

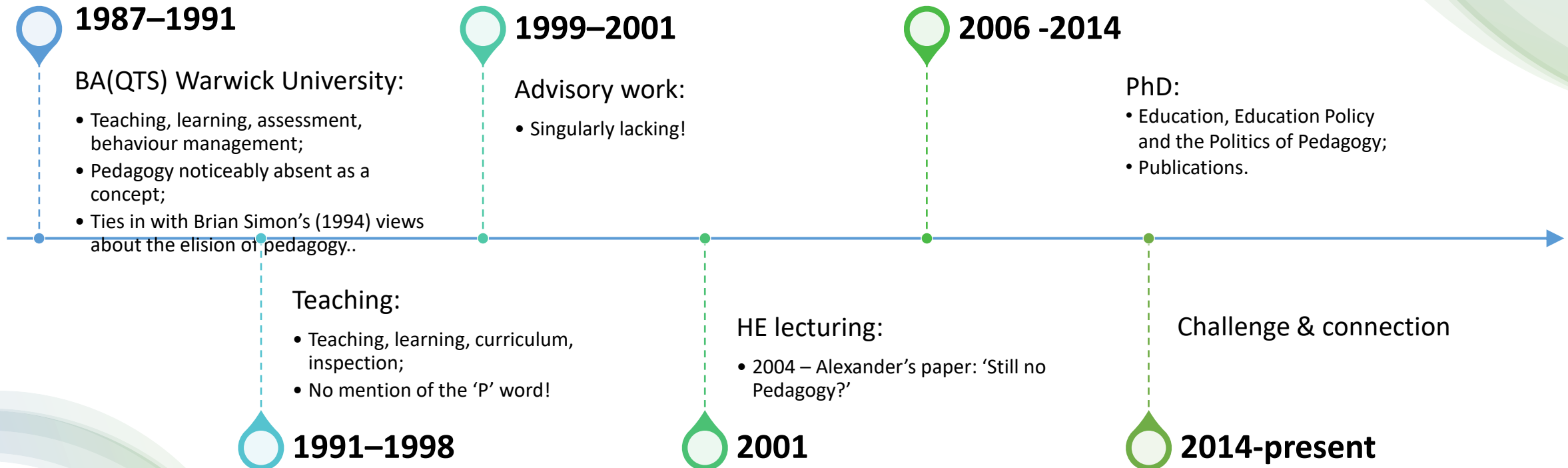
Journey to pedagogy

Paul Adams

For SERA Pedagogy Project
inaugural meeting



Pedagogy: from elision to here...



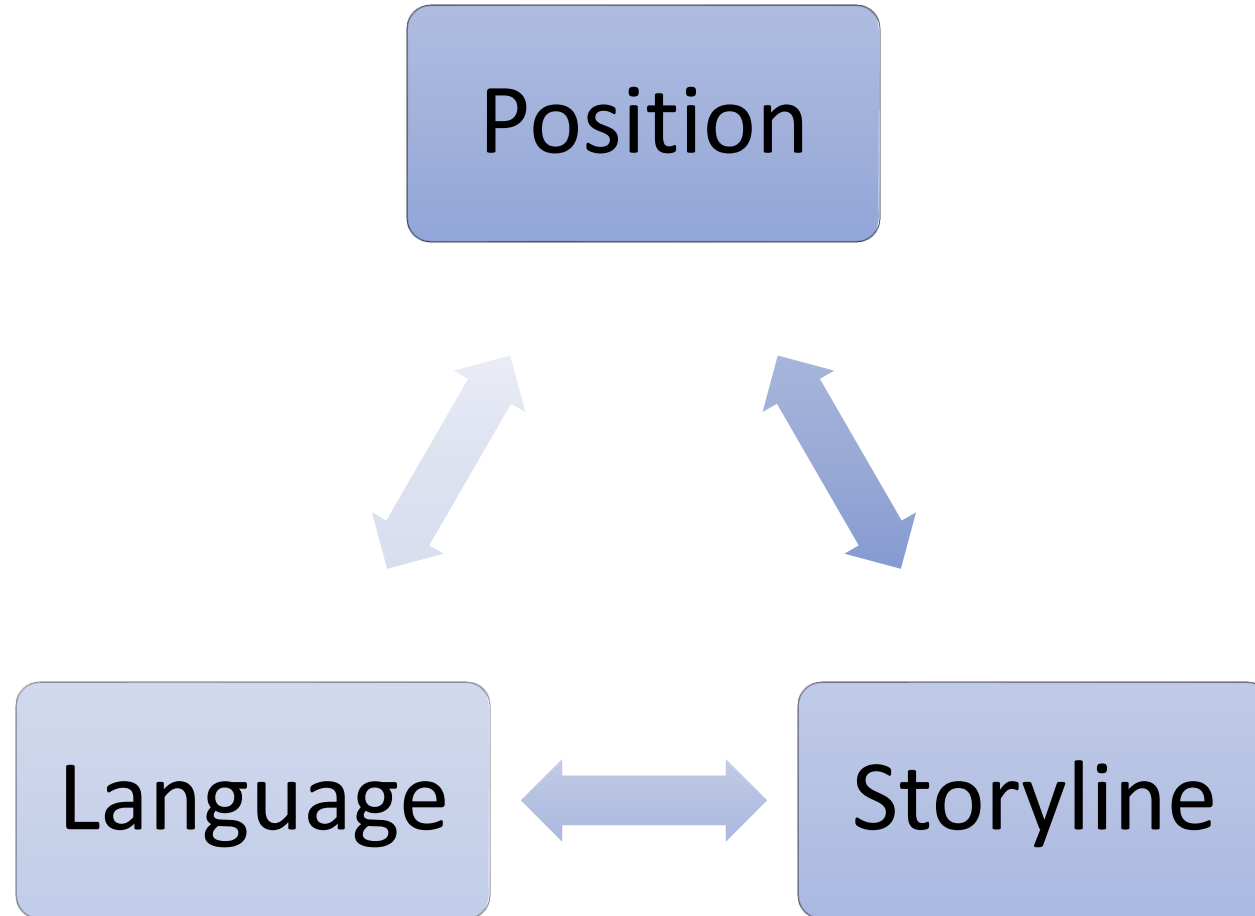


Contemporary thoughts (seemingly)

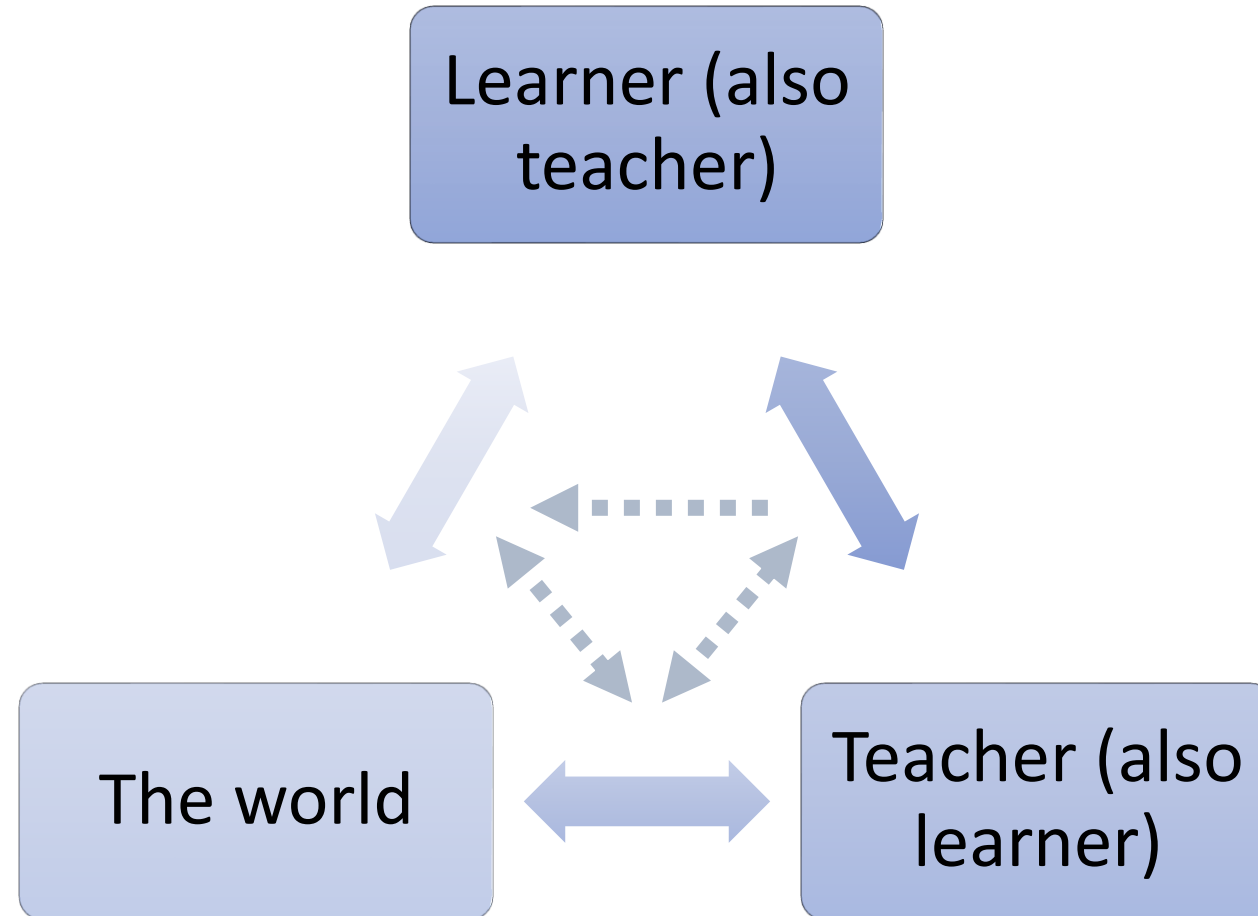
- Pedagogy as *the methods and practices of teaching*:
 - what do we mean by *method*?
 - That which we do (activity)?
 - That which we intend/achieve?
 - what do we mean by *practice*?
 - Ahh – if only I could answer!
- seemingly, such definitions centre on the role for *activity*, as, perhaps, related to ‘notions’ of theory (often described as ‘best practice’, see Adams, 2008; or evidence-based)
- pedagogy as *ritual* Vs pedagogy as *mindfulness* (Adams, 2011a) – policy perspectives
- pedagogy as *craft* & pedagogy as *performance* (Adams, 2011b) – *policy-based evidence?*

And so to now: Positioning Theory

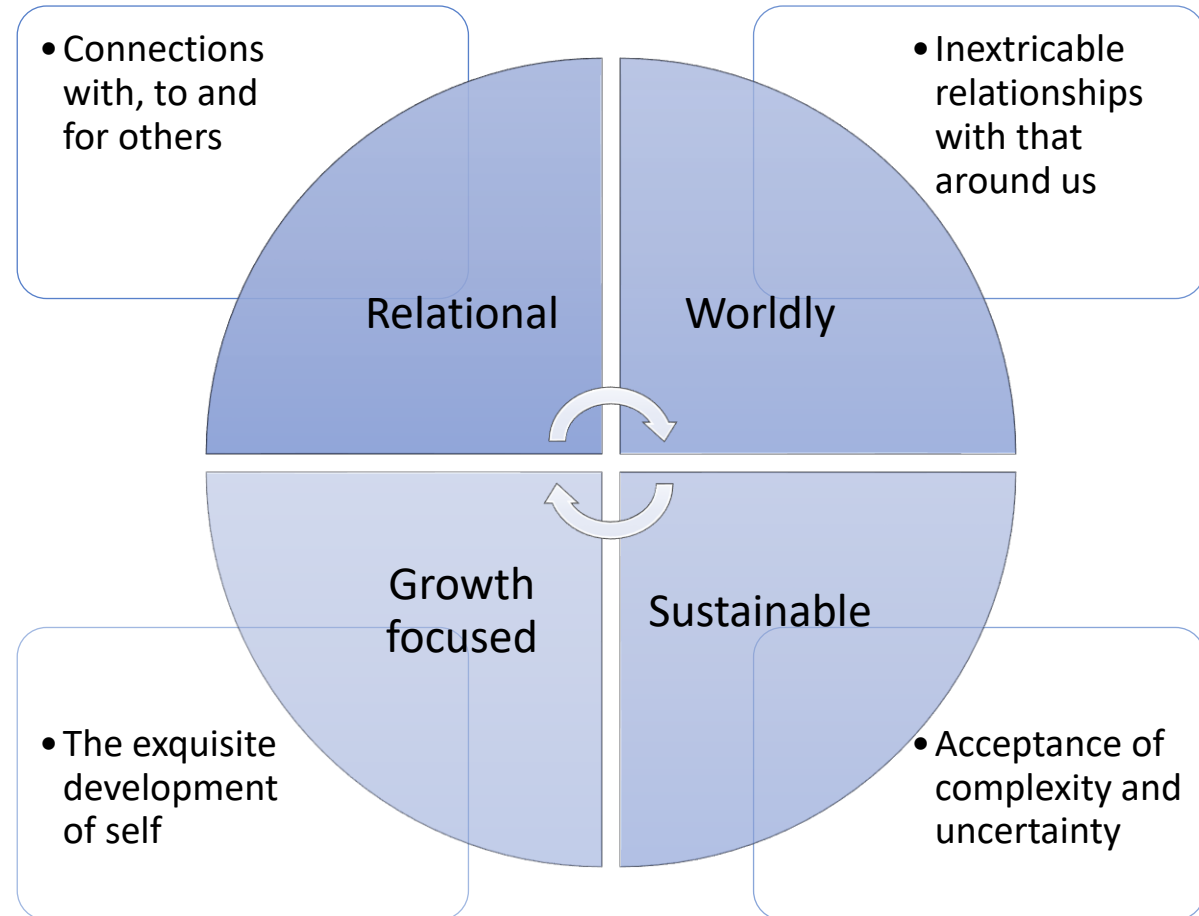
(after Harré & van Langenhove, 1991)



Pedagogy: a relational relationship



*Pedagogy:
Being in and
acting on the
world, with
and for
others*



Why does this matter?

<https://pauladamsblog.blogspot.com/>

- Pedagogy has been hijacked by *method*
- Pedagogy is more than just *teaching*
- Pedagogy requires an understanding of *the world* in all its beauty and horror
- Requires a shift from *certainty* to *uncertainty* as the defining feature
- Challenges simplistic notions of accountability; progress; behaviour; standards; attainment...
- Moves from learning (apolitical), through education (party political) to pedagogy (political)

References

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- Alexander, R. (2004). Still no pedagogy? Principle, pragmatism and compliance in primary education. *Cambridge Journal of Education*, 34(1), 7-33.
- Harré & van Langenhove (1991). Varieties of positioning. *Journal for the Theory of Social Behaviour*, 21, 393-407.
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