

“If it’s not gentle, it’s no teaching!  
About loyalty, voice and exit”

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*The relationship in support and care*  
*Gentle Teaching Conference 2019, Ghent*

I'm looking forward to my lecture

**Professor in Social Work**

Gentle Teaching as a memory

Gentle Teaching as a *meaningful* memory

# An interest in *non-effective* social work

*(if it works, you are probably doing something wrong)*

# Ambiguity and “Quality of being there”

(Warmenhoven)

The goal is to not have a goal  
(and the difficulty of accepting that)

(McGee)

**We get the wrong clients!**

The pistacchio-effect

The *safety* of the cleaning lady

Why do we wait so long?

Gentle teaching as a *spearhead* idea/practice

(Gentle) Teaching (meaning) instead  
of learnification (effect)

(Biesta)

**“If it is not gentle, it is no teaching”**

(or if it's no teaching it is just learning)

The importance of *freedom*

voice - loyalty - *exit*

(Hirschman)

# Quality management and exit

**Exit and the rise of conditionality**

Wanting to escape from prison as a problem

# The *radicality* of Gentle Teaching and *exit*

*(and the need for intersectionality)*

The *limitation* of Gentle Teaching and exit

The *revival* of love

The risk of turning societal/political questions  
into ethical and relational ones

# The pressure of having to be a saint/heroic agent

(Marston & McDonald)

“Workable indifference”

(Devisch)

A maybe non-accepting but engaged approach

From relations to (also) rights

No rights for Anders Breivik?

Rights beyond empathy

The need to *politicise* relational care practices

The possible aggression of  
gentle care arrangements

The aggressive care for the person  
who loved to travel

If it's only relational and not political,  
it might not be gentle

Thank you