

THE ENGAGED LEARNER

Ruth Leitch & Mary James

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The Projects

- **Effective pre-school and primary education (EPPE)**: Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford, Brenda Taggart, Sofka Barreau, Stephen Hunt, Helen Jelcic, Wesley Welcomme
 - **Consulting pupils about teaching and learning**: Jean Rudduck, Madeleine Arnot, Michael Fielding, John MacBeath, Donald McIntyre, Dave Pedder, Kate Myers, Diane Reay, Julia Flutter
 - **Consulting pupils on the assessment of their learning (CPAL)**: Ruth Leitch, Laura Lundy, Peter Clough, John Gardner, Despina Galanouli, Stephanie Mitchell, Oscar Odena
 - **Learning how to learn in classrooms, schools and networks (LHTL)**: Mary James, Robert McCormick, Paul Black, Patrick Carmichael, Mary-Jane Drummond, Alison Fox, John MacBeath, Bethan Marshall, Dave Pedder, Richard Procter, Sue Swaffield, Joanna Swann, Dylan Wiliam
 - **Identity and learning programme (ILP)**: Andrew Pollard, Ann Filer
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Structure of this session

- Brief stimulus activity
- Information briefing from key TLRP projects

Three Key questions:

- how have projects thought about learner engagement?
 - what has been found out about how to promote engagement?
 - what are the implications for teachers, schools and policy?
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- Discussion and Reflection
 - Questions to project leaders

The Engaged Learner

What is the BIG issue from your perspective?

Quick think

Ideas

On post-it note

Poster

Effective Pre-School and Primary Education Project EPPE - an Associate *ESRC TLRP* project



A longitudinal study funded by DCSF

Brenda Taggart

For more information on EPPSE visit www.ioe.ac.uk/projects/eppe

Or Email b.taggart@ioe.ac.uk Tele: 00 44 (0) 207 612 6219

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How EPPE thinks about learner engagement

- We have considered the effects of learner engagement on children's developmental outcomes over time.
- EPPE 3-11 gathered information about the cognitive and social development of 2800 children between the ages of 3 and 11 years.
- EPPE 3-11 also considered different aspects of learner engagement through pupil questionnaires and interviews/questionnaires with parents.
- Observation of classroom climate, pedagogy and learner responsiveness was carried out in 125 classrooms.
- Altogether, the data allowed us to explore the effects of learner engagement on children's longitudinal development.

What EPPE found and the implications for schools

- Social behavioural and academic objectives are complementary - not competitive.
 - Self-regulation promotes academic attainment - and it can be learned!
 - Enjoyment of school is not enough by itself to promote 'all round' development .
 - Teachers and schools can foster better outcomes
e.g. Learners' engagement and teaching quality was higher in classrooms where the plenary was used in both literacy and maths lessons and lowest where no plenary was used in either.
e.g. The quality of pre-school and the academic effectiveness of the primary school have powerful positive effects in combination and especially for disadvantaged pupils, after taking background influences into account.
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Consulting Pupils about Teaching and Learning

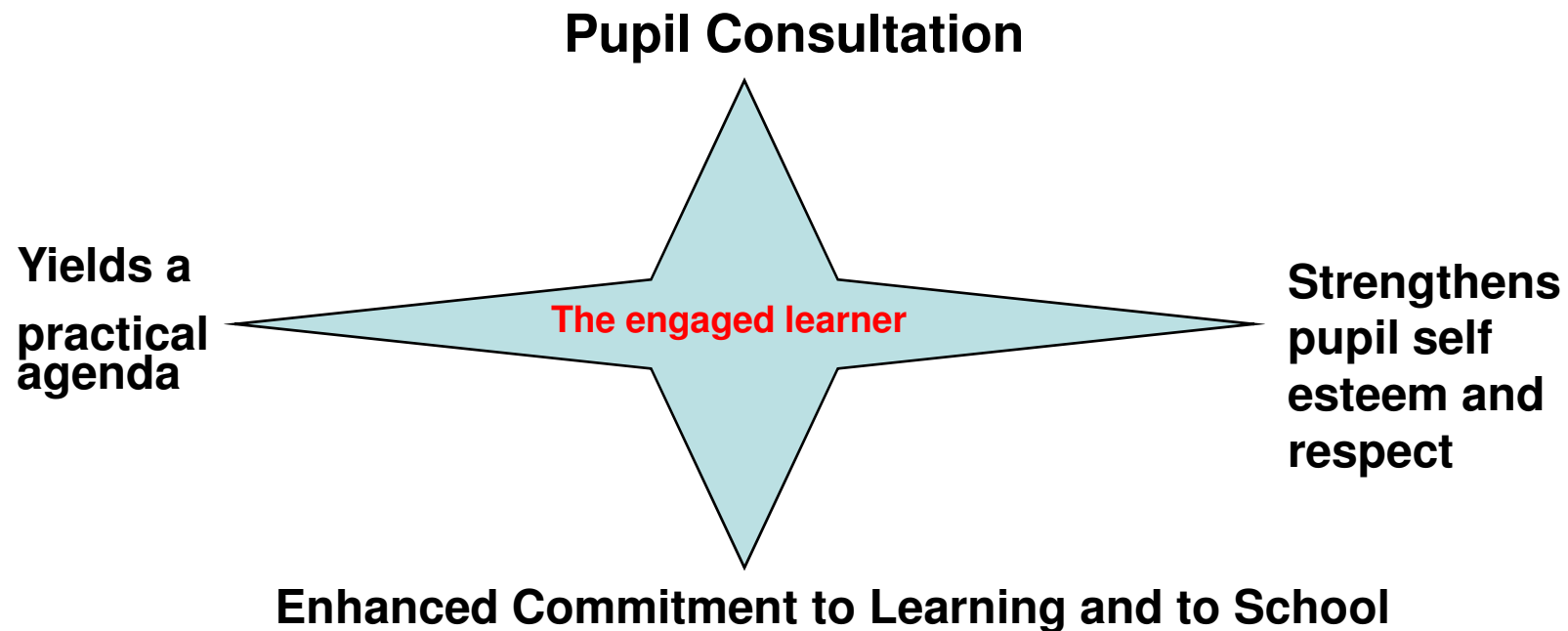
Jean Rudduck

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dgp23@cam.ac.uk, tel: 00 44 (0)1223 767531

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How the Consulting Pupils project thinks about learner engagement



What the Consulting Pupils project found

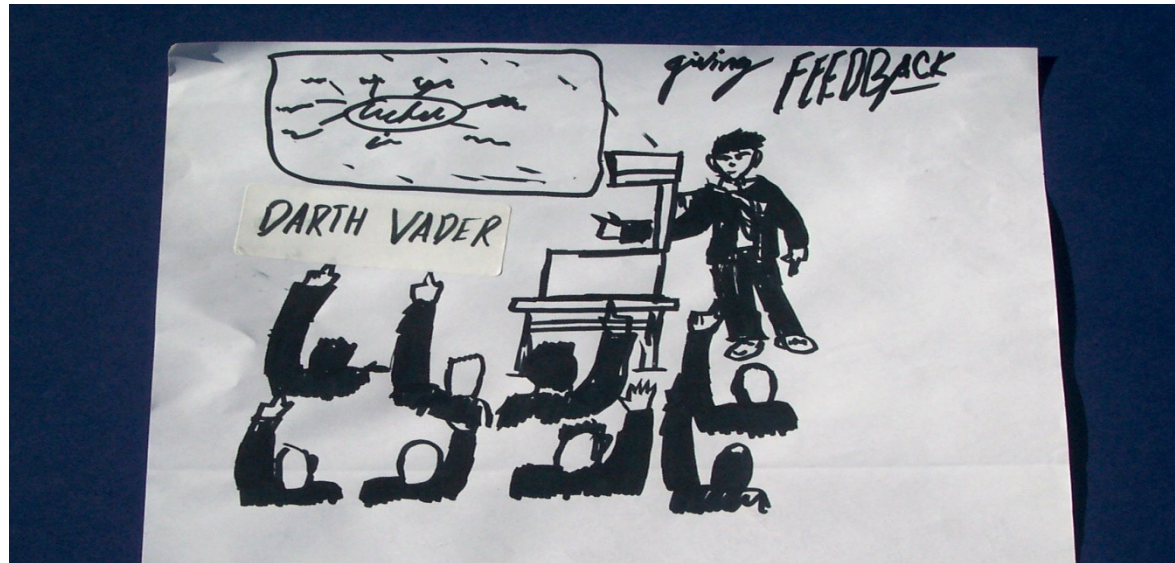
The value of consulting pupils is now widely endorsed but not always easy to achieve. The following conditions were found to be important:

- Trust and openness are a pre-condition of dialogue
- Hearing the quiet or silenced voice in the acoustic of the school
- Maintaining authenticity
- Sharing data and/or offering feedback to pupils
- Avoiding the creation of a 'pupil voice elite'

Implications for teachers and schools

- There is nothing for teachers to fear: pupils were polite, serious, thoughtful and constructive
- Consensual views are important
- There is a high degree of compatibility between what pupils and teachers say about desirable approaches
- Pupils comments help teachers to relate their general principles to current practice
- Pupil suggestions are most commonly derived from teacher practices they value.
- Incorporating pupil ideas requires effort but is not difficult.

Consulting Pupils on the Assessment of their Learning (CPAL) Project:



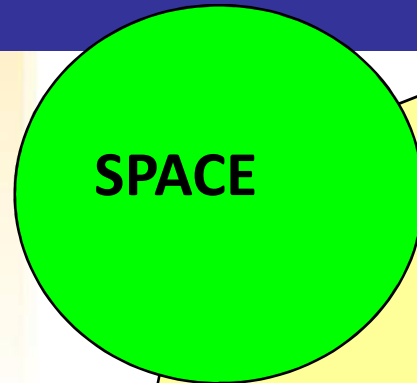
Oscar Odena on behalf of the CPAL research team

For more information contact Ruth Leitch, r.leitch@qub.ac.uk , tel: 00 44
(0)28 9097 5949

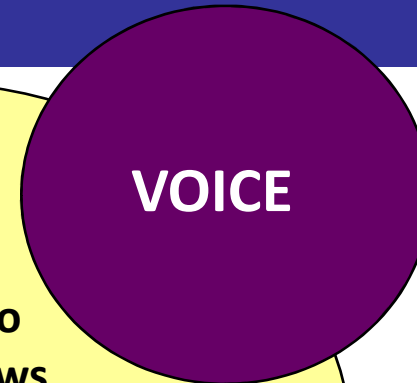
How CPAL thinks about learner engagement?

Children's Rights Perspective:

* **Space:** children must be given the opportunity to express a view



* **Voice:** Children must be facilitated to express their views

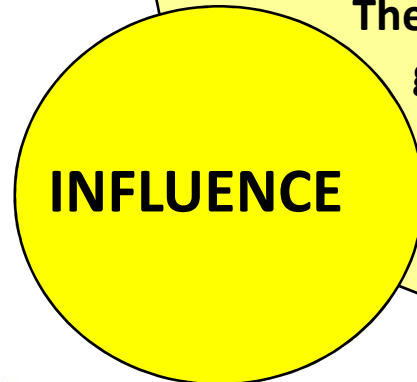


The right to express views

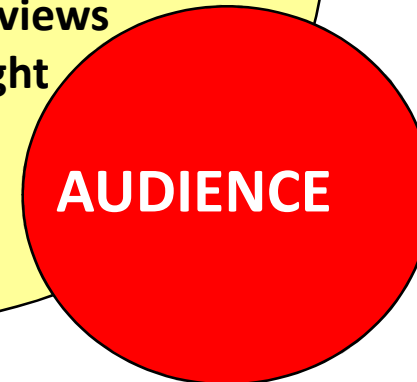
Article 12

The right to have views given due weight

* **Influence:** the view must be acted upon as appropriate



* **Audience:** The view must be listened to.



Conceptualising UNCRC Art. 12: Lundy, 2007

What CPAL found

PUPILS felt most engaged when

- they knew what they were supposed to do
- the teacher discussed with them how their work would be assessed
- they were told how to improve individually
- they were given positive feedback on what they had done ok or well
- positive feedback came before any criticism
- feedback was clear, structured and immediate
- they got detailed comments along with a mark
- they could look at a classmate's work and tell them how to improve
- they had feedback from both classmates and teachers
- they were not made to feel embarrassed about their work
- they knew how to assess their own work.

Implications for teachers and schools

- **Children can be consulted directly on matters of educational significance such as assessment policy and practice**
 - **Pupils derive educational benefits through increased understanding of their assessment in classrooms**
 - **Teachers need supported to create participative classrooms cultures based on *sustainable* as opposed to *instrumental* Assessment for Learning**
 - **Need for increased awareness-raising on the application of Article 12 of UNCRC in schools and classrooms**
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Learning How to Learn in classrooms, schools and networks

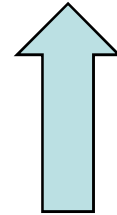
Mary James

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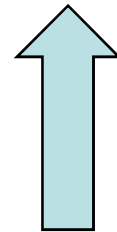


How LHTL thinks about learner engagement

Learning Autonomy (outcome)



Learning How to Learn (activity)



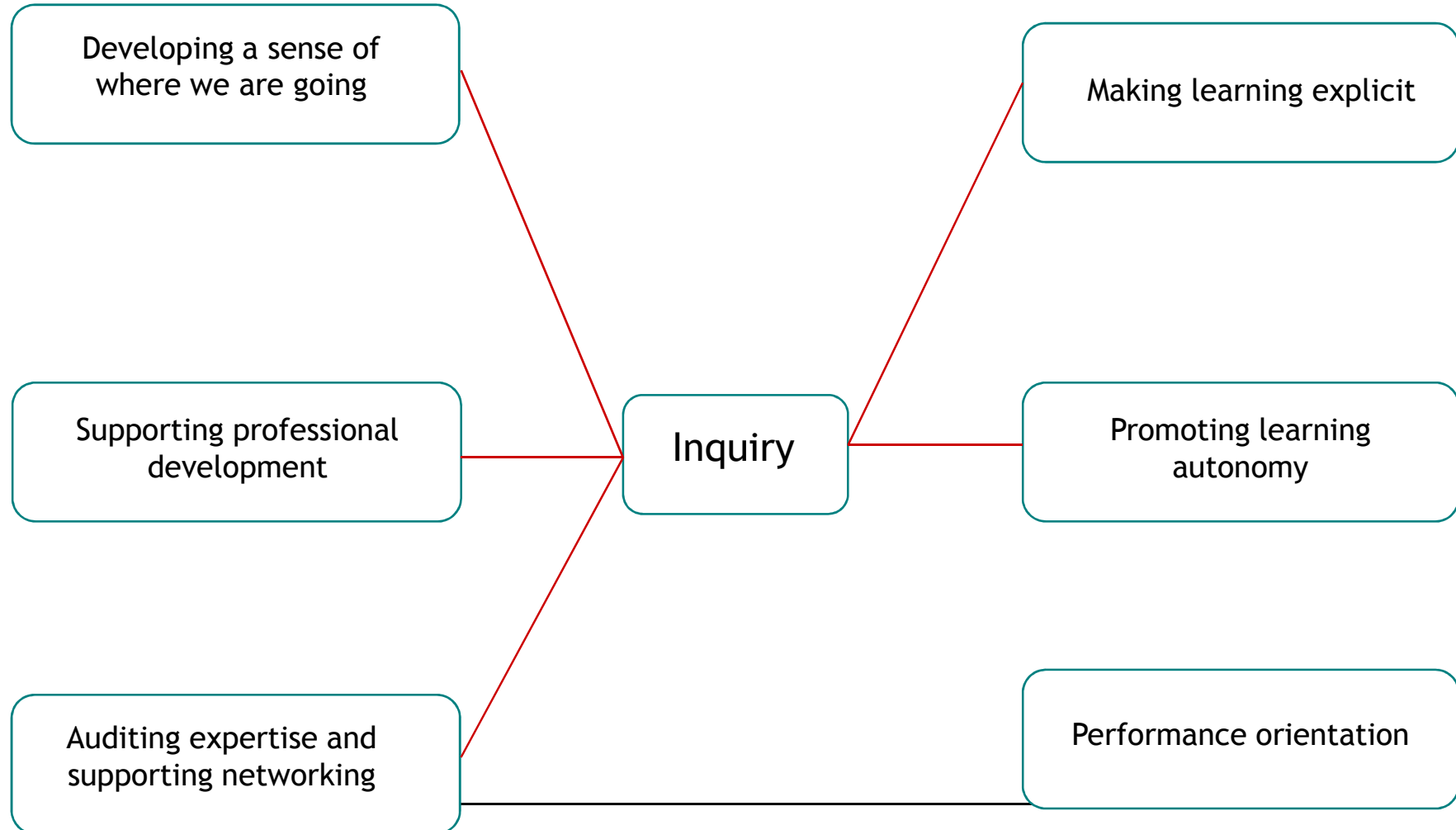
Assessment for Learning (tools)

What LHTL found

Previous research has shown that assessment for learning can enhance both learning and attainment. However, AfL practices can become mechanistic unless teachers understand the principles of learning on which they are based. Teachers who promote learning autonomy:

- capture the ‘spirit’ of AfL, not just the ‘letter’;
- reflect on their beliefs and practices and use these techniques flexibly and purposefully to fit the flow of learning activity;
- take responsibility for what happens in their classrooms and do not blame pupils or external circumstances;
- engage in collaborative, classroom inquiry and networking to create and share new knowledge and practices.

Implications for teachers and schools



Identity and Learning Programme

Andrew Pollard

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How ILP thinks about learner engagement

- Education is fundamentally about ‘becoming a person’ and developing an identity as a learner
- Young people actively construct their identities over time and negotiate their way through schooling; this can be construed as a ‘pupil career’

What ILP found

- Relationships between teachers and pupils are the basis of the moral order of the classroom, establishing climate
- Family relationships are formative and help the child interpret new experiences within and beyond school
- Pupils are more effect learners if they develop self-confidence to manage their coping strategies and self image
- But patterned classroom strategies, by both teachers and pupils, (e.g. risk avoidance, labeling) can amplify social differences and compromise attainment
- Diversity of school provision can also produce fragmentation of identity and strategy and reproduce inequalities in outcomes

Implications for teachers, schools and policy

Policy makers and practitioners need to give careful consideration to:

- The importance of understanding strategic biographies for meaningful personalised learning, especially the patterned experiences of different groups of learners and the struggle for meaning and opportunity in their lives
- The evidence that short term performance objectives can drive out social adjustment and long term motivation, amplifying exclusion
- The challenges presented by inequalities between schools

Discussion and reflection

How far have the projects identified and addressed the BIG issue that concerned you?

Comments and questions to project leaders

Evaluation

How engaged have you felt?

Discuss with neighbours now and as you leave this session

Questions to project leaders

- Prof Alan Smith (University of Ulster) - A values-based approach ...
- Prof Chris Day (University of Nottingham) - VITAE
- Dr Martin Jephcote & Dr Jane Salisbury (University of Cardiff) - Further education in Wales
- Prof Jim McNally (University of Strathclyde) - EPD
- Prof Ian Menter (University of Glasgow) LtT UK
- Prof Mary James (University of London) LHTL