

ACLE 4 Paper Submission

Presenter: Tim Kelly

Position: Curriculum Leader for English at Redeemer Lutheran College; teacher of Film and Television,

Interests: critical literacy, language theory in the context of the New Testament, plagiarism as a category and accusations of plagiarism against Bob Dylan; use of e-learning platforms

Key Issues: Connecting classroom management with teaching and learning (including e-learning platforms)

Teaching Experience: 20 years

Title: Creating a Learning Environment using Productive Pedagogies – delivered as a paper

When beginning a teaching career, new teachers worry a great deal about ‘managing’ the class room and the relationships within it. As experience accrues, older teachers seek to maintain and increase both their passion and their understanding of the teaching and learning process. Using the ‘productive pedagogies’ model as a template, I argue that both managing and teaching best be seen as an act of creativity in which teachers seek to create a safe space and place in which every individual is invited to participate. This incorporates ‘e-learning platforms.’

It is my argument, too, that Christian educators have a wider repertoire than productive pedagogies because of a particular understanding of the person as created by God to be a unique individual. The call of the Christian teacher is to create a learning environment that speaks to the whole person and calls them into a fuller understanding of their humanity and an engagement with the wider world.

The productive pedagogies framework was developed towards the end of the 1990s and organises the environment of the classroom into four categories: intellectual quality, connectedness, supportive classroom environment and recognising and valuing difference. It is argued (Mills and Goos 2007 as one example) that the framework is particularly useful for engaging disadvantaged students and also in the vexed area of ‘boys’ education.’

In my own teaching, in the context of a Lutheran school, I have been able to draw upon the productive pedagogies to move from instinctive teaching to deliberate, intentional and reflective practice.

Tim Kelly