



## Evidence-based principles for effective teaching and learning & yMIND Good Practice 1 activities

*Colin Isham*

### Introduction

This framework of principles for effective practice in teaching and learning was created by Colin Isham in his capacity as external evaluator for the yMIND project ([www.youth-mind.eu](http://www.youth-mind.eu)). It provides a means by which the potential can be assessed for the yMIND good practice models to make a difference for learners.

The framework highlights for those drafting guidance and implementing the GP models what essential elements of the GP models are, which mean they are likely to improve learner understanding, knowledge, attitudes and behaviour. The framework also provides an opportunity to reflect on where productive adaptations to the models might be made.

The framework does **not** represent a prescription for what should be included in the GP models. The GP models have been carefully developed and tested over time and have their own integrity. This framework acts as a tool to help further understand what the elements of the models are which mean their introduction into schools and community settings has value.

The sources for the review were identified by a search of databases of organisations which apply rigorous standards in evaluating education research. These include:

- OECD <http://www.oecd.org/edu/school/>
- Education and training policies based on evidence (EU) [http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks\\_en](http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks_en)
- What Works Clearing House (USA) <https://ies.ed.gov/ncee/wwc/>
- Best Evidence Syntheses (NZ) <https://www.educationcounts.govt.nz/publications/series/2515>
- Education Endowment Fund (England) <https://educationendowmentfoundation.org.uk/>

Sources were also sought which evaluated and synthesised evidence specific to the focus areas of the GP models, including gender equality, bullying, diversity, and violence prevention.



Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

While many of the sources emanate from Anglo-Saxon countries, the research they draw on is international, and in many cases conducted in ethnically diverse settings.

Given time constraints, this review of research is not exhaustive. However, key studies have been included, and the principles derived are grounded in a diverse range of academically rigorous research and contexts.

## Principles for effective teaching and learning

In this section, the principles for effective teaching and learning are listed under three broad categories: organising learning; making wider connections; and structural considerations. The numbers in parentheses refer to the sources the principles were derived from, which can be found in the bibliography at the end of the document. The bulleted descriptions are selected from the studies to help clarify what each principle entails.

### Organising learning

**Clarify, share and ensure learners understand learning intentions and criteria for success** [2, 3]

- The achievement of important outcomes depends on activities and resources being aligned for the purpose; the likelihood of achieving them is heightened when the teacher makes this alignment transparent to learners by modelling, by making learning purposes explicit, and by matching assessment to teaching.

**Elicit evidence of learner learning** [1, 2, 3]

- Alignment begins with identifying what learners already know, using approaches that are appropriate for the kind of knowledge sought. This identification helps the teacher prioritise important outcomes by distinguishing new learning from existing knowledge. It also alerts the teacher/facilitator to understandings and misunderstandings that may inhibit new learning

**Provide feedback that moves learning forward** [1, 3]

- Constructive comments rather than grades, recipe for future actions rather than a review of past failures
- Pedagogy scaffolds and provides appropriate feedback on learners' task engagement



Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

**Activate learners as owners of their own learning (metacognition) [1, 2, 3, 4, 5, 7]**

- Delegate responsibilities to learners for making decisions
- Learners plan, describe and evaluate their thinking and learning
- Learners develop moral reasoning skills
- Pedagogy promotes learning orientations, learner self-regulation, metacognitive strategies and thoughtful learner discourse

**Effective questioning [1, 2, 3, 6]**

- Causes thinking or provides information to teacher about what to do next
- Teachers/facilitators can encourage whole-class discussion by using statements instead of questions
- Facilitates high standards of learner outcomes

**Collaborative groupwork [1, 2, 3, 7, 9, 10, 13, 14]**

- Effective when it includes group goals AND individual accountability
- The teacher/facilitator promotes dialogue and contribution by involving learners in developing group norms, by explicitly teaching necessary preparatory skills, and by modelling the skills of dialogue
- Teachers/facilitators can encourage dialogue in small groups by creating complex, cooperative tasks that draw on the multiple, diverse abilities of group members
- Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities

**Provide opportunities to revisit important content and processes [1, 2, 10]**

- Opportunity to learn is effective and sufficient.

**Variety in learning experiences [1, 2, 7, 14]**

- Multiple task contexts support learning cycles.



Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

## **Making wider connections**

### **Involve parents in their children's learning [1, 2, 8, 9, 10, 11, 12]**

- Involving learners and parents or guardians, in addition to school staff, creates a culture of shared responsibility for school issues, which is characterised by mutual support among all stakeholders.

### **Make connections to learners' lives [1, 2, 9, 10]**

- Learning is enhanced by the use of language that is inclusive of all learners and their experiences and by the selection of resources that make diversity visible, avoiding biased, stereotypical representations.

### **Engage wider community [1, 7, 9, 10, 11, 13]**

- Effective links are created between school and other cultural contexts in which learners are socialised, to facilitate learning.

## **Structural considerations**

### **Whole school approach [8, 9, 13, 14]**

- Programs that use a whole-school approach to foster a safe and caring school climate—by training all teachers, administrators, and school counsellors to model and reinforce positive behaviour and anti-bullying messages throughout the school year—were generally found to be effective

### **Continuing professional development and learning [5, 7, 11]**

- Formal and informal teacher training in gender equality and pedagogy improves girls' learning outcomes
- Informal teacher training to develop attitudes of inclusion and tolerance has a positive impact



Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

## Good practice activities against teaching and learning framework

### GP1 Diversity / respect for multi-ethnicity

Lead specialist: SPI ([www.stiftung-spi.de](http://www.stiftung-spi.de))

Activities can be found at: <http://listen.animusassociation.org> and <http://listen.animusassociation.org/wp-content/uploads/2016/09/Manual-for-Teachers-EN-web.pdf>

	Ensure learning intentions understood	Learners as owners of their own learning	Feedback that moves learning forward	Elicit evidence of learning	Opportunities to revisit important content	Effective questioning	Involvement of parents in their children's learning	Collaborative groupwork	Make connections with learners lives	Engage wider community
Thought shower		✓								
Group discussion		✓			✓	✓				
Case study / stories					✓					✓
Role plays					✓		✓			✓
Evaluation and feedback		✓			✓			✓		
Creating ground rules		✓			✓		✓			
Get into a circle		✓			✓	✓				
Cat and mouse		✓			✓	✓				
Words that hurt		✓			✓	✓				✓
Traffic light		✓			✓	✓	✓			✓
Violence barometer		✓			✓	✓	✓			✓
GBV & Bullying in school		✓	✓		✓	✓	✓			✓
Myths and realities		✓	✓		✓					
Sticks and stones		✓	✓		✓	✓	✓			✓
The map of help		✓	✓		✓	✓	✓			✓
Play with us		✓			✓	✓	✓			✓
Climbing the mountain		✓			✓	✓	✓			
Johari's window		✓	✓		✓		✓			
Animals & good features							✓			
Waste paper basket		✓	✓		✓	✓				



Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

## GP1 Bullying prevention / discriminatory bullying

Lead specialist: Action ([action.gr](http://action.gr))

Activities at: [www.eubully.eu](http://www.eubully.eu) and <http://www.gear-ipv.eu/index.php/educational-material/master-package>

	Ensure learning intentions understood	Learners as owners of their own learning	Feedback that moves learning forward	Elicit evidence of learning	Opportunities to revisit important content	Involve parents in their children's learning	Make connections with learners lives	Engage wider community	Whole school approach
<b>Anti-bullying workshop</b>		✓	✓	✓	✓	✓		✓	
<b>GEAR against IPV</b>									
<b>1.2 Expectations</b>	✓			✓					
<b>1.3 Ground rules</b>				✓					
<b>2.1.2 Social gender roles</b>		✓		✓	✓	✓		✓	
<b>2.1.3 What I like</b>		✓		✓	✓	✓		✓	
<b>2.1.4 Men, women &amp; society</b>		✓		✓	✓	✓		✓	
<b>2.1.6 Sex and gender</b>		✓	✓	✓	✓	✓		✓	
<b>2.1.8 Quiz professions</b>		✓	✓	✓	✓	✓		✓	
<b>2.2.2 Power chart</b>		✓	✓	✓	✓			✓	
<b>2.2.4 Continuum of Harmful..</b>		✓	✓	✓	✓	✓		✓	
<b>3.2 Adolescent relationships</b>		✓		✓	✓	✓		✓	
<b>3.4 Persons &amp; things</b>		✓	✓	✓	✓	✓		✓	
<b>4.1.1 Definition</b>		✓	✓	✓	✓	✓		✓	
<b>4.2.2 Taking a stand</b>	✓	✓	✓	✓	✓	✓			



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Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

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