



United Nations
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International Institute
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Educational, Scientific and
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Kenya National
Commission for UNESCO
(KNATCOM)

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



Transformative Pedagogy.

- “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

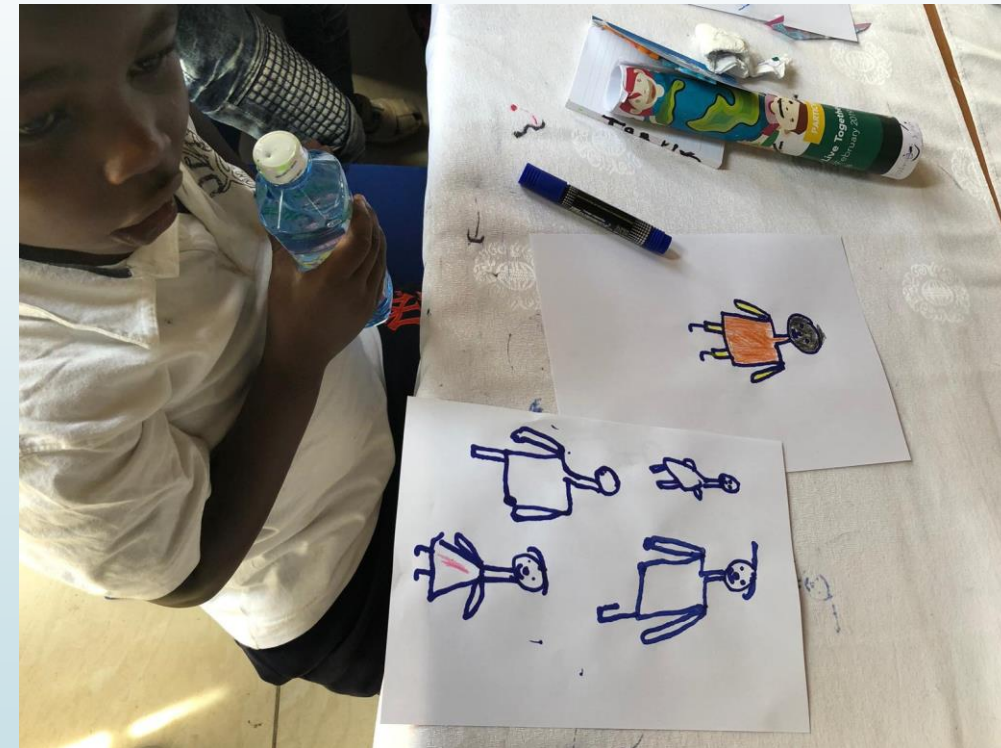
- Clarity on:
 - the need for it
 - the process
 - Expected outcome
- Make deliberate effort to create time for it (within lesson, within the school programme, specific subjects)
- Suit to the ages

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-song ,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 eg 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



Charles Mwaniki

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