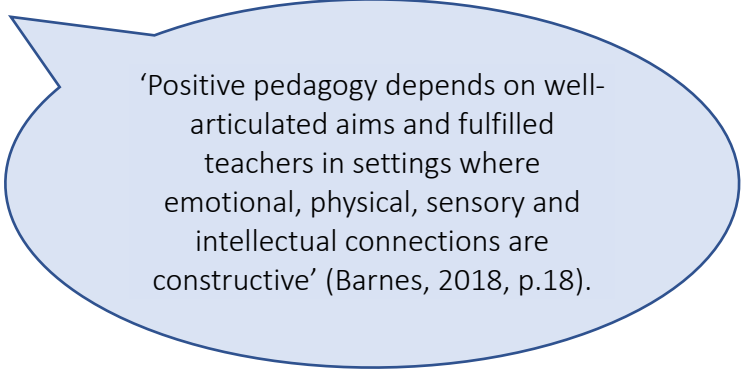


Pedagogies...

Positive Pedagogies

Positive pedagogies centre around the following elements:

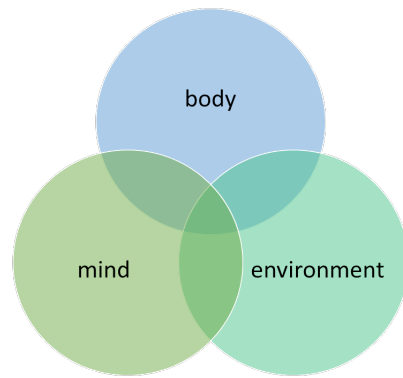
- Being 'human and humane'** in all our dealings with children and colleagues
- Self-awareness** (acknowledging our strengths and aspects we find more challenging),
- Ensuring environments that reflect our **values**.
- Shared experiences**
- The '**connecting curriculum**' – connecting with other subjects and with pupils in highly personal and innovative ways and making connections with people, places, objects, and feelings – even if this takes us away from planned objectives.
- Use of **humour and anecdotes**
- Careful consideration of **resources**
- Time for **collaboration and reflection**
- Responding to student responses in an **open and friendly way**
- The promotion of **empathy** and a **celebration of difference**



'Positive pedagogy depends on well-articulated aims and fulfilled teachers in settings where emotional, physical, sensory and intellectual connections are constructive' (Barnes, 2018, p.18).

Active Learning

Embodied cognition involves the triad of body, mind and environment being considered as part of the learning process. Thus, the concept of sitting passively behind a desk needs rethinking. Learning takes place when the mind and body are active, and use is made of the environment.



Powerful Pedagogies

Powerful pedagogies centre on making the best choice about what works in the classroom and, as such, improving the quality of teaching. Powerful pedagogy often involves one or more of the following:

- Pupil voice.
- Teacher behaviour, knowledge, understanding and beliefs.
- Focusing on longer term outcomes as well as short term goals.
- Building on pupils' prior learning and experience.
- Scaffolding pupil learning.
- Using a wide range of techniques e.g. group work, independent study...
- Making use of dialogue and questioning to develop high order thinking and metacognition.
- Embedding formative assessment.
- Prioritising inclusive.

Modelling

Modelling is a key element of effective teaching and learning. Modelling may include:

- Showing thinking process – critical thinking
- Making mistakes and allowing pupils to identify them
- Mini plenaries
- Use of visualizer/whiteboard
- Using others to model
- Additional modelling for small groups or individuals