

Continuity in the middle years

Effective educational practices, planned and implemented across the middle years, improve the chances that students will succeed in secondary and post-school education.



What attitudes and strategies should be carried forward as students move through primary and secondary schooling? What attitudes and strategies, important for secondary and post-school learning, should be fostered during the primary years?

Devise recommendations in the areas of:

- **transfer of information about students**
- **social support for students**
- **curriculum—what we teach**
- **pedagogy—how we teach**
- **learning how to learn.**

How do primary and secondary classrooms tend to differ?

Some generalisations about the primary classroom	Some generalisations about the secondary classroom
one classroom teacher	many subject teachers
a stable home room setting	limited class identity, many room changes and associated confusion
learning builds from year to year	learning 'begins again' in Year 7 and with each new course
smaller, more personal and supportive	larger, often more impersonal
emphasis on groups	emphasis on individuals
often transdisciplinary or integrated programming of curriculum	often single subject programming, producing silos of learning