

		Collaboration		
		Learning together	Questions you might ask	The secure criteria
I can't not do this	5	You are willing and able to take on just about any role in a team. You are careful to analyse how the team performed and how you could improve.	ASK: 'Can you give me examples of the different roles you adopt when working in a group situation? Do you enjoy learning as part of a team? Why do you think team working is preferable to working on your own? How would you evaluate the contribution you make to your team? Can you give me examples of occasions when you have analysed, with your team, how the team has performed?'	Secure criteria. Students are able to explain how learning with and from others has become a consistent feature of how they learn. They need to be able to explain how they function as an effective team member and can give examples of how and when they have reflected on / evaluated the team's performance.
I make sure I do	4	You manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve .	ASK: 'Can you give some examples of times when you have been able to suggest ways in which your team might improve its performance? What were those suggestions? Did your team mates act on these suggestions? Can you describe how you help to resolve disagreements in your team?'	Secure criteria. Students are able to describe occasions when they have made suggestions to improve the performance of the team, and can explain the strategies that they have used to defuse conflict and build team harmony.
I see why	3	You know that it's in everyone's interest to work effectively as a team and you contribute positively to making realistic team plans.	ASK: 'What's more important, your needs or the needs of the group? How do you structure your team plans? What makes them successful?'	Secure criteria. Students are willing and able to set goals that motivate team members by being desirable, achievable and rewarding without input from teachers. Plan should include what needs to be done, in what order, who will do what, how long it will take, success criteria, possible obstacles, when progress will be reviewed.
	3	You readily share, build on and improve your own and other's ideas, and if some people feel unsure you help to build your confidence	ASK: 'How do you keep an eye on how the team is doing? Do you talk about how the team could do better? Do you think of yourself as a good team player? What makes you say that?'	Secure criteria. Students are at least experimenting with different methods of decision making and see the value of it. Controversy and conflict are being seen as a positive key to students' involvement, the quality of decisions and the continuance of the group in good working condition.
I will try	2	You contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	ASK: 'What do good team players do? How do you behave as a good team player? Tell me something about how it works. Why do you need each other?'	Secure criteria. Students are now able to set worthwhile and realistic goals acting flexibly in response to circumstances. They will help build ideas by supporting a position with evidence, helping move discussion forward, asking clarifying questions, drawing others into the discussion etc.
	2	You willingly take on different jobs in a team and are open to feedback from team members on how you are doing.	ASK: 'Which team roles have you tried recently? Which team role do you prefer? Why is that? How have you got better at taking on this role? Was feedback from you team members useful?'	Secure criteria. Students are now willing and able to take on different roles in the team e.g. coordinator, idea shaper, resource gatherer, checker/monitor, completer finisher, quality controller. They should be able to say how they have grown in some of these role and how team members helped them to do that.
Show me / Tell me	1	With support from the teacher you help to work out the team goal and what you need to do.	ASK: 'When you are working with your teacher in a group how do you go about deciding/clarifying/identifying what you are trying to achieve? (the team's goal)'	Secure criteria. Students nowt understand what an agreed team goal is and why they are important i.e. they can't work out what they should be doing without knowing what they want/have to achieve. Without having something agreed that they are working towards any team will fail!
	1	You take turns and listen carefully when you are told to and need encouragement to share your own ideas.	ASK: 'What are the most useful things to do when you are working with others in a group/team? What helps you get on well together? Why are those things important?'	Secure criteria. Students are now able to explain that it's important that everyone feels included and accepted; that everyone listens to each other and doesn't talk over people; that everyone offers ideas.
I can't / I won't		You can be with other students but don't know how to work with them to get things done.	ASK: Do you enjoy working in a group, or do you prefer to work on your own? When you are working/learning in a group, do you take part, or do you tend to let others do most of the work?	Secure criteria. Students will remain in this phase unless they understand that collaboration is about how to learn with other people, as part of a team and it all hinges on social interaction, getting on with each other, respecting others views, bouncing off ideas etc.

