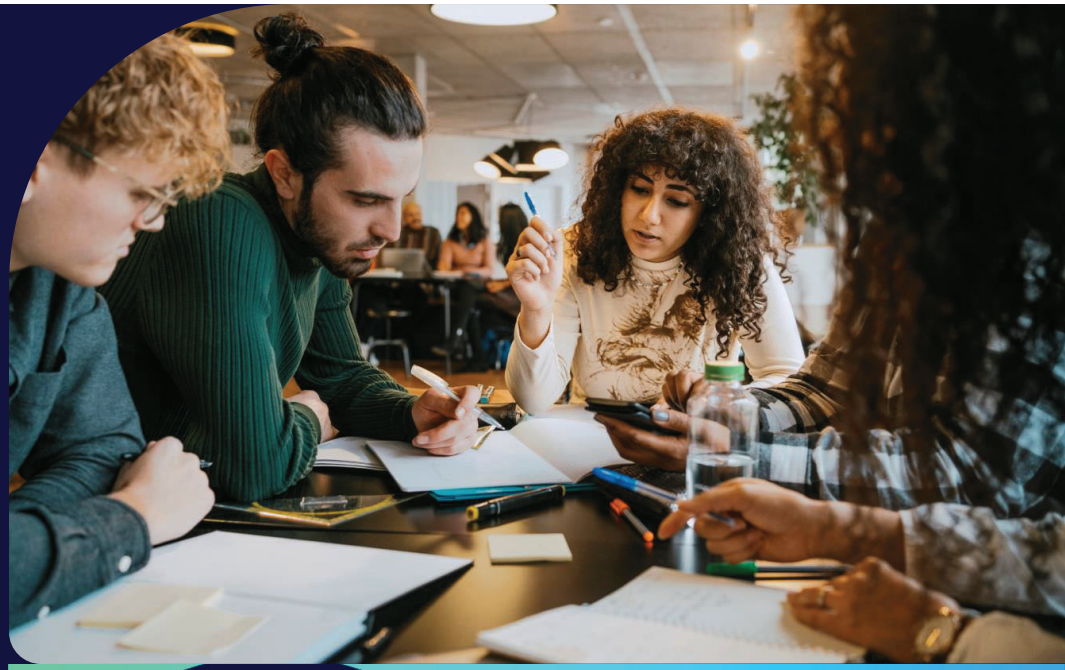
Empowering Pedagogic Practice

Dr Diane Swift (diane.swift@open.ac.uk)

- The Open University (Primary Education)
- Chair of the Stoke and Staffordshire Teacher Education Collective
- Trustee, Creative Learning Partnership Trust

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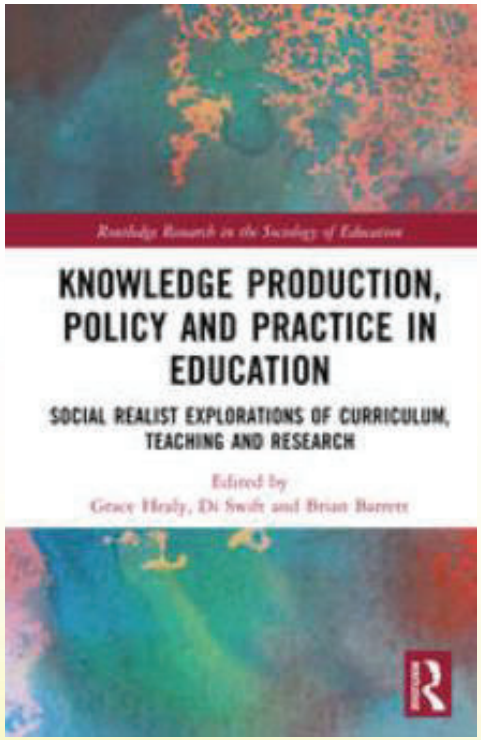
Empowering Pedagogic Practice and Pedagogic Reasoning



1. Using a social realist lens
2. Pedagogy and teacher education- key issues.
3. Why has pedagogy been minimised in the English context?
4. What can be gained by paying attention to pedagogy in and for teacher education practices?

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Using a social realist lens.



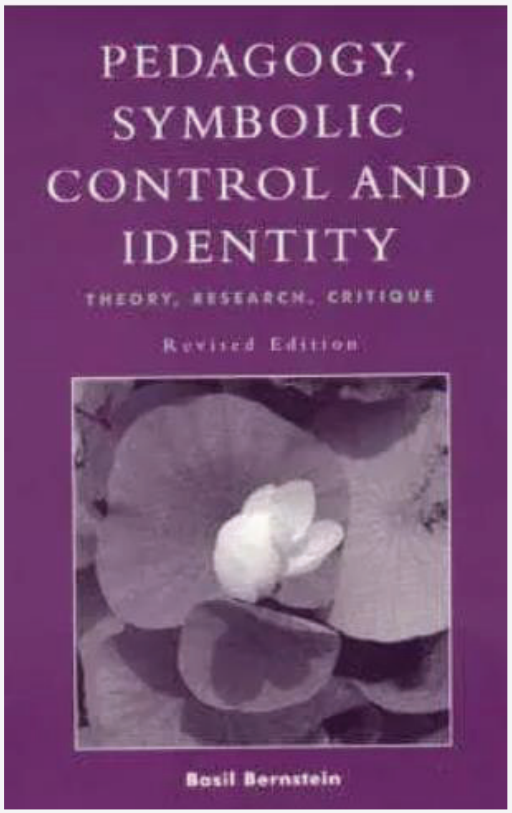
Social realism views knowledge as being **both socially constructed and objectively real**, playing a crucial role in ensuring equitable access to education.

It emphasises **the importance of disciplinary knowledge, in empowering people** to participate in society and to make informed decisions.

This approach contrasts with those that reduce knowledge to subjective experiences or to power struggles, arguing instead **that knowledge transcends individual perspectives and enables epistemic justice.**

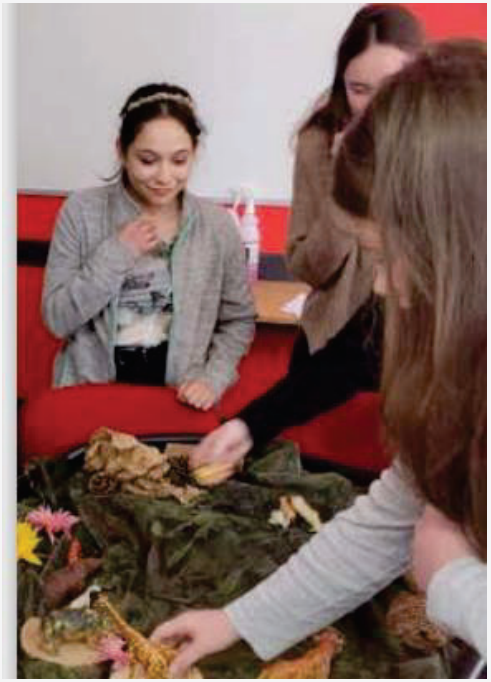
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Bernstein's pedagogic device



Pedagogy is a **sustained** process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be **an appropriate provider and evaluator** – appropriate either from the point of view of the acquirer or by some other body(s) or both. (2000: 78)

Pedagogy in teaching



Pedagogy is ‘the **act of teaching** together with its **attendant discourse** of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to **make and justify** the many different kinds of decision of which teaching is constituted’ (Alexander, 2008: 47).

What is special about the practice of teaching?

Shulman says teachers' expertise lies in the **capacity of the teacher** to transform the content knowledge he or she possesses into forms that are **pedagogically powerful** and yet adaptive to the variations in ability and backgrounds presented by the students (1987: 15).



Different forms of professional practice knowledge

'...if teaching is going to be community property it must be made visible through artefacts that capture its richness and complexity. In the absence of such artefacts teaching is a bit like dry ice; it disappears at room temperature'

(Shulman, 2005: 457)



The Issue (1):



UNESCO's International Labour Organisation described teaching as 'a form of public service which requires of teachers, expert knowledge and specialised skills, acquired and maintained through rigorous and continuing studies' (Robertson, 2012, p.9).

Despite this assertion, teaching has been described as a 'minor or semi-profession' (Young and Muller, 2014, p.1). The justification for questioning the status of teaching as a profession, relates to its perceived lack of access to a collective, systematic and reliable knowledge base.

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The Issue (2)



However, what is distinctive about the field of teacher education is that pedagogy is not only a process of transmission of knowledge **in** teacher education, but it is also an element of socialisation of knowledge **for** teacher education so that teachers are accountable to a set of criteria that recognise the distinctive nature **of** teacher education.

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The Issue (3)



In the Anglo-American tradition, pedagogy has been seen as a subsidiary form of knowledge to that of curriculum.

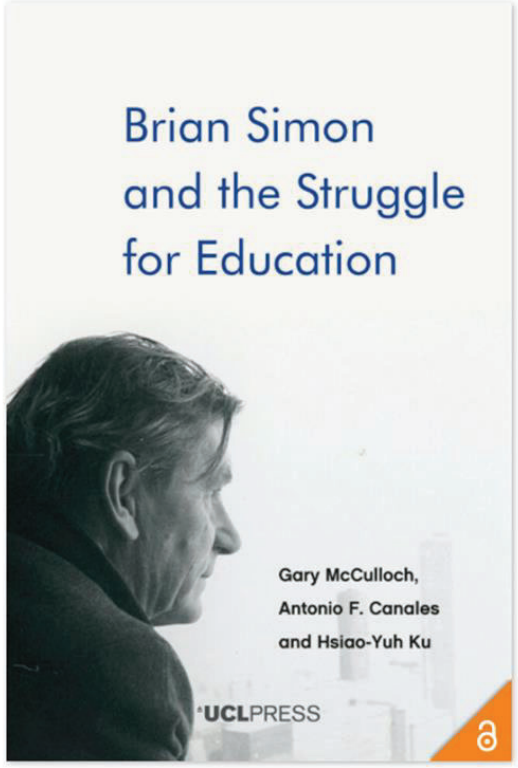
Consequently, ‘pedagogical reasoning is limited to a practical reasoning’ often expressed as sets of techniques (tips and tricks) , ‘rather than having a conceptual element to it’ (Uljens, 2025 p. 60).

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It was such a conflation that led Brian Simon (1981) to ask the question ‘ Why no pedagogy in England?’

Simon recognised that the term ‘pedagogy ‘implies structure. It implies the elaboration or definition of specific means adapted to produce the desired effect’ (1981, p. 138) and that such a structure was absent from teacher education in England

In this sense, the prioritisation of the techniques of teaching have camouflaged and limited or silenced the voice of pedagogy.



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ITE in England – where is pedagogy?

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Department for Education

ITT Core Content Framework

Education Endowment Foundation

Design of the ITT Core Content Framework

The ITT Core Content Framework – as with the ECF – has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the ITT Core Content Framework is presented in 8 sections. In developing the framework, behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7); pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours are addressed in S3, S6 and S8 respectively.



The initial teacher training and early career framework (ITTECF) sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers.

It is for:

- accredited initial teacher training providers
- providers and schools who train early career teachers based on the ITTECF

From September 2025, the framework combines and replaces the:

- initial teacher training core content framework
- early career framework

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https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf

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Professional Practice Knowledge



The term practice can be viewed as:

being on a continuum from a more to a less attenuated form. The more attenuated form being either generic or over specified. The less attenuated form is ***when practice relates to criteria that hold it to account***, not too micro or generic

(Antonacopoulou 2008, p. 114).

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

Learn that…	Learn how to…
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of	**Deliver a carefully sequenced and coherent curriculum, by:** a) Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. b) Ensuring pupils' thinking is focused on key ideas within the subject. c) Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. d) Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content). e) Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts. **Support pupils to build increasingly complex mental models, by:** f) Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. g) Balancing exposition, repetition, practice of critical skills and knowledge. h) Revisiting the big ideas of the subject over time and teaching key

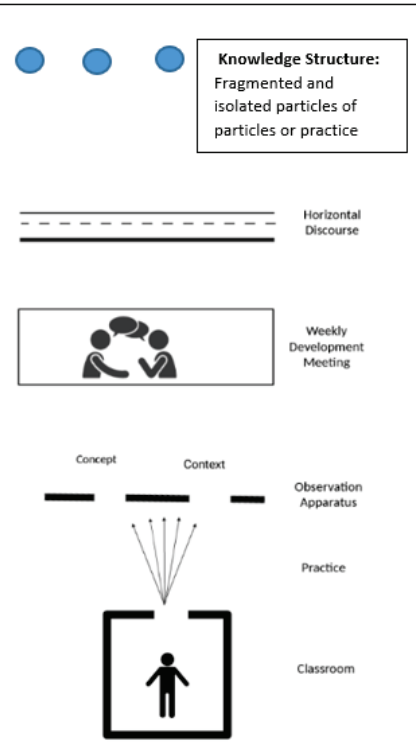


Pedagogy does not begin and end in the classroom.

(Alexander, 2001, p.51)

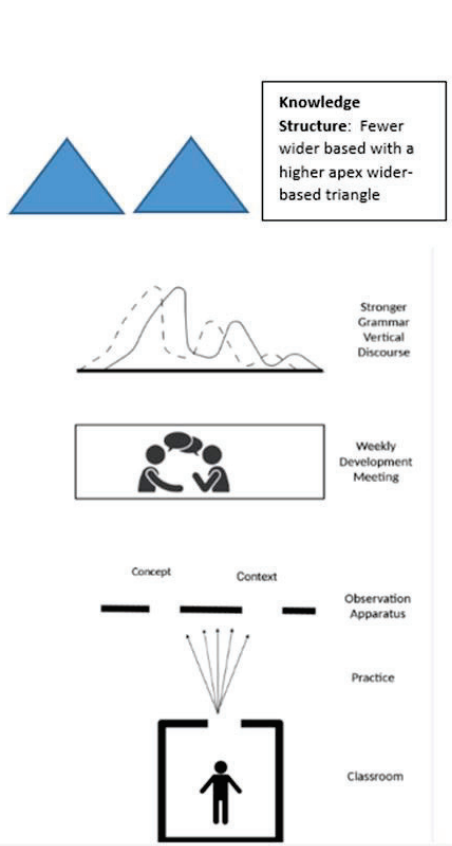
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Figure 4.2: Representation of Horizontal Discourse Knowledge Structuring



In a Horizontal discourse, the particular is particularised. Practice is seen as being time and space bound. Practices are reproduced in a context for a context. A Horizontal discourse results in individual stories, fragments of practice. There is no discursive gap or space for difference. The discourse is a flat line, context specific description. In official documentation, professional practice would be represented as an atomised set of techniques. Competencies would be demonstrated. Evaluation would depend on description of personal priorities. A generic knowledge structure – particles of practice – dependent on 'the way'.

Figure 4.4: Representation of a Vertical discourse of a Horizontal Knowledge Structure type with a stronger grammar



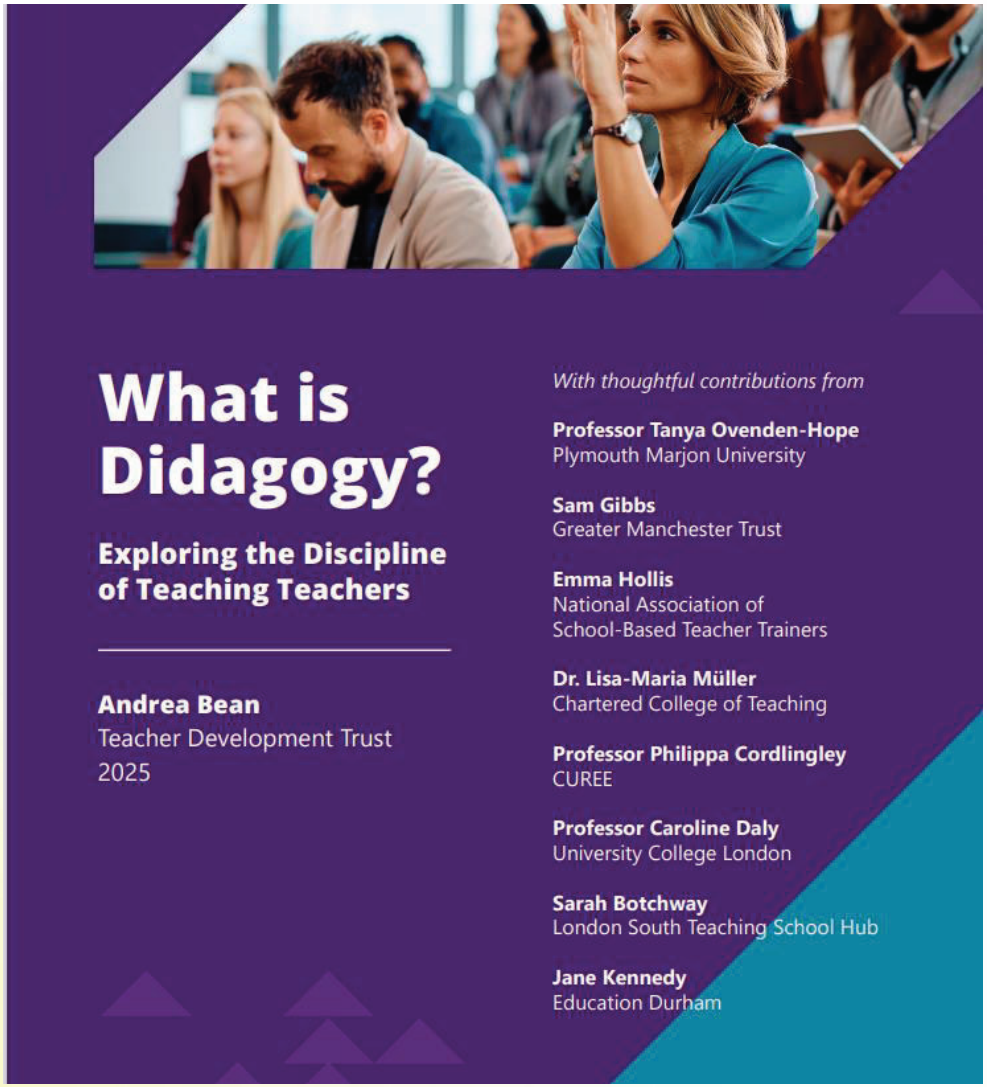
A steeper wave results. There is increased verticality enabled through more explicit reference to principles through a meta- language or visualisation. Both the acquirer and transmitter are explicitly aware of the recontextualising principles. There is a strong meta-language. This is typical of a strong regional knowledge, a profession such as medicine that is informed by reasoning. There is the space for reasons in the dialogue represented by the larger range in verticality. Official

Key concepts of the 'Big Five'	Assessment, Behaviour and Communication, Curriculum and Subject Knowledge, Disciplined Pedagogy, Ethical Professionalism
Disposition A Assessment	We recognise that an understanding of *assessment* supports teachers in appreciating where children are and where they need to go next in relation to an aspect of their learning. By developing this disposition, you will notice how valuing the purpose of assessment helps to determine its form. You will treasure each child's starting point, and this will help you to develop your adaptive teaching capabilities so that your learners thrive and flourish.
Disposition B Behaviour and Communication	Engaging with this disposition supports you to interpret and understand *behaviour* so that you can create a positive learning ethos. This will be based on appreciating the significance of *communication* within different forms of teacher-pupil relationships, including respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline
Disposition C Curriculum design and Subject Knowledge	This disposition enables you to develop an appreciation of different forms of knowledge, including differentiating between curriculum design and subject knowledge. *Curriculum design* is the creative act of interpreting a curriculum and turning it into coherent, challenging, engaging and enjoyable sequences of learning. You will be supported in developing an understanding of how different types of knowledge, including concepts, contexts, and content, serve different purposes in the development of *subject knowledge*
Disposition D Disciplined Pedagogy	Developing this disposition will enable you to appreciate the importance of your *pedagogic* reasoning capabilities. You will develop the ability to share and evaluate your *disciplined* decision-making. You will be able to justify why you have selected to prioritise particular teaching approaches in relation to the ambitions of the curriculum, the nature of the subject(s) taught and the learning needs and contexts of the pupils
Disposition E Ethical Professional Behaviour	Reflecting on what you believe schools are for, and to developing an explicit awareness of your own philosophy for education and how this has been informed is a key disposition. This is so that your *professional behaviours* are underpinned by a conscious and visible valuing and examination of professional *ethics* and virtues



The concept of change involves agency. It is therefore incumbent on all involved in teacher education to revisit and reclaim pedagogy as a disciplinary knowledge within teacher education, for teacher education, by teacher educators. The concept of pedagogy needs to be brought back in as a curriculum knowledge in order to empower teachers to be pedagogically powerful.

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apprenticeship
work
skill
trade
improvement
traineeship
training
teaching
on-the-job
skilled
practitioners
experience
labour
system
instructing
future
develop
personal
student
communication
business
educator
teamwork
school
working
competency
workplace
trainer
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improve
trade union
expertise
skilled labour

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