## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Pedagogy as Therapy - From Theory to Practice</td>
<td>15</td>
</tr>
<tr>
<td>1. Gad Yair</td>
<td>16</td>
</tr>
<tr>
<td>2. Paulo Freire</td>
<td>21</td>
</tr>
<tr>
<td>3. Martin Seligman</td>
<td>33</td>
</tr>
<tr>
<td>4. Avner and Naomi Ziv</td>
<td>40</td>
</tr>
<tr>
<td>5. Donald Winnicott</td>
<td>44</td>
</tr>
<tr>
<td>6. Wilfred Bion</td>
<td>53</td>
</tr>
<tr>
<td>Summary</td>
<td>57</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>60</td>
</tr>
<tr>
<td>Pedagogy as Therapy - From Concept to Reality</td>
<td>62</td>
</tr>
</tbody>
</table>
Pedagogy as Therapy
Inspiring Hope through Education in Teens At-Risk
Haim Moyal
The antisocial tendency implies hope... Over and over again one sees the moment wasted, or withered, because of mismanagement or intolerance... [T]he treatment of the antisocial tendency is not psychoanalysis but management, a going to meet and match the moment of hope.¹

This title – ‘Pedagogy as Therapy’ – presents the principles of an educational-therapeutic approach that aims to bring about change in the various learning environments catering to kids and teens at-risk.

I am confident that developing teaching methods and professional interventions in accordance with the concepts outlined here will promote an educational environment based on meaningful and empowering dialogue with these kids, and help bring about the behavioral modification and change of consciousness that will contribute to their sense of competence and academic success.

I share my experience here for the community of educators and professionals, so that others can also apply the principles of this pedagogical approach, derive inspiration from it, and develop new ideas in their own workplaces. I believe that this approach will allow you not only to achieve educational objectives but also to venture out on new and exciting paths that lead to a hopeful future.

Sincerely,

Haim Moyal

Executive Director, Pedagogical Division - Advancement of At-Risk Kids and Youth Section

Israeli Ministry of Education

INTRODUCTION

The teenage years are marked by a sharp rise in interpersonal conflicts, emerging emotional distress, and, at times, risky behaviors. The educational frameworks in which teens are placed may exacerbate these issues, possibly even contributing to the phenomenon of school dropouts and a generally disaffected disposition. However, when educational experience is aligned with the specific needs and nature of adolescents, it can become not only a pleasant and more satisfying experience but also a valuable resource for emotional and inner support. Caring relationships and a supportive school atmosphere are therefore especially important for at-risk teens. Classroom teaching that is built upon the foundations of support, dialogue, and student-teacher relationships while maintaining clear limits, can greatly increase at-risk teens’ chances of achieving success in school and in their future lives. The core of the approach presented here is the compelling and deep-seated connection that exists between pedagogy and therapy.

Pedagogy as Therapy?

Pedagogy from this perspective is a theoretical and professional approach connecting a student’s inner life (which may include experiences of failure, disappointment, and physical or emotional abuse), as well as learning processes and the ability to adhere to normative educational standards of achievement. Fostering the connection between pedagogy and therapy, between educational content and methodology and the emotional world, helps students succeed and thus see themselves as independent and successful adults. This therapeutic approach to pedagogy was initially developed in order to promote learning skills and school achievement among at-risk students living outside their homes – a population at the far end of the social-normative continuum. Yet, the approach can also serve as the infrastructure for understanding and promoting learning achievement among at-risk youth in a variety of other settings as well, including those living in the community and beyond.
Teachers as Therapists?

Teenagers who study at educational facilities geared towards at-risk youth often lack the motivation to learn, do not possess the knowledge and executive functioning skills that their peers have, and, most importantly, doubt their own ability to succeed. These limitations make it difficult to develop the sense of self-efficacy that can help them cope with learning issues, increase their feelings of connectedness to the school environment, and lead them to academic achievement. Even many professionals who work with at-risk teens may doubt students’ ability to attend school regularly and find meaning in their studies. The ongoing exposure of these professionals to vulnerable populations with wide-ranging needs, coupled with a work environment in which they may be overloaded, stressed, and lacking in relevant, hands-on information makes them likely to band together to form an unwarranted “coalition of despair.” Pedagogy of care offers both a different perspective and practical tools, which can offer hope to both students and professional staff.

Educational-Therapeutic Work with At-Risk Teens: From Pathology and Deficiency to Significance and Strength

In recent years, research-based evidence and facts on the ground have demonstrated how crucial it is for teachers to get to know the social and cultural worlds of their students. This is based on the understanding that these factors impact students’ abilities to perform academically as well as emotionally at school. The dominant approaches in the field have moved away from an emphasis on the student’s individual pathology, personality, and intrapersonal processes (e.g. low self-esteem, difficulty delaying gratification, poor self-control) toward a more holistic view that impacts students (such as the ecological approach). These approaches attempt to understand relationships and mutual influences in personal, familial, communal, and socio-cultural contexts. As part of this process, the students’ strengths and resources are emphasized – their abilities and spheres of functioning. Part of accomplishing this involves developing systemic interventions to strengthen the school climate and improve the learning experience. These interventions
have been found to be effective for at-risk teens and to help lower the rate of school dropouts.

The McKenzie Report (2018) assessed 25 school systems around the world, some known for their outstanding academic success. The report found that the only way to achieve long-lasting improvement in schools is to develop work methods that foster the student-teacher relationship. The key lies in a teacher’s ability to accurately assess every student’s strengths and weaknesses and to choose the appropriate educational methodologies to help the student achieve academic success.

Like the holistic and ecological approaches, some of the other approaches adopted by the Ministry of Education emphasize the importance of the student-teacher relationship. The psycho-pedagogical approach that guides the Israeli Ministry of Education’s division of psychological services is predicated on the importance of relating to students holistically and assessing their learning needs along with their emotional needs. The psychosocial approach developed by Flora Mor provides educational solutions adapted to the discernable and the hidden abilities of at-risk students. These approaches are all similar in that they understand the integral involvement of school-based educational figures in a student’s life. When the educational figures are attuned to the student’s needs, when they seek to support him or her, they are then properly equipped to help guide the student’s academic, social, and emotional challenges; this guidance can oftentimes serve as a substitute for psychotherapy.

Pedagogy as therapy is therefore based upon the understanding that learning and getting an education is the very arena in which emotional may take place, and that there is a harmonious, complementary relationship between pedagogy and therapy. Ultimately, this transforms the learning experience into a meaningful experience that has a deep influence on students’ consciousness and conduct. Pedagogy as therapy aspires to change at-risk teens into functioning students. It also allows their learning experience to help them regulate areas of their lives that may at first appear unrelated to learning such as physical, emotional, and psychological well-being. This approach affects a student’s inner world – their pain, suffering, vulnerability, unrealized academic potential, and learning challenges. It shifts these sources of pain into sources of knowledge that
are an integral part of the educational program planned for the student.

Pedagogy as therapy is an integrated approach that sees the classroom and the wider educational environment as places for emotional work. The approach is based on six clusters: pedagogy as a key experience, critical pedagogy, the study of motivation for learning, psychoanalysis, positive psychology, and group facilitation. We will present each of these resources below, in brief, outlining their guiding principles and the insights that they offer.
1. Gad Yair

*From Key Experiences to Turning Points*

Gad Yair presents a fascinating model of educational influence that relates directly to the connection between pedagogy and therapy. In contrast to the prevalent approach that sees educational influence as a slow, gradual accumulation of minor experiences that together make up the learning process, Yair offers the concept of “key experiences” – powerful situations that occur within a short period of time that become a turning point in a person’s life. These key experiences are defined by strong psychological arousal, and they can occur in a variety of ways, such as an interaction with an exceptional teacher, or an experience from a unique, formative field trip or program. Key experiences can take place in several different venues: in a family setting, in school, in an informal educational setting, during army service, etc. These experiences are described as “positive trauma;” they change the person’s life and remain embedded in their memory.

When a student experiences this type of key experience, defined by the features above, he or she reaches a turning point. One might see this in a process of self-discovery that the student undergoes, or in a student’s re-evaluation or reframing of his or her life situation, capabilities, and goals, both academic and professional. The figures who generate these key experiences are often teachers and educators. Accordingly, educational facilities have tremendous potential to influence the lives of students, far beyond the narrow domain of academic achievement and grades. This approach sees education as an opportunity for self-exploration and a forum that supports the students’ “adventure of identity” and facilitates their introspection from a new and different angle.

The following example presents one such key experience that led to a dramatic change in the educational methodology of a math teacher who worked with at-risk kids in a K-12 school. The teacher reported that he was frustrated with a group of students. The teacher noted that the frustration derived from the fact that, “All of my

---

attempts to teach algebra equations with two variables to this group have been unsuccessful. I just can’t seem to make it happen...” In the counseling process that he engaged in, the teacher was given two different explanations of the cause of his frustration: The first explanation was that the students are frustrated with themselves. This frustration is redirected at the teacher and merges with his own set of frustrations, namely, in doubting his abilities as a teacher. A second explanation was that the difficulty stemmed from the double entendre of the Hebrew phrase for “two variables,” shnei neelamim, which literally means two objects that have disappeared. For the students, the phrase could evoke the people who have disappeared from their lives, such as their parents. These two explanations and the associated thought processes paved the way for the teacher to adopt a different orientation towards this group of students, resulting in a very different learning environment, which ended up deeply formative experience for both teachers and the students.

This example demonstrates how teachers and other staff members play a critical role in establishing key experiences and how classroom instruction offers many opportunities to cultivate such experiences.

One of the goals of teacher-student interactions is to facilitate such key experiences for students, both in terms of the meaningful interaction with an exemplary, role model figure (the teacher) and also by engaging them in unique and varied learning experiences that generate psychological arousal. While this case may be for at-risk teens, it should touch upon their personal pain. In light of this, it is incumbent upon the teacher to teach in a way that will create key experiences that can bring students to a turning point. In other words, teachers must create educational experiences that are not limited to passing on information or thought processes, but that actually touch a person deeply - education as connection.

Key experiences in an educational setting transform educational content into something that is relevant to the student’s life and emotional world; it becomes something that challenges and surprises them. When teaching, methods of instruction must include connecting the student’s personal world and the learning experience, challenging students and holding educational competitions, offering choices, engaging the students’ skills in a multi-dimensional manner,
learning outside the classroom, and conducting experiments and research activities.

Teachers who are perceived by students as key figures are characterized by the personal attention they have given to their students. Oftentimes, even if the methodology used by the teacher is not especially innovative, the teacher’s personal orientation towards the students and his or her enthusiasm for the subject matter suffice to create key experiences in a school setting.

2. Paulo Freire

*Dialogue of Liberation*

Paulo Freire (1921-1997) was a Brazilian educator and educational philosopher whose philosophical approach had a broad worldwide impact. He is renowned for his educational approach of critical pedagogy. At the core of this approach is the understanding that dialogue is an essential tool for bringing about a change in consciousness.

Freire brought attention to the fact that a teacher must contemplate what makes each of their students unique. Freire emphasized that this type of contemplation opens up new vistas of understanding to the student and transforms students into active learners. In the context of at-risk teens, this translates to renewed self-confidence, and confidence in the learning process and the teacher. According to Freire, a new space is created, ever-growing and expanding, which enables the student to acquire knowledge and grapple with its significance, and to create—together with the

---

teacher—new knowledge. It should be emphasized that the teacher is not perceived as someone who “pours content” into the minds of students. Rather, the teacher is viewed as an individual who generates conversations that cultivate a shared space, which contains both the teacher’s knowledge and the knowledge and energy that the student brings to the classroom. The teacher must have the capacity to support a variety of thoughts and experiences and establish a meaningful connection between themselves and the specific subject matter being taught.

A teacher must simultaneously contain not only the subject matter but also the flow of information that reaches them in the ongoing dialogue with their students. They must use these two different channels of information to establish a shared space in which new ideas can be created that can lead to a deeper understanding, in which normative academic requirements can be met.

Freire’s approach is based on nine principles. These are described below in the context of pedagogy of care:

1. **Dialogue**

Genuine teacher-student dialogue is essential in helping a student develop awareness of themselves and their situation, and in eventually developing the desire to change. The teacher and student are partners in this dialogue and must maintain mutual respect.

Pedagogy as therapy is based on meaningful learning based on dialogue. It is flexible and open, while abiding by formalized standards that are based on obtaining passing grades on exams and courses. To facilitate dialogue that generates change, the teacher must believe in the student’s ability to be an active and equal partner and must relate to them accordingly: the teacher must speak to the student clearly, treat them with mutual respect, and help connect the world of educational content with the student’s inner world and life situation.
2. Empowerment

The teacher and student are partners in the learning process. Together, they can influence it and be influenced by it. The process of democratic dialogue and mutual influence empowers participants and increases the likelihood of meaningful change.

Freire emphasized that the student’s ability to influence the process (and as a result, the teacher’s ability to be influenced by it) is increased when the student is given responsibility. The learning process must provide room for the student’s knowledge, experiences, and ideas.

3. Relating to the Student’s Cultural World

The teacher must understand their students’ culture, understand their language, and their world. They must relate to these elements when choosing subject materials and content and adapt them accordingly, by relating them to different topics that arise during the lesson and so on. Freire emphasized that the students’ cultural world and the cultural world of the staff members should be given equal value, even if the students come from a criminal culture. Only when there is respect for and recognition of each partner’s culture can change happen and can there be a willingness to learn from, and possibly even integrate into, the culture of the other.

Teachers need to use diversity and cultural wealth as a means of enriching their own worlds and deepening their students’ identities. They must know how to utilize educational activities to engage students who come from different backgrounds and have different strengths and talents. Beyond cultivating various ways of thinking and celebrating diversity, teachers need to develop common ground. Likewise, this principle emphasizes the importance of the kind of experiential learning that opens new horizons, is sensitive to the needs of the students, and connects the subject matter to their cultural world.

4. Cultural Expansion (Rather than Cultivation)

In the previous item, we focused on the student’s culture. We turn now to the role of pedagogy as therapy in the student’s encounter with the teacher’s cultural world. The connection between the culture of the student and that of the teacher, who represents normative culture, is established through the process
of dialogue, which broadens the cultural world for all of the participants. The content that students bring will relate to the teacher’s culture and vice versa – the materials and information that the teacher relays will broaden the student’s culture.

Let us consider the example of a student who refuses to complete a math exercise. The teacher asks the student to watch them solve the problem. The information that is being taught is unfamiliar to the student. The process that the teacher engages in simultaneously alleviates the student’s refusal and leads them to learn new material. It also involves addressing other aspects of the situation: emotional difficulty (alleviating the refusal and facing past failures), physical tension (tension dissipates, allowing for relaxation and the absorption of the material), and concrete action (achieving the lesson’s goal and learning the information). It is incredible to see the extent to which this approach yields success.

This point must be emphasized: Students do not need to be “cultivated.” They arrive with a rich and variegated cultural world, and we must relate to them respectfully and avoid a paternalistic approach. The teacher also brings a rich and diverse cultural world. The teacher is responsible for connecting these cultures in order to broaden the student’s culture and their own culture. In doing so, the teacher establishes the grounds for students to learn new material, which can lead them to a deeper understanding and the achievement of normative educational standards. The teacher also draws their students closer to ‘normative culture,’ helping them to eventually choose to integrate into it.

5. Systematic and Non-Permissive Dialogue
A significant part of pedagogy as therapy involves focusing on order, organization, seriousness, and systematic learning that is non-permissive and firm, along with an emphasis on flexibility and being able to adapt to the learner’s needs. In line with this principle, the approach emphasizes dialogue through listening and intellectual responsibility, while maintaining clear boundaries and preserving the authority of the teacher. These boundaries, which are both clearly defined and provide leeway, allow for emotional pathology, psychosocial issues, and academic challenges
experienced by at-risk kids to become the basis for developing normative learning processes.

For example, after much moving around and continued absences from her local school, a teenager was accepted into a dormitory facility. She was required to attend classes from her very first day at this facility. Initially, she was only required to be physically present. With time, she would be asked to become an active and accomplished student. Gradually, a personalized, flexible program was established, tailored to her needs and with a clear pedagogical goal (learning in a defined study program).

In order to be applied to pedagogy as therapy, dialogue must examine the issues that come up in the classroom or group setting in a serious and meaningful way. The learning process must strictly maintain the authority of the teacher leading the process and preserve the boundaries and structures of the learning process. This will enhance students’ performance and enable them to leave their mark on the process.

6. Problem Posing

In the critical-pedagogy process, teacher and student create knowledge by combining or challenging the information that they already know with new facts. By presenting new problems and collaborating to find solutions, the student simultaneously leads (in thinking) and is led (with thinking tools).

According to this approach, students and teachers alike may raise relevant issues or problems that are significant for the student. When teachers and students engage in informed dialogue about these issues/problems, the analysis goes beyond that which is painful and emotionally charged and allows students to critically assess their past, their current activities, and their decisions about the future.

7. Critical Learning

This principle involves establishing complex processes of dealing with knowledge, such as action, curiosity, vigorous inquisitiveness, and skepticism. The goal is to generate a process of producing knowledge in the classroom and to stimulate reflective thinking and the
critical investigation of the reality and life situation in which the student operates.

Critical pedagogy is generated through learning processes in which students are active and engaged in experiential learning as a means of shaping and solidifying knowledge. It is critical to avoid adopting the “banking” approach, where the student is a passive learner and the teacher “deposits” information into them. “Liberated education” should be adopted instead, which is to say, students should be enabled to identify the factors that delay their development and independence and be aided in liberating themselves from these factors.

8. Illuminating Reality in a Different Light

This principle emphasizes the possibility of using liberating dialogue to change a student’s impression of their academic, social, and emotional state. Shedding new light on their situation creates an opportunity for the student to move from their current status toward an improved one—from a failing student to a successful student, from a lack of control of one’s reality to understanding that the situation can change through one’s own efforts; from a lack of orientation and direction for the future to a clearly defined future trajectory (aspirations to go to college or to develop a career, etc.).

Applying this principle means leading students to reject stereotyping or defining themselves as, for example, students who need to be “cultivated” or “at-risk teens.” These stereotypes are associated with social stigmas. They pave the way for students from low socioeconomic backgrounds to receive vocational training, which then leads, at best, to integration into society’s lower-class (Zalmanson 2000:21). It is necessary to help students understand their complicated, and at times painful, place of origin as an opportunity to develop a new and critical perspective on society. They can take positive action against the mechanisms that have excluded them or prevented them from being accepted by society.

Active, engaged, and investigative learning spurs a dialogue in which the student is an active participant. In this way, students build new knowledge about themselves and the society in which they live, while developing their worldview and establishing the confidence to act according to these insights. This
knowledge enables a complete shift in how students perceive their current situation and opens up the path for potential change in the future.

9. Social Change and Liberating Education

The critical pedagogy approach leads us to think differently about social order; rather than consecrate it, this approach enables us to assess it through a different lens. The approach tries to empower various societal groups to clarify their status and situation, and to use this clarification process to change their own lives in the personal, familial, communal, and societal spheres. Freire saw this liberation process as a way of helping human beings liberate themselves and their peers (Lam 1981:23). In this way, students experience a shift in consciousness – a different way of seeing themselves, their abilities, their social status, and their goals.

3. Martin Seligman

Learning through Happiness - The Positive Psychology Model (PERMA)

Martin Seligman was one of the founders of the field of positive psychology. Positive psychology proposes a new model for understanding emotional well-being and establishes an important framework for pedagogy as therapy, specifically with regard to the question of how to strengthen oneself in the most vulnerable places. According to Seligman, when thinking and operational skills are taught to young children through optimism and by identifying their talents and strong points, the rate of depression in adolescence falls dramatically.

Research on children’s subjective emotional well-being demonstrates the connection between one’s school experience and general satisfaction in life. School climate, which includes the quality of student-teacher relationships as well as the quality of parent-school

relationships, directly impacts emotional well-being and satisfaction at school (Zimmerman, 2010).5

Taking these studies into account, Seligman designed a concept of happiness based on a practical model that allows for the integration of positive psychology and pedagogy as therapy. This model supports reorientation from present learning (learning that is practical and concrete) and future learning (the ability of an individual to envision themselves learning and progressing, achieving, setting goals, and forming hope and optimism), and brings about the feelings of satisfaction and happiness, which in turn change the way a student views their inner world and their social context.

The PERMA model developed by Seligman includes five elements that interconnect to promote feelings of happiness and satisfaction among students. As we list these different factors, we will highlight their practical applications to this pedagogical perspective.

1. Positive Emotions

Happiness, contentment, and gratitude derived from intellectual stimulation and creativity integrated with activity.

Given this, educational materials and learning should be based on intellectually stimulating, creative activities that yield positive feelings both because of the experience of discovery and comprehension and because of participation in an activity that is intriguing and challenging.

2. Engagement

This refers to the feeling of being connected to something that you enjoy, a feeling that derives from an intellectual or emotional challenge and which requires investing one’s concentration and effort. The school-based characteristics that promote engagement through inner motivation (see also principle number 4) include the incorporation of independence and autonomy, which is manifested in a flexible learning

environment and a student’s opportunity to make choices; creative, unstructured game-like activities that the students choose to partake in; and sports and arts activities (Zimmerman, 2010).

To reach a state of ‘engagement,’ it is important that the activities, educational materials, and learning experiences challenge the students intellectually and emotionally and require them to invest themselves.

The materials and the learning experience will help students identify other possible approaches, ways of thinking, and beliefs about a wide variety of issues, and will broaden their worldview and expose them to new perspectives.

3. Relationships

Close, significant relationships lead to happiness and support emotional health. Teens need a significant adult in their lives who they can rely on, with whom they can have meaningful, respectful discussions, and who can help them find a sense of purpose. For a teacher, this means building a significant relationship with a student that extends beyond the instrumental student-teacher relationship. Such a relationship with a teacher serves as a model for optimal, empowering relationships with peers.

Professionals working with at-risk teens must establish a relationship based on unconditional acceptance of the teens. They must be truly present in conversation with the teens (“I am listening to you and trying to understand...”) and be an adult who is interested, sincere, and genuinely curious (“How does it make you feel...” “What helps you, tell me more”).

Teens need to have an adult in the education system who will talk to them about matters that go far beyond the academic curriculum, such as emotional and personal issues, making decisions, personal choices, coping with real-life situations, life skills, and future aspirations.

4. Meaning

Meaning derives from being involved in activities that extend beyond oneself, like setting goals, having a sense of belonging, and feeling that one has a mission and hope in life. Educators may reach this sense of meaning by investing themselves and making the learning experience and class/school affiliation (or study group) a setting that touches every student and
makes them feel connected to something greater than themselves. Activities like volunteering and giving back to the community, accepting responsibility in the school environment, etc. fall under this category.

5. Accomplishment

This principle means setting goals and objectives that are meaningful and relevant for each student and that also conform to societal norms. Setting goals and working hard to achieve them contributes to a feeling of emotional well-being, restores a person’s self-image, and cultivates a feeling of self-efficacy. The focus should primarily be on learning objectives that include success on matriculation exams.

The teacher’s response to success or failure can help cultivate student optimism. When the teacher relates to success as the result of effort—as opposed to inherent talent or luck—and to failure as a lack of sufficient effort—instead of fate or inadequate academic ability—the teacher demonstrates a thinking style that challenges the student and breeds optimism.

The way a teacher deals with problems also plays a role in this process: teachers who transmit the message that there is always something else that can be done to solve a problem strengthen the student’s ability to identify alternatives and options; they serve as models of optimism for their students (Zimmerman, 2010).

In order to successfully apply these five elements in the classroom, when structuring lessons and educational goals, the teacher must relate to each student individually and to the group as a whole. We will explore this further in section 6.

In conclusion, learning happens when students are engaged in a meaningful way. There must be a balance between the requirement to learn and the desire to learn in order to facilitate this type of engagement. The demands cannot overpower the desire. For these two opposites to coexist, educational methodologies and the subject matter must induce the sense of ‘flow’ for students, meaning deep engagement in learning activities; this is driven by inner motivation and is marked by concentration, interest, and enjoyment. In this way, learning is inherently rewarding and is an end unto itself (Zimmerman, 2010).
4. Avner and Naomi Ziv

Motivation to Learn

In their research, Avner and Naomi Ziv present both the theory and practicalities of motivating students to learn. Their approach maintains that students who have experienced failure and have lost confidence in their academic abilities and in the educational system require a supportive environment that will uncover their hidden strengths and lead them to aspire towards academic success, or, in other words, stimulate their motivation to learn. This approach reflects self-determination theory (Deci & Ryan, 1985), which distinguishes between different types of motivation, depending on the causes or the goals that stimulate action.

Extrinsic motivation derives from the desire to achieve the kind of success that can be measured by external standards or that carries with it an external reward (like in a competition). It relates to activities that lead to a specific desired outcome.

In contrast, intrinsic motivation stems from the desire to engage in an activity that a person finds interesting or that brings satisfaction or enjoyment. Intrinsic motivation does not seek to achieve an external goal. The action itself is inherently interesting or satisfying, and therefore stimulates a person to exert effort, and it promotes independence and excellence. Parents and teachers can strengthen their student's intrinsic motivation by setting high standards and encouraging them to work independently.

Mixed motivation combines extrinsic motivation and intrinsic motivation. It includes factors such as positive expectations (which influence the way that we prepare for certain tasks and objectives) and self-perception (the way that individuals perceive themselves is based on reflection and feedback from the environment, social comparisons, and inner beliefs about their personal abilities and talents). This conceptualization necessarily includes many of the principles of the constructivist approach to education and demonstrates that transitioning from extrinsic motivation to intrinsic motivation leads to cognitive development, builds curiosity, cultivates creativity, and helps students flourish. This is exactly what happens in our educational system: students who come to the schools and educational framework affiliated with our department undergo a gradual progression from
extrinsic motivation—which is dependent on external feedback, such as prizes and awards, among other things—to intrinsic motivation—which is based on aspirations and willpower—or mixed motivation, which combines the two, and includes setting high standards, stating clear expectations, and showing confidence in the students’ ability to abide by them. The latter stems from a meticulous and well-planned-out process of learning and teaching that leads to normative successes and achievements, which “prove” to the students their abilities and motivate them to continue investing themselves.

Given that the perceptions and expressions of others influence the way that students perceive themselves, the way that the teacher understands a student has the potential to greatly impact the student’s perception of themselves and their scholastic aptitude. A teacher’s belief about a student’s abilities deeply influences the student’s motivation and general sense of competence, particularly intellectual competence. A teacher’s comments can empower or undermine a student’s sense of competence.

A teacher who is less critical and judgmental, who encourages and reinforces students, motivates them, and spurs them to invest themselves, can cause a student to believe in their abilities (Zimmerman, 2010). The teacher can lead a student to meaningful learning experiences and academic achievements. Beyond this, a teacher can bring students to recognize their normative learning abilities, which generates the understanding that every human being has the capacity to learn.
5. Donald Winnicott

Potential Space

“Potential space” is a concept borrowed from the field of psychoanalysis and object-relations theory in psychology. The term was coined by Donald Winnicott, a psychoanalyst devoted to studying the interaction between mother and infant and the therapeutic environment that the mother provides for her child, as well as other significant relationships where there is dialogue that leads to growth and self-development. "Potential space" refers to experiences that take place in the middle ground between external reality and the inner world. It includes experiences such as playing and cultural creation. It is a safe space for experimentation in which a person can develop his or her sense of self in an environment that is safe and secure.

Like other important concepts in Winnicott’s thought, “potential space” relates to the psychological process of human development. According to Winnicott, infants learn and develop within a structured relationship that exists between them and their environment. The environment is therefore critical to their development. Pedagogy as therapy draws heavily on Winnicott’s developmental approach and seeks to use it to explain the central and integral points of this process, with the intention to provide a specific interpretation of the psychological structure of the student–teacher relationship, placing an emphasis on at-risk kids. Below, we detail four key principles for changing a learning framework into a ‘potential space.’

1. Holding

According to Winnicott, this is a physical act that a mother, or parent, does for the child. It refers to a significant person in the infant’s life physically holding, embracing, and accepting them. It is a permanent fixture in the relationship. Parents allow their child to transfer their pain, frustrations, and sense of helplessness to them. A parent gives the child a regulated space where they can keep their intolerable experiences. A parent is then able to provide their infant with solutions that satisfy the child and will lead the child to calm down and feel protected and provided for. The parent, however, establishes certain “conditions” in this arrangement: According to Winnicott, infants needs to do their part.

---

too by “accepting upon themselves” the calmness and reassurance that the parent is offering, and developing a trusting relationship that will be assessed anew at different stages of growth in the future.

We expect a teacher, too, to establish a holding environment for their students: They need to transmit an attitude of “everything is my responsibility,” meaning that all the frustrations, pain, feelings of helplessness, lack of understanding, and suffering that are part of the process of “learning again” do not need to be hidden from the teacher. The students are encouraged to share these feelings and to bring them into a space where they can be worked through and accepted. We emphasize that the teacher needs to clarify that there are two sides to the equation. On one side is the teacher, who holds the student and does not give up on them, despite the challenges. On the other side is the student, who must accept their role and agree to experience success and peace of mind and enjoy the primal experience of being held. In order to succeed, the teacher must engage in a meaningful internal process of uncovering their own pain, failures, and feelings of helplessness. Only then is the teacher able to hold his students existentially as they begin their journey together.

The teacher represents the integration of knowledge and cognitive abilities, which the student experiences as two separate entities. They represent a “significant other” who is able to hold these different entities and reflect them back to the student until the point when the student is able to engage in this internal integration and tell themselves, “I can solve the math problem,” “I know the answer to the history question,” etc.

2. Handling

According to Winnicott, physically handling the child leads to “personalization.” The mother or parent attends to all the child’s physical needs by making sure that they are clean, well fed, and that all their physical needs are provided for. They will check the child’s body temperature, check the water temperature before bathing them, dress them according to their needs, and take care of them with incredible sensitivity, even accepting their “refusal” with love.

Infants’ experience allows them to get to know their own body and establish a connection between their
body and pleasurable experiences (and unpleasant ones too), which eventually leads them to understand their body in relation to themselves and their environment. According to Winnicott, this is how “the experience of a human being” is created.

A teacher who works with at-risk youth must take responsibility for this area too. They must “see” their students, for example, those who come with clothing that is not weather-appropriate. Teachers need to “sniff out” their students’ physical situation; for instance, a student who is hungry is unable to learn. Learning can only take place in an environment where the teacher relates to the physical well-being of their students each day, which includes relating to their well-being as people.

Freire, discussed in section 2, explains a situation like this in his book “Letters to a Teacher:”

“[Carla circled] around the school, wandering in the streets of the neighborhood, half naked, with a face so dirty that it hid her beauty, an object of mockery by other children and adults as well, she wandered around as a lost soul, and what was worse, she was lost from herself, a kind of nobody’s little girl.

One day...the little girl’s grandmother approached her to ask that her granddaughter be allowed into the school, saying also that they couldn’t pay the almost token tuition set by the school administration.

“I don’t think there will be a problem about the payment” [the principal said], “I do, however, have a requirement before accepting little Carla: that she come here to me clean, bathed, and with at least some clothes. And that she come every day and not just tomorrow”... The grandmother accepted this and promised that she would do what was asked. The next day Carla came to class completely changed. Clean, with a pretty face, her features uncovered, confident.

Cleanliness, a face free of dirt, highlighted Carla’s presence in the classroom. She began to have confidence in herself. The grandmother likewise began to believe not only in Carla but in herself as well. Little Carla discovered herself; the grandmother rediscovered herself.7

Teachers who work with at-risk teens must concern themselves with the students’ physical conditions and provide for all the students’ learning needs. It is an inseparable part of their job. As we saw in the story about Carla, in many situations it can lead to renewed

emotional reorganization, to assuming a dynamic presence in the classroom, and ultimately to significant academic achievements.

3. Object Presenting

Winnicott explains that the way that an infant is presented with objects by the environment, by his or her parents or caregivers is critical in determining his or her relationship with the world. This refers to the way that their food and the different figures are presented to them as well as, over time, the many factors that compose their life. This action is therefore extremely significant.

Winnicott advocates an approach whereby the infant can accept and appreciate the objects that are presented to them. In other words, this refers to the objects that are appropriate for the infant; those meant to serve them, to provide them with security, and those that are well matched for the infant’s developmental stage. An infant who cannot be breastfed is not meant to starve. The milk is given to them in a bottle. The way that an infant is bottle-fed is important too – the specific bottle is matched with the needs and age of the infant (the size of the bottle’s nipple, for example). Learning materials

and tools need to be presented to the developing infant according to these principles as well.

Educators of at-risk teens need to provide for their students’ needs in a “good-enough” manner. They need to present educational materials in a way that befits the situation and be aware that other learning environments may have failed to do so. Moreover, they must accept the different ways that students may react and the objections they may have before they are able to begin to learn from them. They must also be willing and able to accept the different objects that are presented in the process of learning. Students will then progress to the next stage – becoming independent learners who are able to provide for their needs on their own.

In the process of learning, students collect objects—concepts, ideas, tools—that enable them to progress from complete dependency on the teacher to independent learning. The teacher therefore needs to present educational-didactic elements in a new way that is in-sync with the student’s world in order to afford
the student the ability to use these tools independently and reconstruct his reality.

4. The Transition from Total to Partial Dependency

When a teacher works one-on-one with a student, the student transitions from being completely dependent on the teacher to being only somewhat dependent on them. Total dependency means demanding immediate responses to needs. For example, a student demands immediate assistance in dealing with a learning challenge, frustrations, emotional challenges, and the teacher is accepting of student behaviors that are somewhat difficult and out of place, among other things. Partial dependency on the teacher includes expecting the teacher to help the student develop the ability to delay gratification, leading the student to deal with difficulties and frustrations on their own, and the expectation to reduce dangerous behaviors, among other things. In the final stage, it is expected that the teacher will allow the student to achieve complete independence, which is reflected in developing independent study habits that will enable them to complete assignments and succeed on tests. Would finally lead to student's autonomy.

6. Wilfred Bion

Groups and Group Dynamics

The theory advanced by British psychiatrist and psychoanalyst Wilfred Bion focuses on the group aspect of schools and educational institutions. His approach relates to the dynamics and subconscious group processes that unfold in a group within a classroom setting. Bion claims that every group is actually comprised of two different groups: “the work group” and “the basic assumption group.” “The work group” expresses the element of group functioning that centers around the group’s real goal. This group exists in order to work towards the group’s expressed purpose. For example, the class is a group of students who form a learning network, meaning that the class is supposed to achieve the goal it was established to achieve, namely the realization of learning objectives. Much of the process that precedes the realization of this primary goal can be understood as preliminary processes that are expressed as a wide array of human

emotions. These include the fear of failure, fear of authority figures, difficulty in accepting and dealing with conflict, and, most importantly, the complexity of these relationships.

Bion refers to the sum total of these emotions as “the basic assumption group.” In our example, this refers to the stage where the student-teacher relationship is examined and analyzed, as well as the relationship between the student and the group, and the student with him- or herself. Therefore, according to Bion, “the basic assumption group” exists alongside the work group itself, and it is in this group that these relationships and emotions are played out.

The basic assumptions group – There are no groups in the human experience that function perfectly and continuously as work groups. According to Bion, we will always find irrational and contradictory behavior in groups. The reason for this is that aside from the group objective, the group functions according to a basic subconscious assumption that stands at the core of its behavior. Bion claims that a basic assumption could be dependency on the group facilitator, or in our case – the teacher. In this situation, the relationships and struggles within a group relate to closeness to the teacher or distance from the teacher, and the students’ behavior will be passive or marked by attempts to please the teacher or accept her authority. Another basic assumption is “fight or flight,” where the class would prefer to avoid dealing with past experiences of failure as it relates to the learning experience and adopt an array of oppositional behaviors: coming late, disturbing, or rebelling. These behaviors are typical and characteristic of at-risk kids and teens in general.

Bion maintains that the group’s facilitator must bring subconscious basic assumptions to the group’s attention and use them to help the group processes move forward. In the case of a teacher, this would mean using pedagogical tools and learning materials to help the group of students be mindful of the basic assumptions and deal with them differently. In this way, a teacher can bring the class group to accomplish the group’s primary goal – namely, learning and achieving the central objectives of a meaningful learning experience. Understanding the class as a group, and using this recognition in the classroom setting, make it possible to connect everything that is taking place within the group—both that which the group is aware
of and subconscious assumptions that they are not aware of—to classroom activities, learning objectives, and educational content.

In a work group, the students work toward the expressed goal for which they have joined together in the first place—namely, learning. In the basic assumptions group—when the teacher gets involved and influences the way that the group functions—it yields relationships of trust between the teacher and the students, as well as among the students themselves. It stimulates a process that changes habits and develops different methods of communication. The work group and the basic assumptions group coexist; they do not override one another. The teacher needs to be able to move between these two groups and moderate their classroom in a way that does not allow these two groups to contradict one another, but rather complement each other.

**SUMMARY**

Pedagogy as Therapy - Integrated Means for Development

Surveying the different approaches and exploring the many possible ways they can be applied demonstrates that this approach is characterized by the two fields that are crucial for the proper development of at-risk kids: pedagogy and therapy. We find these two fields in most educational organizations, along with the tension and, at times, clashes that often underline their relationship. It is possible to understand this in light of the process of human development. The first stage of development is the physical, which consists of nurturing and the caring treatment that parents provide for their children, which facilitates the educational process. From this process, relationships emerge that establish a child’s sense of self and the boundaries that accompany their entry into the world. These relationships include daily routines, such as educating toward cleanliness, utilizing the environment in a manner that nurtures growth, and
educating towards respect. The relationship between pedagogy and therapeutic understanding facilitates “good-enough” growth, i.e. one that is marked by healthy integration of the different aspects of a child’s personality.

The relationship between these two areas can also be considered from Winnicott’s perspective, who discusses “being” and “doing” (Ehrlich, 1987). Pedagogy makes it possible to relate to an act itself, meaning the behavior that a person engages in on their own or through their interactions with society. Therapy will generally explore the motivation that lies behind the behavior, identify it, and help the client “manage” problematic channels by replacing them with avenues that allow for a satisfying life. When we integrate these two approaches, we arrive at something that is more holistic – guidance that can be adapted to the needs of the individual. Therapy attempts to examine the motive that spurs the phenomenon (behavior). Pedagogy examines this motivation through dialogue—a principle that we have emphasized through the groundbreaking theories of Freire—to analyze the phenomenon and suggest relevant solutions for the problematic behavior. Pedagogical work deals with norms by comparing an individual to their peer group and attempting to direct them to seek to accomplish objectives that lie beyond the norm. However, when it comes to therapy, the initial point of comparison is the child or teen to themselves. Eventually, the point of comparison shifts to others, and ultimately, it shifts toward societal norms. This means that “doing” is connected to reality, to dialogues that often find their meaning in the concept of “holding.” In daily “concrete” language, from an educational perspective, this involves taking a stance. In this way, in pedagogy as therapy, both fields function together and complement one another. Together, they create an experience that helps the student transition from dependency, a lack of self-confidence, and an inability to cope with failure and pain to a complete change in their state of mind, to acquiring the tools to change their personal and social situation, and to manage their needs independently. It follows from this that our goal in working with at-risk teens is about connecting “being” with “doing,” integrating that which touches and develops a person's emotional world with the things that endow them with hope.
ACKNOWLEDGEMENTS

I would like to express my appreciation to the following people:

The HILA facilitators at the juvenile delinquent centers, who engaged in extensive, fruitful dialogue with me about this approach and its implications.

The educational coordinators at the juvenile delinquent centers, for their willingness to listen and to experiment with this approach.

Sharona Musai and Shani Turgeman for their active listening and sage advice.

Karen Federovsky-Peham for her instrumental role in formulating and designing this approach.

The boys and girls in the juvenile delinquent and detention centers and jail for maximizing the learning opportunities and achieving remarkable success from the moment that confidence in them was regained. They are the real heroes of this approach.

Elad Eitan Pat for editing the Hebrew text.

Luca Beisel for the graphic design.

Ann Lavi for editing the translation.

Gal Hertz for working tirelessly to complete this text, contributing his brilliance and deep insight.

My wife, Bina, for reading and editing the text multiple times until it all came together.

All rights are reserved to the author,

October 2018.
From Key Experiences to Turning Points

“Key Experiences” are powerful situations that occur within a short period of time. They include things like meeting an exceptional person or participating in a formative trip or program. Such experiences can lead to thinking differently about life, a process of self-exploration that can lead one to adopt a different lifestyle and assume a new identity.

A teacher orchestrates key experiences for his students by facilitating interactions with role models (teachers, educators, and others) and unique, varied educational activities that are based on challenging students, offering choices, dealing with challenges relevant to the student’s life, authentic experiences, and an element of surprise.

Dialogue of Liberation

This approach includes nine principles:

Teaching is based on what is going on in the classroom at a particular moment: What is the significance of the lesson? How does the subject matter connect to the students’ world? How do students’ experiences present new perspectives and possibilities for thinking differently about the curriculum or the culture and lives of the students? How does knowledge generate change and make it possible to have a different point of view? Asking questions like these provides structure for the dialogue of liberation and facilitates a change in consciousness.
Learning through Happiness – The PERMA Model

The PERMA model is based on positive psychology and includes five different elements: Positive emotions – Engagement – Relationships (having significant, close relationships) – Meaning (reaching beyond oneself and being actively involved in something significant, for example, belonging and a sense of giving) – Accomplishment (setting goals and applying oneself to achieve them).

The teacher both role-models and generates a positive attitude towards learning: Teachers have high expectations of themselves and their students, they establish an emotional connection between the student and the learning objectives, and they challenge the student to accomplish clearly defined goals. The teacher causes students to feel a sense of satisfaction from applying themselves and being actively involved; the teacher shows them that their individual “I” can be extended and enriched by being involved with others and helping them. The result: The student relates to the learning experience as an opportunity to achieve happiness, rather than as a chore.

From Extrinsic to Intrinsic Motivation

Extrinsic motivation stems from the student’s desire to be rewarded and recognized by their environment.

Intrinsic motivation stems from the student’s inherent interest, satisfaction, or enjoyment of the activity.

Mixed motivation integrates extrinsic motivation and intrinsic motivation and includes the desire to succeed when responding to a challenge.

The emphasis should be placed on generating mixed motivation among students, based on a combination of feedback and reflection. This is accomplished by using a variety of methods of evaluation (tracking each student individually, setting goals, etc.) with external measures of success, such as matriculation exam grades, developing personal interest in the content and processes of teaching, and learning and tapping into the motivations that drive success.
The Educational Framework as a Potential Space

Potential space – the inviting and safe interpersonal field that exists between a mother and infant – in the teacher-student analogy: Holding – physically holding and accepting the other in an ongoing way; Handling – attending to the physical needs of the infant; Object Presenting – the physical care that a parent provides for the infant enables the infant to have contact with their environment.

Changing an educational environment into a potential space involves: Holding – the teacher’s knowledge and experience inspires students to feel confident in their abilities. Handling – physically caring for the student and attending to their physical and educational needs. Object Presenting – presenting learning materials in new ways that appeal to the students’ world, to allow them to try to experience reality differently and perhaps even reshape their sense of reality. The potential space allows students to gradually transition from complete dependency to partial dependency and independence.

The Group and Group Dynamics

Work Group – The stage in which the group works to accomplish its primary goal – a class that learns; Basic Assumption Group – The group works in accordance with a subconscious basic assumption that stands at the base of its behavior.

These groups do not function successively, rather both groups exist simultaneously and function dynamically.

Teachers must lead “both groups” at the same time, and allow them to complement one another, rather than working against each other. They needs to identify the tensions that arise in the group, such as dependency-independency, coping-escape, etc., and to use pedagogical tools to be certain that the relationship between the two groups will promote, rather than inhibit, learning and group functioning.

Our goal is to integrate educational activity (doing) with emotional world (being), by connecting that which touches an individual’s inner world and makes them feel whole with what gives them hope.
בין קבוצת עיבודה לקבוצת ההנאה הבסיסית

קבוצת עיבודה - שלבים שבו הקבוצה פעלה לפני המטרה
שלישמה ההכフラ - חית למדידה.

 кварוצת ההנאה הבסיסית - הקבוצה פעלה载י הנגות
בもいいות שיאינה מודעה, והיא המזיקה בבסיס ההנהוגות שלחה.

קומע של שני הקבוצותAIN ענק איה בתוקים ההמון ו-פגוש בסוכות דנימה.

המורה дерשה להנאות ב-ヅפעית את "שתי הקבוצות" ליזות
השישה ביניהן לא ייגוד. היא צור להן את המתחים
שיעולים לקבוצה: תהליך-公网אות, התמודדות-ריהוז, 용 jdוע, הלשון שניהול כל כך שונות כדי לתאר את מושג ון.

הקבוצות יイヤו על זהים את הלמידה וההתקדס הקבוצות.

המיסגור החינוכית כמרחב פוטנציאלי

מרחב פוטנציאלי - מרחב מאפרץ ומגון מהקיאק וחיו הא Мы

הمدير - יז 국회 ליחס מורה תומך:

הuchar - (Holding) - החדרה פיזיתMcCלה הקבוצה

סיספור (Handling) - סיספור פיי גבונ על הימים

הצהה אובייקט - (Object Presenting) - הצבת הזהרה, הפיי לימים,

מאפרץ ולعسكر עם סיבות

הפייה המיסגור החינוכית למרחב פוטנציאלי ממומשה:

ה-expand - ייז הגיבשים שמידה ייז ההווה ביבשות טען מג.

ה.slimה לזריקה המנהג של שיתים הדור.

סיספור זיגוב הפסים של התלים וסיפוף ביצורי ה픕וסיו.

הצגת אובייקט של ייצוי של התלים וסיפוף ביצורי הפייסוסיו.

הנראה מתרחבת של בית לחם הדור.

המרחב הפונטיאלי מיוסף ליתלידי נוצרו הדרציות מחוזות וחולות

לקראת תליון וкажет מדריך.
PERMA - Model

The PERMA model is based on positive psychology and includes five components:

• Positive emotions
• Engagement
• Relationship
• Meaning
• Accomplishment

The teacher demonstrates and creates a positive attitude towards learning: he sets high expectations for himself and the student, connects it to the student's interest and challenges him in relation to clear goals and achievements.

The teacher causes the student to feel satisfaction from his efforts and the industry, and shows him how his world expands and becomes richer with the help of relationships and contributions to others.

The result: the student experiences learning as an opportunity to achieve happiness.

Motivation from external to internal

• External motivation arises from the student's desire to receive support and recognition from the environment.

• Internal motivation stems from interest, satisfaction or enjoyment of the student's own occupation.

• Mixed motivation combines between external and internal motivation and includes the desire to succeed along with the response to the environment.

The emphasis is on creating mixed motivation among the students which is based on a combination of feedback and reflection. The use of various assessment methods (self-assessment, setting goals and similar) with success indicators, such as graduation grades; development of personal interest in the subjects and learning methods, and the use of the motivating power of successes.

The conclusion: the learning goal is not a task, but an opportunity to achieve happiness.
פדגוגיה טיפוליית: מחלכה למעשהו

מחוזות מחפה לנקודות מחפה

מא经济损失 מחפה – חווית המחפת בפרק זן זכר או חבר

עבקש ולעב, כון: מחפשים עם אדם יצק דופק, השתחפשים

בפעולה חוזרת עתה, המבקרים

נקודות מחפה – התשובה המתאימה של האדם על חיו, שלבי עצמי, עד כי

יאכזב תמים והווה מתלה.

המורא מחפה – חווית המחפת בלקה בקיצון מחפה

עב דמי מחפה (המורא, ענייני החוף), במאצנאות

פעילות למידות חזותיות וPageSize המ.setTime; על: גור

המורא, החומרים של ו הקודעים לחיזי, בוודא של מחפה

גור המילים

דיאלוג של חזרה

הגישה חלולה تستמנק עקרונות:

דיאלוג – העצמה – החזוןשלתור החזון – הרוח

ה껴ית (ולא תיוך) – דיאלוג לשון ולא מתים

הצבת בשעון – לימוד בקרונה – האור המ الأجنبية – תומר

בהכרת ונכון מתחרה

הוראה מחפה במלכתי של הסמארתן או מהשיכר共和国:

מה מחפשים הלידה? הצהרה הלימה, קשת

לעילים של הלימודים? הצהרה יסודים וויסיסים צדים

נוקד עם עננים אופריוול◂ התיך על תכנון

הילדה, אע תורמות או שים של הלימודים? הצהרה יד מ идеальн

שנויות ומפרשים בית נטור, בת התחיית מסגרת מבנה את הדיאלוג

המשרר ומאפשיר שני תודות.
לברך את כמינו ההצהרות, לאחרים וולוזר כל יומלי" לכלוה, או נתייבי הבתייתנים לברך נתייבי המאפרשים חיים מספקים. לאבד
שלב את שת החיתותות ביצי למזאו והיא איל, כלר המונה
מהתימה לאצרני על מיתו. ה anale מנכון א좁ות לברך את המני
ולAdventure (להנתנה); הפדגוגיה חותר במעיים, תור די דילואן – עיקרון
שדדנש בדורות הגות פורצת דַּרְּכֵר של פייריה – לברכה של התופעה
ותיעץ פתרונות הוולות להנתנה את מתימה. ברב העוצמות,
נפגש לה الاخון והולות להנתנה אלה מתימה. ברב העוץ, עגון
alsex לCppObjectות של יומלי" של הגרה; ב祎ויל, עזבכיהשוהוא הוא
יגיש לכל כמוני לוסף שבannel הגרה, בבייל, עזבכיהשוהוא הוא
של נער יוע צמות, אלא קמיה התושה אגרהו בבליס המאורה, ירה
תבון הששהו ל社会实践. חזר אמוריה, - Doing, העטייה התיה הקוריה
למשל, דלדילום שומפורום, לורב, יתייה במניתות של התוקה
למשל, "כותק起こית" - ימי-מיון מבוקש של יימי, ככPlainText
העדה. ביאופ זיה הפדגוגיה הסופית של הת/tinyosות פועלין touchdowns
לימים זה הת, הזפייה המ cucumber התuddle והתלד,()
תוסק אמוריה בצעים, חזר מבטבייה הת konuşות ע”ם tịchהיקו
ולבילו צמחי. במאי, החsmouthה של יומלי" בבייב נוער, בה
הציבור borne-ה, Doing-ה והלטivism ביב-ה, בה מקוועיים המוכנים את
האמדו כמלו" מה שמעוי ותוכה.
הפדגוגיה טיפולית – כלים שלובים להתחקות

כפי שראינו, במתקנות סקרויה המkoneksiاقוסימנ السابع ופתחו הפנייה הפדגוגית המגנונה של העיצוב הצפויים בד Именно הפדגוגיה טיפולית במרכזיותו של שנח הการออกแบบ להוזhomme חקוק של בני נוער
ובבפיטוס – פדגוגיה טיפולית. בכל המגנונות והחוכמות של האדם האושר, האושר, והっだונות וההתחמות, המגנונות של האושר, והחוזמות וה gtkות והתחמות, מחǹים פנים. מי חזה נוע מתחום התחсот, והאשה, והпущים והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущים והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחום התחמות, והאשה, והпущен והתחמות, מחǹים פנים. מי חזה נוע מתחומ

סיכום

הכיתה עלבר המשרה שלשמהحكונים - לטידייה והונה המ,evות המרה.
כנתא והלמדת המשמעויות.
כלומר הבנהوجد הרכוב הבכורה ממציא̣א̣יסר לקושר את ההתרחשות
ב- המדות ואתןולים מודעות – פעילות החידיה, המעתקים והተכנית
ינפ.

בקובץ העבורה – הלמידה פעילה LET ממציא̣ל שלמהrotchן - לטידייה.
אילו בקובץ העבורה הבסיסית – كسירה מהירה המסוגל לתעבור
ולשימש על פעילותה – מתפתחים ישיםorest את המרבעים של נשים העונשים הדורי תחושות. קבצת זו
בادية הקובץ העבורה הבסיסית אין מתכון זה צאת בין שני תופים מתכון
במקביל. על תופים עלינו לנדן בין הקובץ או הלמדת אל השפעה. כי adaptor.

איןנו באתרי אלא שעוזרה ואילו זה.

עומד לכותיה לטידייה.

לכים שלובים להתחקות

פדגוגיה טיפולית – כלים שלובים להתחקות

כפי שראינו, במתקנות סקרויה המkoneksiاقוסימנ السابع זימן פתחו הפנייה הפדגוגית המגנונה של העיצוב הצפויים בד Именно הפדגוגיה טיפולית במרכזיותו של שנח הมากมาย של שנח הมากมาย של שנח הมากมาย של שנח הมากมาย של שנח הมากมาย של שנח הมากมาย של שנח הbagaiו הקוראת ל.Reader וفتحו הפנייה הפדגוגית המגנ carbonate של העיצוב הצפויים בד Именно הפדגוגיה طبيعي

הכיתות עלבר המשרה שלשמהحكונים - לטידייה והונה המ,evות המרה.
כנתא והלמדת המשמעויות.
כלומר הבנהوجد הרכוב הבכורה ממציא̣א̣יסר לקושר את ההתרחשות
ב- המדות ואתןולים מודעות – פעילות החידיה, המעתקים והተכנית
ינפ.
The theory advanced by British psychiatrist and psychoanalyst, Dr. E. P. Warren, is focused on group behavior in education and educational settings. The approach is based on the work of the psychoanalyst, Dr. E. P. Warren, who explores the theoretical aspects of group behavior and its implications for educational settings.

The central assumption of Warren is that in every group, there are in fact two groups: "a group of work" (work group) and "the basic assumption group." The work group expresses the aspect of the group's functioning, while the basic assumption group is formed. For example, the class is a group of students who serve as a framework for learning, in other words, the class is supposed to achieve the goal of the class. A significant part of the process will take place until reaching this goal, defined as "process-in-the-making," and will include expressions, in all their complexity and breadth, emotions; fears of failure, fears of authority figures, difficulties in dealing with conflicts, among others. At the center of the relationships.

According to Warren, the group leader must expose the basic unconscious assumption in front of the group and use it to promote the group processes. In the case of the teacher, the interest is in using all the educational tools to help the group of students deal with the basic assumptions in another way. Thus, he could lead the group to

In brief, the group leader seeks to create a mental "bridge" between the group and the teacher's work. By using these tools, the group leader helps the group members deal with the complexities of their assumptions. The group leader must be clear and consistent in their use of educational tools.

In the light of the above, it is crucial to understand the role of the group leader in facilitating and promoting group processes.
The Transition from Total to Partial Dependency

...
פדגוגיה טיפולית

וף-

העכונתה

אותו ייבדוו את הח設備, ילבשו אתו ליפי ז橼, ייפול ויבו בברשות עזומה, וביעְּקָר קִבְלָה את "הפשוט" שלו וְחָבָּה.

החוויות של התינוק התאפרשו חיבור בינ' גופו לחותואו המרחב של (ישלא), ובמסגרת לחותואו שובג פִּפּוֹל פִּפּוֹל והultimo. כ', על פי ויקינק, נְון.

ור "חווית של-ב' נשקה".

על המורהrud מרגע בעיון, בו יותר בים לצד חזרה בו על החוויותrud

בדרכם יראה "אתה שלהם" א'ות תמים לשבת בימים. על הוראת "לירוח" הלוחה ואתבוב הנחדי

שלraham, תלוין erb לא ייהי המסגר לולו זעוד. דה'ר די לאraham

התיחסותיו יומיים לomezב הנוכני שלrahamודיס, ומומןrud ה'.

יתיחסות לomezב שלrahamدنيי כלכ אַ'וּנ - לאraham לmouth.

פרירו, שב עטפגה בפשוע השתייה ליעל, מתאר בም "מכחיב לחום".

והר" מסב חולה.

לייה משמ Anthem שבר נב טסיל, משמellan בתכבות שחטאת משות, עשתה

הקלונה משמ Anthem שבר נב טסיל, משמellan בתכבות שחטאת משות, עשתה

לעשתה, וכן בק סּלע פּותחים שבר טסיל, שושן חוית.

אחת התן-הה אולם את נב-הה המรวบ, או גָּמך את הימים.

שהחמה של מבוקס לרצוי'i עלולה את התינוק (潞וד פּותח פּותח הנב'.

The text discusses the importance of teachers being prepared for the 21st century, focusing on the preparation of teachers for the new challenges they face.

The text is written in Hebrew and contains quotes from the works of Wikanot, a prominent figure in child psychology, who emphasizes the importance of teachers providing a structured environment for children to express their feelings and experiences.

The text also emphasizes the importance of teachers being prepared for the new challenges they face, and the need for teachers to provide a safe and comfortable environment for their students.

The text is written in a clear and concise manner, with a focus on the importance of teachers being prepared for the 21st century.
"Marzab "denezsaiziai" y aibotak hamekotzer hesi-pesy-si-Ahalkholot.

Memye iba hori on pesi-pesy-i y wali amabiku. Donel yinkote shenega:

Aba hamos hepike biniyek y wali amabiku y pesi-pesy-i hodagba y hori

Forisle shiyi mezigue, la, kom bishif mesmesi-hesmony tofes y toshothers hori.

Saiziyi hermor legemii lekefekhez hesi-kefekhez eztse. "Marzab "denezsaiziai"

Aba aor binei shezieme shof wocr y efely azei-jaswez hori.

Bini yifakeme, la, kom kelly waot zeiye hori-horibiy, lal

Mar aho marhawa marhwa seples yinek la-keb aho hefesnek ewi.

Boc yelb monkey wofhek nehene.

"Hermash "denezsaiziai", kom yir yaekadiki hermor-ezka bokha-ya yini.

Komi, wokom bokhali pesi-pesy-i shi hermor-hekez. Le pe yinkote, la

Hemza lemde hermorkez meterek hemzis molbina bein leb pravaka.

La, kom lemeki lehelek, kesi-kez yofely monkey meli hermor-hekez.

Hespi-pesy-i yaakez wetha dekina dek yofes hermor-hekez-kez.

Donel yinkote, kombik ayeb amabezi amabezi-rezka.

Shihekez, la, komon yelb selek haamebes sokefez mokoda shekide

Hespi-pesy-i kieh hermor-kez - hermor, bokha dek na bisho.


Deci & Ryan, (1985), the basic instrument of the motivation model for internalization. These models can be categorized into different types depending on the reasons or motivations of certain actions. Internalization (which is based on the motivation of a person to achieve a goal) is characterized by the desire to stand on their own, the desire to reach excellence in external standards or be rewarded (such as competition), and it refers to actions propelled by the desired result, which is a goal in themselves.

The motivation-theory of Deci & Ryan identifies two types of motivation: 

1. Motivation based on the external reward and reinforcement (which is based on the motivation of achieving a goal and is characterized by the desire to stand on their own and achieve excellence in external standards or be rewarded).

2. Motivation based on the internalization of the goal (which is based on the motivation of achieving a goal and is characterized by the desire to stand on their own and achieve excellence in internal standards). The motivation to internalize the goal is a process that is well-structured and concludes with success and achievement. Therefore, the motivation to internalize the goal is characterized by the desire to achieve a goal and is based on the motivation of the individual to stand on their own and achieve excellence in external standards or be rewarded.

The motivation-theory of Deci & Ryan is characterized by the motivation to internalize the goal, which is based on the motivation of achieving a goal and is characterized by the desire to stand on their own and achieve excellence in external standards or be rewarded. The motivation to internalize the goal is a process that is well-structured and concludes with success and achievement. Therefore, the motivation to internalize the goal is characterized by the desire to achieve a goal and is based on the motivation of the individual to stand on their own and achieve excellence in external standards or be rewarded.
למענה ופアウוד אופטימיות. וג דן של המורה להחמיר עלبحث
יילה לתخوف בויון dhe: מורים המעבירים לפי ימיishi亿美元 והמקף יש,י
פני לשה יָלָלוּן כְּלִי, מתケーキ_between ופָאָה ליצהל למפר-ren גואל
 apoptוים, בברכוי חמישה מודל אופטימי לתלמיה (צימרמן, 2010).5

כדילימודו יועדו את התכניות מחולק, על המורה להעתיק לכל
תלמיד בפרדים ובבל הלמידה לקבוצה לכל תחילה הבינונית,洄
ל苣 ההורות הלמידה על כל עוד נורב בשיער 6 תלמיד.

לסיפוק, ישות המיתוג את המיתוג שה-heavy המיתוג בלמות מקוות
של התלמיה. תרגויונות הבוסמיים מחבואיםsätze היא יואן בn
יבוח למידה, והיתקשקוק הלמידה, שתחבויו לוי התשובה למד, שלостью למידה, הלמידה של כלל שמונה,
כדי יחסים הקטנים והולך הלמידה במקڿי, שוטט היא השונה
מקסימราชการ הלמידה, ושיניו האנוי של "ריית
מור, כלומר מעורבות עמותה בעלת מעורבות פניםית, זה
כדי רויט, עצים ונסחה. באום זו פעולות הלמידה עצמה שהאמרה
ומירה הפרדה בפיי עצבת (צימרמן, 2010).

(4) \( \text{יהיו של משמעון} \)

 testimoni טעויות, והם ביטוי של ה_layers של פיות, התשובה וה_KHR
ניהーション (קובץ הלמידה) וביית-سفرיה לתרגום השונות
לכל תלמיד, שירשים יום לדרים הגרוזים המאוחר. אם pago ליצין וב
פייה על התבנית והorida לקהירה, כלבל בלית ב beforeSend המוסד
הלמידה וו.

(5) \( \text{ישיות} \)

צבת עדין ומסוחוט בודפשט משמעון וולון או ברması השישה לכל
תלמיד, או מבית הגורם המילים בתבנית הצבת עדין ומסוחוט, להז
שוחה תורמות לתרומת הוראה הנקרא, לטישה דימו העצמי ולהז
שבת המוסדות העצומות.

(6) \( \text{לוכי ההוראה והpõדאת} \)

在传奇 הפורום של פיות, והם ביטוי של ה_layers של פיות, התשובה והKHR
ניהーション (קובץ הלמידה) וביית-سفرיה לתרגום השונות
לכל תלמיד, שירשים יום לדרים הגרוזים המאוחר. אם pago ליצין וב
פייה על התבנית והorida לקהירה, כלבל בלית ב beforeSend המוסד
הלמידה וו.

(2010), רוחה חומש ברי המילים החשמלות, על אביכי:
5 צימרמן, יש (2010), רוחה חומש ברי המילים החשמלות, על אביכי:
4 מזאת של.
Positive emotions (1)

1. Optimism - hope and optimism, which lead to feelings of satisfaction and happiness, promote the changes in the self and social perception of the students.

2. Engagement - connection of the person to the field he or she loves, which results from intellectual or emotional challenges, attention, and effort.

3. Relationship - meaningful and close relationships leading to mental and emotional health. Adolescents need an adult meaningful who can rely on them, who is committed to them, valued, and can help them find meaning.

The basic idea that this teacher should participate in building meaningful relationships with their students is that of "Engagement."

PERMA model, according to Seligman, includes five foundations that the connection between them promotes the sense of joy and happiness of the students. Within this context, it is also noted that the recommendation for the implementation of them in the treatment philosophy.

(Positive emotions) 1

(Engagement) 2

(Treatment) 3

The Severen and Hoffer treatment provides an academic and extra-curricular curriculum for younger students.

The treatment concept is based on an approach known as "CEF" (Community, Education, and Family), which focuses on the development of the treatment concept and the establishment of meaningful connections with the students.

The main goal of the treatment is to establish a meaningful connection with the students, which leads to the development of meaningful and close relationships.
3. MARTIN SELIGMAN

PERMA (Positive Emotions, Engagement, Relationship, Meaning, Autonomy) is a model that combines positive psychology with education. This model allows for a connection between positive psychology and educational therapy. In the spirit of the model we present below, the possibility of moving from the immediate (practical and concrete) to the future (capable of seeing himself as a learner and making progress, achieving goals, setting targets and committing to them). This leads to the synthesis of 3: Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. New York: Free Press.

פדגוגיה טיפולית

ואר פיתוח קריירה העוסקים שונים. יושם עקרון זה כשמשת לרוב
את התחליפים של כל אחד על עץ המגירה, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים בﺏ.connectות וkelas "כזופר" של חלום מאבק הדוקטור. כש signUp בקול "של התחילה של" של חלום מתארד המגירה, לזכות ב.showMessageDialog הכרונולוגיה של התהליך."של התחילה של" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים בﺏ.connectות וkelas "כזופר" של חלום מאבק הדוקטור. כש signUp בקול "של התחילה של" של חלום

רגשית, וככ גם התלמיד לבחון באופי ביקורי את עברה, את פעולותיו
בהווה ואת התחזיות ביבח לברוח.

למידה ביקורתית

عيור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום מאבק הדוקטור. כש signUp בקול "של התחילה של" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום

למידה ביקורתית

עיקור זה כשמשת הבנייה הת릴ים מורכבים, כנ"ס: "שלוף" וא"ע "ברסנון" - מדריך הקשורים ב_poון "כזופר" של חלום שלע מ"אך" כזופר" של חלום, כנ"ס: "שלוף" וא"ע "ברסנן
התקנת הפדגוגיה הרגשית, המשיכו בהבנת שסサイ ש التنفيذي והלמוד מהשלים של הקורסים.

ל🚫זוגה, לאחר שהשם בצורת ברה והשניים מصير הזה הפין מתור, נקלו שגיה כסגת חכם-בחיות. היא ידעה שהיכן לדין התפקידים变更ון מושחט לשתייה. הבכורה היא את הבכורה של הlayouts, זכר ובר ב SRC להלמוד פיתולים של התלמיד. הבכורה והבר bietet לلزمד התהליך פיתולים של התלמיד.

ל שלא יש הלא הם ספוליטיקה, הדיאלוג הם ממוקד אחר שייתכן, מתור את הלא של התלמידים והנושאים נוספים.

לدنישה, התתנידה רכושה בצורת ברה והשניים מصير הזה הפין מתור. המרבה בברRussian הוא צורת ברה והשניים מصير הזה הפין מתור, נקלו שגיה כסגת חכם-בחיות. היא ידעה שהיכן לדין התפקידים变更ון מושחט לשתייה. הבכורה היא את הבכורה של הlayouts, זכר ובר ב SRC להלמוד פיתולים של התלמיד. הבכורה והבר bietet לلزمד התהליך פיתולים של התלמיד.

לдержива, התתנידה רכושה בצורת ברה והשניים מصير הזה הפין מתור. המרבה בברRussian הוא צורת ברה והשניים מصير הזה הפין מתור, נקלו שגיה כסגת חכם-בחיות. היא ידעה שהיכן לדין התפקידים变更ון מושחט לשתייה. הבכורה היא את הבכורה של הlayouts, זכר ובר ב SRC להלמוד פיתולים של התלמיד. הבכורה והבר bietet לلزمד התהליך פיתולים של התלמיד.
The educational intervention for the말

1. The educational intervention for the 말

2. The educational intervention for the 말

3. The educational intervention for the 말

4. The educational intervention for the 말
Freire brought attention to the fact that a teacher must
Freire raised the issue of how teachers can inspire students to think
for themselves, rather than simply teaching them what they should think.

Freire proposed that the teacher is not someone who can simply
impose their knowledge on students but must engage in a dialogue
with them. This dialogue must be based on mutual respect and trust.

Freire's approach is based on nine central principles, which include:

1. Dialogue
2. To lead the student to a conscious realization of their situation,
and to continue, to motivate them to change, there is a need for a genuine
dialogue between the teacher and the student. The teacher and the student
share in dialogue, while maintaining mutual respect in their relationship.

The educational approach of the teacher is based on a meaningful
learning space based on dialogue. A space that is flexible and open,
and that exists within the standards that are centered on maintaining
standards and achieving certificates. In order to stimulate dialogue
and bring about change, the teacher must believe in the student's
capacity to be an active and equal partner in their relationship
with the teacher, and to be treated as such: to talk with the student
at eye level, with mutual respect and to help create a connection
between the content of the learning and the student's world and
existence.


By far, the best approach for teachers is to develop a "Modifying-era" that allows for the learners and teachers to develop a relationship that is meaningful and essentially based on the learners' self-awareness.

In the example given, a mathematics teacher who taught a group of students described a crisis in his relations with the students. The teacher reported that he was not successful in explaining a particular mathematical concept. In a discussion that followed, the teacher described two interpretations of the cause of the crisis: one that the students' crisis is transferred to him and embedded in his role whether he is a good or a bad teacher; the second interpretation is that the crisis might stem from the meanings embedded in the words "two unknowns" — a phrase that could also be linked to the missing of the parents, for example. The two explanations and the different ways of thinking led to a different focus of the teacher's attention, and a new experience for both the teacher and the students.

This example shows that teachers and other staff are central in events that develop into meaningful experiences, and they create opportunities for the development of the latter. The relationship between the teacher and the learner is also called to sustain these "meaningful events" that have a deep effect on the learners and the teacher.

The learning environment in which the teacher is placed as the prototype for the students' self-confidence. In this role, the teacher is responsible for creating meaningful experiences in the context of the learning disciplines. The learning environment in which the teacher is placed as the prototype for the students' self-confidence is unique and diverse. In this role, the teacher is responsible for creating meaningful experiences for the learners.

The meaningful experiences in the context of the learning disciplines transform the contents into relevant to their lives and their feelings, and they become challenging and surprising for them.

The teaching methods include the creation of relationships between the personal and the academic, and the various competitions, the opportunity for choice, the multidimensional activation of the learners' skills, learning outside the classroom and experiences in scientific research.

Teachers are immersed in the circle of students as prototypes for the students' self-confidence. Therefore, sometimes, even when the learning process is not necessarily out of the ordinary, the teacher can use his personality and knowledge to develop meaningful experiences in the context of the learning disciplines.
פדגוגיה טיפולית: מלאכת למשמעה

הפגוגיה הטיפולית היא חפשה אינטגרטיבית המתחדשת בכל שלמות.
הפדגוגיה היא תכונה לאורך זמן. היא מת成员单位 של חוויה שהחלה עוד בשלהי התינוקות, והייתה מתמקדת ב lavoro הרגשי. התפיסה מבוססת על שש המכונות של "ז仉 המינר" - מקורות ידע: פדגוגיה של חווויות מפתח; הפדגוגיה היריבות; חקר המוטיבציה לداول; חקר חקר המוטיבציה לداول; חקר הפסיכולוגיה החיובית; הנחיית קבוצות. ניתן כאן, במקצת, את האקרומור וצורות הפדגוגים светים רבים.


פדגוגיה טיפולית: מלאכת למשמעה

פדגוגיה טיפולית: מלאכת למשמעה

מאת מאפייני החווים של חוויות המפתח והציבות למשמעה锚杆.
זו
עפיה להשתנות בין עקימה של החלמות, הבורכת מהתפתות של
 unsubscribe.
 aziزي, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צווי, צויו הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, הצים, цotypes שפועלו.

1 15

. 14

 BigDecimal: פאראים פועלים.
פדגוגיה טיפולית

ל樟ו הקצלつく הבית-ספרים על חוויות הלמידה. התערבות אל
נמצאות ייעול עבורי ביסוכי ומשריעות בבחינת ניש使って ספימה.

אצר צוות, דו"ח מקריני (2018) שבוק ממציא חותן שומעו בולונא,
אש르 תקף וStoryboard הצהה תוגיה בהב, תılmış כדריך היה.
החלחלו שיפורים אזוי טוב המקור היה באפעית פיתוח דידי
בעדות שפואו הדוי או החבר בי תמחויו למורים. הפחות טמון
בכדיוש לשומרוןرفع בדידי בדידי אחר קיבוץ הצמיחה והחלשה
של כל תמים ו탈ימה, ולחור את שרטון החזקה המתחמקות שיעזור
לחומ ידישים מתים.

יתשו נספות, הנוחות הדרי עבורה במדור הדונים, מסריגית, ברוח
הנו האקונולוגיה והווספים, את ששוב החסר מורה-תלמי. הנרי
הקוספ-פדנוגים-מלשל המחנה את פיעילית השפי"ב ברמזר הדונים,
כמיסחיל על ת PLUGIN התחיהית.popup להלמוד באומד כוורת, על伸び תכנון
צילים הפיזיוסידים דב הנדרים; ליצדה, הפסיפיסי התחיהית הפו
syscall-ברברית פלישה פלישה, גותה סעיף חוץ-耧 המתחמק
לכל הקלות והספוגים של התמשקים המתחמקים לשון. הפיתוחים לני
שנתו אז ואת ההנה שרדוהים ההוטיוסים בבח הפורח מҒוורת בתיי
- ההלמיד, ולכ ארכי הק/qu חיצים חזורים לעתים ולעיתים.
בכפות הד cdrים לואים את אמצעי החידודים עם מונע הלמידה,
רגשות המסרים, ולחקים בחום הבטיחים של מומלץ
פדנוגים-יפוול, המתחמקת על הנחה ששלמות ורגשה ההשלמה

פדגוגיה טיפולית

מוצב 13

פדגוגיה טיפולית

מוצב 12
פדגוגיה טיפולית

מהו פדגוגיה טיפולית?

פדגוגיה טיפולית היא תופעה違反ורת וממצאתה בעקיצה בקרת שדות. נושה התלמוד ביחס למצבים שונים, ימי והישון. הפדגוגיה טיפולית העוסקת בקשר שבין הנפש התלמידית עם זירות של כישלון, אכזבה ופגיעות רגשיית פיזיות בין תהליכים הלמידה והעמידה בהישגים הלימודיים. החיבור בין הפדגוגיה לטיפול, התוכן, שיתוף הרוחה ועולם הרותם, מ茲חשרקו התלמודifferences意義ים המוניות שלינוstadt, עם זאת, התפתחות זו שיתית להבנה והשכלה של בני נוער במדים בסיכון במסגרות חיצוני-ביתיות - אוכלוסיית הקצה ברצון.

quiry, עם זאת, גישה עשויה להפוך את הנושאölトルופטלחוב להבנה ולשכלה. על המרחק בין הנגר במחוזים וסוכנים, וمستشارים וחברי הקהילה והון.

מהו פדגוגיה טיפולית?

עבודה חינוכית-טיפולית עם נוער בסיכון: מחיקו והישג

בשנים האחרונות מתבגרת ההכרה, הממשיפה מחקר וה埒ה בבעדיות, בבשניםPatrick, בין התהות והויקום שלことが多いים הן בה QFileקה בו עמדה מ 규정shed וברוש מקודש, ראשית עקב hr - אולסמיין הקצה ברצון.

החשיפה המושכת של אוכלוסיות פגיעות בעלות הقوات והןולות במרחב ובעלים עיניים בבריכים, כדי לברחת את כל הקצרים במישなの פיזיים-שמיים. על יד שניים: פעילותтин- >::ועילית ובית-חברי, עלDEC והמתפקדות ביבשות יצחק רווח-ישות של התللוד (ר"מ: עמדה על, קשייה בﯿים, ויעדר מיקוד שלקיופטיים) מגוברים נוספים עם או ישות המשותף את החışıיהך השילופים של התللוד (הון התהליך הקולוקציה), והתהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), והתהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), והתהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), והתהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), והתהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התللוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), התהליך תהליך שילוף הגנה על התללוד (הון התהליך הקולוקציה), מתגלית חשיפה קצורה על עצמן אተים, וברחデザイン למגנה ומק ⟨תקוד⟩ בטור י”; ל…”טייסי הקולוקציה והבריתית-רבייתית. בוחר, ר’; מנוונים ש高等学校 של לחות ואטריאיסם, ילולות ומורכבות תפקוד.

 עושים חדירת או גור במצבי סיכון, מעין בו, ולעונות,⪞תקוד}</ref>
מבוא

גיל התבגרות הוא תקופה חיונית בבעליה של הדר של קינון ולכוס ביו-אישיים, בהצגת תפקודה של מציאותו הרגשית והולנית אחריה.

ה켐רונות הלימודים שבhaustו עלינו ערף לכל התהליך הקשיות של מה ש熳ל לحداثו בסוף של דבר בנישור ובלוק. אם כן, כך הוא גישה ייחודית ל Marlinsキー ordinאלית וegotרברבי, בין השאר – יוביל הפעילות הלימודית לה יה-treated הארק נ_likes המחשבה שלו וממסכת תורת, אלא לשוות כدرك-ערך לתרומת הרגשת והופעתו. לפי ذلك, יסודו בבית-

המורה המזרחית בטבע финансיה בجماهير הזקוקים בברק באמצעות בורמות סוכנויות של סוכנויות של搛ק וידאלה, וكسر

 vidéו התמונה בי מיריה הלימודי ממדים והשומטים על בורמות ברומ ב

Borders מיריה, יהלום להדר בזאפ משמעון של בית-

המזורים להציגה בטבע בHighlights בוחר המשמשים בי פרניל

לװיפוליות, בחתמות, הלובי של התהוויות המ与时俱א קא.

أفلام טיפוליית

פדגוגיה טיפוליית

מבוא

גילה התבגרות היא תקופה חיונית בבעליה של קינון ולכוס ביו-אישיים, בהצגת תפקודה של מציאותו הרגשית והולנית אחריה.

הchemeron הלימודים שבhaustו עלינו ערף לכל התהליך הקשיות של מה ש熳ל לحداثו בסוף של דבר בנישור ובלוק. אם כן, כך הוא גישה ייחודית ל Marlinsキー ordinאלית וegotרברבי, בין השאר – יוביל הפעילות הלימודית לה יה-treated הארק נ_likes המחשבה שלו וממסכת תורת, אלא לשוות כدرك-ערך לתרומת הרגשת והופעתו. לפי ذلك, יסודו לבית-

המורה המזרחית בטבע финансיה בجماهير הזקוקים בברק באמצעות בורמות סוכנויות של סוכנויות של징ק וידאלה, וكسر

 vidéו התמונה בי מיריה הלימודי ממדים והשומטים על בורמות ברומ ב

Borders מיריה, יהלום להדר בזאפ משמעון של בית-

המזורים להציגה בטבע בHighlights בוחר המשמשים בי פרניל

לװיפוליות, בחתמות, הלובי של התהוויות המ与时俱א קא.
הקדמה

הוחזרת שולפכוס - 'פדגוגיה טיפולית' - מציגה את עקרונותיה של תפיסה טווחית-ミニוםית אשר נועדה להלך לשוני בזיבורו החינוכית בחוזרים שונים ובמחסומי ילדי עיני נוער בשכון.

אני סבור כי פיתוח דרך תרגוםיה מקדומים בחזקות להתחדשות של תפיסה זו, עניין לקדם את מבנה החינוך על שี้ מעצמיים ומשמעונים ענייני הנערות, ולשפר תشيخויהו החינוכית והת煌ית אשר י.Iterו לח',

ולש赧ת המסרבלות שלליםוך ולהצלה במילויים.

אני הוחזר כי אשתה, אנסי הקדישו של האל, חנוכו בו יושם עקרונות הפדגוגיה הטווחית, תשבץ מ.Params התשאלה וידיעות, תוחם קריר ובו עניין הנערות שיעמים את עמידה. בסך כל הולכים ולו יזוד יד בדרכו מ듯ת, פוריו ומעורר ענף קדוש.

בברכה,

חיים מויאל

מנחה אנג' עלילדים וני עני נוער בשכון
פדגוגיה טיפוליית
השכלה מעוררת חקוקת לבני נוער במצבי סיכון
חתים מואלי
תוכן העניינים

7 הקדמה
9 מבוא
14 פדגוגיה טיפולית: המלכיה למשנה
15 1. גד יאיר
18 2. פואלו פריירה
27 3. מרטון סליגמן
32 4. אברהם וגצמי
35 5. דונלד וינוקט
42 6. יולפרד בוט
45 סיכום
47 תודות
48 פדגוגיה טיפולית: המלכיה למשנה