

TLRP in Wales

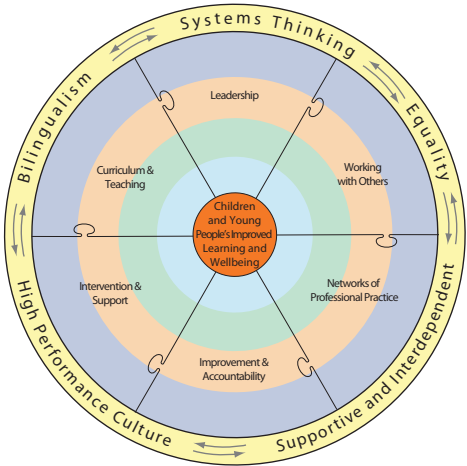
The Foundation Phase

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The roll-out of the Foundation Phase, a new, post-devolution learning framework for children of three to seven years, will be completed in 2011. The Foundation Phase emphasises a practical, experiential and play-based approach to learning in stimulating indoor and outdoor environments. Personal and social development, well-being and cultural diversity are at the heart of the curriculum.

Eleven TLRP research projects appear particularly relevant to the Foundation Phase, with three broad themes emerging from these: The Foundation Phase practitioner, The implementation of the Foundation Phase and Opening the school/setting gates: families and communities.

The School Effectiveness Framework



TLRP Evidence

ACTS II: Sustainable Thinking Classrooms www.tlrp.org/proj/phase11/phase2g.html
A Values-based Approach to Teacher Education www.tlrp.org/proj/asmith.html
Consulting Pupils about Teaching and Learning www.tlrp.org/proj/phase1/phase1dsept.html
Consulting Pupils on the Assessment of their Learning (CPAL) www.tlrp.org/proj/leitch.html
Effective pre-school and primary education (EPPE 3–11) www.tlrp.org/proj/phase111/AssocEPPE.htm
Facilitating teacher engagement in more inclusive practice www.tlrp.org/proj/smbdavies.html
Home-school knowledge exchange and transformation in primary education www.tlrp.org/proj/phase11/phase2e.html
INTERPLAY: Play, learning and ICT in pre-school education www.tlrp.org/proj/phase111/Scot_extc.html
Learning How to Learn – in Classrooms, Schools and Networks www.tlrp.org/proj/phase11/phase2f.html
The Role of Awareness in the Teaching and Learning of Literacy and Numeracy at KS2 www.tlrp.org/proj/phase11/phase2h.html
Towards Evidence-Based Practice in Science Education www.tlrp.org/proj/phase1/phase1bsept.html

The Foundation Phase practitioner	Key ideas	Implications for the School Effectiveness Framework: 'Networks of Professional Practice'
Reflective practice	Change is more likely to be successful when practitioners reflect on their own practice and engage with the philosophy underlying new approaches to learning.	Training needs to be based upon 'shared beliefs and understanding'. Systems that promote classroom-based 'inquiry driven' practice are essential to school effectiveness. A sense of 'collective professionalism' which values the role of all practitioners is needed to create a dynamic network of practice.
Professional status	The successful introduction of new approaches is more likely when practitioners feel valued and have ownership of their practice.	
Training and professional development	High-quality training, high-level qualifications and progressive professional development result in the best provision and cognitive outcomes for children.	
The implementation of the Foundation Phase	Key ideas	Implications for School Effectiveness Framework: 'Improvement and Accountability'
Adult – child interactions	Practitioners need to be skilful in their use of a wide range of pedagogic strategies.	High quality teaching and high expectations are central to school effectiveness. The ability of practitioners to choose and use effective learning, teaching and assessment strategies and to involve children in decision-making about their learning is key to school improvement.
Assessment for learning (AfL)	Assessment should both support learning and determine whether learning has occurred. AfL is closely associated with learning how to learn.	
Children's participation	Effective learning environments involve children in everyday decision-making about their learning.	
ICT and the development of effective learning environments	The potential of ICT to support children's learning may be enhanced by effective adult–child interaction.	
Opening the school/setting gates: families and communities	Key ideas	Implications for School Effectiveness Framework (Working with Others)
The impact of the home learning environment	Home learning environments have long-term significance for children's learning. What families do is more important than who they are.	There should be support at all levels for initiatives that allow practitioners to establish genuine and inclusive partnerships with parents and communities. Current 'good practice' should be identified and disseminated.
The development of partnerships with families and communities	Schools should encourage the involvement of the wider 'family' in children's education. Practitioners may require support to see diversity as an opportunity rather than a problem.	