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The proposed contribution is to be seen in the context of the debate about sexualised violence in educational institutions in Germany, in educational and social services, within the Church as well as in educational institutions run by independent agencies, cases which have become known to a wider public since 2010.

Currently, on the one hand teachers and social workers in their daily work are very uncertain and wonder how they should organise the relationship between proximity and distance in their own practice.

On the other hand, the public expects in an increased extent that teachers explain, justify and legitimize their position in relation to children and young people entrusted to them.

Therefore the pedagogy as a profession with a long tradition in the debate on ethical issues has to redefine its attitude towards sexuality and power, respectively to undergo a thorough process of reflection.

From a theoretical perspective on professionalization, these problems also affect the controversy of rationality versus intuition. There is a great confusion about which importance must be given to affects and emotions and to personal factors in the educational practice and how and to what extent these factors differ from professional standards of knowledge acquired in the training and professional routines and performance skills.

In this field, the contribution is placed under the working title "Sexuality and Power as structural problems in the field of education and the prospect of ethical reflection."

The title expresses the argument that the establishment of ethical reasoning and reflexivity in education, training and further education of teachers is an important element of professionalism in dealing with sexuality and power.

For the contribution a tripartite approach is envisaged:

First, the international status of research on issues of sexual violence against children and adolescents in educational settings is collected.

This step follows from an earlier article, which was written together with Werner Thole (see Retkowski & Thole, 2012). It was shown that within the current state of research in Germany the incidents were declared with regard to institutional, ideological, biological- naturalistic or interactional theoretical approaches.

In a second step it is asked, how these results are linked to the establishment of ethical reflection in education, training, and further education. What is the importance of scientific knowledge for the cultivation of ethical reflection skills? In which way can it be used? How can these positions be brought into a productive dialogue?

The paper concludes with an outlook on the relationship between ethical and professionally oriented critical thinking in educational contexts.

Retkowski, A., & Thole, W. (2012). Professionsethik und Organisationskultur. In W. Thole, M. Baader, W. Helsper, M. Kappeler, M. Leuzinger-Bohleber, S. Reh, U. Sielert & C. Thompson (Eds.), *Sexualisierte Gewalt, Macht und Pädagogik* (pp. 291-316). Opaten, Berlin, Toronto: Verlag Barbara Budrich.