

Leaving the Harbour for the Sea in Search of the Pedagogical Holy Grail: Why as Teachers We Alone Can Steer the Ship.

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INTO Consultative Conference on Education,

Newpark Hotel, Kilkenny



Overview

- Introduction
- The Single Greatest Challenge
- What We Know
- Times they are a Changin'
- The Teacher Education Continuum
- Pedagogy at the Heart of the Teachers' Role in the Past, Present and Future
- A Melange or a Mosaic of Theories?
- Key Messages As We Leave the Harbour



Coast watch: Amazing imagery of our stunning coastline celebrated at awards



Hook Wild Skies by Myles Lambert



Gareth Morgan 🛩 🛎





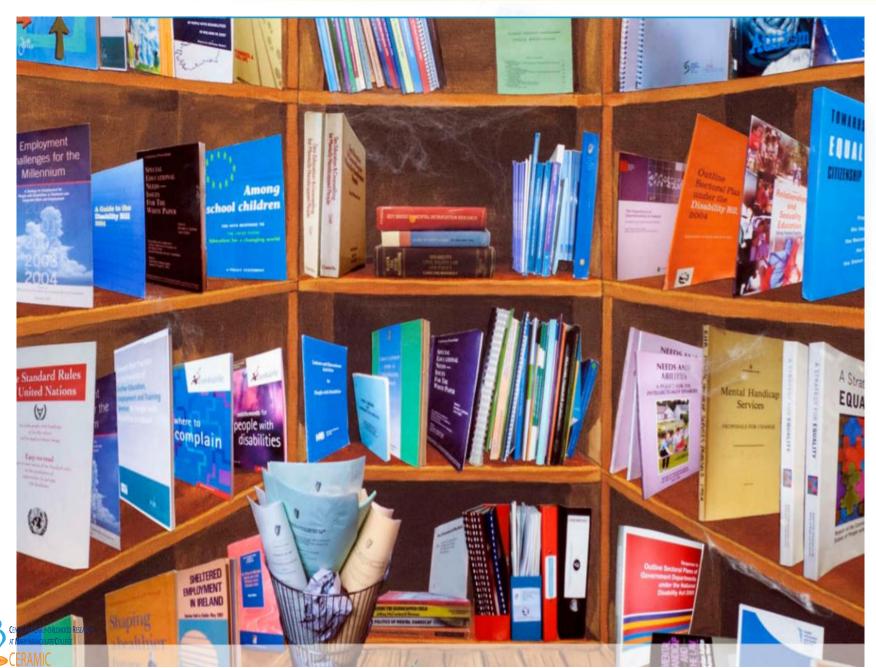


THE place where land meets sea has a special spot in the psyche - as these stunning photographs of the Irish coastline demonstrate.

Photographic talent and the beauty of our natural landscape were celebrated at the Clean Coasts Love Your Coast Photography Awards.









I got no reason,
But that I must
Maybe I feel
Like I've been gatherin' dust
I must leave this harbour for
the sea

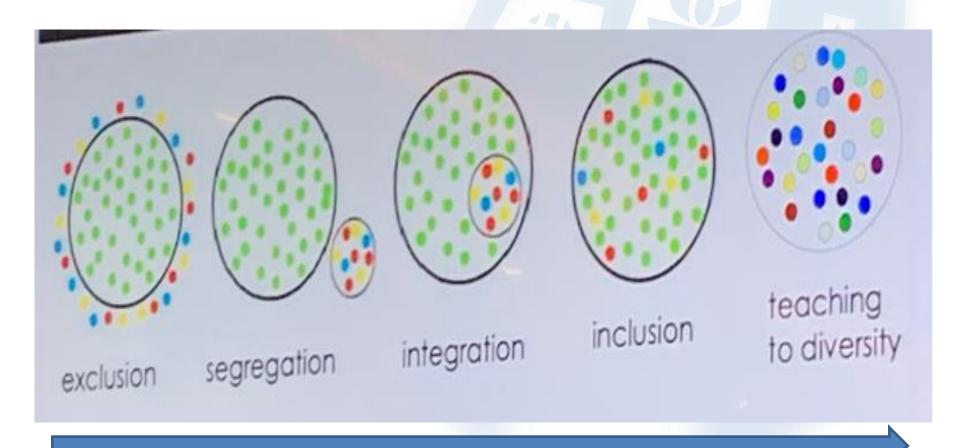




David Gray – Gathering Dust



The Single Greatest Challenge





It it lawful to put my five-year-old on a reduced-hours timetable?

Ask Brian: Limiting a child's access to schooling is a failure by the education system

① Tue, Apr 9, 2019, 00:00



Brian Mooney





Hundreds of children with autism, special needs without appropriate school places

Total of 384 children are in receipt of home tuition grants, latest figures show

① Sat, Aug 24, 2019, 01:02

Carl O'Brien Education Editor



Minister for Education Joe McHugh: 'I am deeply conscious of the stress and anxiety facing parents and their children as we work to secure more places. It is a priority issue for the department.' Photograph: Alan Betson m/news/education/cao



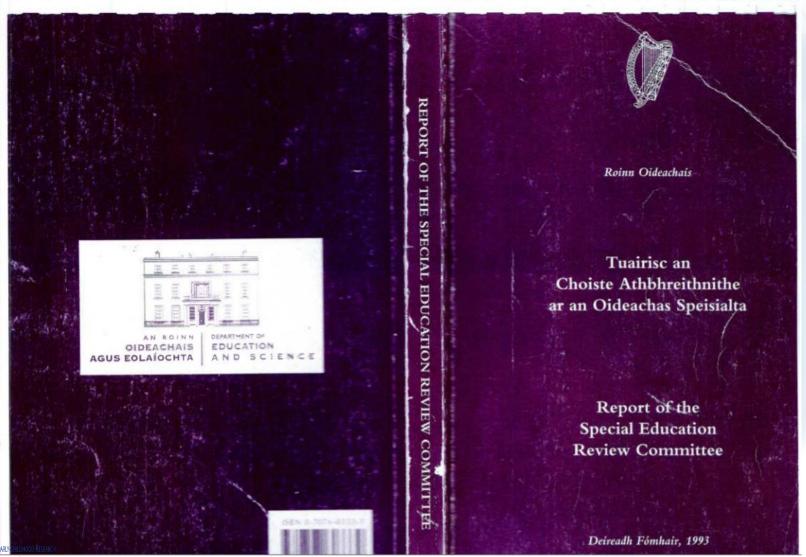
Let's Be Clear...













1994

We call upon all governments and urge them to...adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.

THE SALAMANCA
STATEMENT
AND
FRAMEWORK
FOR ACTION
ON SPECIAL NEEDS EDUCATION

Adopted by the

WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION: ACCESS AND QUALITY

Salamanca, Spain, 7-10 June 1994





(UNESCO, 1994)



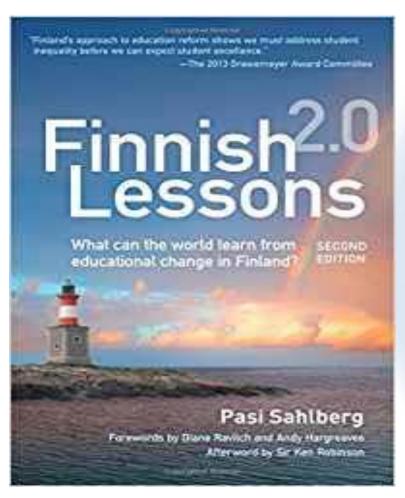
Cali Commitment to Equity and Inclusion in Education 11-13 September 2019



https://unesdoc.unesco.org/ark:/48223/pf0000370910

750 million adults around the world cannot read or write. And 262 million children and youth are out of school worldwide.

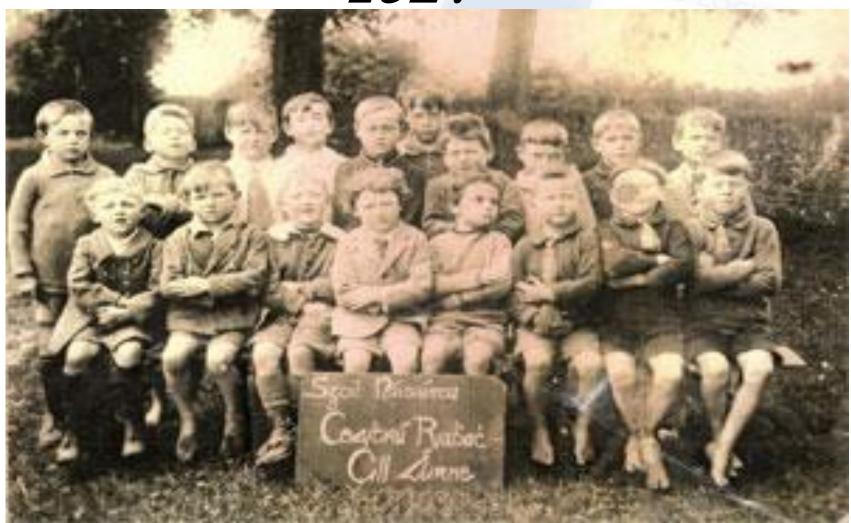
What we Know...



As the level of teacher professionalism gradually increased in Finnish schools during the 1990s, the prevalence of powerful teaching methods and pedagogical classroom and school designs increased.

(Sahlberg 2015: 49)











The Times they are a Changin'



"This is a story about ... whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than [their own]."

How to Build a Student for the 21st Century, TIME Magazine, December 18, 2006



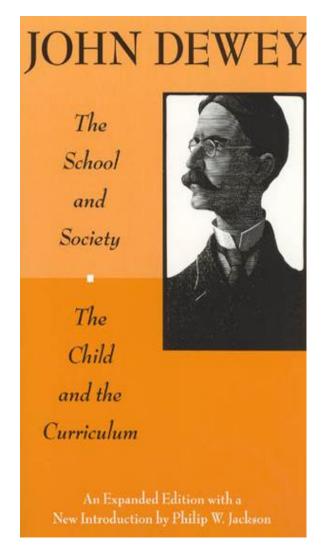
Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration, as well as the tools they require, such as the capacity to recognise and exploit the potential of new technologies, or indeed, to avert their risks. And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and it is this that shapes the role of educators.

(Schleicher 2019)

Holistic Development of the Child

Spiritual	
Moral	
Cognitive	
Emotional	
Imaginative	
Aesthetic	
Social	
Physical	



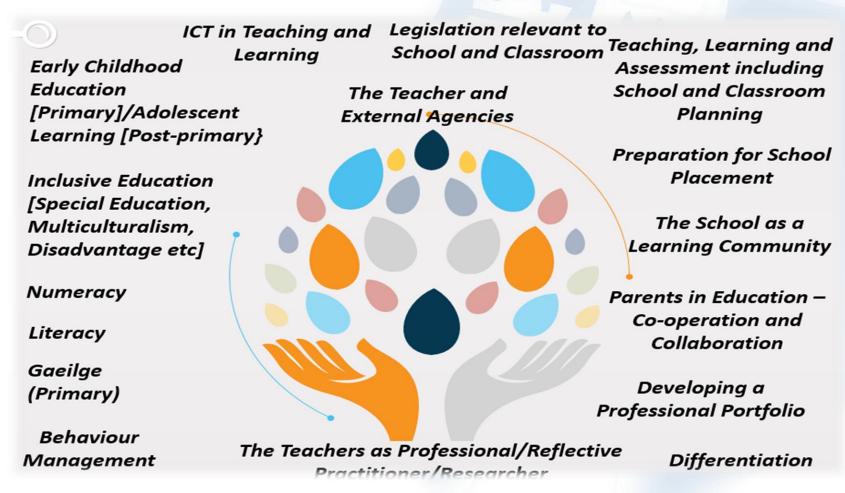


The child is the starting point, the centre, and the end. His development, his growth, is the ideal. ... To the growth of the child all studies are subservient... Personality, character, is more than subject matter. Not knowledge or information, but self-realisation, is the goal. To possess all the world of knowledge and lose one's own self is as awful a fate in education as in religion.



(Dewey 1902)

The Teacher Education Continuum





Conceptualising the Inclusion of Mandatory Elements in Initial Teacher Education Programmes



Development of an Equitable Model of Funding for Initial Teacher Education.

Shifting Educational Landscape

Acknowledging the importance of being reoposnive to the shifting educational landscape.

Teacher Roles in 21st Century

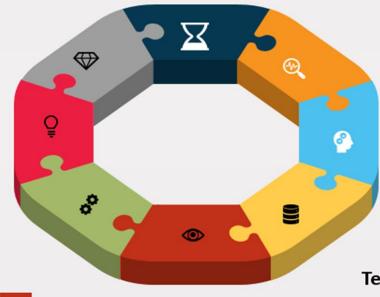
Teacher-as-Researcher Teacher-as-Collaborator Teacher as Pedagogical Leader Teacher-as Lifelong Learner

Inter-Connectivity of the Teacher Education Ecoystem

Highlighting the inter-connectivity and inter-relatedness of the Teacher Education Ecosystem

The Teacher Educator Profession

Conceptualise the role of the Teacher Educator as a Professional



Commitment

To High Quality



Articulating a clear and unequivocal commitment to quality.

Contribution of All Stakeholders

Identifying the Teacher Education Ecosystem.

Teacher Education as a Continuum

Consolidating the Teacher Education Continuum.

Summary of Key Principles Underpinning a Policy Statement on Initial Teacher Education

(Mary Immaculate College 2019: 53)

Teacher Roles in 21st Century

Teacher-as-Researcher
Teacher-as-Collaborator
Teacher as Pedagogical Leader
Teacher-as Lifelong Learner

Pedagogy at the Heart of the Teacher's Role in the Past, Present and Future



(how we teach)



Theories

(how children learn and develop)



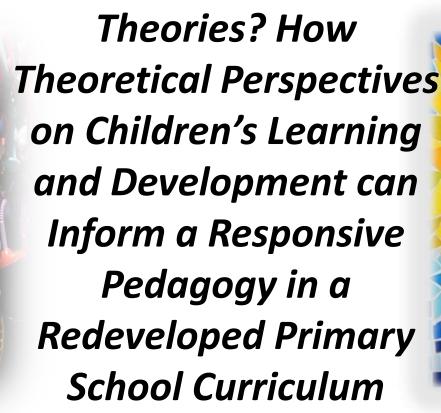
Philosophy

(beliefs and values about education)



(Jones and Shelton, 2011)

A Melange or a Mosaic of







Exploring and Applying Theoretical Perspectives on Children's Learning and Development in the Classroom







Child at the centre of an ecosystem model

Founding Theorist:

Urie Bronfenbrenner 1917-2005



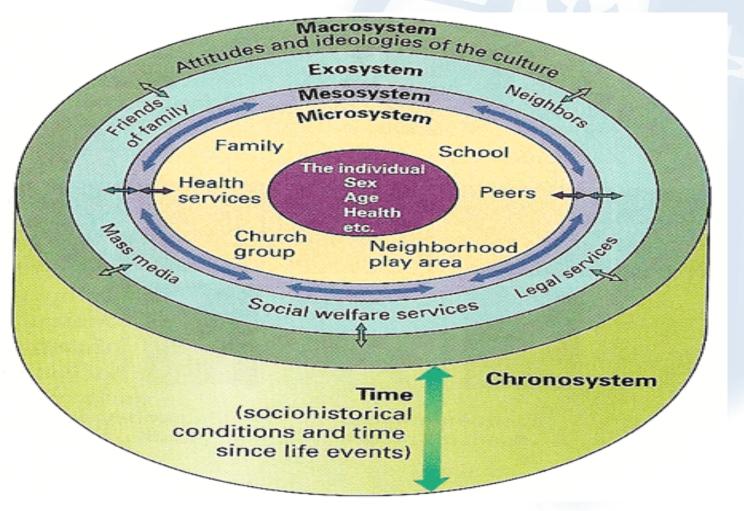


Bioecological



- Child is influenced by his/her environment
- Each child has a unique ecosystem
- Relationships are critical

Each Child's Ecosystem is Different







Learning occurs in social contexts

Founding Theorist:

Lev

Vygotsky

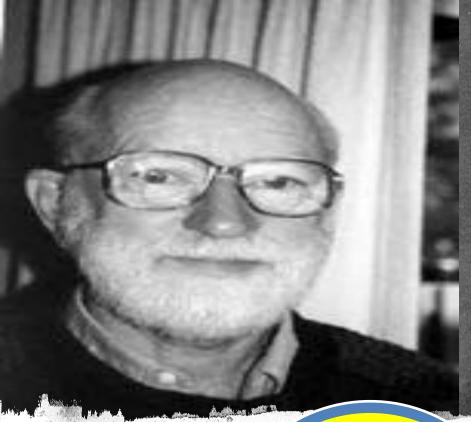
1896-1934







- Learning and development happens through social interaction
- Cultural tools are internalised
- Zone of Proximal Development
- Role of the adult
- Playful approaches
- Language and dialogue are central





Meta-Cognition and Self-Regulation

Activating and sustaining cognitions

Founding Theorist (s):

Lev Vygotsky 1896-1934 &

John Flavell

1928 -





Meta-Cognition and Self-Regulation

- Planning, monitoring, evaluating learning
- Self-regulation





Positive relationships promote emotional security

Founding
Theorist:

John Bowlby
1907-1990

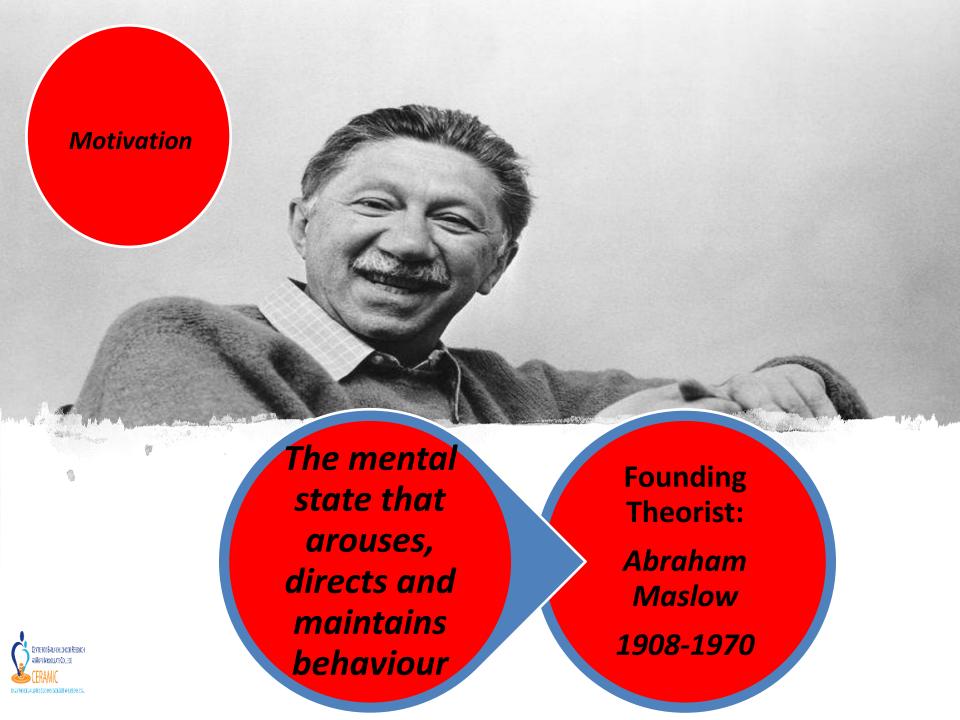




Attachment and Relational

- Classroom environment
- Importance of teacherchild relationships
- Relatedness
- Secure base









- Autonomy
- Choice
- Challenging goals



The systematic study of mental processes

Founding Theorist:

Ulric Neisser 1928-2012





Cognitive Psychology



- Learning requires effort
- Background knowledge is important
- Learning needs to be planned and sequenced





Exploring structure, function and nervous system of the brain

Founding Theorist:

Santiago Ramón y Cajal 1852-1934





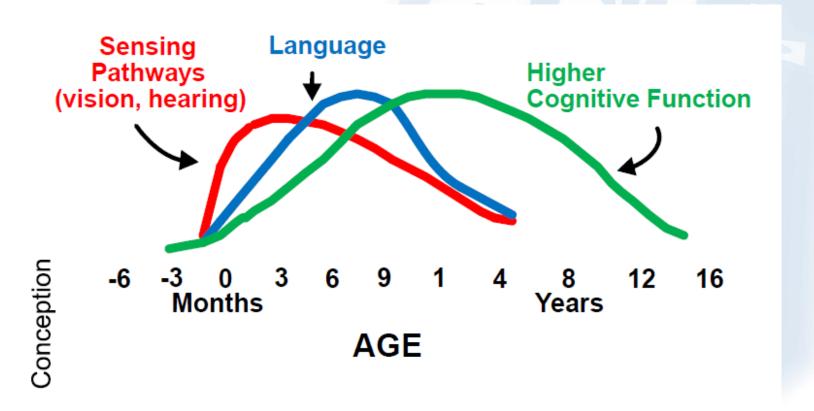
Neuroscience and Neurocognitive Science



- Multi-modality
- Instruction and exploration
- Feedback
- Brain development

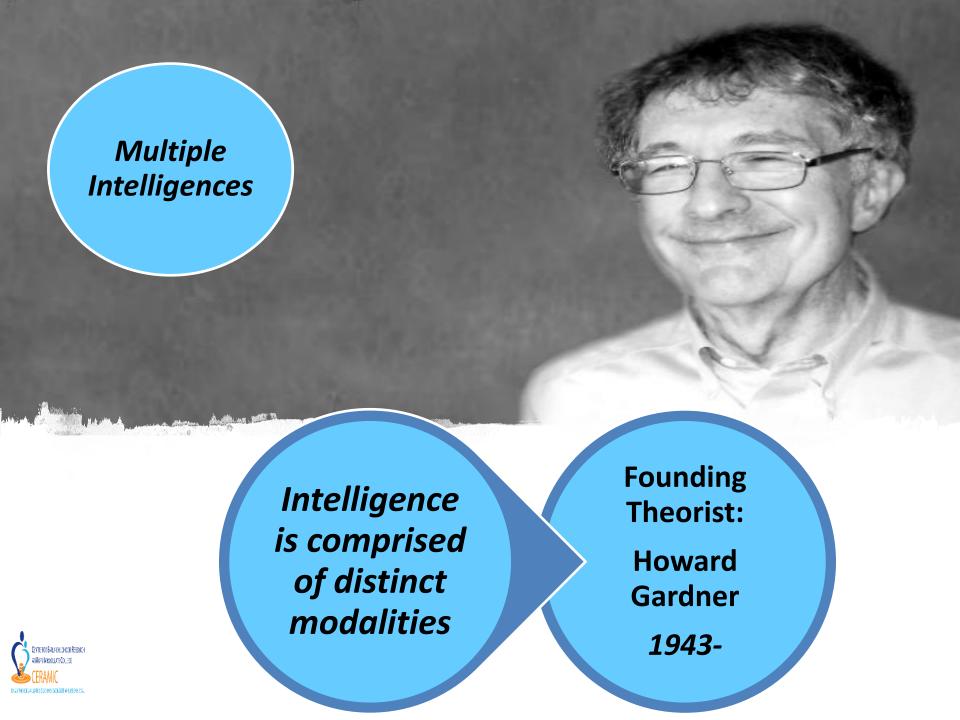


Harnessing Rapid Brain Growth in the Early Years

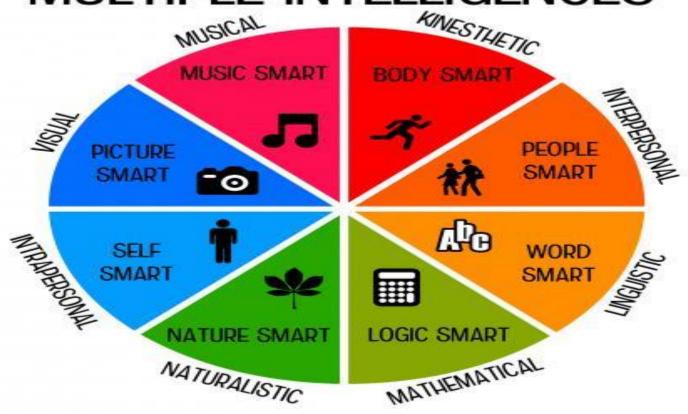


C. Nelson, in <u>From Neurons to Neighborhoods</u>, 2000





MULTIPLE INTELLIGENCES



Multiple Intelligences Lack of empirical evidence



Key Messages as We Leave the Harbour

















A Responsive Pedagogy

Bioecological	Sociocultural	Meta-Cognition and Self- Regulation	Attachment	Motivation	Cognitive Psychology	Neuroscience	Multiple Intelligences
Attention needs	 Providing 	 Providing 	o Creating	 Creating 	o Learning is	o Effective	o While multiple
to be directed to	enriched	activities which	classroom and	classroom	effortful and	pedagogy should	intelligences and
ndividual child	opportunities for	promote a child's	school	environments	curriculum	elicit previous	learning style
characteristics;	children to learn	autonomy and	environments that	where children are	activities should be	learning.	theories continu
amily and	with others.	creating autonomy	provide emotional	given opportunities	cognisant of the	 Facts should not 	to be popular in
community	 Exploring the 	supporting	warmth and	to experience	limits of memory.	be presented in	education, the I
contexts.	potential of play-	classrooms where	security.	being competent;	 The cognitive 	isolation but as	of validation of
Quality of the	based learning.	children are given	o Engaging in	having choice,	load in learning	broader concepts	these theoretical
hysical;	 Considering the 	opportunities to	ongoing reflection	autonomy and	can be reduced by	in a structured,	perspectives
edagogical and	potential of the	make choices;	on how as	relatedness	careful sequencing	meaningful way.	suggests that
nteractional	emergent	control challenge	teachers we	leading to intrinsic	of activities.	o Multi-modal	caution is requi
classroom	curriculum and	and self-evaluate	interact with	engagement.	o Supporting	teaching enhances	when interpreting
environment	children's	learning.	children and	o Remembering	children's learning	memory.	what these
natters.	interests.	 Ensuring 	remembering that	that some learning	through providing	o Direct instruction	perspectives te
Children's	 Reflecting on the 	curricular	'interactions drive	tasks may not be	multi-modal	can be efficient for	us about childre
elationships with	central role of the	experiences are	development'	intrinsically	representations	some types of	learning and
others are critical.	adult in guiding the	meaningful for the	o Developing	motivating - using	can increase the	learning	development.
Relationships	child's learning	child, for example	meaningful	external rewards	child's capacity to	o Playful adult	o Harness the
and shared	and development.	play is a	partnerships with	with caution and	process new	interactions guide	research relate
understandings	 Providing the 	meaningful activity	parents.	always explaining	information e.g.	learning and	multi-modal
etween kev	child with access	for children.	o Ensuring a	the value the task	providing both	support	representations
people in a child's	to	o Including	consistent	and fading	auditory and visual	exploration	and motivation
ife are important.	developmentally	collaborative	approach across	rewards.	explanations.	o Children will	theory, suggest
A curriculum	appropriate	activities.	teachers and	o Offer learners	o Provide	learn best in	that children's
esponsive to each	curricula.	 Considering the 	across the school.	challenging	appropriate	encouraging, risk-	engagement
hild's context is	o Creating a non-	role of mixed-	o Providina	learning	knowledge about a	free environments.	increases throu
ecessary.	stressed context	ability groups in	consistent	opportunities.	topic prior to	o Timely.	recognising the
Responsive	that takes	encouraging other-	boundaries	o Avoid activities	asking a child to	corrective	role of both
olicy	cognisance of	and co-regulation.	sensitive to the	likely to lead to	solve problems.	feedback is	cognitive and
levelopment	children's well-	 Providing 	child's individual	repeated failure for	o Distribution of	important.	affective
Itimately impacts	being and	activities which	needs.	some children .e.g	learning through	o Individual	processes in
n a child's	belonging.	allow children to	oUnderstanding	spelling tests.	interleaving:	differences can be	learning.
earning and	o Considering the	articulate their	the implications of	o Praise the effort	providing retrieval	met by alternative	o MI and learni
evelopment.	ZPD – socio	learning.	providing a secure	not learner trait.	practice and	teaching	style theories
CENTRE FOR EARLY-CHILDHOOD RESEARCH	dramatic play as a		base for children's	o Promote mastery	allowing the child	approaches.	remind us of th
AT MARY IMMACULATE COLLEGE	ZPD for self-		learning and	rather than	to articulate	o Fixed	need for an
CERAMIC	regulation skills.		development.	completion.	learning.	intelligence is not	individual focus
DE AN LUATHOLDEACHAIS I GCOLÁISTE MHUIRE GAN SWÁL	rogalation offilia.		do totopitioni.	Completion.	loaning.	supported.	marriada 1000



Placing the Teacher at the Centre



Celebrating our Success



Irish Examiner

26 News

Children are the living messages we send to a time we will not see

(Postman 1982: 8)

Big spike in cocaine users seeking treatment

More than half had never sought treatment for addiction before



prepare young people for further education, employ-ment, and adult life include the introducation



All in hand Abrin Ambrose with his piece 'Reyboard Warriers' at the launch of Identity, an exhibition of art by students aged 14 to 17 from St Carice's Special School, at Mar

Embed life skills in senior cycle curriculum, review told

rs believe it is time to hunge the senior cycle, new

charge the senior eye'n, new research suggests.
This follows as analysis by the senior senior senior senior senior senior search lastitute of two research lastitute of two rounds of consultation with a schoole conducted by the National Council for Cur-OCCA. As the senior senior senior senior part of the output per senior of the curryont system, the senior senior senior senior senior senior ing, and for title skills' like values as the senior sen



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mages not referenced from SIREN Films 2019/2020 subscription @ Mary Immaculate College



