

Implications for Educational Practice of the Science of Learning and Development

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Abstract

This article draws out the implications for school and classroom practices of an emerging consensus about the science of learning and development, outlined in a recent synthesis of the research. Situating the review in a developmental systems framework, we synthesize evidence from the learning sciences and several branches of educational research regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning. In addition, we review research regarding practices that can help educators respond to individual variability, address adversity, and support resilience, such that schools can enable all children to find positive pathways to adulthood.

Keywords: Educational practice, Science learning and development

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