RECENT PEDAGOGICAL MODELS

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Introduction –

Pedagogy as "a highly complex blend of theoretical understanding and practical skill"

Different research and theories may underpin different models of pedagogy but it is the contention of Free body and Luke that within a certain range of procedures, differing teaching approaches work differentially with different communities of students; and effective teachers know that"

The notions of 'authentic pedagogy' 'quality pedagogy' and 'productive pedagogies' have all arisen in the last few years out of the need to identify that essential blend of knowledge and skills required for effective teaching.

Pedagogical Models

1. Productive Pedagogies

Productive Pedagogies developed as a research tool for classroom observations during the Queensland School Reform Longitudinal Study (QSRLS) 2001. It is a theoretical framework that teachers can use to reflect critically upon their current classroom practice.

There are twenty elements of Productive Pedagogies that can be usefully grouped under four dimensions of classroom practice which are potentially necessary conditions for improved and more equitable student outcomes.

The four dimensions of Productive Pedagogies

Intellectual Quality	Relevance / connectedness	Supportive environment	Recognition of difference
Higher order thinking	Knowledge integration	Student direction	Cultural knowledge
Deep knowledge	Background knowledge	Social support	Inclusivity
Deep understanding	Problem-based Curriculum	Academic engagement	Group identities
Substantive conversation	Connectedness beyond classroom	Explicit criteria	Active citizenship
Problematic knowledge		Student self-evaluation	Narrative

2. Primary and Middle School Inquiry Based Model

This planning framework is inquiry based, which reflects the belief that "active involvement on the part of students in constructing their knowledge is essential to effective teaching and learning" (Murdoch, p.5). Inquiry is a framework for developing understandings about the world and has become a powerful tool in the contemporary classroom.

A **sequence of activities** and experiences is developed to build on and challenge student perceptions. The stages are as follows:

- **Tuning in** – time to engage students, determine their prior knowledge and prepare them;

- **Finding out** – time to discover new content, concepts, new experiences to gather information;

- **Sorting out** – students organise and process ideas in a different way;

- **Making connections** – students draw conclusions, articulate new understandings and provide a point of comparison;

- **Going further** – alternative experiences or avenues of inquiry are provided to gain new insights; independent research;

- **Taking action –** students are empowered to act on what they have learned, linking theory to practice and considering the bigger picture.

3. Multiliteracies Model: A Design for Learning (Kalantizis & Cope, 2003)

Multiliteracies provide a framework for re-thinking curriculum in all learning areas. Multiliteracies "focus on how literacy has been redefined by social, technological and economic change."

There are many pressure points for thinking about literacy in new ways:

- **Technology**: the abundance of multimedia and information technologies are shaping the way in which meaning is created and communicated.

- **Work**: as well as facing multiple occupations throughout one's working life, higher levels of literacy are being demanded in the shift from more manual occupations to occupations involving knowledge management.

- **Visual Communication:** visual literacy is necessary to interpret still and moving images which are screen rather than print based.

- **Diversity:** economies and workplaces are more globalised and there is an increasing diversity of culture and language.

- **Global English and Multiple Englishes:** standard and 'correct usage' are becoming redundant in a world where English has so many internal variations.

References –

1.   http://www.teachers.ash.org.au/bce/plan.htm

2.   Anstey, M. (2002) Literate Futures: Reading. Education Queensland.

3.   www.LearningConference.com

4.   http://workplacecultures.com/books/multilit_txt.html