

The Pedagogy Project

Foundational Learning Principles and Pedagogies

Pedagogies that support deeper learning must acknowledge several very real **tensions** that exist in today's classrooms with the goal of bringing them into **balance**. We do **not** see these pairs of priorities in competition with each other. Instead, educators purposefully manage and balance them so that the pedagogies shown in the table below can be achieved.

- Structure and Freedom
- Teacher-Led and Student-Led Instruction
- Accountability and Autonomy
- Surface Knowledge and Deep Knowledge
- Academic Learning and Social-Emotional Learning
- Intellectually Stimulating and Emotionally Secure

Learning principles provide the foundation for educators' preferred **pedagogies** and, in turn, their choices about instructional **practice**.

We defined these key terms to grow our collective thinking:

- Learning Principle- Belief that governs and drives educational practice across grade levels and content areas.
- Pedagogy- Intentions that grow from learning principles and form the basis for choices about practice. Our definition of pedagogy includes the following criteria: (1) *it can be implemented in a variety of ways*; (2) *it is applicable across grade levels and subject areas*; (3) *a range of illustrations and examples are available*; and (4) *it is observable in a classroom*.

Learning Principles	Pedagogies Aligned with the Learning Principles
<p><u>Learning should....</u></p> <ul style="list-style-type: none"> ● ...uncover talents and interests to drive learning that means something to the learner and helps the learner in future endeavors. (<i>strengths-based view of learner</i>) ● ...be defined by success criteria that are clear, attainable, and cultivate persistence and future success. (<i>growth mindset around outcomes, including transition to career, college, and community</i>) ● ... provide regular opportunities for students to make real contributions and connections. (<i>authentic audience and impact</i>) ● ... be an active process driven by investigation, relevance, and application. (<i>design</i>) ● ... foster productive struggle and growth through a feedback spiral. (<i>effort and ease</i>) ● ... demand evolving partnerships, meaningful interactions, and shared decision making. (<i>shifting and broadening interactions</i>) ● ... ensure that all learners see themselves in the curricular experience. (<i>cultural frame of reference</i>) ● ...meet the needs of every student regardless of background or limitations. (<i>equity and universal design</i>) 	<ol style="list-style-type: none"> 1. Design worthwhile and relevant experiences <i>with students</i> that use essential knowledge, skills, and dispositions (SOL, Profile of a Virginia Graduate) in the pursuit of a solution or product creation. (<i>For example: PBL, Guided Inquiry, Design Thinking, Writing Workshop, Internships, Makerspaces and Tinker Labs</i>) 2. Leverage interdisciplinary thinking and application to the world outside of school, including connections to future learning and career opportunities.. (<i>For example: Career Explorations, Service Projects, PBL, Performance Based Assessments</i>) 3. Utilize collaborative structures for learning and assessment with self, peers, and/or experts. (<i>For example: Workshop model, Number talks, Socratic Seminar, Use of Protocols, Review Panel, Design Teams, Kagan Strategies</i>) 4. Develop purposeful checkpoints with students to set goals, evaluate progress, adjust plans, and clarify next steps, in relation to success criteria in both the 5Cs and academic content. (<i>For example: Conferencing, Self-Assessments, Peer Review Protocols, Thinking Routines, Rubrics around Broader Skills, Portfolios, Learning Progressions</i>) 5. Consult with students and respond to their needs in making decisions regarding time, space, and grouping. (<i>For example: Flexible Grouping, Accelerated Learning, MTSS, Flexible Seating, Flexible Scheduling, Competency-Based Learning, Blended Learning, Virtual Learning</i>) 6. Establish conditions to cultivate a classroom community where learners feel safe and confident to articulate their perceptions and needs with one another. (<i>For example: Restorative Justice, Team Building, Culturally Responsive Instruction, Use of Protocols, Classroom Meetings, Advisory, Stakeholder Surveys, Student-Led Conferences</i>) 7. Tailor learning experiences to be developmentally appropriate, aligned to brain/learning science, and responsive to individual learner needs regarding language, culture, trauma, disability, giftedness, learning preferences, etc. (<i>For example: Student Surveys, Culturally Responsive Instruction, Differentiation, Personalized Learning, Adaptive technology, Multi-Modal Instruction/Products</i>)