

International Symposium Call for Papers

Ethos in Education – Reflecting and building a professional attitude

Institute for Waldorf Education, Inclusion and Interculturalism
Alanus University, Mannheim 26 – 27 October 2023

Educational and developmental pathways have always varied and in institutions – be they nurseries, day care centres, schools, residential or care institutions, or centres for social education and leisure activities – they ask for professional educational support and intervention. The recent crises arising from ongoing refugee movements, the worldwide implications of the pandemic, natural disasters and wars impact on the (educational) biographies of many children, young people and adults and confront professionals working in these institutions with special challenges. Educational tasks, targets and support measures need to be carefully considered in the context of special needs, social and general education. Phenomenological working and research methods can stimulate sensitivity to the diverse needs and actions arising from a reflected ethos or professional attitude.

Attitude includes ‘elementary values, standards and views [...] that significantly co-determine subjective thinking and actions’ (Dupuis et al., 2017, p. 7) and that belong to the research area of ‘morality or pedagogical ethics’ (Brinkmann & Rödel, 2021, p. 46). In the philosophical context ‘ethos’ is defined as ‘a person’s attitude’ (Regenbogen & Meyer, 2020, p. 205). Evi Agostini proposes a concept of ethos that, given the alienness of the other person in professional relationships, needs to be constantly re-oriented to what is known and what is not yet known (Agostini, 2020, p. 228).

According to Christina Schwer and Claudia Solzbacher (2014) a ‘professional attitude’ can be built when the requirements within a particular professional field are known and the criteria for developing an attitude can be reflected accordingly. Since a professional attitude in the areas mentioned cannot necessarily be acquired on the job, the task of creating the spaces and opportunities for reflecting on attitudes and developing an ethos for the professional field in question falls to training and professional development institutions.

How do people working in special needs education, social education and general education acquire a professional attitude? What kind of benchmarks are required for reflection on practical experience? How is a professional attitude mirrored in body language, movement, gestures, actions and speech? How can phenomenological descriptions, vignettes, anecdotes, perception vignettes and memories sensitize people to the need for a professional attitude? What (further) forms of exercise and reflection are suitable and have been developed for initiating a professional attitude in the diverse educational

and care-related fields of action? What possibilities are open to a university or teacher education institute seeking to promote (self-)reflection in relation to professional educational practice?

Vignettes, anecdotes, phenomenological descriptions, memory pictures, perception vignettes are formats in educational (phenomenological) methodology and research that can, based on phenomena in the practice of special needs education, highlight attitudes and inspire professional reflection. The co-experience of those working in inclusive contexts opens up perspectives in relation to the (groups of) persons affected.

We would like to invite you – in cooperation with the VignA network – to contributions on diverse research approaches that can make facets or aspects of an ethos or a professional attitude visible and readable. They could be:

- individual contribution (30 mins)
- symposium on a specific topic (90 mins)
- (research) workshop (90 mins)

Submitted papers should include an abstract (400 words max.) with a title proposition, 2 to 5 key words and the author's contact information. After the symposium, presenters will be invited to include their contribution in the conference proceedings. The symposium will be in English and German. Please email your abstracts by 30 April 2023 to

symposium_VignA_2023@alanus.edu

Admission to the Symposium is 50€ (full price) and 25€ for students (payable on arrival).

Prof. Dr. Ulrike Barth and Dr. Angelika Wiehl

Bibliography:

Agostini, Evi (2020): Aisthesis – Pathos – Ethos. Zur Heranbildung einer pädagogischen Achtsamkeit und Zuwendung im professionellen Lehrer/-innenhandeln. Erfahrungsorientierte Bildungsforschung, Band (6). Innsbruck, Wien: StudienVerlag.

Brinkmann, Malte & Rödel, Severin Sales (2021). Ethos im Lehrberuf. Haltung zeigen und Haltung üben. Journal für LehrerInnenbildung, 21 (3), pp. 42-62. <https://doi.org/10.35468/jlb-03-2021-03> (accessed 4 December 2022).

Dupuis, André, Eibeck, Bernhard, Erk, Jacqueline, Herrmann, Mandy, Kilian, Petra, Kreuzer, Max, Pöckelmann, Heike, Radmacher, Birte & Reißmann, Michaela (2017). INKLUSION – Wie hältst du's mit der Haltung? Haltung als Kern pädagogischer Profession. Frankfurt a.M.: GEW Broschüre. Online: www.gew.de/fileadmin/media/publikationen/hv/Bildung_und_Politik/Inklusion/Broschueren_zum_Thema_Inklusion/Haltung_Inklusion_A5-2017-web.pdf (accessed 15 January 2023).

Regenbogen, Arnim & Meyer, Uwe (eds) (2020). Wörterbuch der philosophischen Begriffe. Vollständige neue Ausgabe. Hamburg: Felix Meiner Verlag.

Schwer, Christina & Solzbacher, Claudia (eds) (2014). Professionelle pädagogische Haltung. Historische, theoretische und empirische Zugänge zu einem viel strapazierten Begriff. Bad Heilbrunn: Klinkhardt.