

# PILOTING THE METHODOLOGICAL FRAMEWORK IN LATVIA

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National Centre for Education of Latvia

Institute of Lifelong Learning and Culture «Vitae»



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**EFFeCT**  
European Methodological  
Framework for Facilitating Teachers'  
Collaborative Learning



Valsts izglītības  
satura centrs

**VITAE**

MŪZIZGLĪTĪBAS UN KULTŪRAS INSTITŪTS

# Cooperation partners

- 4 public schools:

- Broceni Secondary School
- Jelgava State Gymnasium
- Tirza Primary School
- Ergli Secondary School

2 coaches/trainers:

- Karine Oganisjana, asoc. prof. of Riga Technical University
- Rolands Ozols, leading education expert of «VITAE»

External evaluator:

- Linda Daniela, asoc. prof. of the University of Latvia

# Some key elements for the piloting phase

1. Schools form teams of teachers to work collaboratively and interdisciplinary.
2. A team of teachers and community members work together to elaborate the problem bank and choose one to be solved. In case of community problem, their representatives also are members of the implementation team.
3. A plan of action to solve the particular problem is elaborated together with the students.
4. School teams (teachers, students and community members) work together in solving their problems and implementing their action plans.
5. School teams receive raining activities to foster their collaborative and interdisciplinay work.

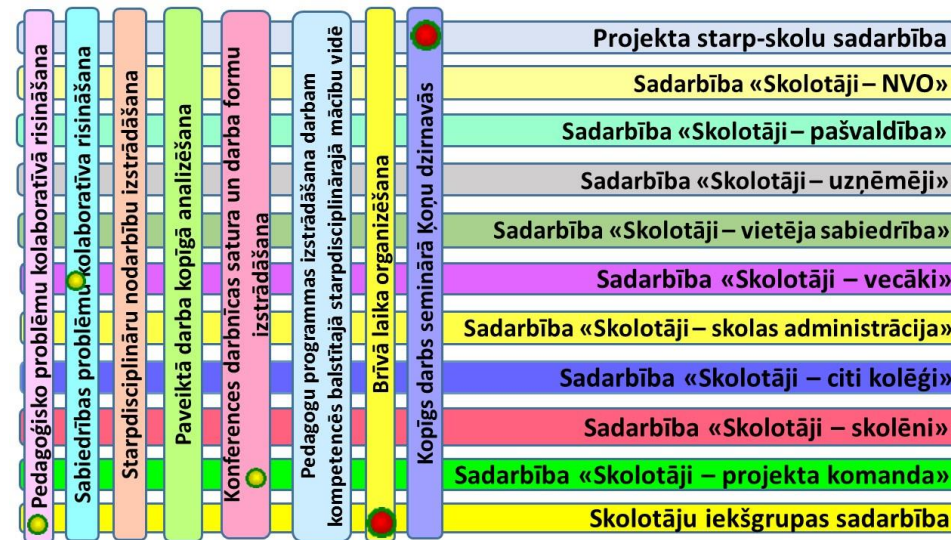
# Goals for piloting phase

- Internationally - testing the methodological framework and its indicators
- Nationally – developing in-service teacher training programme for collaborative teacher learning
- Locally at school level – solving a real life or pedagogical problem interdisciplinary using collaborative teacher learning as a tool
  - Broceni Secondary School – pedagogical problem - tolerance and respecting diversity in grade 7
  - Jelgava State Gymnasium – pedagogical problem – ownership of learning and being proactive in grade 8
  - Tirza Primary School – real life situation - community problem – cleaning and refreshing the school apple tree garden involving local community
  - Ergli Secondary School – pedagogical problem – learning living and working together as a class



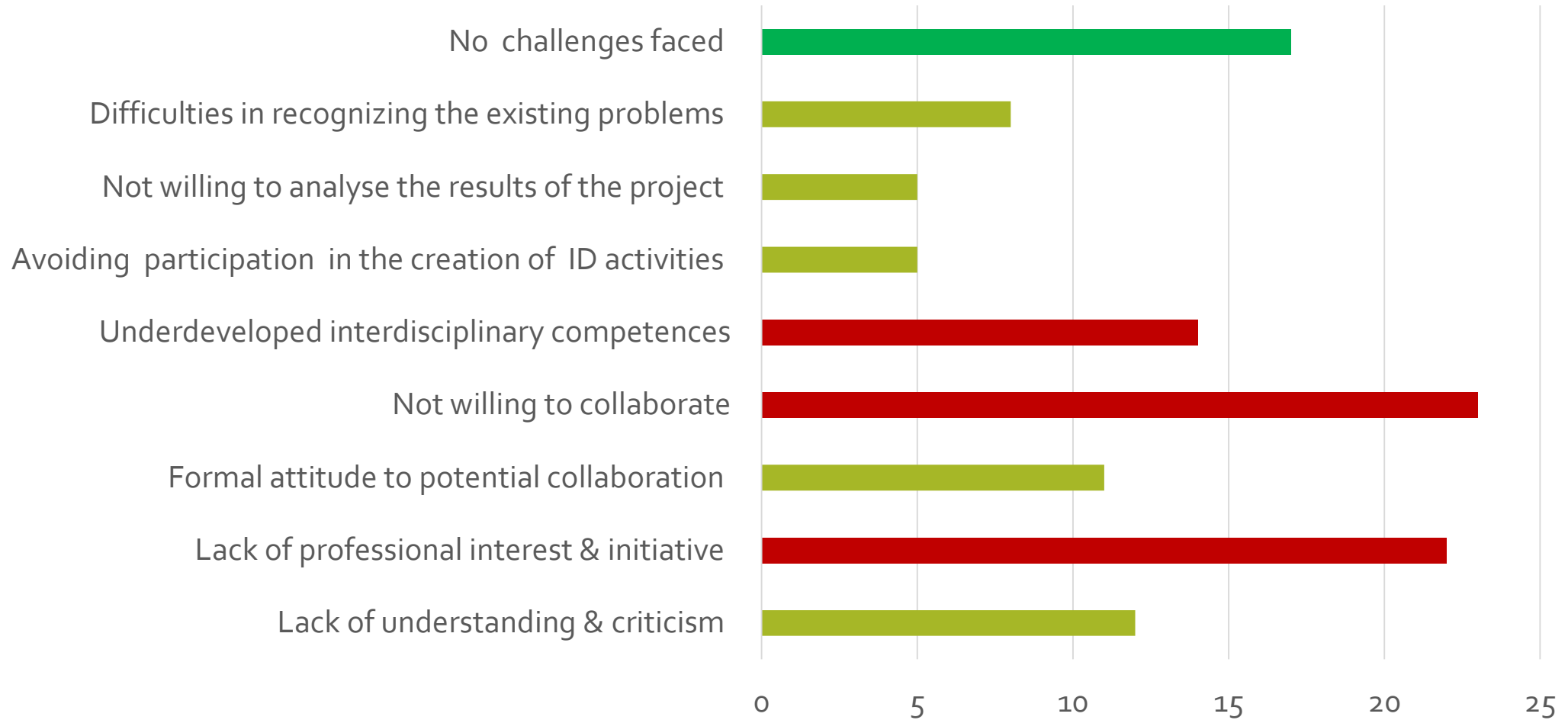
# Results and key findings of the pilot phase

- A model for collaborative teacher learning indicating diverse levels and key actors of teacher collaborative learning.



- According to the pilot phase 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.

# Research findings – challenges and obstacles for teacher collaborative learning



# Research findings – main benefits for teacher collaborative learning

