

Teaching and Learning

Differing pedagogical philosophies



Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

Task

When did you last take some time out to explore a piece of research to further develop your knowledge and understanding, that led to strengthening your practice?

Here are some concepts, ask each member of staff to research a topic and bring to a meeting a summary of the area. Consider choosing a concept that is new to you...

- Montessori - Maria Montessori was an Italian doctor and educator, the method she developed was formulated from extensive observations. The method promotes independence in learners through carefully designed self-directed activities and environments both inside and outside the classroom.
- Reggio Emilia - Named after the Italian town in which it was developed after the second world war, by Loris Malaguzzi, this approach places children at the centre of

practice. Children are seen to have unlimited potential where adults support and promote the children's interests.

- Forest School - Originating from Denmark in 1950s but incorporating a heritage of outdoor learning dating back to 19th century, the Forest School pedagogy focusses on child-centred, hands-on experiences in a natural setting. Risk and vulnerability are central themes.
- Froebel - Friedrich Froebel was a German educator who invented the concept of kindergarten. Play is of central importance in the Froebelian approach and believes that by experiencing the world children can begin to understand it.
- The Curiosity Approach - Developed by Lydnsey Hellyn and Stephanie Bennett. This approach takes ideas from Steiner, Reggio, Montessori and Te Whāriki. It centres on providing a safe and comfortable environment for children to be curious
- Athey and schemas - Building on the work of Piaget, Chris Athey popularised the idea of schemas (repeated actions that cluster and later develop into concepts)
- Steiner/Waldorf - Holistic development of pupils' intellectual, artistic, and practical skills in an integrated manner
- Te Whāriki – Creation of homely environments and positive relationships originating from New Zealand
- Bandura – Developing social learning theory
- Piaget – Explaining children's mental model of the world and assessment theories
- Bowlby – Exploring attachment theory
- Watson – Behaviourism
- Bruner – Understanding children as active learners and 'scaffolding' learning
- Vygotsky – Exploring the value of play and impact of environment
- Goleman – Development of emotional intelligence

- Freud – Development of personality and impact of relationships
- Nature pedagogy- A reciprocal relationship, where leaders 'walk alongside learners in the natural world'.

Once you have shared your area discuss –

Were you familiar with any of the above?

Do you already use these ideas to inform your practice?

If not, how could you use it to inform practice moving forward?

Further reading:

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)