

A close-up photograph of a bright yellow flower with a dark brown center, growing out of a crack in a grey, textured paved surface. The flower has several green leaves and thin, upright stems. The background is slightly blurred, showing more of the pavement and a hint of a light-colored wall or curb.

Where are the flowers
growing?...

COLLECTIVE EXPLORATIONS OF PEDAGOGY

Teaching Team Presentation
Janet May, September 2016



“Pedagogy is rarely made explicit in curricula, and is often assumed or taken for granted”

(Erlam, 2015, p. 97).

How do we consider our pedagogical theories and practices alongside those of our teaching team colleagues and within the aims of the programme curriculum?

The hoped for outcome of my doctoral research is to develop a framework/frameworks for future use by educators to consider and develop pedagogy collectively.



KEY TERMS

Pedagogy

“It [pedagogy] includes beliefs about the nature of knowledge, what is selected to be taught, how it is taught, what we consider comprises learning (learning theories), beliefs about how students and educators learn”

(Horsfall, Cleary, & Hunt, 2012, p.).

Curriculum

Noffke and Somekh (2005) write that Stenhouse saw “curriculum as a set of processes and interactions rather than a specification of subject content which led to his belief that curriculum development was an impossibility without the involvement of teachers –as- researchers” (p. 89).



IMPETUS FOR RESEARCH

Twenty five years in higher education ongoing concern for the lack of *explicit collective consideration* of pedagogical standpoints in relation to curriculum.

- Link between pedagogy and curriculum significantly underutilised – viewed in functional terms.
- Pedagogy tends to be considered by individual educators rather than as a collective team – diverse, multiple pedagogies within a team, and programme (sometimes competing) intersect in ways that impact on students and educators alike.
- Students and tutors often caught in the intersection of diverse pedagogies.



CALL IN THE LITERATURE

- more explicit attention to the relationship between pedagogy and curriculum
- pedagogy and curriculum to be considered greater depth and beyond what is often a functional level.
- greater debate around the *and how* of teaching from a pluralist outlook.
- impacts of neoliberalism on academia impacting on pedagogical issues



PEDAGOGICAL UNDERSTANDING UNDER-UTILIZED

A review of scholarly journals on teaching and learning in counselling from 2000 – 2010 found the pedagogical focus in the journals was more on course content and teaching techniques linked to competencies rather than pedagogical standpoints pertaining to theories of knowledge and learning

(Barrio Minton, Myers, and Morganfield, 2014)



INCREASING DIVERSITY IN HIGHER EDUCATION IMPACTING PEDAGOGIES

Students and educators alike
having to navigate the
intersections of a plurality of
pedagogies

Negru critiques the “lack of pluralism
in teaching economics” (p 2010, 183)
and

she makes a plea for there to be
greater debate around the *and how* of
teaching from a pluralist outlook.



PEDAGOGY AND COUNSELLOR EDUCATION

Myriad of literature on specific pedagogical approaches to teach counsellors to work with particular client issues.

i.e.:

Brackette (2014) writing of the scholarship of teaching and learning (SoTL) in clinical mental health counselling fields works from three:

- I. transparent counselling pedagogy,
- II. constructivist pedagogy
- III. transformational pedagogy



EXAMPLES OF PEDAGOGIES

Māori relational ontological and kaupapa Māori pedagogies (Stucki, 2010),

Transformational pedagogy
Henriksen (2006) underpinned by existential and humanistic principles

Constructivist pedagogies (McAuliffe, & Eriksen, 2010, Guiffrida, 2005),

Guiffrida (2005) considers 'emergence pedagogy' as most effective for educating counsellors

Dialogic pedagogy (Gill, & Niens, 2014)

Participatory Action Research

Lewin
Stenhouse (1975)
Reason and Bradley (2001)
Noffke and Somekh (2005)

- grounded in participatory world view
- period of history where change is through and in participation
- research for change through collaboration
- concerned with individual and community flourishing
- teaching is a collaborative endeavour
- action research imperative in curriculum development
- allows insider-researcher

Appreciating Inquiry Stance

Cooperrider and Srivastva (1987)
Duncan (2015)
Jacobs and Brandt (2012)

- generative
- shift from appreciative inquiry to appreciating giving greater space for divergence and critical lens
- mode of inquiry vs. method
- shared spaces – through relational dialogic engagement

- 7 years on in counselling team journey – move in direction of what's working
- Acknowledges diversity and divergence in team



WHAT DOES PARTICIPATORY MEAN FOR US AS A TEAM?



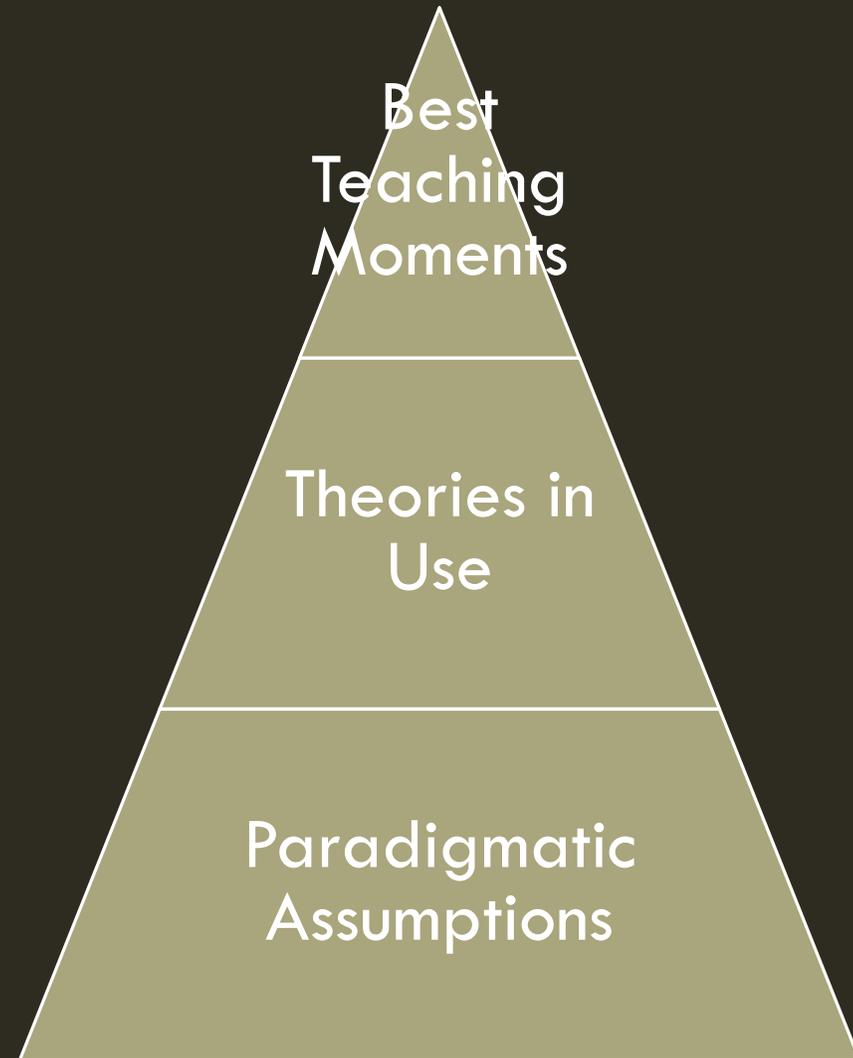
METHOD: PHASE 1		PHASE 2	PHASE 3	Process analysis
Team	Individual Self – study/variable form	Teaching Team Focus Group	Teaching Team Focus Group	
ORIENTATIONS	<p>a. What implicit/explicit pedagogical practices/theories are underpinning my best teaching moments?</p> <p>b. How am I thinking about my pedagogical practice as a member of this team/on this programme?</p>	<p>a. What am I noticing as you share the reflection on your pedagogical theories and practices?</p> <p>b. What might this mean for our collective consideration of pedagogy on our programme?</p>	<p>Reflections on impacts since last focus group</p> <p>What might we wish to do collectively in going forward in relation to our pedagogical practices and theories?</p>	

Counsellor Team Collaborative and Researcher Analysis

EXPLORING PERSONAL PEDAGOGICAL THEORIES AND PRACTICE

Touchstone Approach (Exploring personal constructs and bipolar theories) **Yaxley (1991)**

Self- studies (situated performance and critical reflection) **McDonough (2013)**





SELF — STUDIES

Capture stories either, by video recording, oral testimony, or written reflection and to identify pedagogical theories and practices *in use*.

I will offer support as researcher (or an identified consultant) to articulate educators' pedagogical theoretical standpoints and a resource of readings offered to assist this process.



SELF-STUDY

‘Story’ or capture a recent ‘best practice’ teaching moment. (Allow yourself to freely write without needing to edit or orally record your story).

- My Journey.... Describe where you learnt to ‘teach’?
- Include the influences, people, learning experiences, programmes, ideas and theories....
- In what ways has your ‘teaching’ evolved, developed, changed over the years and what has influenced this?

How would you describe what you did?

What ideas about learning and teaching do you consider were your drawing from or where informing you in this moment?

What did you observe your students did and/or what took place for your students in this moment?

What do you think the student’s learnt?

How do you think this learning occurred?

What ideas about learning and teaching were being realised in this moment?

How does this fit with some of the teaching strategies that you notice you regular incorporate into your classes?

Describe any pedagogies that you are drawing from explicitly and/or implicitly?

What is it you value about these specifically for educating and preparing counsellors?

In what way do you think these theories fit within our programme?

FUTURE HOPES:

Research into how to engage in explicit and more in-depth collective consideration of pedagogy will:

- enable students to understand, utilise, and navigate the learning environment more effectively
- enable greater transparency and explicitness in pedagogical processes for students modelling transparency in counselling process
- give greater emphasis to pedagogical philosophies, theories and practices that inspire and sustain wellbeing for educators
- address the gap of much needed research-informed frameworks/processes for use in the consideration of pedagogies as teaching teams.

ETHICS

Our Kawa

Informed Consent – do I want to be involved/ok not to. How much time etc.

Conflicts of Interest – as research participants and co-tutors

Ownership – of knowledge and findings, outputs,

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