

# **BASL Conference**

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# **The importance of teaching**

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# New policy context

less direction

more freedom

respect of professionals

direct accountability

evidence base expected

# Aims

- successful learners
- confident individuals
- responsible citizens

# Expert learners exhibit

- the will to learn
- ability to form objectives for learning  
(self challenging)
- persistence in adversity
- knowledge of learning processes
- basic skills
- creativity and flexibility (self informing)

# achievement



**skills**

*esp:*

*literacy*



**attitudes**

*esp:*

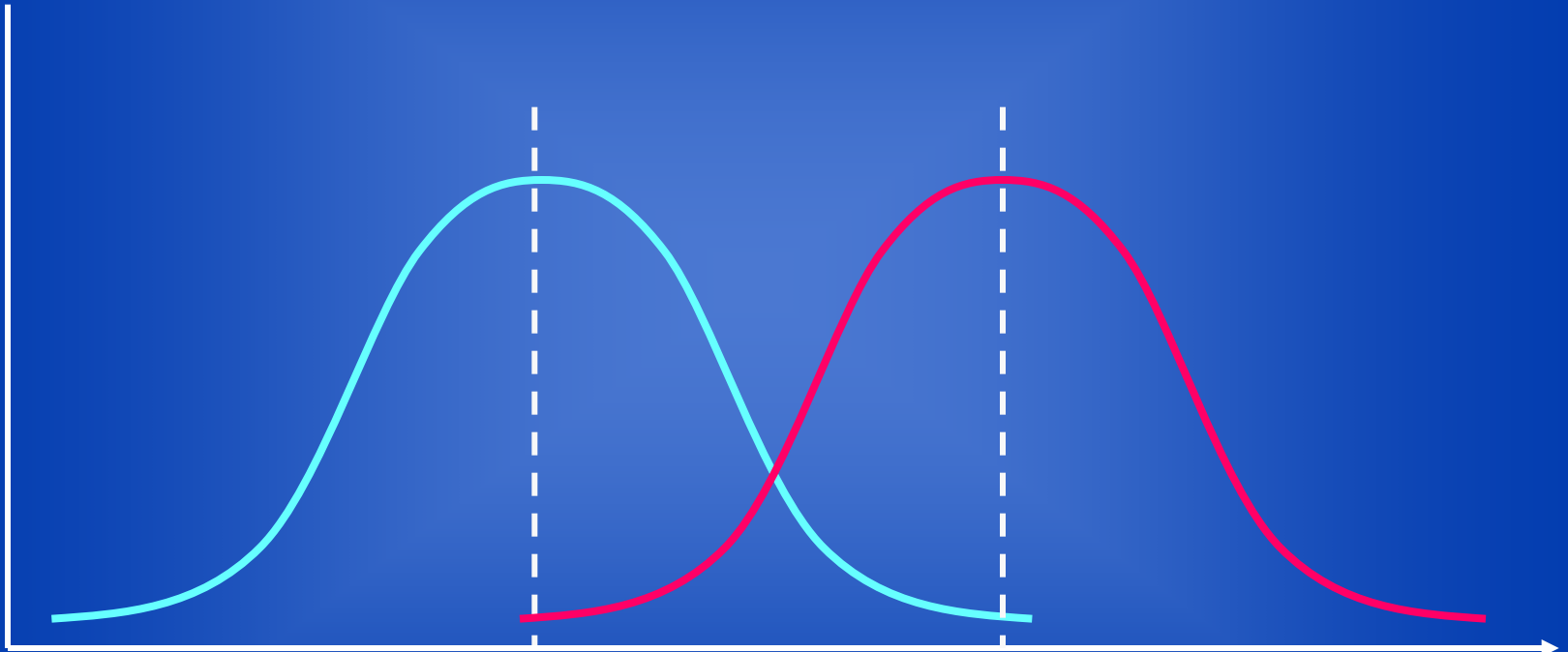
*responsibility*  
*persistence*



**values**

*esp:*

*citizenship*  
*learning*



*lo*

*ach*

*hi*

# CPD for teachers

context analysis

horizon scanning

development of next practices

change management

evidence based evaluation

operating community wide partnerships

spreading good practice



# Effective teaching and learning

- learner centred
- cognitive and metacognitive activity
- learning thinking skills
- effect size 0.7 sd

# Gap closing: school level strategies

rigorous use of data

raise aspirations programatically

engage parents

develop social/emotional competencies

strong, visionary leadership

*c4eo.org.uk (2011)*

# Gap closing: classroom strategies

quality teaching

individual coaching in specific strategies

whole class ICT

extensive CPD

1 to 1 tuition

*c4eo.org.uk (2011)*

# When does knowledge use fail?

- the knowledge is not there
- knowledge is there but relevance is not seen
- relevance is seen but application strategy  
not available
- strategy available but commitment lacking

# Teaching for knowledge use

Teach:

- an active knowledge base
- application strategies
- 'can do' attitude
- authentic activities

# Learning in and out of school

## *in school*

individual

general

symbolic manipulation

## *out of school*

shared

specific

contextualised reasoning

“How can schools enable youngsters to connect and draw from all the forces for learning at their disposal?”

# References

**About learning (2006)** London:Demos:  
[www.demos.co.uk](http://www.demos.co.uk)

Bransford, J.D. et al (1999) **How people learn.** Washington: National Academy Press

[futurelab.org.uk](http://futurelab.org.uk)

[www.c4eo.org.uk](http://www.c4eo.org.uk)

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