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Who was Carl Rogers? Carl Rogers was an influential American psychologist and one of the founders of humanistic psychology. Carl Rogers is best known for his person- centred approach psychotherapy and believed in showing unconditional positive regards to his clients along with a client centre approach to his work. Carl Rogers approach can be seen in a lot of schools curriculums to this day and had 5 core values within his work and theories, the 5 theories are; Congruence – close match between a person's self-image and their actual experiences leading to well – being, Incongruence – a mismatch between a person's self-image and actual experiences resulting in anxiety and inner conflict, Person – centred therapy – approach that emphasises empathy, genuineness and unconditional positive regard allowing people to explore and solve their own problems naturally, Subjective experience – reality is perceived subjectively, and each person's unique experience of the world shapes their behaviour more than objective reality, Actualizing tendency – every individual has an inherent tendency to grow, develop and fulfil their potential when the right conditions are present. His work is used by schools within their policies and practices due to his unconditional positive regard approach which is believed to create a warm and supportive environment children in educational settings, helping children understand making mistakes are essential to the process of learning. Carl Rogers' theory encourages teachers, teaching assistant and LSAs to "treat children as whole individuals, focusing on their holistic development and creating nurturing learning environments" (Cure, 2008) within classroom/ educational settings.

One of Carl Rogers' approaches is used within TA's roles and responsibilities in school A – primary age special needs school. This role is to establish constructive relationships with pupils and interact with them according to their individual needs. Carl Rogers theory of a person- centred approach links into this role because a person- centred approach emphasises

the importance of a therapeutic relationship between the client and therapist however in this instance it is between the pupil and teaching assistant. Carl Rogers expresses how a person-centred approach helps provide growth and self- actualisation within the individual; this means focusing on the child's subjective experiences and creating a supportive, non-judgemental environment. This theory supports the work of the TAs in school A as the role is to establish constructive relationships. Constructive relationships help pupils actively grow, help pupils solve problems and help pupils work well together in their environment creating a growth focused relationship between the TAs and pupils. A constructive relationship between a TA and pupil can improve the wellbeing of the pupil along with the productivity which would then be seen throughout the pupil's progress in education. As well as growth Carl Rogers person- centred approach focuses on self-actualisation, this is for all individuals to inherent tendencies to grow, develop and realise their full potential. Carl Rogers also believes that self-actualisation is a primary motivator to human behaviours. TAs in school A then use this theory into practice to support each learner with their individual needs and help build the pupils self-actualisation. Another theorist who believed that self-actualisation is a primary motivator to human behaviour was Abraham Maslow. “Self-actualisation is at the pinnacle of what Maslow defined as a hierarchy of human needs” (Sullivan, Britannica Editors, 2025). Maslow believed that once all other needs were met, these being; physiological, safety, love and esteem then an individual's self-actualisation would thrive. This also links back to the roles and responsibilities of TAs in school A by providing a constructive relationship which builds trust, improves wellbeing and helps pupils to actively grow and reach their full potential.

Following the previous theory, Carl Rogers approach is applied in another aspect of the TA's roles and responsibilities in school A – primary age special needs school this theory is an unconditional positive regard approach. “Unconditional positive regard refers to the attitude of complete acceptance and support for a person, regardless of their thoughts, feelings, or behaviours” (Rogers, 1957). This element is considered crucial in facilitating personal growth and change for the client however in this instance it will be the pupil. Carl Rogers’ theory of unconditional positive regard is particularly influenced within the educational settings, providing a pupil centred learning approach and a positive classroom environment. The responsibility of TAs in school A is to create and maintain a purposeful, orderly and supportive

environment for pupils and to promote the inclusion and acceptance of all pupils. The unconditional positive regard approach provides safe spaces for self-exploration along with non-judgemental acceptance for pupils which links into the promoting the inclusion and acceptance of all pupils in school A. TAs in school A use unconditional positive regard within their role daily, rewarding pupils for big or small achievements, allowing pupils to express their interests freely and always valuing the pupil separate from their actions which allows pupils to grow and change. Carl Rogers states that having a positive classroom environment where pupils feel respected and accepted, pupils are more likely to engage in the learning and exhibit positive behaviours within the classroom and towards others. Providing a calm environment in school A helps support pupils with their behaviours along with their routines. Along with unconditional positive regard we can also see Carl Rogers person-centred approach theory link within this role and responsibility for TAs in school A. As mentioned previously Carl Rogers person- centred approach helps pupils with self-actualisation and growth therefore allowing pupils to express themselves freely and promoting inclusion and acceptance of all pupils in the classroom environment it will create positive attitudes towards behaviours, routines and learning. Allowing pupils to boost self-esteem, improve their behaviours not through control, creating safety and helps support emotional regulation.

Another theorist who has a humanistic approach is Abraham Maslow; Maslow is well known for his 'Hierarchy of Needs' pyramid which prioritises human needs into 5 tiers. These 5 tiers are in order from the lowest to the highest; psychological needs, safety and security, love and belonging, self-esteem and self-actualisation. The lower tiers needs must be met and satisfied before higher needs can thrive. Psychological needs are requirements for human survival such as food, breathing, sleep and clothes. Safety and security needs are met by predictabilty, order and control which would be transferred into safety from harm and safe environments for individuals. Love and belonging needs are met through relationships such as family and friendships, providing the individual with belonging and acceptance. Self-esteem needs are met by recognitions from others along with achievements and finally self-actualisation is met through an individual seeing their full potential through personal growth and creativity. Maslow's theories can be seen in the TAs from school A's roles and responsibilities, TAs from school A are to establish constructive relationships with learners which links into Maslow's love and belonging tier. Providing the pupils a constructive relationship will help their sense

of belonging and acceptance helping them feel safe and secured in the school environment and help psychological needs. This meets three of Maslow's tiers; psychological needs, safety and security and love and belonging which allows higher tiers to then thrive. Maslow's theory is also seen in school A's responsibility to create and maintain a purposeful, orderly and supportive environment providing pupils with feedback to promote their self-esteem and a positive environment to learn, this links with Maslow's self-esteem tier. With all these combined pupils from school A's needs are met by TAs through all tiers allowing their self-actualisation to thrive. Abraham Maslow's theories link with Carl Rogers as they both believe in a humanistic approach to individuals, both theorist state that individuals basic needs such as safety, acceptance, non-judgemental and psychological needs must be met which then helps individuals self-actualisation. Self- actualisation is the core value that both theorist mention and individuals who experience personal growth and develop will reach their full potential.

In conclusion I believe that both roles and responsibilities that TAs from school A – primary age special needs school have been influenced by Carl Rogers and Abraham Maslow. Both policies that have been discussed are good policies that will help pupils to achieve their full potential, providing them positive environments to actively grow. The TAs in school A build trust with their pupils providing them with a feeling of safety and acceptance which will improve their growth focused relationship. It will then transfer into the classroom environment creating a calm and positive nature. With all this a pupil's self-actualisation will thrive allowing them to experience personal growth and realise their full potential. Self-actualisation is a believed to be a primary motivator to human behaviour therefore when TAs from school A are meeting the pupil's basic needs daily through their work learners are reaching their full potential. Both Carl Rogers and Abraham Maslow's humanistic approaches have helped school A create polices where pupils will thrive therefore, I do believe that both theorists have positively impacted the education systems.

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