

Barow, G. & Newton, T. (Hg.) (2016): „Educational Transactional Analysis“, London and New York: Routledge.

The published book of Giles Barrow and Trudi Newton „Educational Transnational Analysis“ contains some lofty claims. It is supposed to be an international guide to theory and praxis. Twenty authors from all over the world contribute articles focusing on transactional analysis (TA) in pedagogy. In four big parts the elements of pedagogical TA are gathered. The first chapter treats general questions concerning philosophy, politics and principles of pedagogical TA. Followed by the second part, which emphasizes the identity of the teacher, the third outlines the reference to school and the fourth one concentrates on adult learning and the development of a community, what implies the integration of learning processes in certain institutional contexts.

Barrow starts with an opening article treating the concepts liminality, natality and regeneration. Liminality is orientated at the idea “betwixt and between“ of Victor Turner, which sees the human in a transitional stadium. Being an ethnologist, Turner analyzed human transitional stadiums and their rituals. Natality refers to the concept „between past and future“ from Hannah Arendt. It implies the opinion, that learning is a process, which creates something new (“the newcomer receives the ability, to start a new beginning”). This model corresponds with Berne’s physis- approach. On the other hand, there is a bridge to Mezirows “de-schooling” and Parker Palmers „love for learning“ completes these approaches. Learning in this case has an open ending and does not have something in common with the classical linear school-thinking way.

Pete Shotton, also from Great Britain engages himself with the aspect of power in learning situations. In „We all count“ he examines the different positions of the O.k.-corals in the learning context. Trudi Newton follows with new visualizations of classical TA concepts, like the above putting of the child-ego and the implication other symbols like resilience-cycles.

The part focusing on the teaching personalities and their meaning (“the teacher makes the difference“) Susannah Temple, Henk Tigchelaar, Nevenka Miljkovic as well as Dörte Landmann and Gernot Aich highlight different aspects of classical TA

reaching even to meditation as a supporting way of learning.

The third part discusses the work with children and young adults in eight articles. Evelyne Papaux presents the permission wheel of Gesa Jaoui. This wheel offers a social and dynamic perspective to autonomy. Trudi Newton adapts the script idea in a way, that it does not only concern an early decision, but even something, which is formed in classroom. Sylvia Schachner from Austria talks in her experiences about the configuration of intercultural learning processes, Cesare Fregola from Italy connects mathematical learning with the drivers.

The fourth and last part of the book has certain institutional contexts in the learning process. Rosemary Napper begins with Schmid's "Dreiweltenmodell" and Jan Grant from Australia shows her work with Tempel's Functional Fluency. Rhae Hooper, likewise from Australia looks at the leadership qualities, which simplify the learning processes in the organizational field. She refers to the concepts of Yalom and Gage and connects their research with TA. The Indian Marina Rajan Joseph continues with the eight Berne's intervention techniques used in the learning process. Jean Ilsley Clark, the famous old lady of "educational TA" closes with a review on the history of pedagogical TA.

Overall the book introduces a rich offer of ideas. This starts with the distinct learning philosophy to an open learning process. This means the learner finds himself in a phase between something previous and something what follows. Here one can see an excellent analogy to the neo psyche of Berne and simultaneously an interpretation to the pedagogical art and challenge.

In the individual contributions the attitude and the models of TA in practice and in their variety are shown. The capacity of TA in the pedagogical field becomes very obvious. In addition to that, the resource-orientated side of TA is consequently illustrated, as justified from Bernd Schmid in the German area and from Julie Hay in the English-speaking region. It is beneficial, that as well German TA was included here and that they could deliver some contributions. This part sometimes is missing in other journals of modern TA.