THE DYNAMICS OF TEACHER AND STUDENT ROLES
AS AN ONGOING RELATIONSHIP

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Abstract

The term „role" is used to designate realities of psychosocial relationships. Consequently, the definition of the concept will always be interdisciplinary, from a psychological, sociological, praxeological, axiological, and, in the context of our work, a pedagogical one, whereby the interdependencies involved in the educational process are analyzed, in which the teacher is the coordinator and the one responsible for the effects. The various taxonomies include „roles: specialised (according to status), those that are the expression of aspirations (in essence) and assumed, organised, possible to modify, because they are created or imposed, but also have a certain degree of freedom. To these can be added permanent or current roles (in terms of temporality), individual or collective (by origin), psychosocial, pedagogical (by content), weak, balanced or strong (by consistency), flexible or rigid (by form), simple or complex (by difficulty)" (Joiţa, 2000, 40). Their importance is evident from the perspective of relations between people - understood as a continuous present of joint action. The analysis focused on the teacher-student relationship is an opportunity to record psychosocial conditioning and ways to eliminate the potential for symbolic violence.

Keywords: role, teacher's role, pupil's role, relationship, identity, having a role.

Abstract

Termenul „rol" este utilizat pentru a desemna realităţi ale relaţionării psihosociale. În consecinţă, definirea conceptului va fi mereu interdisciplinară, din perspectivă psihologică, sociologică, praxiologică, axiologică şi, în contextul lucrării noastre, una pedagogică, prin care sunt analizate interdependenţele implicate de procesul educaţional, în care profesorul este coordonatorul şi responsabilul pentru efecte. Diversele taxonomii includ „roluri: *specializate* (după statut), pe cele care sunt *expresia unor aspiraţii* (ca esenţă) şi *asumate*, organizate, *posibil de modificat*, pentru că sunt *create* sau *impuse*, dar au şi un anume grad de libertate. Acestora li se adaugă rolurile *permanente sau curente* (ca temporalitate), *individuale* sau *colective* (după origine), *psihosociale*, *pedagogice* (după conţinut), *slabe*, *echilibrate* ori *puternice* (după consistenţă), *flexibile* sau *rigide* (după formă), *simple* sau *complexe* (după dificultate)" (Joiţa, 2000, 40). Importanţa lor este evidentă în perspectiva relaţionării dintre persoane – înţeleasă ca un prezent continuu al acţiunii comune. Analiza

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concentrată pe relaţionarea profesor-elev este prilej de consemnare a condiţionărilor psihosociale şi a căilor favorabile eliminării potenţialului de violenţă simbolică.

Cuvinte cheie: rol, rolul profesorului, rolul elevului, relaţionare, identitate, a avea rol.

Résumé
Le terme „rôle" est utilisé pour désigner des réalités de relations psychosociales. Par conséquent, la définition du concept sera toujours interdisciplinaire, d'un point de vue psychologique, sociologique, praxéologique, axiologique et, dans le contexte de notre travail, pédagogique, afin d'analyser les interdépendances impliquées dans le processus éducatif, dont l'enseignant est le coordinateur et le responsable des effets. Les différentes taxonomies comprennent « les rôles : spécialisés (selon le statut), ceux qui sont l'expression d'aspirations (par essence) et assumés, organisés, modifiables, car créés ou imposés, mais aussi dotés d'un certain degré de liberté. S'y ajoutent les rôles permanents ou actuels (en termes de temporalité), individuels ou collectifs (par l'origine), psychosociaux, pédagogiques (par le contenu), faibles, équilibrés ou forts (par la consistance), flexibles ou rigides (par la forme), simples ou complexes (par la difficulté) » (Joiţa, 2000, 40). Leur importance est évidente dans la perspective des relations entre les personnes - entendues comme un présent continu d'action conjointe. L'analyse centrée sur la relation entre l'enseignant et l'élève est l'occasion d'enregistrer les conditionnements psychosociaux et les moyens d'éliminer le potentiel de violence symbolique.

Mots clés : rôle, rôle de l'enseignant, rôle de l'élève, relation, identité, avoir un rôle.

Introduction

The specificity of the teacher's role is that of the educator, in general, for whom his formation and affirmation as a personality is always conditioned by the growth of the other, the student, whom he teaches, but also knows as an important source for his own continuous learning. The teacher learns from the pupil what (more) he needs to be of use to both and how he can make the most of what he knows. The student learns everything he does not know and „takes note" (Şoitu, 2019) of how what he has received can be used in various situations, and contexts, as specific behavioral models (Bandura, 2003). The student also learns that each person also fulfills roles imposed by his status, at a particular time and by the organization of which he is a part, understanding that assuming them is the path to affirmation, development, and growth (Pianta, Hamre, Allen, 2012). This dynamic of role exchange between teacher and student, then intergenerationally, through constant takeover, is accompanied by many known or hidden conflicts in the symbolic violence of the relationship between non-equals.

Role acceptance. In the teacher-student relationship we speak about the distinction between „role culture" and „task culture", because they are presented as „a relationship between the general and the particular, between the normative and the situational, between strategic rationality and procedural creativity" (Joiţa, 2000, p. 40), but also as a relationship between being (as a person's identity) and having (a role to fulfill) - a relationship that we have analyzed on several occasions (Pascu, 2024a and 2024b). The teacher's roles are fulfilled through concrete goal-oriented tasks, which take into account pedagogical principles, and criteria that

allow success. Task culture (Dygert, Dygert, Jacobs, 2006) concerns the role-specific activities that the teacher carries out in the classroom - in relation to the groups that make up the classroom and to each individual pupil. On the other side is role expectation - the expectation from pupils (who gradually become aware of the importance of their place in the school), plus the (motivationally) different perception of the role by peers, parents, and community. Role perception and role-playing - which we consider essential for the quality, intensity, and duration of the relationship - dimension the role performance - dependent on the methods used, the contents offered, the criteria of the student's evaluation, the self-evaluation applied to themselves, the re-evaluations made during the activities. Effectiveness is always given by the assumed relationship but also based on the expectations of others (Goleman, 2019). Hence, the need for good interaction - and a correct perception of the relationship. The good representation of both parties in this relationship makes it possible to project their actions and effects, to glimpse role conflicts - present, but not inevitable as an exacerbation. We will come back to these aspects.

      Role classifications. The first criterion can be that of assumption: being entrusted - by someone or given professional status - or taken over, self-imposed - in contexts where the relationship with the pupil requires something extra (Neculau, 1998). In both cases, the scope is only apparently flexible since uncontrolled assignments are possible neither in terms of status nor of self-involvement. In fact, it is the relationship and its quality that creates the impression, both for the two and for the external evaluators, that the boundaries are more or less resistant, because, in any case, the returned tasks are „norms, prescriptions of a functional type" (Potolea, D., Consequently, Professor Dan Potolea retains as the main roles those of class organization and management, school and professional counseling and guidance, guidance in extracurricular activities, professional development and pedagogical research, initiator of socio-cultural activities - identifying here a strong intention to preserve the functions of the teacher. At the same time, the teacher is the specialist in a particular school subject, or curriculum area, is a head teacher, adviser, methodologist, member of the teaching or administrative council, head of a cabinet, leader of a group, director of a project, representative in certain forums, organizations. The fulfillment of all of these depends on „the relationship between objectives - skills, and competences - methodology - evaluation, based on criteria of success, success, progress, efficiency, quality" (Joița, 2000, 34). It is clear that, in no context, the teacher will ignore his responsibility in his relationship with pupils, a position that requires certain behaviors and attitudes. The relationship between teachers and pupils is the result of the meeting between the competences of the former and the expectations of the latter, which are also dependent on the same elements: the presence of objectives, knowledge, motivations for success, and the meanings they attribute to success. The psychosocial roles of the teacher - stimulating, encouraging, helping, advising - intervene in the dialogue, directing, and guiding the pupils' desires by harmonizing them with the possibilities, contexts,

requirements, and even the tasks (re)set before the growing pupils. The teacher is in a position to act as a member of a community of specialists in a social, cultural, and political environment, accountable to all for his or her actions (D'Hainaut, 1981) – even if there may be obstacles generated by the same factors to his or her professional success (Joița, 2000). Beyond the professional responsibilities included in the status of the teacher, towards the social, political, and economic environment, there is also the category of moral responsibilities (Pavelcu, 1976; Neculau, 2007, Șoitu, 2001) more profound, towards the pupil, the growing pupil.

A comprehensive overview of the diverse and complex roles offered by the extensive literature is almost impossible to achieve – as their analysis is always subordinated to different perspectives and stages – from initial training to continuous and self-training to that of a member of a particular political social environment, of the restricted community or the one with duties in the „global village" (Luhan, Marshal Mc, 1975). We will make use of the rewriting and adaptation made by the pedagogue Elena Joița of the role categories presented by D'Hainaut (1981,129-133). The advantage of this takeover is the authority of the sources and the recognition gained in almost five decades of using the taxonomy taken up by Elena Joița in several works, mainly in „Educational Science through Paradigms" (2009).

Conflict-bearing teacher roles. Some general roles of the teacher, presented by Elena Joița, will be repositioned in connection with the expectations and possibilities of the students. Thus, the teacher who is interested in good relationships reorientates and improves his/her functions. He prioritises the function of receiver of the various messages - received and processed in accordance with his tasks and possibilities, but also with the level of the pupils; of sender of messages, but with a visible concern for their accessibility, intelligibility and usefulness for the pupils; of participant in the activities of the group of teachers of the school and of the wider community of educators, with a desire to take up useful strategies, methods, tools; as an organizer, responsible for certain actions, if they are found in effective dialogue with students; as an initiator (producer) of ideas, hypotheses, models - to improve the relationship with students and their learning environment; as a counsellor, mediator in conflict situations (Neculau, Constantina, 2006); as an agent of progress, as a researcher, creator, innovator, but not at any price; as a disseminator, transmitter of ideas, solutions, content capable of (re)directing or reinforcing students' positions; as a user, practitioner, involved in the application of ideas with a greater degree of resonance with students; as a decision-maker, in the selection of objectives, contents, strategies, methods, tools, resources optimised in specific relationships; as a source (considered reliable) of information and a model of behaviour, bearer of values that are always more tangible to pupils, of symbolic force, correct and permanent protector of common interests. (In support of each of these functions we will add the results of our research).

We note that any classification cannot avoid the teaching-learning roles, whereby the teacher is a „motivating agent", a motivator, an action-motivator for

the students, a leader capable of supporting the group of students and his colleagues, an available and knowledgeable counselor, a recognized role model, i.e. a behavioral, attitudinal example, a „reflective professional" (Nicola, 1996, 474-475), all with the aim of achieving optimal interactions with students (Neacşu,1999, 202) in front of whom he aims to contribute to the development of each of them (Joiţa, 2000, p. 35) but also to their own simultaneous growth (Șoitu, 2019) by: interventions that can generate and maintain interactions with students and among students; appropriate organization of contents, methods, tasks for self and students; evaluation of students' responses to individual and group tasks; continuous and correct checking, correction and evaluation of reactions; maintaining the position of permanent actor and referee of his/her relationships with students and their relationships in the group – in order to prevent conflicts at any level; improving the presentation, offering/offering (Șoitu, 2019) of forms and means appropriate to the purpose and roles entrusted to the students for optimal and lasting interactions; fostering understanding, the need for motivation through involvement in the students' affirmation; decisions in line with the effects of classroom interactions and own relationship with the group.

Complex personality, continuous, thorough training, awareness of responsibilities, willingness to receive and make criticism, to give suggestions, to improve conflicting situations are assets favorable to the fulfillment of roles located between possibilities and expectations, between objectives and own styles, but always facing the same conditionings present in students (Guţu, 2019, Șevciuc, 2011). In the training equation, everyone enters with expectations, requirements, and resources and society will influence the level and quality of success of the school and actors. This triangle of factors involved in educational achievement is often reduced to a bilateral student-teacher relationship. The analysis of the common and specific roles of teachers and students implies a much broader temporal perspective on the relationship between all the factors over long periods of time (Pascu, 2024b) precisely because of the effects that society has on quality and vice versa – with the aim of identifying ways to continuously improve social relations in general, in the communities where students will enter as graduates with favorable, superior skills, behaviors, attitudes.

Geissler (1981, apud Neculau, 1998, 261) analyzing the complexity of the situations that the teacher manages in relation to the students, but also to the expectations of society, which supports the school, education, observes the existence of contradictions between roles and their fulfillment: as a specialist in a particular scientific field, the teacher remains distant from the students who have a long way to go, but provides them with relational models necessary for their training and development; as a partner of the student - engaged in their growth is involved as one of the closest, but being also an evaluator, can only be objective with students and with himself; as a human model, through conduct is the one who provides examples of moral rigors, axiological and as a teacher gives instruction by demanding what „must" do students.

Other possible contradictions between roles and forms of fulfillment are pointed out by Professor Emil Păun (1999, 79-87) among which: are certain inconsistencies, which students and/or other observers note. These are between different categories of expectations of the teacher - from parents, colleagues, pupils, decision-makers, community. Pupils' expectations of the teacher are mainly centered on their relationships. Colleagues' expectations are also generated by the existence of professional competition. At the same time, Emil Păun (1999, 99) distinguishes between intra- and inter-role conflict. The former is caused by differences between professional training and job requirements, the latter stems from the simultaneous fulfillment of several roles. Romiţă Iucu (2000, 131-146) dwells on the particularity of the teacher's roles compared to all other professions, because they concern the process of development of students' personalities and are essential for the correct and efficient training of human resources. Sociologists (Bârzea, 1995, Chelcea, 2005) talk about status and role, stressing that status is pre-established or acquired, being given by the position in the group, and organization so that others will have specific expectations and attribute to the holder obligations, rights, authority (Şevciuc, 2011). From these elements are derived the roles that can fulfill the conditions imposed by the status, according to the possibilities, peculiarities of the „actor".

Learner roles. The analysis of the roles, the functions of teachers, is important if they are always reflected in the effects on the students and, above all, if they take into account the roles they have in the process and in all the moments of the actions designed, carried out and evaluated by the teacher. Pupils' roles, like those performed by teachers, have effects on them and on their main partner, the teacher. Although there are fewer studies focusing on pupils' roles (Joiţa, 2000, Peretti, 1986), they are, on the one hand, the „mirror of effectiveness" of teaching actions and teachers' behavioral reactions and, on the other hand, the starting point for any initiative on their part. The two authors further note that the student is stimulated and motivated not only by the relationship with the teacher but also by the work of his/her peers. The very motivation for participation and involvement is provided by the quality and specificity of the relationships between them. These make it possible to mobilize the group to solve tasks, they dictate the pace of affirmation of each one and of the class because the answers to each one's problems are reflected in the reactions of the others, in reformulations much closer to their understanding; the effort concentrated on the group is more easily accepted, rather than on each pupil; each pupil supported by the group becomes more active and more involved; the relationship based on trust in the group and the teacher relieves shyness, egocentrism, eliminates negative feelings, allows connection to the value system, harmonization of opinions. In summary, the students' role-playing, as shown in our research, is as broad and significant as the teachers train them in role-playing – which they consider essential to becoming a community - and stimulate their role performance.

Psycho-pedagogical and social conditioning of roles. Conditioning becomes a norm, a rule because the success of pupils and teachers depends on it.

The fulfillment of teaching roles is conditioned by the many relationships that are established in the classroom, in the learning group, and between the teacher and the group. In the relationship specific to the instructional and educational process, the classroom brings together the following relationships: teacher-pupil, teacher - group of pupils, pupil - pupil, pupil - group of pupils, pupil - subject of study, pupil - teaching and assessment methods, pupil - teaching aids, pupil - place of learning, pupil - moment/time of the request in relation to age, stages in his/her school and out-of-school life (Șoitu, 2001, Neculau, 2007). Each of these interdependencies are centred on an element of the process and according to specific situations, in which the teacher designs, organizes, carries out, motivates, and evaluates his activities together with the students, whom he advises, but who will not cease to react and determine, in their turn, other corrections to the initial projection (Joița, 1999, 170-246). In other words, roles are conditioned by the pedagogical situation - defined by its general and particular conditions - by specific traits and behaviors, by the pedagogical functions carried out because we are always faced with „the changed roles of teachers” who „have become, forced by circumstances, much more active as curriculum designers” (Păun, 2022, 152) and the pandemic is credited with having brought „flexibility and local creativity”. In a similar synthesis that the work cited above proposes, another author, Simona Sava, calls for schools to be an institution that is „open to the community”, from which it is always „learning”. „If the role of the school is to produce learning, it is natural that it should also learn how to learn to be an institution that learns continuously” (Sava în Păun, 2022, 71), completing an idea very present in our work regarding the continuous learning of all actors, among which teachers are first, including because they are living models of learning.

The need for dynamic, emergent models is also required by another important condition, which reminds us that any of the „openings remain only short-term innovations if they are not framed by serious reflective exercises if they are not decanted in the form of substantial restructuring” (Nedelcu, în Păun, 2022, 153). The teacher is required to be completely dynamic because „assessment itself should be a learning opportunity and should not be used to guess or select who has certain skills, but rather to develop them in all students” (Ion în Păun, 2022, 178), and Professor Laurențiu Șoitu repeatedly expands on the idea that we all have „special needs” for education and learning when interacting with people who have similar requirements (Șoitu, 2013).

Whenever teachers' roles are discussed someone will assign new ones. Monica Elena Mincu, from the University of Turin, in a chapter of the same work, coordinated by Emil Păun, identifies specific functions for „Innovation and evaluation at the time of the educational crisis”, because the responsibility „is linked to the tension between educational problems in context and the nature of effective innovations” (Mincu în Păun, 2022, 162). Alis Oancea, debunks the myth of the 'digital native' and the need for immigrant teachers to rise to the occasion, as Prensky demands of them. „Students of this generation - and there is multiple research to support this - are not always as digital as Prensky claims. They are not

everywhere and regardless of conditions masters of the internet; they use technology frequently, it's true, but mostly for recreational and entertainment purposes and less for educational purposes. In other words, they lack digital and information literacy', precisely theirs (Oancea în Păun, 2022, 150).

Some of the most beautiful metaphors have been attributed to the Professor, including that of „apostle of the nation", of light of the multitudes, who, whatever the context, can only be desirous of the continuity of humanity. It is on the vigor and value of these images that the status of the teacher has been built because that is how he or she has been perceived by groups and society. In this sense, Cătălina Ulrich Hygum identifies a new conditioning of the fulfillment of roles as „returning to the community", through „solidarity and education for citizenship", behaviors that pupils and their parents need. The teacher-student relationship and the learning community involves examples of attitudes and reflections about materiality, corporeality, time and space, and needs multi-sensory reporting to the world in which we live and wish to grow any generation of children. The teacher cannot be anything other than a role model in a constantly changing world, so much so, says Romiță Iucu, that he will always refer to the concepts of „learning, unlearning and relearning" – an attitude, which, first, pupils will imitate, then assume. The transformations, the changes in the hierarchy between instruction and education by „forcing the synonymy between them" have, however, adverse effects on the roles of the teacher because the important distinction between instruction (which is also possible in solitude, with simulators) and education (which necessarily presupposes the presence of the Other) is lost sight of „The ancient Greeks considered that education (paideia) comprises a technique (certain specific skills) and an ethic (a certain type of ideal, the human excellence that only resemblance to divinity can confer); later, ethics referred explicitly to the individual's citizenship as such, to his effective involvement . Today, when the public space is emptying, we again need an ethics of community life" (Stan, 2022, 20-21). Neil Postman notes with bitterness „There was a time when educators became famous for providing reasons to learn; now they become famous for inventing a method" (Postman, 1999, 13) are seen as technicians, engineers, „experts" - an attribute that has also flooded pedagogical language.

Add to that the role of an emerging, but not chameleon-like, person. „An object with a certain mass will accelerate the same no matter where in the world you drop it, but the same individual will behave and react in different ways, depending on the room they are in, the person they are talking to, how recently they ate or what they ate, and so on" (Burnett, Merchant, 2019). We are reminded of the Heraclitean image of the river in which you cannot bathe twice, invoked by Vasile Pavelcu (1976). Only, it is not only the teacher who is in a dynamic of his behavior, unsuspected, sometimes unanticipated, but the „river" itself, flowing and flowing in and out, in which he is fulfilled, then each actor in the process has the same (un)state. All are influenced, but also influence. The teacher in his movement, reactions and utterances also has the role of telling how, in what way something

can be acquired, what is the highest probability of achievement of the task, but especially of each of his students.

Conditionalities, apparently restrictive, rules become guarantees of freedom (Marcus, 2003), they provide the space for movement between what is required and the conditions of achievement, between what is not required but can be offered or acquired together. This space of 'guaranteed' freedom becomes one of conflict relief, of continuing as different and similar.

Complementary or mirror roles. The research focused on the teacher-student relationship and was carried out through a pedagogical experiment in twelve schools in Romania and an equal number in the Republic of Moldova on a group of 185 pupils and 46 teachers. Being a qualitative research, data analysis was carried out with ATLAS.ti6 – Methodological approaches to qualitative data analysis or text interpretation, 2011, Dr. Susanne Friese (QUARC Consulting), Programming: Dr. Thomas G. Ringmayr. Results showed that students' images of teachers overlapped with teachers' images of students. Based on the assumption that the teacher-student relationship is a continuous process of improvement, the experiment introduced the variable of the role-play method. The use of role-play as a teaching method was reflected in the results. We also provide two examples of responses in which teachers define their roles.

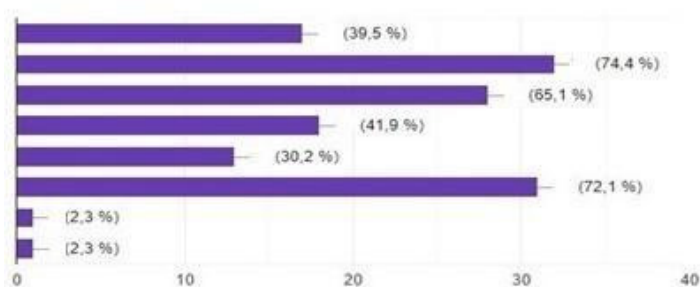## In the role play, the teacher is: (Tick the roles you think are most important!)

Figure 1. Teacher roles

The first place in the order of roles that the teacher has in the development of the role play is that of mediator, in a broad sense (74.4%), meaning that 2 out of 3 teachers believe that in this way they can mediate all the knowledge, skills, behaviors, attitudes – listed. The next is an observer and therefore self-evaluator of the action, process as well and the outcome. An even more favorable variant is given by the closeness of the percentages of mediator (74.4%) to that of facilitator (65.1%), which supports the interpretation of the meanings given to the role held by the teacher.

Role-playing and role-playing are methods by which participants:
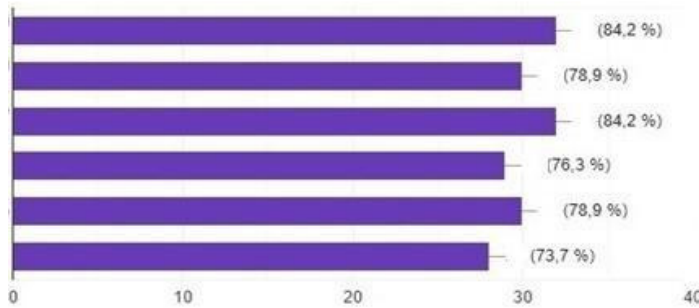

Figure 2. Advantages of role play as a teaching method

A second selected question reinforces the statements about the importance of the role of teachers in the relationship with students. In other words, the answers express the meaning given to their effort to be as useful as possible to the good relationship. 4 out of 5 (79.1%) consider that through role-playing students „experience positive and negative emotions", which become useful to their maturity, their involvement in actions. The second place answer supports the same idea by saying that through role-playing pupils „experience situations similar to real life" (76.7%). The other answers become complementary to the first two, confirming, from the first test, but also in the intermediate and final ones, the importance of role-play. Without losing important percentages, the top two items, the final test gives priority to the idea that „they build their own system of feelings" - placed on a par with „they experience positive and negative emotions", 84.2%. They feel, they accept that relating implies the presence of contrary situations and positions, but understood only as different.

From the students we have taken for example, the question by which the confluences about what the teacher-student relationship represents, in a prioritisation of their roles, are expressed, to some extent.

The graph draws attention to the perfect equality between the answers concerning peer and teacher-student relationships. It can be said that whenever students are concerned with distinguishing between themes, concerns, and important events in their lives, those about school are found only in what they recorded equally and together with their teachers and peers. Moreover, we can find full confirmation of the hypothesis that „the teacher-student relationship is influenced by the relationship between students and vice versa"! In other words, teacher-pupil relations are dependent on the atmosphere that characterizes the tradition, the experience, and the whole life of the school.

The conclusion is obvious: optimal relationships can work. It is not background elements that maintain and sharpen conflicts, but these are contextual and role elements.

If you were asked to write a script with a theme that was very important to you, then it would cover
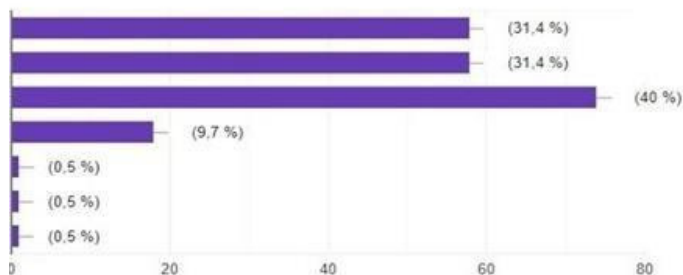

Figure 3. Options for role-play themes

Conclusions

Identity and role. In a public lecture at the University of Medicine and Pharmacy „Gr. T. Popa" of Iași, Professor Mircea Miclea (2023) built his speech on the undesirable effects of excessive identification with role. His request was: to always make a distinction between our identity and our role, between who we are and what role we have. We retain these differences for the act of education, for the teacher-pupil relationship, which is always a source of awareness of each person's role. It is therefore important to know who we are and how to preserve our characteristics, the particularities of our known and recognized status. On the other side is the role, the series of roles to fulfill - by referring to the tasks and expectations entrusted to us by the group, the community. Unity and discontinuity are essential for the teacher, who is invested in and accepts the role of model, the pupils' reference for their future value choices. Not all students will be teachers, but all will be people. The role is about having - a role. The relationship between having a role and being - the one who fulfills this role and others simultaneously or successively - is defined by the person in charge - in our case the teacher, who will not eliminate any role as a possibility. One of the questionnaire questions in our research confirms that in the relationship with students, the teacher does not have roles, which he does not like. Being is not a landmark, but being (Noica, C.) continuous being, an affirmation of a person's acquired status. The teacher's being – as an intersection between the human essence and the particularity of his person – is important for himself, but decisive for guiding, and orienting others, not only students. The relationship with the teacher becomes interesting, challenging, and stimulating to the extent that the pupil finds embedded in one person, much knowledge and the ability to use it in the most diverse contexts and purposes. The art of using knowledge is more attractive than its presentation. The teacher makes it possible to leap over the stages that block, delay, or threaten progress, but this leap over obstacles is of value only if it belongs to the pupil, who has understood how to use what the knowledgeable adult has shown. The relationship between

identity and role is similar to that between continuity and discontinuity. Being is continuity, roles are what can affect or stimulate the essence of the person and, more seriously, of the human being. The teacher provides models for choosing and fulfilling roles so that none threatens the essence of being - as a particular status, one's own, and as a human being in particular. This is the secret of good relationships and of not exacerbating conflicts, which are only role-related. If there are conflicts with the other, they become with oneself. The resolution, in the dynamics of the relationship, is necessary for each party for the unity of being (human, par excellence) and having (one or more roles).

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Biodata

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