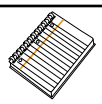
Collaboration – Purple and Blue

Look for:	Make a note: 
1. Surfacing learning by shifting relationships	
• Pupils learn with and from others. • Learning opportunities moving from individual to group emphasis. • Pupils encouraged to share their own ideas with each other. • Pupils encouraged to work **as** a team, not **in** a team.	
2. Surfacing learning by shifting relationships	
• Learning seen as active, collaborative and learner driven. • Teacher becomes a learner and joins learning teams. • Social learning – to share and take turns – emphasised. • Pupils trained in giving feedback to other team members.	
3. Surfacing learning through language and talk	
• Pupils engage in purposeful dialogue to co-construct knowledge. • Pupils learn how to agree team/group goals. • Pupils assess their own learning. • Teams have a narrative for assessing their learning as a team.	
4. Surfacing learning through language and talk	
• Self and pair reflection is enabled. • More elaborate 'team-roles' introduced. • Pupils talk about how they helped the team. • Pupils trained in giving feedback to other team members.	
5. Surfacing learning through its construction	
• Tasks/activities are particularly designed for team working. • Task design helps pupils to monitor and review their learning. • Pupils have opportunities to take different roles in a team. • Pupils are helping to understand 'relevance' in comments.	

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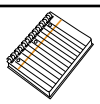
Look for:	Make a note: 
6. Surfacing learning through its construction	
• Pairs/groups/jigsaw groups form the basic learning structures in the classroom. • Pupils required to resource their own learning. • Pupils learn how to offer own knowledge into the content mix. • Pupils help each other to make valuable contributions.	
7. Surfacing learning by celebrating it	
• Class generated team ground rules prominently displayed. • Age appropriate team roles are talked about and displayed. • Stories of successful teamwork are recorded. • Effective ways to agree team goals made public.	
8. Surfacing learning by celebrating it	
• Whole team success is publicly recognised. • Pupils' contribution to team effort is recognised in each team/group. • Pupil progress in the basic conventions of working together are recognised and praised. • Patience with other team members is recognised/ praised.	
9. Impact on pupils in the grey to purple phase	
• I like learning with other people (improved relationships). • When I talk to my partner I realise what I know/think (improved communication). • I'm working out how to work out what our team has to do/achieve (improved leadership). • I enjoy learning with other people (improved relationships).	
10. Impact on pupils in the purple to blue phase	
• I wonder what I can say to add something useful to these ideas (improved understanding of learning). • We all need each other in a team (improved relationships). • I can give people empathetic feedback about how they contributed to the team (improved understanding). • I'm getting better at some team roles. I know which I like best (Improved self-knowledge).	

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