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**KEYNOTE: IMPROVING TEACHING AND LEARNING**

This presentation will begin with a review of contemporary challenges facing education systems in many parts of the world and of the efforts which are being made to understand and respond to these. It will draw on international research and on the synthesis attempted by the UK’s Teaching and Learning Research Programme. This proposed ten ‘evidence-informed principles’ for effective teaching and learning as a foundation for the application of professional judgement though reflective practice. The ways in which such general principles may be combined with evidence from particular classroom settings will be described. It will be argued that this application of cumulative evidence and professional judgement through ‘reflective teaching’ is key to the future development of high quality education.

The ten principles concern: Education for life; Valued knowledge; Prior experience; Scaffolding understanding; Assessment for learning; Active engagement; Social relationships ; Informal learning; Teacher learning; Policy frameworks

A key model is:



Useful websites for following up the approach offered include:

* [www.tlrp.org](http://www.tlrp.org)
* www.reflectiveteaching.co.uk
* www.reflectiveteaching.co.uk/deepening-expertise/conceptual-framework/

**WORKSHOP: REFLECTIVE TEACHING AND ITS APPLICATION**

This workshop is designed to extend and illustrate the strategies for improving teaching and learning which are explored in the keynote. To enable direct follow-up of a wide range of issues in schools and other settings, the workshop is based on Chapter 1 of *Reflective Teaching* (Pollard, 2008). In addition to presentation of material in three parts, there will be two practical activities.

1. *Introduction*

Contemporary educational challenges

Routine and reflective action

*Activity 1: Sharing and discussing an example of* ***successful*** *(classroom) practice*

Evidence: Colleagues attending the workshop are requested to identify one *specific* illustration of **successful** teaching and learning in which they have been involved. This can relate to any subject or aspect of teaching and learning, but should be focused so that it can be described briefly to others. We will explore what made this successful and the role of professional judgement.

1. *Exposition*

Problems, issues and dilemmas in classroom life

Reflection and evidence-informed judgement

##### Seven characteristics of reflective practice

1. Aims and consequences

2. A cyclical process

3. Gathering and evaluating evidence

4. Attitudes

5. Teacher judgement

6. Learning with colleagues

7. Creative mediation

*Activity 2: Sharing and discussing an example of a current (classroom)* ***problem*** *or challenge*

Applying evidence-informed principles through reflective practice

Evidence: Colleagues attending the workshop are requested to identify one *specific* illustration of a **problem** which they face in their teaching.

As before, this can relate to any subject or aspect of teaching and learning, but it should be focused so that it can be described briefly to others.

We will explore the nature of the problem and then try to analyse the issues which may underlie it and the dilemmas which may arise in deciding on an appropriate course of action. In so doing, we will consider the role of evidence to inform professional judgement.

1. *Review and conclusion*

Powerful concepts to analyse classroom practice and underlying issues

A framework of concepts to represent the professional expertise of teachers

**TEN EVIDENCE-INFORMED EDUCATIONAL PRINCIPLES FOR EFFECTIVE TEACHING AND LEARNING**

**1 Effective teaching and learning equips learners for life in its broadest sense.** Learning should aim to help people to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society. This implies adopting a broad view of learning outcomes and ensuring that equity and social justice are taken seriously.

**2Effective teaching and learning engages with valued forms of knowledge.** Teaching and learning should engage with the big ideas, facts, processes, language and narratives of subjects so that learners understand what constitutes quality and standards in particular disciplines.

**3 Effective teaching and learning recognises the importance of prior experience and learning.** Teaching and learning should take account of what the learner knows already in order to plan their next steps. This includes building on prior learning but also taking account of the personal and cultural experiences of different groups of learners.

**4 Effective teaching and learning requires teachers to scaffold learning.** Teachers should provide activities which support learners as they move forward, not just intellectually, but also socially and emotionally, so that once these supports are removed, the learning is secure.

**5** **Effective teaching and learning needs assessment to be congruent with learning.** Assessment should help to advance learning as well as determine whether learning has taken place. It should be designed and carried out so that it measures learning outcomes in a dependable way and also provides feedback for future learning.

**6** **Effective teaching and learning promotes the active engagement of the learner.** A chief goal of teaching and learning should be the promotion of learners’ independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive attitudes towards learning, and confidence in oneself as a good learner.

**7 Effective teaching and learning fosters both individual and social processes and outcomes.** Learning is a social activity. Learners should be encouraged and helped to work with others, to share ideas and to build knowledge together. Consulting learners about their learning and giving them a voice is both an expectation and a right.

**8 Effective teaching and learning recognises the significance of informal learning.**  Informal learning, such as learning out of school, should be recognised as at least as significant as formal learning and should therefore be valued and used appropriately in formal processes.

**9 Effective teaching and learning depends on teacher learning.** The need for teachers to learn continuously in order to develop their knowledge and skills, and to adapt and develop their roles, especially through classroom inquiry, should be recognised and supported.

**10 Effective teaching and learning demands consistent policy frameworks with support for teaching and learning as their primary focus.** Policies at national, local and institutional levels need to recognise the fundamental importance of teaching and learning. They should be designed to create effective learning environments in which all learners can thrive.

**DEEPENING EXPERTISE: A FRAMEWORK OF CONCEPTS AND EXPERT QUESTIONS**

The conceptual framework is based on the proposition is that teachers inevitably face issues concerning **educational** **aims, learning contexts, classroom processes** and **learning outcomes** (the rows) and they do so in relation to **curriculum, pedagogy** and **assessment** (the columns).

The ‘expert questions’ in each cell highlight the enduring issues which reflective teachers need to consider and, it is suggested, this calls for evidence-informed professional judgement. However, the analytic capacity of the concepts which are used to think about and discuss such evidence is also absolutely vital. Without such generative power, neither classroom enquiry nor discussion with colleagues will build sustainable professional understanding.

There is an important assumption behind the way this representation of conceptual tools has been developed which we need to make explicit. It is that we are concerned with the provision of some form of ‘good education’. In other words, the ideas in the framework are informed by particular educational values and by available evidence about ‘good education’. The specific meaning and usage of the identified concepts can thus certainly be challenged. The framework is simply an analytic device for representing teacher expertise. It could certainly be compiled and re-presented in different ways. The task is difficult – and this very fact confirms the contested nature of education.

Review of the *columns* of curriculum, pedagogy and assessment are an important way of using the framework. For example, a classroom teacher, staff team or any other group of stakeholders in a school might want to focus on curriculum provision alone, in which case the ‘expert questions’ in that column would be effective probes for this, enabling considerations of curriculum aims, contexts, processes and outcomes. Pedagogy could be similarly reviewed using the set of expert questions in its column. Assessment is the subject of the third column.

But it is also worthwhile to think of the *rows*. If this is done, the interrelationship of provision for curriculum, pedagogy and assessment is reviewed in relation to each of the enduring issues concerned with aims, contexts, processes and outcomes. This is the approach taken in the remainder of this chapter.

Alternatively, it is often insightful to explore connections between the concepts and questions in different parts of the framework. *The framework is simply a tool for thinking and for discussion, to be used as readers see fit.*