



In the tables below, key determinants and favourable factors of CTL have been incorporated

Evaluation Table 1 For use of Observers (Internal/External Evaluators)

FAVOURABLE FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
A. Participatory and decision-making components						
The leadership was sufficiently expert, and had the professional capabilities to lead/facilitate the collaborative practice						
All participants were able and encouraged to take part in decision-making						
Feedback and reflections from the participants were heard and possibly built into the programme by the event leaders/facilitators						
The focus of the collaborative learning was defined on the basis of the needs of the participants						
It was possible to adjust the focus of collaboration to the learning requirements of the participants, even during the practice						



Participants had the opportunity to reflect and respond to ongoing processes, individually, in small groups and/or collectively						
B. Participation, commitment						
The individuals involved in the practice appeared committed to collaborative learning						
The individuals involved in the practice seemed equally committed						
The institutions or bodies involved in the practice demonstrated commitment to collaborative learning						
The institutions or bodies involved in the practice seemed equally committed						
The collaborative practice involves multiple stakeholders						
Members of the collaborative practice functioned as a group/s, with a team-identity						



Attendance was based on individual teachers' decisions						
Attendance was supported by the managers of the organisation where the practice took place						
The collaborative set is embedded in a supportive organisation/institution						
Other emergent, observed phenomena which contributed to TCL						
e.g. Organisers planned sufficient time in the programme for collaborative activity						
e.g. Participants requested more time for collaborative activity						
Social justice was apparent in participants' words and deeds						
Participants modelled their moral and ethical role as teachers and as colleagues						



Evaluation Table 2 For CTL designers' self-evaluation

The following table may be used both at the beginning of the design/planning stage, acting as a checklist, where the heading would be 'favourable factors included' and/or at the conclusion of the design process where the heading would be 'favourable factors evident'.

While the factors in the table have emerged from successful practice in relation to teachers' collaborative learning, collaboration is an intensely interpersonal phenomenon. The human factors which create success are individual- and individuals-dependent. No matter how inspiring the theme or focus, without a facilitator or facilitators who is/are able to create the right ethos it is highly unlikely that successful collaborative learning will ensue.

FAVOURABLE FACTORS INCLUDED/EVIDENT	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
Adequate informal time						
Professional identity debated						
Support from senior managers						
Expert leading & facilitation of CL						
Flexible facilitating to meet learners' needs						
Challenging content						
Frequent opportunities to reflect & respond						
Support material with theoretical underpinning and including digital learning matter						
Clear, well-written learning goals & manuals						



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Competent content & process facilitation team						
Knowledge exchange evident						
Knowledge creation apparent						
Professionally rigorous						
Holistic learning developing						
aims of social justice						
moral/ethical role of teachers as teachers and as colleagues						
Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL						



Evaluation Table 3 For use with participants

FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
There was adequate informal time for professional discourse						
Professional identity was debated in an involving way						
I participated in debate on professional identity						
I had support from senior managers in my school						
The event was expertly led & facilitated						
Facilitation was flexible enough to meet my learning needs						
I was professionally challenged by the ideas content of the event						
There were sufficiently frequent opportunities to reflect & respond						
Sufficient support material with theoretical underpinning and including digital learning matter was made available						



There were clear, well-written learning goals & manuals for the event						
The facilitation team were competent in leading and presenting content & in managing the CL process						
With colleagues I shared professional knowledge and experience						
Involvement in the CL event increased my professional knowledge creation						
The event was professionally rigorous and demanding and I left with 'new' knowledge						
I now have a more holistic approach when developing my professional learning						
As a result of this experience, I am changing my professional practice						
I now consider that I am part of a professional learning community						
We were encouraged to ask questions						



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I felt part of the decision-making process						
We worked together in the awareness of our moral and ethical responsibilities as teachers and colleagues						
the aim of enhancing social justice was made explicit and was part of our common practice						
Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL						