

Participatory Pedagogy

Using effective participatory pedagogy in classroom practice to enhance pupil voice and educational engagement



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Pedagogy, Participation and Pupil Voice

Pedagogy

- ‘art or science of teaching’
- The ‘how’ rather than the ‘what’
- *‘It is through pedagogies that education gets done’*

(Lingard, 2007; 247 cited Hattam, R & Zipin, L, 2009; 297)

Pedagogy, Participation and Pupil Voice

Participation

- *‘Teachers are powerless without the participation of the learner’*

(Hart et al, 2004 cited in Husbands & Pearce, 2012: 11).



Pedagogy, Participation and Pupil Voice

Pupil Voice

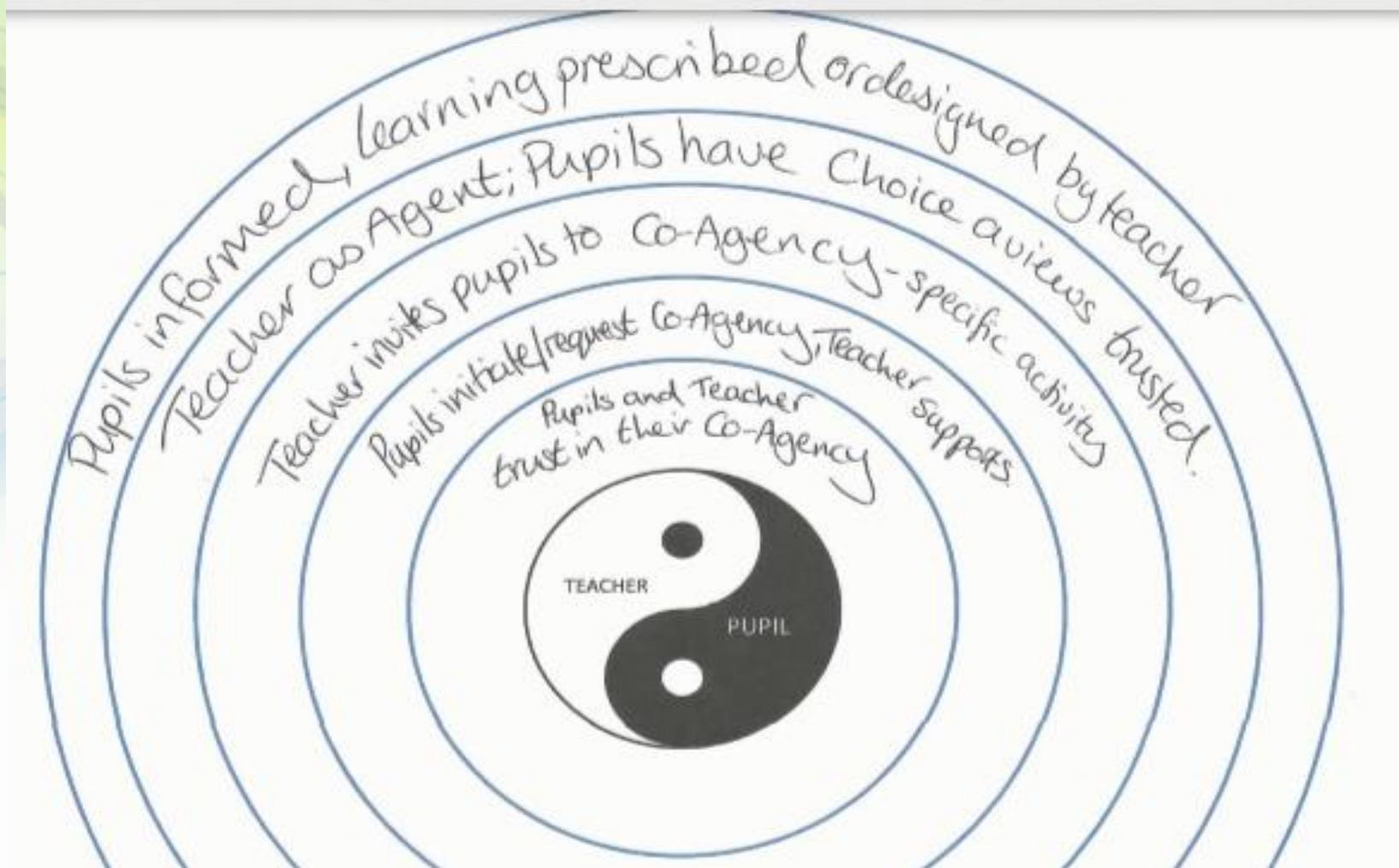
- Pupils have a right to ‘express their views, to be heard and to take part in decisions **that affect them**’ (Robinson & Taylor, 2007: 5).
- Perceptions must be changed so that pupils are ‘viewed as key stakeholders in the learning process in order to achieve a **democratic education**’ (Ferguson, et al, 2011: 57).

Participatory Pedagogy

Participatory pedagogy is a **theory of a pedagogical approach or environmental condition** of democratic teaching which potentially represents the ideal of democratic society; engendering a shift of power, a revising of the hierarchy within schools and the notional view of 'the child'.

Participatory pedagogy aims to promote the ideals of **equity, equality** and **co-agency** with the aim of modelling this effectively within our classrooms so that it reflects and spreads across the school community and wider society.

Participatory Pedagogy



CPD 'model'

- **'Research evidence in practice'** – using real academic research as part of the learning process and academic quotes to stimulate critical thinking
- Using the **'Learning to Unlearn'** CPD design.
- **Real examples** from pupils within school
- CPD based on the **participatory pedagogy ethos**
- **Reflective practice**

Evaluation feedback

‘The whole choice idea. . . they [pupils] had more ownership and were more engaged’.

I have learnt that with taking ownership of choice, the children are far more motivated and engaged. I will definitely deploy elements of choice into future teaching practice’.

Teacher A

I thought it would be quite stressful but it was much easier than I thought . . . you have an easier time as a teacher as they [the pupils] want to do it.

Teacher B

Next steps

- Develop the framework design into a spiral
- Consider further CPD activities and methods for supporting participatory pedagogy in the classroom and curriculum
- Design a pupil session(s) to support 'learning to unlearn'.
- Whole staff training and exploration of the approach
- Focus week(s) where all staff try the approach across school (at the various levels)
- Reflections as part of the learning/development process.

Thank you

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