

What is the LP-model?

- A strategy to improve the learning environment through analyzing the challenges the teachers meet
- The LP-model provides a working method in which the teachers work together in groups according to specific principles
- The aim is to establish a good learning environment which ensures that all students develop social skills and subject knowledge
- The methodology involves a systematic approach to analysis and reflection

- The model is funded by the **Norwegian Directorate for Education and Training**
- Lillegården Resource Centre was responsible for the development work, whilst the Norwegian Institute for Social Research (NOVA) was responsible for evaluating the project.
- Today about 180 schools are using the LP model
- In Denmark about 200 schools are using the LP model

The evaluation of the project shows:

- Students in the project schools exhibit better social skills in the form of self control, self-assertion and adjustment to the norms of the schools
- Students are less prone to problem behaviour and there is a calmer, more ordered atmosphere during lessons. The incidence of bullying has decreased dramatically.
- Relationships between students and teachers have improved and the atmosphere between students has also developed in a positive way.
- The environment and culture within the schools have improved and a stronger collaboration between the teachers has been established.
- Parents are happier with the information they get from the school and the dialogue they have with the teachers.

The LP-modell is based upon research results

We use the model for

- developing a better school
- developing our teachers skills
- explaining unrest and discipline problems in the classroom
- improving pupils social and academical skills
- developing a healthy learning- and class environment

How to use the model in daily school life

- The teachers work in groups of 5-7 members from different grades. It's recommended that they don't know each others pupils.
- Each group has a leader
- The group meets every two weeks for at least 1,5 hour
- One member presents to the group a problem taken from his/her experience as a teacher
- The group uses an analyse-model to analyse the problem and to define a suitable goal. At this point, the main focus is to define a goal, NOT to define the solution for the problem.

Analysis and reflection

- A teacher presents to the group a challenge related to a student or class, or his/her own class management.
- The group analysis the challenge based on the information the teacher has given them.
- The group decides how to get more information, to secure that the pupil's perspective has been shown attention as well, not only the teacher's.
- Collecting more information e.g.
- Analysis of the information in order to find those factors responsible for causing the problem.

Systemic analysis

Example

Our common view

Sustaining factors

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Systemic analyses, context circle

Sustaining factors

Systemic analyses, context circle

Examples of sustaining factors

Systemic analyses

Strategy and measures

- When the sustaining factors are discovered, the group helps the teacher with picking out what factors she is able to change.
- In our example the teacher chooses to work on the following sustaining factors:
 - Too difficult exercises
 - Not doing his homework
 - A lot of negativ attention from teacher
 - Low self-esteem

Systemic analyses, context circle

The teacher decides to work on these sustaining factors.

Plan of action

- In our example the teacher thinks the most likely reason for why the pupil shows low interest in mathematics, is his low self-esteem. The teacher therefore chooses to try to improve this by
 - giving him easier exercises to enable him to do his homework and to improve his elementary skills
 - giving him more positive feedback and ignore some negative behavior
- The teacher implements the plan for three to six weeks
- Collective evaluation of the implementation.
- The plans can be revised along the way.

Experiences at Mørkved school

- We started to work with the model five years ago. Prior to that we worked on our relational competences as Arnstein told you about.
- In our experience the climate between the pupils has become more including and tolerant.
- The teachers have become more confident in how they practice their role as a leader of a group of children.
- We have become more aware of praising pupils in a genuine way. We look for positive behavior and effort, and try sometimes to ignore negative incidences. Behavior you give attention, you get more of.
- Our view on children has changed dramatically. We don't talk about «hopeless pupils» anymore, but try to find out what is troubling the child instead.
- The first thing we do when a child acts challenging, is to look for sustaining factors caused by the way adults behave or other reasons in the environment.
- In that way we, as adults, take full responsibility for the relationship between ourself and the pupil.

- The adults feel responsible for all the children in our school. There is no more «my pupils or your pupils». We now talk about «our pupils» and help each other and give each other advice on how to solve challenges in our daily life.
- The relation between the adults has grown stronger and we feel more confident about letting others know that we are not perfect as teachers. It has become ok to admit that you are struggling with something in your teaching, and ask for help.
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Conclusions

- As a conclusion we might say that the LP modell has given us a lot of different tools that help us to solve big and small challenges we meet everyday as teachers. The tools help us to treat the pupils with more respect, which make them happier, with a higher level of self-esteem which again makes them more motivated.
- In the end they benefit from that in achieving improved social and academic skills.