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Piloting the Methodological Framework in Latvia

“The Effect of Collaboration” – closing conference of EFFECT - European Methodological
Framework for Facilitating Collaborative Learning for Teachers
562204-EPP-1-2015-1-HU-EPPKA3-PI-FORWARD

The aim of the report is to provide overview of the piloting implementation and I and summarize main results.

The piloting aimed to achieve the following results

Nationally:

- developed and practised methodologies which foster collaborative learning of teachers, students and local community in solving real life problems;
- conducted research to gain evidence-based results about teachers' and students' competence development process through real life problem solving process;
- elaborated education policy recommendations to implement competence-based education approach in Latvia through collaborative learning process;
- developed school-based professional development programme (160 hours) for teachers to promote collaborative learning and teaching and competence-based approach in education.

Locally and at school level:

- improved understanding of collaborative learning and competence-based education approach;
- improved teachers' professional competencies in solving real life problems through collaborative teaching and learning process;
- developed solution for one real life problem of local community involving different stakeholders of local community

Pilot target group

4 public schools from different regions of Latvia- Broceni Secondary School, Jelgava State Gymnasium, Tirza Primary School and Ergļi Secondary School.

Piloting implementation

Pilot approach and implementation plan (ANEX I) was developed by project team together with 2 lead trainers/coaches and external evaluator. The piloting was carried out in several phases.

Alongside with other activities all phases included data collection and data processing for conducting research. Data collection from participants was done using electronic learning diaries sent to them via Google forms after each workshop.

Phase 1 (from December 2016 till the end of February 2017).

1. Development of Professional programme draft (ANEX II);

The programme and training methodology was developed gradually during the whole piloting process. Improvements were made after each workshop taking into account participants' feedback and research data analysis.

2. Selection of Schools;

The aim of the selection was to identify four schools having teachers' collaborative learning experience and motivation to work collaboratively and interdisciplinary during pilot implementation. Each of selected schools had to form their team consisted of 5 members: (2 teachers, 1 school administration member, 1 representative of local community, 1 representative of local NGO).

3. Introductory workshop for all school teams;

The introductory workshop took place in Riga on February 10-11, 2017. The aim of the workshop was to get to know each other, introduce school teams with EffeCT project goals, tasks of piloting and prepare schools for further project activities. Teams worked together to elaborate problem bank and choose one to be solved. School teams were paired according to their chosen problem, so that during the piloting process they could share their experiences and learn from each other. Each school was appointed a mentor to support school's team during piloting implementation.

Phase 2 (March-May 2017)

1. Implementation of the project plan by schools.

During implementation process schools were solving a real life or pedagogical problems interdisciplinary using collaborative teacher learning as a tool. Each of four teams collaborated with 1 class of students and their team of teachers. An action plan to solve the particular problem was elaborated together with the students.

Three of participating schools (Jelgava, Broceni and Ergļi) worked on pedagogical problems they were experiencing with their students. The problems were related to aspects of tolerance and diversity; learning, working, living together as students from one class; taking responsibility/ ownership for one's own learning. Only Tirza Primary school dealt with real life situation which was a community problem - cleaning and refreshing of apple trees' alley. In order to reflect on how collaborative learning helped to solve the identified problems each school had to organize interdisciplinary day or activity for all involved participants and other members of school or community.

2. Training workshops for school teams

During action plan implementation school teams received training activities to foster their collaborative and interdisciplinary work and learn more about methodologies to be used. Eight one - day workshops were organized to support school teams. Each project school had opportunity to participate in 2 different workshops – individual, which was organized for core project group or bigger group with other teachers and/or community members, and bilateral workshops for 2 schools together (when paired schools visited each other). Schools had a free choice to involve colleagues and community members in local training sessions as well to negotiate with trainers about content of trainings. In between periods teams received on-line support provided by coaches and project team.

Phase 3 (June- October 2017)

1. Summer workshop;

Summer workshop was organized for all pilot schools on June 19 - 21, 2017.

The workshop was aimed at presenting and sharing piloting experiences among teams and trainers; getting to know first research findings; finalising school team's work and preparing for the final project conference.

2. The Final conference

The conference took place in Riga, on October 18, 2017. The conference gathered about 150 participants including school leaders, teachers, and policy makers, partners from Hungary, Ireland and Finland.

The aim of the conference was to facilitate discussion on the different aspects of the teacher collaborative learning and to introduce the EFFECT project results to a wider audience. The conference started with the plenary session followed by 2 parallel workshop sessions during which participants had opportunity to hear 4 schools stories and main research results – the challenges faced and benefits gained by teachers and students while implementing different interdisciplinary study and work activities within multidimensional collaboration and project partners and project partners' piloting experiences. The international perspective was brought in by partners' experiences introducing workshop participants with different collaborative learning experiences in their countries. The conference ended by policy makers' panel who reflected on topics discussed during conference and recommendations prepared by project implementers.

Phase 4 (November 2017 - April 2018)

1. Finalizing the Programme

The last months of the project was dedicated to finalize the programme taking into account main findings of pilots and research. The developed programme is for 160 hours, but the program design allows choosing only separate themes or modules.

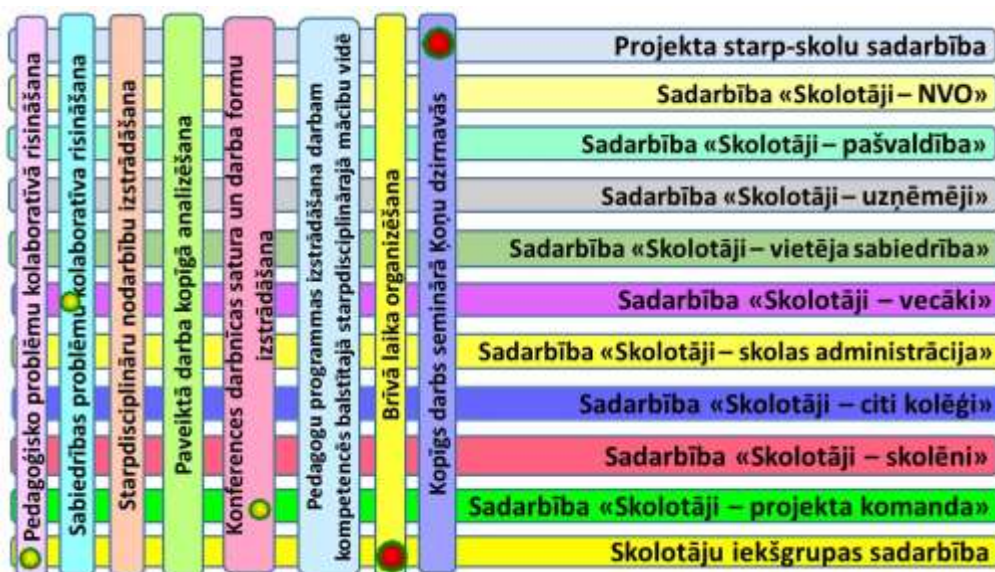
2. Dissemination of Project results.

The dissemination of project results became more intense in the final phase of the project. Trained teams from all 4 schools could bring change not only in their schools, but could also help other schools of their region or local authority. During various dissemination and training activities pilot schools have shared their experience

encouraging other schools to facilitate collaboration among teachers and other stakeholders. For example, pilot school from Broceni has shared their experience in 12 different events (meetings, seminars, workshops, conferences) with total number of participants - 446. Tirza's School has presented/ shared their experience during Teacher's conference of Gulbene local authority (about 150 participants) and to school leaders from Aluksne and Ape region schools; Jelgava Gymnasium has demonstrated their experience at Jelgava City teachers' conference for all teachers of Jelgava. Dissemination activities helped pilot schools once again reflect on the work done and through received feedback from get new ideas how to continue and improve TCL in their schools. National Centre for Education has disseminated EFFECT methodology by implementing 54 hours programme training workshops on teacher collaborative learning for about 400 teachers from 200 schools from all regions of Latvia.

Research findings of the pilot phase

A model for collaborative teacher learning indicates diverse levels and key actors of teacher collaborative learning. According to the pilot phase results in Latvia the stakeholders engaged in CTL are: teachers' school colleagues and administrators, teacher educators, students, students' parents, entrepreneurs, municipality and local community representatives, researchers and policy makers.



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Main challenges and obstacles for teacher collaborative learning



Main benefits for teacher collaborative learning



Main pilot results

Quantitative indicators

1. Developed and piloted one training programme;
2. Four schools participated in programme piloting;
3. Four school teams have improved knowledge and skills on collaborative teacher learning;
4. Organized 10 training workshops for project schools and one national project dissemination conference;

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5. Two lead trainers/coaches have developed themselves as trainers

Qualitative indicators:

1. Implemented innovative forms in teacher training;
2. Developed and practised methodologies which foster teachers' collaborative learning;
3. Gained evidence – based results about teachers and students' competence development process through problem solving process;
4. Increased awareness among educators about TCL as an effective professional development form;
5. Increased number of schools who are interested in TCL methodology;
6. Project schools have know-how to continue TCL in their schools and help other schools;
7. Projects results recognized by policy and decision makers;
8. Ensured continuity and mainstreaming of project results by developed training programme and trainers ;

Project implementation plan in Latvia

Phase of the project	Main results to be achieved	Target group	Main activities	All phases activities
1 st phase – till the end of February 2017	<ul style="list-style-type: none"> • identification of project goals, tasks; • development of problem bank to be used by schools; • elaboration of the school project plan for the project. 	<ul style="list-style-type: none"> • National project team; • 4 different school teams (2 teachers, 1 school administration member, 1 representative of local community, 1 representative of local NGO) 	<ul style="list-style-type: none"> • National project team meetings • National workshop (10-11 February 2017) for all project participants • Getting familiar with the methodologies to be used in the project • Mentor for school teams available 	<p><i>Conducting research</i> (1st data collection after the national workshop)</p> <p><i>Development of the school-based teacher professional programme</i> (preparation and approbation of the 32h for the training programme through national workshop)</p>
2 nd phase – March 2017 – May 2017	<ul style="list-style-type: none"> • implementation of the project plan by schools; • collaborative learning process at schools; • setting up different school activities. 	<ul style="list-style-type: none"> • 4 different school teams (2 teachers, 1 school administration member, 1 representative of local community, 1 representative of local NGO) • 1 class of students in each school and their team of teachers • Local community representatives following the elaborated school 	<ul style="list-style-type: none"> • 4 training workshops for school teachers about methodologies to be used during the project • 4 workshops for project teams visiting each of the schools by other teams • Implementation of school project plans • Elaboration of interdisciplinary day or activity in each project school to implement 	<p><i>Conducting research</i> (2nd data collection after the training workshops in schools 3rd data collection after the project team visits Students data collection 2-3 times throughout the project plan implementation time)</p> <p><i>Development of the school-based teacher professional programme</i> (preparation and approbation of 88h for the training)</p>

		plan.	collaborative and competence- based approach. • Individual mentoring available	programme)
3 rd phase – June 2017 – October 2017	<ul style="list-style-type: none"> • analysis of the project results • dissemination activities including the national conference of the project 	<ul style="list-style-type: none"> • 4 different school teams (2 teachers, 1 school administration member, 1 representative of local community, 1 representative of local NGO) • National project team; • Education community of Latvia; • International project partners. 	<ul style="list-style-type: none"> • National workshop for project teams to finalise school teams work and to prepare for the dissemination activities in the next phase. • 2-4 national project team meetings • National conference to present project results 	<p><i>Conducting research</i> (4th and final data collection after the national workshop)</p> <p><i>Development of the school-based teacher professional programme</i> (preparation and approbation of 40h for the training programme)</p>
4 th phase – November 2017 – till the end of the project	<ul style="list-style-type: none"> • development of school-based teacher professional development programme; • dissemination activities including preparation of the papers for the scientific journals; • meetings with different national education stakeholders to facilitate implementation of the education policy recommendations; • international project activities. 	<ul style="list-style-type: none"> • National project team; • Education policy makers in Latvia; • International project partners. 	<ul style="list-style-type: none"> • Project meetings internationally; • Meetings with education policy makers in Latvia; • Papers to be elaborated. 	<p><i>Conducting research</i> (dissemination of the research results)</p> <p><i>Development of the school-based teacher professional programme</i> (final work and improvement of the programme)</p>

ANEX II



Erasmus + projektā EFFeCT izstrādātā profesionālās pilnveides programma : “Sadarbības mācīšanās pieeja izglītības iestādē, darbojoties skolotāju komandā un īstenojot starpdisciplināru mācību procesu”

Programmas nosaukums: “Sadarbības mācīšanās pieeja izglītības iestādē, darbojoties skolotāju komandā un īstenojot starpdisciplināru mācību procesu”

(160 stundas: 80 stundas klātienēs nodarbībās un 80 stundas individuālais un komandas darbs)

Programmas mērķauditorija: 3-5 dalībnieku komandas no vienas izglītības iestādes (1-2 izglītības iestādes administrācijas pārstāvji, 2-4 izglītības iestādes pedagogi, *projekta ietvaros - 1 vecāku, vietējās nevalstiskās organizācijas vai uzņēmēju pārstāvis pēc izglītības iestādes izvēles*)

Programmas mērķis: veidot izpratni par sadarbības mācīšanās pieejas īstenošanas iespējām izglītības iestādē, īstenojot kompetencēs balstītu mācību saturu, darbojoties starpdisciplinārā mācību procesā.

Plānotie rezultāti:

- kursu dalībniekiem ir izpratne par sadarbības mācīšanās pieeju, kompetencēs balstītu mācību saturu un tā īstenošanas iespējām dažādos mācību procesu veidos;
- kursu dalībnieki ir attīstījuši nepieciešamās profesionālās kompetences jeb lietpratību darbam starpdisciplinārā vidē;
- kursu dalībnieki ir aktualizējuši dažādus personības iekšējos un ārējos faktorus, kā arī profesionālos aspektus, kuriem ir tieša ietekme uz ikdienas rīcību, profesionalitāti un darbības efektivitāti.

Kvalitātes nodrošināšanas pasākumi (atgriezeniskā saikne, programmas apguves vērtēšana): Katras kursu klātienes nodarbību dienas laikā kursu dalībnieki sniedz un saņem atgriezenisko saiti par paveikto ar dažādām formatīvās vērtēšanas metodēm. Līdz programmas noslēgumam katras izglītības iestādes komanda izstrādā un īsteno praksē vienas dienas nodarbību ciklu ar sadarbības mācīšanās pieeju, kas ietver kompetencēs balstīta mācību satura principus starpdisciplinārā mācību vidē.			
N.p.k.	Tematika ar īsu satura anotāciju	Stundu skaits	Īstenošanas formas, metodes, pārbaudes formas un metodes
1.	Sadarbības mācīšanās pieeja un tās īstenošanas iespējas izglītības iestādē.	16	1. <u>Lekcija un atvērtā dienasgrāmata</u> – kursu laikā to dalībnieki aktualizē jau zināmo un papildina ar jauno informāciju, piefiksējot galvenās atziņas atvērtajā dienasgrāmatā.
1.1.	Sadarbības mācīšanās pieejas struktūrmodelis un pamatjēdzieni.	4	2. <u>Individuālais, pāru un grupu darbs</u> – mācību darba formas, kuras tiek izmantotas kursu nodarbībās, lai nodrošinātu procesa individualizāciju un diferenciaciju.
1.2.	Paradigmas, principi un paradumi pedagoga profesionālajā darbībā un to ietekme uz sadarbības mācīšanās pieejas īstenošanu izglītības iestādē.	4	3. <u>Darbnīca</u> – pedagoģiskā darbnīca, kuras laikā tiek iegūta izpratne un prasme pielietot iegūto informāciju par kursu saturiskajiem jautājumiem vai arī notiek dalīšanās ar kursu laikā iegūto pieredzi.
1.3.	Izglītības iestādes kā mācīšanās organizācijas darbība, īstenojot sadarbības mācīšanās pieeju.	4	4. <u>Modelēšana</u> – mācīšanas un mācīšanās stratēģijas, kuras dod iespēju īstenot paradigmu, principu un paradumu izvērtēšanu un piedāvā iespējas mainīt savu rīcību reālajā dzīvē.
1.4.	Izglītības iestādes kā kopienas centrs, īstenojot sadarbības mācīšanās pieeju.	4	5. <u>Starpdisciplināri uzdevumi</u> reālās dzīves problēmu risināšanai un pašvērtējumam kursu nodarbībās.
2.	Dažādu veidu mācību process un tā īstenošana, ievērojot sadarbības mācīšanās pieeju.	54	6. <u>Radošie darbi</u> – metodisko paņēmieni kopums kursu saturisko jautājumu analīzei un jaunu risinājumu iegūšanai, kā arī atgriezeniskās saites sniegšanai, iegūšanai un pašrefleksijai.
2.1.	Mācību un audzināšanas process izglītības iestādē, īstenojot kompetencēs balstītu mācību saturu un sadarbības pieeju.	8	6. <u>Semināri un kolokviji</u> – kursu nodarbību formas, kuru laikā kursu dalībnieki aktīvi piedalās ar individuālā un komandas darba laikā gūto pieredzi un diskutē par profesionālajiem jautājumiem, izdarot savus secinājumus.

2.2.	Tradicionāls mācību process un tajā izmantotā didaktika, īstenojot sadarbības mācīšanos.	4	7. <u>Formatīvās vērtēšanas metodes</u> , kas dod iespēju kursu dalībniekiem izvērtēt savu zināšanu un prasmju dinamiku kursu dienas sākumā attiecībā pret kursu dienas noslēgumu (refleksijas un kopsavilkumu metodes, grafiskie organizatori u.c.) 8. <u>Konference</u> – kursu noslēgumā ir izvērtējuma konference vai seminārs, kurā dalībnieki dalās ar savu pieredzi plenārsēdē, darbnīcās vai paneļdiskusijā.
2.3.	Multidisciplinārs mācību process un tajā izmantotā didaktika, īstenojot sadarbības mācīšanos.	6	
2.4.	Starpdisciplinārs mācību process un tajā izmantotā didaktika, īstenojot sadarbības mācīšanos.	24	
2.5.	Dažādu mācību metožu izvēle triju veidu mācību procesā, īstenojot sadarbības mācīšanos.	4	
2.6.	Caurviju prasmes, īstenojot kompetencēs balstītu mācību saturu un sadarbības mācīšanās pieeju.	8	
3.	Metodiskais darbs izglītības iestādē, īstenojot sadarbības mācīšanās pieeju.	16	
3.1.	Metodiskā darba saturs, principi un īstenošana izglītības iestādē.	4	
3.2.	Metodiskā darba īstenošanas īpatnības, īstenojot sadarbības mācīšanās pieeju.	4	
3.3.	Metodiskā darba analīzes modeļi, īstenojot sadarbības mācīšanās pieeju.	8	
4.	Personība un tās ietekme uz profesionālās darbības efektivitāti, īstenojot sadarbības mācīšanos.	28	
4.1.	Personības raksturojums, dažādi personības ārējie un iekšējie faktori un to ietekme uz profesionālo darbību.	4	
4.2.	Domāšanas un argumentācijas process un tā ietekme uz profesionālo darbību.	16	
4.3.	Pedagogs un viņa darbības efektivitāte, strādājot starpdisciplinārā vidē, īstenojot kompetencēs balstītu mācību saturu un sadarbības mācīšanās pieeju.	8	

5.	Izglītības iestādes kā komandas praktiskā darbība izglītības iestādes kopienā, īstenojot kompetencēs balstītu mācību saturu starpdisciplinārā mācību vidē un sadarbības mācīšanās pieeju.	68	
5.1.	Praktisko nodarbību izveides didaktika un īstenošanas praksē pamatprincipi.	24	
5.2.	Vienas nodarbības izveide.	24	
5.3.	Pētnieciskā darbība praktisko nodarbību īstenošanas laikā.	8	
5.4.	Praktisko nodarbību analīze un secinājumu izstrāde.	12	

Programmas vadītājs _____
(datums)

_____ (paraksts)