



Key Factors in the Implementation of a Learner Centred Approach: The New Pedagogy of Learning

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Themes

Models of effective learning

Effective learning characteristics

Teaching characteristics and teaching teams

The learning community

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“In the end it is important to remember that we cannot become what we want to be by remaining where we are”

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***Not everything that counts can be counted and
not everything that can be counted counts***

Learning from Change to build World Class Leaders

1. Constant focus upon quality, service, impact and partnerships for learning
2. Flexibility and the ability to respond to change
3. Encouraging controlled targeted experimentation
4. Developing strategic alliances for sustainability
5. Empowered, skilled staff who are stakeholders in the vision
6. High performing teams
7. Targeted funding for impact
8. High performing leadership and communications

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Models of Effective Learning

The knowledge base in society is increasing rapidly and now doubles every year. Teaching knowledge in isolation is anachronistic.

Knowledge and information is more widely dispersed than ever before.

Employment prospects and future development relate to knowledge transfer and re-learning.

The learning landscape is diverse and not the province of schools alone.

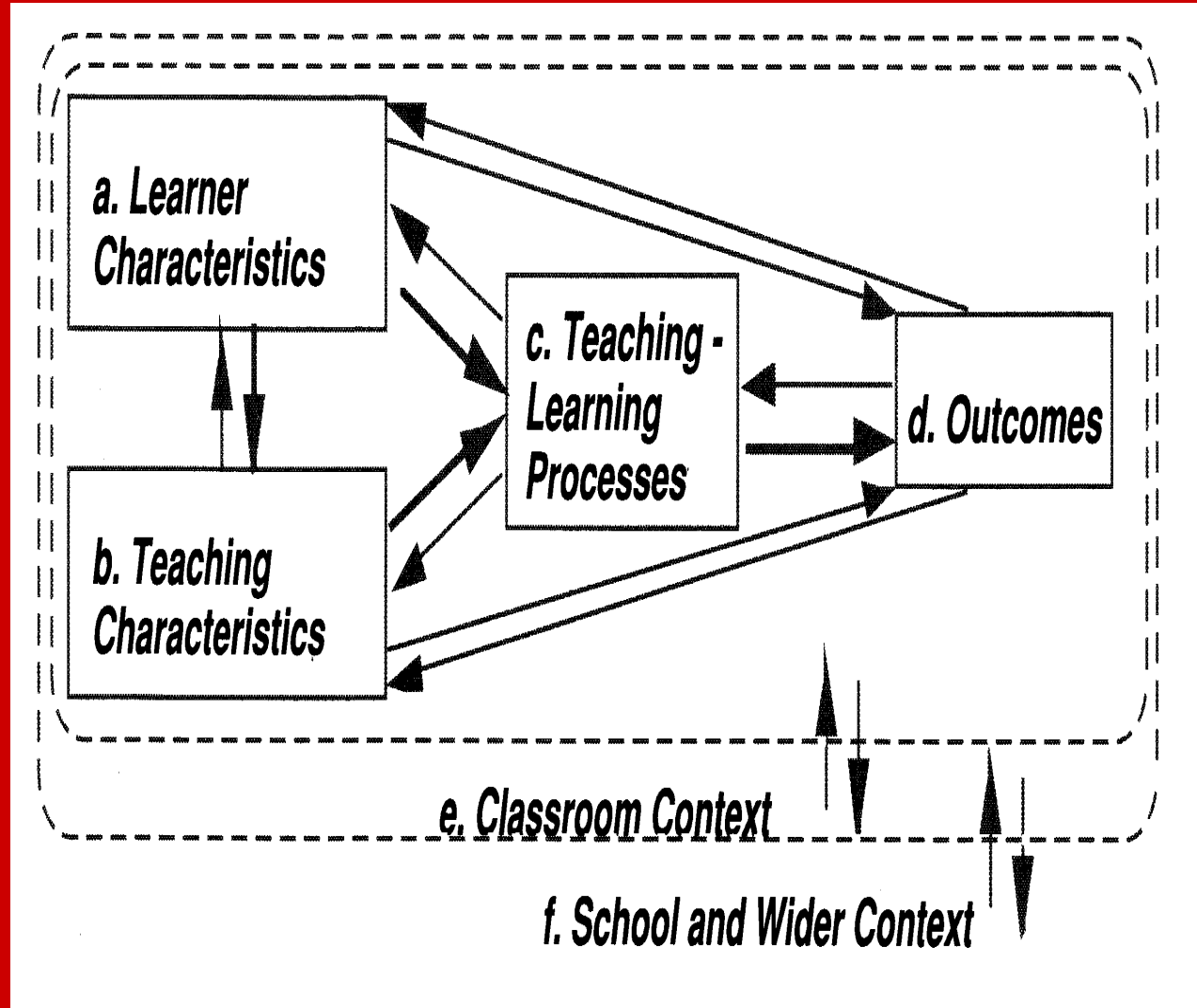
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Figure 6. A framework for planning and reviewing the teaching-learning cycle for effective learning

	Active learning	Collaborative Learning	Learner responsibility	Learning about learning
Do ↓	Tasks are designed for learner activity, not teacher activity	Tasks in small groups connect to create a larger whole (by roles or by parts)	Learners exercise choice and plan their approach	Learners are encouraged to notice aspects of their learning as they engage in tasks
Review ↓	Learners stop to notice what happened, what was important, how it felt, etc.	Learners bring ideas together and review how the group has operated	Learners monitor their progress and review their plan	Learners describe what they notice and review their learning (goals, strategies, feelings, outcomes, context)
Learn ↓	New insights and understandings are made explicit	Explanations of topic and of how the group functioned are voiced across the group	Factors influencing progress are identified and new strategies devised	Richer conceptions of learning are voiced and further reflective inquiry is encouraged
Apply	Future action is planned in light of new understanding. Transfer to other situations is examined	Future possibilities for group and community learning are considered	Plans are revised to accommodate recent learning	Learners plan to notice more and to experiment with their approach to learning

In the optimum case all elements are present.



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Eleven factors for effective schools

1. Professional leadership
 - Firm and purposeful
 - A participative approach
 - The leading professional
2. Shared vision and goals
 - Unity of purpose
 - Consistency of practice
 - Collegiality and collaboration
3. A learning environment
 - An orderly atmosphere
 - An attractive working environment
4. Concentration on teaching & learning
 - Maximisation of learning time
 - Academic emphasis
 - Focus on achievement
5. Purposeful teaching
 - Efficient organisation
 - Clarity of purpose
 - Structured lessons
 - Adaptive practice



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6. High expectations

High expectations all round
Communicating expectations
Providing intellectual challenge

7. Positive reinforcement

Clear and fair discipline
Feedback

8. Monitoring progress

Monitoring pupil performance
Evaluating school performance

9. Pupil rights and responsibilities

Raising pupil self esteem
Positions of responsibility
Control of work

10. Home school partnership

Parental involvement in their children's learning

11. A learning organisation

School-based staff development

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Year Group	7	9	11
Time on task	16	17	18
Teacher direction	7.5	8	6.25
Settling in	3	3	2
Departure preparation	2	2	2
Off task	4	3	3

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Student voices on expectations

- What they expect of you *What they do*
- Dress smartly *Dress sloppily*
- Be polite/show respect *Put you down/speak rudely to you*
- Talk quietly *Shout at you*
- Don't bully weaker people *Pick on people/call them names*
- Apologise and say sorry *Never apologise*
- Treat people equally *Play favourites*
- Expect you to be on time *Are always late*
- Complete work on time *Late returning work*



Student voices on the good teacher

- is very clever
- doesn't shout
- helps you every day
- is not bossy
- has faith in you
- is funny
- is patient
- is good at work
- tells you clearly what to do
- helps you with mistakes
- marks your work
- helps you to read
- has got courage

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Towards a Learning Organisation

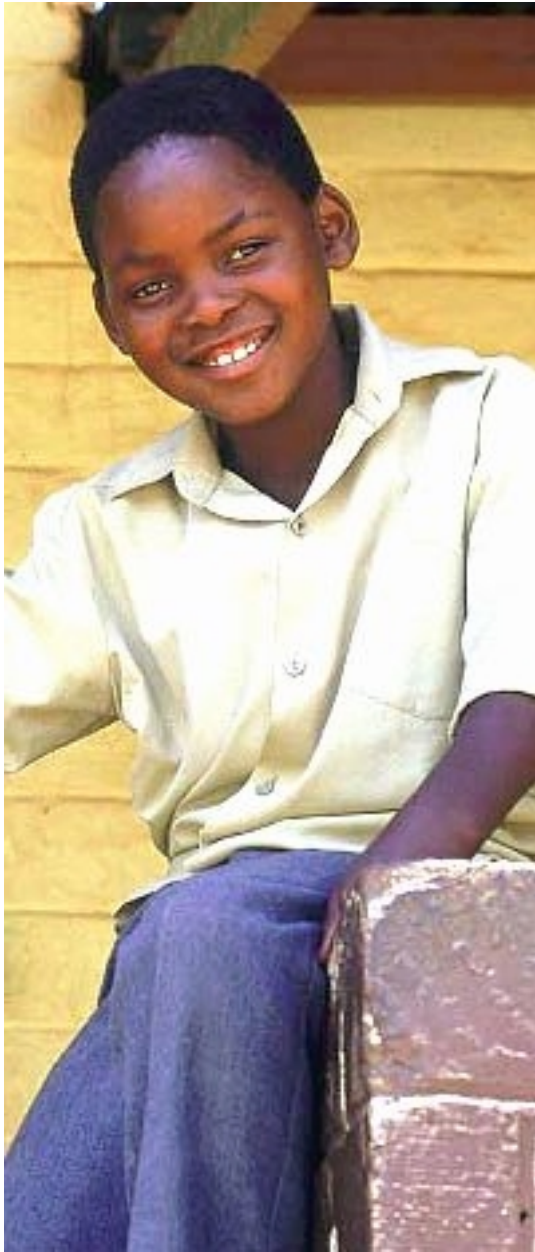
The school system assumes that what takes place in schools is learning and that school is where children learn. There is a mismatch between this view and reality.



Characteristics of effective teams within schools

1. Collegiality
2. Action-research
3. Recognition
4. High expectations
5. Communications
6. Knowledge
7. Trust and honesty
8. Philosophy, policy and practice
9. Modelling

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“Success depends as never before, on education and skills. In this new century the divide will not be between new industries and old but between those industries and services that have grasped the opportunities of change and those that have not”

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