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Pedagogical Responsiveness in Complex Contexts

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Pedagogical responsiveness in complex contexts: Towards transformative educational futures

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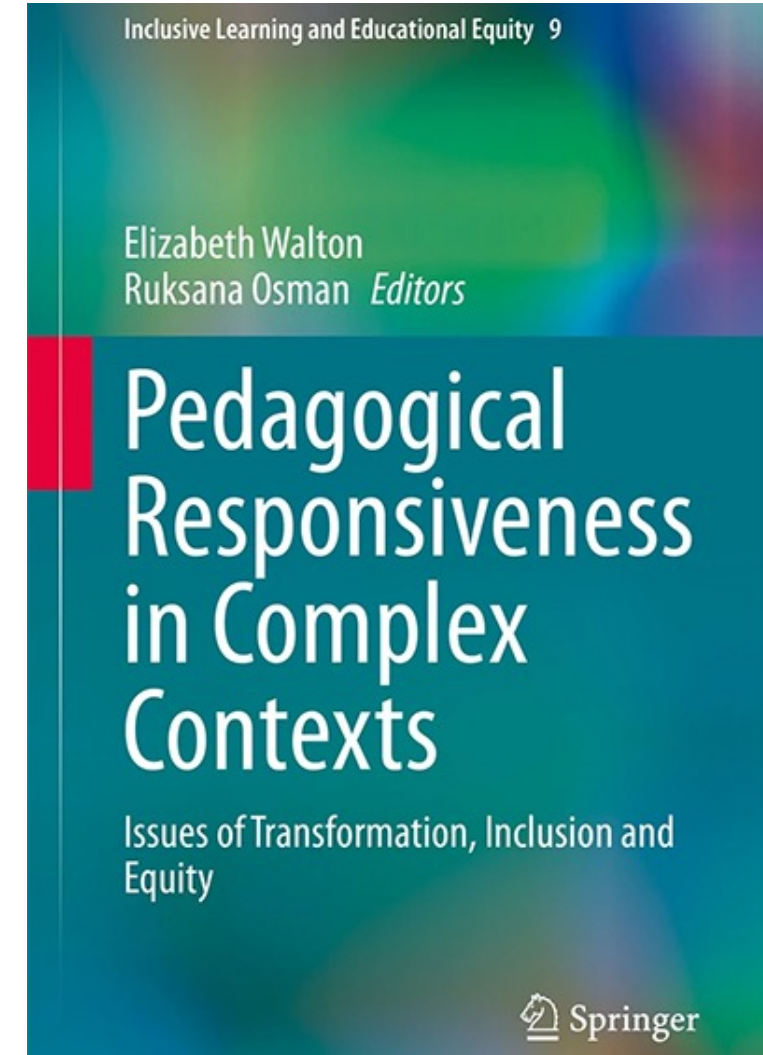


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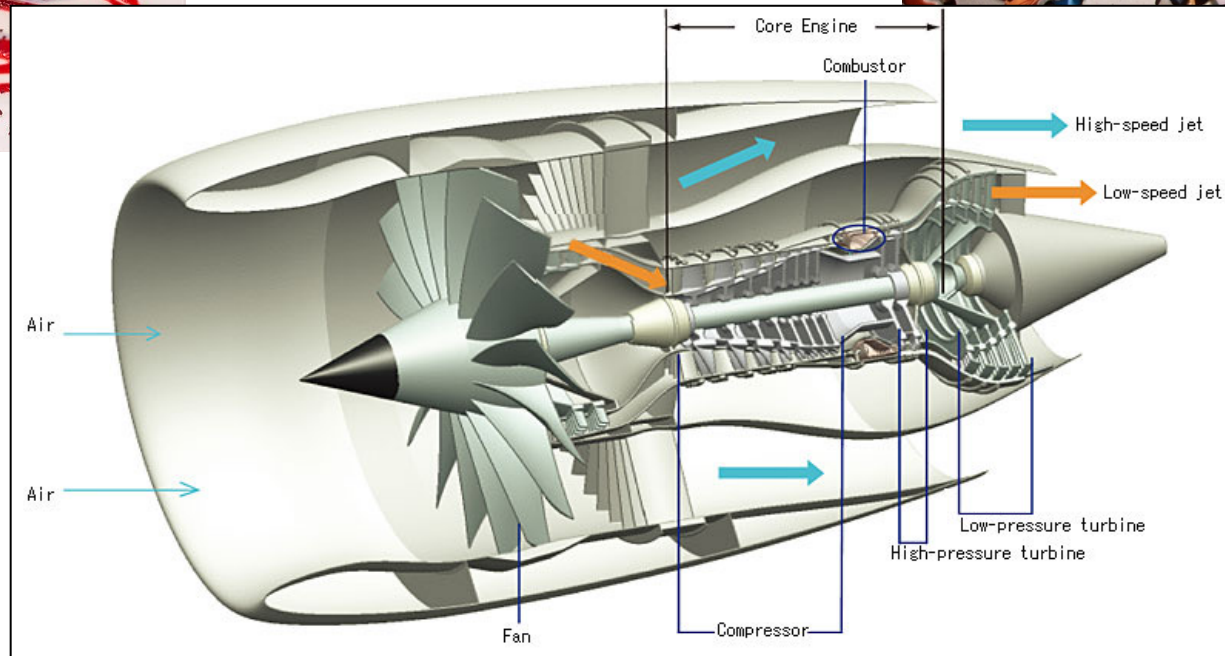
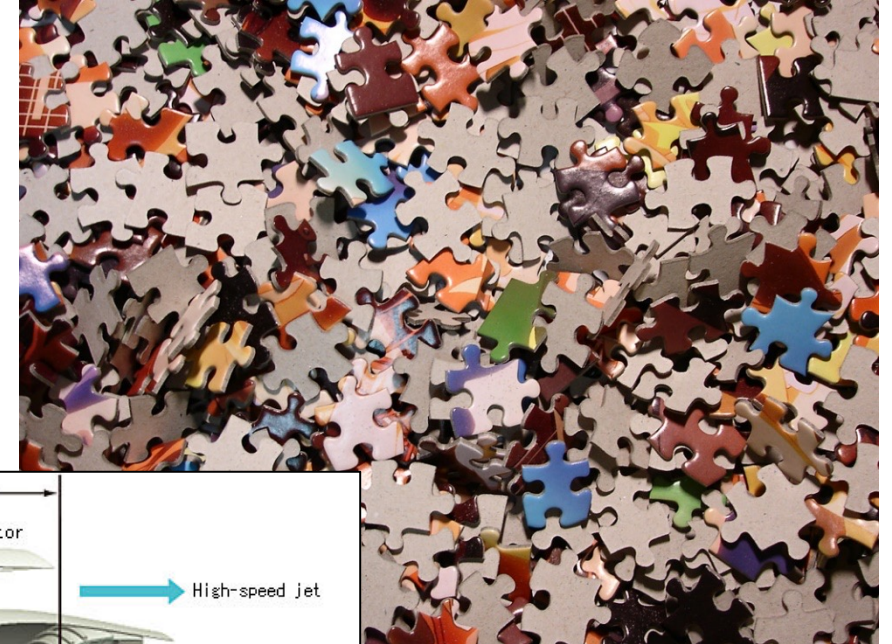
Chair

Presentation outline

1. Introduction
2. Complexity in education
3. Pedagogical responsiveness
4. Pedagogical responsiveness in complex contexts: The potential for transformation



General vs Restricted complexity or complication



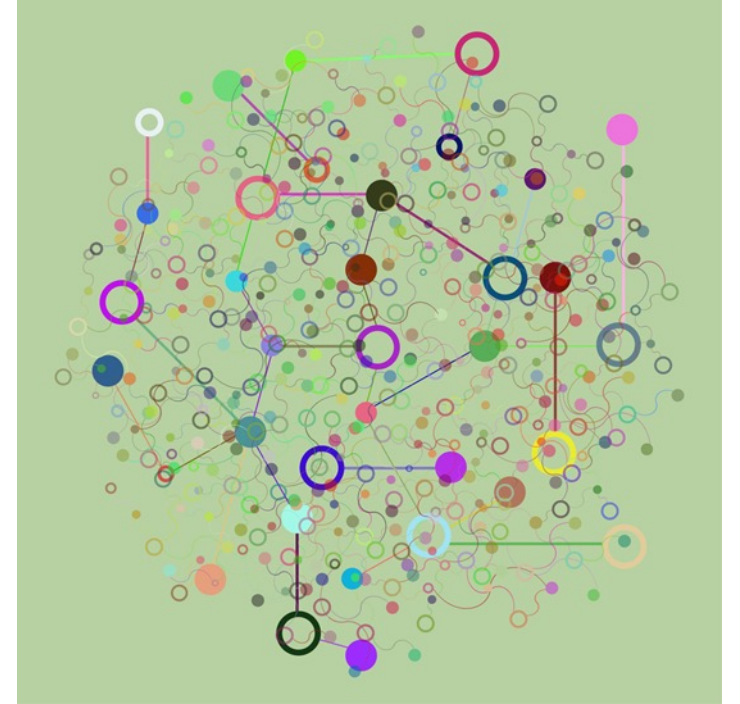
General complexity: Key ideas about systems

Systems are:

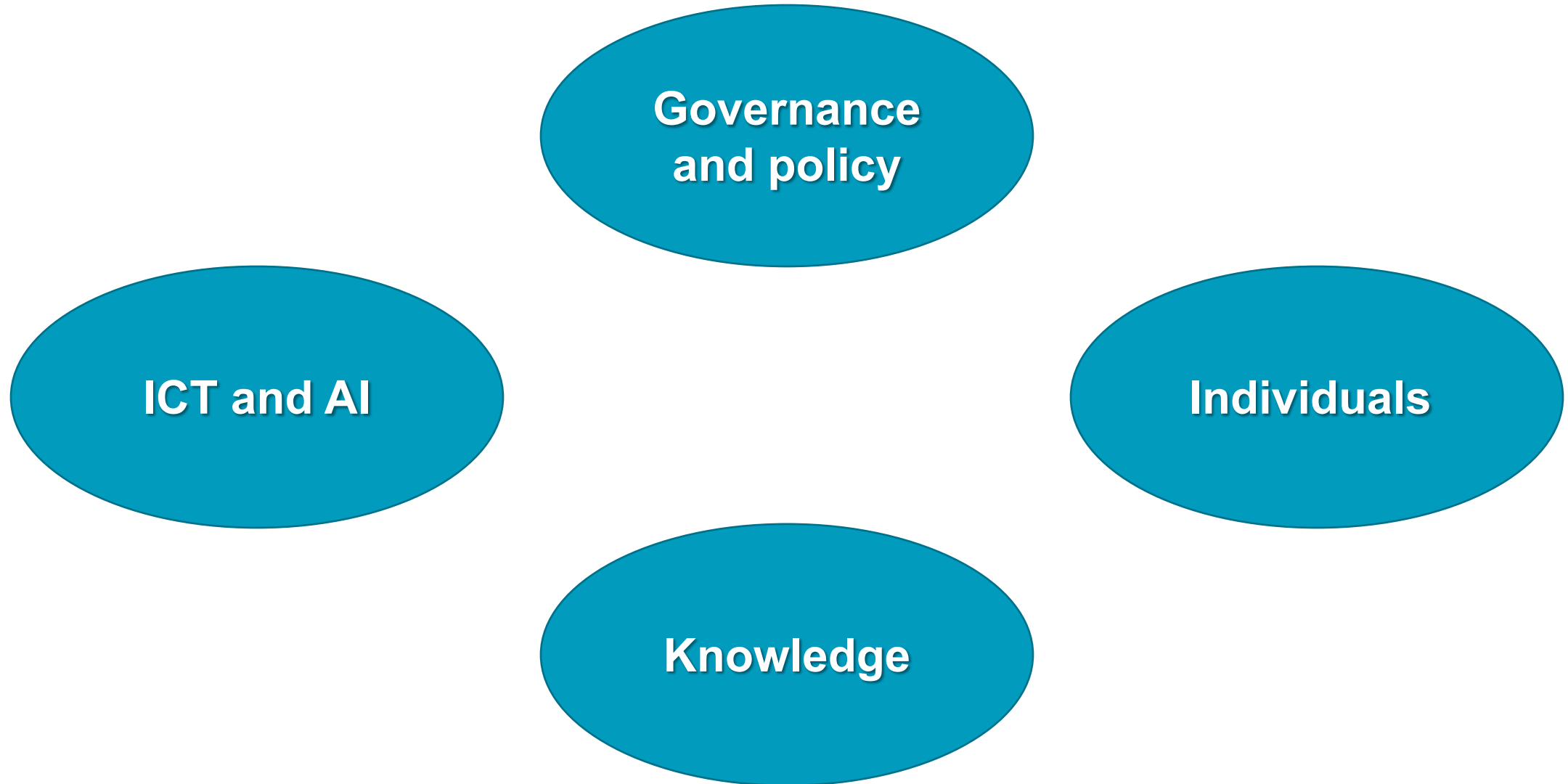
- Made up of interacting elements and actors in networks
- Elements are mutually influencing and reinforcing
- Dynamic, changing over time
- Non-linear and unpredictable
- Characterised by the emergence of new norms and patterns

Education as complex systems

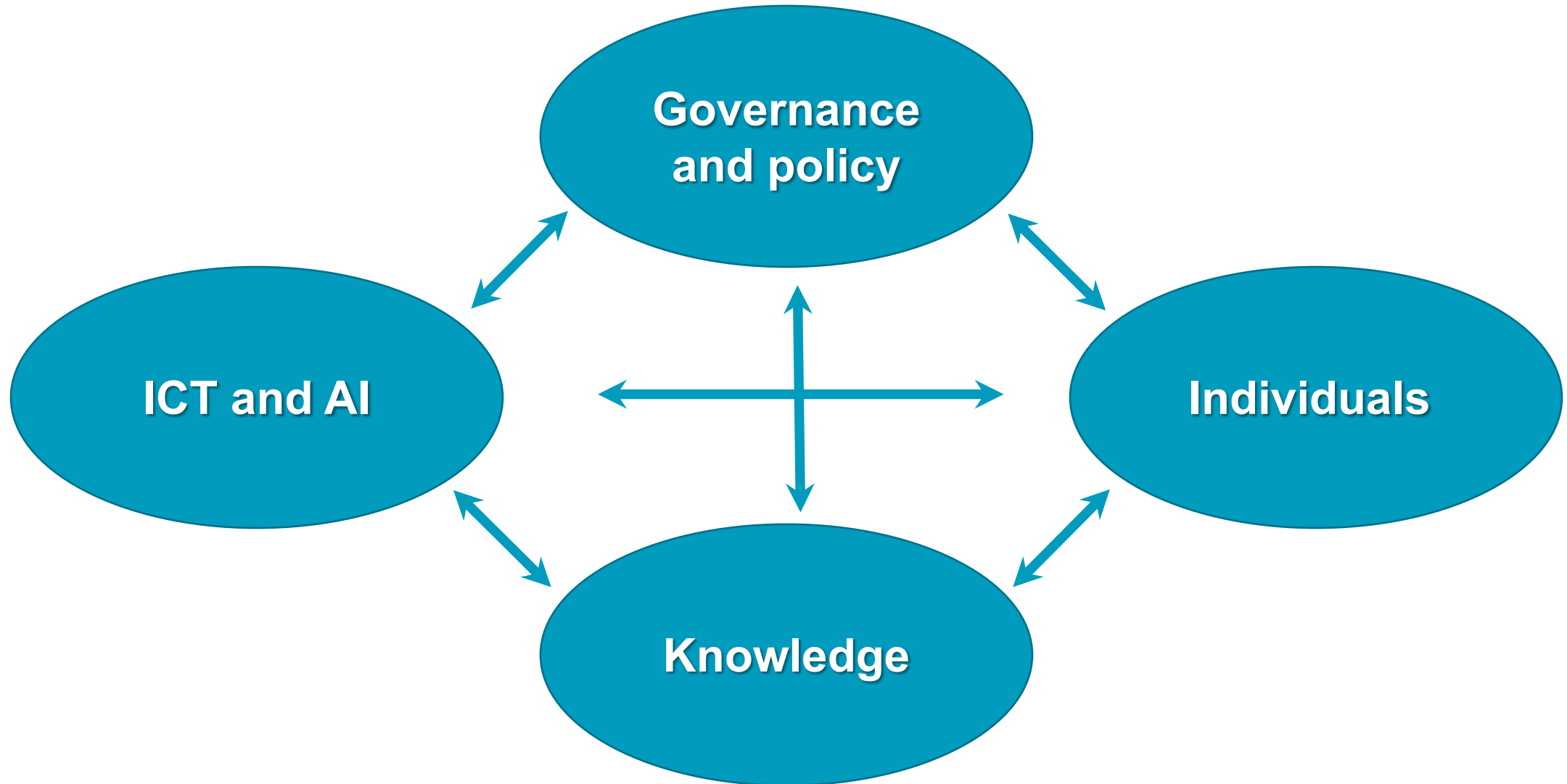
Education institutions are “a web of social relations, interactions and micropolitics” (Harris et al., 2018, p. 84)



Factors co-constituting and complexifying education



Factors co-constituting and complexifying education



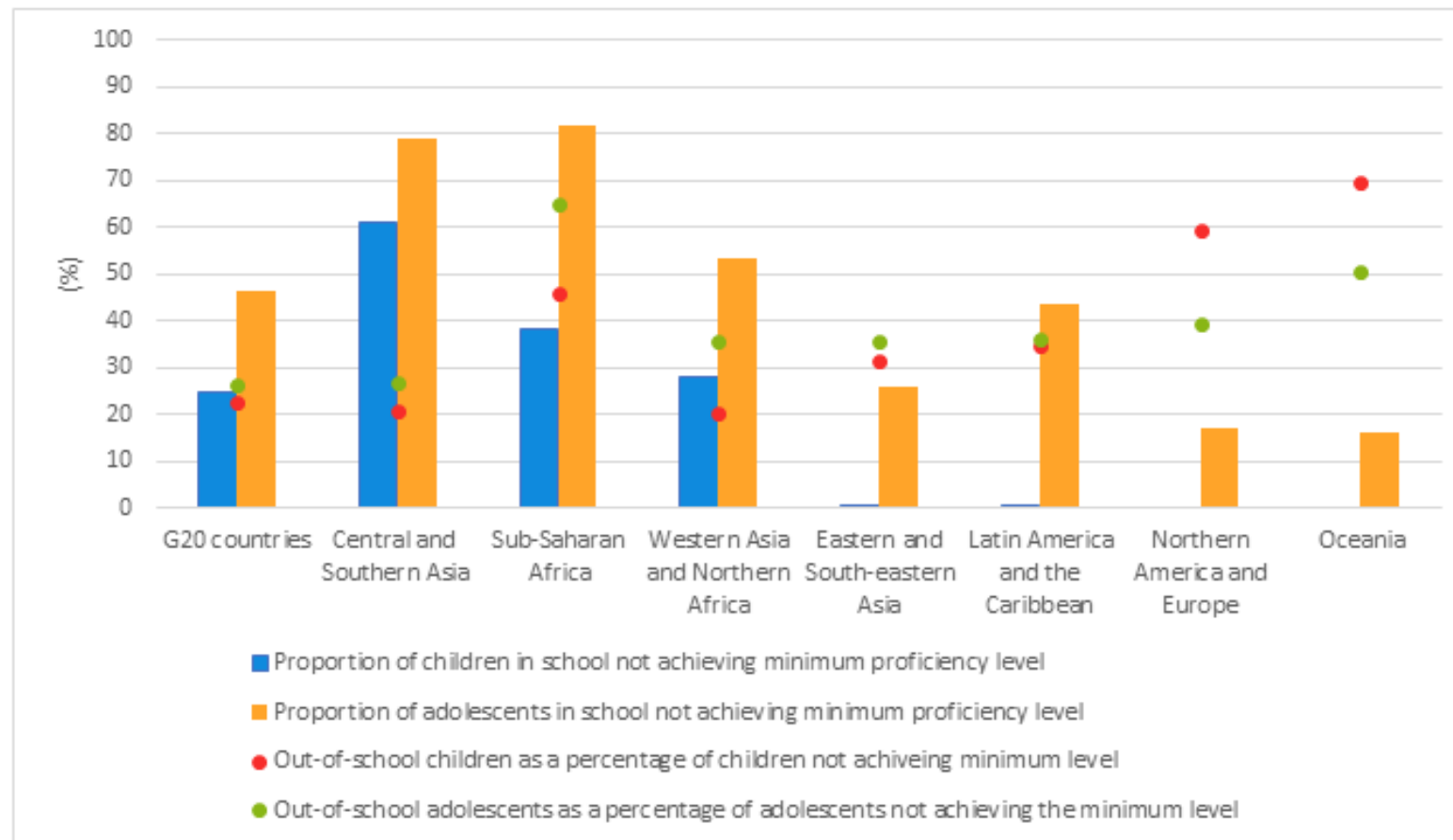
Pedagogical responsiveness

Pedagogical responsiveness suggests a disposition or orientation to pedagogy that is sensitive, open and empathetic, not only to individual students or groups of students, but to wider factors in that community and context.

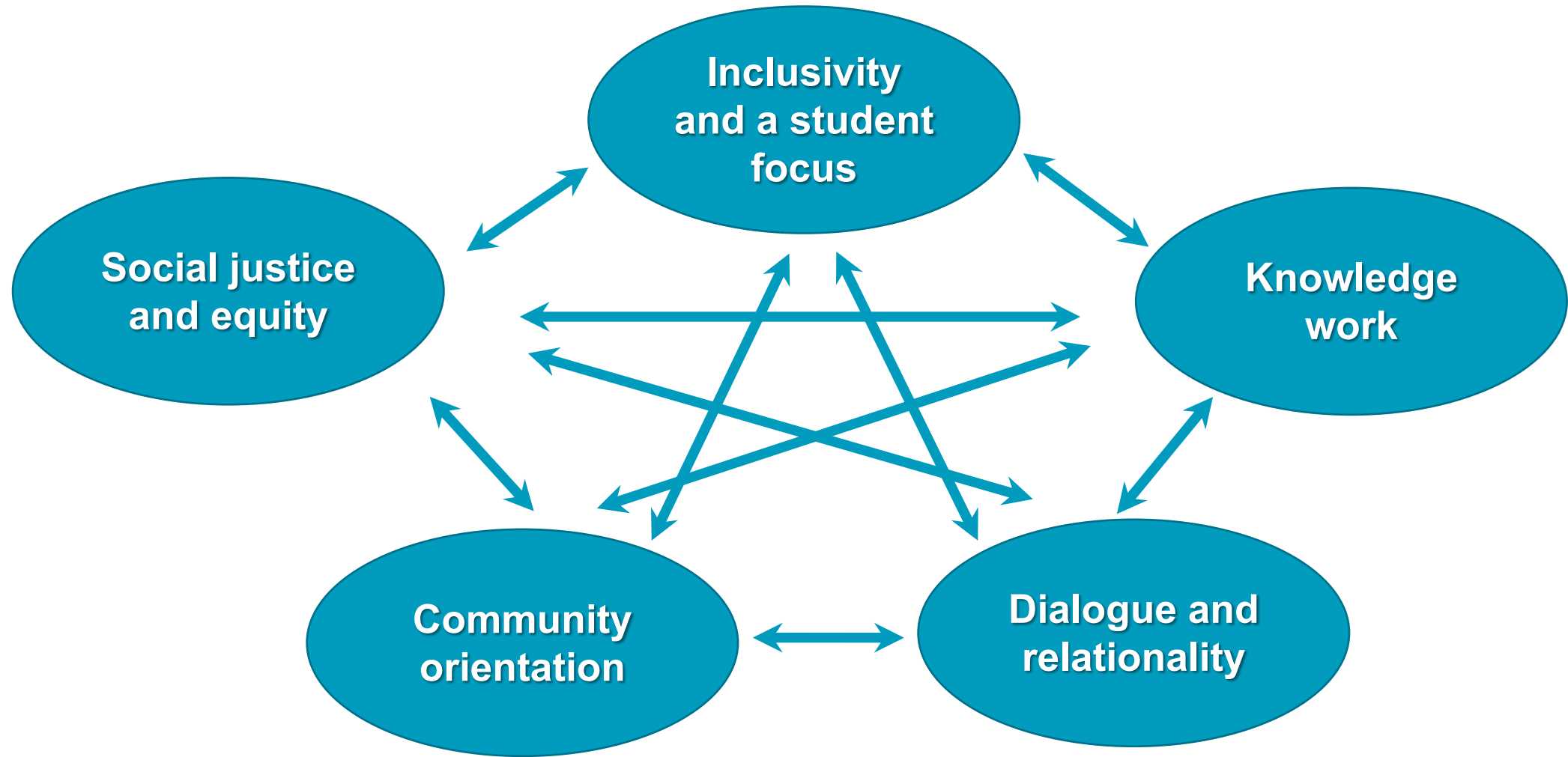
Responsiveness is active. It is more than awareness of students' needs, or demands of the content, or influence of the environment, but demands professional judgement leading to action.

In school but not learning

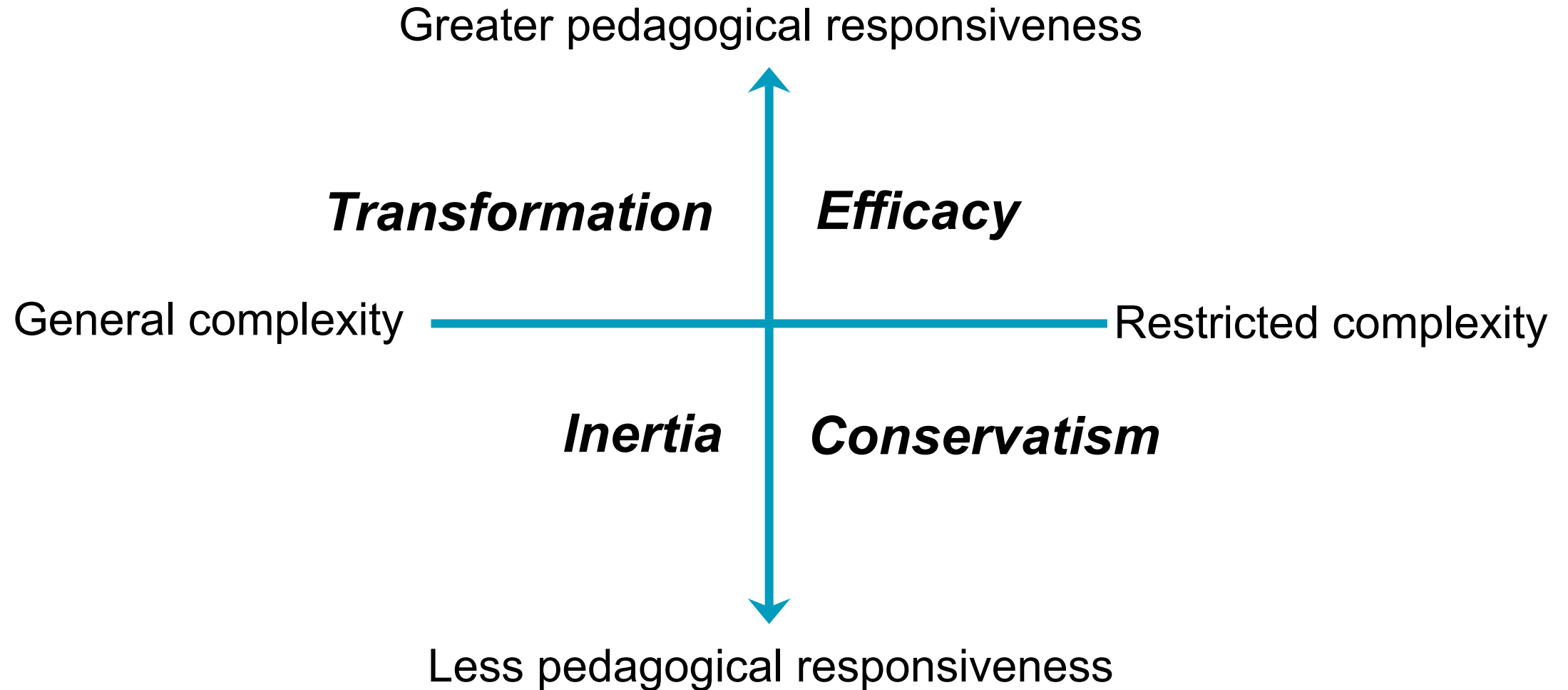
Proportion of children and adolescents in school not achieving minimum proficiency levels in reading and out-of-school children and adolescents as a percentage of total children and adolescents not learning, 2015



Pedagogical responsiveness: A network of concepts



Pedagogical responsiveness and complexity



Thank you!
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