

# PIECCE Birth to Four Programme Framework

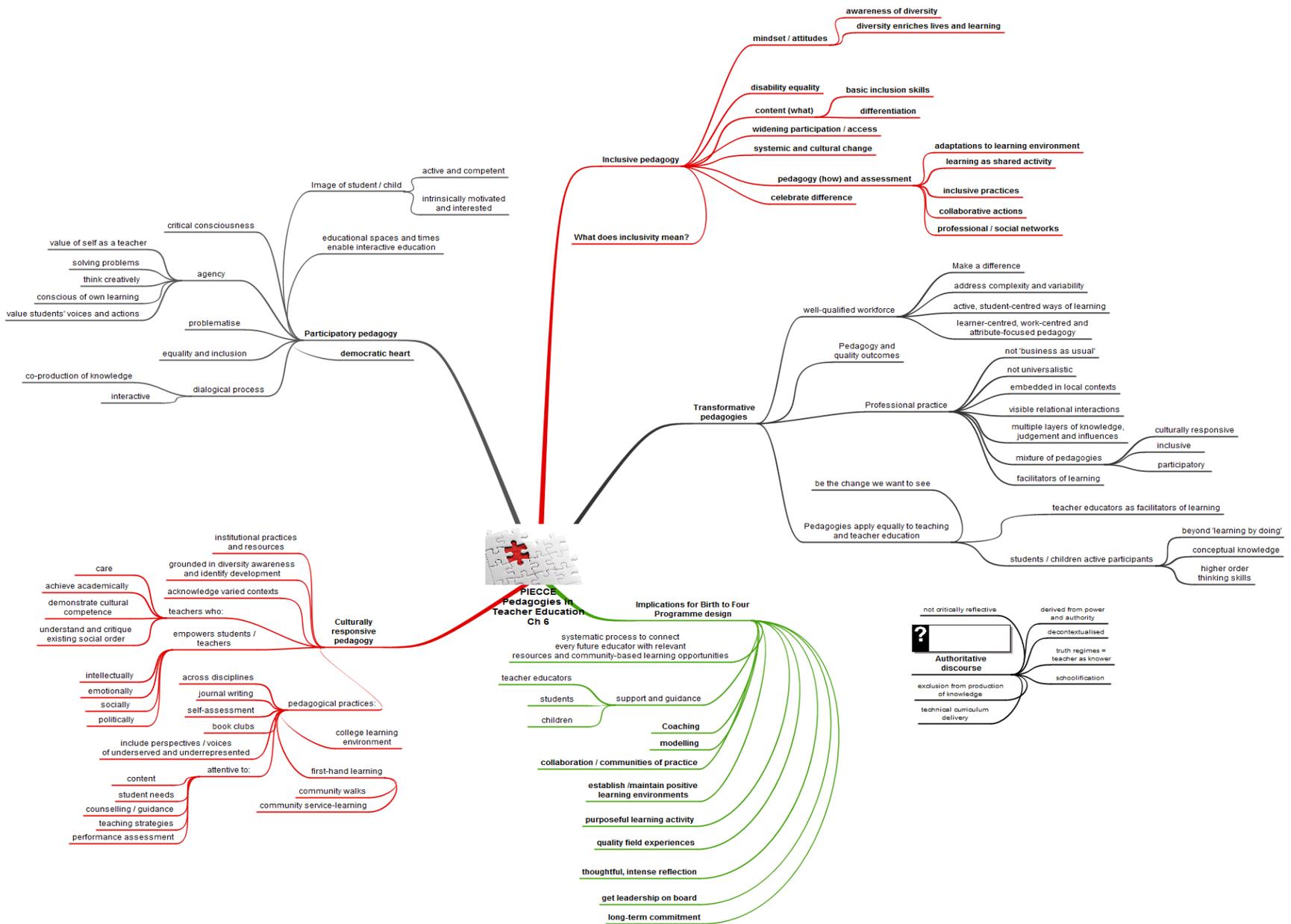
## *Pedagogies Chapter 6 Summary*

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# PIECCE Birth to Four Programme Framework Pedagogies Chapter 6 Summary



## Pedagogies Chapter 6 Summary

### 1. *Authoritative discourse*

Critiques of an authoritative discourse include:

- not critically reflective
- derived from power and authority
- decontextualized
- truth regimes = teacher as knower
- leads to schoolification
- technical curriculum delivery
- exclusion from production of knowledge

### 2. *Transforming pedagogy*

Pedagogies implemented in higher education for teacher education are highly contributory to quality child & student outcomes. We need to move away from an authoritative discourse towards a transformative, learner-centred, work-centred and attribute-focused pedagogy. This requires different pedagogical strategies that place teachers and teacher educators as facilitators of learning. The students / children become active participants who go beyond 'learning by doing' in order to gain conceptual knowledge and higher order thinking skills. The emphasis is on situated and social learning, and constructivist and experiential modes of learning.

A well-qualified workforce can make a difference by addressing complexity and variability through active, student-centred ways of learning.

- a. Professional practice requires a mixture of pedagogies:
  - i. culturally responsive
  - ii. inclusive
  - iii. participatory
  - iv. not universalistic
  - v. embedded in local contexts
  - vi. visible relational interactions
  - vii. multiple layers of knowledge, judgement and influences

Pedagogies apply equally to teaching and teacher education. Be the change we want to see.

### 3. *Culturally responsive pedagogy*

- a. Requires institutional practices and resources
- b. Is grounded in diversity awareness and identify development
- c. acknowledges varied contexts
- d. needs teachers who:
  - i. care
  - ii. can achieve academically
  - iii. demonstrate cultural competence
  - iv. understand and critique existing social order
- e. empowers students / teachers
  - i. intellectually
  - ii. emotionally
  - iii. socially
  - iv. politically

- f. pedagogical practices:
  - i. across disciplines
  - ii. journal writing
  - iii. self-assessment
  - iv. book clubs
  - v. first-hand learning can include community walks and community service-learning
  - vi. college learning environment
  - vii. include perspectives / voices of underserved and underrepresented
  - viii. be attentive to student needs, counselling / guidance, teaching strategies, performance assessment and content

#### **4. *Participatory pedagogy***

- a. Participatory pedagogy is democratic at its heart
- a. critical consciousness
- b. building agency, including
  - i. value of self as a teacher
  - ii. solving problems
  - iii. think creatively
  - iv. value students' voices and actions
  - v. conscious of own learning
- c. problematize
- d. dialogical process
  - i. co-production of knowledge
  - ii. interactive
- e. equality and inclusion
- f. Image of student / child
  - i. active and competent
  - ii. intrinsically motivated and interested
- g. educational spaces and times enable interactive education

#### **5. *Inclusive pedagogy***

- a. mindset / attitudes
  - i. awareness of diversity
  - ii. diversity enriches lives and learning
- b. disability equality
- c. widening participation / access
- d. systemic and cultural change
- e. What does inclusivity mean?
- f. content (what)
  - i. basic inclusion skills
  - ii. differentiation
- g. pedagogy (how) and assessment
  - i. adaptations to learning environment
  - ii. learning as shared activity
  - iii. inclusive practices
  - iv. collaborative actions
  - v. professional / social networks
- h. celebrate difference

**6. *Implications for Birth to Four Programme design***

- a. systematic process to connect every future educator with relevant resources and community-based learning opportunities
- b. support and guidance
  - i. teacher educators
  - ii. students
  - iii. children
- c. Coaching
- d. modelling
- e. collaboration / communities of practice
- f. establish /maintain positive learning environments
- g. purposeful learning activity
- h. quality field experiences
- i. thoughtful, intense reflection
- j. get leadership on board
- k. long-term commitment

Summary of key issues / questions raised / what practice means

<b>Key issue</b>	<b>Questions raised</b>	<b>What does this mean in practice in my institution?</b>
<b>Authoritative discourse</b>	<ul style="list-style-type: none"> <li>• What will happen when students and children experience transformative pedagogies?</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we already do?</li> <li>2. What is non-negotiable?</li> <li>3. What do we want to do / change?</li> <li>4. What does this mean in practice?</li> <li>5. What is possible now?</li> <li>6. What is possible short to medium term?</li> <li>7. What is nice to have but not feasible yet?</li> <li>8. How is this affected by the mode of provision in my institution (face to face, blended, fully online)</li> </ol>
<b>Transforming pedagogy in teacher education</b>	<ul style="list-style-type: none"> <li>• What new role/s do these pedagogies require of teacher educators?</li> <li>• How can I be the change I want to see?</li> </ul>	
<b>Transforming pedagogy in teaching</b>	<ul style="list-style-type: none"> <li>• What new role/s do these pedagogies require of teachers?</li> <li>• How can I be the change I want to see?</li> </ul>	
<b>Image of the child / student</b>	<ul style="list-style-type: none"> <li>• How do we view children / students differently with new pedagogic eyes?</li> </ul>	
<b>Learning environments</b>	<ul style="list-style-type: none"> <li>• What does a culturally responsive, participatory and inclusive learning environment look like in a university?</li> <li>• And in an ECCE site?</li> </ul>	
<b>Teacher educator support</b>	<ul style="list-style-type: none"> <li>• What kind of support do teacher educators need to make the change?</li> </ul>	
<b>Student support</b>	<ul style="list-style-type: none"> <li>• In what way are transformative pedagogies supportive?</li> <li>• What kind of support do students need?</li> </ul>	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• What does collaboration mean in teaching and learning?</li> </ul>	
<b>Implications for whole programme</b>	<ul style="list-style-type: none"> <li>• What do we do as programme designers to embed transformative pedagogies?</li> <li>• How do we embed collaboration into our programmes?</li> <li>• How does pedagogy impact on student support materials?</li> <li>• How does pedagogy impact on WIL?</li> <li>• What other aspects of the programme will need to transform?</li> </ul>	
<b>Institutional implications</b>	<ul style="list-style-type: none"> <li>• Who needs to be on board?</li> <li>• How will we do that?</li> </ul>	