

The Reckahn Reflections



on the Ethics
of Educational
Relations

The Reckahn Reflections on the Ethics of Educational Relations

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On the cover you see an art of work by Karin Bohrmann (photo: Karla Fritze). As part of an exhibition on human rights, the art of work was commissioned by the Rochow Museum.

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1. The Reckahn Reflections on the Ethics of Educational Relations

Good educational relations are necessary conditions for success in life, learning and a democratic socialization. For this reason, the ethical guidelines provided in this brochure seek to strengthen the mutual respect for the dignity of all community members in schools and other pedagogical institutions. The guidelines are meant to encourage reflection and to provide orientation for the long-term professional development of pedagogical relationships. They are addressed to teachers, pedagogical experts and responsible adults in all fields of the education system.

The ten guidelines

What is ethically founded

1. Children and youth are addressed and treated with appreciation.
2. Teachers and educational professionals listen to children and adolescents.
3. Learning achievements are recognized in order to discuss further steps and necessary support.
4. Behavioural achievements are recognized. Steps for further positive development are agreed upon. A sense of belonging in the community is encouraged in everyone.
5. Teachers and educational specialists are aware of the interests, joys, needs, difficulties, pains and sorrows of children and adolescents. They consider their concerns and the subjective meaning of their behavior.
6. Children and adolescents are guided toward self-esteem and the recognition of others.

What is ethically impermissible

7. It is impermissible for teachers and educational professionals to treat children and adolescents discriminatorily, disrespectfully, humiliatingly, intrusively or impolitely.
8. It is impermissible for teachers and educational professionals to comment on the products and services of children and adolescents in a devaluing and disheartening manner.
9. It is impermissible for teachers and educational practitioners to react in a degrading, overwhelming or marginal way to the behavior of children and adolescents.
10. It is impermissible for teachers and educational practitioners to ignore verbal, violent or media-related violations between children and adolescents.

Various levels of action for strengthening pedagogical ethics

1. Schools and pedagogical institutions agree on a human-rights-based rules system. These rules include democratic procedures for solving conflicts between all parties.
2. Persons in a position of leadership support appreciative pedagogical relations and are assisted in this endeavour by school and institutional authorities.
3. Internal and external points of contact are established for children, adolescents and their parents. They can contact them in case of teachers' and pedagogical professionals' misconduct.
4. Staff members and teams constantly strive to improve the quality of their pedagogical relations by orienting them to the values enshrined in the UN Convention of the Rights of the Child. Therefore, there is a firm commitment to scheduling regular meetings on a weekly basis. These are meant to encourage self-reflection and feedback among colleagues. When necessary, teachers and pedagogical professionals seek counselling. All members of the school or educational institution ensure that in the case of professional misconduct an intervention takes place that seeks to improve the situation.
5. At all levels of the education system, strategies are developed to encourage ethically founded educational action. Accordingly, the administration, authorities, organizations, associations, foundations and politicians encourage prevention, intervention, research, education, further education, counselling agencies and complaints facilities. These can clarify the legal situation and provide resources.

Why do we need reflection on the ethics of educational relations?

According to the UN Convention on the Rights of the Child and to domestic laws, emotional abuse is impermissible: According to the UN Convention on the Rights of the Child and to domestic

These guidelines for a pedagogical self-commitment advocate for an adherence to the internationally acclaimed Convention on the Rights of the Child and the prohibition of violence against children in educational contexts, with a particular focus on emotional abuse, as specified in many democratic states' constitutions and laws. They oppose all forms of violence, including physical and sexualized violence, witnessed violence and neglect. The Reckahn Reflections apply to all children and adolescents in their various life situations. At the relational level of professional educational everyday interaction, they contribute to human rights education, anti-discrimination, participation and inclusion.

Emotional abuse happens too often and is given insufficient attention:

Many teachers and pedagogical professionals realize sufficiently good educational relations every day. They prove that it is possible to address learners respectfully within the educational system. But at the same time, children and adolescents at all levels of the educational system experience injuries caused by adults that look after, teach or educate them. Approximately 5 per cent or more of all pedagogical interactions can be classified as seriously harmful, while another 20 per cent can be considered slightly harmful. Emotional abuse is the form of violence children and adolescents are most exposed to. The Reckahn Reflections accordingly call attention to psychological injuries and want to contribute to the improvement of educational relations.

“It is the first encounter with the children that matters. It must be eminently friendly and loving in order for them to gain trust.”

(Carl Friedrich Riemann, 1798)

Teachers and pedagogical professionals as well as children and adolescents require good educational relations in order for life, learning and democratic socialization to succeed:

The recognition of children contributes to their enjoyment of their rights and their ability to lead a fulfilling life. Psychological injuries impair the emotional, social and cognitive growth of all children. Recognition of their rights, dignity and needs fosters the development of children's personalities as well as their respect for human rights, education, participation, self-efficacy and their assumption of responsibility. Giving young people a sense of belonging in childhood and youth contributes to violence prevention and can pre-empt group-focused enmity. The cultivation of good pedagogical relations is especially important in all-day education. Children with experiences of trauma and high-risk situations are particularly dependent on continuous and grounding relationships with their professional educators. We stand in need of a critical debate on manipulative, exclusionary and labelling educational methods that appear to provide short-term success but attribute the reason for classroom disruptions to children and adolescents alone, while neglecting the role of adults in it.

The Reckahn Reflections contribute to the debate on the ethics of educational relations among members of staff and in teams as well as in other areas of activity:

Pedagogical situations need reflection because they are unique, unpredictable and contradictory. The Reckahn Reflections formulate guiding principles based on human rights. They are meant to help professionals reflect on educational situations with colleagues and to adjust them with reference to the children's rights. In order to support teachers and other pedagogical professionals, the Reckahn Reflections encourage initiatives at all levels of the education system as well as international cooperation. The Reckahn Reflections are not exempt from this scrutiny because they are themselves in need of constant reflection and renewal. Please feel free to send proposals for revisions to the editors.

II. Introduction to the Reckahn Reflections on the ethics of educational relations

1. Introduction

Aims

The Reckahn Reflections on the ethics of educational relations are addressed to pedagogical professionals at all levels of the education system, all educational institutions and all pedagogical professions, directions and conceptions. They can win the approval of all stakeholders because an appreciative pedagogical attitude benefits children, adolescents and adults and can function as a model for their behaviour. The guidelines presented in this brochure acknowledge the everyday efforts of teachers and other pedagogical professionals and insist that professionals at all levels of the education system support them. This international initiative currently involves German-speaking people and institutions; an expansion to the European and international levels is desired.

The Reckahn Reflections on the ethics of educational relations seek to promote humane educational relationships.

The core of the Reckahn Reflections are ten guidelines for self-commitment. They provide an ethical orientation for everyday life in the fields of schooling, early childhood and social education. Among all the international declarations of professional ethics based on the Rights of the Child, these Reflections constitute – as far as we know – the first charter dedicated specifically to the difference between appreciative and harmful educational behaviour and its daily consequences on the mental development of children and adolescents. The Reckahn Reflections concentrate on the personal dimension of professional action, and they also imply the influence of structural conditions on personal and intersubjective processes.

When early and all-day institutional education are on the rise, educators acquire an existential meaning for children, who spend a considerable amount of their lifetimes in educational institutions. Teachers and pedagogical professionals are responsible for ensuring the best possible development of children and adolescents (Arendt 1958; Wapler 2015). The ethical self-commitment of teachers and educators becomes essential.

The Reckahn Reflections are based on extensive empirical research which proves that ethically founded and appreciative conduct is possible and customary in the education system. However, empirical evidence also shows that

psychologically injurious educational conduct also takes place and that frequently nobody intervenes. The Reckahn Reflections seek to highlight the toleration of educational misconduct at the relational level and to suggest effective interventions for all parties involved.

The Reckahn Reflections aim to strengthen appreciative and to diminish harmful conduct in schools and other educational institutions. They focus on the everyday relational level, while at the same time opposing all forms of violence, including physical and sexualized violence, witnessed violence and neglect. They apply to all children and adolescents in their various life situations and contribute to human rights education, anti-discrimination, participation and inclusion at the relational level of professional educational everyday activities. The first statement of the Reckahn Reflections, *‘Children and adolescents are addressed and treated with appreciation’*, constitutes the basic educational guideline for the treatment of all children and adolescents in all institutional structures. It is simultaneously a basic rule for dealing with heterogeneous groups in and outside of school. All children and adolescents should benefit from the application of this rule, irrespective of their social, economic, cultural, religious, gendered, enabling or disabling experiences.

All statements that form part of the Reckahn Reflections are based on this first rule and refer mutually to one another. The ten guidelines are derived from observations of educational everyday life. Their goal is to strengthen forms of approval that can be found in schools and day nurseries and that are based on a collectively shared humane and democratic attitude towards educational recognition. The statements in the first section, found under the heading *‘What is ethically founded’*, are derived from successful educational activities observed in the field. The statements in the second section, *‘What is ethically impermissible’*, are reactions to educational activities observed in the field that were problematic. The suggestions under the headline *‘Various levels of action for strengthening pedagogical ethics’* have also all been found in fields of educational practice.



Friedrich Eberhard von Rochow
1734–1805



Christiane Louise von Rochow
1734–1806



Philanthropic school in Reckahn (founded in 1773),
today school museum

Development of the initiative and historical context

This brochure was called ‘Reckahn Reflections’ ‘to reflect their genesis and their objective. This text was developed in a multi-stage reflexive process and provides impulses for professional reflections. Pedagogical praxis always takes place in unpredictable, insecure and contradictory situations (Shulman 2004). As an unlimited number of concrete educational practices are always possible at any one time, there is a necessity to reflect on the appropriateness of specific educational activities in multi-professional teams and staff groups in early childhood institutions and schools. Ethically binding principles are a necessary basis for this reflection process. However, as a work in progress, ethical guidelines like the Reckahn Reflections can only ever reflect a limited and preliminary state of knowledge. Over time, these guidelines themselves will require reflection and revision (Wapler 2016).

The Reckahn Reflections are based on five years of interdisciplinary and international debate on the topic of the ethics of educational relations involving experts from pedagogical practice, leadership, administration, science, education policy and foundations. From 2011 onwards, this group convened at the *Rochow-Museum und Akademie für bildungsgeschichtliche und zeitdiagnostische Forschung e. V. an der Universität Potsdam* (Rochow Academy for short) for annual expert conferences of the *Arbeitskreis Menschenrechtsbildung* (Working Group on Human Rights Education). This group of experts has published numerous articles on the topic (see Prengel/Schmitt 2016). An international conference on ‘The Rights of the Child in educational relations’ took place at the University

of Potsdam in 2013 and was very well received (Prengel/Winklhofer 2014).

Reckahn – the Rochows

The village of Reckahn near the city of Brandenburg/Havel, which is the conference venue of the *Arbeitskreis Menschenrechtsbildung*, is an eminently important site of cultural memory (Assmann 2006). The museums of Reckahn contribute to strengthening the rights of children against the background of a 250-year-old tradition of Enlightenment in the village (Krappmann et al. 2013). Reckahn hosts a number of historical sights including the first philanthropic model school, which was built by Friedrich Eberhard von Rochow (1734-1805) and Christiane Louise von Rochow (1734-1808) and was inaugurated in 1773. In this school, all girls and boys of the village were taught in the spirit of the Enlightenment. Already back then, nearly 250 years ago, this philanthropic form of education opposed corporeal punishment and discrimination with regard to race, class and religion. From the first day of school, children were respected as individuals capable of reason (Schmitt 2007, p. 17ff; Tenorth 2011).

‘It is the first encounter with the children that matters. It has to be eminently friendly and loving to enable them to gain trust’ – it is with these words that a contemporary pedagogical eyewitness summarized his findings on educational relations which he had obtained at the model school. He attended classes at the school for half a year and documented in writing what he saw there (Riemann 1798). A child-friendly attitude was also crucial in the history of the foundation of the kindergarten (Aden-Grossmann 2011; König 2007;

Baader 2002; Baader u. a. 2014; Rabe-Kleberg 2010). (Aden-Grossmann 2011; König 2007; Baader 2002; Baader u. a. 2014; Rabe-Kleberg 2010).



[Founding conference of the
Human Rights Education
Working Committee at the
Rochow Academy]
(photo: Reckahner Museen)

Material for presenting the Reckahn Reflections

The Reckahn Reflections are available via different materials and media, including:

- A poster (the ten ethical guidelines and informative notes)
- A flyer (the ten ethical guidelines and informative notes)
- A mini-flyer (the ten ethical guidelines in pocket or handbag format)
- A brochure (this text with basic information)
- Online publications (poster, flyer, brochure, videos, list of the signatories and various other texts).

Other versions, including accessible ones, will be made available, including

- A version of the Reckahn Reflections suitable for children and adolescents
- A version of the Reckahn Reflections in accessible language
- Translations of the Reckahn Reflections into different languages

The poster and the flyer present and briefly outline the Reckahn Reflections' guidelines. This brochure offers more detailed information, such as the grounding of the guidelines in the Convention on the Rights of the Child and scientific research. They propose steps for realizing them in different educational frameworks. This includes ideas for research, degree programmes, and vocational training. It also provides information on international links to similar initiatives.

‘Psychological contempt expressed through daily linguistic violence in educational institutions has so far found little attention in public debates.’

2. The Rights of Children – Legal Principles

The Reckahn Reflections on the ethics of pedagogical relations are based on legal reasoning and everyday experience.

Personal experience in educational institutions is strongly influenced by the question of whether the relationship with the teacher or educator is perceived as supportive or harmful. This insight has been described throughout the centuries in autobiographical texts and has been expressed in many literary and pictorial works (Scheibe 1967; Rutschky 1983; Schiffer/Winkler 1998). Currently it remains an omnipresent topic in conversations within the family and among experts. Individuals, educational institutions, authorities and associations have been calling for a practice guided by a culture of recognition for a long time (e.g. Singer 1998; Miller 2011; Hafeneger 2013; Ittel/Raufelder 2008; Herrmann 2001). The painful and destructive experiences of children, which have always included psychological injuries, eventually led to the genesis of the UN Convention on the Rights of the Child (Kerber-Ganse 2009), and they are reflected in legal findings and declarations (e.g., Kinderkommission 2016). Children have rights and are therefore entitled to respectful, attentive and dignified treatment.

From a legal perspective, the Convention on the Rights of the Child as well as wide-ranging national and federal laws make clear that emotional abuse is impermissible. The Convention on the Rights of the Child states: *‘In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.’* (Art. 3 (1)).

Domestic laws in democratic societies find different means to prohibit violence against children. In Germany, for example, the revised version of the federal law for the condemnation of violence in education (BGB 2002, §1631 (2)), which was passed by the German parliament, proclaims:

„Children have a right to a non-violent education. Corporeal punishment, psychological injuries and other degrading measures are impermissible.“

In accordance with these legal regulations, the Reckahn Reflections oppose all forms of violence. They focus specifically on the strengthening of personal recognition and the reduction of emotional abuse, which usually occurs in daily interactions through words and gestures, because so far too little attention has been paid to this form of violence. After physical and sexualized violence in educational institutions had attracted public attention, targeted countermeasures led to explicit prohibitions and criminal prosecution (KMK 2013; Scheibe 1967). However, forms of psychological contempt such as daily linguistic violence in educational facilities (Herrmann et al. 2007;



photo: Gisela Lau

Schubarth/ Ulbricht 2012; Schubarth/Winter 2012) has thus far been of little or no interest in public debates. Even though the Reckahn Reflections focus on everyday educational relations, they could also contribute to the prevention of other forms of violence (Kindler 2014) and to strengthening the right to education. By emphasizing the appreciation of children and adolescents, they oppose physical, sexualized and witnessed violence as well as neglect, and they support the initiatives and measures which target these. When educators pay appreciative attention to their students, they recognize their feelings, attitudes and their need for cognitive support. This allows them to find and create suitable pedagogical and didactic contexts for the students and to encourage their developmental and learning processes. When children and adolescents can rely on being treated respectfully and approvingly, they are able to confidently concentrate on their learning processes and can thus exercise their right to education.

Education on, through and for human rights

The Reckahn Reflections are a contribution to human rights education. Three interrelated approaches are necessary for their implementation:

Education on human rights relates primarily to knowledge transfer. Education *through* human rights refers to a humane design of educational everyday life and learning environments. Education for human rights encourages students to become human rights activists themselves. (Vereinte Nationen 2011; Niendorf/Reitz 2016; Rudolf 2014; Reitz/Rudolf 2014, p. 18, Mahler Mihr 2004; Kirchschräger/ Kirchschräger 2013, Carle/Kaiser 1998).

Humane improvements at the relational level can be classified as education *through* human rights since the teacher-student relationship, the educator-child relationship or the educator-adolescent relationship is a central aspect of the learning environment. The Reckahn Reflections have set themselves the task of pointing out the importance of relationality for human rights education, for democracy as a way of life and for the right to education. Because human rights education, democratic education and the realization of the right to education cannot succeed if learners experience disrespectful and degrading treatment (Edelstein/Frank 2009; Edelstein/ Krappmann/ Student 2014; Kittel 2008).

'Human Rights education is more than a mere transfer of knowledge. It has to include the emotional and active dimension. Students need to experience and exercise respect for human dignity in their daily interactions at school.' (KMK 1980/2000, p. 6).

The insight that human rights principles should not only be taught in class but should be practised in everyday interactions is conveyed by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Federal States (KMK). In their Recommendation for the Promotion of Human Rights Education in Schools, the KMK has emphasized since 1980 that students should be able to experience respect as well as to practise respecting others.

In the meantime, concepts have been developed for an education based on children's rights including protection, support and participation tasks for all fields involving the education of children and adolescents (supra-institutionally, cf. Maywald 2012; for Kindergarten cf. e. g. Maywald 2016; Deutscher Paritätischer Wohlfahrtsverband 2016; Günnewig/Reitz 2016; for school cf. e.g. Krappmann 2015; Krappmann/Petry 2016; Niendorf/Reitz 2016; for social work and social education cf. e.g. Staub-Bernasconi 2008, 2016; Braun et al. 2005; Bimschas/Schröder 2003; Friebertshäuser 2007).

The purpose of some legal regulations is to guarantee the compliance with human rights stipulations. Since 2012, the German federal Child Protection Act (§45 SGB VIII) demands that complaints procedures and institutional participation structures are a precondition for granting an operating licence to child and youth welfare organizations, e.g., day care centres (§45 SGB VIII; Winklhofer 2014; Urban-Stahl/Jann 2013; Jann 2014). Students or their parents are generally entitled to file a complaint. Even though some guidebooks have been published (cf. e. g. LIS Bremen 2009), participation structures have been established and inscribed into school regulations (Beutel et al. 2010) and student feedback has systematically been gathered (e.g. Gödde/Sprenger 2014), there is still a dearth of well-known and easily accessible complaints procedures or ombudsmen in the German school system.

Human rights apply to all age groups. That is why human rights and the rights of children must be considered jointly:

Giving more rights to children does not mean fewer rights for adults (Hinderer 2015). Even complaints by children and adolescents or their parents are not necessarily directed against teachers and pedagogical professionals but are important tools for fostering positive school and institutional development. Children's rights should be seen as part of the wider human rights framework, and the human rights of adults should be respected and supported together with the rights of children. For this reason, human rights and the rights of children should not be considered an additional topic or even a burden for adults but as an orientation framework that can be helpful in resolving everyday issues (Günnewig/Reitz 2016; National Coalition 2008).

'If children have a good relationship with their teacher, they show a lot more empathy and altruism and are less aggressive.'

3. Scientific principles

The legal statements are in accordance with scientific findings. Both sets of pedagogical practices, those formulated as ethically founded in the Reckahn Reflections as well as those that are impermissible, are derived from the results of empirical studies. Numerous studies provide evidence that children and adolescents need supportive educational relations and that injuries have harmful effects on development, learning and democratic socialization (Sitzer 2014, Sutterlüthi 2003; Geddes 2009; Bausum et al. 2013; Hyman/Perone 1998; Hattie 2013). Scholars are developing theories of educational relationality (Künckler 2011; Prengel 2013a; Pfahl 2014) and educational ethics (Krämer/Bagattini 2015) as well as securing the legal theoretical foundations (Wapler 2015, 2016). Observational studies and surveys show that while appreciative educational interaction is predominant in schools, emotional abuse – sometimes in a severe form – practised by pedagogues is commonplace, too.

What are the effects of appreciative and hurtful educational practices?

Documents showing that widespread physical as well as emotional abuse against children is harmful can be found in different historical periods and places, for example, in the Middle Ages and the early modern period, and especially in Enlightenment pedagogy which was very influential in the 19th century. Some precursors of the 1989 UN Convention on the Rights of the Child were developed in the context of the fin de siècle progressive education movement and in the first third of the 20th century (Kerber-Ganse 2009).

A number of studies exist which examine the quality of educational relations. These can be found in disciplines like educational science, psychology, sociology, medicine, philosophy and history of education (cf. Prengel 2013a, pp. 25-57; Tillack et al. 2014; Müller-Using 2010; Kuhl et al. 2011; Wertebuch/Röttger-Rössler 2011; Nesbit, Philpott 2002; Kalicki 2014). Over the course of the 20th century, research from around the world concluded that children and adolescents in day care, schools and social educational contexts need the approving attention of their teachers and pedagogical professionals to be able to fully develop their physical, emotional, social and cognitive potential. This research includes work on bonding, trust, health, well-being, styles of teaching, childhood, socialization, numerous approaches to requirement and paediatrics (Ziegenhain/Fegert 2014) as well as research in the humanities on educational relationships and educational tact (Blochmann 1950). Furthermore, recent educational attainment studies as well as school structure studies emphasize the importance of the teacher using supportive practices even in the 21st century (Reusser/Pauli 2014; Helsper/Wieczorek 2006; Helsper/Hummrich 2009).

International

Additionally, several international fields of research deserve mentioning. Almon Shumba (2002) asked teachers in Africa why they do not shout at and insult children when they make mistakes. The answers show that pedagogical professionals around the world have similar reasons for treating students respectfully. Robert C. Pinta (2014) analysed educational relations in numerous American schools. He found out under which circumstances 'children at risk' succeed in their course of education against all expectations. He finds that it is primarily a continuous, stabilizing, approving and supportive educator-child relationship and teacher-student relationship can help children at risk grow and develop.





A recent Swiss longitudinal study with about 1,400 children proves that the quality of teacher-student relationships has a strong influence on the social behaviour of students: if children have a good relationship with their teacher they show significantly more empathy and altruism and are less aggressive (Obsuth et al. 2016).

These findings are verified by various experiences and investigations into educational practices. Children and adolescents who are considered weak learners need to experience that their contributions are also valued (Bohnsack 2013; Kristeva/Gardou 2012). Reinhard Stähling (2006) and Ulrike Becker (Becker/Prenzel 2016) also describe how enormously important a reliable and personal teacher-student relationship is for healthy development, especially in the case of traumatized children and adolescents (Bausum et al. 2013). These studies and experiences conclude that it is advantageous if this intersubjective relationship is embedded into school rules and participatory rituals that are approved by all members of the school community. This includes systematic and consistent pedagogical responses to violations of these rules. These are most successful if they do not exclude the culprit but decipher the subjective meaning of the problematic behaviour, give instructions how to repair the damage, open creative ways to achieving a feeling of belonging and support appropriate social behaviour. In these successful approaches, problematic behaviour is not tolerated but the person is still appreciated, positive approaches which are already in place are recognised and approved of and all parties, i.e., the adults in multi-professional teams and the peers, make a joint effort to improve the situation.

The research results outlined here do not in any way justify laissez-faire pedagogy. Instead, the authors agree that a clear reaction is necessary if children or adolescents show behaviour that is harmful to themselves or others. If children or adolescents behave in a problematic way, only professional, i.e., constructive and educational action, is successful. The research describes how changes in the learning environment can help to strengthen appropriate behaviour (Becker 2013, 2014 a, b; Stähling 2006, Kokemoor 2014).

Recognition from the very start

A particular kind of ethics of educational relations is required in nursery education. Sensitive educational relations are relevant for all age groups, but when working with children under the age of three they are of utmost importance. This insight is emphasized repeatedly by bonding theory and psychoanalytical studies (cf. Hédervári-Heller 2011, p. 151ff, Ludwig-Körner/ Krauskopf 2016; Gonzales-Mena/ Widmeyer Eyer 2014, Petrie/ Owen 2006). The beneficial development of young nursery children is in danger if there is a lack of a continuous, loving and reliable personal bond with the care giver. This personal bond should be established in a slow and sensitively designed settling-in period. A sufficient number of staff at day care centres and sufficient training of the nursery's pedagogical professionals are essential. If the youngest children are deprived of quality and continuity in their educator-child relationships, this might be interpreted as a relevant age-specific human rights violation.

Observational studies in the field of early childhood education explore to what extent an approving and participatory attitude supports the cognitive learning processes of even the youngest children (König 2009, 2010; Wadepohl/ Mackowiak 2016). They show that dialogically evolving, reciprocal interactions which grant children the freedom to express their thoughts, insights and questions provide room for both instructive and constructive educational processes.

How widespread are recognition and injuries?

From the range of relevant studies, those that allow justified working hypotheses on forms and dissemination of appreciative and harmful behaviour patterns studies are most relevant for the Reckahn Reflections. The following section will introduce some of them.

Volker Krumm surveyed university students to find out which forms of teachers' misconduct they remembered. Only 23 per cent of students stated that had never been insulted by teachers and all of them remembered that they had witnessed insults against their peers. They indicated the following problematic patterns of behaviour: negative attributions, assertions, prejudices, humiliations, unfairness, injustice, shouting, insults, use of invectives, mocking, ignoring, neglecting, disrespect, rights violations, insinuations of misconduct, threats, intimidation, information sharing, isolation, inappropriate assignments and even physical assaults (Krumm 2003; Krumm / Eckstein 2002).

Project network INTAKT

The observational studies conducted by the INTAKT project network (*Soziale INTerAKTionen in pädagogischen Arbeitsfeldern* – social interactions in educational working areas) come to similar conclusions. This is a network in which education research and other research projects co-operate in order to learn about different forms of educational interactions and relations as well as their dissemination¹. In addition, they strive to develop further the theory of educational relations and to enrich our cultural memory with findings in the history of educational relations.

Over the course of fifteen years of cooperation, the network has created a data base with currently more than 12,000 field vignettes. It contains scenes of interaction in schools, day care centres and social educational institutions (Prengel 2013a; Prengel et al. 2016; Tellisch 2015; Wohne/ Hedderich 2015).

Coded forms of approving interaction are praise, friendly comment, useful assistance, constructive instruction, constructive help, friendly action, encouraging creativity and autonomy, approving rituals, friendly body contact, comfort, encouraging cooperation, fairness, prohibiting disrespectful behaviour of peers, setting necessary limits, positive attribution to the child, showing consequences in a meaningful way, constructive forms of punishment, keeping a respectful distance.

Coded forms of harmful interaction are destructive admonition, destructive comment, ignoring, destructive assignments, mockery, irony, sarcasm, threat, exclusion, shouting, destructive assistance, destructive punishment, negative attributions to the child, inhibiting creativity and autonomy, refusing to help, not setting necessary limits, tolerating disrespectful behaviour of peers, and inhibiting cooperation (Zschipke 2015; Zapf/ Klauder 2014). The data base contains only a small number of interactions (59) which were classified as ‘aggressive body contact’ (primarily pulling an arm, pushing, shaking). The researchers did not witness any interactions that could be codified as sexualized assault in the observational setting of groups or classrooms. According to the observations, interactions classified as ‘verbal assault’ accompanied by facial expressions and gestures but without direct bodily contact, which cause different levels of harm, must be seen as the most frequent hazard to the child’s welfare. In addition, it has to be taken into account that negligence and witnessing violence against other persons must be classified as traumatizing forms of violence.

¹ Due to their large volume, the records of the INTAKT-study (without real names and places for participant anonymity) with field vignettes can be statistically analysed using different evaluation methods. There is an online case studies archive of school education at the University of Kassel (founded by Friederike Heinzel). The complete data set of the INTAKT study is stored there and can be used for further secondary analyses and projects in teacher education on request (Heinzel/Krasemann 2015).

The results can be summarized by the following rule of thumb: on average, the observers classified three quarters of all teacher-student and educator-child interactions as approving and neutral, whereas 20 per cent were characterized as slightly harmful or ambivalent and more than 5 per cent as severely harmful. Emotional abuse is the most frequent form of violence against children and adolescents in educational institutions.

Comprehending these results appropriately means taking into consideration that the collected field vignettes are all based on interactions that took place in the presence of witnesses. In addition, these findings do not apply to the actions of individual pedagogues. Educators who treat their students with different levels of recognition can be found alongside one another. Places with explicitly progressive educational or inclusive profiles which emphasize the importance of recognition explicitly in their school culture or their view of the child attain much better average values. However, individual teachers or pedagogical professionals can be found even in these places who are prone to hurt the children or adolescents entrusted to them. There were also individual nurseries, day care centres and schools of all types whose staff and teams seemed to have agreed collectively on an averse attitude towards the children. For example, observers found that carers left nursery children unattended for hours even if they were distressed and justified this as a form of fostering autonomy. In another case, teachers mutually encouraged each other to take a discriminatory and pejorative attitude towards their students and gave colleagues or interns with a child-friendly or child-oriented attitude a hard time.

To sum up the research results we could say: In our education system we can empirically find both ethically exemplary educational behaviour, i.e., forms of behaviour that respect the dignity of children and adolescents (Krämer/ Bagattini 2015) and ethically impermissible behaviour which hurts children and adolescents mentally. Emotional abuse is the most widespread form of violence that children suffer from or have to witness. The statements of the Reckahn Reflections on the ethics of pedagogical relations are based on the wide-ranging insights of the INTAKT studies and other surveys providing evidence that educational relations are characterized by numerous humiliations as well as by expressions of professional humane recognition even in difficult situations.²

² There are approaches in the educational sciences based on structural theory and the theory of power which, when they observe educational interaction, are primarily interested in the power relations which are necessarily and inevitably part of these interactions. Structural theory usually does not emphasize the difference between sufficiently good and impermissible behaviour. That is why Tillmann (2014) argues that this approach neglects the ethics of educational action and its interconnectedness with normativity (Beer/ Bittlingmayer 2008). By contrast, the Reckahn Reflections and their underlying studies adopt a different perspective because the aim of their analysis is to reduce harmful behaviour and to strengthen supportive behaviour as far as possible.

4. Opportunities for action

An improvement of educational relations can be successful if the different levels of the education system provide step by step support. Stakeholders in this field are primarily educators in their multi-professional teams and teaching staff, children, adolescents and their parents, school and institutional management as well as persons from science, education, consulting, administration, foundations and politics. Two perspectives are important at all levels:

- On the one hand, strengthening existing successful approaches and prevention
- and the development of more effective means of intervention against misconduct on the other.

All suggestions below are also based on studies, everyday experience and activities developed and field-tested in everyday life.

Opportunities for action for teams and teaching staff

Teachers and educators are influential designers of educational relations with many opportunities for action, including the following suggestions:

School or institutional regulations based on human rights and democracy guided by a concept of mutual respect are developed by all members of staff and parents in participatory processes. On the one hand, these regulations need rituals and rules for appreciative, approving and polite interaction which apply mutually and equally to members of all generations. On the other hand, they specify the different rules which apply only to responsible adults or which apply to children and adolescents step by step in accordance with their age. These regulations are an essential part of a democratic community life at schools, day care centres and other institutions and they describe means for dealing with conflict among children or adolescents as well as between teachers and students or children and pedagogical professionals. As long as the members of all educational professions stand up for their democratic school or institutional regulations and act in an exemplary manner, they contribute to conveying humanitarian values (Wagner 2007).

Teachers and pedagogical professionals need to engage in team work consistently in order to foster and reflect on appreciative relations in their professional everyday lives. Accordingly, every education facility's scheduling should provide opportunities for team work. Staff or team members are often well aware of who tends to treat learners approvingly and who tends to be insulting. However, staff members are often too shy or embarrassed to criticize their colleagues and want to avoid offending them. That is why it is a great challenge for many teams to overcome their restraint and thematise misconduct in the team or among teaching staff. It is also helpful in this



context to address what has already been successful and what might be advantageous in the future. Other effective tools include peer intervention and supervision with external moderation. All members of the school or institution are responsible for an effective intervention in cases of severe professional misconduct.

Teachers and pedagogical professionals experience problematic behaviour of children and adolescents as a particular challenge. In the following section, we will summarize a set of measures for addressing this behaviour in an appropriate way. For children and youths who are at risk or who are traumatized, it is crucial to maintain a consistent sense of belonging to the classroom or group community. In addition, they need a reliable relationship with the teacher or educator, who in turn should develop a professional attitude based on appreciation, care and resource orientation. Such an attitude can help to stop misconduct even in difficult situations and simultaneously maintains the stabilizing, reliable teacher-student relationship or educator-child relationship. Such an attitude can also help to identify the subjective meaning of a kind of behaviour that at first sight appears irritating and disruptive, to take existing positive approaches into account and to encourage repair of the damage that has been caused by the misconduct.

Supportive structures provide effective help for teachers and pedagogical professionals in critical situations. These include

- democratic school and institutional regulations
 - a reliable and ritualised daily schedule
 - time for team meetings and supervisions is allocated in the weekly / monthly schedule
 - making use of external counselling if necessary
 - in exceptional cases temporary learning groups can be arranged as well as cooperation with parents, youth welfare organizations and other supportive systems
 - there should be a sufficient number of staff in schools, nurseries day care centres
- (cf. e.g. Becker / Prengel 2016; Katzenbach 2015)





Positive feedback is vital

One of the primary tasks of teachers and pedagogical professionals is to guide and encourage learning and developmental processes. In this process there is a risk of labelling children and adolescents who learn more slowly or differently than expected as ‘underachievers’. Peers also judge each another, meaning that individual students could be discouraged (Sell 2016; Richert 2005, Heinzel 2016). Good educational relations strengthen recognition by avoiding discouraging comments and rankings, encouraging and recognizing contributions to the community from all young members of the group and mentioning the value of everyone’s contributions. Julia Kristeva and Charles Gardou (2012, p. 47) explain that it is important ‘to grant everyone the opportunity to contribute their very own biography to the common good and by means of this social link to supply one another with participation in the universal’ (free translation).

In the everyday life of education, this means that with regard to feedback, teachers or pedagogical professionals should always put into words what the student has already achieved at that particular point in time. If children or adolescents are aware of what they have already learned, what they already know and are able to do, one can design the next steps in the learning process with them and can identify suitable learning material. This way, all children and adolescents with different abilities and disabilities are more likely to learn that teachers, pedagogical professionals and peers stand up for them, support them on their individual trajectories and wish them success. This kind of supportive educational relationship does not ignore that the school system produces difference and cannot dissolve hierarchies resulting from different achievements at schools, but as the above-mentioned studies show, it is an adequate instrument for keeping their destructive effects at bay.

Reflecting on alternative possibilities for action is a core element of professional educational self-conception because pedagogical activities are embedded in dynamic and contradictory situations. Simple regulations in the form of legal provisions cannot meet these requirements. Therefore, decisions over whether the setting of limits is helpful or restrictive for students should be reviewed constantly, such as whether a scuffle among children should be considered a light-hearted game (Oswald 2008) or should be prohibited because it constitutes an unfair assault.

It has yet to be clarified in how far one’s own conceptions of humankind, childhood and youth contribute to supporting or interfering with appreciative educational behaviour (Heinzel 2004, 2010). Accordingly, reflections among team members whose behaviour is grounded in a self-commitment to human rights and who in all stages

of their professional lives have taken moral aspects of educational professionalism seriously are necessary (Jubilee Center 2016).

Possible action at the management level

Management are responsible for enforcing professional conduct through prevention and intervention at their institution (Risse 2016). They are tasked with coordinating and supporting teaching and education staff. Possible action includes:

- They develop a profile for the school or institution with the team which states that respectful conduct of all participants will be supported and humiliating conduct will not be tolerated but made a subject of discussion.
- They develop multifaceted, context-dependent steps for improving educational relations with their teaching staff, e. g., school or institution-specific further education programmes or surveys of children or students (cf. e. g. Gödde/ Sprenger 2014).
- They uphold the school’s appreciation-oriented concept based on human rights and the right of children, encourage supportive educational relations and are therein supported by the authorities.
- They support teachers and pedagogical professionals in difficult situations with children, adolescents or parents.
- They cooperate with community services, administrative bodies and authorities in order to strengthen the rights of child and human rights in the region.
- They consult the school supervising authorities if they are unable to reduce harmful educational activities.

Possible action taken by children, adolescents and parents

Children and adolescents need means to defend themselves against inappropriate educational behaviour without having to fear retribution. Parents should be in a position to support them. Possibilities include:

A democratic constitution provides means for giving feedback and dealing with conflict both within groups and classes and at the level of staff and management.

Internal and external agencies are established which can be contacted if teachers and pedagogical professionals behave inappropriately. This also applies in cases where harmful behaviour between peers cannot be stopped.



Possible actions at the school supervision level

Currently it appears necessary that persons working in school supervision should give additional attention and means to the topic of educational relations. Further education programmes on the rights of children are launched as preventive measures.

Effective intervention measures that fully exploit existing legal avenues are used. This includes rules prohibiting harmful acts taken against children and youths and procedures for lodging disciplinary complaints against violations of these rules.

Evaluation tools take the human rights, the rights of child and appreciative interactions into account.

Political and legal strategies

Persons involved in education policymaking focus on educational relations. Federal and municipal education policy is responsible for providing adequate resources for personnel and education facilities. Additionally, they provide counselling centres and complaints offices to support good educational relations. National and federal education policies should be revised to allow effective interventions and to retrain persons engaged in permanent misconduct without any perspective of improvement for a different profession.

Associations and foundations working in the education system (e.g., Breuninger/Schley 2014) address the ethics of educational relations in their programming.

Human rights and democracy education are specified as educational goals in school laws and curriculae as well as in education and further education guidelines.

Research, teaching, training and further education

Despite the scientific foundations of the Reckahn Reflections discussed above (see bullet point 3), there is a lack of recent studies, courses and further education programmes which explicitly focus on the relational level. There is a need for extensive research programmes which analyse the causes of the differential recognition in pedagogical conduct and on its improvement.

For example, while fields like business ethics and medical ethics were developed on the basis of a self-critical malpractice doctrine, there is no comparable educational ethics or educational malpractice doctrine. It is important to address and remedy this absence in a scientifically grounded way.

It is necessary to conduct legal research to analyse the difference between legally relevant and ethically questionable misconduct in order to achieve legal clarity.

As the ranking of cognitive achievements is common in schools and is accompanied by a devaluation of 'bad' students, it is necessary to analyse how the contributions of every single child can be appreciated in a school context in order to offer recognition to every student.

While the relational level is a common topic in educational training for early childhood professionals, e.g., in bonding research, in teacher education at universities and teacher training colleges, apart from very few exceptions, there is a lack of courses on this topic. It is necessary to include this topic in curricula to ensure that students are informed about the importance of educational relations during their studies and they are already introduced to methodologies like casework, self-reflection, intervision and supervision at this stage.

Further education courses are needed at all stages of pedagogical professional development to foster fundamental debates on professional ethical issues.



5. Recent measures in an international context

Standards for professional educational conduct are discussed and codified in voluntary forms of self-commitment worldwide (Prange 2010). In addition, they are on the agenda of UNESCO (van Nuland 2009; Abs 2014). On the one hand, there exist general declarations like the Convention on the Rights of the Child as an agreement between states under international law, while on the other hand there are statements specific to domestic social policy, such as the recommendations of the German Institute for Human Rights which address the implementation of the right to education in the German school system (Niendorf/Reitz 2016). Many countries have 'Codes of Conduct' for particular pedagogical professions, such as the 'Code of Ethics' of the US-American National Education Association (1975, 2016) or the 'Code of Ethics'/'Code de déontologie' of the British Columbia Teachers' Federation in Canada (undated).

In Germany, the primary school association (Grundschulverband 2013) publishes 'Standpunkte' ('Positions'), which they revise regularly. The manifesto 'Kinderrechte, Demokratie und Schule' (Children's rights, democracy and school), published by a group around Lothar Krappmann (2016) and Christian Petry, repeatedly emphasizes, apart from a range of other dimensions of a democratic school life, the necessity of appreciative and participatory educational relations. The job welfare department of the German joint welfare association (Arbeitshilfe des Deutschen Paritätischen Wohlfahrtsverbandes 2016) provides information and practical orientation on forms of violence against children and its prevention in day care institutions.

Important joint international agreements include the 'Declaration of Professional Ethics' by Education International (Bildungsinternationale 2007) and the 'Pan European Platform on Ethics, Transparency and Integrity in Education' (ETINED) of the Council of Europe / 7th Prague Forum (2015).

In those documents which are relevant in educational contexts, we usually find only brief formulations demanding a respectful, humane treatment of students. They frequently emphasize structural or professional issues or the fight against corruption. The 'Declaration of Professional Ethics' from Education International contains many important agreements on the ethics of pedagogical professionalism including a short and clear statement on the importance of the quality of educational relations. The professional mission statement of the umbrella

organization of Swiss teachers (Dachverband 2008) deserves particular attention. It comprises six guiding principles and ten professional rules of conduct. Rule number, 'Respect human dignity', makes an explicit and relevant statement for the design of educational relations:

In all their professional activities, the teacher upholds human dignity, respects the personality of all persons concerned, treats everyone with equal care and avoids discrimination. Its central maxim is the unconditional respect for human dignity and the protection of physical and emotional integrity. Degrading forms of punishment, the humiliation of persons in front of others, mocking others and attributing discriminating personality traits or milieu conditions to them (e.g., ignorant, less gifted, ugly, poor, simple, dishonest etc.) are considered expressions of a violation of human dignity. The teacher is responsible for ensuring that not only the human dignity of others is respected but also their own. Systematic, deliberate or negligent discrimination of students based on their worldview, talent, gender, sexual orientation, religion, family background or appearance is impermissible. The teacher must in no way abuse any form of dependence that might result from their work at school. [...] (Dachverband 2008, p. 40, our translation).

In the spectrum of education-relevant ethical codifications, the Reckahn Reflections make a specific contribution because according to our knowledge, they are the first declaration to address the daily design of educational relations. This initiative does not seek to provide a general ethos that applies to all fields of pedagogy but merely formulates ethical principles focused on the relational level. Its aim is to argue that after the legal prohibition of corporeal punishment and sexualized violence in the 20th and the early 21st century, it is now time to reduce emotional abuse in the education system.

Representatives of most federal states in Germany and from German-speaking countries abroad were involved in the development of the Reckahn Reflections from the beginning.

The initiative seeks to build a stronger international network and to expand into other European and non-European countries.

Development of children's rights:

1924

1948

1959

1978

1979

Geneva Declaration

Universal Declaration
of Human Rights

UN Declaration of the
Rights of the Child

Poland proposes to draft a
Convention on the Rights of
the Child

Establishment of a task force
to draft a convention on the
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1989	1990	1992	2000	2010	2011
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