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FIVE STANDARDS OF EFFECTIVE PEDAGOGY

Pedagogy is a word used sometimes to describe learning theory and other times to describe the practice of such theory. It has become an academic term referring to the exploration of how knowledge and skill grow as facilitated within the context of another person or other people (students).

Many distinct pedagogies have evolved over millennia, each reflecting a historical, philosophical, political, biological, social, psychological, scientific or personal stance. Many pedagogical theories include a paradigm of agency, where the roles of the learner and the teachers are defined and explained. For example, the role of teacher could be associated with coaching, or the role could be associated with modeling. There are, of course, many variations of the learner/teacher relationship, none of which is absolutely individualized, meaning most teachers use a blend of pedagogies when they interact with their students.

Teacher and Students Producing Together.

Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. "Providing assistance" is the general definition of teaching; thus, joint productive activity (JPA) maximizes teaching and learning. Working together allows conversation, which teaches language, meaning, and values in the context of immediate issues.

Indicators of Joint Productive Activity.

The teacher:

1. designs instructional activities requiring student collaboration to accomplish a joint product.

2. matches the demands of the joint productive activity to the time available for accomplishing them.

3. arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.

Language Development.

Developing Language Across the Curriculum.

Developing competence in the language(s) of instruction should be a metagoal of all educational activity throughout the school day. Whether instruction is bilingual

or monolingual, literacy is the most fundamental competency necessary for school success. School knowledge, and thinking itself, are inseparable from language. Everyday social language, formal academic language, and subject matter lexicons are all critical for school success.

Language development at all levels – informal, problem-solving, and academic – should be fostered through use and through purposeful, deliberate conversation between teacher and students, not through drills and decontextualized rules. Reading and writing must be taught both as specific curricula and integrated into each content area.

Indicators of Language Development.

The teacher:

1. listens to student talk about familiar topics such as home and community.

2. responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.

3. assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.

Contextualization.

Making Meaning: Connecting School to Students' Lives.

The high literacy goals of collages are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. Increase in contextualized instruction is a consistent recommendation of education researchers Collages are need to assist at-risk students by providing experiences that show abstract concepts are drawn from and applied to the everyday world.

Indicators of Contextualization.

The teacher:

1. begins activities with what students already know from home, community, and collage .

2. designs instructional activities that are meaningful to students in terms of local community norms and knowledge.

3. acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.

Challenging Activities.

Teaching Complex Thinking.

Students at risk of educational failure, particularly those of limited standard English proficiency, are often forgiven any academic challenges on the assumption that they are of limited ability, or they are forgiven any genuine assessment of progress because the assessment tools are inadequate.

Indicators of Challenging Activities

The teacher:

1. assures that students – for each instructional topic – see the whole picture as a

basis for understanding the parts.

2. presents challenging standards for student performance.

3. designs instructional tasks that advance student understanding to more complex levels.

Instructional Conversation.

Teaching Through Conversation.

Thinking, and the abilities to form, express, and exchange ideas are best taught through dialogue, through questioning and sharing ideas and knowledge. Instructional Teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts--just as in graduate seminars, or between mothers and toddlers. Here the teacher relates formal, school knowledge to the student's individual, family, and community knowledge.

Indicators of Instructional Conversations.

The teacher:

1. arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.

2. has a clear academic goal that guides conversation with students.

3. ensures that student talk occurs at higher rates than teacher talk.

This report presents the finding on interviews with studentsfaculty demonstrating how Teaching Tolerance resources can be constructively incorporated into existing coursework across the teacher education curriculum. Taken as a whole, the studies and interviews in this report can serve as models or road maps for faculty interested in using Teaching Tolerance in their work with pre-service educators.

References

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