

Being in what we Teach is the Well-Being of Learning. It's a Care.'

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Being inside our Teaching is giving Well-Being, is building a holistic view of caring for our children, pupils and students, because they are 'active participants in their own development' (Jan Jaap Rothuizen, 2018). In his book 'Nello Specchio della Scuola' (2020) | In the Mirror of the School | Professor Patrizio Bianchi, our Education Minister devoted a space to the review of educational goals written by Jacques Delors, 'Learning: The Treasure within', 1993: 'Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.' That is the core of his whole work, everything is developed thinking and visiting those pillars. All that is possible when our teaching finds its own source in the Tact-of-Teaching (Max van Manen, 1991) a wonderful and extraordinary con-Tact which is the real portrait of Pedagogical and Andragogical Sensitivity (Professor Domenico Simeone, Dean of the Faculty of Sciences of Education, Professor of Pedagogy, Holder of UNESCO Chair of Education for Human Development and Solidarity among Peoples - Catholic University of Sacred Heart of Milan), the core of that *felt*-education, because it is fully and deeply lived. Tact is mediated through speech, silence, eyes, atmosphere, intuitiveness, thoughtfulness and empathic understanding. Every teacher and professor is invited to be a Generator of positive interaction-Atmospheres: before a mistake, a mistake in understanding, in speaking, in writing, in behaving it is necessary to give value to it, to recognize the mistake in its entity and reality, in order not to repeat it, explaining that a mistake is a step to become more and more precise. The result is the great attention and participation we see in our children, pupils and students, along with their astonishment and wonder, when they say to me: 'Nobody has never spoken to me in such a way. What a pleasure to listen to such words. I feel comfort'. The meaning as well as practice of teaching is a reflective activity. Pedagogical thoughtfulness is the way that educators grow, change and deepen themselves as a result of reflecting on living with children, pupils and students. The process of teaching requires tact, a practical moral, a sensitivity and openness towards the child's and student's subjectivity. Tact is mediated through speech, silence, eyes, atmosphere. Tact means the practice of being oriented to others. Tact shows itself as attuned to subjectivity. Teacher's practical knowing-

in-action requires Pedagogical-and-Andragogical Sensitivity and is described in terms of thoughtfulness and tact, embodied and empathic understanding. *It's so important becoming reflective about pedagogy as the practice of living, because pedagogical intent makes the difference, the vocation of pedagogy animates and inspires us. Pedagogy is concerned with the child's self and development. Fact and value are important for knowing how to act pedagogically, method and philosophy are important for knowing how to act pedagogically. Pedagogy asks us to reflect on children's lives. Because children need security and safety so that they can take risks, need support so they can become independent, need direction from us to find their own direction in life. Pedagogy is conditioned by love and care for the child, is conditioned by hope for the child, by responsibility for the child. Our reflection before action, in action, on action is our wedding dress we wear every day, because pedagogical fitness is the mind-body skill of tact. Tact is orchestrated by insight while relying on feeling. Tact rules practice, preserves child's space, protects what is vulnerable, prevents hurt, makes whole what is broken, strengthens what is good, enhances what is unique, lights personal growth and learning. Tact gives new and unexpected shape to unanticipated situations. The touch of tact leaves a mark on the child. And tactful teachers find difficulty easy. Tact is interested in child's interest. Tactful discipline produces self-discipline.* All those paradigms are translated in that 'emerging evidence base that shows that learning outcomes are improved, social and emotional wellbeing are increased, and health risk behaviors are reduced in response to more holistic or whole school approaches. | ... | The current COVID-19 pandemic has brought unprecedented attention to schools, universities, education, higher education and health. Attention has extended well beyond infection control against severe acute respiratory syndrome coronavirus 2 (SARS-COV-2), to wider appreciation of the effect of school closures on students | ... | their mental health and wellbeing (Professor Didier Jourdan, 2021). As Professor Cliona M. McHale (2019) wrote in her work 'Research on disease causation often attempts to isolate the effect of individual factors, including individual genes or environment factors. This reductionist approach has generated many discoveries but misses important interactive and cumulative effects that may help explain the broad range of variability in disease occurrence observed across studies and individuals. A disease rarely results from a single factor and instead results from a broader combination of factors, characterized here as Gene (G) and Environment (E) as well as intrinsic (I) and extrinsic (E) factors. | ... | Quantitative data on IxE interactive effects should generate a better understanding of the variability in human response to environmental factors. The proposed IxE concept highlights the role for broader study to identify extrinsic and intrinsic factors amenable to interventions at the individual and population levels in order to enhance resilience, reduce vulnerability and improve health'. Those are the urgent steps of my millisecondly teaching, studying and researching for babies, children and students of my country, Italy, and of the world. If we live in being inside that knowledge

'we truly open ourselves to the child's own way of being' (Max van Manen, 2015).

Because as Professor Andrew Newberg writes (2014), 'every single word has the power to influence Epigenetic processes that regulate physical and emotional stress'. A single word has this power. Epigenetic processes that regulate gene expression without changing DNA consequences may offer a strong, although parsimonious contribution to the convergence of

genetic variation in the genesis of adaptive and maladaptive development. In the same way, the word-meaning can change in infinite measure without changing the original input. That what Tullio De Mauro (2012) called *conception* and contributing to intellectual elaboration. We know that experiences and environmental exposures act on genes, like a dimmer switch to increase or decrease gene expression and the amount of gene product that is produced in response to a given environment. This regulates the neurodevelopment that underlies learning and behavior, as well as mental and physical health, because individual differences in epigenetic susceptibility may well be the explanation behind the various responses to environment,

Gene (G) x Environment (E) = Intrinsic (I) x Extrinsic (E)

Let's see together the beautiful image created by Professor Thomas Verny, Association for Prenatal and Perinatal Psychology and Health (2014), '... cells in our bodies function very much like the musicians in an orchestra. | ... | The musicians sit in sections according to the instruments they play such as string, percussion, wind, etc. They all play together though, occasionally, one musician may have a solo part. Together they produce a complex alchemy of musical notes, which reaches the ears of the audience as one unified sound. I postulate that all our organs such as the heart, gut, skin, etc. and also regions of the brain, function as repositories of specific memories = *sections in the orchestra*. Each cell = *musician* contributes its bit of information to the memory that emerges either consciously or unconsciously as a result of some trigger from the environment or from the brain = conductor'. That is exactly how neurons and all the cells in our bodies work, namely in close cooperation with each other. Wondering how that child, pupil or student feels, when he feels what is surrounding him is a great measure, value and virtue in order to understand him in his Withiness-and-Beyondness. And, that's a Care for him and inside him. A space and time of grace for his mind and body.

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