



Pro-Inclusive-Reflexive – Intellectual Output I

Module Coaching in Practicum: Reflexive Practicum for *Inclusive* Education

HS-Prof. Dr. Margit Datler, University College of Teacher Education of Christian Churches
Vienna/Krems, in cooperation with Prof. Dr. Bernhard Rauh, LMU Munich /University of Regensburg¹

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I. Participating Organizations

The following organizations and organizational units piloted the coaching in practicum module – adapted to the locally applicable curricula:

- University College of Teacher Education of Christian Churches Vienna/Krems, (teacher education for elementary school), winter semester 18/19, department of inclusive education– module “emotional and social development“
- LMU Munich, pedagogy for behavioral disorders, winter semester 18/19 and 19/20
- PH Ludwigsburg, focus on learning, winter semester 18/19
- Cluster North East (cooperation of the University of Vienna and the University Colleges of Teacher Education Vienna, Lower Austria, the University College of Teacher Education of Christian Churches Vienna/Krems and the University College for Agrarian and Environmental Pedagogy for secondary education), winter semester 18/19
- HU-Berlin, pedagogy for elementary education, coaching in practicum, winter semester 18/19²
- University of Halle-Wittenberg, rehabilitation pedagogy, summer semester 19.

II. Justification of the Module

1. Inclusion and Inclusive Education

There are several differently motivated understandings of the term *inclusion* (human rights based, sociological, school organizational, ...). In the Erasmus+ project *professionalization of inclusive education through reflexive practicums* (pro-inclusive-reflexive) a professionalization-related understanding of inclusion that is corresponding to our knowledge interest is represented. It follows the definition of the German UNESCO-commission (2014, 9), in which inclusion is understood as a process which fosters those “competences in the education system that are required to reach all learners”. Thus, inclusive education contains measures that offer individualized educational programs to all pupils disregarding the high variation in their individual stage of development or their current level of personal development. This understanding of inclusive education determines the aims of the practicums and the corresponding coachings in practicum for student teachers of the participating organizations.

2. Aims of Reflexive Practicums

Reflexive practicums for prospective teachers working in an inclusive manner are necessary so student teachers

- become **capable of pedagogically handling complex classroom situations,**

² At the dissemination activity, introducing the module at the conference of the DGfE-commission for psychoanalytical pedagogy (2018), a work contact with Beatrice Kollinger of the department of pedagogy for elementary education at Humboldt University Berlin emerged. She used the module in an adapted form in the study project *trauma-sensitive teaching and learning – understanding of pedagogical cases as a professional competence* as well as at the University of Halle-Wittenberg.



- **apprehend** the conscious and unconscious **psychodynamic dimensions** of the individuals involved in the interaction
- are able to **support** their **pupils** individually and as a group in their **emotional, social** and cognitive **development** in an inclusive classroom setting (inclusion classes, supportive learning classes)
- **retain control** of their pupils even in highly challenging classroom situations
- learn about the **range of possibilities** as well as **limitations** to prevent health related detriments (i.e. burn out) in the educational context
- participate in **intervision** and **supervision programs** later in their **careers**, because they view these programs as a meaningful addition to their professionalization as teachers due to positive experiences during their studies.

3. Practicum, Heterogeneity and Coaching in Practicum

Especially in the daily encounters with pupils who have got (significant) emotional, social and cognitive deprivations, and show a pedagogically (highly) alarming behavior, (student) teachers are confronted with intense experiences regarding themselves and their pupils. The teachers' perceptions of classroom situations range from exceptionally high contentment, curiosity, pride, wellbeing, joy-filled affection towards their pupils a.o. to anger, overextension, self-doubts, powerlessness, internal and external aggression a.o. (Datler 2004).

In their practicum student teachers are confronted with various and intense experiences if they are exposed to

- a high heterogeneity
- a high variety of cognitive and social-emotional needs of their pupils
- the various tasks and challenges of differentiated, inclusive teaching
- the expectations of their supervision teachers and
- their own expectations.

Student teachers should get the opportunity to deal with the experiences they make during practicums, especially regarding incomprehensible behavior of pupils and unpleasant or emotionally burdening experiences, which could negatively influence the pedagogical tasks of teaching and supporting their pupils. Therefore, during their studies student teachers need a safe space to cognitively apprehend these experiences, identify emotions towards these experiences and discuss these experiences with others in a theory-based manner to recognize hidden motives of the involved parties (pupils, teachers).

4. Insight-based and Action-oriented Approach of the Module

In the last 120 years systematized research using science-based approaches was conducted, to get from observable, manifested behavior to justified assumptions about the experiences and feelings of an individual. In this context it is highly important to consider the underlying ubiquitous and unconscious psychodynamic processes. In this module students are guided towards the *theoretical concepts of depth psychology* and *psychoanalytical pedagogy* within the limitations of the curricular framework. With reference to selected concepts, students could succeed in gaining justified assumptions regarding the experiences of their pupils by use of specific behavioral observations. Based on these assumptions they could consequently make specific pedagogical offers enabling the pupil to regain a sufficient subjective wellbeing, which is vital for learning processes. If these offers are made "from the guts" (statement of a student: "I could clearly feel that pupil A / pupil B needs ..."), it could



occasionally be beneficial for the pupil or provide relief for the teacher. However, the student teacher predominately acts according to his/ her current level of empathy, his/ her everyday experiences, his/ her subjective concepts, according to the model “trial and error” and does not orientate his or her actions to transparent theories. Acquisition and handling of practice-based theoretical models leads to pedagogical professionalization.

The conceptualization of the coaching in practicum is based on the assumption that our feelings, thinking and actions are influenced by conscious and unconscious factors and that all individuals seek to feel as comfortable as possible in every situation (Fonagy et al. 2004). This approach is in so far meaningful because it guides the mutual reflection of real-life classroom situations below.

For that reason, all further considerations are a priori rested on two science-based assumptions:

- 1. Every manifested, observable behavior is the expression and consequence of (conscious and unconscious) experiences**
- 2. According to the concept of emotional self-control every person always seeks to reach in the best possible manner the highest possible level of subjective wellbeing, stabilize that level and subsequently raise it, while simultaneously eradicating or lowering the level of unpleasant emotions or situations.**

For many people these two assumptions appear reasonable in their daily encounters, for example when applied to babies. If a baby cries, it expresses physical and emotional pain, otherwise it would be calm, smile, sleep, look interested etc. Its crying is an expression of pain and consequence of the perception of that pain. The experience of pain manifests in the behavior of crying, often accompanied by a raised breathing rhythm, narrowing the eyes, clenching the fists, blushing, sudden bending of the legs towards the abdomen etc. The caregiver notices the crying, interprets it as a call for help to reduce the pain and subsequently tries to determine which intense (physical and emotional) unwellness could be expressed through the crying. He or she offers the baby food, takes it up in their arms, puts its clothes on or off, tries to distract it with its favorite toy, changes the baby, rubs its belly, tries to protect it from harsh light etc. That means that the caregiver uses an array of measures to ease the pain the baby expresses through its crying and in the best-case scenario eradicates the source of pain to reestablish the baby’s wellbeing.

To enable a newborn to make comforting experiences in a painful situation, leading to the reestablishment of a joyful outlook towards the world, several prerequisites are required: the caregiver has got internal pictures of the newborn and tries – after having noticed the crying and categorizing it as an expression of pain – to determine the possible cause of the baby’s pain. For that he/ she offers different options expecting to find one that soothes the baby’s pain. The more familiar caregiver and baby are, the higher differentiated the caregiver is in his/ her awareness and attribution of the reason of the baby’s crying, the more sensitive the person is and the more he or she knows about the baby, the better the caregiver can mentally cope with stress-situations, the higher the chance that there will be a successful overall outcome of the situation. If on the other hand the caregiver is overwhelmed (powerlessness, self-doubts, aggression, anger, frustration, etc.) by the intense emotions of the baby, which it expresses through crying, he/ she would barely be able to think about the causes of the baby’s pain which is expressed through its crying and might furthermore be unable to make specific offers to soothe its pain. The caregiver would be fully occupied in regulating his/ her own painful emotions. This could for example lead to the caregiver’s notion that the baby’s crying is not urgent, which means that the perception of the situation is highly distorted or entirely misinterpreted (Fraiberg 2011).

Examples like this of daily life situations, enable many students to understand this module’s approach of reflecting pupils’ and teachers’ experiences and the observable behavior which results from these (confrontational, burdening) classroom situations.



When the two assumptions mentioned above (explained by the example of a crying baby) are applied to *classroom situations*, the coaching in practicum aims to explore the underlying psychodynamic processes of all parties involved in the situation and to apprehend the possible motivation for their actions. Thereby, it helps the students to understand and conceptualize incomprehensible situations that were (very) unsettling, confusing and/or (highly) unpleasant for them. The student teacher's attempt to apprehend the pupil's experiences by interpreting his/ her behavior, is a basic prerequisite to defuse a situation that is subjectively unpleasant for the pupil and make *specific* offers for him/ her within the lesson to reestablish the pupil's subjective wellbeing as quickly as possible. Thus the student teacher could calm down the overall situation to potentially reestablish a pleasant working atmosphere in the classroom again.

The coaching in practicum aims to support student teachers by collaboratively reflecting classroom situations, generate theory-based justified assumptions of how the pupil's "crying" in the specific circumstances could be interpreted (if he/ she shows internal or external aggression, completely or partially refuses to complete tasks, shuts himself/ herself away in a depressive manner, shouts out answers etc.). In addition, it should become comprehensible which "teacher responses" (listening to the pupil, giving him/ her a timeout, changing the task, agreeing on a "signal", for example a gesture, repeating the classroom rules together, changing the group composition, talking to the pupil's parent(s), offering an individual assistance to the pupil – according to the justified assumption of what lead to the pupil's emotional imbalance) could have a supportive influence on the pupil.

Thereby, the students approach the understanding of psycho dynamics and the resulting behaviors, with the guiding questions: What does the "symptom" (the symptomatic behavior) signify?, Why does the pupil act exactly the way he/ she does in that specific situation?

If those "questions" are asked to the pupil's behavior, the perception and attitude of the student teacher regarding the pupil change. From that moment on it is no longer necessary to assume that I as the (student) teacher have to defend myself against the pupil's intentional actions. Therefore, the students realize that it is a phantasm that at home the pupil meticulously plans the actions he/ she is going to use to provoke or depreciate the teacher or to disrupt the lesson. If the teacher assumes a different reason for the pupil's (unconscious) actions, it is more likely that the teacher manages to obtain an open mind regarding the pupil's reasons for his/ her actions. Thereby, the teacher possibly feels less personally aggressively offended and threatened or jeopardized by a pupil's behavior. He/ she obtains a position where he/ she can handle emotions like anger, rage, helplessness internally, consciously deal with those emotions and utilize these emerging feelings as reason and orientation to reflect on the sensitivities of the pupil. Moreover, the teacher does not have to unreflectingly project these emotions onto his/ her pupils, namely by assuming that a pupil deliberately disrupts the lesson.

This perspective on the pupils' behavior is a substantial, insight-based perspective of the concept which is being introduced in this module.

The present concept of coaching in practicum, therefore, not only centers the understanding of pupils' behavior, but also puts the perceptions of the student teacher in focus of reflection. There is also space for the student teachers' engagement with interactive situations: What effects does the pupil's behavior have on me? In which way(s) could my experience of the pupil's behavior (consciously or unconsciously) affect my (cognitive, emotional, physical) "response"?

When discussing classroom interactions the students should recognize their share (their perception of the interaction, the level of intensity of the emerging emotions and the pedagogical courses of action that are linked to these emotions) in each situation, which enables the students to organize the chaos of their own perception, feelings and ways of thinking. The joint analysis of the classroom interactions



is predominately experienced as relieving by the students and therefore, may further contribute to modified options for action of the student teachers in their lessons.

5. Significance of Reflective Practicums

The meaningfulness of “reflective practicums” is reasoned by their aim to provide student teachers with a safe space to acquire the necessary competences to reflect on highly complex classroom situations in a theory-based manner. That is necessary in return to make inclusive pedagogical and pro-development offers to pupils while taking their heterogeneity into account.

Many publications in the field of “reflection of classroom situations“, “school-related reflection“, “teachers’ reflection ability“ assume that students have already acquired a sufficient amount of knowledge and skills to independently or jointly reflect different classroom situations. Alternative scientific publications take the almost opposing stance by pointing out options and limitations to acquire the competences which are necessary for the “reflection” through advanced training opportunities – depending on the kind of lecture (Neuweg 2005).

In the Erasmus+ project pro-inclusive-reflective it is assumed that the student teachers need training and practice to acquire the competences which are necessary to achieve the ability to reflect complex situations. Initially, many students in advanced training severely struggle, for example, by identifying emotions of individuals involved in the interaction, an ability which is highly important in the progress of the interaction. In addition, they often have trouble to use them in an argumentative discussion in order to understand the actions of all participating individuals. For many students it is even more difficult to identify their own emotions, connect them to the given classroom interaction and to interrelate them with the whole context.

In the cited publications, which receive well-known authors and frequently cited models in an affirmative as well as critical manner, the unanimous consent is that well-structured, professional instruction cannot be conducted without reflection; reflection prevents burn out. Moreover, it is undisputed in these publications that individuals are only able to reflect about others if they have learned to reflect about themselves (compare Wyss 2008).

6. Specific Reflective Perspective of the Conceptualized Coaching in Practicum Module

The coaching in practicum module, which was designed in context of the Erasmus+ project pro-inclusive-reflective, takes account of the knowledge mentioned above and mainly focuses on the fundamental tasks of making student teachers aware

- of the way they perceive themselves in different situations in life and in the context of classroom interactions in previous experiences as well as current ones
- of the influence different people and situations had and have on their experiences, and
- of strategies student teachers have developed over the course of their life to feel as comfortable as possible in every situation.

This sequence is crucial within the curriculum because it is designed to guide the students towards developing their self-reflection competence. Students should realize how their own and general mental structures develop and how these structures consciously and unconsciously influence every human’s perception, emotions, way of thinking and way of acting. If the students manage to distance themselves from their own self, which means that they view themselves as if they were looking in a



mirror, think about themselves, put themselves in relationship to others and think about the meaning of those relationships, then they have made some significant steps towards their ability to reflect. Just as a result of this cognitive process the students are able to reflect about others, others in interaction with others and others in interaction with themselves. This ability requires the often-cited competence of being empathic, however, within the set of competences that are associated with mentalization ability, it is only one of several. When student teachers attend the coaching in practicum to discuss similar as well as divergent experiences, they are confronted with their own experiences during their school lifetime, with the study content and lectures they have already attended and with the experiences and demands in school practice. Therefore, their attention is guided towards their perception of corresponding, complementing and differing insights.

At the beginning of a coaching in practicum seminar, students in teacher training are often asked to put all their acquired perceptions and experiences in relationship to each other, study the materials (technical terms, theories, concepts) provided by the lecturer and put the acquired knowledge in an interactive context with the reflective experiences to acquire a deeper understanding of their own development. By raising awareness and the theory-based combination of the students' perceptions made in different contexts, *students in teacher training are supposed to understand emergence and meaning of their mental and cognitive structures, with which they are currently experiencing school practice and which consciously and unconsciously substantially co-create the different aspects (contents, didactics/methods, interactions) of teaching.*

This process-oriented education requires the students to specify their use of technical terms when they reflect on experiences and discuss classroom situations. Simplified viewpoints and the application of causal-linear effect relationships in classroom interactions (if A, then B) should be broken down since it equals an improper reduction of complex classroom situations. It is rather intended that *students transfer this reflexive comprehensible and complex approach to themselves experienced in the module to an understanding of the students' experience based on reflection. The case reviews of the seminar aim to enable the students to master this competence and use it in classroom situations (as good as possible).* Therefore, the importance of pupils biographic and school-biographical perceptions and experiences, their impact of their specific heterogenetic dimension (for example in the emotional-social and in the cognitive field, on physical level, because of their milieu, their culture, their sex, current level of development etc.) is considered, insofar these pieces of information are accessible for the student teachers through their mentors.

In the course of the coaching in practicum, theoretical concepts are incorporated into the discussion by talking about conflict-driven and burdening classroom situations (i.e. defensive behavior in uncomfortable situations, consciously and unconsciously taken roles within class, projective identification, transfer phenomena). The recommended reading list for every topic should be used as a tool for theoretical reference by lecturers and (in extracts) by students. As the aim of the module is to reflect different classroom situations in a theory-oriented manner, theory input has to be referenced, which is used by the students as effective thought models. Some of the referenced texts are especially suitable for reading and discussing passages with the students. The recommended readings are chosen exemplary and should be referred to current classroom situations that students anonymously describe in the coaching in practice seminar; that means that the lecturers are supposed to use such topics to link the theory to the practice in a situation-related manner.

Lecturers – especially in this kind of seminar – are strongly advised to make sure that the students are not personally offended (i.e. that their stories are not questioned, they are not reproached, there are no resentments or prejudices, their stories are not ridiculed – which differs from a spontaneous laughter, that students only get advice instead of engaging in a serious, discursive confrontation) when they are introducing their work or talking about their experiences. Likewise their behavior should also not be judged in a positive manner (which subconsciously enables judgement by the back door). Everything that the students express and discuss serves as non-judgmental material for thought processes and to gain insights into complex classroom situations.



7. Medium- and Long-term Effects of Mentalization-oriented Coaching in Practicum

Based on the assumption that all student teachers are acting as “resonance bodies” in the classroom, who consciously and unconsciously emotionally “resonate” differently and create different “tone colors” because of their various interaction components, all emotional and cognitive perceptions of the students participating in the coaching in practicum are very precious in order to comprehend the classroom situations discussed in the module. All students are encouraged to share their thoughts in the coaching in practicum, however, their specified use of technical terms should be significantly increased. Unclear, generalizing, and colloquial expressions should be avoided, to not only reach reasoning skills above common knowledge, but also practice the specified use of precise technical terms without getting lost in empty phrases (catchwords). If students struggle with the implementation of that skill, it could be seen as a participant’s defensive mechanism, because it could contradict an emotional and cognitive confrontation with the topics. As a consequence, the discussions and reflections of their own and their colleagues’ perception should lead to theory-based technical discussions. They are predominantly concerned with the comprehension of the perception of oneself and others (even the unfamiliar and unknown) and the resulting conscious and unconscious behavior of all individuals involved in the interaction. Repeatedly the thought processes refer to the two science-based assumptions (compare II.3).

The students participating in the seminar should perceive all activities as meaningful support for successfully handling complex classroom situations during the practicum. They also should be provided with impulses which facilitate the development of the students’ teacher identity, which focusses on everyone’s participation.

Students could develop a positive attitude towards a theory-based reflection of classroom situations on their own or in a group by realizing the meaningfulness of their pedagogical tasks through continuously working on their perception in the professional context. Thereby, they could view reflection as a crucial aspect of their inclusive-pedagogical professionalization, understand the concept of professionalism and raise their willingness for case reviews, supervision and intervision (Rauh, Datler, Weber 2019).

8. Non-disclosure Agreement

At the beginning of the coaching in practicum all students are explicitly informed about their obligation of confidentiality:

- All participants have to be able to rely on the fact that the information they give about themselves or about classroom situations, pupils, mentors, principals, school internal information, legal guardians and other contents in the context of the coaching in practicum is being handled confidentially.
- Students are not allowed to talk about those contents to individuals who are not part of the seminar.
- All data regarding case reviews should be anonymized.
- Furthermore, it has to be stated that all case-related material can only be used in the context of the seminar for the students’ own learning processes. It is advisable that all students return their copies of written observation protocols and practice protocols to the author at the end of every lesson.

Only in an atmosphere of trust, the students are able to (to some extent) openly reflect about themselves and others. Students should be aware that they have to protect their colleagues’ personal



spaces against third parties if it is relevant in the context of school practice. Even though it has to be discussable in the professional context.

9. Introduction of the Structure of the Coaching in Practicum and Instructions for its Implementation

The following contents are divided into eight sub-modules and are not strictly assigned to one module session. The topics are described individually, even though there is a fluent transition to enable a meaningful workflow in the current seminar situation. In each lesson the sub-modules are always more or less intensely or explicitly dealt with, depending on the conflict-driven contents, which are noticeable in the discussed classroom situations.

The order of the first six sub-modules should not be changed, as it serves as a framework, which builds on each other. The assumption is made that all individuals perceive every situation consciously and unconsciously (compare insight-based assumptions in 4.). Using that as a starting point, it seems reasonable to deal with one's own development first, because an individual acts and reacts to situations "as a whole". Therefore, this concept is also applicable to student teachers when they are teaching in inclusive educational settings.

It has to be considered whether the tasks – depending on the setting – should be made available for editing outside the lessons (and be uploaded to a learning platform like moodle), if the students bring their observations to the next lesson and how these observations can be used in the lesson. Especially when there are more than ten students in one coaching in practicum group, written assignments should be considered, because some students usually contribute very little to the in-class discussions. (Tasks have to be written in a very precise manner to enable unambiguous answers.)

Upfront exact criteria for the performance evaluation have to be disclosed. Descriptions about personal biographical elements and thoughts must not be assessed. However, to what extent the observation sheets answer to the formal and content-related aspects (compare Appendix) could be evaluated. Furthermore, the knowledge of technical terms and concepts; active efforts to incorporate the theories introduced and discussed in the seminar in classroom interactions and argumentatively phrase that in the discussions a. o. could be part of the evaluation.

It should be noted at this point that there is an advanced training course for lecturers working in school practice, teaching school practical studies or guiding students in teacher training (University Colleges of Teacher Education/ University, practicums mentors at schools, advanced education modules for educators). This advanced training has been specifically designed for this coaching in practice module and is offered on demand. It was conducted for the first time in March 2020 at the center of school quality and teacher education (ZSL), branch Bad Wildbad (Baden Wuerttemberg, Germany). In this advanced training course theoretical points of reference are introduced, contents are conveyed, methodical-didactical recommendations are discussed and the use of observation protocols is tested. If interested, it is possible to individually attend the advanced training course. It can also be offered as an independent event, adapted for the client's individual needs (contact: bernhard.rauh@ur.at).



III. Contents of the Coaching in Practicum Module

Subsequently to the justification and the theoretical definition of the module, the eight sub-modules are described. Aims and methodological recommendations are supposed to explain and illustrate the intentions of them. They show an analogous schematic layout; this structural element provides an organized and quick overview of the main findings of each sub-module.

1. Reflection of Biographical Significant Experiences

The students are supposed to become aware of their thoughts and feelings, which they have perceived differently in diverging interactive situations in various contexts and which meaning this might still have for them.

1.1. Aim

The *aim* of this sub-module is to cognitively grasp and linguistically phrase the *thoughts* and *emotions* that move students when they think of *pleasant* and *unpleasant interactions in different everyday situations*. Afterwards they reflect on the *meaning* that the experience of various and differently intense emotions previously had and currently still has on them. –Theoretical framework: development and significance of mental structures.

1.2. Methodological Considerations

After discussing all necessary information, the examination criteria etc. and providing a general introduction to the aim of this module, the first session can already be used to take up the topic. For this purpose, the lecturer could ask the students how they are currently feeling in the seminar (emotions the students are currently experiencing, vibes, expectations – relaxed, annoyed, impatient, pleasant, experiencing physical tensions, etc.).

1.2.1 Getting Started: How are you Currently Feeling in the Seminar?

To support the students in the beginning of the seminar, they could be asked to match themselves to pictures provided by the lecturer (abstract motives, motives depicting nature, faces with clearly distinguishable emotional-happy, desperate, scared, delighted ... – facial expressions of individual people, people in groups, cartoons of classroom situations etc.), and identify their own current mental state without justifying it.

The aim of this task is to perceive oneself as a sentient person in the context of this seminar and briefly identify current emotions and vibes as well as possible. Justifications and explanations of mental states (arising in this task) are avoided in this task; later on, the students are led towards those step by step.

1.2.2 Visualization of Emotionally Intense Situations

Subsequently to the first step there could be an oral, very openly worded task: “In your lifetime you have been confronted with various people, you have been involved in various interactions. Describe the first four to seven situations that cross your mind, in which you experienced *very intense emotions*; they may be of any area of your life, any age group starting at infancy. Use one sheet of paper per situation and describe it in key words or in complete sentences, ensuring that the situation emerges



before your mind's eyes!" Important information for the students: "Your notes remain with you and are not evaluated."

The students use DIN/A5 sheets of paper (the use of electronic devices is not advisable) to associatively jot down interactions from their childhood, adolescence, adulthood, within the family, the group of friends, during school days, school holidays, at the workplace, in specific groups (sports club, music, theater, extracurricular youth education etc.), during their stay abroad etc. – It is anticipated that not all areas of life are mentioned in a chronological order starting at the students' early childhood, and several interactions could be of one and the same age group.

1.2.3 Further Structural Suggestions

This section provides suggestions for further proceeding:

Once all students have written down their notes, they are asked to number the sheets of paper in the order, in which they have written them. Next the lecturer asks the students questions in a way that calls the students' attention to various aspects, which were and possibly still are significant to the individual when remembering the situations. It is advisable that the lecturer asks the questions and the students individually work on the situations they have described. Thereby, the phase of getting in touch with oneself on different levels (emotional, cognitive, sensual, social) is initiated once more.

Afterwards, students share their emotions and experiences using the following guiding questions:

- Did you describe a situation that is pleasant or unpleasant for you? - The students group the situations/sheets of paper in front of them into the two categories.
- Group the situations you described according to your age at that time (childhood, adolescence, adulthood); write down the corresponding age group and your age on each sheet of paper.
- area of life: Which people had a significant influence on the described interactions? – Parents, friends, teachers/educators, etc. – family, leisure, school, etc.
Do the interactions you described include different people or mostly the same ones? – Identical persons are marked on the sheets of paper or added.
Thereby, it is possible to generally discuss the "distribution" (accumulation or omission of certain areas, i.e. negative experiences, experiences concerning one specific area of life etc.) or generally summarize the situations.
- Rank the situations you described according to the significance they have for you! – The most important one is number one and after that you rank the others!

At this point an "open field" is reached, as it is impossible to know beforehand, which situations the students are going to describe.

- Which situations did you describe? – Do you have any idea why you came up with exactly this situation, why you described exactly this interaction?
- Which significance did this/these situation(s) have for you in the past and which significance does it/do they have at the moment? – There will not always be a satisfying answer.

The following sub-questions in relation to the last question are also relevant in this format or in a modified format in all further sessions of the seminar:

- ➔ How did you *perceive* yourself in the described interactions?
- ➔ What did you *think*?
- ➔ How did you *feel*? – When you have a look at your writing, did you identify emotions? If not, please add the emotion(s) you probably had in each interaction!
- ➔ What did you think after this interaction? How did you feel after this interaction?
- ➔ How do you think about it today? How do you feel thinking about it now?
- ➔ Are the situations you described characteristic for you? – Do you recognize any behavioral patterns? (feeling wronged, confidently asserting oneself, feeling independent, feeling especially self-confident, treating others derogatively, fear of



being disliked or not appreciated by others; upsetting classmates/siblings, refusing cooperation, withdrawing from others, ranting; uneasiness of being judged negatively; optimism that everything is possible; etc.)

- ➔ Have your *behavioral tendencies* (i.e. of feeling wronged, of withdrawing from others) stayed the same or changed over time?
- ➔ Is there an event or several events that mark(s) a (sudden) *change*? Which explanations are predominant? (transition from childhood – adolescence, switching schools, moving away from home, divorce of parents, new romantic relationship etc.)
- ➔ Are the described interactions homogenous or divergent?
- ➔ How do you (the student) understand the interaction, how does the group understand it?

The lecturer may think that these questions are rather intimate for a discussion in the first session of a seminar. He or she may design this section of the seminar as individual work, leave enough time for the students to diligently think about the questions and conduct a group discussion afterwards. As an intermediate step the students could first get into “mumble-groups” (they talk to each other in a low voice – they mumble), briefly exchange the thoughts and feelings they have had while writing down their notes and possibly mumble about which situations they chose.

During this task *all sheets of paper remain with the students*; they are not used for assessment. Moreover, the student chooses, which (written) thoughts he/ she wants to share with the group and to what extent and level of detail he/ she wants to share them; and which thoughts are not discussed in this setting. The lecturer’s task is to create a trust-based atmosphere and find a proper balance of encouraging the students to share their own thought processes without creating an situation, in which the students feel pressured and increasingly resort to socially desirable answers.

Note:

The lecturer’s attitude has significant impact on the success of the students’ work on this and further questions: He/ she should be convinced of the pedagogical importance and righteousness of the tasks performed in the coaching in practicum. Serious doubts that he/ she is intervening unauthorizably in the students’ private affairs, an uncomfortable feeling when actualizing situations of conflict, being afraid of the reactions of the students, etc. will most likely negatively affect if not completely impede the lecturer’s ability to accompany and support the students’ thought processes. If those aspects are omitted in the reflection and the point of view is solely focused on the pupil, the students are kept from acquiring essential approaches to understand teacher-pupil-interactions. It could be phrased even more precisely: if I as the lecturer do not offer the students to reflect about themselves in a guided setting, I deny them – for whatever reason – my support on their way to professionalization.

In the most desirable case the students become (significantly) aware in this session that any perception is a complex, interactive, conscious and unconscious dynamic interaction of physical and mental aspects:

- ➔ the aspect of sensual perception (hearing, feeling, seeing, smelling)
- ➔ the aspect of cognition (knowledge, memories) and
- ➔ the aspect of emotion (intensity and kind of emotions)

Briefly summarized, the following biographic questions are prioritized for a subject-based professionalization:

- Which patterns of behavior and perception do I recognize in myself?
- What do I relate this to?
- How do I see that?
- How could that generally be seen?



- What familiar and/or new aspects did I learn about myself?
- What remains unclear or irritating at the moment?
- What does this all mean for me?

These thoughts about the students' own biography are linked to theoretical insights from specialized literature over the course of the seminar. In this first step of reflection the students should increase their knowledge about their development in regards to their apperceptive perception. Subsequently, they should develop knowledge about the wide variety of their pupils' way of perception, which manifests in their behavioral patterns. In further sessions, this knowledge could lead towards the comprehension of these patterns.

Multiple research findings show that the development of our mental structures, which influence our perception, feelings, thoughts, and actions as well as our action tendencies, is dependent on genetical as well as present environmental factors. A central role is unanimously attributed to the quality of the offered relationships in the first years of life (Dornes 2006). The infant is dependent on the level of mentalization ability his/ her caregivers have reached; a sensitive relationship structure is needed to (emotionally and physically) "feel" oneself in contact with others and to "feel" oneself. In other words, I feel myself "in multiple ways" – through the person interacting with me, through interacting with myself, through interacting with the outside world in different ways (self with others, self against others, Stern 1995). Thereby, the essential cornerstones of each individual's personality are set, which manifest itself in interest, in the inclination towards oneself and the world, through the experience of satisfaction, self-confidence or through the experience of doubt, fear, inferiority etc. The acquired mental structures, therefore, influence *how* a person (consciously and unconsciously) perceives himself/herself and the world, and *how* a person takes actions, interacts in general or takes (consciously and unconsciously) action in classroom settings. These structures are deeply rooted in ourselves, they are lethargic and can only be modified slowly, if one works (pedagogically and therapeutically) targeted and consistently on their modification.

These insights are *highly relevant in inclusive classroom settings*. For example, when dealing with a desired modification of pupil's behavior, it is no longer acceptable to obtain the opinion that this student is on his/ her own to modify his/ her negative behavioral patterns and that he/ she just has to try hard enough. Students should no longer assume that something they explain to a pupil once will be immediately understood and lead to a permanent positive modification of said behavior. (Ruedi reports in a case review from 2001 that continuous and consistent educational measures, which are put in place to modify a pupil's behavior in the context of a well-functioning teacher-pupil-relationship, take around six months to be effective for a pupil without any cognitive impairments, if the relationship to his/ her caregivers is stable.)

Recommended Readings:

Datler, M. (2016). Die psychoanalytische Arbeit mit Kindern: Schule, Erziehungsberatung und Kinderanalyse. In B. Traxl, G. Poscheschnik (Hrsg.), *Handbuch Psychoanalytische Entwicklungswissenschaft* (S. 437-463). Gießen: Psychosozial.

Ruedi, J. (2001). Das Kind mit unkontrollierten Verhaltensweisen oder: Hilfen durch die Individualpsychologie Alfred Adlers. In R. Winkel (Hrsg.), *Schwierige Kinder – Problematische Schüler. Fallberichte aus dem Erziehungs- und Schulalltag* (S. 267-292). Baltmannsweiler: Schneider.

2. Reflection of Biographical Significant School Experiences

The students are supposed to become aware of their *thoughts and feelings*, which they had in *different school-related contexts* in different situations, in which they were involved



directly or indirectly. These situations can be teacher-pupil-, pupil-pupil-, teacher-parent-pupil-situations or team-teaching situations, experiences with student representations, experiences at school-dislocated events (i. e. excursions, school sports camps, language trips) etc.

The focus of the reflection of biographical school experiences is put on the significance these experiences had and/or still have for the students.

2.1. Aim

The *aim* of this sub-module is to cognitively grasp and linguistically phrase the *thoughts* and *emotions* that move students when they think of *pleasant* and *unpleasant interactions in different school-related situations*. Afterwards they reflect on the significance the perception of various emotions of different intensities previously had and currently still has on them.

Many studies regarding this topic show that school biographical experiences co-determine career choices, the teacher role taken by an individual, the development of the teacher identity, conscious and unconscious ideas about teaching and the corresponding emotions to a high extent. This mostly happens without or with little reflection.

Theoretical framework: the significance of school biographical experiences on the development of inner-mental representations (inner pictures of school, teaching, roles of teacher and pupil).

2.2. Methodological Recommendations

2.2.1. Visualization of the Genesis of one's own Patterns of Behavior and Experience

From the reflection of the perception of everyday situations as a starting point, the focus is now shifted to the perception of school-related situations, especially classroom situations. – Sub-module 1, Reflection of biographical significant experiences should not be skipped. Remembered and mentioned school biographical memories are postponed in submodule 1 with reference to further analysis of considerations regarding school biography later (in this sub-module). – Students should be sensitized how they experienced school (learning and social interactions) and analyze their attitude towards knowledge (i.e. knowledge as a desired “Good” (=grade B), fear of a certain subject, e.g. Math). For this purpose, a high amount of methodological-didactic examples is available in the present literature – starting with experiences in the transition process (pre-school – school) or on the first day of school, to coping with transitioning into different school types or from school to university. Whether it is a matter of breaches in one's school biography or of positive or negative experiences with classmates or teachers, there is a multitude of examples in order to deal with school biographical topics.

With regards to the further work with observation protocols and work-discussion-protocols (practical protocols), the following tasks –also for the purpose of a pre-exercise –have proven useful. Every task has to be done on a DIN/A4 sheet of paper.

Task 1: Identify a situation with classmates and/or teachers during your time in elementary school, in which you were directly or indirectly (present, as an observer) involved and which you think was supportive (non-supportive, impeding) for your further development.

- a) Describe this situation, especially the interaction between the participating individuals! You can also include short dialogues or parts of a conversation (concise, specific words and phrases). (about 20 lines)
- b) How did you feel during and after this situation? (two, three sentences)
- c) In which way was this situation – viewed from today's perspective – supportive (non-supportive, impeding) for your development?



Students should stick to the structure a), b), c) when completing the task and not produce a running text, in which they answer the questions but the answers cannot be unambiguously associated with the internal structure a), b), c).

The task always has to precede the answer (repeatedly reproduced):

Task 1: (reproduction –) Identify a situation ...

- a) Describe this situation ...! –
own text ... own text ... own text ... own text ...
- b) How did you feel ...? –
own text ... own text ...
- c) In which way ...? –
own text ... own text ... own text ...

The students are sensitized to make themselves aware of the share of sensual perception, experiences (feelings) and cognitive capability by reading remembered and described situations out loud in the seminar.

Bullet point b): How did you feel during and after this situation? – If some students realize how little training they have and how limited their vocabulary is, it is important to identify feelings and vibes. Often actions are described (i.e. I turned around and walked away. I tried to defend myself.) and sometimes the level of the description remains very basic (I felt pretty ok, not very well, rather bad,...). Some descriptions on the other hand are rather detailed: I was so enraged that I could barely keep myself under control. I felt so embarrassed that my eyes filled with tears. At the same time, I could feel that I got increasingly angrier the longer Prof. XY was talking.

In the next step, the students work together to try to find the right words to talk about their experiences (within the school setting). It is useful to come up with a „word list“ including “experiences, feelings – experiencing, feeling”, to develop strategies to talk about experiences and feelings in a linguistically more differentiated way. The success of this exercise once again depends on the skill-level of the lecturer, who has to find a proper balance between the demand of precisely identifying the perceptions and emotions that were present in and after the situation and the retention of less differentiated wordings. It has to be acknowledged that in some situations we had/have emotions that are “vague” and can hardly be put down in words.

Task 2 (a,b,c) and task 3 (a,b,c) focus on the students’ time in lower secondary and upper secondary. – In these tasks the focus can also be put on the continuity and discontinuity of experiences during the students’ school days, provided that the students describe relevant memories.

Moreover, it can be asked which teachers, classmates, classroom situations were experienced as pleasant or unpleasant – including a short characterization and justification. Sometimes students report that the first positive impressions and relationship structures intensified in the course of one or several years, or that the opposite was the case, namely that initially positive experiences were followed by (very) negative experiences.

Questions of a general nature invite the students to reflect: Which emotion arises when you think of the term “school”? Which typical situation crosses your mind? Which situation is your most significant memory? Which day of your school time would you like to relive? Which day of your school time would you like to erase from your life? Which sentences (from parents, teachers, classmates) regarding school and learning have accompanied you? Which rules, rituals, regulations do you recall – which emotions do they evoke? How did you try to avoid unpleasant situations? Which experience has influenced your further learning processes, your school career, your personality? etc. The task of writing a letter to a teacher of the student’s choice, in which the student reports his/ her positive or negative experiences



(with the teacher), stimulates the students' confrontation with their (ambivalent) experiences during their own school days.

2.2.2. *Methodological Principles*

Whichever tasks a lecturer chooses, the most important aspect is that the students do not remain at the stage of telling funny or sad "school anecdotes", but are guided towards an active "listening to one's inner voice" and that the students can exchange similar complementary or very different experiences and perceptions in the group:

- How did I *feel* at that time (first day of school, return of an exam, substitute lessons, alone in a different class, sports competition etc.)?
- What did I *think*?
- What did I *do*?
- What emotions did this experience evoke in me?
- Which (lasting) positive or negative consequences did that experience have?
- How did I try to cope with it?
- Which role did my parents, classmates, other teachers have?
- Has my perception of school-related situations changed later on? (i.e. that I perceived a certain situation as very unpleasant, unfair, relieving, well etc. and some time or even years later I have changed my view and my judgement of that situation) – If yes, why? – Which assumptions, explanations do I have?
- Which teachers had a positive or negative influence on my development?
- What would I like to tell teacher A (teacher B, C) in a letter (positive feedback, clarification of an uncomfortable situation)?
- etc.

Briefly summarized, the following school biographical questions are prioritized for a subject-based professionalization:

- Which patterns of behavior and experience do I recognize in myself in the context of school, learning situations, interactions?
- What do I relate this to?
- Were there any changes in perception during my school days that had a positive influence on my wellbeing and a negative influence on other situations?
- Is there a situation I experienced (recently) that I perceived positively in the beginning but that changed into a burdening experience later or vice-versa, is there a situation that I perceived negatively in the beginning and that changed into a pleasant experience? (i.e. a presentation that I copied mainly from the Internet and during my talk it became evident that I did not understand most of its content, so I felt busted and consequently developed the ambition to acquire that knowledge, which caused my teacher to appreciate me more)
- How do I see that?
- What familiar and/or new aspects did I learn about myself?
- What remains unclear or irritating at the moment?
- What significance does *all* of that have for me?

All tasks and questions mentioned here, which can also be found in specialized literature, deal with personal school-related experiences. Their significance is emphasized in scientific research regarding the teacher role a person takes, the subjective assumptions about high-quality teaching and positive teacher-pupil relationships. Therefore, it remains the responsibility of each student, to which extent he/ she engages in the discussion and which school-related experiences he/ she talks (or writes) about and which experiences are omitted.



The lecturer has to decidedly point out that the school biographical sub-module is not “simply of private nature” but that the reflection of school biographical experiences serves as the transition towards professionalization because – as scientific research shows – these experiences are an unambiguous and important interface between individual, personal shares (effective in subjective perception, feeling, thinking, acting, in the development of subjective assumptions in the context of education) and the pursuit of the teaching profession.

2.3. How Could the Different School Biographical Experiences of Students be Generally Seen?

This question directs the view from the individual to the general perspective. The students’ own school days should no longer be the only “true and legit” kind of school, neither in a positive nor negative perspective. Since all students participating in the seminar share different experiences with the group, each student is supposed to realize that the concept “school” is perceived in many various ways. Pupils (different level of development and age, different school types), teachers, principals, legal guardians, educators in after-school programs and assistants experience school in an individual way and each student perceives himself/ herself differently during school days.

In this context at least two areas are especially relevant:

1. My own school-related experiences originate within myself, they originate in my specifically developed perception, my conscious and unconscious hopes, wishes, fears etc.
2. My experiences were influenced by parents’ expectations, attitudes of (close) caregivers, the way the school was organized (management, curriculum, teacher personalities, class composition, school materials, school building etc.). They shaped my expectation (inner pictures, representations) of the term “school”. Therefore, I am going to participate in the practicum with all my subjectively formed inner representations of “school, teaching, teacher’s and pupils’ roles” and I will find a “school” that is either rather similar, partially similar or completely different from my expectations. The available specific circumstances at the school, in which I have to complete my practicum this semester, can either facilitate my entry as a student teacher or at first impede or completely render it impossible.

Recommended Readings:

Datler, M. (2006). Schon lange vorbei und doch noch immer wirksam – Anmerkungen zur Bedeutung der Bearbeitung früher schulischer Erfahrungen. In R. Hinz, T. Pütz (Hrsg.), *Professionelles Handeln in der Grundschule. Entwicklungslinien und Forschungsbefunde* (S. 114-120). Baltmannsweiler: Schneider.

Datler, M. (2010). Überlegungen zu Schemata des Zusammenseins im Unterricht. In: Göppel, R. et. al. (Hrsg.): *Schule als Bildungsort und „emotionaler Raum“*. Der Beitrag der Psychoanalytischen Pädagogik zu Unterrichtsgestaltung und Schulkultur. Schriftenreihe der DGfE-Kommission Psychoanalytische Pädagogik (S. 125-131). Opladen: Barbara Budrich.

3. Relating the Context to the Knowledge

The students are supposed to become aware of their thoughts and feelings they have had during their studies, *in dealing with and acquiring contents of "Inclusive Education"*.

They should perceive themselves as a *learning* individual that has experienced himself/ herself (differently) during the first stage (four-year bachelor’s degree) of the teacher education program (introductory and orientation period, lectures, seminars, practical courses, lesson observations a.o.).

The focus of the reflection of biographical university experiences is put on the significance these experiences had and still could have for the students.



3.1 Aim

The *aim* of this sub-module is to cognitively grasp and linguistically phrase as precisely as possible the *thoughts* and *emotions* that move students. In addition, it is important which significance they attribute to the different levels of intensity of their experiences and when they were/are confronted with *the contents of „inclusive education“ in the role of a (student) teacher*. This role they have to acquire as a part of their studies. – Theoretical framework: knowledge of inclusive education, offer and distribution of knowledge during the studies.

3.2. Methodological Recommendations

3.2.1. *Visualization of Personal Experiences at University and Subjective Patterns of Behavior and Study*

In a further step of guided self-reflection, the students get the opportunity to confront themselves with the perceptions and experiences they have made during their studies:

- How did I experience the course of my studies up until now? (three to four situations are written down on sheets of paper) – experiences at the beginning of the teacher education program, the first courses (lectures, seminars, practical courses), courses they are currently taking
- Which experiences/courses matched my imagination, my expectations?
- Which experiences/courses concerned me or (pleasantly or unpleasantly) touched me in particular? – hearing about impairments and diseases of children and teenagers; personal histories of people affected by impairments and diseases; teachers' performance requirements; opportunities and limitations of medical and pedagogical treatments; doubts about one's choice of his or her field of study; scientific research results; participation opportunities of pursued social relationships (during one's studies) etc.
- Which topics are still relevant to me or which topics have gained significance?
- What do I relate that to?
- Has/Have my way of perceiving situations, my perceptions changed over the course of my studies? If yes, in which way? If no, why might that be the case?
- How can I perceive that now?
- How can that be perceived in a cross-situational context? – Increased interest in peer-contacts; little interest in specialized literature; excessive defense mechanisms; wide-ranging comprehension and recognition of complex relationships in the field of inclusive education over the course of one's studies; practical experiences – connection of the theory to real-life classroom situations etc.

Students should trace experiences and the possible significance of them, raise awareness of these experiences, and get into reflective exchange with others (analogous to the school biographical experiences).

Briefly summarized, the main question for a subject-based professionalization is:

How does the teacher education program (with the specialization on inclusive education) "affect" me?

- Which patterns of behavior and experience in the context of my own studies, learning situations, interactions do I recognize in myself, when I am confronted with the contents of inclusive education and what do I relate that to?
- Have there been any changes in my perception over the course of my studies that influenced my wellbeing positively during my teacher education program and negatively in other situations?



- Are there any situations I experienced (recently) that I initially perceived positively in the beginning but changed into a burdening experience later? Or vice versa, is there a situation that altered from a negative into a pleasant experience?
- How do I apprehend that?
- What familiar and/or new aspects did I learn about myself?
- What remains unclear or irritating at the moment?
- What significance does all of that have for me?

3.2.2. *Extending one's own Point of View by Gathering a Variety of Study-related Experiences*

The students' point of view is directed from an individual to a general perspective. Through the confrontation of their own experiences during their studies with the variety of experiences they learn about from other students participating in the seminar, the students should broaden their own horizon regarding their colleagues previous and current experiences with the contents of inclusive education. The students should realize that their individual experiences are mainly the product of their own inner perception: My subjective experiences emerge from the connection of the range of study offers to my own perception structures, to my own knowledge and skills, to my learning strategies and behavioral patterns, to my internal aims, to my conscious and unconscious hopes, wishes, fears etc. This extensive variety of interacting circumstances affects the way my colleagues and I perceive the required study contents, the way we process and how we acquire them.

Recommended Readings:

Salzberger-Wittenberg, I. et al. (1997). *Die Pädagogik der Gefühle. Emotionale Erfahrungen beim Lehren und Lernen*. Wien: Universitätsverlag (bes. S. 40-52, 60-75).

4. Reflection of Expectations and Fears Regarding the Practicum

Students are supposed to become aware of their *thoughts* and *feelings* regarding the *practicum*.

4.1. Aim

The *aim* of this sub-module is to cognitively grasp and linguistically phrase the *thoughts* and *emotions* that move students and which significance they attribute to the different levels of intensity of their experiences regarding the practicum they are undergoing. – This sub-module is linked to the content-related reflections of the already covered experiences in the sub-modules 1,2,3.

4.2. Methodological Recommendations

For the contents of this sub-module many recommended readings can be found on how to work with groups of students in a methodological-didactic way. The contents of the tasks will depend on the students' previous level of engagement with their own school days, how deeply they have reflected on their own representations of school and teaching (etc.), to what extent they have already accustomed themselves to the relevant specialist knowledge and methods/didactics.

The following questions can support students to think about themselves as student teachers during their practicum:

- Which skills and competences do I already have?



- Which skills and competences do I still need to acquire? (How am I going to do that? Which priorities do I need to set in order to acquire the necessary skills and competences I still lack?)
- Which (subjective) ideas of classroom situations burden me?
- Which (subjective) ideas of classroom situations cause a pleasant feeling?
- How can I influence classroom situations to create pleasant situations?
- Why should pupils be glad to have me as their teacher?
- Why should parents be glad that I am their child's teacher?
- How do I want to be perceived by colleagues?
- Which personality traits of pupils (which behavioral patterns of pupils) will be easy for me to handle and which ones will be difficult for me to handle? – What might be the reason for that? Which options do I have to cope with that?
- Which thoughts regarding my mentor in the practicum emerge?
- etc.

Students should

- be aware of their expectations, wishes, hopes, worries, delight, fears, optimism, uneasiness before they start the practicum.
- report how they experienced different classroom situations (actively involved, as an observer) after their first days in the classroom – concerning pleasant and unpleasant classroom situations
- gain a differentiated approach towards their emotions by reflecting their experiences
- realize that they “force” their own inner realities on their pupils because such realities influence the way they (consciously and unconsciously) design their lessons (unconscious transfer on the side of the teacher). These highly subjectively influenced expectations of students towards the concept “school” play an important role in the way students take up their teacher role, how they position themselves as teachers and influence teacher-pupil interactions.

Students are asked to incorporate the biographical aspects they have described in the sub-modules 1.-3. into these thoughts to extend their point of view on themselves as prospective teachers. Moreover, they are asked to exemplarily reflect on the significance their biographical experiences have had on them (as far as they are aware of it). – At a later stage, this should provide access to the pupil's biographical development for the student teacher. He or she should be enabled to realize which representations of school and learning the pupil might have acquired; these could be first indications towards an understanding of the pupil's behavioral patterns.

Briefly summarized, the following biographical questions are prioritized for a subject-based professionalization before and after starting the practicum:

- Which patterns of behavior and experience do I recognize in myself?
- What do I relate this to?
- How do I see that?
- How could that be seen in general?
- What familiar and/or new aspects did I learn about myself?
- What remains unclear or irritating at the moment?
- What meaning does all of that have for me?

After the students have completed these four steps, the transition from the reflection of their own development, the development of their mental structures, which they employ to perceive, feel, think



and act to the reflection of the interactions during the practicum take place. The main focus is to comprehend the actions of the individuals involved in the interaction, with a special acknowledgment of the experiences and emotions of all involved parties. A special emphasis is put on the (unconscious) regulation of emotion (compare II. Justification of the Module).

5. Focusing on the Pupil

The students direct their *perception* on the *complexity of interactions in classroom situations*. They *observe a pupil*. – The seminar fosters the students' development of a comprehensive approach towards their pupil's behavioral patterns.

5.1. Aim

The *aim* of this sub-module is to cognitively grasp the *observation of a pupil*, and afterwards precisely, *detailed*, and *descriptively* (not interpretively) phrase this observation in a *memory log* (compare Appendix). The way of observing that is introduced in this module is inspired by the observation method used in infant observation, which was developed by Ester Bick in the Tavistock Clinic in London in the 1950s.

In the discussions during the seminar, the students phrase justified assumptions about their experiences based on the behavioral patterns of the adolescent that they had observed. The justified assumptions are based on the following principle: *every manifested, observable behavior is the expression and result of (conscious and unconscious) experiences*.

The reflection of the interaction is supposed to guide the students towards an understanding of the pupil or the interaction progress, in which the pupil was involved.

5.2. Methodological Recommendations

In the beginning, student teachers are not always convinced that they will experience and learn about valuable aspects of teaching by doing observations. They usually perceive the active involvement in the lesson as the most important aspect of their practicum; only through active involvement they feel like they can “really” try out teaching. Moreover, when the precise task of the observation is explained, the students often feel insecure whether they can satisfy the requirements of observing and writing an observation protocol afterwards (looking closely, understanding, remembering, reporting their observations precisely and in a detailed manner – without having any notes). The lecturer should approach the students' insecurities with an appropriate amount of confidence that many students will do a better job than they can imagine at first. For many students it is very unfamiliar to have a “general” observation task, in which every observable pupil's behavior is of “equal importance”. Instead they are used to having a more focused observation task (i.e. reaction of the pupil when he or she is praised or scolded). The student teachers are often concerned whether they will be able to find an interesting situation and which criteria they should apply when choosing the pupil they will observe. – The following principle applies: the first pupil that catches the student teacher's eye is observed.

The first step is to calm the students' concerns about logging by having them write their first observation protocol using an observation period of 15 minutes. Thereby the students accumulate observation material, which can be used to dive into reflecting with the seminar participants and lead towards an understanding of the observed behavioral patterns. It is exactly as valuable to reflect on the experiences of an intellectually gifted pupil as it is to reflect on the experiences of a pupil with



learning disabilities, a pupil with social interaction difficulties or a pupil with exceptionally high social status etc.

After the first observation round, some students' feedback is that they terminated their observation because nothing interesting happened, the pupil worked on his/ her tasks "in a normal manner", and there "was nothing to be observed". In this case it is once more important to explain the purpose of the observation: the students should reflect on manifested behavior to be able to make justified assumptions about the experiences of an individual. The purpose is that targeted pedagogical interventions in perspective of the assumed perception of the pupil can be set. If a teacher does not manage to consider the emotional share of emotionally challenging interactions, and instead he/ she explains the situation purely cognitively, he/ she will often fail to redirect the pupil's inappropriate or undesirable behavior in a positive, desirable direction. At this point the concept of emotional self-control is referenced: Every person always thrives to consciously or unconsciously reach the highest possible level of subjective wellbeing, stabilize that level and subsequently raise it, while simultaneously eradicating or lowering the level of unpleasant emotions or situations (compare II, section 4). Pupils need nuanced levels of guidance to regulate and control their emotions, especially if these emotions are very intense.

If a pupil is i.e. enraged, a teacher's look that signals the child "I see and feel that something has enraged you and now you are trying to cope with that.", may be sufficient; for another child the teacher's physical touch on the pupil's arm provides enough support to endure and subsequently lower the emotional stimulation (It is important to consider that the comprehension of the emotional state of the pupil is intensified through the sensual perception of being physically touched.); for a third child it is helpful to leave the classroom to go to a neutral space where he/ she can regain his/ her positive way of experiencing his or her surroundings by talking to the teacher (verbalizing the situation and the emotions connected to the situation that caused the inappropriate behavior in cooperation with the teacher may help the pupil to experience emotional relief).

It is advisable to observe one and the same pupil in several different classroom situations. Thereby, the pupil's patterns of behavior and perception can be understood more thoroughly; moreover, it is noticeable into which beneficial or burdening interaction processes with teachers or classmates the pupil frequently gets. The opinion that single observations have only little significance and are, therefore, of little relevance for future interaction of the student teacher with the pupil, is questioned. Occasionally some students take the stand that it should be sufficient to describe the observed situations superficially, because it is easier and less work intense. However, in order to describe an interaction sequence in a high quality concerning its content, the skill of observing a pupil closely, remembering the observed interaction(s) and describing them in a detailed manner, is crucial, as this skill is required to get a comprehensive approach towards the pupil's behavior. In the end, it is much more challenging (up to virtually impossible) for the student teacher to recall his/ her observations one or two weeks after the actual observation, after he/ she has made a high number of other experiences in the meantime, than writing down the observations promptly.

Another advantage of working with protocols is that the students are asked to write down an observed occurrence from their memory in a linguistically precise and descriptive manner prior to the practicum. Thereby, the students are confronted with the experienced situation beforehand, in a distanced manner, looking at the situation from the "outside" and "pausing". That is because they slow down the flow of interaction when they are "reproducing" the situation in order to write it down and, thus, they already start and resume the cognitive and emotional handling process. They remain with the people involved in the interaction, try to find appropriate terms which illustrate their experiences and they are asked to take seemingly insignificant details into account and write them down. It frequently happens that the students report getting valuable clues, when they are writing their third or fourth protocol. These clues foster their comprehension of the situation, which they did not notice during the lesson. Moreover, all participants of the seminar have got the same information (written material) during the discussions and are not dependent on their memory, because after a 10 to 15 minute



discussion it is no longer elicitable how the student who presents the case described some aspects of it. The wording itself contains hidden information about the subconscious perception. The additional time requirement counterbalances the increased quality of the reflection it enables; if a case is well-presented orally, it also requires a certain preparation time.

The requirement of writing a memory log instead of writing a protocol during the ongoing interaction or taking notes about its progress is linked to the primary task of observing. Every kind of writing down the observed contents randomly disrupts the process of observing. Moreover, writing down some contents and omitting others already qualitatively ranks the observations, as they are seen more or less relevant for the situation.

5.3. Designing the Observation and the Memory Log (compare Appendix)

- The student teacher does not accept responsibility for any further tasks while conducting an observation (i.e. supportive learning activities, distributing worksheets, supervising etc.). He/ she chooses a spot in the classroom which provides an unobstructed view of the observed pupil without attracting too much attention. He/ she does not directly interact with the observed pupil while conducting the observation (directly addressing the pupil, encouraging look, showing a “be-quiet” gesture, shaking his/ her head when the pupil shows an undesired behavior etc.).
Should one of the pupils address the student teacher to ask for help with a certain task, he/ she is politely declined: “N. I’m just watching you at the moment. Please go to your teacher Mrs. B., she is going to help you.” – This is usually respected by the pupils, especially if they were previously told in general that the student teacher R. sometimes only watches the lesson to see how the teachers A. and B. conduct the lesson with their pupils.
- The memory logs are written right after the lesson, if possible on the very same day, using the present tense. It is advisable that the student teacher promptly jots down a short overview of the sequence with some striking memories; this “scaffold” is extended to a protocol after the lesson(s) have ended.
- The pupil is observed during the lesson (observation period 20-60 minutes). All events are described as detailed and descriptively (not interpretively) as possible.
- Special focus is put on the behavior, especially facial expressions, gestures and characteristic ways of talking (short dialogues, which represent the original statement in its choice of words and syntax – no beautified standard language). This should later – in the reflection during the seminar – lead to the assumed perception of the interaction of the people involved.
- *No* notes are taken during the observation period, not even very brief ones, because the student would already (pre-)rank and it would be impossible to observe thoroughly (with evenly suspended attention). Moreover, some behavioral patterns get “lost”, because the pupil does not remain in standby mode until the student teacher is ready to resume his/ her observation.
- The names of all individuals described in the observation are anonymized.

The observation protocol is supposed to describe the classroom situation vividly, to make sure that the students participating in the seminar are able to reconstruct the observed classroom situation when reading the protocol – similar to a film (an “internal film” should start running). In said film the visible, observable aspects are conveyed; the emotional aspects are perceived on another layer. If the



descriptions are too vague and too little detail is provided, there are holes that have to be filled with our own imagination which leads to distortions and misinterpretations of the observation.

Through observing and writing observation protocols the students train their ability to perceive situations in a differentiated manner. They raise awareness of their own perception because they realize that every occurrence has an impact on us and triggers certain emotions and perceptions and because they do not have to complete several tasks simultaneously during their observation. Moreover, most students experience an increase in the quality of their memory (storage capacity, extent and quality) descriptively reproducing classroom situations (retrieving the “stored” data) in which they are not (directly) involved. The requirement of descriptively depicting the situation is supposed to avoid the premature and interpretative attribution of a pupil’s experiences and supposed reasons for his/ her actions.

The discussion of the observed classroom situations is usually less emotionally intense when the students are not yet directly involved in the interaction. They can *safely approach the method of observing situations precisely and reflecting* on them and direct their point of view on the school-related interaction from an outside perspective in retrospect.

5.4. Working with Observation Protocols

Observation protocols about a pupil, which are written by the student teachers in the course of their practicum, are cooperatively analyzed during the coaching in practicum seminar. Each introduced case receives around one hour of discussion time. It takes time to confront oneself with the behavior and experiences of individuals, using the “resonance body” of the group, until it is possible to come up with justified assumptions about the experiences based on the text.

The following aspects should be considered:

- It proves useful for analysis and reflection to equip all members of the seminar group with a copy of the observation protocol (which is returned to the author of the protocol after the discussion even though due to privacy reasons all protocols are anonymized anyways) at the beginning of the session. For environmental reasons, some students prefer sharing one copy among several people; the view on the text is impeded, distractions emerge. Projecting the protocol onto the wall has got the disadvantage that all students always see a certain section of the observation; moreover, it is not possible to take notes during the discussion.
- The author of the protocol reads out his/ her protocol at the beginning of the discussion; during that phase the other students must not ask any questions. Participants may take notes (emerging thoughts, special features, ambiguities) and highlight certain sentences or sections while the text is read out loud.
- After the entire protocol has been read out loud the lecturer first asks the students which vibes, emotions they felt while the situation was read out. The group serves as an “emotional resonance body”. Emotions are briefly identified: (unpleasantly) tense, angry, tired, happy, amused, irritated etc. Some students will barely be able to participate because they have only little access to their feelings. It can sometimes be beneficial for those students to no longer look at their copy and instead close their eyes to focus on their internal self. It becomes overt how the discussed interaction sequence evokes similar or different emotions within the students. *Interactions cause different emotions, and even diffuse vibes in people. Therefore, it is not surprising that the specific classroom situation that was observed, is perceived differently by different observers.* (In this context a short reminder of the contents of the previous sessions can be brought to the students’ attention: our biographical experiences and the mental structures that depend on those experiences influence our perception). In the beginning, the mentioned vibes are not commented on by the lecturer or the participants of the seminar. The author can talk about his/ her perception of the current situation in the seminar session and



report his/ her perceptions during the lesson; sometimes the past and the present perception are not identical, and emotions that vary from them experienced during the lesson may arise in the seminar. In the course of discussion a wide variety of the identified emotions manifest themselves in the interpretations of experiences of the different parties mentioned in the interaction.

- Afterwards, the protocol is discussed line by line, always taking into account which behaviors, which emotions let us assume which kind of emotional self-regulation (compare section 5).- The *interactive cooperation* exemplarily indicates that in the following manner: Person A does, says, shows a certain kind of facial expression and gestures and thereby influences the situation-specific perception and behavior of person B. He or She in return “answers” in a situation-specific way by saying, doing something, expressing it in his/ her facial expression and gestures that in return again influences person A in his/ her situation-specific perception of the behavior, and so on.

This creates a situation-specific progress of interaction (similar to a “zipper principle”); the perceptions and actions of an individual influence the follow-up perception and actions of the other individual that is involved, and so on.

The recognition and realization of situation-specific interaction markers opens new opportunities of “leaving” a malignant sequence of interaction and thinking about possible alternatives of perception and action. – This procedure provides one pedagogical meaningful approach, which can also be applied to other contexts (intervisional case reviews).

- If the protocol contains judgments or interpretations (he/ she looks angry, he/ she has an attitude, he/ she enjoys it etc.), it is taken up in the discussion. It is inquired which behavioral patterns, facial expressions and gestures were observable that lead to the student’s judging, complex and explanatory summary of the behavior. When the author of the protocol is asked to explain the behavior of the observed persons from his/ her memory, this creates the opportunity for the group to question whether there are other ideas (interpretations) regarding the described behavior. Therefore the students become more aware of their own patterns of interpretation, of their own prejudiced apperceptions.
- The same method is used when the protocol already contains *justifications*. (The pupil turns his gaze on the ground because he feels embarrassed in front of the teacher. The pupil sits up and raises her hand *because* she wants to attract the teacher’s *attention*.)
- At the end of the discussion (in the last ten minutes) the main focus is put on the feelings and attitudes of the student who introduced the case and on the points which are still open or unclear. Moreover, his or her thoughts and ideas are summarized.

The main questions are:

- Do I feel understood and respectfully treated?
- Which new aspects concerning the behavior and the assumed perceptions of the observed pupil were added to my own ideas today?
- Which thoughts and ideas appear meaningful to me, are reasonable for me and fit to the sequences of interaction?
- Which doubts do I have? What makes me feel skeptical regarding the mentioned thoughts and ideas?
- How do the mentioned thoughts and ideas fit into the bigger picture that I have got from observing the pupil?

- Which specific options for action appear meaningful to me regarding upcoming classroom situations in which I am interacting with the observed pupil?

Note: This last question is already mentioned in sub-module 5 (and not only later in sub-module 6) if the observation of the pupils is performed in a class that the student teacher will later also



teach himself/ herself due to organizational reasons. In that case it makes sense to reflect how the thoughts and ideas of the group regarding the pupil's perception could be used in future interactions between the student teacher and the observed pupil.

In other settings it might be possible that the observations of pupils are performed in ("unfamiliar") classes in which the student teachers do not obtain any pedagogical responsibilities. In accordance with the school's principal, the students are assigned to a class for their observations of a pupil (20 to 60 minutes) and "neutrally" think about the pupil's behavioral patterns, the sequences of interaction because the students do not have any further contact to that pupil and no pedagogical history. This could potentially lead to a more open, less biased approach of the students because they are equipped with less "knowledge" about the pupil they are observing. In that case the last question is first asked in sub-module 6, which focuses on the teacher-pupil interactions.

Through the collaborative reflection, the comprehension of the behavior of the situation-specific sequence of the interaction and the possible perceptions of the individuals involved are put into focus. Even though the pedagogical options for action are mentioned at the end of the discussion, the discussion's main object should not be giving advice how "good teaching" is done (that would fail to acknowledge the primary aim of the discussion of the observation protocols).

5.5. Focus

The students' interest in the (extensive) comprehension of the events should be aroused. Clearly determinant and labeling explanations of pupil behavior are questioned through the joint discussions, i.e. "He has an attitude. ... She is not able to concentrate, she probably has got ADHD. ... He does not try hard enough, he could do much better, but he simply does not want to. ... This child is devious and wants to test me. ... She always wants my exclusive attention, but I am not reacting to that. I simply ignore that. ..."

By tracing a sequence of interaction it is possible to apprehend the experiences of the individuals involved in the interaction and their corresponding actions. It is well likely that it gets apparent how situation-specific interactions correlate ("zipper principle") and a progress of the interaction appears more or less satisfactory for the pupil.

Guiding questions when discussing the observation protocol line by line in the seminar, could be:

- How could the observed students have felt in the described classroom situation? Which emotions could he/ she have encountered? – This is the "core guiding question" when writing an observation protocol!

[In practical protocols (compare sub-module 6) written at a later point in the seminar the main focus of the reflections is put on the experiences of the student teacher and the pupil's interaction with him/ her. This shifts the focus from the experiences of the pupil to the experiences of the student teacher.]

- How could other people (directly or indirectly) involved in the interaction (with the observed pupil) have felt in the described classroom situation? – (pupils directly involved in the interaction, classmates, students actively taking on the teaching role, teacher assistants, other involved people)

[Assumed emotions, which originate in the observed behavioral patterns, in dialogues, in facial expressions and gestures of the individuals involved in the interaction, should be identified. This requires that close attention is paid to facial expressions and gestures during the conflict-driven sequences, to enable the observer to write down the events as detailed as possible. Observing and logging requires guidance; compare 5.2, Appendix.]

- Which (consciously and unconsciously) performed actions that occurred in the introduced interaction can be understood because of the perception of the involved parties?



- What remains puzzling, open, incomprehensive? What do we fail to understand? Where do we fail to find reasonable explanations?
- Which organizational frameworks influence the sequence of interaction? –composition of the classroom, absence of caregiver, exam that was taken/has to be taken, test, constitution of the class, schedule, interaction format of the lesson (constitution of the group) etc.
- What could be further observed in the classroom interactions in the practicum to gain access to more specific material for reflection?
- Who starts an interaction? Who leaves it, aborts it?
- Are “warning signals” for an approaching pedagogically worrying behavior noticeable?
- What significance may the content of the pupil’s tasks have?
- Which significance does the pupil’s family circumstances have?
- How does the student who reported the classroom situation see the pupil’s behavior in the observed interaction now?
- What significance may the discussion, the justified assumption about the pupil’s behavior, which are backed up by the theory, and the expressed experiences have on future sequences of interaction (regarding behavioral tendencies/patterns)?
- Which other factors on the side of the pupil (change of the family constitution, institutional placement, school holidays, absence of caregivers, new classmates) and on the side of the student teacher (diffuse teacher role, insecurity regarding the lesson planning, nervousness regarding uncontrollable or unforeseeable behavioral patterns of a pupil, disputes with the mentor etc.) could have influenced the interaction? How should these thoughts and ideas influence future interactions?
- Which pedagogical options for action do I as the teacher have in future classroom situations?

Repeated note: This last question is already mentioned in sub-module 5 (and not only later in sub-module 6) if the observation of the pupils is performed in a class that the student teacher will later also teach himself or herself due to organizational reasons. In that case it makes sense to reflect how the thoughts and ideas of the group regarding the pupil’s perception could be used in future interactions between the student teacher and the observed pupil.

In order to understand how interactions work, which relationship processes are depicted and how the observed actions emerged, theoretical concepts are needed. Through the application of these concepts in the discussion the students can succeed to gradually leave behind lay persons’ thoughts, subjective theories and implicit explanations. Knowing that this module is situated in the propaedeutic area and initial thematic confrontation occurs, further depth psychological concepts are mentioned despite their complexity. If chosen carefully, these concepts can provide thought models which support the students’ comprehension of the complexity of perceptions and actions and enable them to reflect on those. Some concepts, for example the transmissions, the projection, the divide, the idealization, the devaluation are essential for pedagogical interactions and known by many students (by name).

A main aim of the fifth sub-module of the coaching in practicum module is to raise awareness that no action, no interaction happens “coincidentally”. Every action originates in conscious and unconscious efforts, in whatever extent we are able to grasp and comprehend them. An individual’s different needs are expressed in a covered (concealed) manner in a distinctive, situation-specific way. For some interactions it is sufficient to judge them according to their actually perceivable share. For some it is essential to decode the “hidden subtext” of the interaction to at least some degree, to be able to set specific pedagogical interventions accordingly. The seminar aims to achieve that as a group, as well as that can possibly be done within one practical semester. Students should encounter and practice that method of perceiving interactions, arriving at an understanding and being able to take adapted actions.



Helpful theoretical concepts are:

➤ (unconscious) **emotional self-control**

How can all individuals involved in a situation reach a subjective wellbeing that is as high as possible, maintain it and optimize it if necessary or how can they avoid or lower the extent of a subjective unwellness? What (unconscious ideas, irrational fears, fantasies that unconsciously cause an overrated level of fear, embarrassment, aggression etc.) are the involved people trying to protect themselves from and which behavioral patterns do they employ to do so?

The refusal to work on a set task could unconsciously raise the *subjective* level of wellbeing, because in that case the pupil is not confronted with the uncertainty whether he/ she will be able to complete the task (and in what period of time) or not. The latter would cause an especially high level of unwellness, i.e. of embarrassment, of feelings of inferiority, of envy, unleashed aggression, helplessness, anger. In this sense, even the scolding of the teacher to start working on the set task could be perceived as *subjectively* much less unpleasant by the pupil than having to consciously face the unbearable experience of being unable to complete the task and the fear of failing, the declining level of self-confidence ect. while noticing that other classmates are able to complete the task (effortlessly).

➤ positive and negative **transfer**

Transfer always occurs: in everyday life as well as in a professional context, and in encounters with people in our leisure time; they facilitate our daily social interactions.

Positive transfers – I am perceived as sympathetic, supportive, friendly, fair, ... in my first encounter with a pupil (without any preliminary work on my part) – are not usually subjects of reflection. The focus is on negative transfers, which deal with a pupil's subconscious reenactments of past conflicts with important caregivers. These conflicts are now carried out in a modified manner in the classroom with the pupil's teacher, hoping to finally being able to resolve this long lasting unconscious conflict.

A teacher is well-suited for these transfers of pupils' unresolved conflicts because he/ she has got certain fatherly or motherly shares due to his/ her role (to whatever extent these are openly addressed in the classroom): a caring, providing, understanding, striving for integration, ... motherly behavior and a sanctioning, demanding, regulating, examining, judging, ..., fatherly behavior. Moreover, the constitution of the class offers opportunities for "fraternal" rivalry, in which the question of a subjectively perceived preference or neglect of the "paternal" teacher figure is relevant. Therefore, pupils' negative transfers onto the teacher raise questions like –

- Which unresolved experiences of past conflicts in the interaction with important caregivers does the pupil transfer onto me as the teacher in the *current* classroom situation?
- Which (unconscious) *transfers of roles* do I facilitate? – i.e. that I as the teacher react in an overly strict manner, that I favor, devalue, assess unfairly etc.
- Which shares do I as the teacher (unconsciously) transfer onto the teaching-learning process and onto the pupils? – As the teacher I strive to create an "intact" family situation in the classroom and therefore do not notice conflicts among the pupils. I experience the pupils as "enemies" that threaten me etc. (compare thoughts and ideas in sub-modules 2,3,4)

➤ **projection, projective identification, identification tendencies, participation**

In the defensive form of the *projection* I unconsciously assign my own share of thoughts, emotions that cause distress onto another person, outsource it to another person so I can perceive myself as pleasant. –Not I as the pupil am too stupid to understand something but instead the teacher is too stupid to explain it to me in a comprehensive manner.

- To what extent am I as the teacher emotionally influenced by the pupil, the group in the current classroom situation?
- Which unconscious purpose, which subjective purpose does the action have for the pupil? Against which unpleasant experience does he/ she unconsciously try to "protect" himself/ herself?
- For which purpose am I unconsciously "used" by him/ her?
- Which subjective relief does the pupil probably experience temporarily through his/ her behavior?
- Are there manifestations of known patterns of behavior/ interaction? – i.e. Does he/ she always feel unfairly treated? No offer I make is perceived positively; everything is always experienced as insufficient. Even an interaction that starts positively turns into a negative experience in the end because the "positive aspect" is destroyed (the worksheet is torn apart, the teacher is attacked, the rules are broken etc.).

Projective identification means that I act according to the pupil's projection. In the unconscious transfer of the role I unconsciously act in the way in which I unconsciously identify myself with the projections of the pupil. I assess the pupil more strictly, I jump to the conclusion that the pupil's explanation for arriving late to class is untrue more quickly, I pay less attention to his/ her side of the story when trying to resolve a conflict, I perceive him/ her as especially unpleasant etc. and unconsciously act in a way that matches the pupil's projections.

In the literature it is stated that it is not possible to protect oneself from projective identifications. But through supervision I can understand through the reflection of my actions that the actions that seem "out of character" for me in the situation or after the lesson are influenced by defensive mechanisms because I usually try to



assess the students in a very fair manner, believe my students explanations etc. This helps me to pay close attention to that phenomenon in future situation-specific sequences of interaction and recognize earlier that I relive old interaction patterns and try to terminate them. – These are also topics for work discussion sessions.

➤ **further defense mechanisms**

Idealization: The teacher is positively uplifted. The pupil avoids intense ambivalent emotions of getting into competition with the teacher, of getting into an aggressive conflict. The teacher is put on a podium that is out of my reach.

Devaluation: Whatever the teacher does, offers in the lesson, explains, whatever he/ she tries, it does not help the pupil, it is not useful for him/ her, it is worthless for him/ her etc. Once again, the student protects himself/ herself against mental conflicts, which cause fear with a subjectively distorted perception and interpretation; i.e. having to acknowledge that the teacher has more knowledge which could cause envy and is unpleasant for me; I do not want to have the feeling of being dependent when I need explanations, I do not want to perceive myself as flawed; etc.- Idealization can lead to devaluation.

Division in good and evil: Some teachers are perceived as exceptionally good, others as exceptionally evil. The pupil fails to comprehend that every teacher has got pleasant and unpleasant personality traits.

Moreover, denial, reactions – distortion to the opposite, intellectualization – de-emotionalization, affectionalization, identification with the aggressor, self-aggression in classroom situations on the side of the pupil *and* on the side of the teacher can be observed

Briefly summarized, the following questions are prioritized for a subject-based professionalization:

- Which patterns of behavior and perception do I recognize in the pupil?
- Which situation-specific sequence of interaction do I recognize?
- How does the student perceive himself/ herself in the classroom and in the observed interactions?
- What do I relate this to?
- How do I see that?
- How could that be generally seen?
- What familiar and/or new aspects did I learn about?
- What remains unclear or irritating at the moment?
- What significance does all of that have for me – regarding the pupil and the classroom interactions?

In sub-module 5 „Focusing on the pupil” the students have to master a crucial step in the coaching in practicum, also in preparation of sub-module 6 “Focusing on *teacher-pupil interactions*”. It asks students to write practical protocols from their own teaching experiences and discuss them in the seminar.

Recommended Readings:

Heinemann, E. (2003). Jürgen – Szenisches Verstehen und fördernder Dialog im Unterricht. In E. Heinemann, U. Rauchfleisch, T. Grüttner (Hrsg.), *Gewalttätige Kinder* (S. 70-89). Düsseldorf: Patmos.

Ruedi, J. (2001). Das Kind mit unkontrollierten Verhaltensweisen oder: Hilfen durch die Individualpsychologie Alfred Adlers. In R. Winkel (Hrsg.), *Schwierige Kinder – Problematische Schüler. Fallberichte aus dem Erziehungs- und Schulalltag* (S. 267-292). Baltmannsweiler: Schneider.

6. Focusing on *Teacher-Pupil interactions*

The students observe themselves in classroom situations with a pupil (while they are team-teaching). They focus on the *complexity of classroom interactions, in which they are directly involved*.



In the discussion during the seminar different approaches towards the comprehension of the sequence of classroom interactions and towards the interplay of the behavioral patterns of pupils and teachers are investigated. *Students experience themselves as teachers and learners.*

6.1 Aim

The *aim* of this sub-module is that the students are able to write practical protocols and perceive their teacher role as an object for observation and reflection. The students usually notice a significant difference to their observations of pupils in sub-module 5, in which they reflect “on” a pupil. They experience their thoughts “about others” as less threatening than reflecting on themselves and others. However, when they are thinking “about others” there are still some aspects regarding themselves, which means that by reflecting “about others” I also receive some thoughts and ideas about myself. The student teachers are supposed to cognitively grasp and precisely, *detailed*, and *descriptively* (not interpretively) phrase a classroom interaction in which they are directly involved. They are supposed to write a memory log, practical protocol, and interpret the chosen classroom interaction in a guided manner together with their colleagues in the seminar. – This formal procedure that the students are already familiar with from their observations of pupils is used to reduce the students’ reservations and fears concerning the discussion of their own teaching sequences. They have already learned how protocols are written and that the discussions in the seminar are conducted in a careful, respectful and non-judgmental manner.

Students should now gain knowledge about conscious (and unconscious) aspects that *influence the perceptions of themselves and other people involved in the interaction*. Moreover, they should arrive at justified assumptions about their own and other people’s perception, which is shown through the observed behavioral patterns. In that context the expectations that students have of themselves and others, positive and negative transfer, (unconscious) role taking and the projective identification increase in significance. Because of their thoughts and ideas, they should experience meaningful strategies to cope with complex social classroom situations, which are the result of the reflection of their teaching sequences – according to the students’ capability and the circumstances at school. To support the comprehension of the students’ perception, enable a comprehensive approach towards the perception of the involved parties and, thereby, make the complexity of the classroom interactions more manageable, suitable concepts and theories are acquired through the discussions in the seminar (compare emotional self- control, defensive mechanisms / sub-module 5). The thoughts and ideas about the practicum that emerge from the theory-based case reviews are supposed to raise the pedagogical quality and foster the student teachers’ professionalization. They should frequently be in a position in which they can comprehend their pupils’ inner (not directly expressed and) directly expressed needs and be able to handle the situation in a pedagogically supportive way.

6.2. Methodological Recommendations

Working with practical protocols (observation or work-discussion protocols) is the foundation of this step. On one hand it should methodologically enable the students to engage in the interactions and on the other hand distance themselves reflectively.

What does the term work-discussion mean?

“Work-discussion is concerned with the development of the students’ competence of a differentiated comprehension of work situations and the psychoanalytical consideration of the interactive occurrences students are involved with in their daily work situations. In that context the work-discussion seminars should support the students’ development of the ability to (thoroughly) connect



with their ‘internal world’ and the ‘internal world’ of the people they deal with in their work situations. The aim of work-discussion seminars is the differentiated comprehension of the way the people involved in the interaction behave and how they situation-specifically interact with each other. In this context, special significance is attributed to the - according to psychoanalytical approaches – conscious and unconscious emotional aspects as well as the interplay of inner-psychological moments, behaviors and interactions. Institutional and organizational circumstances are also taken into consideration“ (Datler & Datler 2014, 2).

Work-discussion protocols (practical protocols) are written in the present tense from a first-person perspective (first person singular) because the student teacher writes about himself/ herself and his/ her work situation (i.e. I approach Marion, I stop in front of her desk and look at her. compare protocol example, Appendix 1). Prior to the report, which describes the classroom situation descriptively, vividly and in a detailed manner, the author writes a short “pre-information”. In this pre-information the student summarizes all aspects that are significant for the participants of the seminar to follow the content of the protocol (medical records of the pupil; organizational specialties; own tasks; etc. It is essential that the medical records of a pupil are not copied and pasted but that the core pieces of information which are important for the “report” – for the meaningful description of the interaction – are briefly explained.)

Before discussing the practical protocol, the lecturer asks one participant of the seminar to write a *discussion protocol* about the session’s discussion. Core considerations of the group concerning the questions mentioned above (sub-module 5) should be reported in a concise manner, with a special focus on the thoughts and ideas about the assumed perceptions and the comprehension of the sequence of interactions. During the discussion the recorder notes the participants’ statements and after the seminar session he/ she writes a protocol that contains full sentences of the statements in a concise manner without matching the statements to specific participants of the seminar. Discussion protocols concisely summarize all thoughts and ideas of the group. If another practical protocol of the same student teacher is discussed in a further session, the discussion protocol of the previous session is read out first to remind the participants of already existing assumptions and established contexts. The discussion of the protocol is orientated on the questions that have already been mentioned in sub-module 5, sub-category 5.3, 5.4, 5.5. During the discussion in the context of the seminar hypotheses about the assumed perception of the involved individuals are based on the observed behavioral patterns of the involved individuals. The foundation of the insights is once more the following hypothesis: *Any manifested, observable behavior is expression and result of (conscious and unconscious) perception.*

Seminars that use the concept of work discussion are primarily concerned with the participants ability to better understand the significance of their own conscious and unconscious emotional experiences for their professional perception, experiencing, thinking and acting as well as the significance of the perception, experiencing, thinking and acting of the people they are working with. It is not the function of work discussion to evaluate and assess the described work situation and which aspects of it worked well or not so well. The main function is to professionally understand work processes and identify oneself as a significant co-designer of *practice-guiding moments* in pedagogical processes.

Students describe conflicted classroom situations black-on-white, situation in which they felt uncomfortable, which caused them trouble; they provide a glimpse into their interactions with pupils – they depict their work in front of the group without a filter. The lecturer expresses gratitude that the group gets glimpses into different classroom situations to reflect about relationships, behavior and experiences of pupils and teachers. Once again it is very important that students do not get into humiliating situations when their protocol is discussed. The concept of discussion prohibits to directly ask a student teacher why he/ she acted in a certain way. When discussing a protocol it may be useful to avoid directly addressing the author of the protocol because otherwise the he or she may quickly find himself/ herself in an attacked and vindicating, justifying position. Thoughts and ideas of the group



might then be perceived as threatening and are repelled; that hinders or fully impedes the reflection process. On the other hand, if the author of the protocol is addressed as “the student teacher”, who experiences an interaction with a pupil in a certain way, the discussion is more focused on the described actions and the assumed perceptions. It facilitates the thought processes of the discussion if the thoughts and ideas are not repeatedly directly addressed to the author of the protocol.

The author of the protocol has the option of listening to his or her colleagues’ thoughts and ideas first before engaging in the discussion, elaborating on certain aspects and raise concerns. Thereby, the focus is put on the joint comprehension of the described situation and judgments whether the described interaction classifies as a role model for pedagogical interaction or a rather questionable pedagogical interaction is set aside.

The core questions remain: How could the individuals involved in the interaction have perceived themselves? How can the resulting situation-specific sequence of interaction be understood? Which options for action could emerge from that in the future?

As mentioned in sub-module 5, the last 10-15 minutes of the discussion are reserved for the author’s comments and remarks. This time is crucial and should not be reduced to a short “feedback-spotlight” in order to reintegrate the author into the group and summarize the relevant perceptions. He/ she is asked for a conclusion; how he/ she experienced the discussion, which thoughts and ideas were especially helpful for further reflection and future classroom situations, which thoughts and ideas may be less useful and which focus he/ she is going to have in his/ her next days in the practicum. This requires a careful approach. The different options should be discussed in a differentiated manner because helpful, pedagogically substantiated considerations may not be fully or not at all implemented into the student’s further teaching sequences for a multitude of reasons. Among these reasons are the (legal) limits of responsibility and the competences of the student, circumstances in the classroom and at the school in general and especially the cooperation of the student teachers with their mentors. In that context it relies on the ability of the lecturer to provide a beneficial balance of excessive demands and security.

Briefly summarized, the following questions are prioritized for a subject-based professionalization:

- Which patterns of behavior and perception do I recognize in myself and in the pupil?
- Which situation-specific sequence of interaction do I recognize?
- How do I perceive myself and how may the student perceive himself/ herself in the classroom and in the observed interactions?
- What do I relate that to?
- How do I see that?
- How could that be generally seen?
- What familiar and/or new aspects did I learn about?
- What remains unclear or irritating at the moment?
- What significance does all of that have for me – in regards to myself as the student teacher, the pupil and the classroom interactions in general?

Recommended Readings:

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7. Recognizing Opportunities and Limitations

The practicum is supposed to let students of the teacher training program *experience a challenging reality and learn to acknowledge* that. Through the reflection of the students' perceptions in the group they should *remain able to act* in classroom situations, instead of experiencing feelings of excessive demand.

7.1. Aim

The discussion of the practical protocols should enable the students to explore and recognize their opportunities and limitations. The participants of the seminar deepen their understanding about their (primary) tasks within their work area (their lessons). In this context, close attention is paid to the complex and sometimes obscure and incomprehensible correlations and effective factors between institutional frameworks, organizational dynamics, mental and interactional processes and the way in which certain tasks are perceived and performed by different individuals.

Through frequent and regular systematical work with practical protocols the comprehension of the theoretical concepts provided in theory-based seminars can be extended. On the other hand, theory-based seminars support the (psychoanalytical) thought processes about work situations like those described in the practical protocols.

7.2. Methodological Recommendations

In the discussions the students focus their attention on the competences they have reached and the competences they strive to reach to set the necessary steps towards their subject-based, methodological-didactical and pedagogical professionalization. They should raise awareness of the gap between their current skills and knowledge and the performance and implementation of these skills in classroom situations. During the practicum they are often advised to „test“ themselves as teachers (with the provided safety net of the mentor) or they take themselves to their limit to prove themselves. Also the conduction of the lesson exactly in the way the student teacher has planned it could become the exclusive aim. The students may perceive different teaching experiences as partially successful, little successful or disappointing and accompanied by self-doubts.



Simultaneously, school organizational aspects (equipment of the school, mandatory curriculum, school hierarchy, schedule, assistants etc.) and the school environment (family circumstances; integration of supportive extracurricular institutions and organizations –educational guidance, therapeutical offers, social offers; school-based and extracurricular (learning) support – tutoring, guided leisure time etc.) regarding the pupils' educational opportunities are also taken into account. The areas that affect the quality of education and the opportunities regarding education and upbringing influence the student teachers' opportunities and limitations in the pedagogical work with the pupils during the practicum. When students are (made) aware of that, it could have the effect that the students do not reinforce their coping mechanisms of denial, resignation, shifting of responsibility and blame onto others and shutting themselves off of pupils' justified needs, because they may feel like they are not able to adequately cater to their pupils' needs.

In the course of the practicum the student teachers learn that sometimes a teacher's commitment causes an improvement of a situation for his/ her pupil as well as for the teacher himself/ herself. Sometimes they could experience that professional commitment including the inclusion of other people (colleagues, principal) and institutions might still not show the desired success. They might make these experiences themselves when they are putting a lot of time and effort into the planning and conduction of a project and get varied feedback from their pupils (from enthusiastic to rejective, destructive).

This confrontation can enable a realistic point of view onto the various options and possibilities and a disillusion of power and practicability that comes with the profession of a teacher or school itself as an institution. It can also lead to an exaggerated opinion of the student teacher or an unrealistic demand of the student's own performance which could open the door for failure.

Briefly summarized, the following questions are prioritized for a subject-based professionalization:

- Which "reality" of school and practice do I perceive?
- Which significance can be appointed to school as an institution (organization), to the school environment, to the personality of the teacher, to the competences of the teacher?
- Which extracurricular institutions can support the pupil's educational opportunities?
- Which tasks do I have as a teacher? What is already working well for me and what partial competences do I have to work on?
- What limitations do I have in my pedagogical and social efforts?
- What do I relate that to?
- How do I see that?
- How could that be generally seen?
- What familiar and/or new aspects did I learn about?
- What remains unclear or irritating at the moment?
- What significance does all of that have for me – regarding myself as the student teacher, the pupils and the classroom interactions in general?
- What significance might that have for me as a future teacher at a school?

Recommended Readings:

Datler, M. (2016). „Wie komme ich mit diesen Schülern und diesen Eltern zurecht?“ Prozesse der Affektregulierung bei Lehrenden. *Zeitschrift für Individualpsychologie* 41, 220-234.

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8. Comprehension of the Significance of Perception and Emotional Self- control

As a result of the confrontation with this issue, unpleasant emotions (fear, powerlessness, shame, anger, helplessness etc.), which are perceived as highly threatening by the students and unconsciously have to be repelled, should be made perceivable and processible to some extent. Through constant reflection, the students should arrive at an *altered perception of themselves and their pupils in the context of classroom situations*.

8.1. Aim

The aim of this sub-module is that the students are confronted with the assumption that perception and regulation of emotions fundamentally influence the progress of interactions, classroom situations and general situations that occur in school. In a second step they should acknowledge that they are confronted with different emotions that have different levels of intensity. Humans (unconsciously) defend emotions that are perceived as subjectively threatening to emotionally stabilize themselves. Thereby, they obstruct their own opportunity to understand themselves and to understand their counterparts' concerns and needs. This is also true for students completing their practicum. If they are able to use the framework of the coaching in practicum that is designed in a way that enables the active confrontation and opportunities to talk about unpleasant emotions that emerge during the practicum in a non-humiliating manner, and to jointly reflect on those emotions' significance, their fear can be decreased and a more open approach towards themselves, their pupils and their mentors may be fostered.

8.2. Methodological Recommendations

In this coaching in practicum the perception of individuals interacting in classroom situations is emphasized from the first sub-module to the appendix with its remarks about the altered practical protocol. In all sub-modules there are precise ideas regarding the mentalization of biographical experiences, of classroom situations and emotions related to them.

During continuous discussions of published case reviews (Ruedi 2001), of observations of pupils (How might the pupil perceive himself/herself?) and of practical protocols (How do I perceive myself and how might the pupil perceive himself/ herself in the progress of interaction?) the students could manage to move away from their own fears, apprehensions and doubts and towards an active conversation; maybe also about their own questions: What should/could be done in a certain situation? – It is important that the students realize that they will repeatedly get into unplanned school-related situations, which are always accompanied by emerging emotions. Our mental structures co-determine how we perceive, interpret certain situations and which options for action we have got in that very moment. In stress situations some people act extraordinarily organized, creative, calm, while others temporarily lose existing skills, react in a chaotic, impulsive, uncontrolled manner and become unable to act.

Lecturers can employ certain tasks to help students fictionally confront themselves with anxiety-inducing imaginations, i.e.:

Imagine you arrive at your school next Monday and are told by the principal that you have to teach the class on your own this week. Which classroom situation would be particularly worrisome for you?

- a) Describe this classroom situation! (about one DIN/A4 page)
- b) How do you think that this conflict has emerged? (course of interaction)
- c) Which emotions would you probably have?
- d) Why do you think that the described situation causes such emotional turmoil for you?



- e) Which options do you see for resolving the situation?
- f) What could you focus on in the future that you will not be confronted with a similarly troublesome situation?

The framework of the coaching in practicum does not allow a detailed discussion of all tasks. It can be assumed that students will come up with similar worrisome imaginations: disciplinary conflicts, not feeling well-respected, fear of being sanctioned by the principal, not being taken seriously by colleagues, refusal of pupils to participate etc. The students are asked to think about ways of transferring thoughts and ideas regarding certain classroom situations that are raised during the discussion onto the situation they have described.

IV. Prospect

The coaching in practicum module could help the participating students to progressively develop an observing attitude and become more sensitive about their own perception and the perception of their pupils. Thereby, the students might be able to develop a primarily questioning attitude when they are confronted with undesirable, irritating, threatening behaviors: How might the pupil perceive the situation? What does he/ she unconsciously protect himself/ herself from in this specific classroom situation? How does he/ she „use“ me regarding his/ her emotional self-control? And: Which classroom situations do I perceive as threatening? Which “protective measures” do I tend to? – As soon as the teacher arrives at such an mentalizing position, an altered handling of the pedagogical work relationship is enabled. This can be the beginning of an individual, specific support of pupils with various needs as well as his/ her own professionalization.

Over the course of the coaching in practicum seminar the students should increase the level of significance they appoint to their own and their pupils’ perception (based on justified assumptions) and use that knowledge in the initiation and in the specialized support of educational processes. They should learn that avoiding conflicts does not always benefit the development but that “resisting” and “enduring” conflict situations may be beneficial for the development of everyone involved (according to the “responsible guilt”, Figdor 1999).

The continuous and specific application of the methodizing point of view onto oneself and others in the progress of an interaction that is practiced in the seminar, could enable the students to detect emotional shares in observable behavior. Therefore, the students could be enabled to open a comprehensive approach towards oneself as a teacher, towards pupils and team-teaching peers as well as other people that are present during the lessons (assistants). As students are confronted with a myriad of impressions and experiences with different levels of intensity, it will depend on the structure of their personality to what extent they are able to engage in the seminar, in which they become the subject and object of reflection. This could initially be experienced as a burden by students that are not accustomed to make themselves and others the subject of intense reflection. The students’ perception of the seminar as a tool that provides relief and establishes new options for action through the concept of mentalization of emotional self-regulation processes onto classroom situations might only gradually become apparent to them.

However, for students who are already comparatively good at mentalizing, the seminar provides further ways of differentiation of their comprehension of themselves and others, according to the first carefully interpreted evaluation results (Rauh 2020).



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Appendix

Appendix 1: Template for an Observation Protocol / Work Discussion Protocol

At the beginning of each protocol there is some information provided (name of observer, number of observations/ amount of practical protocols, location of observation, subject, time and duration of observation, number of pupils, etc.).

A continuous numeration of the lines is advisable to help the students quickly find certain content points during the discussion of the protocol by referring to the corresponding number of the line.

name of observer:	Marlene Meier / Moritz Meier
nr. of observation:	<i>1(follow-up observations are numbered 2,3,4)</i>
location of observation:	home classroom – elementary school/ middle school / special-needs class (gymnasium, music classroom, field trip/museum etc.) integrated class, inclusive class, language enhancement class etc.
subject:	Math/comprehensive instruction– focus on German: semantic field of “to go”
time of observation:	9.30-10.00 a.m.
pupils:	9 boys/10 girls (present pupils; reasoning if the number of pupils is significantly higher or lower than usual)
age of pupil:	2nd grade / about 8 years
date:	October 12th, 2019

2 In the first practical protocol the type of school and the school building are briefly described
(modern campus, elementary school with 8 classes – school building was built in the 19th century.
...).

4

Moreover, in the first practical protocol the classroom is described:

6 *(It is a very bright classroom. There is a long row of windows with eight double windows right next
to each other that provide a lot of daylight. The walls are painted light yellow. At the front there is
8 a green blackboard with folding wings. One meter to the right-hand side of it there is a wash basin
with a rectangular mirror over it ... etc. ... door – cupboards – teacher’s desk – etc. formation of the
10 desks – facing the blackboard; in double rows; etc.;
decorations – plants – paintings – handicrafts – organizational units/shelves, boxes etc.); in as much
12 detail as required to make the classroom imaginable for outsiders! A (hand-drawn) sketch of the
classroom may be beneficial. Sometimes there are less questions of the fellow participants if the
14 seating spot of the observed pupil is marked.*

16 In the first observation the observed pupil is briefly described:
sex, look, clothing, language, nationality, performance level, seating spot, characteristics (chronical
18 diseases, diagnosis, institutionalization in a residential community etc.), so one can imagine the
pupil.



20 This is followed by a description of the classroom interaction that is as detailed and descriptive as
possible. The focus is put on one pupil (also during group work, individual work etc.) in the context
22 of a teacher-pupil interaction, which is sometimes best illustrated by renderings of typical,
meaningful direct speeches.

24 If the author remembers something significant that he/ she has forgotten to write down, it is added
orally during the discussion. If there are any aggravating information gaps (because the information
26 is missing in the protocol) the participants of the seminar may inquire. The inquiry helps the author
of the protocol to understand that he/ she has got the classroom situation before his or her mind's
28 eye, so he/ she can understand the situation self-evidently. However, other participants of the
seminar, who are uninvolved in the situation, have only got the written information and, thereby,
30 have to overcome an information gap. These experiences help the students to understand that they
have to write their protocols in a detailed and precise manner to enable the comprehension and
32 allow for a reflection of the events.

Sometimes the following remark proves helpful: If the protocol was read out loud like stage
34 directions of a script, when do the actors/ actresses know exactly what they are supposed to do
according to a description of the behavior, facial expressions, gestures. When are there significant
36 gaps that leave the actors/ actresses with room for various interpretations of their actions? This
experience also increases the sensitivity of providing extensive information as it is suitable for the
38 situation. – When there are inquiries, it has to be ensured that most information is retrieved from
the written protocol, because constant inquiries disrupt and hinder the thought process.

40 The quality of a protocol and its follow-up protocols is measured by the capability of the author to
incorporate remarks (inquiries because of information gaps) into follow-up protocols to make them
42 more detailed and more precise! – This formal and content-based aspect is quite significant and
may serve as an assessment criterium of the coaching in practicum seminar.

44 All follow-up observation protocols/ follow-up practical protocols have got the same header; the
2.,3.,4. protocol starts with the observation itself because the information about the school, the
46 classroom, the observed pupil is already available.

Practical protocols always contain a “pre-information” prior to the report (the description of the
48 extract of the classroom situation that occurred during the student teacher's own teaching), which
briefly introduces the classroom interaction with all aspects needed for a comprehension of the
50 interaction and making inquiries redundant. The specific working modalities, which the student
teacher reports from his or her practicum, change from time to time.

52 **Report:**

It is a practice lesson for a dictation on the following day.

54 The teacher calls two pupils, who are sitting in the second row next to the wall and are chatting
quietly, to the teacher's desk. One of them is called Max (anonymized name). He is sitting at his
56 desk, half-facing Lukas (anonymized name, observed pupil), looks at the teacher over his right
shoulder and starts to grin *broadly* (“broadly” is an interpretation made by the author and, therefore, put
58 in *italics*. – *It is not possible to completely omit all interpretations! BUT interpretative phrases should be used*



60 *as little as possible, especially when it is about intense emotions – he is furious, she is angry etc.*
Interpretations that are incorporated in the protocol guide the participants in a certain direction and lessen
the amount of students' own – potentially divergent – perspectives.) He quickly rises from his seat, and
62 walks towards the teacher's desk *fast*, facing the teacher. Lukas is holding a pencil in his left hand,
slowly puts the pencil on his notebook, rolls his eyes and rises from his seat by pushing himself up
64 with his fingers and palms, which are half on the edge of his desk. There is a slipper on the floor. He
tries to put the slipper on with his left foot, but the slipper slides a bit (around 15cm). Lukas bends
66 his knees a little bit, turns his head downwards and to the side, bends down and looks in the
direction of the slipper. The tip of his tongue touches his upper lip in the middle. He pushes his foot
68 in the slipper again and slides it towards his other foot. Then he straightens himself up and walks
from the back to the front *slowly*. His facial expression is *neutral*.

70 Now the two students are standing laterally to the teacher and look up towards him. The teacher
does not establish eye contact, he talks to the class telling them that the exercises have to be done
72 in a focused manner (If the teacher's choice of words is reported, "focused" is not put in italics.) because
there will be a dictation the following day. The teacher then lowers his eyes, picks up the stack of
74 copied sheets of papers which are placed on the teacher's desk, looks at the two pupils and hands
each of them half of the stack without saying a word. The two of them turn around and start
76 distributing the sheets of paper, one on the right-hand side of the desks, Lukas on the left-hand
side, by either handing the sheet of paper directly to the student or by putting it onto his/ her
78 desktop.

Lukas stops at a boy's desk. He reaches out the hand holding the sheet of paper to the boy, but
80 when the boy tries to grab it, he moves his hand away grinningly. This action is repeated three
times. Both pupils laugh *quietly*. Lukas moves on to the next desk and continues to distribute the
82 sheets of paper. Then he returns to his seating spot and sits down. He looks around; turns his upper
body halfway to the left back side, back to the mid-front and then to the right back side, and again
84 to the mid-front. His hands are resting on his upper thighs. Some pupils are already working on
their exercises, they are leaning over their sheet of paper and read, others are rocking their chair
86 or stare into space.

Lukas then starts leaning over the sheet of paper, takes a pen into his right hand in a writing posture
88 between his thumb and index finger, and reads whisperingly, moving his mouth a little bit. He sighs,
supports his face/his cheek with his left hand, gazes to his right-hand neighbor, starts gnawing the
90 back of his pen. Others start talking to each other. The volume rises a little bit. The teacher stands
close to the blackboard, he straightens his back, his arms are crossed behind his back and he loudly
92 demands: „Be quiet now! What do you still have to talk about? Who has not yet understood what
he/ she has to do?“ He scrunches his eyebrows and a vertical wrinkle appears between his
94 eyebrows. – Two girls sitting in the first row close to the teacher immediately start reading out the
exercises and start writing. Lukas is looking at the teacher, etc. etc. etc.



Appendix 2: Practical Protocol / Work Discussion Protocol – a Modification

The following part describes a modified variant, which is analogous to a work discussion protocol (practical protocol) in its content and structure and which is well-suited for the situational circumstances of a seminar group. The same instructions that apply to the observation protocol also apply to the practical protocol: chronological order, as descriptive as possible, detailed etc. (compare 5.3).

The modified variant contains the mandatory *pre-information* and *the description of an interactive event* that is limited to a time frame of about 30 minutes. The author of the protocol describes a conflicted interaction in more detail. In a separate sub-item, he/ she reflects on his/ her emotions, corresponding thoughts and ideas. In another sub-item, the author considers possible future alternatives for his/ her actions.

The paper is brought to the seminar session and discussed like the observation protocol. Copies are handed to all participants of the seminar. The participants fold their copy underneath the report so they cannot preliminarily see the sub-items regarding the authors own emotions and thoughts and the authors anticipated alternative options for action. The interpretations of how the interacting individuals experienced the situation and the understanding of the situation-specific progress of the interaction should at first not be influenced by the authors written thoughts and ideas. The author reads out the pre-information. Then there is a short break in which the other participants may ask comprehension questions. Next, the report is read out without any interruptions for questions. The report is followed by the discussion as it is described in the sub-modules 5 and 6 and partially in the appendix of this paper.

After the seminar group has reflected on the perception of the student teacher, the interacting individuals and possible alternative options for action, the student teacher reads out his/ her thoughts and ideas regarding the last two sub-items “own emotions and thoughts” and “alternative options for action”. The group collaboratively reflects on possible ways of understanding the consensus, additions, contradictions of the student teacher’s ideas and the ideas that emerged from the group’s discussion. The written text is employed as the main source to determine which thoughts and ideas are supported by the practical protocol. The discussion may lead to a shift of perception of the student teacher – point of view onto his/ her perception and actions, his/ her interpretation of the events and the intentions of the involved parties.

In the last 10 minutes the author of the protocol summarizes his/ her perceptions and insights, as described in sub-module 6.



Marlene Meier / Moritz Meier

practical protocol: 1[*follow-up practical protocol 1, 2, 3 ...*]
location: home classroom – elementary school
subject: learning cycle – Christmas themed arts and crafts
time: 10.00-10.35 a.m.
pupils: 7boys/ 5 girls (groups alternate in a 45 minute rhythm)
age of pupils: 4th grade / about 10 years
date: December 21th, 2019

Pre-information:

2 I am currently completing my practicum at an elementary school in a rural area, every Wednesday
 4 for five hours (8.00 a.m. – 1.00 p.m.). In the week before Christmas break there is a tradition in this
 6 school. One school day is dedicated to a “Christmas Workshop” conducted as a learning cycle with
 8 several stations, in which the pupils create Christmas themed arts and crafts (decorations, small gifts,
 10 Christmas cards etc.). The regular structure of the class is completely unwound; the pupils get into
 groups of twelve and move around the stations of cycle in the different classrooms. The teacher
 remains within the same classroom the entire time, the group of pupils switches classrooms every
 45 minutes to complete all the handicraft offers. I as a student teacher had been asked the week
 before by the principal and my mentor in the practicum if I could supervise one of the groups because
 one supervisor was missing.

12 Report

14 I enter my assigned classroom, which is dedicated to the creation of Christmas cards, at 7.45. The
 16 desks have already been grouped, materials for arts and crafts are provided at the teacher’s desk and
 on some shelves. After the bell has rung, the first group of pupils enters the classroom at a couple
 minutes past 8.00 a.m. After 45 minutes the group of pupils switches to another classroom to the
 next station.

18 When the pupils enter the classroom they go to the teacher’s desk to choose their materials. I stand
 20 offside and watch them. They start creating Christmas cards freely or using templates. I walk around,
 give recommendations and praise nicely done crafts. If needed, I provide support by helping to cut
 difficult parts or when there is a surplus of glue on the card and everything is sticky.
 22

24 It is after 10.00 a.m. and the groups switch again. *I notice that there are only few pupils of the 4th*
grade in the new group. The 10-year-olds create exceptionally nice cards; all the cards look very
 26 pretty. (*I am surprised.*) Suddenly Peter (4th grader) starts destroying the card he has just finished. He
 is sitting down, leaning over his chair, holding his head over his card, staring at the card, holding the
 card at the bottom-left corner with his left hand; he is holding a black colored pencil in his right hand
 28 and forcefully moves it diagonally over the front of the card. A *peculiar* sound is produced. The tip of
 the colored pencil gets stuck at one of the attached parts, the card is torn. Using even more force, he
 30 moves the colored pencil back and digs a hole in the front of the card.

32 I ask him what he is doing, and why he is behaving that way. He looks at me and answers briefly: “Do
 you want such a messed-up card?” He really would have no idea, who he could gift the card to. – I
 respond that his mother, grandmother, or aunt would surely be happy to receive such a nice card.
 34 “My mother would not think the card is good enough, because whatever I do and however I do it she
 only cares for her dogs. She did not even attend our Christmas musical because that also was not



36 good enough for her, my part was not enough for her. My grandma might be happy about it, but I
am not going to see her this holiday season, because she has already flown to Mallorca.”

38 **Own emotions and thoughts:**

I was very irritated. Even though I had experienced a couple of times that a pupil would like to give
40 me a gift, I did not think that Peter would be such a pupil. I was very emotionally affected, because
he was a pupil that would have needed lots of motivation and encouragement. He was bored in some
42 lessons, but his overall performance did not reach the average level of the class.

Alternative options for action:

44 If I had told Peter that I would be delighted about the card, if he gave it to me, the entire situation
might have ended differently. But in this interaction his opinion – it is not hard to guess where it
46 originates – was reinforced. “He could not do anything well enough, not even a common Christmas
card looks nice if it is created by him.”