Putting Collaboration into Learning
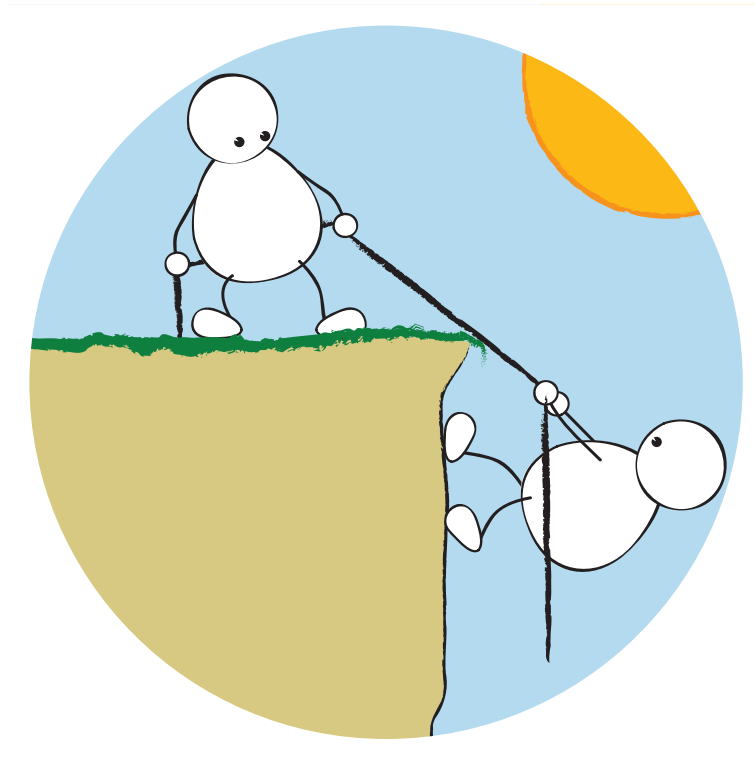
Learning Diary

To accompany the online unit: Putting Collaboration into Learning

Name:_____

School:_____ Date:_____

1 Collaboration - a well formed habit

Effective collaborators are adept at learning with and from others. They help to: shape the ideas of the team; decide what needs to be done; contribute to getting the job done; keep an eye on how things are going; improve team performance through reflection.

A well-formed collaboration habit includes being ready willing and able to:

- Work effectively with others towards agreed, common goals, acting flexibly in response to circumstances.

- Adopt different roles and responsibilities in pursuit of agreed goals and the well-being of the team.

- Hold and express opinions coherently, compromising and adapting when appropriate.

- Seek to understand what others are saying; sharing, challenging, supporting and building on ideas.

2 Five big culture shifts

Five big culture shifts to get you started. Ask yourself – how might you:

	In place	Going to try
Ensure high levels of inclusion, acceptance, affection, support, and trust to build group cohesion?	❑	❑
Create opportunities for students to resolve conflict and build consensus; helping controversy and conflict to be seen as a positive key to students' involvement, the quality of decisions and the continuance of the group in good working condition?	❑	❑
Design group work activities to provide opportunities to experience different methods of decision-making?	❑	❑
Encourage students to extend the range of roles that they adopt when collaborating?	❑	❑
Help students to reflect on and evaluate their individual contribution to the group's progress?	❑	❑

3 The six principles that lie behind teaching for Learning Power

1: Visible learning…Surfacing learning

You make it clear to students which learning habits and processes they are using. You try to make every aspect of the learning process as visible as possible through the language you use and through the words and images you display on the walls.

> **Invite the pupils to develop a charter of matching rights and responsibilities or ground rules for collaboration.**
>
> If everyone has a right to have their voice heard, everyone also has a responsibility to listen attentively to others and wait until they have finished speaking. Display the results prominently and refer to them frequently.

2: Dual focus teaching…blending content and process

You design activities that combine the dual objectives of 'what' will be learned and 'how' it will be learned. You make sure students know that the content they are learning is a way of giving their minds a useful workout. (The content is the vehicle for learning)

> **For example: Put the 'how' before the 'what' in constructing objectives or intentions.**
>
> Research shows that objectives relating to 'understanding xxxxx' or 'knowing yyyyy' are less likely to motivate a learner to make the effort than those that start with some indication of the sort of 'effort' or way of doing something
>
> For example: We are going to…
>
> …work as a team to decide why…….
>
> …select and use the most appropriate team roles to complete……
>
> …use the fairest team decision making process to work your way through ….challenge

3: Emotional engagement…Capturing attention

Your lessons are designed to intrigue your students. Students don't put in the effort unless their energy and attention are captured by what they are doing. You capture your students' emotional engagement by giving them more of a stake in the process of learning.

☐ In place ☐ Going to try

For example: Offer pupils strategies so that they are able to manage their stake in the process

Tasc Planning Wheel

Introduce the TASC wheel to help teams/pupils to structure their response to a given task – start from 1 o'clock and work clockwise round the wheel. Additionally use it as a means of discussing who will be doing what at each point in the process, thereby opening up a conversation about roles and responsibilities.

4: Handling uncertainty…Challenge

You have realised from your own life that what is engaging tends to be what is challenging. Since you see education as a preparation for a learning life, you help students to learn how to handle increasing degrees of complexity and uncertainty.

☐ In place ☐ Going to try

Use supportive/shared processes to build shared responsibility to deal with challenge.

Provide each team member with a piece of 'pizza', plus one spare. Ask students to write their own ideas or responses or solutions or questions or answers etc on their own piece. Once complete, the pizza is assembled and the team together distil their thinking and complete the final piece of the pizza. Display either each team's pizza, or of the distilled pieces from all teams to form a composite view.

Pizza the Action is a Kagan Cooperative Learning structure.

5: Relationships…Working together

Learning is both a sociable and a solitary activity, and you offer your students opportunities to experience both. You develop interdependent learners who know how to handle themselves in collaborative groups and able to move around in the social space of learning to best effect.

For example: Introduce activities that build 'working together' behaviours

Prepare the way for pupils to build on the ideas of others when working in a group by making 'ABC' a routine that you use during whole-class teaching. Once a pupil has answered a question, ask another pupil to Add to it, to Build on it, to Challenge it, to Defend it, to Elaborate on it, or to Find a Flaw in it. As easy as ABC ! This improves pupils' listening skills at the same time!
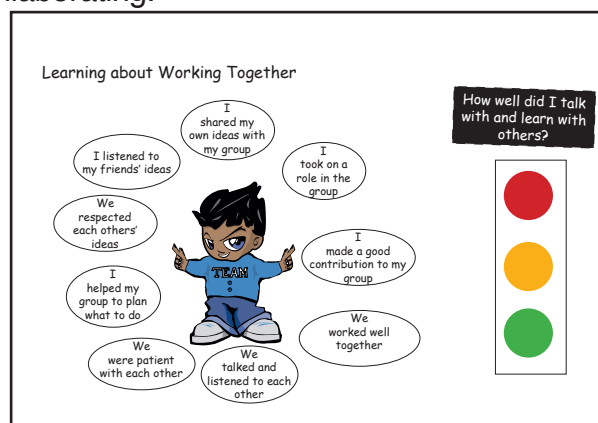
6: Reflection and responsibility…Taking charge

You understand that students have to learn how to manage and organise their own learning and that the way to do this is by giving them increasingly demanding opportunities to do so. You orchestrate students taking charge of their learning by expecting them to plan what they do, distil meaning from it, and revise it accordingly.

For example: Prompt students to reflect on how they are/have been collaborating.

At the start of this process introduce learning mats to prompt the use of and reflection on collaborating.

Learning about Working Together

I shared my own ideas with my group

I listened to my friends' ideas

I took on a role in the group

We respected each others' ideas

I made a good contribution to my group

I helped my group to plan what to do

We were patient with each other

We talked and listened to each other

We worked well together

How well did I talk with and learn with others?

Using the Stranded activity to develop and reflect on collaborative learning behaviours.

Lesson title: Episode: Objectives:

4 Using Stranded activity to develop and reflect on collaboration

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	Teacher action	Pupil Action	Learning behaviours	Teacher talk
Episode 1	Set up groups of 5-6 students. Ask for volunteer observers. Give groups the learning challenge (R1) Allow groups time to read and digest [While group is reading the challenge, brief the observers] R9 Pose the question – **What is the first thing you will need to do?**	Groups of 5 plus one observer 5 minutes to read and discuss the learning challenge 2 minutes to consider what is the first thing that needs to be done	Call up/activate students' learning capacity to notice detail and to share ideas and listen carefully	**Groups:** Our group rules apply in this lesson Take turns Share your own ideas and listen to each other Respect each other's views and opinions **Noticing:** What are you noticing ? Has everyone understood it ? Perhaps you might need to read it again to be sure you have not missed anything
Episode 2	**Conduct class discussion** to bring out the fact that the items cannot be ranked until the group have decided what they will be doing in order to survive Issue the challenge to find at least 3 possible strategies for survival.	**Class discussion** 3mins - Contribute to class discussion to identify the first steps in the process **Group discussion** 5 minutes to generate possible strategies	Call up/activate students' capacity to share their views, listening and reasoning in order to build on others' ideas / relevant comments.	**Challenge** What might you do? What else? Are there any other possibilities? **Team work** Have you all had a turn? That's a good idea What might happen if …
Episode 3	Nudge groups to decide on how they intend reaching agreement, and what they will do if they cannot agree. Nudge groups to think carefully about their preferred strategy, suggesting possible pitfalls to encourage them to rethink / refine their strategy.	Groups 5 minutes to discuss and agree which strategy for survival they will adopt	Call up/activate setting an agreed goal. Using reasoning. Dealing with controversy	How will you decide on your strategy ? What decision-making process is best here ? What could you do if you disagree ? Are you willing to change your views? Are you all convinced that is the best course of action ? What might go wrong ? Will this ensure your survival ?
Episode 4	Nudge groups to begin the ranking activity – which items will be most useful ? How will they be used ?	**Groups** 10 minutes to decide which items will be necessary for their chosen strategy and to detail how they will use them. 2 minutes to complete the 1-12 ranking Groups must have a ranked list by the end of this episode	Call up/activate Prioritising action and foreseeing obstacles.(planning) Making good decisions to reach the goal (collaboration green & yellow) Revising their ideas.	Which items will you need ? How will you use them ? Why is this item important? What might happen if you used x. item? Have you overlooked anything ? Are you still convinced that this is your best chance of survival ? Can you now rank the items from 1-12 ?
Episode 5	Give out resource 3 – Post-decision Questionnaire. Intervene to support individuals as necessary	**Individually** 3 minutes for individuals to complete the post-decision questionnaire.	Call up/activate students' capacity to reflect on their individual contribution/feelings	None required

Collaboration	1) Social interaction	2) Building Ideas	3) Working as team	4) Self Talk	5) Getting the job done
Embodies	Fits happily and successfully into any team situation.	Is a confident knowledge and ideas builder not given to 'group think'.	Is prepared to take on any role in order to meet the team's goals.	"I'm good at helping a team work AS a team."	At the end of a team project always checks outcomes against original goals.
Organises	Manages conflict amongst the team members effectively. Brings others on-side and builds consensus.	Speaks for others while retaining independent judgement in the group.	Strengthens their skills in productive team roles. Accommodates the strengths of other team members.	"I can sort out team problems and can take a leadership role when necessary."	Questions positively with the team how plans are going and whether changes are necessary.
⬆					
Values	Builds the confidence of others and respects their views.	Is willing to change their ideas. Builds on and improves ideas and solutions.	Has a clear view of the purpose and value of each team role.	"We need to make good decisions if we are to reach our goals."	Contributes positively to making realistic team plans and review points.
⬆					
Responds	Is patient with others. Steps back for others (doesn't hog the limelight).	Encourages others to contribute. Offers relevant, knowledgeable comments.	Experiments with different team roles to expand their repertoire.	"Everyone has to pull together if we are to succeed. We need each other."	Contributes positively to setting agreed, realistic goals for the team.
⬆					
Receives	Takes turns and listens carefully.	Shares / offers own knowledge/views with encouragement.	Tries out some team roles when prompted, but tends to stick with ones with which they are comfortable.	"I'm learning to trust other people."	Identifies/clarifies the goal and task of the team with help.
⬆					
Lacks	Has few positive social skills or strategies.	Is not confident in saying or sharing what they think.	Is happy to let others do the work. Hides in groups. Is a social loafer.	"I prefer to do things on my own. I don't like working with other people."	Has no idea how to work together with others to get things done.

5 Team Reflection and Planning
Personal Action Planning

Put a little enquiry plan together

	Relating	Talking	Constructing	Celebrating
1. Aspects of Learning culture I'll work on				

2. Particular issues I want to focus on

3. How I intend to spread/organise the changes I want to make over the next four weeks

Tackle Time line

1 2 3 4

4. The whole-school culture issues I have agreed to experiment with.

Monitoring, I'll watch out for:

Changes in my practice	Changes in pupil behaviour
• • •	• • •

Name

Class

Date

Capture your learning enquiry as a question

Before filling in the enquiry question, think again about

- What you want pupils to get better at. This could be with regard to any of the four areas of culture.
- What you want to do vis introducing aspects of the learning culture that you consider will have an impact on pupils.

Over a 4 week period will

(What I'm going to do)

improve/develop/enhance

(Pupil behaviours/achievement etc.)

in my identified group of pupils?

6 Team Reflection and Planning Personal Action Reporting

Evidence from my collaboration experiments that I will report to the team at the next meeting

Improved social skills
Greater inclination to listen to understand
Increased patience with others
Willingness to adopt different roles
More respectful towards their peers
Increased empathy for others
More trusting and prepared to contribute
Reduced inclination to work alone
More inclined to participate in group work
Increasingly open to feedback from other group members
Others you may have observed…

Approved courses from TLO

TLO offers a range of courses, on-line learning, conferences and resources to stimulate and extend schools'
practice in Building Learning Power.

– *Enhance understanding and skills*

– *Ensure BLP principles are interpreted for full effect*

– *Encourage staff to explore and experiment*

Our new in-depth courses fit any budget – and really work.

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TLO Limited have worked closely with Professor Guy Claxton since 2001. Together we have sought to create a dynamic programme for translating and extending his ideas into effective practice, in ways that can benefit every classroom and every young person. Schools, teachers and children have participated in every stage of this exciting journey of development. Our growing range of publications, face to face and on-line training and other on-line materials and training is the fruit of this endeavour.

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