



International Conference
*SHARING AND LEARNING FOR
MENTORING IN EDUCATION*
ICSLME 2023

THE "EDUCATIONAL EXPERT": THE CONTEXTUALIZATION OF MENTORING ACTIVITIES

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LETTERATURE E PSICOLOGIA

Freedom as pedagogical challenge

«The true telos of pedagogy consists precisely in this:

pointing out the ways for human beings to form, educate themselves and instruct themselves by responding to the instance of **freedom**»

(Gennari & Sola, 2016, p. 33)



Ontological categories of Pedagogy

EDUCATION: «(from the Latin educare, intensive form of educere, "to bring out, to rear") is a set of processes aimed at fostering and directing the growth of the person toward autonomy, personal responsibility and complete socialization». (Cambi, 1999, p. 292)

INSTRUCTION: is connected to the sphere of knowledge: understood not as a mnemonic assumption of notions detached from each other, but as a process through which one constructs one's own knowledge. (Gennari & Sola, 2016)

BILDUNG: «It is the cultural and human maturation of the individual that is accomplished through an organic (and functional) synthesis of knowledge, techniques, etc., and a free (critical) assimilation of the culture of a group, a people, a society, making the individual active and responsible, therefore also self-regulated, protagonist of this process» (Cambi, 1999, p. 293)



The **pedagogist** in the Italian context: between legislation and expertise

It is only recently enacted in Italy the **Law 205/2017** and it specified:

- how "the socio-pedagogical professional educator and the pedagogist work in the educational, training and pedagogical field, in relation to any activity carried out in a formal, non-formal and informal way, in the various phases of life, in a perspective of personal and social growth" (Gazzetta Ufficiale della Repubblica Italiana, 2017, p. 302);
- how these figures are "included in the scope of professions not organized in orders or colleges»;
- how the education is "functional to the achievement of suitable knowledge, skills and educational competences».



KNOWLEDGE

it is necessary to emphasize again the strong link that pedagogy develops with the sciences of education: it is from them that pedagogy draws information about the various shades of the individual (the mind, development, culture, biology, etc.) in order to reread them in an educational and formative key. Knowledge is definable as "cognitive skills" and becomes, therefore, a key-aspect, the foundation for building projects for the change of the person.

KNOW-HOW TO DO

includes all methodological skills: that is the ability to find strategies and tools for the implementation of educational processes. It is with such tools that it is possible to carry out a parsimonious and careful analysis of the needs of the individual, which makes the educator understand and interpret their real needs: doing this means trying to build an educational project as realistic as possible.

KNOWING HOW TO BE

“that emotional, behavioral, and ethical heritage that, while not connected to a specific knowledge, guides the individual in his or her personal and professional life» (Kanizsa & Tramma, 2014, p. 156)

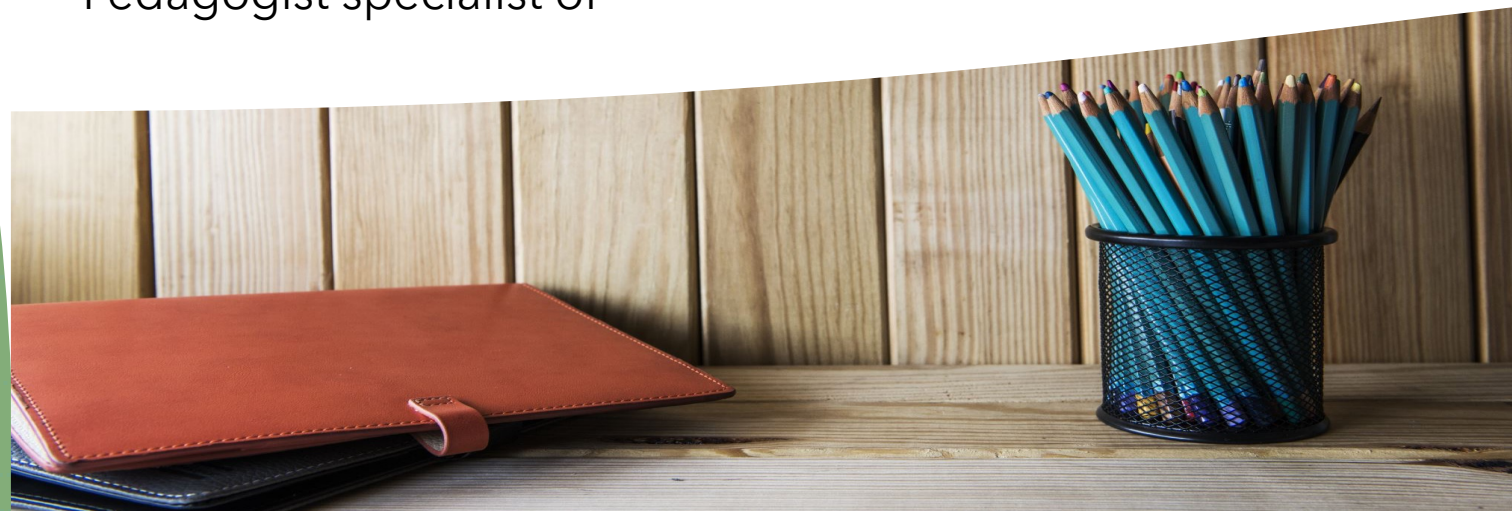
Pedagogical skills:

the trinomial of *knowing*, *knowing how to do* and *knowing how to be*

The Pedagogist's Professional Charter

ROLES AND WORK CONTEXTS OF THE EDUCATION EXPERT

- Family pedagogist
- School pedagogist
- Gestation and maternity pedagogist
- Geriatric pedagogist
- Sports pedagogist
- Cross-cultural pedagogist
- Health pedagogist
- Pedagogist in rehabilitation centers
- Pedagogist specialist of functional disorders
- Pedagogist specialist of conditions of maladjustment and distress
- Mediator pedagogist
- Pedagogist coordinator of early childhood services
- Pedagogist of reception centers and communities
- Pedagogist of social communities
- School and labor orientation pedagogist
- Human resources pedagogist (Crispiani, 2022)



PEDAGOGIST AS MENTORING

The role of the educational expert is well matched to the figure of the mentor, not only because he or she seeks to promote individual and social well-being, but also because he or she establishes relationships that can foster the freedom that necessarily comes through the development and awareness of one's own skills and abilities.

Starting from the consideration of the person as a whole (and, therefore, considered as a unique being with specific potential) pedagogist seeks to promote and bring out his or her potential.





MENTORING TOOLS: EDUCATIONAL CARE

“Care is not an ethics, but an ethically informed practice. And it is informed by the search for what is good, that is, what helps to lead a good life. If ethics is questioning the quality of a good life, care is an action oriented by the desire to promote a good life. [...] It means trying to promote the well-being of the other” (Mortari, 2022, p. 179): this is the deepest meaning of Care; this is the most effective tool for reaching freedom; this is the closest approach to mentoring practice.

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Thank you for the attention

