

The Innovative Pedagogy Framework (IPF)

Categories	Traditional (Behaviourism / information processing)	Constructivist		Innovative (Sociocultural)
		Cognitivist / Piagetian	Radical	Social
Purpose of schooling/ educational goals	Forming habits, or rules and procedure and associations between them.	Organised, abstract mental models and procedures for applying them. Transferable across situations.		Becoming competent in productive and valued social practices. Competence relies on developing the shared repertoire of communities (concepts, terms, tools including symbols, procedures, routines, stories and ways of doing things) and understanding their joint enterprise and how to deploy the tools in achieving these
View of learner and learning	<p>Learners are receivers and processors of information and passive in the learning process.</p> <p>Learners are viewed as lacking knowledge and with limited processing (problem-solving) abilities. Innate ability determines potential for learning</p> <p>Motivation is extrinsic, learners react to the environment</p> <p>Learning is by imitation or acquisition</p> <p>Learning is an individual activity</p>	<p>Learners are active constructors of knowledge</p> <p>Learners are knowledgeable and their prior knowledge determines future learning</p> <p>Learners are limited by their age and stage of development</p> <p>Motivation is intrinsic as learners seek to understand and make sense of the world and resolve cognitive conflicts. Learners are self-directed and self-regulating</p> <p>Learning is a process of mutual adaptation and internalization and self-organisation of knowledge to better fit reality</p> <p>Reciprocity is crucial and depends on equality in knowledge and power between learners in interaction. Cognitive conflict for older children is enabled through co-operation with other learners. Meaning making remains an individual activity</p>	<p>Learners are knowledgeable but typically only their prior subject knowledge is valued</p> <p>All learners can theorise there are no age restrictions. Learners have potential to achieve more than they can currently do with support of more expert others. Inequality in knowledge in social interaction is key to learning</p> <p>Motivation is intrinsic but it is to understand how others in society have constructed ways of seeing and understanding the world that provide the learner with power to be self-determined, make informed and socially aware decisions and be socially responsible - a literate citizen.</p> <p>Learning occurs in dialogue with others in activity. It is through dialogue that meanings emerge between people. Dialogue relies on collaboration between learners and learners and teachers actively establish joint contingency</p>	<p>Learners are agentive but agency is distributed across people and tools both physical and psychological. Learning is mediated by the tools available that enable learners to take particular actions. A dynamic affordance is what becomes possible when knowledge is used as a tool in interaction with the social and physical world.</p> <p>Agency is relational; learning relies on productive relationships with others it is collaborative. Learners belong to different communities and have multiple identities and associated competences within those communities in which they participate. Learners' histories of participation are diverse and mediate their learning in school. Children's multiple identities mediate how they are positioned and how they position themselves in schools and classrooms</p> <p>Motivation is intrinsic to engage with, and achieve stand-alone competence in socially valued activities and to belong to particular communities.</p> <p>Learning occurs in participation with others as children move through understanding as their competence evolves. Learning is not towards outcomes, it is ongoing and evolving. Participation relies on mutuality, the ability to negotiate meanings which emerge between people and are social through and through. Accountability to the shared endeavour is a responsibility of all participants, children and teachers. Learning is an appropriation of shared social understanding. What is appropriated depends on what is made available and for whom. Learning is a transformation of identity and is a process of belonging to the communities where the practices are situated and becoming part of that community as competence evolves.</p>

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Views of teachers and teaching	<p>Teachers are the holders of knowledge – the authority. Teaching is by drill and practice in behaviourism. Metaphors for the teacher – lion tamer, sculptor or petrol pump attendant.</p> <p>In information processing the teacher sets pre-defined problems solved by algorithms stored in the head.</p> <p>The teacher limits the information to be processed (stepwise pedagogy). Teachers use pace and competition often to maintain motivation</p> <p>Metaphor for teachers - parent bird regurgitating pre-processed information in sequenced blocks</p>	<p>Learning occurs in activity. Younger children need concrete experiences older children can begin to abstract and create models grounded in practical problem-solving activity</p> <p>Teachers guide learning they do not instruct, children direct their own learning</p> <p>Metaphor for the teacher – gardener providing the conditions for learning</p>	<p>Teachers elicit children’s prior knowledge and model learners’ knowledge through process of testing and retesting. They provide contingent guidance moving individual learning towards specified curriculum goals.</p>	<p>Teachers are the authority in scaffolding learning to achieve established knowledge claims. Learners and teachers have responsibility for the reflexive co-creation of the classroom subject culture, the ground rules and ways of acting and problem solving. Both are reflexively agentic</p> <p>Teachers do not guide but actively direct experience through scaffolding and the dialogue between children until they achieve stand-alone competence in conceptual understanding and subject specific problem solving or ways of doing. Teachers direct learning through the zone of proximal development.</p> <p>Metaphor for the teacher – tourist guide or Sherpa negotiating learners’ journeys across subject terrains</p>	<p>Teachers construct learning opportunities from the perspective of the learner not the subject.</p> <p>Teachers connect classroom activities to mature practices in the world so children can bridge their understanding by recognising potential affordances between school activities and the lived world and vice versa.</p> <p>Teachers have to enable children to experience mutuality and recognise the identity work that entails. This involves recognising what children bring into the classroom from their histories of participation in multiple communities.</p> <p>Teachers practice is shaped by institutional practices and values.</p> <p>Within a setting teachers reify emergent individual and collective meanings for all to use and make sense of within the context of the activity.</p> <p>The teacher with learners orchestrates support for different learning trajectories within the shared endeavour of the subject classroom.</p> <p>Metaphor for the teacher, Haven’t got one! Expert in social valued practices and activities and reifier of collective and individual meanings.</p>
View of knowledge	<p>Knowledge represents how the world really is. The world is given not constructed</p> <p>Symbols like words and numbers carry meanings which are stable across all learners</p> <p>Knowledge is independent of context i.e. the situations in which it is acquired and is transferable</p> <p>Knowledge is explicit and a property of the individual</p>	<p>Knowledge is constructed it doesn’t represent an objective external reality</p> <p>Knowledge is viable if it fits experience</p> <p>Knowledge is abstracted and available for transfer across situations</p>	<p>Symbols and words do not carry meaning. Meaning comes into existence between people in dialogue ²</p> <p>Knowledge emerges in social communities and is collectively verified and individually acquired</p>	<p>Knowledge is used in action and knowing is part of action. Knowledge is a tool of knowing within situated action.</p> <p>Knowledge is possessed by individuals and groups in both explicit and tacit form. Each does different epistemic work. Knowing emerges in action and is part of it</p> <p>Learner competence is what they ‘do’ well not just how much they know</p>	