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Models of Good Practice in Teaching, Learning & Leadership: Lessons from the Teaching and Learning Research Programme (TLRP)

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Introduction – Presentation

1. TLRP Further Education Findings

2. TLRP FE:HE interface and HE findings

3. TLRP HE:workplace learning: highlights

Other areas of possible interest:

TLRP findings on schools; 14-19; HE; workplace learning; lifelong learning; technology enhanced learning

TLRP FE findings

- pressures on staff in FE sector from sheer number of policy changes

- but FE is also resilient and innovative

- value of recovery of learners lacking in confidence with fragile learner identities

- relations between tutors and students are at the heart of successful FE

- FE increased resources and higher performance reflects these increased resources

- challenge of further improvement

- relevance of the 10 principles

TLRP 10 principles for effective teaching and learning: 1

- Equips learners for life in its broadest sense (implies a broad view of learning outcomes)
- Engages with valued forms of knowledge (wider benefits of learning going beyond the acquisition of skills)
- Recognises the importance of prior experience and learning (build on prior learning as well as taking account of personal and cultural experiences of different groups)
- Requires the tutor to scaffold learning
- Needs assessment to be congruent with learning (provide feedback for future learning, rather than being driven by targets)

TLRP 10 principles for effective teaching and learning: 2

- Promotes the active engagement of the learner

- Fosters individual and social processes and outcomes: learning is a social activity (learners should be encouraged to work with others, to share ideas and to build knowledge together)

- Recognises the significance of informal learning

- Depends on teacher learning and development

- Demands consistent policy frameworks with support for teaching and learning as their primary focus of the 10 principles

Findings from individual projects on FE: 1

- literacies for learning in FE: aspects of 'border literacies' could be used in FE

- assessment projects: focus on achievement accompanied improvements in participation rates, quality of provision, learner satisfaction and attainment rates. But has been achieved by a narrowing of the curriculum.

- instrumental approaches to achievement encouraged by bureaucratic demands and hollowing out of vocational curriculum have resulted in less depth to learning

- help teachers change formative assessment processes

Findings from individual projects on FE: 2

- learning and working in FE: 'hidden support' of emotional labour by staff

- transforming learning cultures: value learning not just qualifications; less rigid procedures; space for localised judgement and creativity; greater critical reflection required at all levels

- Learning and skills sector analysis: LSC top-down planning, targets etc. not working

- widening gap between policy designers and practitioners

- some 'shielding' of learners from adverse effects of policy

- need for more partnership and collaboration

Findings from individual projects on FE: 3

- CoVEs: ill thought-out; not rigorously evaluated; not evidence-based

- Restricted and extended professionalities (regarding research) 'in flux'- professional identities always shifting

Lessons for policy on FE: 1

- Centrality of tutor-learner relationship: not just learner-centred

- FE role in recovery of learners (underplayed by Foster; Leitch)

- Diploma: development partnerships opportunities

Lessons for policy on FE: 2

- Learners see a relatively stable environment

- Whereas workforce experience constant change

- FE as enduring, entreprenneurial and under-resourced

- Diversity in FE a strength not a weakness

- Focus on knowledge and skills insufficient

- Culture of FE needs to be reframed (employability insufficient)

- Knowledge-based society requirements are rhetorical not grounded in reality (more on this later!)

FE: HE interface (HE and WP in HE projects) 1

- 12 TLRP studies on widening participation in higher education.

- HE in FE and FE in HEIs

- FE more dependent on HE

- Complexity of learner's lives

- wide array of influences on decisions to participate in education post-16

FE: HE interface (HE and WP in HE projects) 2

- VET routes into HE important

- Social and personal factors influence student learning as well as institutional ones

- Influences of aspirations, identities and imagined futures in decisions to take maths-related courses

- Teaching groups in HE becoming more diverse – hence need for wider range of pedagogies

Work-related learning: HE interface highlights

- Learning to perform: developing expertise in music (sport and maths): A level better predictor of final degree performance than performance at audition

- Limitation of specialisation in skills

- Australia: sport and education

- MNC skill strategies

- Emerging skill webs of low, medium and HIGH skills that straddle national boundaries

Work-related learning: implications 1

- China, India, US, Germany, UK etc. will all share high skills work

- Lisbon strategy: high skills, high paid economy dead in the water

- UK: should still be aiming for a skills mix: 'head nations' will not get lion's share of knowledge work

- top performers in many countries will be engaged in knowledge work

Work-related learning: implications 2

- aerospace: technical competence, but also ability to support learning of others and change ways of working

- education does not need generic targets 50% level 4 etc.

- needs to deliver breadth and depth of learning across the levels: competence alone will be insufficient

- premium on learning to learn, supporting learning of others and creativity

- Dewey: learning as a process of living not a preparation for life