

## ***Explanation colors / legitimization types***

The six different card colors represent six different legitimization types:

### **(1) Caring legitimization type**

This legitimization type expresses a caring orientation towards the pupils' best interest, in the sense that pupils are seen as vulnerable and very dependent on grown-ups to survive in a demanding world. One of the main characteristics of this legitimization type is that pupils need to be handled with great care and patience. According to this legitimization type, pupils need to be shielded from possibly harmful environments. Furthermore, pupils need to develop qualities that will protect them from undesirable situations and predicaments. Teachers feel that the school needs to provide a peaceful and healing environment in order for pupils to flourish.

### **(2) Personal legitimization type**

This legitimization type expresses a personal orientation towards the pupils' best interest in the sense that pupils need to be understood as unique social beings that have a personal relationship with teachers. In this legitimization type, the pupils' personal development is of the utmost importance. It is imperative to their personal development that pupils are trusted to articulate their own needs and desires with regard to the educational environment they find themselves in. According to this legitimization type, it is important to really know the pupils in order to understand their needs. The ultimate goal of education is that pupils grow up to be balanced and happy human beings.

### **(3) Contextual legitimization type**

This legitimization type expresses a contextual orientation towards the pupils' best interest in the sense that pupils' living conditions, life histories and practical lives need to be taken into account in teaching situations. According to this legitimization type, pupils will find themselves in all kinds of social situations. The main qualities they need to develop concern practical living skills that will help them to act adequately in these situations. The school curriculum should include learning arrangements that are situated both inside and outside the school. Consequently, the school is considered a training place for the world outside the school.

### **(4) Critical legitimization type**

This legitimization type expresses a critical orientation towards the pupils' best interest in the sense that pupils need to be freed from constraining ideas about themselves and living conditions that imprint these ideas. According to this legitimization type, pupils should be prepared to become equal and qualified participants in conversations. Consequently, they should develop qualities that will help them to make informed and independent judgments. Schools should encourage pupils to adopt a critical stance towards constraining social structures. This legitimization type perceives the school curriculum as a construct that is influenced by both social and political claims.

#### **(5) Functional legitimization type**

This legitimization type expresses a functional orientation towards the pupil's best interest in the sense that pupils need to be raised towards adulthood along the lines of preconceived favourable outcomes. Pupils' learning achievements are of the utmost importance. Great value is attached to evidence-based teaching methods in order to maximize pupils' potential. In accordance with this legitimization type, pupils are primarily perceived as institutionalized learners. Consequently, they should learn to acquire adequate study skills and a good work ethos to master curriculum content that is going to be examined.

#### **(6) Psychological legitimization type**

This legitimization type expresses a psychological orientation towards the pupils' best interest in the sense that their conduct needs to be labelled in mental or emotional terms in order for adequate teaching and learning to take place. According to this legitimization type, pupils are not primarily looked on as individuals but rather as exponents of a larger group. Emphasis is put on pupils' learning and behavioural difficulties. According to this legitimization type, pupils' diagnostic profiles to a large extent inform how they should be taught. School is considered a place that needs to be equipped to deal with pupil conduct that deviates from the norm.