



“Beyond Classroom Pedagogy: Fostering Sustainable Teaching and Learning through Partnership with Relevant Stakeholders”

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ABSTRACT

The 21st century teaching and learning requires adequate preparation of students for the complex world. Traditional classroom pedagogy often focuses on theoretical knowledge, leaving students without practical experience and proper understanding of the social economic and environmental contexts of the subject matter. However, partnerships with stakeholders can help students develop the skills and knowledge needed to address the complex global challenges. This positioning article explored pedagogy outside of the classroom by promoting learning through collaboration with pertinent stakeholders for successful instruction. It emphasizes the need for fostering sustainable teaching and learning through strategic partnerships with relevant stakeholders including the local communities, industries and government agencies where the school is located. For learning to be successful and effective, collaboration between stakeholders such as educators, parents, community members, the government, and others is essential. Stakeholders are responsible for ensuring that institutions operate smoothly and that policies are implemented in a way that advances educational goals and objectives. This study demonstrated that strong leadership, a supportive atmosphere, committed educators, and communication and cooperation among the stakeholders can all help to establish a partnership with pertinent stakeholders. Partnership with stakeholders will not only promotes student learning outcomes but will enhance sustainable development, social responsibility and community engagement.

Introduction

Understanding the need of collaborating with a variety of stakeholders in order to promote deeper learning and meaningful engagement is crucial as educational institutions work to educate students for a world that is becoming more complex and interconnected. Collaboration with pertinent education stakeholders can help create cutting-edge pedagogical strategies that reach beyond the classroom and improve learning outcomes while preparing students for success in a society that is constantly evolving. Additionally, because the school is a social system that is inextricably linked to the community in which it is situated, active engagement with all community stakeholders can preserve or even achieve the school's sustainable development (Ayoko and Virginus, 2024).

Pedagogy is the idea and practice of teaching methods used by educators. It is influenced by a teacher's teaching philosophies and connects the interaction of culture and diverse teaching approaches. It can also be viewed as a teacher's approach and methods. It is their method to teaching and has to do with the various theories they employ, the way they provide feedback, and the tests they assign. When people refer to the pedagogy of teaching, it means how the teacher delivers the curriculum to the class (Sedimak, 2021). The study of teaching methods and their effects on pupils is another way to define pedagogy. It takes a well-thought-out and successful pedagogy to help kids learn more efficiently and cultivate higher-order thinking abilities. According to Shirke (2021), pedagogy is a teaching approach wherein educators impart knowledge both theoretically and practically. It entails an awareness of their culture and various learning styles in addition to being influenced by the ideas of the teachers.

When a teacher is faced with unique educational challenges, it is always an opportunity for such a teacher to develop a strong pedagogy to combat the challenges. This may include the use of age-appropriate teaching strategies and materials, as well as an understanding of the stages of child development and how these can affect learning. Pedagogy is all the ways that instructors and students work with the course content. The fundamental learning goal for students is to be able to do 'something meaningful' with the course content. Pedagogy is the combination of teaching methods (what instructors do), learning activities (what instructors ask their students to do) and learning assessments (the assignments, projects, or tasks that measure student learning) Bateman (2016).

The most effective pedagogies will encompass a range of teaching techniques, including a detailed guide for teachers, structured and whole-class group work, guided learning, assessment practice and individual activity. These pedagogies focus on improving higher-order thinking and meta-cognition and make good use of questioning and dialogue in doing so. Whatever learning environment one is operating in, it is a good practice to utilize the research that is available. As instructors, we all have the same goal in increasing the learning experience of students. Our focus has always been on developing deep learning experiences. This involves unpicking the learning process and designing effective teaching strategies that really get children to think (Shirke, 2021).

Pedagogy plays a crucial role in determining the learning outcomes of students. A well-designed pedagogical approach can foster critical thinking, problem-solving skills, and creativity among students. On the other hand, a poor pedagogical approach can lead to disengagement, boredom, and lack of

motivation among students. Therefore, it is important for educators to understand the impact of pedagogy on the learning process and to continuously improve their teaching methods to ensure positive learning outcomes for their students (Sedimak, 2021).

Classroom Pedagogy

In addition to examining concerns of involvement and interaction between students and teachers, classroom pedagogy is defined as the practical aspects of classroom management and delivery (Ayoko and Virginus, 2024). In a classroom context, it can also be viewed as the art and science of teaching. It includes the methods, ideas, and strategies teachers employ to help kids learn, boost academic achievement, and foster a welcoming and inclusive learning environment. Therefore, the goal of modern classroom pedagogy should be to establish a stimulating and encouraging learning environment that promotes student achievement. This could involve using cooperative learning techniques and instructional exercises, including group projects and team-based work, to motivate students to cooperate and assist one another. Teachers may prepare their students for success in a world that is always changing by fostering an atmosphere that promotes their academic, social, and emotional development through the use of good classroom pedagogy (Illeris, 2007).

Traditional teacher-centered classroom education has numerous difficulties. In this approach, the teacher is in charge of the flow of knowledge and information. Students are passive recipients of knowledge due to low levels of participation, in addition to the teacher being the primary provider of knowledge. Billabong (2024). Additionally, a lack of adaptability impedes the growth of innovative thinking. Because of this, students find it challenging to adjust to the

shifting demands of society. Education stakeholders must collaborate with pertinent stakeholders to look beyond classroom pedagogy in order to equip students or learners to successfully adapt to the twenty-first century.

Beyond Classroom Pedagogy

This is the practice of teaching and learning outside of the conventional classroom. It includes a variety of methods, techniques, and settings that promote the growth and learning of students. Informal education, community involvement, online and blended learning, service-learning, place-based learning, experiential learning, etc. are a few examples. Beyond classroom pedagogy acknowledges that education is an ongoing process that takes place outside of the conventional classroom. It seeks to give pupils a more thorough and inclusive education (Hargreaves and Fullan, 2012).

- i. Informal learning: This kind of education occurs outside of traditional classroom environments, such as libraries, museums, etc. This type of learning occurs outside of the traditional classroom setting and is unstructured. The majority of what we are taught from birth about social cues, communication, cultural standards, and spatial awareness is derived from our own experiences and knowledge. Due to the fact that it is frequently spontaneous and learner-directed, there might not be any explicit goals or objectives. According to Evans, Karlsven, and Perry (2020), some typical examples include instructional videos, social media involvement, mentoring, and games played while working.
- ii. Community engagement: This entails collaborating with nearby businesses, organizations, and

communities to encourage civic participation and real-world educational opportunities. Learning objectives and community service are combined in community engagement pedagogies in ways that might benefit students' development and the general welfare. Bandy (2011). Developing ties between schools and the community can enhance students' learning. Because connecting schools and community resources results in the provision of services and assistance that address a variety of the kids' needs, this can also help students succeed better (Cabardo, 2016).

- iii. Place-based learning: This refers to studying and exploring within the framework of the local environment and community. It is a method of instruction in which the setting is purposeful and pertinent to the subject. It does not always follow that it must take place off campus. Place-based learning acknowledges that knowledge does not have to be detached from its actual surroundings. Bandy (2011).
- iv. Online and blended learning: This is a reference to online learning environments and tools that go beyond traditional classroom settings. Instruction that is provided electronically using a variety of multimedia and internet platforms and applications is referred to as online learning. Conversely, the phrase "blended learning" refers to a method of teaching that mixes traditional face-to-face instruction in the classroom with digital learning resources (University of NSW, 2020).
- v. Experiential learning: Fieldwork, internships, practical experiences, and service-learning initiatives are

all examples of experiential learning. It's an experiential learning process. Students are better equipped to relate classroom ideas and knowledge to real-world circumstances when they are involved in experiential learning and reflection (<https://www.kent.edu/community>).

i. Stakeholders in Education

A group of individuals, a local or international development organization, a business or public organization, or anybody else who is affected in any way by the results of the educational system is considered an education stakeholder (Ayoko and Virginus, 2024). A school's ability to offer students effective and efficient educational services is not entirely dependent on its staff. Rather, it needs input from all parties involved, both internal and external (Cruzat, Cruzat, and Javillonar, 2022). Education stakeholders are interested in the growth and welfare of education. They are an essential component of a complete educational system or of a particular school. Kolesnikova (2022) defines education stakeholders as people who are deeply invested in the institution system's performance. These individuals are in responsible of ensuring that the institution runs smoothly and implementing policies to meet educational goals and objectives (Oduwaiye and Famaye, 2023). Stakeholders can be viewed as a support system for the Department of Education's objectives of offering full, culturally relevant, egalitarian, and high-quality basic education while also instilling in them a sense of patriotism (Gayawet, 2023).

When educators, community members, and families work together and share their ideas, plans, and goals, the educational environment for students can be greatly enhanced. There are both internal and

external stakeholders in education. Members of the school community are considered internal stakeholders. They are frequently students, parents or relatives, teachers, members of the school board, support personnel, and so on. Above all, these individuals are essential to a school's success. On the other hand, groups of people or organizations outside the school that can also take different actions that promote school improvement are known as external stakeholders. Sedmak (2021) lists these as community people, government agencies, various local authorities, social workers, trainers, suppliers, and agencies, among others. Stakeholders often provide learners with resources, opportunities, human affections, cultural values, social responsibilities, and morality.

Roles of Stakeholders for effective teaching and learning

- a. **Students:** Students are crucial participants in the educational process. Since they are the first to express interest in receiving an education, their rights should be upheld. They need varied attention, different methods, and different educational programs according to their age, Kolesnikova (2022). Additionally, the students need to acquire competences, information, abilities, and entrepreneurship.
- b. **Parents:** According to Duru-uremadu (2017), parents are crucial to the efficient operation of schools, which is why the government, both nationally and state-level, recognized the parents-teachers association. Parents encourage students and participate in the educational process in an effort to give their kids a quality education. They support their children's education by helping them with their homework, reading, writing, and material comprehension. They guarantee a rise in student achievement. In his research, Cabardo (2016) suggests that parental and community support for school programs can enhance educational institutions, raise the standard of education that students get, and boost students' academic performance. This implies that it is impossible to overstate the importance of parents in ensuring long-term educational development.
- c. **School Members:** The entire school community is motivated to deliver an excellent and efficient public education. They are in charge of making sure that pupils in their districts receive top-notch instruction and educational resources (Kolesnikova, 2022). They guarantee teachers and other school employees comfortable working conditions. Bilal (2020) characterizes this group of individuals as employees who assist, develop, and foster the school's educational mission in order to accomplish the developmental objectives of the children.
- d. **Community Members:** The educational system is closely monitored by community leaders. According to Sinfield, Burns, and Abegglen (2019), community members are capable of sustaining creative ideas, provoking, challenging, and supporting learning that will address real-world concerns. Precarious contracts, lack of self-efficacy, institutional support, and time and financial impoverishment are some of the issues that hinder collaboration (Serret and Earle, 2018). They are drawn to good educational programs that develop pupils' intelligence, self-assurance, willpower, and success. In order to prepare future leaders and community members who will contribute to the development of a stronger community, schools are necessary (Kolesnikova, 2022). Addressing social challenges including social justice, public health, and environmental conservation can be facilitated by placing learning in the community. Projects and services pertaining to health can be provided by public health providers.

- e. **Government:** A variety of governmental entities may have an interest in education. The Ministry of Health, the Ministry of Education, and other policymakers are among them. They facilitate the involvement of stakeholders, foster partnerships with important parties, regulate and oversee the overall educational strategy, and advocate for school nutrition and health on a national and regional level. There are set laws and regulations that govern how schools are run. The government makes sure that these laws and guidelines are followed and that public and private schools across the federation maintain consistent standards (Ihienyemolor, 2014). By collaborating with the local government to create initiatives that address community concerns, such as public safety, transportation, and urban planning, stakeholders can accomplish situated learning.
- f. **Other Organizations:** These include businesses that provide food, cleaning supplies, educational materials, and other services that have an impact on the standard of the school environment. They also consist of local companies, media outlets, and environmental organizations. In this day of computers and Generation Z, collaboration with local media organizations will provide students the chance to create content and share it with the public, which could eventually gain international recognition. Conversely, local companies might work together to offer project-based learning opportunities, job shadowing, internships (Wenger 1998).

Interaction amongst education stakeholders does not necessarily mean that they agree on a single policy; rather, it means that their opinions and recommendations must be transparently integrated into policies. At all educational levels, stakeholder participation is crucial

and essential to the long-term growth of education.

Partnership with relevant stakeholders

A partnership is one in which all pertinent stakeholders work together to administer the location. In order to economically transform neighborhoods and build sustainable locations where people want to live, work, and invest, this viewpoint calls for community involvement and comprehensive partnerships. Additionally, community partnerships will be incorporated in this context with the goal of enhancing and changing education for sustainable development (Ayoko and Virginus, 2024). It is impossible to overstate the importance of stakeholders' support in enabling educators to consistently deliver high-quality instruction that will equip students to be responsible citizens and capable contributors to environmental development. According to studies, schools with strong partnerships or bonds with pertinent stakeholders have more parents involved, more students performing at grade level, better support for school reforms, better student assessment results, higher attendance rates, and more extracurricular learning opportunities (Gayawet 2023).

Benefits of stakeholders' partnerships in education

In a dynamic country like Nigeria, collaboration among pertinent education stakeholders is a vital instrument for managing crises and promoting peace. Because the school is a part of the larger community in which it is situated, the academic societies' development and growth are strengthened (Ayoko and Virginus, 2024). According to Tobbit (2017), human and physical resource development can result from successful collaboration with education stakeholders.

Working together with parents would help the school administrator enforce rules and give children enough safety when they want to learn outside of the classroom (Duru-uremadu, 2017). Schools will be able to communicate with the many government agencies for sufficient funding, oversight, quality control, training, research, and development through partnerships with the federal and state governments. This will guarantee the effective creation and execution of initiatives, programs, and learning outside of the classroom. Adepoju and Akinwumi (2009). Watts and Roundy (2023) further add that by training kids to be effective members of the community in the future, partnerships with education stakeholders improve the likelihood of achieving educational goals and create a better, more vibrant community. Bolling (2024) supports the idea that students' academic and social development will be improved when learning communities' function under the compassionate guidance of knowledgeable and committed people.

Additionally, it was mentioned that children will perform better, acquire critical social-emotional skills, develop their leadership potential, and become more independent in their future education when they receive significant support from education stakeholders. Along with concerns about standards, efficiency, equity, insecurity, and climate change at all levels of the educational system, the Nigerian and global educational sectors are also confronted with new technological trends and knowledge-driven revolution. Therefore, collaboration with development stakeholders will guarantee sustainable development and revive the educational sector (Ayoko and Virginus, 2024).

Challenges and Barriers to effective Partnership with stakeholders in Education

A number of studies have pointed out specific obstacles to productive collaboration between education stakeholders. First, according to Chacha and Tangi (2023), stakeholders have difficulties in an impersonal school setting. This indicates that one of the issues influencing the degree of parental involvement in promoting educational activities is the impersonal school environment, which in turn influences pupils' academic performance. Yaro, Salleh, and Arshad (2018) also noted that it can be difficult to include stakeholders in many educational concerns. Effective stakeholder involvement is hampered by a lack of accurate and sufficient information regarding the level of participation in educational issues. As a result, many stakeholders were unable to participate in education in an effective manner. According to their study, most stakeholders are unable to successfully participate in educational issues because of parents' inadequate communication skills, lack of knowledge about education, and ignorance of others' viewpoints.

Kambuga (2013) identified poverty, a lack of accountability, and a lack of openness as issues that can hinder stakeholders' engagement in education. A lack of transparency and accountability may cause them to lose faith in one another. Therefore, it may not be possible to ensure successful learning through the active participation of these stakeholders. Poor ties between the school community and the neighborhood where the school is located can also negatively impact their ability to work together effectively (Quartey, 2013). This is corroborated by Polycarp (2021), who believes that the obstacles to community involvement in educational matters include a negative attitude toward and a low degree of parental education.

Therefore, fostering collaboration with pertinent stakeholders and placing learning in the community are essential for

effective strategic planning (Sedmak 2021). This will entail locating, comprehending, and connecting those who are interested in the educational plan's success. A thorough strategy involving constant communication, listening, and cooperation is needed to manage stakeholder involvement effectively. Stakeholder engagement, according to the statement, is a procedure that companies can use to communicate with, listen to, or inform its current stakeholders or a mix of the three. In order to find the most successful communication strategies and make the most use of the resources at hand, this approach comprises identifying, mapping, and prioritizing stakeholders (Sedmak 2021).

In order to promote learning through collaboration with pertinent stakeholders, several conditions must be met. Strong school leadership is necessary first. In order to establish a collaboration with stakeholders, this is crucial. Regarding the school and the part that stakeholders play in fostering such a partnership, the head of the institution must be a visionary leader. The head of the school needs to be able to inspire their staff. He or she should be gifted at fostering relationships with community members, parents, educators, government representatives, and religious organizations.

Second, the educational setting ought to be favorable enough to improve the collaboration with the interested parties. This will motivate all parties involved to support the school in whatever manner they can for the sake of the students. Third, the commitment of the educators will inspire greater involvement and willingness on the part of the stakeholders to meet the requirements of the students and the school. Last but not least, communication and cooperation are necessary to develop a solid alliance with the stakeholders. Working as a team will facilitate the execution of school events,

programs, and projects, as stakeholders and the community value well-communicated school activities (Gayawet, 2023).

Creating a public art display with a local arts organization or working with an environmental group to build a community garden are two examples of ways to promote learning in the community. It may also entail working with a local government agency to establish a sustainable transportation system and performing a needs assessment for community development. Another method is to work with a local health provider to develop a health education program and with a local entrepreneur to create a business strategy.

Conclusion

Learners are given genuine, real-life experiences in collaboration with pertinent stakeholders, preparing them for success in their future lives and jobs. Strong leadership, a supportive atmosphere, committed and driven educators, and communication and cooperation between all parties involved can help achieve these goals. A common definition of leadership is the process of persuading others to focus their energies on achieving predetermined objectives. According to Ayoko and Virginus (2024), a capable school administrator is crucial to fostering this cooperation among the stakeholders both inside and outside the school.

Recommendations

For sustainable educational development in Nigeria, there is need to look beyond the classroom pedagogy and foster learning through engaging the rich services of relevant stakeholders who will help to equip the students for a real and better future. It is therefore recommended that;

1. the local government should develop projects that address the needs of the community, like urban

- planning, transportation and public safety,
2. the local media outlets should be encouraged to provide opportunities for students to produce content and share their work with the community, which may later be globally recognized,
3. local businesses can also be collaborated with, to provide internships, job shadowing, project-based learning opportunities,
4. stakeholders should be kept aware of relevant information in the educational settings and their level of involvement should be clearly spelt out,
5. conferences and workshops should be organized to educate parents and other stakeholders to be aware of their roles in enhancing teaching and learning processes.

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