

Effective Pedagogy – 7 Principles

Use this job aid to help you create effective learning activities.

Effective Pedagogy - Teacher actions promoting student learning

Adapted from <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

1	Creating a supportive learning environment	Students learn best when they enjoy positive relationships with their fellow students and teachers, when they're able to be active, visible members of the learning community. Environments that are caring, inclusive and cohesive foster these positive relationships. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school, local community, student's peer and teacher's professional cultures.
2	Encourage reflective thought and action	Students learn best when they develop the ability to stand back from information and ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Their ability to think critically is encouraged by activities that require them to critically evaluate the material they use and consider the purposes for which it was originally created.
3	Enhancing the relevance of new learning	Students learn best when they what they're learning, why they're learning it, and how they'll be able to use their new learning. Effective activities stimulate the curiosity of their students, require them to search for relevant information and ideas, challenge them to use or apply what they discover in new contexts and in new ways. Look for opportunities to involve students directly in decisions relating to their own learning.
4	Facilitating shared learning	Students learn best when engaging in shared activities with other people. In such activities everyone, including the teacher, is a learner: learning conversations/partnerships are encouraged; and challenge, support and feedback are always available.
5	Making connections to prior learning and experience	Students learn best when they can integrate new learning with what they already understand. If activities are used that deliberately build on what their students know and have experienced, learning time is maximised, learning needs are anticipated, and unnecessary duplication is avoided. Connections can be made across learning areas, and the wider world.
6	Providing sufficient opportunities to learn	Students learn best when they have time and opportunity to engage with, practise and transfer new learning. Encountering new learning more than once in a variety of different activities is needed, as well as appropriate assessment to help determine what 'sufficient opportunities' means for a student and to sequence students' learning experiences over time.
7	Inquiry into teaching-learning relationship	Ask yourself: What is important (i.e. worth spending time on), given where my students are at the moment? What strategies (evidence-based) e.g. activities are most likely to help my students learn this? What happened as a result of the teaching, and what are the implications for future teaching?