



DECLARATION OF PAIDEIA PRINCIPLES

*We, the members of the Paideia Council,
hold these truths to be the principles of the Paideia Program.*

- ✿ that all children can learn;
- ✿ that, therefore, they all deserve the same quality of schooling, not just the same quantity;
- ✿ that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- ✿ that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- ✿ that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one's self;
- ✿ that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- ✿ that the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
- ✿ that the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
- ✿ that each student's achievement of these results should be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- ✿ that the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- ✿ that the principal and faculty of a school should themselves be actively engaged in learning;
- ✿ that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

—THE PAIDEIA COUNCIL

THREE COLUMNS OF INSTRUCTION

- **Didactic** instruction is the most efficient way to present a body of information to students.
- **Intellectual Coaching** guides and supports students' development of curricular skills while applying information.
- **Seminars** provide a setting for students to understand-to analyze, synthesize, evaluate, and internalize-ideas, concepts, and values inherent in the curriculum.

The Three Columns of Instruction represent the seventh, eighth, and ninth Paideia Principles. Thoroughly describing the methods of instruction in order that they be utilized in various learning settings is to a large degree the mission of the National Paideia Center.

Didactic Instruction is the delivery of factual information. Lecture, demonstration, videos, and reading are common forms of Didactic Instruction. The goal of Didactic Instruction is for students to acquire the basic "must know information" about a subject. Because Didactic Instruction typically puts students in a passive role, the National Paideia Center advocates limiting Didactic Instruction to 10-15% of instructional time. Assessment and evaluation of Didactic Instruction and factual learning is effectively conducted through traditional short answer and multiple choice tests.

Intellectual Coaching is guidance through modeling and questioning. Intellectual Coaching may begin with a teacher modeling writing a sentence, reading a paragraph, solving a problem, or hypothesizing about a reaction. Intellectual Coaching often happens by questioning as well as both positive or corrective feedback. The goal of Intellectual Coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating, and observing. Developing skills in a relevant context occurs in a Paideia Classroom through teacher's development and use of units called Coached Projects (see *Intellectual Coaching and The Paideia Coached Project* manual for more information). Intellectual Coaching ideally occurs 60-70% of instructional time. Assessment and evaluation of Intellectual Coaching is conducted through performance tasks, project work often with the use of checklists and rubrics.

The Paideia Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text. The goal of Paideia Seminar is for students to expand their understanding of ideas and values within the curriculum. The Paideia Seminar nurtures both intellectual and social skills. Paideia Seminars occur approximately 15-20% of instructional time. Assessment and evaluation of Paideia Seminars occurs through pre and post seminar tools and processes including self identified goals, discussion, and writing.



THE THREE COLUMNS OF INSTRUCTION

The Paideia classroom features three complementary instructional techniques or columns: didactic instruction of factual information, intellectual coaching of skills and seminar dialogue about ideas and values. The Three Columns of Instruction represent the seventh and eighth Paideia Principles.

DIDACTIC



The Acquisition of
Organized Knowledge

10 - 15%

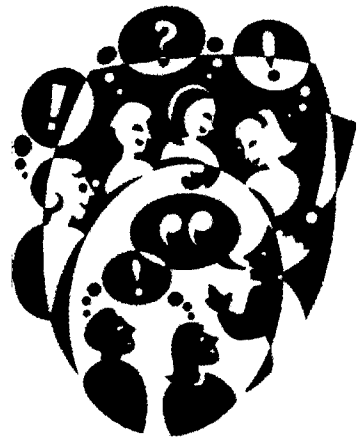
COACHING



Development of
Intellectual Skills

60 - 70%

SEMINAR



Increased Understanding
of Ideas and Values

15 - 20%

