

## Improving Teaching, Enhancing Learning

Connecting evidence, practice and policy

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# TLRP's ten principles for effective teaching and learning

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# Effective teaching and learning

Evidence-informed principles to guide policy and practice



# 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 progressively to generate understanding and language for use within public debates.

# Educational values and purposes

*Effective teaching and learning:*

1. Equip learners for life in its broadest sense

# What the research says

- Learning in school should equip children for lifelong learning as adults, citizens and workers.
- Valued learning outcomes can be broadened to include, for example, learning how to learn, the development of thinking skills and the ability to work in groups.
- Promotion of these outcomes can have a positive relationship with gains in attainment, higher conceptual learning, effort, social and emotional relationships, behaviour and participation.

# Curriculum, pedagogy & assessment

*Effective teaching and learning:*

2. Engage with valued forms of knowledge
3. Recognise the importance of prior experience and learning
4. Scaffold learning
5. Need assessment to be congruent with learning

# What the research says

- Difficulty in learning specific concepts and skills can be tackled effectively by planned teaching sequences and focused questioning.
- Engaging with evidence of students' prior knowledge and experience, at home and school, can strengthen the factors that underpin achievement, such as understanding and confidence.
- The way teachers structure learning activities, how they promote classroom dialogue, and how they use resources is crucial.
- Teachers and students need to know how to choose tools and use them appropriately.
- Complex learning outcomes require observation over time and across different contexts. This can be done effectively by teachers who are in the best position to use the evidence to promote learning.

# Personal & social processes

*Effective teaching and learning:*

6. Promote the active engagement of the learner
7. Foster both individual and social processes and outcomes
8. Recognise the significance of informal learning

# What the research says

- Students become autonomous by developing awareness of how they learn, and developing explicit learning practices and positive learning dispositions.
- Consulting students strengthens their engagement with learning, gives teachers deeper insights into students' capabilities and learning preferences and strengthens school and college policy and planning.
- When teachers take time to train students to work in groups this has positive effects on academic attainment, behaviour and relationships.
- Young people draw on school experience, and develop it at home, and bring home experience into school. Home/school knowledge exchange activities impact positively on outcomes.

# Teachers and policies

*Effective teaching and learning:*

9. Place great emphasis on teachers' own learning
10. Demand consistent policy frameworks with support for teaching and learning as their primary focus

# What the research says

- Targeted professional development (PD) materials and courses are valued and effective.
  - These, and other forms of PD, need to develop teachers' knowledge and beliefs about learning as well as their practices.
  - PD is best achieved through collaborative critical inquiry into pedagogic practice.
  - Visits from teachers in other schools/departments, or work with researchers, help teachers to question assumptions.
  - Commitment and resilience are vital.
  - Embedding and spreading innovation requires leadership, structures and cultures that support networking, critical inquiry and risk-taking.
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# Towards implementation

- The best starting point is enhancing practitioners' expertise and schools as learning environments
- The emphasis needs to be on their understanding of learning and pedagogy and the quality of their contextualised judgement
- Supported by coherent, progressive, cumulative and sequenced policies

TLRP's Principles are an initial contribution to a new scientific foundation for policy and practice

Want to know more?

For copies of the poster and quick access to the ten principles and key findings, go to:

<http://www.tlrp.org/findings/index.html>

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