



Effective Practice in Learning and Teaching – A Focus on Pedagogy

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Information

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- Audience** All Practitioners in learning settings in Wales, all Directors of Education, LEA School Improvement Officers and Consortia Co-ordinators in Wales; All Teaching unions and Associations in Wales; Governors Wales, UCET, Fforwm; HEFCW; Higher Education Wales; National Training Federation, LLUK; Estyn; NIACE, CYFANFYD; Children in Wales, CyMAL and GTCW.
- Overview** This document is the first step towards building a shared vision for successful teaching and effective learning across all phases and sectors of education in Wales. It explains the Pedagogy Model which has been developed to enhance learner outcomes and well being.
- Action required** Practitioners committed to developing their professional practice will want to develop their knowledge of pedagogy. This document provides the basis for practitioners to engage in discussion and share good pedagogical practice.
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- Related documents** School Effectiveness Framework
Skills Framework for 3 to 19-year-olds in Wales
Making the Most of Learning: Implementing the revised Curriculum
How to develop Thinking and Assessment for Learning in the Classroom
Quality and Effectiveness Framework for post-16 learning in Wales:
Delivering Skills that Work for Wales.

The documents above are available on the Assembly website:
www.wales.gov.uk



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Why a focus on pedagogy?

The fundamental aim of our focus on pedagogy is to ensure that the teaching our learners receive and the learning they experience has a positive and sustained impact on the outcomes they achieve and on their wellbeing. We want to enable learners to become more engaged, effective and motivated and thus able to achieve better quality outcomes.

How is this document relevant to me?

This document has been sent to practitioners in all learning settings across Wales to support the building of a shared vision of successful teaching and effective learning – a shared vision of pedagogy. We want to start people talking about what makes good pedagogical practice, about the elements that need to be present for effective teaching and successful learning to take place and about how those elements interact. We also want to develop a common vocabulary, both in English and Welsh, to enable practitioners to converse across all sectors, settings and phases.

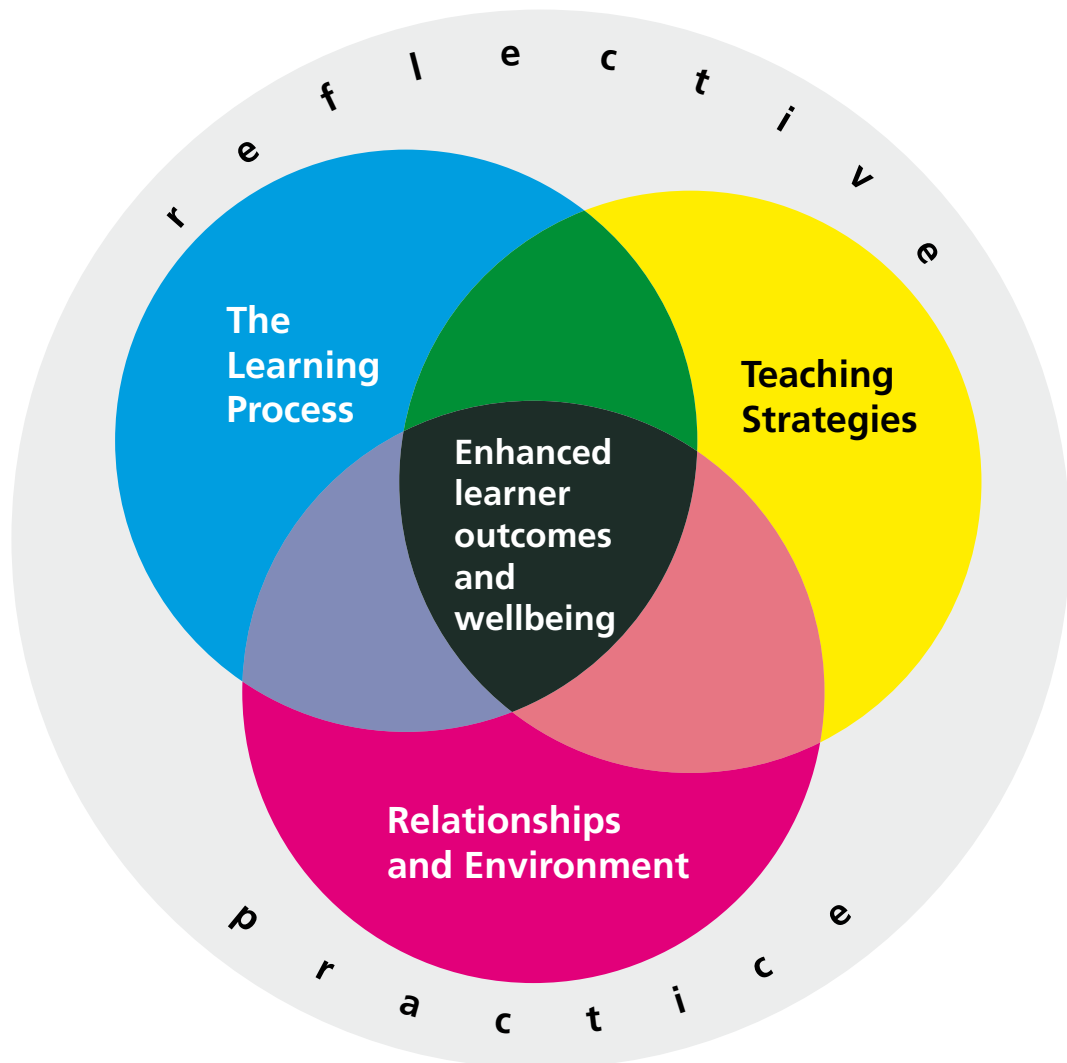
What do I need to do?

We know that the vast majority of practitioners are committed to developing their professional practice and their understanding and knowledge of pedagogy. We hope that our focus on pedagogy will generate opportunities for practitioners to share and develop the good practice that we know exists across the country and for more widespread partnerships to be established. We also want to support practitioners to undertake research into relevant professional developments.

Why have you developed a model for pedagogy?

The model for pedagogy shows the key components of effective pedagogy and the key conditions required for effective pedagogy to thrive. We believe that it is at the intersection of these elements that we achieve the most effective professional practice and so maximise learners' outcomes and wellbeing. We want practitioners to take ownership of this model.

The Pedagogy Model



The Model

The purpose of this model is to demonstrate the importance of coordinating all the elements that we believe need to be present to enhance learner outcomes and wellbeing.

The Learning Process

Research on how the brain develops and works show that consideration of the different ways by which learners learn is essential to promote the process.

We want practitioners to develop their knowledge of:

- the learning process itself;
- the learning process for bilingual learners;
- cognitive development;
- how the brain develops; and
- thinking process.

Practitioners need to know about new developments in pedagogy and to be provided with opportunities to update their knowledge throughout their careers.

Teaching Strategies

In order to meet the needs of learners, all practitioners should have an understanding of various teaching theories and models and a range of skills.

We want practitioners to use this professional knowledge to:

- create learning opportunities that engage and challenge learners to maximise learning;
- contribute to a culture of reflective practice.

Relationships and Environment

Wellbeing, both emotional and physical, is a key component of effective learning. Learning needs to take place in a context which recognizes and develops the wellbeing of the learner.

We want practitioners to:

- promote personalised learning;
- listen to learners;
- create opportunities for giving learners a role in decisions that affect them;
- involve parents, carers and the wider community in the learning process
- create an environment that both inspires and stimulates the desire to learn.

Reflective practice

Continuing reflective practice underpins all elements of the framework in order to enhance learner outcomes and wellbeing.

We want practitioners to:

- understand their responsibility for their own development
- contribute to the development of others by encouraging and stimulating discussion on pedagogy;
- gain and develop skills necessary to undertake research;
- be prepared to challenge old practices and try new, innovative approaches.