Developing pedagogy by proxy through shared lesson resources

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In this session

1. A curriculum policy change that needed research, because none had been done

2. Questions about policy and practice

3. Key things that the research uncovered

4. Practical application of that research to practice and to teacher education

5. Points for you to take away, think about and act on...
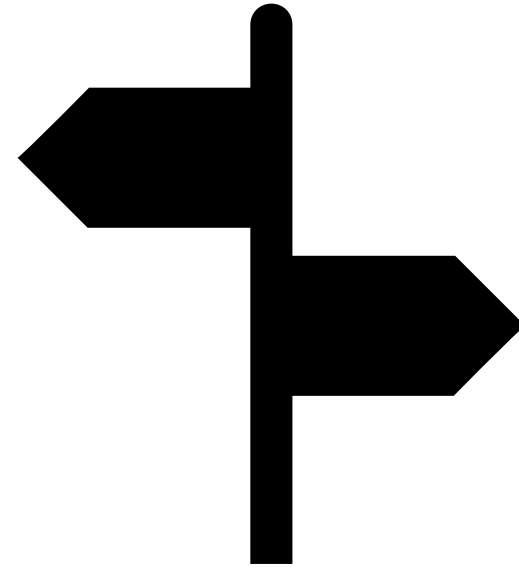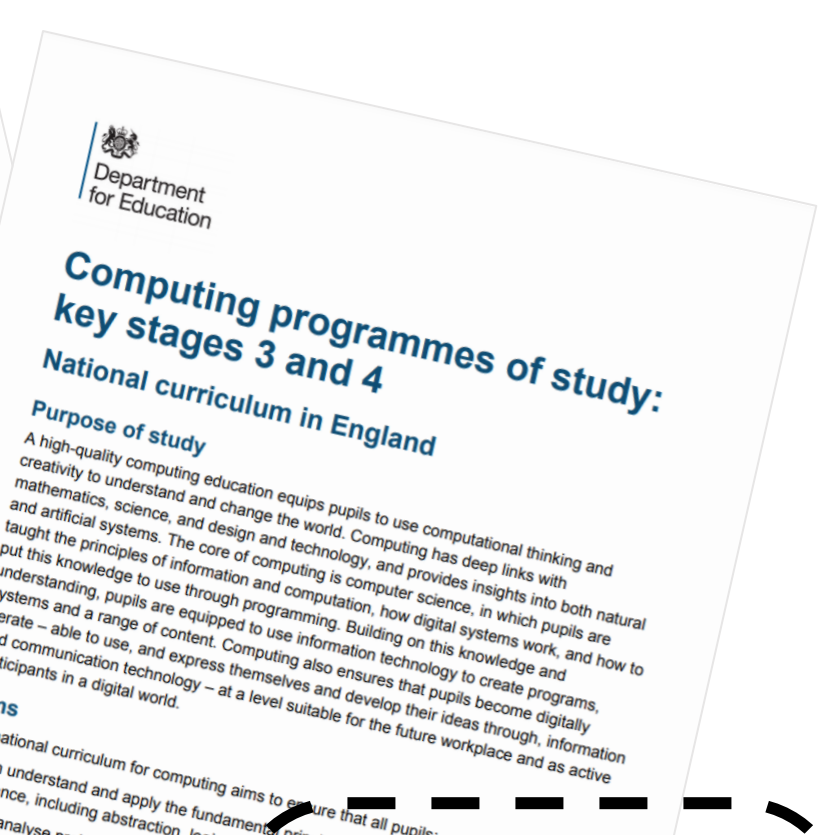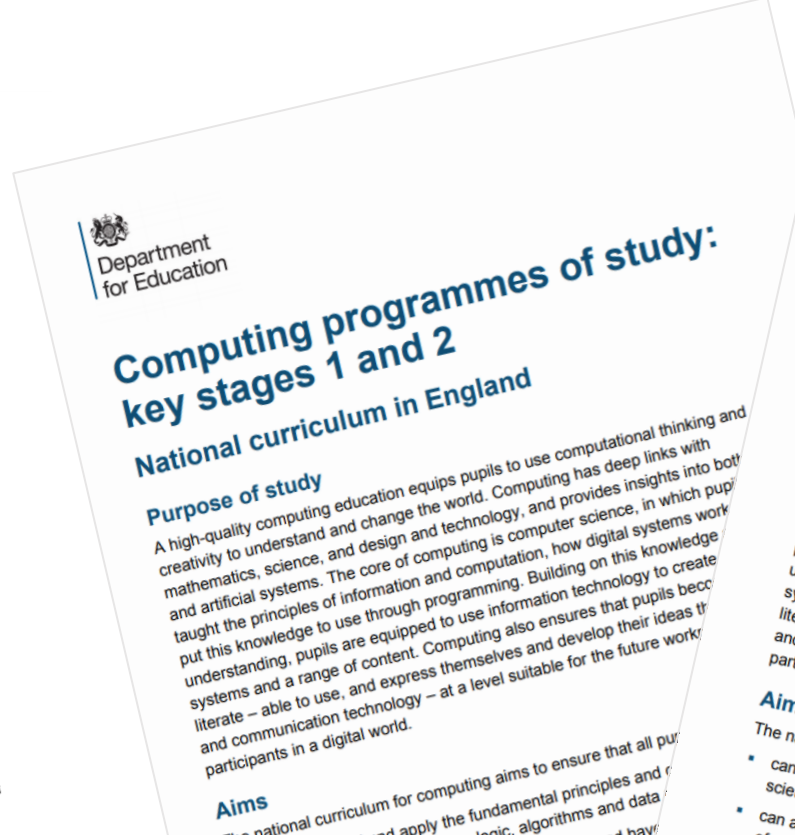
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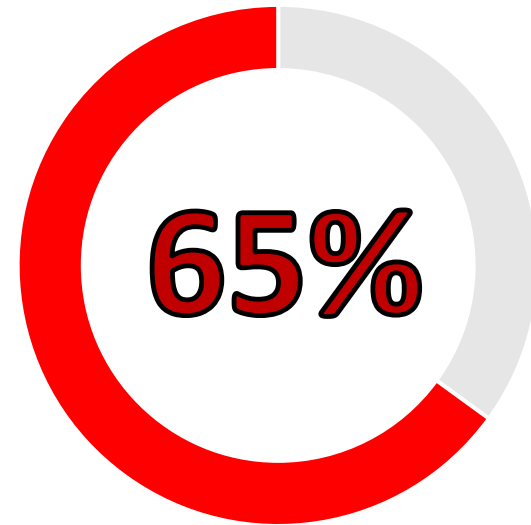
Video-calling and desktop-sharing (Hidson, 2020)

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Communities of practice: 'anytime, anywhere personal learning networks' (Trust, 2016)

- Internet searching as a starting point
- Online sharing platforms
- Computing At School organisation – face-to-face and online
- Commercial and 'cottage industry' providers
- Programming reference sites

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Teaching materials

1. **Bespoke** lesson resources, created by teachers for a specific purpose

2. **Gathered**, unmodified resources located and used with little or no change

3. **Repurposed** lesson resources, gathered and modified by the teacher to fit their lesson objectives more effectively

Look to the theory

- We want to know what is going on – we look for **evidence** in **practice**

- We want to look at **specific** things and relate them to **general** things

- This gives us a **theoretical underpinning** so that practice, evidence and theory can be used to move away from '**gut instinct**' towards a situation of **evidence-informed practice**

EVIDENCE   THEORY   PRACTICE

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Representation of Shulman's (1986) three categories of teacher knowledge

Subject Matter Content Knowledge	Pedagogical Content Knowledge (PCK)	Curricular Knowledge
The amount and the organization of knowledge in the mind of the teacher	Subject matter *for teaching*	[educational] programs designed to teach particular subjects and topics
Content can be represented and theorised in various ways	Aspects of content most germane to its *teachability* Representations: analogies, illustrations, examples, explanations, demonstrations	Instructional materials: texts, software, programs, visual materials, films, demonstrations etc.
The teacher's subject matter content understanding in relation to the discipline	Understanding of what makes the learning of specific topics easy or difficult	Understanding of the characteristics of the materials

Subject

PCK

Curriculum
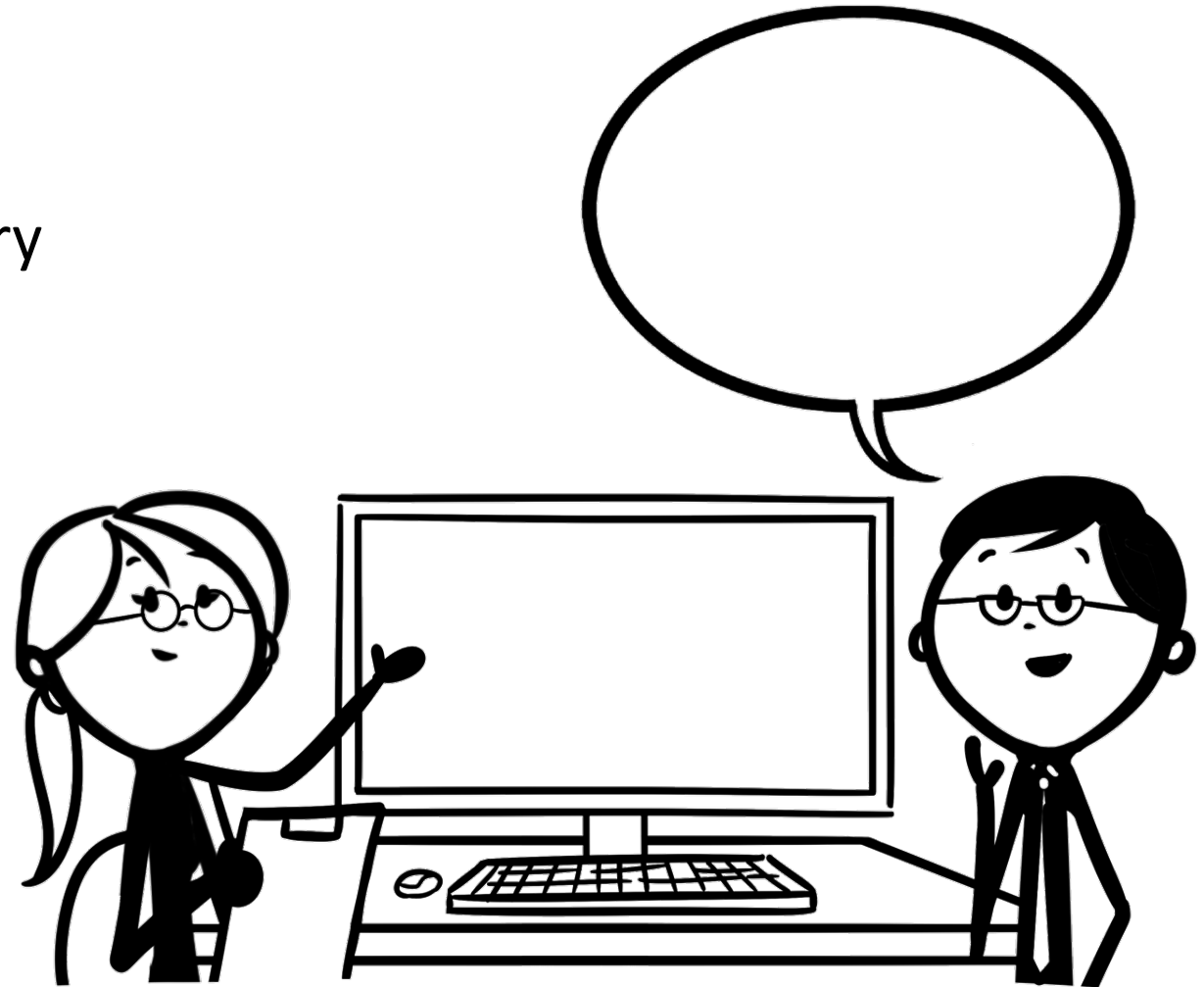
The educative role of resources – "PCK by proxy"

- The **unwritten** / **unheard** commentary that is part of any lesson resource
- This **knowledge** is the key to PCK
- A state of *transitional* pedagogical reasoning – scaffolded by a more knowledgeable other
- External knowledge **validation** – resources and support
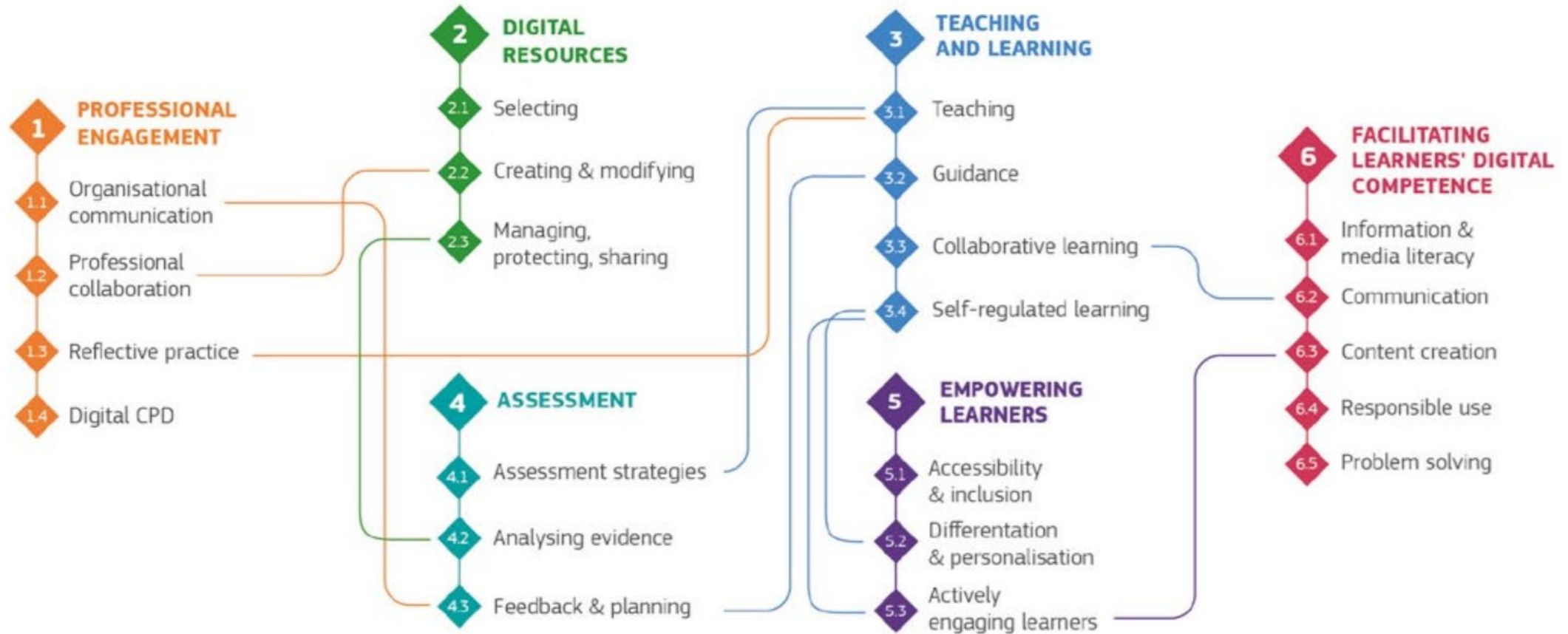
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ALL teachers need digital competence

| Educators' professional competences | Educators' pedagogic competences | Learners' competences |

2 DIGITAL RESOURCES
2.1 Selecting
2.2 Creating & modifying
2.3 Managing, protecting, sharing

3 TEACHING AND LEARNING
3.1 Teaching
3.2 Guidance
3.3 Collaborative learning
3.4 Self-regulated learning

1 PROFESSIONAL ENGAGEMENT
1.1 Organisational communication
1.2 Professional collaboration
1.3 Reflective practice
1.4 Digital CPD

4 ASSESSMENT
4.1 Assessment strategies
4.2 Analysing evidence
4.3 Feedback & planning

5 EMPOWERING LEARNERS
5.1 Accessibility & inclusion
5.2 Differentation & personalisation
5.3 Actively engaging learners

6 FACILITATING LEARNERS' DIGITAL COMPETENCE
6.1 Information & media literacy
6.2 Communication
6.3 Content creation
6.4 Responsible use
6.5 Problem solving

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European framework for the digital competence of educators: DigCompEdu - competences and their connections (Redecker, 2017, p. 16)

Digital Resources

Selecting digital resources

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

Creating and modifying digital resources

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.
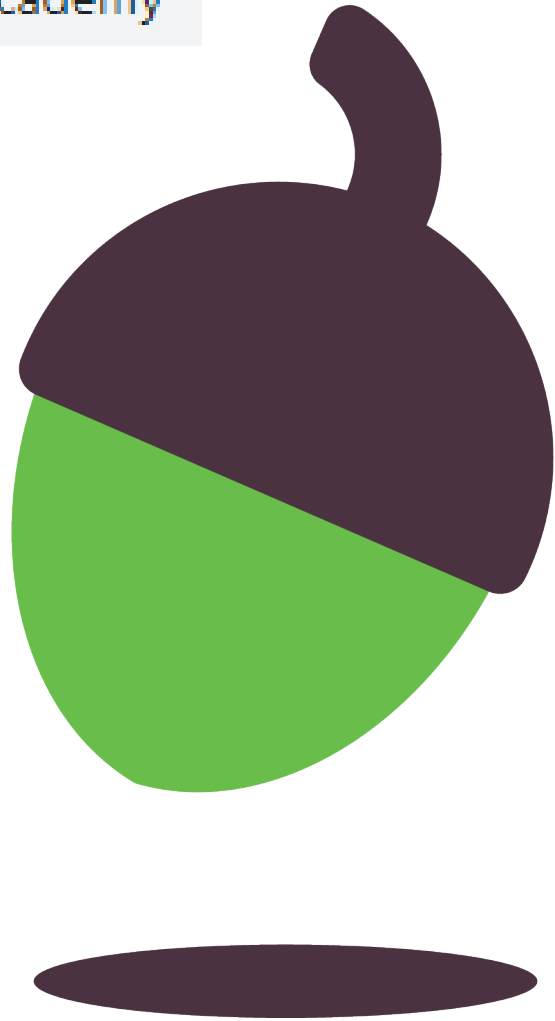
Managing, protecting and sharing digital resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

TABLE 2: AREA 2 – DIGITAL RESOURCES

(Redecker, 2017, p. 20)

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Subjects Search Classroom

‹ **Lessons for ITT**

ITT: How do citizens take action?

Secondary Citizenship KS3

KS3 Citizenship

Helen Blachford

OAK NATIONAL ACADEMY
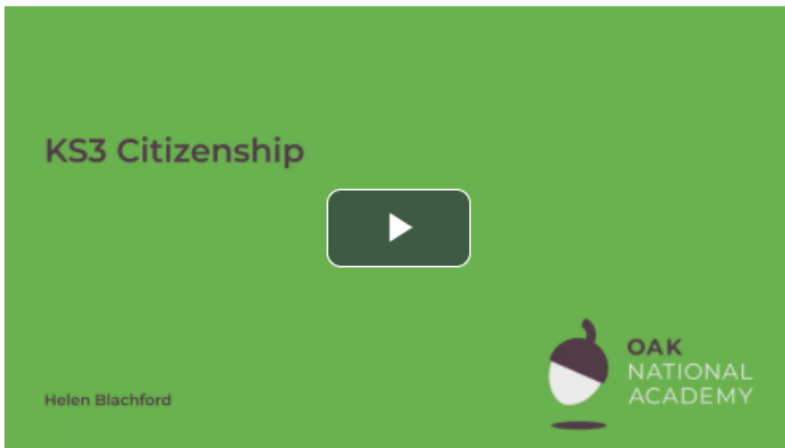
Step 1:
Original Oak Lesson

Step 2:
ITT lesson video

2. ITT lesson video

Here, Helen Blachford provides a perspective on how, as an experienced teacher, they thought about the planning and delivery of this lesson. Watch an explanation of its structure and design and the pedagogical decisions behind it.

01:02 - *Prior Knowledge*
07:24 - *Explanation*
11:34 - *Check for Understanding*
14:53 - *Practice*
16:54 - *Assessment*
19:59 - *Reflection*

Step 1

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Subjects Search Classroom

Browse, customise, save, share & download lessons

Search by subject or topic

Or browse the curriculum

By subject   By key stage   Specialist lessons

Get started with Oak

Oak's curricula
Download our new-and-improved, fully sequenced curriculum documents and plans spanning the national curriculum.

Oak's curricula

Planning with Oak
Save time and find inspiration with Oak's high-quality, adaptable resources and teaching materials. Find out how Oak can support you this year, from lesson planning to in-class resources.

Lesson planning

Download:
What makes a good website?

Download activities for your lesson:

Presentation (PPTX)   **Editable Worksheet (PPTX)**   **Printable Worksheet (PDF)**

Printable Exit Quiz (PDF)   **Printable Exit Quiz Answers (PDF)**

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Implications for your teacher education

- Embrace your **communities of** practice to develop **PCK** as part of **evidence-informed practice**

- Recognise that your developing **pedagogical reasoning** and **digital competence** are part of your initial teacher education and professional development

1 Know **what** you need to be able to teach and **why**

2 Know **how** and **where** to find resources and ideas

3 Know how best to **teach** to your students

4 Know how to **re/purpose** materials and ideas

References

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