## Contents

1 **Can the Grouping of Children in Classrooms Affect Their Learning; An Introduction to Social Pedagogy** ........................................ 1
   1.1 Introduction ........................................................................... 1
   1.2 How Does the Classroom Context Affect Learning? .................. 3
   1.3 Grouping and Learning: A Preliminary View ............................. 6
      1.3.1 Cognitive Processes and Group Work in Schools ............. 8
      1.3.2 Peer Relations .......................................................... 10
   1.4 Social Processes Underlying Group Work in Schools ............... 11
   1.5 Relationships among Children as Learners within Group Work .. 14
   1.6 The Book ........................................................................... 15
   References .................................................................................. 17

2 **Groups and Classrooms** ...................................................... 23
   2.1 Introduction ........................................................................... 23
   2.2 Background Issues in Promoting Development and Understanding via Effective Group Work in Classrooms: Understanding Pedagogy and Opening the ‘Black Box’ ........................................ 23
   2.3 Experimental and Naturalistic Studies of Group Work in Primary School Classrooms ......................................................... 25
      2.3.1 Experimental Research .................................................. 25
      2.3.2 Naturalistic Studies ......................................................... 29
   2.4 Chapter Summary ................................................................... 44
   References .................................................................................. 45

3 **The SPRinG Project: The Intervention Programme and the Evaluation Methods** ................................................................. 51
   3.1 Introduction ........................................................................... 51
   3.2 The SPRinG Project ............................................................... 52
      3.2.1 The SPRinG Approach: Building on a Social Pedagogy of Classroom Learning ......................................................... 54
   3.3 Evaluation of the SPRinG Programme: The Intervention and Research Design ................................................................. 62
      3.3.1 The SPRinG Programme and How it was Implemented ...... 62

xiii
3.4 Evaluating the SPRinG Project ......................................................... 64
  3.4.1 Research Design ................................................................. 64
  3.4.2 Samples ............................................................................ 66
  3.4.3 Methods of Data Collection: Measures of Pupil Attainment,
          Classroom Behavior, Motivation/Attitudes to Learning and
          Classroom Implementation .................................................... 67
3.5 The Scottish Extension: ScotSPRinG ................................................. 74
  3.5.1 The Sample ........................................................................ 75
  3.5.2 Methods of Data Collection: ScotSPRinG ............................... 75
3.6 Insights into the Implementation of SPRinG: A Qualitative Approach
     into Whole School and Within-Class Implementation .................. 76
3.7 Chapter Summary ....................................................................... 76
References .................................................................................. 77

4 SPRinG at Key Stage 1: Effective Group Work with Young Children .. 81
  4.1 Introduction ............................................................................ 81
  4.2 Ineffective Group Work ............................................................ 81
    4.2.1 Are Children too Young for Group Work? ......................... 82
    4.2.2 Quality of Talk Within Groups ........................................... 83
    4.2.3 Quality of Relationships Supporting Group Work ............ 84
  4.3 Particular Research Questions Considered in this Chapter .......... 85
  4.4 Method .................................................................................. 85
  4.5 Results During and at the End of the Group Work Programme .... 86
    4.5.1 Effects of SPRinG Training Over Time .............................. 86
  4.6 Discussion .............................................................................. 97
    4.6.1 Relational Training ........................................................... 98
    4.6.2 The Classroom as Conducive to Group Working ............... 98
    4.6.3 Role of the Teacher .......................................................... 99
References .................................................................................. 100

5 Improving the Effectiveness of Collaborative Group Work at KS2:
     Effects on Pupil Attainment, Classroom Behaviour and Attitudes ... 103
  5.1 Introduction ............................................................................ 103
    5.1.1 Attainment in the Classroom ............................................ 103
    5.1.2 Pupil-Pupil and Teacher-Pupil Interactions ....................... 105
    5.1.3 SPRinG and Pupil Attitudes/Motivation ............................. 109
    5.1.4 Particular Research Questions Considered in this Chapter ... 109
  5.2 Method .................................................................................. 110
    5.2.1 Sample ............................................................................ 110
    5.2.2 Attainment ....................................................................... 112
    5.2.3 Observation Measures of Pupil-Pupil and Teacher-Pupil
          Interactions ...................................................................... 114
    5.2.4 Motivational/Attitudinal Measures .................................... 115
Contents

5.3 Results ................................................... 115
  5.3.1 Attainment .......................................... 115
  5.3.2 Pupil-Pupil and Teacher-Pupil Interaction .......... 117
  5.3.3 Attitudes and Motivation .............................. 120
5.4 Discussion ................................................ 120
  5.4.1 Attainment .......................................... 120
  5.4.2 SPRinG and Pupil-Pupil and Teacher-Pupil Interaction ..... 122
  5.4.3 SPRinG and Pupil Attitudes/Motivation .................. 125
References ..................................................... 125

6 ScotSPRinG: The Effects of Group Work in Scottish Primary Schools on Attainment, Interaction and Classroom Relationships .............. 129
Andrew Tolmie
6.1 Introduction ............................................... 129
6.2 Research Design ........................................... 132
  6.2.1 Sample ............................................. 132
  6.2.2 Intervention: Teacher Induction and Support .......... 133
  6.2.3 Pre- and Post-Intervention Measurements .......... 134
6.3 Data Analysis .............................................. 138
  6.3.1 Results During and at the End of the Group Work Programme 138
6.4 Discussion: Implications for the Applicability of the SPRinG Support Programmes ............................................... 145
References ..................................................... 147

7 Teachers’ Experiences of Implementing the SPRinG Programme in Schools ....................................................... 149
Ed Baines
7.1 Introduction ............................................... 149
7.2 Four Aspects to Examine .................................... 150
  7.2.1 Whole School Approach to SPRinG Implementation ..... 150
  7.2.2 Implementing SPRinG into the Classroom Curriculum ..... 151
  7.2.3 Key Principles and Practices ........................... 151
  7.2.4 Views On the Impact of SPRinG ......................... 152
7.3 Data on Teachers’ Views and Experiences ...................... 153
  7.3.1 Interviews .......................................... 153
7.4 Findings .................................................................. 155
  7.4.1 Approach to the Integration of SPRinG at A Whole School Level .............................................. 155
  7.4.2 Teacher Implementation of SPRinG Group Work Within Classrooms ............................................ 157
  7.4.3 SPRinG Principles and Practices ........................ 162
7.5 Perceived Impact of SPRinG on Learning and Skills ............. 177
7.6 Discussion ................................................ 179
References ..................................................... 183
8 Conclusions: The Contribution of SPRinG to Knowledge About Collaborative Group Work .................................................. 185
  8.1 Introduction ...................................................................... 185
  8.2 What SPRinG Has Contributed to Knowledge About Collaborative Group Work .......................................................... 185
  8.3 The Contribution of the SPRinG Methodology to Understanding Collaborative Group Work ........................................ 188
  8.4 ‘Warrant’ ......................................................................... 189
    8.4.1 Some Methodological Issues: Validity within a Quasi-Experimental Design .......................................................... 189
  8.5 What We Have Learned about Key Features of the SPRinG Project .......................................................... 191
    8.5.1 The Relational Approach .............................................. 191
    8.5.2 Role of the Teacher ...................................................... 194
    8.5.3 Classroom Context ...................................................... 197
    8.5.4 Curriculum and Group Work Activities ......................... 199
  8.6 Thinking Beyond the Immediate Use of SPRinG; Some Further Concerns Regarding the Viability of Group Work in the Classroom .................................................. 200
    8.6.1 The Potential for Peer-Based Learning in the Classroom ... 200
    8.6.2 Informal Peer Relations ............................................... 202
    8.6.3 The Role of Other Adults in the Classroom and the Success of Group Work .......................................................... 204
  8.7 Toward a Broader Social Pedagogy of Classroom Learning .... 205
    8.7.1 Contextual Approach .................................................... 205
    8.7.2 Social Pedagogical Approach ........................................ 206
  8.8 Final Conclusion .............................................................. 208
References .............................................................................. 209
Effective Group Work in Primary School Classrooms
The SPRinG Approach
Kutnick, P.; Blatchford, P.
2014, XVIII, 212 p., Hardcover
ISBN: 978-94-007-6990-8