

The Rocky Road to Collaborative Learning!

(in the Jungle, up ladders [what helped us] and down snakes [unhelpful])

This game uses points made by teachers who have taken part in Collaborative Learning projects in schools.

It shows some of the things teachers involved in moving towards Collaborative Learning have found helpful in making progress.

The lack or failure of these stages were felt by them to have made the journey more difficult.

There are also a few points other points that caused some set-backs.

The **BOLD** & **highlighted** words are major attributes for collaboration and can be recognized as belonging to many of the boxes in the grid and not just the ones they are placed in.

Now you may wish to Play “The Rocky Road to Collaborative Learning: through the Jungle” yourself:

Here are 3 possible ways of starting on the ‘Journey’:

- Playing - step one; reflecting individually step two
- Analysis and joint discussion – collaborating together step 3
- Or you might find it more challenging (and worthwhile) to start with Step 3 and work backwards. Whichever way you choose don't be afraid to state your views or change your mind.

You need:

A. *Getting started*

1. The Rocky Road board
2. a dice
3. a cup to shake the dice in
4. a counter or token for each player
5. a sense of humour
6. others involved to play with
7. a note pad or tablet

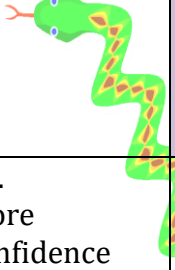


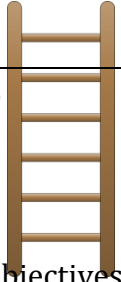


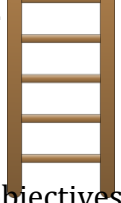

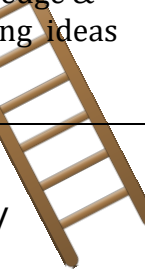

B. *Reflecting after playing*

1. A copy of the characteristics, principles and activities helpful in doing a Collaborative Learning project, whatever its focus
2. The Methodological Framework Grid (MF)
3. Time and space to reflect and discuss
4. A continuing sense of humour
5. Self-Analytical skills
6. Confidence to work as a team

Playing

Each player in turn rolls the dice and moves across the squares according to the number scored. Read out the stage/progress or otherwise that's been made on the journey so far. If you land on a square at the foot of a ladder you go up the ladder, skipping out some squares. If you land on the head of a snake, you go down the snake to its tail. Landing back to the progress or activity described there. You then need to make your way up again on your next 'turn'. Continue the game until everyone has reached square 35. Reflect on & make a note of the stages you went through to get there. Identify which, principles, necessary conditions & activities in Collaborative Learning are represented in each of the numbered cells. Finally from your discussion and experience of Collaborative Learning, what additional principles, aspects and activities would you add to a more detailed “journey” through Collaborative Learning. Show your reasoning.

RESOURCE POOL Element: Practice for Facilitators
Snakes and Ladders, created by Joan Stephenson

<p>35. Congratulations You have made progress towards Collaboration</p>	<p>34. Your outlook and practice have changed as a result of working with others</p>	<p>33. a team member leaves school</p> 	<p>32. You feel you have learnt from others by watching, discussing, adapting, exploring</p>	<p>31. there is increased reflection on practice by all</p> 
<p>30. Colleagues say they have learnt from your reflection, ideas, and practices Pride</p>	<p>29. PER sharing</p> 	<p>28. more confidence felt about knowledge and skills</p>	<p>27. You re-evaluate your ideas & practice, try new ways, Experiment</p>	<p>26. Good quality CPD results in progress being made: go directly to 31</p>
<p>25. <i>more targeted learning for pupils is an outcome</i></p> 	<p>24. Things have been rushed TIME re -think time - scale</p> 	<p>23. Teacher Collaboration increases: go to 29 ACHIEVE</p>	<p>22. You have increased knowledge & teaching ideas</p> 	<p>21 you no longer feel anxious about being watched or evaluated CONFIDENCE</p>
<p>20.  3 objectives achieved to 25</p>	<p>19. new strategies are tried Very Well!</p> 	<p>18 the team revises targets as a result of sharing ideas Realism</p>	<p>17. share tasks/ ideas You team-teach with a colleague</p> 	<p>16 you read and adopt latest research findings that prove useful: go to 22</p>
<p>15. professional relationships are stronger Inclusiveness</p>	<p>14. SUPPORT strong support by management confirmed</p>	<p>13. <i>increased learning by the pupils recognised</i></p>	<p>12. new initiatives in school OPENESS</p>	<p>11. open-school policy adopted SCHOOL COHESION</p>
<p>10. The team feels they have self-decision and some control over Autonomy</p>	<p>9. one school withdraws go back to aims & objectives</p> 	<p>8. you and your colleagues jointly make lesson plans targeting an agreed focus Sharing</p>	<p>7. Support is set up to help in areas you & colleagues have asked for CPD</p>	<p>6. You open your door and visit each others classrooms TRUST</p>
<p>5. you share your feelings with your colleagues Courage & HONESTY Risk taking</p>	<p>4. Time is put by for observation & discussion Built in TIME</p>	<p>3 aims, objectives & outcomes are identified for all & in each context CLARITY</p>	<p>2. you discuss collaborative principles with colleague/s Mutual understanding</p>	<p>1. BASE: you start on your journey collaborating with others in learning</p>