

DCSF, National Strategies and TLRP Workshop

## **WHAT HAVE WE LEARNED ABOUT PEDAGOGY FROM TLRP AND WHAT DO WE NEED IN THE FUTURE?**

16th October 2007, The Bridge, DCSF

## The TLRP Audit: outline of session

1. International context and policy progression
2. The Teaching and Learning Research Programme
3. TLRP's evidence-informed pedagogic principles
4. DCSF Broad Strategic Questions
5. The challenge of lifelong learning
6. Scaling up and implementation
7. Towards solutions for implementation
8. Identifying future research priorities

## The international context ...

- Accelerating change?
- Global economies?
- International comparison?
- Technological challenge?
- Growing diversity?
- Multiple identities?

...so how should 'education' adapt?

## Policy progression: New Labour 1997

We are talking about human capital in an age of knowledge.

Our goal is a society in which everyone is well educated *and* able to learn throughout life.

Britain's economic prosperity and social cohesion both depend on achieving that goal.

(Excellence in Schools, 1997)

## Policy progression: Excellence and Enjoyment

High standards and a broad and rich curriculum go hand in hand.

Literacy and numeracy are vital building blocks, and it is right to focus attention on them. But it is important that children have a rich and exciting experience at primary school, learning a wide range of things in a wide range of different ways.

The new Primary Strategy will support teachers and schools across the whole curriculum, building on the lessons of the Literacy and Numeracy Strategies, but moving on to offer teachers more control and flexibility.

It will focus on building up teachers own professionalism and capacity to teach better and better, with bespoke support they can draw on to meet their particular needs. There will be extra support and challenge for the schools that need it most.

## Policy progression: Every Child Matters

- physical and mental health and emotional well-being – ‘be healthy’
- protection from harm and neglect – ‘stay safe’
- education, training and recreation – ‘enjoy and achieve’
- the contribution made by them to society - ‘make a positive contribution’
- social and economic well-being – ‘achieve economic well-being’

## Policy progression: Primary National Strategy

- Foundation, Literacy, Numeracy resources
- Overview of learning (by pupil year)
- Pupil tracking sheets
- CPD provision (Senior Leadership Team, Literacy, Mathematics)
- Library
- Planning tool
- Help and tutorials

## Policy progression: Secondary National Strategy, KS3

- Whole School, Leadership and Management, Behaviour and Attendance resources
- Frameworks for Subjects (English, Maths, Science, ICT, Foundation Subjects)
- Teaching Speaking and Listening website
- Evaluating School Performance (ePD module)
- Assessing pupils' progress in English website
- Practical Support Pack website

- Policy progression:  
Personalised Learning website
- **Adding value to the learning journey**
    - Assessment for learning
    - Effective teaching and learning
    - Curriculum entitlement and choice
    - Organising the school
    - Beyond the classroom
  - **Background and research**

## Policy progression: Personalised Learning website

- **Adding value to the learning journey**

- Effective teaching and learning

The National Strategies are at the heart of personalised learning because they involve the systematic and explicit development of learning skills and strategies across the curriculum.

The aim is to enable pupils to understand themselves better as learners and so take greater control of and responsibility for their learning, transferring and applying a widening repertoire of learning approaches in different subjects and contexts.

## Policy progression: 2020 Vision

Personalisation is a matter of moral purpose and social justice: pupils from the most disadvantaged groups are the least likely to achieve well and participate in higher levels of education or training. Personalisation also reflects wider changes in society, which are likely to continue at an increasing rate.

- High quality teaching
- Assessment that promotes learning
- Summative assessment and the National Curriculum
- Pupils taking ownership of their learning
- Engaging parents and carers in their children's education
- Designing schools for personalising education
- New Technologies

## Policy progression: Making Good Progress pilot

- Commitment to progress for *all* children
- Tracking and analysis of KS 2 and 3 pupil sub-level data in reading, writing and mathematics
- 500 schools, ten English LEAs over two years
- ‘Good Progress’ = two levels during the KS
  
- Assessment for progression - TA + short *confirming* single level NC tests in reading, writing and mathematics (2 pa)
- Progression tutoring support for up to 10% of pupils
- Progression targets for schools and LEAs
- Progression premium – school incentive payments

## Policy Progression: CSR Announcement

### Personalised Learning D1.9

The 2007 CSR will allow schools to take the next steps in raising attainment for all and narrowing the persistent attainment gaps that exist across the system. The 2007 CSR provides an additional £400 million a year by 2010-11 to enable a step change in teacher-led one-to one support for pupils who are falling behind in English and Maths.

One-to-one literacy and numeracy support for 30,000 five and six year-olds by 2010-11

One-to-one teacher-led tuition for over 300,000 under-attaining pupils a year in both English and Maths by 2010-11

(2007 Pre-budget Report and CSR)

## The Teaching and Learning Research Programme

- **Large** (£44m, 70+ investments, 700+ researchers projects up to £1.5m each, often with large teams)
- **All sectors of education** (pre-school to older learners)
- **UK-wide** (England, Wales, Scotland, N. Ireland)
- **2000 to 2008/9, and TEL to 2011/12**
- **Directors' Team of five** (Andrew Pollard, Mary James, Alan Brown, Miriam David, Richard Noss PT)
- **Capacity building** (in partnership with BERA, SRHE, ESRC, etc)

TLRP's overarching aim:

‘to lead to significant improvements in **outcomes for learners** at all ages and stages in all sectors and contexts of education and training, including informal learning settings, throughout the United Kingdom’.

## TLRP's development strategies

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability

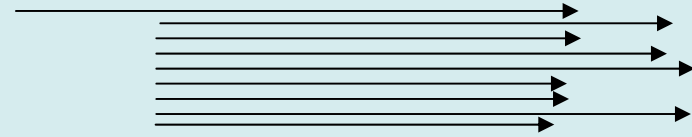
# Projects

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011

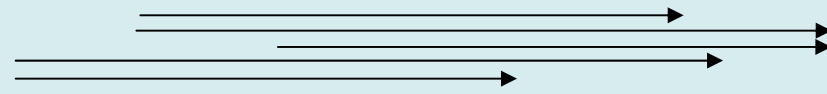
## Phase I



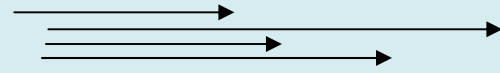
## Phase II



## Research training fellows



## Scottish extensions



## Welsh extensions



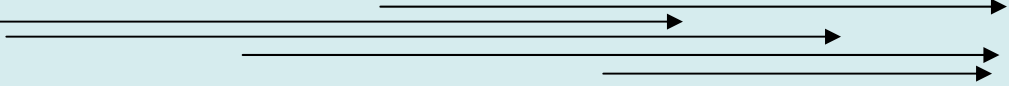
## Phase III



## Northern Irish extensions



## Associated projects

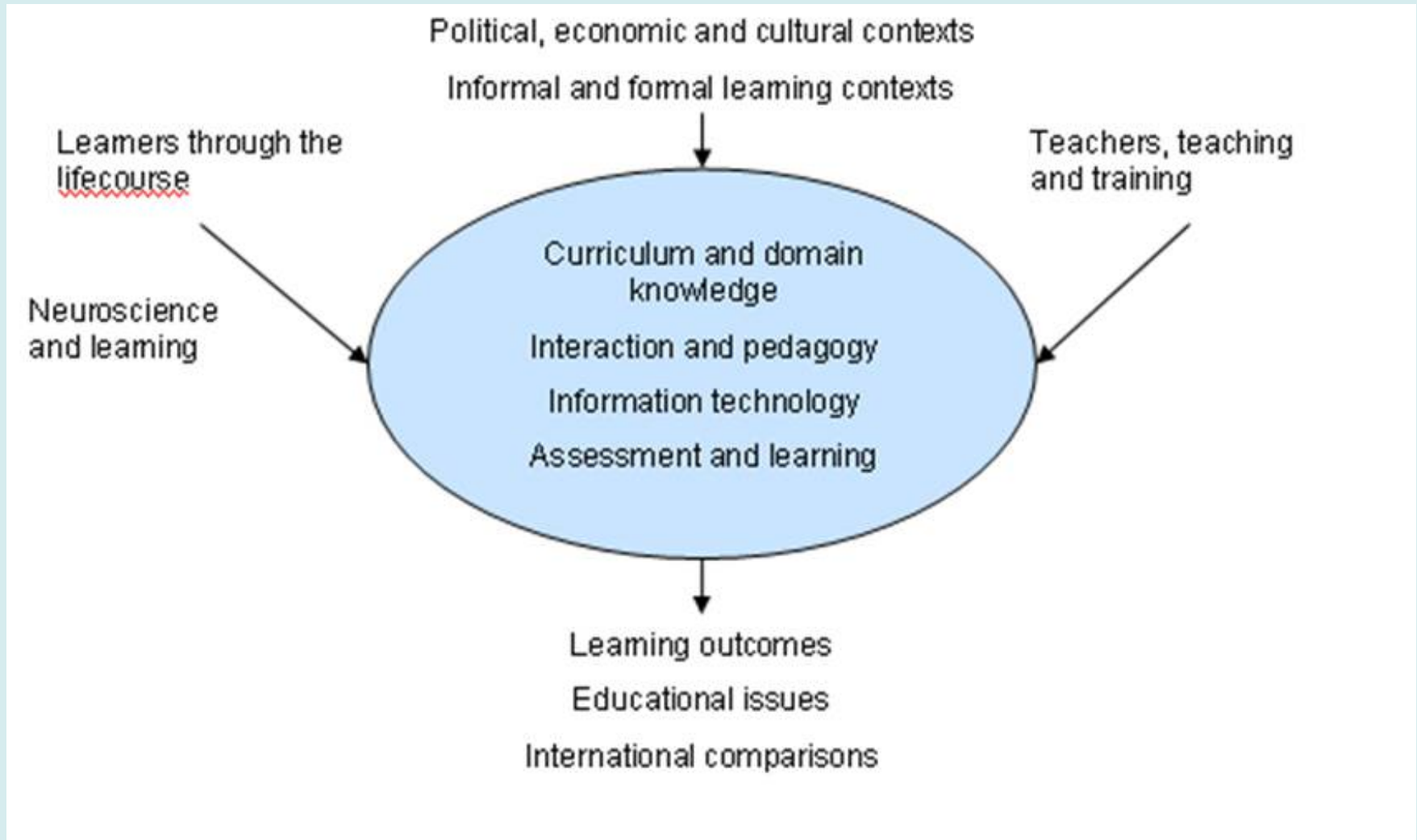


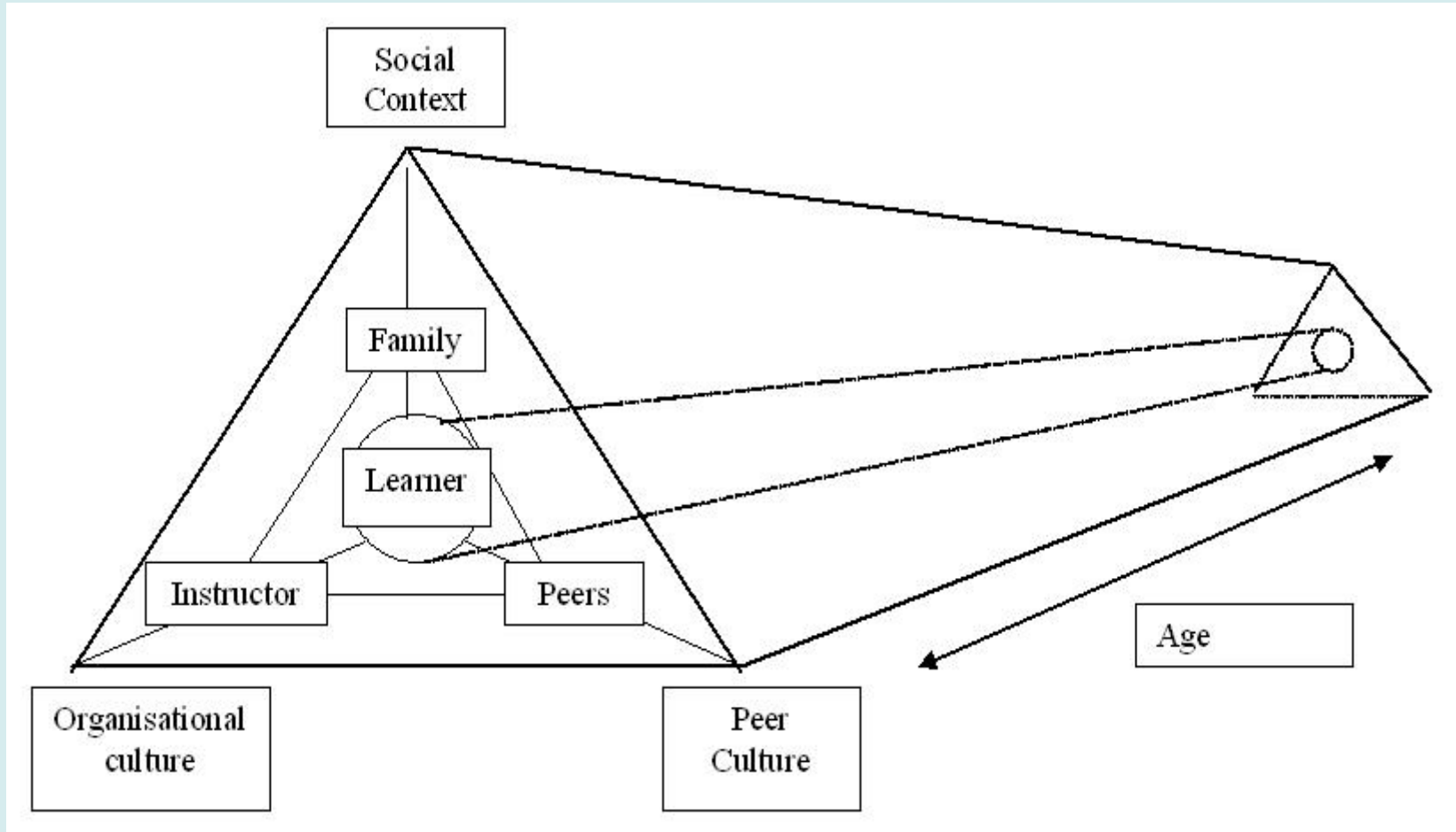
## WP in HE



## TEL







## TLRP PRINCIPLES

### What is the meaning of '*effectiveness*'?

1. Teaching and learning linked to economic productivity
2. Social cohesion and inclusion
3. Personal development, fulfilment and expression

'Effectiveness' - a mutually beneficial synergy between educational aims?

## TLRP PRINCIPLES

What is the meaning of '*pedagogy*'?

From a portfolio-of-tips to understanding-in-action?

'To develop effective pedagogy means starting from what children have in common as members of the human species; to establish the general principles of teaching and, in the light of these, to determine what modifications of practice are necessary to meet specific individual needs.' (Simon, 1981)

TLRP's proposition is that a great deal is actually known about pedagogy, both in the UK and internationally, but the synthesis, communication and implementation of such knowledge is far weaker than it should be.

## TLRP PRINCIPLES:

### Why use the concept of '*evidence-informed principles*'?

- engages diverse forms of evidence whilst calling for the necessary application of contextualised judgement by teachers, practitioners, policy-makers, etc.
- enables the accumulation and organisation of knowledge in resilient, realistic and practically useful ways.
- has the potential to progressively generate understanding and language for use within public debates.

## TLRP PRINCIPLES: educational values and purposes

### 1. Equips learners for life in its broadest sense

Learning should aim to help individuals and groups to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society.

This means adopting a broad conception of worthwhile learning outcomes and taking seriously issues of equity and social justice for all.

## TLRP PRINCIPLES: curriculum, pedagogy & assessment

### **2. Engages with valued forms of knowledge**

Teaching and learning should engage learners with the big ideas, key processes, modes of discourse and narratives of subjects so that they understand what constitutes quality and standards in particular domains.

### **3. Recognises the importance of prior experience and learning**

Teaching and learning should take account of what the learner knows already in order to plan their next steps. This includes building on prior learning but also taking account of the personal and cultural experiences of different groups of learners.

## TLRP PRINCIPLES: curriculum, pedagogy & assessment

### **4. Requires the teacher to scaffold learning**

Teachers should provide activities and structures of intellectual, social and emotional support to help learners to move forward in their learning so that when these supports are removed the learning is secure.

### **5. Needs assessment to be congruent with learning**

Assessment should be designed and implemented with the goal of achieving maximum validity both in terms of learning outcomes and learning processes. It should help to advance learning as well as determine whether learning has occurred.

## TLRP PRINCIPLES: personal & social processes

### **6. Promotes the active engagement of the learner**

A major goal of teaching and learning should be the promotion of learners' independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive learning dispositions, and having the will and confidence to become agents in their own learning.

### **7. Fosters both individual and social processes and outcomes**

Learners should be encouraged and helped to build relationships and communication with others for learning purposes, in order to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting learners about their learning and giving them a voice is both an expectation and a right.

### **8. Recognises the significance of informal learning**

Informal learning, such as learning out of school, should be recognised as at least as significant as formal learning and should therefore be valued and appropriately utilised in formal processes.

## TLRP PRINCIPLES: teachers and policies

### **9. Depends on teacher learning**

The need for teachers to learn continuously in order to develop their knowledge and skill, and adapt and develop their roles, especially through classroom inquiry, should be recognised and supported.

### **10. Demands consistent policy frameworks with support for teaching and learning as their primary focus**

Institutional and system level policies need to recognise the fundamental importance of teaching and learning and be designed to create effective learning environments for all learners.

## DCSF's Broad Strategic Questions: pedagogic

What are the most effective ways of closing attainment gaps?

What forms of personalisation are most effective in enhancing pupils' chances of success?

What are the most productive and effective ways of mobilising the 'pupil voice'?

What changes to the accountability system will be most effective in raising standards, particularly with regard to targets, incentives and funding?

Which interventions and approaches work best for groups of pupils who persistently underperform?

How do effective teachers plan a lesson or sequences of lessons?

What curriculum and assessment measures are most effective in accelerating the progress of pupils in core subjects?

What methods of curriculum organisation work best for lower-attaining pupils?

## TLRP's findings and policy developments

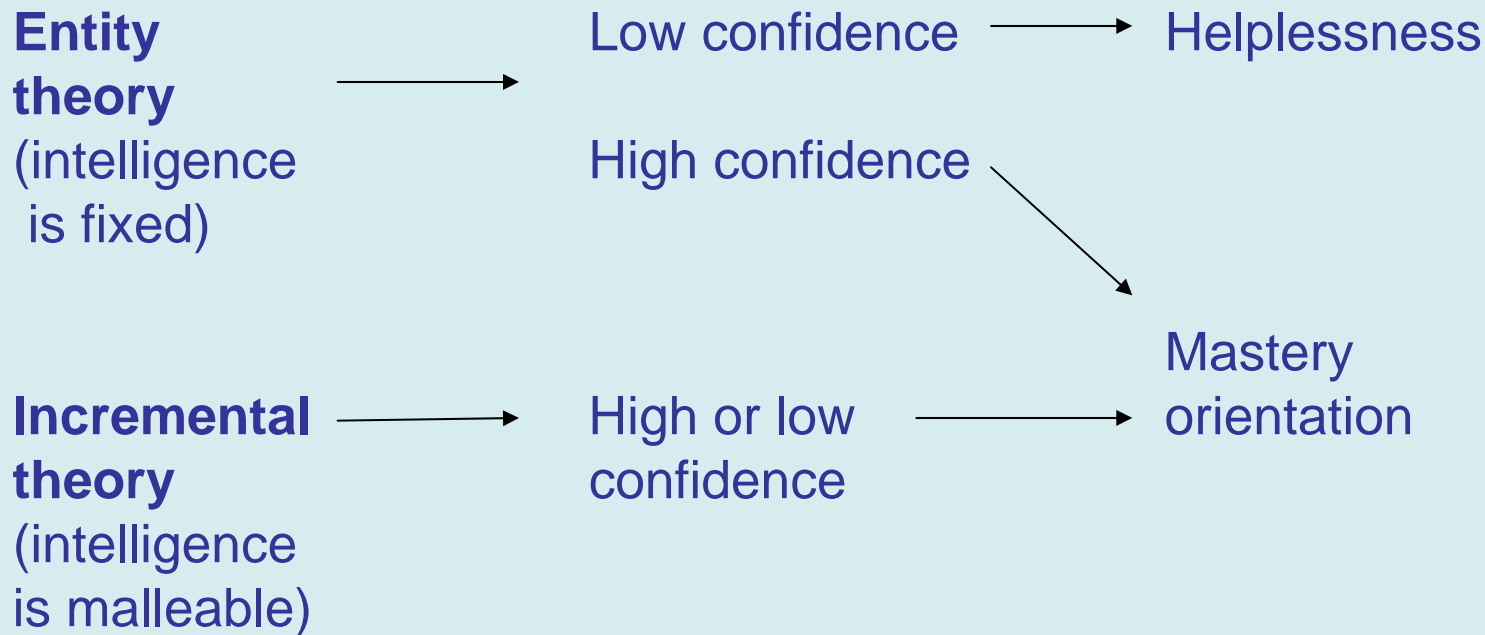
- Whilst there are some misalignments, it is important to affirm the broadly consonant trend of development of both educational understanding and UK policy when seen historically.
- TLRP believes that learning is a long-term process which requires consistency over time and consonance in provision for curriculum, pedagogy and assessment and in teacher and institutional development.
- There is always room for reciprocal improvement.

## The challenge of lifelong learning

### **Making Good Progress: Pupil characteristics**

- Quiet and unwilling to ask for help
- Described by teachers as ‘invisible children’
- Would like help but didn’t always know what needed
- Gave up easily, often leaving work unfinished
- Worked mostly on their own
- Liked to follow a given method
- Did not mind if they didn’t get immediate attention
- Didn’t like answering questions in front of class
- Relished praise and reassurance
- Judged work by the number of ticks and crosses
- Had few self-help strategies

## The challenge of lifelong learning



(after Dweck, 1986)

## The challenge of lifelong learning

‘Is it possible, despite undoubted progress in raising standards, that the sustained, systemic pressure to enhance short-term performance could actually start to inhibit long term commitment to lifelong learning and thus increase social differentiation?’

Our data suggest that this could be a serious issue.’

(Pollard and Triggs, PACE project, 2000, p293)

## The challenge of lifelong learning

### Primary Review: Community Soundings

Today's children are under intense and perhaps excessive pressure from the policy-driven demands of their schools and the commercially-driven values of the wider society

Though some government initiatives, such as ECM, are to be warmly welcomed, others in the domain of curriculum, assessment and pedagogy may constrain and disempower rather than enable

Pessimism turned to optimism when child or teacher witnesses had the power to act.

Primary Review Briefing, October 2007

## The challenge of lifelong learning

The aspiration for ‘learning through the life course’ and the capacity to respond to change and new challenges requires more attention to learning disposition, learning how to learn and to the learner identities which are formed in childhood and through successive learning experiences

1. People have considerable potential as learners, in the right circumstances, though-out their lives.
2. Potential tends to be realised when people are able to exercise meaningful agency – a sense of purpose.
3. Circumstances may be enabling or constraining, and opportunities are unevenly distributed between different social groups.

## Scaling up and implementation

Although we know a great deal about effective teaching and learning, can authentic forms of provision be developed which can be reliably and cost-effectively scaled up?

- Skill, understanding, commitment, mediation and support.
- What works for some, may not work for others

## Towards implementation solutions?

1. The most amenable point of entry probably lies in enhancing the expertise of teachers, other staff and schools as learning environments. The emphasis here would need to be on their understanding and on the quality of their contextualised professional judgement
2. There is a compelling argument for progressive, cumulative and sequenced policies based on coherent knowledge of learning and pedagogy. TLRP's evidence-informed principles are intended as an initial contribution to a new scientific foundation for policy and practice.

## Identifying future research priorities?

- Evidence informed principles to underpin policy
- Teacher learning and the exercise of professional judgement
- Scaling up and impact of innovations across the system
- Valid assessment of educationally significant learning outcomes
- Technology enhanced learning (TEL)
- Neuroscience, Psychology and education
- Socio-cultural studies
- Sociological studies of differentiation (eg: social class)