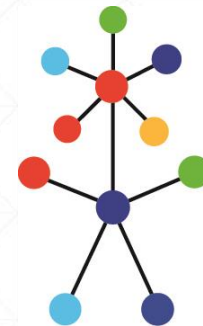


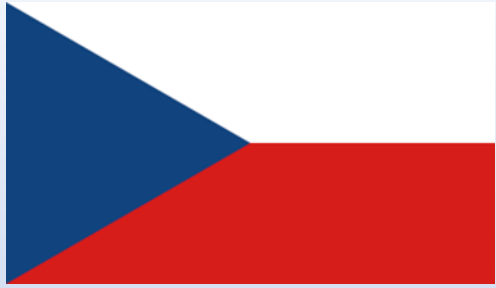
European Methodological Framework for Facilitating Teachers' Collaborative Learning (EFFeCT 2015- 2018): Perspectives of Irish teachers and leaders

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Czech Republic



Finland



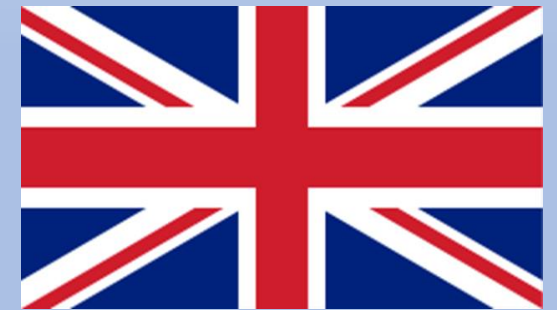
Hungary



Latvia



Ireland



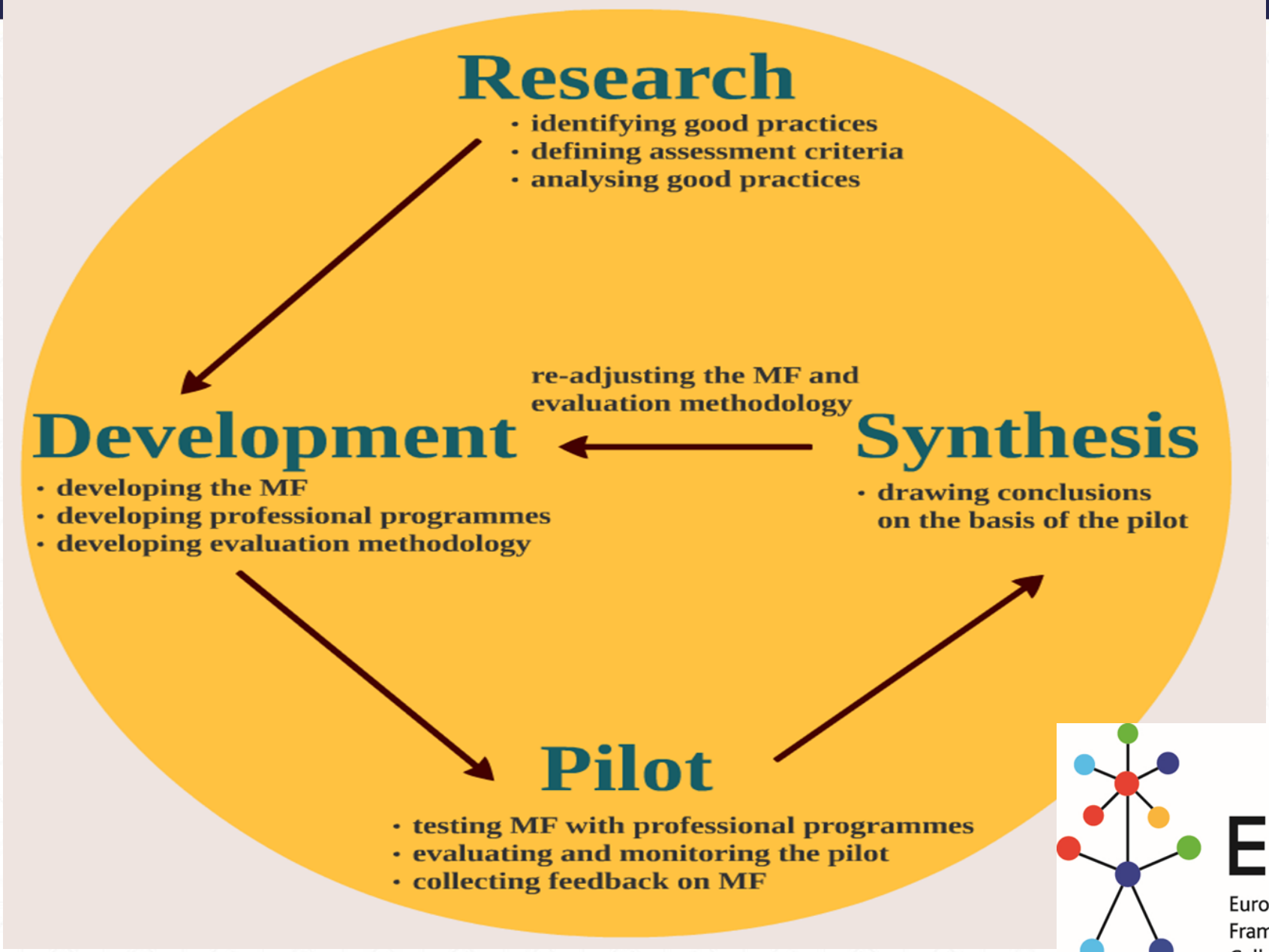
United Kingdom

The main focus of the EFeCT project is to enhance opportunities for teachers' **collaborative learning** and innovation and for effective networking between teachers, teacher educators, researchers and other educational stakeholders, so they can improve their competencies and keep them up-to-date, through enhanced opportunities for learning at all stages of their career.



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National Case Studies to inform the MF

1. Peer Observation of Teaching (1-2-1) collaboration
2. Literacy project in Limerick – Cluster of 14 schools with an Education Centre and a teacher education college
3. OSCAILT – Regional network of schools, state agencies
4. SCoTENS - Northern Ireland and Republic of Ireland, cross border network of teacher educators



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National Case Studies to inform the MF

Literacy project in Limerick

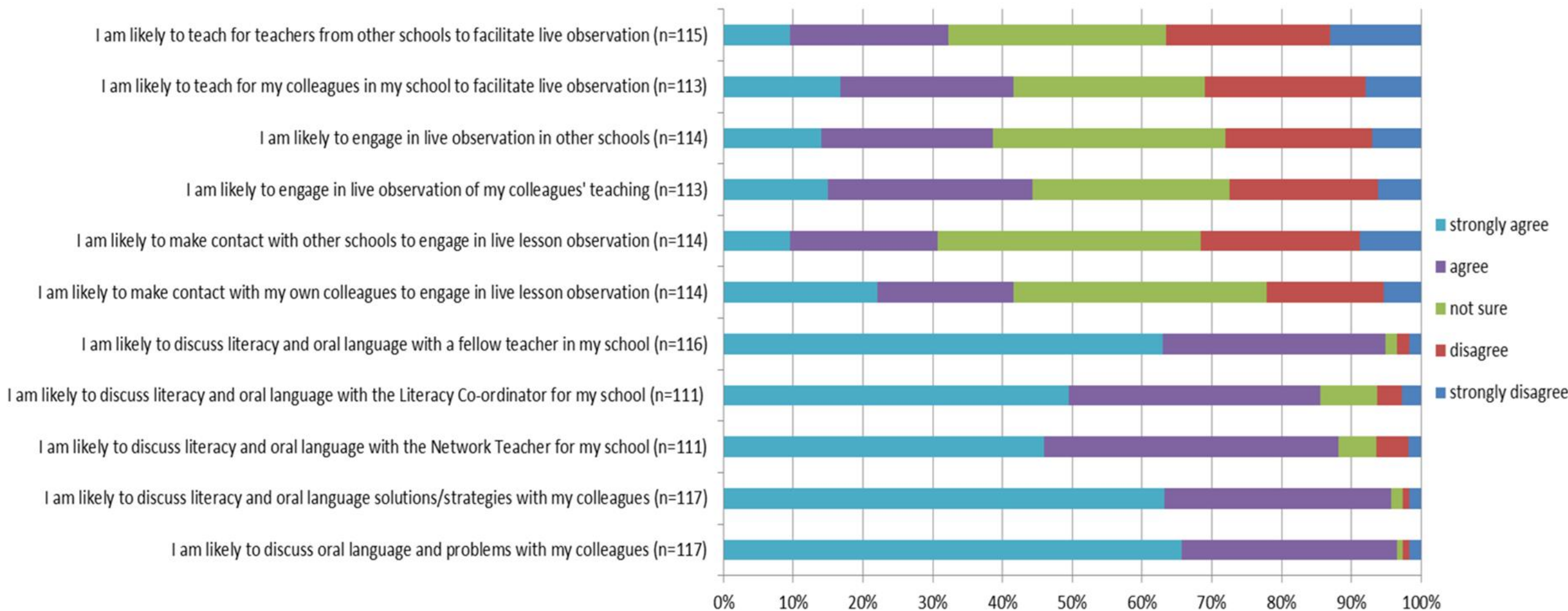
'It's totally opened up the schools. Before we were little schools in a little place. This is my school, that's your school. That doesn't happen anymore which is great. We're a community now, sharing good practice. That can only benefit everybody. That's great, one of the really good positives. The creating of a teacher community, professional people creating their own committees discussing the latest pedagogies and initiatives'. (Focus Group, Teacher)



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Collaborative Practice



	A	B	C	D	E	F
1	Criteria of teachers' Collaborative Learning	Characteristics (explanation in an accessible language, definitions, key elements	Facilitators & barriers (what conditions are necessary to achieve this criteria – in other words what circumstances are ideal for this criteria to be achieved) what are the main obstacles to achieving this criteria)	Activities for Collaborative Learning (including from case studies)	Tools & illustrations (any relevant & useful material such as articles, videos, games etc)	Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results where possible
2	Participative Professionalism					
3	Deep Level Collaboration					
4	Equity					
5	Deep Learning (Holistic Learning)					
	A	B	C	D	E	



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	A	B	C	D	E	F
1	Criteria of teachers' Collaborative Learning	Characteristics (explanation in an accessible language, definitions, key elements)	Facilitators & barriers (what conditions are necessary to achieve this criteria – in other words what circumstances are ideal for this criteria to be achieved) what are the main obstacles to achieving this criteria)	Activities for Collaborative Learning (from case studies)	Tools & illustrations (any relevant & useful material such as articles, videos, games etc)	Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results where possible
2	Participative Professionalism	<p>1. Collaborative teacher learning involves leadership that is shared and enacted by teachers as active agents of change.</p> <p>2. Participative professionalism is a democratic model of professionalism, involving co-leadership by teachers and other stakeholders.</p> <p>3. Key characteristics of participative professionalism are the following:</p> <p>a) De-centred agency / distributed leadership: (description: Involvement of diverse stakeholders; supportive set of organizational features; inclusive, holistic learning)</p> <p>b) Culture and environment for open expression and sharing: (description: an inclusive environment, where participants have the willingness/ability to question/assess and change ones' stance and opinions over the course of time)</p> <p>c) Stimulus for change – individual / collaborative: (description: change can be initiated both by external and internal stimuli; stimuli are evaluated and the processes they initiate are realised collaboratively; when planning, enacting and evaluating change consideration is given to how the organisation and its members function and learn</p>	<p>A) background/motivation for collaboration (examples linked: acquiring new methods, improvement of the quality of teaching, success of students, motivation for constant professional renewal, new relationships etc..)</p> <p><u>B) main difficulties</u> institutes have to cope with (examples linked: e.g. local, regional, national context, culture typical to the institution, etc. It might be institutional, financial, attitudinal, time factor, personal conditions (age factor), any country specific aspect, pedagogic culture of the institution etc.)</p> <p><u>from case studies: specific difficulties</u></p> <ol style="list-style-type: none"> teacher turn-over disrupting cohesion of team whole of team not involved in CPD associated with collaborative project lack of substitute cover for discussion/training sessions entrenched 'classroom is my kingdom' attitudes prevailing clash of collaborative objectives with curriculum directives fear of being judged when collaboration involves more than one institution or body the unequal commitment given to collaboration by some institutions '7' may be caused by (amongst others): <ol style="list-style-type: none"> attitude of senior person the amount of experience participants have in former collaboration or co-operation what level of 'comfort zone' individual or whole team participants have in being open to others differences in support material provided/generated by/for individual participants/institutions level of commitment to the ethos of collaboration levels of commitment to the focus of the area/project in which collaboration is taking place e.g. literacy; gender equality; behaviour management etc. Time pressures; within school/outside commitments Overload 	<p>A) Establishing the conditions for PP</p> <p>B) Debating the meaning of participative professionalism in local contexts</p> <p>C) Building on existing experiences</p> <p>D) Sharing individual agendas</p> <p>E) Meet with colleagues to find collaborators</p> <p>F) Demonstrating the taking into account of the views of others</p> <p>G) Demonstrating the ability to question/assess/change ones' stance and opinions</p> <p>H) Utilising legislative change to launch, bolster and develop collaboration</p> <p>I) Role play and manufactured scenarios to debate possible points of conflict of ideas, practice and development</p> <p>J) involving diverse stakeholders (students, non-teaching staff etc.)</p> <p>K) Face-to-face meetings to establish connection and trust</p>	<p>A) description and analysis of cases/narratives (stories) of cases/portraits of cases</p> <p>B) Stimulus video about an example of participative professionalism,</p> <p>C) tool for promoting the sharing of experiences</p> <p>D) tool for involving diverse stakeholders (students, non-teaching staff etc.)</p> <p>E) Tools to be developed using role-play, drama activities etc. to support personal and professional development</p> <p>F) Tools which help teachers reflect on external demands (yet see how collaboration could be achieved;)</p> <p>G) tool for developing the capacity amongst teachers and others for identifying problems to tackle,</p> <p>H) tool for taking initiatives and leading / co-leading change</p> <p>I) tool for promoting the sharing of experiences;</p>	<p>A. self –evaluation of case study designs to highlight examples of professional behaviours and attitudes</p> <p>B. data analysis of results</p> <p>C. monitoring of feedback</p>



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1	A Criteria of teachers' Collaborative Learning	B Characteristics (explanation in an accessible language, definitions, key elements)	C Facilitators & barriers (what conditions are necessary to achieve this criteria – in other words what circumstances are ideal for this criteria to be achieved) what are the main obstacles to achieving this criteria)	D Activities for Collaborative Learning (from case studies)	E Tools & illustrations (any relevant & useful material such as articles, videos, games etc)	F Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results where possible
3	Deep Level Collaboration	Deep level collaboration is a complex form of collaboration, characterised by the following features: Cohesive culture, High team identity. Emotional and professional support of each other within the collaborative community: Critically discussing different aspects of teaching: Building of internal, external relations (local, regional, national): Supporting innovation and change with respect to learning and teaching: e.g. the role of new technology the supportive role of senior leadership as promoting de-centred agency	1) Structural framing of collaboration A) Institutional (explanation, examples linked: enabling structures; administrative versus self-organising; a balance between top down and bottom up initiatives; legislative requirements of curriculum and practice, the documentation of collaboration, (e.g. work plan including in pedagogic programme/part of the institutional strategy, importance of personal choice) B) Cultural (linked: commitment of all to collaboration at institutional and individual level; shared values and goals and clarity over purpose, harmonising differences (methods, requirements, traditions of institutes, atmosphere...) C) Social – (linked: trust, creating an environment where views can be shared, failure is accepted, alternative views and differences are seen as a natural part of collaboration and innovation etc.; the tone of relationships, norms of respect; group or organisational identity) D) Technical framing of collaboration (examples linked: e.g. timeframe, communication and collaboration channels and tools, intensity...)	A) Developing trust activities (formal or informal) B) Enabling some form for meeting, set of roles created C) Reviewing resource to enable collaboration, e.g. time, allocations at an institutional level D) Investing in personal development to support individual and group development		A. examples of co-operative behaviour above average within pairs, staff members, consortia and involving multi-disciplinary or sector involvement B. attainment of personal, institutional, regional or national goals e.g. curricula change/development, adherence and attainment of/in new policy initiatives. enhanced learning outcomes, social/cultural developments
	A	B	C	D		



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1	A Criteria of teachers' Collaborative Learning	B Characteristics (explanation in an accessible language, definitions, key elements)	C Facilitators & barriers (what conditions are necessary to achieve this criteria – in other words what circumstances are ideal for this criteria to be achieved) what are the main obstacles to achieving this criteria)	D Activities for Collaborative Learning (from case studies)	E Tools & illustrations (any relevant & useful material such as articles, videos, games etc)	F Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results where possible
4	Equity	<ol style="list-style-type: none"> Equity in purposes, equity in processes. A good practice of collaborative learning advances developmental, participative, cultural and distributive justice. (description) it has to be sensitive to social inequalities in its methodology and design. it has to be equally accessible to teachers and non- teachers (e.g. students, other staff within the school). Relationships in the collaborative group are characterized by mutual respect and fairness). 	<ol style="list-style-type: none"> an institutional equity policy document staff on governing body parents association students consultative body arbitration procedures centralised equal opportunities policy named and dedicated person to monitor equality <p><i>barriers</i></p> <ol style="list-style-type: none"> hierarchical management top-down decision making attitudinal stances (e.g. 'x' knows best) assumptions about ability/potential Lack of communication 	<p>A) Focused discussion on what is meant by equity and why it is desirable</p> <p>B) Arts-based exploration of individuals' feelings around equity</p> <p>C) Card-sort activity about what are the most important elements of equity to you</p> <p>D) Development of sensitive guidance and support on how to encourage all to access opportunity</p> <p>E) Mentoring and coaching schemes</p> <p>F) Advocate in schools for schemes – peer process</p>	<p>A) Tools/materials on how to use arts-based approaches to understand feelings</p> <p>B) Tool to support mutual sharing of experiences</p> <p>C) Discussion prompts</p>	<p>A. review of results from tools designed to take note of equality of access/achievement/potential including institutional, national and individual</p> <p>B. scrutiny of policy documents at all levels and stages</p>
	A	B	C	D	E	F



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	A	B	C	D	E	F
1	Criteria of teachers' Collaborative Learning	Characteristics (explanation in an accessible language, definitions, key elements)	Facilitators & barriers (what conditions are necessary to achieve this criteria – in other words what circumstances are ideal for this criteria to be achieved) what are the main obstacles to achieving this criteria)	Activities for Collaborative Learning (from case studies)	Tools & illustrations (any relevant & useful material such as articles, videos, games etc)	Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results where possible
5	Deep Learning (Holistic Learning)	<p>A. Deep learning is a process of learning that enhances critical, independent thinking, autonomy, and self-awareness. Deep learning promotes learning broadly conceived, encompassing the following functions:</p> <p>1. Qualification: (description: Pedagogical learning; social pedagogy, andragogy, heutagogy (co-led by the learner) principles; knowledge and skills for collaborative learning and leadership; affective learning; knowledge-creation; student learning)</p> <p>2. Socialisation (description: Professional identity construction, including collective identity construction and re-framing; institutional or community socialisation; development of engagement with community; emotional learning)</p> <p>3. Subjectification (description: Individual agency, confidence, autonomy; critical, independent thinking; enabling voice; being exposed to alternative ideas; becoming democratic professionals; reflection)</p>	b) obstacles	<p>A) Consideration the purpose of collaboration in terms of its learning</p> <p>B) Group discussion about alternative ways of facilitating learning</p> <p>C) Promoting communication skills in different forms – (linked: face to face, virtual etc.)</p> <p>D) Technical professionalism and participative professionalism (linked: how can we learn about the difference between these, how to develop them appropriately and how to use them both in order to achieve learning)</p> <p>E) Activity which allows us to see the perspective of others - inspirational learning</p> <p>F) Activity which allows us to understand more about how to impact on organisational learning as well as individual learning</p> <p>G) Consideration of a wider body of knowledge or thinking through engagement with the literature (??)</p> <p>H) Identification of an individual problem or issue by teachers which leads to collaborative problem-solving and knowledge-building</p> <p>I) Working together on the quality of discussion and how to secure this</p> <p>J) 'Art of hosting' activities</p>	<p>A) Opening of classrooms to others (teachers and independent observers) followed my/by?? collective reflection</p> <p>B) artofhosting.org</p>	<p>A. self-evaluation of own progress towards learning/change by individuals, institutions, policy directives, partnership colleagues set against original aims and objectives</p>
	A	B	C	D	E	F



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Irish Pilot Workshop

22 responders covering

1st level schools (3)

2nd level schools (3)

mentors (4)

principals (3)

support teacher (1)

advisor (2)

Special Educational Needs teacher
(1)

Inspector (1)

Policy makers (2)

Teacher Educators (2)



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2 PARTICIPATIVE PROFESSIONALISM: Sections D, E & F of 5 sections

	fits my context	is adaptable	doesn't fit	missing for me is:-
Activities for Collaborative Learning (including from case studies)				
Establishing the conditions for PP.				
Defining the meaning of participative.				
Building on existing experiences.				
Aligning individual agendas.				
Working with colleagues to find collaborators.				
Demonstrating the taking into account of the views of others.				
Demonstrating the ability to question/assess/change ones' stance and opinions.				
Securing legislative change to launch, bolster and develop collaboration.				
Using role-play and manufactured scenarios to debate possible points of conflict of ideas, practice and development.				
Involving diverse stakeholders (students, non-teaching staff etc.).				
Face-to-face meetings to establish connection and trust.				
Resources & illustrations (any relevant & useful material such as articles, videos, games etc)				
Description and analysis of cases/narratives (stories) of cases/portraits of cases.				
YouTube video about an example of participative professionalism.				
Resources for promoting the sharing of experiences.				
Resources for involving diverse stakeholders (students, non-teaching staff etc.).				
Resources to be developed using role-play, drama activities etc. to support personal and professional development				
Resources which help teachers reflect on external demands (yet see how collaboration could be achieved).				
Resources for developing the capacity amongst teachers and others for identifying problems to tackle.				
Resources for taking initiatives and leading / co-leading change.				
Resources for promoting the sharing of experiences.				
Monitoring, evaluation & reflection through self-evaluation and feedback and measurable results possible				
Methods for self-evaluation of case study designs to highlight examples of professional behaviours and attitudes.				
Methods for analysis of results.				
Methods for monitoring of feedback.				



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B Characteristics (explanation in an accessible language, definitions, key elements)

1. Collaborative teacher learning involves leadership that is shared and enacted by teachers as active agents of change.
2. Participative professionalism is a democratic model of professionalism, involving co-leadership by teachers and other stakeholders.
3. Key characteristics of participative professionalism are the following:
 - a) De-centred agency / distributed leadership: (description: Involvement of diverse stakeholders; supportive set of organizational features; inclusive, holistic learning)
 - b) Culture and environment for open expression and sharing: (description: an inclusive environment, where participants have the willingness/ability to question/assess and change ones' stance and opinions over the course of time)
 - c) Stimulus for change – individual / collaborative: (description: change can be initiated both by external and internal stimuli; stimuli are evaluated and the processes they initiate are realised collaboratively; when planning, enacting and evaluating change consideration is given to how the organisation and its members function and learn.

C Facilitators & Barriers in other words what circumstances are ideal for this criteria to be achieved what are the main obstacles to achieving this criteria

A) background/motivation for collaboration examples linked: acquiring new methods, improvement of the quality of teaching, success of students, motivation for constant professional renewal, new relationships etc.

B) main difficulties

institutes have to cope with examples linked: e.g. local, regional, national context, culture typical to the institution, etc. It might be institutional, financial, attitudinal, time factor, personal conditions (age factor), any country specific aspect, pedagogic culture of the institution etc.

from case studies: specific difficulties

1. teacher turn-over disrupting cohesion of team
2. whole of team not involved in CPD associated with collaborative project
3. lack of substitute cover for discussion/training sessions
4. entrenched 'classroom is my kingdom' attitudes prevailing
5. clash of collaborative objectives with curriculum directives

Reflections drawn from the Irish Context:

- Overall the Irish Educators taking part in the workshop thought that the DMF provided a promising blueprint for encouraging and supporting teachers on their path towards collaborative learning
- The majority of the statements in each horizontal section of the DMF were felt to either ‘fit’ or be adaptable to the Irish education context
- Primary critique referred to the academic language and terminology used.



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- ‘Teacher register’ language would have more appeal to those with anxieties about taking part in practices that were not familiar to them or called for change in attitudes and beliefs
- Some categories/outcomes were felt to be more or less relevant to stages of school education e.g. ‘sharing’ was easier and more likely in a primary context whilst ‘designated time for discussion’ within the working day seemed less problematic in a second level situation.



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- The majority of the participants were experienced practitioners in their own field and in some cases in several aspects within the educational field. Doubts were expressed about whether beginners or those with less exposure to working in partnerships would be overwhelmed by the complexity of the framework. Pace was raised as a possible point to re-consider.



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Taking these points into consideration

Language in the DMF

- This needs either to be formulated in ‘teacher register’ or to have a comprehensive glossary of a common understanding of terms used with concrete examples of illustrative examples.
- the language & concepts need to be presented in a less academic fashion/teacher-friendly vocabulary – evidence that many teachers are not reading literature to develop their own professional knowledge and the vocabulary that is associated with concepts in education



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Taking these points into consideration

- ‘performance’ – language of the technician – prefer ‘teaching & learning’:
- n.b. data/evidence – informal evaluation – caution required – see Biesta ‘what works won’t work’
- Some definitions and a glossary of terms required



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Pace

- One size does not fit all. ‘Contextual’ aspects underestimated
- The varied levels of teachers knowledge, comfort with the concepts and subsequent knock on experiences, both attitudinal and practical of working towards collaborative learning need to be catered for.
- A nuanced programme, with supporting material at each ‘level’ would be useful.
- challenge to get collaborative culture embedded in recently established school when people are more open to new ideas – subsequent incomers then subscribe to the culture without significant CPD.
- introduce collaboration to schools by having a formal pilot & training programme



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Support

- verbatim/real life examples echoing managers and teachers needs and concerns would strengthen the frameworks usefulness and impact.
- the notion of a comprehensive portfolio of resources including theoretical papers is a sound one.
- some preparatory ‘training’ sessions introducing the concepts of ‘sharing/partnership’ in a communal context are advisable



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What is missing?

- The role of parents/home wasn't featured in the framework but is vital in achieving increased outcomes
- An emphasis on the importance of principal when collaborating with other schools
- Include theoretical knowledge re reflection Schön /Brookfield
- Must model Formative Assessment - training is needed for tutors in how to implement policy & support teachers
- Student teachers and the role of co-operating teacher in school practice/mentors



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In a school context where teachers are not collaborative and used to sharing ideas and experimenting with their teaching practice, even professional learning programs with solid content and powerful training strategies, are unlikely to be effective (Cole, 2012, p.14).

What is needed, according to Cole (2012), is a culture of Professional Learning to be established in all schools with teachers assuming responsibility for this culture.

Such a culture would facilitate highly experienced teachers to formally coach and mentor their less experienced colleagues.



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Next steps: involves strategic thinking and change across the board

- policy making
- course production and management
- administration
- support
- analysis
- evaluation
- quality control
- liaison
- negotiation
- financial control
- enforcement

and sectors

- early years
- primary
- secondary
- post 16
- adult,
- special education
- vocational
- diploma
- graduate
- post graduate
- doctoral



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Policy makers

- Knowledge of CL and insight into school practice
- Commitment to improving school efficiency & providing targeted support
- Appointing high quality teachers, allowing teachers to have agency
- Designing policy that promotes co-operation and collaboration
- Exploiting use of digital learning
- Impetus to use CL themselves in co-operating with other local areas
- To be aware of changes in teacher education supported by research
- Require and support universities to design appropriate courses
- Effective allocation of resources to enable implementation by schools and universities
- Collaborate with funders and institutions to put on National Training days, exhibitions and conferences to promote CL



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Schools General:

Continuous Professional Development begun or developed

Including providing opportunities for:–

- learning together (CL)
- self-reflection, self-knowledge
- questioning & evaluating own beliefs/attitudes/practices
- hearing others thoughts and adopting other view points
- influencing others thinking, trying new ideas, gaining courage to experiment
- accepting failure is OK and a stimulus to trying some other way
- addressing children's needs & involving children in interactive methods
- jointly producing lessons materials
- giving and accepting feedback without being judgemental



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Management

- All as in schools +
- Creating school ethos and awareness of management style on willingness of staff to experiment, change, potentially fail
- Openness to modes to support CL
- Inducting novice teachers into school, nurturing learning community
- Supporting IT students on school placement
- Effecting the training of mentors etc.
- Space – for discussion and for collaborative teaching to take place
- Time - including for substitute teachers for feedback/discussion
- Use of non-teaching staff in developing a learning community
- Meeting parental and societal needs
- Liaison with other schools, CPD providers etc.
- Evaluation



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In the Locality – inter – Nationally

- Developing CL not only within but across schools, clusters of subject specific teachers
- Exchanging ideas and practices, sharing equipment
- Sharing teachers – particularly in specialisms with a shared ethos
- Utilising digital learning and expertise across institutes
- Liaison with other social areas e.g. health, social workers etc.
- Impetus to use CL themselves in co-operating with other local areas
- (University)Teacher educators providing high quality teacher Training, CPD
- National workshops to promote development and change for policy makers



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Thank you

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