PEDAGOGY AND THE ROLE OF TEACHERS IN THE TEACHING LEARNING PROCESS

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Abstract : Now a day's pedagogy is a very popular term in the teaching learning process. In this research paper researcher want to draw a concept of pedagogy and the role of teacher in the teaching learning process. In pedagogy teachers should construct curricula that draw upon the cultural resources that students bring with them to the school. Pedagogy is the discipline that deals with the theory and practice of teaching. Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The purpose of pedagogy is to empower both teachers and their students to improve the quality of learning in the classroom situation. This paper suggests not only taking the languages, histories, experiences, and voices of the students seriously, but also integrating how to taught (process of teaching) in schools to the dynamics of everyday life. The method and practice of teaching, especially as an academic subject or theoretical concepts. Teacher must be able to critically analyse the ideologies, values, and interests that inform their role as teachers and the cultural politics they promote in the classroom. All of their actions presuppose some notion of what it means to be a citizen and a future society and to the degree that schools are actively engaged in the production of discourses that provide others with a sense of identity, community, and possibility. Teacher must be responsible and reflective about their actions.

Keywords: Pedagogy, Role of Teachers, Teaching Learning Process.

I. INTRODUCTION

"No one is born fully-formed: it is through self-experience in the world that we become what we are". ---- **Paulo Freire**

Today's students are active learners rather than spectators. They view themselves as participants in creating information and new ideas. Accordingly, twenty-first century instruction is based on three pedagogical principles – personalization, participation and productivity. This framework allows learning through authentic real-world contexts, carrying out projects from beginning to end, and solving problems as they arise, all of which constitute powerful learning strategies. Forming working relationships with teachers and partners in the community, and working collaboratively with peers will also contribute to productive learning experiences for learners worldwide.

Pedagogy is not about training, it is about critically educating people to be self-reflective, capable of critically address their relationship with others and with the larger world. Pedagogy in this sense provides not only important critical and intellectual competencies; it also enables people to intervene critically in the world. In order to be an effective teacher, one must study the science of pedagogy and instructional design. Learning how to managing activities and instruction in the classroom can empower educators to facilitate courses that optimize the learning potential of every student. Professionals who desire to work with students of all ages usually must complete a course in pedagogy and in the practice of instructional design before entering the classroom. Many state teacher examines also evaluate an educator's understanding of pedagogical and instructional theory in the core subject areas.

II. OBJECTIVE OF THE STUDY

- To understand the science of teaching or pedagogy in teaching learning situation
- To understand the teaching learning process in the class room situation
- To understand effective teaching learning sequence

III. METHODOLOGY

The concept of pedagogy and role of a teacher in the teaching learning process implications for development of educational programmes, implementation and its evaluation. The study was qualitative in nature. Library documents, reputed journals, books, various report about the topic were used as source for collection of data. After going through these documents, a detailed presentation according to objectives has been being made.

IV. THE SCIENCE OF TEACHING OR PEDAGOGY

The science of teaching on pedagogy for the realization of its above said three main objectives now carries a wide significance at this stage. Let us briefly describe it. A teacher has before him content material and learning experiences related to that subject in a particular class. In this way, his success in his teaching task depends upon the extent to which he is successful in realization of the teaching instructional objectives. He can go on smoothly in his teaching task only if he follows suitable method, devices, techniques and aid material etc. For providing the fruits of his teaching to his students. How properly is he proceeding in his teaching task and how will he is trying to achieve the set teaching objectives, that now needs the help of a continuous system of testing and measurement known as evaluations of teaching out comes. The results of such evaluations provides an appropriate feedback to the teacher for bringing desirable modification in his methods and materials of teaching including justifying the need of bringing alteration in setting of instruction objectives. In this way science of teaching or pedagogy advocates a total mutual relationship and inter dependence among the following four pillars of teaching learning process for attaining best possible results in the task of teaching i.e. effective teaching.

❖ **SCIENCE OF TEACHING OR PEDAGOGY- DIFFERENT CONCEPTS**

Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. As the importance of high quality early childhood education and care services for children has become more clearly understood, so has the teacher/educator's role in the provision of these services. This demands a clear understanding of the meaning of 'pedagogy' and how it plays out in individual educators and services.

How can teachers and educators best support learners develop essential skills for the twenty first century? People learn in a variety of ways, so the challenge for teachers is to discover which approaches help them learn most effectively. Until a teacher becomes familiar with a learner's individual strengths and needs, it is difficult to know which learning methods and pedagogy will have a positive impact on that person. Nevertheless, research suggests that some forms of pedagogy are consistently more successful than others in helping students acquire a deeper understanding of twenty first century skills. Pedagogies that support deeper learning include personalized learning strategies, collaborative learning and informal learning (Gijsbers and van Schoonhoven, 2012; Leadbeater, 2008; Learnovation, 2009; Redecker and Punie, 2013).

In educational situation learners are more successful at acquiring new competencies when they build strong meta cognitive abilities, reflect objectively on new concepts learned, and integrate that information with their existing knowledge and skills. The process of adapting new knowledge for their own use and incorporating it into their existing conceptual frameworks will support further learning. Once new learning is integrated into existing 'ways of knowing', this in turn nurtures creativity and originality and establishes new cognitive habits. Critical thinking skills are also enhanced (Lai, 2011).

❖ **SCIENCE OF TEACHING OR PEDAGOGY IN TEACHING LEARNING**

Pedagogy in teaching learning process can be successful in this three dimensions of teaching. The dimensions were as bellow-

1. **Teaching Repertoire:** The Teaching repertoire process done by the six ways-
   - *Modelling:* Modelling is a powerful strategy that can be used across all subjects to help pupils to learn and to develop confidence in a new skill or procedure. This unit sets out the principles of this strategy and provides guidance on how to introduce modelling into lessons and make it effective.
   - *Questioning:* This unit outlines the different types and purposes of questioning. It explains how to organise questioning for whole-class and group work, and offers strategies such as providing 'wait time' for making it effective. Bloom's taxonomy is used to provide a framework for planning questions that challenge and develop pupils' thinking. Alternatives to direct questioning are also explored.
   - *Explaining:* This unit looks at the purpose of explanations in teaching and outlines the characteristics, features and skills of successful explanations. It explores different types of explanation, how to plan for them, which strategies are effective – particularly for those involving abstract ideas. It also provides guidance on how to support pupils in planning and articulating their own successful explanations.
   - *Guided Learning:* This unit explores how the principles and approaches involved in guided reading and writing can be used to support guided *learning* in subjects across the curriculum. It describes an instructional sequence for the teacher working with small groups, which is integrated into lessons to act as a bridge between whole-class teaching and independent work. It provides a range of examples and addresses practical questions of organisation including time, classroom layout, management of behaviour and resources.
   - *Group Work:* This unit looks at how effective group work can help to improve pupils' speaking, listening, thinking, problem-solving and social skills. It emphasises the need for establishing clear rules and procedures and sets out a range of techniques to ensure pupil engagement and cooperation, such as allocating roles and setting group targets. Methods for structuring group work, such as 'snowballs', 'envoys' and 'rainbows', are suggested and the benefits and limitations of different grouping criteria explored.
   - *Active Engagement Techniques:* This unit explores what is meant by engagement and why it is important. A range of strategies to motivate and engage pupils is examined, for example directed activities related to text (DARTs) to promote active reading, strategies to promote active listening, thinking strategies, and the use of drama across subjects.

2. **Creating Effective Learners**
   - *Assessment for Learning:* This unit explores what is meant by assessment for learning and its importance. It explains how good assessment practice can contribute to better learning and higher achievement. This unit focuses on the key characteristics of assessment for learning and examines a range of practical strategies for incorporating these principles into classroom routines.
   - *Developing Reading:* This unit focuses on improving pupils' ability to understand and to respond to written texts. It considers teaching subject-specific vocabulary; how teachers can support pupils by clarifying the approach they need; how pupils need to access their prior knowledge before they read; some of the ways pupils can be encouraged to engage with text and some aspects of note taking. It shows how the teacher can use shared and guided reading to enable pupils to develop more independence and skill as readers.
   - *Developing Writing:* This unit focuses on improving the quality of pupils' writing through actively teaching the techniques they will need. Pupils write best when they know what, how and why they have to write. Writing is often best taught through teacher modelling and then sharing the writing with the class. The route is from examples, modelled and shared work, through guided writing to independence.
   - *Using ICT to Enhance Learning:* The use of ICT in classrooms enhances learning and teaching. This unit looks at the relationship between teachers' use of ICT as a medium for teaching and the development of pupil capability. There are guidelines on the use of classroom support assistants and technicians, on classroom management and on organisation in the ICT-rich classroom.
   - *Leading in Learning:* This unit provides an introduction to thinking skills by clarifying the nature of higher-order thinking and different approaches to 'teaching' thinking. It also provides practical guidance for improving the teaching of aspects of thinking skills lessons, such as improving the teaching of the plenary, helping pupils to see the relevance of thinking in everyday contexts and developing their use of 'thinking words'.
   - *Developing Effective Learners:* Through the use of case studies, this unit explores what is meant by an effective learner, what learning skills might be expected of pupils at each key stage and how learning skills can be developed within subjects.

3. **Creating Conditions for Learning**
    - *Improving the Climate for Learning:* The physical environment can make a significant difference to learning, and this unit explores how even small changes to the classroom can help. It looks at arranging furniture to suit the teaching approach and creating displays that really contribute to learning. Teacher–pupil relationships are another important factor in classroom climate, and the unit also describes how pupil expectation and motivation can be improved through the use of appropriate classroom language.
    - *Learning Styles:* This unit outlines some of the current thinking and research on learning styles. It provides advice on how to identify different learning styles but, more importantly, emphasises the need to provide a variety of activities to suit different styles, over time. There is guidance on how to plan and adapt activities to accommodate visual, auditory and kinaesthetic learners.
    - *Classroom Management:* The emphasis in this unit is on developing the concept of teaching behaviour that is conducive to learning. The fundamentals of good pedagogy and practice, which are explored in the other units, are the bedrock of successful teaching and learning. Consideration is given to the core values and beliefs which underpin the teacher's relationships with the pupils. Just as importantly, pupils' perceptions of effective teaching are examined. Pupils respond positively to clear structures and routines, and the teacher's verbal and non-verbal language is pivotal in securing and maintaining relationships for learning.
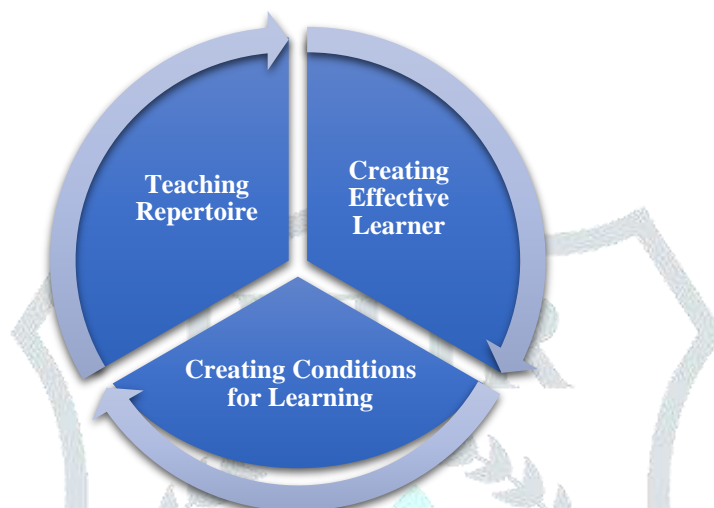

Figure: Science of Teaching in the Teaching Learning situation.

V.   **TEACHING LEARNING PROCESS IN THE CLASSROOM SITUATION**

Effective is the teaching that successfully achieve the learning objectives by the pupil as identified by the teacher. The most effective teaching is that which results in the most effective learning. In addition, the learning is a process not the product, it is involves all those experiences and training through teaching of an individual, which helps to change the behaviour and prepare to take necessary adjustment and adaptation in change situation. There are essentially two simple elements to effective teaching:
- The teacher must have a clear idea of what learning is to be nurtured.
- The teacher sets up and provides a learning experience that enables this to happen.
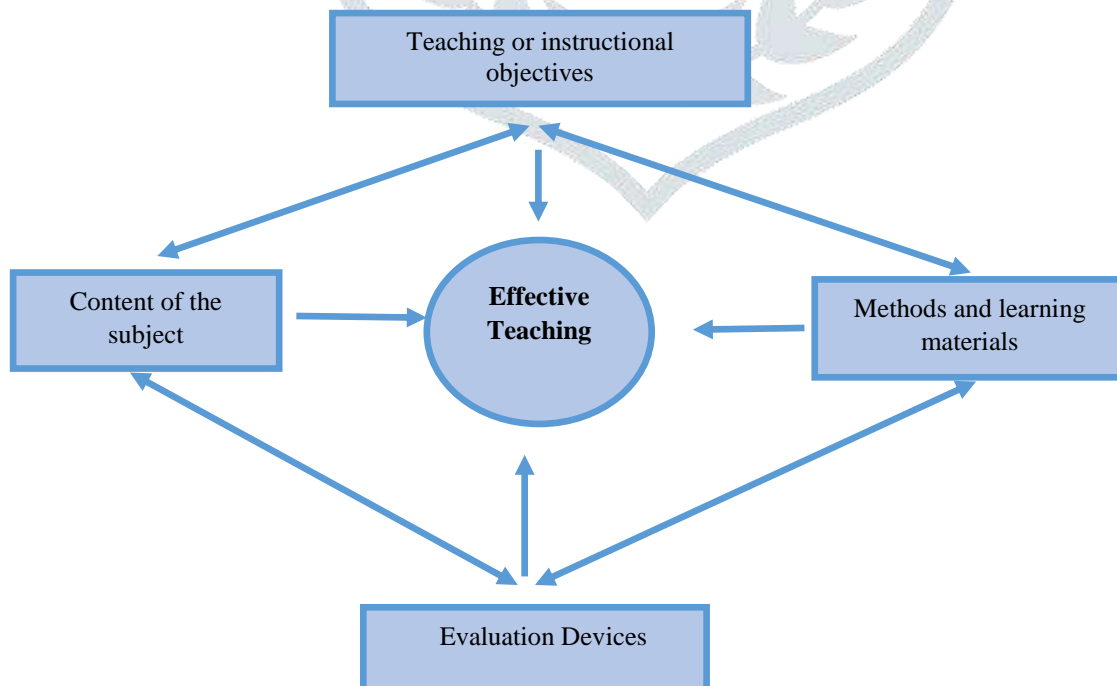

Figure: Pillars of the teaching learning process.

❖ **PEDAGOGY AND PRACTICE**

The study guides do not require teachers to attend any external course, although they do complement the Key Stage 3 National Strategy's training. A unit requires about five hours of study and five hours of work in the classroom. Each contains:

- A clear presentation of the main ideas;
- Case studies;
- Tasks and classroom assignments;
- Practical tips;
- Opportunities for reflection;
- A summary of related research;
- Suggestions for further professional development and guidance;
- An opportunity to set future targets, perhaps related to performance management;
- accompanying video sequences.

4. DESIGNING LESSONS

- *Structuring Learning:* This key unit provides teachers with a model for the process of designing lessons. It starts by considering factors affecting lesson design, including the influence of the type of learning objective on the choice of approach. It goes on to explore effective methods of sharing learning objectives with pupils. There is guidance on how to structure learning by splitting lessons into a series of episodes, and on choosing from a range of strategies and techniques to motivate pupils. Finally, there is an examination of three pedagogic approaches – direct interactive, inductive and exploratory – to show how they can help pupils develop tools for learning, such as inductive thinking or enquiry skills.
- *Teaching Models:* This unit develops further the principles and practice of teaching reviewed in unit 1. It explores a range of teaching models and encourages teachers to review their teaching practice against the models described. For each teaching model outlined, episodes are clearly defined showing how the model might be applied in classrooms. There are also some examples to illustrate ideas, and the importance of metacognition within each is made explicit. This will enable pupils to use the technique to support their own learning.
- *Lesson Design for Lower Attainers:* This unit explores a range of strategies and techniques that will help pupils who tend to learn more slowly. It demonstrates the importance of 'assessment for learning' – research has shown that lower-attaining pupils, in particular, make significant gains when these techniques are used. There are also guidelines on developing literacy and numeracy skills in the context of different subjects, and on strategies for aiding recall.
- *Lesson Design for Inclusion:* This unit considers some principles for ensuring the inclusion of all pupils in lessons, and how to hold them all into the learning process. It provides a first insight into the needs of many groups that need to be included, such as boys, lower attainers, gifted and talented pupils. It considers various episodes in a lesson, such as starters and plenaries, and some early strategies that help to ensure all pupils are actively engaged and are able to make progress in their learning in all subjects.
- *Starters and Plenaries:* The beginnings and ends of learning sequences are important. This unit describes the purpose and importance of starters and plenaries at the beginnings and ends of lessons, and also within lessons as part of teaching episodes. It provides a range of strategies and ideas as well as guidance on planning and making starters and plenaries effective.

VI. THE EFFECTIVE LEARNING SEQUENCE

An effective teacher has a wide-ranging repertoire of different teaching and learning models, strategies and techniques and knows how to create the right conditions for learning. The choice is determined by the nature of the learning objective. Pedagogical goals describe what the student will be capable of doing after the lesson, not the activities that the students will perform during the lesson. The science of teaching pedagogy is found to serve the following two main objectives in the schedule task of a teacher's teaching.

➢ Teaching should be carried out as smoothly as possible and
➢ It should result into the maximum output in terms of the expected better teaching out comes.

The structural effective learning sequences by the teacher of guided reading and writing have generic features. One possible means of describing this generic pattern is provided below. Each stage can be linked to and derives from the stages in guided reading and writing. This sequence provides a framework which can be used in guided sessions to develop the knowledge, skills and understanding in subjects across the curriculum.
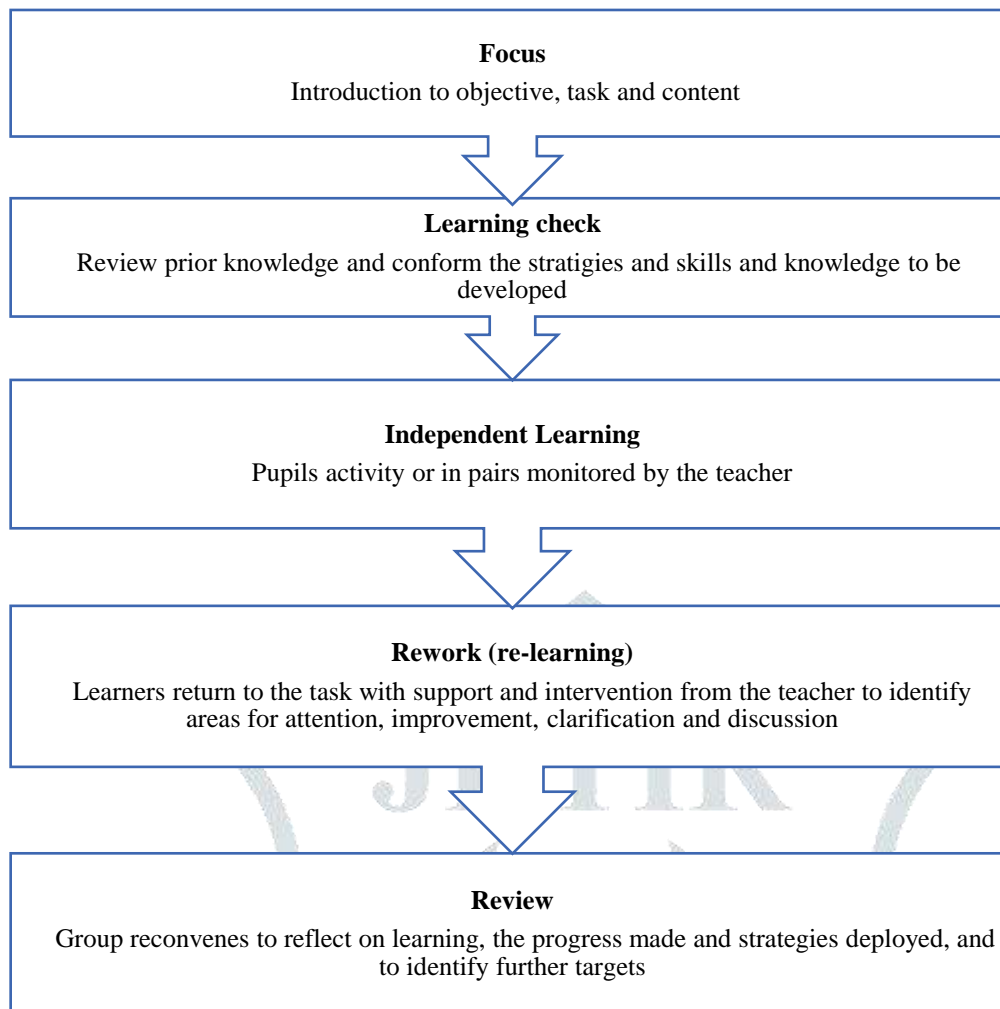
Focus

Introduction to objective, task and content

Learning check

Review prior knowledge and conform the stratgies and skills and knowledge to be developed

Independent Learning

Pupils activity or in pairs monitored by the teacher

Rework (re-learning)

Learners return to the task with support and intervention from the teacher to identify areas for attention, improvement, clarification and discussion

Review

Group reconvenes to reflect on learning, the progress made and strategies deployed, and to identify further targets

Figure: Sequences of how to learn a learner from an effective teacher

The purpose of the introduction and learning check is to establish the task, identify prior knowledge and make explicit the strategies and skills which will be used in the session. In these 'focus' and 'check' parts of the session, the teacher also scaffolds the learning, handing over responsibility and control for the task to the pupil prior to the independent work taking place. Then, as pupils undertake the activity, individually or in pairs (independence here means of the teacher, but not necessarily of each other), the teacher initially monitors, identifying strengths and possible areas for attention and discussion.

The pupils are then encouraged to return to the task, with support and guidance from the teacher or each other, to discuss and revise the work, refining their knowledge, understanding and skills. This part of the session is critical, and challenging for the teacher, since it is a point in which the instructional conversation between the teacher and pupil, if handled well, can produce significant developments and acceleration in learning. It is crucial that pupils' strengths are indicated and that pupils are given the confidence and support to revise and reshape their work in a constructive and positive way. Misconceptions and obstacles to progress also need to be tackled. Pupils need to see this reworking and discussion of their efforts as an integral part of learning to bring about improvement and not a comment on inadequacies or incompetence. The session concludes with group reflection on the progress made and strategies used, with the aim of reinforcing the learning objectives, discussing how the skills and knowledge can be applied elsewhere and identifying further targets for learning.

VII. CONCLUSION

Leadbeater (2008) argues that the successful reinvention of educational systems worldwide depends on transforming pedagogy and redesigning learning tasks. Promoting learner autonomy and creativity is part of the solution. Technologies can be used to support efforts to transform pedagogy, but it is essential to recognize that twenty-first century learning experiences must incorporate more than just technology. Here researcher emphasizes that learning strategies for this century will not be limited to school, but will also encompass learning through peers, inter-generational partnerships and community relationships. Learning may take place outside of school in libraries, museums, community centres, local businesses or nearby farms, among others and maintain that, ultimately, the idea of school as the sole provider of learning needs to be radically transformed.

Broad thinking around twenty-first century education acknowledges the need for new 'forms and functions' of learning to be added to worldwide education goals to boost the quality of learning. However, despite the prevalence of arguments for transforming pedagogy to better support the acquisition of twenty-first century skills, the question of how best to purposefully and explicitly teach these skills is largely overlooked (UNESCO-IBE, 2013). Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. In addition to the technical knowledge and skills teachers have to use in their daily practice, they must also be aware of the ethical dimensions of their profession. In this light, the primary mission is to foster the development of skills, dispositions, and understanding, while acknowledging thoughtfully and responsibly a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice. Based on the latest developments in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by

transmitting them to succeeding generations. Therefore, teachers also have the responsibility to challenge existing structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue organizational change in a constant attempt to improve the school. Effective teaching through pedagogy display skills at creating curricula designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances. In addition, pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts. Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates. Moreover, teachers know how to utilize various forms of play, different strategies for grouping learners, and different types of media and materials. Through pedagogy teachers observe and assess students in the context of ongoing classroom situation like collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or continuum of learning and development and know how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning.

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