

The Home School Knowledge Exchange Project

Project grant holders: Martin Hughes, Andrew Pollard, Guy Claxton, David Johnson and Jan Winter

Aims:

The overall aim of the project is:

To develop, understand, measure, evaluate and disseminate ways in which pupil attainment and learning disposition can be enhanced by a process of knowledge exchange and transformation between parents and teachers, which also involves researchers and children themselves.

This will be facilitated by participatory action-research in the key developmental areas of:

- Developing literacy at Key Stage 1
- Developing numeracy at Key Stage 2
- Facilitating transfer between Key Stages 2 and 3

Significance:

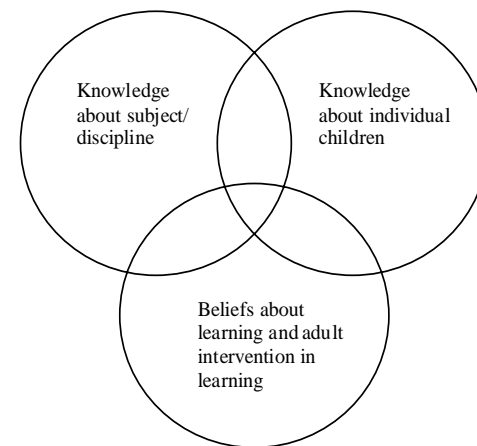
Children live and learn in two very different worlds – the world of school and the world of home and its wider community. These worlds are often kept separate from one another. The project aims to help teachers, parents and children find new ways of bringing together – and exchanging – their knowledge from these different worlds. We believe that doing this successfully will transform this knowledge and enhance children's attainment and their wider disposition towards learning.

Partnerships:

The main day-to-day partnerships are with the teachers, headteachers and parents of the action schools in the two cities. In addition, the project team is working closely with LEA partners in the cities of Bristol and Cardiff.

Strategic advice is provided by the involvement of key users and organisations on the project's Advisory Group. Membership of this group includes representatives from DfES, the UK Education Forum, the National Assembly for Wales, Cardiff and Bristol LEAs and headteachers of local schools.

In addition, Professor Harvey Goldstein and Professor John Bastiani act as consultants to the project, while Professor Geoff Whitty, Dr Carol Vincent and Professor Eve Gregory are members of the Advisory Group.



Teachers' and parents' intersecting knowledge

Research questions:

- What are the major characteristics of the funds of knowledge possessed by the parents and teachers of primary school children?
- How can these funds of knowledge be accessed and shared in a process of knowledge exchange and transformation?
- What effects does this process of knowledge exchange and transformation have on learning practices at home and school?
- What effects does this process of knowledge exchange and transformation have on learning outcomes, including attainment, disposition and the development of learner identity?
- To what extent are the answers to these questions affected by the two national cultures represented in the project, and by the social class, ethnicity and gender of the participants?

Research design:

The project team has been working for two years with 12 primary schools and 4 secondary schools in the cities of Bristol and Cardiff. In each school a teacher researcher employed by the project team has been working closely with teachers, parents and children developing and implementing a range of Home School Knowledge Exchange activities. In 4 primary schools (2 in each city) the focus is on developing literacy at Key Stage 1, in another 4 primary schools the focus is on developing numeracy at Key Stage 2, while in the remaining 4 primary and 4 secondary schools the focus is on facilitating transfer between Key Stages 2 and 3. The impact of these activities is being evaluated in a number of ways.

These include:

- The regular assessment of all children involved in the project in terms of their attainment in literacy and numeracy and their disposition towards learning
- The detailed study of 72 'target' and 12 'case study' children, their families and their teachers, using interviews, observations and the collection of video and other material



Parents helping in a classroom 'writing workshop'



Parents, teachers and children visit Cardiff Castle together



Home School Knowledge Exchange at the local supermarket

Outcomes:

- A set of Home School Knowledge Exchange activities which have been developed, tested and evaluated in a range of authentic settings
- An account and measures of the impact of such activities on children's learning, on home and school practices, and on home-school relationships
- A greater understanding of the nature of home cultures, their role in children's learning, and how this can be enhanced through home-school partnership

Research team:

(all University of Bristol unless otherwise indicated)
Professor Martin Hughes (project director)

Professor Andrew Pollard (University of Cambridge)

Literacy strand

Dr David Johnson (University of Oxford)
Dr Anthony Feiler
Mary Scanlan

Numeracy strand

Jan Winter
Leida Salway

Transfer strand

Professor Marilyn Osborn
Dr Elizabeth McNess
Vicki Stinchcombe

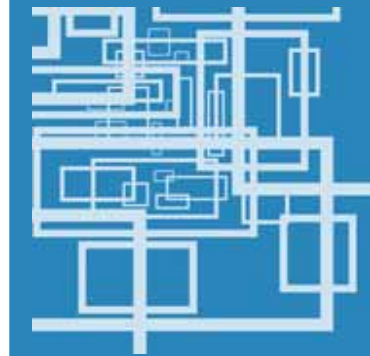
Project outcomes team

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Teaching and Learning Research Programme



TLRP involves over 30 research teams with contributions from England, Northern Ireland, Scotland and Wales. Work began in 2000 and will continue to 2008/9.

Learning: TLRP's overarching aim is to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

Outcomes: TLRP studies a broad range of learning outcomes, including the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Lifecourse: TLRP supports projects and related activities at many ages and stages in education, training and lifelong learning.

Enrichment: TLRP commits to user engagement at all stages of research. It promotes research across disciplines, methodologies and sectors, and supports national and international co-operation.

Expertise: TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice.

Improvement: TLRP develops the knowledge base on teaching and learning and policy and practice in the UK.

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