

EMPOWER

Building Resilience to Address Domestic Violence

IO1 - Induction to Pedagogy Programme for Parents



Co-funded by the
Erasmus+ Programme
of the European Union

Phase 1: Induction to Pedagogy Workshops

These 2 face-to-face workshops will aim to support you, as parents to:

1. Understand pedagogy approaches to learning.
2. Understand how children and young people develop and learn.
3. Understand what family learning is.
4. Understand the different roles parents can play in family learning.
5. Develop your skills and confidence as facilitators of learning.



Phase 1 workshops will address the following learning outcomes:

Knowledge	Skills	Attitudes
Knowledge of pedagogic approaches.	Integration of pedagogic approaches in family learning	Willingness to learn basic theory.
Knowledge of how children develop and learn.	List different ages and stages of children's development.	Realisation of child development
Definition of family learning.	Plan and create supportive family learning opportunities.	Willingness to develop family learning opportunities.
Knowledge of parental roles in family learning.	List different parental roles for learning.	Willingness to participate in family learning opportunities.
Knowledge of best facilitation practices.	Develop and put facilitation skills into practice	Increase in confidence in own abilities as parent facilitators.



Workshop 1

Part 1

Introduction to Pedagogic Approaches



What is Pedagogy?

<https://www.youtube.com/watch?v=QcpwEoW1uY>

8



Pedagogy

Pronounced '**Ped-uh-goh-jee**'
(according to dictionary.com, the emphasis is
on the first syllable, not the third)



What is Pedagogy?

Definitions include:

‘The way teachers deliver the content of the curriculum to a class.’

‘The method of teaching, both as an academic subject or theoretical concept.’

‘Working together allowing conversation, which teaches language, meaning, and values in the context of immediate issues.’

Ultimately the term **pedagogy** can be used to define the various ways that teaching and learning is carried out, in an educational and business sense.



Where it came from.

The word 'pedagogy' has been synonymous with learning and development for hundreds of years.

It comes from the comes from late Middle English, via Latin, and from the Greek **paidagōgos**, denoting a slave who accompanied a child to school (from *pais*, *paid*– 'boy' + *agōgos* 'guide')



PEDAGOGY

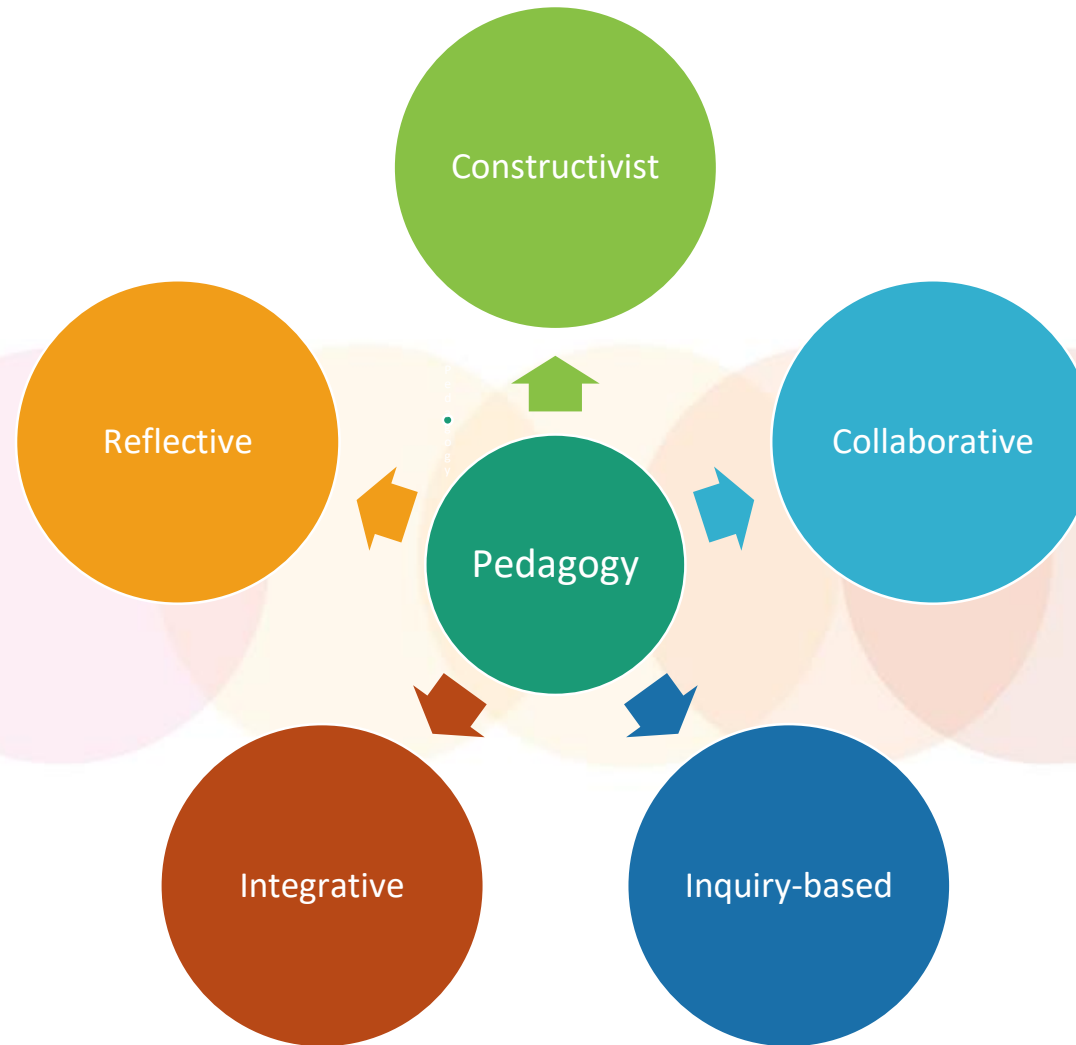
- derived from French and Latin adaptations of the Greek boy + leader, literally means a man having oversight of a child, or an attendant leading a boy to school (Mortimore, 1999).
- “Paidagōgos” is an ancient Greek word (παιδαγωγός) meaning “a slave who takes children to school to learn” (Pritchard & Woollard, 2010)

the heart of teaching. It is the rules and principles that guide effective and efficient activities which lead to learning (Pritchard & Woollard, 2010)

- The field relies heavily on **educational psychology**, *which encompasses scientific theories of learning*, and to some extent on the **philosophy of education**, *which considers the aims and value of education from a philosophical perspective* (britannica.com)



The 5 Pedagogical Approaches



Constructivist

Learners construct their own understanding of the world around them based on experience as they live and grow. They select and transform information from past and current knowledge and experience into new personal knowledge and understanding

Allows learners to be active in the process of constructing meaning and knowledge rather than passively receiving information. It fosters critical thinking and provides learners with a learning environment that helps them make connections with their learnings.

Teachers' Role

(a) to influence, or create motivating conditions for students,
(b) take responsibility for creating problem situations,
(c) foster acquisition and retrieval of prior knowledge,
(d) create the process of learning not the product of learning

Collaborative

Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.

Activities vary, but most centre on student's exploration or application of the course material, not simply the teacher's presentation or explication of it. Teachers must fully understand learners preferred learning styles and view of learning.

Teachers Roles:

1. Online -Collaborative Learning
2. Jigsaw Method
3. Think-Pair-Share
4. Integrated Process Approach
5. Peer Teaching

Inquiry-based

This pedagogical approach builds around situations and problems the learners will experience in their line of work.

Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving learners from a position of wondering to a position of enacted understanding and further questioning(

Teachers' Roles

To achieve the desired outcomes using this approach teachers should adopt the following strategies:

- 1.Simulation
- 2.Demonstration
- 3.Experiment
- 4.Field Study
- 5.Project Work

Integrative

This is where learners learn while interacting with others. An integrative approach allows for a cross-fertilisation of ideas and concepts that maybe new to various others.

The whole point is to make discussed-concepts applicable to other environments, stretching Learners' minds to apply the new ideas in challenging situations they might encounter outside the classroom

Teachers' Roles

1. Making sense of the learning process
2. Differentiating matters by relevance
3. Applying the learning to practical situations
4. Associating the learned elements

Reflective

Allowing learners to reflect on what they have picked up is vital if the ideas are to be consolidated, established and embedded in their minds and hearts.

Get learners to spend five or ten minutes reviewing their notes, discussing actions with one or two partners, sharing learning points with others, and planning the actions they are going to take. That way, they consider and reflect on the value of the learning experience, proving to themselves that the time they devoted was valuable.

Reflective time is also good for you as facilitator. It gives you time to contemplate learning points and decide which areas worked well and which worked less well, along with bringing materials up-to-date with new ideas.

- .

Teacher Centered Pedagogy

The teacher at the centre of the learning process and typically relies on methods such as whole-class lecture, rote memorization, and chorus answers (i.e., call-and-response). This approach is often criticized, especially when students complete only lower-order tasks and are afraid of the teacher.



Learner-Centered Pedagogy

Generally draws on learning theories suggesting learners should play an active role in the learning process. Students therefore use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning.



Learning-Centred Pedagogy

Acknowledges both learner-centred and teacher-centred pedagogy can be effective, but teachers must consider the local context, including the number of learners in the class, the physical environment, the availability of teaching and learning materials, etc. It suggests that teachers should be flexible and carefully adapt their pedagogical approaches based upon the learning environment



Activity 1.1

What does this all mean for us as parents as facilitators of learning?



Workshop 1

Part 2

How Children and Young People Develop and Learn



Ages & Stages of Development



Video: Ages & Stages of Development

<https://www.youtube.com/watch?v=9d4ODP5n8Ps>



Video: Ages & Stages of Development

https://www.youtube.com/watch?v=gfghTDdh_uY



Children's Development

Children undergo various changes in terms of physical, speech, intellectual and cognitive development gradually until adolescence. Specific changes occur at specific ages of life. Known as developmental milestones, these changes can help you track whether your child is developing at the correct pace. Failure to reach these milestones may indicate developmental disorders or genetic conditions.

Experts differ in their division of child development into different stages. Some have described children's development in four stages, some in five stages and others in six stages. Although the number of stages differs, what remains essentially the same are the changes that take place at a particular age or age range. Because most developmental disorders are diagnosed by the time a child reaches adolescence, child development can be described in following stage:

1. Newborn:

During the first two months of life, newborns react automatically to external stimuli. Newborns can move their head from side to side, see close-up objects, turn towards sounds and cry to indicate a need. By the third month of life, newborns start to smile at people.

2. Infant:

A lot of new abilities develop quickly by the time a child turns one year old.

At three to six months of age, infants can recognize familiar faces, begin to babble, control their head movements and bring their hands together.

By six to nine months of age, infants start sitting without support, may bounce when held in a standing position and respond to people calling their name. Infants start communicating with gestures.

Between nine and 12 months old, children can point at things, pick up objects, crawl and even stand with support. Children can imitate sound and gestures.



3. Toddler:

When children are between one and three years of age, they can stand alone, learn to walk without help, begin to run and climb stairs with short steps. Children can wave bye-bye, hold a pencil or crayon, draw a circle, learn to say several words and even short sentences and even follow simple instructions.

4. Preschool:

Between three and five years of age, children's motor skills become refined. Children can throw and catch a ball, skip and hop, learn to dress themselves and draw proper structures such as a flower. They can speak a complete, long sentence and even two to three sentences in a stretch easily. With toilet training, they begin to go to the toilet in the bathroom and use the facility all by themselves by the age of four years olds.

5. School-age:

School-age is the age between six to 17 years old. During this age, children learn to become independent and form their own opinions. Learning, speaking and writing become well established. Children develop various emotions such as jealousy, love and many more and can express them through words and gestures. They develop friendships and usually make best friends at this stage. Sexual development around and after puberty makes children interested in dating



Galinsky's Six Stages of Parenting

	Age of Child	Main Tasks and Goals
Stage 1: The Image-Making Stage	Planning for a child; Pregnancy	Consider what it means to be a parent and plan for changes to accommodate a child.
Stage 2: The Nurturing Stage	Infancy	Develop an attachment relationship with child and adapt to the new baby
Stage 3: The Authority Stage	Toddler and preschool	Parents create rules and figure out how to effectively guide their children's behavior.
Stage 4: The Interpretive Stage	Middle childhood	Parents help their children interpret their experiences with the social world beyond the family.
Stage 5: The Interdependent Stage	Adolescence	Parents renegotiate their relationship with their adolescent children to allow for shared power in decision-making.
Stage 6: The Departure Stage	Early adulthood	Parents evaluate their successes and failures as parents.

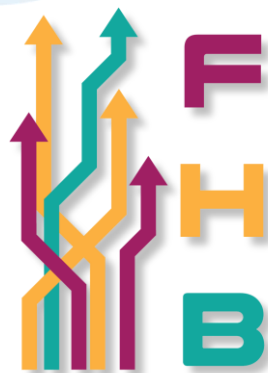
Activity 1.2

How does this relate to me?



EMPOWER

Building Resilience to Address Domestic Violence



Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."