**Noddings: *Caring***

Teaching from ‘the feminine view’ which emphasizes caring / moral concern:

**One-Caring / Teacher**

* In every enterprise there is a one-caring and cared-for
* As a teacher you are primarily one-caring
* Teach through dialogue, modeling, the provision of practice and attribution of best motive
* Teacher does not seek an answer to questions in class, but the involvement of the cared-for
* Teacher guides and informs
* The role of the teacher is to influence; through the teacher, the world reaches the pupil
* Teacher’s ‘special gift’ is to look at the subject matter through the student’s eyes and ears to find the best way to interpret the subject matter for the student (*Dewey)*
* The teacher’s two tasks: stretch the student’s world and work with the student towards competence in that world
* The teacher is the model
* The teacher refers to the rules to their ground in caring. Eg. Confronting a cheating student

**‘Motivational Displacement / Ethical Caring’**

* The one-caring (teacher) receives the cared-for (student) completely and non-selectively
* The one-caring places her motive power in the service of the cared-for (*Combs – belonging and cared for)*
* Respect and regard of projects of cared-for
* Education is conducted morally (*Dewey)*
* A teacher cannot “talk” the caring ethic, but must live it and that implies a relationship with the student
* Attribution of best motive

**Child**

* The student is infinitely more important than the subject matter (*Metzger*)
* In the long run, the child will learn what she pleases (*Rogers, Whitehead, Bransford – learner centered*)
* What the student makes her own and applies effectively is what she finds significant to her own life ( *Levy-authentic learning experiences; Freire-authentic thinking)*
* Teacher guides and informs, but the objectives themselves must be embraced by the student
* The student rewards the teacher with responsiveness; with questions, effort and co-operation.
* The student becomes the teacher’s apprentice and assumes responsibility for the tasks they undertake

**Curriculum**

* Subject matter is less important than the student (*Bransford – learner centered*)
* Not interested in the establishment of programs but the establishment of chains and circles of caring

**Milieu**

* Environments that facilitate caring – change the structure of schools so that caring can flourish
* Small schools
* Teachers and students work together for three years not one

**Aim**

* Caring and ethical society and a higher level of cognitive achievement (*Carter – good citizens)*