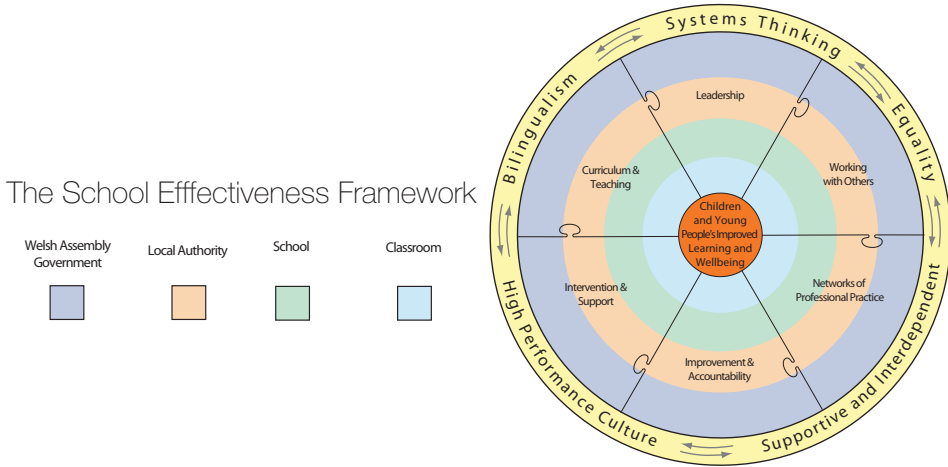


TLRP in Wales

Improving Teaching for the 7–14 Age Range

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From an initial review of TLRP research (www.tlrp.org), eight projects were selected as relevant to the 7–14 age group. The findings of these projects form an evidence base for further developments in education for the 7–14 age group and are related to three areas of the School Effectiveness Framework: Curriculum and teaching, Leadership and Working with others.



TLRP Evidence

- ACTS II: Sustainable Thinking Classrooms www.tlrp.org/proj/phase11/phase2g.html
- Home-School Knowledge Exchange in Primary Education www.tlrp.org/proj/phase11/phase2e.html
- ICT and InterActive Teaching www.tlrp.org/proj/kennewell.html
- Improving the Effectiveness of Pupil Groups in Classrooms www.tlrp.org/proj/phase11/phase2a.html
- InterActive Education: Teaching and Learning in the Information Age www.tlrp.org/proj/phase11/phase2i.html
- Learning How to Learn, in Classrooms, Schools and Networks www.tlrp.org/proj/phase11/phase2f.html
- Towards Evidence based Practice in Science Education www.tlrp.org/proj/phase1/phase1bsept.html
- Variations in Teachers' Work, Lives, and their Effects on Pupils (VTAE)



Learning	Key ideas	Implications for the School Effectiveness Framework: 'Curriculum and teaching'
Dialogic/interactive teaching	A higher proportion of deeply interactive, or 'dialogic', teaching in schools is beneficial for learning. With this approach, pupils have more influence over learning than with more direct, 'authoritative' teaching.	Feedback and sustained interaction are key in encouraging dialogic interactivity. Teachers become managers or facilitators, learners are active: questioning, evaluating and explaining. CPD training should encourage the use of ICT based resources which support dialogic interaction and may result in greater pupil learning.
Learning how to learn (LHTL)	'Learning how to learn' (LHTL) cannot be separated from learning 'something'. 'Thinking lessons' involve teaching methods that engage pupils cognitively and socially. LHTL lessons are needed across the curriculum.	Developing children's capacity to learn and become more skilful thinkers takes time and careful support. Learners need opportunities to talk about thinking, to jointly construct meaning, to evaluate thinking and to make connections within and beyond the curriculum.
Group work	Group work can influence academic progress more positively than other forms of teaching and learning. ICT has potential to support group work.	Although learners often sit in groups, they don't always work as groups. Pedagogical theories, which favour teacher-led situations and individual work, need rethinking.
Use of ICT	The teacher is key in the successful use of ICT for learning. ICT can support reflective, dialogic interaction. ICT can help learners to engage with lesson content and influence the course of lessons.	ICT provision in schools should be clearly linked to a professional development strategy for interactive pedagogy. Professional development needs to enable teachers to take risks with ICT and learning.
Professional development	Key ideas	Implications for the School Effectiveness Framework: 'Leadership'
'Facilitating' school leadership	Effective change entails going beyond surface procedures and engaging with the principles of learning and teaching.	It takes confident and well-supported leaders to provide their staff with opportunities to innovate, and learn from failure.
Staff development	Teachers' capacities to be effective are influenced by variations in their work, lives and identities, and by their capacities to manage these, but CPD has a consistently positive influence on teachers across all professional life phases.	Practical tips for teachers are helpful for beginning or less confident teachers in the short term. But they need to be rapidly built on in coherent, progressive programmes of professional development.
Knowledge exchange	Key ideas	Implications for the School Effectiveness Framework: 'Working with others'
Engagement and interaction with parents, pupils and community	Home-school knowledge exchange activities can have a positive impact on teachers, parents, children, and attainment. There are considerable 'funds of knowledge' in the home held by parents, children and other members of the extended family, which can be used to support children's learning.	Schools need to find ways of making these 'funds of knowledge' more visible in school. Educational policy-makers and primary school leaders should give greater priority to exchanging knowledge between home and school, as a means of raising attainment.
Collaboration with higher education (HE) – the use of research evidence	Reflective dialogue with an observer is valuable for teachers' professional development.	Teachers who use ICT to support dialogic approaches need training as mentors to support their colleagues.
Transition from primary to secondary school	Children at schools which carry out 'knowledge exchange activities' can make greater progress in reading from Year 6 to Year 7, be more positive about learning and adjust more quickly to some aspects of school.	Families and teachers have extensive 'funds of knowledge' relevant to primary/secondary transfer, but this is often ignored by secondary teachers. Primary/secondary transfer is a long-term process. Planning should cover Years 5–8.