



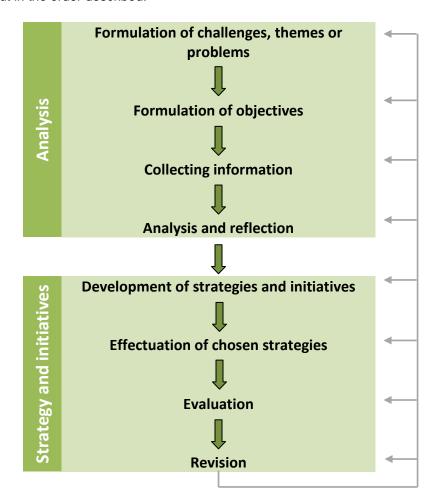
#### The LP Model in Brief

The LP model is neither a pedagogical system nor a working method that is directly used during teaching. The model involves collegial cooperation between teachers and other pedagogical staff, who reflect on their teaching and carry it out in the in the best way possible for their students.

"The LP model is not a new miracle cure", says Professor Thomas Nordahl, the architect behind the LP model. "The model focuses on systematization of the pedagogical knowledge the teacher already possess."

Teachers and other pedagogical staff use the model to discover the most appropriate pedagogical responses to the challenges that arise each and every schoolday. It is a model for pedagogical analysis, a model that aims to build understanding of the factors that trigger, influence, and reinforce behavioural and learning problems within the school.

The model focuses on concrete situations as well as on the factors that reinforce problems. This involves the professionals looking inwards as well, considering their own teaching practices. The model can form the basis developping and executing strategies and initiatives that help minimise problems and enhance students' learning outcome. In the analyse model below it is essential that the two phases are kept apart and that they are carried out in the order described.



Besides containing an analytical model, the LP model presents a set of working principles and implementation strategies. One of the LP model's underlying principles is that it is necessary to take a holistic approach to





schooling. In other words, all teachers, other pedagogical staff, and the school management at a particular school should work collaboratively with the model, and each school should have its own independent project organisation system in place. Additionally, all teachers and other pedagogical staff should participate in group work on a regular basis, systematically employing the analytical model to confront the challenges affecting their own pedagogical practices. These groups receive external guidance and advice from PPR (pedagogical and psychological advising unit). The model furthermore sets out specific training and skills development that all teachers, other pedagogical staff, school management, and counsellors from PPR should undertake.

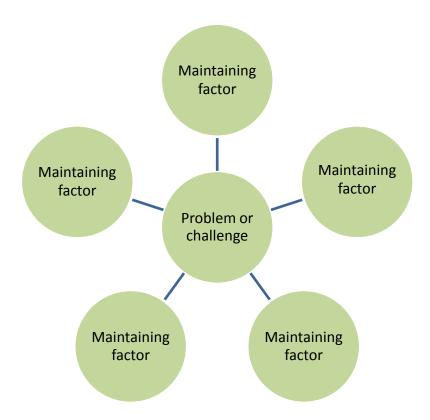
The work that LP schools do to improve their learning environments helps transform and develop their organisational cultures as well. In order to ensure that the improvements are sustainable and become permanent, the model takes the form of a three-year plan, with the first year consisting of planning relating to start-up and the two following years devoted to putting the changes into practice. This allows individual schools to see their efforts bearing fruit and to measure the model's success for themselves.

Working with the LP model results in changes to schools' working cultures and mentalities, permitting schools to look outside the box and find innovative solutions to their age-old problems. Teachers and other pedagogical staff gain experience with a systematic approach to challenges that they themselves identify.

Their contribution enhances awareness of environmental factors of which they have the ability to influence. Work with the model can help make the school a good place for all students and teachers.

#### The theoretical foundation of the LP model

Research shows that the learning environment is of major importance to the social and practical learning of the students. The LP-model applies system theory to understand how students interact with the surrounding factors in the schools – because by changing these surrounding factors you can change the behaviour and learning of the students.







"The system structure decides the behaviour, which decides the events (who does what). Analysis of this correlation – with the appropriate follow-up – makes a substantial difference in school development," says head of research Bent B. Andresen.

Factors in the school which are of importance to the learning environment:

- Relations between students and teacher
- Relations between students
- The rules and norms of the school
- Class and group management
- Cooperation between teachers
- The values, view of human nature and learning
- Commitment, motivation and effort
- Parents cooperation
- The parents' support and encouragement of their child's school attendance

# **Evaluation by researchers**

The school researchers' evaluation of the LP model shows that systematic work with improving the learning environment results in improved results concerning the students learning outcome, socially and professionally

"The crux of the LP model is that the continuous internal evaluation is systematized in a defined and efficient manner", says Professor Niels Egelund.

The LP model is evaluated through online questionnaires for students, teachers and other pedagogical staff. The work with the LP model has produces comprehensive knowledge and substantial empirical material. Research shows that schools that implement the LP model loyally and systematically can obtain improved results, e.g.:

- The students' social competences are improved
- Disturbance during teaching is reduced
- Less conflicts between students
- Less mobbing among students
- · Grades in certain subjects such as mathematics, english and science are improved

## Prerequisites for obtaining success with the LP model

- The implementation is school based the entire school participates
- The implementation follows a defined goal oriented plan
- Teachers and other pedagogical staff learn to work according to the model
- The teams use external professional guidance
- The pedagogical practise is analysed
- Everyone evaluates the work
- The model can be adjusted to comply with local factors





#### The LP model 2011

More than 500 schools and PPR (pedagogical and psychological advising unit) in Denmark are at present implementing the LP model in their pedagogical practise and in the organisation. This means that the learning outcome of more than 200,000 students is followed and evaluated. The same goes for about 26,000 teachers, other pedagogical staff and employees at PPR. The schools are from all over the country.

University College of Northern Jutland is responsible for educating key persons and for controlling and evaluating the project. The research effort is carried out by Professor Thomas Nordahl, SEPU Høgskolen in Hedmark, Professor Niels Egelund and Bent B. Andreasen, Denmark's Pedagogical University, Aarhus, Denmark.

**CVPP (Center for knowledge based pedagogical practice)** is a newly established center with the purpose of gathering, developing and distributing research and development based knowledge about pedagogical practice and transform this into practical action and propositions for daycare centeres, pree-schools, elementary schools and youth education centeres. The work of the center is build upon the knowledge and experience originating from the LP model.

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