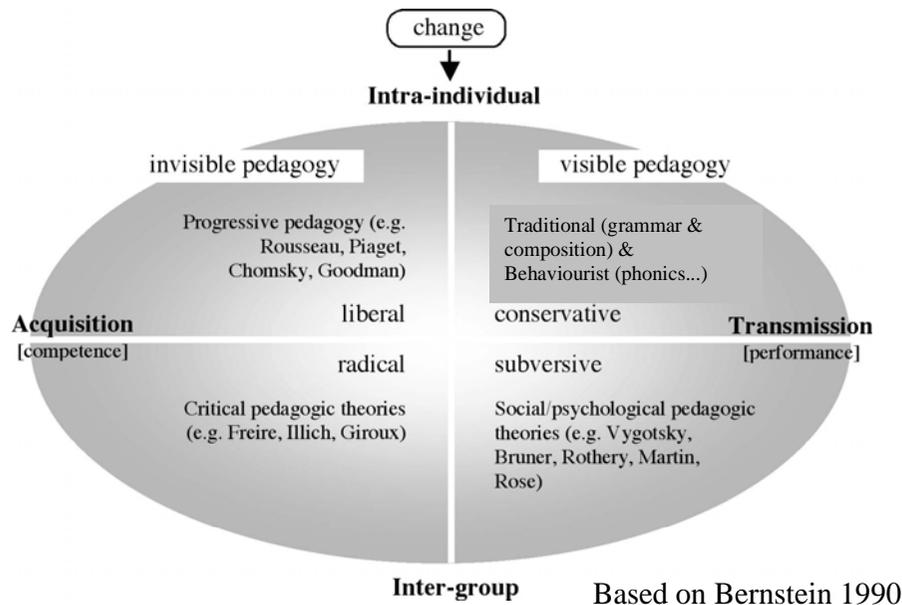


**Reimagining Classroom Practices:
How Can We Create Better Learning Environments for Our Students?**

Are all teaching practices equal? How can we enhance student learning? What classroom practices lead to student learning and what practices create barriers for student learning? These are some of the questions that will be raised during this workshop. Participants will be encouraged to review and critically engage with their own teaching/learning contexts and imagine alternative approaches to teaching/learning that can be implemented in their context. Participants will leave the workshop with a deeper understanding of the relationship between teaching and learning and how they can use this understanding in their own contexts.

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Theorizing approaches to pedagogy and instruction

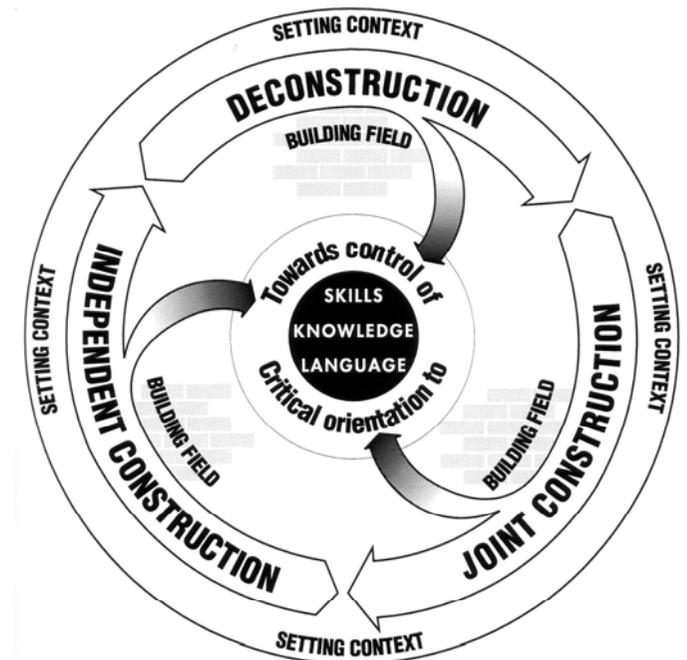


Outline for the day

- Role-play
- Critiquing current educational practices in higher education
- Introducing the Sydney School Teaching & Learning Cycle
- Thinking beyond the workshop

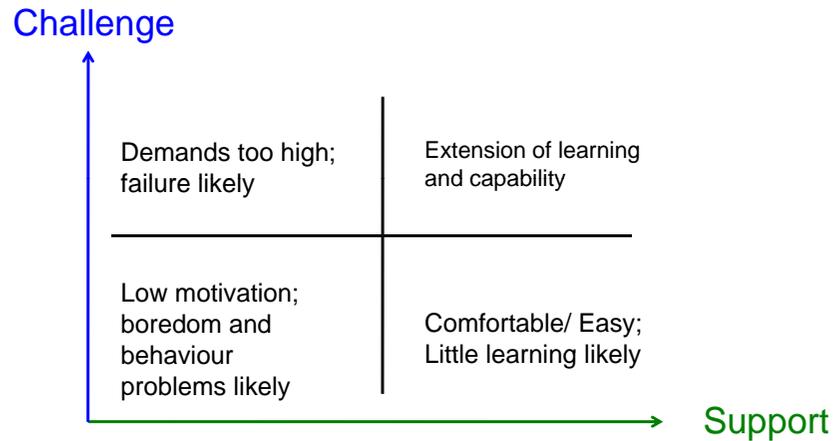
Sydney School pedagogy:

The teaching learning cycle

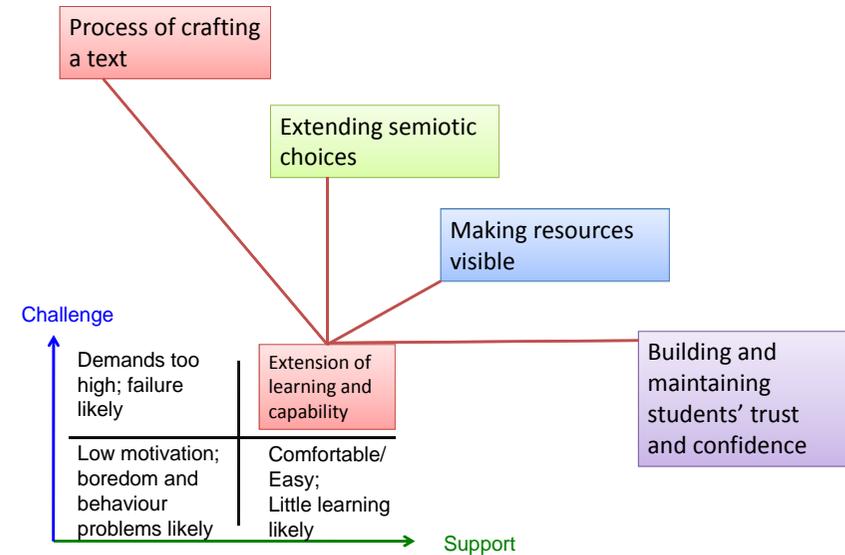


Hammond & Gibbons 'What is Scaffolding?'

Adapted from Mariani, 1997



Value of joint construction



Teacher guided learning

SCAFFOLDING Bruner 1986

Independent learner performance with no contribution from teacher

Diminishing contribution from teacher as learner's independent contribution increases

Significant contribution from teacher to support dependent contribution from learner

Learner's entry level assessed by teacher

LEARNER PROGRESS Vygotsky (1934-1978)

Potential performance

Zone of Proximal Development

Existing independent function

Feez, 1994

Sydney School approach to learning

'guidance through interaction in the context of shared experience' (Halliday & Painter)

Pedagogy (how to teach)

- introduce students to target texts before asking them to write on their own
- always in the context of shared understandings of what would be written about (embedded literacy)

Curriculum (what to teach)

- embedded (vs generic) literacy program
- genre-based approach
- nature of discipline considered (horizontal or vertical)

The SLATE approach to embedded literacy

