REBECCA EVEANS PEDAGOGICAL FRAMEWORK

EPP3200 Practising as a professional teacher 2

Assignment 2

October 6, 2023

Overarching statement

I aspire to be a teacher who **values their students and their unique qualities and contributions** they bring with them into the classroom and beyond, seeking to nurture students' physical, cognitive, and psychosocial development.

I believe it is through positive relationships, **creating a safe, welcoming learning environment** where they feel a sense of belonging, that students can feel excited about coming to school, engage socially with their peers, and **genuinely be interested in learning**.

I believe when students have a sense of control over their learning, combined with teachers who identify and are responsive to students' needs, optimal learning can be achieved.

My goal is to help students become confident, capable people who love learning, who care about those around them, who have the necessary skills to define and achieve personal success.

I want to make sure I'm doing things that are going to best benefit the children and in essence, be the teacher my students need me to be.

Four key pillars

Attitude that values and accepts the unique qualities and attributes of students for positive teacher-student relationships

A safe classroom culture underpinned by positive relationships, inclusivity, and a celebration of diversity, fosters student growth

Explicitly taught behaviours and skills as a proactive approach to classroom and behaviour management

Learning is differentiated through meaningful experiences and teaching practices to ensure learning is accessible for every student

Humanism learning theory
Rogers' theory of unconditional positive regard

Aligned professional expectation
Queensland College of Teachers Code of Ethics
Dignity and Care

Attitude that values and accepts the unique qualities and attributes of students for positive teacher-student relationships

- Nurturing teacher –student relationships based on empathy, acceptance, and genuineness
- Trust, respect, care
- Judgement free, shame free learning environment

LEADS TO

- Positive influence on the student-wellbeing
- Builds self-esteem and self-efficacy
- Increases learning potential and intrinsic motivation

How?

- Judgement free feedback and discipline
- Opportunities to share personal experiences for connection

Humanism learning theory
Rogers' theory of unconditional positive regard and Maslow's hierarchy of needs

A safe classroom culture underpinned by positive relationships, inclusivity, and a celebration of diversity, fosters student growth

- Students are unable to take in new information if they do not feel physically and emotionally safe
- Physiological, safety, belonging, and esteem needs must be met for student growth

How?
- Greeting circle morning routine
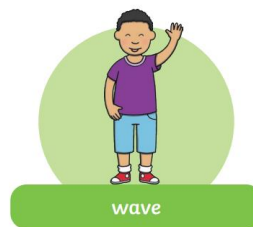- Co-constructed classroom expectations

Creating safe, supportive and inclusive environments

Schools do this by:
- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.

(Department of Education QLD, 2018)

How would you like to say good morning today?
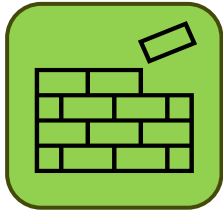
hug | high five | wave | shake hands | say good morning | dance

(Twinkl, n.d.)

Constructivist learning theory
Bruner's scaffolding theory

Aligned professional expectations
Australian Professional Standards for Teachers
APST 4.2 Managing classrooms activities
APST 4.3 Managing challenging behaviour

Explicitly taught behaviours and skills as a proactive approach to classroom and behaviour management

- Co-constructed expectations based on the academic, emotional, and social needs of the students
- Expectations taught, displayed and reminded to redirect student behaviour
- Explicitly taught social and emotional skills including self-regulation strategies that meet students' needs
- Maintained classroom environment that stems from positive relationships and a positive classroom culture

(Twinkl, n.d.)

"Behaviourally challenging kids are challenging because they're lacking the skills to not be challenging."
- Ross Greene (2014)

Supplementary Reproducible E for Elementary Ages

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
Adapted from The Zones of Regulation 2-Storybook Set | Available at www.socialthinking.com

When I feel too angry
- take five deep breaths
- say how I feel in calm words
- have a drink of water
- go for a walk
- take a break in a quiet place
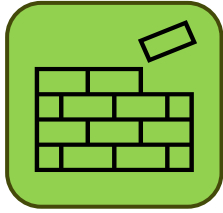- use a fidget or calm down jar

When I feel too sad
- take five deep breaths
- say how I feel in calm words
- take a break in a quiet place
- read or listen to a story
- cuddle a stuffed toy
- blow bubbles

When I feel too worried
- take five deep breaths
- say how I feel in calm words
- have a drink of water
- go for a walk
- take a break in a quiet place
- blow bubbles

Constructivist learning theory
Bruner's scaffolding theory

Aligned professional expectations
APST 1.5 differentiate teaching to meet specific needs of students across a full range of abilities
Inclusive Education Policy

Learning is differentiated through meaningful experiences and teaching practices to ensure learning is accessible for every student

Scaffolded learning techniques – I Do, You Do, We Do
Active, social engagement – Think, pair, share
Meaningful, contextualised learning experiences
Student interest and control over learning

Hattie's Visible Learning – Six signposts towards excellence in education (2012)

1. **Teachers are among the most powerful influences in learning.**
2. Teachers need to be **directive, influential, caring, and actively and passionately engaged** in the process of teaching and learning.
3. Teachers need to be **aware of what each and every student in their class is thinking and what they know**, be able to construct meaning and meaningful experiences in light of this knowledge of the students and have proficient knowledge and understanding of their subject content so that they can provide meaningful and appropriate feedback such that each student moves progressively through the curriculum levels.
4. Teachers and students need to **know the learning intentions and the criteria for student success** for their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria of 'Where are you going?', 'How are you going?', and 'Where to next?'
5. Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct, and reconstruct, knowledge and ideas. It is not the knowledge or ideas, but the learner's construction of this knowledge and ideas that is critical.
6. School leaders and teachers need to create schools, staffrooms, and **classroom environments in which error is welcomed as a learning opportunity**, in which discarding incorrect knowledge and understandings is welcomed, and in which teachers can **feel safe to learn, re-learn, and explore knowledge and understanding.**

Strengths and Limitations

- Humanism learning theory can be adapted to suit most teaching contexts

- Fundamental positive connections for learning

- Focus to meet the social and emotional needs of individual students

- Emotional and intense behavioural support not as much a focus in "green, leafy schools"

- Difficult in schools with strong behaviourist approaches

- Limited pedagogical approach towards student led learning

- Limited focus on parental and community collaboration
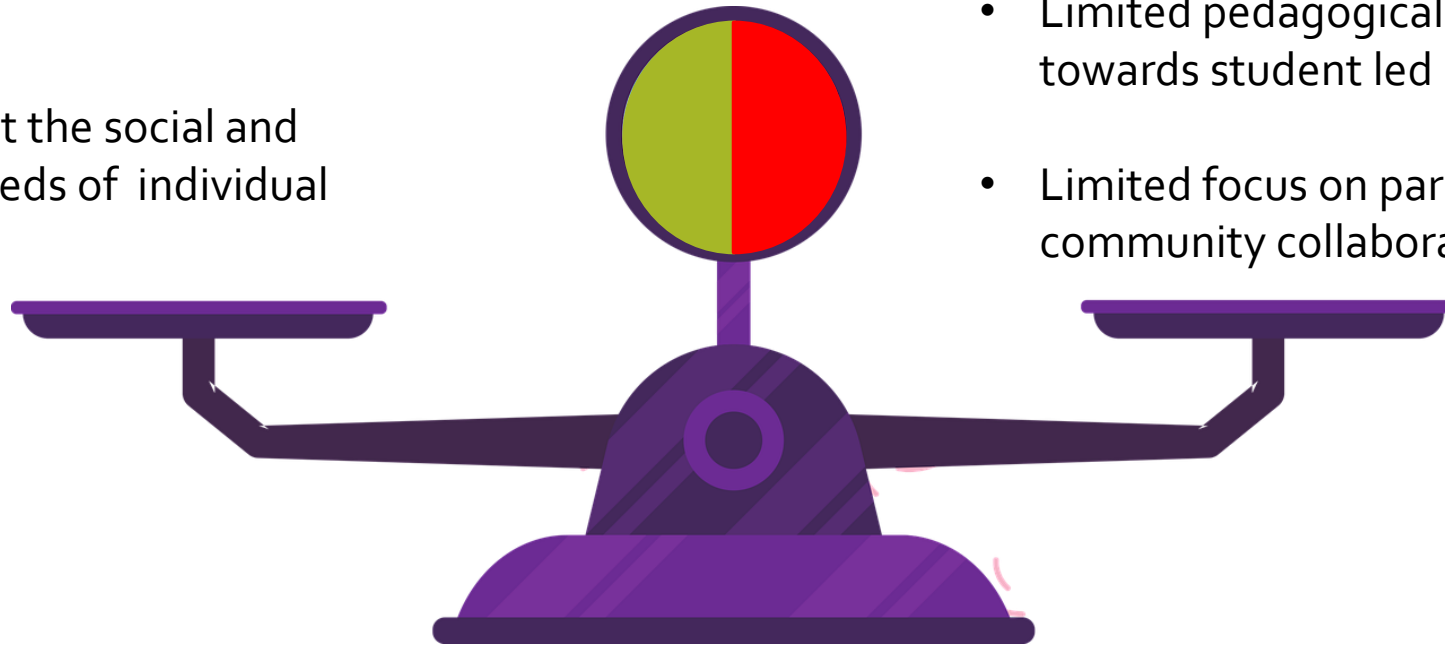
Four key pillars to my pedagogical framework

Attitude that values and accepts the unique qualities and attributes of students for positive teacher-student relationships

A safe classroom culture underpinned by positive relationships, inclusivity, and a celebration of diversity, fosters student growth

Explicitly taught behaviours and skills as a proactive approach to classroom and behaviour management

Learning is differentiated through meaningful experiences and teaching practices to ensure learning is accessible for every student

Reference list

Australian Institute of Teaching and School Leadership. (2017). *Australian Professional Standards for Teachers*. https://www.aitsl.edu.au/teach/standards.

Bruner, J. (1960). *The process of education*. Harvard University Press.

Cooper, B. (2004). Empathy, interaction and caring: teachers' roles in a constrained environment. *Pastoral care in education, 22*(3), 12-21.

Department of Education. (2018). *Student learning and wellbeing framework*. https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf.

Greene, R. (2014). *The explosive child* (5th ed.). Harper.

Hattie, J. (2012). *Visible learning for teachers: maximising impact on learning*. Routledge.

Howard, J. (2013). *Distressed or deliberately defiant?* Australian Academic PR.

Kuypers, L. (2023). *The zones of regulation* [image]. Retrieved October 6, 2023, from https://zonesofregulation.com/.

Main, P. (2022). *Cognitive development: Carl Rogers' theory*. Structual-learning.com. Retrieved October 1, 2023, from https://bit.ly/469vWaZ.

Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50*, 370-396.

Reference list continued

Nath, A., Kumar, R., & Behura, A. (2017). Humanistic Approach to Education: A look into the humane perspective of teaching and learning. *Global Journal of Engineering Science and Researchs*, 53-55.

Queensland College of Teachers. (n.d.). *Code of ethics*. Retrieved October 1, 2023, from https://www.qct.edu.au/standards-and-conduct/code-of-ethics.

Rogers, C. (1946). Significant aspects of client-centred therapy. *American Psychologist*, 1, 415-422.

Swarra, A., Mokosinska, M., Sawicki, A., & Sektas, M. (2017). The meaning of teacher's unconditional positive regard towards students in educational contexts. In J. Nyćkowiak & J. Leśny (Eds.), *Badania i Rozwój Młodych Naukowców w Polsce – Rodzina, dzieci i młodzież* (pp. 112–117). Poznań, Poland: Młodzi Naukowcy.

Tomlinson, C. *The differentiated classroom: responding to the needs of all learners*. Association for Supervision and Curriculum Development.

Twinkl. (n.d.). *Morning greetings display poster* [image]. Retrieved October 6, 2023, from https://www.twinkl.com.au/resource/morning-greetings-display-poster-t-tp-6959.