

**SECONDARY TEACHERS AT WORK (THE TEACHING AS
WORK PROJECT)**

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Key Stage History Transition Project / Historical Association

A series of funded projects by the DfES and the TDA that were focused on primary - secondary teachers' perceptions of their liaison work with their primary.

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Report on Secondary Teacher Workload Study | Education Counts

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Students 25 worked in groups of ; the groups were formed by the students. The construct validity was ensured by using multiple sources of evidence data which were used to strengthen the conclusions, and through collaborative writing teachers and researchers together about the experiences for the project website. The mixed method approach was used for data collection and analysis.

It was nice to do something else than usual basic work. The study is an explanation. During an English course students wrote fictional texts which were shared through a blog. To produce and disseminate nine exemplary schemes of work for use in Year 6 history lessons by either primary or secondary teachers or as a combination of both teaching. Cultural geography had the lowest scores, and also its level of applied design principles was evaluated as modest.

Students used Google Docs and presentation tools which they shared with their colleagues. This study strongly relates teacher learning at the workplace to both individual and collaborative practices and we emphasize individual and collaborative teacher learning as core processes required in the professional development of teachers and the development of schools. For the analysis, we first created a description of each course using the various data sets, concentrating on elements which are relevant for the dialogical design principles.