way in which they rarely fail, truly speaking, the children that are faced with a counterintuitive contents, formed in the history through the hard work of the people, in particular genius, making a conscious use of the symbolic resources, and, if this is not enough, ¡All of that at one school! That, besides, they ask us to have the appearance of people interested... We expect that the deepness of this irony on the light of what was passed over the idiosyncratic issue, and in way, an arbitrary one, of the school organization.



realizar un filtrado riguroso de la información relevante y de formas de resolución convencionales, al menos considerada así por la escuela y dejar por fuera todo aquello que no lo sea, aún cuando dicha selección no resulte igualmente significativa para el propio niño.

Demandas cognitivas particulares, como la demanda atencional, son consideradas, repetidas veces, un "a priori" que el sujeto debe portar. Con frecuencia olvidamos que se trata de formas que los sujetos deben construir, que pocas veces se enseñan y sin embargo se exigen en las aulas.

Resultan además de indicadores que suelen considerarse frecuentemente en las escuelas para describir preocupaciones en torno a los alumnos, en especial en relación a aquellos que muestran dificultades para aprender o adaptarse a las propuestas áulicas. Es de importancia entonces, reparar en las características del trabajo escolar y también en nuestras afirmaciones cuando describimos a un niño como "desatento" si acordamos en considerar esto como un criterio útil para

To think among colleagues

We offer two brief situations in which three girls of 8 years old participate, with the aim of reflecting over the cognitive efforts that was demanded by each one of these activities.

Situation 1

Laura, Mariana y Maite meet in Laura´s house to play. After watching and trying different toys that Laura has in her room, they choose the game of the Oca. First, they got organized: Each of them takes a colour and throws the die to see who was going to begin. After that, the game began. In the developing of the activity, a problem arises: They know that some boxes have obstacles that the players have to get through, but they cannot find the paper that explains that. At the beginnig they try to remember, but there are too many obstacles to remember them with precision, and this impedes the good course of the game, because they disagree in the forfeits to be complied with. Somewhat discouraged, they think about many options but they do not agree in none. Until Maite proposes to write together the necessary forfeits for the game. First, they observed the table and copy the numbers of those boxes that should submit the obstacles. After this, they shall interchange different possibilities, of which the final are selected. They wrote respecting the order that delimits the path of the table, in such a way of having to be able to locate them with more easiness. Finally, the three of them happy, are ready to play and keep the written registration for other game opportunities.

Situation 2

Now, imagine that the same girls at school are solving the following problem of mathematics.

1. At the field of the father of Juan, they distributed the gifts for the laborers that worked therein. All of them had to receive the same quantity. There were 25 gifts and 4 labourers. How many gifts correspond to each of them? Were some gifts leave out?
2. Then, they distributed 25 chocolates for the same 4 labourers. How many chocolates correspond to each of them? Were some chocolates leave out?
3. Did the labourers receive the same quantity of gifts and of chocolates? Why? To respond to this question, please take into account the following suggestion of a 3^o grade student: "I believe that this it not, because chocolate cannot be parted and you receive half or a quarter or a little part more for each of them".

We propose to compare the two situations with some guiding questions: In each situation, who selected the activity?

What kind of difficulties are presented to these girls in each ocaasion?

Which are the instruments and necessary knowledges to solve each situation?,

In some of the scenes, do they need a more specific orientation?

What is common in both scenes? Whar are the different elements? Are these situations posing similar cognitive demands to the girls?

Life and value elements that provide order to the school experience

The second aspect we find in Rivière's concern is the one we talked about, on the inability, then, to reduce the complexity of the school experience to a not embodied cognitive experiment. The chances and sense that order the cognitive constructions are filled with the possibility of reviewing the first and the last mandate. This is, how to make the school experience be able to imply us in the sophisticated cognitive activity that makes it specific, but on the other hand, that it can do this as a way to participate in an experience or human activity of proper and appropriate senses. The last mandate harshly questions the school thing: Shall it be possible that the school experience is truly interesting? Would we able, students and teachers, as educators, not to make the parody of an interest and shall we be able to genuinely involve in a mutual experience of learning?

We have different sources to consider the specific nature of the school learning processes. We have already seen something on the prospects that emphasized the need to consider the school practices for the purposes of power, and specially, the labeling practices, when the school space is seen not as a history building but as a normal, neutral and natural environment to produce learning (cf. Mehan,2001; Mc Dermott, 2001; Skliar, 1999; Valsiner, 1996).

On the other hand, developments of the cognitive approaches themselves, as the one pointed out by Rivière, have seen- specifically and with subtlety- the culturally specific character of the school processes and the specificity and roughness of the cognitive demand and domain of sophisticated semiotic tools that are proposed or imposed. In the same way, they have focused on the particular type of

SUGERENCIAS DE LECTURA



In appendix III you will find a brief note on the arbitrary and mandatory feature of the school project and the need to consider these typical features when thinking about the motivation and interest of students.

knowledge production they present- as a purpose or differential construction rules of knowing in the daily, school or scientific environments- and in the relationship between the cognitive, motivation and vital/situation processes (cf. Resnik, 1999; Rodrigo, 1994; Pozo, 2001; Rivière, 2000; Huertas, 1997). This is, on one hand, that the school demand of cognitive work obliges to be recognized in all its impact and to warn on its arbitrary or highly sophisticated character. On the other hand, the demanded cognitive work must not be seen as a mere not embodied and abstract cognitive process but as a part of full participation of the person in specific cultural practices.

Demands of the cognitive work

Some of the notes that are distinctive of this cognitive demand, as we saw, and typical of the school environment, are **descontextualization** and **artificiality**. Both terms have been misunderstood or with different interpretations. The descontextualized character of school learning reminds, actually, of the fact of the school generating an idiosyncratic space of work where the same representation tools are examined specifically. Descontextualizing in such sense means subtracting a semiotic tool of its initial or usual use contexts and re-contextualizing it in other as particular as the school, where it is temathized, questioned, turned from tool into object of the knowledge activity. It is the case of the language analysis promoted by school learning. Grammatical analysis, for instance, presumes of having stopped the ordinary relationships or pragmatic effects of a statement, being able to analyze it in linguistic terms, as a “sentence”.

The “descontextualized” term in education, qualifying learning or teaching practice, is used actually critically, pointing out that learning in question "lacks context" at the moment of being transmitted. Although concern shown by this statement can be understood, it usually is stated from an alleged opinionated thing

and it is the apparent paradox where we are, due to a position that insists on that school learning, that is the school itself, would have to hide or eliminate its specific features being similar to extra-curricular practices, rather than having to adapt or be related more to the everyday things of students, where the learning would become significant –as Rivière stated-. This is closely related to the second aspect stated as typical of school: artificiality. Such warnings although are considered when designing efficient and attractive teaching strategies, seem not to acknowledge that the differentiated existence of a training place such as school, claims certain specific features for regulation of its practices. Otherwise, its existence would not be justified.

As we already stated, “artificiality” is considered as a particular feature of school learning. As in the case of descontextualization, it is good to differentiate, on one hand, critics to certain educative practices that do not consider possible or necessary connection of learning to extra-curricular activities, and on the other hand, the intent to generate a kind of "natural" environment -that is, not artificial- to learn. For all the above, the school education practices are not natural in the sense that they are not cultural practices that are historically and politically defined, promoting certain subjective development methods. In this sense, they are inevitably “artificial” since they do not form “natural” environments to learn. The term is not suitable, but what matters here is



to see that, after our wish to generate teaching practices specially considering the prior knowledge of the students, the fluid relationships with extra-curricular practices, etc., we must notice that they will always be specific cultural practices that cause a separation from the everyday development. We should review our natural harmony expectation between the development of individuals and

Opening questions and deepening on the subject



A scene illustrates one of the ideas developed in this paragraph. A scene illustrates one of the ideas developed in this paragraph.

"We are in front of an English class of a 2^o grade. The teacher hangs in the blackboard a picture in which an apple on a table can be observed, and asked the group, Where is the apple? Waiting all of them to answer her question.

Is this a genuine question? That is to say, Is there something that the teacher does not know and why she is in the need to ask this question?

Perhaps this situation is oriented for the purpose of using an idiomatic structure and the goal of the teacher is to confirm the acquisition of same on behalf of the children.

This could be a good example, highlighted by a critical look of the sense that is sometimes attributed to the term "decontextualized" in education, in this case making reference to the language, that should lose the communicative sense to be treated in grammatical terms. It is also an illustration of the condition of artificiality that many school activities carry out.

However, it is good to notice that this example does not validate at all the fact that to teach a language, as any other content at school, we are in the need to prepare situations in which the instruments and objects are extracted from their context of initial or habitual use, in ways of promoting

the school method to produce knowledge.

The school environment is inevitably a place that promotes idiosyncratic development and learning manners that pose separations from the everyday things of students, and proposes work rules that are different from the other extra-curricular practices. That is, the school environment is a culturally produced place with those specific purposes.

In terms of all the above we are now in conditions to state that school practices pose people the need to answer to a high demand of cognitive work, and this implies recognizing also, that some psychological functions are developed participating in learning situations that are offered by the school itself. These statements are clearly placed in the socio-cultural approaches, and mostly in the original Vigotskian work, in which scholarization allowed building advanced superior psychological processes. This is, of those psychological processes that are product of the cultural development but that only occur due to participation in school practices. These processes demand, certainly, higher aware and willing control by the person and propose an increasingly decontextualized use of semiotic tools. These revisions, to be explained in detail in the next chapter, bring a new sense to the above statements on decontextualization

in terms of particular features of the school learning. The decontextualized use of tools, as seen above, is understood as inherent and suitable, since it involves the possibility of analyzing cultural objects differently and therefore promoting new processes of the person. This is the case of language, for example, when it is subtracted from its use everyday situations to be recontextualized in the new practices environment. Such use of the language consists of, among others, abstraction of certain aspects, such as the classic example of writing in connection to speech, where the particular cognitive demand is about the need to abstract the speaker and to be located in imaginary communication situations.

the analysis and the learning, that is to say, to re-contextualize them in the frame of a pedagogical situation. At the same time, this example invites us to take into account in this particular use of the objects, and instruments when teaching, and thus exert care and control in a way that we can avoid the lack of sense and the lose of interest of the student for the school proposals.

A change of perspective: switching the focus on the individual to the situation

We have talked about questions related to school learning and its specificity. We mentioned different ways to conceive learning and “non-learning” in school. Can we now think and obtain other ways to analyze and understand the knowledge situations in the classrooms?

We said before that, actually, **the problem of the ability to educate is solved, finally, in the theoretical perspective sustained on the explanation of human development.** The classic perspective, contemporary thoughts of *deficit* that

SUGERENCIAS DE LECTURA



A more updated description of these processes, specifically promoted by the school learning, was offered by Ángel Rivière when featuring the development of the roles Type 4. Those that were considered similar to the advanced processes of Vigotsky. In his characterization, he pointed out that they were only formed by an intentional action and demanded a very high conscious and willing control of the subject, as well as dominance of the symbolic specialized systems (For a broadening of the taxonomy of roles of Riviere cf Riviere, 2003, for a comparison with the taxonomy of Vigotsky, cf. Baquero, 2001).

we have analyzed, considered the *individual* as a privileged *analysis unit*. The individual seemed as a self-explanatory unit of development, with essences and attributes that allowed him to predict and explain his behaviors.

Paul Pintrich (Pintrich, 1994) stated, several years ago, that, with growth of socio cultural approaches of development, which had a relative breaking point in Vygotsky works, there



had been a deep change of metaphors in explanation of development and in understanding the place of education practices. Part of this new metaphor game

was due to a substantial change in analysis units that moved the perspective of the individual to the situation in which he was involved. This situation explains his own being as a person and his particular position in a socially defined relations system.

The different socio-cultural approaches relatively coincide regarding the need to consider, at least, certain unavoidable elements to be able to understand the constitution and subjective development processes. In this way, we could say that, in line with part of the Vygotskian developments, the *intersubjective activity semiotically mediated* appears as the core of the development explanation. That is, according to the socio-cultural approaches the building of a human person

Una discusión central en el campo de la psicología del desarrollo lo constituye el de la definición de adecuadas unidades de análisis al intentar explicar -o intervenir- sobre los procesos de desarrollo/aprendizaje (Castorina y Baquero, 2005). Un modelo de unidades se opone, en principio, a otros centrados en análisis de elementos yuxtapuestos. Esto es, la definición de una unidad intenta atrapar un sistema que consideramos posee reglas de juego propias irreductibles a sus elementos. Si bien este parece ser un lugar común de los modelos estructurales o sistémicos, fácil de comprender, no resulta sencilla la tarea de definir una adecuada unidad de análisis a la hora de explicar un fenómeno o intervenir sobre él. Hemos ya desarrollado el ejemplo de los abordajes usuales del fracaso escolar masivo y el tratamiento habitual al problema de la educabilidad.

cannot be posed on the basis of the human dog participation in social situations, in connection to others mediated by language. This mutual appropriation process of the individual and culture are the ones that will cause a person with his singularity. In this sense, although it seems hard to suspect for the classic perspective that is so rooted in our common sense, the intersubjective activity is the first one and it explains the possibility of constitution of a person. Said in other words, the intersubjective activity semiotically mediated is a genetic precursor of subjective functioning.

The complexity to be seen in this perspective is the non reducible tension of social and subjective processes in the psychological functioning. This means that the subjective processes and the learning itself, cannot be explained outside the intersubjective activity semiotically mediated that originated it. The interiorization process, that is, the internal reconstruction of intersubjective psychological operations, are idiosyncratic processes typical of the person, which cannot be explained outside the situations where he participates. They are boundary processes, that put in hard place the not suitable formulation of analysis units

as the classic question of the individual as a center of looks and explanations. Actually, this question reminds of a deep philosophic criticism to modern concept of the person, and, in the area of psychological explanation

READING SUGGESTIONS



At this point, it is useful that if you have not had the opportunity of approaching the socio-cultural statements around the constitution of the subject, please see some of your classic texts. This shall allow you to easily understand the ideas that follow.

For an introduction to the socio-cultural approaches, mainly its Vigotskiana root can be consulted.

Riviere, A. (1988) *La psicología de Vigotski*, Madrid. Aprendizaje Visor.

Vigotsky, L. (1988) *El desarrollo de los procesos psicológicos superiores*, México, Crítica, Grijalbo.

Wertsch, J. (1988) *Vygotsky y la formación social de la mente*, Barcelona: Paidós.

For a relation of the Socio Cultural Approaches with the education, the following can be read:

Daniels, H. (2003) *Vygotsky y la pedagogía*. Barcelona: Paidós

Baquero R. (1966) *Vigotsky y el aprendizaje escolar*, Bs. As., Aique (Edition in Portuguese: *Vytostky e a apredizagem escolar*, Porto Alegre, Artes Médicas, 1997).

Please remember that later on these developments shall be widened and broadened when referring to the approaches of Bárbara Rogoff and the metaphor of the appropriation.

an overcoming of philosophy of the split that dichotomizes the individual and social, natural and cultural, external and internal areas, generating huge difficulties to understand development. (Castorina and Baquero, 2005).

Note that what we are exposing is essential when explaining and participating in development and learning processes, mostly those situated in school environment. If the individual is our privileged analysis unit, all our participations are limited on one hand to: diagnosing the status of his “trainable essence”, the measurement of his skills, his “degree” of development according to the already seen evolutive conception, etc. On the other hand, offering "stimulation" or suitable external conditions so that his "essence" can be developed or his alleged deficits can be compensated“ As we have pointed out before, these positions consider the social conditions pertinent to the development or learning problem, and they are considered as external aspects, *influencing* on a process considered as typical of the individual and his psyches.

Instead, when the situation is in the center of the scene, as the axis of reading and analysis, and those metaphors remarking the inability to split the person and his environment are used again, it is understood that **the development and learning processes are social and individual processes *at the same time***. And the possibilities of development or learning of a person are only explicable by the nature of his intersubjective links where he participates and the type and way of use of the semiotic tools placed on that situation.

To broaden this text

Once again, it is convenient to reflect over the classic conception of development and those actions that are derived of sustaining the person as a privileged unit of analysis. In the appendix V you shall find a news article that introduces a critical debate over the diagnoses and treatments that are proposed for some children of 2 and 3 years.

In this way, school, with its particular ways of social relations, asymmetric interactions, test practices and classification of students, use of specific and sophisticated symbolic tools –such as writing or the mathematical grade systems- does not constitute an external condition of the learning processes of an individual. It is a cultural practice, an intersubjective activity which is capable or not of producing



development in people participating therein. **The ability to educate here, if understood, is no longer a personal attribute and, although it is strange, it seems more accurate to see it as a property of educational situations. Situations that are capable or not of producing development, considering the singular characteristics of people.**

Although the example is risky and relatively ordinary, is didactic. A blind person prior to Braille invention was naturally considered as *unable to be educated* for the purposes of his access to writing. When other people of the community generated an alternative semiotic tool not privileging the visual support, such as Braille, the person, curiously, became able to be educated in those situations that have it, use it properly and allow access to him. Nothing has changed in nature, in *biological* nature if you like, of the blind person, but his social nature, his subjective perspective, his possibilities to participate in cultural practices that seemed to him, remember, *naturally*, forbidden to him, have all changed. His individual attributes have not varied, but the situation properties have, and the situation allowed the development.

There is no intention to pathetically conclude on the need to invent Braille for poverty! But it is necessary to reach a valid conclusion: the explanation of non-learning that places poverty as an essential property of people, as an alleged deficit of individuals, is suspicious, as if a “deficit condition” could be delimited outside the map, for political purposes, that traces the educational environment with conditions considered as normal or “ordinary”.

Participation and appropriation: two key concepts to understand how we learn at school

We go on with the challenge opened by socio cultural perspectives while new looks to reflect on learning and the ways in which we relate with school knowledge. Let's widen our analysis of the school situation where the educative person is involved. When searching for mechanisms that explain how the development and learning happen in such situations, the contemporary approaches search for metaphor or the most suitable concept. For some reason, Bárbara Rogoff has stated the limitations or risky connotations of several of the most used terms or concepts, in the light of what we have already discussed. She proposes to think alternative ways to the metaphors of *acquisition* and *internalization*. She says that both cannot entirely overcome a dichotomy approach between person and situation, between the external and internal area.

The usual metaphor of development as “acquisition” of knowledge, practice, etc. - more common in classic “constructive” positions or Piaget inspired- is, according to her, of exaggerated emphasis in the activity of people, as if learning or development could almost abstract particular situations that drive or encourage it. The situation would operate as a kind of external condition. In the case of “interiorization” metaphor –more frequent in cognitive models, and specially, as we saw, in the Vigotskian views- the contrary happens. Risk here would be in promoting a perspective that considered development as a process of transfer of knowledge packages pre-elaborated by culture. What would be usual in both positions is a dichotomy questioning between the individual and the social, the internal and the external, but privileging the emphasis in different aspects. It is worth clarifying that probably in Piaget and Vigotskian works and mostly in their subtle developments on interaction aspects of their explicative models, this question is, either solved, or problematized. But Rogoff observation is pertinent, mostly, due to re-signification and common uses of theoretical models, beyond the original work and discussion on its interpretation.

As it is known, Rogoff states she finds the *appropriation* metaphor more suitable. People are developed and learn because they *participate* in cultural practices where there is a process of reciprocal, although not necessarily symmetric, appropriation between person and culture. This process, *at the same time* is of subjective and social nature. Now, the participation metaphor must be understood in its complexity. Participating does not mean just “taking part” in a situation or event, in the common sense we refer to when talking about “more or less participative” people. Participating here means something more fundamental, participating is conceived as *being part* of the situation. This allows understanding, how in the case of our blind person- who has access to a situation and activity where Braille and its use are part of its elements- being part of the situation caused in him a significant change in his way of participating in it, and in the community of readers and writers.

Development and learning of people can be understood as variations in ways of understanding and participation in situations where these people are involved. Development is considered as an access to ways of understanding and to different and new participation ways.

Of course, each community, each social activity, including educative and school ones, causes specific ways of participation and allows or disables access to different positions. That is why these somewhat paradox effects of school practices can be stated, which claim to pursue, many times, goals related to growing increase of autonomy of people, to development of flexible and creative work strategies, and however, as we saw, a format of child activity persists, that is, systematic distrust in possibility of independent learning. Indeed, a format that does not respect at all the different rhythms, modalities or interests of people or groups. Something that seems to have the unpredicted simultaneous and graduated format as pointed out before.

It is worth reviewing some features of learning and development that were

described from perspectives alike to the one of Rogoff. Let's see some comparative features between the conception of learning that is more typical of classic cognitive approaches and the new look that could be proposed by situation type approaches. We will see again a comparison chart belonging to other work (Baquero, 2003).

Learning in classic cognitive and socio-cultural approaches: Compared features

Classic cognitive approaches

Learning:

1. It is a *mental* phenomenon
2. it is a mainly individual process
3. the context is understood as a stable "recipient" of individual processes
4. it is a relatively homogeneous process (it only varies in number or capacity of the people)
5. knowledge appears as a stable knowledge body
6. learning consists of the stable acquisition or transfer of stable knowledge bodies
7. There is an unidimensioning of learning: it is understood as a mainly cognitive change process
8. it can be seen as a differentiated activity and of predictable products

Situated practice approach

Learning:

1. involves both mental and body processes It is focused on action
2. learning, like knowledge, happens in the core of intersubjective functioning It is distributed among people
3. the context has inherence and belonging connection to the person. person and situation are a unity
4. It is a radically heterogeneous process, multiple and diverse in production of knowledge and meanings
5. knowledge is changeable, unstable, produced by cultural activity that produces it and gives it meaning
6. learning is understood as changes in ways of understanding and participation of people in a joint activity
7. it must be understood as a multidimensional process of cultural appropriation: it is an experience involving affection, thought, action that cannot be split
8. learning is a natural element of cultural activities and their products, although they are not at random they are not predictable – and it is not desirable-

As we said before (cf. Baquero, 2003) “opposition is established between a vision- introduced somewhat schematically- of learning as a process of last resource- or basically- individual, mental process that addresses the acquisition or internalization of a stable knowledge body and where learning is understood, in turn, as a basically identical activity in people –but for degree, rhythm and capacity questions- and described as a process of cognitive end- that is: basically or only cognitive. The *situated* vision (...) moves the focus to the activity in its whole, to the situation, where the person is involved" (Baquero, 2003).

It is worth noticing some other features that are emphasized then. Describing the notes differentiating positively a situational conception, we note that, first, it exceeds the mental area, facing a unit that considers body and its situation. Learning then is not in the lonely cognitive activity of the mind, but, in all cases, in participation in psychological activities, thinking activities, trouble solutions, etc., distributed in collective life and where, as we saw, variable participation ways are taken.

Another feature of extreme importance is the fact that the development and the learning is measured, as heterogeneous and variable processes, that is to say, inherently *diverse*. The switching of the focus of the analysis of the person to the situation that poses a problem that was already existing, truly speaking, in the classic conception centered on the person. We already had problems to assimilate the diverse rhythms, styles, previous knowledge, etc. that the subjects carried out and that seemed to be not very collectable due to the school format, highly homogeneous. The differences could be assimilated or meant, as we already seen, as detours or deficits of the subjects in relation to the normal expectations of development. However, when the focus is switched from the person to the situation, the measurement of the rhythms and directions of the development, of achievements or not achievements on the access to the many practices that cannot make an abstraction of the situational properties. It is not that there are no possible and desirable goals to achieve in the development. On the contrary, what is needed to indicate is that these cannot be already imitated as goals or final stadiums of one

Los coristas

Directed by:

Christophe Barratier
With: Gérard Jugnot,
François Berléand, Kad
Merad, Jean-Paul
Bonnaire, Marie Bunel



In 1949, Clément Mathieu, unemployed music professor, began to work as a police officer in an Boarding School of re-education of minors. Specially repressive, the education system of the director Rachin was barely able to sustain any authority over these difficult children. The same Mathieu felt an intimate rebelliousness before the methods of Rachin and a mixture of confusion and compassion for the children. In the efforts to approach them, he discovers that the music powerful attracts the interest of the students.

Escuela de rock

Directed by: Richard

Linklater

With: Jack Black , Mike
White, Joan Cusack



Dewey Finn es un rockero que ha sido despedido de su grupo de rock y necesita dinero para pagar el alquiler de su departamento. Dewey contesta una llamada telefónica para Ned, su compañero de habitación, e impulsivamente acepta un puesto como maestro en una prestigiosa escuela primaria. Pero a pesar de que él no tiene idea de cómo enseñar, cuando accidentalmente los escucha tocando en la clase de música, decide convertir a sus estudiantes en una banda de rock de alto voltaje.

kind of natural process of development included in the essence of the subjects. These are the different cultural practices that are prepared in more or less deliberate ways, about the expectations, conditions and goals. In such a way, that it is not object able that the school poses valuations and expectations, but to measure the fact that on producing effects of important power, cannot be hidden, naturalized or removed from a watchful observance on the part of the community. Expectations, criteria's of inclusion/exclusion, etc. that claim, then, a careful revision of the same and some form of political practice that allows the subjects to co-define the nature of this space. Mainly when trying to define the nature of a *public common space* of the school.

On the contrary, it seems cynical or, at least paradoxical or curious, that is attached to the characteristics of the subjects, their communities or extra-school practices, and even their languages, as the causes of one of the no happy inclusion. All indicates that we need to understand the tried crises of the school in its deepest sense. It is evident that our efforts of improvement of quality are yet in the tightest terms of an improvement on the education achievements or of learning that are currently frustrated or not fully

satisfied. On the other hand, our old pansophic ideal of teaching all to everybody, that should carry out an *inclusion* with equity, appears to be new and recurrently as an emergency problem of our agendas.

We should seriously ask if the apparent impossibility of learning on our part of our students or of permanence at the school, appropriating in a significant way of the knowledge herein processed. It shall not possess a more dramatic bottleneck. Something that may exceed the explanation on the way of mere deficitary conditions and places the problem of the need of thinking on the school format itself. But not only in the criteria of curricular and school organization, as we said before, but, **even in what is related to the deepest sense of the education experience**. If what was described is true and results to be truthful, and we believe that the education experience has become in the modern school or the one that we have inherited from it, a lack of parody experience in which the subjects do not habitually constitute genuine bonds, in which we have described what is true and shall result as real, and we believe is the truth, the education experience has become into the modern school or what was inherited from it, a sort of experience where the subjects do not currently constitute genuine bonds, where the search of potentiating the human experience of knowing and allowing the children and the young to have access to emancipating ways of life and thinking, does not order us. It seems that our fears are reduces to what is not estimated, but it is the tight objective of improving the achievements. However, the suspicion lies in these shall never be produced if we can be able to recover, capture or collaborating to produce new senses for the school experience, if we do not sustain other readings over education learning and failure.



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APPENDIX I

We herein submit to analyze the school report corresponding to a school of primary level. It is a series of items with pre-established options that are completed at the time of assessing each one of the students.

Attention

- | | | |
|------------------------------------|--|------------------------------------|
| <input type="checkbox"/> Constant | <input type="checkbox"/> Disperse | <input type="checkbox"/> Motivated |
| <input type="checkbox"/> Fluctuant | <input type="checkbox"/> Not attentive | <input type="checkbox"/> Null |

Imagination

- | | | |
|---------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Deviated | <input type="checkbox"/> Reproducer |
| <input type="checkbox"/> Poor | <input type="checkbox"/> Abindant | <input type="checkbox"/> Fabulation |

Response to the structions

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Immediate | <input type="checkbox"/> Wrong | <input type="checkbox"/> Difficulty in understanding and compliance |
| <input type="checkbox"/> Mediate | <input type="checkbox"/> Behaviors of surrounding | |

Oral Language

- | | | |
|---|---|---|
| <input type="checkbox"/> No difficulties | <input type="checkbox"/> Difficulties for the pronunciation | <input type="checkbox"/> Ordered expression |
| <input type="checkbox"/> Poor vocabulary confused | <input type="checkbox"/> Disordered expression | <input type="checkbox"/> Wealth |
| <input type="checkbox"/> Childish for his age | | |

Attitude of the child before the failures

- | | | |
|---|--|---|
| <input type="checkbox"/> Indifferent | <input type="checkbox"/> Try to overcome with no success | <input type="checkbox"/> Worried |
| <input type="checkbox"/> Does not get discouraged | | <input type="checkbox"/> He gets inward |

Mode of the character Normal Unstable Emotional Depressed Shy Aggressive Exited Fearful Stubborn**Participation of the parents in the path of their child al school** Concurrer voluntaremente Concurrer Poor Sí No**In when attending, you are asked this suggestion, would you be indifferent to it?** Sí No

Are you objetive

 Sí No

Do you try to protect your son?

 Sí No

What is being assessed by the items? Do this make reference to the objects and objectives of the school learning and the teaching?

What is the conception of learning and development that lies by them?

Please observe in detail the items “imagination” and “mode of character”.

What is the desired student and boy that is described with these school instruments?

How should you link these items to the concept of education and to the deficit perspectives?⁵⁴

APPENDIX II

Two school experiences in which organization and the structure of the formative space and time of the children and the young has modifications in comparison with the formats of the universal school. As an example, we offer to analyze with other colleagues, two brief synthesis of education experiences that looked for alternatives to revert the high indexes of “school failure”, pointing to a major inclusion of the students, and to the promotion of better conditions for their development and formation.

Not graduated Schools

The schools with the experience of no graduation arise in the province of Buenos Aires in the years 1979-1980, as an alternative to give an answer to different education problems. Among them, mainly, the repetition of students belonging, most of all, to popular sectors. This situation gave way to a pronounced diversion in the relation of chronologic age, done grade and derived, in many cases, in the school abandonment.

The Program of Not Graduated Schools (PNG) appears as a institutional pedagogic proposal to revert the school failure, trying to avoid abandonment and improving, thus, the education quality.

In this frame, the elimination of a school organization in the traditional grades is considered, and in its place, a new structure is proposed, by levels according to the times of learning of the students.

Currently, the Non Graduated Program involves 40 schools. The assessment of the experience is positive, pursuant to evidences of major retention of the students in spite of the seriousness of the economic conditions of the population.

Features of the no graduation:

Different institutional organization:

- There are no grades
- The children are grouped in three cycles or blocks, in relation to the profiles and the expectations of achievements in the different areas of the school knowledge.
- Promotion: Understood as the accreditation of achievements, possible in any area of knowledge and at any time of the year.
- It means a re-formulation of the didactic proposal, of the curricular design and the supposed theoretical and ideologists that guide the learning practices.
- Normative: The staying time at a non graduated school cannot be less than the one set forth for other schools at the primary level.
- The structural aspects have their own way in each education premise, in relation to their own style of action.

The Non Graduated Program (PNG) uses an only one book or Report of Achievements by cycle destined to consignate the evolution of the learning of the children. The individual achievements are registered in the frame of a “scale of surpass” that assesses the content of the areas and the attitudes in general. Cycle 1° and 2° comprise each one of the 8 levels. The student shall be assessed in virtue of his achievement when he reaches 60% of the attendance, and shall enter the level or cycle immediately higher at any time of the year, pursuant to its advances. In the cases of transferences to Graduated Schools, this document is attached with an analytical report to have the inclusion in the system considered.

The PNG has generated a new role of the teacher: “the leveler teacher”, whose task is to potentiate the production of teachers and students to avoid the school failure. Is the one who guides the teachers over the curricular and media adequations with the families, centers and institutions of the community.

To sum up, the non graduated experience, as a structural innovative form aims to widen the possibilities of appropriation of school knowledge to the different social sectors, in particular, those that are the most disadvantageous ones. Thus, it aims to avoid the exclusion of the sectors.

The marginal sectors, approaching a new concept of education institution for all.

Plural School Red Municipal de Enseñanza/ Belo Horizonte – MG.

The red municipal of Belo Horizonte has been inserted in the movement of pedagogical renewal initiated in Brazil, at the end of the decade of the '70. In this frame, the schools generated significant and innovative experiences in the strategies related to a new order of the time of setting of the rooms, of reorganization of shifts (intermediary groups, groups of complete shift); in the strategies of continuity and of promotion, of increase in the type of classes, of diversification of areas / activities, and of assessment processes.

Many of the changes mentioned are seen as “transgressions” of the institutional order in force, but survive for the need of guaranteeing the permanence of the girls and boys in an education experience. The idea is that the time at school is a wealthy experience for the boys and girls as socio-cultural subjects.

What the professionals, parents and students of the Net wait for is to, as from the renewed practices of the school, to collectively construct a political-pedagogical proposal as a whole and to that this proposal is undertaken by the Municipal Government. Among the core axis that guide this construction, we have to highlight, namely:

1) A more radical collective intervention before the high indices of avoidance, above and, of reproof. The popular sectors cannot have a formation experience with no interruptions, repetitions and disadjustments between age and grade. The proposal of the Plural School is to intervene in the excluding structures of the school system, and in the culture that legitimizes those selective structures to collectively construct a new school order, a basic education, more democratic and egalitarian than the current one.

2) *Sensitivity with the whole of the Human Formation.* The Plural School aims to see the disorder existing between the school and the social movement. If we consider that the current social movement points out

The right of all to the full performance, as socio-cultural subjects, the schools are redefined as spaces and times of living of such rights. Work experiences are proposed that exceed the limits of the curricular contents, of interdisciplinary nature and with all the common themes.

3) *The school as a time of cultural experience.* One of the basic objectives is to recover the school as a public space that allows the collective experience, the recreation and the expression of the culture.

4) *The school as an experience of collective production.* It is in the frame of a collective formation, that the professionals and the students are stated as plural subjects. In this line, and in opposition to the individual education, practices are sustained that are creating a new style and a new culture of collective construction of the daily life of the school. This means, for example, the debate, preparation and approval shared of the political-pedagogical projects, the workshops, the study groups, hours of the project, among others.

The proposal is that the curriculum, is possible to be constructed as from the collective definition of those contents that represent the current social problems, and that these are worked as transversal subjects in the frame of the different curricular subjects. A new way of understanding the school content.

5) *The experience of each age of formation with no interruption.* The child and the adolescent have to be acknowledged, currently, as subjects of rights. The school cannot be thought only as the time of preparation for the experience of adult rights in the future.

6) *Appropriate socialization at each age-cycle of formation.* It is expected that the whole School Net (Red Escolar) knows that the time of school should be a time of socialization-formation in the living together between subjects of the same age-cycle of formation. Break-ups or interruptions of this process are not justified by differences of race, class, genre, rhythm of learning, etc.

6) *New identity of the school, new identity of your professional.* Constructing the new Escuela Plural (Plural school), a new professional is being constructed, more plural, more polytechnic. The fights for the remunerated time of studies and research, the projects of and the collective production, are the

Most concrete experience of the new conscience of the professionals of the Red Municipal over its right to the permanent formation at work.

Comments over the Plural School

Understanding education as a right, in the project of the Plural School, there is no way of assessing to classify, excluding or sentencing, approve or disapprove. It is assessed at the beginning, during and at the end of the process to identify knowledge, values, and attitudes of the students, to perceive the level of advance in relation to the objectives, re-orientation and improvement of the pedagogical intervention, identification of their final results of the learning-socialization process and define the objectives for new learnings. In the process of assessment of the process of learning-teaching in each cycle of formation, the process of observation has to be accompanied by a careful registry, in which the observations are written, as from defined criteria and proposed objectives.

As from 1995, the Plural School proposes to organize the cycles in the following way:

CYCLES	STAGE OF DEVELOPMENT	AGES OF FORMATION	GROUPING OF GRADES
First	Childhood	6, 7 e 8/9 years	6-7 7 -8 8-9 yearss
Second	Pre-adolescence	9,10 e 11/12 years	9- 10 1 0- 11 11-1 2 years
Third	Adolescence	12,13 e 14/15 years	12-13 ¹ 3- ¹ 4 14-15 years

APPENDIX III

“When they elaborate the project of instructing the child or an adolescent, his parents, teachers and other adults have enough power to impose a regular attendance to school, certain respect towards school discipline, certain work and a frequent assessment of the things to be undertaken.

This does not guarantee that some learning's should be produced. To make something learnt to someone that lacks all type of wish and interest is even much more difficult than “making a donkey drink even though he is not thirsty”. That is why, the teachers devote great part of their time to motivate their students, to create or maintain the wish of learning. They know that they need the active cooperation of the children and the adolescents to instruct them. They expect the parents to behave in the same sense, before the entrance to the school as well as during the whole scholarship. Parents and teachers make a big effort, thus, as from the first childhood to create and maintain the need to learn, and make it coincide with the contents and the organization of the *curriculum* of the compulsory learning.

It is not sufficient that the boy or the adolescent has desires to learn. It is not about learning anything at any time and in any way! Adults are interested in the children and adolescents to be willing to learn: 1) what the school wants to teach them; 2) at the age and during the period in which the learning is judged to be necessary; 3) at the price of the school work that is considered necessary to guarantee a specific level of excellence; 4) pursuant to the modes imposed by the means of learning, the methodologies, the quantity of friends per class and the rules of the school organization.

Parents and teachers are satisfied when the children and the adolescents make theirs the project conceived, according to the dictates of them, up to the point of believing that they were chosen with freedom.”

Perrenoud, P. *La construcción del éxito y el fracaso escolar*. Madrid, Morata, 1990. P181. *Underlined in the original.*⁶⁰

APPENDIX IV

“We call internalization the internal *reconstruction* of an external operation. A good example of this process could be found in the development of the gesture of signaling. At the beginning, this gesture is nothing more than a failed try to reach something, a movement addressed towards certain object that denominates the future activity. The child tries to reach an object located outside its scope, hand, towards this object, remain suspended in the air. His fingers move as if trying to reach something. In this initial stage of indicating that it is represented by the movements of the small, it seems to be indicating another object: That and nothing else.

When the mother comes to help the child and is aware that her movement is indicating something, the situation radically changes. The fact of indicating becomes a gesture for the others. The failed try of the child originates a reaction, not the object that wishes, but of *the person*. Consequently, the primary significance of this failed movement of grabbing something is established by the others. Only later, when the child is capable of relation his failed movement of grabbing with the objective situation as a whole, this movement comes to be interpreted as an act of indicating. In this situation, a change in the role of the movement is produced. Of a movement oriented towards an object that becomes a movement addressed to another person, in the middle of establishing relations. *The movement of grabbing is transformed in the act of indicating*”.

Vigotsky, L. S. El desarrollo de los procesos psicológicos superiores. México, Grijalbo, 1988. P. 92-93. The underlining is of the original.

APPENDIX V

Freud had already treated them as polymorphic perverse. But up to now, nobody has dreamed with detecting future delinquents in children of two to three years old that present “affective coldness, tendency to the manipulation, cynism and aggression”, and they are impulsive, not docile and have a “low morality index”. This conclusion of a French study, however, inspired a pre-project of the law over prevention of delinquency that submitted the Minister of the Interior, Nicolás Sarkozy. As from the six years, even medications and psycho-stimulants could be supplied to them. It seems that the polymorphic perversity is transferring to the adulthood.

The disciplinary society, that studied by Foucault and pre-announced by Bentham, has never reached that far. Its normalized “garfios” back now at the act of the potency and find in childhood a fertile land of operation. This reminds to Spielberg in “Minority Report”: in Washington, in 2054, the future can be predicted and the guilty parties can be condemned before committing the crime. The construance of the childhood under this predictive-pathologic measure is, by itself, a pathology.

But the deepest question is another one. An untrusted look over a child, that creates in the act, a non reliable child, and even worse, a child that does not trust even in himself. This states the bases for the alteration of the behavior: Thus, we shall always be before the self-fulfilled prophecy, since to watch out potential “delinquents” shall contribute to be developed as such. There is no neutrality in the look.

Children become what are proposed to be by the eyes that look at them.

In fact, they attack the human nature in its genesis, to directly terminate it, or change it according to the own codes of normality. It is the experience to which it is launched, the manipulative fever of the time. It shall not be long until the potential delinquents shall be detected by genetic studies, before its birth. If a future Hitler were detected, Should it be necessary to exterminate him in advance?⁶²

Shall we exterminate, not only the life, but also expurgate in a surgery, all that is considered to be inconvenient? So, no final lawsuit should be waited to. We shall condemn ourselves, as species, before beginning to live.

By Enrique Valiente Noailles in La Nación,

http://www.lanacion.com.ar/edicionimpresa/suplementos/enfoques/nota.asp?nota_id=787765



Subjects & learning



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