

Exploring Pedagogies

Introduction

Core Strands 1 and 2

Programme for today

9:30-10:00	Welcome and overview of day
10:00-10:45	Core Strand 1.1 International debates around key pedagogical principles
10:45-11:00	Break
11:00-11:45	Core Strand 2.1 Theories of learning that inform pedagogical practices and contemporary perspectives on learning theory
11:45 – 12:30	Core Strand 2.2 Shared pedagogy of practice: whole school approaches to improving learning and teaching.
12:30-13:15	Lunch
13:15-13:25	Core Strand 1.2 Guided discussion on perspectives of International research on learning and pedagogy
13:25-13:30	Introduction to Expert and pre-circulated publications
13:30-14:45	Ask the Expert – Professor David Jardine
14.45-15.00	Core Strand 1.2 Guided discussion on perspectives of International research on learning and pedagogy – Response to 'Ask the Expert
15.00-15.05	Plenary - Final Reflection

Exploring Pedagogies

National Teaching Team

- Prysor Davies (Module Lead) - Aberystwyth University
- Gwenan Lockley - Bangor University
- Dylan Adams - Cardiff Metropolitan University
- Alex Southern - Swansea University
- Sonny Singh - University of Wales Trinity Saint David
- Bethan Mitchell - University of South Wales
- Liz Sheen - Wrexham Glyndwr University



Module assessment

- A slide presentation demonstrating critical reflection on the implementation of an innovative teaching intervention with evidence of effectiveness and impact (10 minute equivalent).
- A structured critical reflection associated to the content of each of the slides (3000 words).

Your home institution will provide guidance on submitting the presentation.

Non Teachers:

- A presentation demonstrating critical reflection on the theory, design and/or implementation of an innovative pedagogic approach with a consideration of potential effectiveness and impact (10 minute equivalent).
- A structured critical reflection associated to the content of each of the slides (3000 words).



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Preparing for assessment

- Planning the intervention
- Conducting the intervention
- Analysis of results
- Preparing for submission

Submission date: 8th January 2026



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Planning the intervention

- Identify your focus.
 - Choose a focus that will enable you to discover more about **your** pedagogy in **your** classroom rather than to prove a hypothesis.
- Search for **relevant literature** to inform the design.
 - Use the readings from the module as a starting point
- Consider what evidence of impact or effect you might use.
 - Evidence can be qualitative as well as quantitative.

Conducting the intervention

- Bear in mind the time scale of the module
 - National Conference 2: 15th November 2025
 - Assessment submission: 8th January 2026
- The intervention should be on a small scale.
- Plan the evidence collection / analysis of effect in advance.

Analysis of results

- What evidence do you have of impact or effect?
- Does the evidence show a change in the classroom?
- Why might the change have occurred?
- If the impact appears to be limited, analyse why.

Preparing for submission

National Conference 2



Activity: Share your preliminary ideas for your intervention

As a group use this structure to develop your ideas

- Each person speaks in turn to make a brief statement on the following:
 - i. Outline the idea;
 - ii. Explain the reasons;
 - iii. Consider possible outcomes.
- When each person has spoken, the rest of the group can ask questions.

International debates around key pedagogical principles

Core Strand 1.1



Before this session

You may have engaged with materials for Core Strand 1.1 on Pebble Pad

- The Great Teaching Toolkit: Evidence Review [Great Teaching Toolkit Evidence Review.pdf \(hubspotusercontent-na1.net\)](https://hubspotusercontent-na1.net)
- Rosenshine's Principles of Instruction [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT \(teachertoolkit.co.uk\)](#)
- Donaldson's Pedagogical Principles [successful-futures.pdf \(gov.wales\)](#)



In this session

- A critical look at pedagogy and international debates
- Reflections on pedagogical decisions in your practice
- Responding to the demands of the 21st century – opportunities and barriers



Pedagogies provide frameworks for the multitude of decisions teachers have to make about how they teach... There is no single meaning of the term 'pedagogy' and it has different connotations across cultures...

[In the OECD working paper], pedagogy refers to repeated patterns or sets of teaching and learning practices that shape the interaction between teachers and learners.

Peterson, *et al.* (2018: 8)

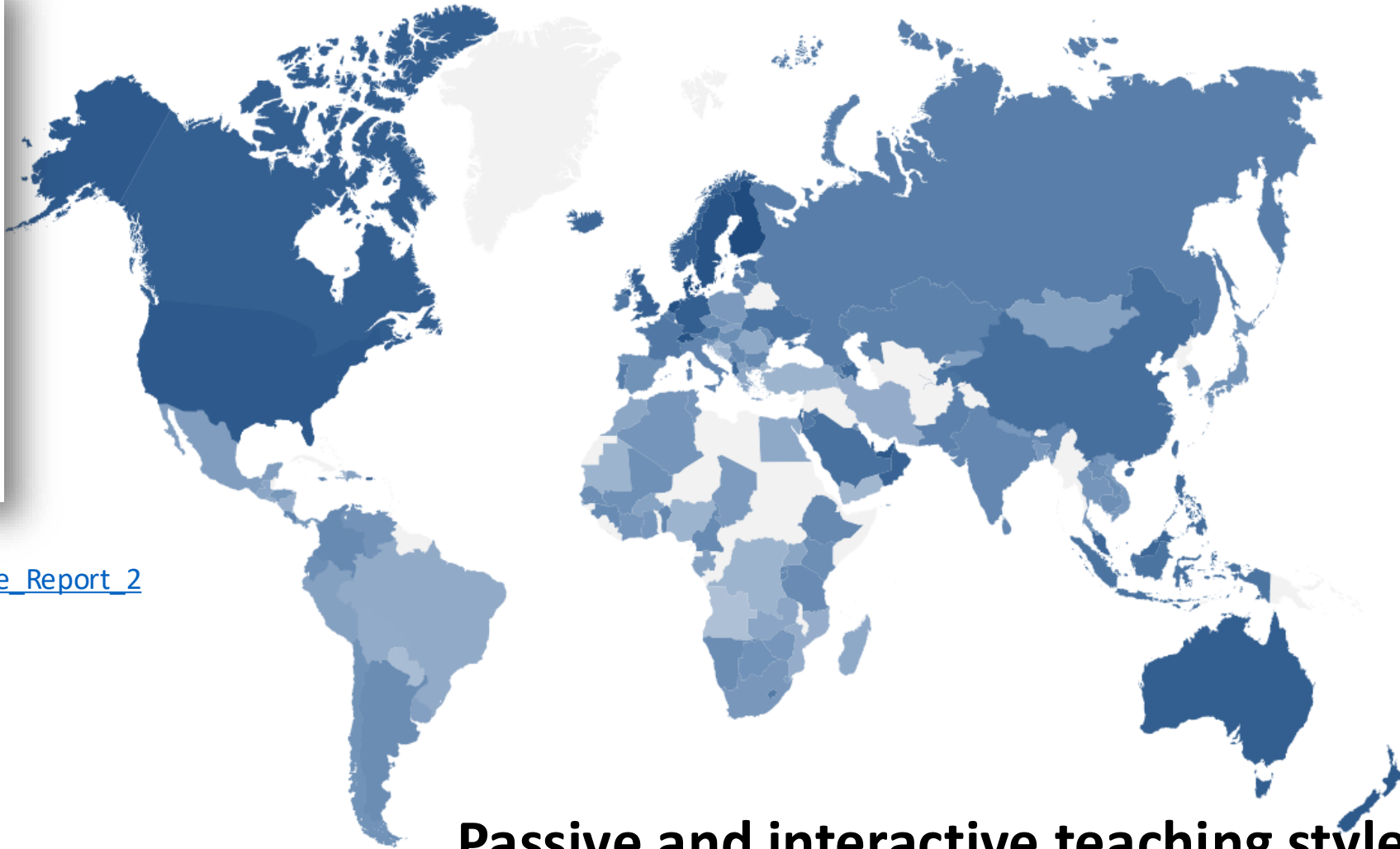
[OECD Pedagogy Paper.pdf](#)

Activity 1 – How do you make decisions about your pedagogy?





[WEF Schools of the Future Report 2019.pdf \(weforum.org\)](#)



Passive and interactive teaching styles

Passive (0)  Interactive (100)



Disrupt the role of the teacher

Our educators need to build the courage to lose control. To let go, to join in and embrace automation, robotics, and algorithms... Teachers need to lead the change in the classroom. To [quote](#) Professor Erica McWilliam, they need to move from being the “Sage on the Stage”; they even need to give up the being the “Guide on the Side” to become the “Meddler in the Middle” – a collaborative co-learner in the thick of the action.

World Economic Forum, 2021

[3 ways to disrupt education and help bridge the skills gap | World Economic Forum \(weforum.org\)](#)

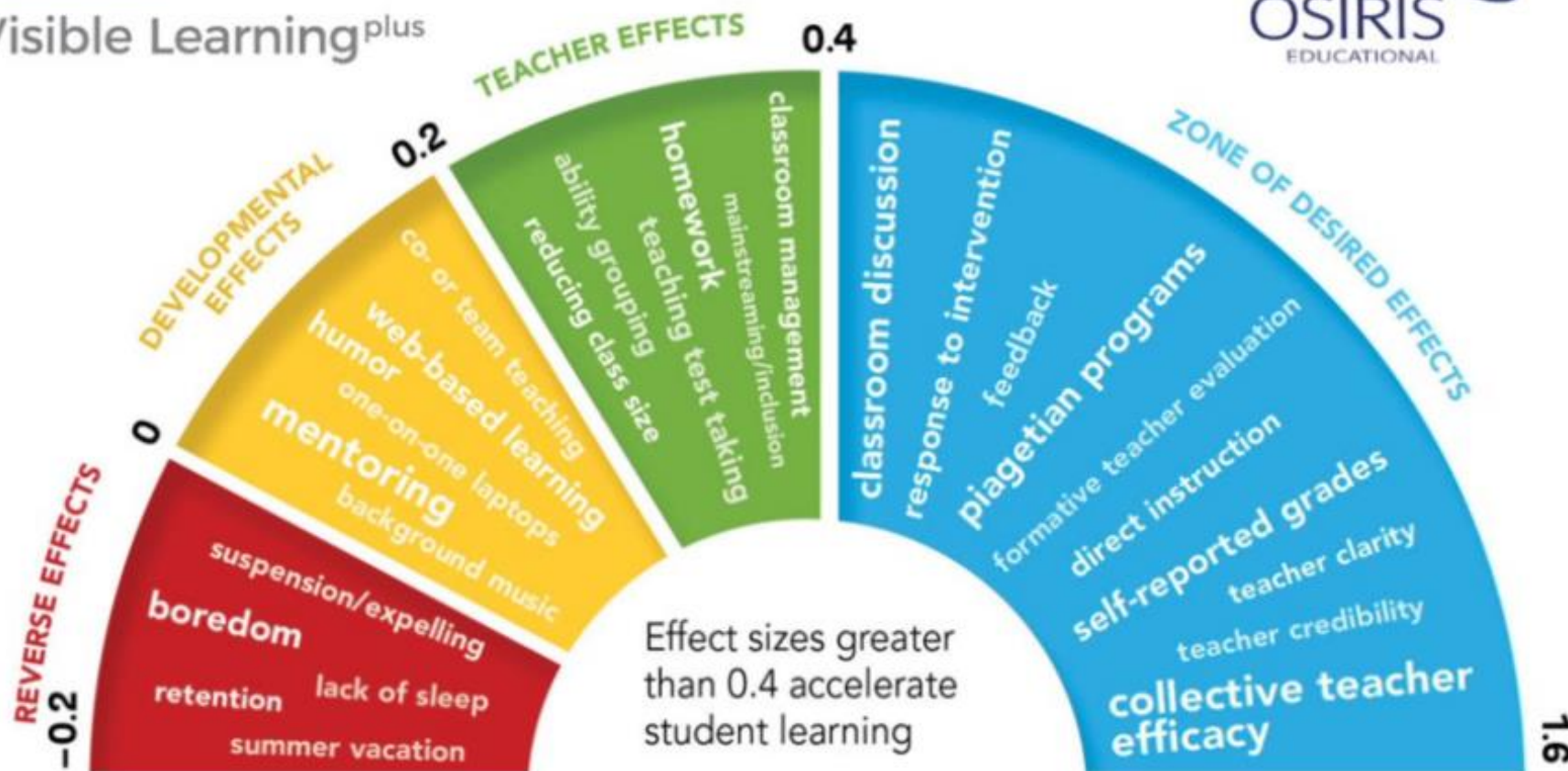


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CORWIN

Visible Learning^{plus}

OSIRIS
EDUCATIONAL



Visible Learning Barometer of Influences. (c) 2019 Corwin and Osiris

Activity 2 – Considering an ‘evidence-based’ approach: What works?

With reference to:

- **The Great Teaching Toolkit: Evidence Review** [Great Teaching Toolkit Evidence Review.pdf](https://www.hubspotusercontent-na1.net) ([hubspotusercontent-na1.net](https://www.hubspotusercontent-na1.net))
- **Rosenshine’s Principles of Instruction** [Principles of Instruction: Research-Based Strategies That All Teachers Should Know](https://www.teachertoolkit.co.uk), by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT ([teachertoolkit.co.uk](https://www.teachertoolkit.co.uk))
- **Donaldson’s Pedagogical Principles** [successful-futures.pdf](https://www.gov.wales) ([gov.wales](https://www.gov.wales))

- 1) Do these rob teachers of their pedagogical freedom?
- 2) To what extent to these feature in your practice?
- 3) Critically discuss the benefits and drawbacks of some of the pedagogical approaches in the context of your institution.
- 4) How might these pedagogies prepare learners to thrive in the 21st century?

The 21st Century Teacher

In the 21st century, society is transforming swiftly. Thus, teachers need to acknowledge these changes by preparing students for the world in which they will live and work. The skills of critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy and flexibility are important skills...

This signifies that teachers need to use all the necessary resources to make teaching and learning relevant and realistic

Naidoo, J (2021: 6)



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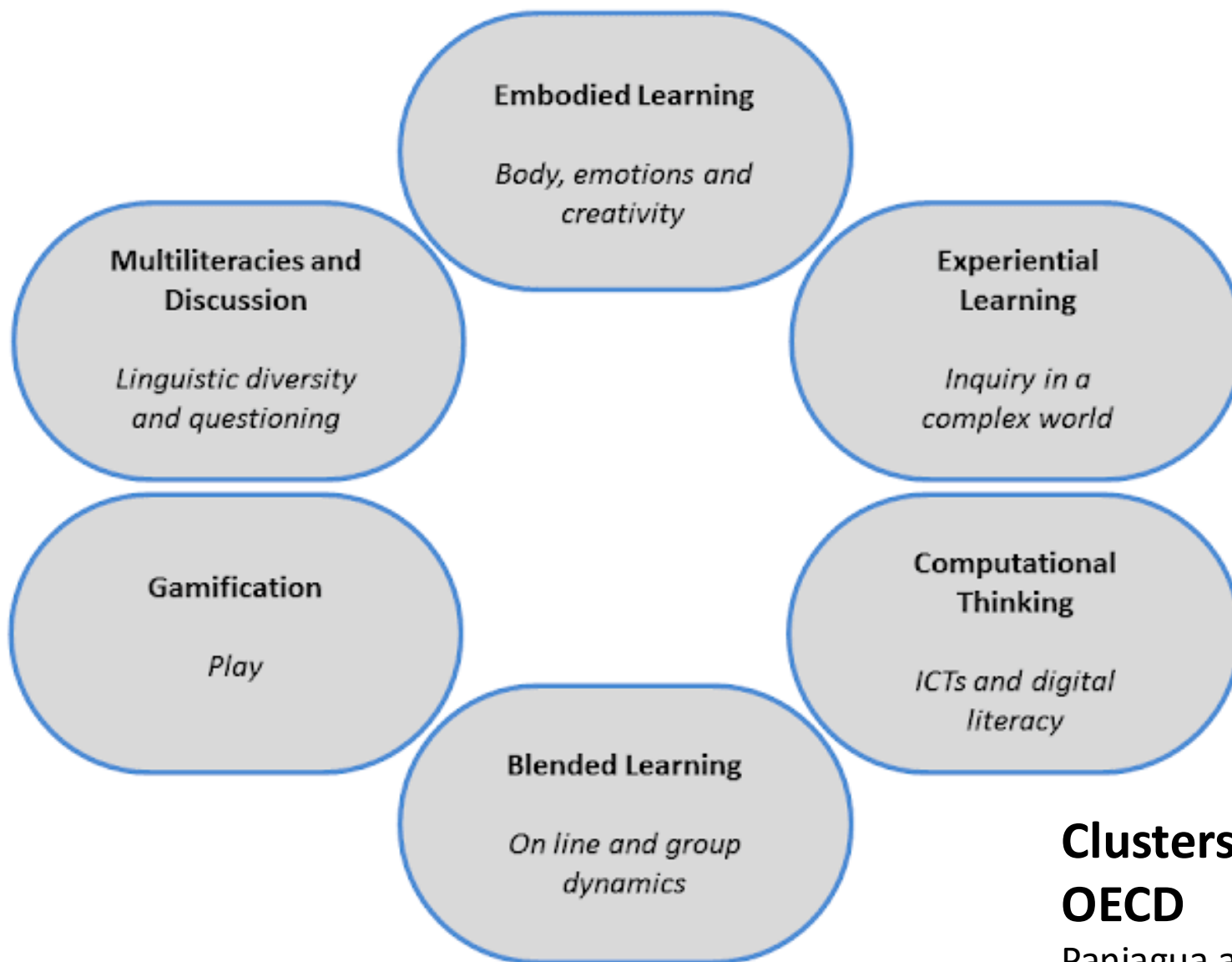
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Clusters of Pedagogical Approaches OECD

Paniagua and Istance (2018)

[Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies](https://oecd-ilibrary.org/teachers-as-designers-of-learning-environments-the-importance-of-innovative-pedagogies) | [READ online \(oecd-ilibrary.org\)](https://oecd-ilibrary.org/teachers-as-designers-of-learning-environments-the-importance-of-innovative-pedagogies)

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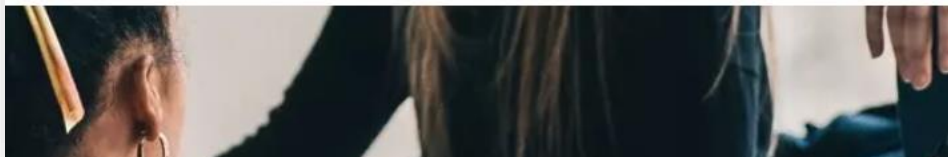
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Why AI makes traditional education models obsolete – and what to do about it

Sep 21, 2023



[Here's why AI makes traditional education models obsolete | World Economic Forum \(weforum.org\)](#)

ChatGPT could be an effective and affordable tutor

Mar 6, 2023

[AI tutors: Could ChatGPT one day help to train students? | World Economic Forum \(weforum.org\)](#)

This article is published in collaboration with
The Conversation

Why ethical AI requires a future-ready and inclusive education system

Jun 5, 2023

[Ethical AI requires future-ready, inclusive education system | World Economic Forum \(weforum.org\)](#)

Here's why ChatGPT raises issues of trust

Feb 6, 2023

[ChatGPT and AI raise huge issues on trust and reliability. | World Economic Forum \(weforum.org\)](#)

This article is published in collaboration with
The Conversation

UNESCO calls for a ban on phones in schools. Here's why

Aug 4, 2023

[UNESCO calls for a ban on phones in schools. Here's why | World Economic Forum \(weforum.org\)](#)



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Donaldson, G (2015). *Successful Futures. Independent Review of Curriculum and Assessment Arrangements in Wales*. Welsh Government. Available from: [successful-futures.pdf \(gov.wales\)](https://gov.wales/successful-futures.pdf)

Naidoo, J (2021) *Teaching and learning in the 21st century*. Boston: Brill Sense

Paniagua, A and Istance, D (2018). *Teachers as designers of learning environments: The importance of innovative pedagogies*. OECD Publishing: Paris. Available from: [Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies | READ online \(oecd-ilibrary.org\)](https://oecd-ilibrary.org/Teachers-as-Designers-of-Learning-Environments-The-Importance-of-Innovative-Pedagogies)

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World Economic Forum (2020). *Schools of the Future. Defining new models of education for the Fourth Industrial Revolution*. Available from: [WEF_Schools_of_the_Future_Report_2019.pdf \(weforum.org\)](https://www.weforum.org/WEF_Schools_of_the_Future_Report_2019.pdf)



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Optional Readings and useful links...

Hegazy, H, Ellerton, P, Campos-Remon, H, Zaphir, L, Mazzola, C & Brown, D (2023). Working from theory: developing the bases of teachers' critical thinking pedagogies through action research, *Educational Action Research*, 31:1, 78-93, DOI: 10.1080/09650792.2021.1877757

Riddle, S & Hickey, A (2023). Reclaiming relationality in education policy: towards a more authentic relational pedagogy, *Critical Studies in Education*, 64:3, 267-282, DOI: 10.1080/17508487.2022.2132414

[The future of learning in MENA | McKinsey](#)



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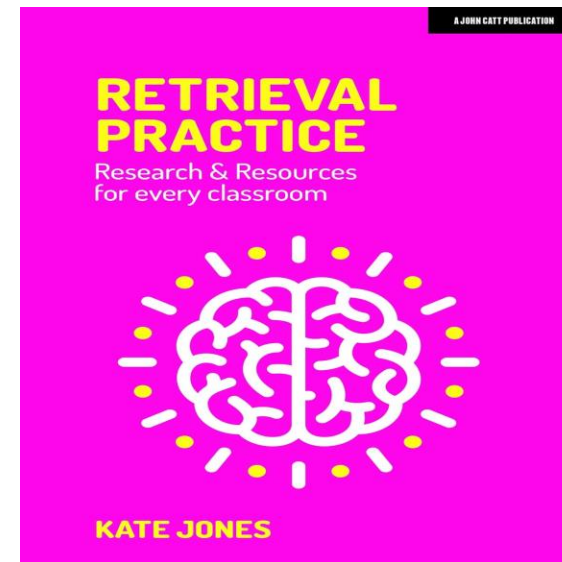
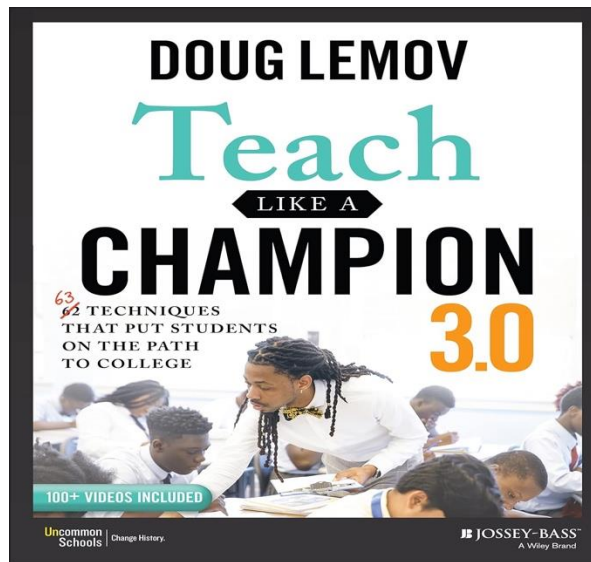
Theories of learning that inform pedagogical practices and contemporary perspectives on learning theory

Core Strand 2.1



Teaching and learning are never neutral

“all education is political;
teaching is never a neutral act”
(Freire, 1968, p.19).



Theories of learning are based on assumptions...for example...

about how the brain works (over simplified)

about the nature of knowledge (rational, logical knowledge is prioritised)

about what it means to be a human being (homo-economicus – separate individuals competing for capital)



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Popular teaching/learning theories

Cognitive load theory – “there is little evidence of generally applicable subjective measurement techniques and measures for the three types of load and for overall cognitive load” (Orru and Longu, 2019, p.16).

Teach like a champion (behaviourism – Skinner) – “To simply demand that education become strong, secure, predictable, and risk free and to see any deviation from this path as a problem that needs to be ‘solved’... misses the educational point.” (Biesta, 2015, p.2).

Performativity – “Are we doing this because it is important, because we believe in it, because it is worthwhile? Or is it being done ultimately because it will be measured or compared? It will make us look good!”

(Ball, 2003, p.220)



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What is pedagogy?

Alexander (2000) argues that “pedagogy contains both teaching as defined there and its contingent discourses about the character of culture, the purposes of education, the nature of childhood and learning and the structure of knowledge” (p.551).

Alexander’s (2013, p. 4) very important identification of the duality of “the act of teaching together with the ideas, values and beliefs by which the act is informed, sustained and justified”.



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Activity

Watch the wolf scene from Fantastic Mr Fox

- <https://www.youtube.com/watch?v=ELqdLvz60zA>
- How does the scene relate to teaching and learning?
- How does the scene relate to education?
- How does it relate to the 4 purposes?



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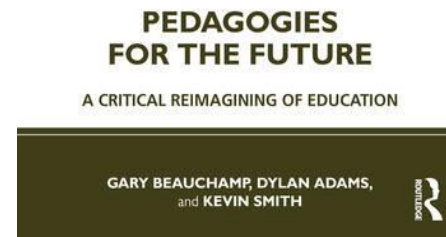
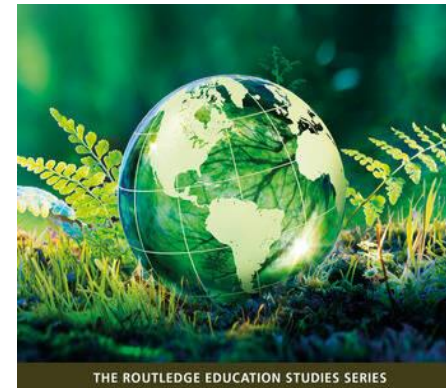
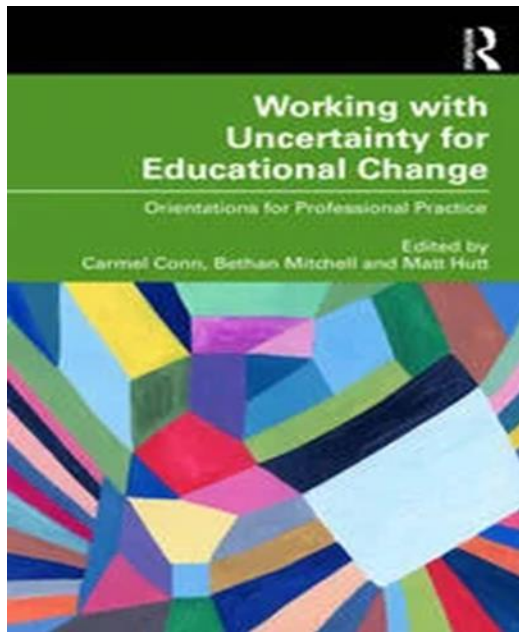
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Pedagogy chained to the dominant culture (neoliberalism)

- “Just as ecology has been suggesting, it is too easy to find ourselves in schools helplessly feeding the voracious activity beast, finding ourselves sometimes taken in by the exhilarating rush of it all, and finding ourselves unwittingly equating the ends of education with being able, in deft post-modern fashion, to manipulate surfaces to one's own ends and to live consumptively” (Jardine, 1996, p.52).

Other ways of being and knowing

Fantastic Mr Fox uses rational, logical ways of communicating, but these fail. Only when he views reality differently and engages with other ways of knowing, or making meaning, does he connect with the wolf.



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Shared
pedagogy of
practice:
whole-school
approaches to
improving
teaching and
learning.

Core Strand 2.2



Before this session

You will have completed the reading for Core Strand 2.2

- Six key features (Desimone et al., 2002)
- Effective Professional Learning (Guskey, 2003)
- Professional Learning (Timperley, 2008)



Contents

- Introduction
- Reflecting on your reading:
 - Six key features (Desimone et al., 2002)
 - Effective Professional Learning (Guskey, 2003)
 - Professional Learning (Timperley, 2008)
- Recent developments
- Conclusion

Introduction

- Curriculum Development necessitates significant change
- Changes in practice depend on changes of beliefs
- Cascade models are ineffective
- Externally driven change depends on teachers' *“sense of purpose and passion”*
- Professional learning should move away from delivering content to developing teachers' understanding of their own practice

Effects of Professional Development on Teachers' Instruction: Results from a Three-year Longitudinal Study – Desimone 2002

- Study over 3 years and approx 1024 teachers
- six key features of Professional Learning 3 structural 3 core
 - Structural
 - reform type (e.g. study group, all staff input etc)
 - Durations - the total number of contact hours
 - collective participation - same school, or year groups
 - Core
 - Active learning -opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning
 - Coherence - by incorporating experiences that are consistent with teachers' goals, aligned with state standards and assessments,
 - Content focus - which the activity is focused on improving and deepening teachers' content knowledge in mathematics and science

Reform type

*“the form or organization of the activity; that is, whether the activity is organized as a **reform type**, such as a study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center, in contrast to a traditional work- shop, course, or conference”*

Duration / Collective Participation

*“the **duration** of the activity, including the total number of contact hours that participants spend in the activity, as well as the span of time over which the activity takes place”*

*“the degree to which the activity emphasizes the **collective participation** of groups of teachers from the same school, department, or grade level, as opposed to the participation of individual teachers from many schools.”*

Active learning

*“**active learning** opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning; for example, by reviewing student work or obtaining feedback on their teaching”*

Coherence /Content focus

*“the degree to which the activity promotes **coherence** in teachers' professional development, by incorporating experiences that are consistent with teachers' goals, aligned with state standards and assessments, and encourage continuing professional communication among teachers”*

*“the activity has a **content focus** ... the degree to which the activity is focused on improving and deepening teachers' content knowledge”*

Activity 8: Desimone et al., 2002

- In groups of three, discuss the main points arising from the article; highlight unusual findings and surprises and issues which have a bearing on your own professional learning (PL)
- The six features considered are:

Reform type	Duration	Collective participation
Active learning	Coherence	Content focus
- In your group, reflect on a recent curriculum development experience, using the six key features to frame your analysis (see next slides for a reminder)

Activity 9.1: Timperley (2008)

Teachers need knowledge and skills in assessment to maintain a student focus: the ability to identify exactly what students know and can do is a prerequisite for teaching that is responsive to each student's needs. But teachers cannot develop their assessment knowledge in isolation from their knowledge of pedagogical content, which is also vital as they focus their teaching on meeting the student needs they identify.

Activity 9.2: Timperley (2008)

Read this extract:

Integration of knowledge and skills

Teachers need knowledge and skills in assessment to maintain a student focus: the ability to identify exactly what students know and can do is a prerequisite for teaching that is responsive to each student's needs. But teachers cannot develop their assessment knowledge in isolation from their knowledge of pedagogical content, which is also vital as they focus their teaching on meeting the student needs they identify.

Activity 9.3: Timperley (2008)

- Following the quote on the previous slide, discuss, in your groups, how teachers can or cannot assess the Four Purposes and what pedagogical content knowledge do they need to teach the Four Purposes?
- To what extent was your discussion informed by agreed best practice and research

Activity 10: Guskey (2003)

Discuss the following questions in your groups:

- How is Guskey critical of so-called evidence backed professional development?
- He mentions that context is a factor; how would your context influence effective curriculum development in your school?

Recent Developments

The importance of teachers' CPD focusing on pupil progress and wellbeing side by side (Timperley et al., 2020)

Effective leadership contributions and design

Excellence for all – the pupils, teachers and the school

Being responsive to the needs of the school community when identifying starting points

The involvement of all (see next slide)



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Headteachers

Position CPDL as **shared responsibility** for pupil achievement and wellbeing

Focus on teachers' **professional growth** as well as developing knowledge/skills

Model openness to professional/leadership learning

Design structures/systems for managing complexity

Manage cognitive, practical & emotional demands

Mobilise specialist contributions to CPDL including CPDL expertise

Senior & middle leaders

Embed and model CPDL as taking **shared responsibility** for pupil achievement & wellbeing in all meetings & CPDL activities

Identify need for, and draw in specialist support including external support

Using high impact, evidence-rich CPDL processes to support active learning & professional growth

Develop tools that take account of the cognitive, practical and emotional demands made by CPDL

Teachers

Identify ambitious aspirations for pupil achievement & wellbeing to drive professional learning

Develop understanding of underpinning rationale/theory as well as nature of new approaches

Link self awareness, professional goals & collaboration to share responsibility for pupil wellbeing & achievement



Conclusions

Identify and share:

the main points regarding Professional Learning and Curriculum Development

key issues for you and your school

priorities for you and your school

Existing PL practices which you would like to change

New PL practices you would like to adopt



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Recent Materials

<http://www.curee.co.uk/node/5201>

<https://researched.org.uk/2020/06/08/philippa-cordingley-developing-great-leadership-of-cpdl-and-curriculum-development/>

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Goodson, I., 2014. Context, curriculum and professional knowledge. *History of Education* 43, 768–776.

Guskey, T.R., 2003. *PROFESSIONAL DEVELOPMENT THAT WORKS: What Makes Professional Development Effective?* Phi Delta Kappan 84, 748.



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Reflections

There are many perspectives on pedagogy, which shift according to context. David Jardine's theoretical standpoint can be understood as one critical perspective on pedagogy.

When you are listening to his presentation, consider the following questions:

1. What is your key takeaway from the presentation?
2. How might you describe or define David's perspective?
3. How does his perspective on pedagogy relate to your own experience?
4. What will you do/read/reflect on in response?

David W. Jardine

Professor Emeritus from the University of Calgary, Canada. Much of his work at the university involved working with teachers in schools.

He is the author of 15 books and over 125 articles in refereed journals, as well as dozens of book chapters on issues of curriculum pedagogy and interpretive research.

His current work is centered around receiving an early childhood education from his two grandchildren.



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