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

Where are the flowers
growing?...

COLLECTIVE EXPLORATIONS OF PEDAGOGY

Working Group Presentation
Janet May, June 2016
IAC Conference Malta



“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.



RESEARCH METHODOLOGY

Participatory action research with a team of counsellor educators delivering a new bicultural counselling programme (Paetahi Tumu Kōrero

An appreciating inquiry orientation underpins the research.



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).



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.



AOTEAROA/NEW ZEALAND EXAMPLE:

Range of Pedagogies

- ❑ Indigenous pedagogies such as Māori relational ontological and kaupapa Māori pedagogies
- ❑ Constructivist pedagogies
- ❑ Experiential and dialogic pedagogy

and a host of pedagogical standpoints drawing from multiple theoretical viewpoints.

(Stucki, 2010),

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

(Gill & Niens, 2014)





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



PEDAGOGY AND COUNSELLOR EDUCATION

Myriad of literature on teaching counselling from particular theoretical and/or philosophical pedagogies

i.e.:

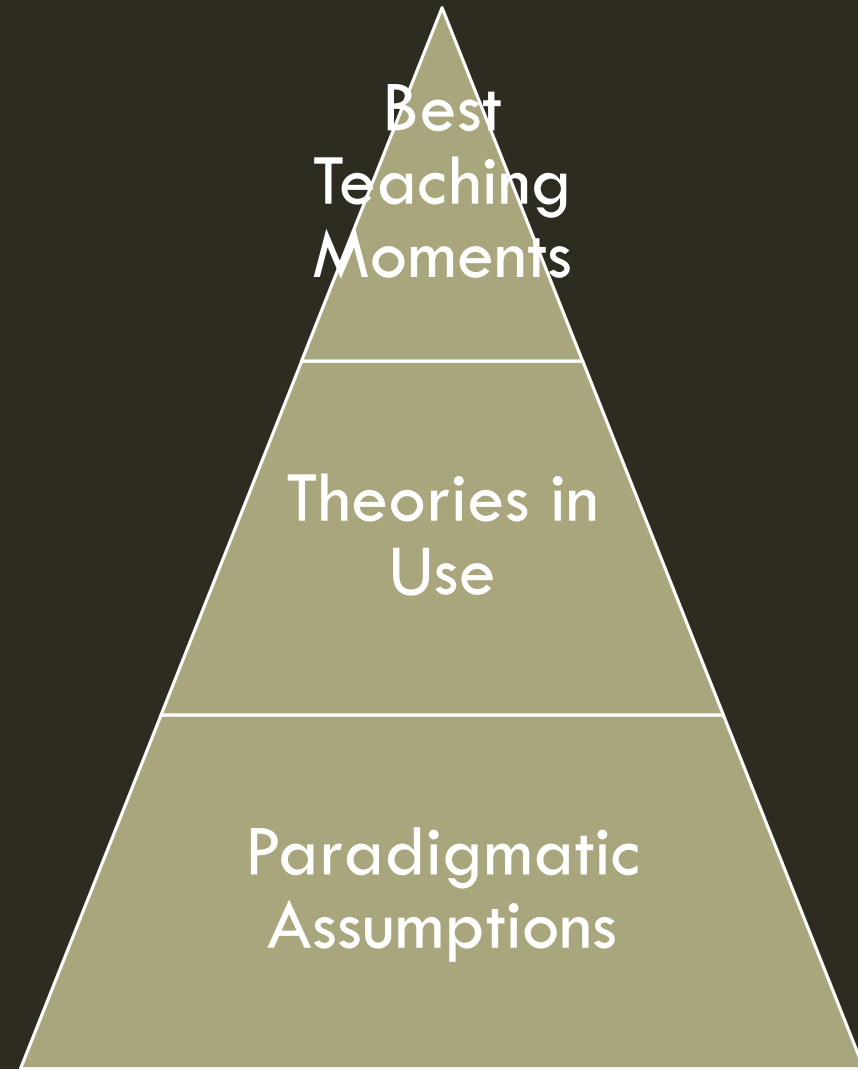
Henriksen (2006) works from a transformational pedagogy in preparing counsellors for multicultural and cross cultural contexts of practice

With suggestions counsellor education has developed a constructivist *signature pedagogy* over the past decade

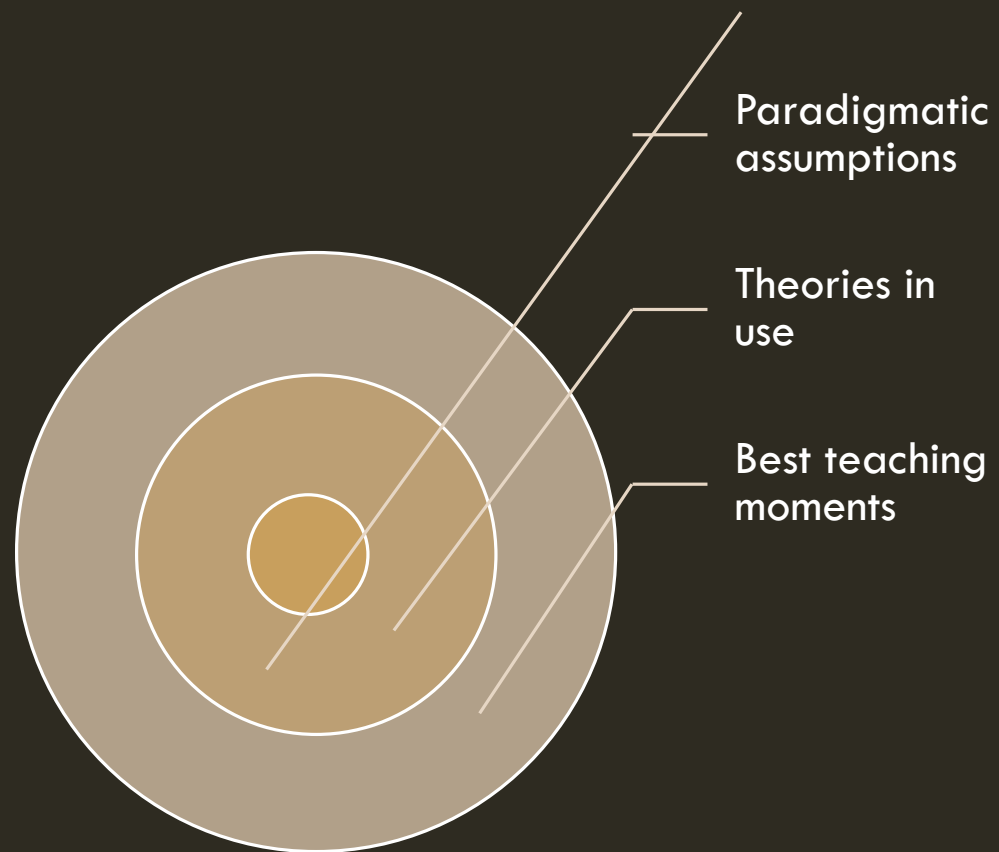
EXPLORING PERSONAL PEDAGOGICAL THEORIES AND PRACTICE

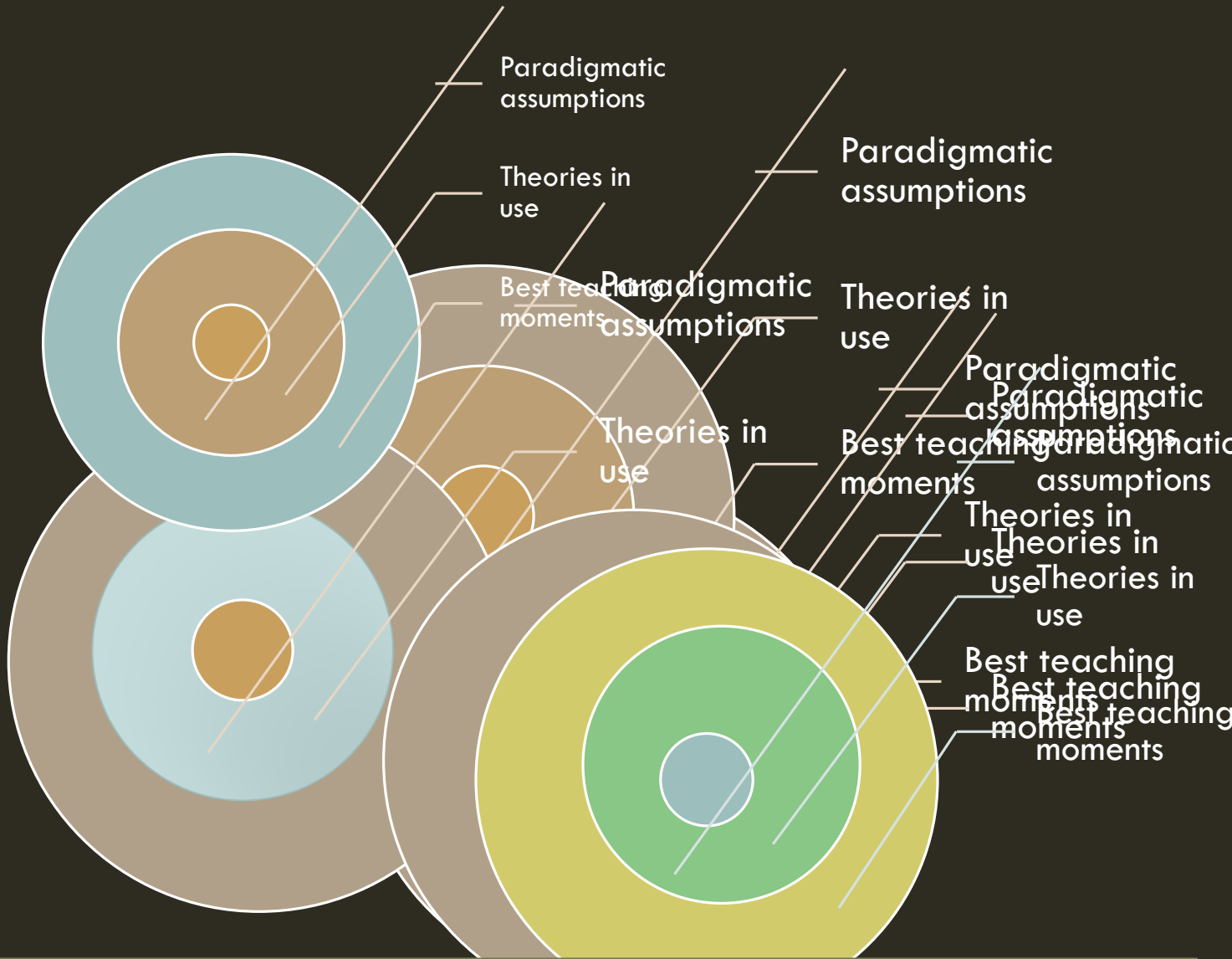
Touchstone Approach (Exploring personal constructs and bipolar theories) **Yaxley (1991)**

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



PERSONAL REFLECTIONS





Programme Curriculum and Pedagogy



THE GAP.....

COLLECTIVE CONSIDERATION OF PEDAGOGY AND CURRICULUM

“a scarcity of literature on teaching pedagogy in counsellor education”

(Brackette, 2014, p. 37).

Touchstone Approach
Sharing in a Group
Programme
(Yaxley, 1991)

Collaborative Interactive
Discussions (CID)
(Jaffe et al., 2015)

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.

WORKING GROUP QUESTIONS

What is your experience of the territory?

How often do you have the opportunity to explore the pedagogical base of your teaching?

How do you/would you personally prefer to explore your own?

Where do you trace your pedagogical development to?

What would interest you in relation to collective pedagogical considerations?

REFERENCES

Barrio Minton, C., Wachter Morris, C., & Yaites, L. (2014). Pedagogy in Counselor Education: A 10-Year Content Analysis of Journals. *Counselor Education and Supervision, 53*(3), 162-177.

Brackette, C. (2014). The Scholarship of Teaching and Learning in Clinical Mental Health Counseling. *New Directions for Teaching & Learning, 2014*(139), 37.

Elliott-Johns, S., & Tidwell, D. (2013). Different voices, many journeys: Explorations of the transformative nature of the self-study of teacher education practices. *Studying Teacher Education, 9*(2), 91-95.

Erlam, G. (2015). *Improving pedagogical practices of undergraduate nursing students in high-fidelity simulation*. Thesis for Doctorate of Health Science, Auckland University of Technology.

REFERENCES CONT.

Gill, S., & Niens, U. (2014). Education as humanisation: a theoretical review on the role of dialogic pedagogy in peacebuilding education. *Compare: A journal of comparative and international education*, 44(1), 10-31.

Guiffrida, D. A. (2005). The emergence model: An alternative pedagogy for facilitating self-reflection and theoretical fit in counseling students. *Counselor Education and Supervision*, 44(3), 201.

Henriksen, R. (2006). Multicultural Counselor Preparation: A Transformational Pedagogy. *The Journal of Humanistic Counseling, Education and Development*, 45(2), 173-185.

Horsfall, J., Cleary, M., & Hunt, G. (2012). Developing a pedagogy for nursing teaching-learning. *Nurse education today*, 32(8), 930-933.

REFERENCES CONT.

Jaffee, A., Marri, A., Shuttleworth, J., & Hatch, T. (2015). "I did not think it was an effective use of questioning": Collective critical observation and reflection of social studies pedagogy. *The Journal of Social Studies Research*, 39(3), 135-149.

McAuliffe, G., & Eriksen, K. (2010). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*: Sage Publications.

Negru, I., & (2010). Plurality to pluralism in economics pedagogy: the role of critical thinking *International Journal of Pluralism and Economics Education*, 1(3), 185 - 193.

Stucki, P. (2010). *Māori pedagogy, pedagogical beliefs and practices in a Māori Tertiary Institution: a thesis presented in partial fulfilment of the requirements for the degree of Doctor of Education, Massey University*.



DOCTORAL STUDY

Participatory action research with a team of counsellor educators delivering a new bicultural counselling programme (Paetahi Tumu Kōrero) to explore the pedagogies underpinning the programme curriculum, and the relationships of the collective pedagogies of the team of educators involved. An appreciating inquiry orientation underpins the research.

- Six counsellor educators in teaching team (all permanent academic staff members)
- All educators have been involved with the programme for over two years, longest 17 years.
- Three staff members are of Māori ethnicity (Tainui, Ngāpuhi, and Ngāti Porou)
- All are members of one or more professional associations including NZAC, Te Whāriki Tautoko, DAPAANZ

PROGRAMME

Kotahi te kohao o te ngira e
kuhuna ai te miro ma, te miro
pango, te miro whero.

(There is but one eye of a needle, through
which white, black and red threads enter).
(Tainui tongi/proverb)

“Paetahi Tumu Kōrero Bachelor of Counselling values relational, collaborative and critically reflexive counselling practice. The degree emphasises students developing their cultural and professional identity and counselling practice for the bicultural context of Aotearoa New Zealand (Tangata Whenua and Tangata Tiriti). The degree draws from a range of theories including Māori, modernist and postmodernist perspectives and approaches. The degree actively addresses the impacts of colonization in the Aotearoa context. It develops practitioners that engage in decolonizing processes to work within shared spaces for transformative counselling practice. “
(Curriculum Document, 2015, Vol. 1 . P 11)



**PARTICIPATORY ACTION
RESEARCH WITH AN
APPRECIATING INQUIRY
ORIENTATION**

- I. Research for *change through participation* of collective counselling team.**
- II. Research to impact learning and teaching practice.**
- III. Research co – constructing and generating knowledge.**
- IV. Research that addresses the division between theory and practice.**
- V. Research that is real and pragmatic.**
- VI. Research that builds on what's working and generative, honouring an already significant journey as a counselling team.**
- VII. Research that utilises divergence, diversity, multiplicity, plurality, complexity, uncertainty and common interest through relational and dialogic engagement(s) as a team.**



METHOD: PHASE 1		PHASE 2	PHASE 3	PHASE 4
Team	Individual Self – study/variable form	Teaching Team Focus Group	Teaching Team Focus Group	Teaching Team Focus Group
O R I E N T A T I O N	a. What implicit/explicit pedagogical practices/theories are underpinning my best teaching moments?	a. What am I noticing as you share the reflection on your pedagogical theories and practices?	What might we wish to do collectively in relation to our pedagogical practices and theories?	How might we wish to go forward in translating phase two into future practice?
	b. How am I thinking about my pedagogical practice as a member of this team/on this programme?	b. What might this mean for our collective consideration of pedagogy on our programme?		How might we wish to sustain this?

Researcher and Group Process Reflections, and Analysis