

Pedagogical Statement

Gayle King

“Learning to know more about being is really always the purpose, in both counselling and education. We are always reconstructing our perceptions, learning to understand our emotional responses, sharpening our intuitions and trusting the reliability of our being in experience. In doing this we can be more fully present in our experiences, so that we can imagine the possible choices and make them. This results in a strong feeling of being present to oneself as well as to others, a reliance on oneself, as well as a respect for, and trust in, the others with whom we share our lives.”(MIECAT website retrieved 2010)

As a therapist and an educator of therapists this quote from the MIECAT website from many years ago still speaks to my view of supporting people including student therapists to develop as human beings in an interconnected world. It informed my own development as a professional and informs my pedagogical view of working within Ikon.

I value experiential learning as a method to come to new understandings and ways of being, as it allows us to integrate the many ways that we can come to know. Knowing is informed by a multiplicity of experiences that then form our values, beliefs, behaviours, thoughts, feelings, relationships, biology and self identity. Learning is a relational activity and requires an opportunity be reflective and collaborative to place us in the bigger picture of life and humanity. We need to engage in rich inquiries with ourselves, others and the wider academic and professional fields to ensure that we are informed and engaged in collaborative, transformative meaning making and engaging action processes that are ethical, sustainable and promotive of human wellbeing. Through being aware of lived experiences, being reflective with open curiosity, considering relevant concepts and theories we can foster more thriving in ourselves, in our interactions with others and humanity. Supporting academic achievement for students is vital to their success through providing modelling of professional standards, and effective critical feedback for class activities and assessment tasks.

This humanistic and phenomenological view of learning can be challenging and life changing as students discover new ways of seeing and being as they develop as individuals and professionals. Utilising the classroom context through a variety of well structured interactive, relational, experiential, creative and reflective learning tasks including assessment and effective feedback is a vital part of developing competent skills and knowledge as they emerge as a therapist.

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