EFFeCT
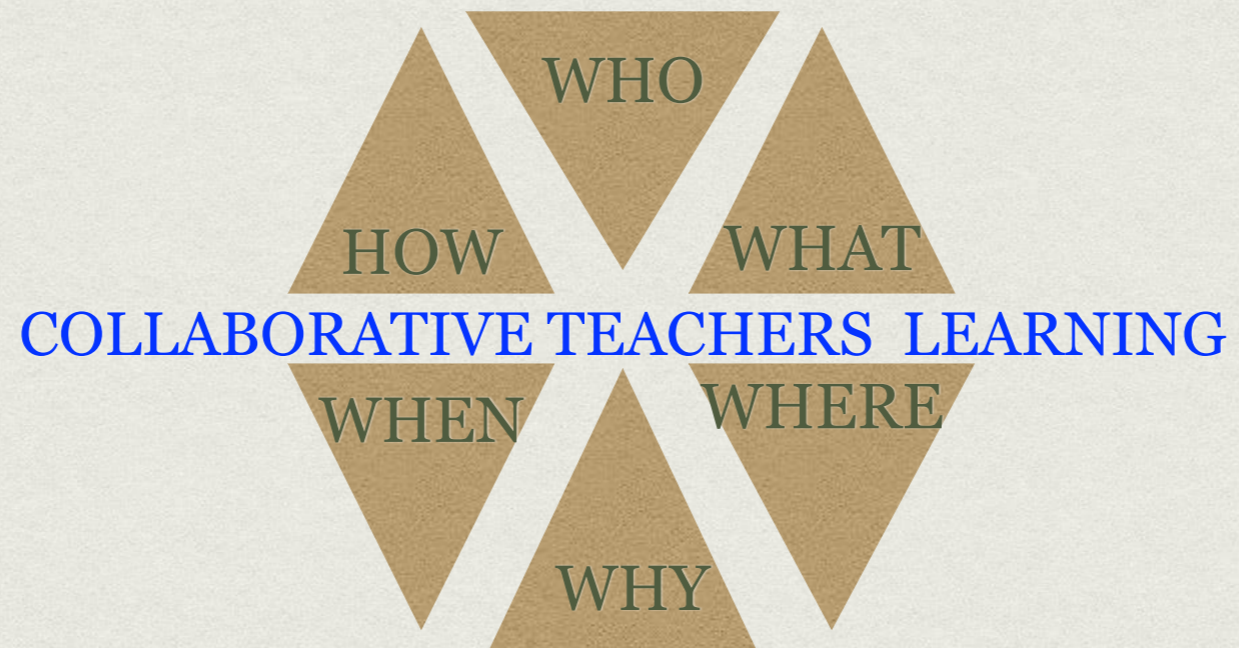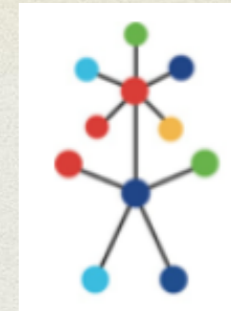
Glynn Kirkham, NIDV, Prague, Czech Republic
ATEE Winter conference, 15th February 2018,
Jan Huse Universitet, Utrecht

A MODEL

WHO

HOW   WHAT

COLLABORATIVE TEACHERS LEARNING

WHEN   WHERE

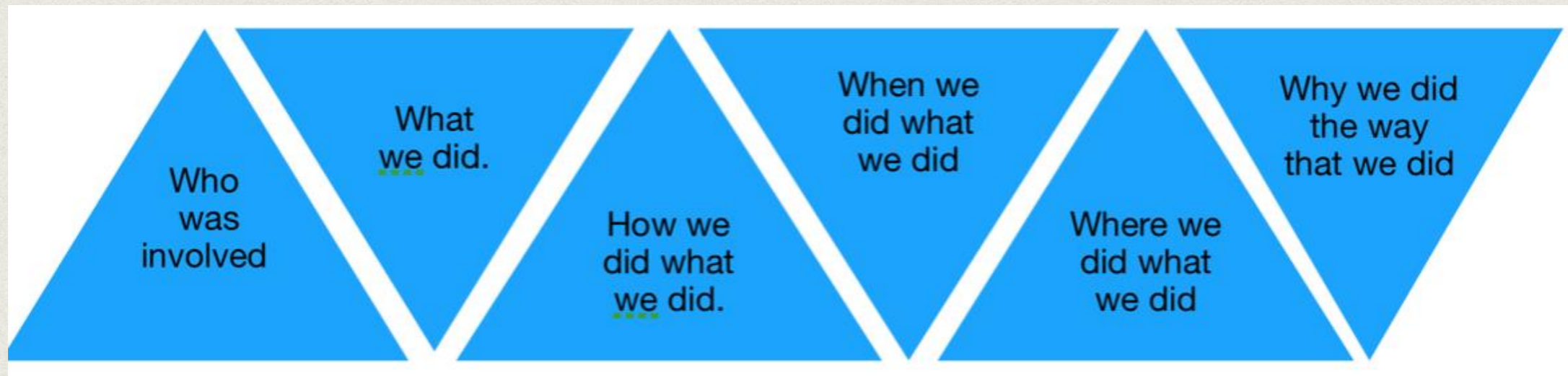WHY

'SATIABLE CURTIOSITY

I keep six honest serving-men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.
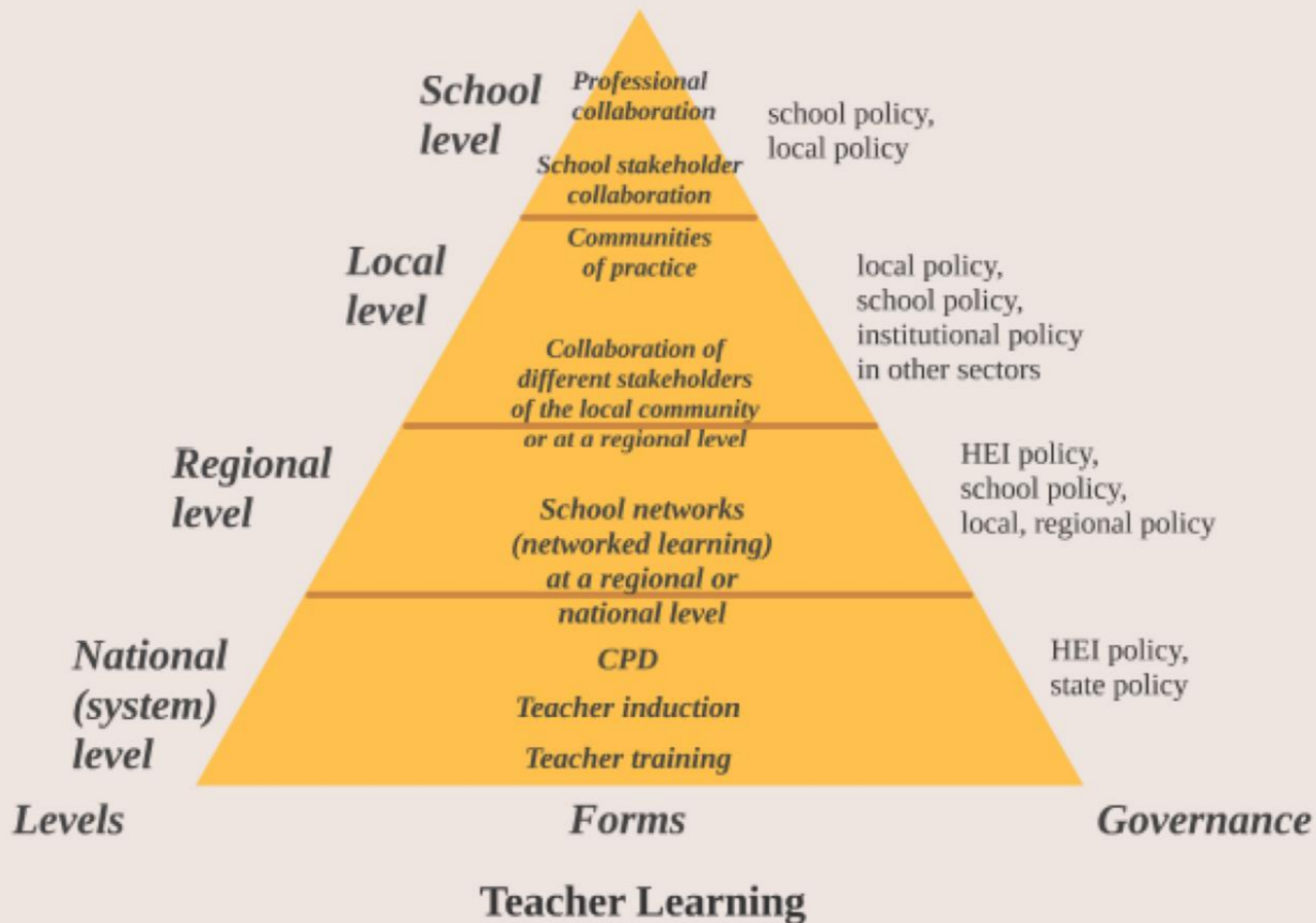
Rudyard Kipling, (1902) 'The Elephant's Child'

5WH

MODEL MF

INITIAL INFLUENCERS

Teacher Learning

GOOD PRACTICE

Languages' Teaching CLIL

Peer Group Mentoring

Headteacher & Leaderaship Development

Activity-centred education

Working with the Community

Teacher Learning Communities & Networks

Education for Democracy

Raising Student Achievement

University Schools Network

Unity Network HE

Lieracy Combatting Social Deprivation

PRINCIPLES DERIVED

Participative professionalism
- Decentred agency / distributed leadership
- The practice as an expression of participative professionalism

Deep level collaboration
- Structural framing of collaboration
  - Institutional
  - Cultural
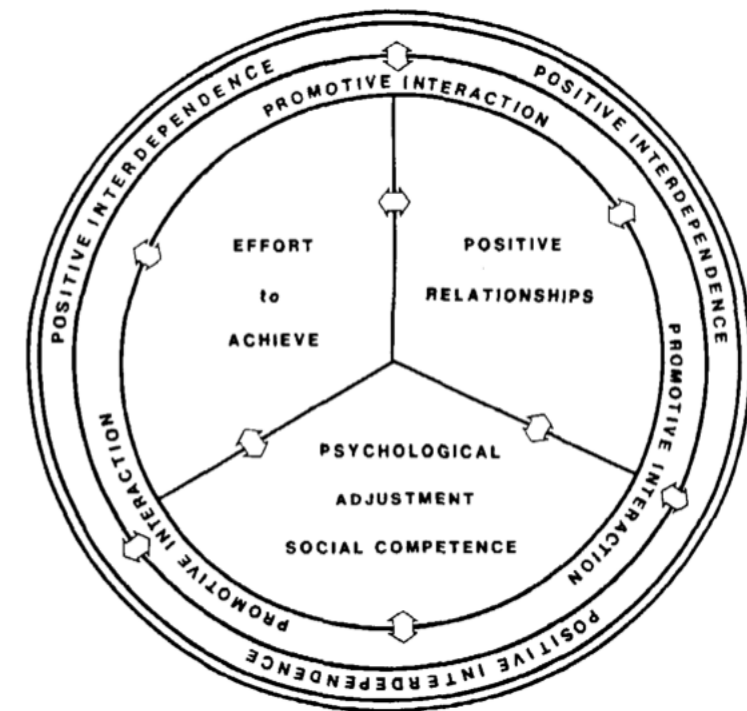 - Social
- Role of senior leadership

Equity
- Overt purpose to address inequalities between areas, schools, students
- Inequities in teacher opportunities or relationships addressed
- Inequities in teacher opportunities or relationships recognised
- Participative and cultural justice claimed to be strong
- Open to all
- The process of collaboration leads to more equal relationships
- Includes non-teachers
- Better community relationships
- Transforming dialogue in contexts of division and conflict

Deep learning
- Professional identity construction
- Collective construction of professional identity
- Reframing
- Institutional or community socialisation
- Emotional learning
- Strengthening of professionalism and expertise
- Civic engagement

Outcomes Of Cooperative Learning

POSITIVE INTERDEPENDENCE — PROMOTIVE INTERACTION — POSITIVE INTERDEPENDENCE

EFFORT to ACHIEVE

POSITIVE RELATIONSHIPS

PSYCHOLOGICAL ADJUSTMENT SOCIAL COMPETENCE

PROMOTIVE INTERACTION — POSITIVE INTERDEPENDENCE — PROMOTIVE INTERACTION

Taken from Johnson, D. W., & Johnson, R. (1989). **Cooperation and competition: Theory and research**. Edina, MN: Interaction Book Company.

Kagan M & S (1992/3) PIES

Positive Interdependence, **I**ndividual Accountability, **E**qual Participation, and **S**imultaneous Interaction

REFLECTION TO REFLEXIVITY

1. $A - R = 0L$

2. $A + iR = iL$ (Solipsism)

3. $A + iR + R\, O(W + W) = maxL$

4. $maxL \longrightarrow$ Optimum A

(Kirkham, 2004)

Key: A, Action/Experience; R, Reflection; i, individual; O, Others; W+W, Words and Works; max, maximum; L, Learning.

Sound advice on change

"Bring together a large number of people
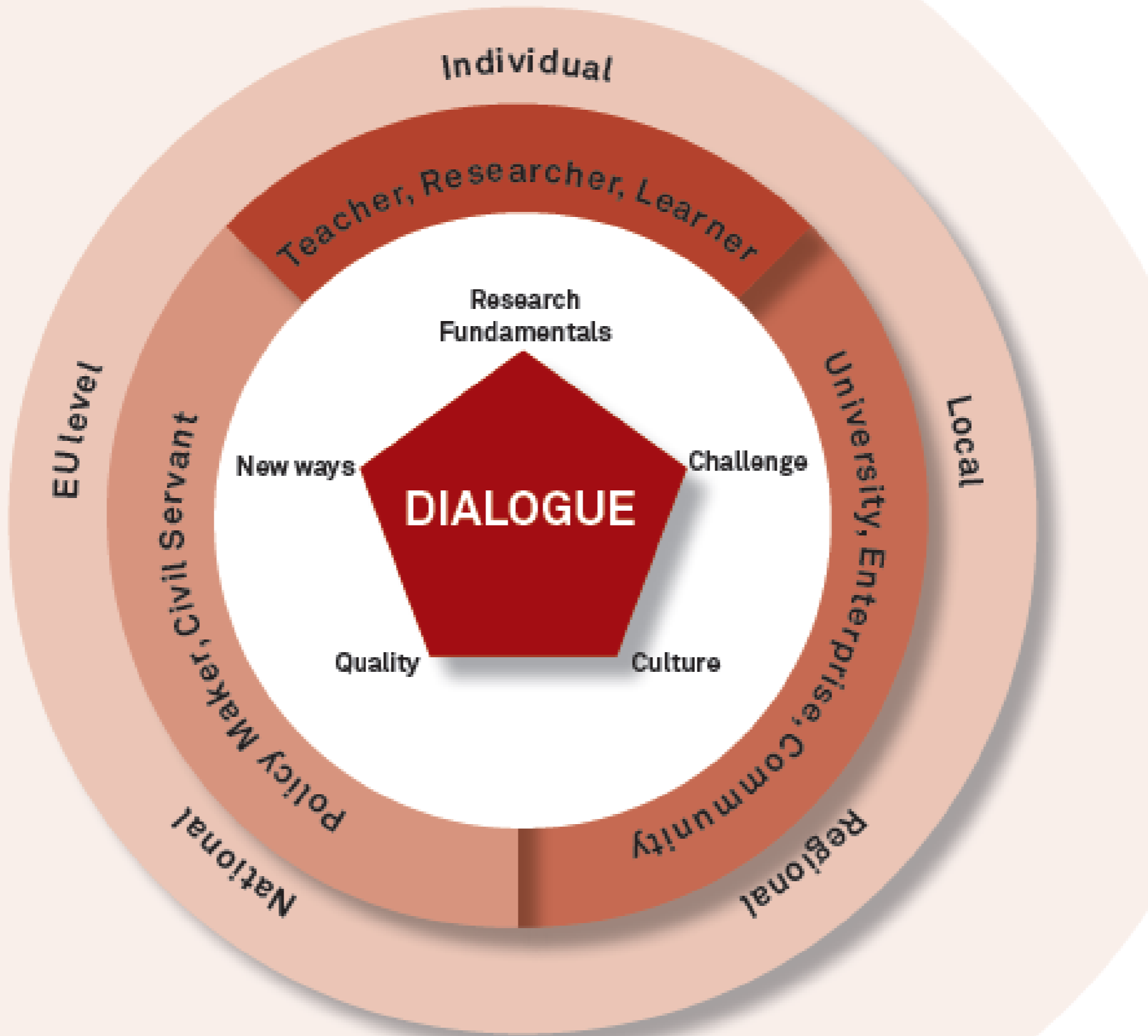
across your constituency groups

to help define what you are looking to improve,"

says Bob Zapotocky,

technical sales director for emerging technology at AT&T.

"Their input will help guide a technology roadmap

when making the transition."

tech spotlight : Voice Transformation: The Evolution of Voice Communications

shutterstock.com

Presented by THE Journal and Campus Technology

HINDERERS

Six key areas for inhibiting CTL from the EFFeCT project:
1. Management
2. Plant
3. Curriculum demands
4. Cultural factors
5. Attitudes
6. Knowledge

'Increased organisational demands, workload, norms of privacy, departmental membership, timetable and the physical nature of the institution are often used as an excuse for not having time to collaborate.'(Anderson 2002:21)

Competitive culture incited by political dogma.
Law-abiding nature of education professionals.
Traditional expectations

ASSISTING FACTORS

Six key areas for assisting CTL from the EFFeCT project:

1. Management
2. Plant
3. Curriculum demands
4. Cultural factors
5. Attitudes
6. Knowledge

EUROPEAN FRAMEWORK FOR DIGITAL COMPETENCE

The ubiquity of digital technologies has profoundly changed almost all aspects of our lives:
the way we communicate,
the way we work,
the way we enjoy our leisure time,
the way we organise our lives,
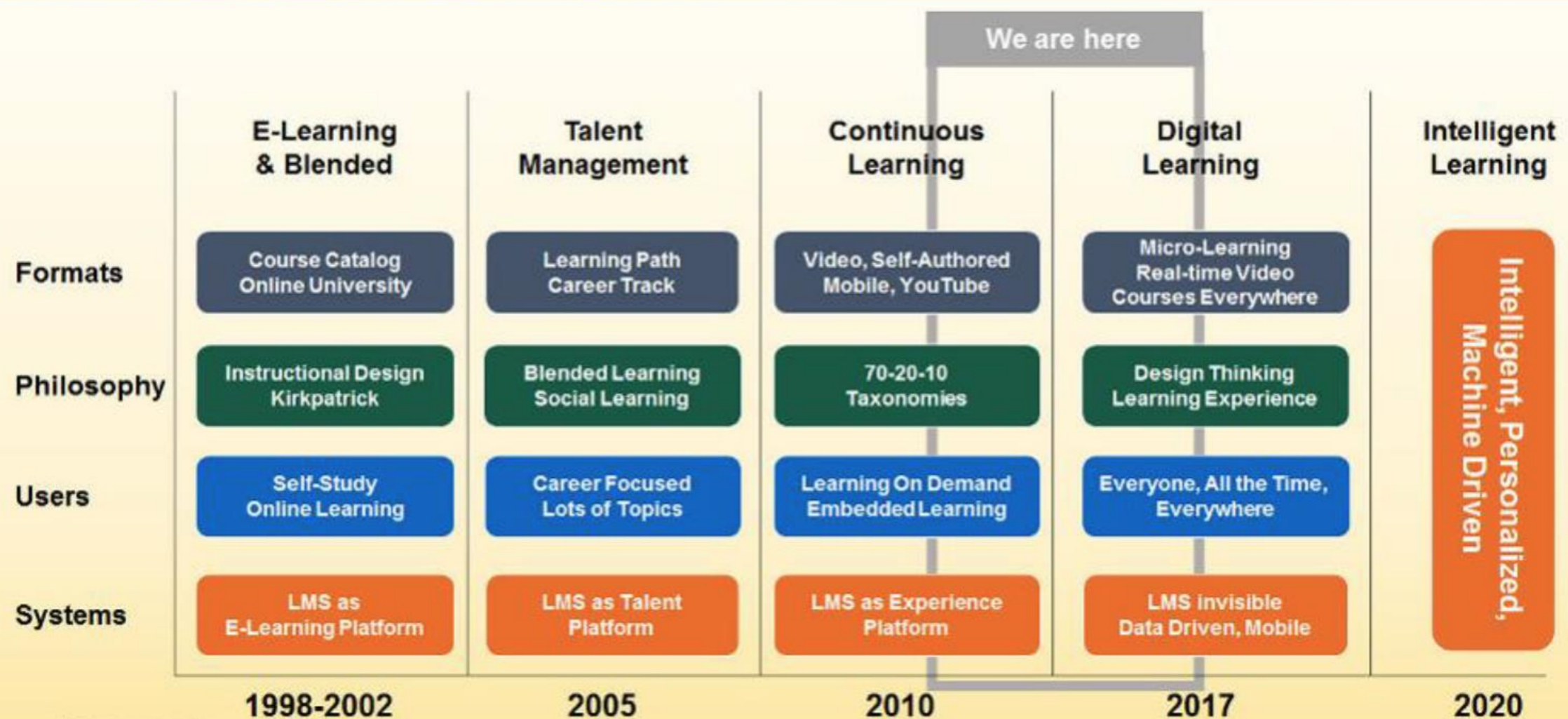and the way we source knowledge and information.
It has changed how we think and how we behave.
(Redecker, 2017: 12)

Fig 1: Evolution of Corporate Learning

IS THIS YOUR EXPERIENCE?

Fig 3: Employees Want To Learn Fast

Bersin J March 28, 2017 "Watch Out, Corporate Learning: Here Comes Disruption" Forbes /Leadership/#Like a Boss

ROGERS' 10 BASIC ASSUMPTIONS

1. Human beings have a natural potentiality for learning.
2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
3. Learning which involves a change in self organisation–in the perception of oneself–is threatening and tends to be resisted.
4. Those learnings which are threatening to the self are more easily proceed and assimilated when external threats are at a minimum.
5. When threats to the self are low, experience can be perceived in differentiated fashion and learning can proceed.
6. Much significant learning is acquired through doing.
7. Learning is facilitated when the student participates responsibly in the learning process.
8. Self–initiated Learning which involves the whole person of the learner – feelings as well as intellect – is the most lasting and pervasive.
9. Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation our basic and evaluation by others is of secondary importance.
10. The most socially-useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.

FACILITATING LEARNING

1. The facilitator has much to do with setting the initial mood or climate of the group or class experience.
2. The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group.
3. (S)He relies upon the desire of each student to implement those purposes which have meaning for (her)him, as the motivational force behind significantly learning.
4. (S)He endeavours to organise and make easily available the widest possible range of resources for learning.
5. (S)He regards himself as a flexible resource to be utilised by the group.
6. In responding to expressions in the classroom group, (s)he accepts both the intellectual content and the emotionalised attitudes, and gathering to give each aspect the approximate degree of emphasis which it has for the individual or the group.
7. As the acceptant classroom climate becomes established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing (her)his views as those of one individual only.
8. (S)He takes the initiative in sharing himself with the group – (her)his feelings as well as (her)his thoughts – in ways which do not demand or impose but represent simply a personal sharing which students (others) may take or leave.
9. Throughout the classroom experience, (s)he remains alert to the expression indicative of deep or strong feelings.
10. In is functioning as a facilitator of learning, the leader endeavours to recognise and accept his own limitations.   NB My brackets.

SO WHO? AND WHY?

Initiation of the process ranges from an individual to national governments

Perceived needs - evidence-based and emotion-based; common purpose

HOW AND WHERE

Inviting Communication, Sharing

In and between Classrooms, Departments, Schools, Faculties

WHAT AND WHEN?

Two (or more) educators sharing their perceptions and practice to enhance their professional competence KnUB (Know, Understand, Be able to)

When need is perceived or demanded

FINAL MESSAGE

When teachers collaborate (get together to talk in concrete, precise language about instruction and student work), their teaching dramatically improves and student achievement rises (White 2009).
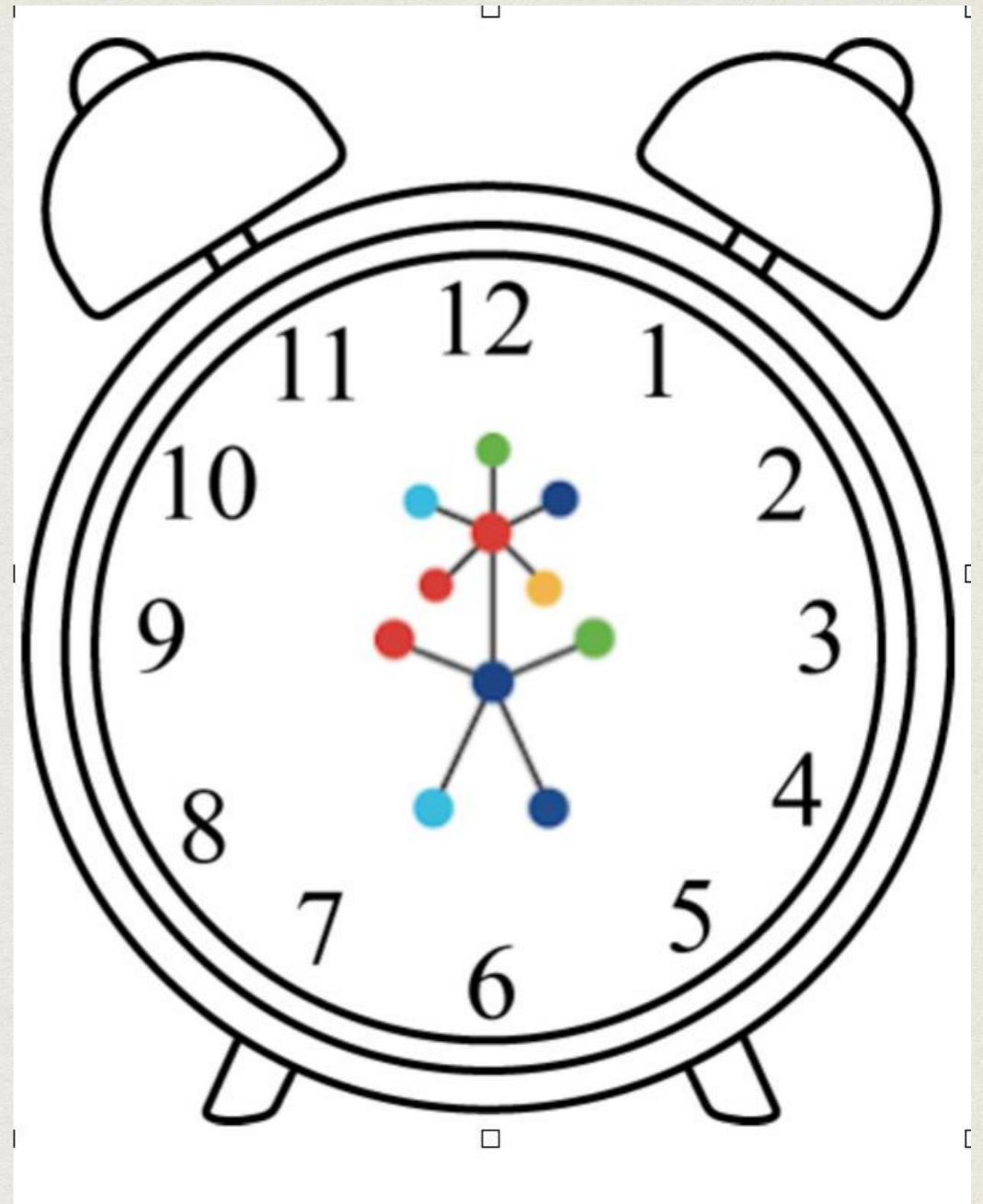
Education is about achieving 'personal bests' and not about winning gold medals.

WHY 21ST CENTURY NEEDS HANDS ON AND FACE TO FACE TOO

Life is too short to spend more time staring at the monitor.

WHEN IS THE OPTIMUM TIME TO COLLABORATE?

If not me, Who?

If not now , When?

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