**The Pedagogy Framework**

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|  | **Behaviourist**  (incorporating Information Processing and Traditional forms) | **Constructivist**  (incorporating Cognitivist, Piagetian, Social and Radical forms) | **Sociocultural** |
| Purpose of **schooling / educational goals** | Forming habits, or rules and procedure and associations between them. | Organised, abstract mental models and procedures for applying them, that can be transferred across situations. | Becoming competent in productive and valued social practices. Competence relies 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 tools to achieve these. |
| View of  **learner and learning** | Learners are receivers and processors of information and passive in the learning process. | Learners are active constructors of knowledge. | 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. |
| Learners are viewed as lacking knowledge and with limited processing (problem-solving) abilities. | Learners are knowledgeable, and that their prior knowledge either determines future learning, or it is only prior subject knowledge which is valued. | A dynamic affordance is what becomes possible when knowledge is used as a tool in interaction with the social and physical world. |
| Innate ability determines potential for learning. | Learners may be seen as limited by their age and stage of development, or all learners may be seen as able to theorise (with no age restrictions). Learners may have the potential to achieve more than they can currently do with support of more expert others. | 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. |
| Inequality in knowledge during social interaction is key to learning. |
| Motivation is extrinsic with competition with learners reacting to their environment; pace and competition are used to motivate learners. | Motivation is intrinsic as learners seek to understand and make sense of the world and resolve cognitive conflicts. Or, it may be to understand how others in society have constructed ways of seeing and understanding the world, providing the learner with power to be self-determined, make informed and socially aware decisions and be socially responsible – a literate citizen. | Motivation is intrinsic to engage with, and achieve stand-alone competence in, socially valued activities and to belong to particular communities. |
| Learning is by imitation or acquisition. | Learning may be a process of mutual adaptation and internalisation, and self-organisation of knowledge to better fit reality. Or, learning may occur 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. | 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. |
| Learning is an individual activity. | Dialogue relies on either reciprocity - equality in knowledge and power between learners where meaning making remains an individual activity. Or, through collaboration between learners where teachers establish joint contingency. | 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 a process of belonging to the communities where the practices are situated and becoming part of that community as competence evolves. |
| View of  **teachers and teaching** | Teachers are the holders of knowledge – the authority. | Teachers are the authority in scaffolding learning to achieve established knowledge claims.  – which may be through activity - towards an understanding of established knowledge claims. | Teachers construct learning opportunities from the perspective of the learner not the subject. |
| Teaching is by drill and practice, or by stepwise processing of pre-defined information or problems to be solved in the head. | Learning may occur in activity.  Younger children may need concrete experiences whilst older children may begin to abstract and create models grounded in practical problem-solving activity. Or,  Learners and teachers may both have responsibility for the reflexive co-creation of the classroom subject culture, the ground rules and ways of acting and problem solving. Both may be reflexively agentive. | 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.  Teachers enable children to experience mutuality and recognise the role of identity and what children bring into the classroom from their histories of participation in multiple communities. |
| Teachers use pace and competition often to maintain motivation. | Teachers may: guide (rather than instruct) learning with children directing their own learning. Or, teacher may elicit prior knowledge and model learners’ knowledge through process of testing and retesting. They may provide contingent guidance moving individual learning towards specified curriculum goals.  Or, they may 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 may direct learning through the zone of proximal development. | Teachers practice is shaped by institutional practices and values.  Within a setting teachers reify emergent individual and collective meanings for all to use and make sense of within the context of the activity.  The teacher with learners orchestrates support for different learning trajectories within the shared endeavour of the subject classroom. |
| View of  **knowledge** | Knowledge represents how the world really is. The world is given not constructed.  Symbols like words and numbers carry meanings which are stable across all learners. Knowledge is independent of context i.e. the situations in which it is acquired and is transferable. Knowledge is explicit and a property of the individual. | Knowledge is constructed it doesn’t represent an objective external reality.  Knowledge is either seen as viable if it fits an experience or meaning comes into existence between people in dialogue.  Knowledge can be seen as abstracted and available for transfer across situations, or emerging in social communities, collectively verified and individually acquired.  Knowledge is explicit and a property of the individual. | Knowledge is used in action and knowing is a part of action.  Knowledge is a tool of knowing within situated action.  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.  Learner competence is seen as what they ‘do’ well, not just how much they know. |

**The Pedagogy Framework** is an adaptation of the **Innovative Pedagogy Framework** in Twining et al., (2017) *NP3: New Purposes, New Practices, New Pedagogy: Meta-analysis Report*). The full version and associated literature review can be found in: Aubrey-Smith, F., (2020) “An exploration into the relationship between teachers’ pedagogical stance and their use of ICT in classroom practices”. Doctoral Thesis. The Open University.