TRANSFORMATIVE PEDAGOGY

Responding to learning needs during COVID 19 CRISIS
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What is to “Transform”?
### Transformative Pedagogy

#### The Process
- Engages (physical, mental, emotional)
- Participatory
- Collaborative
- Self driven learning
- Reflection
- Innovation and creativity
- Inclusive

#### The Outcome
- Sense of self
- Sense of belonging
- Interconnectedness
- Emotional relief
- Resilience
- Generation of new knowledge
- Empowerment of learners
“Transformational teaching is about employing strategies that promote positive changes in students’ lives.

The goal is not simply to impart certain information to students, but rather to change something about how students learn and live.
Basic requirements for effective use of transformative pedagogy

- Clarity on:
  - the need for it
  - the process
  - Expected outcome

- Make deliberate effort to create time for it (within lesson, within the school programme, specific subjects)

- Suit to the ages
Transformative Pedagogy: How teachers can support **wholistic learning, resilience building and learner wellbeing** during Crisis period

- Most schools are closed and learning is mainly taking place remotely (Radio, Television, Online platforms)
- Teachers to appreciate that learners are experiencing the effects of COVID 19
- There is therefore need for teachers to create opportunities to address the issues for children to engage in learning
Supporting **wholistic learning, resilience building and learner wellbeing** during Crisis period. **The How!**

- Create opportunities for children to identify and understand how the crisis has affected their sense of self and belonging (e.g. through drawing)
- Enhance their self esteem e.g by taking them through an activity on “what I am good at”
- Opportunities for enjoyment to address emotions-songs, dance
- Create hope-activities that helps promote gratitude
- Explore anxieties about the health guidelines
- Promoting reflection to strengthen resilience.
Support to learning at home through Transformative pedagogy-guidelines

- learners should have actual experiences and opportunities to develop, test and build their own views, values and attitudes, and to learn how to take actions responsibly.
- Personalizing attention and feedback.
- Creating experiential lessons.
- Promoting reflection
Support to learning at home through Transformative pedagogy- Specific actions

- Facilitating learning from day to day activity e.g., cooking, gardening,
- Leveraging on the presence of child being at home to make learning as practical and experiential as possible
- Be a facilitator rather than the lead
- Working with children on child-led projects within the health regulations
- Encourage working with siblings and other people at home
Finally