

Review of 14 – 19 Education and Training : seminar for 14 – 19 Advisory Group

The contribution of TLRP

Key features of TLRP

- **Large** (£30m, 50+ investments, 400+ researchers unusually large projects and research teams)
- **All sectors of education** (pre-school to retirement)
- **UK-wide** (England, Wales, Scotland, N. Ireland)
- **2000 to 2008/9**
- **Directors' Team of six** (Andrew Pollard, Mary James, Steve Baron, Alan Brown, Miriam David, John Siraj-Blatchford – PT)
- **Capacity building** (in partnership with associations & others)

The Programme's overarching aim:

‘to lead to significant improvements in outcomes for learners at all ages and stages in all sectors and contexts of education and training, including informal learning settings, throughout the United Kingdom’.

PROGRAMME DEVELOPMENT:

1. Early user engagement
2. ***Knowledge generation*** by project teams
3. ***Knowledge synthesis*** by thematic groups
4. ***Knowledge transformation*** with users & task groups
5. Outputs for impact

Across school phases:

How can children's mathematical understanding be enhanced?

Does increased pupil consultation produce educational benefits?

Does 'learning how to learn' enhance performance?

Can social inclusion and pressure for performance be reconciled?

Does evidence-based practice in science education improve outcomes?

How can ICT support teaching to enhance pupil learning?

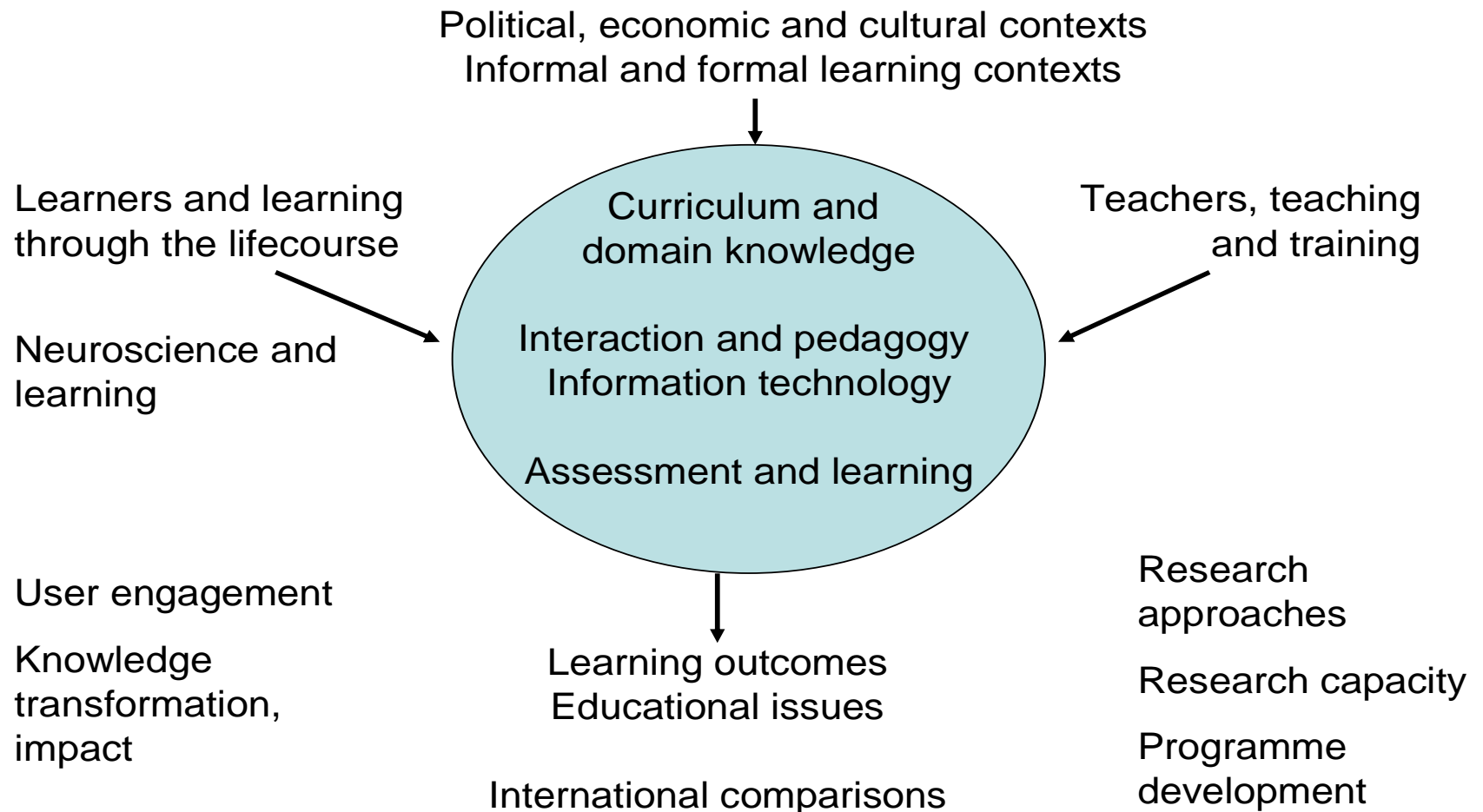
Further and post-16 education:

What are the effects on learning of organisational cultures within FE?

What is the influence on learning of the everyday literacies which learners use in formal education?

How does policy in the skills sector impact on teaching, learning and assessment?

How can community-based further education enhance learning?



Project outputs:

- Seminar/workshops for policy-makers and key users
- Policy Task Groups
- Press-releases, articles in professional journals, user collaboration, etc

Seminar/workshops:

Science Education:
Royal Society

Modern Apprenticeships:
DfES

Pupil Consultation:
QCA and NCSL

Inclusive Education:
London and Manchester

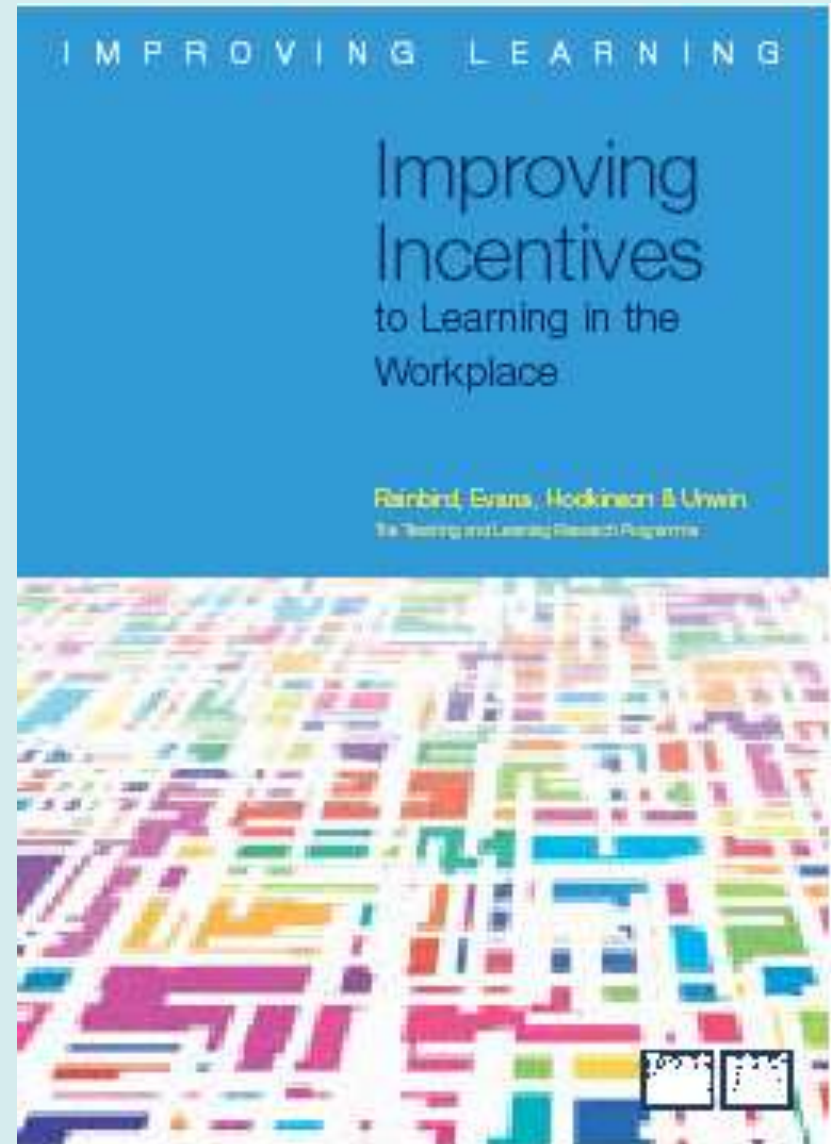
Policy Task Groups:

Personalised Learning

14-19 Education

Project outputs:

- Gateway, overview books
Improving Learning series
- Practitioner books and materials
- Academic publications
- Routledge publishing partnership



‘Constructive alignment’ (Biggs 1999)

The basic premise of constructive alignment is that the curriculum should be designed so that teaching and learning activities and assessment tasks are *aligned* with the learning outcomes that are intended in the course.

This means that the system is consistent.

There sometimes appears to be a ‘divide’ between what appears to be educationally needed, and what is politically possible.

Some *politically important* targets and indicators may not be as *educationally significant*, or might even be educationally counterproductive.

One possible ‘bridge’ might be to develop more effective ways of articulating, pursuing and recording educationally valuable **learning outcomes**.

14 -19 developments: some progress but continuing concerns

- need for adjustment of existing system performance drivers?
- consequences of misattribution of meaning of choice of vocational programme?
- is it possible to reconcile a system based on high-stakes accountability, standards and performance with responsiveness to the development and needs of individuals, families and contemporary communities?
- need focus on how to support learning and development?