

TLRP in Wales

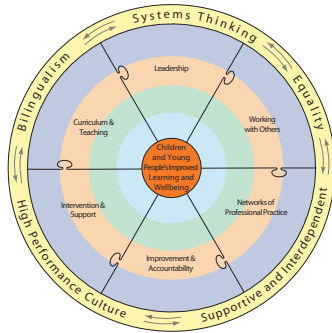
Improving Learning by Taking Account of Learners' Perspectives

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Pupil participation is part of the Welsh Assembly Government's commitment to the United Nations Convention on the Rights of the Child (UNCRC), and is at the heart of the School Effectiveness Framework.

Eight TLRP (www.tlrp.org.uk) research projects are relevant to an understanding of learner voice. Three broad themes have emerged: Benefits for the Learner, Teachers and Schools, Authenticity in Pupil Consultation and Implications and Limitations of Learner Voice.

The School Effectiveness Framework



TLRP Evidence

- The ACTS II: Sustainable Thinking Classrooms www.tlrp.org/proj/phase11/phase2g.html
- Consulting Pupils on the Assessment of their Learning (CPAL) www.tlrp.org/proj/leitch.html
- 'Consulting Pupils about Teaching and Learning' www.tlrp.org/proj/phase1/phase1dsept.html
- 'The historical, Political and Pedagogical Significance of Pupil Voice' www.tlrp.org/proj/phase1/phase1esept.html
- Improving Effectiveness of Pupils Groups in Classrooms (SPRinG) www.tlrp.org/proj/phase11/phase2a.html
- Learning How to Learn - In Classrooms, Schools and Networks www.tlrp.org/proj/phase11/phase2f.html
- Learning Lives: Learning, Identity and Agency in the Life Course www.tlrp.org/proj/phase111/biesta.htm
- www.tlrp.org/proj/phase11/phase2g.html
- Supporting Group Work in Scottish Schools: Age and Urban/Rural Divide www.tlrp.org/proj/phase111/Scot_extb.html
- www.tlrp.org/proj/leitch.html



Benefits for the learner, teachers and schools	Key ideas When learner voice is taken seriously:	Implications for the School Effectiveness Framework (Networks of Professional Practice)
Learners	Feel more positive about school. Feel better about themselves. Have a stronger sense of themselves as learners. Are willing to contribute to school matters.	Teaching and learning need to be based on high expectations for all pupils so they reach their full potential. An engaging curriculum will motivate pupils at a personal level.
Teachers	Have deeper insights into learners' capabilities. Are able to see the familiar from a different angle. Have a practical agenda for improvement. Develop a renewed sense of excitement in teaching.	Systems are needed to support learner wellbeing and help them participate fully in learning and in the life of their communities. Learners need personal, social and emotional skills to become active citizens in economic, social and personal capacities, as lifelong learners.
Schools	Have a practical agenda for change that learners can identify with. Promote greater pupil engagement with school. Encourage a partnership-oriented relationship with teachers. Develop a sound basis for developing democratic practices. Create an inclusive approach to self-evaluation. Develop the capacity of the school as a learning institution.	
Authenticity in pupil consultation	Key ideas	Implications for the School Effectiveness Framework
Purposeful/meaningful dialogic interaction The need for teacher research and for learners as co-researchers A need for teachers' professional development in relation to 'valuing learner voice'	A shift in a school's culture will include: <ul style="list-style-type: none"> the need for teachers to willingly encourage, accept and value learner voice consultations about real and important issues open, inclusive and democratic processes share outcomes of consultation with learners all learners valued and consulted, irrespective of gender, ethnicity or class. 	We need to see pupils differently and re-assess their capabilities. We need to review and change aspects of school organisation, relationships and practices to reflect what young people are capable of. All learners should be actively involved in decision making processes. There should be active involvement of all learners in research.
Limitations of Learner Voice	Key ideas	Implications for the School Effectiveness Framework
Implications of adopting the United Nations Convention on the Rights of the Child	UNCRC means acknowledging children's agency and capacity for choice in their lives. This raises a number of key questions: <ul style="list-style-type: none"> what is a child/young person/adult? what does it mean to be a child/young person/adult? how do adults listen to children's/young people's voices? what is involved in respecting children's/young people's opinions? what judgements and decisions can children/young people make for themselves and for/with others? 	Learner Rights have implications for school practices. When schools take the views of learners seriously it leads to a change in Learner Relationships, which can promote positive Learner Identity, in turn leading to Learner Agency, where learners become actively engaged in the planning and management of their learning environment, with a stake in the learning process and its outcomes. Innovative thinking and practice are required at all levels if pupil participation is to become embedded in practice.
Prescriptive nature of the curriculum/a performative agenda	Teachers may face constraints in implementing pupil voice, e.g. meeting curricular provision, target setting, inspection.	There is a need for 'systems thinking' at classroom, school, local authority and Welsh Assembly Government levels.
A focus on elitist groups/exclusion issues	Schools are advised to: <ul style="list-style-type: none"> listen to the quiet voices in school avoid creating a pupil voice elite. 	