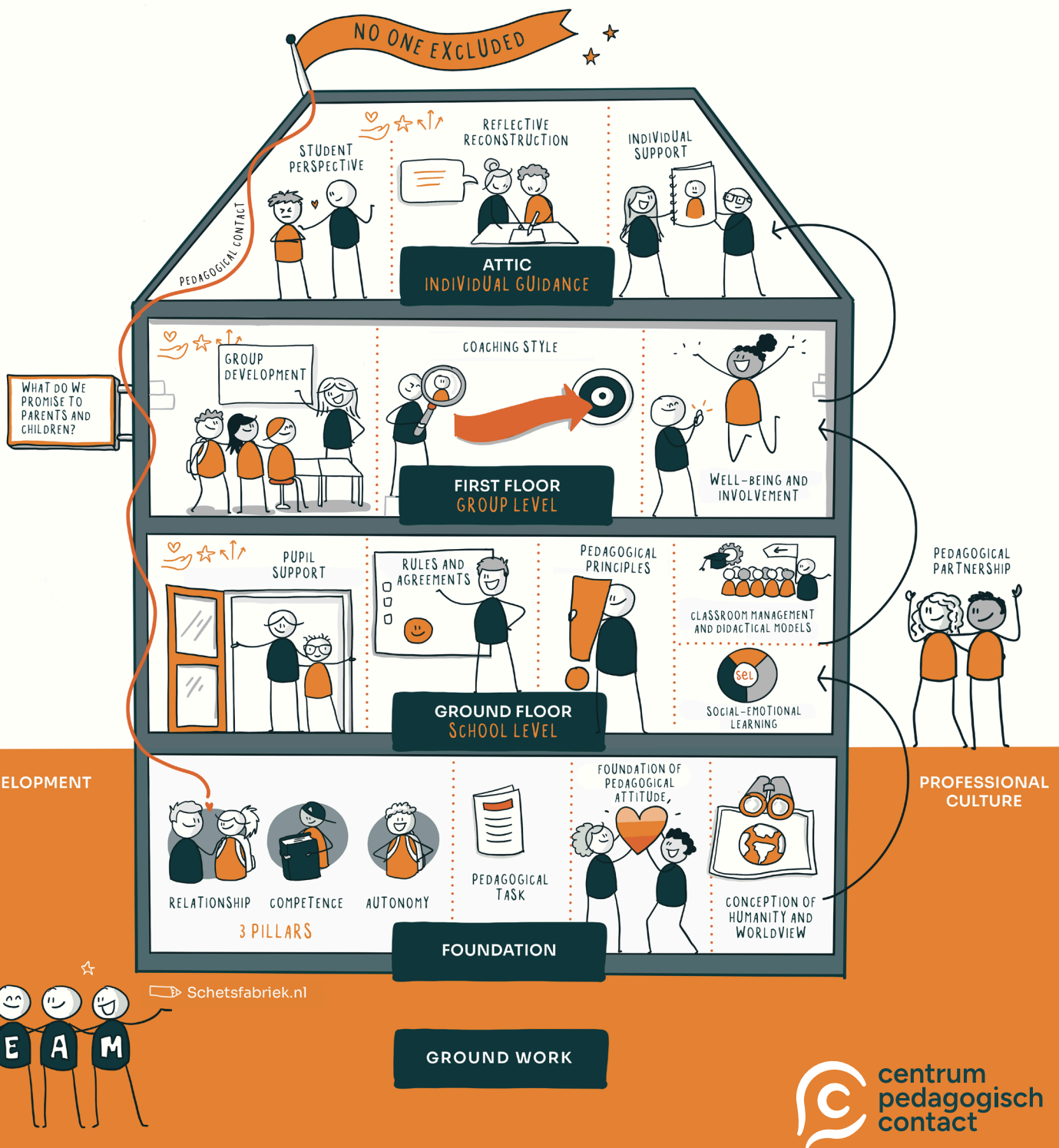


# The Pedagogical House

## A reflective framework for school leadership

Centrum Pedagogisch Contact (CPC)



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### Introduction

**The Pedagogical House** is a reflective framework designed to support school leaders and their teams in developing a strong pedagogical foundation. It offers guiding questions that help explore the core beliefs, practices, and structures underpinning a school's pedagogical work. This model is built as a metaphorical house, each floor represents a layer of educational practice, from fundamental beliefs to daily actions and individual support.

### Groundwork

#### Team development

- › What is characteristic behaviour in your team when it comes to collaboration?
- › What are your driving forces and motivations, and what gives you energy?
- › Do you (re)recognise your team's qualities?
- › Do you share thoughts, feelings, needs, and experiences openly?

#### Professional culture

- › Are you working on professional growth based on the Pedagogical House?
- › What are you doing, and how do you accomplish it?
- › What behaviours contribute to achieving your goals, and which do not?
- › Do team members provide each other with developmental, pedagogical feedback?

### Foundation

#### Conception of humanity and worldview

- › Can you explain to one another the (shared) conception of humanity and worldview that guides your work?
- › What evidence of your worldview do you see reflected in practice?
- › What is your vision of growth? Do you translate it effectively into daily practice?

#### Pedagogical objective

- › What is your pedagogical objective? For what purpose are you educating pupils?
- › What promises do you make to pupils and parents?
- › Do you reflect on how you contribute to qualification, socialisation, and subjectification?

#### Foundation of pedagogical attitude

- › What are your core values, and are they a guide to your pedagogical attitude?
- › What can be seen in your stance and behaviour?
- › How do you communicate and transfer your core values to pupils?
- › Do you recognise and respect pupils' needs for relationship, competence, and autonomy?

### **The three needs: relationship | competence | autonomy**

- › How do you ensure that every child is seen and heard?
- › Do you provide a learning environment where pupils can develop and where different talents are valued? How do you do this — what evidence can be seen?
- › How do you encourage pupils to think independently, make decisions, and take responsibility for their own behaviour and learning process?

## **Ground floor**

### **Pedagogical principles**

- › What are your core pedagogical principles (or guiding principles)?
- › How are these principles reflected in your daily practice?
- › How do you interpret and respond to behaviour from pupils that is difficult to understand?

### **Rules and agreements**

- › What are your rules (non-negotiable) and how are they applied?
- › How do rules and agreements contribute to your pedagogical mission?
- › What routines create calmness and predictability, and how do you maintain them?

### **Social-emotional Learning**

- › Is social-emotional learning important in your school?
- › How do you approach social-emotional learning?
- › Do you work according to defined social-emotional learning pathways or curricula?
- › Do you use systems of punishment and reward?

### **Classroom management and didactic models**

- › Is the quality of your teaching and learning environment in order?
- › Do you work systematically and purposefully on maintaining and improving that quality?
- › Can pupils in every class rely on a learning climate in which they feel safe, valued, and challenged?
- › Which agreements and approaches guide your classroom management and didactic practice?

### **Pedagogical partnership (coöperation)**

- › What is your vision of parental involvement?
- › How is pedagogical partnership manifested in your school practice?
- › Is it truly clear within your learning community which responsibilities belong to parents and which to the school?

### **Student guidance**

- › How do you monitor and follow students development? Is there a cycle or structure to this?
- › Is the way your guidance cycle is organised truly supportive and beneficial for students and teachers?
- › Is your guidance cycle a consistent method/practice throughout the entire school?

## **First floor**

### **Group formation**

- › Do pupils collaborate effectively in groups as a 'system' within your school?
- › What group goals do teachers work towards, and how?
- › What actions do you take when a group is not functioning well?

### **Well-being and engagement**

- › Are pupil well-being and engagement the top priorities in your school?
- › How do you 'measure' whether pupils feel well and are engaged?
- › Is there sufficient attention to social-emotional learning in relation to well-being and engagement?

### **Guidance style**

- › Do team members have insight into who they are as individuals?
- › What language best fits your pedagogical guidance style?
- › Do team members see themselves as an 'instrument' in their interactions with pupils?

## **Attic**

### **Individual guidance**

- › Do you ask pupils what they need?
- › Do you give pupils the opportunity to speak for themselves and genuinely participate in conversations and decision-making?
- › What are your building blocks for responding to the individual support needs of a pupil?
- › How do you respond to the diversity of your pupil population?

### **Pupil perspective**

- › Do you have a clear picture of who your pupils truly are, what their backgrounds are, and what their specific needs may be?
- › Does your team have sufficient knowledge of how attachment works?

### **Reconstruction of experience**

- › Do you make enough time to explore challenging pedagogical situations together and support one another?
- › Are you sufficiently aware that the teacher's passed experiences are essential in ones pedagogical guidance of students?
- › Would your team be willing to try out the reconstruction of experience (intervision) as a reflective practice?